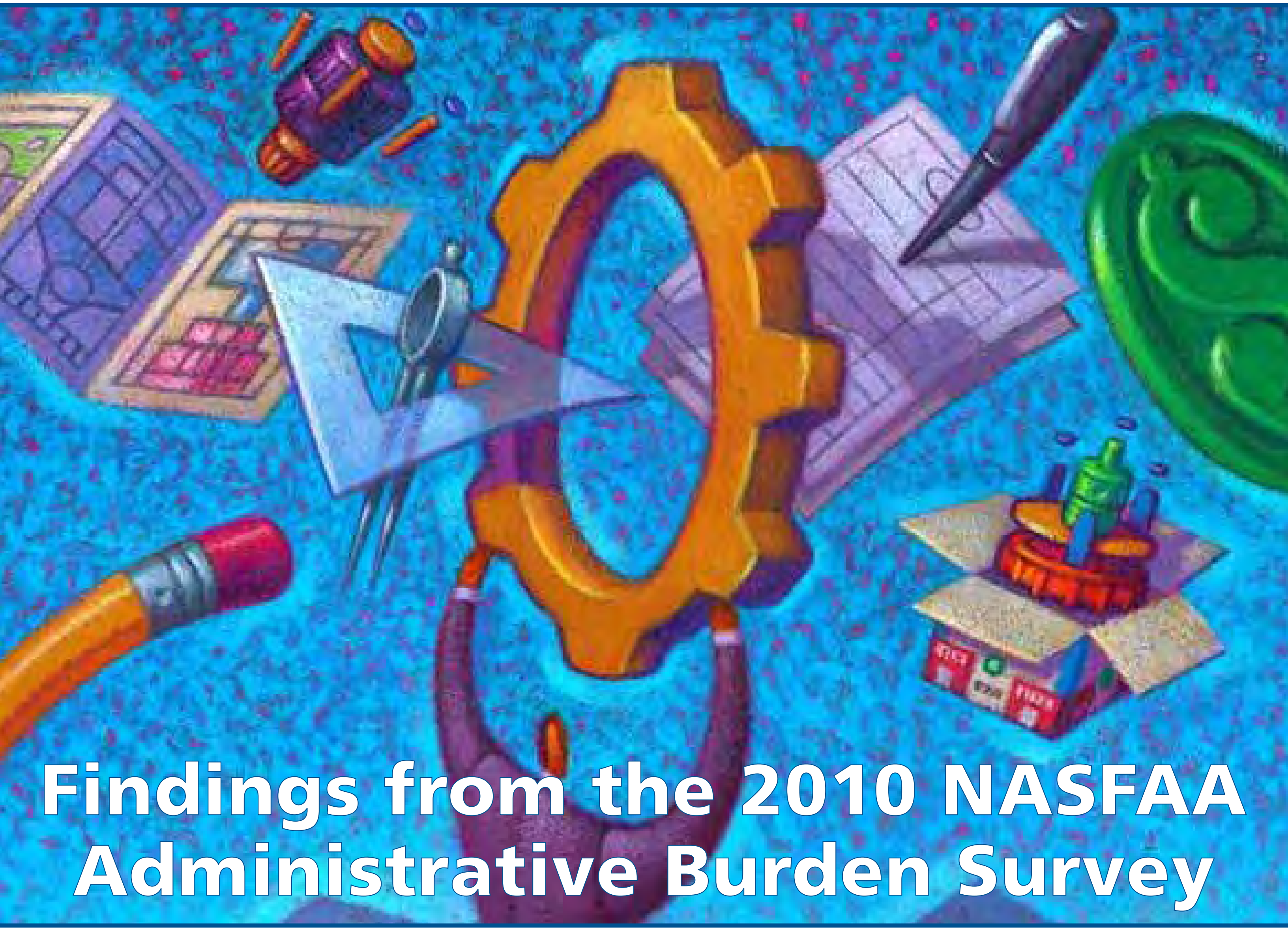

Findings from the 2010 NASFAA Administrative Burden Survey

Prepared by the National Association of Student Financial Aid Administrators

N·A·S·F·A·A

NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

Acknowledgements

NASFAA is grateful to Carlo Salerno and Jeff Weinstein for developing the survey instrument, compiling and analyzing the survey results and writing this report. Salerno and Weinstein are Principals with BridgeSpan Financial LLC in Arlington, Virginia.

NASFAA developed its policy recommendations based on the survey results, the results of prior studies, including the National Conversation Initiative and Rethinking Student Loans, as well as analysis of the regulations and laws relating to these issues.

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Executive Summary

The National Association of Student Financial Aid Administrators (NASFAA) conducted a survey in October 2010 that polled financial aid administrators on whether recent increases in regulatory and administrative burden have adversely affected students or the administration of the financial aid programs. The survey questions were designed to assess the existing capabilities of NASFAA members' financial aid offices, to identify specific resource shortages that offices are currently facing, and to measure the impacts that any shortages are having on students receiving financial aid.

Findings indicate that students attending institutions from all sectors of higher education are receiving diminished student services due to a combination of increased administrative burden and stagnant or even reduced financial aid operating resources. These patterns are exacerbated by the fact that both the amount of aid disbursed and the number of aid applicants have increased greatly over the past five years, as reported by aid administrators. Over this same period, administrators also indicated that operating budgets have remained constant even the though the required effort for the average aid applicant has greatly increased.

As a result, two-thirds of respondents indicated that their financial aid office was facing a moderate or severe resource shortage. Of those who indicated a shortage:

- Approximately **80 percent** identified the shortage as being permanent in nature, rather than a short-term transition while new requirements are being incorporated
- Nearly **90 percent** indicated that the shortage impacted their obligation to assist and counsel students, especially in the form of:
    - » Face-to-face counseling
    - » Outreach efforts
    - » Attention to target populations
- A majority cited a greater regulatory/compliance workload as a major cause of the shortage. Other causes cited were:
    - » More aid applicants
    - » More professional judgments
    - » Insufficient operating budget
    - » More files requiring verification
    - » The introduction of year-round Pell compliance
    - » The introduction of and increased Title IV regulations unrelated to financial aid

Based on these findings, NASFAA has developed a set of three broad policy recommendations designed to alleviate the administrative and regulatory burden for financial aid administrators and to create more time to focus on student access, persistence, indebtedness and success:

- **Streamline student aid programs**—simplify the student aid programs by consolidating into one grant program, one loan program, and one campus-based program.
- **Streamline student aid application processes**—despite recent FAFSA simplification efforts, low-income students continue to face multiple hurdles in applying for and receiving financial aid.
- **Eliminate non-germane and/or duplicative regulations**—remove regulations unrelated to financial aid so that financial aid administrators will have more time to devote to students and less on general campus compliance.

The Policy Recommendations portion of the report (page 20) will expand greatly upon these three overarching themes. Under each broad recommendation, the report will identify specific examples of ways that programs and regulations can be streamlined, simplified, or eliminated to ease this burden.

Survey results show that aid administrators are being asked to do too much more without being given the necessary resources, and students are facing significant consequences. Further, unless requirements and resources are balanced in the immediate future, it is unlikely that these effects will dissipate for several years. Federal regulations require that institutions provide an adequate number of qualified staff to administer Title IV programs and adequate counseling for students who are participating in the programs ((34 C.F.R. §668.16(b)(2)) & (34 C.F.R. §668.16(h)). If institutions are to comply with these regulations in good faith, there must be changes in federal policy that address the simplification and streamlining of federal financial aid regulations.

Introduction

Since 2009, the National Association of Financial Aid Administrators (NASFAA) has documented remarkable growth in the administrative burden faced by institutions in administering Title IV funding. Numerous regulatory changes and adverse economic conditions have contributed to this burden, such as state budget reductions, increases in the number of verifications required by the Department of Education, and growth in time-intensive, professional judgment cases. These combined factors have increased workloads for financial aid offices at a time when record numbers of students need federal student aid to support their postsecondary training. Limited aid office resources to address these issues are raising concerns about growing financial aid processing times and decreased student access to critical financial counseling services.

While NASFAA's prior research demonstrates the widespread nature of the problem, it remains unclear to what extent particular resource shortfalls exist, the amount of any associated financial costs, and whether the factors that have given rise to the current state represent one-time exogenous "shocks" to the system or are structural shifts to the institutional administration of Title IV funding. In October 2010, the National Association of Student Financial Aid Administrators (NASFAA) surveyed financial aid professionals at its member institutions to learn how such shifts may be negatively affecting students' enrollment and persistence.

Survey Methodology

The 2010 Administrative Burden survey was subdivided into 4 sections:

- Institutional profile information
- Information about current financial aid office resources and perceived shortages
- Perceptions about impacts of shortages on students
- Resource needs to maintain quality student aid delivery

The survey questions were designed to assess the existing capacities of NASFAA members' financial aid offices, identify specific resource shortages that these offices may be facing, as well as perceptions about what impact any perceived shortages may be having on the students that receive various types of federal and non-federal student aid. The survey also asked participants to identify the type, amount, and costs associated with those additional resources that they believed were necessary for maintaining quality standards in the delivery of student aid.

Participants were informed that responses were confidential and that reported findings would not allow for the identification of individual institutions. As part of the survey, participants were asked to provide their institution's OPEID so that results could be matched to additional school information from the National Center for Education Statistics' IPEDS surveys.

NASFAA emailed a request to the primary contact at each of its 2,567 member institutions in October 2010, asking that they complete the online survey. Member schools also received two follow-up reminders over the course of the survey's open period.

Profile of Institutional Respondents

NASFAA received 677 fully completed surveys (26.1%) and an additional 405 (15.8%) partially completed surveys. Unless otherwise stated, respondents were asked to provide information for the 2009-10 academic year.

Overall, the distribution of survey respondents largely matched the distribution of NASFAA's institutional membership. The sample is slightly weighted toward public and private nonprofits (Figure 1), as well as toward institutions with tuition and fees greater than $20,000 during 2009-10 (Figure 2). The sample also captures fewer institutions that have very high, and very low, percentages of students with student loans (Figure 3).

FIGURE 1: Comparison of Survey Respondents and NASFAA Membership by Form of Control (%)

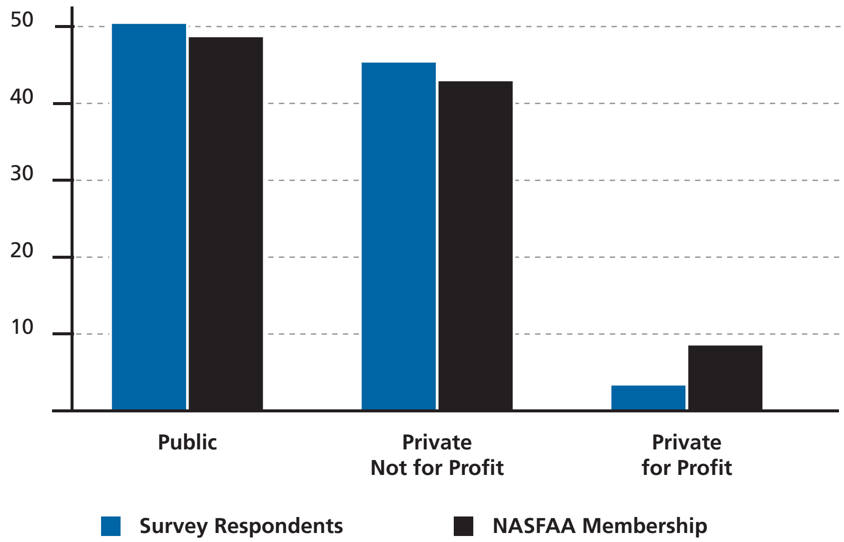
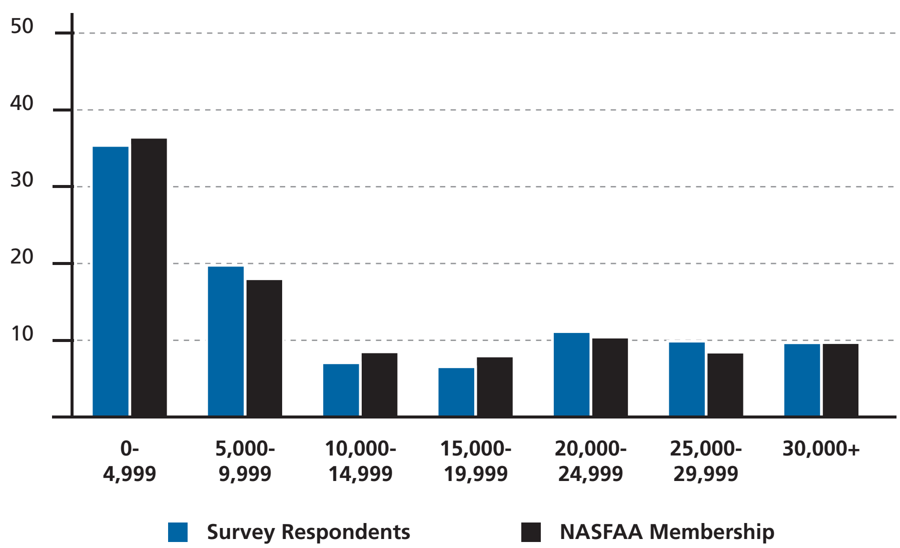


FIGURE 2: Comparison of Survey Respondents and NASFAA Membership by Tuition and Fees in 2009-10 (%)



Survey Results

FIGURE 3: Comparison of Survey Respondents and NASFAA Membership by Percent of First Time, Full-Time Undergraduate Students Receiving Student Loan Aid in 2009-10 (%)

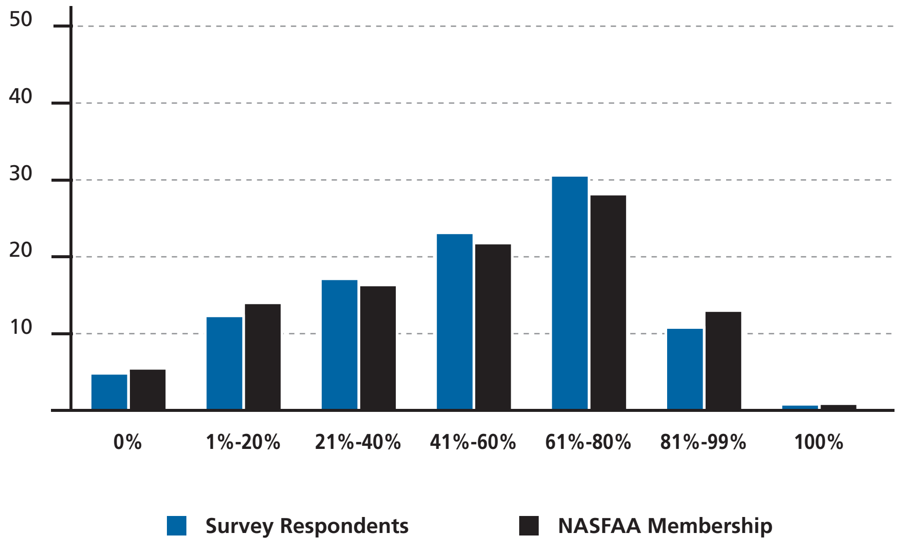
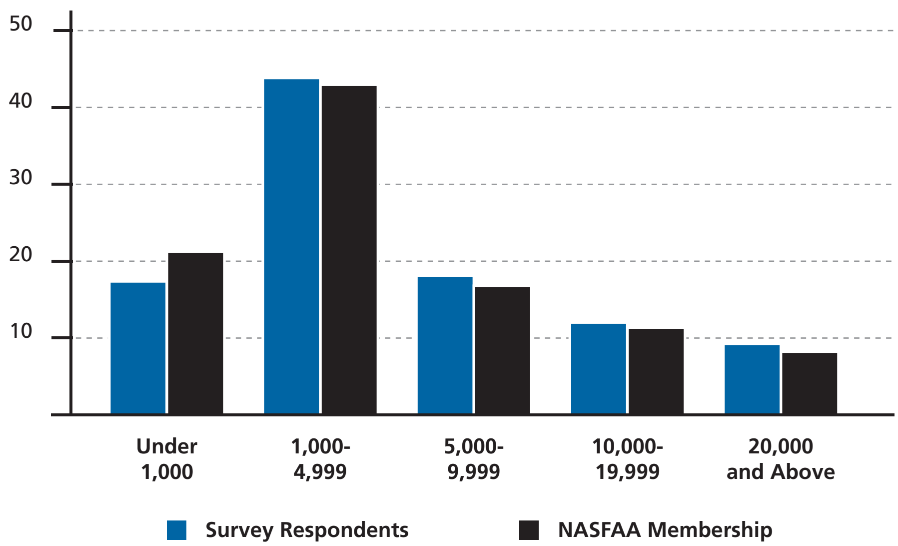


FIGURE 4: Comparison of Survey Respondents and NASFAA Membership by Institutional Size (%)



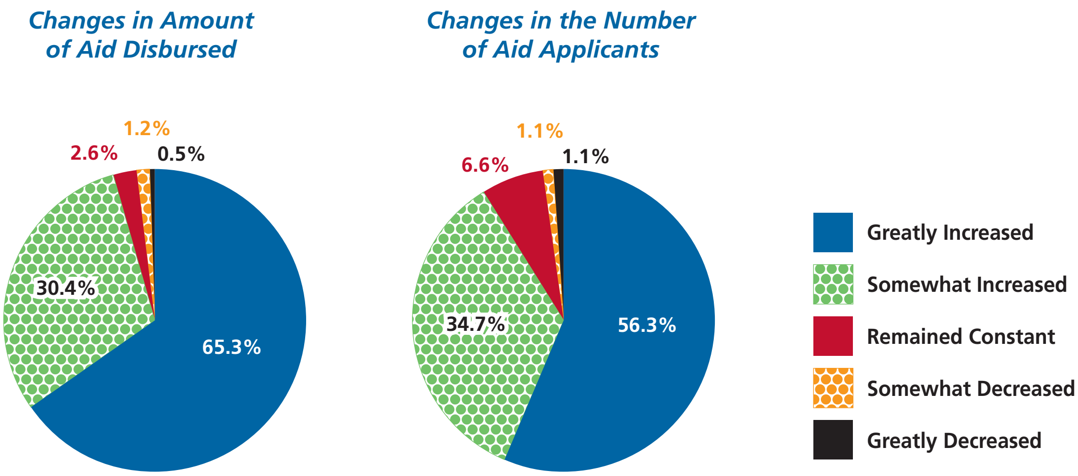
Approximately 80 percent of the surveys submitted were completed by financial aid directors, and an additional 8 percent were completed by assistant or associate directors and/or other aid administrators. The average respondent had approximately 20 years of experience in the financial aid industry and 12 years at their current institution. More than 90 percent of respondents had at least 7 years of financial aid experience and at least 2 years at their current institution.

Changes in applicants, aid disbursed and office resources

More than 95 percent of respondents[1] indicated that the amount of aid disbursed has increased over the past five years, and approximately two-thirds suggested that it had increased greatly (Figure 5). Only slightly fewer (92%) reported that the number of aid applicants had increased, of which approximately 50 percent suggested it had increased greatly.

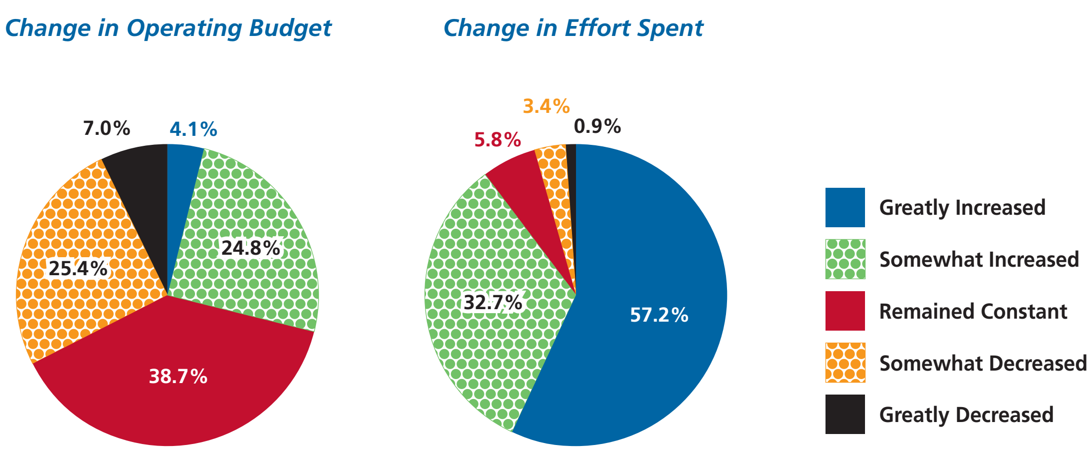
Survey respondents who believed that their financial aid offices, in particular, were facing a “severe” resource shortage[2] were more likely than those identifying a "moderate" resource shortage to suggest that the number of financial aid applicants had greatly increased (83.3% compared to 65.3%) as had the amount of aid disbursed (85.7% compared to 71.2%).

FIGURE 5. Perceptions About Changes in the Number of Financial Aid Applicants and in Aid Disbursed Over the Past 5 Years



Whereas financial aid budgets and applicant pools have increased, operating budgets have not and the amount of effort spent on the typical applicant has risen (Figure 6). Approximately 71 percent of the survey respondents indicated that, over the past five years, their financial aid office operating budget had remained constant or decreased, and 90 percent indicated that the effort spent on the average aid applicant had increased. Here again, respondents who believed that their financial aid offices were facing a severe shortage were more likely to state that the effort spent on the average aid applicant had greatly increased (77% compared to 65%).

FIGURE 6: Perceptions About Changes in FAO Operating Budget and in Effort Spent on the Average Aid Applicant Over the Past 5 Years



[1] Respondents in this section include all survey participants who either partially, or fully, completed the survey.

[2] See beginning of following section for a description of severe and moderate resource shortages.

Perceptions about resource shortages

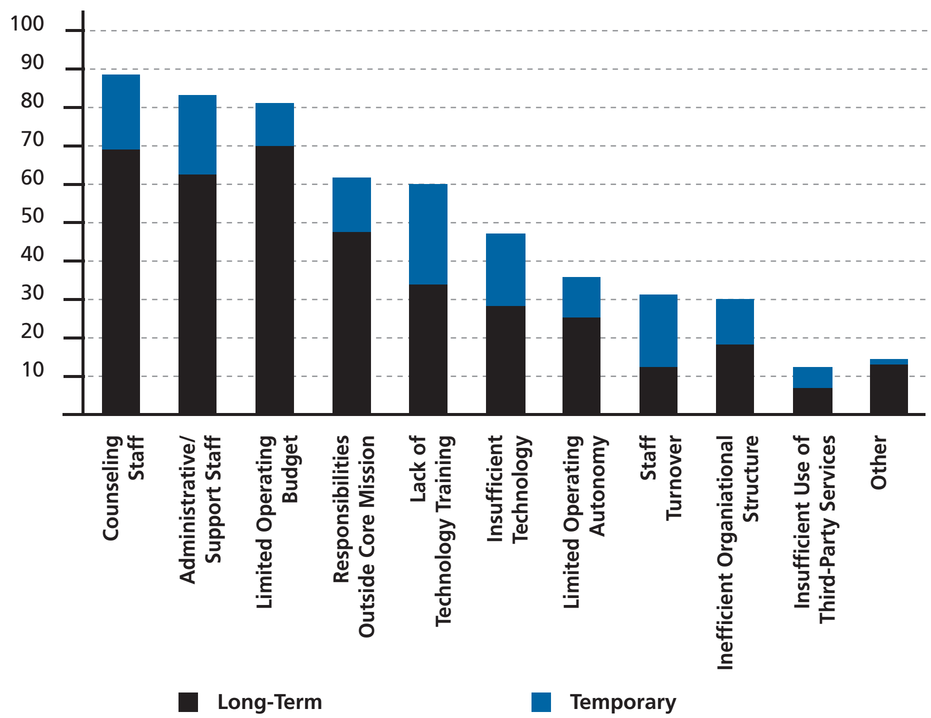
Federal regulations require that schools provide an "adequate number of qualified persons to administer the Title IV, HEA programs in which the institution participates" (34 C.F.R. §668.16(b)(2)) and provide "adequate financial aid counseling to eligible students who apply for Title IV, HEA assistance" (34 C.F.R. §668.16(h)). With this in mind, as well as the factors that the Department of Education consider for the purpose of meeting these regulations[3], participants were asked whether they believed their office was currently facing any resource shortages. They were further asked about the timing, duration and specific types of any shortages encountered.

The survey findings indicate that two-thirds of respondents believed that their financial aid office was currently facing a "moderate" shortage (56%) affecting peak processing periods, or a "severe" shortage (11%) affecting day-to-day activities.

Among those indicating that a shortage currently exists, 64 percent suggested that these shortages were affecting their ability to provide adequate personnel for administering Title IV programs and 69 percent suggested that shortages affected their ability to provide adequate financial aid counseling. Approximately 80 percent of respondents identified the shortage as permanent in nature, rather than short-term (e.g., as a result of adapting to new regulatory requirements).

Overall, the majority of respondents pointed to shortages in their available operating budget, counseling staff, and administrative/support staff (Figure 7). Insufficient technology and lack of technology training also seem to be important, as did having to focus resources on responsibilities outside of the financial aid office's core mission.

FIGURE 7: Frequency of Specific Shortages by Type and Duration



Operating budget and counseling staff shortages were reported more frequently by larger institutions. Respondents at institutions with more than 5,000 students were more likely to identify long-term operating budget shortages (71% compared to 66%) and were also more likely to identify long-term counseling staff shortages (76% compared to 66% at institutions enrolling between 1,000 and 4,999, and only 49% at institutions enrolling fewer than 1,000 students).

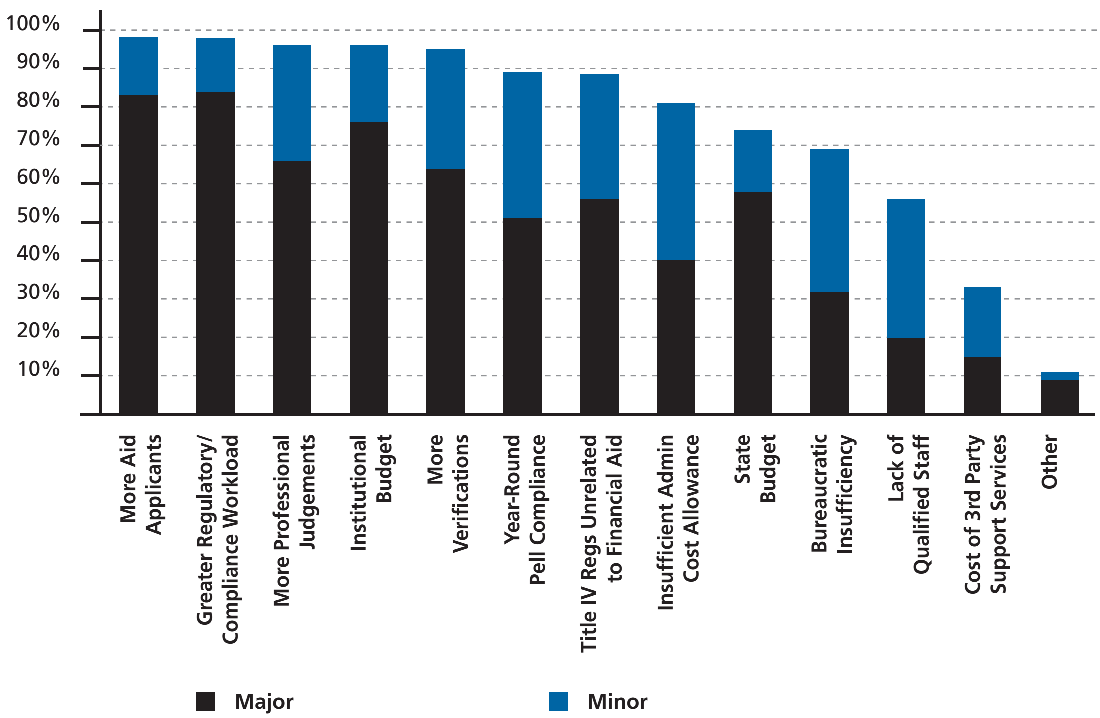
[3] A list of the factors can be found in the copy of the distributed survey in Appendix A.

Factors lending to resource shortages

In addition to identifying the type and scope of any current resource shortages, survey participants were also asked to select from a list those factors that they believed best explained why these shortages exist, and to then characterize each selected cause as major or minor.

Figure 8 summarizes the causes identified and their perceived impact. A greater number of aid applicants and regulatory/compliance workload were the factors most frequently cited as causing resource shortages, as were institutional budget constraints and growth in both professional judgments and verifications. A disproportionately large percentage of respondents identified more verifications, bureaucratic insufficiency, state budget and cost of third-party support services as major causes.

FIGURE 8. Frequency of Perceived Causes Associated with Current Resource Shortages



The frequency with which survey respondents identified major causes differed by institutional size (Table 1). Respondents at larger institutions were more likely to cite state and institutional budgets as factors, but also a greater number of aid applicants in general, insufficient administrative cost allowance, and a lack of qualified staff. Respondents at smaller institutions more often identified meeting Title IV requirements unrelated to financial aid, bureaucratic inefficiency, and the cost of obtaining third-party support services.

TABLE 1: Frequency of Causes Affecting Current Resource Shortages by Institutional Size (% identifying each cause as major)

Casual Factor	Enrollment Under 1,000	Enrollment Between 1,000 and 4,999	Enrollment Greater than 5,000
State Budget	19	51	78
Institutional Budget	68	74	80
Year-Round Pell Compliance	31	50	60
Greater Regulatory/Compliance Workload	78	85	85
Greater number of Aid Applicants	69	81	89
Increase in Verifications	63	59	68
Increase in Professional Judgements	61	64	70
Insufficient Administrative Cost Allowance	37	36	44
Lack of Qualified Staff	15	17	24
Cost of 3rd Party Support Services	22	15	12
Bureacratic Inefficiency	39	33	29
Title IV Requirements Unrelated to Financial Aid	63	62	49

Prior research has documented a noted rise in professional judgement and verification activities as well as difficulties with meeting compliance with year-round Pell requirements. These causes were disaggregated by institutional type, size and percentage of institutions' undergraduate enrollments that are Pell Grant recipients (Table 2) to better understand the extent to which these issues may be disproportionately attributable to certain institution types.

TABLE 2: Frequency of Select Causes Affecting Current Resource Shortages by Institutional Characteristics (% identifying each cause)

	Increase in Professional Judgements		Increase in Verifications		Year-Round Pell Compliance	
	Major	Minor	Major	Minor	Major	Minor
Institutional Control						
4-Year Public	63	36	57	38	63	30
4-Year Private	63	33	54	37	35	46
2-Year Public	75	23	79	19	64	33
Size of Student Population						
<1,000	61	34	63	27	31	37
1,000 - 4,999	64	32	59	35	49	39
≥ 5,000	70	29	68	29	60	38
Percentage of Pell Recipients						
< 50% Pell	67	31	61	33	49	41
≥ 50% Pell	63	32	76	22	62	26

As can be seen in the table, respondents at public institutions were more likely than those at private (nonprofit) institutions to identify year-round Pell Grant compliance as a major cause, and respondents at 2-year public institutions in particular were more likely than those at 4-year institutions to identify increases in professional judgments and verifications as major causes.[4] Respondents at institutions with more than 5,000 students were more likely than those at smaller institutions to regard all three as major causes of resource shortages. Predictably, institutions with high proportions of Pell Grant recipients were more likely to cite year-round Pell Grant compliance and increases in verifications as major causes of current resource shortages.

Impact on meeting obligations to students

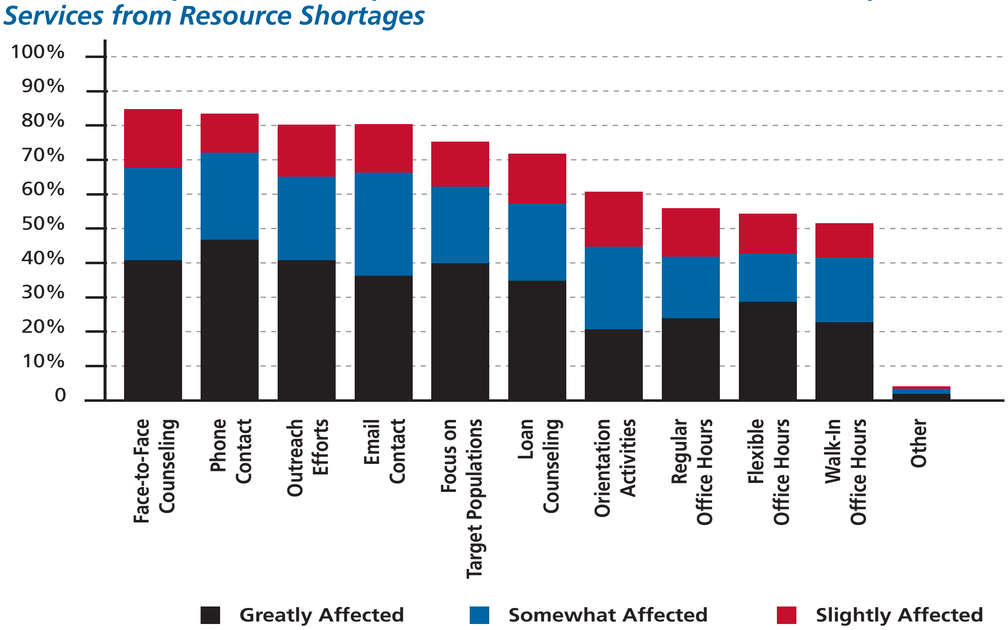
Survey participants were asked whether the resource shortages they identified were affecting their offices' abilities to meet their obligations to students and to identify the specific impacts that resource shortages may have on the quality of financial aid services delivered.

Almost 88 percent of survey respondents who identified resource shortages indicated that those shortages have had some (60.5 percent) or a severe (27.2 percent) impact on their obligations to students. Among the particular areas seen to be affected were:

- **Student services –** More than 40 percent of respondents indicated that activities like face-to-face counseling, phone-based contact, and focusing efforts on the institution's target population were each greatly affected.
- **Compliance –** Sixty to 70 percent of respondents indicated that compliance with new Title IV regulations, existing aid-related Title IV regulations, and the ability to respond to Notices of Proposed Rulemaking (NPRMs) were either greatly or somewhat affected.
- **Professional development –** Respondents indicated that staff training (78 percent), updating office equipment (59 percent), and engaging in conflict resolution (54 percent) were either greatly or somewhat affected.
- **Professional judgments –** Approximately 70 percent of respondents indicated that making adjustments, processing appeals, and identification of exceptional circumstances were either greatly or somewhat affected.
- **Internal processing goals –** Respondents suggested a wide range of issues that were either greatly or somewhat affected, including: making award revisions, generating aid packages, resolving Satisfactory Academic Progress issues, identifying overawards, and making timely disbursements.

In addition to asking respondents to identify and rate the extent of impacts from resource shortages, the survey also asked respondents to look at specific areas within these broader categories (Figures 9 through 12).

FIGURE 9: Respondents' Perceptions About the Extent of Different Impacts on Student Services from Resource Shortages



[4] Information related to 4-year and 2-year For-Profit institutions, as well as 2-year Private Nonprofit institutions were omitted from the table due to small sample sizes.

FIGURE 10: Respondents' Perceptions about the Extent of Different Impacts on Student Consumer Information from Resource Shortages

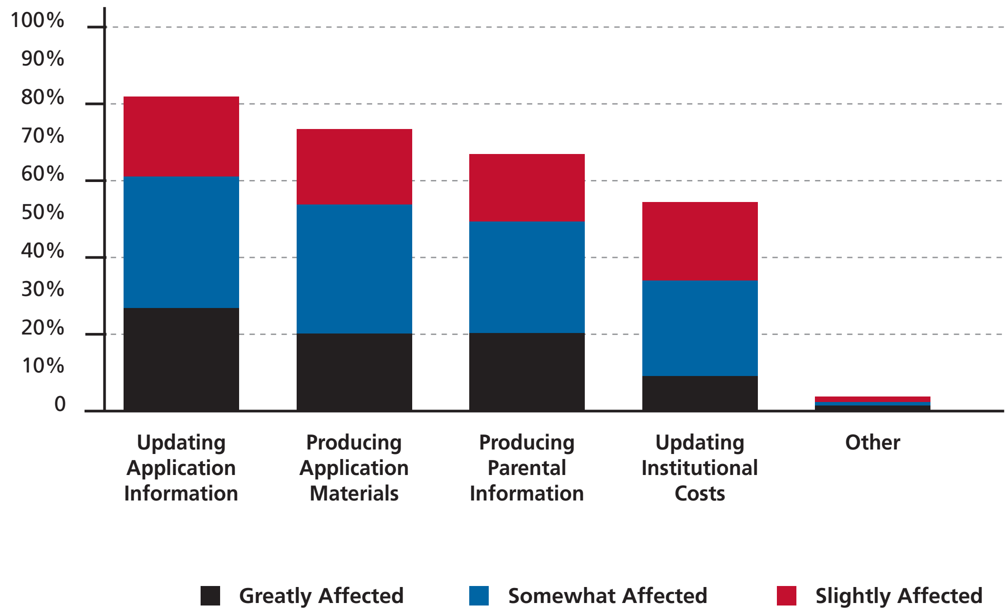


FIGURE 11: Respondents' Perceptions about the Extent of Different Impacts on Financial Aid Application Processing from Resource Shortages

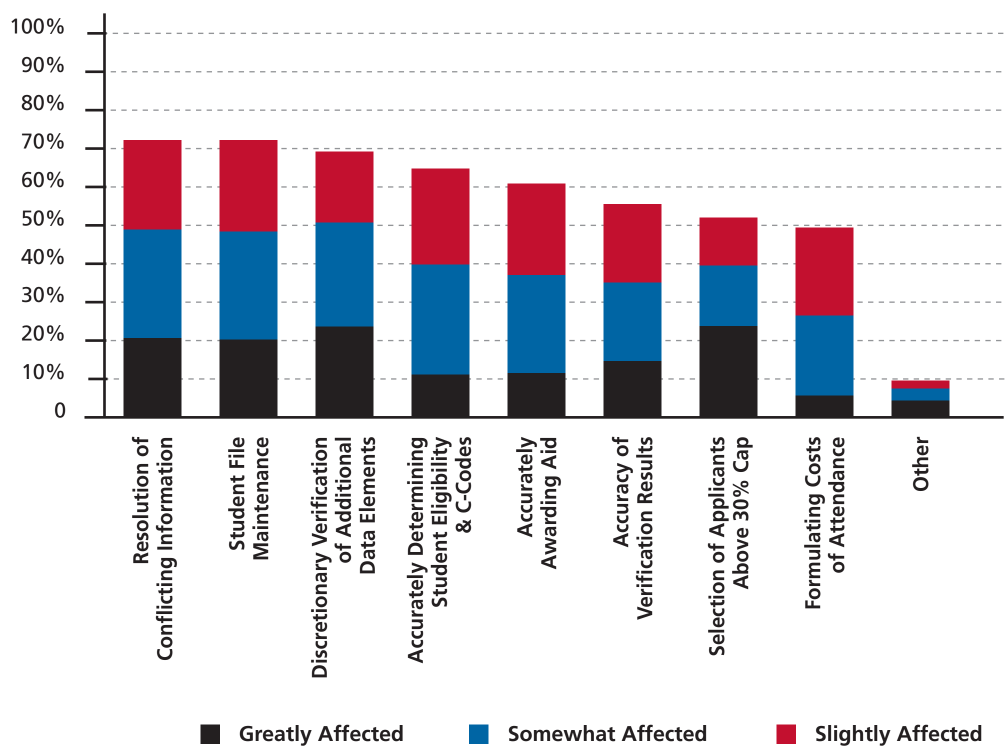
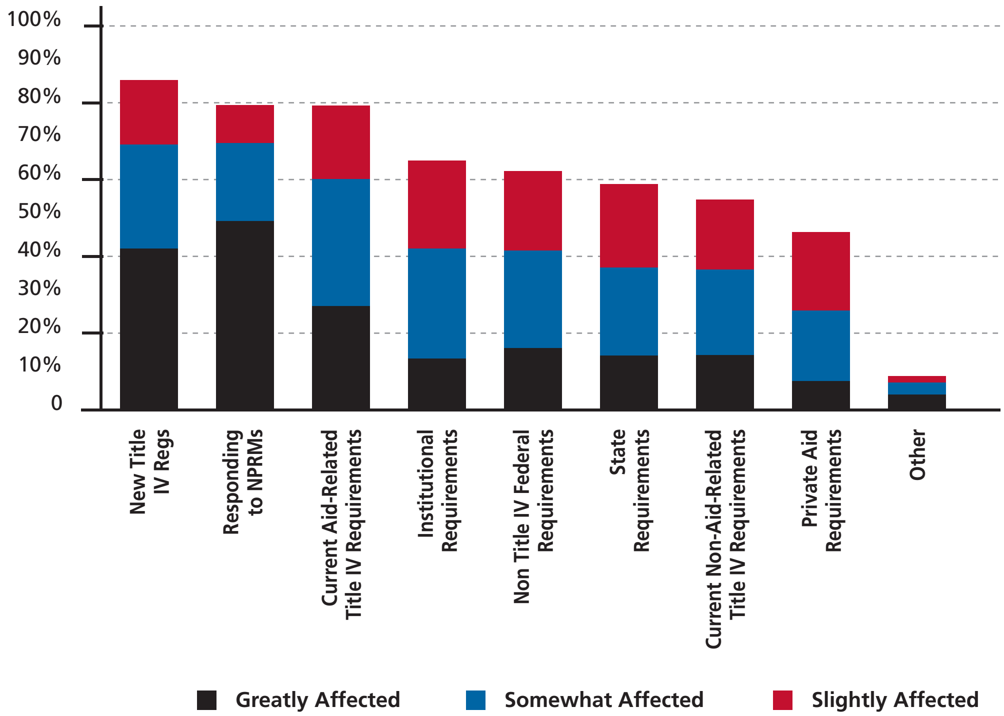


FIGURE 12: Respondents' Perceptions about the Extent of Different Impacts on Compliance from Resource Shortages



More than 80 percent of respondents identifying a resource shortage indicated that student services such as face-to-face counseling, phone contact, outreach efforts, and email contact were all affected, and half considered these services to be greatly affected (Figure 9). More than two-thirds of respondents indicated that consumer information activities, including updating application information, producing application materials, and parental information were affected by existing resource shortages as well (Figure 10).

From the standpoint of financial aid processing, approximately 70 percent of respondents believed that resolving conflicting information, student file maintenance, and discretionary verification were affected on some level. In addition, nearly 80 percent of respondents suggested that compliance-related matters, including meeting new and current aid-related Title IV regulations as well as responding to Notices of Proposed Rulemaking (NPRMs), were affected by existing resource shortages.

Finally, Table 3 below looks again at respondents who cited increases in professional judgments and verifications as causes, but here compares those responses to the types of impacts on various financial aid office activities and responsibilities identified.

TABLE 3: Impact on Select Activities Based on Respondents' Preceptions About Labor-Intensive Causes of Resource Shortages (%)

	Saw Increase in Professional Judgements as		Saw Increase in Verifications as	
Shortages Affect:	**Major**	**Not Major**	**Major**	**Not Major**
Obligations to Students	91	83	92	80
Application Processing	77	66	78	66
Internal Processing Goals	83	67	84	67
Compliance	89	82	88	84
Return of Title IV Funds	57	40	59	39
Student Services	92	83	93	82
Student Consumer Information	71	61	71	63
Professional Development	86	77	86	78

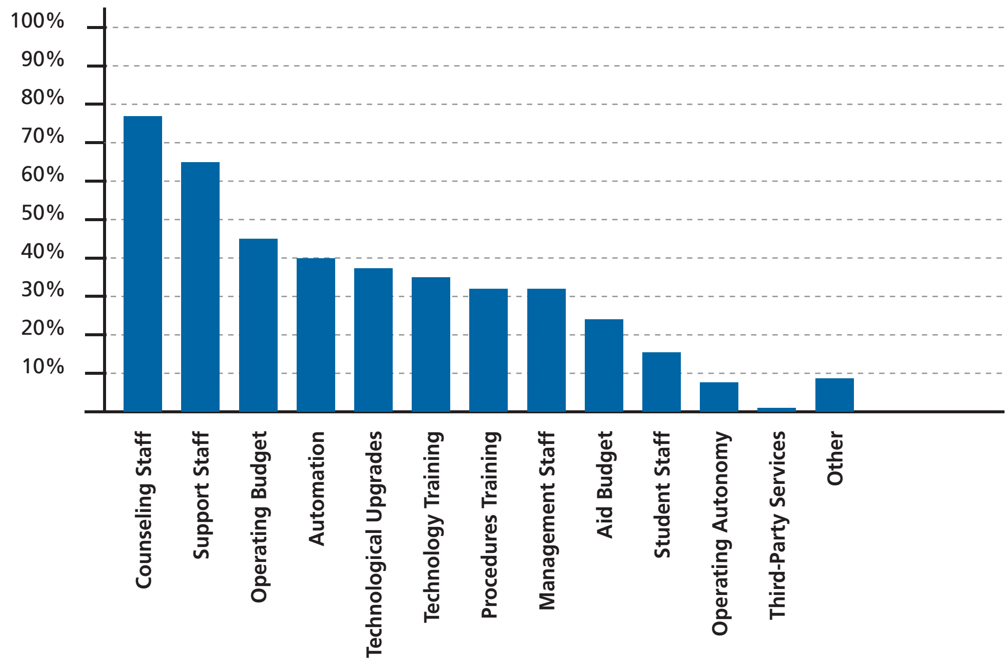
The findings indicate that respondents who perceived increases in the number of students requiring professional judgment decisions and/or verification to be major causes of existing institutional resource shortages were consistently more likely to identify negative consequences for students, student aid processing, and staff development.

Resource needs

Survey participants were asked to provide their perceptions about the type, amount, and cost of the resources that they believed their office needed in order to maintain quality financial aid services (as defined by the Department of Education regulations discussed earlier).

Overall, respondents most frequently identified a need for both counseling (77 percent) and support (64 percent) staff, followed by a general increase in operation budget dollars. Outside of staff, technology and technological support seemed to be the second most needed resource.

FIGURE 13: Perceived Resource Needs Across All Institutions



When perceived resource needs are disaggregated by institution type (Table 4), several patterns become evident. Respondents from 2-year public institutions were notably more likely to need counseling staff than other institution types. Respondents at 4-year private and other institutions[6] were more likely than public institutions to need additional automation. In addition, respondents from 4-year public institutions were more likely than other institutions to need larger operating budgets.

[6] Other institutions includes 2-year private nonprofits as well as 2-year and 4-year for-profit institutions. These institutions were grouped under other due to the small sample sizes in each of the groups.

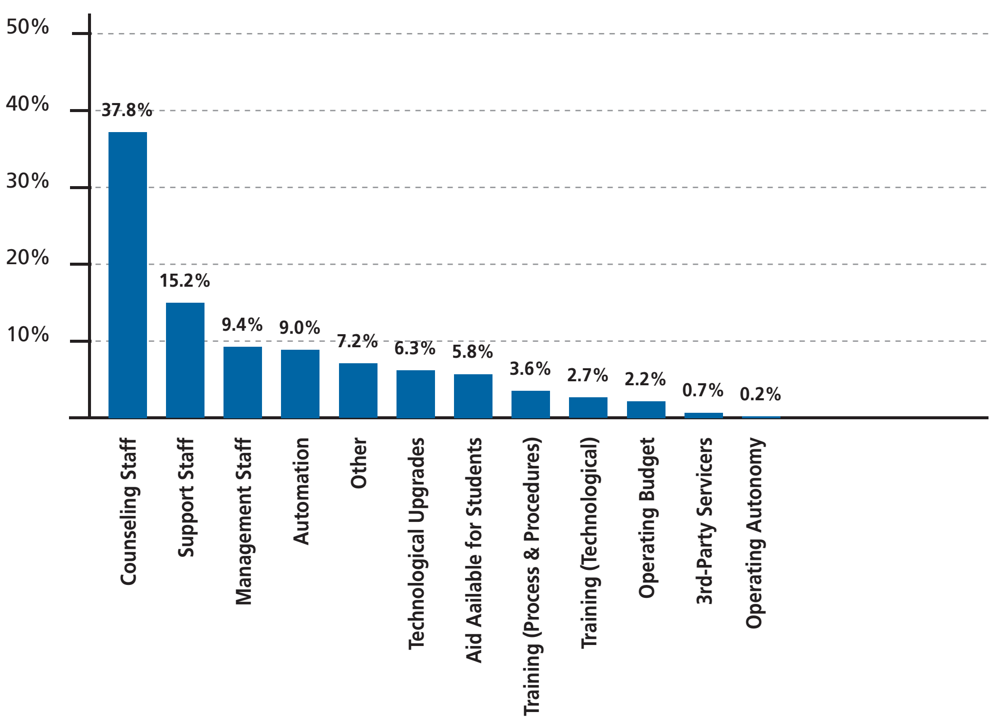
TABLE 4: Perceived Resource Needs by Institution Type (%)

	4-Year Public	2-Year Public	4-Year Private	Other*
Counseling Staff	29.0	41.7	29.1	21.2
Support Staff	11.7	18.8	14.7	18.1
Aid Available for Students	12.3	2.2	15.4	3.0
Management Staff	11.1	8.0	6.8	9.0
Technological Upgrades	8.0	9.7	6.5	18.1
Automation	4.9	5.7	10.2	15.1
Training (Process & Procedures)	3.0	3.4	3.7	3.0
Training (Technical)	3.7	1.1	4.7	3.0
Operating Budget	6.1	2.2	2.7	—
Third-Party Servicers	0.6	0.5	—	3.0
Operating Autonomy	0.6	—	0.3	3.0

* Includes 4-year and 2-year for-profit institutions as well as 2-year private nonprofit institutions.

In order to gauge resource need priorities, survey participants were asked, "If you could add only one additional resource to improve the functioning of your office, what would it be?" While respondents identified a variety of resources (Figure 14), more than 60 percent indicated a need to add counseling staff (37.8 percent), support staff (15.2 percent), or management personnel (9.4 percent).

FIGURE 14: Primary Resource Needs Across Institutions



Given that respondents who identified resource shortages as moderate rather than severe are likely to have differing resource needs, the responses to the priority question were disaggregated to identify whether differences exist between these two groups (Table 5). Those who indicated that their office is facing a severe shortage were more likely to identify support and management staff as a key additional resource. In contrast, respondents who identified a moderate shortage were more likely to seek greater process automation and additional aid available to students.

TABLE 5: Primary Additional Resource Need by Severity of the Resource Shortage (%)

Primary Additional Resource Needed	Severe Shortage	Moderate Shortage
Counseling Staff	38.24	37.97
Support Staff	19.12	14.44
Management Staff	13.24	8.56
Other (please specify)	8.82	6.95
Technological Upgrades	7.35	6.15
Training (technological)	4.41	2.14
Automation	2.94	10.16
Training (process & procedures)	2.94	3.48
Aid Available for Students	1.47	6.68
Operating Budget	1.47	2.41

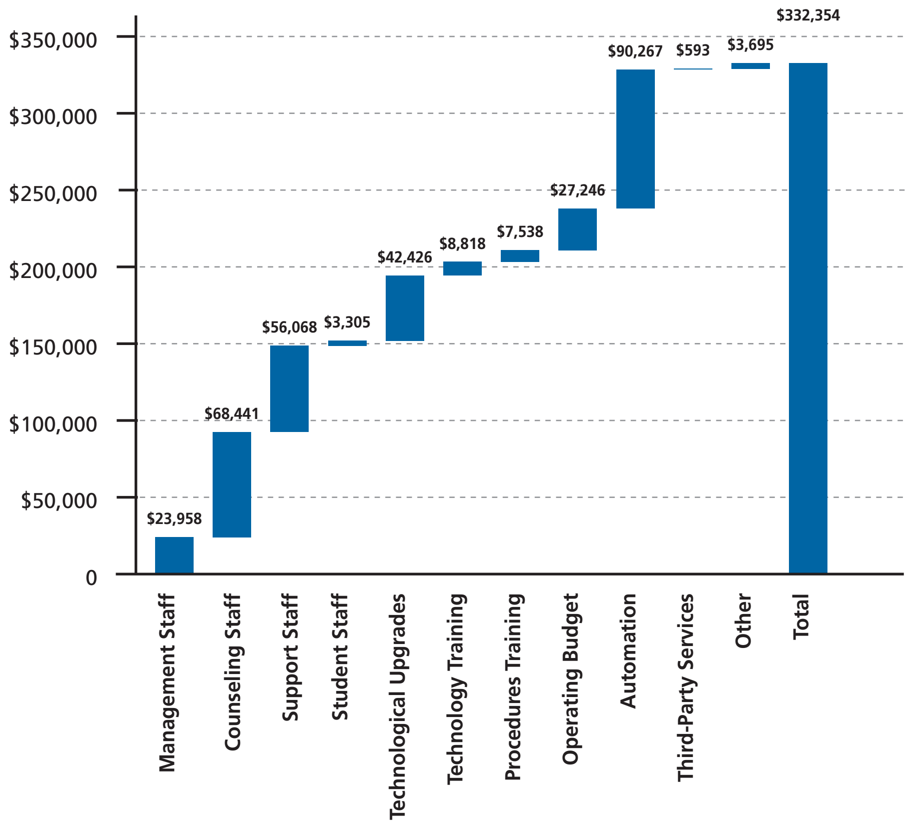
Finally, survey participants were asked to identify the type, amount, and cost of any additional resources they believed were necessary in order to meet the Department of Education's regulations on both providing adequate number of qualified personnel to administer Title IV programs and adequate financial counseling.

The mean aid budget required by survey respondents who identified a moderate-to-severe shortage was $1.4 million. Outside of the aid budgets, respondents who identified a moderate shortage listed staff costs ($152,000 per institution) and automation costs ($90,000 per institution) as their largest necessary costs. Respondents who identified a severe shortage again listed staff costs ($201,000 per institution) as their largest cost but then listed technological upgrades ($56,000 per institution) as their second. Required costs did vary by institutional enrollment size (correlation = 0.16) but varied more by individual institution. Interestingly, both types of institutions listed about $330,000 per institution to address shortfalls outside of the aid budget.

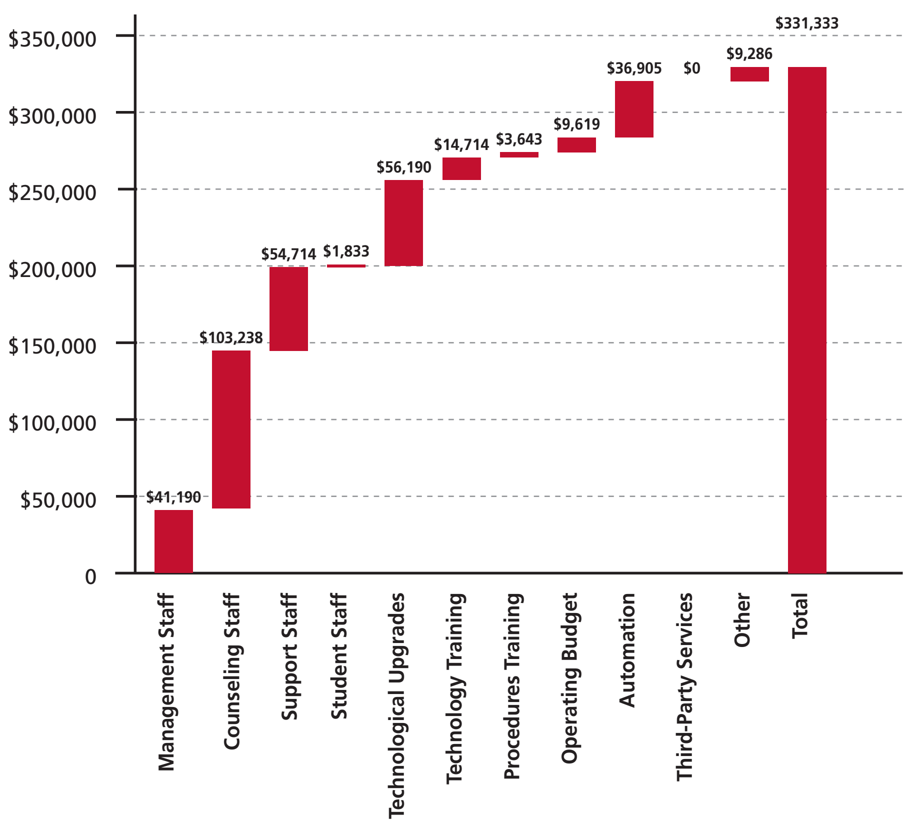
Breakouts of the trimmed average (i.e., high and low responses deleted) required costs for those who identified a moderate or a severe shortage are presented in Figure 15.

FIGURE 15: Type and Cost of Additional Resources Needed by the Average Institution to Maintain Quality Administration of Title IV Programs and Quality Financial Aid Counseling

Moderate Shortage



Severe Shortage



Discussion

As postsecondary education institutions increasingly find themselves thrust between the competing demands of consumer-minded students and parents, results-driven patrons, and stringent federal requirements, maintaining a reasonable balance has become a delicate exercise. This study supports the broader opinion within the financial aid community that a growing population of students, a remarkable amount of legislative action in recent years, and a sour economy have all worked to stretch thin the resources supporting what most would agree is a key function to the 21st century postsecondary institution.

To the extent that the Department of Education seeks to ensure that institutions provide an adequate number of qualified personnel to administer Title IV programs and provide adequate financial counseling, it is logical to consider how institutions can secure the resources necessary to achieve such expectations, particularly in their current predicament. The notion of "doing more with less" is fiscally prudent, yet inflationary cost increases coupled with little or no growth in operating budgets raises questions about how much additional productivity may be extracted from an industry that has seen remarkable increases in demand.

At the same time, there is little evidence to suggest that financial aid offices are suffering from administrative bloat. Indeed, a number of survey participants used phrases like "overwhelmed capacity," "giving up vacation time and personal leave," and "burned-out staff" to capture the time and effort put into ensuring that their institutions' students get the resources they need. Many of the shortages that respondents identified reflect long-term structural shifts in the volume of students being served, longstanding difficulties with securing additional funding through institutional and/or state budgets, and an increasingly complex financial aid awarding process that is both labor-intensive and, from a compliance standpoint, intricate.

The effects of greater workload and limited resources on students are readily apparent. Student services have been reduced, as has access to consumer information. Processing financial aid is taking longer. Accuracy in determining eligibility, awarding aid, and verification has been affected, as has compliance with new and existing regulations. Staff training and technological upgrades, crucial under circumstances where offices are routinely working beyond capacity, have also been affected. In the absence of additional resources, it is unlikely that these effects will dissipate in the coming years.

Policy Recommendations

This survey reveals the widespread perception that the resource shortages felt by aid administrators are not short-term products of our economy, but rather permanent structural problems without foreseeable reprieve. This is particularly problematic given the regulatory mandate that institutions must provide an "adequate" number of qualified staff to administer Title IV programs and "adequate" counseling for students who are participating in the programs [34 C.F.R. §668.16(b)(2) & 34 C.F.R. §668.16(h)]. In other words, institutions are required—and desire to—provide these services to their students, but are facing shortages that prohibit the successful implementation of these important regulations. In fact, a majority of those surveyed cited greater regulatory compliance workload as a major cause associated with these shortages.

The most problematic byproduct of this issue is that students are the ones who are suffering most from these shortages, particularly in the decrease of face-to-face counseling, outreach efforts, time spent with target populations, and loan counseling. Nearly 88 percent of respondents indicated that the resource shortages had some impact on students and respondents most frequently identified a need for more counseling and support staff.

These findings are coupled with the fact that aid administrators reported that both the aid disbursed by their schools and number of aid applicants have greatly increased within the last five years. In short, aid administrators are being asked to do much more with much less, and students ultimately experience the greatest impact.

One of the few options for ameliorating the shortage is for institutions to increase revenue—an option that will ultimately result in higher costs to students. The ever-increasing cost of higher education and the implications for access is already a growing problem and great concern for institutions. If institutions must increase revenue in order to comply with overly burdensome or inefficient regulations, it greatly exacerbates the problem of escalating costs of education.

The long-term nature of these shortages suggests that administrative burden relief is needed and must come through legislative and regulatory change. NASFAA has developed a set of policy recommendations designed to alleviate regulatory and legislative administrative burden for financial aid administrators and students and create more time to focus on student access, persistence, and success.

The recommendations presented here fall into three broad categories: 1) Streamline and Support the Administration of Student Aid Programs, 2) Streamline Student Aid Application Processes, 3) Eliminate Burdensome and/or Duplicative Regulations.

Streamline and Support the Administration of Student Aid Programs

NASFAA recommends that the student aid programs be simplified by focusing on a one grant, one loan, and one campus-based program philosophy. In addition, NASFAA encourages increased levels of administrative support for the successful and effective implementation of these programs.

Create a single student loan program that incorporates the best aspects of all of the Title IV federal student loan programs (i.e., Federal Perkins, Stafford, and PLUS) currently offered.

The creation of a single student loan program would simplify the process for students and aid administrators, presenting a clear, predictable, and student-centric model. A single student loan program would allow for the elimination of the multiple interest rates, terms, and conditions that are inherent with having more than one loan program. It is important to note, however, that while NASFAA supports this concept, the features of a single loan program must demonstrate a marked improvement over the existing programs to be worthwhile.

While student loan policy saw major changes last year with a shift to all direct lending and the elimination of the FFEL program, there are still marked distinctions between the different federal loans that are available. For example, a Stafford loan can be unsubsidized or subsidized, each holding different interest rates. Combining them would create greater simplicity. If the single loan were to be unsubsidized, federal monies currently used to fund subsidies could instead be used to offer benefits at time of repayment, based on ability to repay rather than the assessed level of upfront need. In other words, the subsidy would be targeted based on factors such as the borrower's field of employment, rather than parental data or on the student's circumstances prior to achieving an education. This could be achieved in part by enhancing the income-based repayment program and/or loan forgiveness programs.

The successful single student loan program would also cap the total amount of interest that could accumulate on a loan and eliminate the loan origination fee. No federal student loan program should result in excessive revenues for the government.

NASFAA has proposed this concept in research projects in the past, both in the preliminary report of the National Conversation Initiative (NCI) and as part of the National Forum on Educational Loans in their white paper *Rethinking Educational Loans*.

Consolidate Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Work Study (FWS) into one campus-based fund, to be used for work study and/or a need-based grant aid.

The purpose of combining the FSEOG and FWS programs would be twofold. First, the combined program would offer a level of malleability that does not currently exist in the campus-based programs. The new combined program would add a layer of flexibility and allow administrators to use their discretion in offering grants and work-study in a package that best fit the needs of students at their institution. Second, combining two programs into one allows for a reduction in administrative burden.

Increase the Pell Grant Administrative Cost Allowance to reflect the increased workload related to Pell Grant Compliance.

Currently, institutions receive a five dollar administrative cost allowance (ACA) per each Pell Grant recipient. This amount is nominal with respect to the amount of work that is required to comply with Pell regulations, especially with the new regulations attached to the implementation of the year-round Pell Grant and mandatory assignment of summer cross-over periods. Much of compliance associated with the year-round Pell must be done manually, greatly increasing the administrative burden of the aid administrator. In fact, of those who indicated a shortage existed, almost 52 percent listed year-round Pell compliance as a major cause of that shortage.

Currently the funding for the Pell ACA comes from the overall funding appropriated to the program, so a simple increase to the ACA could have the impact of lowering grant amounts. Therefore, Congress should mandate a specific pool of additional funds dedicated to the Pell Grant ACA.

Streamline Student Aid Application Processes

Despite recent FAFSA simplification efforts, the student aid application process continues to be overly complex. NASFAA suggests the following recommendations that would simplify the process, both for students in applying for and receiving financial aid, and for financial aid administrators in determining student eligibility, resolving conflicting information, and verifying application information.

Students and their families who are not required to file taxes due to low income or who receive means-tested federal benefits should qualify automatically for the maximum Federal Pell Grant.

Currently, the FAFSA collects a large amount of information in an attempt to derive an "expected family contribution." This is counterproductive for the neediest students and families who have already run the gauntlet of establishing eligibility for means-tested public assistance. There is no reason to make poor students and their families prove, over and over again to multiple federal agencies, that they are poor. These multiple hurdles are unnecessary burdens for these students and they create unnecessary work for financial aid administrators. After application information is collected, reviewed, and verified, in the vast majority of cases there is very little, if any, change in the neediest student's aid eligibility. Time spent collecting, reviewing, and verifying information that ultimately leads to minimal change in students' aid eligibility could be better spent providing financial aid counseling.

A simplified system should eliminate redundancy for the neediest families and unnecessary administrative work for financial aid administrators.

Eliminate all non-financial aid related questions from the application process (e.g., Selective Service Registration, drug convictions).

The work that financial aid administrators do should solely focus on helping students who cannot afford college to meet their educational costs. Tying other social agendas to the financial aid process increases complexity of the application process. Targeting only a few selected crimes while ignoring others seems arbitrary. Withholding financial aid from individuals is tantamount to a national punishment that is not assigned by a judge or jury listening to individual circumstances, which contradicts the spirit of our justice system.

There is strong support in the financial aid community for disassociating from student aid the enforcement of unrelated social policies and federal initiatives.

Use prior-prior year tax data to determine student aid eligibility and increase early awareness of aid availability for students/families

The IRS data retrieval tool reduces application burden for some students and processing burden for aid administrators by allowing the FAFSA filer to populate the FAFSA with his or her actual IRS tax data. Since IRS data are used at the time of application, there is no need for the financial aid administrator to collect tax forms from families and compare the tax data to the data provided on the FAFSA.

However, the tool has limited applicability because the Federal Methodology currently requires the use of prior-year tax data. The majority of applicants will not have filed their taxes – nor will the IRS have processed them – before applying for financial aid. Department of Education officials have said that making the electronic transfer of IRS tax data to the FAFSA feasible for fall college applicants would likely require the use of income data that is one year older than the information currently used to determine federal financial aid eligibility. As outlined in the NASFAA's National Conversation Initiative, several analyses of FAFSA data have shown that using prior-prior year data would not significantly affect the distribution of aid funds. In addition, changes to tax code sometimes mandate delays in tax filing, further limiting the number of FAFSA filers who can use the IRS data retrieval tool. The usage of prior-prior year data would eliminate issues and uncertainty associated with IRS delays.

Using prior-prior year tax data would greatly expand the use of the IRS data retrieval tool, reducing burden for both students and schools. Also, the earlier availability of prior-prior tax data would make early financial aid package estimates more accurate and could shift the beginning of the aid packaging process so that students are aware of their aid eligibility much earlier than is currently feasible.

Enhance the ability of aid administrators to use professional judgment by allowing identification of groups of similarly affected students where further case-by-case assessment is not required.

Financial aid administrators are in the best position to assess students' need through the exercise of professional judgment. The Higher Education Act currently allows financial aid professionals to exercise professional judgment on a case-by-case basis, reviewing the special circumstances that differentiate individual students. In reality, clearly defined groups of students can experience the same circumstances, such as a natural disaster or loss of income, and should receive equal treatment. Expanding professional judgment to allow financial aid administrators to make adjustments for a class or group of well-defined students would be more equitable and simpler for both aid administrators and students.

Using a model similar to FAFSA4caster, develop and implement a tool that estimates aid eligibility for students beginning as early as age 10

Early awareness efforts alleviate administrative burden by increasing students' knowledge about the aid programs and the aid application process. Knowledgeable students are more likely to complete financial aid paperwork accurately and on-time, freeing up financial aid administrators to counsel students who need assistance.

Eliminate Burdensome and Duplicative Regulations

NASFAA recommends the removal or modification of unnecessarily complex, inefficient, and burdensome regulations so that aid administrators will have more time to devote to students.

Base second Pell Grant eligibility on good academic standing rather than "acceleration" and simplify rules regarding assignment of summer terms

Two new sets of rules that are separate but interdependent have significantly increased the need for manual intervention, and thus administrative burden, in the Federal Pell Grant Program.

The law allows a student to receive a second Pell Grant in an award year in order to accelerate his or her progress toward a degree or certificate if the student enrolls for more than one academic year, or more than two semesters or an equivalent period of time, during a single award year. The regulatory interpretation of this statutory language is that the student must be enrolled in credits beyond one academic year's worth during the award year. The number of credits in an academic year is defined by the institution within minimum parameters established by ED, and thus varies by institution. ED has opposed the suggestion that maintaining satisfactory academic progress (SAP) together with attending extra terms in the award year would be a viable approach to satisfying the legislative language. However, SAP rules have been strengthened and NASFAA believes this suggested approach should be reconsidered.

The second set of rules requires a summer period that crosses over July 1 to be assigned to the year that yields the higher Pell payment for that summer term. If the school receives additional information after initial assignment that results in a higher award from the other year, the school must reassign the term. The timeframe during which reassignment is mandated extends past the end of the term. There is no tolerance; even if the award increases by only a few dollars the school must make the assignment or reassignment accordingly. This is again a highly manual process that can affect the disposition of other aid awarded for the term, and is itself impacted by the year-round Pell rules. Previously, a school could assign summer cross-over terms as worked best: student-by-student, or always automatically to one year or the other. With the advent of year-round Pell, it would seem schools should be able to continue to do so.

This increase in burden is a regression in the effective and efficient administration of the program. At a minimum, eliminating the requirement to reassign a term would reduce burden.

Review, consolidate, and streamline consumer information requirements to make disclosures more targeted, meaningful, and effective.

Disclosures are important, especially as they relate to a student's ability to make choices based on accurate and complete information about the cost and academic quality of the schools they are considering. NASFAA supports the recent strengthening of rules regarding misrepresentation of such information.

However, the number and specificity of student consumer information disclosures and how they must be provided have expanded to a point where everyone acknowledges that students simply do not pay attention; they are overwhelmed by the information. Better targeting of disclosures would both reduce burden on schools and make the disclosures more meaningful to students. To that end, NASFAA recommends that ED contract with an experienced and qualified institute to undertake a study of the impact, efficacy, and necessity of all student consumer information.

Eliminate loan proration in the Stafford Loan Program for undergraduate students in programs that are one year or longer in length.

Under the HEA, an undergraduate student's annual loan limit must be prorated if the student is in his or her final period of enrollment (before completing a program of study that is a year or longer in length), and that remaining period is shorter than an academic year in length. Loan proration is based on the number of credit or clock hours for which the student is registered, rather than the period of time in for which the student will attend, so the prorated loan limit will vary by student.

For example, a student in a two-year associate degree program needs a fifth semester to graduate; a Stafford loan originated for that one semester must be prorated. Perhaps of more concern is the example of a student who has used the new second Pell Grant availability to accelerate and needs only half of what would otherwise have been a full year to graduate; the loan for that period must be prorated regardless of the student's actual need for funds. This might necessitate the student's taking a reduced course load in order to work part-time, and curtail his or her ability to graduate early.

Schools must determine whether any student's loan application for less than a full year (such as a summer term) is, in fact, for the student's final period of enrollment, and must ascertain the number of hours in which the student will enroll. Loan amounts are inequitable among students enrolled for the same length of time but for different numbers of hours, and are often inadequate to cover student expenses during the final push to graduation.

Proration is also required for programs shorter than one year in length. In these cases, where a student may receive only one prorated annual loan limit for however long it takes that student to complete the program, proration is performed using the lesser of two fractions, one based on the credit or clock hours in the program, and the other based on the weeks in the program, as compared to the hours and weeks in the school's definition of academic year. The loan limit is thus the same for all students in the program.

Eliminate graduated loan limits based on undergraduate class standing in the Stafford Loan Program.

Currently the Stafford Loan Program offers lower loan limits for first-year students; limits increase for second-year students and again for students beyond the second year. This approach essentially holds back needed funds until a student proves his or her ability and will to persist. Persistence, however, is adversely affected by lack of sufficient funding. Institutions are not always able to determine class standing in a timely manner, especially for transfer students or students for whom some grades may be in question or delayed. Both students and institutions suffer from lack of a consistent loan limit. One annual loan limit introduces predictability and reduces confusion for students, and reduces complexity in administration of the loan program.

There is, nevertheless, concern on the part of financial aid administrators that overloading at-risk students with loan debt early in the student's program is a disservice, and permitting too high a loan debt for certain educational programs is unrealistic in terms of repayment. Thus, concomitant with establishing a single annual loan limit must be renewed commitment to adequate grant levels and strengthened professional judgment authority. For example, allowing discretion for schools to decease loan limits across the board for certain educational programs or by class standing, or other similar measures would allow the loan program to benefit from a school's knowledge of its own student body characteristics.

Both proration and loan limits are specified by law. Improvements to these areas would require legislative as well as regulatory changes.

Simplify the return of Title IV funds process when a student withdraws

The concept behind the statutory return of Title IV funds (R2T4) process for students who leave school before completing the term or other payment period is quite simple: a student "earns" the Title IV aid awarded for the period in proportion to how long the student stayed enrolled. Once the student passes the 60% point in time within the payment period, all aid for the period is considered to have been earned. Implementation of that concept has become increasingly complex as ED moves ever closer to a strict federal dictate of all details.

The federal-school partnership breaks down when it comes to unsuccessful students. Guidance and regulations have been drawn with an eye towards maximizing the return of student aid funds with the effect of penalizing schools for taking a chance on at-risk students; the school bears both administrative and financial burden when any student fails to follow official withdrawal procedures.

The two most recent changes to R2T4 regulations illustrate this trend: the definitions of "withdrawn" and "taking attendance." While nonfederal participants in the negotiated rulemaking were persuaded that ED had identified a true problem in the way withdrawal was defined in programs with modules, the number of issues brought to the negotiating table precluded a full discussion of this topic and no consensus on a solution was reached. The resultant final regulations replace well-intentioned but unsuccessful guidance with confusing and more complex rules. In some cases, for example, schools will be required to "undo" returns and re-award aid to students who come back later in the term to continue their programs. Part of the problem stems from the difficulty of applying traditional concepts applicable to traditional program formats to more creative, flexible, and nontraditional program formats. Further and broader dialogue between ED and school representatives is needed to come up with a viable solution that will be less burdensome.

The definition of taking attendance is significant because the law distinguishes between schools that are "required to take attendance" (where the withdrawal date for a student is always determined from academic attendance records) and schools that are not required to do so (where the law allows the school to use the midpoint of the term for a student who drops out without notifying the school). The new rules reinterpret "required to take attendance" to include voluntarily taking attendance of any kind.

Under the new rules, a school may be considered to fall under one classification for a short period of time and under the other classification for the rest of the term with regard to the same student. The cause of the initial classification may be a short period of voluntary attendance taking used to establish class rosters or enrollment status, or to ensure compliance with certain Title IV requirements to verify that a student began all scheduled classes. There are many reasons a school might opt to take attendance for a limited period at the beginning of a term, even though it is not required to do so by any outside agency. Such efforts may or may not constitute reliable attendance records, and cannot be used to determine whether the student attended beyond the period when attendance is monitored. Use of those rather limited attendance records for return of funds purposes seems to be contrary to the statute, which acknowledges that schools incur financial liabilities when a student does not follow official withdrawal procedures. The complexity of administering the new rules has prompted some schools to question whether they should continue the practice at all, which would be an unfortunate result of burdensome regulations.

Conclusion

These recommendations are a beginning only, and should be viewed as part of a trend to examine current rules and practices for other ways to increase efficiency. It would also not be accurate to state that the administrative burden felt by aid administrators is derived solely from the federal government. As data in this report indicate, depleting state and institutional budgets also contribute the resource shortages in financial aid offices. Successful administrative relief will come with improvement from all three entities.

The most problematic consequence—albeit unintended—is the negative impact that the resource shortage has on the amount of time and attention available to students. In order for students to be better served, we must foster a mindset for development of laws and regulations that consider the detrimental impact of unnecessary or overzealous administrative burden, avoid highly burdensome requirements as a response to anecdotal or unusual occurrences, and avoid unintended consequences on institutional good practices.

Appendix A - Survey Instrument

The following Financial Aid Office Resource Survey is being sponsored by NASFAA. The questions are designed to assess your perceptions about financial aid office capacity, resource shortages, the potential impacts any shortages may have on students seeking financial aid, and how many additional resources are necessary to meet Department of Education standards for the adequate financial counseling and administration of Title IV funding programs.

All responses will be kept confidential and any reported findings will NOT include information that can be used to identify individual persons or institutions. The survey includes 43 opinion-based questions and 4 " data" questions related to annual operating budget, FTE staff, and aid applicants. Please include information about both undergraduate and graduate student financial aid applicants and recipients during the 2009-2010 academic year.

This survey should take you approximately 30 minutes to complete. Please complete the survey by October 26, 2010. Any questions about the survey should be directed to research@nasfaa.org.

Institutional Information

1. Please list all institutional OPEIDs for which you are filling out this survey.

OPEID #1 ____________________

OPEID #2 ____________________

OPEID #3 ____________________

OPEID #4 ____________________

OPIED #5 ____________________

2. What is your position at your institution?

❑ Asst./Assoc. Director

❑ Chief Enrollment Management Officer

❑ Dean

❑ Vice President

❑ Aid Officer

❑ Coordinator

❑ Director

❑ Other (please specify) ____________________

3. How many years have you worked in the financial aid field?

Years in financial aid ____________________

4. How many years have you worked at your current institution's financial aid office?

Years in current office ____________________

5. For academic year 2009-10, how many applicants did you have for any form of aid (including federal, state or institutional)?

Number of students ____________________

6. How has the number of applicants for all forms of aid (including federal, state or institutional) changed over the past five years?

❑ Greatly Increased

❑ Somewhat Increased

❑ Remained Constant

❑ Somewhat Decreased

❑ Greatly Decreased

7. In which financial aid programs does your institution participate (check all that apply)?

❑ Stafford Loan

❑ Institutional Loan

❑ State Aid (e.g. grants, loans, scholarships)

❑ Private (alternative) Loan

❑ Pell Grant

❑ Institutional Gift Aid (e.g. scholarships, grants, fellowships, tuition-waivers)

❑ Perkins Loan

❑ SEOG

❑ Federal Work Study

❑ Aid from External/Non-government Sources (e.g. grants, scholarships, fellowships)

❑ Parent PLUS

❑ Grad PLUS

❑ TEACH Grants

❑ Other (please specify) ____________________

8. In the last five years, how has the average effort in time and resources your financial aid office devotes to an aid applicant changed?

❑ Greatly Increased ❑ Somewhat Increased ❑ Remained Constant

❑ Somewhat Decreased ❑ Greatly Decreased

9. What was your financial aid office's 2009-10 operating budget?

Dollar Amount ____________________

10. How has the operating budget changed in the last five years?

❑ Greatly Increased ❑ Somewhat Increased ❑ Remained Constant

❑ Somewhat Decreased ❑ Greatly Decreased

11. What was the total amount of aid your institution disbursed in 2009-10 (including federal, state, or institutional)?

Dollar Amount ____________________

12. How has the total amount of aid your institution disbursed changed in the last five years (including federal, state, or institutional)?

❑ Greatly Increased ❑ Somewhat Increased ❑ Remained Constant

❑ Somewhat Decreased ❑ Greatly Decreased

13. Please identify the number of FTE staff in the financial aid office in each of these categories.

Directors including asst and assoc. _________ Counselors ____________________

Administrative/support staff _______________ Other _________________________

Student staff (e.g. work study/graduate students) _______________________________

14. How has your staff size changed over the past five years?

❑ Greatly Increased ❑ Somewhat Increased ❑ Remained Constant

❑ Somewhat Decreased ❑ Greatly Decreased

15. How would you characterize how employee turnover has changed in the last five years?

❑ Greatly Increased ❑ Somewhat Decreased

❑ Somewhat Increased ❑ Greatly Decreased

❑ Remained Constant

16. To which organizational area within the institution does the financial aid office report?

❑ Academic Affairs ❑ Finance ❑ Enrollment Management

❑ Administration ❑ Student Affairs ❑ Other (please list) ____________

17. Has this reporting structure changed in the past five years? If so, how?

❑ Yes - Explain ____________________ ❑ No

18. How does your institution assess whether it is in compliance with current laws/regulations? Check all that apply.

❑ Internal Compliance Officer ❑ NASFAA Tools

❑ ED Tools ❑ Other (Please specify) ________________________

19. Is your financial aid office the primary administrative unit responsible for regulatory compliance not directly related to student financial aid processing (e.g. campus crime, fire safety, textbook pricing, etc.)?

❑ Yes ❑ No

20. Does your office contract any of its financial aid processing responsibilities to 3rd party vendors (includes software vendors)?

❑ Yes ❑ No

21. Please characterize the level of 3rd party (external) support your office uses to administer student financial aid?

❑ Low ❑ Moderate ❑ High

22. In your opinion, to what extent would you say that this level of 3rd party support matches your office's needs?

❑ Less than Needed ❑ About Right ❑ More then Needed

23. Please characterize the level of automation your office uses to administer student financial aid?

❑ Low ❑ Moderate ❑ High

24. In your opinion, to what extent would you say that this level of automation matches your office's needs?

❑ Less than Needed ❑ About Right ❑ More then Needed

25. Please select which type of financial aid management software system your office uses.

❑ Banner ❑ PeopleSoft ❑ PowerFAIDS
❑ Datatel ❑ Regent ❑ Jenzabar
❑ Homegrown/Legacy ❑ Other (please specify) ______________________________

26. When was your most recent computer/software conversion?

Year ________________

27. What type of conversions were done? Select all that apply.

❑ Aid processing ❑ External reporting ❑ Internal reporting
❑ Consumer outreach ❑ Other (please specify) ________________

28. Does your financial aid office have a computer support staff member that is dedicated, full-time, to financial aid processing?

❑ Yes ❑ No

29. Does your financial aid office provide all staff involved in financial aid activities with technical and software support training, if applicable?

❑ Yes ❑ No

30. What is your financial aid calendar?

❑ Semester ❑ Trimester ❑ Quarter
❑ Non-term ❑ Non-standard term

31. When do you see the highest (peak) workload? Select all months of calendar year that apply.

❑ Jan ❑ Feb ❑ Mar
❑ Apr ❑ May ❑ Jun
❑ July ❑ Aug ❑ Sept
❑ Oct ❑ Nov ❑ Dec

Resources

This section of the survey asks for your perceptions about your office's capacity to maintain quality financial aid services, the types of constraints you currently face and those factors that you believe may have caused any perceived shortages.

Federal regulations require that schools provide an "adequate number of qualified persons to administer the Title IV, HEA programs in which the institution participates" (34 C.F.R. §668.16(b)(2)) and provide "adequate financial aid counseling to eligible students who apply for Title IV, HEA assistance" (34 C.F.R. §668.16(h)). Below you will find lists of factors that the Secretary of Education considers with regards to meeting these regulations. Please keep these lists in mind as you complete this section of the survey.

The Secretary considers the following factors to determine whether an institution uses an adequate number of qualified persons to administer the Title IV, HEA programs in which the institution participates—

(i) The number and types of programs in which the institution participates;

(ii) The number of applications evaluated;

(iii) The number of students who receive any student financial assistance at the institution and the amount of funds administered;

(iv) The financial aid delivery system used by the institution;

(v) The degree of office automation used by the institution in the administration of the Title IV, HEA programs;

(vi) The number and distribution of financial aid staff; and

(vii) The use of third-party servicers to aid in the administration of the Title IV, HEA programs.

In assessing whether a school has adequate financial aid counseling, the Secretary considers the following information—

(1) The source and amount of each type of aid offered;

(2) The method by which aid is determined and disbursed, delivered, or applied to a student's account; and

(3) The rights and responsibilities of the student with respect to enrollment at the institution and receipt of financial aid. This information includes the institution's refund policy, the requirements for the treatment of Title IV, HEA program funds when a student withdraws under §668.22, its standards of satisfactory progress, and other conditions that may alter the student's aid package.

1. To what degree does your office face resource shortages (e.g. human, technological) that affect your capacity to maintain what you perceive to be quality financial aid services and comply with all federal/state/institutional requirements?

❑ No Shortage

❑ Some Shortage (Does not affect level of services)

❑ Moderate Shortage (Affects level of services during peak processing periods)

❑ Severe Shortage (Affects day-to day services)

2. Do you think that your institution has a shortage of human or other resources to provide "adequate administration of Title IV funding programs" as defined by federal regulations?

❑ Yes ❑ No

3. Do you think that your institution has a shortage of human or other resources to provide "adequate financial aid counseling" as defined by federal regulations?

❑ Yes ❑ No

4. In your opinion, is the shortage transitional (e.g. a one-time operational adjustment) or permanent (i.e. ongoing)?

❑ Transitional ❑ Permanent

5. Do resource shortages occur throughout the financial aid calendar/award year or are they concentrated at particular time periods in the financial aid calendar?

❑ Ongoing ❑ Concentrated

6. Please select from the list below the constraints your office faces. For each, please tell us if you think the shortage is temporary or longer-term.

	Temporary	Long Term	N/A
Not enough administrative/support staff	❑	❑	❑
Not enough counseling staff	❑	❑	❑
Significant staff turnover	❑	❑	❑
Inefficient organizational structure	❑	❑	❑
Insufficient use of 3rd party servicers	❑	❑	❑
Out-of-date/insufficient technology	❑	❑	❑
Lack of technology training	❑	❑	❑
Limited operating autonomy	❑	❑	❑
Too many responsibilities outside of core mission (e.g. non-financial aid compliance)	❑	❑	❑
Limited operating budget	❑	❑	❑
Other	❑	❑	❑

If other, please specify: ____

7. What factors do you think best explain why you face these shortages? For each one you identify, please indicate whether you think this is a major or minor cause.

	Major	Minor	N/A
State Budget	❑	❑	❑
Institutional Budget	❑	❑	❑
Year round Pell compliance	❑	❑	❑
Greater regulatory/compliance workload in general	❑	❑	❑
Greater number of students with financial aid need	❑	❑	❑
Increases in verifications	❑	❑	❑
Increases in professional judgments	❑	❑	❑
Insufficient Administration Cost Allowance	❑	❑	❑
Lack of qualified applicants for open positions	❑	❑	❑
Cost associated with 3rd party support services	❑	❑	❑
Bureaucratic inefficiency	❑	❑	❑
Title IV requirements unrelated to financial aid (admin. Burden)	❑	❑	❑
Other	❑	❑	❑

If other, please specify: ____

Impact on Students

One of NASFAA's primary concerns is the impact of financial aid office resource constraints on student support. This section of the survey asks you to identify specific impacts that any resource constraints have had on the quality of financial aid services delivered.

1. To what extent have resource shortages affected your office's ability to meet its obligations to students?

❏ No Impact ❏ Little Impact

❏ Some Impact ❏ Significant Impact

2. Please indicate which of the following functions have suffered a direct negative impact by shortages of resources. For each selected function, rate the extent to which it has been affected. If the function is not a Financial Aid Office responsibility, please indicate N/A.

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Accurately determining student eligibility and resolving C-codes	❏	❏	❏	❏
Accurately awarding aid according to program requirements	❏	❏	❏	❏
Formulating/updating costs of attendance	❏	❏	❏	❏
Verification: Discretionary verification of additional data elements	❏	❏	❏	❏
Verification: Selection of applicants above 30% cap	❏	❏	❏	❏
Verification: Accuracy of verification results	❏	❏	❏	❏
Resolution of conflicting information outside of verification process	❏	❏	❏	❏
Student File Maintenance	❏	❏	❏	❏
Other	❏	❏	❏	❏

Difficulty Maintaining Internal Processing Goals

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Generating Aid Packages	❏	❏	❏	❏
Award revisions (due to changes in EFC, enrollment status, housing, COA, etc.)	❏	❏	❏	❏
Identification and resolution of overawards	❏	❏	❏	❏
Timely restoration of overpayments due to overawards to program accounts	❏	❏	❏	❏
Timely disbursement	❏	❏	❏	❏
Resolution of SAP issues for students	❏	❏	❏	❏
Other	❏	❏	❏	❏

Professional Judgment

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Proactive identification of possible exceptional circumstances	❑	❑	❑	❑
Processing appeals	❑	❑	❑	❑
Making adjustments	❑	❑	❑	❑
Other	❑	❑	❑	❑

Compliance

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Meeting existing federal rules and regulations directly related to the Title IV aid programs (e.g., program requirements, recordkeeping and reporting, etc.)	❑	❑	❑	❑
Meeting existing federal rules and regulations indirectly related to the Title IV aid programs (e.g., crime statistics, fire safety, athletically-related disclosures.)	❑	❑	❑	❑
Incorporating new Title IV regulatory requirements	❑	❑	❑	❑
Meeting non-Title IV federal regulatory requirements (FERPA, HHS, etc.)	❑	❑	❑	❑
Meeting state aid rules	❑	❑	❑	❑
Meeting private aid rules	❑	❑	❑	❑
Meeting institutional policies and procedures with regard to financial aid	❑	❑	❑	❑
Analyzing and responding to notices of proposed rulemaking (NPRMs)	❑	❑	❑	❑
Other	❑	❑	❑	❑

Return of Title IV Funds

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Identification of withdrawn students/drop outs	❑	❑	❑	❑
Determination of withdrawal date (e.g., use of midpoint versus last date of attendance)	❑	❑	❑	❑
Accuracy of R2 T4 calculations	❑	❑	❑	❑
Timeliness of R2 T4 calculations	❑	❑	❑	❑
Timeliness of restoring program funds to Title IV accounts	❑	❑	❑	❑
Other	❑	❑	❑	❑

Student Services

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Regular office hours	❏	❏	❏	❏
Flexible/extended office hours	❏	❏	❏	❏
Walk-in hours	❏	❏	❏	❏
Face-to-face financial aid counseling	❏	❏	❏	❏
Loan counseling	❏	❏	❏	❏
Phone contact with students	❏	❏	❏	❏
Email contact with students	❏	❏	❏	❏
Orientation activities	❏	❏	❏	❏
Outreach efforts (e.g., presentations, webinars, admissions activities, high school counselor training)	❏	❏	❏	❏
Focusing on target populations	❏	❏	❏	❏
Other	❏	❏	❏	❏

Student Consumer Information

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Updating institutional costs	❏	❏	❏	❏
Updating aid application information (e.g., catalog, Web page)	❏	❏	❏	❏
Producing annual aid application materials	❏	❏	❏	❏
Producing/updating parental information	❏	❏	❏	❏
Other	❏	❏	❏	❏

Professional Development

	Greatly Affected	Somewhat Affected	Slightly Affected	N/A
Staff training	❏	❏	❏	❏
Conflict resolution	❏	❏	❏	❏
Providing/updating office equipment	❏	❏	❏	❏
Other	❏	❏	❏	❏

If you indicated "other" for any of the functional areas previously listed, please explain.

❑ Application Processing ______________________________

❑ Difficulty Maintaining Internal Processing Goal ______________________________

❑ Professional Judgment ______________________________

❑ Compliance ______________________________

❑ Return of Title IV Funds ______________________________

❑ Student Services ______________________________

❑ Student Consumer Information ______________________________

❑ Professional Development ______________________________

3. Does your office conduct student and/or parent satisfaction surveys?

❑ Yes ❑ No

4. If yes, to what degree has satisfaction changed in the past five years?

❑ Greatly Increased ❑ Somewhat Increased ❑ Not Changed

❑ Somewhat Decreased ❑ Greatly Decreased

Resource Needs

This section of the survey asks for your perceptions about additional resources that your office needs to maintain quality financial aid services. Again, please keep in mind the regulations related to providing an "adequate number of qualified persons to administer the Title IV, HEA programs in which the institution participates" (34 C.F.R. §668.16(b)(2)) and providing "adequate financial aid counseling to eligible students who apply for Title IV, HEA assistance" (34 C.F.R. §668.16(h)) as you complete this section of the survey.

The Secretary considers the following factors to determine whether an institution uses an adequate number of qualified persons to administer the Title IV, HEA programs in which the institution participates—

(i) The number and types of programs in which the institution participates;

(ii) The number of applications evaluated;

(iii) The number of students who receive any student financial assistance at the institution and the amount of funds administered;

(iv) The financial aid delivery system used by the institution;

(v) The degree of office automation used by the institution in the administration of the Title IV, HEA programs;

(vi) The number and distribution of financial aid staff; and

(vii) The use of third-party servicers to aid in the administration of the Title IV, HEA programs.

In assessing whether a school has adequate financial aid counseling, the Secretary considers the following information—

(1) The source and amount of each type of aid offered;

(2) The method by which aid is determined and disbursed, delivered, or applied to a student's account; and

(3) The rights and responsibilities of the student with respect to enrollment at the institution and receipt of financial aid. This information includes the institution's refund policy, the requirements for thetreatment of title IV, HEA program funds when a student withdraws under §668.22, its standards of satisfactory progress, and other conditions that may alter the student's aid package.

1. **In your opinion, approximately how much more would it cost your institution (annually) in order to maintain quality financial aid services after meeting and complying with all federal/state/institutional requirements?**

   Dollar Amount ___________________

2. **In your opinion, how much more would it cost your institution to provide adequate administration of Title IV programs as defined by federal regulations?**

   Dollar Amount ___________________

3. **In your opinion, how much more would it cost your institution to provide adequate financial aid counseling as defined by federal regulations?**

   Dollar Amount ___________________

4. **Has your office conducted any resource analyses or internal audits?**

   ❑ Yes - If yes, please summarize any pertinent findings: ____

   ❑ No

5. **Please identify those areas and resources your office needs more of in order to effectively meet Department standards for administration of Title IV funding programs and financial aid counseling. For each item selected, please list the total additional amount of that resource needed (e.g. 1.5 FTE counseling staff) and the total additional cost.**

   ❑ Management Staff
   ❑ Support Staff
   ❑ Technological upgrades
   ❑ Training (process and procedures)
   ❑ Aid available for students
   ❑ 3rd party servicers
   ❑ Other A (please specify) ___________________
   ❑ Other C (please specify) ___________________
   ❑ Counseling Staff
   ❑ Student Staff
   ❑ Training (technological)
   ❑ Operating Budget
   ❑ Automation
   ❑ Operating autonomy
   ❑ Other B (please specify) ______________________
   ❑ Other D (please specify) ______________________

   Additonal Resources (e.g. 1.5 FTE counseling staff)

   Management Staff __________________________
   Support Staff ________________________________
   Technological upgrades ______________________
   Training (process and procedures) _____________
   Aid available for students ____________________
   3rd party servicers ___________________________
   Other A (please specify) ______________________
   Other C (please specify) ______________________
   Counseling Staff ________________________________
   Student Staff ___________________________________
   Training (technological) ________________________
   Operating Budget _____________________________
   Automation ____________________________________
   Operating autonomy ___________________________
   Other B (please specify) ________________________
   Other D (please specify) ________________________

Total Additonal Cost

Management Staff ________________________
Counseling Staff ____________________________
Support Staff _____________________________
Student Staff _______________________________
Technological upgrades ____________________
Training (technological) ___________________
Training (process and procedures) ___________
Operating Budget ___________________________
Aid available for students ___________________
Automation ________________________________
3rd party servicers _________________________
Operating autonomy _________________________
Other A (please specify) ____________________
Other B (please specify) _____________________
Other C (please specify) ____________________
Other D (please specify) _____________________

6. If you could add only one additional resource in order to improve the functioning of your office, what would it be?

- ❑ Management Staff
- ❑ Counseling Staff
- ❑ Support Staff
- ❑ Student Staff
- ❑ Technological upgrades
- ❑ Training (technological)
- ❑ Training (process and procedures)
- ❑ Operating Budget
- ❑ Aid available for students
- ❑ Automation
- ❑ 3rd party servicers
- ❑ Operating autonomy
- ❑ Other (please specify) __________________

7. Please use the following space to outline any other factors/issues that you believe are important in the survey's general context but were not captured by the previous questions.

____
____
____
____
____
____
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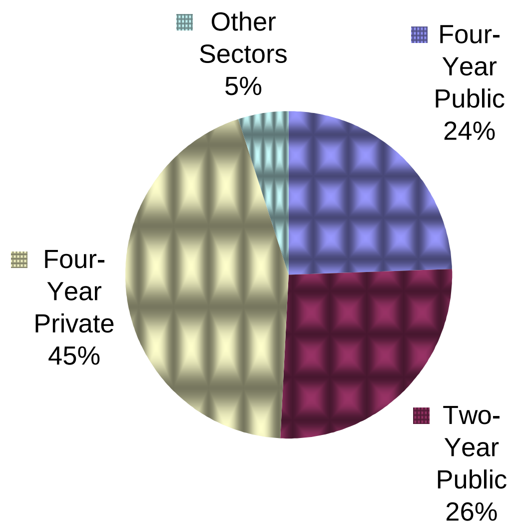
Thank you for completing the 2010 NASFAA Administrative Burden Survey!

Appendix B - Answer Frequencies

The following charts and tables reflect survey respondents who completed the survey in its entirety. As a result, the data presented here is not expected to match up with the charts/figures in the body of the report, which primarily address the responses of institutions identifying severe or moderate resource shortages. Column sums may not add to 100% or the group total due to rounding.

Background & Experiences

Institutions' Sector of Postsecondary Education



Position of Survey Respondent	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Director	82.0%	84.5%	84.0%	81.8%	60.6%
2. Asst./Assoc. Director	3.9%	7.4%	1.7%	3.4%	3.0%
3. Aid Officer	3.4%	2.4%	5.1%	2.0%	12.1%
4. Dean	2.5%	—	3.4%	3.7%	—
5. Vice President	0.9%	—	—	1.0%	9.0%
6. Chief Enrollment Management	1.2%	1.8%	0.5%	1.0%	3.0%
7. Coordinator	1.2%	—	3.4%	—	6.0%
8. Other (please specify)	4.6%	3.7%	1.7%	6.8%	6.0%

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Years in Financial Aid	19.7	22.8	18.5	18.9	17.9
Years at this Office	11.9	13.7	11.5	11.6	10.9

Office Activity and Budget	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Financial Aid Applicants in AY09-10	7,844	14,134	7,883	3,574	12,435
Operating Budget (AY09-10)	$3,126,737	$8,196,742	$433,817	$2,069,738	$2,781,133
Aid Disbursed (AY09-10)	$60,614,198	$122,307,210	$21,986,400	$53,480,518	$42,065,129

Office Staff	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Total Staff in Financial Aid Office	14.5	21.7	10.6	11.2	28.1
FTE Staff: Directors and Asst. Directors	3.8	3.8	1.8	4.2	2.8
FTE: Counselors	4.1	5.8	2.6	2.2	20.4
FTE: Administrative/ Support Staff	3.4	5.5	3.4	2.3	2.7
FTE: Student Staff	3.3	6.0	2.5	2.4	2.0
FTE: Other	0.6	1.2	0.8	0.3	0.2

Change in Financial Aid Applications	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Greatly Increased	53.4%	51.8%	80.0%	38.6%	51.5%
2. Somewhat Increased	32.4%	38.2%	10.8%	42.4%	30.3%
3. Remained Constant	5.7%	3.0%	1.1%	9.2%	12.1%
4. Somewhat Decreased	1.0%	—	—	2.3%	—
5. Greatly Decreased	1.0%	1.2%	1.7%	0.6%	—
Missing	6.1%	5.5%	6.2%	6.5%	6.0%

Financial Aid Provided by Office	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Federal Stafford Loan	94.2%	96.9%	85.7%	97.6%	96.9%
Institutional Loan	31.7%	38.8%	9.7%	40.7%	33.3%
State Aid (e.g. grants, loans)	93.5%	98.7%	97.7%	91.4%	63.6%
Private (alternative) Loan	87.3%	96.9%	95.7%	96.9%	69.6%
Federal Pell Grant	95.4%	99.3%	100.0%	90.0%	100.0%
Institutional Gift Aid (e.g. scholarships, grants, fellowships, tuition-waivers)	94.2%	97.5%	92.0%	97.9%	57.5%
Federal Perkins Loan	62.5%	83.9%	14.8%	84.2%	18.1%
FSEOG	92.1%	97.5%	97.7%	89.0%	63.6%
Federal Work-Study	94.2%	97.5%	98.8%	95.2%	45.4%
Aid from External/Non-government Sources (e.g. grants, scholarships)	85.9%	95.6%	78.8%	89.7%	42.4%
Parent PLUS	88.6%	98.7%	78.8%	89.7%	81.8%
Grad PLUS	48.4%	75.9%	0.5%	66.4%	9.0%
TEACH Grants	37.3%	59.2%	4.5%	48.2%	6.0%
Other	20.2%	16.6%	21.7%	20.8%	24.2%

Change in Effort Spent on Average Aid Applicant	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Greatly Increased	55.2%	51.8%	69.1%	47.2%	69.6%
2. Somewhat Increased	31.7%	35.1%	20.0%	37.3%	27.2%
3. Remained Constant	5.2%	4.3%	1.7%	8.5%	—
4. Somewhat Decreased	3.1%	3.0%	5.1%	2.3%	—
5. Greatly Decreased	0.9%	1.2%	1.7%	0.3%	—
Missing	3.6%	4.3%	2.2%	4.1%	3.0%

Change in Operating Budget in Past 5 Years	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Greatly Increased	4.0%	1.8%	2.2%	5.4%	12.1%
2. Somewhat Increased	23.7%	16.6%	23.4%	27.0%	30.3%
3. Remained Constant	37.9%	36.4%	40.5%	37.6%	33.3%
4. Somewhat Decreased	24.4%	37.0%	22.8%	20.2%	9.0%
5. Greatly Decreased	6.6%	6.1%	9.1%	5.8%	3.0%
Missing	3.1%	1.8%	1.7%	3.7%	12.1%

Change in Aid Disbursed in Past 5 Years	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Greatly Increased	63.1%	69.7%	87.4%	45.5%	57.5%
2. Somewhat Increased	29.4%	26.5%	9.1%	43.4%	27.2%
3. Remained Constant	2.4%	0.6%	1.7%	3.4%	6.0%
4. Somewhat Decreased	1.2%	—	—	2.3%	3.0%
5. Greatly Decreased	0.4%	—	0.5%	0.6%	—
Missing	3.3%	3.0%	1.1%	4.4%	6.0%

Change in Staff in Past 5 Years	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Greatly Increased	3.0%	1.8%	1.1%	3.7%	12.1%
2. Somewhat Increased	25.6%	23.4%	30.2%	23.6%	30.3%
3. Remained Constant	47.7%	43.2%	49.7%	49.3%	45.4%
4. Somewhat Decreased	18.8%	24.6%	14.8%	19.1%	9.0%
5. Greatly Decreased	3.9%	6.7%	2.8%	3.4%	—
Missing	0.7%	—	1.1%	0.6%	3.0%

Change in Employee Turnover in Past 5 Years	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Greatly Increased	9.8%	11.1%	8.0%	9.5%	15.1%
2. Somewhat Increased	24.6%	26.5%	25.7%	23.2%	21.2%
3. Remained Constant	55.7%	53.0%	62.2%	54.1%	48.4%
4. Somewhat Decreased	5.5%	4.9%	2.8%	7.1%	9.0%
5. Greatly Decreased	1.5%	1.8%	1.1%	1.3%	3.0%
Missing	2.7%	2.4%	—	4.4%	3.0%

To Which Area does the Financial Aid Office Report?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Academic Affairs	6.7%	14.8%	3.4%	5.1%	—
Administration	5.7%	4.3%	2.8%	3.7%	45.4%
Enrollment Management	41.3%	43.8%	18.2%	57.8%	6.0%
Finance	14.8%	7.4%	12.0%	19.8%	21.2%
Student Affairs	25.9%	26.5%	59.4%	7.5%	9.0%
Other	5.2%	3.0%	4.0%	5.8%	18.1%

Has Reporting Structure Changed in Past 5 Years?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	75.8%	73.4%	77.7%	74.3%	90.9%
Yes	24.1%	26.5%	22.2%	25.6%	9.0%

Regulatory/Legal Compliance	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Internal Auditor/Compliance Officer	43.3%	61.1%	39.4%	34.9%	51.5%
External Auditor	84.5%	82.0%	81.7%	88.3%	78.7%
NASFAA Tools	51.2%	54.3%	48.5%	52.3%	39.3%
ED Tools	33.8%	37.0%	33.1%	33.2%	27.2%
Peer Review	9.3%	9.2%	10.2%	8.5%	12.1%
Other	11.6%	14.1%	9.7%	10.6%	18.1%

Financial Aid office Primary Unit Responsible for Unrelated Reporting?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	74.0%	77.1%	69.7%	77.0%	54.5%
Yes	25.9%	22.8%	30.2%	22.9%	45.4%

Third-Party Vendors used for Financial Aid Processing?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	76.5%	81.4%	83.4%	70.8%	66.6%
Yes	23.4%	18.5%	16.5%	29.1%	33.3%

Level of 3rd Party Support Used	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
High	1.8%	1.2%	0.5%	2.0%	9.0%
Moderate	4.9%	3.0%	2.2%	6.1%	18.1%
Low	16.6%	14.1%	12.5%	21.5%	6.0%
Missing	76.5%	81.4%	84.5%	70.2%	66.6%

Matching of 3rd Party Support to Needs	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Less Than Needed	6.6%	4.3%	6.2%	7.5%	12.1%
About Right	15.7%	14.1%	8.5%	20.2%	21.2%
More Than Needed	0.3%	—	—	0.6%	—
Missing	77.3%	81.4%	85.1%	71.5%	66.6%

Level of Automation Used	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
High	30.0%	50.6%	19.4%	26.3%	18.1%
Moderate	55.2%	45.0%	66.2%	56.8%	33.3%
Low	13.8%	3.7%	13.7%	16.0%	45.4%
Missing	0.7%	0.6%	0.5%	0.6%	3.0%

Matching of Level of Automation to Needs	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Less than Needed	61.9%	51.8%	66.8%	62.3%	81.8%
About Right	35.9%	43.8%	32.0%	35.9%	18.1%
More than Needed	2.1%	4.3%	1.1%	1.7%	—

Financial Aid Management Software Used	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Banner	27.3%	46.9%	28.5%	18.8%	—
Datatel	17.8%	4.3%	29.7%	20.2%	—
PowerFAIDS	17.0%	2.4%	9.1%	30.8%	9.0%
PeopleSoft	10.1%	24.0%	8.5%	4.4%	—
Jenzabar	6.9%	3.0%	6.8%	9.5%	3.0%
Homegrown/Legacy	6.0%	11.1%	4.5%	2.7%	18.1%
Regent	1.0%	0.6%	2.2%	0.3%	3.0%
Other	13.5%	7.4%	10.2%	13.0%	66.6%

Most Recent Computer Conversion	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1978	0.1%	—	0.5%	—	—
1979	0.3%	0.6%	—	0.3%	—
1980	0.6%	1.2%	—	0.6%	—
1981	0.1%	—	—	0.3%	—
1983	0.3%	0.6%	0.5%	—	—
1985	1.2%	1.8%	1.1%	1.0%	—
1986	0.4%	0.6%	0.5%	0.3%	—
1987	0.3%	—	—	0.3%	3.0%
1988	0.3%	0.6%	—	0.3%	—
1989	0.4%	—	—	0.6%	3.0%
1990	1.2%	0.6%	1.7%	1.0%	3.0%
1991	0.4%	1.2%	—	0.3%	—
1992	1.6%	2.4%	0.5%	2.0%	—
1993	0.6%	0.6%	—	1.0%	—
1994	1.2%	1.8%	0.5%	1.3%	—
1995	1.6%	—	2.2%	2.3%	—
1996	2.7%	1.2%	1.1%	4.7%	—
1997	1.3%	—	1.7%	2.0%	—
1998	4.0%	4.3%	3.4%	4.7%	—
1999	5.1%	4.9%	6.2%	4.4%	3.0%
2000	5.4%	2.4%	6.8%	6.1%	9.0%
2001	3.1%	3.7%	3.4%	3.0%	—
2002	3.7%	3.0%	2.2%	5.1%	3.0%
2003	4.6%	7.4%	4.5%	3.7%	—
2004	4.2%	4.3%	4.5%	4.1%	3.0%
2005	7.0%	11.1%	5.7%	4.7%	15.1%
2006	6.0%	6.1%	5.7%	6.5%	3.0%
2007	8.0%	4.9%	11.4%	7.5%	9.0%

Most Recent Computer Conversion (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
2008	7.5%	6.1%	8.0%	7.5%	12.1%
2009	8.1%	9.8%	5.7%	8.5%	9.0%
2010	13.4%	12.9%	17.1%	10.9%	18.1%
2011	0.6%	1.2%	0.5%	0.3%	—
Missing	3.4%	3.7%	3.4%	3.0%	6.0%

Computer Conversion Used	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Aid processing	82.7%	86.4%	84.5%	81.5%	66.6%
Internal reporting	50.0%	46.9%	52.5%	50.0%	51.5%
External reporting	41.3%	41.3%	49.1%	39.3%	18.1%
Consumer outreach	19.1%	24.0%	20.5%	16.7%	9.0%
Other	16.7%	17.9%	16.5%	16.0%	18.1%

Dedicated Computer Support Staff	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	80.0%	60.4%	92.5%	81.8%	93.9%
Yes	19.9%	39.5%	7.4%	18.1%	6.0%

Technical & Support Training for All	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	25.3%	23.4%	30.8%	23.6%	21.2%
Yes	74.6%	76.5%	69.1%	76.3%	78.7%

Financial Aid Award Calendar	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Semester	88.5%	93.2%	90.2%	89.0%	51.5%
Trimester	4.0%	0.6%	1.1%	6.8%	12.1%
Quarter	10.4%	7.4%	8.0%	12.3%	21.2%
Non-term	2.8%	0.6%	1.7%	3.4%	15.1%
Non-standard term	12.3%	12.9%	4.5%	15.0%	27.2%

Peak Workload	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
January	43.6%	38.2%	57.7%	35.9%	63.6%
February	40.0%	32.7%	28.0%	52.3%	30.3%
March	56.9%	59.2%	25.1%	78.0%	27.2%
April	67.6%	75.9%	37.7%	83.5%	45.4%
May	71.6%	81.4%	55.4%	79.1%	42.4%
June	72.5%	83.3%	61.1%	76.0%	48.4
July	79.7%	88.8%	81.1%	74.6%	72.7%
August	91.6%	96.9%	97.7%	87.6%	69.6%
September	73.8%	79.6%	77.7%	68.8%	69.6%
October	19.3%	20.3%	17.7%	17.8%	36.3%
November	9.8%	6.7%	11.4%	9.5%	18.1%
December	21.2%	18.5%	31.4%	17.4%	15.1%

Shortages

What Degree of Shortages?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Severe Shortage (affects day-to-day)	10.2%	8.6%	16.5%	7.5%	9.0%
Moderate Shortage (affects at peak times)	56.4%	60.4%	68.5%	49.3%	36.3%
Some Shortage (only affects internal)	23.2%	24.0%	11.4%	27.7%	42.4%
Non-term	9.0%	5.5%	2.2%	15.0%	9.0%
Non-standard term	0.9%	1.2%	1.1%	0.3%	3.0%

Shortage Affecting Administration of Title IV Funding?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	51.2%	51.2%	33.7%	61.3%	54.5%
Yes	48.7%	48.7%	66.2%	38.6%	45.4%

Shortage Affecting Adequate Financial Aid Counseling?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
No	47.2%	43.8%	25.7%	60.9%	57.5%
Yes	52.7%	56.1%	74.2%	39.0%	42.4%

Shortage Transitional or Permanent?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Permanent	65.2%	74.0%	77.7%	53.7%	57.5%
Transitional	25.6%	20.3%	20.0%	31.1%	33.3%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Shortage Throughout Year?	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Concentrated	53.3%	56.1%	50.2%	54.1%	48.4%
Ongoing	37.6%	38.2%	47.4%	30.8%	42.4%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Number of Long-Term Issues	2.0	2.2	2.4	1.8	1.6
Number of Temporary Issues	1.0	0.9	1.0	1.0	1.1

Constraints Faced: Administrative/ Support Staff	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	48.0%	50.0%	58.2%	42.4%	33.3%
2. Temporary	20.8%	18.5%	24.0%	19.1%	30.3%
3. N/A	22.0%	25.9%	15.4%	23.2%	27.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Counseling Staff	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	52.1%	61.1%	70.2%	39.0%	27.2%
2. Temporary	19.7%	16.6%	17.7%	23.2%	15.1%
3. N/A	19.0%	16.6%	9.7%	22.6%	48.4%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Staff Turnover	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	8.9%	9.8%	10.2%	8.2%	3.0%
2. Temporary	16.0%	21.6%	13.1%	14.3%	18.1%
3. N/A	66.0%	62.9%	74.2%	62.3%	69.6%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Inefficient Organizational Structure	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	14.6%	12.3%	20.5%	11.9%	18.1%
2. Temporary	9.5%	9.2%	9.7%	8.9%	15.1%
3. N/A	66.7%	72.8%	67.4%	64.0%	57.5%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Insufficient Use of 3rd-Party Servicers	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	4.8%	3.7%	4.0%	5.1%	12.1%
2. Temporary	4.8%	3.0%	2.8%	6.8%	6.0%
3. N/A	81.2%	87.6%	90.8%	72.9%	72.7%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Insufficient Technology	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	22.3%	12.9%	26.2%	23.2%	39.3%
2. Temporary	15.2%	13.5%	13.1%	16.4%	24.2%
3. N/A	53.3%	67.9%	58.2%	45.2%	27.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Lack of Technology Training	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	25.9%	25.9%	32.5%	23.2%	15.1%
2. Temporary	23.4%	20.3%	22.8%	24.6%	30.3%
3. N/A	41.5%	48.1%	42.2%	36.9%	45.4%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Limited Operating Autonomy	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	20.0%	17.9%	22.2%	18.8%	30.3%
2. Temporary	8.7%	8.0%	10.8%	7.5%	12.1%
3. N/A	62.0%	68.5%	64.5%	58.5%	48.4%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Responsibilities Outside of Core Mission	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	39.7%	45.0%	34.8%	38.6%	48.4%
2. Temporary	13.1%	9.8%	17.7%	11.3%	21.2%
3. N/A	38.0%	39.5%	45.1%	34.9%	21.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Limited Operating Budget	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	58.4%	67.2%	66.8%	49.6%	48.4%
2. Temporary	11.0%	10.4%	10.2%	10.9%	18.1%
3. N/A	21.4%	16.6%	20.5%	24.3%	24.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Constraints Faced: Other	All Institutions	Institutions’ Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
1. Long-Term	10.4%	14.1%	12.0%	7.1%	12.1%
2. Temporary	1.6%	1.2%	1.1%	2.3%	—
3. N/A	78.8%	79.0%	84.5%	75.3%	78.7%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Causal Factors

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Number of Major Causes	3.6	4.3	4.6	2.9	2.4
Number of Minor Causes	2.1	0.9	2.0	2.3	2.1

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
State Budget					
Major	48.0%	82.0%	79.4%	14.7%	9.0%
Minor	16.3%	9.8%	11.4%	23.9%	6.0%
N/A	26.5%	2.4%	6.8%	46.2%	75.7%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Institutional Budget					
Major	62.6%	71.6%	70.8%	53.7%	54.5%
Minor	22.5%	20.3%	20.0%	25.3%	21.2%
N/A	5.7%	2.4%	6.8%	5.8%	15.1%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Year-Round Pell Compliance					
Major	43.3%	59.2%	60.5%	27.7%	12.1%
Minor	34.7%	29.0%	33.1%	36.9%	51.5%
N/A	12.8%	6.1%	4.0%	20.2%	27.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Greater Regulatory/Compliance Workload					
Major	72.0%	78.3%	79.4%	64.7%	66.6%
Minor	16.0%	14.8%	15.4%	16.0%	24.2%
N/A	2.8%	1.2%	2.8%	4.1%	—
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Greater Number of Aid Applicants					
Major	70.2%	71.6%	90.8%	58.2%	60.6%
Minor	18.2%	20.3%	5.7%	23.2%	30.3%
N/A	2.4%	2.4%	1.1%	3.4%	—
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Increases in Verifications					
Major	51.2%	51.2%	74.8%	37.3%	48.4%
Minor	31.1%	33.9%	18.8%	35.6%	42.4%
N/A	8.6%	9.2%	4.0%	11.9%	—
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Increases in Professional Judgements					
Major	56.3%	55.5%	72.0%	49.3%	39.3%
Minor	29.1%	33.9%	21.7%	29.4%	42.4%
N/A	5.4%	4.9%	4.0%	6.1%	9.0%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Insufficient Administrative Cost Allowance					
Major	33.3%	42.5%	44.5%	22.6%	24.2%
Minor	37.6%	35.1%	37.1%	38.3%	45.4%
N/A	19.9%	16.6%	16.0%	23.9%	21.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Lack of Qualified Staff					
Major	17.5%	24.0%	17.1%	14.7%	12.1%
Minor	30.0%	34.5%	39.4%	21.5%	33.3%
N/A	43.3%	35.8%	41.1%	48.6%	45.4%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Cost of Third-Party Support Services					
Major	11.4%	8.0%	10.2%	14.3%	9.0%
Minor	16.1%	15.4%	14.2%	17.4%	18.1%
N/A	63.2%	70.9%	73.1%	53.0%	63.6%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Bureaucratic Inefficiency					
Major	26.2%	30.8%	28.0%	21.9%	33.3%
Minor	33.3%	35.1%	36.5%	31.5%	24.2%
N/A	31.2%	28.3%	33.1%	31.5%	33.3%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Title IV Requirements Unrelated to Financial Aid					
Major	48.3%	55.5%	49.1%	42.8%	57.5%
Minor	30.5%	27.1%	33.7%	30.8%	27.2%
N/A	12.0%	11.7%	14.8%	11.3%	6.0%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
Other					
Major	6.9%	8.0%	8.0%	4.7%	15.1%
Minor	1.8%	1.8%	2.8%	1.3%	—
N/A	82.1%	84.5%	86.8%	78.7%	75.7%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Effects

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
To What Extent Have Shortages Affected Obligations to Students?					
1. Significant Impact	18.5%	14.8%	33.1%	13.0%	9.0%
2. Some Impact	50.7%	62.3%	53.7%	41.7%	57.5%
3. Little Impact	17.3%	14.8%	9.7%	23.9%	12.1%
4. No Impact	3.9%	2.4%	1.1%	5.8%	9.0%
Missing	9.3%	5.5%	2.2%	15.4%	12.1%

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Effects By Area					
Student Services	73.1%	79.0%	86.8%	62.3%	66.6%
Compliance	71.1%	77.7%	81.7%	61.6%	66.6%
Professional Development	67.9%	72.8%	80.0%	59.2%	57.5%
Professional Judgements	63.7%	63.5%	81.1%	55.4%	45.4%
Internal Processing Goals	62.3%	65.4%	76.5%	52.3%	60.6%
Application Processing	58.7%	61.7%	74.2%	48.2%	54.5%
Student Consumer Information	52.7%	56.1%	67.4%	43.4%	39.3%
Return of Title IV Funds	39.4%	35.8%	60.0%	29.1%	39.3%

Application Processing	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Accurately Determining Student Eligibility and C-Codes					
1. Greatly Affected	7.2%	5.5%	13.7%	4.1%	9.0%
2. Somewhat Affected	22.3%	29.0%	25.1%	17.4%	18.1%
3. Slightly Affected	20.8%	17.2%	24.0%	21.9%	12.1%
4. Not Affected	36.4%	40.1%	33.7%	35.2%	42.4%
5. N/A	0.1%	—	—	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Accurately Awarding Aid					
1. Greatly Affected	8.0%	7.4%	10.8%	6.5%	9.0%
2. Somewhat Affected	19.6%	20.3%	26.8%	16.0%	9.0%
3. Slightly Affected	19.6%	19.7%	25.1%	17.1%	12.1%
4. Not Affected	39.5%	44.4%	33.7%	39.0%	51.5%
5. N/A	0.1%	—	—	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Formulating Costs of Attendance					
1. Greatly Affected	4.0%	3.0%	6.2%	3.0%	6.0%
2. Somewhat Affected	16.0%	16.6%	20.0%	14.0%	9.0%
3. Slightly Affected	17.9%	22.2%	20.0%	15.0%	12.1%
4. Not Affected	48.3%	50.0%	48.5%	46.5%	54.5%
5. N/A	0.6%	—	1.7%	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Discretionary Verification of Additional Data Elements					
1. Greatly Affected	17.0%	14.8%	30.2%	10.2%	18.1%
2. Somewhat Affected	20.5%	23.4%	23.4%	18.1%	12.1%
3. Slightly Affected	16.0%	15.4%	14.2%	17.4%	15.1%
4. Not Affected	32.4%	37.6%	27.4%	32.5%	33.3%
5. N/A	0.9%	0.6%	1.1%	0.6%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Application Processing (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Selection of Applicants Above 30% Cap					
1. Greatly Affected	16.9%	13.5%	32.5%	9.2%	18.1%
2. Somewhat Affected	12.8%	14.8%	14.2%	10.9%	12.1%
3. Slightly Affected	10.8%	14.1%	9.1%	11.3%	—
4. Not Affected	42.9%	45.6%	36.5%	44.5%	48.4%
5. N/A	3.4%	3.7%	4.0%	3.0%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Accuracy of Verification Results					
1. Greatly Affected	11.0%	7.4%	21.1%	6.5%	15.1%
2. Somewhat Affected	14.8%	19.7%	23.4%	8.5%	3.0%
3. Slightly Affected	16.0%	15.4%	14.2%	18.1%	9.0%
4. Not Affected	44.5%	49.3%	36.5%	45.5%	54.5%
5. N/A	0.4%	—	1.1%	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Resolution of Conflicting Information					
1. Greatly Affected	15.5%	17.2%	22.8%	8.9%	27.2%
2. Somewhat Affected	21.6%	20.3%	31.4%	18.1%	6.0%
3. Slightly Affected	19.1%	18.5%	19.4%	20.2%	12.1%
4. Not Affected	30.6%	35.8%	22.8%	31.8%	36.3%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Student File Maintenance					
1. Greatly Affected	14.9%	9.2%	23.4%	11.9%	24.2%
2. Somewhat Affected	20.6%	20.3%	26.2%	18.1%	15.1%
3. Slightly Affected	20.0%	23.4%	20.0%	18.8%	15.1%
4. Not Affected	30.8%	37.6%	26.2%	30.1%	27.2%
5. N/A	0.4%	1.2%	0.5%	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Application Processing (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Other					
1. Greatly Affected	3.4%	2.4%	4.0%	3.7%	3.0%
2. Somewhat Affected	2.4%	4.3%	1.1%	1.7%	6.0%
3. Slightly Affected	1.8%	0.6%	2.8%	1.7%	3.0%
4. Not Affected	65.4%	75.9%	69.7%	58.9%	48.4%
5. N/A	13.8%	8.6%	18.8%	13.0%	21.2%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Internal Processing Goals	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Generating Aid Packages					
1. Greatly Affected	17.6%	14.1%	28.0%	14.0%	12.1%
2. Somewhat Affected	27.1%	27.1%	28.5%	25.6%	33.3%
3. Slightly Affected	20.2%	22.8%	16.0%	21.5%	18.1%
4. Not Affected	21.7%	27.7%	23.4%	17.8%	18.1%
5. N/A	0.1%	—	0.5%	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Award Revisions					
1. Greatly Affected	22.2%	22.8%	28.5%	18.1%	12.2%
2. Somewhat Affected	29.7%	30.8%	32.5%	27.3%	30.3%
3. Slightly Affected	16.9%	14.8%	16.0%	19.1%	12.1%
4. Not Affected	17.9%	23.4%	18.8%	14.3%	18.1%
5. N/A	0.1%	—	0.5%	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Identification of Overawards					
1. Greatly Affected	12.8%	12.9%	18.8%	9.9%	6.0%
2. Somewhat Affected	21.6%	25.9%	28.0%	15.7%	18.1%
3. Slightly Affected	20.9%	22.8%	20.0%	21.5%	12.1%
4. Not Affected	30.8%	30.2%	29.1%	31.1%	39.3%
5. N/A	0.7%	—	0.5%	0.6%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Restoration of Overpayments					
1. Greatly Affected	8.0%	4.3%	17.1%	4.7%	6.0%
2. Somewhat Affected	16.4%	19.1%	21.7%	12.3%	12.1%
3. Slightly Affected	16.3%	16.0%	18.8%	14.7%	18.1%
4. Not Affected	44.8%	51.8%	37.7%	45.8%	39.3%
5. N/A	1.3%	0.6%	1.1%	1.3%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Internal Processing Goals (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Timely Disbursement					
1. Greatly Affected	11.6%	5.5%	20.5%	9.2%	15.1%
2. Somewhat Affected	19.4%	17.2%	27.4%	15.4%	24.2%
3. Slightly Affected	17.8%	19.1%	20.0%	15.7%	18.1%
4. Not Affected	37.6%	50.0%	28.0%	38.0%	24.2%
5. N/A	0.4%	—	0.5%	0.6%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Resolution of SAP Issues					
1. Greatly Affected	14.0%	12.9%	29.1%	6.1%	9.0%
2. Somewhat Affected	20.6%	20.9%	28.5%	16.0%	18.1%
3. Slightly Affected	19.4%	19.1%	17.1%	21.9%	12.1%
4. Not Affected	32.0%	38.8%	21.7%	33.9%	36.3%
5. N/A	0.7%	—	—	1.0%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Other					
1. Greatly Affected	2.4%	1.8%	3.4%	2.3%	—
2. Somewhat Affected	1.0%	2.4%	1.1%	0.3%	—
3. Slightly Affected	1.9%	2.4%	0.5%	2.3%	3.0%
4. Not Affected	69.1%	75.9%	72.0%	63.6%	69.6%
5. N/A	12.3%	9.2%	19.4%	10.2%	9.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Professional Judgements	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Identification of Exceptional					
1. Greatly Affected	27.6%	25.9%	37.1%	24.3%	15.1%
2. Somewhat Affected	24.7%	24.6%	30.2%	23.2%	9.0%
3. Slightly Affected	16.6%	19.1%	13.7%	15.0%	33.3%
4. Not Affected	17.5%	21.6%	14.8%	16.0%	24.2%
5. N/A	0.4%	0.6%	0.5%	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Processing Appeals					
1. Greatly Affected	26.1%	20.3%	41.1%	21.2%	18.1%
2. Somewhat Affected	28.7%	33.9%	33.1%	24.3%	18.1%
3. Slightly Affected	17.2%	19.1%	12.5%	19.5%	12.1%
4. Not Affected	14.8%	17.9%	9.7%	4.0%	33.3%
5. N/A	0.1%	0.6%	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Making Adjustments					
1. Greatly Affected	19.9%	18.5%	30.8%	14.7%	15.1%
2. Somewhat Affected	31.2%	32.0%	37.1%	29.1%	15.1%
3. Slightly Affected	19.1%	20.9%	13.7%	20.5%	30.3%
4. Not Affected	16.6%	20.3%	14.8%	15.0%	21.2%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Other					
1. Greatly Affected	1.6%	0.6%	3.4%	1.3%	—
2. Somewhat Affected	1.2%	1.2%	1.1%	1.3%	—
3. Slightly Affected	0.6%	1.2%	1.1%	—	—
4. Not Affected	70.9%	79.6%	73.1%	64.3%	75.7%
5. N/A	12.5%	9.2%	17.7%	11.9%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Compliance	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Meeting Title IV Requirements (Direct)					
1. Greatly Affected	19.1%	17.9%	28.0%	14.7%	18.1%
2. Somewhat Affected	26.7%	30.8%	33.1%	21.5%	18.1%
3. Slightly Affected	17.0%	17.2%	13.7%	19.8%	9.0%
4. Not Affected	24.0%	25.9%	21.7%	22.9%	36.3%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Meeting Title IV Requirements (Indirect)					
1. Greatly Affected	11.0%	9.2%	15.4%	8.5%	18.1%
2. Somewhat Affected	18.8%	19.1%	23.4%	15.7%	21.2%
3. Slightly Affected	15.7%	22.8%	12.5%	14.7%	6.0%
4. Not Affected	31.5%	29.6%	37.7%	28.4%	36.3%
5. N/A	9.8%	11.1%	7.4%	11.6%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Incorporating New Title IV Requirements					
1. Greatly Affected	31.4%	29.0%	48.5%	23.2%	24.2%
2. Somewhat Affected	24.1%	30.2%	24.5%	20.8%	21.2%
3. Slightly Affected	16.3%	19.1%	8.5%	19.1%	18.1%
4. Not Affected	15.1%	13.5%	14.8%	15.7%	18.1%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Meeting Non-Title IV Federal Requirements					
1. Greatly Affected	11.7%	11.1%	16.5%	8.9%	15.1%
2. Somewhat Affected	19.7%	22.8%	24.0%	16.4%	12.1%
3. Slightly Affected	17.6%	20.9%	18.2%	15.4%	18.1%
4. Not Affected	35.4%	33.3%	36.5%	35.9%	36.3%
5. N/A	2.2%	3.7%	1.1%	2.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Compliance (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Meeting State Requirements					
1. Greatly Affected	10.7%	11.7%	17.7%	6.8%	3.0%
2. Somewhat Affected	17.3%	19.1%	26.8%	11.3%	12.1%
3. Slightly Affected	17.8%	22.8%	16.0%	16.7%	12.1%
4. Not Affected	38.8%	37.0%	35.4%	41.7%	39.3%
5. N/A	2.2%	1.2%	0.5%	2.3%	15.1%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Meeting Private Aid Requirements					
1. Greatly Affected	5.2%	4.9%	5.7%	5.1%	6.0%
2. Somewhat Affected	13.5%	17.2%	16.0%	10.9%	6.0%
3. Slightly Affected	17.0%	22.2%	14.8%	15.7%	15.1%
4. Not Affected	47.5%	46.2%	52.5%	45.2%	48.4%
5. N/A	3.4%	1.2%	7.4%	2.0%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Meeting Institutional Requirements					
1. Greatly Affected	9.2%	6.1%	13.7%	7.5%	15.1%
2. Somewhat Affected	22.5%	25.9%	26.8%	19.1%	12.1%
3. Slightly Affected	18.4%	19.7%	16.5%	19.1%	15.1%
4. Not Affected	36.4%	39.5%	39.4%	32.5%	39.3%
5. N/A	0.4%	0.6%	—	0.6%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Responding to NPRMs					
1. Greatly Affected	37.0%	41.3%	46.2%	29.4%	33.3%
2. Somewhat Affected	17.5%	20.3%	18.8%	14.7%	21.2%
3. Slightly Affected	10.5%	11.1%	10.8%	11.3%	—
4. Not Affected	20.6%	18.5%	19.4%	22.2%	24.2%
5. N/A	1.2%	0.6%	1.1%	1.3%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Compliance (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Other					
1. Greatly Affected	3.1%	3.0%	3.4%	3.4%	—
2. Somewhat Affected	2.4%	1.8%	2.8%	2.3%	3.0%
3. Slightly Affected	1.6%	3.0%	0.5%	1.3%	3.0%
4. Not Affected	66.6%	74.6%	72.0%	59.2%	63.6%
5. N/A	13.1%	9.2%	17.7%	12.6%	12.1%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Return of Title IV Funds	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Meeting Title IV Requirements (Direct)					
1. Greatly Affected	11.9%	9.2%	21.7%	7.1%	15.1%
2. Somewhat Affected	19.4%	20.9%	28.5%	14.3%	9.0%
3. Slightly Affected	17.0%	19.7%	17.1%	14.3%	27.2%
4. Not Affected	38.0%	41.9%	28.5%	42.4%	30.3%
5. N/A	0.4%	—	0.5%	0.6%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Determination of Withdrawal Date					
1. Greatly Affected	11.6%	11.7%	19.4%	6.8%	12.1%
2. Somewhat Affected	16.1%	16.0%	24.5%	11.6%	12.1%
3. Slightly Affected	14.3%	18.5%	13.1%	13.0%	12.1%
4. Not Affected	43.6%	45.0%	38.2%	46.5%	39.3%
5. N/A	1.2%	0.6%	1.1%	1.0%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Accuracy of R2T4 Calculations					
1. Greatly Affected	7.2%	4.3%	12.0%	5.4%	12.1%
2. Somewhat Affected	13.4%	11.7%	21.1%	9.5%	15.1%
3. Slightly Affected	11.0%	14.1%	12.0%	9.2%	6.0%
4. Not Affected	54.2%	61.1%	49.7%	54.1%	45.4%
5. N/A	1.0%	0.6%	1.7%	0.6%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Timeliness of R2T4 Calculations					
1. Greatly Affected	11.6%	9.2%	20.5%	7.1%	15.1%
2. Somewhat Affected	14.9%	11.1%	24.5%	10.9%	18.1%
3. Slightly Affected	14.8%	19.7%	14.5%	13.0%	9.0%
4. Not Affected	44.5%	51.2%	35.4%	47.2%	36.3%
5. N/A	1.0%	0.6%	1.7%	0.6%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Return of Title IV Funds (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Timeliness of Restoring Title IV Program Funds					
1. Greatly Affected	9.3%	6.7%	17.1%	6.1%	9.0%
2. Somewhat Affected	13.1%	11.7%	20.5%	8.5%	21.2%
3. Slightly Affected	14.6%	16.0%	14.2%	15.0%	6.0%
4. Not Affected	48.7%	56.1%	42.8%	48.6%	45.4%
5. N/A	1.0%	1.2%	1.7%	0.6%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Other					
1. Greatly Affected	0.4%	—	0.5%	0.6%	—
2. Somewhat Affected	0.7%	—	2.2%	0.3%	—
3. Slightly Affected	1.0%	0.6%	1.1%	1.3%	—
4. Not Affected	74.3%	84.5%	77.7%	67.1%	69.6%
5. N/A	10.4%	6.7%	14.8%	9.5%	12.1%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Student Services	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Regular Office Hours					
1. Greatly Affected	17.6%	16.0%	27.4%	13.0%	15.1%
2. Somewhat Affected	14.6%	14.1%	19.4%	11.3%	21.2%
3. Slightly Affected	11.4%	11.1%	15.4%	9.5%	9.0%
4. Not Affected	43.0%	50.6%	34.2%	44.8%	36.3%
5. N/A	0.1%	—	—	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Flexible Office Hours					
1. Greatly Affected	21.6%	17.2%	33.7%	17.1%	18.1%
2. Somewhat Affected	12.3%	12.9%	16.5%	8.2%	24.2%
3. Slightly Affected	9.5%	9.2%	10.2%	9.2%	9.0%
4. Not Affected	38.5%	45.0%	30.8%	40.4%	30.3%
5. N/A	4.9%	7.4%	5.1%	4.1%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Walk-In Hours					
1. Greatly Affected	17.0%	14.8%	29.7%	11.6%	9.0%
2. Somewhat Affected	15.5%	14.8%	20.0%	11.9%	27.2%
3. Slightly Affected	9.0%	9.2%	9.7%	8.9%	6.0%
4. Not Affected	43.9%	51.2%	35.4%	45.5%	39.3%
5. N/A	1.3%	1.8%	1.7%	1.0%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Face-to-Face Counseling					
1. Greatly Affected	29.6%	28.3%	53.7%	17.8%	12.1%
2. Somewhat Affected	22.5%	27.1%	19.4%	21.5%	24.2%
3. Slightly Affected	15.4%	16.6%	9.7%	18.4%	12.1%
4. Not Affected	19.3%	19.7%	13.1%	21.2%	33.3%
5. N/A	0.1%	—	0.5%	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Student Services (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Loan Counseling					
1. Greatly Affected	25.3%	25.3%	40.0%	17.8%	15.1%
2. Somewhat Affected	18.8%	19.7%	18.2%	18.4%	21.2%
3. Slightly Affected	13.5%	17.2%	8.5%	15.0%	9.0%
4. Not Affected	27.6%	29.0%	25.1%	27.3%	36.3%
5. N/A	1.5%	0.6%	4.5%	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Phone Contact with Students					
1. Greatly Affected	34.8%	40.7%	58.2%	19.5%	18.1%
2. Somewhat Affected	20.6%	20.9%	20.5%	20.5%	21.2%
3. Slightly Affected	11.4%	10.4%	8.5%	13.3%	15.1%
4. Not Affected	19.9%	19.7%	9.1%	25.6%	27.2%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
E-mail Contact with Students					
1. Greatly Affected	27.9%	32.0%	43.4%	18.1%	12.1%
2. Somewhat Affected	23.5%	25.9%	28.0%	20.2%	18.1%
3. Slightly Affected	14.0%	15.4%	8.5%	15.0%	27.2%
4. Not Affected	21.2%	18.5%	16.0%	25.8%	24.2%
5. N/A	0.1%	—	0.5%	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Orientation Activities					
1. Greatly Affected	16.0%	12.9%	32.0%	8.9%	9.0%
2. Somewhat Affected	18.8%	23.4%	23.4%	14.7%	9.0%
3. Slightly Affected	12.5%	12.9%	12.0%	11.6%	21.2%
4. Not Affected	36.8%	39.5%	23.4%	43.1%	39.3%
5. N/A	2.7%	3.0%	5.7%	0.6%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Student Services (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Outreach Efforts					
1. Greatly Affected	31.4%	32.7%	45.1%	23.2%	24.2%
2. Somewhat Affected	20.9%	25.3%	22.2%	18.4%	15.1%
3. Slightly Affected	14.0%	15.4%	10.8%	14.7%	18.1%
4. Not Affected	19.3%	16.0%	18.2%	21.5%	21.2%
5. N/A	1.2%	2.4%	—	1.0%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Focusing on Target Populations					
1. Greatly Affected	29.1%	30.2%	48.0%	18.4%	18.1%
2. Somewhat Affected	18.1%	21.6%	18.2%	17.4%	6.0%
3. Slightly Affected	14.0%	15.4%	8.5%	16.0%	18.1%
4. Not Affected	23.8%	22.8%	20.5%	25.0%	36.3%
5. N/A	1.8%	1.8%	1.1%	2.0%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Other					
1. Greatly Affected	1.8%	0.6%	4.0%	1.3%	—
2. Somewhat Affected	1.2%	1.2%	0.5%	1.7%	—
3. Slightly Affected	0.4%	1.2%	—	0.3%	—
4. Not Affected	72.9%	82.0%	77.7%	64.7%	75.7%
5. N/A	10.5%	6.7%	14.2%	10.9%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Student Consumer Information	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Updating Institutional Costs					
1. Greatly Affected	6.4%	4.3%	11.4%	4.7%	6.0%
2. Somewhat Affected	19.1%	20.3%	25.7%	14.0%	24.2%
3. Slightly Affected	16.9%	19.7%	18.2%	14.7%	15.1%
4. Not Affected	44.4%	47.5%	41.1%	45.5%	36.3%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Updating Application Information					
1. Greatly Affected	18.8%	15.4%	26.2%	16.4%	18.1%
2. Somewhat Affected	26.7%	29.0%	34.2%	22.2%	15.1%
3. Slightly Affected	20.0%	24.0%	16.0%	20.2%	21.2%
4. Not Affected	21.2%	23.4%	20.0%	20.2%	27.2%
5. N/A	—	—	—	—	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Producing Application Materials					
1. Greatly Affected	14.9%	14.1%	21.7%	11.6%	12.1%
2. Somewhat Affected	25.0%	26.5%	34.8%	18.8%	21.2%
3. Slightly Affected	16.6%	17.2%	10.2%	20.5%	12.1%
4. Not Affected	29.4%	32.7%	28.5%	27.7%	33.3%
5. N/A	0.9%	1.2%	1.1%	0.3%	3.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Producing Parental Information					
1. Greatly Affected	15.1%	19.1%	18.8%	11.6%	6.0%
2. Somewhat Affected	21.7%	22.8%	28.5%	16.4%	27.2%
3. Slightly Affected	16.6%	17.9%	12.0%	18.4%	18.1%
4. Not Affected	30.8%	31.4%	33.1%	29.1%	30.3%
5. N/A	2.7%	0.6%	4.0%	3.4%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Student Consumer Information (cont.)	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Other					
1. Greatly Affected	1.0%	—	1.7%	1.3%	—
2. Somewhat Affected	0.6%	0.6%	1.1%	0.3%	—
3. Slightly Affected	1.0%	2.4%	0.5%	0.6%	—
4. Not Affected	74.1%	82.0%	81.7%	65.4%	72.7%
5. N/A	10.1%	6.7%	11.4%	11.3%	9.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Professional Development	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Staff Training					
1. Greatly Affected	33.8%	37.0%	44.5%	26.7%	24.2%
2. Somewhat Affected	28.2%	30.8%	31.4%	25.0%	27.2%
3. Slightly Affected	14.5%	16.6%	11.4%	14.7%	18.1%
4. Not Affected	9.6%	7.4%	9.1%	11.6%	6.0%
5. N/A	0.7%	—	—	1.0%	6.0%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Conflict Resolution					
1. Greatly Affected	18.1%	18.5%	30.2%	11.3%	12.1%
2. Somewhat Affected	24.0%	27.7%	25.7%	20.8%	24.2%
3. Slightly Affected	16.9%	19.7%	16.0%	15.7%	18.1%
4. Not Affected	27.3%	25.9%	24.5%	29.7%	27.2%
5. N/A	0.6%	—	—	1.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Updating Office Equipment					
1. Greatly Affected	24.4%	22.8%	30.8%	21.9%	21.2%
2. Somewhat Affected	22.5%	25.3%	28.0%	18.1%	18.1%
3. Slightly Affected	17.6%	19.7%	12.5%	18.8%	24.2%
4. Not Affected	21.7%	22.8%	24.5%	19.8%	18.1%
5. N/A	0.6%	1.2%	0.5%	0.3%	—
Missing	12.9%	8.0%	3.4%	20.8%	18.1%
Other					
1. Greatly Affected	1.6%	2.4%	1.1%	1.3%	3.0%
2. Somewhat Affected	1.2%	0.6%	1.1%	1.7%	—
3. Slightly Affected	0.6%	0.6%	1.7%	—	—
4. Not Affected	72.3%	80.2%	79.4%	64.7%	63.6%
5. N/A	11.1%	8.0%	13.1%	11.3%	15.1%
Missing	12.9%	8.0%	3.4%	20.8%	18.1%

Internal Auditing & Controls

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Conduct Customer Satisfaction Surveys?					
No	53.3%	50.0%	53.1%	56.1%	45.4%
Yes	37.6%	44.4%	44.5%	28.7%	45.4%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%
To What Degree Has Satisfaction Changed in the Past 5 Years?					
1. Greatly Increased	1.9%	1.8%	1.1%	2.3%	3.0%
2. Somewhat Increased	10.5%	15.4%	12.0%	6.8%	12.1%
3. Remained Constant	14.3%	17.2%	13.7%	13.0%	15.1%
4. Somewhat Decreased	10.8%	9.2%	20.0%	6.1%	12.1%
5. Greatly Decreased	1.2%	1.8%	1.1%	0.6%	3.0%
Missing	61.0%	54.3%	52.0%	70.8%	54.5%
Resource Analysis or Internal Audits Completed?					
No	71.9%	68.5%	81.1%	68.4%	69.6%
Yes	19.0%	25.9%	16.5%	16.4%	21.2%
Missing	9.0%	5.5%	2.2%	15.0%	9.0%

Resources Needed

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Resources Needed					
Management Staff	5.2%	8.6%	3.4%	4.4%	6.0%
Counseling Staff	13.4%	19.1%	12.0%	10.6%	18.1%
Support Staff	11.0%	14.8%	13.1%	7.5%	12.1%
Student Staff	2.7%	1.8%	4.0%	2.0%	6.0%
Technological Upgrades	6.4%	4.9%	6.2%	6.8%	12.1%
Technology Training	6.3%	6.7%	5.7%	6.1%	9.0%
Procedures Training	5.4%	6.1%	5.1%	4.7%	9.0%
Operating Budget	8.1%	13.5%	5.7%	6.8%	6.0%
Aid Budget	4.5%	8.0%	2.2%	4.1%	3.0%
Automation	6.6%	4.9%	8.0%	6.1%	12.1%
3rd-Party Services	0.4%	0.6%	—	0.3%	3.0%
Operating Autonomy	1.5%	1.8%	1.7%	0.6%	6.0%
Other A	1.2%	0.6%	0.5%	1.7%	3.0%
Other B	0.1%	—	—	—	3.0%
Other C	—	—	—	—	—
Other D	—	—	—	—	—

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Primary Additional Resource Needed					
Counseling Staff	32.0%	29.0%	41.7%	29.1%	21.2%
Support Staff	15.2%	11.7%	18.8%	14.7%	18.1%
Aid Available for Students	10.5%	12.3%	2.2%	15.4%	3.0%
Management Staff	8.3%	11.1%	8.0%	6.8%	9.0%
Technological Upgrades	8.3%	8.0%	9.7%	6.5%	18.1%
Automation	8.0%	4.9%	5.7%	10.2%	15.1%
Training (Process and Procedures)	3.4%	3.0%	3.4%	3.7%	3.0%
Training (Technological)	3.4%	3.7%	1.1%	4.7%	3.0%
Operating Budget	3.3%	6.1%	2.2%	2.7%	—
3rd-Party Servicers	0.4%	0.6%	0.5%	—	3.0%
Operating Autonomy	0.4%	0.6%	—	0.3%	3.0%
Other	6.3%	8.6%	6.2%	5.4%	3.0%

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Budget Needs by Purpose					
To Maintain Quality Financial Aid Services?	$3,713,939	$258,623	$235,945	$8,743,452	$276,065
To Administer Title IV Programs	$3,640,011	$117,165	$111,514	$8,724,850	$80,645
To Provide Adequate Financial Aid Counseling?	$3,614,258	$90,055	$112,016	$8,715,935	$79,613

	All Institutions	Institutions' Sector of Postsecondary Education			
		Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Institutions	Other Institutions
Budget Need by Item (Those listing item)					
Management Staff	$77,040	$87,186	$74,286	$65,683	$85,000
Counseling Staff	$93,898	$97,533	$125,955	$61,667	$119,333
Support Staff	$75,301	$74,885	$106,609	$42,286	$70,000
Student Staff	$15,175	$11,000	$17,563	$12,143	$22,500
Technological Upgrades	$644,719	$2,603,143	$258,125	$91,134	$205,000
Technology Training	$25,116	$37,091	$23,182	$14,485	$60,250
Procedures Training	$20,034	$13,046	$19,222	$18,125	$57,000
Operating Budget	$54,910	$56,825	$68,000	$42,999	$77,500
Aid Budget	$8,394,828	$10,907,143	$350,000	$7,420,833	$1,000,000
Automation	$189,378	$80,000	$64,417	$296,632	$234,000
3rd-Party Services	$17,000	$15,000	—	$12,500	$30,000
Operating Autonomy	$250,500	—	$2,000	—	$1,000,000
Other A	$32,500	$48,750	$15,000	$6,250	$90,000
Other B	$45,000	—	—	$45,000	$90,000
Other C	—	—	—	—	—
Other D	—	—	—	—	—
Total Cost of Needed Resources	$2,543,465	$4,603,487	$376,661	$2,340,987	$826,786