2015 ADMINISTRATIVE BURDEN SURVEY

NASFAA RESOURCES

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NASFAA

NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

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Executive Summary

In January 2015, the National Association of Student Financial Aid Administrators (NASFAA) conducted a survey that polled financial aid administrators on the environment in which financial aid offices administer college student aid. It was designed to be a follow-up effort from a similar exercise conducted in 2010. The survey questions were designed to assess the existing capabilities of NASFAA members' financial aid offices. They were also designed to identify resource shortages that may hamper the delivery of financial aid services, as well as the causes of those shortages and the potential impact they may have on both students and office processes.

The findings indicate that students attending institutions from all higher education sectors are likely experiencing reduced access to financial aid office services, largely due to a prolonged increase in administrative burden and an environment characterized by limited operating resources. Respondents continue to report growth in the number of student aid recipients and amount of effort expended on the average aid applicant. At the same time, they also continue to report resource shortages, particularly as it relates to staff, and greater need for technological upgrades.

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 evidenced by the lack of improvement in shortages since aid administrators were last surveyed by NASFAA on this topic in 2010. Similar to the 2010 survey, the reason most often cited for the shortages and resource constraints was a "greater compliance workload."

The oft-cited compliance workload, including increases in verifications and professional judgments, leads to a considerable amount of administrative burden that in turn creates shortages in multiple areas throughout the office. The most problematic by-product of the issue is that students are the ones who are suffering the most from these shortages, particularly in the decrease of face-to-face counseling, outreach efforts, time spent with target populations, and loan counseling.

The recommendations put forth in this report address the causes associated with resource constraints and call on Congress and the Department of Education (ED) to take reasonable steps to reduce administrative burden. If enacted, the recommendations would allow financial aid administrators to have more time to spend counseling students and to be in compliance with their administrative capability mandate. They are as follows:

Recommendation 1: Use prior-prior year (PPY) income data to determine student aid eligibility.

Recommendation 2: Provide aid administrators the authority to limit loan amounts for certain broad categories of students.

Recommendation 3: Eliminate all non-financial aid related questions from the application process.

Recommendation 4: Mandate an early commitment program for the federal student aid programs.

Recommendation 5: Review, consolidate, and streamline consumer information requirements to make disclosures more targeted, meaningful, and effective.

Recommendation 6: Simplify the return of Title IV funds (R2T4) process when a student withdraws.

Recommendation 7: Revamp and make more transparent the process for estimating the burden of new regulations.

Recommendation 8: Include burden estimates in the negotiated rulemaking process.

Recommendation 9: Develop a threshold for the amount of burden ED can impose.

NASFAA thanks Carlo Salerno for his help developing the survey instrument, compiling and analyzing the survey results, and assisting in writing this report.

Introduction

In 2010, the National Association of Student Financial Aid Administrators (NASFAA) commissioned a study to examine the causes and effects of administrative burden on institutional financial aid offices. This study looked at a number of issues including changes in the regulatory environment and economic factors, as well as changing workloads for internal processing mechanisms like professional judgments and verification activities.

That study painted a picture of higher education institutions that routinely faced human and technological resource shortages at a time when applicant numbers and regulatory demands were rising to unprecedented levels. It found that institutions were greatly in need of counseling and administration staff, and that causes behind resource shortages and the impacts that they had on financial aid office capabilities often differed by institutional size, form of control and the extent to which resource shortages were perceived to exist.

The five years since the original survey was conducted have been witness to a diverse array of institutional, technological, policy-driven and economic change. The recession placed a high priority on retraining, which has kept enrollments at near-record levels while tuition has continued to climb and state higher education budgets have largely stagnated or declined. Time-intensive processes like verification of student aid information and professional judgments continue to push the limits of financial aid office workloads. Additional regulatory and sub-regulatory requirements were imposed upon institutions. Calls for simplification abound, yet these calls relate primarily to students' and families' abilities to receive federal financial aid and repay federal student loans, rather than streamlining the processes college financial aid office professionals rely on as a matter of daily work.

In January 2015, NASFAA again surveyed financial aid professionals at its member institutions in an effort to better understand how these ongoing changes are affecting college financial aid offices' continuing mission to provide quality services to the millions of students and families that they annually serve.

Survey Methodology

The 2015 Administrative Burden survey was subdivided into four sections:

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

A copy of the survey instrument is provided in Appendix A. The survey questions were designed to assess the existing capacity and capabilities of NASFAA member financial aid offices. In particular, they were designed to identify specific resource shortages institutions may be experiencing, as well as perceptions about the impact such shortages may have on financial aid offices' processes and priorities, and also the students they serve who receive college financial aid.

Participants were informed that their responses to the survey were confidential and that any reported findings would not allow for third-party identification of individual institutions. As part of the survey, participants were asked to provide OPEIDs so that results could be matched to additional school information contained in National Center for Education Statistics IPEDS surveys.

In January 2015, NASFAA sent emails to those listed as primary contacts at 2,718 of its member institutions requesting they complete the online survey. In addition, primary contacts were also given the option to forward a link to the survey to other members of their staff. Member schools received two additional follow-up reminders over the course of the survey's open period.

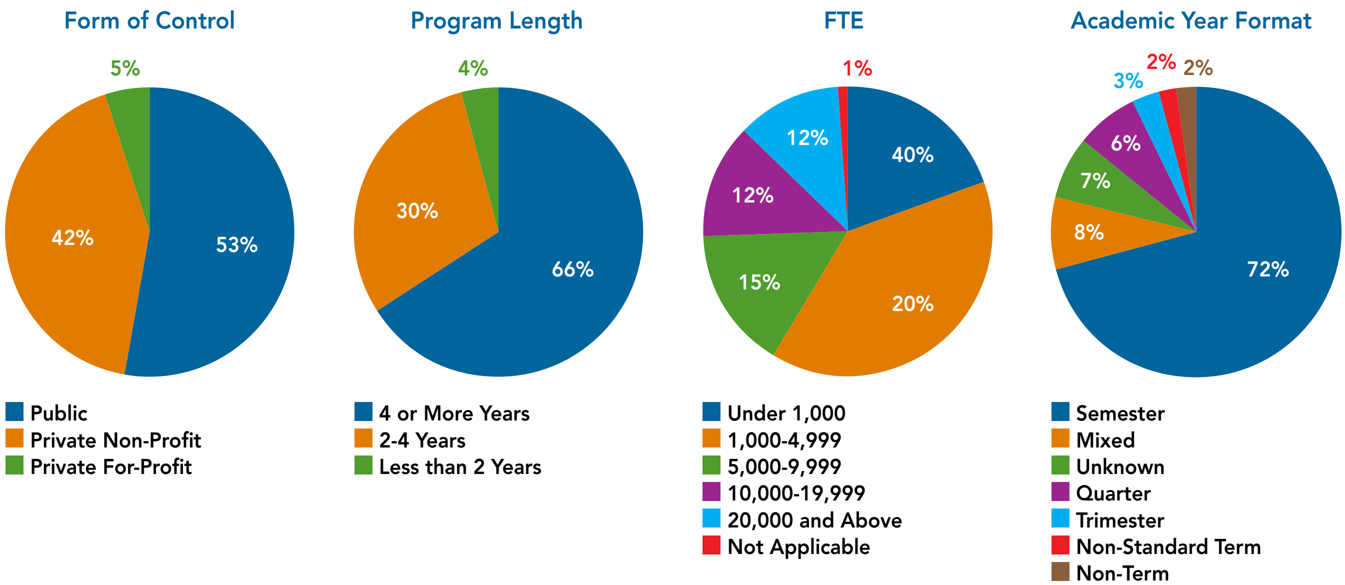
Survey Findings

Profile of Institutional Respondents

For the 2015 survey, NASFAA received 645 fully completed surveys (23.7%) and an additional 301 partially completed surveys (11.1%). Unless otherwise stated, survey respondents were asked to provide information for the 2013-14 award year.

As can be seen below (Figure 1), just more than half of the survey respondents came from public institutions and another 42 percent came from private, nonprofit institutions. For-profit institutions accounted for five percent of all responses. Two-thirds of respondents came from 4-year schools and 72 percent utilized a semester-based academic year format.

FIGURE 1: Profile of Survey Respondents by Select Institutional Characteristics



In general, the distribution of survey respondents largely matched the distribution of NASFAA's institutional membership. The sample is slightly weighted toward public institutions (Figure 2) and institutions with enrollments exceeding 10,000 students (Figure 4). The one notable deviation is the relative under-representation of respondents from for-profit institutions.

FIGURE 2: Comparison of Survey Respondents and NASFAA Membership by Form of Control

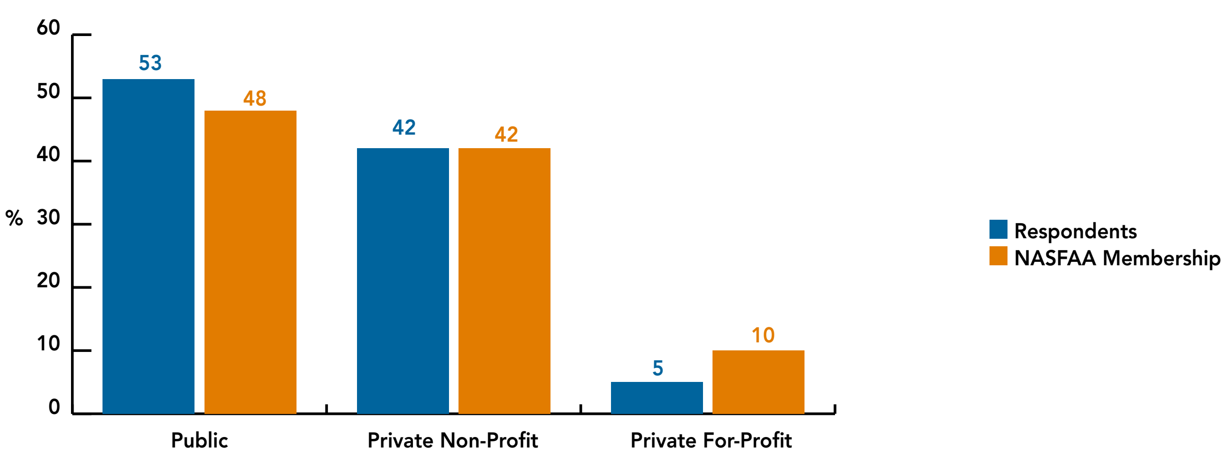


FIGURE 3: Comparison of Survey Respondents and NASFAA Membership by Program Level

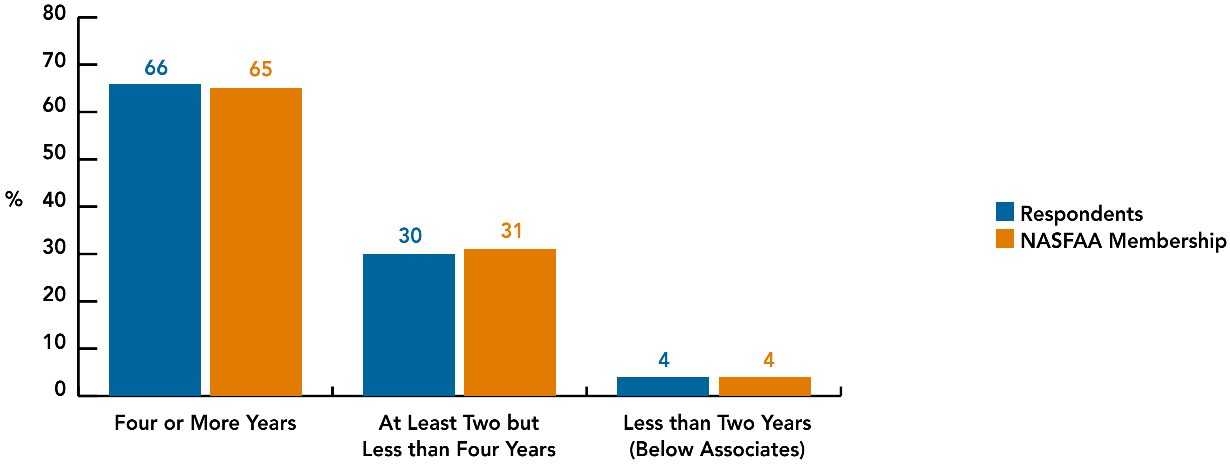
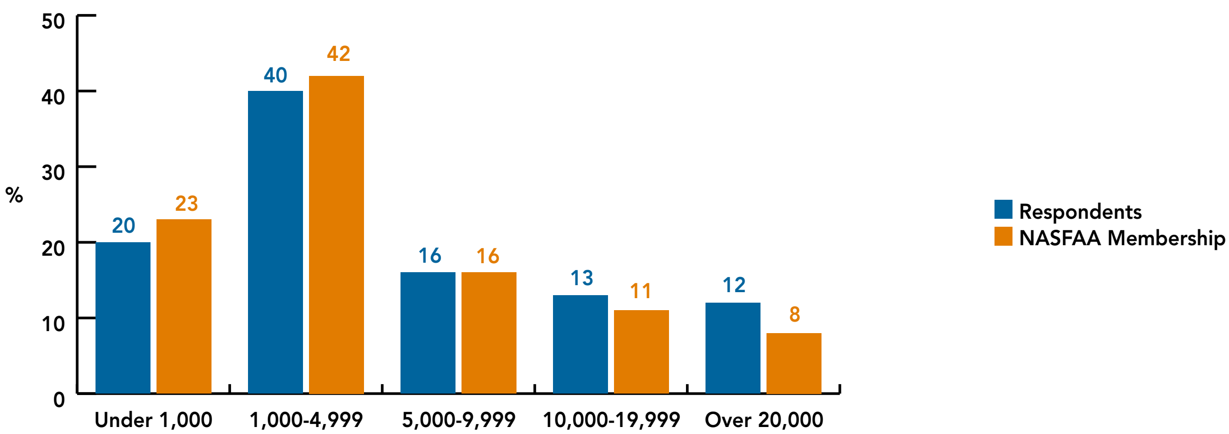


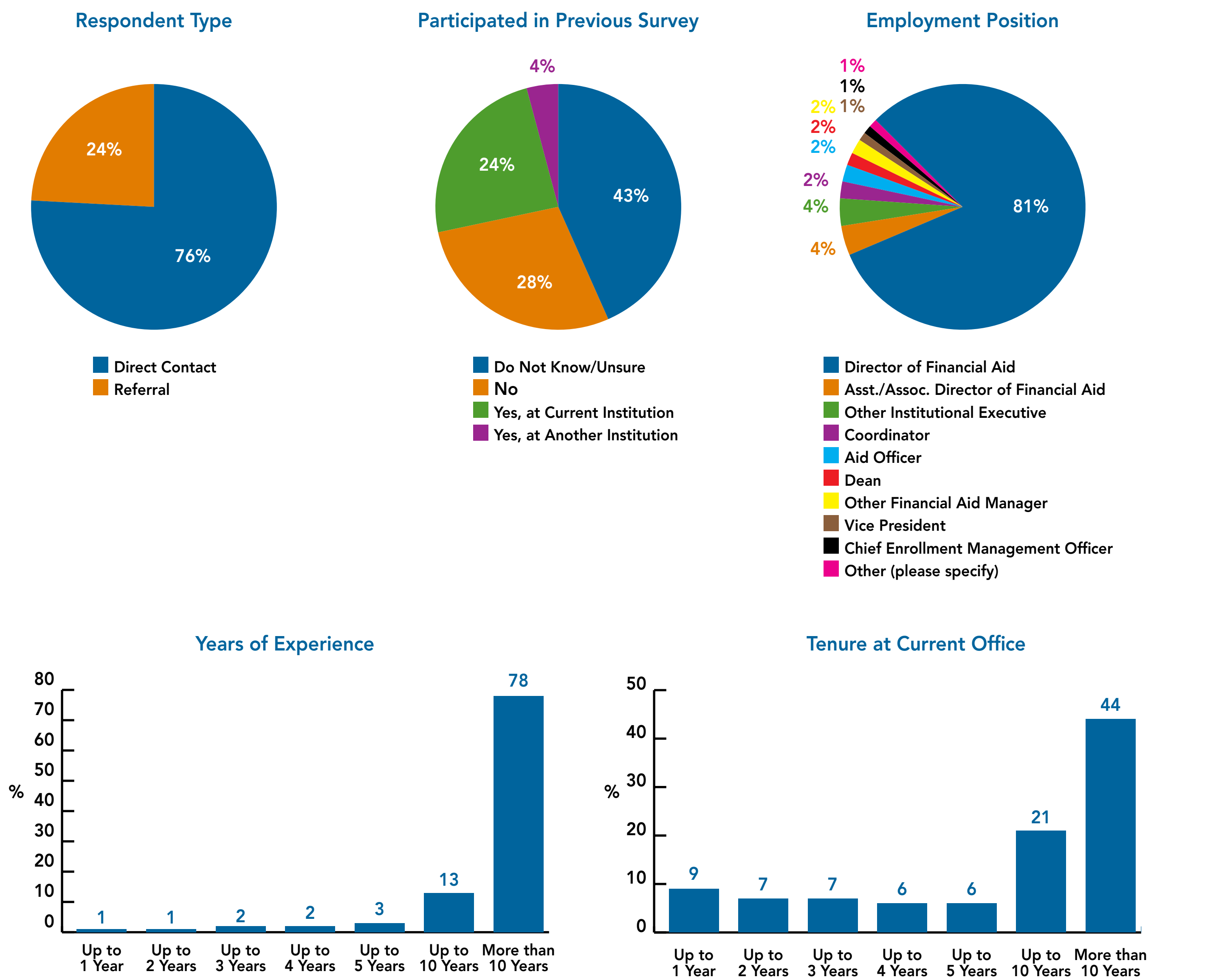
FIGURE 4: Comparison of Survey Respondents and NASFAA Membership by Institutional Size



Just more than three quarters of the respondents came through inquiries sent to primary contacts, while the remaining 24 percent of respondents were referrals. In addition, 28 percent of respondents reported that they had participated in the 2010 survey. Of this group, 85 percent indicated that they were still employed by the same institution they were with when they completed the previous survey.

In terms of the makeup of survey respondents, four out of five identified themselves as financial aid directors, 78 percent indicated that they had been working in the field of financial aid for more than 10 years, and 44 percent indicated that they had been at the same institution for at least 10 years (Figure 5). Survey respondents from 4-year institutions reported having slightly more experience and longer position tenures than respondents from 2-year institutions, who in turn reported having more experience and tenure than respondents from institutions offering less-than-2-year programs.

FIGURE 5: Characteristics of Survey Respondents



Staff sizes vary by resources but typically are positively correlated with institutional enrollments. This is evident in Table 1, which breaks out the average, maximum and minimum staff sizes reported by survey respondents, based on institutional enrollment size. Overall, very small institutions (<1,000 students) reported having an average aid office of about 2.7 full-time equivalent (FTE) staff. In contrast, institutions with student enrollments of more than 20,000 reported having, on average, 31.1 FTE staff members.

Looking across all institution types, students attending surveyed institutions have access to a wide array of grant and loan offerings (Figure 6). The lowest overall institutional participation levels were in the Teacher Education Assistance for College and Higher Education (TEACH) Grant program (29%) and institutional loans (21%).

When broken out by institution type, notably fewer for-profit respondents reported that their institution offered aid through the Federal Work-Study Program (31% versus 78% overall), institutional aid (43% versus 79% overall), Federal Graduate PLUS Loans (16% versus 42% overall), TEACH Grant dollars (4% versus 29% overall) and alternative loans (41% versus 73% overall)[1]. Public institutions were the least likely group of institutions to report offering institutional loans and private nonprofit respondents were the most likely group of institutions to report offering parent and graduate PLUS loans as well as Federal Perkins Loans.

[1] *The relatively low participation rates of for-profit institutions in different financial aid programs do not necessarily reflect the sector's participation in general; they are presented here to help contextualize the responses of survey participants at for-profit institutions in this survey.*

TABLE 1: Distribution of Survey Respondents' Estimations of Financial Aid Office Staff Sizes, by Institutional Enrollment Size

	Director Staff*		
Full-Time Enrollment (FTE)	Average	Max	Min
Under 1,000	1.4	5.0	0.5
1,000 - 4,999	2.6	16.0	1.0
10,000 - 19,999	4.1	25.0	0.5
20,000 and above	6.8	21.0	1.0
5,000 - 9,999	2.9	12.0	1.0

	Counselor Staff		
FTE	Average	Max	Min
Under 1,000	1.6	7.0	0.5
1,000 - 4,999	2.9	40.0	0.5
10,000 - 19,999	6.6	35.0	1.0
20,000 and above	12.4	32.0	1.0
5,000 - 9,999	5.0	35.0	1.0

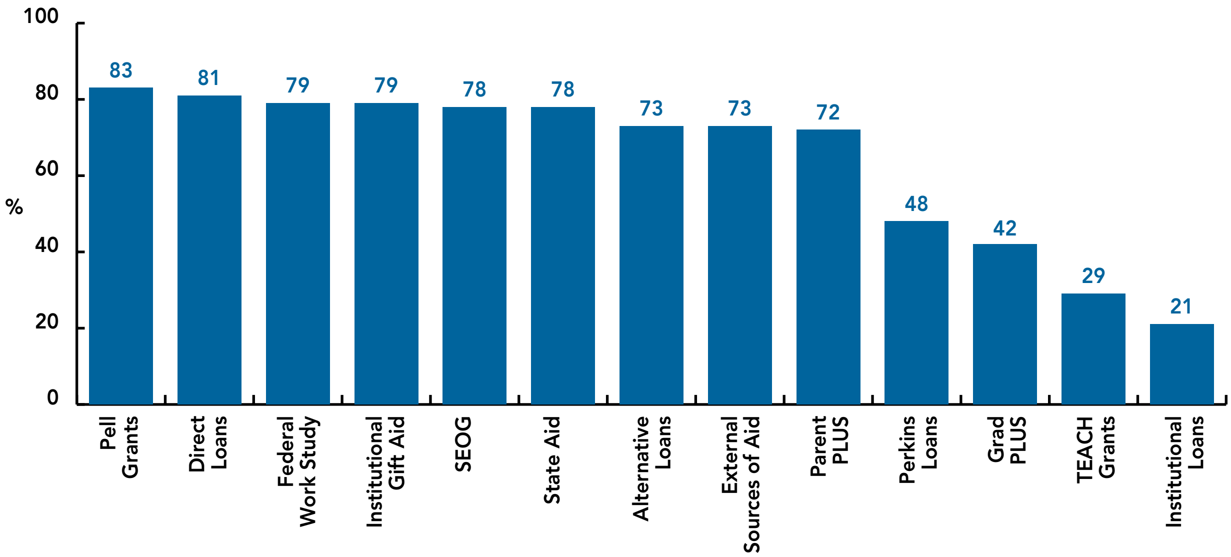
	Support Staff		
FTE	Average	Max	Min
Under 1,000	1.3	4.0	0.3
1,000 - 4,999	2.2	20.0	0.5
10,000 - 19,999	5.5	22.0	0.3
20,000 and above	10.5	27.0	1.0
5,000 - 9,999	3.7	12.0	0.5

	Student Staff		
FTE	Average	Max	Min
Under 1,000	1.8	6.0	0.3
1,000 - 4,999	2.6	20.0	0.2
10,000 - 19,999	5.8	30.0	0.3
20,000 and above	12.0	56.0	1.0
5,000 - 9,999	3.7	23.0	0.3

	Compliance Officers		
FTE	Average	Max	Min
Under 1,000	1.2	2.0	1.0
1,000 - 4,999	1.0	3.0	0.5
10,000 - 19,999	1.1	2.0	1.0
20,000 and above	1.3	4.5	0.3
5,000 - 9,999	1.2	2.0	0.5

** Category not only included Directors but also Associate and Assistant Directors.*

FIGURE 6: Percent of Survey Respondents Indicating Their Institution Provided the Listed Financial Aid Program[2]



Respondents were asked to characterize the financial literacy of the typical student at their institution (Table 2). Overall, 75 percent of respondents described the typical student's skills as limited and 16 percent considered the typical student's understanding of financial literacy to be very limited.

When these responses were broken out by form of control, respondents at public institutions were the most likely to suggest their students financial literacy skills were very limited (28%), while individuals at private nonprofit institutions were the most likely to suggest students were somewhat sophisticated (23 percent). When comparing responses across institution level, 90 percent of respondents at 2-year institutions characterized their students' financial literacy skills as somewhat or very limited. Respondents from 4-year institutions were most likely to categorize students as sophisticated (23.35%).

TABLE 2: Survey Respondents' Perceptions of Their Institution's Typical or Average Student's Financial Literacy, by Form of Control and Level[3]

	Overall	Private Non-Profit	Private For-Profit	Public	4 yr	2 yr	<2 yr
Very limited	16.50%	13.75%	10.53%	28.15%	13.69%	33.47%	3.57%
Somewhat limited	58.37%	59.03%	52.63%	58.35%	58.21%	56.45%	78.57%
Somewhat sophisticated	18.33%	23.21%	10.53%	5.03%	22.45%	9.27%	17.86%
Very sophisticated	0.85%	1.15%	5.26%	0.23%	0.91%	0.81%	0.00%

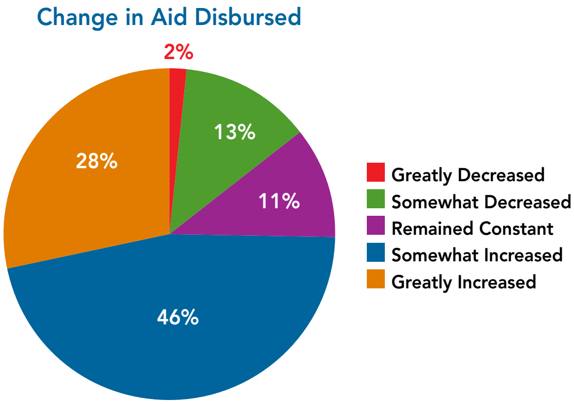
[2] *Note that this is not an exhaustive list of federal, state, institutional and private financial aid programs. It is meant to illuminate the differences in financing options typically available at different institution types.*

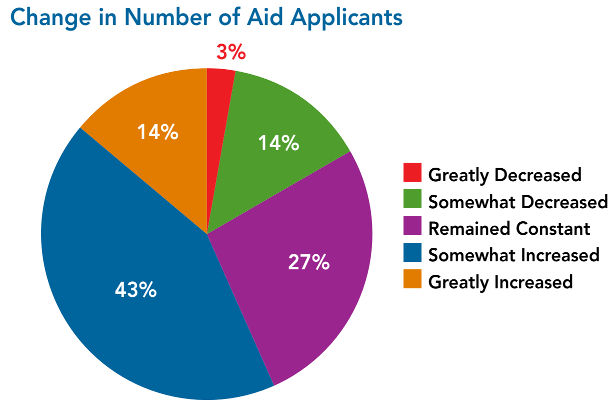
[3] *Columns do not sum to 100 because of the exclusion of non-respondents to this question.*

Changes in Applicants, Aid Disbursed and Office Resources

Approximately 74 percent of respondents indicated that the amount of financial aid disbursed has increased over the past five years, 38 percent of which suggested that it had increased greatly (Figure 7). At the same time, the number of aid applicants seems to have grown more slowly. Only 57 percent of respondents reported that the number of aid applicants had increased and, among this group, only about 25 percent indicated that the number had increased greatly.

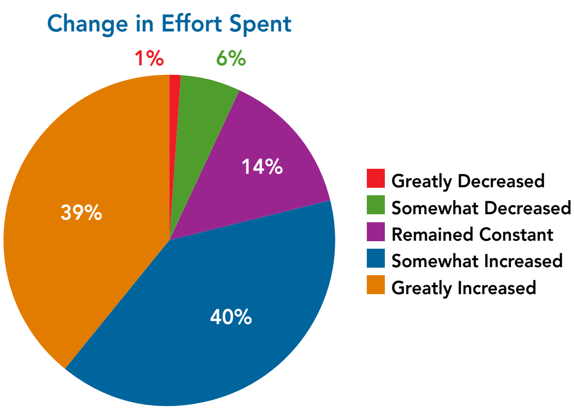
FIGURE 7: Perceptions About Changes in the Number of Financial Aid Applicants and Aid Disbursed Over the Past 5 Years

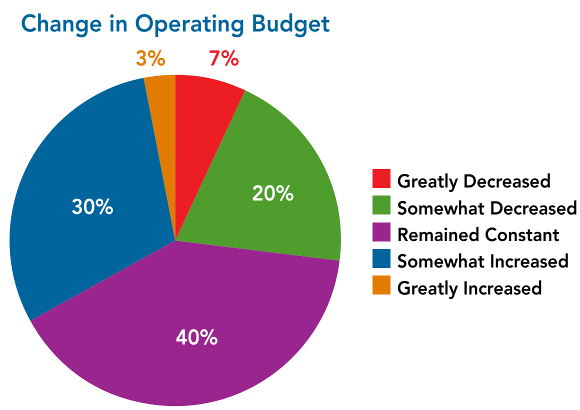




Whereas financial aid budgets and applicant pools have increased, most respondents held the view that operating budgets typically have not (Figure 8). Approximately 66 percent of the survey respondents also indicated that, over the past five years, their financial aid office operating budgets had remained constant or decreased. Across all institution types, 75 percent of respondents also indicated that staff size has either remained constant or declined in the past five years. Smaller institutions more frequently suggested that staff size had remained relatively constant, while institutions with more than 10,000 students were more likely than other institution sizes to report staff sizes had somewhat decreased (~30% versus ~20%). Finally, while respondents are of the opinion that budgets have not necessarily grown, 79 percent indicated that the amount of effort put into financial aid applicants has increased.

FIGURE 8: Perceptions About Changes in Aid Office Operating Budget and Effort Spent on the Average Aid Applicant Over the Past 5 Years





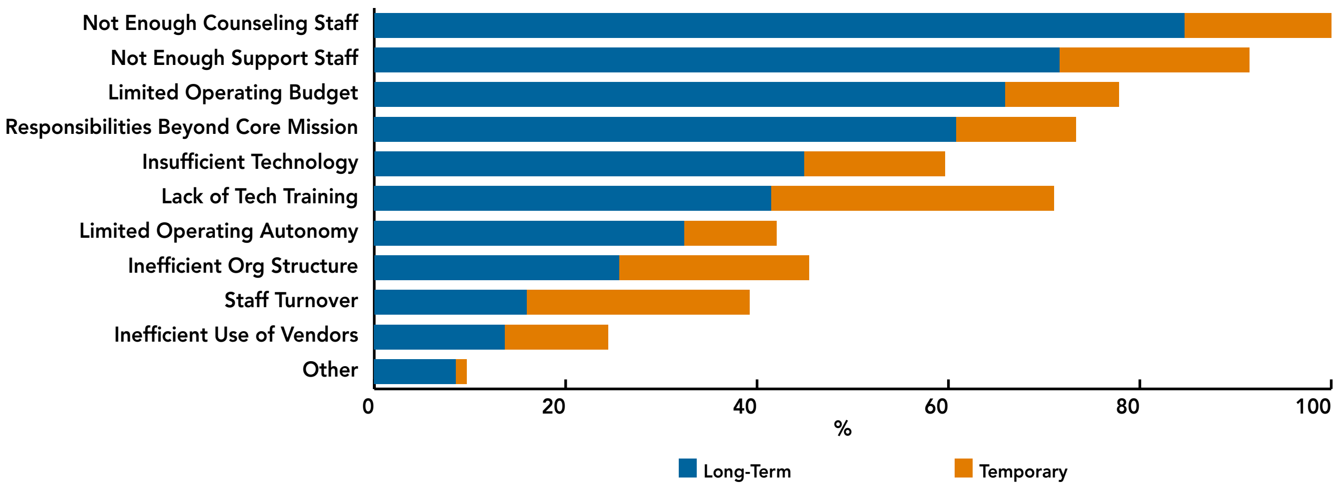
Perceptions about resource shortages

Federal regulations require that schools provide an "adequate number of qualified persons to administer" programs authorized under Title IV of the Higher Education Act (HEA) "in which the institution participates" [§668.16(b)(2)] and provide "adequate financial aid counseling to eligible students who apply for Title IV, HEA assistance" [§668.16(h)].

With this in mind, as well as the factors that ED considers for the purpose of meeting these regulations, 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 findings indicate that almost half of the survey respondents believed that their financial aid office has, over the past five years, faced a "moderate" shortage (41%) or a "severe" shortage (6%).[4] The types of resource constraints and the extent to which they were perceived to be long-term or temporary in duration can be seen in Figure 9. The most frequently reported long-term shortages were in counseling and support staff. These were followed by limited operating budgets and too many responsibilities beyond what was deemed to be their office's core mission (e.g. non-financial aid compliance). In terms of short-term duration challenges, respondents most frequently reported staff turnover and a lack of technology training.

FIGURE 9: Frequency of Specific Resource Constraints by Type and Duration



Differences in the types and duration of perceived resource constraints were dependent on whether the respondents believed their institution was facing an overall moderate or severe shortage. Those respondents who considered their institution's resource shortages to be severe more often reported that the duration of any constraints were longer-term (68% versus 41%) and also ongoing rather than being concentrated at any given point in the award year (68% versus 30%). Respondents from severely constrained institutions were also more likely to indicate that resource constraints were having a significant impact on their ability to meet their obligations to their students (50% versus 17%).

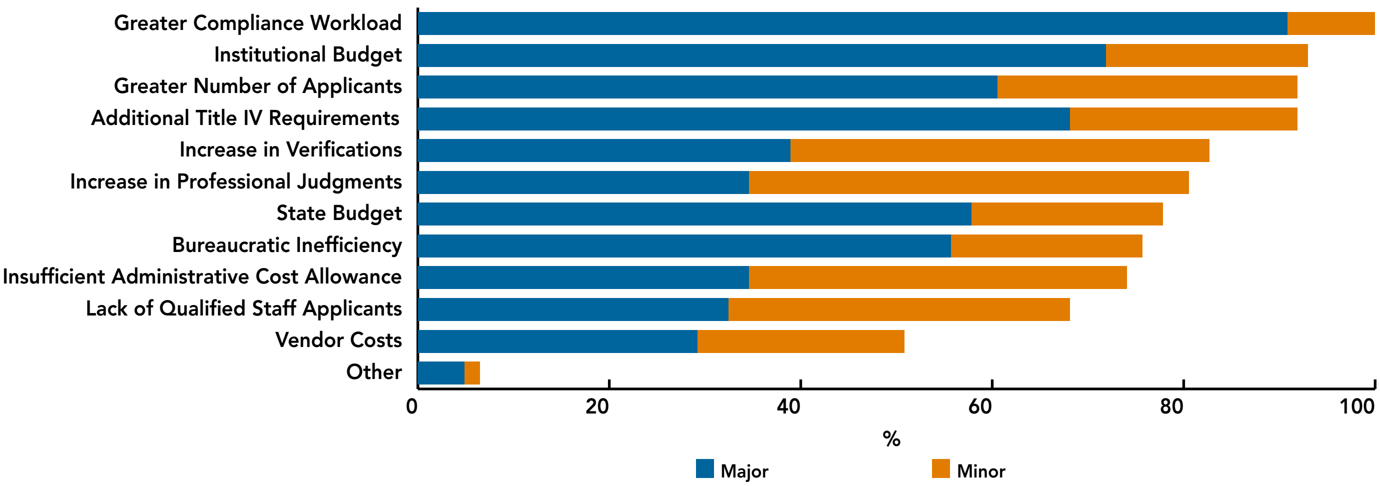
[4] *Moderate shortages were defined in the survey instrument as shortages that were most likely to affect peak processing periods, whereas severe shortages were defined as shortages affecting day-to-day activities.*

Factors Contributing to Resource Shortages

After describing perceptions about the type, timing and duration of financial aid office resource constraints, survey participants were then asked to identify, from a preset list, those factors that they believed contributed to the situation. They were also asked to characterize the impact of each selected cause as having a major or minor effect.

Responses across all institution types are presented in Figure 10. The major causes that respondents most often cited were greater compliance workload, limited institutional budget, additional Title IV requirements and handling greater numbers of financial aid applicants.[5] Factors that respondents were most likely to identify as having minor impacts included increases in verification activities and professional judgments, as well as insufficient administrative cost allowance and a lack of qualified staff applicants.[6]

FIGURE 10: Frequency of Perceived Causes Associated with Current Resource Constraints



Respondents offered a number of open-ended comments, particularly around compliance or staffing issues. For example, one of the more frequent observations was that in smaller offices, compliance activities could very well include compliance beyond just financial aid, such as campus safety, or that it was difficult to get other relevant administrative units within an institution to complete compliance activities. Also mentioned was the amount of training and staff updating that needs to be conducted to simply perform the activities.[7]

In terms of staff, several respondents indicated that inexperience coupled with a lack of professional development resources made it difficult to complete processing activities in a timely manner. In general though, the preponderance of open-ended staff concerns revolved around not having enough staff to meet the wide range of responsibilities that respondents felt their offices were expected to meet.

Impact on Meeting Obligations to Students

Survey participants were asked to describe their perceptions about the extent to which resource constraints were affecting their offices' abilities to meet their obligations to students. They were also asked to identify specific impacts that constraints may have on the quality of financial aid services delivered. A summary of the responses can be seen in Figure 11. The most affected activities included face-to-face counseling (68%), phone contact (66%), loan counseling (64%), outreach efforts (64%) and focusing on targeted populations (61%). As can be seen in the figure, these same activities were also most frequently regarded as being greatly affected.

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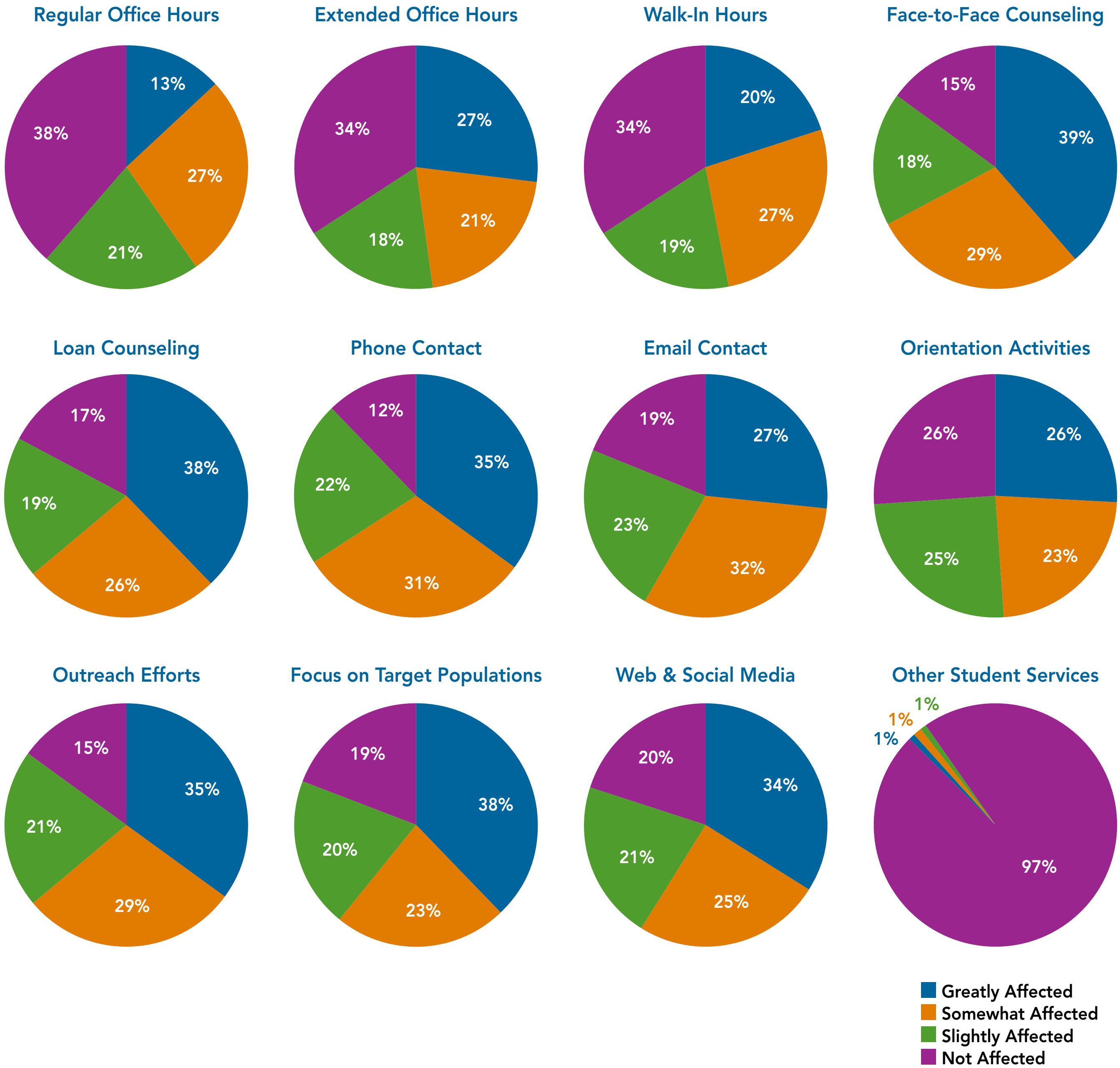
[5] *Approximately 27 percent of respondents indicated that their office was responsible for compliance activities not directly related to student financial aid activities.*

[6] *Administrative cost allowances refer to federal funding that offsets the administration of federal student aid programs. A 2011 Quick Scan Survey conducted by NASFAA on the topic can be found here: http://www.nasfaa.org/EntrancePDF.aspx?id=6298*

[7] *A report of the Task Force on Federal Regulation of Higher Education documents the effort financial aid administrators report spending on financial aid related compliance activities. The full report can be found here: http://www.help.senate.gov/imo/media/Regulations_Task_Force_Report_2015_FINAL.pdf*

FIGURE 11: Respondents' Perceptions About the Extent of Different Impacts on Student Services from Resource Constraints



Slightly different patterns emerge based on the severity of the resource shortage. Among respondents who indicated that their institution had experienced a "moderate" resource shortage, those services deemed most affected included: loan counseling (38%), face-to-face counseling (36%), focusing attention on target populations (33%), and engaging in web and social media outreach (33%). Among respondents who indicated that their institution had experienced a "severe" resource shortage, almost 70 percent stated that face-to-face counseling was greatly affected, followed by the ability to focus attention on target populations (66%). Almost 60 percent of these respondents also indicated that the greatest constraints had been placed on phone contact and loan counseling services.

When survey participants were asked about the impact of resource shortages on processing financial aid (Tables 3 and 4), the survey findings suggest that the areas most affected included the ability to resolve conflicting information and verifying discretionary data elements. When asked which other application processing matters were impacted, respondents most frequently pointed to 150 percent rule issues, Gainful Employment, making award revisions, and resolving Satisfactory Academic Progress (SAP) issues.[8]

Table 3: Respondents' Perceptions about the Impacts of Resource Shortages on Financial Aid Application Processing

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected
Ability to Accurately Verify Results	17%	22%	31%	30%
Ability to Resolve Conflicting Information	21%	35%	30%	15%
Ability to Maintain Student Files	12%	28%	31%	29%
Ability to Determine Student Eligibility	11%	30%	29%	29%
Ability to Award Aid According to Requirements	13%	23%	29%	35%
Ability to Formulate Cost of Attendance	8%	13%	36%	42%
Ability to Verify Discretionary Data Elements	21%	28%	30%	21%

Table 4: Respondents' Perceptions about the Impacts of Resource Shortages on Other Application Processing Issues

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected
Ability to Generate Aid Packages	12%	37%	26%	25%
Ability to Make Award Revisions	21%	34%	28%	18%
Ability to Resolve Over Awards	16%	34%	28%	23%
Ability to Implement 150% Rule	42%	24%	12%	22%
Ability to Restore Overpayments	16%	21%	25%	38%
Pell Grant LEU	20%	25%	31%	24%
Gainful Employment	23%	16%	19%	43%
Timely Disbursement	14%	22%	26%	38%
Resolution of SAP Issues	21%	33%	29%	17%

Return of Title IV (R2T4) issues were notable in the 2010 survey. When asked about the extent of the impact over the past five years, responses were fairly uniform across the various sub-activities, though in relative terms fewer respondents did indicate that accuracy of R2T4 calculations and timeliness of restoring funds were somewhat or greatly affected.

[8] *The 150 Percent Rule defines a student's eligibility to receive federally subsidized student loans as being limited to 150 percent of the time expected to complete the student's academic program. Additional information on the rule can be found here (http://www.nasfaa.org/advocacy/news/limiting_subsidized_loan_eligibility_to_150__of_program_length__what_you_need_to_know.aspx). Additional information about Satisfactory Academic Progress (SAP) standards can be found here: https://studentaid.ed.gov/eligibility/staying-eligible*

Table 5: Percentage of Respondents' Perceptions about the Impact of Resource Shortages on Compliance Activities, by Characterization of Institutional Resource Shortages as Moderate or Severe

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected
Identification of Withdrawn Students	24%	34%	23%	19%
Determination of Withdrawal Date	24%	34%	23%	19%
Accuracy of R2T4 Calculations	18%	25%	27%	30%
Timeliness of R2T4 Calculations	32%	25%	23%	20%
Timeliness of Restoring Funds	20%	26%	30%	25%

Given the frequency reported earlier with which respondents suggested compliance workload helped explain existing constraints, Table 6 looks at the multiplier effect on compliance efforts as a result of the shortages. The greatest impacts, as reported, were in offices' ability to incorporate new Title IV rules (75%), meeting Title IV rules (63%), and responding to proposed rulemaking (62%).

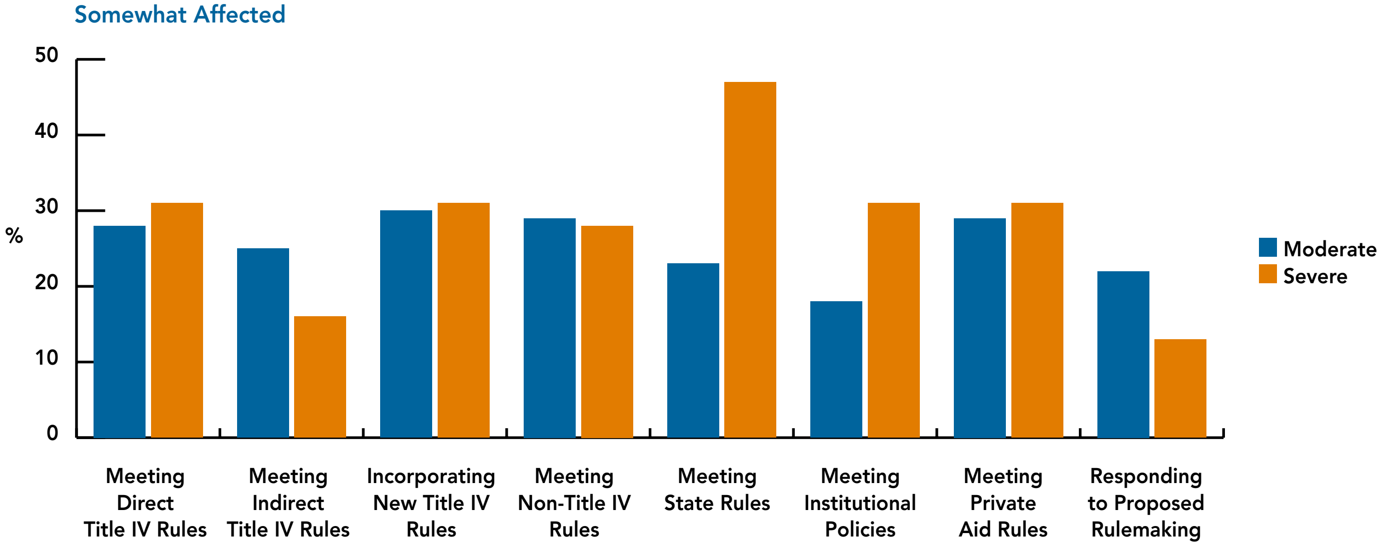
Individuals at institutions with severe resource shortages were more likely than individuals at moderate shortage institutions to suggest that all types of compliance activities were greatly affected. Individuals at institutions with moderate resource shortages were slightly more likely to report activities like responding to proposed rulemaking, meeting non-Title IV requirements and meeting indirect Title IV requirements as being somewhat affected (Figure 15).

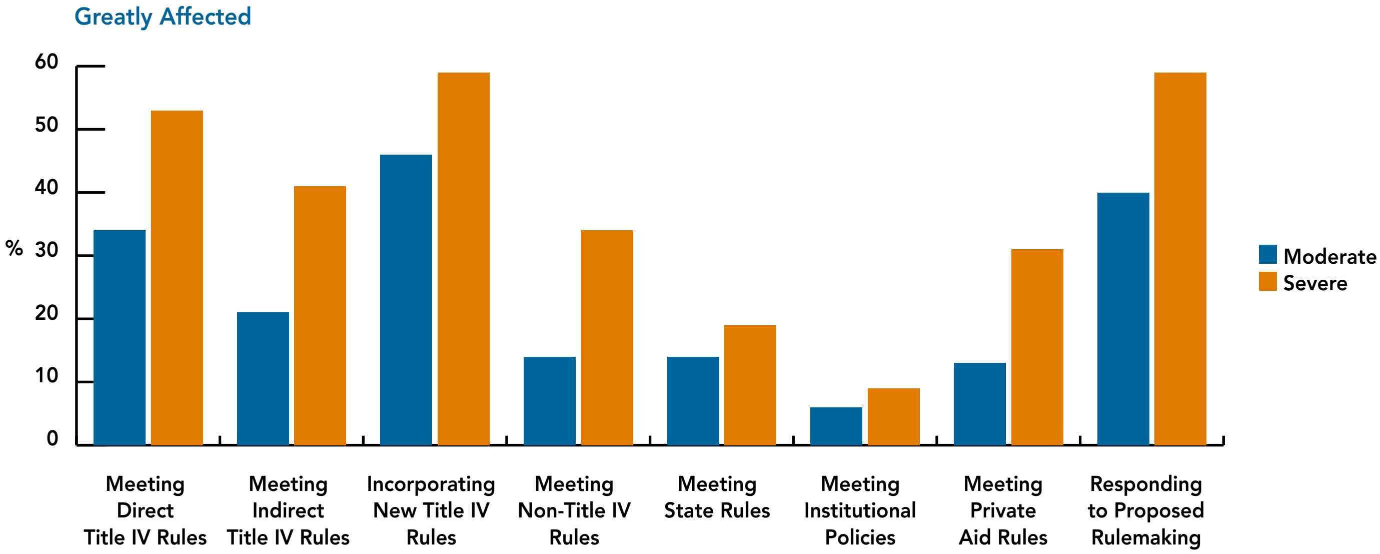
The open-ended comments on the impacts of resource shortages make a broader point clear: the need to achieve processing outcomes and compliance reporting pushes the main activity that financial aid office professionals believe they should be engaged in – helping students – to a much lower priority than it should be. Compliance activities either seem to require staff to limit counseling hours or require staff to work on compliance in the evenings and on weekends so that day hours can be left open for students. Constant changes to regulations appear to require continual staff retraining and process redesigns take time away from important, student-focused services administrators could be providing. Inexperienced staff, lack of professional development budget and a diverse range of activities mean staff are stretched too thin to provide the types of services that students need most: financial literacy training and counseling.

TABLE 6: Respondents' Perceptions about the Extent of Different Impacts on Compliance from Resource Shortages

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected
Meeting Direct Title IV Rules	34%	29%	25%	12%
Meeting Indirect Title IV Rules	23%	24%	19%	35%
Incorporating New Title IV Rules	43%	32%	16%	8%
Meeting Non-Title IV Rules	16%	29%	26%	29%
Meeting State Rules	14%	27%	31%	29%
Meeting Private Aid Rules	6%	21%	26%	47%
Meeting Institutional Policies	15%	30%	33%	23%
Responding to Proposed Rulemakings	41%	21%	16%	22%

FIGURE 15: Respondents' Perceptions about the Impact of Resource Shortages on Compliance Activities, by Characterization of Institutional Resource Shortages as Moderate or Severe





Resource Needs

Survey participants were asked to provide their perceptions about the types of resources that they believed their office needed in order to maintain quality financial aid services (as defined by ED regulations discussed earlier). As is shown in Table 7, respondents most frequently indicated needs for counseling (70%) and support (60%) staff, as well as additional technological upgrades (45%).

When the survey findings are disaggregated by institutional form of control, respondents from private nonprofit institutions were less likely to indicate a need for additional management staff in comparison to public institution respondents. They were, however, more likely to identify a need for counseling staff, technological upgrades and technology training in comparison to respondents at public institutions.

TABLE 7: Perceived Resource Needs Across All Institutions, by Institutional Control[9]

	All Institutions	Public	Private Non-Profit
Management Staff	27%	31%	19%
Counseling Staff	69%	65%	75%
Support Staff	59%	59%	56%
Student Staff	11%	10%	13%
Technological Upgrades	46%	39%	58%
Technological Training	32%	30%	37%
Process & Procedure Training	32%	33%	31%
Operating Budget	33%	34%	33%

When resource needs are disaggregated by institutional size (Table 8), schools with populations below 1,000 students and above 20,000 students were the most likely to report needing additional counseling staff and technological training. Small institutions (<5,000 students) reported having more of a need for counseling and support staff, technological upgrades and processes and procedures than larger institutions. Medium sized institutions (>5,000 and <20,000 students) were most likely to report needing management staff, counseling staff and support staff.

Table 9 examines institutional resource needs based on how resource constrained respondents perceived their institution to be. With the exception of additional student staff and technological training, respondents from institutions with severe resource shortages were more than twice as likely to report a need for all other types of resources.

TABLE 8: Percent of Respondents Reporting Resource Needs, by Full-Time Equivalent (FTE) of students

	Under 1,000	1,000 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000 and Above
Management Staff	20%	18%	46%	52%	6%
Counseling Staff	80%	67%	57%	62%	83%
Support Staff	64%	67%	54%	43%	50%
Student Staff	24%	11%	7%	5%	11%
Technological Upgrades	56%	53%	32%	33%	50%
Technological Training	48%	28%	25%	24%	39%
Process & Procedure Training	32%	39%	21%	24%	33%
Operating Budget	32%	26%	43%	29%	39%

[9] *Responses from individuals at for-profit institutions are excluded here due to very low response rate.*

TABLE 9: Perceived Resource Needs by Institutional Resource Shortage

	Severe	Moderate
Management Staff	43%	9%
Counseling Staff	83%	27%
Support Staff	65%	24%
Student Staff	13%	5%
Technological Upgrades	65%	16%
Technological Training	22%	13%
Process & Procedure Training	35%	13%
Operating Budget	43%	13%

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 19), the responses largely paralleled their general needs. Overwhelmingly, survey respondents reported needing counseling staff, followed by support staff, technological upgrades, and management staff.

Given that respondents who identified resource shortages as moderate or severe are not necessarily likely to have the same resource needs, the responses to the priority question were disaggregated to identify whether differences exist between these two groups (Figure 20). While respondents who considered their institutions to be moderately or severely constrained both identified counseling staff as their greatest need and with approximately the same frequency, respondents from moderately constrained institutions suggested a much wider array of priority resources whereas respondents at severely constrained institutions were almost completely focused on just four additional categories: management, support and technical staff, as well as technological upgrades.

FIGURE 19: Primary Resource Needs Across Institutions (%)

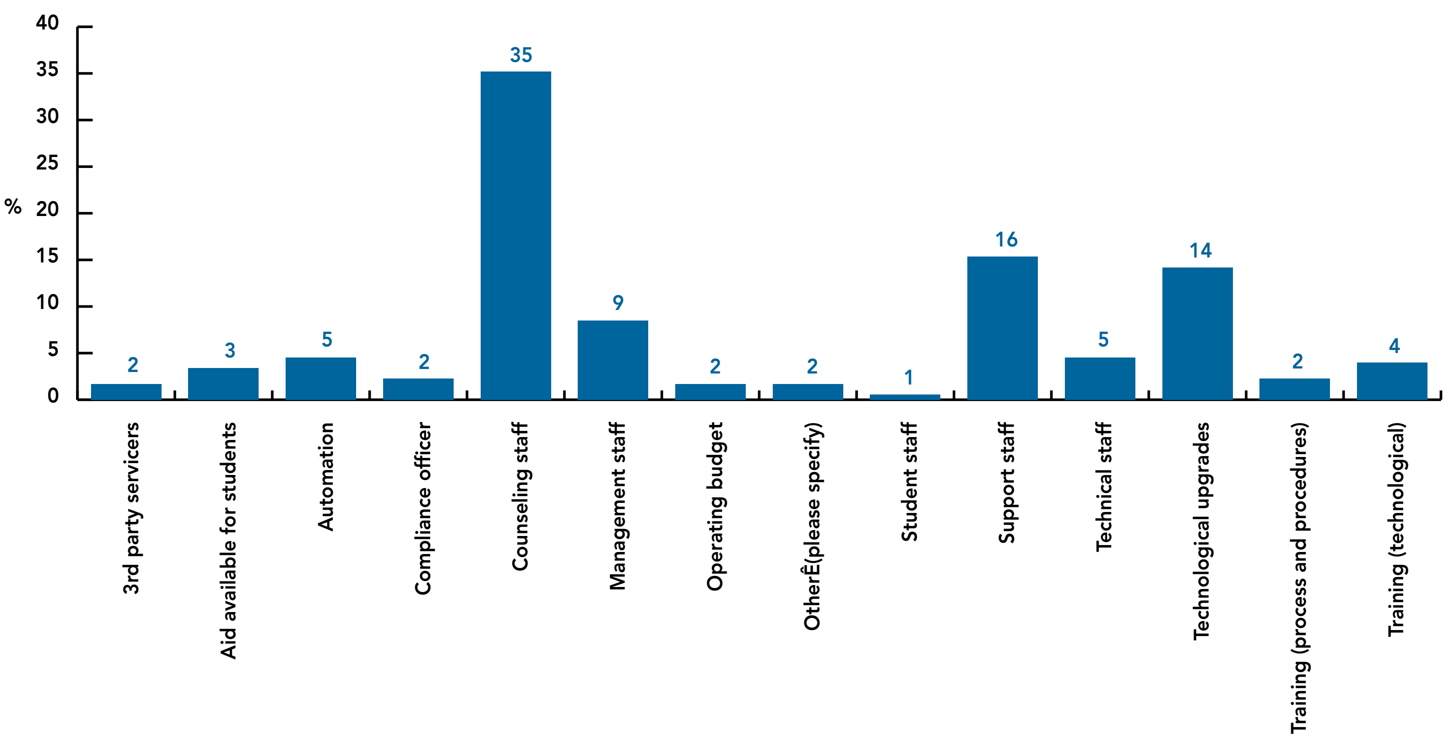
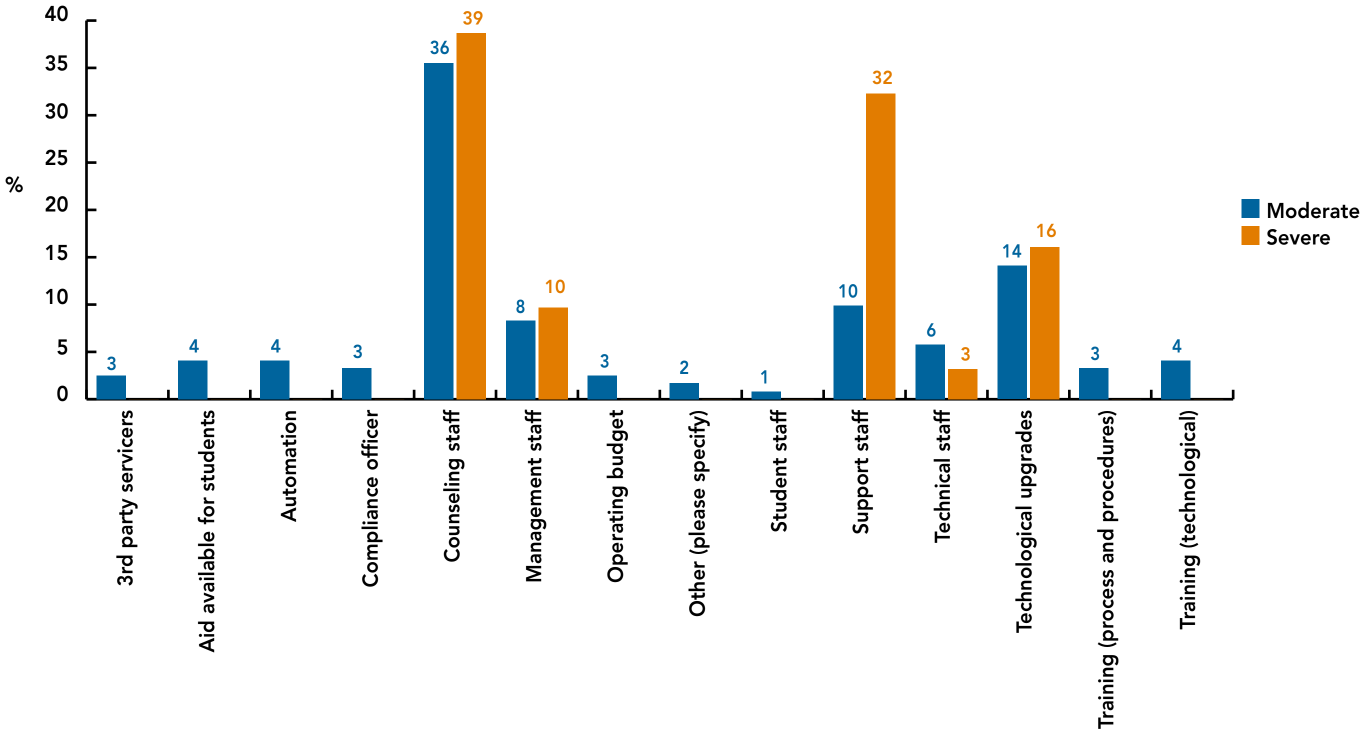


FIGURE 20: Primary Additional Resource Need by Severity of the Resource Shortage (%)



Comparison of Findings Between 2010 and 2015 Surveys

Looking across the two surveys, the evidence suggests that financial aid offices' workloads continued to increase in the period between 2010 (http://www.nasfaa.org/research/News/Administrative_Burden.aspx) and 2015, albeit at a lower rate than was reported in the previous survey. Nearly 75 percent of respondents in the most recent survey indicated that the amount of aid disbursed had increased and approximately 50 percent believed the number of aid applicants had increased. These numbers are impressively high but are notably lower than what was found in the 2010 survey (95% and 90%, respectively).

The types of resource constraints that financial aid office professionals seem to experience have remained fairly consistent over time. Counseling and support staff followed by budget continue to be the top shortages and the fact that a ranking of the shortages is similar supports the evidence from the last survey that these problems are as long term as respondents from the last survey believed they were. A minor divergence between the two surveys' findings is in the perceived causes of resource constraints. In 2010 respondents identified greater numbers of applicants, compliance, verifications and professional judgments as the most likely explanatory factors, whereas in 2015, compliance was the most listed factor followed closely by institutional budget, and additional Title IV requirements.

In terms of the impact that resource shortages may be having on student services, the findings again do not vary considerably across the two surveys. In both cases face-to-face counseling, phone contact, general outreach and being able to focus efforts on target populations were seen as the most frequently identified activities as well as the ones that were seen to be greatly affected. The pattern of response consistency extends to the types of resources that institutions suggest they need to provide levels of quality service that the Department of Education expects. Counseling staff was, and remains, the greatest resource need, followed by support staff, technology upgrades and operational budget.

Overall, the findings across the two surveys share a great deal of consistency. Resource shortages tend to center around offices' capacity to provide counseling and other human capital-intensive services, followed by limited operating budgets and needs for technological upgrades and training. In turn, the kinds of services directly targeted at students (e.g. face-to-face counseling, phone and email outreach, and focusing resources on target populations) suffer the most, as do many of the activities underlying the processing of student financial aid.

Discussion

Student financial aid remains the lynchpin of the higher education access, affordability and completion debate. Whether it is finding "front-end" solutions like ways to maximize grant and scholarship aid or developing "back-end" solutions like more simplified and less burdensome student loan repayment, research shows how much of an impact paying for college has on school choice and completion. That the college financial aid office has become both the first and last waypoints on a student's college path says much about just how critical this office's function is to meeting the nation's 21st century education and workforce challenges.

In the Internet Age, there is no shortage of access to tools and resources capable of helping students and their families navigate the complexity of financing a college education. The problem is that information overload oftentimes quickly sets in. In many ways, knowing what resources to use and which information providers to trust becomes as important as the information itself. Here again, to millions of students and families, the college financial office has come to be seen as the honest and neutral arbiter of what are sensible and affordable college financing strategies.

The financial aid office clearly plays a critical role in both the effective functioning of the contemporary higher education institution and students' college going success, yet the evidence suggests that these offices are considerably strained. Almost half of the institutions surveyed indicated they had experienced a moderate or severe resource shortage over the past five years. The critical constraints on staff and technology that respondents have repeatedly identified, in both this survey and the last, offer insight into how the system can be improved, yet the constraints are also the source of a great deal of frustration. When universities fail to meet the myriad of expectations of the public and policymakers, threats of utilizing the nuclear option – revoking Title IV aid – raise problem awareness but all too often push the responsibilities for a solution on to the financial aid office. Many respondents also consider the shortages to be long term and, indeed, the fact that the list of shortages is not dissimilar from the findings in the 2010 study is just more evidence that the problems are not going away, nor are the policy solutions obvious going forward.

From the standpoint of identifying and implementing solutions, what make the findings from this survey so disconcerting is how diverse the array of issues causing the current state of affairs is. Compliance is borne out of governance and public financial stewardship concerns, budget constraints are driven by institutions' shifting internal priorities, and greater numbers of applicants are driven by external market forces. Taken together it is evident that solutions, where they exist, will need to account for a great deal of complexity.

The contemporary financial aid office performs two very basic, yet very important functions: 1) processing student aid, and 2) communicating with and counseling students and families about their education financing decisions. In fact, the two are linked in the sense that aid processing is most efficient when applicants apply for the right programs and file the correct information. While the percentages of both respondents reporting resource shortages and those regarding shortages as severe in nature are lower than what was reported in the last survey, the basic themes and concerns remain the same.

There is much frustration from financial aid staff that the counseling and communication activities are being crowded out, particularly since both policymakers and survey respondents perceive their typical students to have low financial literacy skills. Nevertheless, they are being crowded out by reduced budgets that prevent the adoption of automated technologies that can free up human capital resources, activities that are beyond the financial aid office's traditional domain, and regulations and a regulatory process that forments uncertainty.

Survey respondents express great concern in this iteration of the survey about the adverse affects of over-regulation. A rigorous explanation of why this has surfaced as the primary concern among the financial aid community is difficult to arrive at, but in all likelihood timing plays more than a trivial role. Though the 2008 reauthorization of the Higher Education Act occurred in the middle of the last survey period, it took time before the full extent of new reporting and disclosure requirements, as well as their actual implementation, became apparent. At the same time, the period of the prior survey saw the worst of the great recession. Rising enrollments stemming from retraining and federal efforts to boost financial aid resources to make college more affordable certainly drove a noted rise in aid applicants, while state budgets limited growth in operating revenues. When coupled together, regulation would have mattered (and it did), though more attention would have been placed on workload strain.

Financial aid staff members repeatedly expressed incredulity at the amount of resources and time spent planning and documenting in preparation for reporting and disclosing. They also expressed frustration with "last minute" congressional action, including how difficult rules are to implement on short-notice and how challenging it is to convey critical changes to students and families on a very short timeframe.[10] Issues like mid-year rule changes, stopgap funding and the absence of regulatory phase-in periods were all cited as factors that slow down offices and frustrate students, simply as a consequence of uncertainty. Perhaps most worrisome is that even though greater effort has been put, in recent years, on reexamining the sheer volume of higher education regulations, the trend and expectation among financial aid administrators is that what lies ahead is more, not less, regulatory action.

The ways in which financial aid offices work around shortages offers strong evidence for a mission built around providing quality service; even more compelling are the anecdotes of staff working evenings, weekends and over vacations just to meet all of the demands placed on them so that there is time to personally engage with the students they ultimately serve. Still, whether the resource shortage is moderate or severe, or the explanation is policy-driven or subject to the whims of market economics, the result is the same: offices are under-resourced and left without the tools necessary to perform the needed tasks. If there are just two wide-ranging observations to be taken away from a survey like this it is that: 1) resource shortages invariably and eventually adversely affect students, and 2) institutions across the higher education landscape all agree that they need additional staff to provide the quality of service that they believe their students expect and deserve.

Whether it is direct student interaction (e.g., providing up-to-date information on a website, counseling students about the best aid package for their circumstances or processing) or indirect service provision (e.g., determining aid eligibility, accurately verifying eligibility or making award revisions), processes and communication simply require human effort. The financial aid community has repeatedly demonstrated its commitment to students' welfare above all else. It has also repeatedly shown that, in the face of sometime severe resource shortages, financial aid professionals will do what they need to in order to ensure that their students have the resources they need when they need them. Like a medical practitioner, policymakers need to look at the strains on the contemporary financial aid office for what they are; underlying pains that if left untreated may very well compromise the much larger and more complex system that they serve.

2015 Administrative Burden 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 evidenced by the lack of improvement in shortages since aid administrators were last surveyed by NASFAA on this topic in 2010. Similar to the 2010 survey, the number one reason cited for the shortages and resource constraints was a "greater compliance workload."

The oft-cited compliance workload, including increases in verifications and professional judgment, leads to a considerable amount of administrative burden that in turn creates shortages in multiple areas throughout the office. The most problematic byproduct of the issue is that students are the ones who are suffering the most from these shortages, particularly in the decrease of face-to-face counseling, outreach efforts, time spent with target populations, and loan counseling.

From a legal perspective, the shortages created as a result of administrative burden can also impact an institution's ability to stay in compliance with Title IV regulations. 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 [668.16(b)(2) & 668.16 (h).]. In other words, institutions are required to—and desire to—provide these services to their students, but are facing shortages that prohibit the successful implementation of these important regulations. This regulatory mandate is frequently called "administrative capability."

The recommendations put forth address the causes associated with resource constraints and call on Congress and ED to take reasonable steps to reduce administrative burden. If enacted, the recommendations would allow financial aid administrators to have more time to spend counseling students and to be in compliance with their administrative capability mandate.

Recommendations presented here fall into three broad categories:
1) Streamline student aid application processes;
2) Eliminate burdensome and/or duplicative regulations; and
3) Reform regulatory development processes.

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[10] *Just more than 96 percent of survey respondents indicated that last-minute congressional action had some or a significant impact on financial aid office workload, and 70 percent indicated that it had some or a significant impact on financial aid decisions.*

Streamline Student Aid Processes

Recommendation #1: Use prior-prior year income data to determine student aid eligibility.
Each year, students must submit a Free Application for Federal Student Aid (FAFSA) for federal student aid consideration. Time is a critical factor when submitting the FAFSA to be considered for all types of financial aid because the FAFSA depends entirely on the most recent year's income information submitted on income tax returns. Under the current structure, delays can cause an unfavorable chain reaction: a delay in completing the income tax return can mean a delay in submitting the FAFSA, which can result in a delay in financial aid notification--and possibly a reduced amount of financial aid. This occurs because some forms of financial aid have a limited pot of funds, which is distributed on a first-come, first-serve basis. Every college student needs to know where they stand sooner rather than later, so the student can adjust and prepare for the cost of college.

One increasingly popular solution to minimize this time crunch and FAFSA completion pressure is the use of prior-prior year (PPY) data in need analysis. Currently, Federal Methodology (FM) used to calculate a student's financial need uses prior year (PY) income data. Under a PPY system, students could:

- File the FAFSA earlier than they do now
- More easily and accurately submit a FAFSA
- Use the IRS data retrieval tool to avoid the burden of verification

To the last point, in addition to the benefits PPY would offer students and families, it also has the potential to greatly reduce administrative burden for financial aid offices because more students could use the IRS data retrieval tool. Use of more information obtained directly from the IRS would dramatically reduce the need for verification.

While a move to PPY would likely create an increased professional judgment workload, this would likely only be in the first year, and would also be greatly offset by the reduction in verification burden.

NASFAA has long supported PPY for its many benefits, and conducted research on PPY in a 2013 study funded by the Bill & Melinda Gates Foundation, *A Tale of Two Income Years: Comparing Prior-Prior Year and Prior-Year Through Pell Grant Awards* (http://www.nasfaa.org/EntrancePDF.aspx?id=16995).That study found that a move to PPY would not adversely impact the Pell Grant awards of the neediest students. Researchers used data from 10 NASFAA-member institutions and re-ran expected family contributions (EFCs) using PPY income, finding that Pell Grant awards did not change for most recipients.

Recommendation #2: Provide aid administrators the authority to limit loan amounts for certain broad categories of students.
To combat indebtedness and reduce the burden associated with professional judgments, financial aid administrators should be given the authority to limit loan amounts across the board in certain circumstances. For example, aid administrators could be given authority to limit borrowing for the entire institution, or for a particular credential, or based on the program level. Importantly, financial aid administrators would still have the authority to allow students to borrow up to the federal annual and aggregate limits on a case-by-case basis and would be prohibited from making any classifications based upon protected classes. This approach would reverse the current process, in which any reduction of a student's loan must be documented on a case-by-case basis, and the reason provided to the student in writing, ultimately reducing the burden for both students and financial aid administrators. An across-the-board policy would allow institutions to inform affected students up-front about restrictions to loan limits.

This is important because institutions currently have very few practical ways to prevent students from over-borrowing; current statute views student loans as entitlement programs, and as such, institutions can only deny or limit loan eligibility on a case-by-case basis through "professional judgment." Applying professional judgment is time consuming because each case must be considered individually, must be due to special circumstances that distinguish that student from all others in any given category, and all decisions must be documented based upon those individual circumstances. Allowing discretion for broader categories of students would recognize that all students within identifiable categories should be treated the same, and would make the processing more efficient for both students and schools.

In addition, allowing institutions more authority to limit loan amounts would be a streamlined and more efficient approach to default management for both schools and students. Rather than exhausting limited resources to assist students with unmanageable debt levels on the back end, this would tackle the problem from the front end, before the unmanageable loans are borrowed.

Recommendation #3: Eliminate all non-financial aid related questions from the application process.
The work that financial aid administrators do should focus solely on helping students who cannot afford college to meet their educational costs. Tying other social agendas to the financial aid process via application questions concerning Selective Service registration status and convictions for certain drug offenses increase the complexity of the application process. In addition, targeting only a few selected drug offenses while ignoring other arguably more serious crimes seems arbitrary. NASFAA's reauthorization task force has made a similar recommendation, and there is strong support in the financial aid community for disassociating from student aid the enforcement of unrelated social policies and federal initiatives.

Recommendation #4: Mandate an early commitment program for the federal student aid programs.
Early awareness programs could alleviate administrative burden by increasing students' knowledge about the aid programs and aid application process. One such example would be the demonstration program authorized, although disappointingly never funded, in the Higher Education Opportunity Act (HEOA) of 2008, the Early Federal Pell Grant Commitment Demonstration Program. An early commitment program could have great behavioral effects by introducing a level of certainty for low-income students and families as they decide whether to pursue higher education. It could also have the impact of getting those students on a college-ready track at an earlier stage. In addition, 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

Recommendation #5: Review, consolidate, and streamline consumer information requirements to make disclosures more targeted, meaningful, and effective.
Consumer disclosures for students and families 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. However, the number and specificity of student consumer information disclosures, and how they must be provided, have expanded to a point where students and families are overwhelmed, and unable to identify the information is that is actually important. This has been particularly prevalent over the last several years with the introduction of initiatives like College Scorecard, College Shopping Sheet, College Cost Comparison worksheet, the proposed Postsecondary Institutional Ratings System (PIRS), and legislative proposals designed to create a standardized award letter.

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.

Recommendation #6: 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 percent point in time within the payment period, all aid for the period is considered to have been earned. However, implementation of that concept has become increasingly complex as ED moves ever closer to a strict federal dictate of all details.

NASFAA's initial recommendations for reauthorization sought to take a higher level approach to determining the amount of aid to be returned to the Title IV programs, to avoid getting lost in details that hunt down every last penny of perceived "unearned" aid. Broadening the time frame used in defining the attended percentage of a payment period, eliminating the detailed rules that are the most intrusive into institutional procedures, allowing institutions more discretion in the treatment of unofficial withdrawals (i.e., students who simply drop out without notifying the institution that they wish to withdraw), and acknowledging that sources of aid other than federal may have also been used to pay institutional charges are some of the specific recommendations NASFAA's Reauthorization Task Force made. Currently, a second NASFAA task force, also made up of practicing financial aid administrators, is further defining and formulating recommendations related to the return of Title IV funds.

Reform Regulatory Development Processes

Recommendation #7: Revamp and make more transparent the process for estimating the burden of new regulations.
A fundamental flaw in the development of new regulations is the lack of accuracy and transparency that exists when the federal government determines estimates of how much burden those new rules will impose. Currently, the accuracy of any formulae that ED utilizes for estimating incremental burden is unclear. To the extent that a burden estimate is potentially short by just three minutes, when applied over thousands of institutions and hundreds/thousands of internal records, the discrepancy between actual and expected time to complete an information collection can be remarkably large in the aggregate.

Consider verification as an example. According to ED, the average number of elements to be verified is three, which ED estimates takes schools 0.12 hours (7.2 minutes) per case to complete. In a school that has 10,000 Title IV applicants, assuming one-third get verified, 3,333 cases would take approximately 400 hours to complete. If that burden estimate was instead 10 minutes for the same number of cases it would take 550, or nearly one additional month, of full-time work for a single employee to complete the same workload.

In addition to developing an unclear estimate of the work that an institution will actually have to do to implement a new regulation, inaccurate estimates can also be problematic for the development of future regulations. If ED does not have a clear picture of the current workload institutions are experiencing, they may overestimate the availability of school resources for implementation of new requirements.

Recommendation #8: Include burden estimates in the negotiated rulemaking process.
Most of the regulations that ED promulgates must go through the negotiated rulemaking process. ED assembles the key stakeholders affected by the topics under consideration, and these practitioners and affected parties have the most accurate sense of any burden a new regulation might impose. Presenting ED's burden estimates during the negotiations would likely improve their accuracy, and could give a more realistic picture of the relative benefits and drawbacks of new requirements.

Administrative burden is not limited to those areas that require negotiation, and final regulations sometimes differ significantly from proposed rules, but this recommendation could help ED develop a methodology that would extend to other burden estimates as well.

Recommendation #9: Develop a threshold for the amount of burden ED can impose.
A burden threshold should be imposed upon ED, requiring them to meet certain additional standards or justifications if a burden estimate is over a certain number of hours. For example, if a burden estimate on a new regulation exceeds three hours, ED would be required to obtain additional public input on the regulation and also be required to gather feedback from schools to determine whether the estimate is in fact accurate.

ED should be required to differentiate between burden associated with initial implementation of a new requirement and ongoing performance of the requirement, and justify the value of the requirement against the burden of implementing and performing it. ED should present periodic reports to Congress on new burden imposed, the benefits of new requirements that justify the associated burden, and the accuracy of the burden estimates based on real information obtained from schools willing to track it.

Conclusion

These recommendations represent a starting point for the long-needed critical examination of current federal regulations and associated burden. However, to be sure, the administrative burden felt by aid administrators is not derived solely from the federal government. As data in this report indicate, depleting state and institutional budgets also contribute to the resource shortages in financial aid offices. While these recommendations focus primarily on the federal level, successful administrative relief will require improvement at the federal, state, and institutional level.

The most problematic consequence of the resource shortage caused by administrative burden is the negative impact it 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. This upcoming reauthorization of the Higher Education Act provides a prime opportunity to assess, address, and reduce regulatory burden.

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 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 55 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 2013-14 academic year.

This survey should take you approximately 30 minutes to complete. Please complete the survey by Friday, January 23, 2015. Any questions about thesurvey should be directed to Charlotte Pollack at Pollackc@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 ___________________

OPEID #5 ___________________

2. Did you complete NASFAA's 2009-10 Administrative Burden Survey?

❑ Yes, while at current institution

❑ Yes, while I was at another institution

❑ No

❑ Do not know/Unsure

3. What is your position at your institution?

❑ Vice President

❑ Dean

❑ Chief Enrollment Management Officer

❑ Director of Financial Aid

❑ Asst./Assoc. Director of Financial Aid

❑ Aid Officer

❑ Coordinator

❑ Other (please specify) ___________________

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

Years in financial aid ___________________

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

Years in current office ___________________

6. Please select the program format(s) for which financial aid is awarded? (Select all that apply).

❑ Semester

❑ Trimester

❑ Quarter

❑ Non-term

❑ Non-standard term

(End of Page 1)

7. For award year 2013-14, how many applicants did your institution have overall for any form of aid (including federal, state or institutional)?

Number of applicants ___________________

8. 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

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

- ❏ Federal Direct Loan
- ❏ Pell Grant
- ❏ Federal Work-Study
- ❏ SEOG
- ❏ Parent PLUS
- ❏ Grad PLUS
- ❏ TEACH Grants
- ❏ Perkins Loan
- ❏ Institutional Loan
- ❏ State Aid (e.g. grants, loans, scholarships)
- ❏ Institutional Gift Aid (e.g. scholarships, grants, fellowships, tuition-waivers)
- ❏ Aid from External/Non-government Sources (e.g. grants, scholarships, fellowships)
- ❏ Private (alternative) Loan
- ❏ Other (please specify) ___________________

10. In general how would you describe the basic financial aid literacy of your matriculating students?

- ❏ Very limited
- ❏ Somewhat limited
- ❏ Somewhat sophisticated
- ❏ Very sophisticated

(End of Page 2)

11. 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

12. What was your financial aid office's 2013-14 operating budget?

Dollar Amount ___________________

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

- ❑ Greatly Increased
- ❑ Somewhat Increased
- ❑ Remained Constant
- ❑ Somewhat Decreased
- ❑ Greatly Decreased

14. What was the total amount of aid your institution disbursed in award year 2013-14 (including federal, state, and institutional)?

Dollar Amount ___________________

(End of Page 3)

15. 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

16. 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 ___________________

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

Compliance Officer ___________________

Other ___________________

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

- ❑ Greatly Increased
- ❑ Somewhat Increased
- ❑ Remained Constant
- ❑ Somewhat Decreased
- ❑ Greatly Decreased

18. 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

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

- ❑ Yes
- ❑ No

20. Have you explored any of the following areas related to outsourcing (gone out with an RFP)? (Check all that apply)

- ❑ Financial aid packaging
- ❑ Financial aid award letters
- ❑ Call centers
- ❑ Verification
- ❑ Debt management/Financial Literacy or Delinquency/Default management
- ❑ Grace/Repayment counseling
- ❑ Loan reconciliation
- ❑ Policies and Procedures
- ❑ Other ___________________

21. What areas are you interested in outsourcing but services are not currently available? (Check all that apply)

- ❑ Financial aid packaging
- ❑ Financial aid award letters
- ❑ Call centers
- ❑ Verification
- ❑ Debt management/Financial Literacy or Delinquency/Default management
- ❑ Grace/Repayment counseling
- ❑ Loan reconciliation
- ❑ Policies and Procedures
- ❑ Other ___________________

(End of Page 4)

22. What areas does your office currently outsource (check all that apply):

- ❑ Financial aid packaging
- ❑ Financial aid award letters
- ❑ Call centers
- ❑ Verification
- ❑ Debt management/Financial Literacy or Delinquency/Default management
- ❑ Grace/Repayment counseling
- ❑ Loan reconciliation
- ❑ Policies and Procedures
- ❑ Other ___________________

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

- ❑ N/A
- ❑ Low
- ❑ Moderate
- ❑ High

24. How has this level of 3rd party (external to the institution) support your office uses to administer student financial aid changed over the past five years?

- ❑ Greatly Changed
- ❑ Somewhat Changed
- ❑ Slightly Changed
- ❑ No Change
- ❑ N/A

25. 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 Than Needed

26. Does your office internally manage delinquent borrower outreach or contract with a 3rd party default prevention/ management provider?

- ❑ N/A
- ❑ Manage all outreach and resolution internally
- ❑ Share responsibility with a 3rd party
- ❑ Outsource all activities to a 3rd party

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

- ❑ Low
- ❑ Moderate
- ❑ High

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

- ❑ N/A
- ❑ Less Than Needed
- ❑ About Right
- ❑ More Than Needed

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

- ❑ Banner/Ellucian
- ❑ Datatel - Colleague (Colleague by Ellucian)
- ❑ Financier
- ❑ Jenzabar
- ❑ People Soft
- ❑ PowerFAIDS
- ❑ Workday
- ❑ Homegrown/Legacy
- ❑ Other (please specify) ____________________

(End of Page 5)

30. Does your financial aid office have an IT computer support staff position that is dedicated, full-time, to financial aid office programming and technological needs?

- ❑ Yes
- ❑ No

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

- ❑ Yes
- ❑ No

(End of Page 6)

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

2. In your opinion, does your your institution have a shortage of human or other resources to provide "adequate administration of Title IV funding programs" as defined by federal regulations?

❑ Yes ❑ No

3. In your opinion, does your institution have a shortage of human or other resources to provide "adequate financial aid counseling" as defined by federal regulations?

❑ Yes ❑ No

(End of Page 7)

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

❑ Transitional

❑ Permanent

5. To what extent do you believe that last-minute Congressional action adversely affects both financial aid office workload and students' aid decision-making?

	No impact	Little impact	Some impact	Significant Impact
Financial aid workload	❑	❑	❑	❑
Students' aid decisions	❑	❑	❑	❑

6. If you have any particular comments related to last-minute Congressional action that you would like to share, you may do so below

____

____

____

7. Does your institution have programs subject to the Gainful Employment (GE) requirements?

❑ Yes

❑ No

8. To what extent do you anticipate the new GE requirements will put any strain on your office's operational capacity?

❑ N/A

❑ No impact

❑ Little impact

❑ Some impact

❑ Significant impact

9. If you have any particular comments related to GE requirements that you would like to share, you may do so below

____

____

____

10. 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

11. If you answered concentrated to the previous question, please select the periods of the calendar most affected (you may select more than one)

- ❑ N/A
- ❑ January
- ❑ February
- ❑ March
- ❑ April
- ❑ May
- ❑ June
- ❑ July
- ❑ August
- ❑ September
- ❑ October
- ❑ November
- ❑ December

12. 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.

Other constraints: ___________________

13. What factors do you think best explain why you face these constraints? 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	❑	❑	❑
Greater regulatory/compliance workload in general	❑	❑	❑
Greater number of students with financial aid need	❑	❑	❑
Increases in verifications	❑	❑	❑
Increases in professional judgments	❑	❑	❑
Insufficient Administrative 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. Other causes: ___________________

(End of Page 8)

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. In your opinion, to what extent is your office capable of engaging in the types of activities that you believe best serve the needs of your particular students?

❑ Very limited capability
❑ Somewhat limited capability
❑ Sufficient capability

3. In your opinion, are there any processes and/or activities are preventing you from best serving the needs of your particular students? If so please list.

____

____

____

(End of Page 9)

4. **Please indicate to what extent each of the following functions have suffered a direct negative impact by shortages of resources. If the function is not a Financial Aid Office responsibility, please indicate N/A.**

Application Processing - 4A.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not 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: Accuracy of verification results	❑	❑	❑	❑	❑
Resolution of conflicting information outside of verification process	❑	❑	❑	❑	❑
Student file maintenance	❑	❑	❑	❑	❑
Other	❑	❑	❑	❑	❑

If you answered other above, please specify: ___________________

Other Aid Processing - 4B.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected	N/A
Generating aid packages	❑	❑	❑	❑	❑
Award revisions (due to changes in EFC, enrollment status, housing, COA, etc.)	❑	❑	❑	❑	❑
Identification and resolution of overawards	❑	❑	❑	❑	❑
Implementation of 150% rule for Direct Loan interest subsidy	❑	❑	❑	❑	❑
Timely restoration of overpayments due to overawards to program accounts	❑	❑	❑	❑	❑
Pell Grant LEU	❑	❑	❑	❑	❑
Gainful Employment (if applicable)	❑	❑	❑	❑	❑
Timely disbursement	❑	❑	❑	❑	❑
Resolution of SAP issues for students	❑	❑	❑	❑	❑
Other	❑	❑	❑	❑	❑

If you answered other above, please specify: ___________________

Professional Judgment - 4C.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected	N/A
Proactive identification of possible exceptional circumstances	❏	❏	❏	❏	❏
Processing appeals	❏	❏	❏	❏	❏
Making adjustments	❏	❏	❏	❏	❏
Other	❏	❏	❏	❏	❏

If you answered other above, please specify: ___________________

Compliance - 4D.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not 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	❏	❏	❏	❏	❏

If you answered other above, please specify: ___________________

(End of Page 10)

Section 4 Continued: Please indicate to what extent each of the following functions have suffered a direct negative impact by shortages of resources. If the function is not a Financial Aid Office responsibility, please indicate N/A.

Return of Title IV Funds - 4E.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not 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 R2T4 calculations	❑	❑	❑	❑	❑
Timeliness of R2T4 calculations	❑	❑	❑	❑	❑
Timeliness of restoring program funds to Title IV accounts and making post-withdrawal disbursements	❑	❑	❑	❑	❑
Other	❑	❑	❑	❑	❑

If you answered other above, please specify: ___________________

Student Services - 4F.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not 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	❑	❑	❑	❑	❑
E-mail contact with students	❑	❑	❑	❑	❑
Orientation activities	❑	❑	❑	❑	❑
Outreach efforts (e.g., presentations, webinars, admissions activities, high school counselor training)	❑	❑	❑	❑	❑
Focusing on target populations	❑	❑	❑	❑	❑
Web and social media content/information	❑	❑	❑	❑	❑
Other	❑	❑	❑	❑	❑

If you answered other above, please specify: ___________________

Student/Family Consumer Information - 4G.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected	N/A
Updating institutional costs	❑	❑	❑	❑	❑
Updating and producing annual aid application information (e.g., catalog, Web page)	❑	❑	❑	❑	❑
Other activities related to student/family consumer information not listed above	❑	❑	❑	❑	❑

If you answered other above, please specify: ___________________

Professional Development - 4H.

	Greatly Affected	Somewhat Affected	Slightly Affected	Not Affected	N/A
Staff training	❑	❑	❑	❑	❑
Conflict resolution	❑	❑	❑	❑	❑
Providing/Updating office equipment	❑	❑	❑	❑	❑
Other	❑	❑	❑	❑	❑

If you answered other above, please specify: ___________________

(End of Page 11)

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

❑ Yes
❑ No

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

❑ N/A
❑ Greatly Increased
❑ Somewhat Increased
❑ Not Changed
❑ Somewhat Decreased
❑ Greatly Decreased

(End of Page 12)

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. 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 estimate of total added cost.

Resource Area

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 below)	❏	Other B (please specify below)	❏
Other C (please specify below)	❏	Other D (please specify below)	❏

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

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 below)___________________

Other B (please specify below)___________________

Other C (please specify below)___________________

Other D (please specify below)___________________

Estimated additional 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 below)___________________

Other B (please specify below)___________________

Other C (please specify below)___________________

Other D (please specify below)___________________

If you specified other above, please explain.

Other A (please specify) ___________________

Other B (please specify) ___________________

Other C (please specify) ___________________

Other D (please specify) ___________________

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

- ❑ Management staff
- ❑ Support staff
- ❑ Technological upgrades
- ❑ Training (process and procedures)
- ❑ Aid available for students
- ❑ 3rd party servicers
- ❑ In my opinion my office is adequately resourced
- ❑ Counseling staff
- ❑ Student staff
- ❑ Training (technological)
- ❑ Operating budget
- ❑ Automation
- ❑ Operating autonomy
- ❑ Other (please specify) ___________________

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.

____

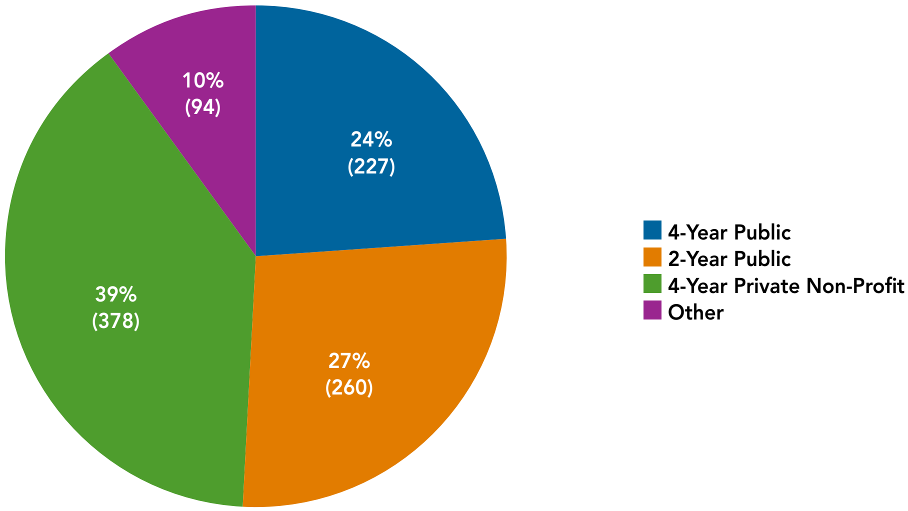
____

____

(End of Page 13)

Appendix B - Frequency Reporting of Individual Survey Items

Institutions' Sector of Postsecondary Education



Profile
Population: Of those who answered the question.

Employment Position

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Director of Financial Aid	81.2%	87.6%	79.1%	83.8%	60.0%
Asst./Assoc. Director of Financial Aid	3.9%	7.3%	0.8%	4.3%	2.4%
Other Financial Aid Manager	1.8%	0.9%	2.1%	1.7%	3.5%
Aid Officer	2.0%	0.9%	2.1%	0.3%	11.8%
Dean	1.8%	0.0%	4.2%	1.7%	0.0%
Vice President	1.3%	0.5%	0.4%	1.1%	7.1%
Chief Enrollment Management Officer	1.1%	0.9%	2.9%	0.0%	1.2%
Coordinator	2.2%	0.5%	5.4%	0.3%	5.9%
Other Institutional Executive	3.7%	1.4%	1.7%	6.6%	3.5%
Other	0.9%	0.0%	1.3%	0.3%	4.7%

Experience

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Average of Years of Experience	20.0	23.0	19.1	19.7	16.2
Average of Current Tenure	11.6	12.8	11.4	11.7	8.8

Financial Aid Scale

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Average of Total Number of Applicants	9,685	18,927	10,814	4,842	2,986
Average of Operating Budget AY2013	$3,382,427	$1,905,228	$998,075	$6,266,049	$1,285,631
Average of Total Amount of Aid Disbursed	$83,215,668	$189,521,937	$26,785,483	$68,779,275	$25,943,709

Financial Aid Office Staff FTEs

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Total	14.3	26.3	12.6	9.4	9.1
Directors	3.1	4.7	2.0	3.1	2.1
Counselors	3.9	7.1	3.7	2.0	3.9
Support Staff	3.3	6.0	3.5	1.9	1.6
Student Staff	3.3	6.9	2.5	2.1	1.1
Compliance Officers	0.2	0.4	0.2	0.1	0.2
Other	0.6	1.3	0.6	0.2	0.2

Change in Applicant Number

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Increased	25.4%	32.0%	29.0%	22.3%	10.8%
2. Somewhat Increased	42.7%	42.5%	36.6%	49.1%	33.8%
3. Remained Constant	16.9%	15.5%	12.9%	15.9%	37.8%
4. Somewhat Decreased	14.3%	10.0%	21.0%	11.9%	16.2%
5. Greatly Decreased	0.6%	0.0%	0.4%	0.9%	1.4%

Program Participation

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Direct Loans	80.7%	87.2%	69.6%	86.8%	71.3%
Institutional Loans	21.2%	26.9%	6.2%	29.6%	14.9%
State Aid	77.1%	85.9%	84.2%	77.0%	36.2%
Alternative Loans	72.3%	84.6%	58.8%	81.2%	43.6%
Pell Grants	82.1%	87.2%	86.2%	78.6%	72.3%
Institutional Gifts	78.9%	86.8%	77.7%	84.4%	41.5%
Perkins Loans	47.7%	74.9%	8.1%	68.0%	9.6%
Seog	77.5%	87.2%	83.5%	76.7%	40.4%
Work Study	78.3%	87.2%	85.0%	81.7%	24.5%
External Sources	72.8%	83.3%	65.4%	81.0%	35.1%
Parent Plus	71.8%	85.0%	57.3%	77.5%	57.4%
Grad Plus	42.1%	73.1%	0.4%	59.0%	14.9%
Teach Grants	29.1%	55.9%	4.2%	36.2%	4.3%
Military Service-Based Aid	3.4%	2.6%	2.7%	4.5%	3.2%
Other	2.0%	2.6%	1.9%	1.6%	2.1%

Change in Time Devoted to Financial Aid Applicants

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Increased	39.0%	39.0%	44.2%	35.4%	39.7%
2. Somewhat Increased	39.8%	43.3%	33.0%	43.3%	34.9%
3. Remained Constant	14.1%	11.8%	10.2%	16.1%	23.8%
4. Somewhat Decreased	5.9%	4.8%	10.2%	4.6%	1.6%
5. Greatly Decreased	1.2%	1.1%	2.4%	0.7%	0.0%

Change in Operating Budget

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Increased	3.5%	3.3%	3.4%	3.4%	4.8%
2. Somewhat Increased	29.3%	29.8%	24.5%	30.1%	39.7%
3. Remained Constant	40.3%	37.0%	42.6%	41.9%	34.9%
4. Somewhat Decreased	19.9%	25.4%	22.1%	16.9%	11.1%
5. Greatly Decreased	7.0%	4.4%	7.4%	7.8%	9.5%

Change in Total Amount of Aid Disbursed

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Increased	28.5%	31.4%	21.9%	34.3%	13.8%
2. Somewhat Increased	46.4%	48.5%	37.5%	50.9%	48.3%
3. Remained Constant	10.7%	9.5%	12.5%	8.5%	19.0%
4. Somewhat Decreased	12.5%	9.5%	26.0%	5.3%	12.1%
5. Greatly Decreased	1.9%	1.2%	2.1%	1.1%	6.9%

Change in Staff Size

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Increased	2.4%	3.0%	2.1%	2.1%	3.4%
2. Somewhat Increased	25.3%	32.1%	22.9%	24.8%	15.5%
3. Remained Constant	49.4%	42.3%	47.9%	51.1%	67.2%
4. Somewhat Decreased	18.9%	19.0%	23.4%	17.7%	8.6%
5. Greatly Decreased	4.0%	3.6%	3.6%	4.3%	5.2%

Financial Aid Office Responsible for Compliance

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	26.9%	19.6%	26.6%	26.2%	51.7%
2. No	73.1%	80.4%	73.4%	73.8%	48.3%

Any Responsibilities Contracted

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	35.6%	37.5%	43.8%	29.8%	31.0%
2. No	64.4%	62.5%	56.3%	70.2%	69.0%

Level of Vendor Support

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. High	5.2%	3.8%	6.8%	1.4%	18.8%
2. Moderate	20.8%	7.7%	27.4%	18.3%	43.8%
3. Low	74.1%	88.5%	65.8%	80.3%	37.5%

Appropriateness of Vendor Support

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. More Than Needed	2.8%	3.2%	3.7%	0.0%	11.8%
2. About Right	67.1%	58.7%	63.4%	76.2%	70.6%
3. Less Than Needed	30.1%	38.1%	32.9%	23.8%	17.6%

Level of Automation for Administering Aid

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. High	37.1%	58.7%	35.4%	27.9%	11.8%
2. Moderate	51.6%	36.5%	54.9%	60.5%	47.1%
3. Low	11.3%	4.8%	9.8%	11.6%	41.2%

Appropriateness of Level of Automation for Administering Aid

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. More Than Needed	1.2%	1.6%	1.2%	1.2%	0.0%
2. About Right	42.7%	46.0%	42.7%	38.4%	53.3%
3. Less Than Needed	56.1%	52.4%	56.1%	60.5%	46.7%

Financial Aid Software System

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Banner/Ellucian	31.9%	49.2%	32.9%	24.4%	0.0%
Datatel - Colleague (Colleague By Ellucian)	21.0%	4.8%	36.6%	20.9%	5.9%
Powerfaids	17.3%	7.9%	7.3%	37.2%	0.0%
People Soft	11.3%	25.4%	7.3%	5.8%	5.9%
Homegrown/Legacy	4.0%	6.3%	3.7%	1.2%	11.8%
Jenzabar	2.8%	1.6%	2.4%	4.7%	0.0%
Other	11.7%	4.8%	9.8%	5.8%	76.5%

Dedicated It Staff

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	21.6%	46.4%	10.2%	15.3%	17.5%
2. No	78.4%	53.6%	89.8%	84.7%	82.5%

Software Training for Staff

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	78.7%	86.1%	71.0%	80.1%	75.4%
2. No	21.3%	13.9%	29.0%	19.9%	24.6%

Program Format for Analysis

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Semester	71.5%	82.4%	76.2%	71.2%	34.0%
Mixed	8.0%	5.7%	5.4%	11.6%	6.4%
Quarter	6.5%	5.7%	6.5%	6.1%	9.6%
Trimester	2.5%	2.2%	2.3%	2.6%	3.2%
Non-Standard Term	2.5%	0.0%	1.5%	1.1%	17.0%
Non-Term	2.1%	0.0%	0.0%	0.3%	20.2%
Unknown	6.9%	4.0%	8.1%	7.1%	9.6%

Shortage

Population: Of those who answered the shortage question and had some sort of shortage.

Level of Resource Shortages

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Severe Shortage	6.2%	7.5%	5.4%	6.2%	5.4%
2. Moderate Shortage	40.5%	44.1%	47.3%	36.7%	26.8%
3. Some Shortage	38.8%	36.6%	38.6%	40.4%	37.5%
4. No Shortage	14.5%	11.8%	8.7%	16.7%	30.4%

Shortage for Administering Title IV

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	39.9%	40.6%	50.5%	33.5%	33.9%
2. No	60.1%	59.4%	49.5%	66.5%	66.1%

Shortage for Financial Aid Counseling

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	41.0%	45.0%	54.9%	32.4%	26.8%
2. No	59.0%	55.0%	45.1%	67.6%	73.2%

Duration of Shortage

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Permanent	80.8%	85.4%	85.9%	72.1%	72.7%
2. Transitional	19.2%	14.6%	14.1%	27.9%	27.3%

Timing of Shortages

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Ongoing	63.3%	55.3%	66.2%	62.3%	81.8%
2. Concentrated	36.7%	44.7%	33.8%	37.7%	18.2%

Average Number of Constraints

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
All Constraints	5.7	5.5	5.6	6.1	5.6
Long-Term Constraints	1.5	1.2	1.5	1.7	1.6
Temporary Constraints	4.2	4.3	4.1	4.4	4.0

Outlook of Constraint Not Enough Support Staff

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	64.8%	55.3%	66.7%	68.3%	72.7%
2. Temporary	17.9%	19.1%	14.1%	21.7%	18.2%
3. N/A	17.3%	25.5%	19.2%	10.0%	9.1%

Outlook of Constraint Not Enough Counseling Staff

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	77.0%	83.0%	75.6%	75.0%	72.7%
2. Temporary	13.8%	6.4%	14.1%	18.3%	18.2%
3. N/A	9.2%	10.6%	10.3%	6.7%	9.1%

Outlook of Constraint Staff Turnover

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	14.3%	19.1%	11.5%	15.0%	9.1%
2. Temporary	20.9%	19.1%	28.2%	15.0%	9.1%
3. N/A	64.8%	61.7%	60.3%	70.0%	81.8%

Outlook of Constraint Inefficient Organizational Structure	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	23.0%	21.3%	20.5%	28.3%	18.2%
2. Temporary	17.9%	17.0%	17.9%	18.3%	18.2%
3. N/A	59.2%	61.7%	61.5%	53.3%	63.6%

Outlook of Constraint Insufficient Use of Vendors	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	12.2%	17.0%	7.7%	15.0%	9.1%
2. Temporary	9.7%	6.4%	10.3%	8.3%	27.3%
3. N/A	78.1%	76.6%	82.1%	76.7%	63.6%

Outlook of Constraint Insufficient Technology	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	40.3%	27.7%	41.0%	48.3%	45.5%
2. Temporary	13.3%	14.9%	11.5%	15.0%	9.1%
3. N/A	46.4%	57.4%	47.4%	36.7%	45.5%

Outlook of Constraint Lack of Technology Training	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	37.8%	29.8%	39.7%	43.3%	27.3%
2. Temporary	26.5%	23.4%	26.9%	30.0%	18.2%
3. N/A	35.7%	46.8%	33.3%	26.7%	54.5%

Outlook of Constraint Limited Operating Autonomy	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	29.6%	34.0%	28.2%	30.0%	18.2%
2. Temporary	8.7%	4.3%	9.0%	11.7%	9.1%
3. N/A	61.7%	61.7%	62.8%	58.3%	72.7%

Outlook of Constraint Responsibilities Not Part of Core Mission

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	55.1%	61.7%	51.3%	51.7%	72.7%
2. Temporary	11.2%	4.3%	12.8%	15.0%	9.1%
3. N/A	33.7%	34.0%	35.9%	33.3%	18.2%

Outlook of Constraint Limited Operating Budget

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	60.2%	74.5%	57.7%	53.3%	54.5%
2. Temporary	10.7%	4.3%	6.4%	20.0%	18.2%
3. N/A	29.1%	21.3%	35.9%	26.7%	27.3%

Outlook of Constraint Other

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Long Term	7.7%	4.3%	11.5%	6.7%	0.0%
2. Temporary	1.0%	2.1%	0.0%	0.0%	9.1%
3. N/A	91.3%	93.6%	88.5%	93.3%	90.9%

Causal Factors

Population: First questions -- Of those who answered the question, Cause questions -- Of those who listed at least one cause (gives an average for those with causes).

Impact of Last Minute Congressional Action on Workload

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Significant Impact	80.8%	77.1%	79.5%	85.2%	81.8%
2. Some Impact	14.6%	18.8%	14.1%	13.1%	9.1%
3. Little Impact	1.5%	2.1%	2.6%	0.0%	0.0%
4. No Impact	3.0%	2.1%	3.8%	1.6%	9.1%

Impact of Last Minute Congressional Action on Aid Decisions

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Significant Impact	37.9%	47.9%	29.5%	41.0%	36.4%
2. Some Impact	32.8%	31.3%	38.5%	29.5%	18.2%
3. Little Impact	20.7%	14.6%	21.8%	21.3%	36.4%
4. No Impact	8.6%	6.3%	10.3%	8.2%	9.1%

Programs Subject to Gainful Employment	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	64.0%	53.2%	92.3%	31.1%	90.9%
2. No	36.0%	46.8%	7.7%	68.9%	9.1%

Impact of New GE Requirements	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Significant Impact	38.9%	28.0%	47.2%	15.8%	50.0%
2. Some Impact	46.8%	52.0%	40.3%	68.4%	40.0%
3. Little Impact	11.9%	16.0%	12.5%	10.5%	0.0%
4. No Impact	2.4%	4.0%	0.0%	5.3%	10.0%

Average Number of Causes	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Causes of Constraints	8.6	9.1	8.7	8.2	7.4
Major Causes of Constraints	5.6	6.5	5.7	5.0	3.4
Minor Causes of Constraints	3.0	2.6	2.9	3.2	4.0

Causes of Constraint State Budget	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	55.4%	85.1%	74.0%	15.0%	18.2%
2. Minor	19.0%	10.6%	18.2%	25.0%	27.3%
3. N/A	25.6%	4.3%	7.8%	60.0%	54.5%

Causes of Constraint Institutional Budget	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	69.2%	80.9%	64.9%	68.3%	54.5%
2. Minor	20.0%	14.9%	22.1%	23.3%	9.1%
3. N/A	10.8%	4.3%	13.0%	8.3%	36.4%

Causes of Constraint Greater Compliance Workload	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	86.7%	93.6%	87.0%	88.3%	45.5%
2. Minor	9.2%	4.3%	9.1%	6.7%	45.5%
3. N/A	4.1%	2.1%	3.9%	5.0%	9.1%

Causes of Constraint Greater Number of Applicants	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	57.9%	70.2%	54.5%	61.7%	9.1%
2. Minor	30.3%	19.1%	33.8%	28.3%	63.6%
3. N/A	11.8%	10.6%	11.7%	10.0%	27.3%

Causes of Constraint Increases in Verifications	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	37.9%	42.6%	36.4%	35.0%	45.5%
2. Minor	41.5%	31.9%	44.2%	43.3%	54.5%
3. N/A	20.5%	25.5%	19.5%	21.7%	0.0%

Causes of Constraint Increases in Pjs	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	33.8%	44.7%	33.8%	28.3%	18.2%
2. Minor	43.6%	40.4%	40.3%	48.3%	54.5%
3. N/A	22.6%	14.9%	26.0%	23.3%	27.3%

Causes of Constraint Insufficient Administrative Cost Allowance	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	33.3%	46.8%	29.9%	28.3%	27.3%
2. Minor	37.4%	34.0%	41.6%	38.3%	18.2%
3. N/A	29.2%	19.1%	28.6%	33.3%	54.5%

Causes of Constraint Lack of Qualified Staff Applicants

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	30.8%	36.2%	33.8%	26.7%	9.1%
2. Minor	33.8%	36.2%	33.8%	36.7%	9.1%
3. N/A	35.4%	27.7%	32.5%	36.7%	81.8%

Causes of Constraint Vendor Costs

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	27.7%	27.7%	33.8%	21.7%	18.2%
2. Minor	21.0%	17.0%	19.5%	23.3%	36.4%
3. N/A	51.3%	55.3%	46.8%	55.0%	45.5%

Causes of Constraint Bureaucratic Inefficiency

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	53.3%	51.1%	54.5%	55.0%	45.5%
2. Minor	19.0%	25.5%	13.0%	20.0%	27.3%
3. N/A	27.7%	23.4%	32.5%	25.0%	27.3%

Causes of Constraint Additional Title IV Requirements

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	64.6%	59.6%	66.2%	70.0%	45.5%
2. Minor	23.6%	25.5%	16.9%	26.7%	45.5%
3. N/A	11.8%	14.9%	16.9%	3.3%	9.1%

Causes of Constraint Other

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Major	4.6%	8.5%	3.9%	3.3%	0.0%
2. Minor	1.5%	0.0%	1.3%	1.7%	9.1%
3. N/A	93.8%	91.5%	94.8%	95.0%	90.9%

Impact on Students
Population: Of those who stated there was some impact.

Impact on Ability to Meet Obligations to Students	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Significant Impact	21.1%	27.7%	25.0%	13.3%	9.1%
2. Some Impact	63.9%	57.4%	57.9%	75.0%	72.7%
3. Little Impact	13.9%	14.9%	14.5%	11.7%	18.2%
4. No Impact	1.0%	0.0%	2.6%	0.0%	0.0%

Capacity to Support Students	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Very Limited Capacity	25.9%	21.7%	34.2%	21.7%	9.1%
2. Somewhat Limited Capacity	68.4%	69.6%	63.2%	71.7%	81.8%
3. Sufficient Capacity	5.7%	8.7%	2.6%	6.7%	9.1%

Impacts By Area	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
Any Impact on Other Aid Processing	96.8%	95.5%	97.3%	96.7%	100.0%
Any Impact on Student Services	95.7%	95.5%	98.6%	93.3%	90.0%
Any Impact on Compliance	95.2%	97.7%	94.5%	96.7%	80.0%
Any Impact on Professional Development	93.6%	97.7%	91.8%	95.0%	80.0%
Any Impact on Application Processing	91.4%	88.6%	93.2%	93.3%	80.0%
Any Impact on Professional Judgements	90.4%	90.9%	91.8%	90.0%	80.0%
Any Impact on Return of Title IV Funds	89.8%	90.9%	93.2%	86.7%	80.0%
Any Impact on Consumer Information	80.7%	81.8%	86.3%	78.3%	50.0%

Impact on Standard Aid Processing
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Standard Aid Processing Accurately Determine Eligibility	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	11.2%	18.2%	9.6%	8.3%	10.0%
2. Somewhat Affected	29.9%	34.1%	30.1%	28.3%	20.0%
3. Slightly Affected	28.9%	25.0%	37.0%	23.3%	20.0%
4. Not Affected	28.9%	22.7%	23.3%	36.7%	50.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Accurately Award Aid	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	12.3%	11.4%	15.1%	11.7%	0.0%
2. Somewhat Affected	23.5%	20.5%	26.0%	25.0%	10.0%
3. Slightly Affected	28.3%	27.3%	31.5%	25.0%	30.0%
4. Not Affected	34.8%	40.9%	27.4%	35.0%	60.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Calculate Costs of Attendance	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	8.0%	13.6%	6.8%	6.7%	0.0%
2. Somewhat Affected	13.9%	9.1%	15.1%	15.0%	20.0%
3. Slightly Affected	35.8%	29.5%	32.9%	43.3%	40.0%
4. Not Affected	41.2%	47.7%	45.2%	31.7%	40.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Discretionary Verification	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	20.3%	22.7%	21.9%	16.7%	20.0%
2. Somewhat Affected	28.3%	22.7%	24.7%	38.3%	20.0%
3. Slightly Affected	29.9%	20.5%	37.0%	28.3%	30.0%
4. Not Affected	20.3%	34.1%	16.4%	13.3%	30.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Accuracy of Verification	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	16.6%	18.2%	21.9%	11.7%	0.0%
2. Somewhat Affected	22.5%	31.8%	19.2%	21.7%	10.0%
3. Slightly Affected	30.5%	20.5%	37.0%	28.3%	40.0%
4. Not Affected	29.4%	29.5%	21.9%	35.0%	50.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Resolution of Conflicting Info	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	20.3%	22.7%	19.2%	20.0%	20.0%
2. Somewhat Affected	34.8%	40.9%	37.0%	30.0%	20.0%
3. Slightly Affected	29.4%	22.7%	30.1%	35.0%	20.0%
4. Not Affected	14.4%	13.6%	13.7%	11.7%	40.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Student File Maintenance	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	11.8%	13.6%	9.6%	13.3%	10.0%
2. Somewhat Affected	27.8%	27.3%	26.0%	30.0%	30.0%
3. Slightly Affected	30.5%	29.5%	34.2%	26.7%	30.0%
4. Not Affected	28.9%	29.5%	30.1%	26.7%	30.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Size of Negative Impact on Standard Aid Processing Other	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	3.7%	6.8%	4.1%	0.0%	10.0%
2. Somewhat Affected	2.7%	2.3%	2.7%	1.7%	10.0%
3. Slightly Affected	1.6%	2.3%	2.7%	0.0%	0.0%
4. Not Affected	90.9%	88.6%	90.4%	95.0%	80.0%
5. Missing	1.1%	0.0%	0.0%	3.3%	0.0%

Impact on Other Aid Processing
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Other Aid Processing Generate Aid Packages	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	11.8%	18.2%	8.2%	13.3%	0.0%
2. Somewhat Affected	36.4%	31.8%	42.5%	33.3%	30.0%
3. Slightly Affected	26.2%	13.6%	28.8%	31.7%	30.0%
4. Not Affected	25.1%	36.4%	20.5%	20.0%	40.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Award Revisions	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	20.3%	27.3%	20.5%	16.7%	10.0%
2. Somewhat Affected	33.7%	31.8%	35.6%	33.3%	30.0%
3. Slightly Affected	27.8%	25.0%	24.7%	30.0%	50.0%
4. Not Affected	17.6%	15.9%	19.2%	18.3%	10.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Resolve Overawards	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	15.5%	27.3%	13.7%	10.0%	10.0%
2. Somewhat Affected	33.2%	36.4%	35.6%	31.7%	10.0%
3. Slightly Affected	27.3%	20.5%	27.4%	33.3%	20.0%
4. Not Affected	23.5%	15.9%	23.3%	23.3%	60.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing 150 Percent Rule	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	42.2%	52.3%	45.2%	36.7%	10.0%
2. Somewhat Affected	23.5%	22.7%	21.9%	28.3%	10.0%
3. Slightly Affected	12.3%	9.1%	11.0%	11.7%	40.0%
4. Not Affected	21.4%	15.9%	21.9%	21.7%	40.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Restoration of Overpayments	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	16.0%	22.7%	15.1%	15.0%	0.0%
2. Somewhat Affected	20.3%	25.0%	21.9%	16.7%	10.0%
3. Slightly Affected	25.1%	20.5%	32.9%	20.0%	20.0%
4. Not Affected	38.0%	31.8%	30.1%	46.7%	70.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Pell Grant LEU	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	19.8%	34.1%	16.4%	15.0%	10.0%
2. Somewhat Affected	25.1%	25.0%	32.9%	20.0%	0.0%
3. Slightly Affected	31.0%	25.0%	32.9%	30.0%	50.0%
4. Not Affected	23.5%	15.9%	17.8%	33.3%	40.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Gainful Employment	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	22.5%	13.6%	41.1%	6.7%	20.0%
2. Somewhat Affected	15.5%	11.4%	20.5%	15.0%	0.0%
3. Slightly Affected	18.7%	13.6%	21.9%	15.0%	40.0%
4. Not Affected	42.8%	61.4%	16.4%	61.7%	40.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Timely Disbursement	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	13.4%	9.1%	23.3%	6.7%	0.0%
2. Somewhat Affected	21.4%	25.0%	21.9%	16.7%	30.0%
3. Slightly Affected	26.2%	27.3%	23.3%	30.0%	20.0%
4. Not Affected	38.5%	38.6%	31.5%	45.0%	50.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Resolution of SAP	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	20.9%	20.5%	27.4%	15.0%	10.0%
2. Somewhat Affected	33.2%	38.6%	37.0%	25.0%	30.0%
3. Slightly Affected	28.3%	25.0%	24.7%	36.7%	20.0%
4. Not Affected	17.1%	15.9%	11.0%	21.7%	40.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Size of Negative Impact on Other Aid Processing Other	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	2.1%	0.0%	4.1%	1.7%	0.0%
2. Somewhat Affected	0.0%	0.0%	0.0%	0.0%	0.0%
3. Slightly Affected	1.1%	0.0%	1.4%	0.0%	10.0%
4. Not Affected	96.3%	100.0%	94.5%	96.7%	90.0%
5. Missing	0.5%	0.0%	0.0%	1.7%	0.0%

Impact on Professional Judgements
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Professional Judgement Identification of Exceptional Circumstances	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	27.3%	25.0%	30.1%	25.0%	30.0%
2. Somewhat Affected	25.7%	43.2%	26.0%	16.7%	0.0%
3. Slightly Affected	26.2%	18.2%	20.5%	36.7%	40.0%
4. Not Affected	18.7%	13.6%	23.3%	15.0%	30.0%
5. Missing	2.1%	0.0%	0.0%	6.7%	0.0%

Size of Negative Impact on Professional Judgement Appeals	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	21.9%	29.5%	27.4%	11.7%	10.0%
2. Somewhat Affected	32.6%	34.1%	34.2%	35.0%	0.0%
3. Slightly Affected	26.7%	22.7%	24.7%	30.0%	40.0%
4. Not Affected	16.6%	13.6%	13.7%	16.7%	50.0%
5. Missing	2.1%	0.0%	0.0%	6.7%	0.0%

Size of Negative Impact on Professional Judgement Adjustments	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	15.5%	29.5%	15.1%	6.7%	10.0%
2. Somewhat Affected	35.3%	22.7%	42.5%	41.7%	0.0%
3. Slightly Affected	26.7%	27.3%	26.0%	25.0%	40.0%
4. Not Affected	20.3%	20.5%	16.4%	20.0%	50.0%
5. Missing	2.1%	0.0%	0.0%	6.7%	0.0%

Size of Negative Impact on Professional Judgement Other	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	1.6%	4.5%	1.4%	0.0%	0.0%
2. Somewhat Affected	0.0%	0.0%	0.0%	0.0%	0.0%
3. Slightly Affected	0.5%	0.0%	0.0%	0.0%	10.0%
4. Not Affected	95.7%	95.5%	98.6%	93.3%	90.0%
5. Missing	2.1%	0.0%	0.0%	6.7%	0.0%

Impact on Compliance
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Compliance Rules Directly Related to Title IV	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	33.2%	25.0%	42.5%	31.7%	10.0%
2. Somewhat Affected	28.3%	43.2%	24.7%	25.0%	10.0%
3. Slightly Affected	24.6%	20.5%	20.5%	30.0%	40.0%
4. Not Affected	11.8%	11.4%	9.6%	10.0%	40.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance Rules Indirectly Related to Title IV	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	21.9%	27.3%	24.7%	16.7%	10.0%
2. Somewhat Affected	23.0%	18.2%	26.0%	23.3%	20.0%
3. Slightly Affected	19.3%	13.6%	17.8%	23.3%	30.0%
4. Not Affected	33.7%	40.9%	28.8%	33.3%	40.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance New Title IV Requirements	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	42.2%	45.5%	45.2%	38.3%	30.0%
2. Somewhat Affected	32.1%	36.4%	28.8%	31.7%	40.0%
3. Slightly Affected	15.5%	15.9%	13.7%	20.0%	0.0%
4. Not Affected	8.0%	2.3%	9.6%	6.7%	30.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance Non Title IV Federal Requirements	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	15.5%	15.9%	12.3%	20.0%	10.0%
2. Somewhat Affected	27.8%	29.5%	31.5%	26.7%	0.0%
3. Slightly Affected	25.7%	22.7%	30.1%	21.7%	30.0%
4. Not Affected	28.9%	31.8%	23.3%	28.3%	60.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance State Rules	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	13.4%	18.2%	17.8%	6.7%	0.0%
2. Somewhat Affected	26.2%	29.5%	27.4%	25.0%	10.0%
3. Slightly Affected	29.9%	31.8%	26.0%	33.3%	30.0%
4. Not Affected	28.3%	20.5%	26.0%	31.7%	60.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance Private Aid Rules	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	5.9%	4.5%	8.2%	5.0%	0.0%
2. Somewhat Affected	20.3%	27.3%	13.7%	26.7%	0.0%
3. Slightly Affected	25.7%	34.1%	24.7%	21.7%	20.0%
4. Not Affected	46.0%	34.1%	50.7%	43.3%	80.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance Institutional Policies

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	14.4%	13.6%	13.7%	13.3%	30.0%
2. Somewhat Affected	28.9%	40.9%	24.7%	30.0%	0.0%
3. Slightly Affected	32.6%	22.7%	35.6%	35.0%	40.0%
4. Not Affected	21.9%	22.7%	23.3%	18.3%	30.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance Responding to Proposed Rulemakings

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	39.6%	40.9%	38.4%	41.7%	30.0%
2. Somewhat Affected	20.3%	25.0%	15.1%	26.7%	0.0%
3. Slightly Affected	16.0%	9.1%	24.7%	11.7%	10.0%
4. Not Affected	21.9%	25.0%	19.2%	16.7%	60.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Size of Negative Impact on Compliance Other

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	7.5%	9.1%	4.1%	6.7%	30.0%
2. Somewhat Affected	2.7%	2.3%	2.7%	3.3%	0.0%
3. Slightly Affected	2.7%	2.3%	4.1%	1.7%	0.0%
4. Not Affected	85.0%	86.4%	86.3%	85.0%	70.0%
5. Missing	2.1%	0.0%	2.7%	3.3%	0.0%

Impact on Return of Title IV Funds
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Return of Title IV Funds Identification of Withdraws	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	23.0%	15.9%	28.8%	21.7%	20.0%
2. Somewhat Affected	32.6%	43.2%	39.7%	21.7%	0.0%
3. Slightly Affected	21.9%	25.0%	15.1%	26.7%	30.0%
4. Not Affected	18.7%	13.6%	13.7%	25.0%	40.0%
5. Missing	3.7%	2.3%	2.7%	5.0%	10.0%

Size of Negative Impact on Return of Title IV Funds Identification of Withdraw Date	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	23.5%	22.7%	31.5%	16.7%	10.0%
2. Somewhat Affected	29.9%	31.8%	35.6%	25.0%	10.0%
3. Slightly Affected	17.6%	22.7%	12.3%	20.0%	20.0%
4. Not Affected	25.1%	20.5%	17.8%	33.3%	50.0%
5. Missing	3.7%	2.3%	2.7%	5.0%	10.0%

Size of Negative Impact on Return of Title IV Funds Accuracy of R2T4 Calculations	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	17.1%	15.9%	19.2%	16.7%	10.0%
2. Somewhat Affected	23.5%	20.5%	35.6%	13.3%	10.0%
3. Slightly Affected	26.7%	34.1%	21.9%	28.3%	20.0%
4. Not Affected	28.9%	27.3%	20.5%	36.7%	50.0%
5. Missing	3.7%	2.3%	2.7%	5.0%	10.0%

Size of Negative Impact on Return of Title IV Funds Timeliness of R2T4 Calculations	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	31.0%	29.5%	39.7%	25.0%	10.0%
2. Somewhat Affected	23.5%	27.3%	23.3%	20.0%	30.0%
3. Slightly Affected	22.5%	20.5%	19.2%	28.3%	20.0%
4. Not Affected	19.3%	20.5%	15.1%	21.7%	30.0%
5. Missing	3.7%	2.3%	2.7%	5.0%	10.0%

Size of Negative Impact on Return of Title IV Funds Timeliness of Restoring Title IV Funds	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	19.3%	13.6%	30.1%	11.7%	10.0%
2. Somewhat Affected	24.6%	25.0%	27.4%	21.7%	20.0%
3. Slightly Affected	28.3%	31.8%	21.9%	36.7%	10.0%
4. Not Affected	24.1%	27.3%	17.8%	25.0%	50.0%
5. Missing	3.7%	2.3%	2.7%	5.0%	10.0%

Size of Negative Impact on Return of Title IV Funds Other	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	2.1%	4.5%	2.7%	0.0%	0.0%
2. Somewhat Affected	0.0%	0.0%	0.0%	0.0%	0.0%
3. Slightly Affected	1.1%	2.3%	1.4%	0.0%	0.0%
4. Not Affected	93.0%	90.9%	93.2%	95.0%	90.0%
5. Missing	3.7%	2.3%	2.7%	5.0%	10.0%

Impact on Student Services
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Student Services Regular Office Hours	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	12.3%	15.9%	11.0%	8.3%	30.0%
2. Somewhat Affected	26.7%	34.1%	27.4%	21.7%	20.0%
3. Slightly Affected	20.9%	13.6%	23.3%	25.0%	10.0%
4. Not Affected	37.4%	36.4%	37.0%	38.3%	40.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Extended Office Hours	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	26.7%	31.8%	26.0%	25.0%	20.0%
2. Somewhat Affected	20.9%	18.2%	24.7%	21.7%	0.0%
3. Slightly Affected	17.1%	13.6%	16.4%	21.7%	10.0%
4. Not Affected	32.6%	36.4%	31.5%	25.0%	70.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Walk in Hours	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	19.8%	18.2%	17.8%	23.3%	20.0%
2. Somewhat Affected	26.2%	31.8%	31.5%	20.0%	0.0%
3. Slightly Affected	18.2%	11.4%	17.8%	23.3%	20.0%
4. Not Affected	33.2%	38.6%	31.5%	26.7%	60.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Face to Face Counseling	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	38.0%	34.1%	43.8%	38.3%	10.0%
2. Somewhat Affected	27.8%	40.9%	26.0%	21.7%	20.0%
3. Slightly Affected	17.1%	9.1%	16.4%	23.3%	20.0%
4. Not Affected	14.4%	15.9%	12.3%	10.0%	50.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Loan Counseling	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	37.4%	36.4%	46.6%	30.0%	20.0%
2. Somewhat Affected	25.1%	34.1%	19.2%	28.3%	10.0%
3. Slightly Affected	18.2%	6.8%	17.8%	23.3%	40.0%
4. Not Affected	16.6%	22.7%	15.1%	11.7%	30.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Phone Contact	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	34.2%	45.5%	38.4%	23.3%	20.0%
2. Somewhat Affected	29.9%	34.1%	31.5%	30.0%	0.0%
3. Slightly Affected	21.4%	11.4%	17.8%	28.3%	50.0%
4. Not Affected	11.8%	9.1%	11.0%	11.7%	30.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Email Contact	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	26.2%	34.1%	26.0%	21.7%	20.0%
2. Somewhat Affected	31.0%	38.6%	34.2%	25.0%	10.0%
3. Slightly Affected	21.9%	11.4%	21.9%	28.3%	30.0%
4. Not Affected	18.2%	15.9%	16.4%	18.3%	40.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Orientation Activities	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	25.7%	34.1%	27.4%	18.3%	20.0%
2. Somewhat Affected	21.9%	27.3%	24.7%	16.7%	10.0%
3. Slightly Affected	24.6%	13.6%	30.1%	28.3%	10.0%
4. Not Affected	25.1%	25.0%	16.4%	30.0%	60.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Outreach Efforts	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	33.7%	40.9%	32.9%	31.7%	20.0%
2. Somewhat Affected	27.8%	31.8%	28.8%	25.0%	20.0%
3. Slightly Affected	20.9%	11.4%	26.0%	23.3%	10.0%
4. Not Affected	15.0%	15.9%	11.0%	13.3%	50.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Target Population Events	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	37.4%	47.7%	34.2%	36.7%	20.0%
2. Somewhat Affected	21.9%	22.7%	23.3%	23.3%	0.0%
3. Slightly Affected	19.3%	11.4%	23.3%	20.0%	20.0%
4. Not Affected	18.7%	18.2%	17.8%	13.3%	60.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Web And Social Media	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	33.2%	38.6%	32.9%	31.7%	20.0%
2. Somewhat Affected	24.6%	31.8%	26.0%	20.0%	10.0%
3. Slightly Affected	20.3%	13.6%	17.8%	31.7%	0.0%
4. Not Affected	19.3%	15.9%	21.9%	10.0%	70.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Size of Negative Impact on Student Services Other	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	2.1%	0.0%	1.4%	3.3%	10.0%
3. Slightly Affected	0.5%	0.0%	0.0%	1.7%	0.0%
4. Not Affected	94.7%	100.0%	97.3%	88.3%	90.0%
5. Missing	2.7%	0.0%	1.4%	6.7%	0.0%

Impact on Professional Development
Population: Of those who listed an impact in any area, not just this one.

Size of Negative Impact on Professional Development Staff Training	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	43.3%	45.5%	42.5%	46.7%	20.0%
2. Somewhat Affected	28.3%	29.5%	31.5%	25.0%	20.0%
3. Slightly Affected	20.9%	20.5%	16.4%	23.3%	40.0%
4. Not Affected	5.9%	4.5%	8.2%	1.7%	20.0%
5. Missing	1.6%	0.0%	1.4%	3.3%	0.0%

Size of Negative Impact on Professional Development Conflict Resolution	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	25.7%	31.8%	26.0%	23.3%	10.0%
2. Somewhat Affected	29.4%	29.5%	35.6%	23.3%	20.0%
3. Slightly Affected	20.9%	22.7%	16.4%	26.7%	10.0%
4. Not Affected	22.5%	15.9%	20.5%	23.3%	60.0%
5. Missing	1.6%	0.0%	1.4%	3.3%	0.0%

Size of Negative Impact on Professional Development Equipment Updates	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	29.9%	36.4%	27.4%	31.7%	10.0%
2. Somewhat Affected	29.4%	34.1%	32.9%	23.3%	20.0%
3. Slightly Affected	18.2%	9.1%	20.5%	23.3%	10.0%
4. Not Affected	20.9%	20.5%	17.8%	18.3%	60.0%
5. Missing	1.6%	0.0%	1.4%	3.3%	0.0%

Size of Negative Impact on Professional Development Other	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Affected	2.1%	4.5%	2.7%	0.0%	0.0%
2. Somewhat Affected	0.0%	0.0%	0.0%	0.0%	0.0%
3. Slightly Affected	0.5%	0.0%	1.4%	0.0%	0.0%
4. Not Affected	95.7%	95.5%	94.5%	96.7%	100.0%
5. Missing	1.6%	0.0%	1.4%	3.3%	0.0%

Parent Satisfaction Surveys
Population: Of those who answered the question

Conduct Parent Satisfaction Surveys	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Yes	35.0%	27.9%	41.7%	32.8%	30.0%
2. No	65.0%	72.1%	58.3%	67.2%	70.0%

Change in Parent Satisfaction	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Private Nonprofit Institutions	Other Institutions
1. Greatly Increased	7.1%	15.4%	3.0%	9.5%	0.0%
2. Somewhat Increased	30.0%	23.1%	30.3%	33.3%	33.3%
3. Not Changed	30.0%	23.1%	30.3%	28.6%	66.7%
4. Somewhat Decreased	30.0%	30.8%	33.3%	28.6%	0.0%
5. Greatly Decreased	2.9%	7.7%	3.0%	0.0%	0.0%

Resource Needs
Population: Of those who listed any resource needs at all, not by category.

Ranking of Resource Needs

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Nonprofit Private Institutions	Other Institutions
Resource Needs Counseling Staff	69.1%	73.0%	60.7%	74.5%	75.0%
Resource Needs Support Staff	58.6%	40.5%	69.6%	56.9%	75.0%
Resource Needs Technology Upgrades	45.4%	32.4%	41.1%	56.9%	62.5%
Resource Needs Operating Budget	33.6%	51.4%	25.0%	33.3%	12.5%
Resource Needs Aid Available	32.9%	43.2%	32.1%	31.4%	0.0%
Resource Needs Technological Training	31.6%	18.9%	35.7%	35.3%	37.5%
Resource Needs Procedure Training	31.6%	32.4%	33.9%	29.4%	25.0%
Resource Needs Automation	28.9%	18.9%	37.5%	27.5%	25.0%
Resource Needs Management Staff	27.0%	40.5%	26.8%	19.6%	12.5%
Resource Needs Vendors	13.2%	10.8%	12.5%	15.7%	12.5%
Resource Needs Other A	13.2%	16.2%	16.1%	9.8%	0.0%
Resource Needs Student Staff	11.2%	5.4%	14.3%	13.7%	0.0%
Resource Needs Operating Autonomy	7.9%	5.4%	10.7%	5.9%	12.5%
Resource Needs Other B	2.6%	5.4%	3.6%	0.0%	0.0%

Ranking of Staff Resources Needed

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Nonprofit Private Institutions	Other Institutions
Average of Total FTEs Needed	3.7	4.3	3.8	3.3	3.2
Counseling Staff	1.4	1.8	1.2	1.2	1.7
Support Staff	0.9	1.0	1.1	0.6	1.1
Management Staff	0.3	0.5	0.3	0.3	0.1
Technology Upgrades	0.3	0.3	0.1	0.4	0.3
Procedure Training	0.2	0.4	0.1	0.2	-
Student Staff	0.2	0.2	0.3	0.1	-
Technological Training	0.1	0.0	0.2	0.2	-
Other A	0.1	0.1	0.2	0.1	-
Vendors	0.1	-	0.1	0.1	-
Aid Available	0.1	0.0	0.1	0.0	-
Automation	0.1	-	0.0	0.1	-
Operating Budget	0.0	-	0.0	0.1	-
Other B	0.0	0.1	-	0.0	-
Operating Autonomy	0.0	-	-	0.0	-

Average Costs of Needed Resources

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Nonprofit Private Institutions	Other Institutions
Total Costs	$5,739,091	$16,657,830	$1,687,427	$2,146,370	$378,000
Management Staff	$21,833	$29,842	$22,636	$13,587	$28,000
Counseling Staff	$64,263	$72,843	$68,651	$49,348	$88,000
Support Staff	$30,524	$29,737	$36,436	$23,185	$39,000
Student Staff	$1,750	$789	$2,582	$1,739	$-
Technology Upgrades	$97,733	$178,342	$72,982	$49,620	$200,000
Technological Training	$5,494	$6,553	$6,258	$4,304	$-
Procedure Training	$5,625	$8,816	$3,345	$6,326	$-
Operating Budget	$47,024	$149,803	$10,109	$11,043	$3,000
Aid Available	$5,414,896	$16,101,316	$1,409,818	$1,964,239	$-
Automation	$26,910	$55,184	$26,109	$7,435	$-
Vendors	$8,253	$5,263	$9,173	$8,348	$20,000
Operating Autonomy	$90	$-	$55	$217	$-
Other A	$10,833	$12,237	$15,636	$5,109	$-
Other B	$3,792	$7,105	$3,636	$1,652	$-
Other C	$69	$-	$-	$217	$-

Priority Resource

	All Institutions	Four-Year Public Institutions	Two-Year Public Institutions	Four-Year Nonprofit Private Institutions	Other Institutions
Counseling staff	35.2%	40.5%	30.0%	36.8%	40.0%
Support staff	15.6%	7.1%	25.7%	8.8%	20.0%
Technological upgrades	14.0%	9.5%	12.9%	19.3%	10.0%
Management staff	8.9%	7.1%	7.1%	10.5%	20.0%
Automation	4.5%	7.1%	2.9%	5.3%	0.0%
Technical staff	4.5%	4.8%	5.7%	3.5%	0.0%
Training (technological)	3.9%	0.0%	5.7%	5.3%	0.0%
Aid available for students	3.4%	7.1%	2.9%	0.0%	10.0%
Compliance Officer	2.2%	4.8%	1.4%	1.8%	0.0%
Training (process and procedures)	2.2%	2.4%	1.4%	3.5%	0.0%
3rd party servicers	1.7%	2.4%	2.9%	0.0%	0.0%
Operating budget	1.7%	2.4%	0.0%	3.5%	0.0%
Other (please specify)	1.7%	4.8%	1.4%	0.0%	0.0%
Student staff	0.6%	0.0%	0.0%	1.8%	0.0%

The National Association of Student Financial Aid Administrators (NASFAA) provides professional development for financial aid administrators; advocates for public policies that increase student access and success; serves as a forum on student financial aid issues, and is committed to diversity throughout all activities.

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