NASFAA
NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

2020 ADMINISTRATIVE BURDEN SURVEY

Table of Contents

Executive Summary

In fall 2019, the National Association of Student Financial Aid Administrators (NASFAA) surveyed financial aid professionals on the environment in which financial aid offices administer college student aid. NASFAA conducted the survey as a follow-up to similar studies published in 2015 and 2010. We designed the survey questions to assess the existing capabilities of NASFAA members' financial aid offices. We also aimed to identify the resource shortages that may hamper the delivery of financial aid services, the causes of those shortages, and the potential impact they may have on both students and office processes.

Key findings

- About half of survey respondents said the amount of aid disbursed had increased by more than 10% over the past five years, while about 26% said aid disbursements had decreased. Slightly more than a third of respondents said that the number of aid applicants had increased by more than 10%, while about 29% said the number of applicants had decreased. Comparison to the 2015 survey suggests that increases in the number of applicants may be slowing.
- As in the 2015 survey, most respondents reported that staff size remained relatively constant or decreased at their school, yet the amount of effort spent on aid applicants has grown.
- Forty-three percent of respondents said their financial aid office had faced moderate resource shortages—in staff, financial, technology, or other resources—that affect the level of services during peak processing period. This proportion remains virtually unchanged from 2015.
- The major causes most often cited as contributing to those shortages were a limited budget, not enough counseling staff, and not enough support staff. Respondents reported similar shortages in 2015, but budget issues are now at the top.
- The major causes contributing to those shortages most often cited were inadequate institutional budgets, compliance workload, and, to a lesser extent, bureaucratic inefficiency and additional Title IV requirements. The 2015 survey showed similar results but included "more applicants" among the top causes.
- Almost all respondents believed last-minute congressional actions negatively impacted the financial aid office workload. Half felt these actions had a significant negative impact.
- Negative impacts reported from resource shortages ranged from direct services to students, such as financial literacy and outreach efforts, to activities within the financial aid office, such as aid processing, verification, compliance, and providing consumer information.
- More than 40% of survey respondents said complying with verification comprised 20% or more of their operating budgets. About 17% of respondents reported it took more than an hour on average to verify a single application, while 38% said it took an average of less than 20 minutes.

Recommendations

The recommendations put forth in this report address the causes associated with resource constraints, and NASFAA calls on Congress and the U.S. Department of Education (ED) to take reasonable steps to reduce administrative burden. If enacted, these recommendations would allow financial aid administrators more time to spend counseling students and remain in compliance with their administrative capability mandate.

NASFAA recommends these actions:

Recommendation #1: Eliminate all non-financial aid related questions from the FAFSA.

Recommendation #2: Revise the Master Calendar to accommodate the October 1 release of the FAFSA.

Recommendation #3: Review, consolidate, and streamline consumer information requirements to make disclosures more targeted, meaningful, and effective.

Recommendation #4: Simplify the process for returning Title IV funds when a student withdraws.

Recommendation #5: Evaluate data available from the implementation of the FUTURE Act to ensure verification targets applications as effectively as possible.

Recommendation #6: Implement a single school portal to streamline data collection and processing.

Recommendation #7: Overhaul ED's burden estimate process.

Recommendation #8: Give financial aid administrators the authority to limit student loan amounts and require annual loan counseling.

Recommendation #9: Require that ED provide more financial wellness education.

Introduction

In 2010 and 2015, the National Association of Student Financial Aid Administrators (NASFAA) conducted a survey to examine the causes and effects of administrative burden on institutional financial aid offices. The studies looked at a number of issues, including current financial aid resources and shortages, the impact of those shortages on students and financial aid offices, and the additional resources that could help overcome these shortages. The survey results demonstrated that financial aid offices consistently faced resource shortages that were permanent, structural problems and that a primary reason for these shortages was the "greater compliance workload," which has not improved since the 2015 survey. It found that institutions were greatly in need of counseling staff, support staff, and technical upgrades, in particular. The survey also explored the causes behind resource shortages and the impacts they had on financial aid office capabilities. Important causes included insufficient institutional budgets and continuing compliance issues as well as trends toward additional Title IV requirements and more applicants.

The five years since NASFAA conducted the 2015 survey have seen diverse changes in factors that may impact financial aid offices, including changes in enrollment, non-academic pressures on students, and growing technology needs. Meanwhile, higher education budgets have not increased enough to cover additional expenses, and affordability issues have come increasingly to the fore as tuitions continue to rise. Time-intensive processes, like verification of student aid information and professional judgments, continue to drive high financial aid office workloads, as have additional regulatory and sub-regulatory requirements.

In recent years, calls for simplification have resulted in some crucial changes, such as the use of prior-prior year income to determine student eligibility, refinement of the IRS Data Retrieval Tool (DRT), and alignment between admissions and financial aid timelines. But although these changes should help students and families as they navigate the student aid application process, it is not clear whether they will reduce the burden on college financial aid professionals.

In fall 2019, NASFAA again surveyed financial aid professionals from its member institutions in an effort to better understand how these ongoing changes are affecting the continuing mission of college financial aid offices to provide quality services to the millions of students and families they serve.

Survey Methodology

The 2019 Administrative Burden survey consisted of four sections:

• Institutional profile information

• Information about current financial aid office resources and perceived shortages

• Observations about the impacts of shortages on students and financial aid office services

• Institutional resource needs to maintain quality service delivery

A copy of the survey instrument appears in Appendix A.

NASFAA designed the survey questions to examine the existing capabilities of our members' financial aid offices. In particular, we aimed to identify specific resource shortages institutions may be experiencing as well as perceptions about the impact such shortages may have on financial aid offices and the students they serve. The survey informed participants that their responses would be confidential and any reported findings would not allow for third-party identification of individual institutions. The survey asked participants to provide OPEIDs so results could be matched to additional school information contained in National Center for Education Statistics IPEDS surveys.

In fall 2019, NASFAA emailed individuals listed as primary contacts at 2,531 of its member institutions asking them to complete the online survey. In addition, primary contacts had 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

Of the 2,531 surveys sent, NASFAA received 343 (14%) with 269 that included a response to at least one question (11% of the surveys sent). Unless otherwise stated, the survey asked respondents to provide information for the 2018-19 award year.

As shown in Figure 1, almost half of survey respondents who answered the question about institutional characteristics (47%) came from public institutions, and 45% came from private not-for-profit institutions. Most survey respondents (67%) came from four-year institutions, and most (79%) used a semester format for academic years.

Survey respondents tended to come from relatively small institutions. Almost half (48%) came from institutions with a full-time equivalent (FTE) enrollment of 1,000–4,999, and an additional 22% came from institutions that enrolled under 1,000 FTE students.

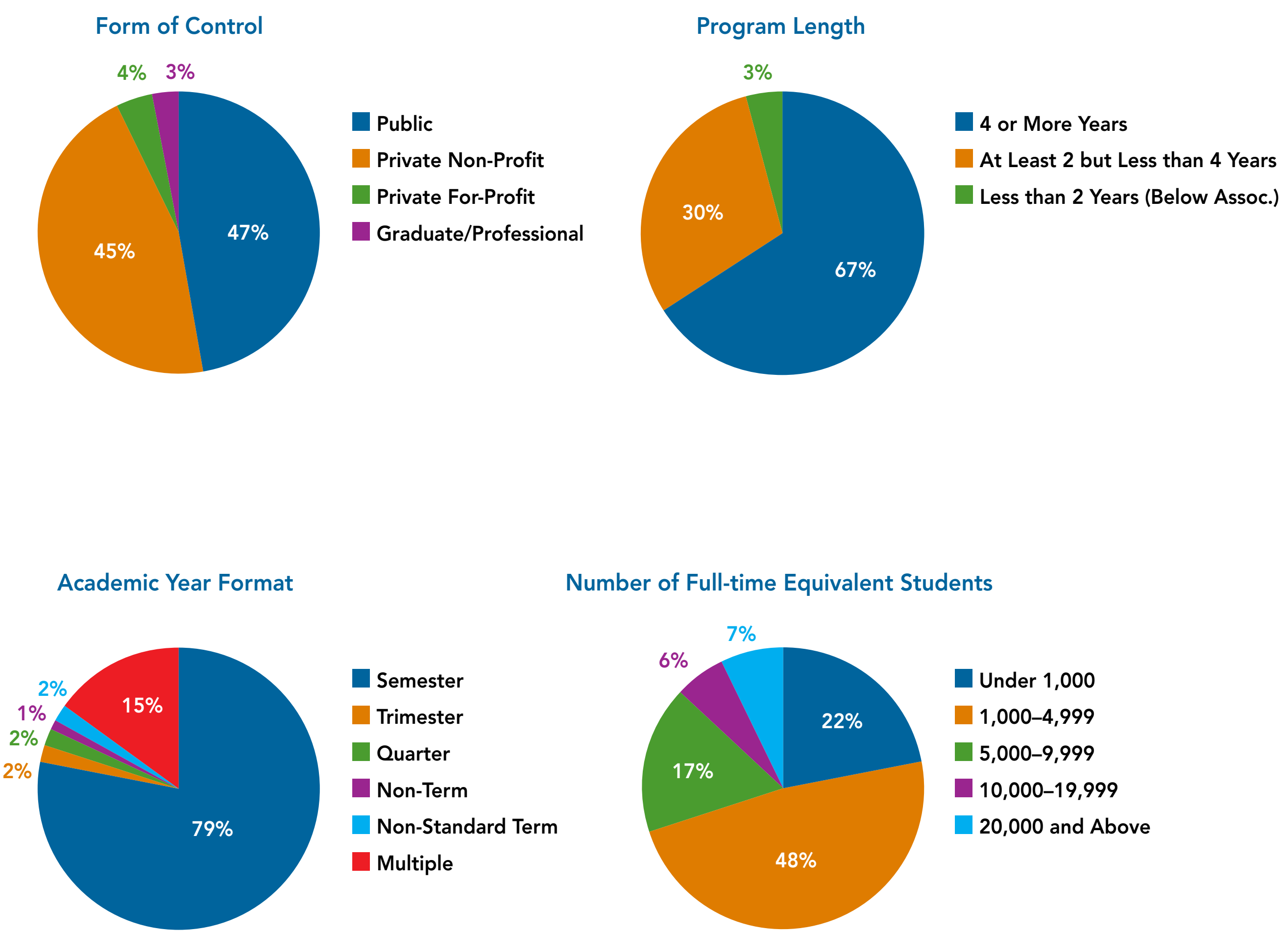


Figure 1. Profile of survey respondents by select institutional characteristics.

The distribution of survey respondents appeared similar to the distribution of NASFAA's membership. The sample was slightly weighted toward private nonprofit institutions (Figure 2) and a program level of four or more years (Figure 3). Note that survey respondents from for-profit institutions appear to be underrepresented. The sample also appears to have a slightly lower proportion of institutions with enrollment under 1,000 (Figure 4).

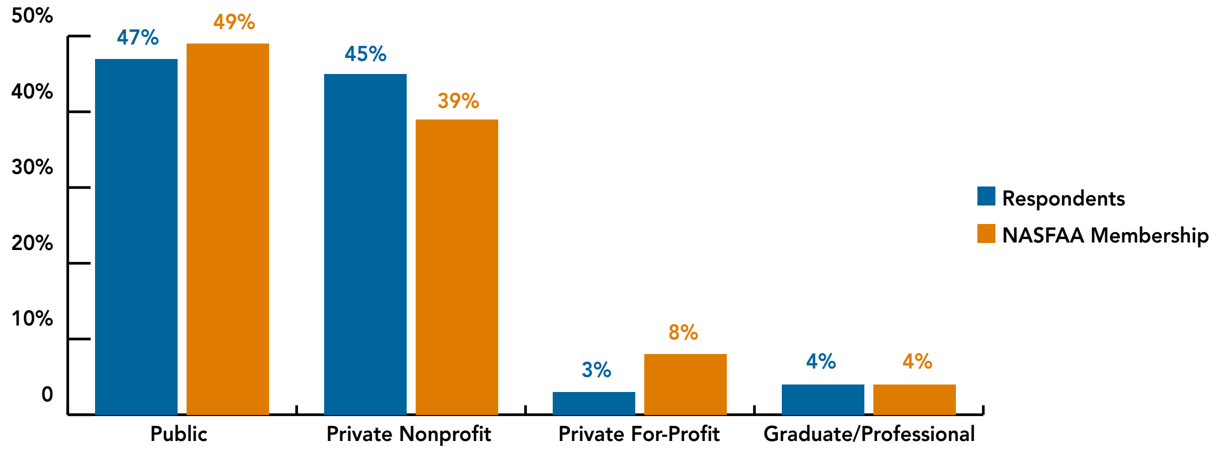


Figure 2. Comparison of survey respondents and NASFAA membership by form of control.

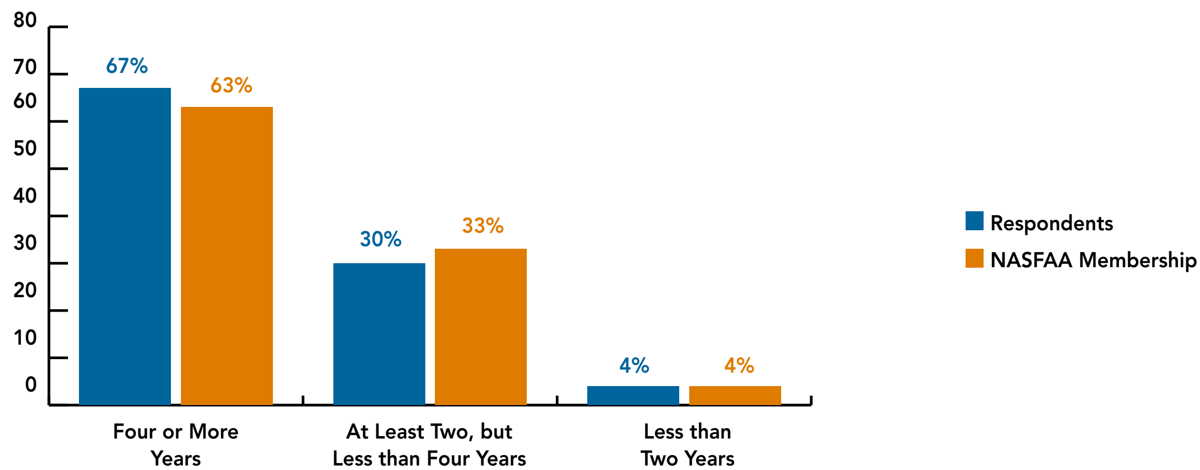


Figure 3. Comparison of survey respondents and NASFAA membership by program level.

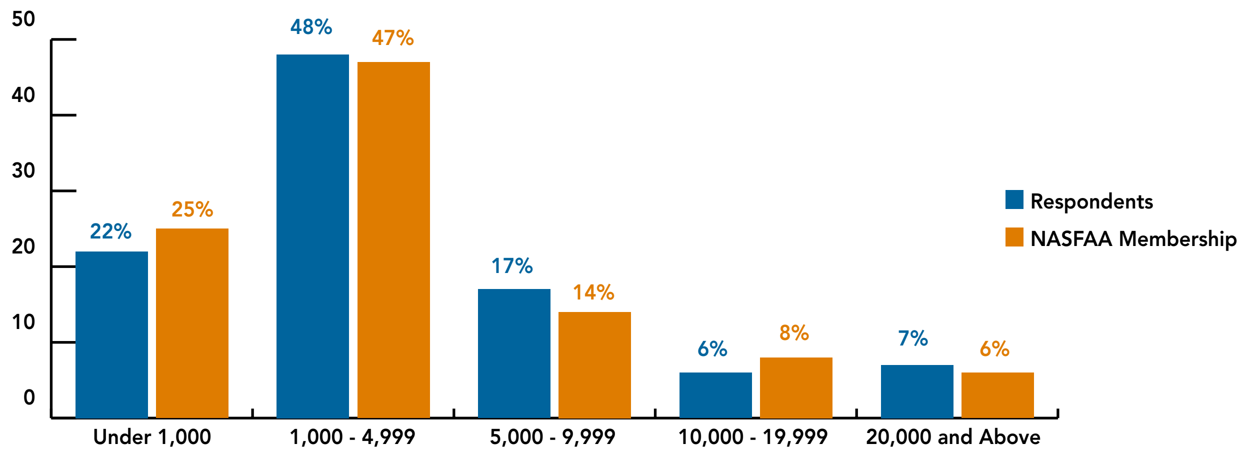


Figure 4. Comparison of survey respondents and NASFAA membership by institutional size.

In terms of the professional background of survey respondents, 80% said they had more than 10 years' experience in the financial aid field, and 43% indicated they had worked in the same financial aid office for at least 10 years (Figure 5). Survey respondents from public and private not-for-profit 4-year institutions reported having slightly more experience and longer position tenures than respondents from public 2-year institutions.

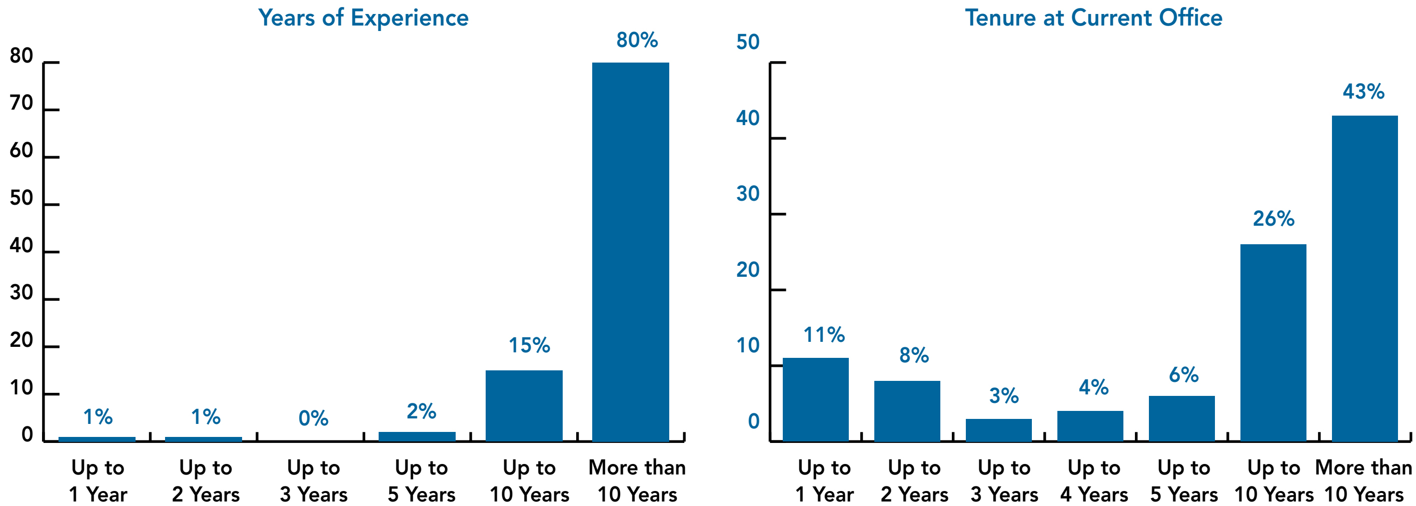


Figure 5. Characteristics of survey respondents.

Staff sizes at financial aid offices tend to be positively correlated with institutional enrollments. Table 1 breaks out the average, maximum, and minimum staff sizes reported by survey respondents based on institutional enrollment size. Overall, institutions with enrollments of 20,000 and above had higher average numbers in every staff category. Institutions with lower enrollments tended to have low numbers of staff in all categories.

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

Directors of financial aid[a]

	Average	Maximum	Minimum
All institutions	3.0	14.0	0.0
Under 1,000	1.4	3.0	0.0
1,000 – 4,999	2.4	7.0	1.0
5,000 – 9,999	3.7	14.0	1.0
10,000 – 19,999	5.7	14.0	1.0
20,000 and above	7.4	14.0	2.0

Counselor staff

	Average	Maximum	Minimum
All institutions	4.3	57.0	0.0
Under 1,000	1.1	3.0	0.0
1,000 – 4,999	2.7	12.0	0.0
5,000 – 9,999	5.0	17.0	0.0
10,000 – 19,999	7.1	18.0	0.0
20,000 and above	18.8	57.0	0.0

Support staff

	Average	Maximum	Minimum
All institutions	2.9	56.0	0.0
Under 1,000	0.6	5.0	0.0
1,000 – 4,999	1.8	11.0	0.0
5,000 – 9,999	3.4	13.0	0.0
10,000 – 19,999	4.7	19.0	0.0
20,000 and above	12.9	56.0	1.0

Student staff

	Average	Maximum	Minimum
All institutions	3.5	40.0	0.0
Under 1,000	0.6	4.0	0.0
1,000 – 4,999	2.1	10.0	0.0
5,000 – 9,999	4.9	19.0	0.0
10,000 – 19,999	6.9	30.0	0.0
20,000 and above	10.7	40.0	0.0

Compliance officers

	Average	Maximum	Minimum
All institutions	0.3	3.0	0.0
Under 1,000	0.2	1.0	0.0
1,000 – 4,999	0.2	2.0	0.0
5,000 – 9,999	0.3	1.0	0.0
10,000 – 19,999	0.4	1.0	0.0
20,000 and above	1.2	3.0	0.0

IT support staff[b]

	Average	Maximum	Minimum
All institutions	0.7	8.0	0.0
Under 1,000	0.2	2.0	0.0
1,000 – 4,999	0.4	8.0	0.0
5,000 – 9,999	0.6	3.0	0.0
10,000 – 19,999	1.2	5.0	0.0
20,000 and above	2.7	7.0	0.0

[a] The category "Directors of financial aid" included directors, associate directors, and assistant directors.

[b] "IT support staff" may not have been dedicated financial aid office staff members, as respondents were only asked to report estimates of staff sizes and not directed to include only dedicated staff.

Looking across all institutional types, it is clear that students have access to a wide range of financial aid programs. For many federal aid programs, such as Federal Direct Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Work-Study (FWS), 90% or more of survey respondents who answered the question indicated their institution participated in the program. Participation rates for state aid programs and institutional gifts were also over 90%. Institutional loans, TEACH Grants, and emergency aid had the lowest participation rates (Figure 6).

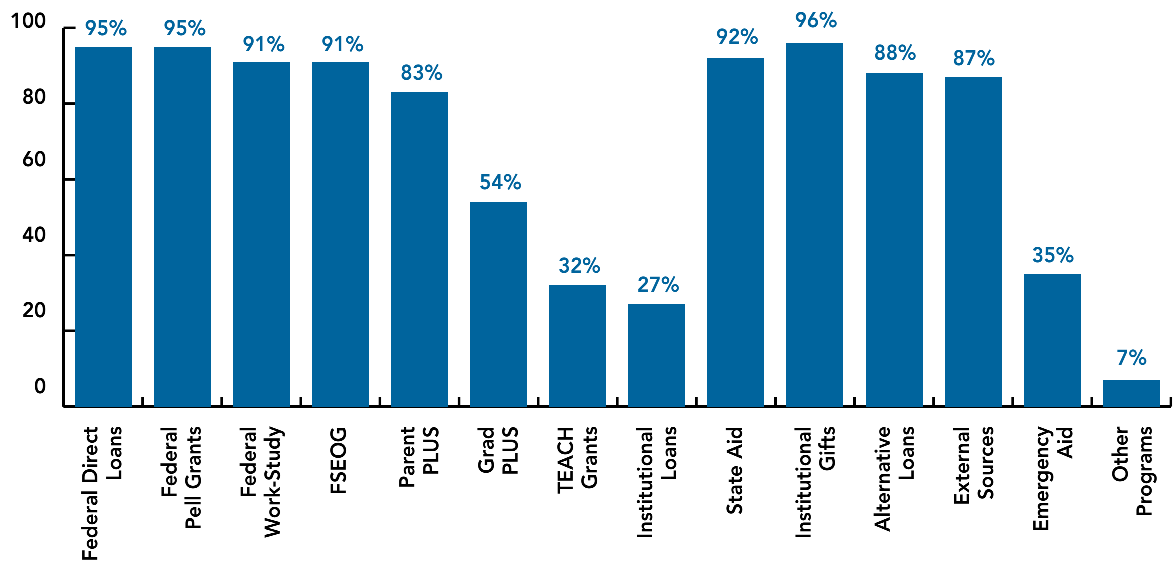


Figure 6. Percent of survey respondents indicating their institution provided the listed financial aid program. This is not an exhaustive list of federal, state, institutional, and private financial aid programs; it is meant to illuminate the differences in financing options typically available at different institution types.

When broken out by institutional sector, public 4-year institutions were more likely to have TEACH Grants (64% versus 32% overall), Grad PLUS (91% versus 54% overall), and emergency aid programs (57% versus 35% overall). Public 2-year institutions were least likely to participate in TEACH Grants (only 1% versus 32% overall), institutional loans (4% versus 27% overall), and alternative loans (78% versus 87% overall). Private four-year institutions were more likely to have institutional loans (39% versus 27% overall) but less likely to have emergency aid (25% versus 35% overall). In general, other institutions[1] often had lower rates of participation in aid programs, especially in the case of federal programs such as FWS, FSEOG, and PLUS but also for state aid programs and external sources.

The survey also asked respondents to characterize the financial literacy of students at their institution. Overall, most (63%) felt student financial literacy was somewhat limited, with an additional 17% reporting it was very limited (Table 2).

[1] The "other institutions" category includes private for-profit institutions, less than 2-year institutions, private 2-year institutions, and graduate/professional institutions. The response rates for each of these categories were too low to break out individually.

Table 2: Respondents' Perceptions of Students' Financial Literacy by Institutional Sector

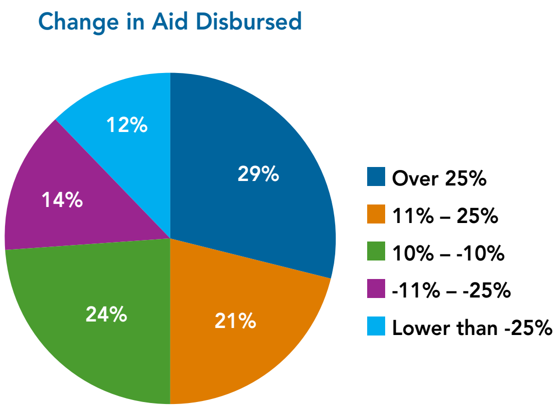
	Overall	Public	Private not-for-profit	4-yr	2-yr
Very limited	17%	22%	13%	15%	24%
Somewhat limited	63%	60%	66%	65%	60%
Somewhat sophisticated	18%	17%	19%	18%	16%
Very sophisticated	2%	1%	2%	2%	–

Note. Private for-profit institutions and less-than-two-year institutions were not included due to the low number of responses.

When we broke out these responses by institutional control, respondents from public institutions appeared to believe that a greater proportion of their students had very limited literacy compared to respondents from private nonprofit institutions. When compared by institutional level, respondents from two-year institutions reported lower levels of literacy than those from four-year institutions.

Changes in Applicants, Aid Disbursed, and Office Resources

Trends in aid disbursed and numbers of applicants varied widely across institutions (Figure 7). For both 2013-14 and 2018-19, about 50% of survey respondents who answered the question said the amount of aid disbursed had increased by more than 10% over the past five years, while about 26% said aid disbursements had decreased by more than 10%. Slightly more than a third (35%) of respondents said the number of aid applicants had increased by over 10%, while about 29% said the number of applicants had decreased by more than 10%. The proportion of survey respondents saying trends had been relatively constant was higher for applicants than it was for aid disbursed (36% versus 24%, respectively).



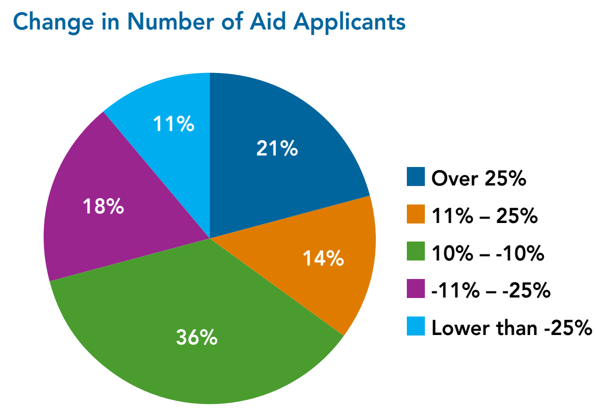
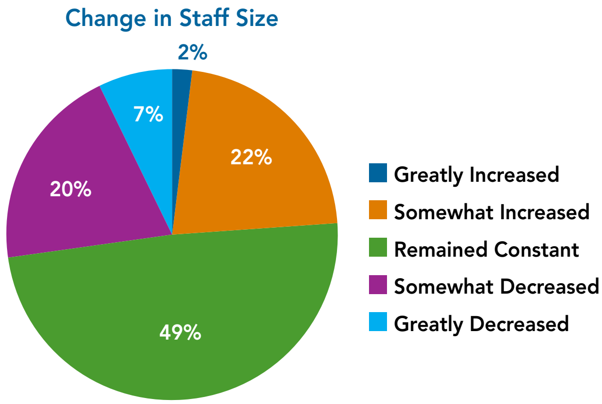


Figure 7. Changes in aid disbursed and number of financial aid applicants over the past five years.

Whereas trends in applicants and aid disbursements have varied, in general most respondents believed staff size remained relatively constant (49%) or decreased (27%) at their schools (Figure 8). However, this differed by institutional size: For institutions with enrollments of 20,000 or more, about two-thirds (69%) reported staff size had somewhat increased, and 6% said it had greatly increased. At the same time, overall respondents reported the amount of effort spent on aid applicants had grown: 32% said the time spent on students had greatly increased, and an additional 42% said it had somewhat increased. Taking all of these trends together, it appears that respondents at some schools may have experienced decreases in the numbers of aid applicants, and though staff sizes have not changed significantly for most, they have been able to spend more time on aid applicants.



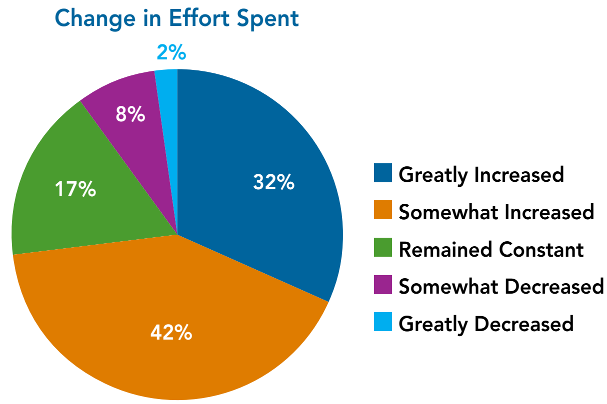


Figure 8. Perceptions about changes in aid office staff size and effort spent on aid applicants over the past five years.

Financial Aid Office Responsibilities for Compliance

Another section of the survey examined whether the financial aid office was the primary administrative unit responsible for Title IV regulatory compliance in areas not directly related to student financial aid processing and, if so, the types of responsibilities handled by the aid office (Figure 9). Slightly less than half (46%) of survey respondents who answered these questions indicated their financial aid office was responsible for such compliance activities. Of those who said they were responsible, 69% mentioned at least one specific responsibility. The most common responsibility was IPEDS (52%), followed by athletics reporting (26%).

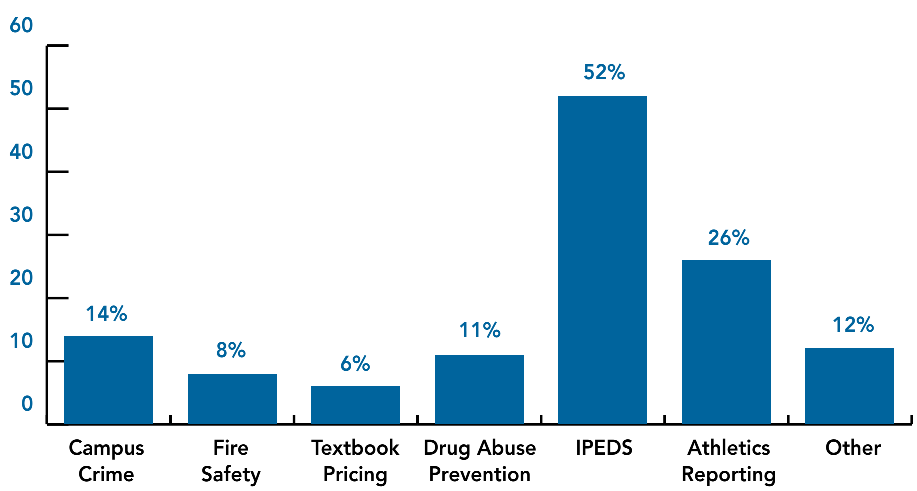


Figure 9. Financial aid office compliance responsibilities not directly related to aid processing.

Perceptions About Resource Shortages

Federal regulations require that institutions 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)]. Further, ED considers certain factors in terms of meeting these regulations.

The survey asked participants whether they believed their office currently faced any resource shortages that affected their capacity to maintain quality financial aid services and comply with all requirements. More specifically, it asked about the timing, duration, and specific types of any shortages encountered.

The findings indicate that 49% of respondents believed their financial aid office had faced moderate (43%) or severe (6%) resource shortages over the past five years that affected the level of services during peak processing periods. An additional 38% indicated they had some shortages that did not affect the level of service. Forty-five percent of those who faced some level of shortage believed their institution had a shortage of human or other resources needed to provide "adequate administration of Title IV funding programs." Of those, 80% believed their institution faced a shortage of resources to provide adequate financial aid counseling.

The remaining questions in the survey focused on the smaller group of respondents who said their institution faced some sort of resource shortage.[2] For example, the survey asked participants about the types of resource constraints they faced and the extent to which they perceived these as long term or temporary in duration. In general, 81% of these respondents felt the shortages were permanent (ongoing) rather than transitional (e.g., a one-time operational adjustment). About 71% noted that shortages occurred throughout the financial aid calendar/award year as opposed to being concentrated at particular periods in the financial aid calendar.

The survey asked respondents to list specific constraints faced by the financial aid office and indicate whether the shortage was temporary or long term. The most frequently reported long-term shortages were having a limited operating budget (76%), not enough counseling staff (74%), and not enough support staff (66%). The most common short-term challenges were staff turnover (34%) and lack of technical training (30%). Respondents were least likely to report inefficient use of vendors as a constraint (Figure 10).

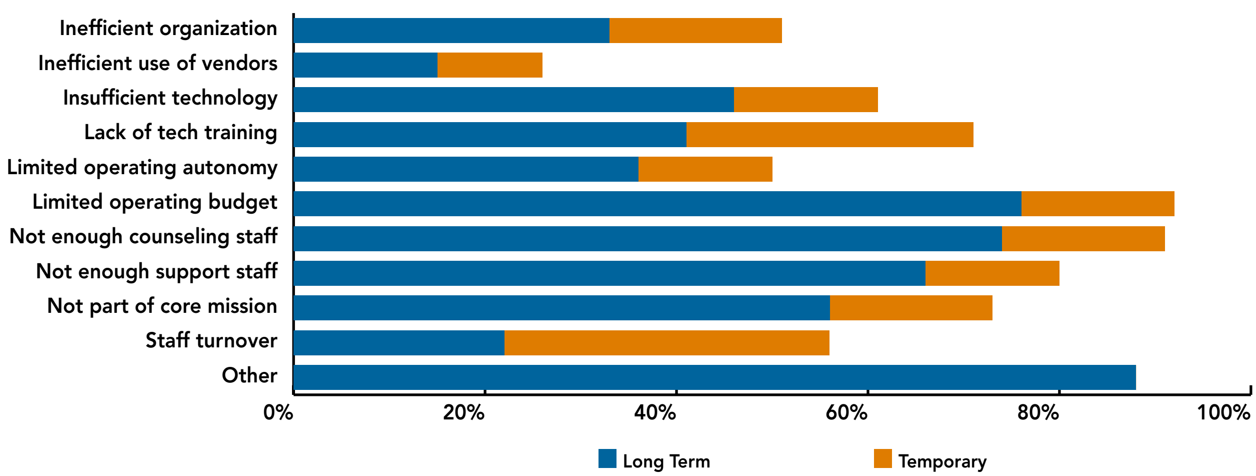


Figure 10. Frequency of specific resource constraints, by type and duration. The "Other" category includes constraints mentioned by respondents such as technology batch processing time, professional development, not enough staff above entry level, difficulty in finding employees due to low pay, vacancy in director position, and inadequate IT support.

[2] Due to skip patterns in the survey, the remaining questions were asked of respondents who reported they had a resource shortage. This led to low *Ns*, which did not allow disaggregation beyond all institutions.

Factors Contributing to Resource Shortages

After respondents described perceptions about the type, timing, and duration of financial aid office resource constraints, the survey asked them to identify factors they believed contributed to the situation. It also asked them to characterize the impact of each selected factor as having a major or minor effect.

Responses across all institution types appear in Figure 11. Respondents most often cited as major causes inadequate institutional budgets (86%), compliance workload (82%), and, to a lesser extent, bureaucratic inefficiency (52%) and additional Title IV requirements (50%). Forty percent cited the issue of additional Title IV as a minor cause; other minor causes included insufficient administrative cost allowances (37%) and more verifications (36%).

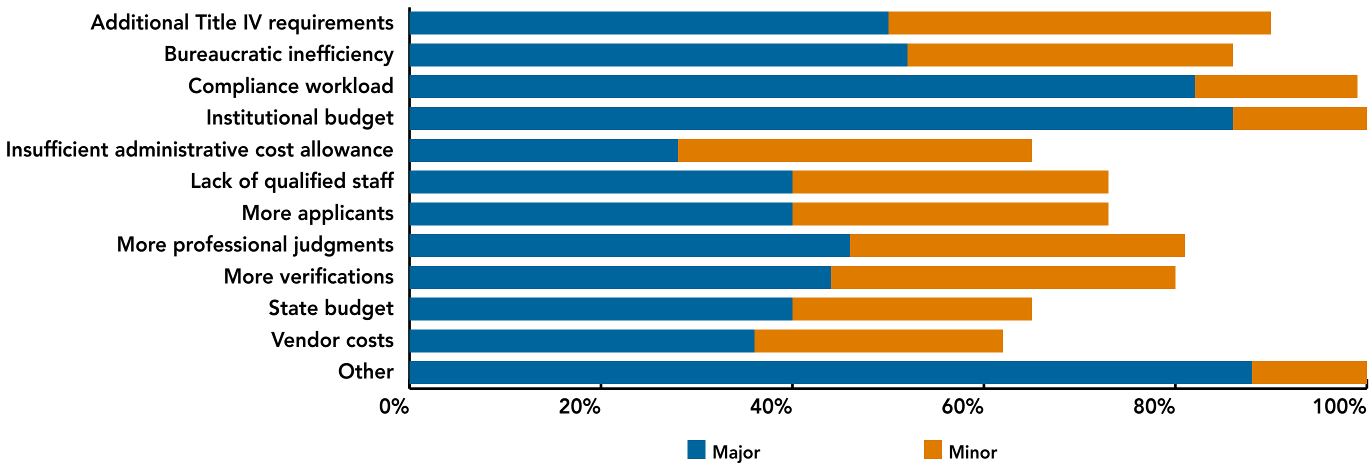


Figure 11. Frequency of perceived causes associated with current resource constraints. The "Other" category includes responses such as new administration, union restrictions, lack of ownership of certain processes by other offices, increases in state programs, the need for better National Association of College and University Business Officers training, state regulations, the need for staff experienced with outreach, and lack of priority placed on compliance until an issue arises.

The survey also asked about the extent to which last-minute congressional action (e.g., federal budget) impacted the participants. Half (51%) believed these actions had a significant negative impact on financial aid office workload, and an additional 42% felt it had some impact. The impact of last-minute congressional action on students' financial aid decisions showed smaller percentages: 24% saw significant impact while 45% saw some impact.

In open-ended questions, many respondents shared a number of concerns and insights about the impact of last-minute congressional action. For example, some noted a lack of understanding among those in the college campus and federal/state policy communities about the complexities and workload of the financial aid office. Key factors respondents felt were needed to mitigate the challenges of last-minute action included time to plan for potential scenarios, proper IT support, and earlier knowledge of policy changes and student aid budgets. Respondents felt federal and state agencies could help by providing timelier Pell Grant schedules, campus-based aid schedules, IRS changes, and passage of budgets so aid amounts are known.

Impact of Resource Shortages on Meeting Obligations to Students

Describing their perceptions about the extent to which resource constraints have affected their offices' ability to meet their obligations and capacity to support students, 17% of survey respondents reported significant impact, and an additional 66% reported some impact on this capacity. This is important given the mission of financial aid offices to serve students.

When asked about the extent to which the office is capable of engaging in the types of activities that best serve the needs students, 64% of respondents reported somewhat limited capability and 31% reported very limited capability (Figure 12). Thus, it seems clear that respondents continue to be concerned about whether they are meeting their mission.

Survey respondents who said they had some sort of shortage and listed at least one impact[3] were also asked to identify the specific negative impacts that resource constraints may have on the quality of financial aid services delivered. These negative impacts ranged from direct services to students to activities within the financial aid office, such as aid processing, verification, compliance, and providing consumer information.

The student services activities most often reported as "greatly affected" included financial literacy (56%), outreach efforts (48%), target population events (47%), web and social media (41%), and loan counseling (40%). Regular office hours and walk-in hours showed the least impact.

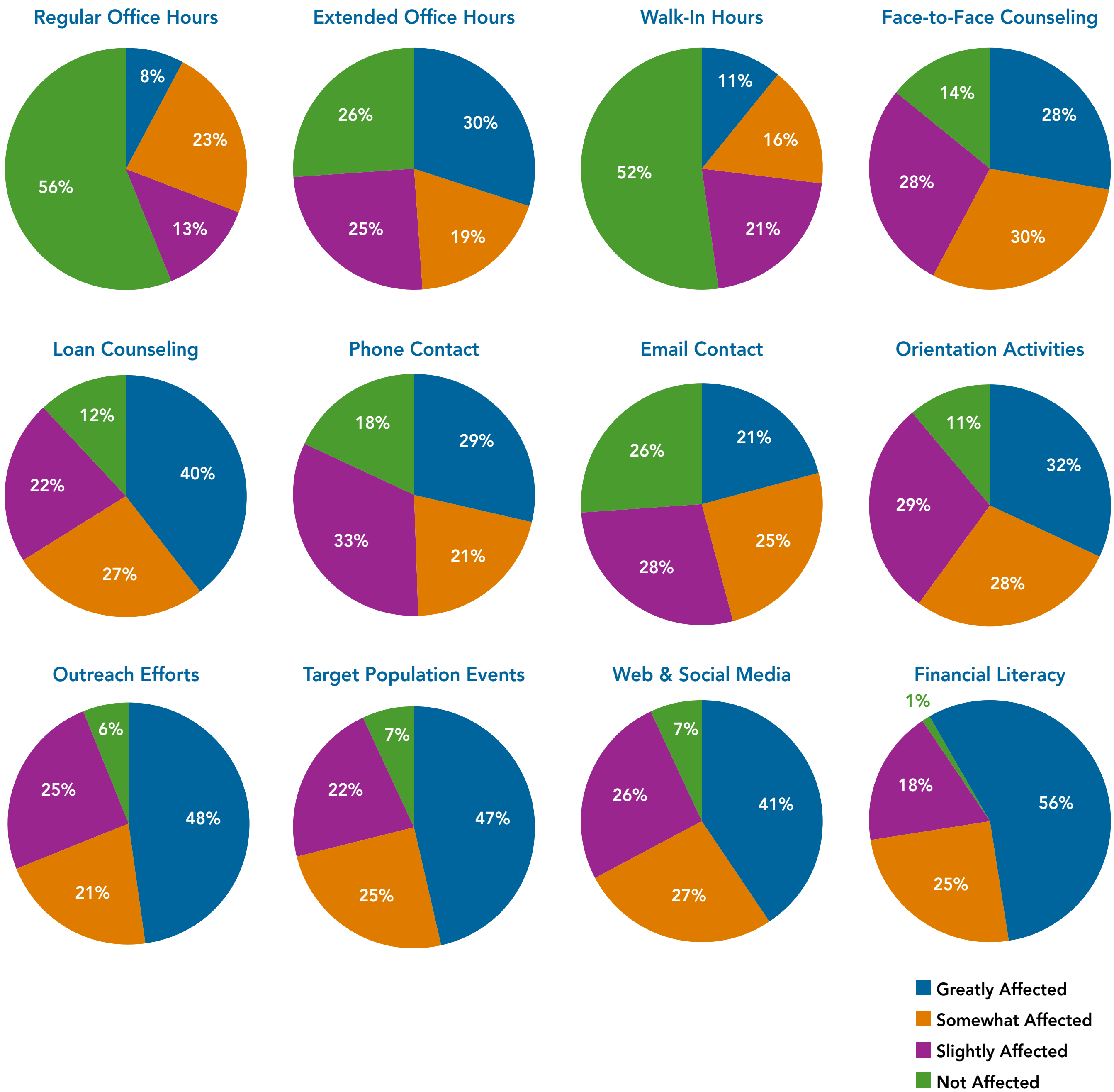


Figure 12: Respondents' perceptions of the extent of impact of resource constraints on specific student services.

[3] Excludes N/A.

We also asked survey participants about the impact of resource shortages on processing financial aid (Tables 3 and 4). In terms of standard aid processing, the survey findings suggest that the areas most greatly affected were the ability to verify discretionary data elements and the ability to resolve conflicting information. For other processing, the most greatly affected included gainful employment,[4] ability to implement the 150% rule,[5] ability to make award revisions, and ability to resolve overawards.

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 determine student eligibility	10%	30%	28%	32%
Ability to award aid according to requirements	9%	28%	33%	30%
Ability to formulate cost of attendance	8%	18%	26%	49%
Ability to verify discretionary data elements	21%	22%	36%	21%
Ability to accurately verify results	6%	29%	29%	36%
Ability to resolve conflicting information	16%	33%	36%	15%
Ability to maintain student files	13%	23%	35%	28%
Other[a]	75%	25%	0%	0%

[a] The "Other" category includes responses such as proactive outreach to students and the timeliness of application processing speed.

Table 4: Respondents' Perceptions About the Impact of Resource Shortages on Other Aid Application Processing Issues

	Greatly affected	Somewhat affected	Slightly affected	Not affected
Ability to generate aid packages	14%	25%	39%	23%
Ability to make award revisions	16%	39%	30%	15%
Ability to resolve overawards	16%	25%	36%	23%
Ability to implement 150% rule	22%	23%	27%	27%
Ability to restore overpayments	13%	14%	28%	45%
Pell Grant Lifetime Eligibility Used	8%	22%	34%	36%
Gainful employment	29%	21%	26%	24%
Timely disbursement	11%	15%	29%	44%
Resolution of satisfactory academic progress issues	15%	24%	38%	23%
Data transfer	14%	21%	27%	38%
Other[a]	0%	0%	100%	0%

[a] The "Other" category did not include open-ended responses.

Both the 2010 and 2015 NASFAA Administrative Burden Survey reports noted Return of Title IV (R2T4) issues. When asked about the extent of the impact over the past five years, respondents reported several issues relating to R2T4 that have been affected by resource shortages, with somewhat or greatly affected being highest for determination of the withdrawal date (40%) and identification of withdrawn students (36%). The accuracy of R2T4 calculations appears to be least affected (Table 5).

[4] Gainful employment requirements were rescinded effective July 1, 2020, and many schools chose to implement the rescission early, on or after July 1, 2019.

[5] The 150% rule defines a student's eligibility to receive federally subsidized student loans as being limited to 150% of the time expected to complete the student's academic program.

Table 5: Respondents' Perceptions About the Impact of Resource Shortages on R2T4 Activities

	Greatly affected	Somewhat affected	Slightly affected	Not affected
Identification of withdrawn students	10%	26%	31%	33%
Determination of withdrawal date	15%	25%	30%	31%
Accuracy of R2T4 calculations	14%	15%	16%	55%
Timeliness of R2T4 calculations	16%	17%	26%	41%
Timeliness of restoring funds	14%	11%	26%	49%
Other[a]	100%	0%	0%	0%

[a] The "Other" category includes responses such as difficulty in working with faculty and registrar on determination of the last date of attendance.

As mentioned above, many respondents believed the compliance workload helped explain existing constraints faced by financial aid offices. Table 6 looks at how resource shortages affect compliance efforts. The compliance activities most often reported as greatly impacted by shortages include default prevention (53%), responding to proposed rules (47%), and incorporating new Title IV rules (31%).

Table 6: Respondents' Perceptions About the Extent of Impact of Resource Shortages on Compliance and Related Activities

	Greatly affected	Somewhat affected	Slightly affected	Not affected
Meeting direct Title IV rules	23%	33%	32%	12%
Meeting indirect Title IV rules	19%	24%	29%	28%
Incorporating new Title IV rules	31%	23%	39%	7%
Meeting non-Title IV rules	14%	27%	40%	19%
Meeting state rules	16%	25%	28%	30%
Meeting private aid rules	6%	12%	31%	51%
Meeting institutional policies	10%	25%	42%	23%
Responding to proposed rulemakings	47%	19%	21%	14%
Default prevention	53%	22%	15%	10%
Other[a]	50%	50%	0%	0%

[a] The "Other" category includes responses such as financial literacy activities, processing consortium agreements, state aid rules, and updating the policies and procedures manual and office manual.

Resource shortages also impact the provision of consumer information, particularly in recent years as more demands for better information and accountability have grown. Higher proportions of survey respondents reported that consumer disclosure requirements were greatly or somewhat affected, while updating institutional costs tended to be not affected (Table 7).

Table 7: Respondents' Perceptions About the Impact of Resource Shortages on Consumer Information

	Greatly affected	Somewhat affected	Slightly affected	Not affected
Updating institutional costs	6%	13%	31%	49%
Updating application information	10%	26%	34%	30%
Consumer disclosure requirements	17%	29%	29%	25%
Other[a]	18%	17%	40%	25%

[a] This question did not have the option for text entry when respondents selected "Other."

In open-ended comments on the impacts of resource shortages, respondents discussed concerns that some processes or activities might be preventing them from best serving students' needs. Overall, many commented that they do the best possible with the limited resources (time, human capital, financial support) but are continually asked to do more with less. In terms of specifics, some mentioned the difficulty of packaging when too many students are admitted, especially without the software and IT support that could make it easier and free up staff time for other essential work. Others noted that they had limited resources for financial literacy, default prevention, and outreach to at-risk populations, even as these needs become increasingly important. In addition, some respondents felt other departments on campus had a lack of knowledge, training, and collaboration that inhibited the work of the financial aid office. Finally, comments frequently mentioned the burden verification placed on schools and well as students and families.

Verification Burden

Survey participants who indicated they had a resource shortage responded to a series of questions intended to learn more about verification burden on institutions. It is important to note that the survey went out before the full impact of two recent and anticipated changes in verification could be seen on campuses. First, ED altered its verification selection model for the 2019-20 award year, lowering its overall verification selection rate from approximately 30% to 22%.[6] Second, the passage of the FUTURE Act in December 2019 permits further data sharing between the IRS and ED, which is expected to impact future verification processes and therefore institutional verification burden.[7]

Respondents reported the average percentage of their total operating budget (including staff, fringe benefits, facilities, and office resources) that goes to complying with verification requirements. More than 40% of survey respondents said that complying with verification requirements comprised 20% or more of the budget (Figure 13).

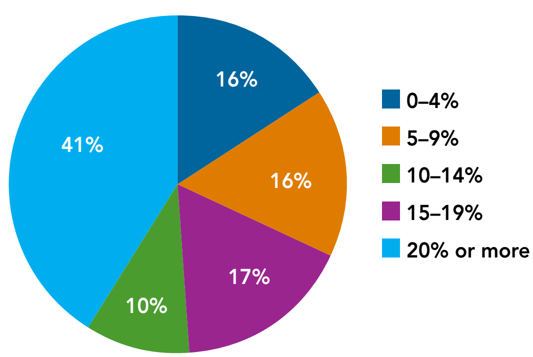


Figure 13. Average percentage of operating budget spent on complying with verification requirements.

[6] For details, see: https://fsaconferences.ed.gov/conferences/library/2019/2019FSAConfSessionGS4.pdf

[7] For details, see: http://www.nasfaa.org/news-item/20272/Bipartisan_Legislation_Would_Allow_IRS-ED_Data_Sharing_Fund_MSIs

More than half of respondents (57%) reported the V1 verification group, which consists of standard verification of household and financial information, as most burdensome for staff. About 17% of respondents reported spending an average of one hour to verify a single application (including communication of the verification requirement, follow up, answering questions, document collection/data entry, and completing verification/updating systems). However, 38% of respondents said that it took an average of less than 20 minutes for each application (Figure 14).

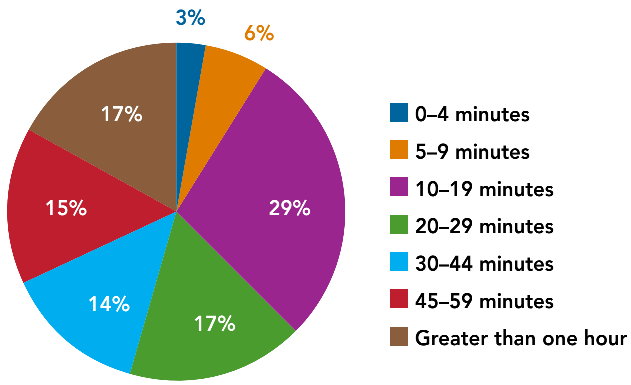


Figure 14. Average time spent to verify a single application.

Resource Needs

Given the resource shortages often faced by financial aid offices, the survey asked participants who reported some sort of shortage to provide their perceptions about the types of financial, human, and other resources that they believed their office needed in order to maintain quality financial aid services (respondents could choose more than one type of resource).[8] Overall, the most common responses were operating budget (86%), technology training (85%), and counseling staff (84%). The least common perceived resource needs were student staff, third-party servicers, and management staff (Table 8).

When disaggregated by institutional form of control, the survey responses suggested that resources such as additional management staff, operating budget, aid for students, and third-party servicers were a higher priority for public institutions while support staff is a relatively high priority for private not-for-profit institutions. Although perceived needs may differ by other characteristics, given the low sample size, the data could not be disaggregated.

Table 8: Perceived Resource Needs Across All Institutions by Institutional Control

	All institutions	Public	Private not-for-profit
Management staff	37%	46%	32%
Counseling staff	84%	84%	86%
Support staff	76%	71%	78%
Student staff	21%	23%	23%
Technical support staff	82%	84%	77%
Technological upgrades	73%	75%	70%
Training (technological)	85%	81%	88%
Training (process and procedures)	82%	86%	76%
Operating budget	86%	92%	81%
Aid available for students	78%	83%	74%
Automation	78%	76%	80%
Third-party servicers	24%	31%	15%

[8] Other resources mentioned included document imaging system with workflow, office space, administrative overhead funds, other offices having an understanding of the financial aid process, an online portal to submit documents, more student aid for students, and more staff for outreach and verification.

To gauge priority resource needs, the survey asked participants what additional resource they would choose if they could only add one (Figure 15). The most common responses were counseling staff (23%) and IT support staff (22%).

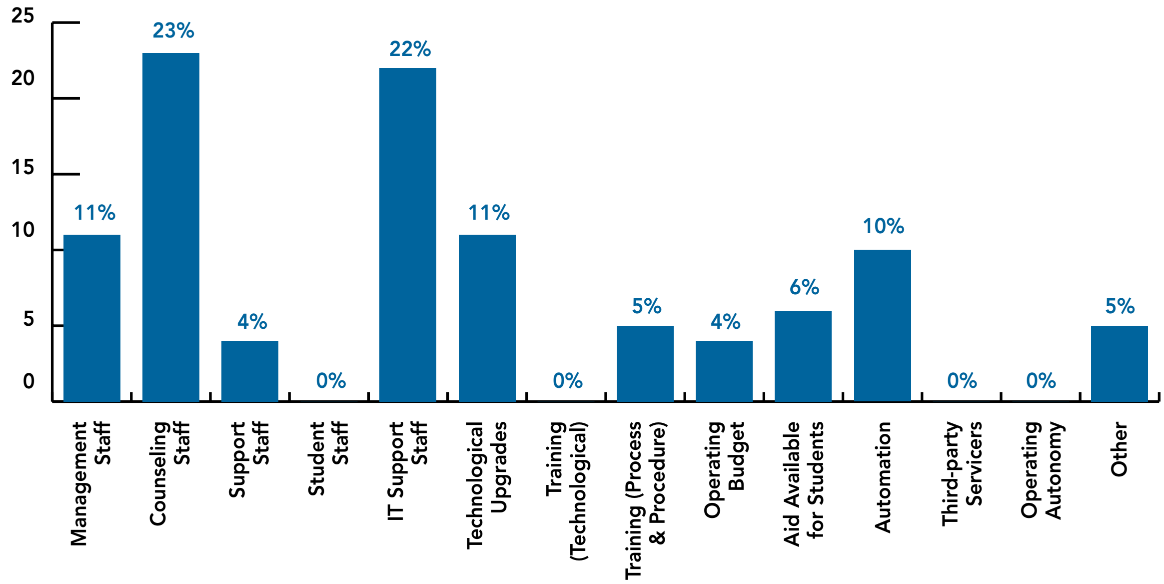


Figure 15. Primary resource needs across institutions. Student staff, training (technological), third-party servicers, and operating autonomy all received zero responses.

Comparison of Findings Between 2015 and 2019 Surveys

Looking at the current and previous surveys shows many similarities but also some notable differences between the most recent survey and the survey results published in 2015. It is important to view these changes in the broader context, such as changes in aid programs and number of applicants. For example, the Federal Perkins Loan program is no longer an option for students, but the 2019 survey asked about emergency aid programs for the first time, and 35% of respondents mentioned their institution had one.

The findings suggest trends in financial aid workloads may be changing due to increases or decreases in the number of applicants and disbursements. We made a notable revision to the 2019 survey instrument by calculating the five-year changes in number of applicants and disbursements from reported data rather than asking survey questions on respondents' perceptions of these changes (as in the 2015 and 2010 surveys). Due to this revision, the data are not completely comparable. It is clear, however, that the majority of respondents reported increases in disbursements in all three survey years, although the increases may be slowing. For example, in the 2019 survey, 50% of respondents reported increases (more than 10%) in actual disbursements over five years; in 2015, 74% reported an increase; and in 2010, 95% reported an increase. At the same time, the number of aid applicants appears to have grown more slowly than increases in disbursements in both 2015 and 2019; in 2010, the rates were similar, with more than 90% of respondents believing that disbursements and applicants had increased.

Perceived changes in the amount of effort devoted to aid applicants were similar over the three survey periods, with the majority reporting increases in the efforts spent on students. In both 2015 and 2019, three-quarters of respondents felt staff sizes had either remained constant or decreased.[9]

Overall, 43% of 2019 survey respondents believed their financial aid office faced moderate resource shortages that affect the level of services, while 6% said they faced severe shortages. These numbers are virtually unchanged from the 2015 survey but lower than the 2010 survey.

[9] The 2010 survey did not analyze perceptions of changes in staff size.

In terms of the types of resource constraints faced by financial aid offices during this period, respondents to the 2019 survey most frequently mentioned limited operating budgets, not enough counseling staff, and not enough support staff as long-term shortages. These results are quite similar to the previous two surveys, which listed the same top three shortages. However, in the prior surveys support staff came first, suggesting that strains on operating budgets may have increased while the need for more staff is a consistent thread.

Perceived causes of resource shortages also had similarities. The 2019 survey respondents pointed to institutional budgets, compliance workload, bureaucratic inefficiency, and additional Title IV requirements as the most common factors affecting shortages. The 2015 and 2010 surveys also focused on these factors, but more commonly noted more applicants as a top cause.

The previous surveys saw negative impacts on student services, with the greatest impacts on face-to-face counseling, phone contact, loan counseling, outreach, and target population activities. The 2019 survey also listed loan counseling, outreach, and target population activities as having the greatest negative impacts. However, web and social media is now one of the top affected areas, and financial literacy has become the activity with the highest proportion of respondents—more than half—saying it has been greatly affected.

In terms of standard aid and other processing, the greatest impacts due to resource shortages were largely similar to the 2015 survey. For standard processing, these impacts included the challenge of discretionary elements and resolution of conflicting information. For other processing, they included applying the 150% rule and award revisions.

Resource shortages continue to negatively affect compliance-related areas, such as responding to proposed rules and incorporating new Title IV rules, similar to the previous surveys. However, the 2019 survey also saw default prevention and resolution activities rise to the top, with over half of respondents saying resource shortages greatly affected these activities.

The 2019 survey asked specifically about verification burden in an effort to better understand its impact on financial aid offices. Forty percent of respondents said verification activities comprised 20% or more of the operating budget. Looking at the time it took to verify a single application, 17% of respondents indicated that it took more than an hour but 38% said it took less than 20 minutes.

Across the 2015 and 2019 surveys, respondents mentioned similar resource needs. More resources in regard to operating budgets, technical training, and counseling staff were the top priorities in the 2019 survey, while counseling staff, support staff, and technology upgrades were highest in the 2015 survey. Counseling staff was the largest priority by far in 2010.

Overall, the findings across the three surveys show much consistency, especially in the importance respondents placed on the need for increases in institutional budgets, counseling staff, technology, relevant training, and upgrades.

Discussion: 2020 Administrative Burden Policy Recommendations

Compliance workload, the implementation of additional requirements, increases in the number of verifications, and other factors lead to a considerable amount of administrative burden that creates resource shortages throughout the financial aid office. The most problematic effects of administrative burden are those that impact students, particularly in the decrease of financial literacy activities, 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 known as "Standards of Administrative Capability."

The recommendations put forth in this report address the causes that contribute to resource constraints, and we call on Congress and ED to take reasonable steps to reduce administrative burden. If enacted, these recommendations would allow financial aid administrators to dedicate more of their time to counseling students and remaining in compliance with their administrative capability mandate.

Recommendations presented here fall into four broad categories:

- Streamline student aid application processes;
- Eliminate burdensome and/or duplicative regulations;
- Reform regulatory development processes; and
- Support aid community efforts to enhance financial wellness and curb student indebtedness.

Streamline Student Aid Application Processes

Recommendation #1: Eliminate all non-financial aid related questions from the FAFSA.

The work performed by financial aid administrators 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 increases the complexity of the application process. Applications flagged for these eligibility criteria often require individual counseling and manual review of documents, both of which are time consuming for students and financial aid administrators. 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 higher education community for disassociating from student aid the enforcement of unrelated social policies and federal initiatives. Eliminating irrelevant and unnecessary questions, including those not related to student aid, would allow financial aid administrators to focus fully on awarding aid to eligible students instead of policing the financial aid application process.

Recommendation #2: Revise the Master Calendar to accommodate the October 1 release of the FAFSA.

One of the goals of using prior-prior year tax information on the FAFSA and making the FAFSA available on October 1 (Early FAFSA) was to better align the admissions and financial aid processes and provide students and families with important information sooner. However, the Master Calendar outlined in the HEA [Sec. 482(F)] requires the Secretary of Education to distribute the final Pell Grant payment schedules by February 1. Financial aid offices use the Pell Grant payment schedules to determine students' Pell Grant awards. Without timely information from ED, institutions can only provide estimates to students and families. If the Pell Grant amount increases or decreases from the estimated amount used on aid offers, financial aid offices must repackage all eligible students and communicate to each student the reason for the changed amount. Not only is this burdensome to the financial aid office, it is also confusing to students and families.

Congress should revise the Master Calendar to require earlier release of the final Pell Grant payment schedules, such as by November 1, to realize the benefit of the earlier information intended with the October 1 availability of the FAFSA.

Congress should also add to the Master Calendar required timelines for when non-regulatory items are required of schools, such as the upcoming Annual Student Loan Acknowledgement (ASLA). Having a minimum amount of time for roll-out of new institutional requirements allows financial aid offices ample time to plan for implementation, which decreases burden.

Eliminate Burdensome and Duplicative Regulations

Recommendation #3: 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 the way they must be provided, have expanded to a point where students and families are overwhelmed and unable to identify the information that is actually important. This has been particularly prevalent over the last several years with the introduction of initiatives like the College Scorecard, College Shopping Sheet/College Financing Plan, and legislative proposals designed to create a standardized award letter. Better targeting of student aid disclosures would both reduce burden on schools and make the disclosures more meaningful to students.

The financial aid office is also often responsible for compliance with disclosure requirements unrelated to student aid, such as the Campus Security Report, Fire Safety Report and Fire Log, and Drug and Alcohol Abuse Prevention Information. These disclosures, while well-intentioned, are not related to Title IV aid, and it is unclear whether an institutional disclosure is the most effective way to communicate this information. Considering the not insignificant burden involved in gathering this information and issuing these disclosures, these are questions that must be studied and answered.

Other non-Title IV-related disclosure requirements—such as those concerning Constitution Day, voter registration, and athletic disclosures—should be removed entirely from Title IV administration. These provisions have no bearing on Title IV student financial aid and further confuse students, who are generally overwhelmed by the already considerable volume of consumer information they receive. This not only lessens the impact and visibility of meaningful and necessary disclosures but also creates additional work and burden for financial aid offices.

Recommendation #4: Simplify the process for returning Title IV funds when a student withdraws.

The concept behind the statutory return of Title IV funds (R2T4) process for students who leave school before completing the term or other payment period is quite simple: A student "earns" the Title IV aid awarded for the period in proportion to how long the student stayed enrolled. Once the student passes the 60% point in time within the payment period, all aid for the period is considered to have been earned.

However, for years R2T4 has been a costly and burdensome administrative problem for schools as they attempt to navigate the mixed bag of regulation upon regulation it has become. The few changes ED has brought to this area in the last several years have only made the process more complicated, and the current regulations have veered far from the original law that established the process. Late R2T4 processing and improper return of funds processing continue to be top ED audit findings.

ED should seek public input on ways to decrease the burden and complexity of R2T4 regulations and procedures, and conduct a subsequent negotiated rulemaking session devoted solely to R2T4. ED should also be required to issue a report to Congress detailing ways R2T4 can be made less burdensome, including treatment of various program formats such as modules.

Recommendation #5: Evaluate data available from the implementation of the FUTURE Act to ensure verification targets applications as effectively as possible.

Verification plays an important role in ensuring the integrity of the federal student aid programs. However, this additional step in establishing eligibility can discourage students from completing the application process and places a high demand on institutions' limited resources. More than 40% of respondents to NASFAA's 2019 Administrative Burden Survey said that complying with verification comprised 20% or more of their operating budgets (including staff, fringe benefits, facilities, and office resources).

It is essential that the verification process be designed efficiently so as to balance the benefit against the costs and burden. Because ED does not consistently publish data on verification outcomes, it is difficult to see the true impact of verification on students or defend the amount of time and resources financial aid offices spend on processing. NASFAA conducted a limited survey of member institutions in February 2020 and found that on average 76% of verified applications resulted in either no EFC change or a change so small that it did not result in an adjustment to the student's Pell Grant award.

Given the verification burden reported by institutions, the exorbitant amount of money financial aid offices spend on completing verification, and the small amount of actual change in Pell Grant amounts or EFCs, changes need to be made to the verification process.

With the passage of the FUTURE Act, ED will now receive more verified income data directly from the IRS. Concomitant with the greater availability of IRS data, ED should reevaluate its verification selection algorithms, data elements subject to verification, and required verification documents to improve the efficiency and effectiveness of the verification process.

Recommendation #6: Implement a single school portal to streamline data collection and processing.
In addition to providing tools for borrowers, ED's Next Generation Partner Participation and Oversight (NextGen PPO) product will also provide relief for aid administrators by creating a single point of entry for institutions to complete data submissions, perform day-to-day activities, and report required compliance information. Allowing financial aid offices to report to one system eliminates multiple websites, multiple logins and authentication processes, duplicative data reporting, varying reporting formats, and multiple customer support pathways. ED should work to implement this portal as soon as possible and with input from the financial aid community.

Reform Regulatory Development Processes

Recommendation #7: Overhaul ED's burden estimate process.
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. For example, the extent to which a burden estimate is short by just three minutes, when applied over thousands of institutions and hundreds of thousands of internal records, can in the aggregate result in a remarkably large discrepancy between the expected and actual time spent to complete the action. In NASFAA's 2019 administrative burden survey of its members, 46% of financial aid administrators said it takes 10 or more minutes to complete one verification review. Compared with ED's latest published estimates from 2010, which said the average verification review took 7.2 minutes, the disparity between the two numbers would result in hundreds of hours of additional uncounted burden.

Not only do inaccurate estimates misrepresent the amount of work institutions must actually perform to implement new regulations, but they can also create problems in developing future regulations. Without a clear picture of the current workload institutions are experiencing, ED may overestimate the availability of school resources for implementation of new requirements. To improve both the transparency of how ED calculates burden and the exactness of the estimate, when a new regulation is going through negotiated rulemaking, ED should make use of the stakeholders at the table who are the most knowledgeable of how much burden the new regulations would impose. By presenting its burden estimates for discussion during negotiations, rather than calculating burden estimates on its own after negotiations, ED could improve the accuracy of the estimates and give a more realistic picture of the relative benefits and drawbacks of new requirements.

In addition to improving the way ED estimates administrative burden, a burden threshold should be imposed requiring ED to meet certain additional standards or justifications if a burden estimate exceeds a certain number of hours per student or per institution, as applicable. 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 also be required to differentiate between the burden associated with initial implementation of a new requirement and compliance with ongoing requirements. ED should present periodic reports to Congress on the amount of 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.

Support Aid Community Efforts to Enhance Financial Wellness and Curb Student Indebtedness

Recommendation #8: Give financial aid administrators the authority to limit student loan amounts and require annual loan counseling.

Institutions have very few tools to limit borrowing, yet they are responsible for their students' default rates. 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. Additionally, while schools can provide optional annual loan counseling to encourage responsible borrowing, they cannot require annual counseling. Participants in the 2010, 2015, and 2019 NASFAA Administrative Burden Surveys reported that limited resources at their school affect their ability to provide default prevention more than any other compliance-related activity, even as default prevention activities become increasingly important.

Allowing institutions more authority to limit loan amounts and require annual counseling would be a more efficient and streamlined approach to default management for both schools and students. Rather than schools exhausting their limited resources to assist students with unmanageable debt levels during repayment, this approach would tackle the problem from the front end, before unmanageable loan amounts are borrowed.

Recommendation #9: Require that ED provide more financial wellness education.

ED should take more responsibility for developing and distributing materials related to financial wellness. ED has a much farther reach than institutions, both before enrollment and after students leave the institution, and should take more responsibility for financial wellness education throughout the educational timeline.

Another way to reduce burden on institutions is by ensuring ED continues its progress toward launching the NextGen Portal, an application-based product that aims to transform how students, parents, and borrowers interact with and access their student loans as well as crucial financial wellness information. The app will allow prospective, current, and former students to start their financial wellness education early and have 24/7 access during and after their time in school. The app would also equip students with a tool to get personalized answers about their borrowing and manage their loans in real time, so borrowers do not have to wait for answers from their aid offices.

ED should also be responsible for developing and distributing loan-related consumer information, including debt management materials, that contain more personalized content instead of the current one-size-fits-all approach. The creation of loan-related consumer information needs better quality assurance and consumer testing, as well as improved alignment between the time borrowers need the information and when they receive it.

Special Note: NASFAA has convened an Administrative Capability Task Force to explore possible legislative and regulatory (34 CFR 668.16) recommendations to gain support for institutional financial aid offices to be adequately resourced. This exploration includes possible federal incentives for schools to become adequately resourced and/or those that are deemed adequately resourced. The final report may include recommendations that relieve administrative burden on financial aid offices. The group will release recommendations in spring 2020.

Conclusion

These recommendations represent a starting point for the long-needed critical examination of current federal laws and regulations and their associated burden. However, the administrative burden felt by aid administrators is not derived solely from the federal government. As data in this report indicate, the depletion of state and institutional budgets also contributes 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 levels.

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. To better serve students, we must foster a mindset for the development of laws and regulations that consider the detrimental impact of unnecessary or excessive administrative burden, avoid highly burdensome requirements as a response to anecdotal or unusual occurrences, and avoid unintended consequences on institutional good practices. The upcoming reauthorization of the Higher Education Act provides a prime opportunity to assess, address, and reduce regulatory burden.

Appendix A – Survey Instrument

2019 Administrative Burden Survey

The following Financial Aid Office Resource Survey is 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, if any, to meet Department of Education standards for adequate financial counseling and administration of Title IV programs. The results of this survey will be published in NASFAA's 2020 Administrative Burden Survey Report, which will serve as a five-year update to our 2015 Administrative Burden Survey Report.

Instructions:

- This survey should take you approximately 30 minutes to complete.
- The survey includes opinion-based questions and data questions related to annual operating budget, full-time equivalent (FTE) staff, and aid applicants.
- To assist you in completing the survey you may view a PDF version before completing it online.
- All responses will be kept confidential and findings will only be reported in the aggregate.
- Please include information about both undergraduate and graduate student financial aid applicants and recipients during the 2018-19 award year, unless otherwise instructed.
- Please note: Due to the logic embedded in the survey, there is no back button.

Please complete the survey by Friday, October 11, 2019. Any questions about the survey should be directed to NASFAA's Research Department.

Institutional/Personal Information

What is your institution's name? ____

What state are you located in? ____

What is your NASFAA Region?

❏ EASFAA

❏ MASFAA

❏ RMASFAA

❏ SASFAA

❏ SWASFAA

❏ WASFAA

How many years have you worked in the financial aid field?
(Please enter only numbers; do not use commas (,), decimals (.), etc.) ____________________

How many years have you worked at your current institution's financial aid office?
(Please enter only numbers; do not use commas (,), decimals (.), etc.) ____________________

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

❏ Semester

❏ Trimester

❏ Quarter

❏ Non-term

❏ Non-standard term

For the following award years, how many admitted applicants did your institution have overall for any form of aid (including federal, state or institutional)? (Please enter only numbers; do not use commas (,), decimals (.), etc.)

- 2013-14 Number of applicants ____
- 2018-19 Number of applicants ____

From which financial aid programs do your students receive funds? (Select all that apply.)

❏ Federal Direct Loan

❏ Federal Pell Grant

❏ Federal Work-Study

❏ Federal Supplemental Educational Opportunity Grant

❏ Federal Parent PLUS Loan

❏ Federal Grad PLUS Loan

❏ Federal Teacher Education Assistance for College and Higher Education Grant

❏ 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

❏ Emergency Aid

❏ Other ____

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

❏ Very limited

❏ Somewhat limited

❏ Somewhat sophisticated

❏ Very sophisticated

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

For the following award years what was the total amount of aid your institution disbursed (including federal, state, and institutional)? (Please enter only numbers; do not use commas (,), decimals (.), etc.)

- 2013-14 Total Dollar Amount ____
- 2018-19 Total Dollar Amount ____

Please identify the number of FTE staff in the financial aid office in each of these categories. (Please enter only numbers, do not use commas (,), or dollar signs ($). Decimals may be used.)

- Directors, including Asst. and Assoc. ____________________
- Counselors ____________________
- Administrative/Support Staff ____________________
- Student Staff (e.g., work-study/graduate students) ____________________
- Compliance Officers ____________________
- IT Computer Support ____________________
- Other ____________________

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

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

Is your financial aid office the primary administrative unit responsible for Title IV regulatory compliance in areas not directly related to student financial aid processing?

❑ Yes
❑ No

Display if: Is your financial aid office the primary administrative unit responsible for Title IV regulatory... = Yes

What areas below, not directly related to student financial aid processing is your financial aid office the primary administrative unit responsible for Title IV regulatory compliance? (Select all that apply.)

❑ Campus crime
❑ Fire safety
❑ Textbook pricing
❑ Drug abuse prevention program
❑ IPEDS
❑ Athletics reporting
❑ Other (please specify) ____________________

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

❑ Yes
❑ No

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, if any, 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.

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

Skip To: End of Survey If To what degree does your office face resource shortages (e.g., human, technological) that affect y... = No Shortage

In your opinion, does 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

Skip To: End of Survey If In your opinion, does your institution have a shortage of human or other resources to provide "ad... = No

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

Skip To: End of Survey If In your opinion, does your institution have a shortage of human or other resources to provide "ad... = No

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

❏ Transitional ❏ Permanent

To what extent do you believe that last-minute congressional action (e.g., federal budget) adversely affects both financial aid office workload and students' aid decision making?

Financial aid workload	❏ No impact	❏ Significant Impact
Students' aid decisions	❏ No impact	❏ Significant Impact

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

____

____

____

____

____

____

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

❏ Ongoing ❏ Concentrated

Display This Question: If Do resource shortages occur throughout the financial aid calendar/award year or are they concentr... = Concentrated

Please select the periods of the calendar most affected. (Select all that apply).

❏ January ❏ February

❏ March ❏ April

❏ May ❏ June

❏ July ❏ August

❏ September ❏ October

❏ November ❏ December

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.

Not enough administrative/support staff	▼ Long-term/Temporary/Not a shortage
Not enough counseling staff	▼ Long-term/Temporary/Not a shortage
Significant staff turnover	▼ Long-term/Temporary/Not a shortage
Inefficient organizational structure	▼ Long-term/Temporary/Not a shortage
Insufficient use of 3rd party servicers	▼ Long-term/Temporary/Not a shortage
Out-of-date/insufficient technology	▼ Long-term/Temporary/Not a shortage
Lack of technology training	▼ Long-term/Temporary/Not a shortage
Limited operating autonomy	▼ Long-term/Temporary/Not a shortage
Too many responsibilities outside of core mission	▼ Long-term/Temporary/Not a shortage
Limited operating budget	▼ Long-term/Temporary/Not a shortage
Other	▼ Long-term/Temporary/Not a shortage

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

State budget	▼ Major/Minor/Not a cause
Institutional budget	▼ Major/Minor/Not a cause
Greater regulatory/compliance workload in general	▼ Major/Minor/Not a cause
Greater number of students with financial aid need	▼ Major/Minor/Not a cause
Increases in federal verification	▼ Major/Minor/Not a cause
Increases in professional judgment requests	▼ Major/Minor/Not a cause
Insufficient Administrative Cost Allowance	▼ Major/Minor/Not a cause
Lack of qualified applicants for open positions	▼ Major/Minor/Not a cause
Cost associated with third party support services	▼ Major/Minor/Not a cause
Bureaucratic inefficiency	▼ Major/Minor/Not a cause
Title IV requirements unrelated to financial aid (admin. burden)	▼ Major/Minor/Not a cause
Other	▼ Major/Minor/Not a cause

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.

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

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

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

____

____

____

____

____

____

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

Accurately determining student eligibility and resolving C-codes	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Accurately awarding aid according to program requirements	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Formulating/updating costs of attendance	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Verification: Discretionary verification of additional data elements	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Verification: Accuracy of verification results	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Resolution of conflicting information outside of verification process	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Student file maintenance	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

OTHER AID PROCESSING

Generating aid packages	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Award revisions	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Identification and resolution of overawards	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Implementation of 150% rule for Direct Loan interest subsidy	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Timely restoration of overpayments due to overawards to program accounts	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Pell Grant Lifetime Eligibility Used	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Gainful Employment (if applicable)	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Timely disbursement	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Resolution of satisfactory academic progress issues for students	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Data transfer to and from U.S. Department of Education	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

PROFESSIONAL JUDGMENT

Proactive identification of possible exceptional circumstances	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Processing requests	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Making adjustments	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

COMPLIANCE

Meeting existing federal rules and regulations directly related to the Title IV aid programs	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Meeting existing federal rules and regulations indirectly related to the Title IV aid programs	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Incorporating new Title IV regulatory requirements	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Meeting non-Title IV federal regulatory requirements	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Meeting state aid rules	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Meeting private aid rules	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Meeting institutional policies and procedures with regard to financial aid	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Analyzing and responding to notices of proposed rulemaking	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Default prevention and resolution activities	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

RETURN OF TITLE IV FUNDS

Identification of withdrawn students/dropouts making post-withdrawal disbursements	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Determination of withdrawal date	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Accuracy of return of Title IV calculations	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Timeliness of return of Title IV calculations	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Timeliness of restoring program funds to Title IV accounts	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

STUDENT SERVICES

Regular office hours	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Flexible/extended office hours	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Walk-in hours	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Face-to-face financial aid counseling	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Loan counseling	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Phone contact with students	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Email contact with students	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Orientation activities	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Outreach efforts	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Focusing on target populations	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Web and social media content/information	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Financial literacy services	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

STUDENT/FAMILY CONSUMER INFORMATION

Updating institutional costs	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Updating and producing annual aid application information	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Compliance with consumer disclosure requirements	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other activities related to student/family consumer information not listed above	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

PROFESSIONAL DEVELOPMENT

Staff training	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Conflict resolution	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Providing/updating office equipment	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Orientation/onboarding for new staff	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected
Other	▼ Greatly Affected / Somewhat Affected / Slightly Affected / Not Affected

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 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.

Please identify those areas and resources your office needs more of in order to effectively meet the Department of Education's standards for administration of Title IV funding programs and financial aid counseling.

Resource Needed

Management staff	❑ Yes	❑ No
Counseling staff	❑ Yes	❑ No
Support staff	❑ Yes	❑ No
Student staff	❑ Yes	❑ No
Technical support staff	❑ Yes	❑ No
Technological upgrades	❑ Yes	❑ No
Training (technological)	❑ Yes	❑ No
Training (process and procedures)	❑ Yes	❑ No
Operating budget	❑ Yes	❑ No
Aid available for students	❑ Yes	❑ No
Automation	❑ Yes	❑ No
Third party servicers	❑ Yes	❑ No
Other A	❑ Yes	❑ No
Other B	❑ Yes	❑ No
Other C	❑ Yes	❑ No
Other D	❑ Yes	❑ No

Carry Forward Selected Choices from "Resource Needed"

For each item you 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. (Please enter only numbers; do not use commas (,), or dollar signs ($). Decimals may be used.)

• Amount of resources needed (e.g., 1.5 FTE counseling staff)

• Estimated additional cost

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

❑ Management staff
❑ Counseling staff
❑ Support staff
❑ Student staff
❑ IT support staff
❑ Technological upgrades
❑ Training (technological)
❑ Training (process and procedures)
❑ Operating budget
❑ Aid available for students
❑ Automation
❑ Third-party servicers
❑ Operating autonomy
❑ In my opinion, my office is adequately resourced
❑ Other ____

VERIFICATION

The following questions are intended to learn more about your institution's verification burden.

For the following award years, what percentage of your applicants were selected for verification? (Please enter only numbers; do not use commas (,), decimals (.), percent (%), etc.)

Selected by ED

Selected by Your Office (that were not selected by ED)

Award Year 2013-14: ________________

Award Year 2018-19: ________________

On average, what percentage of your total operating budget goes to complying with verification (include staff, fringe benefits, facilities, and office resources).

- ❑ 0-4%
- ❑ 5-9%
- ❑ 10-14%
- ❑ 15-19%
- ❑ 20% or more

If your financial aid office does not outsource verification, please answer the following questions:

What verification tracking group is the most burdensome for your staff?

- ❑ V1
- ❑ V4
- ❑ V5

How much time on average does your staff spend to verify a single application (including communication of verification requirement, follow up, answering questions, document collection/data entry, completing verification/updating systems)?

- ❑ 0-4 minutes
- ❑ 5-9 minutes
- ❑ 10-19 minutes
- ❑ 20-29 minutes
- ❑ 30-44 minutes
- ❑ 45-59 minutes
- ❑ Greater than one hour

On average, how many resources are needed (e.g., 1.5 FTE counseling staff) to process all verifications in a single academic year. (Please enter only numbers, do not use commas (,), or dollar signs ($). Decimals may be used.) ________________

Prize Drawing: If you would like to be entered into our random drawing for one 2019 NASFAA National Conference Registration please enter your email address below. ________________

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.

____

____

____

____

____

Appendix B - Frequency Reporting of Individual Survey Items

Institutions' Sector of Postsecondary Education

Public 4-year	19%
Public 2-year	27%
Private 4-year	41%
Other	12%

Experience

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Average of years of experience	20.7	23.4	18.2	22.3	19.3
Average of current tenure	11.5	13.6	8.8	13.4	10.3

Financial Aid Scale

	Public 4-year	Public 2-year	Private 4-year	Other
Average # of applicants 2018-19	13,858	8,250	4,954	850
Average # of disbursements 2018-19	186,797,382	26,235,127	93,622,726	30,113,390

Financial Aid Office Staff FTEs

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Total	14.0	21.5	14.8	11.6	4.8
Directors	3.0	3.5	2.3	3.4	1.7
Counselors	4.3	6.6	5.0	3.1	1.6
Support staff	2.9	3.1	4.4	2.1	1.4
Student staff	3.5	6.3	3.5	2.2	0.8
Compliance officers	0.3	0.5	0.2	0.3	0.3
IT computer support	0.7	1.1	0.5	0.7	0.2
Other	2.1	2.3	1.4	2.5	0.1

Change in Applicant Number

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Lower than -25%	11%	0%	25%	6%	14%
-10 – -25%	18%	11%	34%	12%	10%
Between 10% and -10%	36%	41%	31%	36%	38%
10 – 25%	14%	24%	5%	17%	10%
Over 25%	21%	24%	5%	29%	29%

Program Participation

	All institutions	Public 4-year	Public 4-year	Private 4-year	Other
Direct loans	95%	100%	87%	100%	87%
Pell grants	95%	98%	100%	96%	73%
Work study	91%	96%	100%	94%	57%
SEOG	91%	96%	100%	94%	53%
Parent PLUS	83%	96%	72%	94%	47%
Grad PLUS	54%	91%	1%	76%	33%
TEACH grants	32%	64%	1%	43%	10%
Institutional loans	27%	32%	4%	39%	30%
State aid	92%	98%	99%	94%	63%
Institutional gifts	96%	98%	97%	100%	83%
Alternative loans	87%	96%	78%	98%	60%
External sources	88%	94%	82%	99%	53%
Emergency aid	35%	57%	43%	25%	17%
Other programs	7%	6%	1%	12%	10%

Change in Time Devoted to Financial Aid Applicants

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly increased	32%	43%	28%	34%	24%
Somewhat increased	42%	40%	44%	41%	38%
Remained constant	17%	9%	13%	18%	31%
Somewhat decreased	8%	9%	13%	5%	7%
Greatly decreased	2%	0%	1%	2%	0%

Change in Operating Budget

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly increased	2%	0%	1%	4%	0%
Somewhat increased	22%	32%	22%	18%	7%
Remained constant	49%	47%	47%	46%	70%
Somewhat decreased	20%	11%	22%	25%	17%
Greatly decreased	7%	11%	7%	7%	7%

Change in Amount Disbursed

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Lower than -25%	12%	5%	29%	4%	14%
-10 – -25%	14%	8%	32%	4%	0%
Between 10% and -10%	24%	23%	20%	26%	36%
10 – 25%	21%	33%	8%	26%	14%
Over 25%	29%	33%	10%	41%	36%

Financial Aid Office Is Responsible for Compliance

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Yes	46%	47%	47%	44%	55%
No	54%	53%	53%	56%	45%

Any Financial Aid Responsibilities Performed by Contractors

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Yes	69%	77%	63%	64%	88%
No	31%	23%	38%	36%	13%

Shortage

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

Level of Resource Shortages

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
No shortage	13%	6%	9%	14%	38%
Some shortage	38%	35%	35%	44%	28%
Moderate shortage	43%	46%	49%	39%	31%
Severe shortage	6%	13%	7%	3%	3%

Shortage for Administering Title IV

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Yes	45%	51%	26%	45%	28%
No	55%	49%	32%	55%	72%

Shortage for Financial Aid Counseling

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Yes	80%	82%	68%	87%	100%
No	20%	18%	32%	13%	0%

Duration of Shortage

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Transitional	19%	17%	21%	23%	-
Permanent	81%	83%	79%	77%	-

Timing of Shortages

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Ongoing	71%	74%	74%	69%	-
Concentrated	29%	26%	26%	31%	-

Average Number of Constraints

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
All constraints	6.1	6.3	6.6	5.5	-
Long-term constraints	1.7	1.7	1.4	1.9	-
Temporary constraints	4.4	4.6	5.2	3.6	-

Outlook of Constraint: Not Enough Support Staff

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	14%	6%	19%	19%	-
Long term	66%	72%	56%	61%	-
Not a shortage	20%	22%	25%	19%	-

Outlook of Constraint: Not Enough Counseling Staff

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	17%	11%	16%	21%	-
Long term	74%	83%	74%	70%	-
Not a shortage	9%	6%	11%	9%	-

Outlook of Constraint: Staff Turnover

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	34%	24%	38%	35%	-
Long term	22%	18%	38%	19%	-
Not a shortage	45%	59%	25%	45%	-

Outlook of Constraint: Inefficient Organizational Structure

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	18%	25%	6%	24%	-
Long term	33%	25%	69%	17%	-
Not a shortage	49%	50%	25%	59%	-

Outlook of Constraint: Insufficient Use of Vendors

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	11%	11%	13%	14%	-
Long term	15%	11%	13%	14%	-
Not a shortage	74%	78%	75%	72%	-

Outlook of Constraint: Insufficient Technology

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	15%	28%	11%	9%	-
Long term	46%	33%	56%	42%	-
Not a shortage	39%	39%	33%	48%	-

Outlook of Constraint: Lack of Technology Training

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	30%	44%	22%	31%	-
Long term	41%	39%	44%	38%	-
Not a shortage	29%	17%	33%	31%	-

Outlook of Constraint: Limited Operating Autonomy

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	14%	12%	18%	14%	-
Long term	36%	47%	47%	18%	-
Not a shortage	51%	41%	35%	68%	-

Outlook of Constraint: Responsibilities Not Part of Core Mission

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	17%	22%	11%	16%	-
Long term	56%	56%	61%	48%	-
Not a shortage	27%	22%	28%	35%	-

Outlook of Constraint: Limited Operating Budget

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	16%	5%	6%	26%	-
Long term	76%	89%	89%	65%	-
Not a shortage	9%	5%	6%	9%	-

Outlook of Constraint: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Temporary	0%	0%	0%	0%	-
Long term	88%	100%	75%	100%	-
Not a shortage	13%	0%	25%	0%	-

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	Public 4-year	Public 2-year	Private 4-year	Other
No impact	-	0%	0%	0%	-
Little impact	7%	5%	16%	6%	-
Some impact	42%	32%	26%	51%	-
Significant impact	51%	63%	58%	43%	-

Impact of Last-Minute Congressional Action on Aid Decisions

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
No impact	10%	5%	16%	6%	-
Little impact	21%	16%	5%	37%	-
Some impact	45%	53%	47%	37%	-
Significant impact	24%	26%	32%	20%	-

Impact on Ability to Meet Obligations to Students

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
No impact	4%	0%	5%	0%	-
Little impact	13%	26%	0%	9%	-
Some impact	66%	47%	63%	86%	-
Significant impact	17%	26%	32%	6%	-

Average Number of Causes of Constraints

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Total number of causes of constraints	8.6	9.7	9.1	7.8	-
Major causes of constraints	5.4	6.8	5.9	4.4	-
Minor causes of constraints	3.2	2.8	3.2	3.4	-

Causes of Constraint: State Budget

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	40%	79%	47%	6%	-
Minor	25%	21%	41%	26%	-
Not a cause	35%	0%	12%	68%	-

Causes of Constraint: Institutional Budget

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	86%	84%	89%	86%	-
Minor	14%	16%	11%	14%	-
Not a cause	0%	0%	0%	0%	-

Causes of Constraint: Greater Compliance Workload

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	82%	84%	79%	79%	-
Minor	17%	16%	16%	21%	-
Not a cause	1%	0%	5%	0%	-

Causes of Constraint: Greater Number of Applicants

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	50%	63%	44%	49%	-
Minor	35%	26%	31%	43%	-
Not a cause	15%	11%	25%	9%	-

Causes of Constraint: Increases in Verifications

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	44%	53%	47%	41%	-
Minor	36%	26%	41%	32%	-
Not a cause	20%	21%	12%	26%	-

Causes of Constraint: Increases in Professional Judgments

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	46%	58%	39%	44%	-
Minor	35%	26%	39%	38%	-
Not a cause	20%	16%	22%	18%	-

Causes of Constraint: Insufficient Administrative Cost Allowance

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	28%	58%	38%	12%	-
Minor	37%	16%	44%	39%	-
Not a cause	35%	26%	19%	48%	-

Causes of Constraint: Lack of Qualified Staff Applicants

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	40%	42%	59%	35%	-
Minor	33%	42%	29%	29%	-
Not a cause	27%	16%	12%	35%	-

Causes of Constraint: Vendor Costs

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	36%	47%	56%	18%	-
Minor	26%	21%	31%	27%	-
Not a cause	38%	32%	13%	55%	-

Causes of Constraint: Bureaucratic Inefficiency

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	52%	53%	65%	44%	-
Minor	34%	37%	29%	38%	-
Not a cause	14%	11%	6%	19%	-

Causes of Constraint: Additional Title IV Requirements

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	50%	58%	56%	38%	-
Minor	40%	37%	33%	50%	-
Not a cause	10%	5%	11%	12%	-

Causes of Constraint: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Major	88%	100%	83%	-	-
Minor	13%	0%	17%	-	-
Not a cause	0%	0%	0%	-	-

Impact on Students

Population: Of those who stated there was some impact.

Capacity to Support Students

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Somewhat limited capability	64%	63%	53%	74%	-
Sufficient capability	5%	5%	0%	3%	-
Very limited capability	31%	32%	47%	23%	-

Impacts by Area

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Any impact on application processing	99%	100%	95%	100%	-
Any impact on other processing	97%	95%	100%	97%	-
Any impact on professional judgment	91%	94%	88%	86%	-
Any impact on compliance	99%	100%	100%	97%	-
Any impact on return of funds	82%	79%	83%	77%	-
Any impact student services	99%	100%	100%	97%	-
Any impact on consumer info	87%	89%	89%	82%	-
Any impact prof development	82%	95%	100%	100%	-

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	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	10%	11%	18%	6%	-
Somewhat affected	30%	37%	24%	34%	-
Slightly affected	28%	32%	18%	29%	-
Not affected	32%	21%	41%	31%	-

Size of Negative Impact on Standard Aid Processing: Accurately Award Aid

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	9%	17%	11%	6%	-
Somewhat affected	28%	33%	28%	23%	-
Slightly affected	33%	28%	22%	49%	-
Not affected	30%	22%	39%	23%	-

Size of Negative Impact on Standard Aid Processing: Calculate Costs of Attendance

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	8%	5%	12%	3%	-
Somewhat affected	18%	21%	12%	18%	-
Slightly affected	26%	32%	41%	18%	-
Not affected	49%	42%	35%	62%	-

Size of Negative Impact on Standard Aid Processing: Discretionary Verification

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	21%	24%	33%	9%	-
Somewhat affected	22%	29%	0%	30%	-
Slightly affected	36%	29%	44%	36%	-
Not affected	21%	18%	22%	24%	-

Size of Negative Impact on Standard Aid Processing: Accuracy of Verification

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	6%	5%	12%	3%	-
Somewhat affected	29%	37%	29%	24%	-
Slightly affected	29%	26%	24%	38%	-
Not affected	36%	32%	35%	35%	-

Size of Negative Impact on Standard Aid Processing: Resolution of Conflicting Info

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	16%	11%	29%	11%	-
Somewhat affected	33%	42%	12%	40%	-
Slightly affected	36%	32%	35%	37%	-
Not affected	15%	16%	24%	11%	-

Size of Negative Impact on Standard Aid Processing: Student File Maintenance

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	13%	21%	11%	12%	-
Somewhat affected	23%	16%	21%	26%	-
Slightly affected	35%	47%	42%	29%	-
Not affected	28%	16%	26%	32%	-

Size of Negative Impact on Standard Aid Processing: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	75%	-	100%	67%	-
Somewhat affected	25%	-	0%	33%	-
Slightly affected	0%	-	0%	0%	-
Not affected	0%	-	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	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	14%	17%	11%	15%	-
Somewhat affected	25%	28%	17%	24%	-
Slightly affected	39%	44%	44%	38%	-
Not affected	23%	11%	28%	24%	-

Size of Negative Impact on Other Aid Processing: Award Revisions

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	16%	26%	18%	15%	-
Somewhat affected	39%	53%	24%	35%	-
Slightly affected	30%	16%	35%	38%	-
Not affected	15%	5%	24%	12%	-

Size of Negative Impact on Other Aid Processing: Resolve Overawards

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	16%	22%	22%	15%	-
Somewhat affected	25%	22%	44%	21%	-
Slightly affected	36%	33%	6%	50%	-
Not affected	23%	22%	28%	15%	-

Size of Negative Impact on Other Aid Processing: 150% Rule

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	22%	32%	27%	10%	-
Somewhat affected	23%	26%	47%	16%	-
Slightly affected	27%	26%	13%	32%	-
Not affected	27%	16%	13%	42%	-

Size of Negative Impact on Other Aid Processing: Restoration of Overpayments

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	13%	11%	19%	15%	-
Somewhat affected	14%	21%	31%	0%	-
Slightly affected	28%	32%	13%	33%	-
Not affected	45%	37%	38%	52%	-

Size of Negative Impact on Other Aid: Processing Pell Grant Lifetime Eligibility Used

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	8%	5%	6%	10%	-
Somewhat affected	22%	42%	28%	3%	-
Slightly affected	34%	42%	28%	39%	-
Not affected	36%	11%	39%	48%	-

Size of Negative Impact on Other Aid Processing: Gainful Employment

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	29%	30%	40%	20%	-
Somewhat affected	21%	30%	30%	0%	-
Slightly affected	26%	30%	30%	20%	-
Not affected	24%	10%	0%	60%	-

Size of Negative Impact on Other Aid Processing: Timely Disbursement

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	11%	11%	13%	9%	-
Somewhat affected	15%	16%	6%	21%	-
Slightly affected	29%	32%	44%	26%	-
Not affected	44%	42%	38%	44%	-

Size of Negative Impact on Other Aid Processing: Resolution of Satisfactory Academic Progress

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	15%	16%	22%	14%	-
Somewhat affected	24%	26%	44%	17%	-
Slightly affected	38%	42%	17%	40%	-
Not affected	23%	16%	17%	29%	-

Size of Negative Impact on Other Aid Processing: Data Transfer

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	14%	16%	12%	11%	-
Somewhat affected	21%	16%	29%	20%	-
Slightly affected	27%	42%	6%	31%	-
Not affected	38%	26%	53%	37%	-

Size of Negative Impact on Other Aid Processing: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	0%	-	-	-	-
Somewhat affected	0%	-	-	-	-
Slightly affected	100%	-	-	-	-
Not affected	0%	-	-	-	-

Impact on Professional Judgment

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

Size of Negative Impact on Professional Judgment Identification of Exceptional Circumstances

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	32%	61%	36%	19%	-
Somewhat affected	28%	17%	29%	38%	-
Slightly affected	30%	17%	21%	31%	-
Not affected	9%	6%	14%	13%	-

Size of Negative Impact on Professional Judgment Processing Requests

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	10%	16%	0%	12%	-
Somewhat affected	42%	53%	50%	32%	-
Slightly affected	35%	26%	25%	41%	-
Not affected	13%	5%	25%	15%	-

Size of Negative Impact on Professional Judgment Adjustments

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	8%	5%	0%	15%	-
Somewhat affected	34%	47%	44%	21%	-
Slightly affected	39%	42%	38%	41%	-
Not affected	19%	5%	19%	24%	-

Size of Negative Impact on Professional Judgment: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	-	-	-	-	-
Somewhat affected	-	-	-	-	-
Slightly affected	-	-	-	-	-
Not affected	-	-	-	-	-

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	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	23%	21%	22%	26%	-
Somewhat affected	33%	53%	28%	26%	-
Slightly affected	32%	16%	44%	37%	-
Not affected	12%	11%	6%	11%	-

Size of Negative Impact on Compliance Rules Indirectly Related to Title IV

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	19%	21%	36%	14%	-
Somewhat affected	24%	26%	21%	18%	-
Slightly affected	29%	21%	36%	32%	-
Not affected	28%	32%	7%	36%	-

Size of Negative Impact on Compliance: New Title IV Requirements

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	31%	47%	32%	20%	-
Somewhat affected	23%	16%	32%	26%	-
Slightly affected	39%	32%	32%	46%	-
Not affected	7%	5%	5%	9%	-

Size of Negative Impact on Compliance: Non-Title IV Federal Requirements

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	14%	16%	24%	9%	-
Somewhat affected	27%	26%	24%	25%	-
Slightly affected	40%	37%	29%	50%	-
Not affected	19%	21%	24%	16%	-

Size of Negative Impact on Compliance: State Rules

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	16%	21%	28%	9%	-
Somewhat affected	25%	16%	33%	24%	-
Slightly affected	27%	37%	22%	30%	-
Not affected	30%	26%	17%	36%	-

Size of Negative Impact on Compliance: Private Aid Rules

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	6%	5%	13%	6%	-
Somewhat affected	12%	16%	7%	9%	-
Slightly affected	31%	37%	33%	32%	-
Not affected	51%	42%	47%	53%	-

Size of Negative Impact on Compliance: Institutional Policies

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	10%	11%	25%	6%	-
Somewhat affected	25%	37%	31%	9%	-
Slightly affected	42%	47%	19%	53%	-
Not affected	23%	5%	25%	32%	-

Size of Negative Impact on Compliance: Responding to Proposed Rulemakings

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	47%	47%	65%	32%	-
Somewhat affected	19%	32%	6%	14%	-
Slightly affected	21%	16%	18%	29%	-
Not affected	14%	5%	12%	25%	-

Size of Negative Impact on Compliance: Default Prevention

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	53%	61%	67%	42%	-
Somewhat affected	22%	22%	17%	24%	-
Slightly affected	15%	11%	11%	18%	-
Not affected	10%	6%	6%	15%	-

Size of Negative Impact on Compliance: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	50%	-	50%	0%	-
Somewhat affected	50%	-	50%	100%	-
Slightly affected	0%	-	0%	0%	-
Not affected	0%	-	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 Withdrawals

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	10%	0%	17%	12%	-
Somewhat affected	26%	44%	33%	18%	-
Slightly affected	31%	17%	33%	38%	-
Not affected	33%	39%	17%	32%	-

Size of Negative Impact on Return of Title IV Funds: Identification of Withdrawal Date

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	15%	16%	22%	12%	-
Somewhat affected	25%	37%	17%	21%	-
Slightly affected	30%	26%	33%	32%	-
Not affected	31%	21%	28%	35%	-

Size of Negative Impact on Return of Title IV Funds: Accuracy of R2T4 Calculations

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	14%	11%	18%	15%	-
Somewhat affected	15%	16%	6%	18%	-
Slightly affected	16%	21%	18%	15%	-
Not affected	55%	53%	59%	53%	-

Size of Negative Impact on Return of Title IV Funds: Timeliness of R2T4 Calculations

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	16%	11%	22%	11%	-
Somewhat affected	17%	21%	6%	20%	-
Slightly affected	26%	32%	39%	17%	-
Not affected	41%	37%	33%	51%	-

Size of Negative Impact on Return of Title IV Funds: Timeliness of Restoring Title IV Funds

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	14%	11%	17%	12%	-
Somewhat affected	11%	26%	11%	6%	-
Slightly affected	26%	16%	39%	27%	-
Not affected	49%	47%	33%	55%	-

Size of Negative Impact on Return of Title IV Funds: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	100%	-	-	-	-
Somewhat affected	0%	-	-	-	-
Slightly affected	0%	-	-	-	-
Not affected	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	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	8%	6%	12%	9%	-
Somewhat affected	23%	28%	18%	15%	-
Slightly affected	13%	17%	6%	18%	-
Not affected	56%	50%	65%	58%	-

Size of Negative Impact on Student Services: Extended Office Hours

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	30%	33%	32%	30%	-
Somewhat affected	19%	20%	16%	20%	-
Slightly affected	25%	27%	32%	23%	-
Not affected	26%	20%	21%	27%	-

Size of Negative Impact on Student Services: Walk-In Hours

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	11%	13%	12%	13%	-
Somewhat affected	16%	13%	18%	13%	-
Slightly affected	21%	31%	12%	25%	-
Not affected	52%	44%	59%	50%	-

Size of Negative Impact on Student Services: Face-to-Face Counseling

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	28%	39%	37%	24%	-
Somewhat affected	30%	33%	42%	18%	-
Slightly affected	28%	22%	5%	45%	-
Not affected	14%	6%	16%	12%	-

Size of Negative Impact on Student Services: Loan Counseling

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	40%	53%	53%	30%	-
Somewhat affected	27%	26%	24%	30%	-
Slightly affected	22%	21%	18%	24%	-
Not affected	12%	0%	6%	15%	-

Size of Negative Impact on Student Services: Phone Contact

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	29%	37%	28%	24%	-
Somewhat affected	21%	32%	22%	18%	-
Slightly affected	33%	26%	28%	39%	-
Not affected	18%	5%	22%	18%	-

Size of Negative Impact on Student Services: Email Contact

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	21%	21%	11%	24%	-
Somewhat affected	25%	42%	28%	21%	-
Slightly affected	28%	32%	28%	27%	-
Not affected	26%	5%	33%	27%	-

Size of Negative Impact on Student Services: Orientation Activities

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	32%	26%	44%	28%	-
Somewhat affected	28%	42%	22%	24%	-
Slightly affected	29%	26%	28%	34%	-
Not affected	11%	5%	6%	14%	-

Size of Negative Impact on Student Services: Outreach Efforts

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	48%	42%	63%	45%	-
Somewhat affected	21%	26%	16%	21%	-
Slightly affected	25%	32%	21%	24%	-
Not affected	6%	0%	0%	9%	-

Size of Negative Impact on Student Services: Target Population Events

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	47%	50%	56%	41%	-
Somewhat affected	25%	11%	33%	21%	-
Slightly affected	22%	39%	11%	21%	-
Not affected	7%	0%	0%	17%	-

Size of Negative Impact on Student Services: Web and Social Media

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	41%	44%	31%	37%	-
Somewhat affected	27%	33%	25%	27%	-
Slightly affected	26%	22%	25%	30%	-
Not affected	7%	0%	19%	7%	-

Size of Negative Impact on Student Servies: Financial Literacy

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	56%	58%	82%	39%	-
Somewhat affected	25%	26%	0%	39%	-
Slightly affected	18%	16%	18%	23%	-
Not affected	1%	0%	0%	0%	-

Size of Negative Impact on Student Services: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	0%	-	-	0%	-
Somewhat affected	100%	-	-	100%	-
Slightly affected	0%	-	-	0%	-
Not affected	0%	-	-	0%	-

Impact on Consumer Information

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

Size of Negative Impact on Consumer Information: Updating Institutional Costs

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	6%	11%	6%	3%	-
Somewhat affected	13%	26%	6%	13%	-
Slightly affected	31%	21%	38%	31%	-
Not affected	49%	42%	50%	53%	-

Size of Negative Impact on Consumer Information: Updating Application Information

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	10%	11%	5%	6%	-
Somewhat affected	26%	33%	26%	27%	-
Slightly affected	34%	33%	42%	33%	-
Not affected	30%	22%	26%	33%	-

Size of Negative Impact on Consumer Information: Consumer Disclosure Requirements

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	17%	21%	13%	13%	-
Somewhat affected	29%	26%	33%	28%	-
Slightly affected	29%	32%	27%	28%	-
Not affected	25%	21%	27%	31%	-

Size of Negative Impact on Consumer Information: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	18%	33%	15%	12%	-
Somewhat affected	17%	8%	8%	23%	-
Slightly affected	40%	50%	54%	27%	-
Not affected	25%	8%	23%	38%	-

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	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	41%	42%	63%	31%	-
Somewhat affected	37%	37%	26%	40%	-
Slightly affected	17%	11%	5%	26%	-
Not affected	5%	11%	5%	3%	-

Size of Negative Impact on Professional Development: Conflict Resolution

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	21%	11%	44%	13%	-
Somewhat affected	27%	53%	28%	16%	-
Slightly affected	32%	26%	22%	39%	-
Not affected	19%	11%	6%	32%	-

Size of Negative Impact on Professional Development: Equipment Updates

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	31%	37%	50%	21%	-
Somewhat affected	28%	32%	17%	35%	-
Slightly affected	30%	26%	28%	26%	-
Not affected	11%	5%	6%	18%	-

Size of Negative Impact on Professional Development: Orientation

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	32%	32%	44%	24%	-
Somewhat affected	40%	42%	39%	42%	-
Slightly affected	19%	21%	6%	27%	-
Not affected	9%	5%	11%	6%	-

Size of Negative Impact on Professional Development: Other

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Greatly affected	100%	-	-	-	-
Somewhat affected	0%	-	-	-	-
Slightly affected	0%	-	-	-	-
Not affected	0%	-	-	-	-

Resource Needs

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

Ranking of Resource Needs

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Management staff	37%	53%	40%	31%	-
Counseling staff	84%	79%	89%	88%	-
Support staff	76%	74%	67%	77%	-
Student staff	21%	21%	27%	24%	-
Technical support staff	82%	84%	88%	76%	-
Technological upgrades	73%	68%	81%	69%	-
Training (technological)	85%	79%	82%	88%	-
Training (process and procedures)	82%	89%	82%	75%	-
Operating budget	86%	89%	94%	80%	-
Aid available for students	78%	100%	63%	76%	-
Automation	78%	74%	76%	79%	-
Third-party servicers	24%	26%	33%	13%	-
Other A	89%	-	75%	100%	-
Other B	67%	-	67%	-	-
Other C	50%	-	50%	-	-
Other D	0%	-	0%	-	-

Ranking of Staff Resources Needed

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Total FTEs needed	7.0	5.8	7.0	7.5	-
Management staff	1.2	1.2	1.3	1.2	-
Counseling staff	1.5	1.7	1.6	1.2	-
Support staff	1.3	1.5	2.3	0.9	-
Student staff	1.6	1.8	3.0	1.2	-
Technical support staff	1.0	1.2	1.1	0.9	-
Technological upgrades	1.6	1.8	1.5	0.9	-
Training (technological)	1.4	0.9	0.8	1.9	-
Training (process and procedures)	1.6	0.8	1.5	1.8	-
Operating budget	1.0	1.0	2.0	0.9	-
Aid available for students	11.8	0.7	1.0	50.5	-
Automation	1.1	1.0	1.1	1.3	-
Third-party servicers	1.7	1.0	1.0	2.0	-
Other	2.0	-	2.0	-	-
Other B	-	-	-	-	-
Other C	-	-	-	-	-
Other D	-	-	-	-	-

Average Costs of Needed Resources (in U.S. dollars)

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Total costs required	$1,351,914	$3,085,778	$1,143,716	$542,769	-
Management staff	$76,833	$81,400	$91,000	$65,000	-
Counseling staff	$67,181	$84,571	$78,071	$53,188	-
Support staff	$50,061	$58,200	$96,429	$32,324	-
Student staff	$14,996	$21,667	$32,480	$5,833	-
Technical support staff	$62,113	$84,571	$61,000	$52,250	-
Technological upgrades	$206,100	$44,375	$763,571	$29,200	-
Training (technological)	$18,233	$21,778	$34,357	$13,117	-
Training (process and procedures)	$15,983	$19,889	$30,500	$7,617	-
Operating budget	$47,803	$63,500	$101,250	$22,654	-
Aid available for students	$2,279,697	$3,823,077	$1,167,143	$1,261,111	-
Automation	$41,891	$50,000	$100,000	$35,000	-
Third-party servicers	$42,231	$64,286	$40,000	$11,800	-
Other	$51,000	-	$90,000	-	-
Other B	-	-	-	-	-
Other C	-	-	-	-	-
Other D	-	-	-	-	-

Priority Resource

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Management staff	11%	16%	22%	6%	-
Counseling staff	23%	16%	17%	37%	-
Support staff	4%	0%	6%	0%	-
Student staff	0%	0%	0%	0%	-
IT support staff	22%	26%	28%	17%	-
Technological upgrades	11%	16%	11%	6%	-
Training (technological)	0%	0%	0%	0%	-
Training (process and procedures)	5%	0%	0%	9%	-
Operating budget	4%	5%	0%	6%	-
Aid available for students	6%	11%	0%	6%	-
Automation	10%	11%	6%	11%	-
Third-party servicers	0%	0%	0%	0%	-
Operating autonomy	0%	0%	0%	0%	-
In my opinion, my office is adequately resourced	1%	0%	0%	0%	-
Other	5%	0%	11%	3%	-

Verification

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

Percentage Operating Budget Spent on Verification

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
0 - 4%	16%	0%	8%	24%	-
5 - 9%	16%	11%	15%	17%	-
10 - 14%	17%	17%	8%	24%	-
15 - 19%	10%	17%	0%	14%	-
20% or more	41%	56%	69%	21%	-

Percentage of Verification by Tracking Group

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
V1	57%	53%	58%	57%	-
V4	4%	0%	0%	7%	-
V5	38%	47%	42%	37%	-

Average Time Needed to Verify

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
0 – 4 minutes	3%	0%	8%	0%	-
5 – 9 minutes	6%	6%	0%	6%	-
10 – 19 minutes	29%	24%	38%	28%	-
20 – 29 minutes	17%	12%	23%	16%	-
30 – 44 minutes	14%	35%	0%	9%	-
45 – 59 minutes	15%	12%	15%	19%	-
Greater than one hour	17%	12%	15%	22%	-

Average Resources Needed to Verify

	All institutions	Public 4-year	Public 2-year	Private 4-year	Other
Number of FTE staff needed to verify	2.9	4.0	5.0	1.9	-

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.

NASFAA

NATIONAL ASSOCIATION OF STUDENT FINANCIAL AID ADMINISTRATORS

1801 PENNSYLVANIA AVENUE, NW, SUITE 850
WASHINGTON, DC 20006-3606
202.785.0453 | fax 202.785.1487 | WWW.NASFAA.ORG