2015 Current Fiscal Year Report: Advisory Committee on Student Financial Assistance

Report Run Date: 05/13/2026 02:18:16 PM

1. Department or Agency	**2. Fiscal Year**
Department of Education	2015
3. Committee or Subcommittee	**3b. GSA Committee No.**
Advisory Committee on Student Financial Assistance	115

4. Is this New During Fiscal Year?	**5. Current Charter**	**6. Expected Renewal Date**	**7. Expected Term Date**
No	09/03/2015	09/03/2017	

8a. Was Terminated During FiscalYear?	**8b. Specific Termination Authority**	**8c. Actual Term Date**
No		

9. Agency Recommendation for Next FiscalYear	**10a. Legislation Req to Terminate?**	**10b. Legislation Pending?**
Continue	No	Not Applicable

11. Establishment Authority Statutory (Congress Created)

12. Specific Establishment Authority	**13. Effective Date**	**14. Commitee Type**	**14c. Presidential?**
20 U.S.C. 1098	10/17/1986	Continuing	No

15. Description of Committee Non Scientific Program Advisory Board

16a. Total Number of Reports	No Reports for this FiscalYear

17a. Open	1	**17b. Closed**	0	**17c. Partially Closed**	0	**Other Activities**	0	**17d. Total**	1

Meetings and Dates

Purpose	**Start**		**End**
Hearing to inform the reauthorization of the Higher Education Act.	09/11/2015	-	09/11/2015

Number of Committee Meetings Listed: 1

	Current FY	Next FY
18a(1). Personnel Pmts to Non-Federal Members	$1,360.00	$0.00
18a(2). Personnel Pmts to Federal Members	$0.00	$0.00
18a(3). Personnel Pmts to Federal Staff	$481,014.00	$0.00
18a(4). Personnel Pmts to Non-Member Consultants	$7,500.00	$0.00
18b(1). Travel and Per Diem to Non-Federal Members	$9,528.00	$0.00
18b(2). Travel and Per Diem to Federal Members	$0.00	$0.00
18b(3). Travel and Per Diem to Federal Staff	$10,313.00	$0.00
18b(4). Travel and Per Diem to Non-member Consultants	$1,209.00	$0.00
18c. Administrative Costs (FRNs, contractor support, In-person/hybrid/virtual meetings)	$0.00	$0.00
18d. Other (all other funds not captured by any other cost category)	$0.00	$0.00
18e. Total Costs	$510,924.00	$0.00
19. Federal Staff Support Years (FTE)	5.00	0.00

20a. How does the Committee accomplish its purpose?

I. Context for Current ChargesThe Advisory Committee (the Committee) was established by the Congress of the United States with the enactment of the amendments to the Higher Education Act (HEA) in 1986, and it began operation in 1988. As stated in section 491 of the HEA, the Committee serves as an independent source of advice and counsel to Congress and the Secretary of Education on student financial aid policy, specifically as it relates to maintaining and enhancing postsecondary access for low-income, disadvantaged students. The purpose of the Committee as defined in section 491 (a) of the statute is: “to provide extensive knowledge and understanding of the Federal, State, and institutional programs of postsecondary student assistance; to provide technical expertise with regard to systems of needs analysis and application forms; to make recommendations that will result in the maintenance of access to postsecondary education for low- and middle-income students; to provide knowledge and understanding of early intervention programs and to make recommendations that will result in early awareness by low- and moderate-income students and families—of their eligibility for assistance under this title to the extent practicable, of their eligibility for other forms of State and institutional need-based student assistance; to make recommendations that will expand and improve partnerships among the Federal Government, States, institutions of higher education, and private entities to increase the awareness and the total amount of need-based student assistance available to low- and moderate-income students; and to collect information on Federal regulations, and on the impact of Federal regulations on student financial assistance and on the cost of receiving a postsecondary education, and to make recommendations to help streamline the regulations of higher education from all sectors.” The Committee’s congressional mandate requires it to conduct objective, nonpartisan, and independent analyses on important aspects of the student assistance programs under Title IV of the

HEA. In addition, Congress has and may call upon the Committee to conduct special evaluations, studies, and analyses that address the basic structure and effectiveness of the individual programs under Title IV. Since its creation, the Committee's work has focused on finding solutions to problems that affect various aspects of the student assistance programs under Title IV. The Committee has approached its work from a set of fundamental goals that are both tied to the technical tasks with which the Committee has been charged and to the Committee's mandate to maintain access. These goals consist of removing barriers to access and persistence, promoting program integrity, eliminating or avoiding program complexity, integrating delivery across the Title IV programs, and minimizing burden on students and institutions. To fulfill its congressional responsibilities over the past 27 years, the Committee has held more than 100 formal meetings, hearings, and symposia. In addition, the Committee has developed background papers on a myriad of issues pertaining to student financial assistance. The recent work of the Committee, including its reports, Pathways to Success: Integrating Learning with Life and Work to Increase National College Completion, Higher Education Regulations Study: Final Report, Higher Education Regulations Study: Preliminary Findings, The Bottom Line: Ensuring that Students and Parents Understand the Net Price of College, The Rising Price of Inequality: How Inadequate Grant Aid Limits College Access and Persistence, Mortgaging Our Future: How Financial Barriers to College Undercut America's Global Competitiveness, Transition Matters: Community College to Bachelor's Degree, Early & Often: Designing a Comprehensive System of Financial Aid Information, and Apply to Succeed: Ensuring

Community College Students Benefit from Need-Based Financial Aid, has demonstrated to policymakers, educators, and members of the higher education community that federal policy must be mindful of the barriers to access and persistence facing low- and moderate-income students. These barriers include the complexities of the student aid system. As a result, the Committee has been an active participant in discussions on ways to streamline and simplify both need analysis and aid application. Over the past two decades, the Committee's efforts on this issue have been met with significant success. In the 1990s, the Committee's work on financial aid simplification led to the introduction of a free common financial aid form that serves as an application for federal aid and most state and institutional aid (the FAFSA). Congress and the Department of Education continue to draw on the expertise of the Committee while revising and considering further simplification of the FAFSA. During a typical fiscal year, the Committee offers informal assistance to the Secretary's office in reviewing and commenting upon new policies, regulations, and programs, such as the student aid report (SAR), the FAFSA, the FAFSA4Caster and the net price calculator. Congress also regularly seeks the Committee's technical assistance, for example, during the most recent budget reconciliation and reauthorization of the HEA, as well as on other matters, such as reviewing FAFSA statistics and enrollment data. In addition to work on the simplification of student aid forms, the Committee has also worked since the 1990s toward expanding and implementing two streamlined need analysis formulas that are used for low-income students: the simplified needs test (SNT) and the automatic-zero expected family contribution, or the auto-zero EFC. As part of this ongoing work, the Consolidated Appropriations Act of 2004 (P.L. 108-199) required the Committee to conduct a thorough study of simplifying the federal need analysis methodology and application process, paying special attention to the needs of low- and moderate-income students. The Committee's final report is entitled The Student Aid Gauntlet: Making Access to College Simple and Certain, and congressional staff continue to refer to the report when developing simplification legislation. Recommendations from The Student Aid Gauntlet were used to shape budget reconciliation legislation, including the College Cost Reduction and Access Act of 2007 (P.L. 110-84), which implemented recommendations from The Student Aid Gauntlet regarding the auto-zero EFC and the SNT, including expansion of eligibility for both to displaced workers, and an increase in the auto-zero threshold to $30,000. In addition, per Committee recommendations, the new law enacts increases to the income protection allowance for both dependent and independent students, and also expands the definition of an independent student to include orphans, students in foster care, and wards of the court over the age of 12, as well as emancipated minors, minors in legal guardianship, and homeless youth. The last reauthorization of the HEA, the Higher Education Opportunity Act (P.L. 110-315), significantly expanded the Advisory Committee's purposes and functions, as described below under "Current Charges." HEA reauthorization also enacted several key recommendations from previous Committee studies, including taking steps toward creating a system of early financial aid information and allowing students to apply for aid earlier, making the FAFSA more relevant and understandable, increasing the use of technology, streamlining and simplifying FAFSA on the Web, and creating a national partnership to make access simple and certain.II. Current ChargesThe Committee’s effectiveness and independence have generated bipartisan support in Congress. Specifically, the Committee served as a nonpartisan and significant resource for congressional offices in the 1992, 1998, and 2008 reauthorizations of the HEA. As a measure of confidence in the Committee’s work, the Higher Education Opportunity Act (HEOA) reauthorized the Committee and established three new purposes for it: to provide knowledge and understanding of early intervention programs, and to make recommendations resulting in early awareness by low- and moderate-income students of their eligibility for Title IV assistance; to make recommendations to expand and improve partnerships among higher education stakeholders that increase the awareness and amount of need-based aid for low- and moderate-income students; and to collect information on federal regulations and their impact on student aid and college costs, and to make recommendations to streamline such regulations. Each of these new purposes is tied to the core objectives of the Committee: access and simplification. HEOA makes additional assignments to the Committee in the form of special analyses and activities. The Committee has been charged with reporting annually on the adequacy of grant aid for low- and moderate-income students, as well as their postsecondary enrollment and graduation rates. The Committee is also charged with developing and maintaining an information clearinghouse to help institutions of higher education understand the regulatory impact of the federal government on institutions of higher education from all sectors—a charge addressed as part of the Higher Education Regulations Study (HERS). In addition, Congress has requested that the Committee support the Secretary of Education, the Comptroller General, and a study group on a FAFSA simplification study. The Committee will also assist the Department of Education with an early information demonstration program upon request. Annual Reports The HEOA requires that the Committee report annually on three topics as related to the needs of low- and moderate-income students: adequacy of grant aid, postsecondary enrollment rates, and postsecondary graduation rates. The resulting analysis will consist of six annual reports, issued through 2014. This comprehensive study will examine the adequacy of grant aid from all sources, including Federal, State, and institutional. Likewise, with regard to enrollment and graduation rates, the study will examine data sources within each of these sectors. The goal is to develop a broad and diverse collection of both quantitative and qualitative research, so as, to the extent possible, generate results that are representative of the population of the United States. Access will continue to be measured by the price, net of all grant aid, facing low- and moderate-income students at four-year public colleges.The first annual report, The Rising Price of Inequality: How Inadequate Grant Aid Limits College Access and Persistence (RPI), was delivered to Congress in June 2010. RPI used nationally representative longitudinal data from the National Center for Education Statistics (NCES) to assess adequacy of grant aid by examining the enrollment and persistence rates of low- and moderate-income high school graduates who seek to earn a bachelor’s degree and are qualified to gain admission to a four-year college, relative to the rates of their middle- and high-income peers. Over the last few decades, prices net of grant aid at four-year public colleges have risen as a percentage of family income for these students, leading to a cascade of negative effects, including a significant shift in enrollment away from four-year colleges and toward two-year colleges. RPI shows that this shift is due to family financial concerns, and that maintaining financial access to four-year public colleges for qualified high school graduates is of paramount national policy importance. Narrow strategies that focus on improving K-12 academic preparation alone, or on improving college persistence alone, will not reverse the trends outlined above. The challenge for Congress and the Secretary is to find an effective means of using federal grant aid as a lever to increase state and institutional grant aid to offset the rising prices facing low- and moderate-income students.The second annual report, The Bottom Line: Ensuring that Students and Parents Understand the Net Price of College, was delivered to Congress in June 2011. The report reviewed and analyzed the challenges inherent in the HEOA requirement that postsecondary institutions post, on their websites, a net price calculator by October 2011. The Bottom Line also examined net price calculators in tandem with the elements of financial aid award letters, especially the extent to which elements of the two are parallel. In addition, the report included testimony from researchers, analysts, and practitioners at the Advisory Committee’s March 2011 hearing. The following consensus emerged from the panel discussions: students and parents need accurate and timely information about both college expenses and financial aid from middle school through college enrollment and persistence; the current status of financial aid award letters — in particular, the lack of comparability from institution to institution — provides a cautionary tale for the future of net price calculators; and, while net price calculators have the potential to be useful tools for students and parents, they are likely to suffer from several limitations that warrant further examination. There was also broad consensus that it would be wise for the higher education community to explore these issues further and develop voluntary guidelines for the benefit of students and parents. The report concluded that, given the near unanimous agreement among the hearing's panelists that neither further legislation nor regulation is the answer, a broad coalition of representatives from the higher education and policy making community should be formed to standardize and integrate these two financial aid tools to the extent possible.The third annual report, Pathways to Success: Integrating Learning with Life and Work to Increase National College Completion (PTS), was delivered to Congress in February 2012. This report focused on accessing the needs of the nontraditional student population, the largest subset of students in the nation. The focus of the report was an examination of the best practices of states and institutions to improve degree and certificate completion among nontraditional students. Adequately labeling this population has proven to be a large and daunting task given the diversity of its demographic and socioeconomic characteristics. There are many subgroups associated with this population, each with unique circumstances, educational needs and goals. Three key components discussed in PTS are the barriers faced by nontraditional students, best practices to address the needs of nontraditional students at the state and institutional level, and the federal role, specifically, how should the federal government encourage implementation of best practices by states and institutions.The fourth annual report, Access Matters Meeting the Nation’s College Completion Goals Requires Large Increases In Need-Based Grant Aid was released Spring 2013. This report was presented as a PowerPoint across the nation at graduate schools throughout 2012. This presentation expanded on and updated analyses in two Advisory Committee reports to Congress and the Secretary of Education: The Rising Price of Inequality: How Inadequate Grant Aid Limits College Access and Persistence (June 2010) and Mortgaging Our Future: How Financial Barriers to College Undercut America's Global Competitiveness (September 2006). This presentation examined four questions as they relate to access and persistence: • How unequal is access to college and why?• How unaffordable is college and to whom?• How are access and persistence related?• What implications can be drawn for the future? • What are ACSFA findings and recommendations?The analyses used data from five National Center for Education Statistics (NCES) reports as well as data from the U.S. Census. One key point this presentation wanted to demonstrate was that America’s 2020 goals cannot be met with increases in need-based grant aid from all sources. As noted in the presentation, need-based grant aid is an improvement in human capital that pays return on investment and higher dividends through increased economic growth, greater income equality, and improved global competitiveness. The report notes several findings that continually hinder equality in access and persistence to college access and lists several recommendations intended serve as policy initiatives to stem the decline in bachelor’s degree losses. The fifth annual report, Do No Harm: Undermining Access Will Not Improve College

Completion was released to Congress and the Secretary in September 2013. This report provides a framework for assessing the likely impact of various proposed changes to federal student aid designed to improve college completion. The Advisory Committee will use this framework to evaluate proposed changes throughout the upcoming reauthorization of the Higher Education Act (HEA). In past HEA reauthorizations, proposals from the higher education community insisted that increases in federal need-based grant aid were required to ensure access and promote completion among low-income students. The past proposals typically included additional funding for proposed changes to avoid tradeoffs between access and other goals. The implicit rule was: Do no harm. In contrast, many of today’s proposals contain changes financed not by increasing student aid funding but by redistributing existing funding among students and institutions, inevitably generating winners and losers. The most problematic of these proposed changes would seek to increase graduation rates by simply denying access to low-income students, leading to a reduction in the overall level of national college completion.The core of this report develops an assessment framework based on an extended series of Advisory Committee reports, policy bulletins, and press releases which focused on six barriers to access and completion: high net prices facing low-income students, excessive levels of student and family borrowing, decoupling of federal, state, and institutional grant aid, complex forms, processes, and eligibility determination, inadequate early information and intervention, and insufficient in-college student support services. To further illustrate how the framework can be used, the report provides a preliminary assessment of the likely directional impact of fifteen proposed changes. This report found the proposed changes can: increase both access and overall completion, hold access constant and increase overall completion, increase access but not overall completion, reduce both access and overall completion.The sixth annual report, ACSFA Summer 2014 Hearing: Postsecondary Institution Ratings System (PIRS) was released to Congress and the Secretary in October 2014. In August 2013, President Obama announced an initiative to make colleges more affordable and valuable for students and families. The proposed plan involved creating a ratings system to identify schools that provide the best value based on measures such as access, affordability, and outcomes. This report was a follow on to the US Department of Education’s Request for Information (RFI) in December 2013 as a result of the initiative announced by the Obama Administration. The RFI was to gather expertise on the proposed rating system, referred to as the Postsecondary Institution Ratings System (PIRS). ED was mainly interested in the following areas for the proposed ratings systems – Data Elements, Metrics and Collection, Weighting or Scoring, Development of Comparison Groups, Presentation of Ratings Information, Existing Ratings Systems, and Consumer Information vs. Accountability Systems. While respondents praised the Department’s desire to address problems in the postsecondary education system, they also raised many questions about how PIRS would be designed. Similar issues were raised at other meetings held to discuss the new ratings system, i.e., the PIRS Symposium, ED’s Open Forums on College Value and Affordability, as well as a forum held by the Association of Public and Land-grant Universities.The Advisory Committee held its Summer 2014 Hearing on September 12th at

Trinity Washington University to help address these questions and ensure that PIRS fulfills its objectives. The hearing was open to the public and offered an opportunity for members of the public to provide constructive, analytical input on how PIRS could successfully address challenges in one or more of the following ten areas:1. Account for the diversity of American higher education2. Work within the financing structure of higher education3. Foster improvement in student and institutional outcomes4. Distinguish between consumer needs and accountability5. Overcome inadequacies and deficiencies in existing data6. Minimize unintended effects that undermine the objectives7. Contend with the subjective nature of ratings and rankings8. Ensure links to student aid improve access and completion9. Integrate with existing public data and information systems10. Provide for adequate pilot testing before full implementation.Given its legislative charge, the Advisory Committee was especially interested in how PIRS could be designed to minimize unintended effects on Title IV recipients, in particular low-income students.The Advisory Committee held its Summer 2015 Hearing on September 11, 2015 at the U. S. Department of Education to inform reauthorization of the Higher Education Act (HEA). The hearing was open to the public. The hearing consisted of four panels of experts who addressed the following issues:1. Access and completion2. Simplification3. Accountability4. Consumer Information and Data TransparencyHigher Education Regulations Study (HERS)Congress requested that the Advisory Committee undertake a study of regulations affecting higher education under three different auspices of the Committee’s updated mandate: as a special analysis, a new function, and a new purpose. The new reauthorization legislation charges the Committee with addressing these significant responsibilities in the following ways: conduct a review and analysis to determine whether a regulation is duplicative, no longer necessary, or overly burdensome. The review should be limited to regulations affecting institutions that have received more than $200,000 in Title IV funds over the last two award years. The Committee was specifically charged with evaluating the ways in which regulations affecting institutions may be improved, streamlined, or eliminated. This study was completed in two phases over a four year period. A report of the survey's preliminary findings was released at the Committee's September 30, 2011 hearing. The preliminary report documents perceptions of the higher education community from all sectors toward the overall system of regulation that implements the HEA, and the perception of burden for a specific set of regulations.The final Higher Education Regulations Study: Final Report was delivered to Congress and the Secretary on November 30, 2011. After numerous meetings, conference calls, and presentations throughout the study, the Committee found that the higher education community noted the regulations under the HEA to be unnecessarily burdensome. Also, important to note, the majority view of the specific regulations cited throughout the study could be improved without a negative impact on program integrity or student success. The majority opinion represented throughout the report felt that the improvements to individual regulations and the system would not only lower regulatory burden without negative results, but could generate savings that could be used to expand student access and persistence.Other Activities and ResponsibilitiesThe Committee made great progress in addressing its 2015 priorities and legislative responsibilities with regard to Congress, the Secretary of Education, and the higher education community. The following is a selection of the Committee’s fiscal year 2015 accomplishments:• Held a Summer Hearing in Washington, DC on September 11, 2015; • Held a professional development session for Committee members in Washington, DC, on June 2, 2015.

20b. How does the Committee balance its membership?

Congress clearly defined in Section 491 (c) of the Higher Education Act, as amended, that the membership of the Committee shall be composed of 11 members of which four shall be appointed by the leaders of the Senate, two each upon recommendation by the majority and minority; four by the leaders of the House of Representatives, two each upon recommendation by the majority and the minority; and three by the Secretary of Education, one of whom must be a student. Therefore, to ensure that the Committee membership remains diverse and balanced, Congress and the Secretary have appointed a broad range of members from a geographically and professionally diverse financial aid community to serve a single term of four years in order to provide independent and objective technical analysis of important student aid issues. The membership of the Committee has consisted, over time, of college presidents and chancellors, financial aid administrators, education association executives, bank officers, guaranty agency executives, state higher education officials, and students who provide the technical expertise and knowledge of student aid and education policy required to carry out the goals and objectives of the Committee as mandated by Congress.

20c. How frequent and relevant are the Committee Meetings?

In carrying out its legislative charges as assigned under the Higher Education Amendments of 1998, the Consolidated Appropriations Act of 2004, and the Higher Education Opportunity Act of 2008, the Committee meets at the call of the Chair to conduct Committee business and gather information for Congress and the Secretary of Education. All meetings are open to the public, unless otherwise appropriately determined to be closed. Meetings, hearings and professional development sessions are called as needed to address the Committee's existing and/or new tasks, and center on discussions of background and position papers, study designs, and responses to new or developing initiatives. The Committee invites congressional staff, DoED officials, members of the higher education and financial aid communities, the loan industry, other federal and state agencies, and associations from across the country to exchange ideas and brief Committee members on student aid policy issues. These deliberations assist the Committee in arriving at a consensus on issues of mutual concern pertaining to equal access for all students. The Committee's ability to educate and brief congressional staff and the Administration is essential and will assist in preventing legislative changes that would have profoundly negative impacts on students and institutions. Recently the Advisory Committee has held one open to the public meeting, symposium or hearing and one to two professional development session for members to be apprised of new developments, ongoing issues or topics worthy of investigating and discussing.

20d. Why can't the advice or information this

committee provides be obtained elsewhere?

Unlike other committees, the Advisory Committee serves a unique advisory role prescribed in statute. Section 491 of the HEA, as amended, requires the Committee to conduct objective, nonpartisan, and independent analyses on important aspects of the student assistance programs under Title IV. The Committee's effectiveness in fulfilling its mandates, by acting as a nonpartisan entity, and its careful compliance with statutory mandates has generated bipartisan support in Congress. Because the Committee has considerable experience communicating with Congress and the Secretary and is sensitive to and appreciative of the diverse perspectives of the higher education communities, the Committee seeks to maximize input from all who have a role in providing access to postsecondary education. Congress continues to depend on the Committee as a resource to address critical issues, conduct special evaluations, studies, and analyses that address the basic structure of the Title IV programs, as well as ensure access to student financial aid and program integrity for low-income students. Through the most recent reauthorization of the HEA, Congress has assigned significant new studies, analyses, functions, and purposes to the Committee's mandate. These have been described in detail, above, under the Committee's current charges; however, the addition of three new purposes—pertaining to early intervention and information, expanding partnerships relevant to need-based aid, and collecting information on federal regulations relevant to higher education—is a considerable show of support for and confidence in the Committee's work in advising Congress. These issues remain at the forefront when developing legislation and regulatory policies. The Committee also plays an important role in helping to translate important research and relevant data into policy implications and recommendations for Congress and the Secretary.

20e. Why is it necessary to close and/or partially closed committee meetings?
The Committee will hold an annual closed meeting, when necessary, to discuss internal personnel rules and practices of the Committee and information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy. These matters are protected under exemptions (2) and (6) of Section 552b(c) of Title 5 U.S.C. The Committee did not hold any closed meetings during fiscal year 2015.

21. Remarks
The Advisory Committee on Student Financial Assistance (Committee) is authorized by 491 of the Higher Education Act of 1965, as amended (HEA). The purpose of the Committee is to provide advice and counsel to the Secretary and the Congress on student financial aid matters. Most recently, the President signed the Higher Education Opportunity Act (Public Law 110-315) on August 14, 2008. The HEOA reauthorized the Committee through October 1, 2014. As a result of HEOA amendments, there are substantive changes to the charter. The Committee has been reauthorized for another six years. The duration of the Committee, within the meaning of Section 14(a) of FACA, is provided by its enabling legislation. The authorization for the Committee expired on September 30, 2015.

Designated Federal Officer

Carney McCullough DFO

Committee Members	Start	End	Occupation	Member Designation

Gillen, Andrew	10/01/2013	09/30/2017	Senior Researcher	Special Government Employee (SGE) Member
Harper-Marinick, Maria	10/01/2012	09/30/2016	Executive Vice Chancellor and Provost	Special Government Employee (SGE) Member
Hurst, Frederick	10/01/2013	09/30/2017	Senior Vice President	Special Government Employee (SGE) Member
Johnson, Roberta	03/28/2013	09/30/2017	Director, Office of Student Financial Aid, Iowa State University	Special Government Employee (SGE) Member
McGuire, Patricia	10/01/2013	04/19/2015	President	Special Government Employee (SGE) Member
Poliakoff, Michael	10/01/2013	09/30/2017	Vice President of Policy	Special Government Employee (SGE) Member
Taylor, Tiffany	10/01/2013	09/30/2017	Student	Special Government Employee (SGE) Member
White, John	11/12/2014	09/30/2018	Executive Vice President and Provost	Special Government Employee (SGE) Member

Number of Committee Members Listed: 8

Narrative Description

Congress created the Advisory Committee on Student Financial Assistance (the Committee) as an independent source of advice and counsel to Congress and the Secretary of Education on higher education and student financial aid policy. The Committee’s legislative charge is to conduct objective, nonpartisan, and independent analyses on a broad range of Title IV student assistance programs, the most important of which is to make recommendations for improvements that will maintain and enhance equal access to and persistence in postsecondary education for all students.

What are the most significant program outcomes associated with this committee?

	Checked if Applies
Improvements to health or safety	☐
Trust in government	☐
Major policy changes	☑
Advance in scientific research	☐
Effective grant making	☐
Improved service delivery	☑
Increased customer satisfaction	☐
Implementation of laws or regulatory requirements	☑
Other	☐

Outcome Comments

NA

What are the cost savings associated with this committee?

	Checked if Applies
None	☐
Unable to Determine	☑
Under $100,000	☐
$100,000 - $500,000	☐
$500,001 - $1,000,000	☐
$1,000,001 - $5,000,000	☐
$5,000,001 - $10,000,000	☐
Over $10,000,000	☐
Cost Savings Other	☐

Cost Savings Comments

It is difficult to determine the cost savings associated with this Committee, particularly since it was created to provide advice and counsel to Congress and the Secretary of Education on all Title IV student aid programs. If the Committee's recommendations to simplify the overall student aid process—particularly as they relate to access and persistence as well as the FAFSA—are accepted and enacted into law, it is anticipated that cost savings would become quantifiable.

What is the approximate Number of recommendations produced by this committee for the life of the committee?
4

Number of Recommendations Comments
There were no new recommendations in FY 2015.

What is the approximate Percentage of these recommendations that have been or will be Fully implemented by the agency?
0%

% of Recommendations Fully Implemented Comments
Unable to Determine.

What is the approximate Percentage of these recommendations that have been or will be Partially implemented by the agency?
0%

% of Recommendations Partially Implemented Comments
Unable to Determine.

Does the agency provide the committee with feedback regarding actions taken to implement recommendations or advice offered?
Yes ☑ No ☐ Not Applicable ☐

Agency Feedback Comments
The Committee was created by Congress to provide advice and counsel to Congress and the Secretary of Education. The Committee forwards all recommendations it develops for improving Title IV student aid programs to Congress and the Secretary for review and consideration. In addition, Committee staff conduct regular briefings with agency staff regarding Committee recommendations. This provides the agency with the opportunity to comment on whether it feels the Committee’s recommendations are feasible.

What other actions has the agency taken as a result of the committee's advice or recommendation?

	Checked if Applies
Reorganized Priorities	✓
Reallocated resources	
Issued new regulation	✓
Proposed legislation	✓
Approved grants or other payments	
Other	

Action Comments

The Committee was created by Congress to provide advice and counsel to Congress and the Secretary of Education. The Committee forwards all recommendations it develops for improving Title IV student aid programs to Congress and the Secretary for review and consideration. Based on the Committee's research related to all Title IV student aid programs, the agency has the ability to either accept for implementation or reject any recommendations submitted pertaining to improving the student aid process.

Is the Committee engaged in the review of applications for grants?

No

Grant Review Comments

NA

How is access provided to the information for the Committee's documentation?

	Checked if Applies
Contact DFO	✓
Online Agency Web Site	✓
Online Committee Web Site	✓
Online GSA FACA Web Site	✓
Publications	✓
Other	

Access Comments

N/A