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## Demographics Worksheet

2009-2010

**1. Institution:**  
Michigan State University  
**2. OPEID:**  
2290

3. Excluding students who benefited from PLUS loans only, the unduplicated total number of Title IV recipients for 2009-2010:	
4. Excluding PLUS loans, the total Title IV volume of aid for 2009-2010:	\$
5. Excluding students who benefited from PLUS loans only, the unduplicated total number of FFEL/Direct Stafford loan borrowers for award year 2009-2010:	
6. Excluding PLUS loans, the total FFEL/Direct Stafford loan volume for award year 2009-2010:	\$
7. Excluding PLUS loans, the total ACG/SMART grant volume for award year 2009-2010:	\$
8. Unduplicated total number of Pell recipients for award year 2009-2010:	
9. Total Pell volume for award year 2009-2010:	\$
10. Unduplicated total number of campus-based aid recipients for award year 2009-2010:	
11. Total campus-based aid volume for award year 2009-2010:	\$
12. Institution's official 2008 cohort default rate:	%
13. Name of Experimental Sites Coordinator:	
14. Email address of Experimental Sites Coordinator:	



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## Credit of Title IV Aid to Institutional Charges Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate the impact on institutions of simplifying services to students by allowing the credit of Title IV funds to non-allowable institutional charges (charges other than tuition & fees and/or room and board) without written authorization from students. An additional goal is to assess the affect of the experiment on students academic persistence.

**4. Target Student Population:**

Students whose Title IV aid was credited to non-allowable institutional charges in award year 2009-2010.

### Reporting Items

<p>1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:</p> <ol style="list-style-type: none"> <li>1. How did the experiment reduce administrative burden?</li> <li>2. How did the experiment avoid creating additional costs to the taxpayers?</li> <li>3. How did the experiment improve delivery services or otherwise benefit students?</li> </ol>	
<p>2. Predominant method of informing students of the crediting of Title IV aid to institutional charges:</p>	<p>Unknown</p>
<p>3. Total number of students for whom Title IV aid was used to pay otherwise non-allowable institutional charges in award year 2009-2010:</p>	
<p>3a. Total volume of Title IV aid for students in (3):</p>	<p>\$</p>
<p>3b. Total dollar amount of otherwise non-allowable institutional charges (only) for students in (3):</p>	<p>\$</p>
<p>3c. Total number of students in (3) who either graduated in award year 2009-2010, or are continuing their studies in award year 2010-2011:</p>	
<p>4. Total number of students declining the application of Title IV aid to non-allowable institutional charges in award year 2009-2010. (Note that (3) plus (4) should equal a number very close to the total number of aid recipients):</p>	
<p>4a. Total volume of Title IV aid for students in (4):</p>	<p>\$</p>

4b. Total dollar amount of otherwise non-allowable institutional charges (only) for students in (4):	\$
4c. Total number of students in (4) who either graduated in award year 2009-2010, or are continuing their studies in award year 2010-2011:	
5. Total number of students who took advantage of the crediting of Title IV aid to otherwise non-allowable institutional charges for multiple terms in award year 2009-2010:	

**Supplemental Items (Optional)**

1. Estimated savings in work hours per borrower:	
2. Estimated savings in administrative costs:	\$

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# Credit of Title IV Aid to Prior Award Year Charges Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate the impact on institutions of simplifying services to students by allowing the credit of Title IV funds to charges incurred in the prior award year without written authorization from students. An additional goal is to assess the effect of the experiment on students academic persistence.

**4. Target Student Population:**

Students whose 2009-2010 Title IV aid was credited to charges in excess of \$100 incurred in the prior award year.

### Reporting Items

<p>1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:</p> <ol style="list-style-type: none"> <li>1. How did the experiment reduce administrative burden?</li> <li>2. How did the experiment avoid creating additional costs to the taxpayers?</li> <li>3. How did the experiment improve delivery services or otherwise benefit students?</li> </ol>	
2. Predominant method of informing students of the crediting of Title IV aid to institutional charges:	Unknown
3. Total number of students for whom Title IV aid received in award year 2009-2010 was used to pay charges incurred in the previous award year:	
3a. Total volume of Title IV aid for students in (3):	\$
3b. Total dollar amount of Title IV aid for students in (3) used to pay charges incurred in the previous award year:	\$
3c. Total number of students in (3) who either graduated or are continuing their studies in award year 2010-2011:	
4. Total number of students declining the application of Title IV aid received in award year 2009-2010 to charges incurred in the previous award year:	
4a. Total volume of Title IV aid for students in (4):	\$

4b. Total dollar amount of charges incurred in the previous award year by students in (4) that could have been covered by Title IV aid if the student had chosen to do so:	\$
4c. Total number of students in (4) who either graduated or are continuing their studies in award year 2010-2011:	

**Supplemental Items (Optional)**

1. Estimated savings in work hours per borrower:	
2. Estimated savings in administrative costs:	\$

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## Entrance Loan Counseling Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate alternatives to the current models and timetables for informing first-time borrowers of their rights and responsibilities.

**4. Target Student Population:**

First-time FFEL/Direct Stafford loan borrowers (excluding PLUS only borrowers) in the fall of 2009.

### Reporting Items

1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:

1. How did the experiment reduce administrative burden?
2. How did the experiment avoid creating additional costs to the taxpayers?
3. How did the experiment improve delivery services or otherwise benefit students?

2. Do you conduct entrance counseling, or do you provide information in an alternative method:	Unknown
3. Total number of first-time, FFEL/Direct Stafford borrowers (exclude students who benefited from PLUS only) in the Fall of 2009:	
4. Total FFEL/Direct loan volume for students in (3)	\$
5. Are only certain groups of students in (3) required to undergo entrance counseling?	Unknown
6. When entrance counseling is conducted the predominant medium is:	Unknown

### Supplemental Items (Optional)

1. Estimated savings in work hours per borrower:	
2. Estimated savings in administrative costs:	\$

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## Exit Loan Counseling Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate alternatives to the current models and timetables for targeting and educating borrowers most likely to default. Additionally, to evaluate alternative methods of exit counseling on student graduation and/or persistence patterns.

**4. Target Student Population:**

FFEL/Direct Stafford loan borrowers (exclude PLUS only borrowers) who could have been subject to exit counseling in award year 2009-2010.

### Reporting Items

1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:

1. How did the experiment reduce administrative burden?
2. How did the experiment avoid creating additional costs to the taxpayers?
3. How did the experiment improve delivery services or otherwise benefit students?

2. Does your institution conduct exit counseling?	Unknown
3. Total number of final term borrowers in award year 2009-2010:	
4. Total number of borrowers in (3) who graduated:	
5. Total number of borrowers in (3) who withdrew (officially or unofficially):	
6. Total cumulative debt for borrowers in (3):	\$
7. When exit counseling is conducted, is it predominantly:	Unknown
8. Are students in (3) surveyed on their knowledge of repayment obligations?	Unknown

### Supplemental Items (Optional)

1. Estimated savings in work hours per borrower:	
2. Estimated savings in administrative costs per borrower:	\$



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## Loan Fees in COA Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate the cost for students and the Federal Government of allowing alternative methods of including or excluding loan fees in the calculation of the cost of attendance. Also, to evaluate the impact on student persistence and administrative relief provided to institutions.

**4. Target Student Population:**

Students who received FFEL/Direct Stafford loan funds, in award year 2009-2010. Exclude PLUS loans in all calculations.

### Reporting Items

1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:

1. How did the experiment reduce administrative burden?
2. How did the experiment avoid creating additional costs to the taxpayers?
3. How did the experiment improve delivery services or otherwise benefit students?

2. Total number of students for whom fees are included in loans as part of COA. Exclude students who received PLUS loans only:	
--	--

3. Total loan volume for students in (2):	\$
---	----

4. Total dollar amount of loan fees included in cost of attendance for students in 2):	\$
--	----

5. Total number of students for whom loan fees were NOT included in Cost of Attendance. Exclude students who received PLUS loans only:	
--	--

6. Total number of students that did NOT have loan fees included in their COA, who received the maximum annual loan limit for the award year. Exclude students who received PLUS loans only:	
--	--

7. Total number of students who could have had the loan fees included in their cost of attendance. Exclude students who received PLUS loans only:	
---	--

8. Methods of informing students, when requested, that loan fees may be included in cost of attendance:	
---	--

### Supplemental Items (Optional)

--	--

1. Estimated savings in work hours per borrower:	
2. Estimated savings in administrative costs per borrower:	\$

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## Loan Proration Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate enrollment patterns of students who would have been subject to loan proration in their graduating term.

**4. Target Student Population:**

Students who either were or would have been subject to loan proration in their graduating term during award year 2009-2010.

### Reporting Items

1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:

1. How did the experiment reduce administrative burden?
2. How did the experiment avoid creating additional costs to the taxpayers?
3. How did the experiment improve delivery services or otherwise benefit students?

2. Number of students who could have been subject to loan proration in their graduating term during the award year 2009-2010:

2a. Number of students in (2) whose loans were prorated:

2a1. Number of students in (2a) receiving four-year degrees:

2a2. Number of students in (2a) receiving other degrees (A.A., technical, etc.):

2a3. Number of students in (2a) who withdrew from your institution:

2a3i. Total Title IV funds returned for students in (2a3):

\$

2a4. Number of students in (2a) who completed term, but did not graduate or withdraw:

2b. Number of students in (2) whose loans were not prorated:

2b1. Number of students in (2b) receiving four-year degrees:

2b2. Number of students in (2b) receiving other degrees (A.A., technical, etc.):

2b3. Number of students in (2b) who withdrew from your institution:

2b3i. Total Title IV funds returned for students in (2b3):

\$

2b4. Number of students in (2b) who completed term, but did not graduate or withdraw:

### Supplemental Items (Optional)

1. Estimated savings in work hours per borrower:	<input type="text"/>
2. Estimated savings in administrative costs per borrower:	<input type="text"/> \$

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## Overaward Tolerance Worksheet

2009-2010

**1. Institution:**

Michigan State University

**2. Reporting Year:**

2009-2010

**3. Goal of the Experiment:**

To evaluate the cost of a common overaward tolerance in Title IV programs.

**4. Target Student Population:**

Students who were awarded Stafford loan funds by amounts of \$300 or less. Exclude PLUS loans.

### Reporting Items

1. In order for your experiment to be deemed successful you must provide evidence in text box below that addresses how the experiment at your school satisfied the 3 criteria for success specified in the recent technical amendments to the HEOA:

1. How did the experiment reduce administrative burden?
2. How did the experiment avoid creating additional costs to the taxpayers?
3. How did the experiment improve delivery services or otherwise benefit students?

2. Total number of students receiving overawards of \$300 or less in award year 2009-2010:	
--	--

3. Total Stafford loan volume for students in (2), excluding PLUS loans:	\$
--	----

4. Total volume of overawards for students in (2):	\$
--	----

### Supplemental Items (Optional)

1. Estimated savings in work hours per borrower:	
--	--

2. Estimated savings in administrative costs per borrower:	\$
--	----

3. Average cost of attendance for FFEL/Direct Stafford loan population per borrower:	\$
--	----

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