DOCUMENT RESUME

ED 095 767                                                    HE 005 840

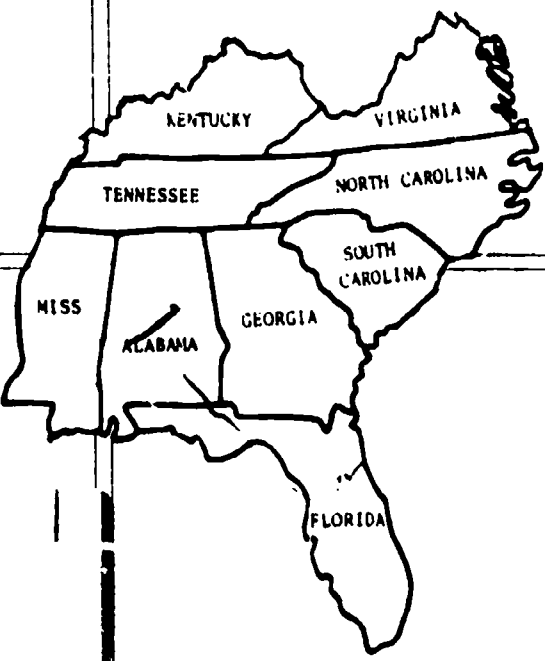AUTHOR          Chambers, O. Wayne
TITLE           A Survey of the Professional Development of Student
                Financial Aid Administrators in Nine Southern
                States.
INSTITUTION     Southern Association of Student Financial Aid
                Administrators.
PUB DATE        Feb 72
NOTE            81p.
AVAILABLE FROM  SASFAA Study Director, Lee College, Cleveland,
                Tennessee 37311 ($2.00)

EDRS PRICE      MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS     Administrator Background; *Administrator
                Characteristics; Educational Background; *Financial
                Support; *Higher Education; Job Market; *Professional
                Occupations; *Professional Personnel

ABSTRACT
                This survey was designed to measure the level of
professional development of student financial aid administrators;
their academic background, their professional characteristics, and
their needs for future development. A questionnaire was mailed to
student aid administrators at 600 institutions of higher education
located in nine southern states. A total of 433 questionnaires were
returned. Results of the survey were divided into seven major areas
of emphasis: background characteristics, professional
characteristics, academic background, job orientation, maintaining
professional competence, degree of professionalization, and needed
professional development. Major findings include: (1) annual turnover
in the aid profession in the South was low; (2) three out of five aid
administrators were rated at a medium-to-high level of professional
development, and over half the respondents directed moderate-to-large
aid programs; (3) slightly more than three out of five respondents
had primary responsibility for determining aid policies on their
campuses; and (4) demographic data revealed that men outnumbered
women three to one. Additional findings and statistical data are
presented. (MJM)

# A Survey of the Professional Development of Student Financial Aid Administrators in Nine Southern States

## O. Wayne Chambers

## Southern Association of Student Financial Aid Administrators

## February 1972

ACKNOWLEDGEMENTS

iii

questionnaire that had been used in a previous survey.
Dr. Howard Aldmon, Dr. John Ray, and Mr. Richard Waters
of the University of Tennessee were of valuable assis-
tance in various stages of the survey.

My greatest appreciation goes to my wife and
daughter for their devotion and understanding while
this task was fulfilled.

## PREFACE

In 1964, about twenty men of vision gathered at the
University of Virginia in Charlottesville to talk about the
newest education administrator, the Student Financial Aid
Administrator, and some of the problems facing him. Mr.
James F. Carr, then Director of Financial Aid at Florida
State University, was elected acting chairman of the group
and the Southern Association of Student Financial Aid Adminis-
trators (SASFAA) was founded. Through hard, dedicated work,
these founders generated interest in the aid programs of
Higher Education and were successful in raising the interest
of others throughout the region. Today, the Southern Assoc-
iation of Student Financial Aid Administrators has more than
491 active, dues-paying members.

The association has never lost the momentum it in-
herited from its founders. By the end of the sixties, it
was conducting workshops to prepare and strengthen aid admin-
istrators; its annual meetings were known for their excellent
calibre and the fine professional contacts and discussions;
it had been successful in establishing a state association
of Student Financial Aid Administrators in each of the nine
Southern states; and it has provided a forum for discussion
of legislation and other matters affecting student Financial
Aid.

But, the membership of SASFAA was not content, and

with the beginning of the seventies, members began looking
critically at the association to determine if, with all of its
activities, it was indeed a profession in the true meaning of
the word. They recognized that all of the ingredients were
present and with some channeling of effort, it could claim
to be a profession. Thus was born another major thrust. In
May, 1971, the executive committee, acting for the associa-
tion, voted to launch a five-part professional development
program, to span a minimum of three years. This program was
conceived to promote the professional development of those
persons charged with the vital tasks of administering funds
and providing financial counseling to those needy students
who are motivated to seek post-secondary education. To this
end, the professional development program of SASFAA is in-
volved in the following activities: (1) a survey of financial
aid administrators of the Southern region, (2) a curriculum
models committee, (3) a committee on principles and practices
(ethics) of financial aid, (4) an evaluative services com-
mittee, and (5) a continuing education committee.

As the first step in this program, the executive com-
mittee commissioned Mr. O. Wayne Chambers, then Assistant
Director of Student Financial Aid at the University of
Tennessee, Knoxville, to conduct an extensive survey of the
financial aid administrators in the area served by the
Southern Association of Student Financial Aid Administrators,
that is, the states of Alabama, Florida, Georgia, Kentucky,

Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. This publication is the result of Mr. Chambers' dedicated effort. It contains a wealth of information, which can be used in innumerable and exciting ways.

This study represents a first step along the road to true professionalism. This must be our goal, for it will only be through the development of a high level of professionalism that we, as a group, will reach the peak of service we owe to our clientele, the students.

The Southern Association of Student Financial Aid Administrators is indebted to Mr. Chambers for this springboard for the future development and strengthening of our association.

<div style="text-align:right">
Eunice Edwards<br>
President<br>
Southern Association of Student<br>
Financial Aid Administrators
</div>

February 1972

# TABLE OF CONTENTS

# LIST OF TABLES

TABLE                                                          PAGE

x

TABLE                                          PAGE

# CHAPTER I

## INTRODUCTION

Student financial aid services have been offered for years on the campuses of institutions of higher education, but only in the last decade has there been a noticeable trend toward a definite organization of these services. One of the emerging professions in American higher education is student financial aid administration.

In the early 1960's more and more institutions began to centralize student financial aid services. A "new" administrator was employed, mostly on a part-time basis, to direct these services to an ever-increasing number of students. In 1967, George Nash reported that 78 percent of student financial aid administrators performed other administrative work in addition to aid administration (Nash, 1967, p. 1.10).

In 1970, Warren W. Willingham reported that the part-time student financial aid administrator who works without additional professional support is largely a phenomenon of the college with a small aid program (Willingham, 1970, p. 7). As the aid profession continues to develop, the aid administrator is spending more and more of his time in matters that relate directly to student financial aid administration.

1

Professional student financial aid administration of today is much too young to be as well disciplined as law or medicine. However, it is too useful in our institutions of higher education to be defined narrowly in its operation. Student financial aid administration is vital to higher education. Recent research (Cross, 1971) has indicated that student financial aid will play even a greater role in higher education in the future. In her new book, Beyond the Open Door, Cross focused sharply upon the "new" students to higher education and suggested that sufficient financial aid be available to them as far as their interest and ability take them. It seemed quite clear that many of the new students to higher education, as defined by Cross, will definitely need some type of financial assistance (Cross, 1971, pp. 161-62).

It is the responsibility of the Southern Association of Student Financial Aid Administrators (SASFAA) to be certain that the student financial aid administrators in this region are prepared for the challenge of the future. It is imperative that SASFAA continue its professional development program to prepare its members to assist the students of higher education on a professional basis. The data collected in this survey were intended to measure the organization's readiness and direct its future course of action.

CHAPTER II

JUSTIFICATION

Every profession either becomes increasingly functional in the culture it serves, or it slowly loses its effectiveness. A healthy profession is always in transition because the conditions which dictate its service are always in a state of change (Pierce & Albright, 1960, p. iii).

Melvene D. Hardee, professor of higher education at Florida State University, has stated, "There is no group more involved in the quest for improving the quality of human life than are the student financial aid officers" (Hardee, 1970, p. 7). If the student financial aid profession is to continue to measure up to Professor Hardee's statement, then it must improve its services to students. The profession must look at where it stands professionally and be willing to take courses of action that lead to improvements. George Strauss emphasized that almost every occupation--from rodent killer on up--calls itself a profession. But the weight of academic thought regards true professionalism as involving at least four values:

1. The professional claims that his occupation requires "expertise," that is, specialized knowledge and skills which can be obtained only through training....
2. The professional claims "autonomy," the right to decide how his function is to be performed....

3

3. The professional feels a "commitment," to his calling....
4. The professional feels a "responsibility," to society for the maintenance of professional standards of work (Strauss, 1963, p. 8).

Since no one really knows how well student financial aid administrators measure up to these values or other definitions of professionalism, research is needed. This survey was an attempt to study and analyze student financial aid administrators in the Southern region of the United States. The primary objective of this survey, therefore, was to measure the level of professional development of student financial aid administrators: their academic background, their professional characteristics, and their needs for future development.

This survey will serve as a beginning of future research projects within the Southern Association of Student Financial Aid Administrators. SASFAA must continue to evaluate the student financial aid administrator and the functions he performs in American higher education in order to maintain his professional development.

## CHAPTER III

## PROCEDURES AND METHODOLOGY

The instrument used to collect the data for this survey was adapted from a questionnaire developed by the Western regional office of the College Entrance Examination Board (CEEB, 1970). (See Appendix C.) By using this instrument it was possible to compare directly the results of this survey with those reported by the College Entrance Examination Board (Willingham, 1970). One major alteration was made to the CEEB questionnaire. Questions 16-23 were added by the investigator to gain additional personal information about the respondents.

The questionnaire, entitled Higher Education Survey, was mailed with a cover memorandum (see Appendix B) on August 20, 1971, to student financial aid administrators at 600 institutions of higher education located in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The memorandum was sent as an introduction to the nature and purpose of the questionnaire and as a request for assistance in completing and returning the questionnaire by September 1, 1971.

By September 1, 1971, a total of 275 questionnaires

had been received. Two follow-up letters dated September 10 and September 30, were mailed urging those who had not completed the questionnaire to do so. The final date for including returns in the analysis was October 11, 1971. At that time a total of 388 questionnaires had been received for a 64.7 percent return. Three questionnaires were returned without any identification and forty-two questionnaires were received too late to be included in the analysis. The final number of questionnaires returned totaled 433 out of 600 for a return of 72.2 percent. The highest percentage of responses came from Tennessee and the lowest percentage of responses came from Kentucky. (See Table 1.)*

The data obtained from this survey were transferred to standard coding sheets for keypunching at the University of Tennessee computer center. After keypunching, the data were analyzed using a questionnaire analysis program (Quest) developed by the College Entrance Examination Board. The first printout was completed and returned to the survey director on November 5, 1971. The data were reviewed on December 28, 1971, by a special committee appointed by the president of SASFAA. Final review of the data was the responsibility of the survey director. The results of the investigation appear in Chapter IV.

---

*All tables referred to in the text of this survey appear in Appendix A.

# CHAPTER IV

## RESULTS

The results[1] of the survey have been divided and outlined into seven major areas of emphasis:

1. Background Characteristics

2. Professional Characteristics

3. Academic Background

4. Job Orientation

5. Maintaining Professional Competence

6. Degree of Professionalization

7. Needed Professional Development

It is hoped that the comments that follow will assist those interested in and concerned about the administration of student financial aid to assess properly the level of professionalism within the ranks of student financial aid administrators in the Southern region of the United States.

---

[1]The results of the survey have been reported as a factual accounting without interpretation or evaluation. It should be emphasized that this work is a survey, not a study. The difference may seem minute, but only if the intent is clear can it be properly evaluated. The sole responsibility for the content of this report rests with the survey director.

1. BACKGROUND CHARACTERISTICS

Several studies (e.g., Nash, 1967; Puryear, 1969)
have documented demographic information about student finan-
cial aid administrators. The Nash study reported character-
istics of aid administrators at 849 accredited 4-year colleges.
Puryear, using the questionnaire developed by Nash, studied
the characteristics of aid administrators at 308 junior
colleges.

One of the objectives of this survey was to collect
data on aid administrators at four basic types of institutions
of higher education, in the Southern region of the United
States, in order to determine the level of professionalism of
aid administrators at each type of institution. Data were
received and analyzed from 388 questionnaires returned by
aid administrators at private and public 4-year institutions,
and private and public 2-year institutions. Public 2-year
institutions included junior, community, vocational, and
technical schools. A few private proprietary schools that
received federal student aid funds were included. The major-
ity of the non-responding financial aid administrators were
from private 4-year institutions.

The demographic data revealed that a majority (67.5
percent) of all respondents answering the question concern-
ing sex were men and 16.5 percent of the respondents were
women. (See Table 3.) One respondent in six failed to re-
spond to the question regarding sex. Table 3 also indicates

that 12.5 percent of the women were employed at public 4-year institutions, whereas the majority (48.4 percent) of the women were employed at private 4-year institutions. A low percentage (7.8 percent) of women directed large[2] aid programs.

Further review of the demographic data revealed that the median age of all respondents was 37.3 years. Forty-two percent of the aid administrators in the South were under thirty-six years of age. As expected, 38.7 percent of aid administrators under thirty-six years of age were employed at public 2-year institutions. (See Table 4.) Only 14.1 percent of aid administrators under thirty-six years of age directed large aid programs. Less than one in ten (8.8 percent) aid administrators in this age range was rated at a high[3] level of professionalism. One administrator in five (20.2 percent), under thirty-six years of age had less than one year experience.

## 2. PROFESSIONAL CHARACTERISTICS

The data in Table 5 indicated that 54.1 percent or 210 aid administrators out of 388 were employed full-time in aid administration. Full-time aid administrators tended

---

[2]Throughout the remaining portion of this survey, large means over 1000 applicants.

[3]Throughout the remaining portion of this survey, high means those respondents who checked at least seven professional activities in question 12.

to direct large aid programs. Three out of five aid administrators at public 4-year institutions had worked in financial aid administration for over three or more years.

Aid administrators at public 4-year institutions had more experience in student financial aid administration than their counterparts. One aid administrator in seven at private 4-year institutions directed a large aid program, and one in four was rated at a high level of professionalism.

Further analysis of Table 5 revealed that only one out of three aid administrators at public and private 2-year institutions devoted full-time to student financial aid administration. This represented a slight increase over the 27 percent reported by Puryear (1969, p. 29).

The data in Table 6 revealed that only a low percentage (14.9 percent) of the respondents had less than one year experience. Most (41.4 percent) of these were concentrated at public 2-year institutions. Almost one half (46.6 percent) of all respondents had over three years experience in aid administration. The turnover rate appeared to be somewhat lower than several years ago. It was discovered from question 3 (see Appendix C) that 305 out of 388, or 78.7 percent, of the respondents were employed as student financial aid administrators last year.

A significant step in the professionalization of aid administrators is shown in Table 7. The data in this table revealed that almost three-fourths (68.8 percent) of the respondents were primarily responsible for determining

aid policies on their campuses. Strauss (1963, p. 8) empha-
sized "autonomy" as one of the four values of true profes-
sionalism, and it appeared that the majority of the respond-
ents were accorded this responsibility. The degree of
responsibility of determining aid policies was similar at
each type of institution. Nine respondents out of 388, or
2.3 percent, reported that they were slightly responsible.
Time or experience in the profession did not appear to affect
the degree of responsibility in determining aid policies.
Aid administrators who were rated high professionally
reported a higher frequency in setting aid policies.

As student financial aid offices became more central-
ized, they were placed in various administrative structures.
There was an apparent trend toward assigning the aid office
to the area of student services. The data in Table 8 re-
vealed that slightly more than one in three (34.3 percent)
aid administrators reported directly to the dean of students.
The next highest percentage of aid administrators (28.9 per-
cent) reported directly to the president. The lowest per-
centage (5.4 percent) of the aid administrators reported
to the dean of admissions. The majority (59.5 percent) of
aid administrators in private 2-year institutions reported
directly to the president. Other immediate superiors in-
dicated by the respondents included provost, academic dean,
dean of the college, vice president, and development
director.

The median salary for all respondents was $10,725, and about one in three (32.7 percent) earned more than $12,000. The median salary of student financial aid administrators depended on the type of institution that employed them. The median salary also depended on the size of aid program administered by the respondent and on his experience in the profession. Aid administrators of large programs had a median salary of $12,888. The data revealed that salaries of aid administrators had not kept pace with inflationary trends. Nash (1967), for example, reported the median salary for aid administrators in 4-year institutions was $9,760. During the past five years, salaries for this group have increased only 6.7 percent. Another example was found in the September 28, 1970, issue of The Chronicle of Higher Education, where it was reported that the lowest median salary ($10,409) for administrators in higher education went to directors of student financial aid. The median salary for student financial aid administrators in the South, there-fore, has increased only $316, or slightly over 3.0 percent, in the last year.

In summary, the data revealed that 54.1 percent of aid administrators were employed full-time in student finan-cial aid administration. One out of six aid administrators had less than one year experience. A healthy percentage (68.8 percent) were primarily responsible for determining aid policies on their campuses. One aid administrator out

of three reported directly to the dean of students. The median salary for all respondents was $10,725.

### 3. ACADEMIC BACKGROUND

Approximately ninty-five percent of the aid administrators had four or more years of college training; over one half (53.9 percent) had master's degrees; and, 6.4 percent had earned doctorates. (See Table 10.) Almost half (46.4 percent) of aid administrators with master's degrees were employed by public 2-year institutions. There was a marked difference in degrees earned and experience in the aid profession. There was a sharp difference in the level of professionalism and degree earned.

A wide range of majors were reported by the respondents; however, no one major dominated the responses. Forty-one percent of the aid administrators completed their degrees before 1964. Forty-five out of 388, or 11.6 percent, of the aid administrators completed their degrees between 1964-1967, and 112 out of 388, or 28.9 percent, completed the work on their degrees between 1967-1970. Thirty-six out of 388, or 9.3 percent, completed their degrees after 1970. One aid administrator out of six was currently enrolled in a degree program, however, one in three planned to pursue a higher degree in the future.

Table 11 indicates various academic courses that have been taken by aid administrators, and Table 12 reveals

how aid administrators judged these courses. The data in Table 11 revealed that a majority (54.7 percent) of the respondents had taken a course in counseling, and 89.6 percent (see Table 12) of them judged the course "very useful." Only one respondent in seven had taken a course in school law, but 58.5 percent of those who had taken the course judged it "very useful." Table 12 reveals the constant pattern that a larger percentage of aid administrators who had taken a particular course rated the course as "very useful" more often than did all respondents. Only 36.9 percent of all respondents cited research methods as a "very useful" course, whereas the percentage was 71.8 percent among those who had actually taken such a course.

Less than one in five aid administrators had taken a course in data processing or history and philosophy of financial aid. Slightly more than one in five had taken a course in aid administration. Yet Table 12 reveals that a large percentage of all respondents judged these courses "very useful."

Some differences appeared among aid administrators at the several categories of institutions regarding academic courses. For example, 51.4 percent of the administrators at 4-year institutions judged data processing "very useful," while only 39.3 percent of the administrators at 2-year institutions judged the course "very useful." There were no marked differences in the extent of academic

course work among aid administrators entering the aid profession recently and those who entered the profession several years ago.

In summary, three out of five (60.3 percent) aid administrators surveyed had earned a master's or a higher degree. There were marked differences in the degrees earned and time or experience in the aid profession. No one major area of study emerged to form any type of pattern. About one aid administrator in six was presently enrolled in a graduate program, while 30.9 percent planned to enroll in the future.

## 4. JOB ORIENTATION

It was apparent from the findings of this survey that there was agreement among the respondents concerning the types of orientation desirable for "new"[4] aid administrators. Typically, three out of four respondents indicated that those types of orientation listed in Table 13 were desirable. Responses from aid administrators at each type of institution were similar concerning the various types of job orientation desirable for new aid administrators.

It was noted in Table 13 that typically three out of four respondents indicated that various types of orientation were desirable, but the data in Table 14 revealed that

---

[4]Throughout the remaining portion of this survey, new means those respondents with less than one year experience.

approximately one out of three reported having received any such orientation himself. Respondents at private 2-year institutions had received less job orientation than did their counterparts. Table 14 also reveals that aid administrators of large programs had received more job orientation than those who administered small[5] programs. It was interesting to note that job orientation concerning minority-poverty issues was judged desirable by 170 respondents out of 388, whereas only 39 respondents out of 388 had actually received this type of orientation. One administrator in twenty at public 4-year institutions had received orientation concerning minority-poverty issues (Table 14).

Table 15 lists fifteen workshop topics for the training of new aid administrators. Four of these topics were overwhelmingly preferred as the "most useful" topics for the training of new aid administrators. These included need analysis, preparation of reports, major aid programs, and office procedures. It appeared that the consensus of the respondents was that new aid administrators needed workshop topics that dealt with the immediate, practical problems of aid administration. The responses from each type of institution were similar.

The data in Table 16 revealed that a majority of

---

[5]Throughout the remaining portion of this survey, small means under 300 applicants.

the respondents (61.1 percent) favored an internship as the
preferred method for new administrators to gain experience.
Seventy-four respondents (19.1 percent) favored summer
institutes and seventy-three (18.8 percent) favored on-the-
job training (Table 16). Aid administrators in different
situations did not differ markedly in their preferences
among methods of gaining experience. Aid administrators at
public 4-year institutions were less in favor of summer
institutes as a training method than those at other types
of institutions.

In summary, it was evident that respondents favored
different types of job orientation for new aid administra-
tors, but only a few administrators had actually received
job orientation when they entered the aid profession.
Respondents concurred that new aid administrators needed
workshop topics that were practical and those that dealt
with immediate aid problems. A majority of the respondents
favored an internship as the best method by which new aid
administrators might gain practical experience.

### 5. MAINTAINING PROFESSIONAL COMPETENCE

A review of the data in Table 17 indicated that
professional meetings and workshops were favored by the
largest number of respondents as the preferred methods of
maintaining professional competence. It is interesting to
note that more than half (53.9 percent) of the respondents

reported that they favored self-study materials as a desirable method for maintaining professional competence. Occasional coursework was the least favored method. (See Table 17.)

Student financial aid administrators at the 2-year institutions were more likely to regard summer institutes as a preferred method than were administrators from 4-year institutions. The same was true concerning occasional coursework. Table 17 also reveals no significant differences in responses of experienced administrators from those expressed by new administrators.

In maintaining professional competence the experienced aid administrators judged workshop topics which dealt with current events as the "most useful" (Table 18). The experienced respondents, for example, judged topics such as status of aid bills, recent aid literature, and trends in education as the "most useful." The workshop topic least preferred by experienced aid administrators was office procedures. Typically, one respondent in seven at private 2-year institutions checked data processing as being a useful workshop topic (Table 18).

There was a definite correlation between the preferred methods of maintaining professional competence and the percentage of institutions providing released time and reimbursed expenses for activities related to professional development. For example, 96.4 percent of the

institutions provide reimbursed expenses for professional
meetings within the state and 82.2 percent provided funds
for attendance at workshops (Table 19). A majority of the
institutions were also providing released time for profes-
sional meetings and workshops (Table 20).

One institution out of three (32.7 percent) was
willing to provide released time for occasional course-
work and still fewer (23.7 percent) were willing to provide
reimbursed expenses. According to the responses, over half
(57.7 percent) of the institutions were providing funds for
office subscriptions.

In summary, the data revealed that the respondents
selected professional meetings and workshops as preferred
methods to maintain professional competence. A majority of
the institutions were willing to provide released time and
expenses for these activities; but they were not willing
to provide released time and expenses for occasional course-
work. Experienced aid administrators were more concerned
about current events than procedural matters. Slightly
over half (57.7 percent) of the institutions were willing
to pay for office subscriptions.

5. DEGREE OF PROFESSIONALIZATION

Table 21 outlines ten different areas of profession-
al activities. In order to provide some means of determin-
ing the degree of professionalization of the respondents,

the investigator applied Willingham's (1970) definition of professionalism as it related to aid administrators. Each respondent's answers to items in question 12 (see Appendix C) concerning professional activities were scored from zero to ten according to the number of activities checked. Such a procedure provided a rough index of professionalization for each respondent, valid only for group comparisons and to the extent that such items as those listed do represent meaningful professional activities. Like Willingham (1970), the investigator grouped all scores into high, medium, and low levels of professionalization. Since the four most common activities are relatively passive and not very demanding, a score of less than four was designated "low." A score of four to six was designated "medium," and a score of seven or higher was designated "high."

More than four out of five respondents reported that they read aid newsletters regularly and attended association meetings. Slightly more than three out of five indicated they followed the progress of aid bills and read "The Chronicle of Higher Education" or "Higher Education and National Affairs." Only one aid administrator in five (19.8 percent) had attended ACAC, AACRAO, or APGA meetings. The remaining five professional activities listed in question 12 required somewhat more initiative by the aid administrator, and responses varied a great deal.

There were significant differences in the level of

activity among aid administrators according to their exper-
ience. For example, 79.4 percent of aid administrators with
over three years experience followed the status of aid bills,
whereas only 44.8 percent of the respondents with less than
one year checked this activity (see Table 21).

The data in Table 22 revealed that the degree of
professionalization varied according to the type of institu-
tion, experience, size of aid program, and type of position
of the aid administrator. Two out of three aid administra-
tors had attained at least a medium[6] degree of professional-
ization (Table 22). Table 22 also reveals a pattern of high
professionalization among aid administrators at 4-year
institutions. Respondents that were rated at a low[7] level
of professionalization also formed a pattern. For example:

1. 38.9 percent were employed by 2-year public
   institutions

2. 30.5 percent had under one year experience

3. 71.0 percent directed small aid programs

4. 50.4 percent worked on a part-time basis
   alone.

---

[6]Throughout the remaining portion of this survey,
medium means those respondents who checked four to six
professional activities in question 12.

[7]Throughout the remaining portion of this survey,
low means those respondents who checked less than four
professional activities in question 12.

## 7. NEEDED PROFESSIONAL DEVELOPMENT

Two out of three aid administrators rated state meetings as a "very important" method of professional development, while two out of five rated regional meetings as a "very important" method. Only one in seven (13.9 percent) rated a national meeting "very important." Over half (54.1 percent) of the aid administrators, however, favored a national convention when answering question 23 (see Appendix C). There were no significant differences in the responses of the professional leaders[8] and those of all respondents. The same was true concerning the respondents at different types of institutions (Table 23).

Very little difference was indicated among respondents at different types of institutions regarding question 14 (see Appendix C) concerning the function of a national executive secretary. The functions most often rated as "very important" were testifying on federal bills and representing the aid profession. The function least rated as "very important" was operating as an employment clearinghouse (Table 24).

Table 25 reveals some interesting professional characteristics of the aid administrators. As hypothesized, responsibility to the student was the characteristic most

---

[8]Throughout the remaining portion of this survey, professional leaders means those respondents who checked at least seven professional activities in question 12.

often rated "very important." Cther characteristics most
often rated "very important" were confidentiality of records
and responsibility to the college. There were no significant
differences in the judgments of respondents at the different
types of institutions, but there was one sizeable difference
in response of professional leaders. This group placed
greater emphasis upon the aid administrator's relationship
with other institutions.

Many recommendations were given in response to the
question concerning the single most needed step in further-
ing the professional development of financial aid adminis-
trators. Those most often designated are listed in Table
26. Other recommendations included greater flexibility
in federal programs, more publications and research,
instruction teams, dedication to the aid profession, addi-
tional professional staff, and a higher salary schedule.
It was noted that one aid administrator in three failed
to respond to question 24 (see Appendix C).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

FOR FURTHER RESEARCH

A primary objective of this survey was to measure
the present level of professional development of student
financial aid administrators, their academic background,
their professional characteristics, and their needs for
future development.  The data for this survey were col-
lected with a revised version of a questionnaire developed
by the College Entrance Examination Board (CEEB) and con-
sisted of 120 items pertaining to the professional devel-
opment of student financial aid administrators.  The
questionnaire was mailed to student financial aid adminis-
trators at 600 institutions located in nine Southern
states.  This mailing yielded 388 usable returns.  Forty-
two questionnaires were received too late to be included
in the analysis and three could not be identified.

Major findings include:

1.  Annual turnover in the aid profession in the
    South was low.  Four out of five respondents
    were working in financial aid administration
    last year.  Almost half of the respondents

24

had three or more years experience in student
financial aid administration.

2.  Three out of five aid administrators were rated
    at a medium-to-high level of professional devel-
    opment and over half the respondents directed
    moderate-to-large aid programs.

3.  Slightly more than three out of five respondents
    had primary responsibility for determining aid
    policies on their campuses.

4.  Demographic data revealed that men outnumbered
    women three to one.  The median age of the
    respondents was 37.3 years.

5.  The immediate superior of the aid administrator
    tended to be either the dean of students or the
    president.  These two positions accounted for
    63.2 percent of those who supervise the work
    of aid administrators.

6.  The median salary for aid administrators was
    $10,725.  Those at public 4-year institutions
    earned the highest median salary, $12,222.

7.  Nine out of ten respondents had four or more
    years of college training.  Two out of three
    had a master's or higher degree.

8.  Courses most often designated "very useful" for
    new aid administrators were counseling and need
    analysis.

9. A majority of the respondents favored an intern-
   ship as the best method by which new adminis-
   trators could gain experience. Favored workshop
   topics for new administrators were need analysis
   procedures, preparation of reports, and instruc-
   tion on the major student assistance funds.

10. Professional meetings and workshops were the
    two most favored methods of maintaining profes-
    sional competence. The favored workshop topics
    for experienced aid administrators were status
    of aid bills, recent aid literature, and trends
    in education.

11. Institutions were interested in the professional
    development of financial aid administrators in
    a limited sense. For example, a majority of
    the institutions provided released time and re-
    imbursed expenses for professional meetings and
    workshops but they did not provide time and
    expenses for coursework related to the job.

12. The steps most often recommended for furthering
    professional development of the aid adminis-
    trator were: (1) graduate programs in the aid
    administration, (2) continuation of training
    workshops and programs, (3) education of faculty
    and other administrators on the role of the
    financial aid administrator, (4) improved

communication, and (5) credentials for entrance into the profession.

Results of the survey suggested a need for further research.   Future efforts may be focused on:

1. The development of theory in financial aid administration.

2. Additional studies of training needs and effective certification provisions for financial aid administrators.

3. The design of curriculum models for graduate training.

4. Continued investigation of the values and benefits of a national aid association.

BIBLIOGRAPHY

BIBLIOGRAPHY

Cross, Patricia K.  Beyond the Open Door.  San Francisco:
        Jossey-Bass Publishing Co., 1971.

Hardee, Melvene D.  "Talert and the Turnstiles:  Financial
        Aids Officers in the Greatest Show on Earth."
        Address at the Southern Association of Student
        Financial Aid Administrators Annual Meeting,
        February 24, 1970.

Jacobson, Robert L.  "Deans of Medicine Draw Top Pay,
        Survey Shows" The Chronicle of Higher Education,
        Vol. 5, No. 1, September 28, 1970.

Kleingartner, Archie.  Professionalism and Salaried Worker
        Organization.  University of Wisconsin:  Industrial
        Relations Research Institute, 1967.

Nash, George, with the collaboration of Paul F. Lazarsfeld.
        New Administrator on Campus:  A Study of the
        Director of Student Financial Aid.  Unpublished
        report, Bureau of Applied Social Research,
        Columbia University, 1968a.

Pierce, Truman M., and A.D. Albright.  A Profession in
        Transition.  The Southern States Cooperative
        Program in Educational Administration and Its
        Successor The Associated Programs in Educational
        Administration, 1960.

Puryear, James B.  A Descriptive Study of Certain Character-
        istics of Financial Aid Services and Officers in
        Junior Colleges.  Unpublished Dissertation, Florida
        State University College of Education, 1969.

Strauss, George.  "Professionalism and Occupational Assoc-
        iations."  Industrial Relations.  Vol. 2, No. 3
        May, 1963.

Willingham, Warren W.  Higher Education Surveys Report No. 2:
        Professional Development of Financial Aid Officers.
        College Entrance Examination Board, November 1970.

APPENDIX A

TABLE 1

RESPONSE TO THE QUESTIONNAIRE
BY STATES

| States | Number Mailed | Number Responses* | Percent Returns |
|---|---|---|---|
| Alabama | 54 | 42 | 77.8 |
| Florida | 71 | 50 | 70.4 |
| Georgia | 87 | 50 | 57.5 |
| Kentucky | 46 | 25 | 54.3 |
| Mississippi | 46 | 32 | 69.6 |
| North Carolina | 106 | 74 | 69.8 |
| South Carolina | 51 | 36 | 70.6 |
| Tennessee | 69 | 63 | 91.3 |
| Virginia | 70 | 58 | 82.9 |
| No Identification | -- | 03 | -- |
| TOTAL | 600 | 433 | 72.2 |

*Forty-two were received too late to be included in the analysis.

TABLE 2

DISTRIBUTION OF RESPONDENTS
BY TYPE OF INSTITUTION

| Type of Institution | Respondents | |
| --- | --- | --- |
| | Frequency | Percent |
| Private 4-year | 137 | 35.3 |
| Private 2-year | 41 | 10.6 |
| Public 4-year | 83 | 21.4 |
| Public 2-year | 127 | 32.7 |

## TABLE 3

### PERCENTAGE OF AID ADMINISTRATORS
### BY SEX, TYPE OF INSTITUTION,
### AND SIZE OF PROGRAM

| Sex | Type of Institution | | | | Size of Program | | | All Respondents |
|---|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 300 | 300-1000 | Over 1000 | |
| Male | 58.8 | 66.7 | 66.3 | 78.0 | 69.1 | 60.8 | 77.6 | 67.5 |
| Female | 22.8 | 21.4 | 9.6 | 12.6 | 17.1 | 20.8 | 6.6 | 16.5 |
| No response | 18.4 | 11.9 | 24.1 | 9.4 | 13.1 | 18.4 | 15.8 | 16.0 |

TABLE 4

DISTRIBUTION OF RESPONDENTS AGE
BY TYPE OF INSTITUTION

| | Type of Institution | | | | |
|---|---|---|---|---|---|
| Age Range | Private 4-year | Private 2-year | Public 4-year | Public 2-year | All Respondents |
| 21-24 | 7.4 | 7.1 | 2.4 | 3.1 | 4.9 |
| 25-30 | 15.4 | 11.9 | 31.3 | 23.6 | 21.1 |
| 31-35 | 13.2 | 19.0 | 8.4 | 22.8 | 16.0 |
| 36-40 | 14.7 | 26.2 | 18.1 | 16.5 | 17.3 |
| 41-45 | 12.5 | 19.0 | 10.8 | 7.1 | 11.1 |
| 46-50 | 11.8 | -- | 10.8 | 11.0 | 10.1 |
| 51-55 | 12.5 | 2.4 | 12.0 | 10.2 | 10.6 |
| 56-60 | 6.6 | 7.1 | 2.4 | 3.9 | 4.9 |
| Over 60 | 5.1 | 7.1 | 3.6 | 1.6 | 3.9 |
| Median Age | 39.8 | 35.9 | 37.0 | 35.0 | 37.3 |

TABLE 5

TYPE OF POSITION HELD BY AID ADMINISTRATORS
BY TYPE OF INSTITUTION, TIME IN PROFESSION
AND SIZE OF AID PROGRAM

|  | Type of Position | | |
|---|---|---|---|
|  | Full-time | Part-time alone* | Part-time with others* |
| **Type of institution** |  |  |  |
| Private 4-year | 60.6 | 28.5 | 10.9 |
| Private 2-year | 31.7 | 56.1 | 12.2 |
| Public 4-year | 81.9 | 7.2 | 9.6 |
| Public 2-year | 36.2 | 52.8 | 7.9 |
| **Time in profession** |  |  |  |
| Less than 1 year | 48.3 | 43.1 | 6.9 |
| 1-3 years | 51.3 | 41.3 | 6.7 |
| 3-5 years | 61.4 | 25.0 | 11.4 |
| Over 5 years | 55.4 | 28.3 | 15.2 |
| **Size of aid program** |  |  |  |
| Under 300 applicants | 31.3 | 56.3 | 11.4 |
| 300-1000 applicants | 67.7 | 23.6 | 7.1 |
| Over 1000 applicants | 87.8 | 2.7 | 9.5 |
| **All respondents** | 54.1 | 34.8 | 9.8 |

*Designation "alone" versus "with others" refers to professional staff only.

## TABLE 6

PERCENTAGE OF RESPONDENTS WHO HAVE WORKED IN FINANCIAL
AID FOR VARIOUS PERIODS OF TIME--BY TYPE
OF INSTITUTION AND SIZE OF AID PROGRAM

|  | Percent having worked in aid for: | | | |
|---|---|---|---|---|
|  | Less than 1 year | 1-3 years | Over 3-5 years | Over 5 years |
| **Type of institution** | | | | |
| Private 4-year | 14.6 | 41.6 | 21.2 | 22.6 |
| Private 2-year | 14.6 | 34.1 | 26.8 | 24.4 |
| Public 4-year | 9.6 | 25.3 | 30.1 | 34.9 |
| Public 2-year | 18.9 | 45.7 | 18.1 | 17.3 |
| **Size of aid program** | | | | |
| Under 300 applicants | 18.8 | 43.2 | 18.2 | 19.9 |
| 300-1000 applicants | 12.6 | 46.5 | 25.2 | 15.7 |
| Over 1000 applicants | 4.1 | 17.6 | 31.1 | 47.3 |
| All respondents | 14.9 | 38.7 | 22.7 | 23.7 |

TABLE 7

EXTENT TO WHICH AID ADMINISTRATORS REPORT THEY ARE
RESPONSIBLE FOR DETERMINATION OF AID POLICIES
ON THEIR CAMPUSES--BY TYPE OF INSTITUTION,
SIZE OF AID PROGRAM, TIME IN PROFESSION
AND DEGREE OF PROFESSIONALISM

|  | Degree of Responsibility | | |
|  | Primarily | Partially | Slightly |
|---|---|---|---|
| **Type of institution** | | | |
| Private 4-year | 67.2 | 27.7 | 2.9 |
| Private 2-year | 68.3 | 31.7 | -- |
| Public 4-year | 74.7 | 25.3 | -- |
| Public 2-year | 66.9 | 28.3 | 3.9 |
| **Size of aid program** | | | |
| Under 300 applicants | 69.9 | 25.6 | 3.4 |
| 300-1000 applicants | 63.0 | 34.6 | 1.6 |
| Over 1000 applicants | 78.4 | 20.3 | 1.4 |
| **Time in profession** | | | |
| Less than 1 year | 62.1 | 32.8 | 3.4 |
| 1-3 years | 70.7 | 26.0 | 2.7 |
| 3-5 years | 70.5 | 26.1 | 1.1 |
| Over 5 years | 68.5 | 29.3 | 2.2 |
| **Degree of professionalism** | | | |
| Low | 58.8 | 37.4 | 3.1 |
| Medium | 72.9 | 23.4 | 2.7 |
| High | 77.9 | 20.6 | -- |
| All respondents | 68.8 | 27.8 | 2.3 |

## TABLE 8

### THE AID ADMINISTRATOR'S IMMEDIATE SUPERIOR BY TYPE OF INSTITUTION

| Superior | Type of Institution | | | | |
|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | All Respondents |
| President | 32.4 | 59.5 | 7.2 | 29.1 | 28.9 |
| Dean of Students | 18.4 | 9.5 | 44.6 | 52.8 | 34.3 |
| Dean of Admissions | 7.4 | -- | 8.4 | 3.1 | 5.4 |
| Chief Business Officer | 19.9 | 19.0 | 8.4 | 3.1 | 11.9 |
| Other | 20.6 | 11.9 | 31.3 | 11.8 | 19.1 |
| No Response | 1.5 | -- | -- | -- | .5 |

## TABLE 9

DISTRIBUTION OF ANNUAL SALARIES BY TYPE OF INSTITUTION,
TIME IN PROFESSION, AND SIZE OF AID PROGRAM

| Annual Salary | Type of Institution | | | | Time in Profession | | Size of Aid Program | | All Respondents |
|---|---|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 1 year | Over 3 years | Small | Large | |
| Under $7,000 | 15.�557 | 21.4 | -- | 2.4 | 11.7 | 6.2 | 11.4 | -- | 8.5 |
| $7,001 to 8,500 | 21.3 | 21.4 | 8.4 | 6.3 | 20.0 | 7.3 | 13.1 | 5.3 | 13.7 |
| $8,501 to 10,000 | 23.5 | 16.7 | 13.3 | 19.7 | 23.3 | 13.5 | 18.9 | 11.8 | 19.3 |
| $10,001 to 12,000 | 19.1 | 16.7 | 25.3 | 29.1 | 25.0 | 19.7 | 25.1 | 17.1 | 23.5 |
| $12,001 to 14,000 | 12.5 | 19.0 | 32.5 | 23.6 | 15.0 | 30.3 | 20.0 | 35.5 | 21.1 |
| $14,001 to 16,000 | 3.7 | -- | 13.3 | 7.9 | 1.7 | 11.8 | 4.6 | 17.1 | 6.7 |
| Over $16,000 | 2.9 | 2.4 | 4.8 | 7.9 | 1.7 | 7.3 | 4.6 | 10.5 | 4.9 |
| No response | 1.5 | 2.4 | 2.4 | 3.1 | 1.7 | 3.9 | 2.3 | 2.6 | 2.3 |
| Median Salary | $9,344 | 9,142 | 12,222 | 11,513 | 9,678 | 12,222 | 10,500 | 12,888 | 10,725 |

TABLE 10

HIGHEST DEGREE EARNED BY FINANCIAL AID ADMINISTRATORS--
BY TYPE OF INSTITUTION, TIME IN PROFESSION, SIZE OF AID
PROGRAM, AND DEGREE OF PROFESSIONALISM

|  | Degree Earned | | |
|---|---|---|---|
|  | Bachelor's | Master's | Doctorate |
| **Type of institution** | | | |
| Private 4-year | 49.3 | 37.5 | 4.4 |
| Private 2-year | 38.1 | 42.9 | 7.1 |
| Public 4-year | 36.1 | 51.8 | 10.8 |
| Public 2-year | 15.7 | 76.4 | 5.5 |
| **Time in profession** | | | |
| Under 1 year | 35.0 | 55.0 | 6.7 |
| 1-3 years | 42.0 | 45.3 | 5.3 |
| 3-5 years | 33.3 | 57.5 | 4.6 |
| Over 5 years | 22.0 | 63.7 | 9.9 |
| **Size of aid program** | | | |
| Under 300 applicants | 28.0 | 58.9 | 7.4 |
| 300-1000 applicants | 44.0 | 43.2 | 4.8 |
| Over 1000 applicants | 31.6 | 59.2 | 7.9 |
| **Degree of professionalism** | | | |
| Low | 37.1 | 49.2 | 7.6 |
| Medium | 33.5 | 54.6 | 4.9 |
| High | 29.4 | 61.8 | 8.8 |
| **All respondents** | 34.3 | 53.9 | 6.4 |

## TABLE 11

PERCENTAGE OF AID ADMINISTRATORS HAVING TAKEN
ACADEMIC COURSES IN VARIOUS AREAS--BY TYPE
OF INSTITUTION AND TIME IN PROFESSION

| Academic Area | Type of Institution | | | | Time in Profession | | All Respondents |
|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 1 year | Over 3 years | |
| Data processing | 13.9 | 14.7 | 25.3 | 15.7 | 20.7 | 21.7 | 17.0 |
| History & philosophy of financial aid | 17.6 | 24.4 | 15.6 | 11.8 | 10.3 | 16.7 | 16.0 |
| Accounting | 38.7 | 29.3 | 45.8 | 27.5 | 27.6 | 37.2 | 35.6 |
| Statistics | 38.7 | 26.8 | 50.6 | 26.0 | 36.2 | 38.9 | 35.8 |
| School law | 13.1 | 9.7 | 21.7 | 10.2 | 10.4 | 16.7 | 13.7 |
| Need analysis | 29.2 | 26.8 | 34.9 | 21.3 | 12.0 | 34.4 | 27.5 |
| Finance & taxation | 16.0 | 7.3 | 15.6 | 15.7 | 12.0 | 16.1 | 14.9 |
| Counseling | 46.0 | 46.3 | 61.4 | 62.2 | 58.6 | 58.3 | 54.7 |
| Research methods | 19.7 | 21.9 | 34.9 | 29.9 | 27.6 | 31.1 | 26.6 |
| Aid administration | 19.0 | 17.1 | 22.9 | 22.1 | 17.2 | 21.7 | 20.6 |

TABLE 12

PERCENTAGE OF AID ADMINISTRATORS JUDGING VARIOUS ACADEMIC COURSES
"VERY 'USEFUL"--BY DEGREE OF PROFESSIONALIZATION AND WHETHER
RESPONDENT HAD DIRECT EXPERIENCE WITH SUCH A COURSE

|  | Professionalization | | Respondents who had such a course | All Respondents |
|---|---|---|---|---|
|  | High | Low |  |  |
| Data processing | 73.5 | 32.1 | 68.2 | 46.1 |
| History & philosophy of financial aid | 75.0 | 45.8 | 79.0 | 56.9 |
| Accounting | 76.5 | 54.2 | 84.8 | 61.4 |
| Statistics | 54.4 | 30.5 | 72.7 | 41.5 |
| School law | 32.3 | 19.1 | 58.5 | 23.7 |
| Need analysis | 83.8 | 76.3 | 89.7 | 80.6 |
| Finance & taxation | 30.9 | 26.0 | 69.0 | 27.6 |
| Counseling | 89.7 | 77.1 | 89.6 | 81.7 |
| Research methods | 60.3 | 21.4 | 71.8 | 36.9 |
| Aid administration | 88.3 | 80.2 | 87.5 | 80.4 |

## TABLE 13

PERCENTAGE OF AID ADMINISTRATORS JUDGING VARIOUS TYPES OF JOB ORIENTATION DESIRABLE FOR NEW AID ADMINISTRATORS-- BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

| Type of Orientation | Type of Institution | | | | Size of Aid Program | | All Respondents |
|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Small | Large | |
| Job responsibilities | 89.0 | 87.8 | 92.2 | 82.6 | 83.5 | 94.6 | 88.2 |
| Limits of authority | 71.5 | 63.5 | 68.7 | 65.4 | 63.7 | 72.9 | 68.1 |
| Institutional policies | 88.3 | 85.4 | 90.4 | 76.4 | 78.9 | 91.9 | 84.6 |
| Office administration | 76.0 | 65.9 | 80.7 | 71.6 | 68.2 | 85.1 | 74.5 |
| Overview of yearly work | 64.9 | 51.2 | 74.7 | 60.6 | 53.4 | 78.4 | 64.2 |
| Program procedures | 79.6 | 80.4 | 81.9 | 82.7 | 78.4 | 85.1 | 81.2 |
| Minority/poverty issues | 52.3 | 36.6 | 50.6 | 59.8 | 45.4 | 56.8 | 53.1 |
| Relations with other offices | 67.8 | 56.1 | 75.9 | 60.7 | 53.9 | 78.4 | 66.0 |
| Procedures manual | 78.1 | 75.6 | 85.5 | 79.5 | 75.0 | 86.4 | 79.9 |

## TABLE 14

PERCENTAGE OF AID ADMINISTRATORS WHO RECEIVED
VARIOUS TYPES OF JOB ORIENTATION--BY TYPE
OF INSTITUTION AND SIZE OF AID PROGRAM

| Type of Orientation | Type of Institution | | | | Size of Aid Program | | All Respondents |
|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Small | Large | |
| Job responsibilities | 51.1 | 46.3 | 56.6 | 51.9 | 47.1 | 62.2 | 52.1 |
| Limits of authority | 34.3 | 24.4 | 27.7 | 29.2 | 26.2 | 32.4 | 30.2 |
| Institutional policies | 54.7 | 29.3 | 44.6 | 41.8 | 38.6 | 58.2 | 45.7 |
| Office administration | 32.9 | 17.1 | 30.1 | 26.8 | 23.3 | 37.9 | 28.6 |
| Overview of yearly work | 21.9 | 7.3 | 26.5 | 17.3 | 13.7 | 28.4 | 19.8 |
| Program procedures | 37.2 | 36.5 | 37.3 | 42.6 | 34.7 | 44.6 | 39.0 |
| Minority/poverty issues | 12.4 | 4.9 | 4.8 | 12.6 | 5.7 | 12.2 | 10.1 |
| Relations with other offices | 35.0 | 19.5 | 31.3 | 23.7 | 18.7 | 39.2 | 28.9 |
| Procedures manual | 38.7 | 36.6 | 44.6 | 40.2 | 37.5 | 43.2 | 40.2 |

## TABLE 15

PERCENTAGE OF RESPONDENTS INDICATING VARIOUS WORKSHOP TOPICS AS
"MOST USEFUL" FOR THE TRAINING OF NEW AID ADMINISTRATORS--
BY TYPE OF INSTITUTION AND TIME IN PROFESSION

| Workshop Topic | Type of Institution | | | | Time in Profession | | All Respondents |
|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 1 year | Over 3 years | |
| Office procedures | 81.0 | 75.6 | 81.9 | 74.8 | 67.3 | 78.9 | 78.6 |
| Research methods | 40.8 | 34.1 | 36.1 | 34.7 | 29.3 | 37.2 | 37.1 |
| Trends in education | 43.8 | 36.5 | 33.7 | 37.0 | 41.3 | 40.6 | 38.6 |
| Preparing reports | 88.4 | 90.3 | 92.8 | 80.3 | 82.8 | 86.1 | 86.8 |
| Economic trends | 35.8 | 26.8 | 34.9 | 37.0 | 32.7 | 36.1 | 35.1 |
| Record systems | 75.9 | 73.1 | 81.9 | 73.2 | 70.1 | 72.8 | 76.0 |
| Research findings | 35.8 | 31.7 | 38.5 | 37.0 | 31.1 | 35.6 | 36.3 |
| Status of aid bills | 67.3 | 53.6 | 63.8 | 59.1 | 69.0 | 60.6 | 62.3 |
| Interview techniques | 57.0 | 70.7 | 72.3 | 66.9 | 65.0 | 62.2 | 64.9 |
| Recent aid literature | 69.4 | 65.8 | 62.7 | 61.5 | 62.1 | 65.6 | 65.0 |
| Major aid programs | 78.9 | 78.0 | 85.5 | 76.4 | 75.8 | 76.7 | 78.6 |
| Need analysis | 90.6 | 90.2 | 94.0 | 86.6 | 81.0 | 58.3 | 79.4 |
| Data processing | 37.2 | 29.5 | 61.5 | 37.0 | 25.9 | 45.6 | 90.0 |
| Personnel adminis-tration | 51.1 | 48.8 | 60.2 | 44.9 | 36.2 | 52.2 | 50.8 |
| Minority/poverty issues | 53.3 | 53.7 | 46.9 | 53.5 | 48.3 | 57.8 | 52.1 |

## TABLE 16

PERCENTAGE OF RESPONDENTS WHO FAVOR EACH OF THREE METHODS BY
WHICH NEW AID ADMINISTRATORS MIGHT GAIN PRACTICAL
EXPERIENCE--BY TYPE OF INSTITUTION, TIME IN
PROFESSION, AND SIZE OF AID PROGRAM

|                      | Internship | Summer Institute | On-job-training |
|----------------------|------------|------------------|-----------------|
| Type of institution  |            |                  |                 |
| Private 4-year       | 61.3       | 21.2             | 16.8            |
| Private 2-year       | 51.2       | 24.4             | 22.0            |
| Public 4-year        | 68.7       | 8.4              | 22.9            |
| Public 2-year        | 59.1       | 22.0             | 17.3            |
| Time in profession   |            |                  |                 |
| Under 1 year         | 56.9       | 10.3             | 29.3            |
| 1-3 years            | 62.7       | 22.7             | 14.0            |
| 3-5 years            | 60.2       | 20.5             | 18.2            |
| Over 5 years         | 62.0       | 17.4             | 20.7            |
| Size of aid program  |            |                  |                 |
| Under 300 applicants | 55.7       | 22.2             | 20.5            |
| 300-1000 applicants  | 61.4       | 22.0             | 16.5            |
| Over 1000 applicants | 70.3       | 8.1              | 21.6            |
| All respondents      | 61.1       | 19.1             | 18.8            |

47

TABLE 17

PERCENTAGE OF AID ADMINISTRATORS REPORTING THEY WOULD
USE, IF AVAILABLE, VARIOUS METHODS OF MAINTAINING
PROFESSIONAL COMPETENCE--BY TYPE OF INSTITUTION
AND TIME IN PROFESSION

|  | Type of Institution | | | | Time in Profession | | |
|---|---|---|---|---|---|---|---|
|  | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 1 year | Over 3 years | All Respondents |
| Occasional coursework | 29.2 | 34.1 | 31.3 | 37.0 | 31.0 | 66.7 | 32.7 |
| Workshop | 83.2 | 68.3 | 80.7 | 79.5 | 75.9 | 77.2 | 79.9 |
| Professional meetings | 90.5 | 73.2 | 96.4 | 85.0 | 79.3 | 93.9 | 88.1 |
| Professional journals | 57.7 | 53.7 | 78.3 | 60.6 | 58.6 | 68.9 | 62.6 |
| Summer institute | 38.7 | 39.0 | 24.1 | 39.4 | 29.3 | 27.7 | 35.8 |
| Self-study materials | 65.0 | 51.2 | 49.4 | 45.7 | 55.2 | 58.9 | 53.9 |

48

TABLE 18

PERCENTAGE OF RESPONDENTS INDICATING VARIOUS WORKSHOP TOPICS AS
"MOST USEFUL" FOR THE TRAINING OF EXPERIENCED ADMINISTRATORS--
BY TYPE OF INSTITUTION AND TIME IN PROFESSION

| Workshop Topic | Type of Institution | | | | Time in Profession | | All Respondents |
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 1 year | Over 3 years | |
|---|---|---|---|---|---|---|---|
| Office procedures | 27.7 | 19.5 | 30.1 | 24.4 | 22.4 | 24.9 | 26.3 |
| Research methods | 48.9 | 46.3 | 60.2 | 43.3 | 29.3 | 50.6 | 49.3 |
| Trends in education | 56.9 | 60.9 | 67.5 | 55.9 | 53.4 | 62.8 | 59.2 |
| Preparing reports | 53.3 | 63.4 | 39.8 | 48.0 | 43.1 | 44.4 | 49.7 |
| Economic trends | 48.9 | 46.4 | 59.0 | 48.0 | 36.2 | 54.4 | 50.5 |
| Record systems | 36.5 | 46.3 | 38.5 | 42.5 | 29.3 | 42.8 | 40.0 |
| Research findings | 51.9 | 36.6 | 71.0 | 46.4 | 34.5 | 51.7 | 52.6 |
| Status of aid bills | 76.6 | 73.2 | 83.1 | 72.4 | 62.1 | 76.7 | 76.2 |
| Interview techniques | 25.6 | 29.2 | 30.1 | 25.2 | 20.7 | 28.3 | 26.8 |
| Recent aid literature | 64.3 | 60.9 | 61.5 | 58.3 | 53.5 | 71.1 | 61.3 |
| Major aid programs | 43.1 | 46.3 | 30.1 | 41.0 | 32.7 | 38.9 | 40.0 |
| Need analysis | 46.0 | 51.2 | 32.5 | 40.9 | 32.7 | 41.7 | 42.0 |
| Data processing | 38.0 | 17.0 | 65.1 | 33.9 | 25.9 | 46.7 | 42.0 |
| Personnel adminis-tration | 42.3 | 43.9 | 49.4 | 33.8 | 20.7 | 45.6 | 41.3 |
| Minority/poverty issues | 47.4 | 58.5 | 46.9 | 47.2 | 43.1 | 50.6 | 48.4 |

TABLE 19

PERCENTAGE OF INSTITUTIONS PROVIDING REIMBURSED EXPENSES FOR
ACTIVITIES RELATED TO PROFESSIONAL DEVELOPMENT--BY TYPE
OF INSTITUTION AND SIZE OF AID PROGRAM

| Activity | Type of Institution | | | | Size of aid program | | | All Respondents |
|---|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 300 | 300-1000 | Over 1000 | |
| Meetings within state | 96.3 | 92.6 | 98.8 | 96.0 | 94.9 | 98.4 | 98.7 | 96.4 |
| Meetings out-of-state | 87.6 | 65.8 | 95.2 | 67.7 | 71.6 | 85.1 | 98.7 | 80.4 |
| Coursework related to job | 24.8 | 14.6 | 26.5 | 23.6 | 18.7 | 25.9 | 31.1 | 23.7 |
| Outside professional activities | 27.7 | 14.7 | 22.9 | 27.5 | 21.0 | 29.9 | 28.4 | 25.3 |
| Attendance at work-shops | 82.5 | 75.7 | 86.7 | 81.1 | 82.4 | 82.6 | 83.8 | 82.2 |
| Office subscriptions | 63.5 | 41.5 | 62.7 | 53.5 | 48.9 | 66.1 | 66.2 | 57.7 |

TABLE 20

PERCENTAGE OF INSTITUTIONS PROVIDING RELEASED TIME FOR
ACTIVITIES RELATED TO PROFESSIONAL DEVELOPMENT--
BY TYPE OF INSTITUTION AND SIZE OF AID PROGRAM

| Activity | Type of Institution | | | | Size of Aid Program | | | All Respondents |
|---|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 300 | 300-1000 | Over 1000 | |
| Meetings within state | 86.1 | 82.9 | 85.5 | 85.8 | 85.8 | 88.2 | 81.1 | 85.6 |
| Meetings out-of-state | 81.0 | 68.3 | 83.1 | 65.3 | 69.3 | 79.6 | 81.1 | 75.0 |
| Coursework related to job | 28.5 | 22.0 | 42.2 | 34.7 | 24.4 | 37.7 | 41.9 | 32.7 |
| Outside professional activities | 39.4 | 19.6 | 45.8 | 38.6 | 28.4 | 44.1 | 55.4 | 38.4 |
| Attendance at work-shops | 79.6 | 70.8 | 79.5 | 77.2 | 77.3 | 81.1 | 73.0 | 77.9 |

## TABLE 21

PERCENTAGE OF AID ADMINISTRATORS WHO HAVE UNDERTAKEN
VARIOUS TYPES OF PROFESSIONAL ACTIVITY--BY TYPE
OF INSTITUTION AND TIME IN PROFESSION

| Professional activity | Type of Institution | | | | Time in Profession | | All Respondents |
|---|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Under 1 year | Over 3 years | |
| Read aid newsletters regularly | 90.5 | 85.4 | 92.8 | 89.0 | 70.7 | 94.4 | 89.9 |
| Attend aid association meetings | 84.7 | 82.9 | 90.4 | 80.3 | 39.7 | 92.8 | 84.3 |
| Follow progress of aid bills | 74.5 | 61.0 | 85.5 | 62.2 | 44.8 | 79.4 | 71.4 |
| Read "Chronicle of Higher Educ." or "Higher Educ. and National Affairs" | 69.3 | 53.7 | 75.9 | 48.8 | 41.4 | 76.7 | 62.4 |
| Attended ACAC, AACRAO or APGA | 16.8 | 19.5 | 24.1 | 20.5 | 6.9 | 28.3 | 19.8 |
| Participated in aid meeting (read paper, led discussion) | 32.1 | 14.6 | 57.8 | 29.1 | 6.9 | 51.1 | 34.8 |
| Committee work for aid association | 29.2 | 12.2 | 61.4 | 29.1 | 8.6 | 50.6 | 34.3 |
| Published aid article | 2.2 | -- | 4.8 | 3.1 | -- | 4.4 | 2.8 |
| Served as consultant | 18.2 | 12.2 | 45.8 | 23.6 | 1.7 | 40.0 | 25.3 |
| Held office in aid association | 14.6 | -- | 34.9 | 9.4 | -- | 30.6 | 15.7 |

TABLE 22

PERCENTAGE OF AID ADMINISTRATORS AT DIFFERENT LEVELS
OF PROFESSIONALIZATION--BY TYPE OF INSTITUTION,
TIME IN PROFESSION, SIZE OF AID PROGRAM,
AND TYPE OF POSITION

|  | Degree of Professionalization | | |
|---|---|---|---|
|  | Low | Medium | High |
| **Type of institution** | | | |
| Private 4-year | 29.9 | 56.9 | 12.4 |
| Private 2-year | 58.5 | 36.6 | 4.9 |
| Public 4-year | 18.1 | 42.2 | 39.8 |
| Public 2-year | 40.2 | 47.2 | 12.6 |
| **Time in profession** | | | |
| Under 1 year | 69.0 | 29.3 | -- |
| 1-3 years | 37.3 | 56.0 | 6.7 |
| 3-5 years | 22.7 | 45.5 | 31.8 |
| Over 5 years | 16.3 | 51.1 | 32.6 |
| **Size of aid program** | | | |
| Under 300 applicants | 52.8 | 40.3 | 6.8 |
| 300-1000 applicants | 22.8 | 66.1 | 11.0 |
| Over 1000 applicants | 4.1 | 40.5 | 55.4 |
| **Type of position** | | | |
| Full-time | 23.3 | 50.5 | 25.7 |
| Part-time alone | 48.9 | 45.9 | 5.2 |
| Part-time with other staff | 39.5 | 44.7 | 15.8 |
| All respondents | 33.8 | 48.5 | 17.5 |

## TABLE 23

PERCENTAGE OF AID ADMINISTRATORS WHO RATE VARIOUS METHODS
OF PROFESSIONAL DEVELOPMENT AS "VERY IMPORTANT"--
BY TYPE OF INSTITUTION AND WITHIN A SELECT
GROUP OF PROFESSIONAL LEADERS

| Method | Type of Institution | | | | Professional leaders* | All Respondents |
|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | | |
| State meeting | 61.0 | 78.6 | 72.3 | 63.8 | 75.0 | 66.2 |
| Regional meeting | 41.9 | 28.6 | 48.2 | 37.8 | 50.0 | 40.5 |
| National meeting | 15.4 | 9.5 | 14.5 | 13.4 | 20.6 | 13.9 |
| National office (Exec. Secy.) | 19.1 | 14.3 | 20.5 | 15.0 | 29.4 | 17.5 |
| Code of ethical standards | 44.9 | 35.7 | 45.8 | 42.5 | 54.4 | 43.3 |
| Journal devoted to aid | 33.1 | 28.6 | 48.2 | 37.8 | 52.9 | 37.4 |
| Recommended set of credentials for aid officers | 30.9 | 21.4 | 31.3 | 25.2 | 41.2 | 28.1 |
| Graduate training programs | 28.7 | 26.2 | 37.3 | 33.9 | 42.6 | 32.0 |
| Additional workshops | 36.0 | 50.0 | 26.5 | 44.9 | 32.4 | 38.4 |

*Respondents who checked at least seven professional activities in question 12.

## TABLE 24

PERCENTAGE OF AID ADMINISTRATORS WHO RATE VARIOUS POTENTIAL FUNCTIONS OF A NATIONAL OFFICE AS "VERY IMPORTANT"-- BY TYPE OF INSTITUTION AND WITHIN A SELECT GROUP OF PROFESSIONAL LEADERS

| Function | Type of Institution | | | | Professional leaders* | All Respondents |
|---|---|---|---|---|---|---|
| | Private 4-year | Private 2-year | Public 4-year | Public 2-year | | |
| Testify on federal bills | 58.1 | 59.5 | 66.3 | 61.4 | 69.1 | 61.1 |
| Report Washington activities | 45.6 | 31.0 | 56.6 | 47.2 | 60.3 | 46.9 |
| Represent the aid profession | 61.0 | 52.4 | 67.5 | 56.7 | 60.3 | 60.1 |
| Operate employment clearinghouse | 14.0 | 11.9 | 10.8 | 11.0 | 16.2 | 12.1 |
| Liaison with other professions | 16.9 | 23.8 | 20.5 | 18.9 | 29.4 | 19.1 |
| Advance professional development | 27.2 | 26.2 | 39.8 | 31.5 | 39.7 | 31.2 |
| Organize training activities | 39.0 | 33.3 | 34.9 | 37.8 | 36.8 | 37.1 |

*Respondents who checked at least seven professional activities in question 12.

## TABLE 25

PERCENTAGE OF AID ADMINISTRATORS WHO JUDGE THE DEVELOPMENT OF
VARIOUS SERVICE AND ETHICAL STANDARDS AS "VERY IMPORTANT"--
BY TYPE OF INSTITUTION, AND WITHIN A SELECT
GROUP OF PROFESSIONAL LEADERS

### Type of Institution

| Function | Private 4-year | Private 2-year | Public 4-year | Public 2-year | Professional leaders* | All Respondents |
|---|---|---|---|---|---|---|
| Professional relationships | 29.4 | 33.3 | 34.9 | 30.7 | 44.1 | 31.4 |
| Responsibility to students | 83.1 | 78.6 | 80.7 | 80.3 | 80.9 | 81.2 |
| Responsibility to the college | 62.5 | 45.2 | 43.4 | 49.6 | 54.4 | 52.3 |
| Relations with schools | 28.7 | 16.7 | 27.7 | 34.6 | 47.1 | 29.1 |
| Providing public information | 27.2 | 21.4 | 31.3 | 33.9 | 30.9 | 29.6 |
| Confidentiality of records | 55.1 | 47.6 | 56.6 | 56.7 | 63.2 | 55.2 |
| Relationships with donors | 42.6 | 31.0 | 34.9 | 44.1 | 41.2 | 43.2 |

* Respondents who checked at least seven professional activities in question 12.

TABLE 26

PERCENTAGE OF RESPONDENTS INDICATING THE MOST NEEDED
STEP IN FURTHFRING THE PROFESSIONAL DEVELOPMENT
OF FINANCIAL AID ADMINISTRATORS

| Recommendations | Respondents | |
|---|---|---|
| | Frequency | Percent |
| Graduate Program in aid administration | 45 | 11.6 |
| Continuation of training workshops and programs | 44 | 11.3 |
| Educate faculty and other administratɔrs on the role of the financial aid administrator | 43 | 11.1 |
| Improve communication to community, parents, students and donors | 16 | 4.1 |
| Credentials for entrance into the field | 14 | 3.6 |
| Various response | 97 | 25.0 |
| No response | 129 | 33.2 |

APPENDIX B

August 20, 1971

MEMORANDUM

TO:         Directors of Student Financial Aid of Institutions
            of Higher Education in the SASFAA Region

FROM:       O. Wayne Chambers, Assistant Director of Financial
            Aid, The University of Tennessee

SUBJECT:    SASFAA Survey on Professional Development


Enclosed is a questionnaire to gain information about the
professional development of student financial aid directors
of institutions of higher education in the nine southern
states that make up the SASFAA Region.  Will you please take
about twenty minutes of your time to complete and return the
questionnaire according to the directions.  Your responses
will be held in confidence.

This questionnaire, with exception of questions 16-23, was
used with the permission of the College Entrance Examination
Board which developed it for use in an earlier survey in the
Western Region.  Sole responsibility for this survey, however,
rests with the SASFAA Survey Committee.

Please return the questionnaire by September 1, 1971.  The
results of the survey are scheduled for release at the 1972
Annual SASFAA Meeting in February.  Thank you for your usual
fine cooperation.


OWC:rc

Enclosure

APPENDIX C

# Higher Education Survey

Name _____     Institution _____

DIRECTIONS: These questions should be answered by the individual who assumes day-to-day operational responsibility for the administration of Financial Aid on your campus. Please answer each question if at all possible. Give the best judgment you can and, if you wish, explain any answer in the "comment" space. Call collect (615) 974-3131 to clarify any question. Please return by September 1.

**(1)** How long have you worked in Financial Aid?

Years _____ Months _____

**(2)** Approximately how many Aid applicants does your office handle in a year?

_____

**(3)** What was your major responsibility one year ago?

At this college:
- Same position as now ... ..... ( )
- Another position in Aid work ...( )
- Another position on campus ....( )

At another college:
- Position in Aid ...............( )
- Another position .............( )

Student only ..................( )
None of above .................( )

**(4)** Which best describes your present position?

Primarily Aid Administration......( )
Part-time Aid Administration with
   Aid professionals under me.....( )
Part-time Aid Administration with
   no other Aid professionals
   in this office...............( )

**(5)** To support professional development of Aid Officers, does your institution provide released time and pay expenses for the following? (Check if yes)

| | Release Time | Pay Expenses |
|---|---|---|
| Meetings within state ..| ( ) | ( ) |
| Meetings out-of-state ..| ( ) | ( ) |
| Coursework related to job | ( ) | ( ) |
| Outside professional activities | ( ) | ( ) |
| Attendance at workshops | ( ) | ( ) |
| Office subscriptions | ( ) | ( ) |

**(6)** What is the nature of your responsibility in determining aid policies on your campus?

Primarily responsible ............( )
Partially responsible.............( )
Slightly responsible .............( )

**(7)** In your judgment, what areas of academic preparation would be especially useful for Aid Officers? In which have you taken formal courses?

| | Very Useful | I Had A Course |
|---|---|---|
| Data Processing ..... | ( ) | ( ) |
| History & Philosophy of Financial Aid .. | ( ) | ( ) |
| Accounting ........ | ( ) | ( ) |
| Statistics .......... | ( ) | ( ) |
| School Law ......... | ( ) | ( ) |
| Need Analysis ...... | ( ) | ( ) |
| Finance & Taxation .. | ( ) | ( ) |
| Counseling ......... | ( ) | ( ) |
| Research Methods ... | ( ) | ( ) |
| Aid Administration .. | ( ) | ( ) |
| Other (Explain over).. | ( ) | ( ) |

**(8)** What types of information for job orientation are desirable for New Aid Officers? Which did you have?

| | Desirable | I Had |
|---|---|---|
| Job Responsibilities...| ( ) | ( ) |
| Limits of Authority ...| ( ) | ( ) |
| Institutional Policies ..| ( ) | ( ) |
| Office Administration .| ( ) | ( ) |
| Overview of Yearly Work | ( ) | ( ) |
| Program Procedures ...| ( ) | ( ) |
| Minority/Poverty Issues| ( ) | ( ) |
| Relations with Other Offices | ( ) | ( ) |
| Procedures Manual....| ( ) | ( ) |

**(9)** Ideally, what is the best way for new Aid Officers to get practical experience? (Check one)

Internship .....................( )
2-4 week summer institute ........( )
On-job training is sufficient .......( )

**(10)** In what ways do you prefer to keep current? Assume all are available, and check those you would likely use.

Occasional coursework ...........( )
Workshop (2-4 days) ............( )
Professional meetings ............( )
Professional journals.............( )
Summer institute (2-4 weeks) ......( )
Self-study materials .............( )

**(11)** Check the most useful topics for inclusion in workshops — (A) to train new Aid Officers, and (B) to keep experienced officers current. (Mark both columns.)

| | (A) New Officers | (B) Old Hands |
|---|---|---|
| Office procedures ...| ( ) | ( ) |
| Research methods ...| ( ) | ( ) |
| Trends in education ..| ( ) | ( ) |
| Preparing reports ...| ( ) | ( ) |
| Economic trends ....| ( ) | ( ) |
| Record systems .....| ( ) | ( ) |
| Research findings....| ( ) | ( ) |
| Status of Aid bills ...| ( ) | ( ) |
| Interview techniques .| ( ) | ( ) |
| Recent Aid literature........| ( ) | ( ) |
| Major Aid programs..| ( ) | ( ) |
| Need analyses ......| ( ) | ( ) |
| Data Processing ......| ( ) | ( ) |
| Personnel Administration .............| ( ) | ( ) |
| Minority/poverty issues| ( ) | ( ) |

**(12)** Check each that you have done.

Read Aid newsletters regularly .....( )
Attend Aid association meetings ... ( )
Participated in Aid meeting
   (read paper, led discussion)..... ( )
Follow progress of Aid bills ....... ( )
Read "Chronicle of Higher Education" or "Higher Education and National Affairs".......... ( )
Attended ACAC, AACRAO, or APGA.................... ( )

Committee work for Aid assoc .....( )

Published article on Aid ..........( )

Served as consultant off-campus....( )

Held office in Aid association ......( )

In the next 3 questions rate each alternative: 1-Very Important, 2-Important, 3-Not So Important

**(13)** In developing the Financial Aid profession, how important do you rate each of the following?

Rate each: 1, 2, or 3.

State Meeting . . . . . . . . . . . . . . . . ( )
Regional Meeting . . . . . . . . . . . . . ( )
National Meeting . . . . . . . . . . . . . ( )
National Office (Exec. Secy.) . . . . . ( )
Code of ethical standards . . . . . . . ( )
Journal devoted to Aid . . . . . . . . . ( )
Recommended set of credentials
  for Aid Officers . . . . . . . . . . . . . ( )
Graduate training programs . . . . . ( )
Additional workshops . . . . . . . . . ( )

**(14)** If there were a national office (Executive Secretary), how important do you rate each of the following functions?

Rate each: 1, 2, or 3.

Testify on federal bills . . . . . . . . . . ( )
Report Washington activities . . . . . ( )
Represent the Aid profession . . . . . ( )
Operate employment clearinghouse ( )
Liaison with other professions . . . . ( )
Advance professional development . ( )
Organize training activities . . . . . . . ( )

**(15)** The following issues concern professional service and ethics. Which most need discussion and standards?

Rate each: 1, 2, or 3.

Professional relationships . . . . . . . ( )
Responsibility to students . . . . . . ( )
Responsibility to the college . . . . ( )
Relations with schools . . . . . . . . . ( )
Providing public information . . . . ( )
Confidentiality of records . . . . . . ( )
Relationships with donors . . . . . . ( )

**(16)** What is the highest degree you have earned?

( ) Bachelors       Major _____       Date completed _____
( ) Masters         Major _____       Date completed _____
( ) Doctors         Major _____       Date completed _____

**(17)** Are you presently enrolled in a degree program? ( ) yes ( ) no. If yes, degree for which you are working _____ . Major _____

**(18)** Do you plan to pursue a higher degree in the future?
( ) Yes ( ) No
Type of program? _____
Major _____

**(19)** Should there be a graduate degree program with a major in aid administration in our region?
( ) Yes ( ) No

**(20)** What is your age?

( ) 21-24        ( ) 46-50
( ) 25-30        ( ) 51-55
( ) 31-35        ( ) 56-60
( ) 36-40        ( ) Over 60
( ) 41-45

Sex · ( ) Male     ( ) Female

**(21)** Who is your immediate superior in aid matters?

( ) President
( ) Dean of Students
( ) Dean of Admissions
( ) Chief Business Officer
( ) Other: _____

**(22)** What is your current annual salary?
( ) Under $7,000
( ) $7,000 to $8,500
( ) $8,501 to $10,000
( ) $10,001 to $12,000
( ) $12,001 to $14,000
( ) $14,001 to $16,000
( ) Over $16,000

**(23)** Do you favor a National Convention for financial aid administrators?      ( ) Yes      ( ) No

**(24)** In your judgment what is the single most needed step in furthering the professional development of Financial Aid Administrators?

COMMENTS: Use this space to explain any answer

Use stamped self-addressed envelope provided – Return to:      O. Wayne Chambers
SASFAA Study Director
The University of Tennessee
816 Volunteer Boulevard
Knoxville, Tennessee 37916

APPENDIX D

63

Survey Respondents*

## Alabama

Alabama Christian College
Alabama State University
Alverson-Draughon College
Athens College
Auburn University
Birmingham Southern College
Daniel Payne College
Enterprise State Junior College
Faulkner State Junior College
Florence State University
Gadsden State Junior College
George C. Wallace State Tech.
  Junior College
Huntingdon College
Jacksonville State University
Jefferson Davis State
  Junior College
Jefferson State Junior College
Livingston University
Marion Institute
Miles College
Mobile College
Mobile State Junior College
Northwest Alabama State
  Junior College
Oakwood College
Patrick Henry State Junior
  College
Saint Bernard College
Southern Union State Junior
  College
Spring Hill College
Stillman College
T.A. Lawson State Junior
  College
Talladega College
Troy State University
Tuskegee Institute
University of Alabama,
  Birmingham Campus
University of Alabama,
  Tuscaloosa Campus
University of Montevallo

University of South Alabama
Walker College

## Florida

Barry College
Bethune-Cookman College
Brevard Community College
Broward Community College
Chipola Junior College
Daytona Beach Community College
Edison Junior College
Florida A & M University
Florida Institute of Technology
Florida Junior College at
  Jacksonville
Florida Keys Community College
Florida Memorial College
Florida Presbyterian
Florida Southern College
Florida State University
Florida Technological University
Gainesville Junior College
Gulf Coast Community College
Hillsborough Community College
Indian River Community College
Jacksonville University
Jones College
Lake City Community College
Lake-Sumter Community College
Manatee Junior College
Miami-Dade Junior College, North
Miami-Dade Junior College, South
North Florida Community College
Okaloosa-Walton Junior College
Palm Beach Atlantic College
Palm Beach Junior College
Rollins College
Saint Johns River Junior College
Saint Leo College
Saint Petersburg Junior College
Saint Petersburg Junior College,
  Clearwater Campus
Santa Fe Junior College

*Several questionnaires were received without identifica-
tion and a few were received too late to be included in the
survey.

Survey Respondents'

## Florida Cont'd.

Seminole Junior College
South-Eastern Bible College
Stetson University
Tal¹ assee Community College
Uni· ·sity of Florida
University of South Florida
University of Tampa
University of West Florida

## Georgia

Abraham Baldwin College
Albany Junior College
Albany State College
Armstrong State College
Atlanta Baptist College
Atlanta School of Art
Atlanta University
Augusta College
Berry College
Brenau College
Brunswick Junior College
Clayton Junior College
Columbus College
Dalton Junior College
Dekalb College
East Central Junior College
Emmanuel College
Emory University
Floyd Junior College
Georgia Institute of
   Technology
Georgia Southern College
Georgia Southwestern College
Georgia State University
Gordon Military College
Kennesaw Junior College
La Grange College
Macon Junior College
Medical College of Georgia
Mercer University
Middle Georgia College

Morehouse College
Morris Brown College
North Georgia College
North Georgia Technical
   and Vocational School
Oglethorpe College
Paine College
Piedmont College
Reinhardt College
South Georgia College
Southern School of Pharmacy
Southern Technical Institute
Swainsbow Area Vocational
   and Technical School
Tift College
Toccoa Falls Institute
Valdosta State College
Waycross-Ware County Area
   Vocational-Technical School
Wesleyan College
West Georgia College
Young Harris College

## Kentucky

Ashland Community College
Berea College
Brescia College
Campbellsville College
Centre College of Kentucky
Cumberland College
Eastern Kentucky University
Elizabethtown Community College
Kentucky State
Lexington Technical Institute
Murray State University
Northern Kentucky State College
Prestonsburg Community College
Saint Catharine College
Southeast Community College
Spalding College
Sue Bennett College
Sullivan Business College
Thomas More College

   *Several questionnaires were received without identifica-
tion and a few were received too late to be included in the
survey.

Survey Respondents*

Kentucky Cont'd.

Transylvania University
Union College
University of Kentucky
University of Louisville
Western Kentucky University


Mississippi

Blue Mountain College
Copiah-Lincoln Junior College
Delta State College
East Mississippi Junior
  College
Hinds Junior College
Holmes Junior College
Jackson State College
Jones County Junior College
Mary Holmes College
Meridian Junior College
Millsaps College
Mississippi Gulf Coast
  Junior College
Mississippi Industrial
  College
Mississippi State College
  for Women
Mississippi State University
Mississippi Valley State
  College
Natchez Junior College
Northwest Junior College
Pearl River Junior College
Prentiss Institute
Rust College
Saints Junior College
Tougaloo College
University of Mississippi
University of Southern
  Mississippi
Utica Junior College
Whitworth College
William Carey College
Wood Junior College

North Carolina

Applachian State University
Atlantic Christian College
Barber-Scotia College
Bennett College
Brevard College
Cape Fear Technical Institution
Carteret Technical Institution
Catawba College
Catawba Valley Technical
  Institution
Central Carolina Technical
  Institution
Central Piedmont Community
  College
Chowan College
Davidson College
Davidson County Community
  College
Durham College
Durham Technical Institute
East Carolina University
Elon College
Forsyth Technical Institute
Gardner Webb College
Greensboro College
Guilford College
Guilford Technical Institute
High Point College
Holding Technical Institute
Isothermal Community College
King's College
Lees-McRae College
Lenoir Community College
Louisburg College
Mars Hill College
Mount Olive College
Nash Technical Institute
North Carolina State University
Peace College
Pembroke State University
Pfeiffer College
Randolph Technical Institute
Rockingham Community College
Rowan Technical Institute

*Several questionnaires were received without identifica-
tion and a few were received too late to be included in the
survey.

## Survey Respondents*

### North Carolina Cont'd.

Sacred Heart College
Saint Andrews Presbyterian
   College
Saint Augustine's College
Sandhills Community College
Shaw University
Surry Community College
Technical Institute of
   Alamance
Tri-County Technical
   Institute
University of North Carolina
   at Asheville
University of North Carolina
   at Charlotte
University of North Carolina
   at Greensboro
University of North Carolina
   at Wilmington
Wake Forest University
Warren Wilson College
Wayne Community College
Western Carolina University
Western Piedmont Community
   College
Wilkes Community College
Wilson County Technical
   Institute
Winston Salem State
   University

### South Carolina

Benedict College
Central Wesleyan College
Claflin College
Clinton Junior College
Coastal Carolina Junior
   College
Erskine College
Florence-Darlington Technical
   Institute
Francis Marion College

Furman University
Horry-Georgetown Technical
   Institute
Lander College
Limestone College
Lutheran Theological
   Southern Seminary
Midlands Technical Education
   Center
Newberry College
Palmer College
Piedmont Technical Institute
South Carolina State College
Southern Methodist College
Spartanburg Junior College
University of South Carolina,
   Beaufort
University of South Carolina,
   Columbia
University of South Carolina,
   Lancaster
University of South Carolina,
   Salkenhatchie
University of South Carolina,
   Spartanburg
University of South Carolina,
   Union
Winthrop College
Wofford College
York Technical Institute

### Tennessee

Aquinas Junior College
Austin Peay
Belmont College
Bethel College
Bryan College
Carson-Newman College
Chattanooga State Technical
   Institute
Christian Brothers College
Cleveland State Community
   College
Columbia State

   *Several questionnaires were received without identifica-
tion and a few were received too late to be included in the
survey.

## Survey Respondents*

### Tennessee Cont'd.

Cumberland College
Dyersburg State
East Tennessee State
  University
Edmondson College
Fisk University
Free Will Baptist
  Bible College
Freed-Hardeman
Henderson Business College
Hiwassee College
Jackson State Community
  College
King College
Lambuth College
Lane College
Lee College
LeMoyne-Owen College
Lincoln Memorial University
Martin College
Maryville College
McKenzie College
Meharry Medical College
Memphis State University
Middle Tennessee State
  University
Mid-South Bible College
Milligan College
Morristown College
Motlow State Community
  College
Nashville State Technical
  Institute
Peabody College
Roane State Community College
Scarritt College
Siena College
Southern Missionary College
Southwestern at Memphis
State Technical Institute
Steed College
Tennessee State University
Tennessee Tech
Tennessee Wesleyan College

Trevecca Nazarene College
Tusculum College
Union University
University of the South
University of Tennessee,
  Chattanooga
University of Tennessee,
  Knoxville
University of Tennessee,
  Martin
University of Tennessee
  Nashville
University of Tennessee
  Medical Units, Memphis
Vanderbilt University
Volunteer State Community
  College
Walters State Community
  College

### Virginia

Averett College
Blue Ridge Community College
Bluefield College
Bridgewater College
Central Virginia Community
  College
Christopher Newport College
Clinch Valley College
College of William and Mary
Dabney S. Lancaster Community
  College
Eastern Mennonite College
Eastern Shore Community
  College
Emory and Henry College
Ferrum Junior College
George Mason College
Germanna Community College
Hampden-Sydney College
Hampton Institute
Hollins College
John Tyler Community College
Longwood College

*Several questionnaires were received without identifica-
tion and a few were received too late to be included in the
survey.

## Survey Respondents*

Virginia Cont'd.

Lord Fairfax Community College
Lynchburg College
Madison College
Mary Baldwin College
New River Community College
Norfolk State College
Northern Virginia Community
  College, Central Campus
Northern Virginia Community
  College, East Campus
Old Dominion University
Paul D. Camp Community College
Presbyterian School of
  Christian Education
Radford College
Randolph-Macon College
Randolph-Macon Woman's College
Richard Bland College
Roanoke College
Saint Paul's College
Shenandoah College and
  Conservatory of Music
Southside Virginia Community
  College
Southwest Virginia Community
  College
Stratford College
Sweet Briar College
Thomas Nelson Community College
Tidewater Community College
University of Richmond
University of Virginia
Virginia Commonwealth
  University
Virginia Highlands Community
  College
Virginia Intermont
Virginia Polytechnic Institute
  and State University
Virginia Union University
Virginia Wesleyan College
Virginia Western Community
  College
Washington and Lee
  University

*Several questionnaires were received without identification and a few were received too late to be included in the survey.