



Education
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Business Affairs Forum

Increasing Efficiency in Admissions and Financial Aid Offices



Custom Research Brief

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Business Affairs Forum

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1) Executive Overview

Key Observations

Vice presidents and provosts of enrollment management coordinate admissions and financial aid at many institutions. Institutions without enrollment management administrators rely on enrollment management committees to approve enrollment targets and develop coordinated financial aid programs. Committees include representatives from admissions offices, financial aid offices, finance divisions, and academic affairs units (e.g., senior provost for academic affairs).

Directors of admissions and financial aid often cross-train staff to ensure all staff can answer the majority of student requests. Cross-trained admissions staff typically perform recruitment and application review functions; in addition to improved student service, cross-training stabilizes their workloads throughout the year because both functions experience peak periods (e.g., fall recruitment period and spring application review period). Cross-trained financial aid staff conduct all direct student services (e.g., income appeal process) and receive support from technical staff for indirect services such as account creation.

Staff in international admissions units receive specialized training and develop expertise to manage complexities of international applications (e.g., visa requirements, unfamiliar names and date formats). International admissions units require approximately four staff to recruit international students, process applications, and review undergraduate applications; graduate schools conduct reviews for all domestic and international applicants.

Directors recommend paperless processes and investments in personnel to increase admissions and financial aid efficiency. Admissions staff at one institution reduced their application processing period by 66 percent through adoption of an online application; other contacts report similar efficiency gains through elimination of paper forms. Directors credit staff continuity and expertise for increased efficiency over time; professional development support and opportunities for internal advancement encourage staff to remain with institutions long-term. Centralization of business and technology services improves office efficiency as well, but staff often perceive declines in service quality. Central staff often effectively perform general services such as payroll or technology maintenance. Retention of fewer technology support staff within units ensures staff receive support for in-house systems.

Self-reported academic records dramatically reduce application processing periods in admissions offices. Support from schools and departments also relieves burdens on admissions staff during post-admissions recruitment. School and department representatives directly reach out to admitted students to encourage their matriculation. Students more frequently enroll if they speak with future professors and peers than if they only connect with admissions staff.

Multi-year transitions allow directors to gradually initiate changes and train staff for their new roles or responsibilities. After transitions, directors typically monitor office outputs (e.g., number of applications reviewed, amount of aid distributed) to evaluate effectiveness.

2) Effective Admissions and Financial Aid Structures

Leadership

Vice Presidents for Enrollment Management Oversee Admissions and Financial Aid

Directors of admissions and financial aid typically report to the same senior administrator for student services, often a vice president or assistant provost for enrollment management. Enrollment management administrators oversee admissions and financial aid functions and the registrar's office. Institutions assign other responsibilities to enrollment management units as well (e.g., student success, institutional research), but contacts caution against too many responsibilities for one position.

Enrollment management committees coordinate between admissions and financial aid functions if institutions do not employ enrollment management administrators. At **University F**, the dean of admissions reports to the provost, and the dean of financial aid reports to the chief operating officer. The disconnected reporting structure increases the importance of cross-office collaboration and communication, particularly on significant changes to their financial aid program. Deans developed an eight person team to discuss their financial aid program and ensure opportunities for communication. The team includes:

- Dean of admissions,
- Dean of financial aid,
- Two admissions staff members,
- Three finance representatives, and
- A representative from the chief operating officer.

The team meets twice per week while making major decisions (e.g., to determine the financial aid plan for the next year), but meets less frequently throughout the year to maintain coordination. Other institutions' enrollment management committees review institutional enrollment targets and approve enrollment figures for use in budget requests.

Directors and Multiple Associate Directors Provide Oversight and Ensure Coordination

Directors oversee major office strategies but rely on associate and assistant directors to guide office functions and provide day-to-day management. At **University D**, the deputy director for financial aid manages all aid distribution, which allows the director to dedicate time to fund availability and accounting. Associate and assistant director positions provide opportunities for professional advancement within the office, as well, and offer greater leadership opportunities for junior staff.

Small teams of fewer than ten staff enable supervisors to meet individually with their staff for weekly check-ins and informal performance reviews.

Admissions Organization

Admissions Directors Primarily Organize Staff by Function and Service Audience (e.g., External or Internal)

Directors often divide staff between external recruitment and internal functions such as application processing and course articulation management.

External Outreach and Recruitment

External outreach and recruitment typically include outreach staff who manage events such as college fairs or campus visits, staff based in regional recruitment centers, and admissions counselors. Outreach event staff manage counselor travel, schedule counselors for college fairs and presentations at high schools, and organize campus events for prospective students. Associate directors typically oversee outreach conducted by admissions counselors.

Contacts rarely assign staff to unique functions; more frequently, each staff member contributes to functions such as prospect management, post-admissions recruiting, and new student transaction services

Recruitment centers predominantly support in-state recruitment. **University E** operates seven recruitment centers across the state. These centers increase accessibility to prospective students and build connections between regional communities and the University. Centers house a director, one financial aid officer, three to four counselors, and administrative staff.

Internal Functions

Internal staff process applications or provide support services to recruitment and application staff. Application processing includes document management (e.g., open and sort mail), application review, and course articulation.

Directors often assign application review staff regions with which to develop familiarity, regardless of whether staff review applications by applicants' region. Regional expertise (e.g., knowledge of high schools, opportunities available to students) enables staff to holistically review applicants and improves communication between staff and applicants. For high schools in their region, staff must ascertain:

- Grade distribution,
- Number of available advanced placement or international baccalaureate courses,
- Average number of advanced courses taken by students in the top ten percent of the class,
- Options for dual enrollment and challenge of dual enrollment compared to advanced courses, and
- Available mathematics and sciences courses.



Prospect Management

7 Staff

Seven staff at **University C** operate their customer relationship management system and guide prospect management.



Cross-Train Admissions Staff

Directors train admissions counselors to review applications and validate transcripts to stabilize their workload throughout the admissions cycle. Processing staff learn to perform recruitment functions such as presentations and prospective student counseling.

Admissions counselor positions and application review positions require distinct skill sets, however. Successful admissions counselors possess excellent people skills (e.g., outgoing, personable); application reviewers are highly detail-oriented. Candidates rarely exhibit qualifications for both roles. To prepare staff to perform both roles, directors:

- **Train counselors and reviewers one year before they adopt additional responsibilities.** A one year delay enables a gradual transition and allows time to relocate staff who will not transition to new responsibilities.
- **Establish teams of two staff members and include both skill sets.** The detail-oriented application reviewer shadows the admissions counselor's recruitment presentations at first. Over time, the staff equally share presentation responsibilities. The reviewer finally leads presentations with support from the admissions counselor before teams disband and recruit individually.

Directors cross-train staff even if staff perform specialized functions (e.g., only recruit students). Cross-trained counselors and application review staff better serve students because they can answer basic questions related to their colleagues' responsibilities.

Office support services include:

- **Data and research.** Offices require one to two staff members to analyze office data and conduct internal research. They provide statistical support and answer requests for information from institutional research offices and state legislators.
- **Creative services.** Creative services staff develop recruitment publications for outreach staff to distribute.
- **Technical and operational staff.** Operational staff maintain systems such as customer relationship management systems and provide administrative support (e.g., open mail, answer phones).



Create an International Admissions Unit

Directors create units within admissions offices to recruit and review international applications more effectively.

Recruitment

International recruitment staff maintain strong online presences to reach students unlikely to visit domestic campuses. Staff develop strong alumni networks so alumni serve as connections to the university abroad.

Application Review

Staff require expertise and training to review international applications. International applications require additional care to ensure staff enter names properly in records and enter appropriately formatted dates.

At **University E**, one associate director oversees three assistant directors in the graduate and international admissions unit; these staff process all international applications and review undergraduate applications for admission. Graduate school faculty members evaluate international applicants for graduate programs.

Financial Aid Organization

Financial Aid Generalists Typically Conduct Direct Student Services but Technical Staff Often Specialize

Contacts at **University D** largely organize their staff by functional areas. Five student services staff manage general student questions, but other staff serve in specialized functional areas such as:

- Accounting,
- Compliance,
- Packaging and research,
- Scholarships,
- Study abroad,
- Summer aid, and
- Technology maintenance and support.

University G employs cross-trained financial aid counselors who provide all direct student services; technical and processing staff provide support for counselors. Nineteen financial aid counselors alternate shifts answering questions by phone, email, or in-person. They assist students with tasks such as income or satisfactory academic progress appeals.

Approximately ten technical and processing staff perform indirect service functions, such as account establishment and file creation.

Strengths and Weaknesses of Cross-Trained Financial Aid Counselors



Strengths of Cross-Trained Counselors:

- **Counselors serve all students' needs.** Students and their families appreciate that each counselor can respond to any request. Cross-training reduces bottlenecks that occur if only one staff member performs certain services (e.g., identify independent and dependent students).



Weaknesses of Cross-Trained Counselors:

- **Counselor positions demand extensive qualifications and training.** Successful cross-trained counselors maintain up-to-date knowledge of all program policies, develop familiarity with all financial aid systems (e.g., Common Origination and Disbursement site), work well with people, and effectively perform detail-oriented processing tasks.

Directors often assign students to staff alphabetically, but geographic assignments:

- **Improve collaboration with admissions counselors.** Admissions counselors often receive geographic assignments and, if financial aid counselors receive similar assignments, counselors develop working relationships as they repeatedly work with the same staff across offices.
- **Increase staff familiarity with state regulations and aid environments.** Financial aid staff benefit less from familiarity with regions than admissions staff, but contacts suggest geographic assignments improve staff knowledge.

Directors in geographic-based assignment models more frequently reassign territories to ensure balanced workloads, as the number of applications by region fluctuates more dramatically than the number of applications by last name. Reassignments do not create excessive burdens on directors or staff.

Technology Use

Modern Electronic Management Systems Significantly Improve Office Functions

Outdated management systems constrain staff procedures; a past system at **University D**, for example, allowed staff to view only 99 of their over 1,200 scholarship funds. Financial aid staff had to constantly rotate funds in the system to perform their duties before they adopted the PeopleSoft management system.

Contacts caution directors to adjust their processes to workflows within management systems (e.g., PeopleSoft), rather than adapt management systems to fit current processes. Directors often derive greater benefits (e.g., reduced processing time) if they streamline their processes to mirror system functionalities because modifications increase system complexity and complicate future transitions.

Services for Graduate Students

Distinct Admissions and Financial Aid Staff Often Serve Graduate Students

Central directors of admissions and financial aid prefer for graduate staff to report to their offices, however, to maintain oversight for their responsibilities. At **University D**, three graduate schools employ full-time staff members who provide dedicated support for their students' financial aid services. These staff report to the financial aid director and receive institutional financial aid training but work on-site at the graduate school locations; graduate school deans fund their salaries.

Typically, admissions staff in central admissions offices process graduate applications (e.g., receive forms, input information) but staff within graduate schools review applications for admission.

3) Strategies to Increase Efficiency

Admissions and Financial Aid Strategies

Paperless Processes Streamline Admissions and Financial Aid Functions

Admissions staff reduce paper applications, whether through online student applications or reductions in application materials, to decrease staff time dedicated to processing. The paperless application process at **University A** enabled the admissions office to maintain consistent staff levels despite dramatic increases in the number of applications. Application volume more than doubled in the past decade but the office has not needed to increase staff levels.

Staff in the financial aid office at **University D** eliminated lengthy paper forms for outside scholarships to decrease student and staff labor. Staff now process outside scholarships entirely within PeopleSoft.

Paperless systems typically allow multiple staff to view student data simultaneously and allow remote staff (e.g., traveling admissions counselors) to view information outside of offices.

Investments in Personnel (e.g., Salaries) Increase Staff Expertise and Continuity

Directors cite staff expertise and continuity as important factors in office efficiency.

Strategies to Invest in Personnel

Encourage Professional Development

Directors encourage staff to pursue professional development opportunities to increase office expertise. Contacts at **University A** send staff to standard conferences (e.g., National Association for College Admission Counseling) but also invite staff to seek out more varied conferences to develop alternative perspectives; a staff member attended the South by Southwest festival in 2013, for example.

Create Internal Advancement Opportunities

Staff regularly remain at **University D** for decades and increase their capabilities and efficiency throughout their tenure. Leadership positions, such as associate dean of operations, provide staff with internal advancement opportunities and distribute management responsibilities.

Seek External Expertise to Fill Knowledge Gaps

Directors balance internal promotions with external hires to ensure diversity of perspectives and expertise. Insufficient accounting expertise at **University D** motivated administrators to elevate an accountant position within the financial aid office to “senior accountant” and offer a higher salary. The more senior position secured a highly qualified candidate, a certified public accountant with 15 years of experience.



Reduction in Processing Time

4 Days

The online application system at **University A** reduced the application processing time to one day. In the past, staff spent three to five days to receive applications, enter data, and match transcripts before they could begin application reviews.

Centralized Business and Technology Services Increase Specialization but Decrease Staff Access

Centralization of services often combines administrative services from enrollment management units such as admissions, financial aid, and registrar's offices. One office manages business functions (e.g., payroll, human resources) and technology services (e.g., computer support) for all units.

Strengths and Weaknesses of Centralized Business and Technology Services



Strengths of Centralized Services:

- **Technology professionals oversee technology staff.** Oversight by qualified professionals increases staff performance.
- **Larger service population enables infrastructure improvements.** At **University G**, centralization enabled creation of a server farm.
- **Staff improve efficiency.** Units typically experience different peak periods (e.g., high admissions volume in the fall) so centralization stabilizes workloads across the year.



Weaknesses of Centralized Services:

- **Directors cannot immediately reduce staff levels.** Staff reductions typically occur gradually, often through voluntary retirements, which slows efficiency gains.
- **Unit staff perceive declines in service access and quality.** Admissions and financial aid staff prefer support staff within their units for direct access.
- **Centralized staff must prioritize requests by department.** Conflicts arise due to competition for services among departments.

Efficient Admissions Processes



Efficiency Increase

75%

Contacts at **University C** estimate adoption of self-reported academic records reduced their manual application processing by 75 percent. Staff no longer calculate grade point averages from official transcripts or verify students' completion of four years of math and English; the electronic system automatically produces that information.

Self-Reported Academic Records Significantly Reduce Application Processing Time

Many institutions accept self-reported academic records rather than require all applicants to submit official transcripts. Benefits of self-reported academic records include:

- **Increased applicant accountability.** Applicants control all application materials (e.g., fees, academic record) and do not rely on high school staff to submit transcripts.
- **Reduced processing period.** Application review at **University C** lasts a maximum of 15 days rather than the previous 30-day period.
- **Improved ability to identify and address incomplete applications.** Staff at **University C** easily locate applications if students call to submit additional information (e.g., forgotten test scores). With paper-based applications and official transcripts, staff could not assist students with incomplete applications until they processed all applications.

Pilot phases allow staff to test self-reported academic records for their institution. **University C** accepted self-reported academic records for students in one state high school and international applicants in 2011 before accepting self-reported academic records from all students in 2012.

Staff typically review final transcripts for accepted students to verify applicants' self-reported academic records. Admissions staff at **University B** review transcripts for approximately 8,000 accepted freshmen and transfer students, less than ten percent of all applicants.



Use of the Common Application Precludes Acceptance of Self-Reported Academic Records

Institutions that accept the Common Application cannot currently accept self-reported academic records. Association of American Universities members, however, are advocating for the Common Application to allow self-reported academic records. Contacts expect the Common Application, Inc. to adopt self-reported academic records by 2015.

School Representatives Assist with Post-Admission Recruitment

Admissions directors collaborate with school and department representatives for post-admission recruitment because contact with future faculty and peers more effectively persuades admitted students to register. Admitted students prefer to hear from their future departments rather than admissions staff once they have received their acceptance letters. Limited resources motivate school representatives to prioritize students for recruitment; they typically reach out to highly-qualified students for particular programs (e.g., engineering, nursing) or admissions staff identify students who contribute to institutional initiatives (e.g., diversity goals).

School-specific recruitment methods include:

- **Personalized outreach.** Admissions staff arrange for current students or professors in departments to contact admitted students by phone or email at **University E**. Contacts report significant conversion of admitted students to registered students after they speak with department representatives.
- **Invitations to school-specific open houses.** In addition to institution-wide admitted students' events, school representatives invite high-priority applicants to spend a day with faculty and students in their future departments. At **University E**, students who attend these events demonstrate higher deposit rates than students who decline invitations to school-specific events.

Admissions Staff Conduct Post-Admissions Recruitment in Localities

Admissions directors send recruitment staff to major metropolitan areas and regions adjacent to campus to decrease the influx of admitted students on campus. Major metropolitan areas offer sufficient populations to make off-site admitted students' receptions an effective use of office resources. Off-site events for local admitted students decrease demand for space on campus for students most likely to visit.

Staff Develop Unique Materials and Events for Post-Admissions Recruitment

Admitted students at **University A** can attend dedicated campus tours from the end of March to the end of April, the peak time for admitted students to visit campus. Staff host one to two admitted students' tours daily that review on-campus services (e.g., location of bursar's office), important dates (e.g., orientation), and offer introductions to the campus as a future student. The rest of the year, staff host only prospective student tours that address an audience that has yet to apply.

Contacts prefer daily admitted students' tours to a single admitted students' day because:

- **Tours offer greater flexibility.** Admitted students can attend tours any day over a four-week period, which increases the likelihood they will visit campus compared to a single opportunity.
- **Tours offer greater intimacy.** Ten admitted students typically attend each tour, which ensures overall groups of approximately thirty students and family members.



Post-Admissions Recruitment

20 Staff

Twenty admissions staff members at **University C** participate in post-admissions recruitment.

4) Transition Strategies and Outcomes

Transition Initiation

Gradual Initiation with Frequent Discussions Increases Staff Acceptance

Directors often expect multi-year transitions to secure staff acceptance and complete training.

1

Identify Strengths and Weaknesses of Current Processes

Directors dedicate approximately six months to identification of current processes' strengths and weaknesses. They observe procedures and meet individually with staff to review their perspectives on office roles and organizations. Common weaknesses include:

- **Staff responsibilities create bottlenecks.** At **University G**, one staff member determined if students were dependent or independent for financial aid purposes; students frequently waited for determinations because no other staff could assist them.
- **Staff organization prevents effective communication and engagement.** Staff at **University B** had few opportunities to interact with their direct supervisors and explained to administrators they felt their concerns were unheard.

2

Present Transition to All Staff

Directors present transitions to all staff simultaneously to ensure equal communication and prevent rumors. Presentations explain how transitions meet staff concerns (e.g., eliminate bottlenecks) and invite input from staff. Directors initiate discussion through questions such as:

- What is the best way to accomplish our goals?
- What challenges do you expect in this transition?
- What timeline do you recommend?

3

Discuss Transition in One-on-One Meetings with Staff

Directors follow up with individual staff members to solicit their feedback on transition plans and reassure them of their continued places in the office. Directors invite criticism of transition plans and goals so they can collaborate with staff to resolve perceived problems. One-on-one meetings also allow directors to identify staff members' strengths and how they can contribute to the success of transitions.

Training

Pre-Transition Trainings Prepare Staff for New Roles; Post-Transition Trainings Maintain Capabilities

Pre-Transition Training

Cross-training prepares staff to adopt multiple roles within offices (e.g., admissions counselor and application review). Directors host large trainings for all staff to learn office procedures but also identify opportunities for skill development within staff cohorts. Cross-training for admissions staff members, for example, includes tactics to perform detail-oriented work for eight hours in addition to application review procedures. Directors invite academic support staff to deliver study skills presentations similar to those they give to students. Review staff require training to deliver admissions presentations to large groups of potential applicants. Participation in workshops such as Toastmasters prepare review staff for recruitment responsibilities.

Extensive training for one staff member prepares offices for major technological transitions (e.g., campus-wide PeopleSoft adoption). Staff appreciate an in-house expert who can guide their transition to new technologies. Representatives from each functional unit at **University D** relocated to the information technology unit for two years to prepare for their transition to the PeopleSoft system. Staff received salary raises upon return to their original unit because of their additional skills and responsibilities. The financial aid representative now serves as the assistant director for financial aid technical processes.

Post-Transition Training

The financial aid office at **University G** closes to students for four hours each week to allow all staff to attend a business meeting and trainings. Meetings and training topics include:

- Financial aid topics (e.g., verification requirements, processing procedures),
- Systems (e.g., in-house systems, student portal, state web grants system),
- Soft skills (e.g., management of angry students, referrals to other offices),
- Staff development (e.g., wellness programs), and
- Staff appreciation (e.g., annual appreciation breakfast).

Staff Engagement

Inclusive Decision-Making and Communication Increase Staff Engagement

Primary concerns during transition include elimination of positions and reorganization without staff input. Directors include staff in decision-making and improve their internal communication to reassure staff they benefit from transitions.

Strategies to Improve Internal Communication

Require Supervisors Meet Individually with Staff Once Every Two Weeks

Half hour meetings suffice to improve communication between supervisors and their staff. Directors encourage supervisors and staff to maintain continuous lists of topics to discuss (e.g., concerns, ideas for improvements, upcoming projects). Biweekly meetings create opportunities for informal performance reviews so staff can improve their performance throughout the year.

Host Regular (e.g., Monthly) Meetings of All Unit Staff

Monthly or quarterly meetings mitigate siloes among staff teams and improve collaboration. Directors review each team's current responsibilities and invite staff to ask questions of leadership and colleagues. Meetings also include team building and engagement activities such as games to increase participation.

Organize Annual Events for All Staff

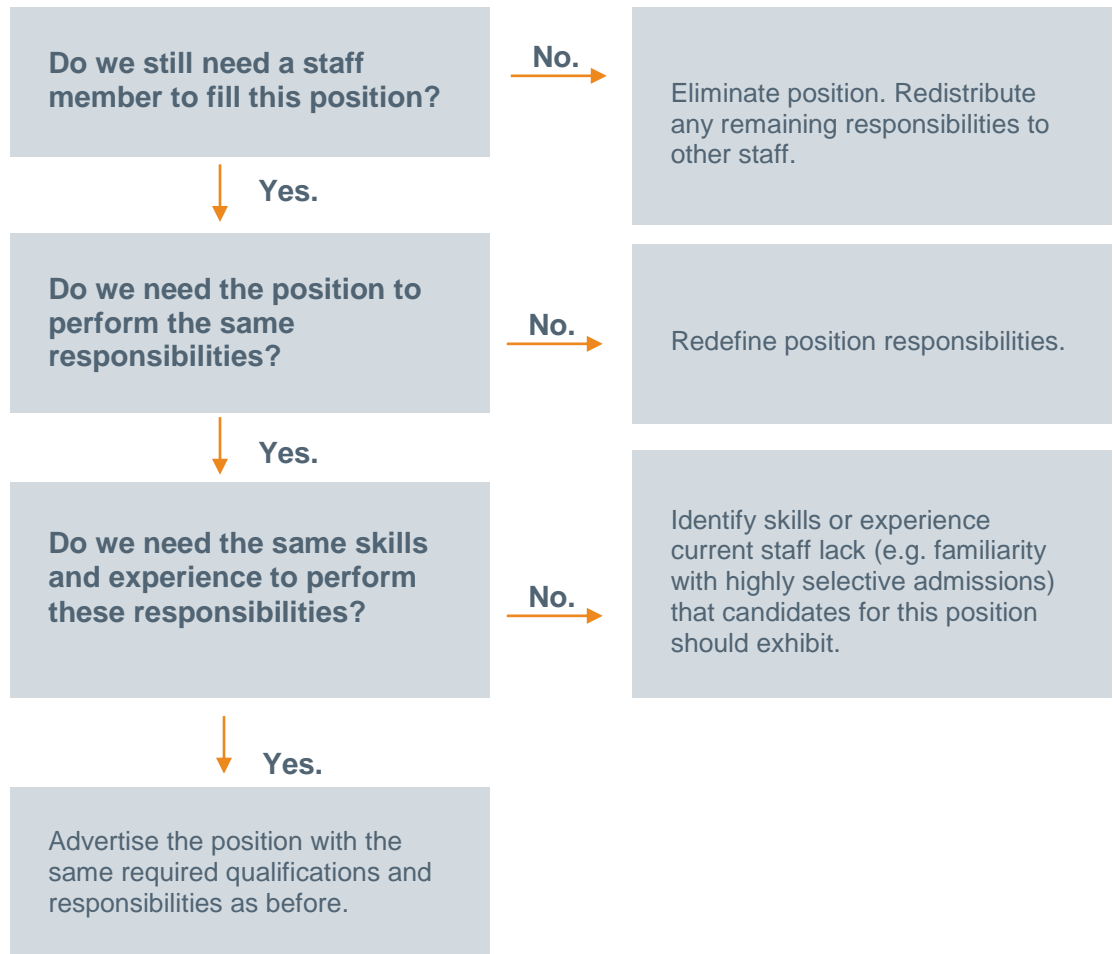
All admissions staff at **University B** participate in a week-long summer event, including staff from regional offices. The event includes team building activities, updates on office responsibilities, and strategic planning.

Meetings at **University B** offer staff opportunities to develop relationships and build a more collaborative office environment. When a significant increase in international applications increased the international admissions unit's workload, another unit volunteered to assume their shifts to assist walk-in students or students who call the office with questions for one month.

Staff Reductions Through Natural Attrition Ease Staff Concerns

Staff retirements or resignations allow directors to reconsider staff structures without elimination of current staff.

Process to Determine Positions' Futures after Staff Attrition



Evaluation

Completion Metrics and Student Satisfaction Measure Success of Transitions

Common metrics to evaluate admissions processes include:

- Number of applications processed,
- Time from application submission to application review, and
- Time from application review to applicant notification.

Common metrics to evaluate financial aid processes include:

- Number of files processed,
- Amount of funding distributed, and
- Total aid dispersed ten days prior to the start of the school year relative to total aid dispersed at the end of the school year.

Financial aid staff at **University G** administered a customer satisfaction survey during their campus open house. Prospective students and their families completed a brief three-question survey on tablets that asked visitors to evaluate the quality of their service. Staff received immediate feedback from the survey. After the event, the director led a brainstorming session to generate ideas for improvement. Contacts recommend directors regularly brainstorm with staff and allow staff to critique leaders' ideas to develop a culture of innovation.

5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- How many staff work in admissions and financial aid offices at contact institutions? What are their titles and responsibilities?
- What relationship exists between admissions services and financial aid services?
- What relationship exists between undergraduate and graduate services?
- What benefits and challenges exist for contacts' office structures? How do contacts mitigate challenges of their structures?
- How long do staff require on average to complete admissions and financial aid functions (e.g., contacting admitted students, processing financial aid applications)?
- What strategies increase contacts' efficiency regarding admissions responsibilities? What strategies increase efficiency regarding financial aid responsibilities?
- What technology do contacts employ to increase efficiency in admissions and financial aid processes? What benefits result from technology use?
- What changes have contacts made in their admissions and financial aid offices, particularly regarding:
 - Staff,
 - Responsibilities, and
 - Technology use?
- How do contacts manage administrative changes (e.g., space adaptation, budget reallocation)?
- What training do staff require for new responsibilities or technologies?
- What strategies maintain staff engagement and improve morale after transitions?
- What impacts do office transitions have on:
 - Operational costs,
 - Staff productivity, and
 - Student satisfaction?
- What other metrics do contacts employ to measure efficiency of admissions and counseling offices?
- What advice do contacts offer for increasing the efficiency of admissions and financial aid offices?

Project Sources

The Forum consulted the following sources for this report:

- Advisory Board's internal and online research libraries (eab.com)
- The Chronicle of Higher Education (<http://chronicle.com>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)

Research Parameters

The Forum interviewed directors of admissions and financial aid at public institutions ranked within the top 25 research universities by the Center for Measuring University Performance.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
University A	South	13,800/20,700	Research universities (very high research activity)
University B	Pacific West	23,700/29,200	Research universities (very high research activity)
University C	Midwest	31,500/43,900	Research universities (very high research activity)
University D	South	18,600/29,400	Research universities (very high research activity)
University E	South	38,400/51,200	Research universities (very high research activity)
University F	Mid-Atlantic	15,600/24,400	Research universities (very high research activity)
University G	Pacific West	23,700/29,200	Research universities (very high research activity)