

**Department of Education**  
**STUDENT AID OVERVIEW**  
**Fiscal Year 2021 Budget Request**  
**CONTENTS**

	<b><u>Page</u></b>
Federal Student Aid Programs .....	O-1
Student Aid Reform Proposals .....	O-2
Student Aid Programs Output Measures .....	O-6
Program Performance Information .....	O-8

## STUDENT AID OVERVIEW

### Federal Student Aid Programs

(Higher Education Act of 1965, Title IV)

(dollars in thousands)

FY 2021 Authorization: Indefinite

Budget Authority:

	<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
<b>Grants and Work Study:</b>			
Pell Grants			
Discretionary funding	\$22,475,352	\$22,475,352	0
Mandatory funding	<u>7,143,000<sup>1</sup></u>	<u>7,009,000<sup>1</sup></u>	<u>-134,000</u>
Subtotal, Pell Grants	29,618,352	29,484,352	-134,000
Federal Supplemental Educational Opportunity Grants	865,000	0	-865,000
Federal Work Study	1,180,000	500,000	-680,000
Iraq and Afghanistan Service Grants	463	0	-490
TEACH Grants <sup>2</sup>	<u>3,265<sup>3</sup></u>	<u>27,603<sup>3</sup></u>	<u>24,338</u>
Total, Grants and Work-Study	31,667,080	30,011,955	-1,655,152
<b>Net Loan Subsidy, Loans:<sup>4</sup></b>			
Federal Family Education Loans (FFEL)	6,394,364 <sup>5</sup>	-466,318 <sup>6</sup>	-6,860,682
Federal Direct Student Loans	72,164,143 <sup>7</sup>	-8,327,040	-80,491,183

NOTE: Table reflects discretionary and mandatory funding.

<sup>1</sup> Amounts appropriated for Pell Grants for 2020 and 2021 include mandatory funding provided in the Higher Education Act, as amended, to fund both the base maximum award and add-on award.

<sup>2</sup> TEACH Grants is operated as a credit program. Amounts reflect the new loan subsidy, or the net present value of estimated future costs.

<sup>3</sup> The FY 2020 amount includes a net downward reestimate of \$25.4 million due primarily to lower than anticipated volume in fiscal years 2017-2019. The amount for FY 2021 reflects new loan subsidy.

<sup>4</sup> Total net subsidy in any fiscal year reflects the estimated net cost of the loan program for that fiscal year. It includes both positive and negative subsidies and upward and downward impacts of reestimates and modifications of existing loans. A negative subsidy occurs when the present value of cash inflows to the Government is estimated to exceed the present value of cash outflows. Negative subsidy is reported (as negative outlays) to a negative subsidy receipt account.

<sup>5</sup> Budget authority for FFEL does not include the FFEL Liquidating account. Amount for 2020 reflects a net upward reestimate of \$6.3 billion and an upward modification of \$0.1 billion. This amount also includes reestimates related to the Ensuring Continued Access to Student Loans (ECASLA) Act.

<sup>6</sup> The 2021 amount includes a net downward modification to reflect the policy proposal to eliminate Account Maintenance Fees.

<sup>7</sup> Amount for 2020 includes a net upward reestimate of \$63.2 billion, primarily due to updated IDR income assumptions using newly available IDR application data. The 2020 amount also includes a modification of \$50 million to reflect a temporary expansion of Public Service Loan Forgiveness (TEPSLF) as passed by Congress in the Department's 2020 Appropriations Act and \$435 million for a modification associated with the regulatory action to provide proactive discharge (unless the borrower elects to reject the discharge) to borrowers for whom the Department of Veteran Affairs provides information showing the borrower has a total and permanent disability.

## STUDENT AID OVERVIEW

---

### **FY 2021 BUDGET PROPOSAL**

The Federal student aid programs provide grant, loan, and work-study assistance to help students afford a postsecondary education, find employment in today's workforce, and realize the lifelong benefits of a higher education. Recognizing the significant growth in the scope and complexity of FSA's responsibilities since its establishment as a performance-based organization more than 20 years ago, the President's Budget proposes the evaluation of Federal Student Aid (FSA) as a separate organization, with reformed governance. The budget request focuses on reducing the complexity of student financial aid, encouraging responsible borrowing, and aligning education to the needs of the workforce. The request supports expanding Pell Grant eligibility for high-quality, short-term programs; making Pell Grants available to certain incarcerated students to improve employment outcomes, reduce recidivism, and facilitate successful reentry to society; and reforming the existing Federal Work-Study (FWS) program to support workforce and career-oriented training opportunities for low-income undergraduate students. The request also includes proposals that address student debt by streamlining student loan programs and repayment options; instituting sensible and reasonable annual and lifetime loan limits for parents and graduate students; and redirecting inefficient subsidies to prioritize debt relief for undergraduate borrowers struggling to repay. The fiscal year 2021 request makes available \$125 billion in new Federal student aid in fiscal year 2021, including over \$30 billion in Pell Grants and \$94 billion in student loans (excluding consolidation loans). Nearly 10.5 million students will use these resources in their efforts to complete postsecondary education.

This overview discusses the Administration's proposed package of initiatives and reforms that will not only better target aid to students but will also improve student success. Current student aid programs are described in detail under the **Student Financial Assistance** account, the **TEACH Grants** account, and the **Student Loans Overview**. The costs and reforms associated with administering the student aid programs are presented in the **Student Aid Administration** account.

### **STUDENT AID REFORM PROPOSALS**

#### **Evaluation of a Separate Federal Student Aid**

Today, FSA manages the servicing of one of the largest consumer loan portfolios in the world. In addition, FSA provides oversight for more than 6,000 institutions of higher education that participate in the Title IV programs; develops and implements the Free Application for Student Aid (FAFSA) process; and secures the data of the over 40 million Americans with Federal student loans. Recognizing the significant growth in the scope and complexity of FSA's responsibilities since its establishment as a performance-based organization more than 20 years ago, the President's Budget proposes the evaluation of FSA as a separate organization, with reformed governance. An updated governance model could significantly increase FSA's ability to serve students and taxpayers by improving its management, oversight, and administration of the Federal student aid programs.

## STUDENT AID OVERVIEW

---

### **Protect Pell Grants and Iraq and Afghanistan Service Grants**

Pell Grants are the foundation of low- and middle-income students' financial aid package to which other forms of aid are added. The Administration's fiscal year 2021 budget would fully fund the Pell Grant program in 2021, maintaining a \$6,345 maximum award in 2021-2022, while ensuring the program remains on stable financial footing. The budget would also restore nearly \$400 a year to each recipient of an Iraq and Afghanistan Service Grant (IASG) by protecting those grants from sequestration cuts just like Pell Grants. Moving IASG into the Pell Grant program will ensure the children of our fallen service members receive a full aid award, without any other changes to the program's benefits or eligibility.

### **Expand Pell Grant Eligibility to High-Quality Short-Term Programs**

Americans are often unable to access education and training programs that would provide them with the skills needed to secure well-paying jobs in high-demand fields. Postsecondary programs that could help address this problem are often ineligible for Federal student aid due to time and program length requirements. Federal law should facilitate, not impede, students getting the skills they need to secure well-paying jobs. To that end, the Administration's fiscal year 2021 budget proposes to expand Pell Grant eligibility to students enrolled in high-quality, short-term programs that lead to a credential, certification, or license in a high-demand field.

### **Expand Pell Grant Eligibility to Certain Incarcerated Students**

Today, one and a half million Americans are in Federal or State prisons across the country. More than 95 percent of these prisoners will eventually leave prison, reenter society, and face the challenge of securing jobs and reintegrating their lives. Research shows that correctional education reduces the likelihood of recidivism, benefitting the individual and saving taxpayers reincarceration costs<sup>1</sup>. The budget proposes to expand Pell Grant eligibility to incarcerated students who are within five years of their likely release and enroll in programs that prepare them for high-demand occupations.

### **Reform Campus-Based Aid Programs**

Most of the roughly 6,000 institutions of higher education that participate in the Federal Pell Grant and/or Federal student loan programs also participate in one or more of the Federal campus-based aid programs. While all institutions are eligible to participate in the campus-based programs, antiquated statutory formulas with stringent hold-harmless provisions have resulted in institutional allocations that are not well-targeted to students who most need the aid.

Consistent with the President's call to bolster effective workforce development programs, the budget proposes to reform Federal Work-Study (FWS) from a model that mostly provides subsidized employment for campus-based jobs for higher income undergraduate and graduate students to a program that supports workforce and career-oriented training opportunities for low-income undergraduate students. The fiscal year 2021 request also proposes to focus scarce funds on the neediest students by reforming the institutional allocation formula to take greater

---

<sup>1</sup> [https://www.rand.org/pubs/research\\_reports/RR266.html](https://www.rand.org/pubs/research_reports/RR266.html)

## STUDENT AID OVERVIEW

---

consideration of the institution's enrollment of Pell Grant recipients. Institutions could fund individual students through subsidized employment, paid internships, or other placements without limitation on the type of organization where the placement occurs, provided those placements are career or academically relevant. Schools could also serve groups of students through programs and initiatives that expose students to, or build preparedness for, careers.

The President's fiscal year 2021 Budget also proposes to eliminate the Supplemental Educational Opportunity Grant (SEOG) program, which is largely duplicative with the Pell Grant program and does not effectively deliver need-based aid to the neediest students.

### **Student Loan Policies**

The Administration's fiscal year 2021 budget request addresses student debt by streamlining student loan programs and repayment options, instituting sensible and reasonable annual and lifetime loan limits for parents and graduate students, and redirecting inefficient subsidies to prioritize debt relief for undergraduate borrowers.

All policies referenced for student loans would apply to loans originated on or after July 1, 2021, with an exception for students who borrowed their first loans prior to July 1, 2021 and are borrowing to complete their current course of study. These policies together would save taxpayers approximately \$169 billion over ten years.

### Protect Students and Taxpayers from Growing Student Loan Burden

The budget protects graduate and parent borrowers from racking up crushing debt – and taxpayers from the cost of forgiving excessive balances – by instituting sensible annual and lifetime loan limits. The budget proposes to set an aggregate limit on Parent PLUS loans for undergraduate students of \$26,500 — the difference between the dependent undergraduate aggregate limit of \$31,000 and the independent undergraduate aggregate limit of \$57,500. In addition, dependent undergraduate students would be eligible to borrow an additional amount (up to the independent undergraduate limit) if the parent has already reached the new Parent PLUS limit. The budget also proposes to set annual and aggregate limits of \$50,000 and \$100,000 respectively for graduate students, exclusive of any undergraduate borrowing.

In addition, the budget provides higher education institutions greater flexibility to ensure their students avoid excessive student loan debt and are able to repay their loans. As such, the request proposes to provide financial aid administrators greater latitude to limit excessive loan borrowing and to allow schools to condition students' loan disbursements on mandatory annual financial literacy training (i.e., loan counseling).

### Simplify Student Loan Programs

The current Federal student loan system is unnecessarily complex for borrowers to navigate. The Administration proposes to simplify the student loan programs by providing one loan option, all with reasonable limits, to each type of borrower (undergraduate, graduate, and parent). The Budget proposes to consolidate all undergraduate borrowing under the Unsubsidized Stafford loan program. Graduate student borrowing would additionally be simplified by consolidating all

## STUDENT AID OVERVIEW

---

graduate borrowing under one graduate loan program with the same corresponding loan terms and conditions as current Graduate PLUS loans. (Note that in the following tables, figures for this loan program will be shown in 2021 under Grad PLUS). Parent borrowers would still be able to take advantage of the Parent PLUS loan program with the limit described above.

### Simplify Student Loan Repayment

In recent years, income-driven repayment (IDR) plans, which offer borrowers the option of making affordable monthly payments based on factors such as income and family size, have grown in both popularity and projected cost. However, choosing and enrolling in the right repayment plan is overly complicated by the numerous repayment plans required by statute and regulation to be offered to borrowers. In addition, the benefits provided by these plans are not currently focused on the most vulnerable student borrowers.

The Administration proposes to greatly simplify student loan repayment by consolidating five IDR plans into a single plan. The Single IDR plan would set a borrower's monthly payment at 12.5 percent of discretionary income, while eliminating the standard repayment cap to ensure that high-income, high-balance borrowers make payments commensurate with their income. Married borrowers who file separately would have their payments determined based on both their and their spouse's income. For borrowers with undergraduate student debt only, any balance remaining after 15 years of repayment would be forgiven. For borrowers with any graduate debt, any balance remaining after 30 years of repayment would be forgiven. To further improve and simplify loan repayment, the fiscal year 2021 budget request proposes auto-enrolling severely delinquent borrowers in the Single IDR plan.

While retaining teacher loan forgiveness programs in order to incentivize more high-quality teachers to teach in high-need schools and subjects, the fiscal year 2021 budget proposes eliminating inefficient subsidies to help put the nation on a more sustainable fiscal path and prioritize expedited debt relief for undergraduate borrowers struggling to repay. These proposals include eliminating Public Service Loan Forgiveness, Subsidized Stafford loans, and the payment of Account Maintenance Fees to guaranty agencies.

### Increase Institutional Accountability

Investing in higher education generally provides strong value for students and taxpayers. However, some institutions consistently fail to deliver a quality education that enables students to successfully repay Federal student loans — leaving borrowers and taxpayers holding the bill. A better system would require postsecondary institutions accepting taxpayer funds to share a portion of the financial responsibility associated with student loans.

## STUDENT AID OVERVIEW

---

### STUDENT AID PROGRAMS OUTPUT MEASURES

#### Aid Available to Students (dollars in millions)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Pell Grants	\$28,247	\$29,597	\$30,348
Supplemental Educational Opportunity Grants	1,155	1,189	0
Federal Work Study	1,152	1,204	504
Iraq and Afghanistan Service Grants	0.445	0.523	0 <sup>1</sup>
Subtotal, New Grant Aid	30,554	31,991	30,853
<b>New Student Loans:</b>			
Stafford Loans	19,419	19,686	15,733
Unsubsidized Stafford Loans	47,823	48,861	46,130
Parent PLUS Loans	12,514	12,893	13,025
Grad PLUS Loans	10,904	11,268	18,872
TEACH Grants <sup>2</sup>	<u>86</u>	<u>92</u>	<u>94</u>
Subtotal, New Student Loans	90,661 <sup>3</sup>	92,708 <sup>3</sup>	93,854 <sup>3</sup>
Total	121,301	124,790	124,706

NOTES:

Detail may not add to total aid available due to rounding.

Shows total aid generated by Department programs, including institutional matching funds generated by the SEOG and Work-Study programs. Aid available may differ from appropriated amounts for a given fiscal year.

<sup>1</sup> Value in 2021 reflects policy to make Iraq and Afghanistan Service Grants part of the Pell Grant program.

<sup>2</sup> For budget and financial management purposes, this program is operated as a loan program under the Federal Credit Reform Act of 1990.

<sup>3</sup> Excludes loans issued to consolidate existing loans (Consolidation Loans), which total \$39.9 billion in 2019, \$39.8 billion in 2020, and \$40.0 billion in 2021.

---

## STUDENT AID OVERVIEW

---

<b><u>Number of Student Aid Awards</u></b>			
(in thousands)			
<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Pell Grants	6,673	6,834	7,086
Supplemental Educational Opportunity Grants	1,718	1,769	0
Federal Work-Study	700	731	315
Iraq and Afghanistan Service Grants	N/A <sup>1</sup>	N/A <sup>1</sup>	0 <sup>2</sup>
Subtotal, New Grant Aid	9,091	9,334	7,401
New Student Loans:			
Stafford Loans	5,536	5,623	4,479
Unsubsidized Stafford Loans	7,464	7,581	7,448
Parent PLUS Loans	875	882	903
Grad PLUS Loans	595	602	882
TEACH Grants	<u>31</u>	<u>32</u>	<u>32</u>
Subtotal, New Student Loans	14,502 <sup>3</sup>	14,720 <sup>3</sup>	13,787 <sup>3</sup>
Total	23,593	24,054	21,146

---

NOTE:

Detail may not add to total due to rounding.

<sup>1</sup> N/A denotes number of recipients will not exceed 500.

<sup>2</sup> Value in 2021 reflects budget policy to make Iraq and Afghanistan Service Grants part of the Pell Grant program.

<sup>3</sup> Excludes loans issued to consolidate existing loans.

---

### **Number of Postsecondary Students Aided by Federal Student Aid Programs**

	<u>2019</u>	<u>2020</u>	<u>2021</u>
Unduplicated Count (in thousands)	10,235	10,428	10,499

---

## STUDENT AID OVERVIEW

---

### Program Performance Information

#### Performance measures

This section presents selected program performance information, including, for example, the Government Performance Results Act (GPRA) goals, objectives, measures and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2021 and future years, as well as the resources and efforts invested by those served by this program.

Because Federal student assistance grant and loan programs rely on the same program data, performance indicators and strategies that apply to these programs are grouped here in the Student Aid Overview and are not repeated in justifications for the **Student Financial Assistance** program account or in the **Student Loans Overview**.

**Goal: To help ensure access to high-quality postsecondary education by providing financial aid in the form of grants, loans, and work-study in an efficient, financially sound, and customer-responsive manner.**

***Objective:** Ensure that low- and middle-income students will have the same access to postsecondary education that high-income students do.*

**Measure:** College enrollment rates: Postsecondary education enrollment rates will increase each year for all students, while the enrollment gap between low- and high-income and minority and non-minority high school graduates will decrease each year.

Year	Target: Total Percentage Enrolled	Actual: Total Percentage Enrolled
2016	68%	69.8%
2017	68	66.7
2018	68	69.1
2019	68	
2020	68	
2021	68	

## STUDENT AID OVERVIEW

Year	Target: Percentage point difference between White and Black high school graduates ages 16-24 enrolling immediately in college	Actual: Percentage point difference between White and Black high school graduates ages 16-24 enrolling immediately in college
2016	5.25%	12.40%
2017	5.25	9.70
2018	5.25	6.40
2019	5.00	
2020	5.00	
2021	5.00	

Year	Target: Percentage point difference between White and Hispanic high school graduates ages 16-24 enrolling immediately in college	Actual: Percentage point difference between White and Hispanic high school graduates ages 16-24 enrolling immediately in college
2016	8.00%	-2.30%
2017	8.00	8.10
2018	8.00	5.40
2019	7.00	
2020	7.00	
2021	7.00	

**Additional information:** The overall enrollment rate in postsecondary education following high school dipped below the target in 2017; however, it increased to 69.1 percent in 2018. The Department believes its commitment to the Student Financial Assistance programs and proposed reforms in the Administration’s fiscal year 2021 budget request will continue to encourage and allow more low-income students to enroll in postsecondary education programs — and provide them the means to remain in school — than would be the case in the absence of the Federal student financial assistance programs.

The gap between White and Black high school graduates enrolling in college immediately after high school decreased to 6.40 percentage points in 2018, above the target of 5.25 percentage points, but lower than the gap of 12.40 percentage points observed in 2016 and 9.70 percentage points in 2017.

The metric that measures the gap between White and non-White Hispanic high school graduates who enroll immediately in college spiked to 8.10 percentage points in 2017, which was slightly above its target; however, the gap has decreased to 5.40 percentage points in 2018. In 2016, the percentage of Hispanic high school graduates enrolling in college immediately after high school was higher than the percentage of White high school graduates for the first time. The Department remains committed to furthering equal educational opportunity and will continue to pursue policies to support this important goal.

## STUDENT AID OVERVIEW

---

Data for the measures above are taken from the Digest of Education Statistics<sup>1</sup> (Digest), published annually by the National Center for Education Statistics (NCES). Refer to the technical information provided in the Digest by NCES when interpreting year-to-year changes in the data.

**Objective:** *Ensure that more students will persist in postsecondary education and attain degrees and certificates.*

**Measure:** Graduation rate: Graduation rates for all full-time, degree-seeking students in 4-year and less than 4-year programs will improve, while the gap in graduation rates between minority and non-minority students will decrease, as will the gap between students receiving Pell and those not receiving need-based Title IV aid.

Year	Target: Students graduating with a 4-year degree within 150 percent of the normal time required	Actual: Students graduating with a 4-year degree within 150 percent of the normal time required
2016	66%	60.0%
2017	66	60.8
2018	66	62.8
2019	66	
2020	66	
2021	66	

Year	Target: Students graduating with a less-than-4-year degree within 150 percent of the normal time required	Actual: Students graduating with a less-than-4-year degree within 150 percent of the normal time required
2016	46%	32.8%
2017	46	33.9
2018	46	34.8
2019	46	
2020	46	
2021	46	

---

<sup>1</sup> <https://nces.ed.gov/programs/digest/>

## STUDENT AID OVERVIEW

Year	Target: Percentage point difference between White and Black first-time, full-time students graduating with a 4-year degree within 150 percent of the normal time required	Actual: Percentage point difference between White and Black first-time, full-time students graduating with a 4-year degree within 150 percent of the normal time required
2016	15.6%	24.4%
2017	15.6	24.6
2018	15.6	23.5
2019	15.6	
2020	15.6	
2021	15.6	

Year	Target: Percentage point difference between White and Hispanic first-time, full-time students graduating with a 4-year degree within 150 percent of the normal time required	Actual: Percentage point difference between White and Hispanic first-time, full-time students graduating with a 4-year degree within 150 percent of the normal time required
2016	8.5%	9.4%
2017	8.5	9.4
2018	8.5	9.2
2019	8.5	
2020	8.5	
2021	8.5	

Year	Target: Percentage point difference between White and Black first-time, full-time students graduating with a less-than-4-year degree within 150 percent of the normal time required	Actual: Percentage point difference between White and Black first-time, full-time students graduating with a less-than-4-year degree within 150 percent of the normal time required
2016	5.1%	9.2%
2017	5.1	8.3
2018	5.1	7.4
2019	5.1	
2020	5.1	
2021	5.1	

## STUDENT AID OVERVIEW

Year	Target: Percentage point difference between White and Hispanic first-time, full-time students graduating with a less-than-4-year degree within 150 percent of the normal time required	Actual: Percentage point difference between White and Hispanic first-time, full-time students graduating with a less-than-4-year degree within 150 percent of the normal time required
2016	0.7%	2.5%
2017	0.7	2.9
2018	0.7	4.7
2019	0.7	
2020	0.7	
2021	0.7	

Year	Target: Percentage point difference between first-time, full-time students graduating with a 4-year degree within 150 percent of the normal time required who received a Pell Grant and those who did not	Actual: Percentage point difference between first-time, full-time students graduating with a 4-year degree within 150 percent of the normal time required who received a Pell Grant and those who did not
2016		18.4%
2017		19.8
2018		18.5
2019	TBD	
2020	TBD	
2021	TBD	

Year	Target: Percentage point difference between first-time, full-time students graduating with a less-than-4-year degree within 150 percent of the normal time required who received a Pell Grant and those who did not	Actual: Percentage point difference between first-time, full-time students graduating with a less-than-4-year degree within 150 percent of the normal time required who received a Pell Grant and those who did not
2016		1.5%
2017		0.6
2018		0.8
2019	TBD	
2020	TBD	
2021	TBD	

**Additional Information:** The percentage of first-time, full-time degree-seeking students graduating with a 4-year degree within 150 percent of the normal time increased from 60.8 percent in 2017 to 62.8 percent in 2018. The percentage of students completing a less-than-4-year degree increased from 33.9 percent in 2017 to 34.8 percent in 2018. The graduation rates for both 2- and 4-year degree levels observed in 2018 were below the targets established for this measure.

## STUDENT AID OVERVIEW

---

The completion gap between White and Black students who were enrolled in 4-year degree programs decreased slightly from 2017 to 2018 (24.6 percentage points to 23.5 percentage points). The gap observed in 2018 remains larger than the targets established in 2018 and future years. The completion gap between Pell recipients and non-Pell recipients decreased from 2017 to 2018 (19.8 percentage points to 18.5 percentage points). The overall 150 percent completion rate for students receiving Pell grants who were enrolled in 4-year degree programs was 50.6 percent in 2018.

From 2017 to 2018, the difference between the percentages of White and Black students graduating from less-than-4-year degree programs within 150 percent of the normal time decreased by 0.9 percentage points to 7.4 percentage points — outside of the goal of 5.1 percentage points. In 2017, Hispanic students graduated within 150 percent of the normal time at less-than-4-year programs at a lower rate than White non-Hispanic students with a gap of 2.9 percentage points, and the gap further increased in 2018, with White non-Hispanic students graduating at a higher rate by 4.7 percentage points compared to Hispanic students. From 2017 to 2018, the difference between the percentages of Pell recipients and non-Pell recipients graduating from less-than-4-year degree programs within 150 percent of the normal time increased very slightly but remains at a very small difference of 0.8%. The overall 150 percent completion rate for students receiving Pell grants who were enrolled in less-than-4-year degree programs was 34.5 percent in 2018.

Data for the measures supporting this objective are collected through the Graduation Rate Survey conducted as part of the annual Integrated Postsecondary Student Aid Study (IPEDS). Some figures were revised to match IPEDS tables including completion data for Pell recipients, which has recently been made available. The Pell graduation rate is a new measure, and the Department plans to establish targets in the near future. The Department will continue to evaluate current performance measures and, where appropriate, revise these measures and goals.

### **Program Improvement Efforts**

The Department is exploring ways to gather detailed program and student outcome data for program-specific measures that will provide reliable indicators of program effectiveness.

### **Efficiency Measures**

The Department is reassessing the efficiency measures for the individual student financial aid programs. The results of this reassessment will reflect proposed program changes and be incorporated into future budget requests.