Colleague Financial Aid

Using Need Analysis

April 2019

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Revision History

Publication Date	Summary
April 2019	Updated the following as part of SU019953: -"Make changes to the budget components for a particular student or add additional budget components to a student's budget" on page 60 -"Maintain or view budget information for a student for a single award period" on page 62 -"Maintain current unit counts for specific budget component unit types for all award periods" on page 64 -"Set overrides to the calculated budget component multipliers for a specific student" on page 65 Added the following: -"Award period and annual unit types" on page 55
December 2018	Added "Maintain Student Budgets at the Award Period Level" on page 54 as part of SU018796.
October 2018	Updated the following as part of SU018592: -"Verify student ISIR information" on page 75 -"Verify parent ISIR information" on page 76
December 2017	Updated "Student Budget Calculations" on page 40 and "Student Budget Maintenance" on page 44 as part of SU018252.
March 22, 2017	Updated the following as part of SU017331: -"Define budget components" on page 11 -"Recalculate budget expenses for an individual student" on page 47 -"Customize student attendance patterns" on page 50 Also updated the formatting throughout.
September 29, 2016	Updated as part of SU015843. Added the Annual vs Award Period Budget Variance (AAPB) form to "Customize student attendance patterns" on page 50.
June 29, 2016	Updated to include new budget by award period functionality introduced with software update SU015842. Also updated the formatting throughout.
August 7, 2015	Updated as part of the 2015 Financial Aid Enhancements software update to add the following procedure: "Verify a student's identity and high school completion status" on page 78
November 21, 2014	Revised and updated to be more current and usable.

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Introduction

This manual provides instructions for using Colleague's Financial Aid module to perform need analysis tasks. These tasks include working with student budgets, calculating EFCs and COA, and verifying student data. These procedures do not take into consideration your institution's policies and procedures; therefore, you may need to modify the procedures provided in this manual to incorporate the way in which your office performs these tasks.

Anyone who works with or is responsible for the financial aid need analysis process for your institution should become familiar with the procedures and concepts presented in this manual. This group may include financial aid officers, administrative staff in the financial aid office, and anyone who supports the technical aspects of financial aid.

For detailed information on ISIR processing, see *Using ISIR Processing for Colleague Financial Aid*.

An optional module provides support for The College Board's PROFILE application. See *Using INAS PROFILE Processing* for more information about importing and using PROFILE applications.

About Need Analysis

This section lists commonly performed need analysis tasks and high-level steps to set up need analysis at your institution.

Commonly performed need analysis tasks

1. Import ISIR data. See *Using ISIR Processing for Colleague Financial Aid*.
2. View and maintain application records for the appropriate year. See "Rejects and Assumptions in Need Analysis Processing" on page 23.
3. Calculate the applicant's EFC. See "Expected Family Contribution (EFC) Calculations" on page 27.
4. Make a Budget Adjustment. See "Student Budget Maintenance" on page 44.
5. Select a calculation result. See "Student Budget Calculations" on page 40.
6. Calculate the cost of attendance. See "Calculate COA" on page 32.
7. Export correction records. See "Export application information" on page 32.
8. Verify student data. "ISIR Verification" on page 75.

Steps to set up need analysis

This manual assumes that you have completed all of the setup procedures provided for the Financial Aid module in the *Getting Started with Colleague Financial Aid* manual.

1. Set up import options. See *Using ISIR Processing for Colleague Financial Aid*.
2. Set up student budgets. See “Case study: Set up student budgets at Ellucian University” on page 90.
3. Set up budget components. See “Define budget components” on page 11.
4. Set up budget component assignment rules. See“Define budget assignment rules” on page 13.
5. Set up budget unit types. See“Copy budget components and assignment rules to a new award year” on page 15.
6. Copy budget components and rules to a new year. See “Copy budget components and assignment rules to a new award year” on page 15.

Student Budget Set Up

This chapter describes student budget setup procedures.

See “Case study: Set up student budgets at Ellucian University” on page 90 of the Appendix for additional information.

Student budget components

Colleague student budgets are made up of the following pieces:

1. **Budget Components.** Budget components serve as building blocks for creating budgets for different groups of students. You can use a single budget component to represent an entire set of the student population, such as “undergraduate off-campus.” In this case, the single component serves as a summary of the costs of attendance for all of the students who meet that criteria. If you require a detailed breakdown of individual budget expenses, you can choose to have a budget component represent a single budget expense such as tuition, room, board, books, or supplies. In this case, a student budget is built from a combination of budget components.

   Note: If your institution uses the Financial Aid Shopping Sheet, you cannot use the single component method. You must break down your budget components. See the *Colleague Financial Aid Shopping Sheet* manual for more information about the shopping sheet.

   For each component you create, you define a budget amount for campus-based (federal) awards, for institutional awards, for Federal Pell Grant awards, or for any combination of the three. Components are then combined to create a budget that adequately represents a student’s expenses for individual award periods and for an academic year. You can choose to define rules for Colleague to use to automatically assign budgets to students or you can manually assign budget components without using rules to categorize them for use on the shopping sheet.

2. **Budget Unit Types.** There are several budget unit types that can be associated with budget components, and these are used to determine a value—known as a multiplier—that is multiplied by the unit cost to determine the total component cost. The sum of all component costs assigned to a student represents the total budget expense.

3. **Budget Assignment Rules.** See “Additional information about setting up student budgets” on page 17.

After you set up these budget pieces, you can calculate and make subsequent adjustments to student budgets.

Define budget components

You can define as many different components as you need to fully describe each of your budgets. For each component you define, its default values are used for determining costs for campus-based, institutional, and Pell components. When one or more components are assigned to a student, these default costs determine that student's cost of attendance unless the default values are overridden at the student level.

1. Access the Budget Component Definition (SBCD) form and enter the academic year you want to process.
2. In the **Code** field, enter a unique budget component code for each budget component you define. This code can be alphanumeric and should be named to represent something meaningful to your office, such as `BOOKS`, or `TUI_UG` (for undergraduate tuition).
3. In the **Description** field, enter a description of each budget code. Colleague uses this description on budget reports and displays it on various forms where the budget components are listed. Because the description is printed on student correspondence, you may want to make this description generic and use the **Characteristics** field to enter a more detailed description of the component.

   Technical Tip: If you want to use the description “Room and Board,” you must enter an equal sign (=) before the word “and” to keep it from displaying in uppercase. This occurs only if you are using the syntax “Room and...”; using the words “Room” and in any other combination does not require an equal sign.

4. In the **CB Unit Type** field, enter a unit type code to indicate the component's cost basis when used for campus-based awards.
5. In the **CB Unit Cost** field, enter the unit cost associated with this component for campus-based awards. If this budget component is used for campus-based awards, enter the dollar cost of this component. The amount you enter here is the cost in terms of the unit type entered in the **CB Unit Type** field. For example, if you enter `YR` in the Unit Type field, then the amount you enter here is the cost per year.

   Leave this field blank if this component is not used for campus-based awarding.
6. In the **Inst Unit Type** field, enter the unit type code to indicate this component's cost basis for institutional awards.
7. In the **Inst Unit Cost** field, enter the unit cost associated with this component for institutional awards.
8. In the **Pell Cost** field, enter the Pell cost associated with this budget component. If this component is used to define a Pell budget, enter the cost for this component. The Pell budget doesn't have an associated unit type because it should always represent the cost for a standard nine-month financial aid awarding year.
9. In the **Include LTH** field, enter `Yes` if you want this budget component to be considered when a Pell calculation is performed for a less-than-half-time cost of attendance situation. Enter `No` or leaving this field blank to exclude the budget component from the Pell calculation whenever a less-than-half-time cost of attendance situation occurs.

10. In the **SS Group** field, select the shopping sheet group for this budget component. You can view and modify all budget components organized by their groups on the FA Shopping Sheet Award/Budget Grouping Utility (FSGU) form.
11. Use the **Characteristics** field to enter information to uniquely reference this component.
12. Save your work on SBCD.

Maintain budget duration rules

Use the Budget Duration Rule (BDRL) form to maintain the budget duration rule used to calculate budget duration for each awarded student for an academic year. This defines the number of months used for determining the student's EFC and for assigning the MO unit type.

Note: The MO unit type is no longer allowed for academic years after 2017. The AM (award period months) has been added, which is specified on the Student Attendance Pattern Form (SATP) form for each award period.

The budget duration rules specified on BDRL determine the Budget No of Months that Colleague displays on the Budget Calculation Parameters (BCP) form. Budget durations are calculated for each student for each academic year.

You can override the calculated budget duration on BCP. You can also override the budget duration during batch budget assignment on SBGT.

You can enter rules for budget duration, or you can designate a subroutine for budget duration, but you cannot do both.

1. Access the Budget Duration Rule (BDRL) form.
2. Select the **Rule Logic** code to indicate the rule logic that you want to apply to this rule table.
3. Enter a rule ID to determine budget duration in the **Budget Duration Rule** field.
4. Enter the **Budget Duration** that you want to associate with this rule.
5. Use the **Attn Ptrn Months** field to indicate whether you want to use the student's attendance pattern months for budget duration calculations.
6. Optionally enter a **Budget Duration Subroutine** to use instead of standard budget duration rules.
7. Save your work on BDRL.

Define budget assignment rules

Use this procedure to define budget assignment rules.

Note: Complete the following tasks before you define budget assignment rules at your institution:

– Review about the Financial Aid module's rule-based budgets.

– Review the Student System rule processor. *See Getting Started with Colleague Student.*

– Define your budget components. See "Define budget components" on page 11.

1. Map out your rules in English-like statements. Use the "Worksheet: budget duration rules—English statements" on page 93.
2. Identify the data elements you need to construct the rules.

   Note: The data elements you use must be from the CS.ACYR file, or one of the subsidiary files associated with it. Work with your system administrator to identify these data elements.

3. Map out your rules using rule-based processor syntax. Use the "Worksheet: student budget component assignment rules (SBRD, RLDE)" on page 98.
4. Define the budget components to be assigned when each rule is true. Use the "Worksheet: budget component list (SBCS) to assign when rule is true" on page 99.
5. Access SBRD for the appropriate award year. If necessary, you can continue or you can create this record from last year's record by using the Financial Aid Setup Assistant (FASA) process.
6. If you want to use the rule-based processor to define your budget rules, continue with Step 7.

   If you want to use a custom subroutine to define your budget assignment rules, go to the Custom Subroutine field and continue with Step 14.

7. Enter the ID of a budget assignment rule from "Worksheet: student budget component assignment rules (SBRD, RLDE)" on page 98.

   If the rule displays on SBRD and the cursor moves to the Budget Code field, continue with Step 12.

8. Enter `A`. Colleague displays the Rules Definition (RLDE) form where you should, at a minimum, enter a description, office code, and primary view.
9. Enter the rule. Use the information from the "Worksheet: budget duration rules—English statements" on page 93.
10. Save the rule. Colleague returns you to SBRD.
11. Use the **Budget Code** field to enter the budget code or codes for Colleague to assign if this rule is true from "Worksheet: budget component list (SBCS) to assign when rule

is true” on page 99. To assign more than one budget component when this rule is true, access the Student Budget Component List (SBCS) form.

When you use SBCS to enter more than one budget component code, Colleague displays an X in the Budget Code field on SBRD and displays the number of codes that you entered on SBCS in the Component Count field.

12. Repeat this procedure, beginning with Step 7, for each rule table ID you have defined on the worksheet. Continue with Step 14.
13. Enter the name of the custom subroutine in the **Student Budget Subroutine** field that you want Colleague to call instead of using budget rules for assigning budget components.
14. Save your work on SBRD.

Create full-time and part-time enrollment definitions

Use this procedure to create full-time and part-time enrollment definitions.

Note: Complete the following steps before you set up unit types at your institution:

- Review the summary steps for setting up unit type calculation at your institution. See “Set up unit type calculations” on page 93.
- Review the Financial Aid module’s student budgets.
- Review the Student System rule processor. See *Getting Started with Colleague Student.*
- For students grouped by similar characteristics, assign a standard budget duration using the rules specified on BDRL. See “Copy budget components and assignment rules to a new award year” on page 15.
- Define your budget components. See “Define budget components” on page 11.

1. Make a copy of and complete the “Worksheet: Full/Part Time Definition (FPD)” on page 100.
2. Define an F/P ID for each financial aid program at your institution. “Create full-time and part-time enrollment definitions” on page 14.
3. Access the Full/Part Time Definition (FPD) form for the appropriate award year.
4. Enter the data from the FPD Worksheet on FPD to create F/P IDs for your financial aid programs.
5. Save your work on FPD.

6. Make a copy of and complete the “Worksheet: Full/part rules—English statements” on page 101 and the “Worksheet: Full/part rules (FPRL, RLDE)” on page 101 to create rules similar to your student attendance pattern rules to assign credit hours, based on F/P IDs, to students.
7. Access the Full/Part Time Rules (FPRL) form for the appropriate award year.
8. Enter your full-time and part-time rules and F/P IDs in the **Student Rules** field on FPRL.
9. Define the rule table ID on RLDE and enter the rule table ID in the appropriate fields on FPRL.
10. Save your work on FPRL.

Copy budget components and assignment rules to a new award year

Use this procedure to copy information to a new award year.

1. Access the Financial Aid Setup Assistant (FASA) form.
2. In the **Student Budget** field, enter `Yes` to copy student budget records to the specified academic year.
3. In the **User Completed Date** field, enter the date that you consider this setup step to be complete.
4. Save your work on FASA.

Additional information about copying student budget components

The FASA process considers the previous academic year as the *Source* and the year that you enter to access FASA as the *Target*.

The records being copied are budget components and the rules that Colleague uses to assign budget components to students. You can detail from the Student Budget field to the Budget Rules Annual Setup (FABR) form, which allows you to identify the rules that are on the Budget Rule Definition (SBRD) form that you want to copy and rename. When you copy and rename a rule, you can also specify the change in the description of the rule.

The copy process has the following display fields to provide additional information about the specific process:

- **System Update Date.** This field displays the date on which student budget records were last updated in Colleague. This field is updated when the FASA process is run and an actual copy occurs. This field is not updated if the FASA process is run but no copy occurs because the records for the selected year already exist.

- **System Updated By Whom.** This field displays the user ID of the last person to update student budget records in Colleague. This field is updated when the FASA process is run and an actual copy occurs. This field is not updated if the FASA process is run but no copy occurs because the records for the selected year already exist.
- **User Completed By Whom.** This field displays the user ID of the person who completed the student budget setup step for the specified year.

Reports to troubleshoot budget setup

Use the reports on Table 1 to troubleshoot student budget setup.

Table 1: Reports to troubleshoot budget setup

Form	Description
Budget Rule Report (SBRL)	Generate a listing of all the budget rules for a selected year. This report shows the budget rules, including the resulting component codes for each rule each component's budget type, unit type, and unit cost This report is useful to get a full perspective of a year's budget rules and component code information. It also helps you analyze your rules when you first define them to ensure that you have covered all the possible situations for building student budgets.
Budget Rule Verification (SBRV)	Generate a report that verifies all conditions of the rules for a given set of students for a given academic year. The report includes the following: • All of the rule details, along with the actual data values from each student's records. • A column to indicate if the student passes the current condition. • A column to indicate if the student passed the entire rule (a rule is a total set of conditions that have a set of results). This report is helpful for evaluating the setup of your rules to assign budget components using the Batch Budget Assignment (SBGT) form, and for troubleshooting budget assignments.

Table 1: Reports to troubleshoot budget setup

Form	Description
Student Budget Detail (SBDT)	Generate a report showing the current financial aid budget components for a selected group of individuals. The report shows the following: • all budget component codes that have been assigned to each student • the calculated and, if applicable, override amounts for each component for each budget type (campus-based, institutional, and Pell) • status information and an indication of whether individual components are frozen • details about any budget or family contribution adjustments made • optionally, summary information about the student's need calculation

Additional information about setting up student budgets

Each budget component is defined by the following:

- A budget component code.
- A description.
- An explanation.
- A unit type for campus-based and institutional budgets.
- A unit cost for campus-based and institutional budgets.
- A less-than-half-time (LTHT) flag for campus-based and institutional budgets to indicate whether Colleague includes the component for award periods when the student’s enrollment level is LTHT. These fields are only used for AP version budgets.
- A cost for the Federal Pell Grant budget.
- A flag that indicates whether the component is included in less than half-time Pell cost of attendance.

For campus-based and institutional budgets, Colleague uses the unit type to determine the total component cost. A unit type is a multiplier that Colleague uses to determine a total dollar value for the component.

Unit type codes

The unit types that you can use to calculate budget expense are described below.

- **YR (Year).** This is always `1`. The unit cost you enter is the Unit Cost field is the cost per year.
- **NF (Number in Family).** Colleague calculates the student's number in family figure from the FAFSA for independent students and the parent's number in family, also from the FAFSA, for dependent students. You cannot override this value. The component's value you enter is multiplied by the number of family to determine the cost of that component for the academic year. The cost you enter in the Unit Cost field is the cost per family member.
- **MO (Per Month).** Represents the cost of the component per month. The cost you enter in the Unit Cost field is the per month cost. This unit type is no longer available after academic year 2017.
- **CR (Per Credit Hour).** Represents the cost per credit hour. The component value that you enter in the Unit Cost field is the per credit cost.

  Note: The Use Actuals for Budget Date field on the Award Period Definition (AWPD) form determines when actual credits are used instead of the anticipated credits. Before that date, the system uses the anticipated enrollment level set on the Student Attendance Pattern (SATP) form. For the federal budget the Title IV credits are used and for institutional the FA Credits are used.

- **EL (Enrollment Level).** Represents the cost per full-time enrollment for a single award period

  The number is determined as follows:

  - Full-time = 1
  - Three-quarter time = .75
  - Half-time = .5
  - Less-than-half-time = .25

  So, if you enter the component value as $1,000, and the student is enrolled full-time in the first award period and half time in the second, the total cost of that component for the year is $1,500 ($1000 x 1.5).

  The component value that you enter in the unit cost field is the cost for full-time enrollment for a single award period.
- **WK (Weeks).** Represents the cost based on the number of weeks for which the student is enrolled for the year. The component's value you enter is multiplied by the number of weeks in each award period in which the student is enrolled to determine the total cost of that component for the academic year. The component's value you enter in the unit cost field is the cost for per week.
- **AM (Award Period Month).** Represents the cost based on the number of months. The months are the Months entered on the Students Attendance Pattern (SATP) for each award period.
- **AP (Per Award Period).** Represents the cost of the component per award period. The component value that you enter in the unit cost field is the cost per award period.

Note: Before determining the units for credits, enrollment level, weeks, or award period, Colleague first determines which award periods to include. It starts with all the award periods on the student's attendance pattern and eliminates those that have a weight in the attendance pattern of zero. Then the credits and enrollment level is calculated and the award periods that have an enrollment level on "Not Enrolled" are removed.

Annual unit types are YR, MO, and NF. Also AP and CR are considered annual when you enter overrides on BCP for Award Periods and Credits. Colleague calculates the annual amount and then distributes it over the available award periods.

Hints to define budget components

If your institution does not use an institutional budget for awarding of funds, Ellucian recommends that you enter the same values in the Inst column that you entered in the CB column to prevent a warning message on the Award Definition (AWD) form about exceeding the institutional cost of attendance.

The order in which to define budget components

The order in which you enter budget components on the Budget Component Definition (SBCD) form is the same order in which the components appear in resolution forms when you are assigning the components to students. Consider entering the largest or most common components first.

Effectively using component descriptions and characteristics

Each budget component has a description and a characteristic associated with it. The description is a brief definition of the component code that you can include on student correspondence. The description also appears on reports and on the various forms where budget components are listed. The characteristic is a field in which you enter a longer description of a specific component code. The characteristic field is printed on reports and on the various forms where budget components are listed.

Because you can include the description on student correspondence, you may want to use phrases that are general, such as "Tuition," and you may want to use the same description for more than one component code. For example, you may have four different codes representing different types of tuition charges. If you want student correspondence to reference "Tuition" and nothing more, you would enter **Tuition** in the Description field and use the Characteristics field to enter a detailed definition of each different tuition component code to help you distinguish between the codes.

Table 2: Examples of component descriptions and characteristics

Example Component Code	Description	Characteristics
TUFUG	Full-time Tuition	Full-time undergraduate tuition

Table 2: Examples of component descriptions and characteristics

Example Component Code	Description	Characteristics
TUFGR	Full-time Tuition	Full-time graduate tuition
TUPUG	Part-time Tuition	Part-time undergraduate tuition
TUPGR	Part-time Tuition	Part-time graduate tuition

Budget rules

You can assign budget components to a student in the following ways:

- Automatically to a group of students using the Batch Budget Assignment (SBGT) form.
- Automatically to individual students using the Budget Calculation Parameters (BCP) form. This can be accessed from the menu or the Need Analysis Summary (NASU) form.
- Manually to individual students using the Student Budget Components (SBC) form.

How budget components are automatically assigned

When you assign budget components to students (from either SBG or BCP), Colleague evaluates the Budget Rule Definition (SBRD) form for a custom subroutine or for rules associated with a rule table ID that you enter on SBRD using these fields:

- **[Student Rules] Rule ID and Description.** Use this field to enter the ID for a rule to use to determine the budget components to be assigned to students. Colleague evaluates the rules identified by this ID.
- **[Student Rules] Component.** Use this field to access the Student Budget Component List (SBCS) form to enter one or more budget components to assign to the student if the rule is true. If you list more than one budget component on SBCS, this field displays an **X**.
- **[Student Rules] Cnt.** This field displays the number of budget components associated with this rule. If this number is greater than 1, access SBCS to view the components associated with this rule. If this number is 1, then Colleague displays the component in the Budget Component Code field. A number does not display on a line that is part of a multiple-line rule. The budget component number only displays for the last line of any rule.
- **Student Budget Subroutine.** Use this field to enter the name of a custom subroutine to assign budget components if your requirements for budget component assignment are too complex to use rules.

When you run the automatic budget assignment process from either SBGT or BCP, Colleague evaluates the assignment rules associated with the rule table ID entered on SBRD.

You can see the components that are assigned by detailing on the Budget Code field to SBCS. The number of budget components that you define on SBCS is indicated on SBRD by the number in the Component Count field. When a rule is false, Colleague does not assign the budget components associated with the rule and then evaluates the next rule.

When a rule is evaluated as true, Colleague does not stop reading the rules entered on SBRD. Colleague evaluates all of the rules defined on SBRD and attempts to assign all the components associated with the true rules. Colleague cannot assign the same component more than once. For example, two rules are true and the component **TFUG** (full-time undergraduate tuition) is associated with both rules, Colleague does not assign **TFUG** to the student twice. But if one rule has associated the component **TFUG** and another rule which evaluates to true has associated the component **TPUG** (part-time undergraduate tuition), Colleague assigns both components for tuition. Ensure that you review the manner in which your rules assign components to ensure that students are not being assigned more than one of the same types of components.

For AP budget versions, after this is completed, Colleague evaluates the rules in the award period window for every award period on the student's attendance pattern. The components are assigned to every award period that the rule passes.

Construct budget assignment rules

You can define budget rules using the rules processor or a custom subroutine, in one of the following ways:

- Enter a completely new rule ID on the first blank line of the Student Budget Rules group on SBRD, and detail to the Rules Definition (RLDE) form to define the rule.
- Add an existing rule as a new budget rule by entering the rule ID on the first blank line of the Student Budget Rules group and detail to RLDE to make any modifications.
- Modify one of the existing student budget rules by detailing from the rule ID to RLDE.
- Enter the name of a custom subroutine in the Student Budget Subroutine field.

Use the "Worksheet: budget assignment rules—English statements" on page 98 to group students and determine which budget components to assign to each group. Use the "Worksheet: student budget component assignment rules (SBRD, RLDE)" on page 98 to create the syntax for the rules to group your students. Use the "Worksheet: budget component list (SBCS) to assign when rule is true" on page 99 to list, for each rule table ID you create, the budget components to assign when the rule is true.

Tips for building budget rules

As you build your budget assignment rules, keep the following tips in mind:

- Express your rules as a single set of conditions that results in all components being assigned or as individual conditions that result in one component being assigned at a time.
- For each rule, make sure that you have a rule that covers other possibilities. For example, if you have a rule that tests for current program equal to undergraduate you should also test for current program equal to graduate.

- Be sure to check for empty values. For example, if you are testing for housing status from the FAFSA, you should check for an empty value in the Housing Code field (IFAF.HOUSING.CODE EQ/NE “”), otherwise some students may not receive appropriate budget components.
- Review the manner in which your rules assign components to ensure that students are not being assigned more than one of the same types of components.
- If you cannot express your budget assignment conditions in the rule table, you can use a custom subroutine to handle the budget assignment task.

Rejects and Assumptions in Need Analysis Processing

This chapter describes how to manage reject codes and assumptions.

Complete the following tasks before you view and maintain application information:

- Be sure that CIMO is set up properly. See *Using ISIR Processing for Colleague Financial Aid*.
- Run the ISIM process.

View reject codes

Use the FM-Reject Messages (FARM) form to view reject codes.

1. Access the FM – Rejected Messages (FARM) form.
2. In the **Table LookUp** field, enter the table name. The table name is keyed by *year**SM or *year**FM, depending on which type of table you want to view:
    - SM – Supplemental Methodology
    - FM – Federal Methodology
3. In the **Code** field, enter a code identifying a reject message. These codes identify reject messages to indicate an incorrect entry on a financial form.
4. In the **Reject Message** field, enter a description for the reject message code indicating an error on a financial aid form.
5. Save your work on FARM.

Override reject codes

Use this procedure to override reject codes.

Note: If you access CPSR from the menu, the information displayed is for the federally flagged transaction. However, if you access CPSR from the Needs Analysis Summary (NASU) form, the information displayed is for the transaction that you detailed from (the transaction must be an IAPP, ISIR, or CPSSG type). IAPP types are admissible because you may want to set reject overrides before exporting the application to CPS.

1. Access the CPS Overrides/Comment Codes (CPSR) form.
2. When prompted, enter the appropriate financial aid year and the individual's ID number or other identifying data.
3. In the **Prof Judg [School]** field, enter `Yes` if you want to make a professional judgment for the student to modify an element from the student's ISIR that affects the EFC. To remove the professional judgment, set this field to blank.
4. In the **Reject Ovr/Rej [School]** fields, enter one of the following:
    - Y – Override is in place
    - R – Reject (display only)

    Note: Reject code 21 indicates that the student's marital status date is corrected to a date that is later than the application receipt date and less than the transaction receipt date.
5. In the **Depend Ovr** field, enter `I` if the student should be calculated as an Independent student. Enter `H` if the student override should be determined based on the Dependency Override for Homeless Youth Determination.
6. In the **Dec Vet Ind Override** field, enter the Deceased Veterans Indicator override value if your school has documentation to support adding the Dec Vet Ind flag to a student's record before the Department of Defense (DOD) has officially added it to the student's record.

    The Dec Vet Ind flag is based on a match with the Department of Defense (DOD) to determine if the applicant's parent was a member of the Armed Forces who died as a result of service in Iraq or Afghanistan after September 11, 2001.
7. If you override a reject for an ISIR or CPSSG type, enter `Yes` in the **Ready to Send** field to send a correction record.
8. Save your work on CPSR.

View comment codes

Use this procedure to view comment codes.

1. Access the FAFSA Comment Codes (FFCC) form by detailing from either the **CPS Comment** field on the CPS Overrides/Comment Codes (CPSR) form or the **View FAFSA Comment Codes** field on the Application Workflow Choices (NAWC) form.
2. Detail on the **Comment Code** field to view the full text of the comment.
3. Save out of FFCC. You are returned to either CPSR or NAWC.

    Note: The Sar C Flag field displays **Yes** if the comment code is associated with a SAR C flag. Otherwise, this field is blank. In some extremely isolated cases, a SAR C flag is provided on an ISIR or SAR without a corresponding comment. This occurs only if the applicant has an excessive number of comments (including comments flagged as SAR C) and some of them have to be suppressed so that an ISIR or SAR can be generated.

Suppress assumptions

Use this procedure to view and override assumption codes associated with a student's ISIR.

Note: You can suppress assumptions only for FM calculations. Assumptions cannot be suppressed for SM calculations.

Note: If you access the CPS Assumptions (CPSA) form from the menu, the information displayed is for the federally flagged transaction. If you access CPSA from the CPS Overrides/Comment Codes (CPSR) form, the information displayed is for the transaction that you detailed from (the transaction must be an IAPP, ISIR, or CPSSG type). IAPP types are admissible because you may want to set Assumption Overrides before exporting the application to CPS.

1. Access the CPS Assumptions (CPSA) form.
2. When prompted, enter the appropriate financial aid year and the individual's ID number or other identifying data.
3. For each **Assumption Override** field, enter `Yes` to override it. After you complete this form, Colleague does not make this assumption about the student's data.
   - **Assumption Code 1** indicates that the Parent's Number in College is assumed to be 1 when the number in college is greater than 6.
   - **Assumption Code 2** indicates that the Parent's AGI is assumed to equal the sum of the father's and mother's earned income portions.
   - **Assumption Code 3** indicates that a Student's Number in College is assumed to be 1 when the number in college equals the number in the household and both are greater than 2.
   - **Assumption Code 4** indicates that a Student's AGI is assumed to be equal to the sum of the student's and spouse's earned income portions.
   - **Assumption Code 5** indicates that a Parent's Total from Worksheet C is assumed to be zero.
   - **Assumption Code 6** indicates that a Student's Total from Worksheet C is assumed to be zero.
4. If you override an assumption on an ISIR or CPSSG type, enter `Yes` in the **Ready to Send** field to send a correction record.
5. Save your work on CPSA.

Additional information about suppressing assumptions

During the need analysis calculation, specific assumptions are made about a student's financial aid application data when information is missing or appears inconsistent. When the application data is submitted to the Department of Education's Central Processing System (CPS) for calculation, CPS makes these same assumptions. However, you can indicate that you do not want the calculations to make some of these assumptions.

Any assumption overrides you indicate here are exported with the financial aid application data through the Initial Application Export (IAPX) and Correction Application Export (CAPX) processes. When you electronically transmit this data to the CPS, the assumption overrides you indicated are used by the CPS as well.

Assumption Codes are maintained at the Information for Financial Aid Professionals (IFAP) website: www.ifap.ed.gov/ifap/.

Expected Family Contribution (EFC) Calculations

This chapter describes procedures, background information, and concepts for Colleague's expected family contribution (EFC) calculations. For information about EFCs with rule-based budgets, see "EFCs with Budgets" on page 36.

Maintain the income protection allowance table

Use this procedure to maintain the Income Protection Allowance Table.

1. Access the Income Protection Allowance (IPAL) form and enter the table name you want to view. The table name is keyed by either *year**SM (Supplemental Methodology) or *year**FM (Federal Methodology), depending on which type of table you want to view.
2. Enter the number of people in the family in the **Family Size** field.
3. Depending on how many college students there are, enter the amount to be used in the appropriate field: **One**, **Two**, **Three**, **Four**, or **Five**. Use the **Subtract Amt** field for additional college students.
4. In the **Add Amount** field, enter the amount to add for additional family members.
5. In the **Subtract Amt** field, enter the amount to use for each additional college student (more than five).
6. In the **IPA Amount** field, enter the Income Protection Amount amount to use for a dependent student.
7. In the **Lower Amount** and **Upper Amount** fields, enter the lower and upper amounts to use to help to determine the IPA for an independent student.
8. Save your work on IPAL.

Note: The Federal Methodology Income Protection Allowance Table can be viewed but not modified.

Maintain adjusted available income

Use this procedure to maintain the Supplemental Methodology version of the Contribution from Adjusted Available Income (AAI) table. The Federal Methodology Contribution from Adjusted Available Income table can be viewed but not modified.

1. Access the Adj Avail Income Contribution (AAIC) form and enter the table name you want to view. The table name is keyed by either *year**SM (Supplemental Methodology) or *year**FM (Federal Methodology), depending on which type of table you want to view.
2. In the **Lower Range** and **Upper Range** fields, enter the lower and upper taxation range values defining the Adjusted Available Income taxation range
3. In the **Base Amount** field, enter the base amount used to determine taxation amount. The base rate is a flat dollar amount corresponding to a parents' contribution range.
4. In the **Pct** field, enter a percentage of the parent's contribution. A percentage of the parents' contribution is added to the base amount in order to determine the Adjusted Available Income Taxation Rate.
5. Enter the cap value used to determine the taxation rate in the **Over Amt** field. The cap value limits the parents' contribution percentage used in determining taxation rate. For example, if $15,600 is used as the cap value for a range of $15,601 – $19,600 then a base rate of $3432 plus 25% of the amount over the cap value ($15,600) is used to calculate Adjusted Available Income Taxation amount.
6. Save your work on AAIC.

Maintain allowances against income

Use this procedure to maintain allowances against income. The Federal Methodology Allowances Against Income table can be viewed but not modified.

1. Access the Allowances Against Income (ALAI) form and enter the table name you want to view. The table name is keyed by either *year**SM (Supplemental Methodology) or *year**FM (Federal Methodology), depending on which type of table you want to view.
2. Enter the wage cutoff amount in the **Wage Cutoff** field. This field is used to determine the FICA amount.
3. Enter the percentage amount for the above and below cutoff amounts in the **Pct of Income Above Cutoff** and **Pct of Income Below Cutoff** field.
4. Enter the base allowance amount in the **Base Amount** field. This field is used to determine the FICA amount.
5. Enter the percentage amount in the **Pct** field. This field is used to determine the employment allowance amount.
6. Enter the maximum amount for the employment allowance in the **Maximum Value of Allowance** field.
7. Save your work on ALAI.

View the federal assumption suppression table

Use this procedure to view the federal assumption suppression table. The Federal Methodology Assumption Suppression table can be viewed but not modified.

1. Access the Assumption Suppression (FAAS) form and enter the table name you want to view. The table name is keyed by either *year**SM (Supplemental Methodology) or *year**FM (Federal Methodology), depending on which type of table you want to view.
2. In the **Code** field, enter the assumption edit code that can be suppressed for a need analysis calculation.
3. In the **Assumption Suppression Message** field, enter a message describing the associated code.
4. Save your work on FAAS.

Maintain adjusted net worth

Use this procedure to maintain adjusted net worth. The Federal Methodology Adjusted Net Worth of a Business or Farm table can be viewed but not modified.

1. Access the Adjusted Net Worth (ADNW) form and enter the table name you want to view. The table name is keyed by either *year**SM (Supplemental Methodology) or *year**FM (Federal Methodology), depending on which type of table you want to view.
2. In the **Lower Range** and **Upper Range** fields, enter the lower and upper range values defining adjusted net worth. These values are used to define a corresponding adjusted net worth of a business or farm.
3. In the **Adjusted Net Worth** field, enter the base amount used to determine adjusted net worth. The base rate is a flat dollar amount corresponding to a net worth range.
4. In the **Pct** field, enter a percentage of the net worth to determine adjusted net worth. This value is used to determine the adjusted net worth of a business or farm.
5. In the **Over Amt** field, enter the cap value. The cap value limits the net worth percentage used in determining adjusted net worth of a business or farm.
6. Save your work on ADNW.

Maintain the asset protection allowance

1. Access the Asset Protection Allowance (APAL) form and enter or look up the table name.
2. In the **Age** field, enter an age within the range of 25 – 65 years. This is used to define the asset protection allowance for the older parent or student. `25` denotes 25 or younger and `65` denotes 65 or older.

3. In the **Married** field, enter the asset protection allowance for parents and independent students who are part of a couple or are married, if applicable.
4. In the **Single** field, enter the asset protection allowance for parents and independent students who are unmarried or single, if applicable.
5. Save your work on APAL.

   Note: The Federal Methodology Asset Protection allowance table can be viewed but not modified.

Maintain state and other tax allowances

Use this procedure to maintain state and other tax allowances. The Federal Methodology Allowances for State and Other Taxes table can be viewed but not modified.

1. Access the State & Other Tax Allowances (SOTA) form and enter the table name you want to view. The table name is keyed by either *year**SM (Supplemental Methodology) or *year**FM (Federal Methodology), depending on which type of table you want to view.
2. In the **State** field, enter a two-letter code denoting a state, territory, or country of residence. The two-letter code for a state, territory, or country of residence corresponds to percentages of total income used to define the allowances for state and other taxes.
3. Enter the percentage of total income used to determine allowances in the following fields:
   - Total Income With Dep $0 – $14,999
   - Total Income With Dep $15,000+
   - No Dep Any Amount
4. Save your work on SOTA.

Maintain supplemental calculation parameters

Values and tables used by the Supplemental Methodology computation tables—including the Allowances against Income table, the Asset Conversion Rate table, and the Income Assessment Rate table—are maintained using the Supplemental Calc Parameters (SCPM) form.

1. Access the Supplemental Calc Parameters (SCPM) form and enter the year you want to process.
2. In the **Max Tuition Amt** field, enter the maximum reported tuition paid per eligible child for the elementary/secondary tuition allowance.

3. In the **Medical/Dental Expense Percent** field, enter a percentage of total income for the medical and dental expense allowance. The amount of medical and dental expenses above this percentage of total income is used as an offset against the total income amount.
4. In the **Student's Income Percent** field, enter a percentage of available income to be used toward the EFC. This percentage amount determines how much of the student's available income is to be counted toward the EFC. This field applies to both dependent students and independent students without dependents.
5. In the **Dependent Care Allowance Percent** field, enter the percentage to use when calculating the dependent care allowance. This percentage is multiplied by the total income amount. The amount of expenses over this value is used as an allowance against income.
6. In the **Parent's DNW Percent** field, enter the percentage of the parent's discretionary net worth to be used toward EFC. This percentage amount determines how much of the total income amount (minus the allowances against income) is to be used toward the EFC.
7. In the **Dependent Student DNW Percent** field, enter the discretionary net worth to use for a dependent student. This percentage amount determines how much of the total income amount (minus the allowances against income) is to be used toward the EFC.
8. In the **Independent Student DNW Percent** field, enter the discretionary net worth to use for an independent student. This percentage amount determines how much of the total income amount (minus the allowances against income) is to be used toward the EFC.
9. In the **Allow Negative Assets** field, enter `Yes` to allow negative assets. Otherwise enter `No`. This field is used for calculations within the IM Computation Tables.
10. Save your work on SCPM.

Maintain a student minimum contribution

Use this procedure to maintain a student's minimum contribution.

1. Access the SM - Stu Minimum Contribution (SSMC) form and enter a table name in the format `year*SM` when prompted. `SM` denotes a Supplemental Methodology table.
2. In the **Where to Impact** fields, indicate whether you want the minimum contributions to apply to the students' total contribution or just the students' income contribution.
3. For each of the three main types of students (Dependent students, Independent students with dependents, Independent students without dependents), complete the following fields as needed:
   - Dependent Freshman Never Attended
   - Dependent Returning Freshman
   - Other Dependent Students

- Freshman Never Attended Independent with Dependents
- Returning Freshman Independent Student
- Non-Freshman Independent Students
- Freshman Never Attended Independent without Dependents
- Returning Freshman Independent without Dependents
- Other Independent Students without Dependents

4. Save your work on SSMC.

Note: The Supplemental Methodology Student Minimum Contribution table stores minimum student contributions according to dependency status.

How EFC is calculated

A school uses the EFC from the ISIR—with the COA for attending that institution—to determine what federal student aid the applicant is eligible to receive. States may also use information from the ISIR to award their own financial aid.

If you correct or add information to an ISIR transaction, the EFC could be affected.

When you create or make a change to a FAFSA, Colleague calculates an EFC. Corrections are stored separately. You can view the corrections on the Need Analysis Summary (NASU) form.

Calculate COA

Each student's COA is calculated using student budgets. The EFC is subtracted from the student's COA to determine need.

Student budgets are calculated when budget components are assigned to students. You can assign budget components to students automatically using rules you set up, or you can manually assign budget components. See "Student budget components" on page 10 for detailed information about budget components.

Export application information

If an ISIR indicates that the student's application was rejected due to missing or incorrect information, the school can work with the student to correct the information, and then send a correction record back to CPS. If this is the case, make as many corrections and additions as you find necessary. When you are finished, flag the Ready to Send field located on any of the FAFSA forms. If this field is flagged on any one of the Need Analysis forms, Colleague picks up the ISIR transaction for export when you create export files.

If the student corrects the information either directly through the FAFSA website or through paper corrections, CPS sends an updated ISIR to the school.

Note: The *Using ISIR Processing for Colleague Financial Aid* manual discusses the forms and procedures used to export application information.

These are the basic steps:

- Create export files.
- Export the files to your SAIG mailbox.
- CPS picks up the files from your SAIG mailbox.

You can also use the ISIR School Code Addition (ISCA) process to request initial ISIRs for students who did not list your institution's Title IV School Code on their FAFSA form.

Verify student data

The verification process checks ISIR information against current CPS information to make sure submitted information is accurate. Colleague performs full verification processing through the ISIR Verification Processing (IVER) form. "ISIR Verification" on page 75 covers the verification process in detail.

Additional information about EFCs

Components of EFCs

- **An ISIR.** The applicant's Institutional Student Information Record (ISIR) record is the major source of data for financial aid. The processing of ISIR information is critical to the applicant's EFC.
- **A calculation.** Colleague provides a federal calculation (FM EFC) that mirrors the official EFC you receive from ED's CPS. Colleague provides an alternate federal calculation for budget durations that are other than nine months. Colleague also provides a Supplemental Methodology Family Contribution (SM FC) for use in calculating FCs for use in institutional awarding.
- **Calculation results (EFC amounts).** The end-product of the need analysis calculation is the expected family contribution (EFC) and, if a budget has been assigned to the student, a dollar amount that represents an individual's need for financial assistance. Throughout this book, the EFC is referred to as the calculation result.

  Colleague has the ability to import results from processed ISIR data and from processed PROFILE data provided by The College Board. Colleague also has the ability to calculate a result from imported ISIR data, from imported CSS PROFILE data, or from FAFSA information entered manually at your institution.

EFC calculations

EFC calculations are run for transactions that are flagged active.

The Financial Aid module performs the following need analysis calculations:

- Expected family contribution based on the Federal Methodology (FM EFC).
- Alternate expected family contribution: if the student's unit type is other than nine months, the FM EFC produces an alternate calculation result, which is prorated, based on the unit type.
- Colleague Supplemental Methodology (SM).

You can view EFC calculation results on the Need Analysis Summary (NASU) and Calc Result Details (CRDT) forms. You can view correction calculation results on CRDT by detailing on the View Correction Calculation Results field on the Application Workflow Choices (NAWC) form.

FM EFC

The Federal Methodology Expected Family Contribution (FM EFC) is based on the Department of Education's Federal Methodology (FM). The results produced by Colleague's FM calculation are estimates only, because it is not possible to have FM results certified by the Department of Education. You must obtain official results from the Department of Education (which can be imported directly into Colleague).

Budget duration and the alternate FM EFC

Colleague uses the information you specify on the Budget Calculation Parameters (BCP) form to calculate the total budget duration and to determine whether to produce an alternate expected family contribution (Alternate EFC). If a budget duration is other than nine months, Colleague produces an alternate family contribution along with the EFC result when you run a need analysis calculation for the student. You have the option to override the calculated budget duration on the Batch Budget Assignment (SBGT) form for a group of students and on BCP for an individual student.

Federal methodology calculation tables

The following forms allow viewing of the tables used in the Federal Methodology calculation.

The term Institutional Methodology (IM) is owned by The College Board. The ability to use The College Board's INAS need analysis calculation is available in the optional module for Financial Aid: *Using INAS PROFILE Processing.*

Table 3: FM calculation forms

Form	File	FM	SM
Income Protection Allowance (IPAL)	FA.IPA	Y	Y
Adj Avail Income Contribution (AAIC)	FA.AAI	Y	Y
Allowances Against Income (ALAI)	FA.ALLOW.AI	Y	Y
FM – Reject Messages (FARM)	FA.REJECT.MSG	Y	N
FM – Assumption Suppression (FAAS)	FA.AS	Y	N
Adjusted Net Worth (ADNW)	FA.ANW	Y	Y
Asset Protection Allowance (APAL)	FA.APA	Y	Y
State & Other Tax Allowances (SOTA)	FA.STX	Y	Y

SM FC

In addition to the FM EFC calculation, Colleague also provides a Supplemental Methodology Family Contribution (SM FC) calculation. This calculation is based on the FM calculation but uses some additional data fields that were used in previous years' family contribution calculation that are no longer used in the FM calculation. You can use the SM FC calculation to award non-federal funds.

Customizing the SM calculation

You can customize the Supplemental Methodology calculation using the Supplemental Calc Parameters (SCPM) and SM – Stu Minimum Contribution (SSMC) forms. Colleague delivers forms that allow you to view the parameter tables used in the Federal Methodology calculations. Some of these forms can be used to maintain tables used by the Supplemental Methodology. You can also use some of these forms for supplemental calculations.

Table 4: SM-only calculation forms

Form	File	FM	SM
Supplemental Calc Parameters (SCPM)	FA.SCP	N	Y
SM – Stu Minimum Contribution (SSMC)	FA.SMC	N	Y

EFCs with Budgets

This chapter describes using budgets to calculate EFCs.

Before continuing with the procedures in this chapter complete the following actions:

- Review the concepts and principles behind Colleague's EFC calculation. See "EFC calculations" on page 34.
- Ensure that data exists in the input type for which you are calculating an EFC.

View and maintain calculation results

Use this procedure to view and maintain calculation results.

Warning! *Make sure that your budget duration is correct before you change to an alternate EFC. Alternate EFCs are based on the budget duration.*

You can only access the Calc Result Details (CRDT) form from the Need Analysis Summary (NASU) and Application Workflow Choices (NAWC) forms.

1. Access the Calc Result Details (CRDT) form by detailing from the **View Calculation Results** field on NAWC.
2. In the **Inst EFC Override** field, enter an Institutional Override amount. The value you enter here is used as the Final EFC regardless of any other calculations. To cancel the override, delete the value in this field. The Final EFC value returns to the Calculated EFC value.

   Note: You can enter an override amount only for Supplemental (SUPP type) applications.

3. In the **Calc Budget** field, detail to the Budget Calculation Parameters (BCP) form. This field displays the current Budget Duration. The Budget Duration is based on the override amount which can be entered on BCP. If no override exists, the Budget Duration is calculated based upon the rules defined for calculating Budget Durations.
4. Save your work on CRDT.

Create supplemental EFCs for a SUPP type

Use this procedure to create supplemental EFCs for a SUPP type.

Note: Supplemental applications are designed to be used for institutional awards.

1. Access the Need Analysis Summary (NASU) form.
2. To adjust your Supplemental EFC for a SUPP type, do *one* of the following:
   - Detail on a SUPP type transaction to maintain an existing supplemental application
   - Detail on a Blank transaction to create a new supplemental application

   When you detail on SUPP and blank transaction types, Colleague directs you to the Application Workflow Choices (NAWC) form, just like the other ISIR types.
3. On NAWC, detail on the **Create/Maintain a Supplemental Appl** field to the Student FA Demographic Data form.

   Note: If you have detailed from a SUPP type, you can use the **Create/Maintain a Supplemental Appl** field to *maintain* your Supplemental application. If you have detailed from a blank type, you can use the Create/Maintain a Supplemental Appl field allows to *create* a new Supplemental application.
4. Update the Student FA Demographic Data form and save your work. After the Student FA Demographic Data form, you are prompted for the rest of the application forms before you are taken to the Supplemental Calc Student Data (SCSD) form.
5. On SCSD, enter any additional data that doesn’t appear on an ISIR.
6. Save your work on SCSD, NAWC, and NASU.

Create supplemental EFCs for an ISIR/CPSSG type

Use this procedure to create supplemental EFCs for an ISIR/CPSSG type.

1. Access the Need Analysis Summary (NASU) form.
2. To adjust your Supplemental EFC for an ISIR/CPSSG type, detail on an ISIR/CPSSG type to NAWC.
3. Detail on the **Quick Create a Supplemental Application** field on NAWC.
4. Detail on **Quick Create** field. This automatically creates a SUPP application based on the ISIR data. You are taken to the Student FA Demographic Data form.
5. Update the Student FA Demographic Data form and save your work. After the Student FA Demographic Data form, you are prompted for the rest of the application forms before you are taken to the Supplemental Calc Student Data (SCSD) form.

6. On SCSD, enter any additional data that doesn't appear on an ISIR, and save your work. You are returned to NAWC.

7. Save your work on SCSD, NAWC, and NASU.

Your Supplemental EFC is calculated automatically when you finish out of the last Colleague supplemental application form.

Note: View your adjusted Supplemental EFC on the Calc Result Details (CRDT) form by detailing on your SUPP type transaction to access NAWC. On NAWC, detail on the View Calculation Result or View Correction Calculation Results field to access CRDT. You can also access CRDT by detailing from NASU on the Supplemental EFC.

Calculate EFCs for a group of students

Use this procedure to calculate EFCs for a group of students. To perform need analysis for multiple students, either enter a saved list of IDs from the CS.ACYR file in the Saved List Name field, or enter individual IDs in the FA Applicants field.

***Warning!** If you leave both the Saved List Name field and the FA Applicants field blank, and enter no additional selection criteria, Colleague performs the need analysis calculation for all students in your database.*

During the selection process you are given the option of printing a calculation worksheet. The calculation worksheets provide, in report format, basic financial aid demographic information in addition to financial information required for the need analysis.

1. Access the FA Batch Calc (FABC) form.

2. In the **Enter the Financial Aid Year** field, enter the appropriate financial aid year.

3. In the **ISIR Type to Calc** field, enter the ISIR type you want to calculate.

   The data in this field determines which application records are calculated by the Need Analysis Calculation process in Colleague. If you enter ACT, Colleague calculates the correction record of the active Federally flagged application for each student indicated. If you enter SUPP, Colleague calculates all Supplemental applications for each student indicated.

4. In the **Saved List Name** field, enter name of the saved list to select students for batch calculation.

5. In the **FA Applicants** field, enter IDs or other identifying information for FA applicants.

6. In the **Additional Selection Criteria** field, enter `Yes` to specify additional selection criteria. Otherwise, enter `No` or leave this field blank.

7. Save your work on FABC.

Additional information about EFC calculations

You can manually override the application's final EFC, and you can select which EFC value is used for PROFILE applications. You can also use an alternate EFC.

Colleague calculates a number of calculation results and stores a number of imported calculation results. Colleague also stores intermediate calculation results.

Colleague runs calculations for Estimated Family Contributions (EFCs) in the following instances:

- You access a Colleague FAFSA form from the menu and finish out.
- You access a Colleague FAFSA form from the Application Workflow Choices (NAWC) form and finish out.
- You create or maintain an entire FAFSA from NAWC and finish out.
- You run the FA Batch Calc (FABC) process for a group of students.

Colleague immediately calculates the EFC after you create or change a student's FAFSA information.

Calculations are run regardless of the type of ISIR you are maintaining. The ISIR type defines which type of Need Analysis application data you are working with. There are six transaction types in Colleague that are used to differentiate between the kinds of transactions your institution might use in need analysis processing. See the *Using ISIR Processing for Colleague Financial Aid* manual for a detailed description of these transaction types.

- ISIR transaction type
- CPSSG transaction type
- IAPP transaction type
- SUPP transaction type
- PROF transaction type
- CORR transaction type

How to view intermediate calculation results

Use the NA Intermediate Values (NAIV) form to view intermediate calculation results. These Intermediate Values are a step-by-step guide to how the EFC calculation was done. Access NAIV by detailing on the Intermediate Values field on the Calc Results Details (CRDT) form.

Student Budget Calculations

This chapter describes how to calculate student budgets by automatically assigning budget components to groups of and individual students.

Complete the following steps before you assign budgets to students:

- Ensure that the steps to set up student budgets at your institution have been completed. See "Define budget components" on page 11.
- Ensure that budget amounts and rules for assigning budget components have been updated for the award year for which you are calculating budgets. See "Copy budget components and assignment rules to a new award year" on page 15. Use the Student Budget Detail (SBDT) report, the Budget Rule Report (SBRL) report, or the Budget Rule Verification (SBRV) report to review your budget setup.

Assign budget components to groups of students

Use this procedure to assign budget components to groups of students.

Note: To manually assign budget components without using rules on the Student Budget Component (SBC) form, see "Manually assign or override automatic assignments" on page 45.

1. Access the Batch Budget Assignment (SBGT) form for the appropriate year.

   If you want to enter an overriding budget duration for all students you are processing in this batch, enter that duration in months in the **Budget Duration** field. Colleague uses this as the unit cost for budget components with an MO Unit Cost.Leave this field blank if you want to use information on the Budget Calculation Parameters (BCP) form. The process uses the EFC Months override if one exists or if not will use the EFC Months Calc which is calculated using the rules on the Budget Duration Rule (BDRL) form.

   If you enter a value in this field, the EFC Months Override field on the Budget Calculation Parameters (BCP) form is populated.

2. Enter `Yes` in the **Simulation Mode** field to process this group of records in simulation mode. This produces a report but does not update student records. Enter `No` to update student records.

3. Enter `Yes` in the **Without Budget Only** field to assign budgets to only those student records with no budget already assigned. Enter `No` to assign budgets to all student records in the group.

4. Enter `Yes` in the **Detailed Rule Information** field to include in the report that is produced by this form to include details about the rules that were used to assign each budget component to a student. Otherwise, enter `No`.

5. Enter `Yes` in the **Frozen Budgets** field if you want to include summary information about student records whose budgets are frozen and therefore not updated by this form. Otherwise, enter `No`.

6. Use the rest of the fields on this form if you want to further narrow you selection criteria.

7. Save your work on SBGT.

8. Review the batch error report produced by SBGT to determine which records, if any, were not processed.

Automatically assign budget components to individual students

Use this procedure to automatically assign budget components to individual students.

Note: To manually assign budget components to a student without using the rules defined on the Budget Duration Rule (BDRL) form, see "Manually assign or override automatic assignments" on page 45.

1. Access the Need Analysis Summary (NASU) form for the appropriate award year and student.

2. Use the **Calc Bgt** field to access the Budget Calculation Parameters (BCP) form where you can automatically assign budget components to this student based on the rules entered on the Student Budget Rules (SBRD) form.

3. Optionally enter overrides for the following budget duration parameters on BCP:

   - EFC Months Override/Calc
   - Award Period Override
   - Credit Override

4. Enter `Yes` in the **Assign Budget Components** field to reassign budget components. If you enter `Yes`, all components associated with the student that are not frozen are deleted from the student's record and Colleague reevaluates your rules for budgets, reassigning components based on these rules.

   Otherwise, enter `No`.

5. Enter `Yes` in the **Calculate Budget Expense** field to recalculate assigned budget components.

   When you enter `Yes`, Colleague recalculates the existing set of components assigned to this student, without reevaluating the budget assignment rules to determine if the student is eligible for other components. Colleague does not replace any previously entered overrides. If any component was frozen before you recalculate, Colleague does not recalculate the cost of that component.

If you entered Yes in the preceding **Assign Budget Component** field, Colleague also sets *this* field to Yes and you cannot change the value in this field. In this scenario, any overrides you entered are removed unless the component is frozen.

The default value for this field is determined by the Dflt Budget Rebuild Op field on FASP. Otherwise, enter No.

6. Use the **Attn Ptrn** field to access the Student Attendance Pattern (SATP) form if you want to modify an attendance pattern. Any modifications that you make to the attendance pattern there are reflected here when you return to this form.

7. Save your work on BCP and NASU.

Automatically reassign budget components and budget component values

Use this procedure to automatically reassign budget components and budget component values.

You may need to reevaluate a student's situation and reassign budget components for that student. Also, you may need to change the value of a budget component already assigned to a student.

The possible combinations for the two fields *Assign Budget Components* and *Calculate Budget Expense* are:

- **If** Yes **is entered in both of these fields**, Colleague reassigns budget components and brings the component values up to date.
- **If** No **is entered in the Assign Budget Components field, and** Yes **is entered in the Calculate Budget Expense field**, Colleague updates the components the student already has without reevaluating the actual budget assignment rules. So the components the student actually has does not change, but the value of those components may change.
- **If** No **is entered in both fields**, Colleague does not change the student's budget when you finish out of the Budget Calculation Parameters (BCP) form.

Note: You cannot enter **Yes** in the Assign Budget Components field and **No** in the Calculate Budget Expense field.

1. Access the Budget Calculation Parameters (BCP) form.
2. When prompted, enter the appropriate Financial Aid year and ID.
3. Enter the appropriate value in the **Assign Budget Components** field.
4. Enter the appropriate value in the **Calculate Budget Expense** field.
5. Save your work on BCP.

Additional information about student budget calculations

Student Budgets

Student budgets are calculated when budget components are assigned to students. You can calculate student budgets by automatically assigning budget components to a group of students using the Batch Budget Assignment (SBGT) form and to individual students using the Budget Calculation Parameters (BCP) form. You can also assign individual components to a student using the Student Budget Components (SBC) form.

When you use one of the automatic methods of assigning budget components (SBGT or BCP), Colleague looks to the rules defined on the Budget Rule Definition (SBRD) form to determine which components it assigns to each student.

You can also manually assign budget components to individual students without using the rules for assignment defined on SBRD. When you use the Student Budget Component (SBC) form to manually assign budget components to a student, the rules you define on SBRD are not used, and you can assign any budget component to the student. In this way, SBC enables you to assign budget codes that Colleague would not assign based on your budget assignment rules. Use SBC to override the current budget component amounts with any component amounts you choose.

When you manually assign budget components on SBC, ensure that you either freeze the student's entire budget or freeze the components that you manually added to prevent the budget from being modified by any subsequent recalculation.

Note: BCP also offers you the option to recalculate the assigned components based on your overrides to EFC Months (MO), Award Periods (AP), or Credits (CR).

Student Budget Maintenance

This chapter describes procedures for student budget maintenance *at the annual level.*

Note: For information about how to maintain student budgets at the award period level see "Maintain Student Budgets at the Award Period Level" on page 54.

Budget maintenance tasks

These are the common day-to-day budget maintenance tasks:

1. Assign and reassign budget components.
   - "Assign budget components to groups of students" on page 40
   - "Automatically assign budget components to individual students" on page 41
   - "Manually assign or override automatic assignments" on page 45
2. Override budget duration from rules on BDRL.
   - "Manually assign or override automatic assignments" on page 45
   - "Override budget type length values for an individual student" on page 45
3. Recalculate assigned components.
   - "Recalculate assigned budget components for a group of students" on page 46
   - "Recalculate budget expenses for an individual student" on page 47
   - "Freeze and unfreeze budgets for a group of students" on page 48
   - "Freeze and unfreeze an individual student budget" on page 48
   - "Freeze and unfreeze components of a student budget" on page 49
4. Report on current budget components and overrides.
   - "Produce a detailed student budget report" on page 49
5. Copy budget components and assignment rules to the upcoming award year.
   - "Copy budget components and assignment rules to a new award year" on page 15

Manually assign or override automatic assignments

Use this procedure to manually assign or override automatic assignments.

1. Access the Need Analysis Summary (NASU) form for the appropriate award year and student.
2. Detail on the **Bgt Comp** field to access the Student Budget Component (SBC) form.
3. To assign a budget component, go to a blank line and enter a code at the **Component ID LookUp** prompt. The form displays the information for the code that you entered.
4. Enter any necessary overrides to the budget amounts that appear.
5. Repeat Step 3 and Step 4 for each component you are adding. You also have the option to delete components using this form.
6. Save your work on SBC and NASU.

Override budget type length values for an individual student

Use this procedure to override the budget type length for a student.

1. Access the Need Analysis Summary (NASU) form for the appropriate award year and student and detail on the Calc Bgt field to access the Budget Calculation Parameters (BCP) form.
2. Enter any overrides you require in the **EFC Months Override/Calc**, **Award Period Override**, and **Credit Override** fields.
3. Enter `Yes` in the **Assign Budget Components** field to reassign budget components using the overrides you specified in Step 3. As a result of this entry, `Yes` is automatically entered in the **Calculate Budget Expense** field.
4. Enter `Yes` in the **Calculate Budget Expense** field and `No` in the **Assign Budget Components** field if you want to recalculate the budget expense for the assigned components without reassigning components.
5. Save your work on BCP and NASU.

You can view and override the calculated budget expenses on the Student Budget Component (SBC) form.

Additional information about overriding budget type length values

After a budget component is assigned to a student, any subsequent amount changes for that component made on the Budget Component Definition (SBCD) form are applied to the student's budget only if the component is reassigned, or if you recalculate the student's budget expense using the Budget Component Recalc (BCCR) form for a group of students or the Calculate Budget Expense field on the Budget Calculation Parameters (BCP) form for an individual student.

When you recalculate budget expense, Colleague recalculates the existing set of budget components assigned to a student, but does not reevaluate the budget assignment rules to determine if the student is eligible for other components. The Student Budget Components (SBC) form displays the newly calculated values.

Note: If your office frequently recalculates or reassigns student budgets, be aware that any manual overrides you make to individual student budget data are overwritten unless you freeze the individual budget component or the student's entire budget. For more about freezing components and budgets, see "Freeze and unfreeze an individual student budget" on page 48.

Recalculate assigned budget components for a group of students

Use this procedure to recalculate assigned budget components for a group of students.

Note: If your office frequently recalculates or reassigns student budgets, be aware that any manual overrides you make to individual student budget data are overwritten unless you freeze the individual budget component or the student's entire budget. For more about freezing components and budgets, see "Freeze and unfreeze an individual student budget" on page 48.

1. Ensure that the appropriate budget components have been updated using the Budget Component Definition (SBCD) form.
2. Access the Budget Component Recalc (BCCR) form for the appropriate award year.
3. If you want to recalculate assigned budget components from an existing saved list of student IDs, enter the name of the saved list in the **Input Saved List Name** field or enter the individual student IDs in the **Students** field.

   If you leave these fields blank, Colleague changes amounts for the components you enter in Step 5 and recalculates the budget for all students to whom the component has been assigned.

If you leave this field and the previous field blank, Colleague changes amount for the components you enter in Step 5 and recalculates the budget for all students to whom the component has been assigned.

4. Enter the code for the budget components that you want to recalculate at the **Component Code LookUp** prompt.
5. Enter `Yes` in the **Additional Selection Criteria** field if you want to further narrow your selections.
6. Save your work on BCCR.

Use SBC if you need to view or override the newly calculated budget expenses for any specific student.

Recalculate budget expenses for an individual student

Use this procedure to recalculate budget expenses for a student.

> **Note:** If your office frequently recalculates or reassigns student budgets, be aware that any manual overrides you make to individual student budget data are overwritten unless you freeze the individual budget component or the student's entire budget. For more about freezing components and budgets, see "Freeze and unfreeze an individual student budget" on page 48.

1. Access the Budget Calculation Parameters (BCP) form for the appropriate award year and student.
2. Use the **EFC Months Override/Calc** field to enter the number of months covered by this budget *if it should cover a period other than the number of months displayed in the Calculated column*. This value overrides the calculated number of months for all of the budget components that are assigned to this student that use a monthly (MO) unit type. Colleague uses this value to determine the EFC. The EFC is used to determine need and Pell entitlement.
3. You must enter `No` in the **Assign Budget Components** field to prevent budget components from being reassigned rather than recalculated.
4. Enter `Yes` in the **Calculate Budget Expense** field.
5. Use the **Award Period Override** field to enter the number of award periods covered by this budget if it should cover a period other than the number of award periods displayed in the Calculated column.
6. Use the **Credit Override** field to enter the number of credit hours covered by this budget if it covers a period other than the number of credit hours displayed in the Calculated column.

7. Use the **Attn Ptrn** field to access the Student Attendance Pattern (SATP) form if you want to modify an attendance pattern. Any modifications that you make to the attendance pattern there are reflected here when you return to this form.
8. Save your work on BCP.

Use SBC to view and override the newly calculated budget expenses.

Freeze and unfreeze budgets for a group of students

Use this procedure to either freeze or unfreeze budgets for a group of students.

1. Access the Batch Budget Freeze (SBFZ) form for the appropriate academic year.
2. If you want to freeze student budgets, enter `F` in the **Freeze/Unfreeze Student Budgets** field.

   If you want to unfreeze (remove the freeze from) student budgets, enter `U` in the **Freeze/Unfreeze Student Budgets** field.

   If you want to further narrow your criteria, use the following fields:

   - Saved List
   - Students
   - Additional Selection Criteria
3. Save your work on SBFZ. Student budgets are frozen or unfrozen for the records you selected.
4. Review the batch error report produced by SBFZ to determine which records, if any, were not processed.

Freeze and unfreeze an individual student budget

Use this procedure to either freeze or unfreeze budgets for a student.

1. Access the Student Budget Component (SBC) form for the appropriate award year and student.
2. If you want to freeze the student's budget, enter `Yes` in the **Freeze Budget** field.

   If you want to unfreeze (remove the freeze from) the student's budget, enter `No`.
3. Save your work on SBC.

The student's budget is frozen or unfrozen.

Freeze and unfreeze components of a student budget

Use this procedure to freeze or unfreeze components of a student budget.

Freeze individual budget components to prevent them from being updated, overwritten, or deleted during subsequent budget calculations or reassignments. Be sure to freeze any manual overrides you make for budget components. When you unfreeze a component, it can be updated, overwritten, or removed by subsequent recalculations or reassignments.

1. Access the Student Budget Components (SBC) form for the appropriate award year and student record.
2. If you want to freeze this budget component, enter `Yes` in the **Frz** field.

   If you want to remove the freeze from (unfreeze) this budget component, enter `No`.
3. Repeat Step 2 for each budget component code that you want to freeze or unfreeze.
4. Save your work on SBC.

The budget components are frozen or unfrozen.

Produce a detailed student budget report

Use this procedure to produce a detailed student budget report.

1. Access the Student Budget Detail (SBDT) form for the appropriate academic year.
2. Enter `Yes` in the **Print Need Information** field if you want to include the need information. Otherwise, enter `No`.
3. Enter the name of a list of IDs from the FIN.AID file in the **Saved List** field if you want to use a saved list of student records.
4. If you want to process individual student IDs, enter the student IDs in the **Students** field. Use LookUp to help you select the student records you need.

   Enter `Yes` in the **Additional Selection Criteria** field if you want to further narrow your selection. Otherwise, enter `No` or leave this field blank.
5. Save your work on SBDT. The SBDT report is produced for the records you selected.
6. Review the batch error report produced by SBDT to determine which records, if any, were not processed.

Customize student attendance patterns

Use the Student Attendance Pattern (SATP) form to customize or change, for this student, the information from the standard attendance pattern that Colleague has assigned. (Standard attendance patterns are created using the Attendance Pattern Definition [ATPC] form.) Use SATP to customize the student attendance pattern as necessary to reflect the student's pattern of attendance at your institution.

The student attendance pattern you create on SATP determines how the student's annual award amounts are distributed across award periods and indicates to Colleague which standard attendance pattern to use to assign a loan period code to any direct loans awarded to the student.

Note: Colleague will assign a standard attendance pattern to a student if the student does not already have one when you access the student on the Award Detail Entry (AIDE) form.

Note: If the budget version is award period maintainable, deleting the award period changes the student's annual budget. Adding an award period regardless of the budget version requires that the budget be recalculated using either BCP or SBGT.

SATP provides you with the following choices in creating and modifying student attendance patterns:

- **Calculate a standard attendance pattern** by detailing on the Calc Attendance Pattern field. When you detail on this field, Colleague evaluates the rule table specified on the Attendance Pattern Rule Table (PATR) form to determine which attendance pattern code to assign to the student. Colleague fills in the code for the assigned attendance pattern in the Attendance Pattern Code field and does a rebuild of the student attendance pattern, meshing any existing term information with the assigned standard pattern.
- **Rebuild the student attendance pattern** by detailing on the Rebuild Attendance Pattern field. When you rebuild a student attendance pattern, Colleague meshes existing awarded award periods with the award periods from the attendance pattern code displayed in the Attendance Pattern Code field. After the student attendance pattern is rebuilt using the data from the attendance pattern you specified in the Attendance Pattern Code field, you can customize the award period information to reflect the student's pattern of attendance.
- **Customize a student attendance pattern** by deleting or adding award periods to reflect the student's pattern of attendance, freezing award periods to which you do not want to award additional aid, changing award period weights to adjust aid distribution, or assigning a weight of “zero” to award periods to which you do not want to award any aid.
- **Resplit a student's existing awards** based on changes to the student attendance pattern by detailing on the Resplit Awards field. Modifying the student attendance pattern has no effect on the splits for existing awards unless you resplit the awards by detailing on the Resplit Awards field. Any existing awards for the student are resplit using the current student attendance pattern.

1. Access the student Attendance Pattern (SATP) form and enter the academic year and student you want to process.
2. Detail on the **Calc Attendance Pattern** field to calculate a standard attendance pattern for this student.
3. Enter or look up the **Attendance Pattern Code** that you want to use to populate the student attendance pattern fields in the Award Period group.
4. Detail on the **Rebuild Attendance Pattern** field if you want Colleague to compare the current student attendance pattern for this student with the information associated with the standard attendance pattern code entered on the Attendance Pattern Code field and "mesh" the two patterns.
5. Detail on the **Resplit Awards** fields if you want Colleague to resplit existing awards based on new attendance pattern information.
6. Detail from the **Calc Bgt** field to the Budget Calculation Parameters (BCP) form to change budget parameters.
7. Enter the student's **Current Location**. You must use this form instead of the Financial Aid Application (FAPP) form to make location changes for students who have been awarded.
8. Use the **Addl Pell Flag** field to indicate whether the student can receive additional Pell money.
9. Enter the number of credit hours in an academic year for this student in the **Hrs in Acad Year** field.
10. Enter or look up the **Award Period** code to include in the student's attendance pattern for the current year.
11. Indicate whether you want to make any changes to the future attendance pattern (ATP) for this award period in the **[Award Periods] ATP Frz** field.
12. Enter the anticipated credit hours for this student and award period in the **[Award Periods] AtP Cr** field.
13. Use the **[Award Periods] AtP Enr** field to modify this student's full/part-time status if needed.
14. Enter the number of **[Award Periods] Weeks** and **[Award Periods] Months** in the award period.
15. Enter the student's FA location.
16. Use the **[Award Periods] FA Res** and **[Award Periods] FA Hsg** fields to modify the student's expected residency status and housing status if needed.
17. Enter `Yes` in the **[Award Periods] Awd Frz** field if you want to freeze this award period. When you freeze an award period, Colleague does not split awards for the award period, and the existing awards and amounts specified for this award period remain unchanged.
18. Use the **Weight** field to enter the distribution weight for annual awards for this award period for this student. Colleague uses the distribution weight to determine how much of an annual award to distribute to this award period during award splits.
19. Use the **Pell Pmt** field to indicate whether this award period is a Pell payment period.

20. Save your work on SATP.

Additional information about working with student budgets

You have the option to freeze a student's entire budget or to freeze individual budget components within the student's budget.

Note: If your office frequently recalculates or reassigns student budgets, any manual overrides to individual student budget data are overwritten unless you freeze the individual budget component or the student's entire budget.

When you freeze a student's budget, you are prevented from doing the following:

- Making changes to the budget components assigned to this student.
- Adding new budget components to this student (in either batch or individual mode).
- Recalculating the student's budget or reassigning budget components to the student from either the Budget Calculation Parameters (BCP) form or the Batch Budget Assignment (SBGT) form.

When you remove the freeze from (unfreeze) a student's budget, any individual components that were frozen for this student using SBC, prior to freezing the whole budget, remain frozen. You must remove the freeze from each individual component using SBC.

Need analysis information included on the SBDT report

When you enter **Yes** in the Print Need Information field on SBDT, the report includes need analysis information for each student listed on the report. The need analysis information includes the following:

- Budget expense totals for the campus-based, institutional, and Pell budgets.
- Any budget adjustments made to any of these budgets.
- Total budgeted expenses for each budget (budgeted expenses plus budget adjustments).
- The selected family contribution amount for each budget type (campus-based, institutional, and Pell).
- Any adjustments to the family contribution amount.
- The total family contribution amount (the selected family contribution amount less any adjustments).

- The total need for the campus-based, institutional, and Pell budgets.

Maintain Student Budgets at the Award Period Level

This chapter explains how to use Colleague to create, assign, and maintain student budgets at the award period level. This is the first phase of updates to Colleague Financial Aid to support Budget by Award Period functionality.

This functionality is optional. You can determine if and when you would like to convert your data to the Award Period (AP) mode. Colleague Financial Aid already has the file structure in place for storing the budgets at the annual and award period level, but there could be slight differences in some cases. Ellucian recommends that you run the Annual vs Award Period Budget Variance (AAPB) form on all your students to identify any type of variances that might currently exist between their annual and award period budgets.

When you are ready to convert your students to use the AP version, use the Set to Annual Budget Version (STAP) process to convert the current annual budget to the award period budget.

See “Student Budget Maintenance” on page 44 for information about maintaining budget information at the annual level.

Award period and annual unit types

Table 5: Award period and annual unit types

Type	Description	Level	Has Override?	Notes	Deprecate
YR	Year	Annual	No	Always 1	YR
AM	Months	Award Period	No		
MO	Months	Annual	Yes	EFC Number of Months (override and Calc)	MO
CR	Credits	Award Period	Yes	Has an Annual Override	Override
NF	Number in Family	Annual	No		NF
WK	Weeks	Award Period	No		
EL	Enrollment Level	Award Period	No		
AP	Award Period	Award Period	Yes	Has an Annual Override	Override
CW	Course Weeks	Award Period	No		
OT	One Time	Award Period	No		

Identify students who have a difference between their annual and award period level budgets

Use the Annual vs Award Period Budget Variance (AAPB) form to identify students who have a difference between their annual and award period level budgets. When there is a variance, you can select the option to recalculate the CB and Inst Award Period Budget and the Pell Budget from the Annual Budget, which is shown on SBC.

1. Access the Annual vs Award Period Budget Variance (AAPB) form and enter the academic year.
2. Enter `Yes` in the **Include Comparison** field to see the results of the comparison of the annual and award period budgets for the student.
3. Use the **Show Detail** field to indicate whether you want a detail or summary report.

4. Enter `Yes` in the **Simulation** field to run an output report that shows students whose records would be updated. This does not update any records.
5. Review the report.
6. When you have reviewed the report and are ready to update records, enter `No` or leave the **Simulation** field blank to update selected records.
7. Use the remaining fields on this form to further narrow your selection criteria.
8. Save your work on AAPB.
9. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Convert a student budget to Award Period Maintainable (AP)

Use the Set to Annual Budget Version (STAP) form to convert a student budget to Award Period Maintainable (AP). When the process is run the system compares the students annual and award period budgets (built into the system during 2017) to ensure there are no variances before changing the budget version to “AP–Award Period Maintainable.”

For Budgets that are A–Annual Only (budgets that were created before 2017 and not modified since 2017):

- There is no budget for comparison.
- Colleague creates the CB and Inst award period budget and the Pell budget, compares these budgets, and if they do not match, changes the budget version to “A–AP–Award Period Inquiry Only.” If this happens, use the Annual vs Award Period Budget Variance (AAPB) form to identify the differences.
- If the budgets match, Colleague changes the budget version to “AP–Award Period Maintainable.”

For Budgets that are A–AP–Award Period Inquiry Only (all budgets created or touched since 2017 and before options to create “AP–Award Period Maintainable”):

- Colleague compares budgets, and if the budgets match, changes the budget version to “AP-Award Period Maintainable.”

For Budgets that are AP–Award Period Maintainable:

- Colleague skips these because the budget versions are already in the final version.

The first time STAP converts a budget to the AP version, it flags the year. All student budgets created for this year will be AP version.

1. Access the Set to Annual Budget Version (STAP) form and enter the academic year that you want to process.
2. Enter `Yes` in the **Include Comparison** field to include the details of the comparison on the report. Otherwise, enter `No`.

3. Save your work on STAP.
4. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

This report lists the students that were not able to be converted to the AP (Award Period Maintainable) version. To fix any students on the report, use the Annual vs Award Period Budget Variance (AAPB) form. AAPB has an option to show even more details.

Define the components that make up student budgets for a given academic year

Use the Budget Component Definition (SBCD) form to define the pieces (components) that make up each of your student budgets for a given academic year.

You can define as many different components as you need to fully describe each of your budgets. For each component you define its default values used for determining costs for campus-based, institutional, and Pell awarding. When one or more components are assigned to a student, these default costs determine that student's cost of attendance (unless the default values are overridden at the student level).

You will use the components you define on this form to develop a set of rules that will determine how Colleague assigns a student's budget. Colleague assigns budget components either by batch, through the Batch Budget Assignment (SBGT) process, or individually, on the Budget Calculation Parameters (BCP) form. You can also manually assign budget components to a student on the Student Budget Components (SBC) form. You can view and modify all budget components organized by their groups on the FA Shopping Sheet Award/Budget Grouping Utility (FSGU) form.

1. Access the Budget Component Definition (SBCD) form and enter the academic year.
2. Enter a budget component code and description.
3. Enter a **CB Unit Type** code to indicate this component's cost basis.
4. Enter the **CB Unit Cost** associated with this component for campus-based awards.
5. Set the **CB LTHT** flag to `Yes` to include this component in the campus-based portion of the student’s budget. If this flag is `No` and the student is less-than-half-time for an award period, Colleague excludes the component from the Campus-based portion of the student’s budget for this award period. This field is only used for AP version budgets.
6. Enter an **Inst Unit Type** code to indicate this component's cost basis.
7. Enter the **Inst Unit Cost** associated with this component for institutional awards.
8. Set the **Inst LTHT** flag to `Yes` to include this component in the institutional portion of the student’s budget. If this flag is `No` and the student is less-than-half-time for an award period, Colleague excludes the component from the institutional portion of the student’s budget for this award period.This field is only used for AP version budgets.

9. Use the **Pell Cost** field to enter the Pell cost associated with this budget component if this component is used to define a Pell budget.
10. Set the **Pell LTHT** field to `Yes` to include this component in a less-than-half-time Pell calculation. Enter `No`, or leave this field blank if you want Colleague to exclude the budget component from the Pell calculation whenever a less-than-half-time cost of attendance situation occurs.
11. Use the **SS Group** field to enter the shopping sheet group for this budget component.
12. Use the **Dir/Ind** field to indicate whether the component applies to direct or indirect cost.
13. Use the **Characteristics** field to enter information to uniquely reference this component. If you used the Description field to enter a general description of the component that will print on the student's award letter, use the Characteristics field to enter a more descriptive explanation of this component.
14. Save your work on SBCD.

Recalculate students' budgets based on new information defined for the budget component on SBCD

Use the Budget Component Recalc (BCCR) form to recalculate students' budgets based on new information that has been defined for the budget component on the Budget Component Definition (SBCD) form. The updated budget component definitions are used for new budget assignments or reassignments.

You can run this procedure only on students to whom budgets have been assigned. You can assign budgets to students using the Student Budget Components (SBC) form, the Budget Calculation Parameters (BCP) form, and the Batch Budget Assignment (SBGT) form.

Colleague recalculates the existing set of components assigned to a student but does not reevaluate the budget assignment rules to determine whether the student is eligible for other components. The new calculated values are displayed on the Student Budget Components (SBC) form, but any previously entered overrides will not be replaced (and the override will still take precedence). If any component was frozen before the recalculation is run, that component will not be recalculated.

1. Access the Budget Component Recalc (BCCR) form and enter the academic year and budget components code.
2. Enter `Yes` in the **Generate Spreadsheet** field to generate a temporary comma separated value (.csv) file using the data generated by this report. The standard Colleague output report is generated when you generate this spreadsheet. The spreadsheet format is the same regardless of the other options selected on BCCR.
3. Use the rest of the fields on this form to further narrow your selection criteria.
4. Save your work on BCCR.

5. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Re-extend student budgets that are the Award Period (AP) version

Note: The Change Award Period Budget (CAPB) form only processes students with AP budget versions.

Use the Change Award Period Budget (CAPB) form to recalculate students' budgets based on new information that has been defined for the budget component on the Budget Component Definition (SBCD) form. Colleague uses the updated budget component definitions for new budget assignments or reassignments.

You can run this process only on students to whom budgets have been assigned. You can assign budgets to students using the Student Budget Components (SBC) form, the Budget Calculation Parameters (BCP) form, and the Batch Budget Assignment (SBGT) form.

Colleague recalculates the existing set of components assigned to a student but does not reevaluate the budget assignment rules to determine whether the student is eligible for other components. The newly calculated values are displayed on the Student Budget Components (SBC) form, but any previously entered overrides will not be replaced (and the override will still take precedence). If any component was frozen before the recalculation is run, that component will not be recalculated.

You can view the details by award period for CB and Inst Budget types on the Student Budget for an Award Period (SBCA) form and the Student Budget Component for all Award Periods (SBCT) form. And can view the details for the Pell budget on the Student Budget Component for Pell (SBCL) form.

1. Access the Change Award Period Budget (CAPB) form and enter the academic year that you want to process.
2. Enter or look up any specific award periods you want to adjust. Otherwise, leave this field blank.
3. Use the **[Budget Components] Code** field to enter or look up the code for the budget components you want to recalculate. Valid budget component codes are those that have been defined on the Budget Component Definition (SBCD) form.
4. Use the **Sort Option** field to indicate whether you want to sort the report by award period or by component.
5. Use the **Generate Spreadsheet** field to indicate whether you want to generate a temporary comma separated value (.csv) file that you can view and save using the data generated by this report.
6. Use the rest of the fields on this form to further narrow your selection criteria.
7. Save your work on CAPB.

8. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Make changes to the budget components for a particular student or add additional budget components to a student's budget

Use the Student Budget Components (SBC) form to make changes to the budget components assigned to a particular student or to add additional budget components to a student's budget. You can also use this form to freeze a student's budget, freeze specific budget components, or recalculate the student's budget. You can use SBC for all budget versions.

Budget components are assigned to a student in one of the following ways:

- By including this student when running the Batch Budget Assignment (SBGT) form. See "Assign budget components to a group of selected students" on page 61.
- By using the Budget Calculation Parameters (BCP) form to calculate a budget for this student. See "Set overrides to the calculated budget component multipliers for a specific student" on page 65.
- By using SBC to manually set this student's budget components.

Colleague uses the student's budget, comprised of one or more budget components, for calculating need for campus-based and institutional awarding, and to calculate Pell Entitlement.

1. Access the Student Budget Components (SBC) form and enter the academic year and person you want to process.
2. Enter `Yes` in the **Freeze Budget** field if you want to keep this student's budget set as it is currently defined.Enter `No` to remove the freeze from this student's budget.
3. Use the **Calc Student Budget** field to access Budget Calculation Parameters (BCP) form to either recalculate or reassign budget components for this student or to override any of the multipliers Colleague calculated for this student.
4. Use the **[Budget] Code** field to enter the budget code to assign to this student or access the Student Budget Component for all Award Periods (SBCT) form.
5. Use the **Budget History** field to access the Budget Component History (BCHD) form for students with annual (A-AP) budgets, or for students with the Award Period (AP) budgets to access the mini-menu for one of the following forms to review all of the changes made to the components assigned to this student:
   - SBHY – Award Period Budget History form
   - SBHP – Pell Budget History form
6. Use the **Pell Budget** field to access the Student Budget Component for Pell (SBCL) form to review all of the changes made to the Pell components assigned to this student.

7. Use the **NA Comments** field to enter comments about the student's need analysis.
8. Save your work on SBC.

Assign budget components to a group of selected students

Use the Batch Budget Assignment (SBGT) form to assign budget components to a group of selected students. The assignment process evaluates each student's record according to the rules you defined for assigning budget components on the Budget Rule Definition (SBCD) form. For each rule that a student passes, Colleague assigns the corresponding budget component. Students must have an attendance pattern assigned to them before budget components can be assigned. You can use SBGT for all budget versions.

If you run this process and include students for whom you have already assigned budget components, Colleague removes any component that is not frozen, reevaluates and reassigns components based on the information found in the student's record at the time the process is run. If the student's entire budget is frozen, Colleague does not run the evaluation process for that student. Colleague starts with a clean slate for each student when this process is run (unless all or part of the budget is frozen), so an up-to-date budget is assigned for each student. If any pieces of the student's record (that affect the way in which Colleague calculates the cost of a component) have changed since the last time the components were assigned or calculated, the new budget reflects those changes. For any pieces of the student's record that affect the way in which Colleague determines eligibility for receiving a component (based on the rules that you defined), the student could receive some components they did not previously have or not receive some components they had previously received.

If you have made any adjustments to a student's components on the Student Budget Components (SBC) form and have not frozen those components, those adjustments will be lost when you run SBGT. It is therefore important to freeze a budget or an individual component of that budget if you make any changes that you do not want to be changed by a recalculation or by the reassignment of the budget components.

1. Access the Batch Budget Assignment (SBGT) form and enter the academic year.
2. Enter the budget duration to assign to all students being processed if you want every student selected to receive the same budget duration.

   If you do not enter a budget duration, the batch process uses the rules you have set up on the Budget Duration Rules (BDRL) form to determine the number of budget months for each individual student.
3. Enter `Yes` in the **Simulation Mode** field if you want to run this process in simulation mode. The output report will show students whose records would be updated. This process does not update any actual records in simulation mode.

   Otherwise enter `No` to update the records when you run SBGT.
4. Enter `Yes` in the **Without Budget Only** field if you want SBGT to process only those students in your group who do not already have a budget assigned to them. Enter `No` if you want Colleague to process all selected students.

5. Enter `Yes` in the **Detailed Rule Information** field if you want the report to show the rules that Colleague used to assign the components to individual students.
6. Enter `Yes` in the **Frozen Budgets** field if you want the report produced by this process to include a page listing the students who have frozen budgets.
7. Use the rest of the fields on this form to further narrow your selection criteria.
8. Save your work on SBGT.
9. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

SBGT produces a report that lists all selected students and the components that were assigned to them. For students who have any or all of their budgets frozen, the components involved are flagged as frozen. Also, depending on how you responded to the prompts on SBGT, details about the rules used to assign the components to each student are displayed, and a message is printed on the report for any student in the batch who has already received an award.

Maintain or view budget information for a student for a single award period

Use the Student Budget for an Award Period (SBCA) form to maintain or view budget information for a student for a single award period. SBCT is maintainable for AP budget versions but inquiry only for all other budget versions.

- If the student's budget version is set to Annual Only mode, you cannot access this form.
- If the student's budget version is set to Award Period Inquiry Only mode, you can only view the student's Pell Budget information on this form.
- If the student's budget version is set to Award Period Maintainable mode, you can view and maintain the student's Pell budget information on this form.

> **Note:** Use the Annual vs Award Period Budget Variance (AAPB) form for students with the A-AP budget versions to compare their Annual budget to their Award Period budget. And to recalculate the Award Period budget from the annual budget. Use the Set to AP Version (STAP) form to convert students to use their A-AP budget version.

1. Access the Student Budget for an Award Period (SBCA) form and enter the academic year, person, and award period you want to process.
2. Enter `Yes` in the **Freeze Budget** field if you want to keep this student's budget set as it is currently defined. Enter `No` to remove the freeze from this student's budget. If you remove the freeze from the complete budget, you can still freeze individual budget components. When you unfreeze a budget, any individual components that were frozen for this student prior to freezing the whole budget remain frozen.
3. Enter the budget component ID in the **Component** field.

4. Use the **[Components] CB Over** field to enter the campus-based override amount for this student for this budget component for this award period.
5. Use the **[Components] Inst Over** field to enter the institutional override amount for this student for this budget component for this award period.
6. Save your work on SBCA.

Maintain the student's Pell budget for the year

Use the Student Budget Components for Pell (SBCL) form to maintain or view the student's Pell budget for the year. SBCL is maintainable for AP budget versions but inquiry only for all other budget versions.

- If the student's budget version is set to Annual Only mode, you cannot access this form.
- If the student's budget version is set to Award Period Inquiry Only mode, you can only view the student's Pell Budget information on this form.
- If the student's budget version is set to Award Period Maintainable mode, you can view and maintain the student's Pell budget information on this form.

Use the Set to AP Version (STAP) form to set the students budget version.

1. Access the Student Budget Components for Pell (SBCL) form and enter the academic year and person you want to process.
2. Enter `Yes` in the **Freeze Budget** field if you want to keep this student's budget set as it is currently defined. Enter `No` to remove the freeze from this student's budget.

   If you remove the freeze from the complete budget, you can still freeze individual budget components. When individual components are frozen you cannot change that component. That component will not be changed by any processes such as recalculating or reassigning budget components or adjusting the definition of the component.

   When you unfreeze a budget, any individual components that were frozen for this student prior to freezing the whole budget remain frozen.
3. Enter or view the Pell Component ID in the **Components** field. This field is maintainable if the student's budget version is Award Period Maintainable.
4. Use the **[Components] Override Amount** field to enter the Pell override amount for this budget component. If this is populated Colleague uses it for the student's budget, otherwise, Colleague uses the Pell budget amount. This field is maintainable if the student's budget version is Award Period Maintainable.
5. Use the **[Components] Pell Frz** field to set the freeze flag status for this Pell budget component. This flag only freezes the Pell budget component and does not affect CB and Inst budgets. This field is maintainable if the student's budget version is Award Period Maintainable.
6. Save your work on SBCL.

Maintain current unit counts for specific budget component unit types for all award periods

Use the Student Budget Components for All Award Periods (SBCT) form to maintain or view ca student's CB and Inst budget components for all award periods. SBCT is maintainable for AP budget versions but inquiry only for all other budget versions.

- If the student's budget version is set to Annual Only mode, you cannot access this form.
- If the student's budget version is set to Award Period Inquiry Only mode, you can only view the student's budget information on this form.
- If the student's budget version is set to Award Period Maintainable mode, you can view and maintain the student's budget information on this form.

Note: Use the Annual vs Award Period Budget Variance (AAPB) form for students with the A-AP budget versions to compare their Annual budget to their Award Period budget. And to recalculate the Award Period budget from the annual budget. Use the Set to AP Version (STAP) form to convert students to use their A-AP budget version.

1. Access the Student Budget Components for All Award Periods (SBCT) form and enter the academic year an person you want to process.
2. Use the **Freeze Component** field to indicate or view whether this component is frozen. This is the same as freezing the component on SBC.
3. Use the **Award Period** field to enter, delete, or view the award period.
4. Use the **[Award Periods] CB Over** field to enter the campus-based override amount for this student for this budget component for this award period.
5. Use the **[Award Periods] Inst Over** to enter the institutional override amount for this student for this budget component for this award period.
6. Use the **[Award Periods] AP/C Frz** flag to set the freeze flag status for this student budget component for this award period.
7. Save your work on SBCT.

Define rules that determine how Colleague assigns budget components to a student

Use the Budget Rule Definition (SBRD) form to define the rules that determine how Colleague will assign budget components to a student. Budget rules are defined for each academic year.

Budget rules use the Core System rules processor, which is used by a number of modules across all Ellucian products to define processing conditions and to determine whether those conditions are met in a given situation.

You can define budget rules using the rules processor or a custom subroutine, in one of the following ways:

- Enter a completely new rule ID on the first blank line of the Student Budget Rules group, and detail to the Rules Definition (RLDE) form to define the rule
- Add an existing rule as a new budget rule by entering the rule ID on the first blank line of the Student Budget Rules group (or use LookUp to find the record), and detail to the RLDE form to make any modifications
- Modify one of the existing student budget rules by detailing from the rule ID to the (RLDE) form
- Enter the name of a custom subroutine in the Student Budget Subroutine field

1. Access the Budget Rule Definition (SBRD) form and enter the academic year that you want to process.
2. Enter the component, or components, in the **[Student Rules] Component** field that will be assigned if the rule is true.
3. Optionally enter a subroutine in the S**tudent Budget Subroutine** field to use in place of budget rules. See online help for the subroutine arguments.

   Note: You can either enter a subroutine or you can enter rules. You cannot do both.

4. Enter or look up a rule ID in the **[Award Period Rules] Rule ID and Description** field to use to determine the budget components to be assigned to students for a give award period.
5. Enter the component, or components, in the **[Award Period Rules] Component** field that will be assigned if the rule is true.

   Note: Steps 4 and 5 only apply to students with AP budget versions.

6. Save your work on SBRD.

Set overrides to the calculated budget component multipliers for a specific student

Use the Budget Calculation Parameters (BCP) form to do the following:

- assign (or reassign) a student's budget components
- recalculate the components assigned to the student

You can also use BCP to set overrides to the calculated budget component multipliers for a specific student.

1. Access the Budget Calculation Parameters (BCP) form and enter the academic year and person that you want to process.

2. Use the **EFC Number of Months - Calculated** field to enter the number of months covered by this budget, if it should cover a period other than the number of months displayed in the Calculated column. This value overrides the calculated number of months for all of the budget components that are assigned to this student that use a monthly (MO) unit type. Colleague also uses this value to determine the EFC. The EFC is used to determine need and Pell entitlement.

   The calculated number of months comes from the rules you have set up on the Budget Duration Rule (BDRL) form.

   Any override value that you enter affects this student only, takes effect the next time you reassign or recalculate budget components, and remains in effect until you remove the override by deleting the value from this field.

3. Use the **Award Period Override** field to enter the number of award periods covered by this budget if it should cover a period other than the number of award periods displayed in the Calculated column.

4. Use the **Credit Override** field to enter the number of credit hours covered by this budget if it covers a period other than the number of credit hours displayed in the Calculated column.

   Note: Use the Student Attendance Pattern (SATP) form to modify the number of award periods. You can modify the number of award periods by:

   – Deleting the award period.

   – Setting the award period weight to zero.

   – Setting the enrollment level to N (not enrolled).

5. Enter `Yes` in the **Assign Budget Components** field to assign budget components. All components associated with the student that are not frozen are deleted from the student's record and Colleague reevaluates your rules for budgets, reassigning components based on these rules.

6. Enter `Yes` in the **Calculate Budget Expense** field to recalculate the budget expenses. Colleague recalculates the existing set of components assigned to this student, without reevaluating the budget assignment rules to determine if the student is eligible for other components. This only occurs if this field is Yes and the Assign Budget Components field is No.

7. Select the **Budget Type Option** you want to update. This only applies to students with an AP budget version.

8. Use the **Attn Ptrn** field to access the Student Attendance Pattern (SATP) form if you want to modify an attendance pattern. Any modifications that you make to the attendance pattern there are reflected here when you return to this form.

9. Save your work on BCP.

Identify students with overawarded funds

Use the reports in Table 6 to identify students with overawarded funds.

Table 6: Overaward reports

Form	Description
Over Award Detail Report (OVAW)	Create a detailed report to identify students who have over-awarded funds. You can include students with negative unmet need, negative unmet cost, or whose total of all awards exceeds need. The report shows the following information for each student: • Cost of attendance • Expected family contribution • Need • Unmet cost • Unmet need • Total awarded You can also show only the Institutional or the Federal information. You can use this process for all budget versions.
Over Award By Award Period Report (OAWA)	Create a summary report to identify students who have over-awarded funds by award period. You can include students with negative unmet need, negative unmet cost, or whose total of all awards exceeds need. The report includes shows the following information for each student for each award period: • Cost of attendance • Expected family contribution • Need • Unmet cost • Unmet need • Total awarded • Total accepted You can also show only the institutional or the federal information and select to display only certain award periods. You can use this process for all budget versions.

Table 6: Overaward reports

Form	Description
Over Award Report (OAWR)	Create a summary report to identify students who have over-awarded funds. You have the option to include students with negative unmet need, negative unmet cost, or whose total of all awards exceeds need. The report includes shows the following information for each student: • Cost of attendance • Expected family contribution • Need • Unmet cost • Unmet need • Total awarded You can also show only the institutional or the federal information. You can use this process for all budget versions.

Freeze and unfreeze student budget components

Use the forms described in this section to freeze and unfreeze student budget information.

View and maintain the freeze flags related to a student's budget

Use the Student Budget Freeze Flags (SBFF) form to view and maintain the freeze flags related to a student's budget. This form can only be accessed for students with a budget version of “Award Period Maintainable” (AP).

Each window sorts by freeze flag in descending order. Items with freeze flags of “Yes” appear first.

1. Access the Student Budget Freeze Flags (SBFF) form and enter the academic year and person you want to process.
2. Enter `Yes` in the **Freeze Budget** field to keep this student's budget set as it is currently defined. Enter `No` to remove the freeze from this student's budget.

   When you globally freeze a budget you cannot make further changes to the budget components assigned to this student

   - you cannot add new budget components to this student in either batch or individual mode
   - you will not affect any budget components assigned to this student by changes
   - you make to the definition of individual components on the Budget Component Definition (SBCD) form
   - you cannot recalculate the student's budget or reassign budget components to this student from either the Budget Calculation Parameters (BCP) or the Batch Budget Assignment (SBGT) forms.

     You can make changes to the definition of individual components on the Budget Component Definition (SBCD) form
3. Enter `Yes` in the **[Components] Frz** field to freeze the CB, INST, and Pell Information for this component. Enter `No` or leave this field blank removes the frozen status of this component.

   Information for this component may still be frozen if:

   - an award period is frozen
   - the Pell component is frozen
   - an award period component is frozen
4. Enter `Yes` in the **[Award Periods] Frz** field to freeze the student's budget information for this award period. Enter `No` or leave this field blank to remove the frozen status of this award period.

   Information for this award period may still be frozen if:

- the component is frozen
- an award period component is frozen for this award period

5. Enter `Yes` in the **[Pell Components] Frz** field to freeze the Pell Information for this component. Enter `No` or leave this field blank to remove the frozen status of this Pell budget component. Information for this Pell component may still be frozen if the component is frozen.

6. Enter `Yes` in the **[Award Period/Components] Frz** field to freeze the student's budget component for the associated award period. This freeze flag only affects the CB and INST budget types. Enter `No` or leave this field blank to remove the frozen status of this award period for the specific component.

   Note: Pell budgets are annual and not maintainable at the award period level.

   Information for this award period for this component may still be frozen if:

   - the component is frozen
   - the award period is frozen

7. Save your work on SBFF.

Freeze budgets for a group of students

Use the Batch Budget Freeze (SBFZ) form to freeze the budgets for a group of students.

You can also use SBFZ to unfreeze the budgets of a group of students. When you unfreeze a budget, any individual budget components that were previously frozen will remain frozen.

Before you can complete SBFZ, you must identify the batch you are going to use on the ST/Standard List/Select form.

1. Access the Batch Budget Freeze (SBFZ) form and enter the academic year that you want to process.

2. Use the **Freeze/Unfreeze Budget** field to indicate whether you want to freeze or unfreeze a group of student budgets.

   Note: Freezing an individual's budget locks the current component codes, amounts, adjustments, and flags so that you cannot manually update this information from the Student Budget Components (SBC) form or the Budget Calculation Parameters (BCP) form. After a budget has been frozen, Colleague will not update this information if you run the budget assignment process in batch mode from the Batch Budget Assignment (SBGT) form. Also, after a student's budget is frozen you cannot recalculate the budget from BCP.

   Unfreezing a budget releases the hold on the budget components and lets you make adjustments to these components, and recalculate or reassign the budget components in either batch or individual mode.

3. Use the rest of the fields on this form to further narrow your selection criteria.
4. Save your work on SBFZ.
5. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Batch change student award period freeze flags for a list of award periods

Use the Student Budget Award Period Freeze Flags (BAFF) form to batch change student award period freeze flags for a list of award periods. BAFF only processes students with a budget version of Award Period Maintainable (AP). BAFF also exclude students whose entire budget is frozen.

BAFF does not change the following:

- Component freeze flags
- Pell component freeze flags
- Award period/component freeze flags

1. Access the Student Budget Award Period Freeze Flags (BAFF) form and enter the academic year that you want to process.
2. Use the **Freeze Flag** field to enter the freeze value that you want to set for the designated award periods.
3. Enter `Yes` in the **Simulation** field to run this process in simulation mode. If you enter Yes, BAFF creates an output report that shows the student award period freeze flags for a list of award periods whose records would be updated. This process does not update any actual records in simulation mode. Enter `No` to create a report and update student award period freeze flags for a list of award periods.
4. Use the rest of the fields on this form to further narrow your selection criteria.
5. Save your work on BAFF.
6. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Batch change the student component freeze flags for a list of Budget Components

Use the Student Budget Component Freeze Flag (BCFF) form to batch change the student component freeze flags for a list of Budget Components. BCFF only processes students with a budget version of Award Period Maintainable (AP). BCFF also excludes students whose entire budget is frozen.

BCFF will not change:

- Award Period Freeze Flags

- Pell Component Freeze Flags
- Award Period/Component Freeze Flags

1. Access the Student Budget Component Freeze Flag (BCFF) form and enter the academic year that you want to process.
2. Use the **Freeze Flag** field to enter the freeze value that you want to set for the designated award periods.
3. Enter `Yes` in the **Simulation** field to run this process in simulation mode. If you enter Yes, BCFF creates an output report that shows the student component freeze flags for a list of student components whose records would be updated. This process does not update any actual records in simulation mode. Enter `No` to create a report and update student component freeze flags for a list of student components.
4. Use the rest of the fields on this form to further narrow your selection criteria.
5. Save your work on BAFF.
6. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Forms to view student information at the award period level

Use the forms in Table 7 to view student information at the award period level. These forms work for both AP and A-AP budget versions.

Table 7: Forms to view student information at the award period level

Form	Description
Pell Budget History (SBHP)	Review all of the changes that have been made to a student's Pell budget components during a given year. Changes are listed in reverse chronological order.
Budget History for a Component (SBHC)	Review all of the changes made to a student's budget components during a given year. Changes are listed in reverse chronological order. **Note:** If you access this form from the Student Budget Components (SBC) form immediately after making an adjustment, save your work on SBC first to see that adjustment reflected on this form.
Student Budget History for an Award Period (SBHA)	Review all of the changes that have been made to a student's budget components during a given award period. Changes are listed in reverse chronological order. **Note:** If you access this form from a form immediately after making an adjustment, save your work back to the menu to see that adjustment reflected on this form.

Table 7: Forms to view student information at the award period level

Form	Description
Award Period Budget History (SBHY)	Review all the changes that have been made to a student's budget components during a given year. Changes are listed in reverse chronological order. SBHY can be accessed from the menu. After the award period budget is being used and the annual is no longer generated, SBC will detail to SBHY, until then it will still detail to BCHD.
Student Unmet Need by Award Period (SUNA)	View summary information about a student's campus-based (CB) and institutional (Inst) budget information broken down by award period.
Student Budget Detail (SBDT)	View a report that shows the following: • all budget component codes that have been assigned to each student • the calculated and, if applicable, override amounts for each component for each budget type (campus-based, institutional, and Pell) • status information and an indication of whether individual components are frozen • details about any budget or family contribution adjustments made • optionally, summary information about the student's need calculation **Note:** The report shows annual student budget information for all students and displays the award period student budget information if you are in award period maintainable (AP) mode.
Budget Rule Verification (SBRV)	View a report that shows the following: • all of the rule details, along with the actual data values from the student's records • a column to indicate if the student passes the current condition • a column to indicate if the student passed the entire rule (a rule is a total set of conditions that have a set of results) This report is helpful for evaluating the setup of your rules prior to running the batch assignment process from the Batch Budget Assignment (SBGT) form or for troubleshooting budget assignments. You can only run this report for years in which you used the standard rule processor for defining your budget assignment rules and not a custom subroutine. **Note:** The report shows all the annual budget rule details for student records for a given academic year and displays all the award period rules for students who have either an award period maintainable (AP) budget version or no budget.

Table 7: Forms to view student information at the award period level

Form	Description
Budget Rule Report (SBRL)	View a listing of all the budget rules for a selected year. This report shows the budget rules, including: • the resulting component codes for each rule • each component's budget type, unit type, and unit cost This report is useful to get a full perspective of a year's budget rules and component code information. It also helps you analyze your rules when you first define them to ensure that you have covered all the possible situations for building student budgets. **Note:** The report shows all the annual budget rules and all the award period budget rules. The award period budget rules only apply to students with an award period maintainable (AP) budget version.
Budget Component History (BCHD)	Review all of the changes made to a student's budget components during a given year. Every addition, deletion, or modification made to one or more budget component is listed in reverse chronological order on this form. The history that is maintained includes which budget code was affected, any budget amount that was recorded, the status of the component at the time of the change, and information about who made the change and when the change was made. **Note:** If you access this form from the Student Budget Components (SBC) form immediately after making an adjustment, that adjustment will not be displayed on this form. You must first save the changes you made on SBC before they will be reflected on this form.

ISIR Verification

This chapter describes the verification forms and work flow.

Verify student ISIR information

Use the ISIR Verification Processing (IVER) and ISIR Student Verification (ISVN) forms to verify the student's ISIR data.

You can change the Verification Status to **7 – Verification Complete** after you have verified the student's ISIR data. In addition, you can change the Student and Parent Tax Form Signed values directly on this form without having to detail.

If you accessed the ISIR Verification Processing (IVER) form from the menu, the information this form displays comes from the federally flagged ISIR transaction and any available corrections to that ISIR transaction.

If you accessed the IVER form from the Need Analysis Summary (NASU) and Application Workflow Choices (NAWC) forms, the information comes from a different location. In that instance, the information comes from the transaction from which you detailed on NASU and any available corrections to that ISIR transaction.

1. Access the ISIR Verification Processing (IVER) form.

   Note: If an ISIR correction record exists, detail on the Tolerance Exceeded field to access the ISIR Differences form, which provides a summary view of all of the items that Colleague evaluates to determine whether an ISIR correction record exceeds tolerance.

2. Detail on the **Student Verif** field to the ISIR Student Verification (ISVN).

   Note: To verify parents' information, detail on the Parent Verif field to the ISIR Parent Verification (IPVN) form.

3. Enter information into the following fields, if necessary, which are used to calculate the EFC:
   - Number in Household
   - Number in College
   - Marital Status
   - Marital Status Date
   - Tax Return Filed
   - Tax Form Used

- 1040A/EZ Eligibility
- Exemptions Claimed
- Adj Gross Income
- Total Income Tax Paid
- Student Income
- Spouse Income
- FAFSA Signed

4. Optionally detail on the Additional Financial Data field to go to the Additional Student Information Verification (ASVT) form, on which you can view and modify detailed verification information about the student's Additional Financial Data.
5. Save your work on ASVT, ISVN, and IVER.

Verify parent ISIR information

Use the ISIR Parent Verification (IPVN) form to verify parent information.

If you accessed the ISIR Verification Processing (IVER) form from the menu, the information this form displays comes from the federally flagged ISIR transaction and any available corrections to that ISIR transaction.

If you accessed the IVER form from the Need Analysis Summary (NASU) and Application Workflow Choices (NAWC) forms, the information comes from a different location. In that instance, the information comes from the transaction from which you detailed on NASU and any available corrections to that ISIR transaction.

1. Access the ISIR Verification Processing (IVER) form.
2. Detail on the **Parent Verif** field to the ISIR Parent Verification (IPVN) form
3. Enter information into the following fields, if necessary, which are used to calculate the EFC:
   - Number in Household
   - Number in College
   - Marital Status
   - Marital Status Date
   - Tax Return Filed
   - Tax Form Used
   - 1040A/EZ Eligibility
   - Exemptions Claimed
   - Adj Gross Income
   - Total Income Tax Paid

- Parent 1 Income
- Parent 2 Income
- FAFSA Signed

4. Detail on the **Additional Parent Financial Data** field to the Additional Parent Financial Verification (APVT) form, which displays additional financial information and untaxed income information. If any changes were made on this form or APVT, this field displays an X.
5. Save your work on APVT, IPVN, and IVER.

Select groups of students for verification

Use the Select Verification Students (SVST) form to change the verification status for a group of students to *any status other than* **7 – Verification Complete**.

> **Note:** Colleague prevents you from running the SVST process without entering selection criteria. Doing so would change all of your students to the selected verification status.

1. Access the Select Verification Students (SVST) form.
2. In the **Academic Year** field, enter the academic year on which to report.
3. In the **Change Verif Status to** field, enter the Verification Status Code you want to change values to.

   > **Note:** You cannot use 7 – Verification Complete.

4. In the **Input Saved List Name** field, optionally enter a saved list of students to include on the report. You must use either the Input Saved List Name or ID field to select students for the SVST process.
5. In the **ID** field, optionally select individual students to include on the report. You must use either the Input Saved List Name or ID field to select students for the SVST process.
6. In the **Additional Selection Criteria** field, indicate whether you want to specify additional selection criteria.
7. In the **Output Saved List Name** field, edit or remove the Output Saved List Name.
8. Save your work on SVST.

Verify a student’s identity and high school completion status

Use the ISIR Verification Processing (IVER) form to verify a student’s identity and high school completion status.

1. Access the ISIR Verification Processing (IVER) form and enter the academic year and student ID that you want to process.
2. In the Identity/HS Verif Flag field, enter the value that describes the student's status related to verification of the student's identity and high school completion:
   - Enter `1` if the student appeared in person and presented a valid government-issued photo ID, signed the Statement of Education Purpose, and had documentation of high school completion status.
   - Enter `2` if the student submitted an original notarized Statement of Educational Purpose, a copy of a government-issued photo, and documentation of high school completion status.
   - Enter `3` if the student presented (not necessarily in person) satisfactory documentation of high school completion status but did not submit documentation related to identity or the documentation related to identity was not acceptable, and no signed or notarized Statement of Education was received. Note: If issues were found related to both identity and high school completion status, use this status.
   - Enter `4` if the student presented (either in person or with an original notarized statement) a signed Statement of Educational Purpose and a valid government-issued photo ID, but did not give any information about high school completion status, or the documentation that was received was not satisfactory.
   - Enter `5` if the student did not respond to the request for documentation or the student could not be located. Verification of the high school completion status was not performed and no signed notarized Statement of Purpose was received.
3. Save your work on IVER.

   Note: The Identity/HS Verif Reported Date field displays the date that the student's identity and high school completion verification flag is added to the export file, which is when the Identity HS Verif Flag Export (IHVX) process is run. If the student has already been exported and date is present in this field, but you want to send the student again using IHVX, you must delete this date.

Additional information about verification processing

Colleague's verification process enables you to easily verify FAFSA data for federal verification purposes. Although Colleague's verification process was designed to verify federal data, you can adapt it to meet your institution's verification requirements.

Track verification processing

Colleague's verification process updates the verification status and date on the ISIR Verification Processing (IVER) form. These fields are updated from the applicant's CS.*ACYR* file (where *ACYR* represents the four-digit academic year). Table 8 displays the possible verification statuses, which are stored in the Ellucian-maintained validation code table VERIFICATION.CODES.

Table 8: Colleague's verification statuses

Status #	Description	How Updated
1	Institution Selected	Manually on IVER
2	CPS Selected	Imported, based on verification selection indicator from CPS
3	Obsolete	
4	Verification Letter Sent	Manually on IVER
5	Data Entered/Updt Pending	Automatically by the IVER process
6	Updated but not Complete	
7	Verification Complete	
8	Institution Not Verifying	Manually on IVER

Use IVER to update the verification status of an individual student. Use the Select Verification Students (SVST) form to update verification statuses for groups of students. See "Select groups of students for verification" on page 77 for more information.

When you use the ISIR Import (ISIM) process to import data, those records that require verification for federal purposes are marked with a status **2 – CPS Selected** in the Verification Status/Date field on IVER.

Tolerance

Tolerance is calculated when a correction is made. A tolerance calculation is a comparison between the original ISIR and the ISIR correction. Colleague compares the information in two parts: Income values and Non-Income values.

The income amounts entered for the original ISIR and the ISIR correction record may be different. To be within tolerance, any income fields with different amounts must be within the tolerance figure you enter annually on the Pell Entitlement Figures (PEF) form.

Tolerance checking

For tolerance checking, Colleague compares the original ISIR and the ISIR correction record for differences. Because this comparison can sometimes uncover minor changes that do not significantly affect the student's eligibility, a tolerance is provided for corrections.

The income amounts entered for the original ISIR and the ISIR correction record may be different. To be within tolerance, the difference between the calculated incomes must not exceed the tolerance amount. The tolerance amount is year-specific and is based on the guidelines for Pell Entitlement amounts published each year by the Department of Education. The tolerance amount is entered annually on PEF. If the difference is greater than the tolerance amount, tolerance has been exceeded.

Colleague also compares several non-income fields. If there is a difference between any of those fields, tolerance has been exceeded.

If tolerance has been exceeded, the Tolerance Exceeded field on IVER displays **Yes**. A correction record must be sent to CPS if tolerance has been exceeded.

If tolerance has not been exceeded, no action is required.

To check which fields differ between the original and corrected ISIR, detail on the Tolerance Exceeded field to see a list.

For more information about tolerance, see “Tolerance” on page 79.

Tolerance flags

Colleague uses the tolerance flags to determine whether the original ISIR or the ISIR correction data should be used. The following student data is dependent upon which set of data is used:

- EFC
- Dependency Status
- Pell Entitlement
- Need
- Total Family Income

Technical Tip: The CS.ISIR.OR.CORRECTION pointer uses the Verif Tolerance flag to select the information to return.

The first tolerance flag is the Verif Tolerance field on the FA Institutional Default (FIDF) form. The second tolerance flag is the Tolerance Exceeded field on IVER.

If the Verif Tolerance field on FIDF is set to **Yes**, Colleague handles the Tolerance Exceeded field on IVER for federally flagged transactions as follows:

If the Tolerance Exceeded field is **No**, any difference caused by the correction (if a correction exists) is not significant enough to report to CPS. Colleague uses the original ISIR for federal awarding. You do not need to send the correction to CPS.

If the Tolerance Exceeded field is **Yes**, you must use the ISIR correction data. Colleague uses the ISIR correction data for federal awarding. You must send the ISIR correction record to CPS, and then CPS returns a new ISIR that is in sync with your records.

Note: Colleague moves the federal flag to the new ISIR sent by CPS. The new ISIR contains the corrected information you need to use for federal awarding.

If the Verif Tolerance field on FIDF is blank, the ISIR correction must be sent to CPS anytime there is a correction to a federally flagged transaction. CPS sends a new ISIR based on the correction and Colleague moves the federal flag to the new ISIR.

ISIRs and ISIR Worksheets

This chapter describes procedures to print Institutional Student Information Records (ISIRs) and ISIR worksheets through Colleague.

Print ISIRs

Use this procedure to print an ISIR.

1. Access the Student Information Record (ISIR) form.
2. Enter the year you want to report on in the **Year** field.
3. Enter `Yes` in the **Print All Sections** field if you want to print all sections. The following fields are also automatically populated with `Yes`:
    - FAA Comments
    - Application Information
    - NSLDS Summary
    - NSLDS Detail
    - Signature/Certification

    Note: If you decide you do not want to print all fields after you have selected Print All Sections, enter `No` to override the individual fields listed in Step 3.
4. In the **Start** and **End Add Date** fields, enter a date range if you want to select transactions based on the date they were added to Colleague.
5. In the **Appl Date Range CPS Application Start** and **End Date** fields, enter a date range if you want to select transactions based on the date the initial application was process by the Central Processing System (CPS).
6. In the **Tx Date Range CPS Transaction Start** and **End Date** fields, enter a date range if you want to select transactions based on the date each transaction was processed by CPS.
7. In the **CPS Transaction Preference** field, specify which student ISIR transactions to select for this report:
    - **AC – Active**. Print the federally active transaction for selected students.
    - **HI – Highest**. Print the highest transaction number for selected students.
    - **AL – All**. Print all transactions for selected students.
8. Optionally enter other selection criteria in the following fields:

- Saved List Name
- Student IDs
- Additional Selection Criteria

9. Save your work on ISIR.
10. Complete the Peripheral Defaults and Process Handler forms according to your preferences.

Print ISIR worksheets in Colleague

Use this procedure to print an ISIR worksheet in Colleague.

1. Access the ISIR Worksheet (FAIW) form and enter the year for which you want to print a worksheet.
2. Select the type of ISIR worksheet you want to print from one of the following options in the **ISIR to Print** field:
   - Federal Active – federally flagged transaction
   - Federal Active Correction – correction to the federally flagged transaction
   - Institutional Active – institutionally flagged transaction
3. If you want to further narrow your selections for this worksheet, use the remaining fields on this form to do so.
4. Save your work on FAIW.

Additional information about printing ISIRs and ISIR worksheets

Some institutions print Institutional Student Information Records (ISIRs) so they can have hard copies of these records in their files. Colleague provides the ability to print ISIRs using the Student Information Record (ISIR) form.

The ISIR process prints only ISIR and CPSSG transaction types. The IAPP, SUPP, PROF, and CORR types are not printed.

You can print ISIRs for individual students or a group of students.

Sample ISIR form selections

Table 9 includes several examples of ISIR form selection criteria and their results.

Table 9: Sample ISIR form selections

Type	Description
Printing All Transactions for an Individual Student	If you want to print all transactions for an individual student, you can enter the student's ID in the Student IDs field and `AL` in the CPS Transaction Preference field. For example, to print all transactions for Patrick Westfield, enter his student ID, `000752`, in the Student ID field and `AL` in the CPS Transaction Preference field.
Printing All Transactions Entered Within a Date Range	If you want to print all transactions entered into Colleague within a date range, enter the date range in the Add Date fields and `AL` in the CPS Transaction Preference field. For example, if you want to print all transactions added to Colleague between Monday, March 3, 2017 and Friday, March 7, 2017, enter `03/03/2017` and `03/07/2017` in the Add Date fields. Enter `AL` in the CPS Transaction Preference field.
Printing Active Transactions Processed by CPS Within A Date Range	If you want to print active transactions processed by CPS within a date range, enter the date range in the CPS Transaction Date fields and `AC` in the CPS Transaction Preference field. For example, if you want to print all active transactions processed by CPS between Monday, March 3, 2017 and Friday, March 7, 2017, enter `03/03/2014`7 and `03/07/2017` in the CPS Transaction Date fields. Enter `AC` in the CPS Transaction Preference field. **Note:** In this example, active transactions processed before Monday, March 3, 2017 and after Friday, March 7, 2017 are not printed. Transactions not flagged federally active are also not printed.

Table 9: Sample ISIR form selections

Type	Description
Printing Highest Transaction Processed by CPS Within a Date Range for a Group of Students	If you want to print the highest transaction processed by CPS within a date range for a group of students, enter the group either by entering a saved list in the Saved List field or entering the individual student IDs in the Student IDs field. Enter `HI` in the CPS Transaction Preference field. For example, to print the highest transaction processed by CPS between Monday, March 3, 2017 and Friday, March 7, 2017, enter `03/03/2017` and `03/07/2017` in the CPS Transaction Date fields. Enter HI in the CPS Transaction Preference field. **Note:** In this example, transactions processed outside the specified dates are not printed. So if a student in the group has transactions numbered 1 through 4, all processed by CPS in the week of March 3 through March 7 and transaction 5 processed on March 10, 2017, transaction 4 is printed. Transaction 5 falls outside the date range entered and is not selected for printing.

About the printed ISIR format

Colleague prints ISIRs in a single-column format instead of the two-column format printed by EDExpress. Colleague has the ability to print 80 character lines while EDExpress can print 96 character lines. Because of this difference, Colleague has less space in which to print characters. Instead of trying to crowd characters together to print an ISIR in the exact same format as EDExpress, Ellucian prints ISIRs in a single-column format.

The single-column format makes the ISIR more organized and easier to read. For example, the Reject Override Codes are much easier to read because they are flush against the left side of the page.

About the printed ISIR

The ISIR process prints all information available on the selected ISIR transaction. If information for a particular question on the printed ISIR is not available, Colleague prints the question and leaves the field blank.

The printed ISIR can be marked with several symbols. Table 10 shows the symbols and what each indicates. Also, a key to these symbols appears on the bottom of the printed ISIR pages.

Table 10: Symbols on the printed ISIR

Symbol	Indicates	Printed
*	Assumption.	The symbol and the assumed value are printed to the right of the original value.
h	Highlighted on the SAR.	Left of the field label.
#	Corrected on printed ISIR.	Left of the field label.
@	Corrected on previous ISIR	Left of the field label.

The ISIR process prints an ISIR that differs from the standard ISIR printed by EDExpress in the following ways:

- The ISIR is in a single-column format.
- The student identifier is printed in the footer of the first page and in the header of all other pages.
- The transaction number is printed in the second line of the header instead of after the student ID.
- The SAR C flag printed in the header of the FAA Comments page has the following values:
  - **Yes.** There is a SAR C flag for the printed transaction.
  - **Blank.** There is no SAR C flag for the printed transaction.

The header on the FAA Comments page of the printed ISIR includes the verification flag. Colleague prints the following values for the verification flag:

- ***** – Selected for verification on a previous transaction.
- **Yes** – Selected for verification on this transaction.
- **No** – Not selected for verification.

If you choose to print the Signature/Certification page, Colleague prints a Signature/Certification page for each transaction printed.

For information about any of the codes printed on the ISIR, see SAR/ISIR Comment Codes and Text for the current year at the Information for Financial Aid Professionals (IFAP) website: www.ifap.ed.gov/ifap/.

Need analysis worksheets can be printed for ISIR, CPSSG, CORR, IAPP, and SUPP transaction types.

The worksheet contains the information used to calculate the student's EFC.

Appendix

How application information flows through the system

This section provides a high-level overview of how application information flows through the system, from the time the student completes the application through the time the information is received at your institution.

Original submission

The student starts the process by completing either a paper or online FAFSA. See fafsa.ed.gov/ for more information about FAFSA application.

Your institution can also file a FAFSA on behalf of the student by completing a series of application forms and then exporting the information to the FAFSA processor.

Receipt and processing

The Central Processing System (CPS) handles all applications for the Department of Education. Electronically sent applications come in through a school's SAIG mailbox. These records are picked up by the CPS where all of the processing occurs. The results of the calculation, ISIR records, are sent back to the school and a summarized copy is available for the student to review.

Eligibility and error checking

CPS matches student records with other databases such as the Department of Homeland Security, Social Security Administration, and Selective Service databases to check the student's eligibility for aid. CPS thoroughly checks the application information for inconsistencies, contradictions, and missing information, then calculates each applicant's Expected Family Contribution (EFC) using the need-analysis formula specified by law.

After calculating the applicant's EFC, CPS issues the following documents to communicate the EFC results:

- **The Student Aid Report (SAR) and the SAR Information Acknowledgment.** These documents go to the student, either through the mail or through e-mail. These documents provide a copy of the processed information, and alert the student to any errors discovered on the FAFSA. The student can then go to the FAFSA website to correct the information, or have the school use Colleague to send a correction record back to CPS.

- **The Institutional Student Information Record (ISIR).** This electronic document goes to each postsecondary educational institution that the student listed on the financial aid application. ISIRs provide schools with processed application and correction information.

How application information is imported

When a student submits a Free Application for Federal Student Aid (FAFSA) form that includes your institution's Title IV School Code to the Department of Education, two things happen. The Department of Education sends the SAR to the student and sends an ISIR to your institution's Student Aid Internet Gateway (SAIG) mailbox.

Importing ISIR data from your SAIG mailbox is the first step in Need Analysis processing. Need Analysis is based on ISIR data.The forms and procedures used to import ISIR data are discussed in the *Using ISIR Processing for Colleague Financial Aid* manual.

Exchange data with CPS

This section describes Colleague's role in the electronic exchange of ISIR data between your institution and the Department of Education's Central Processing System (CPS).

Official EFC calculations for applicants can be obtained only from the Department of Education (ED). Software vendors, such as Ellucian, can provide EFC calculations but they are unofficial. For this reason, institutions must be able to quickly and efficiently transmit their financial aid application data to ED for EFC calculation and be able to receive the official results in an equally timely manner.

Note: Although Ellucian's Financial Aid module does not provide official need analysis calculations, an expected family contribution figure, based on ED's Federal Methodology, is available to provide preliminary need analysis results. In addition, Ellucian provides a Supplemental Methodology SM) calculation for use with non-federal awarding. For more information about the calculations provided in the Financial Aid module, see "Expected Family Contribution (EFC) Calculations" on page 27.

So that your institution can use Colleague Financial Aid to participate in the Electronic Data Exchange program, the Financial Aid module includes a direct interface between Colleague and the Student Aid Internet Gateway (SAIG). These interfaces let you perform the following tasks electronically:

- Import ISIRs, which contain the official EFC results from CPS.
- Export financial aid application data and any corrections.
- Export requests for initial ISIRs for applicants who did not specify your institution's Title IV identification code on the FAFSA.

Note: Electronic data exchange also facilitates electronic transmittal and receipt of Federal Pell Grants, TEACH Awards, and Direct Loans.

Electronic data exchange steps

Table 11 lists the steps of the exchange of data between Colleague's Financial Aid module and CPS.

Table 11: Steps for electronic data exchange

Step	Reference
Importing ISIR data to Colleague	
1. The CPS sends processed ISIR data to your SAIG mailbox.	saigportal.ed.gov/tdcm/
2. Use the Department of Ed Import (DOEI) form in Colleague to automatically sweep files from your SAIG mailbox into your FA.RECEIVE.DIR directory.	*Using ISIR Processing for Colleague Financial Aid*
3. Use the ISIR Import (ISIM) form to extract the ISIR records from the FA.RECEIVE.DIR directory.	
Exporting ISIR data from Colleague	
4. After entering or maintaining ISIR information within Colleague, use the Initial Application Export (IAPX) and Correction Application Export (CAPX) forms to create export files with original or corrected FAFSA data. These forms save export files in the FA.SEND.DIR directory on your Colleague host.	*Using ISIR Processing for Colleague Financial Aid*
5. Use the Send Files to SAIG (SFTS) form to transfer the new or corrected FAFSA data from the FA.SEND.DIR directory of your Colleague host to your SAIG mailbox.	"Flat files in Colleague" on page 102
6. The Department of Education's CPS picks up and processes your files, then communicates back to your institution, beginning the communications cycle again.	www.ifap.ed.gov/

Circumstances that cause CPS to send an ISIR

Your institution receives ISIRs under the following circumstances:

- Your institution electronically submitted either an original or renewal application.
- The applicant submitted a FAFSA or paper renewal application to ED and designated your institution as the recipient of the ISIR.
- The applicant submitted corrections on paper to ED and designated your institution as the recipient of the ISIR.
- Your institution submitted electronic corrections directly to ED.
- Your institution requested an ISIR for an applicant.
- The National Student Loan Data System (NSLDS) post-screening process identified changes in default or overpayment status.

Case study: Set up student budgets at Ellucian University

This section provides an example that describes the steps a financial aid director (David) takes to set up student budgets at an institution.

Initial Planning

To set up his budget components, David first reviews the budget components described in "Additional information about setting up student budgets" on page 17. In reviewing summaries of his various student budgets, he decides that he would like to see the detail of each budget on Colleague. He decides to use a multi-component approach, which uses a budget component to represent each budget expense such as tuition, books, and other expenses. He then determines the unit types to use for each expense. He chooses to use a combination of per award period, per week, and per credit unit types.

He begins by making a number of copies of the "Worksheet: student budget component assignment rules (SBRD, RLDE)" on page 92 and uses the copies to record the data for his components. Determining his components on paper first enables David to delegate the work to his staff members to map out the costs and unit types of various budget components.

In completing the worksheet, David must first determine all the budget components he needs to represent such costs as tuition, room, board, equipment expenses, transportation, and other costs. Next, he must determine the unit type (does the component represent a per year, per award period, per month, per week, or per credit hour, per enrollment level cost, or is it based on number in family?) and unit cost for each component.

For each budget component that he needs, David determines the following:

- unit type for campus-based (federal) or institutional awarding
- unit type for Pell awarding

- unit cost for campus-based (federal) or institutional awarding
- unit cost for Pell awarding
- whether each cost is considered for less than half time Pell recipients or considered for alternate Pell cost of attendance (tuition, dependent care, and disability expense)

When David is satisfied that he has documented all his budget components, he enters them on SBCD, following the steps provided in "Define budget components" on page 11.

Assign budget components to students

After David has created all his budget components, he has to tell Colleague which components to assign to which students. To accomplish this task, David first analyzes his financial aid applicant population to group applicants according to their budgetary requirements. Next, he completes three worksheets to develop his Colleague data.

David first copies and uses the "Worksheet: budget assignment rules—English statements" on page 91 to create a rule table ID for each group of students.

Worksheet: budget assignment rules—English statements

Primary View: CS.ACYR

Rule Table ID: UGOFFNEW **Description:** Undergraduate Off Campus

Academic Year: 2016	
Budget Rule Definition	
1.	Must be an undergraduate.
2.	Must be an off-campus student.
Assign these components: undergraduate tuition, room, board, books, and transport.	

David's entries define rules for assigning budget components to those students who are undergraduate off-campus students.

Create rule syntax

Next, David copies and uses the "Worksheet: student budget component assignment rules (SBRD, RLDE)" on page 92 to create the rules processor syntax for the rules so that he can enter the rule table ID and its associated rules in Colleague.

Worksheet: student budget component assignment rules (SBRD, RLDE)

Primary View: CS.ACYR

Rule Table ID: UGOFFNEW **Description:** New Undergraduate Off-Campus **Year:** 2016

Connector	Left-Hand Expression	Relation	Right-Hand Expression
WITH	APPL.ACAD.LEVEL	EQ	'UG'
AND	CS.ISIR.HOUSING.CODE	EQ	'2'
OR	STU.CURRENT.ACAD.LEVEL	EQ	'UG'
AND	CS.ISIR.HOUSING.CODE	EQ	'2'

Here David has translated his requirements for students to be new undergraduates who reside off-campus into syntax that the Student System rules processor can understand. The rule selects any student who is an intended undergraduate and who intends to reside off-campus.

List components to assign

Finally, David uses the "Worksheet: budget component list (SBCS) to assign when rule is true" on page 92 to list the budget components to be assigned when the above rule is true.

Worksheet: budget component list (SBCS) to assign when rule is true

These budget component codes are assigned when the rule table ID evaluates to "True." Complete one of these worksheets for each rule table ID you define using the "Worksheet: student budget component assignment rules (SBRD, RLDE)" on page 92.

Rule Table ID from SBRD: UGOFFNEW **Description:** New Undergrad Off-Campus
Year: 2016

Component Code	Description	CB Unit Type	CB Unit Cost	Inst Unit Type	Inst Unit Cost	Pell Cost
TUUG	Undergraduate Tuition	AP	5,000	YR	5,000	10,000
BKSFT	Books	AP	250	YR	250	500
RMBROFF	Room and Board—Off Campus	AP	2,500	YR	2,500	500
TRANSFT	Transportation Expense	AP	200	YR	200	400

The entries in "Worksheet: budget component list (SBCS) to assign when rule is true" on page 92 indicate that when the rule table ID UGOFFNEW (which selects students who are new undergraduates residing off-campus) is true for a student, the following budget components are assigned: undergraduate full-time tuition, a full-time book allowance, room and board, and transportation expenses.

Enter the data

After he has completed the worksheets listed above to completely develop his rules for assigning budget components to groups of students, David enters his data on SBRD using the procedure provided in "Define budget assignment rules" on page 13. For each rule table he enters, he details on the Budget Code field to enter the components to assign on the Student Budget Component List (SBCS) form. After he has entered components on SBCS, the Budget Code field displays an X to indicate that more than one code has been entered for this rule table ID.

Set up unit type calculations

Because David indicated the unit type of each component he defined on SBCD, Colleague has to know about each student's intended enrollment for the award year to calculate a budget for the student.

Setting up student budget unit type information consists of the following steps:

1. For a per month budget unit type use the Budget Duration Rule (BDRL) form. This is budget duration is also used to select the appropriate EFC.
2. An enrollment level that confirm that the Full Part Time Definition (FPD) form is set up correctly. This is also used for calculating the enrollment level for awarding. For Example Pell's award amount is determined based on the student's enrollment level.
3. For a Weeks Unit Type confirm that the number of week for each award period on the student's attendance pattern is correct.
4. For an Award Period Unit Type confirm that the student's attendance pattern is correct.

Worksheet: budget duration rules—English statements

Note: This is used to determine the EFC and is also used by the Months unit type.

Primary View: CS.ACYR

Rule Table ID: BGTUG **Description:** Undergraduate Budget Duration

Academic Year: 2016	
Budget Duration Rule Definition	
1.	Application academic level of undergraduate
2.	or student academic level of undergraduate or continuing ed must equal undergraduate or continuing ed

David’s entries indicate that for the rule table BGTUG, students must have an academic level of undergraduate or continuing education and that Colleague should use a standard unit type of nine months.

Next, David formulates the syntax for the rules on the “Worksheet: rules for source of budget duration data (BDRL, RLDE)” on page 94.

Worksheet: rules for source of budget duration data (BDRL, RLDE)

Primary View: CS.ACYR

Year: 2016

			Rules from RLDE			
Rule ID	**Desc**	**Connector**	**Left-hand Expression**	**Relation**	**Right-hand Expression**	**Standard Duration of**
BGTUG	Under-grad	WITH	APPL.ACAD. LEVEL	EQ	’UG’	
		OR	STU.ACAD.L EVELS	EQ	’UG’, ’CE’	9
BGTGR	Grad	WITH	APPL.ACAD. LEVEL	EQ	’GR’	
		OR	STU.ACAD.L EVELS	EQ	’GR’	9

David’s sample entries indicate that for calculating per month unit types for both undergraduates and graduates, Colleague should use a standard budget duration of nine months rather than the student’s FAFSA intended enrollment for calculating budgets.

Specify credit hours for enrollment statuses

For enrollment level unit types, David first defines his full-time or part-time IDs using the “Full/Part Time Definition (FPD) worksheet sample” on page 95, which indicates the number of credit hours Colleague should use. David’s sample entries are provided in the Full/Part Time Definition (FPD) table below.

This definition is used during awarding determination. For example, Pell uses this to determine the award amount.

Full/Part Time Definition (FPD) worksheet sample

Primary View: FP.STATUS

F/P ID	Description/Financial Aid Program	Credit Hours			
		Full	**3/4 Time**	**Half Time**	**Less Than Half**
UG	Undergrad	12	9	6	1
GR	Graduate	9	6	5	4
CE	Continuing Ed	12	9	6	3

After he has completed the F/P ID worksheet, David uses the Full Part Time Definition (FPD) form to enter his F/P IDs.

Next, David uses the Full/part rules—English statements worksheet sample to formulate rules for assigning F/P IDs. Samples of his entries are provided in the Full/Part Rules–English Statements Worksheet Sample below.

Full/part rules—English statements worksheet sample

Primary View: STUDENTS.ACYR

Rule Table ID: UGFP **Description:** Undergraduate Full/Part

Academic Year: 2016	
Full/Part Rule Definition	
1.	student academic level = Undergraduate
2.	
Assign this FP ID: UG	

Next, David uses the “Full/part rules (FPRL, RLDE) worksheet sample” on page 96 to develop rules for assigning full/part IDs to students. He bases his rules for assigning F/P IDs on the student’s academic level that is stored in the STUDENTS file. For the FPRL worksheet, David first enters the F/P ID, UG, to assign as a default in the Default F/P ID field. Next, he enters a rule table ID in the Students group that uses the STUDENTS file as its primary view and that for an academic level of UG assigns the F/P ID, UG.

Full/part rules (FPRL, RLDE) worksheet sample

Primary View: STUDENTS.ACYR

Default FP ID: UG **Year:** 2016

Student Rules						
			Rules from RLDE			
Rule ID	**Desc**	**Conn**	**Left-Hand Expression**	**Relation**	**Right-Hand Expression**	**FP ID**
UGFPDEF	Undergrad	WITH	STU.ACAD.LEVELS	EQ	'UG'	UG
Student Awarding Period Rules						

From the completed worksheets, David enters his full-time and part-time rules on the Full/Part Time Rules (FPRL) form.

Sett up system parameters for student budgets

David's final step is to define system parameters for student budgets on the FA System Parameters (FASP) form. David uses the procedures provided in *Getting Started with Colleague Student* to indicate the default setting for recalculating and reassigning budget components in the Default Budget Rebuild Options field.

Verify budget setup using standard reports

David uses the reports described in "Reports to troubleshoot budget setup" on page 16 to verify his setup of student budgets and to help him troubleshoot problems with budgets.

Verify unit types using test student records

To verify his enrollment setup, David views on the Budget Calculation Parameters (BCP) form two "test" applicant records, Maria Ramirez, and James Harris, to whom he has assigned budget components.

The following information is from BCP for each applicant:

Table 12: Calculated enrollment data for Maria and James

Applicant	Calculated # of Award Periods	Calculated # of Months	Calculated # of Credit Hours
Maria Ramirez	2	8	24
James Harris	2	8	24

Calculated award periods

Colleague assigns award periods based on attendance pattern definition. Institutions define their own attendance patterns

Calculated month

Colleague calculated the number of months by using the standard unit types David entered on BDRL. For both Maria and James, Colleague calculated a per-month multiplier of 8 months because the rule David entered on BDRL specified use of a standard unit type of 8 months.

If David had not filled out BDRL, the default standard unit type of 9 months would have been applied.

Calculated credit hours

Colleague calculated the number of credit hours from the attendance pattern definition.

Blank student budget worksheets

Worksheet: budget assignment rules—English statements

Primary View:

Rule Table ID: **Description:**

Academic Year:	
Budget Rule Definition	
1.	
2.	
3.	

Worksheet: student budget component assignment rules (SBRD, RLDE)

Primary View:

Rule Table ID: **Description:** **Year:**

Connector	Left-Hand Expression	Relation	Right-Hand Expression

Worksheet: budget component list (SBCS) to assign when rule is true

Rule Table ID from SBRD: **Description:** **Year:**

Component Code	Description	CB Unit Type	CB Unit Cost	Inst Unit Type	Inst Unit Cost	Pell Cost

Worksheet: budget duration rules—English statements

Note: This is used to determine the EFC and is also used by the Months unit type.

Primary View:

Rule Table ID: **Description:**

Academic Year:	
Budget Duration Rule Definition	
1.	
2.	
3.	

Worksheet: rules for source of budget duration data (BDRL, RLDE)

Primary View:

Year:

			Rules from RLDE			
Rule ID	Desc	Connector	Left-hand Expression	Relation	Right-hand Expression	Standard Duration of

Worksheet: Full/Part Time Definition (FPD)

Primary View:

		Credit Hours			
F/P ID	Description/Financial Aid Program	Full	3/4 Time	Half Time	Less Than Half

Worksheet: Full/part rules—English statements

Primary View:

Rule Table ID: **Description:**

Academic Year:	
Full/Part Rule Definition	
1.	
2.	
3.	
Assign this FP ID:	

Worksheet: Full/part rules (FPRL, RLDE)

Primary View:

Default FP ID: **Year:**

Student Rules						
			Rules from RLDE			
Rule ID	Desc	Conn	Left-Hand Expression	Relation	Right-Hand Expression	FP ID

Flat files in Colleague

Very rarely, you may need to maintain record layouts and parameters of your flat files. Flat files are used in importing and exporting information in Colleague.

File layout records identify the mapping of fields in Colleague to the fields in the records of the import or export file.

***Warning!** Do not edit your flat file layouts or parameters without the assistance of an Ellucian representative. Please call the Ellucian Action Line for assistance.*

Print data layouts for import or export files

Most import and export parameter records now exist in the FA.MAPP file and can be maintained using the MAP Import/Export Parameters (MAPP) form.

Use the Disk Parameter Record (DSKR) form to print the data layout for an import or export file. File layout records identify the mapping of fields in Colleague to the fields in the records of the import or export file. File layouts records are stored in the FA.DISK file. Older parameter records can be printed using DSKR.

To maintain the file layout for an import/export file, use the Import/Export Disk Layout (DSKX) form.

Some parameters related to Common Line processing and Pell MRR and Reconciliation processing can be maintained using DSKX and PARX.

Maintain parameters for import or export files

***Warning!** Do not modify file parameter records without the assistance of an Ellucian representative. Please call the Action Line for assistance.*

Use the Import/Export File Parameters (PARX) form to maintain the parameter record for an import or export file. Parameter records identify the description, size, and default name of the record to be exported or imported. PARX is used to maintain parameter records whether you are using disk or tape media. Parameter records are stored in the FA.TAPE file. See online help for detailed information about the fields on this form. PARX can be used for all processing years.

Map layout records for import and export files

***Warning!** Do not modify file layout records without the assistance of an Ellucian representative. Please call the Action Line for assistance.*

Use the Map Import/Export Parameters (MAPP) form to view and maintain the layout record for an import/export file. File layout records identify the mapping of fields in Colleague to the fields in the import/export files. MAPP is used to maintain layout records stored in the FA.MAPP file.

To prevent unintended changes to file layout records, your administrator should provide MAPP in inquiry-only mode to users.

ISIR types and NAWC functions

Use the Application Workflow Choices (NAWC) form to access additional ISIR and PROFILE functions. You can only access NAWC by detailing from the Type field on the Needs Analysis Summary (NASU) form. The information this form displays only applies to the specific transaction you detailed from.

Each field on NAWC is available only to certain ISIR types. Refer to Table 13 for information about which field you can access when working on ISIR types.

Table 13: ISIR types and NAWC options

Field	ISIR	CPSSG	IAPP	SUPP	Blank
Correct FAFSA Appl	X	X			
Create/Maintain FAFSA Appl	X	X	X		X
Correct Supplemental Application				X	
Create/Maintain a Supplemental Appl				X	X
Quick Create Supplemental Appl	X	X			
View NSLDS Information	X	X	X	X	X
View CPS General Information	X	X			
View CPS Edits/Overrides	X	X	X		
View FAFSA Comment Codes	X	X			
View Calculation Results	X	X	X	X	X
View Correction Calc Results	X	X			
Compare Selected ISIR to Fed Flagged	X	X			
ISIR Verification Processing	X	X			

Create a supplemental application from federally flagged ISIRs

Use the Batch Create Supplemental Rec (BCSR) form to create a need analysis Supplemental application from the Federally flagged ISIR or CPSSG transaction on the student's record. A need analysis calculation is automatically provided when the new Supplemental application is created.

Only students with Federally flagged ISIR or CPSSG transactions on file are processed.

The newly created Supplemental ISIR records are flagged as **I** (Institutional) in the Active field on NASU.

After running the BCSR process, the Federally flagged ISIRs are no longer flagged **B** (Both Institutional and Federal) in the Active field on NASU. They are now flagged as **F** (Federal) in the Active field.

> ***Warning!*** *Ellucian strongly suggests that you enter limiting criteria when you run the BCSR process. Doing so creates a Supplemental record for every federally flagged ISIR in Colleague.*

The batch process also creates an output report that lists the students with newly created Supplemental ISIR records and the Federal and Institutional Estimated Family Contribution (EFC) for each student. The Federal EFC is only an estimate – it is not the official EFC.

Compare an ISIR transaction with a federally flagged ISIR transaction

Colleague provides the ability to compare an ISIR transaction with the current federally flagged ISIR transaction. To access this functionality, detail on the ISIR transaction you want to compare to the federally flagged ISIR transaction on the Need Analysis Summary (NASU) form. Colleague displays the Applications Workflow Choices (NAWC) form. The Compare Selected ISIR to Fed Flagged field on NAWC provides this functionality.

When you detail on the Compare Selected ISIR to Fed Flagged field, Colleague displays the ISIR Differences form and shows the following:

- The name of each field that contains information that is different from the other ISIR transaction.
- The Federally flagged ISIR value of each listed field.
- The selected ISIR value of each listed field.

Colleague does not display fields that have the same value on both ISIRs on the ISIR Differences form.

To ensure you compare the most recent information, Colleague compares any existing correction data for the selected record or the federally flagged ISIR.

You can compare almost any record to the federally flagged ISIR, including Supplemental applications. There are two situations where the Compare Selected ISIR to Fed Flagged field is unavailable:

- If you are viewing the federally flagged ISIR, there is no need to compare it to itself.
- If you are viewing a PROFILE (PROF type) application, the information is significantly different from ISIR information, and therefore not readily comparable.

See *Using INAS PROFILE Processing* for more information about PROF types and PROFILE applications.