Student Financial Services: One-Stop Shopping

Custom Research Brief • August 18, 2009

TABLE OF CONTENTS

I. Research Methodology
II. Executive Summary
III. Implementing a One-Stop Shop
IV. Structuring and Staffing a One-Stop Shop
V. Ensuring Improved Service
VI. Transitioning to a One-Stop: Lessons Learned
I. RESEARCH METHODOLOGY

Project Context:

The requesting institution, seeking to reorganize its student financial services into a one-stop shop, approached the Roundtable to learn about how other universities structure and administer one-stop shops for student financial and enrollment management services. Specifically, the requesting university currently administers its enrollment management-related functions through the following units:

**Student Services and Enrollment Management:**
- Admissions
- Scholarships and Financial Aid
- Academic Advising
- Registrar

These offices are currently located in the same building to improve the student experience; however, contacts report that students are frequently sent from office to office due to the lack of cohesive structure. Therefore, university leadership hopes to create a one-stop shop for enrollment management that administers multiple functions in order to improve the student experience.

Project Challenge:

Leadership at the requesting university approached the Roundtable with the following questions:

1) What offices were combined to create a one-stop shop? Were all functions of each office combined, or does the new structure include specialized units?

2) How have reporting structures changed with the integration of these offices?

3) Are there any issues associated with a combined model in terms of control or competing interests of offices? How have institutions overcome these challenges?

4) How do universities evaluate improved service in the combined model? What quantifiable results have institutions seen as a result of integration?

Project Sources:

- Advisory Board’s internal and online ([www.educationadvisoryboard.com](http://www.educationadvisoryboard.com)) research libraries
I. RESEARCH METHODOLOGY

Research Parameters:

- Per the guidelines of the requesting university the Roundtable targeted its outreach to mid-size universities, both public and private. Several larger institutions with best-in-class programs are also profiled.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Enrollment (Total / Undergraduate)</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>Northeast: Large suburb</td>
<td>9,800 / 5,000</td>
<td>Private: Research University (very high research activity)</td>
</tr>
<tr>
<td>University B</td>
<td>Midwest: Large city</td>
<td>29,300 / 20,500</td>
<td>Public: Research University (very high research activity)</td>
</tr>
<tr>
<td>University C</td>
<td>Northeast: Small city</td>
<td>14,600 / 9,900</td>
<td>Private: Research University (high research activity)</td>
</tr>
<tr>
<td>University D</td>
<td>Midwest: Large city</td>
<td>15,000 / 9,500</td>
<td>Public: Doctoral/Research University</td>
</tr>
<tr>
<td>University E</td>
<td>Mid-Atlantic: Large city</td>
<td>25,100 / 10,700</td>
<td>Private: Research University (high research activity)</td>
</tr>
<tr>
<td>College F</td>
<td>Midwest: Midsize city</td>
<td>18,900</td>
<td>Associate’s—Public-Suburban Multicampus</td>
</tr>
<tr>
<td>University G</td>
<td>Midwest: Large city</td>
<td>50,900 / 32,300</td>
<td>Public: Research University (very high research activity)</td>
</tr>
</tbody>
</table>

Source: National Center for Education Statistics

Introduction:

As part of the continual effort to improve service to students, colleges and universities across the country have begun to rethink the organization of student financial and enrollment management functions. In many cases, this has lead to the creation of a “one-stop shop” that combines services for students across the university (e.g., financial aid, registrar, student accounts, etc.). Whether through physical co-location of services, an integrated Web site that allows students to access several services within one online portal, a call center staffed by generalists who can answer most student queries, or a hybrid model that combines these options, one-stop shops offer universities an opportunity to develop student services while realizing administrative efficiencies.
Key Observations:

- **Universities integrate enrollment management functions to improve customer service.** Administrative cost-savings may also be realized (e.g., keeping staff at a constant level despite increased enrollment), though contacts do not identify this as a motivating factor in combining services; rather, the goal is to decrease what contacts refer to as the “ping-pong experience” of students being bounced continually among separate enrollment management units.

**Administrative Structure**

- **Three potential models exist for a one-stop shop:**
  - Physical only: Services are integrated physically with no integration of Web site or other support.
  - Hybrid: Services include a physically integrated office, as well as an online portal and/or call center. *All universities contacted by the Roundtable utilize some form of hybrid model.*
  - Virtual only: Services remain physically and administratively separate, but online functions are combined in a single Web site.

- **In both physical and hybrid models, co-located staff act work directly with students, while back-end processing staff typically remain in the original discrete units.**

- **Most one-stop shops have front-line generalist staff supported by specialists in the various enrollment management fields.** This approach allows for improved efficiencies in staffing, as well as improved customer service.

- **At the majority of contacted universities, only front-line customer service staff is co-located to the one-stop shop; home units retain “back-end” processing functions.** This is primarily to avoid the monetary costs and political challenges of a complete administrative restructuring of all enrollment management functions.

**Transitioning to a One-Stop Shop**

- **Contacts stress the importance of emphasizing customer service improvement to motivate staff throughout the transition process.** Although staff are often resistant to change, the communal goal of increasing student satisfaction mitigates this resistance and encourages staff to accept restructuring.

- **It is vital to define new roles clearly within the one-stop shop to assist staff in understanding how they will relate to colleagues given the changes in job descriptions.**

- **When the implementation of a one-stop shop changes reporting structures significantly, as it did at several profiled universities, contacts cite the**
II. EXECUTIVE SUMMARY

importance of holding formalized regular meetings to ensure communication among administrators.

- Both initial and ongoing training, particularly for generalists, helps to ensure improved efficiencies after implementation of a combined service model. Several contact institutions have had considerable success with frequent “refresher” training for all staff, which helps to improve quality of service as well as strengthen ties among staff.

- At all universities contacted, no enrollment management staff were laid off in the transition to a one-stop shop. Those who were opposed to the change were often offered different positions within the university or left of their own accord. Because voluntary departures offset newly created positions, most universities retained a constant number of staff during the transition.

Ensuring Customer Service

- The majority of one-stop shops track improvement through student surveys, which in all cases indicate increased student satisfaction. Contacts recommend soliciting student feedback via surveys and focus groups before integration of services in order to better evaluate improved quality of service and efficiency upon implementation of the one-stop shop.

- Collecting staff and faculty feedback supplements student comments in identifying potential areas of improvement for the centralized services, as well as increasing knowledge about and enthusiasm for the one-stop shop throughout the university community.

- It is important to set clear expectations for the escalation of student queries from generalist to specialist staff, both to improve service to students and to avoid perceived inequalities in workload amongst staff. Several contacts report success with an “80/20” approach, where 80 percent of student queries are dealt with by generalists and the remaining 20 percent are triaged to specialists.
IV. STRUCTURING AND STAFFING A ONE-STOP SHOP

Integrating Student Service Units

For the most part, one-stop shops tend to combine only units directly involved in enrollment management functions (e.g., registrar, financial aid, student accounts, etc.). An integrated enrollment management one-stop shop allows for better communication among offices that require open lines of contact, potentially creating administrative efficiencies for the university while also reducing the amount of time students spend dealing with bureaucracy and moving from office to office in search of an answer. The table below highlights the functions that have been combined into a one-stop shop at each profiled university.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Registrar</th>
<th>Financial Aid</th>
<th>Student Accounts</th>
<th>Veterans</th>
<th>Admissions</th>
<th>Student ID</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>Bursar; Career Services; Academic Advising (class deans)</td>
</tr>
<tr>
<td>University B</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>×</td>
<td>✔</td>
<td>✔</td>
<td>N/A</td>
</tr>
<tr>
<td>University C</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>×</td>
<td>×</td>
<td>✔</td>
<td>Collections; Student Loan; Dining Services</td>
</tr>
<tr>
<td>University D</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>×</td>
<td>✔</td>
<td>×</td>
<td>N/A</td>
</tr>
<tr>
<td>University E</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>×</td>
<td>✔</td>
<td>Cashier</td>
</tr>
<tr>
<td>College F</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>See spotlight below</td>
</tr>
<tr>
<td>University G</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>×</td>
<td>×</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: ✔ indicates that the unit is included in the one-stop shop; × indicates that it is not included

Note: Student Accounts may be known by another name (e.g., Student Financial Services), depending on the institution.

Although the profiled institutions have all considered further integration of services, including academic advising and auxiliary services, all universities have opted not to include auxiliary services because the administrative aspects of the department do not directly impact the student experience. Additionally, only two institutions have opted to include academic advising in the one-stop shop because advising is often decentralized by academic unit, making it difficult to streamline.

The profile below highlights an institution that does include academic advising in its one-stop shop, in addition to a variety of other student services.
IV. Structuring and Staffing a One-Stop Shop

Spotlight: Integrating Student Services at College F

The center at College F was not initially envisioned as a one-stop shop; rather, its goal was simply to “stop the merry-go-round” for students attempting to get information. The center combines the following student services into one physical and administrative structure:

- Admissions
- Registration and student records
- Financial aid
- Testing and assessment
- Student disabilities services
- International student support
- Veterans affairs
- Career and educational planning
- Academic Advising
- Internships and service learning
- Continuing education
- Vocational and cooperative program information
- Student organizations and campus events

Now in its eleventh year, the center has improved customer service, receiving consistently high student survey ratings due to decreased wait time, fewer necessary repeat visits, and reduced time per visit. Additionally, contacts report that despite an increase from 12,000 to 20,000 students during the center’s existence, staff has only increased by five positions—a further indication that the College’s ambitious service model has succeeded in improving administrative efficiency.
IV. STRUCTURING AND STAFFING A ONE-STOP SHOP

Changes in Reporting Structure

For the most part, universities do not tend to change the reporting structure of for an entire enrollment management unit when creating a one-stop shop; rather, many one-stop shops bring together only the “front-end” customer service functions of each individual unit, while “back-end” processing continues to be operated by home offices. In this case, while unit directors retain their function in the home offices, new managerial positions are created as necessary to coordinate formalized communication among units and monitor new functions created by the one-stop shops. At contacted institutions, these new roles include:

- **One-shop director**: Oversees the day-to-day functioning of the office, monitoring customer service and coordinating communication among office staff and home units (*University E*)
- **Web site manager**: Keeps one-stop Web portal up to date and functional, managing and updating content and answering questions; also advertises programs around campus (*University B*)
- **Call center director**: Manages staff in one-stop call center, monitoring telephone traffic and liaising with one-stop shop and home units as necessary (*University B*)
- **Implementation communications director**: A temporary full-time position to manage the communication to the campus communication and among impacted offices during the transition to a one-stop shop (*University A*)

At several contact institutions, the move to a one-stop shop included more complete administrative restructuring of enrollment management units; the spotlight below outlines one university’s experience.

Prior to the creation of the one-stop shop at **University C**, enrollment management functions were completely decentralized, with some units reporting to the provost and others to the vice president of student affairs. With the restructuring of enrollment management and the centralization of all units within the one-stop shop, the provost effectively oversees the customer service functions of all units; however, the back offices of units that formerly reported to student affairs continue to do so.
New Roles within the One-Stop Shop: Generalists and Specialists

In order to increase efficiencies in customer service in the new one-stop shops, most institutions create a two-level staffing structure: 1) Generalists provide the first line of service, answering the majority of student inquiries, and 2) Students are triaged to specialists in each enrollment management unit for more specific, complicated issues.

Although this model can result in much-improved service, contacts report a variety of challenges in creating differentiated positions within the one-stop shop. The table below outlines the specific structure of one-stop shops contacted by the Roundtable.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Generalists</th>
<th>Specialists</th>
<th>Additional Staffing Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>✓</td>
<td>✓</td>
<td>• All staff were required to reapply for a position in the one-stop shop, either for a generalist/specialist role or as administrative support staff, although no staff were ultimately laid off</td>
</tr>
<tr>
<td>University C</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>University D</td>
<td>✓</td>
<td>✓</td>
<td>• The one-stop shop also includes several concierge staff who greet students, provide customer service, and triage students to specialists as appropriate</td>
</tr>
<tr>
<td>University E</td>
<td>✓</td>
<td>✓</td>
<td>• The center also includes front-desk staff who greet students and direct them to the appropriate resource</td>
</tr>
<tr>
<td>College F</td>
<td>✓</td>
<td>✓</td>
<td>• Generalists answer student questions, while specialists help students make decisions in specific functional areas of the center</td>
</tr>
<tr>
<td>University G</td>
<td>✓</td>
<td>✓</td>
<td>• 27 counselors work with customers on a daily basis and are supported by 13 additional positions; all new staff are trained in each enrollment management area</td>
</tr>
</tbody>
</table>

Note: ✓ indicates that position exists one-stop shop; ◯ indicates that position does not exist

Despite every effort to ensure a smooth transition to an integrated service model, there are often ongoing adjustments that must be made, particularly when defining generalist and specialist staffing and responsibilities.

- **University D:** When the integrated model was first implemented, four generalist positions existed. However, because generalists began to duplicate the function of specialists, the role was eliminated and new specialist positions were created for generalist staff.
- **University A:** In order to minimize tension, contacts recommend outlining a clear model for escalation of student questions from generalists to specialist staff. At University A, this process has been formalized with an 80/20 service approach: the goal is that generalists will deal exclusively with 80 percent of student interactions and will triage students to specialists for the remaining 20 percent. Contacts note, however, that this requires an ongoing commitment for the one-stop shop; staff must be continually reminded and stay excited about providing service.
IV. STRUCTURING AND STAFFING A ONE-STOP SHOP

Training

Providing sufficient training for all staff is vital throughout the transition to a one-stop shop, both to guarantee improved service to students and to mitigate the political challenges of restructuring. Additionally, ongoing training ensures that staff are continuing to meet stated goals while also offering a formalized forum for communication among center staff. Most contacts report challenges due to insufficient training during transition; however, two institutions, both of which report success with training programs developed over time, are profiled below.

Comprehensive Generalist Training and Ongoing “Refresher” Sessions: Developing a Training Program at Two Institutions

Generalists at College F’s Success Center participate in 1,000 hours (two to three months) of training before stepping fully into the role.

- To develop the training module, receptionists in each functional area kept a log of all student questions for several months, categorizing and aggregating all questions to determine that approximately 80 percent of questions could be answered by generalists.
- Training consists of reading material on each functional area; shadowing staff in each functional area; working with staff to talk through the roles of each unit; and working with generalists as a team.

Additionally, generalists are required to attend a weekly group training session. Each functional area presents on a rotating schedule (approximately once per quarter), educating generalists on changes and new policies within the unit.

One Stop University G requires generalist counselors to participate in an eight- to twelve-week training course tailored to new staff’s level of experience. Trainers are veteran counselors who devote 70 percent of their time to planning and training during active training cycles 2-3 times per year.

- Training is focused on the “student life cycle” and includes the following:
  - Pre-enrollment
  - Pre-semester
  - Semester
  - End of semester
- New staff is trained in on pertinent issues for each time period within all units (financial aid, student accounts, registrar, veterans).
- Each day, training is divided lectures/role-playing with trainers and shadowing One Stop staff.

Trainers also host short refresher sessions in weekly staff meetings, as well as longer sessions throughout the year. Ongoing training is mandatory and includes updates on pertinent topics at various times of year (e.g., financial aid updates; tax documents, etc.).

Support for Staff Departure

Inevitably, some individuals will be unable or unwilling to transition to new roles with the creation of a one-stop shop; consequently, contacts recommend addressing this problem proactively by offering support to those staff who do not wish to remain through the transition process. At University A, staff who elected to leave their roles were provided with assistance from human resources to find another position within the university that better aligned with their professional goals.
V. ENSURING IMPROVED SERVICE

Online Portal: The “No-Stop Shop”

In addition to a physical office, many universities have combined online enrollment management functions. Sometimes referred to as a “no-stop shop,” the enrollment management Web site provides an invaluable tool for students wishing to register for classes, add money to a meal plan, check their student account balance, view transcripts, and other “non-meaningful” transactions that do not require an advisor.

All profiled institutions have integrated some services on a central Web site; below are profiled several of the more extensive online offerings.

| University B | “Virtual Adviser,” an application provided by Hobson’s, allows universities to provide answers to stock questions within pertinent categories and organize answers by keyword; students type a question into the Virtual Adviser search bar on the one-stop shop Web site and receive a likely answer based on those keywords.
| University C | In a strategic effort to reduce lines in the one-stop shop, specific services were relocated to the Web site (e.g., loan status and counseling, course schedules, changing personal information, student account viewing and refund requests, degree audit, meal plan changes, etc.).
| University G | Even before the co-location of enrollment management offices, the one-stop Web site allowed students to access various enrollment management functions through a central online hub; the physical one-stop office followed in the wake of the Web site’s success.

“If students are going to stand in line, it should be for something meaningful...With regards to the one-stop shop, getting things online made a big difference.”
- Roundtable Interview
V. ENSURING IMPROVED SERVICE

Customer Service Tools

Since a primary goal of one-stop shops for most universities is an improvement in service to students, institutions have implemented a variety of tools to assist in customer service. The most important of these tools is the one-stop Web site, discussed in greater detail above. Additionally, some contact universities have identified other innovative ways of improving the one-stop experience for students, several of which are profiled below.

- **Pagers** (University D):
  - In order to improve the overall experience at the one-stop shop, students who visit the center during a busy time are given light-up pagers
  - Once equipped with a pager, students may visit an adjacent computer lab while they wait to be notified that a staff member is ready to meet with them

- **Self-Service Kiosks** (University E):
  - The center lobby is equipped with several self-service Internet kiosks that students may visit while they wait for staff to become available
  - Kiosks allow students to access the one-stop shop Web site, potentially allowing them to find answers to some problems decreasing the amount of time they will need to meet with staff

- **Student Information Portfolios** (University A)
  - An online portfolio gives administrators across the institution access to student information (e.g., personal data, transcript), as well as tracking all administrative contact with students
  - Students swipe an ID card upon entry to the one-stop shop, automatically pulling up their profiles for administrators; staff can then post public and private notes on the student’s profile
### Assessing the One-Stop Shop

In order to assess the success of an integrated service model, it is necessary to create metrics to measure one-stop shop accomplishments. Contacts recommend conducting extensive assessment before the center is implemented in order to obtain more concrete data about improvements in service; contacts also stress the importance of collecting continual student feedback, both anecdotal and more formally, to inform changes in the model. The table below outlines methods of assessment at contact institutions, as well as any results realized following implementation.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Methods of Assessment</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td><strong>Survey:</strong> In the semester following implementation, all undergraduate students were emailed a survey with questions about improved customer service</td>
<td><strong>In the survey, more than 90 percent of students reported a positive experience with staff; 95 percent favored the new setup over the former decentralized service model</strong></td>
</tr>
</tbody>
</table>
| University B | **Survey:** The one-stop shop was created largely because of a student survey asking students about the delivery of enrollment management services; students reported that staff were “good at their individual jobs” but that service was far from seamless | **A large part of the integration of services has been the shift to providing services online; the one-stop shop reports a significant shift in traffic over its six-year history, with a 17 percent increase in online traffic**  
**Additionally, contacts report a substantial increase in phone traffic, while walk-ins have decreased** |
| University C | **Survey:** Before services were integrated, parent focus groups and student feedback indicated dissatisfaction with the “cumbersome” model | **18 months after implementation, another parent survey indicated satisfaction rates of around 90 percent for integrated services** |
| University D | **PeopleSoft:** the one-stop shop documents every student interaction  
**Call center:** tracks extensive data regarding phone traffic and wait time | **Anecdotally, contacts report that students are complaining less about enrollment management services** |
| University E | **CRM system:** Initially, the center tracked student traffic via a tick-mark system in a spreadsheet; this has since evolved into a formalized CRM system that tracks all interactions by student ID number | **Student traffic is monitored to ensure that generalist/specialist staffing is organized appropriately** |
| College F | **Surveys:** Student surveys and anecdotal evidence indicate improved service | **6 months after implementation, 86 percent of students reported “good” or “fantastic” satisfaction; this has remained standard over the years**  
**Additionally, the center has succeeded in keeping staffing levels constant despite a dramatic increase in enrollment** |
| University G | Methods of assessment include: comment cards and Web feedback link, annual student survey and veteran survey, and anecdotal feedback | **In recent years, feedback from the annual survey has been 93 percent positive**  
**Additionally, the center tracks all student traffic to identify peak times and areas of student inquiry** |
Key Lessons Learned

When combining services, institutions face a variety of challenges: change-resistant staff, unforeseen administrative challenges, and communication issues among units can all be major problems for newly-integrated student services. Given the various administrative and political challenges of making the transition to a one-stop shop, institutions contacted by the Roundtable offer the following suggestions.

1. **Set specific goals for the integrated service model:** Improved customer service, and specific metrics for measuring that improvement, may help to motivate staff throughout the transition.

2. **Select leaders that will act as agents for change:** Given the general resistance to change inherent in university culture, contacts stress the importance of selecting enthusiastic individuals to leadership roles in the combined center.

3. **Consider hiring externally for the director position:** Appointing a director for the one-stop shop can be fraught with political consequences, particularly if all units are to be fully integrated under that director. Hiring a director externally allows individual unit directors to retain their positions without “elevating” one director at the others’ expense.

4. **Publicize staffing changes ahead of time, allowing staff an opportunity to leave:** Several contact institutions provide support for staff who are unwilling or unable to adapt to changing roles in the combined model. For more details, see page 10.

5. **Formalize policies for the combined office before opening:** Many contacts report disputes on office policies (e.g., work schedules, dress code, etc.) in combined offices because staff come from units with differing policies. Therefore, it is important to create and publicize expectations for staff in the one-stop shop before the office is opened.

6. **Provide extensive initial training staff, as well as ongoing “refresher” training sessions:** In addition to helping staff understand their roles in the one-stop shop, initial training courses and ongoing sessions allow staff from formally disparate units to interact on a professional and a personal level, increasing transparency and opening lines of communication. For more details, see page 10.

7. **Solicit student opinions on additional service offerings only after senior administrators have identified potential areas of expansion:** As the one-stop shop becomes an established presence on campus, students may clamor for particular offices to be added; often, the most-demanded offices are not the most logical additions to the center (e.g., mail processing), and students may be discontented if their suggestions were requested but not implemented.

8. **Although a primary goal in integrating services is to decrease student wait times, many contacts report an unforeseen increase in lines and wait times with the consolidation of services.** As process efficiencies improve and more transactions are automated, wait times tend to decrease.

---

**University C**’s one-stop shop came into being as part of a university-wide change initiative based on improving service to students. The project required that each unit across the university perform a value analysis of its operations, prioritizing services and analyzing the cost of each service by function to show where staff time was being spent. Units were asked what activities/services they would cut if the unit’s budget was decreased by 40 percent. Initially, this exercise generated nervousness among staff about potential budget cuts; in the end, however, it proved a successful tool for units to think critically about which services did not add value. In the case of enrollment management, administrators realized that services could be improved and modernized by combining resources and co-locating services into a one-stop shop.
The Advisory Board has worked to ensure the accuracy of the information it provides to its members. This project relies on data obtained from many sources, however, and The Advisory Board cannot guarantee the accuracy of the information or its analysis in all cases. Further, The Advisory Board is not engaged in rendering clinical, legal, accounting, or other professional services. Its projects should not be construed as professional advice on any particular set of facts or circumstances. Members are advised to consult with their staff and senior management, or other appropriate professionals, prior to implementing any changes based on this project. Neither The Advisory Board Company nor its programs are responsible for any claims or losses that may arise from any errors or omissions in their projects, whether caused by the Advisory Board Company or its sources.

© 2009 The Advisory Board Company, 2445 M Street, N.W., Washington, DC 20037. Any reproduction or retransmission, in whole or in part, is a violation of federal law and is strictly prohibited without the consent of the Advisory Board Company. This prohibition extends to sharing this publication with clients and/or affiliate companies. All rights reserved.