

*This chapter provides information on the requirements for the consumer information that a school must provide to students, the Department, and others.*

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In addition to the disclosure of information required under the basic consumer information requirements, there are four disclosure requirements with which schools must comply: campus security, student-right-to-know (data for the general student body and data related to the awarding of athletically related student aid), equity in athletics, and requirements for schools awarding athletically related student aid. Also, schools that participate in the campus-based programs must comply with disclosure requirements for drug and alcohol abuse prevention. Although some of these disclosure requirements contain common elements, they are all required separately. (See the chart on the next page.)

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Electronic Media Cite  
*Sec. 485(a)*

In a continuing effort to reduce the number of defaulted federal student loans, it is important to provide students with information necessary to choose an appropriate academic program and to fully understand the responsibility of loan repayment. This chapter briefly addresses required loan counseling, but the loan counseling requirements are covered in detail in the Campus-Based Programs Reference, the Direct Loan and FFEL Programs Reference, and in Direct Loan entrance and exit counseling guides.

This chapter also includes a summary of the effects of misrepresentation of institutional information on a school's SFA participation.

The Higher Education Amendments of 1998, Public Law 105-244 (the Amendments of 1998) include electronic media in the means a school may use to provide required consumer information to students. The Amendments also clarify that a school must make the information available upon request to both currently enrolled and prospective students. This provision is effective October 1, 1998.

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**List of Information Cite**  
*Sec. 485(a)*

Note that in some cases a school is only required to make information available upon request, while in others the school must directly distribute the required information.

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**Basic Consumer Information Requirements Cites**  
*34 CFR 668.43, 668.44, 668.45*

The Amendments require that each year a school must provide to enrolled students a list of the information it must disseminate under the Higher Education Act of 1965, as amended, and the Family Education Rights and Privacy Act (FERPA) and the procedures for obtaining the information. This provision is effective October 1, 1998.

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**SCHOOL DISCLOSURE REQUIREMENTS**

***Student Right-to-Know and Campus Security Act of 1990***

Campus Security Final Regulations published April 29, 1994; effective July 1, 1994; Technical Corrections published June 30, 1995. **REQUIRES:** Disclosure of data on crimes committed on campus and campus safety policies and procedures.

Student Right-to-Know Final Regulations published December 1, 1995; effective July 1, 1996. **REQUIRES:** Disclosure of graduation or completion rates and transfer-out rates for 1) the general population of full-time, first-time degree or certificate-seeking, undergraduate students, and 2) students who receive athletically-related student aid, broken down by race and gender within sports.

***Equity in Athletics Disclosure Act***

Final Regulations published November 29, 1995; effective July 1, 1996. **REQUIRES:** Disclosure of data on participation rates and financing of men's and women's sports in intercollegiate athletic programs at coeducational schools.

**ALSO REQUIRED:** Data on revenues, total expenses, and operating expenses of intercollegiate athletic programs. This provision was formerly found in the Program Participation Agreement section of the law and was implemented in final regulations published April 29, 1994; effective July 1, 1994. The Amendments of 1998 moved the provision to the EADA section of the law.

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**BASIC CONSUMER INFORMATION REQUIREMENTS**

Subpart D of the General Provisions lists basic information about the school and about financial aid that must be available to enrolled and prospective students. If necessary, these materials must be prepared by the school. However, much of the required data may already be available in brochures and handouts routinely disseminated by the school, or in federal publications such as *The Student Guide*.

***Financial Aid Information***

The following minimum information must be provided:

- what need-based and non-need-based federal financial aid is available to students;
- what need-based and non-need based state and local aid programs, school aid programs, and other private aid programs are available;
- how students apply for aid and how eligibility is determined;

- how the school distributes aid among students;
- the rights and responsibilities of students receiving aid;
- how and when financial aid will be disbursed;
- the terms and conditions of any employment that is part of the financial aid package;
- the terms of, schedules for, and the necessity of loan repayment and required loan exit counseling;
- the criteria for measuring satisfactory academic progress, and how a student who has failed to maintain satisfactory progress may reestablish eligibility for federal financial aid;
- information on preventing drug and alcohol abuse;
- information regarding the availability of SFA Program funds for study abroad programs; and
- that a student may be eligible for SFA Program funds for attending a study abroad program that is approved for credit by the home school.

### *General Information about the School*

The school must provide the following minimum information about itself:

- the names of associations, agencies, and/or governmental bodies that accredit, approve, or license the school and its programs, and the procedures by which a student may receive a copy for review of the school's accreditation, licensure, or approval;
- special facilities and services available to disabled students;
- the costs of attending the school (tuition and fees, books and supplies, room and board and applicable transportation costs, such as commuting) and any additional costs of the program in which the student is enrolled or has expressed an interest;
- a statement of the requirements for the return of SFA Program funds when a student withdraws from school, information about any refund policy with which the school must comply, and the requirements for officially withdrawing from the school. This provision was modified by the Amendments to conform to changes made to the "refund" requirements. For more information, see Chapter 6.
- the degree programs, training, and other education offered;
- the availability of a GED program, if the school admits students who do not have a high school diploma or equivalent;

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Consumer Information From the Department  
*Sec. 484(d)*

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- the instructional, laboratory, and other physical plant facilities associated with the academic programs;
- a list of the faculty and other instructional personnel;
- the satisfactory progress standards that must be maintained; and
- who to contact for information on student financial assistance and on general institutional issues.
- the school's campus crime report, as discussed on page 160 (the Amendments added this report to the list of general disclosures, effective October 1, 1998).

The school must have someone available during normal operating hours to help persons obtain consumer information. One full-time employee or several persons may be assigned so that someone is always available (with reasonable notice) to assist enrolled or prospective students and their families. Existing personnel may satisfy this requirement. A school may request a waiver of this requirement if it can demonstrate that a waiver is appropriate. A school should contact the Institutional Participation and Oversight Service (IPOS) for more information (see Chapter 10 for the general IPOS address).

## CONSUMER INFORMATION FROM THE DEPARTMENT

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The Department is required to make available to schools, lenders, and secondary schools descriptions of the SFA Programs in order to assist students in gaining information through institutional sources, and assist schools in carrying out the SFA Program requirements. The Department does this through a variety of informational sources such as *The Student Guide*, the Department's web page, and this Handbook.

The Amendments of 1998 added the following requirements:

- To the extent the information is available, the Department is required to compile and disseminate information describing state and other prepaid tuition and savings programs.
- The Department must update its Internet site to include direct links to databases with information on public and private financial assistance programs that are accessible without charge. The Department must make clear that linking to a database is not an endorsement of the database.
- Additional direct links must be provided by the Department to resources from which students may obtain information about fraudulent and deceptive financial aid practices; and
- The Department must make a reasonable effort to verify that linked databases do not contain fraudulent information.

The provisions are effective October 1, 1998.

## JOB PLACEMENT RATES

### *Data to Support Placement Claims*

Schools that recruit students by using marketing claims regarding job placement must substantiate such claims. At or before the time of application, the school must provide to prospective students, the most recent available data concerning employment statistics, graduation statistics, and other information necessary to substantiate its claims. As discussed in Chapter 2, if the school advertises job placement rates to attract enrollment, it must inform prospective students of the state licensing requirements for the jobs for which the students seek training.

Campus Security Cite  
*Sec. 485(f)*

## CAMPUS SECURITY

### *General Information*

The Department of Education is committed to assisting schools in providing students with a safe environment in which to learn and to keep parents and students well informed about campus security. To this end Dear President letter ANN-96-5, issued jointly by the Department of Education, the Justice Department, and the Department of Health and Human Services in September 1996, provides suggestions to schools for use in developing and implementing a comprehensive policy to combat violence against women on campus. The letter lists the following web sites as possible resources:

- Department of Justice Violence Against Women Office:  
[www.usdoj.gov/vawo/](http://www.usdoj.gov/vawo/)
- Department of Education World Wide Web site on campus safety: [www.ed.gov/offices/ope/ppi/security.html](http://www.ed.gov/offices/ope/ppi/security.html)
- Higher Education Center for Alcohol and Other Prevention World Wide Web site: [www.edc.org/hec/](http://www.edc.org/hec/)

The Department continues to be committed to the enforcement of the Campus Security Act of 1990, which requires a school to compile an annual campus security report.

“Dear Colleague” letter GEN-96-11, published May 1996, provides an overview of the campus security requirements, guidance to schools on how to receive technical assistance in administering the requirements, and the Department’s enforcement policies.

The Amendments of 1998 made several changes to the campus security requirements. General changes include:

- The portion of the law that addresses campus security issues is now called the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.”

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- The identification of victims or persons accused in the statistics that are included in the campus crime report is prohibited.
- The Department is required to provide technical assistance to a school in complying with these requirements at the request of the school.
- The campus security requirements may not be construed to require the reporting or disclosure of privileged information.
- The Department must report to Congress any school that the Department determines not to be in compliance with the campus crime reporting requirements.
- The Department must impose a civil penalty up to \$25,000 if the Department determines that a school has substantially misrepresented the number, location, or nature of the crimes required to be reported.
- The Amendments clarify that these provisions do not cause a liability for a school or its employees or establish standard of care.
- Evidence of compliance or noncompliance with the provisions is not admissible as evidence except for actions enforcing these requirements.

Other specific changes made by the Amendments are discussed below.

### *Distribution of the Campus Crime Report*

By September 1 of each year, a school must publish and distribute the annual campus security report to all current students and employees directly by publications provided by hand delivery, or by mail (through the U.S. Postal Service, campus mail, or computer network). The report should be provided upon request to all prospective students and prospective employees (anyone who has contacted the school for the purpose of requesting information on employment with the school). Prospective students and prospective employees must be informed of the report's availability, must be given a summary of its contents, and must be given the opportunity to request a copy.

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Prior to the Amendments of 1998, a school was not required to submit its annual security report to the Department unless the Department specifically requested the submission. The Amendments require schools to submit their crime statistics annually to the Department. The Department is required to make copies of these statistics available to the public and must submit to Congress a comprehensive report on crime statistics by September 1, 2000.

***Definition of "Campus"***

Requirements regarding the campus security report must be met individually for each separate "campus". The Amendments of 1998 have broken the old general definition of "campus" into three more specific categories: campus, noncampus buildings or property, and public property. The campus crime requirements must now be met for any location that meets one of these three definitions.


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Campus includes

- any building or property owned or controlled by a school within the same reasonably contiguous geographic area and used by the school in direct support of or in a manner related to its educational purposes, (the Amendments of 1998 clarified that this includes residence halls), and
- property within the same reasonably contiguous geographic area that is owned by the school but controlled by another person, if it is used by students and supports the school's purposes (such as a food or other retail vendor) (this portion of the definition was added by the Amendments of 1998).

The Amendments define the term "noncampus building or property" to mean

- any building or property owned or controlled by student organizations recognized by the school, and (this was part of old general "campus" definition), and
- any building or property (other than a branch campus) owned or controlled by the school, that is NOT within the same reasonable contiguous area, is used in relation to, the school's educational purpose, and is used by the students (this portion was added by the Amendments).

The Amendments define the term 'public property' to mean all public property that is within the same reasonably contiguous geographic area of the school that is adjacent to a facility owned or controlled by the school, and the facility is used by the school in a manner related to the institution's educational purposes. For example: a sidewalk, a street, other thoroughfare, or parking facility.

***Timely Warning***

In addition to the required annual campus crime report, schools are required to provide timely warning to the campus community of any occurrences of the following crimes that are reported to campus security authorities or local police agencies and are considered to represent a continuing threat to students and/or employees (note that

a school must also include statistical and policy information related to these same crimes in its campus crime report; see page 164):

- murder,
- forcible and nonforcible sex offenses,
- robbery,
- aggravated assault,
- burglary,
- motor vehicle theft,
- manslaughter
- arson
- arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession, and
- under the category of “prejudice” crimes of forcible and nonforcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, arson, and other crimes that involve bodily injury that show evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity or disability.

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The Amendments of 1998 expand the crimes that a school must include to add manslaughter, arson, and arrests of persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession. The Amendments also clarify that the category of “prejudice” on the list must be included. This category includes crimes that manifest evidence of prejudice.

### ***Campus Security Authority***

A campus security authority is (1) a campus law enforcement unit. (2) an individual or organization specified in a school’s campus security statement as the individual or organization to which students and employees should report criminal offenses. (3) an official of a school who has significant responsibility for student and campus activities, but does not have significant counseling responsibilities.

Note that campus officials with significant counseling responsibility are not subject to the timely warning requirement. This permits the official to provide confidential assistance to a crime victim without the competing obligation to provide an immediate report of criminal activity to the campus community. This exception does not apply to statistical reporting of crimes that occur on campus. All officials with significant responsibility for campus and student activities are required to provide information for preparation of the annual statistics.



The timely warning information is to be provided in an appropriate manner so as to prevent similar crimes from occurring and to protect the personal safety of students and employees. Schools should work closely with local law enforcement officials in determining the necessary and appropriate distribution of such information to the campus community.

### **FERPA**

The provisions of the Family Educational Rights and Privacy Act (FERPA) do not prohibit a school from complying with the requirements of the campus security regulations. Although information on reported crimes could be included in records that are protected under FERPA, FERPA does not prohibit the disclosure of statistical, non-personally identifiable information. FERPA does not preclude a school's compliance with the timely warning requirement because FERPA recognizes that, in an emergency, information can be released without consent when needed to protect the health and safety of others. In making a timely warning report to the campus community on criminal activity that affects the safety of others, even if the school discloses the identity of an individual, the school has not violated the requirements of FERPA.

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#### **Disciplinary action or proceeding**

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The investigation, adjudication, or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of the internal rules of conduct applicable to students of the agency or institution.

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#### **Law enforcement unit**

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Any individual, office, department, division, or other component of an educational agency or institution, such as a unit of commissioned police officers or noncommissioned security guards, that is officially authorized or designated by that agency or institution to

- enforce any local, state, or federal law, or refer to appropriate authorities a matter for enforcement of any local, state, or federal law against any individual or organization other than the agency or institution itself, or
  - maintain the physical security and safety of the agency or institution.
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Records created and maintained by a campus law enforcement unit are not education records and are not protected from disclosure by FERPA. Records of a school's disciplinary actions or proceedings against a student are not available to the public without the consent of the student or the student's parent (if applicable). However, this law does not prevent a school from releasing records of its law enforcement unit to the public without the consent of the student or the student's parent (if applicable).

Under the law, a school is permitted to disclose the results of disciplinary proceedings to the alleged victim of a crime of violence (as defined in the United States Code). However, disclosure may not be made to the public without the consent of the student or parent (if applicable).

A school is not relieved of compliance with the reporting requirements of the campus security regulations when the school refers a matter to a disciplinary committee, rather than to the school's law enforcement unit or directly to the local authorities.

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### *Daily Crime Log*

The Amendments of 1998 require schools to make, keep and maintain daily logs of crimes reported to police or security departments. The logs must be written in a manner that is easily understood. The school must record the nature, date, time, and general location of each crime, and the disposition of the complaint, if known. The logs must be made public, except where prohibited by law or when disclosure would jeopardize the confidentiality of the victim. Schools are required to update logs with new information when available, but no later than 2 business days after the information is received.

A school may withhold information if (and as long as) the release of the information would jeopardize an ongoing criminal investigation or the safety of an individual, cause a suspect to evade detection, or result in the destruction of evidence.

### *The Campus Crime Report*

The annual crime report due September 1, must contain the required crime statistics for the three calendar years preceding the year in which the report is disclosed. The crime report due September 1, 1999 must include statistics for 1996, 1997, and 1998 calendar years.

### *Policies and Procedures for Reporting Crimes*

The campus crime report provides information regarding campus security policies and campus crime statistics. With limited exceptions, the campus security requirements do not prescribe policies and procedures for schools to follow. Rather, schools are required to make disclosures concerning the policies and procedures implemented by the school. At a minimum, the campus security report must include the following:

- a statement (including a list of the titles of each person or organization to whom students and employees should report the crimes) of the procedures and facilities for reporting crimes and other emergencies occurring on campus, and the policies for the school's response to such reports, including policies for making timely reports of the following crimes that are reported to campus officials or local police agencies to members of the campus community:

Δ murder,

- △ forcible and nonforcible sex offenses,
- △ robbery,
- △ aggravated assault,
- △ burglary,
- △ motor vehicle theft,
- △ manslaughter
- △ arson
- △ arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession
- △ under the category of “prejudice” crimes of forcible and nonforcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, arson, and other crimes that involve bodily injury that show evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity or disability

The Amendments of 1998 expand the crimes which a school must include in its campus crime statistics to include manslaughter, arson, and arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession.

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Note that the Amendments of 1998 also expanded the reporting of statistics for liquor law violations, drug-related violations, and weapons possession to include persons referred for campus disciplinary action for these crimes.

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The Amendments of 1998 also clarify that statistics are required by the category of “prejudice” on crimes that manifest evidence of prejudice.

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- statistics on the occurrence on campus, in or on noncampus buildings or property, and on public property of the crimes listed above,
- a statement of the policies concerning the security of, and access to, all campus facilities, including residences, and security considerations used in the maintenance of campus facilities,
- a statement of the policies concerning campus law enforcement, including
  - △ the enforcement authority of campus security personnel, their working relationship with state and local police and other law enforcement agencies, and whether the security personnel have the authority to arrest individuals, and
  - △ policies that encourage accurate and prompt reporting of crimes to campus police and the appropriate police agencies,

- a description of the type and frequency of programs for students and employees on campus security procedures and practices; programs that encourage students and employees to be responsible for their own security and the security of others, and crime prevention programs,
- a statement of the policies concerning the monitoring and recording (through local police agencies) of student criminal activity at off-campus locations of student organizations recognized by the school, including student organizations with off-campus housing facilities (see the definition of a “ campus” on page 161),
- the policies concerning the possession, use, and sale of alcoholic beverages including the enforcement of state underage drinking laws, and the policies concerning the possession, use, and sale of illegal drugs including the enforcement of state and federal drug laws,
- a description of the drug and alcohol-abuse education programs available to students and employees, as required under section 1213 of the Higher Education Act,
- a statement of the sexual assault prevention programs available and the procedures to be followed when a sex offense occurs including
  - △ a description of educational programs to promote the awareness of rape, acquaintance rape, and other forcible and nonforcible sex offenses,
  - △ procedures a student should follow if a sex offense occurs (who to contact and how to contact them, the importance of preserving evidence for proof of a criminal offense),
  - △ options for the notification of local law enforcement officials (including on-campus and local police) and a statement that school personnel will assist the student in notifying these authorities, if requested by the student,
  - △ availability of on- and off-campus counseling, mental health, or other student services for victims of sex offenses,
  - △ notice to students that the school will change a victim’s academic and living situations after the alleged sex offense and of the options for changes, if changes are requested by the victim and are reasonably available,
  - △ procedures for campus disciplinary actions in cases of an alleged sex offense, including a clear statement that both the accuser and the accused
    - ◇ are entitled to the same opportunities to have others present during a disciplinary proceeding, and
    - ◇ will be informed of the school’s final determination any school disciplinary proceeding with respect to the alleged sex offense and any sanction that is imposed against the accused,

- sanctions the school may impose following a final determination of a school disciplinary proceeding regarding rape, acquaintance rape, or other forcible or nonforcible sex offenses.

Student Right to Know Cite  
*Sec. 485(a)*

The Amendments require schools to report crime statistics by means of separate categories: (a) on campus; (b) in or on a noncampus building or property; (c) on public property; and (d) in dormitories or other residential facilities.

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All schools must compile the required crime statistics in accordance with the definitions used in the Federal Bureau of Investigation's Uniform Crime Reporting (UCR) System, which is provided in Appendix E of the final regulation published April 29, 1994. However, schools are not required to participate in the FBI's UCR program.

### *Complaints Against Schools*

When a complaint is filed against a school alleging noncompliance with the campus security regulations, the Department will assess the complaint and determine the appropriate response.

Technical assistance to schools in administering the campus security regulations is available from the Department's Customer Support Branch at 1-800-433-7327.

## STUDENT RIGHT TO KNOW

The Amendments of 1998 require that Student Right-to-Know disclosures be made by July 1 of each year.

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In addition, the Amendments of 1998 provide that schools may provide supplemental information about students who were excluded from the completion rate calculation or for students transferring into the institution or information showing the rate at which students transfer out of the institution. The requirements in place prior to the Amendments of 1998 require schools to disclose transfer-out rates. Whether the Amendments of 1998 make the disclosure of transfer-out rates optional is being decided through the negotiated rulemaking process. This discussion reflects the requirement in place prior to the Amendments of 1998 for required disclosure.

The Student Right-to-Know Act requires schools to disclose information about graduation rates to current and prospective students and the public. A school participating in any SFA Program must disclose completion or graduation rates (both referred to here as completion rates), and transfer-out rates for the general student body. The regulations also require schools that participate in an SFA Program and offer athletically related student aid to provide information on completion rates, transfer-out rates, and other consumer information to potential student-athletes, their parents, high school coach, and guidance counselors.

For both general student body rates and rates related to athletically related student aid, schools must disclose information on completion rates and transfer-out rates on certificate- or degree-seeking, full-time undergraduate students who enter the school during the 1996-97 academic year. The cohort year is September 1- August 31.

### ***Determining the Cohort***

To calculate completion and transfer-out rates, a school must identify a group of students each year (a cohort) that the school will monitor over time so that it may determine the percentage of those students who complete their programs or transfer out of the school. The same “snapshot” approach is used to determine rates for both the general student body and those rates related to athletically related student aid. The regulations specify the cohort a school must use based on how the school offers most of its programs.

### ***Standard Term Schools***

A school that offers most of its programs based on standard terms (semesters, trimesters, quarters) must use a fall cohort of first-time freshmen for these calculations. That is, the school must count all first-time freshmen who are certificate- or degree-seeking, full-time undergraduate students who enter the school during the fall term. For a fall cohort, a student has entered the school if he or she enrolled for the fall term (or during the summer immediately preceding the fall term) and is still enrolled as of October 15 or the end of the school’s drop-add period for the fall term.

### ***Nonstandard Term or Non-Term Schools***

A school that does not offer most of its programs based on standard terms must count all first-time freshmen who are certificate- or degree-seeking, full-time undergraduate students who enter the school between September 1 and August 31. For a cohort for nonstandard term and non-term schools, a student has entered the school if he or she has attended at least one class.

Schools may not include students who transfer into the school from another school as entering students for purposes of these calculations; however, a school may calculate a completion rate for students who transfer into the school as a separate, supplemental rate.

### ***Definitions***

The definitions of certificate- or degree-seeking students, first-time freshman students, and undergraduate students were adopted (with slight modifications to address the Student Right-to Know statute) from the National Center for Education Statistics (NCES’s) Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS).

Certificate- or degree-seeking student- a student enrolled in a course for credit who is recognized by the school as seeking a degree or certificate.

First-time freshman student- an entering freshman who has never attended any institution of higher education. Includes a student enrolled in the fall term who attended a postsecondary institution for the first time in the prior summer term, and a student who entered with advanced standing (college credit earned before graduation from high school).

Undergraduate students- students enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate level.

Schools must use the SFA definition of a full-time student that is found in the Student Assistance General Provisions regulations (see the *SFA Handbook: Student Eligibility*).

### **Waivers**

The regulations provide for a waiver of completion rate and transfer-out rate calculations for the general student body and for athletic data to any school that is a member of an athletic association or conference that has voluntarily published (or will publish) completion or graduation data that the Department determines is substantially comparable to the data required by the regulations. However, unless otherwise specified, a waiver does not apply to the required disclosure of additional data related to athletically related student aid. In addition, schools are still required to comply with information dissemination requirements.

The Amendments of 1998 allow the NCAA to distribute graduation rate information to all secondary schools in the U.S. to satisfy the distribution requirements for prospective student athletes' guidance counselors and coaches.


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In addition to waivers, the Department will consider the protocols of other agencies as acceptable methodologies if those protocols meet the requirements of the regulations. Currently, the Department has approved the technical manual of the Joint Commission on Accountability Reporting (JCAR) (an arm of the Association of State Colleges and Universities) as containing a protocol that will generate information in compliance with the regulations. JCAR schools are still obligated to fulfill all regulatory requirements, including the requirement to calculate and provide graduation rate and transfer-out rate data on student-athletes. A school will still have to fulfill the dissemination requirements for the both general student body rates and rates related to athletically related student aid.

The Department will continue to work with any interested agencies to help them develop standards that meet these requirements. If in the future the Department determines that another agency's requirements meet the standards of the Student Right-to-Know Act, the Department

will inform schools that those rates may be used to satisfy the Student Right-to-Know requirements.

In the future, the National Center for Education Statistics will be putting out a graduation rate survey (GRS). Information generated for NCES for the GRS may be used to fulfill the data requirements discussed here. The Department will notify schools and provide further information when this option is available.

### ***Disclosure for the General Student Body***

The requirements for disclosing information on the general student body have been broken down into three steps: determining the cohort, calculating the rates, and disclosing the rates.

#### ***Step 1 - Determining the cohort***

Schools must determine the cohort as described on pages 168 to 169 to identify students in such a way that it can take a snapshot of those same students at a later time.

#### ***Step 2 - Calculating the rates***

Once a school has identified a cohort, it must determine how many of those students completed their program and how many transferred out of their program at the point in time that 150 percent of the normal time for completion of each program has elapsed for all of the students in the cohort.

#### ***Definition of "Normal Time"***

Normal time is the amount of time necessary for a student to complete all requirements for a degree or certificate according to the school's catalog. This is typically

- four years (eight semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based school,
- two years (four semesters or trimesters, or six quarters, excluding summer terms) for an associate degree in a standard term-based school, and
- the various scheduled times for certificate programs.

The following formula is used to calculate a completion rate for the general student body:

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Number of students in cohort who completed their program within 150% of normal time for completion

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Number of students in cohort (minus permitted exclusions)

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*Definition of a “Completor”*

A student is counted as a completor if

- the student completed his or her program within 150 percent of the normal time for completion from their program, or
- the student has completed a transfer preparatory program within 150 percent of the normal time for completion from that program.

Transfer preparatory program At least a two-year program that is acceptable for full credit toward a bachelor’s degree and qualifies a student for admission into the third year of a bachelor’s degree program.

*Excluded from Cohort*

A school may exclude from the cohort students who

- have left school to serve in the armed forces,
- have left school to serve on official church missions,
- have left school to serve with a foreign aid service of the federal government, such as the Peace Corps, or
- are deceased, or have become totally and permanently disabled.

*Transfer-out Rate*

The following formula is used to calculate a transfer-out rate for the general student body:

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Number of students in cohort who transferred out of their program within 150% of normal time for completion

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Number of students in cohort (minus permitted exclusions)

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*Definition of a Transfer-out Student*

A student is counted as a transfer-out student if, within 150 percent of the normal time for completion of their program, the student has transferred out of the program and enrolled in any program of another eligible institution for which the prior program provides substantial preparation. A school is required to report only on those students that the school knows have transferred to another school.

*Documentation of a Transfer*

In addition, to be counted as a transfer-out student, a school must document that the student actually transferred. Acceptable documentation is

- a certification letter or electronic certification from the school to which the student transferred stating that the student is enrolled in that school,
- confirmation of enrollment data from a legally-authorized statewide or regional tracking system (or shared information from those systems) confirming that the student has enrolled in another school,
- institutional data exchange information confirming that a student has enrolled in another school, or
- an equivalent level of documentation.

*Excluded from Cohort*

As in the calculation of its completion rate, a school may exclude from the cohort students who

- have left school to serve in the armed forces,
- have left school to serve on official church missions,
- have left school to serve with a foreign aid service of the federal government, such as the Peace Corps, or
- are deceased, or have become totally and permanently disabled.

*Step 3 - Disclosing the rates*

This information must be disclosed by the July 1 immediately following the expiration of 150% of normal time for the group of students on which the school bases its completion and transfer-out rate calculation.

Schools must disseminate the information on completion and transfer-out rates to all enrolled students, and to prospective students upon request, through appropriate publications and mailings (for example, school catalogs or admissions literature). Schools are strongly encouraged to provide this information to other interested parties, such as guidance counselors, upon request.

**EXAMPLE-Determination of Completion and Transfer-out Rates for the General Student Body**

*Step 1 - Determining the Cohort*

Tower of London College (TLC) has both two-year and four-year degree programs. It operates on a semester basis, so it used a fall cohort.

During its fall semester, TLC had enrolled 1,000 full-time first year freshmen in degree programs. It tagged those students as its 1996 cohort.

***Step 2 - Calculating the rates***

One hundred and fifty percent of normal time for completion of the two-year program elapsed on August 31, 1999. In September of 2002 (after the 150% of normal time for completion of the four-year program elapsed), TLC searched its records to see how many of the 1,000 students in the cohort had completed a two-year degree as of August 31, 1999. It found that 250 students had completed such a degree. It noted both the number and identity of those students. TLC noted the identity of the students so that it would be able to determine if any of the 250 students also obtained a four-year degree and must be treated as duplicates (see below).

It also found that 35 students received a two-year degree between July 1, 1999 and August 31, 2002. TLC was unable to count these students as completors for Student Right-to-Know purposes, as they had completed the program after the elapse of 150% of normal time for completion; however, TLC chose to use this data as supplemental information.

At this point, TLC also determined the number of transfer-out students in the two-year program by ascertaining the number of students for which it had documents showing that the student had transferred to, and begun classes at, another school. It found that it had documentation on 50 such students.

One hundred and fifty percent of normal time for completion of the four-year program elapsed on August 31, 2002. In September of 2002, TLC determined how many of the 1,000 students had received a four-year degree as of June 30, 2002. It found that 450 students had done so.

Because TLC had identified the completors of the two-year program, it was able to determine that 10 of the students it had counted as 2-year completors had also received a four-year degree. TLC is not permitted to count these students as completors twice, so it deducted the number from the number of two-year degree program completors (it could also have deducted them from the number of four-year completors had it so chosen).

TLC surveyed its records to determine the number of students in the four-year program that it could document as having transferred as of August 31, 2002. It found 65 students had done so.

To determine if any of the students could be excluded from the cohort, TLC searched its records for documentation that showed that a total of 15 students in the original cohort had left the institution for the express purpose of joining a church mission, the armed forces, or a foreign aid program sponsored by the federal government, or had died or become totally and permanently disabled.

**Athletically Related Student Aid**  
*Any scholarship, grant, or other form of financial assistance offered by the school, the terms of which require the recipient to participate in a program of intercollegiate athletics at the school in order to be eligible to receive such assistance.*

TLC calculated its completion rate and transfer-out rate as follows:

450 four-year program completors + (250 two-year program completors - 10 duplicates)

1,000 students in cohort - 15 permitted exclusions

Completion rate = 70%

65 four-year program transfers + 50 two-year transfers

1,000 students in cohort - 15 permitted exclusions

Transfer-out rate = 11.6%

***Step 3 - Disclosing the rates***

On July 1, 2003, (the July 1 following the expiration of 150 percent of normal time for the entire cohort) TLC published its completion rate and its transfer-out rate for the students who entered in the fall of 1996.

TLC decided to provide separate, supplemental information regarding the completion and retention rates of its part-time students because it has a large part-time student population. It also provided separate, supplemental information on the number of students who completed the two-year program after four years and after five years. It could have also provided separate, supplemental information on students who transferred into the school from another school had it so wished.

***Athletically Related Student Aid Disclosure Requirements***

Schools that participate in an SFA Program and offer athletically related student aid must provide information on completion rates, transfer-out rates, and other statistics for students who receive athletically related student aid to potential student athletes, and to their parents<sup>1</sup>, high school coach, and guidance counselors.

The definition of athletically related student aid used here (see margin) is the same definition that is used for the EADA disclosure requirements (see page 177). The definitions of certificate- or degree-seeking students first-time freshman students undergraduate students and normal time are the same as those used for the calculation of completion and transfer-out rates for a schools general student body (discussed above).

***Step 1 - Determining the cohort***

A school must determine the cohort as described on pages 168 to 169.

1. In cases of separation or divorce when it may be difficult to locate both parents, the provision of the required information to the parent who acts as guardian of the student is acceptable.

***Step 2 - Calculating the rates***

Schools that provide athletically related student aid must report three completion rates and three transfer-out rates:

- a completion rate and transfer-out rate for the general student body (see page 167),
- a completion rate and transfer-out rate for the members of the cohort who received athletically related student aid (this rate is calculated in the same manner as the rates for the general student body, but must be broken down by race and gender within each sport), and
- the average completion rate and average transfer-out rate for the four most recent completing classes of the cohort categorized by race and gender for the general student population, and for race and gender within each sport. (Until the year 2000, a school may not have four years of data. In this case, the school must report an average completion rate for all the years for which it has data.)

Information that is required to be reported by sport must be broken down into the following categories:

- Basketball,
- Football,
- Baseball,
- Cross-country and track combined, and
- All other sports combined.

In addition to the completion rates and transfer-out rates, schools must report

- the number of students, categorized by race and gender, who attended the school during the year prior to the submission of the report, and
- the number of those attendees who received athletically related student aid, categorized by race and gender.

As in the calculation of completion rates and transfer-out rates for the general student body, a school may exclude from the cohort students who

- have left school to serve in the Armed Forces,
- have left school to serve on official church missions,

- have left school to serve with a foreign aid service of the federal government, such as the Peace Corps, and
- are deceased, or totally and permanently disabled.

***Step 3 - Disclosing the rates***

The report must be completed and submitted to the Department by July 1. A school must also provide the report to each prospective student athlete and his or her parents, coaches, and counselor when an offer of athletically related student aid is made to the prospective student. Data must be disclosed beginning on the July 1 immediately following the expiration of 150 percent of normal time for the cohort entering during the 1996-97 academic year. Therefore, schools will not be required to disclose this information for approximately one year after the expiration of the 150 percent period.

For the first year, schools are not required to provide completion rate information for students who enter before the 1996-97 academic year. However, if a school has data on students entering prior to the 1996-97 academic year (as the result of NCAA requirements, for example) the school should report these data in the four-year averages.

Schools that are not yet reporting completion rate or transfer-out rates because they do not have the necessary data must still disclose the additional data regarding the number of students who attended the previous year, categorized by race and gender, and the number who attended the previous year and who received athletically related student aid, categorized by race and gender within each sport.

There is a de minimus exception to the disclosure requirements for the completion or graduation rates of student athletes that allows schools not to disclose those rates for categories that include five or fewer students.

Schools may also provide to the Department and to student's supplemental information containing the completion rate of students who transferred into the school and the number of students who transferred out of the school.

***Supplemental Information***

Schools are strongly encouraged to provide additional information to place their completion or transfer-out rates for both the general student body and those related to athletically related student aid in context. For example, a small school's completion rate may vary greatly from year to year because the school's calculations use a very small cohort. The school may wish to provide prior years data and an explanation of factors affecting their completion rate.

Also, if a school's completion rate is lowered because a large percentage of students serve on church missions, the school may wish to provide supplemental information with the required calculation to

provide the completion rate of those students when an extended time frame is applied.

Equity in Athletics Cite  
*Sec. 485(g)*

Although schools must calculate and disclose the transfer-out rate separately from their completion rate, a school may wish to provide additional information that combines the completion rate with its transfer-out rate if the school believes this provides a more accurate picture of the school.

## EQUITY IN ATHLETICS

Regulations published November 29, 1995 implemented the provision of the Improving America's Schools Act of 1994 titled the Equity in Athletics Disclosure Act (EADA). The EADA is designed to make prospective students aware of the commitments of a school to providing equitable athletic opportunities for its men and women students.

Any coeducational institution of higher education that participates in an SFA Program and has an intercollegiate athletic program must prepare an annual EADA report. The report contains participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

### *Disclosure of the Report*

The EADA requires schools to make this report available upon request to students, potential students, and the public. A school must make the report available to students, prospective students, and the public in easily accessible places. For example, a school may make copies of the report available in intercollegiate athletic offices, admissions offices, libraries, or by providing a copy to every student in his or her electronic mailbox.

In addition, a school must provide the report promptly to anyone who requests the information. For example, a school may not refuse to provide a copy of the report to the news media, and the school may not require an individual requesting the information to come to the school to view the report.

A school must inform all students and prospective students of their right to request the information. For example, the school may publish a notice at least once a year in a school publication, the school catalogue, registration materials, or relevant intercollegiate athletic department publication distributed to all students.

A school may not charge a fee to students, potential students, parents or coaches who ask for the information; however, schools are not prohibited from charging the general public a fee to cover copying expenses only.

Schools were required to compile and make available its first report by October 1, 1996. Each subsequent report must be compiled and made available by October 15 each year thereafter.

The Department has developed an optional form for reporting the EADA data (see page 185). Schools are not required to use this form. Different reporting formats are acceptable, as long as they provide all the required information.

Amendments  
of 1998

Previously, schools were only required to submit a copy of their report to the Department if the Department specifically requested submission. The Amendments of 1998 require schools to submit their Equity in Athletics reports to the Department annually.

The Department must submit a report to Congress by April 1, 2000, that summarizes the information reported by schools and identifies trends in the information, aggregates the information by divisions of the NCAA, and contains information on each individual school. In addition, the Department must ensure that the individual school reports and the report to Congress are made available to the public within a reasonable period of time.

Finally, the Department must notify all secondary schools in all states regarding the availability of information in the report to Congress and of the individual school reports and how such information may be accessed.

### *Contents of the Report*

A school must first designate its reporting year. A reporting year may be any consecutive 12-month period of time. For its designated reporting year, a school must report

- the number of male and female full-time undergraduate students that attended the school (undergraduate students are those who are consistently designated as such by the school),
- the total amount of money spent on athletically related student aid (including the value of waivers of educational expenses) for: 1) men's teams and 2) women's teams,
- the ratio of athletically related student aid awarded to male athletes to athletically related student aid awarded to female athletes (see the definition of athletically related student aid on page 174),
- the total amount of recruiting expenses for: 1) all men's teams and 2) all women's teams,
- the total annual revenues for: 1) all men's teams and 2) all women's teams (a school may also report these revenues by individual teams),



- the average annual institutional salary of the head coaches for all offered sports of 1) men's teams and 2) women's teams,<sup>2</sup>
- the average annual institutional salary of the assistant coaches for all offered sports of 1) men's teams and 2) women's teams, and
- a listing of the varsity teams that competed in intercollegiate athletic competition and for each team, the following data:

- Δ total number of participants as of the day of the first scheduled contest of the reporting year for the team,
- Δ total operating expenses (expenditures on lodging and meals, transportation, officials, uniforms, and equipment) attributable to the team,<sup>3</sup>
- Δ gender of the head coach (including any graduate assistant or volunteer who served as head coach) and whether he or she was assigned on a full-time or part-time basis,
- Δ number of male assistant coaches (including any graduate assistants or volunteers who served as assistant coaches) and whether each was assigned on a full-time or part-time basis, and
- Δ number of female assistant coaches (including any graduate assistants or volunteers who served as assistant coaches) and whether each was assigned on a full-time or part-time basis.

### **Definitions**

“Recruiting expenses” are all expenses schools incur for recruiting activities including, but not limited to, expenditures for transportation, lodging, and meals for both recruits and institutional personnel engaged in recruiting, all expenditures for on-site visits, and all other expenses related to recruiting.

“Institutional salary” is all wages and bonuses a school pays a coach as compensation attributable to coaching.

In addition to teams that are designated as “varsity” by the school or an athletic association, varsity teams include any team that primarily competes against other teams that are designated as varsity.

“Participants” on varsity teams include not only those athletes who take part in a scheduled contest, but also any student who practices with the team and receives coaching as of the day of the first scheduled intercollegiate contest of the designated reporting year. This includes junior varsity team and freshmen team players if they are part of the

2. If a head coach had responsibility for more than one team and your school does not allocate that coach's salary by team, you must divide the salary by the number of teams for which the coach had responsibility and allocate the salary among the teams on a basis consistent with the coach's responsibilities for the different teams.

3. A school also may report those expenses on a per capita basis for each team and may report combined expenditures attributable to closely related teams, such as track and field or swimming and diving. Those combinations must be reported separately for men's and women's teams.

overall varsity program. Schools should also include all students who receive athletically related student aid, including redshirts, injured student athletes, and fifth-year team members who have already received a bachelor's degree.

“Operating expenses” are expenditures on lodging and meals, transportation, officials, uniforms, and equipment.

***The Requirements Formerly Known as “PPA Requirements for Schools Awarding Athletically Related Financial Aid”***

Amendments  
of 1998

The Higher Education Amendments of 1992 added language to the PPA concerning additional administrative requirements for institutions offering athletically related student aid. The Amendments of 1998 moved these provisions into the section of the law that addresses Equity in Athletics.

Prior to the Amendments, schools were required to compile an annual report with this information, within six months of the end of each fiscal year. The school's report had to be independently audited every three years. Schools had to make available the reports and, where allowable by state law, the audits, to the Department and the public.

These requirements now fall under the reporting requirements of the EADA. See the discussion under “Disclosure of the Report” on page 177.

The Equity in Athletics Report must include the following figures:

1. revenues earned from each of the following sports: football, men's basketball, women's basketball, other mens sports combined, and other women's sports combined;
2. total revenues earned from the sports listed in #1;
3. expenses for each of the following sports: football, men's basketball, women's basketball, other men's sports combined, and other women's sports combined; and
4. total expenses of the sports listed in #3;
5. total revenues and total operating expenses of the school.

For these items, “revenue” includes, but is not limited to, gate receipts, broadcast revenues and other conference distributions, appearance guarantees and options, concessions, and advertising (student activity fees, alumni contributions, and investment income not allocable to a sport may be counted in total revenues only).

“Expenses” includes grants-in-aid, salary and payroll, travel costs, equipment and supply purchases (general and administrative overhead costs may be counted in total expenses only).

## LOAN COUNSELING

Before a Federal Perkins, FFEL, or Federal Direct Loan borrower takes out a loan, the school must counsel that borrower, individually or in a group with other borrowers. The school must give the borrower general information on the average anticipated monthly repayments on the loan, available repayment options, and advice on debt management planning, to facilitate repayment and deferment/cancellation provisions, if applicable, and other terms and conditions. This loan counseling must also be provided before the borrower completes his or her course of study, or otherwise leaves the school. For a complete discussion of loan counseling requirements, please see the Campus-Based Programs Reference, the Direct Loan and FFEL Programs Reference, and Direct Loan entrance and exit counseling guides.

## DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION

Schools that participate in the campus-based programs must provide information under the Drug-Free Workplace Act of 1988 (Public Law 101-690), including a notice to its employees of unlawful activities and the actions the school will take against an employee who violates these prohibitions. In addition, the Drug-Free Schools and Communities Act (Public Law 101-226) requires schools that participate in any SFA Program to provide information to its students, faculty, and employees to prevent drug and alcohol abuse.

### *Information to be Included in Drug Prevention Materials*

A school must provide the following in its materials:

- standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of drugs and alcohol by students and employees on the school's property, or as a part of the school's activities;
- a description of the applicable legal sanctions under local, state, and federal law for unlawful possession, use, or distribution of illicit drugs and alcohol;
- a description of any drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees;
- a description of the health risks associated with the use of illicit drugs and alcohol; and
- a clear statement that the school will impose sanctions on students and employees (consistent with local, state, and federal law) and a description of these sanctions, up to and including expulsion or termination of employment, and referral for prosecution of the standards of conduct.

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### Prospective Student

*Individuals who have contacted the school to inquire about enrolling at the school or who have been contacted directly by the school or indirectly through general advertising about enrolling at the school.*

The appendices and Comments and Responses sections of the August 16, 1990 regulations provide additional guidance and information for schools to use in developing these materials.

### ***Distribution of Materials to All Students and Employees***

The school may include this information in publications such as student or employee handbooks, provided that these publications are distributed to each student and employee. Merely making drug prevention materials available to those who wish to take them is not sufficient. The school must use a method that will reach every student and employee, such as the method used to distribute grade reports or paychecks. The school must distribute these materials annually. If new students enroll or new employees are hired after the initial distribution for the year, the school must make sure that they also receive the materials. (For more information on anti-drug abuse requirements, see Chapter 2.)

## MISREPRESENTATION

The General Provisions regulations permit the Department to fine a school, or limit, suspend, or terminate the participation of any school that substantially misrepresents the nature of its educational program, its financial charges, or the employability of its graduates.

### ***Definition of Misrepresentation***

“Misrepresentation” is any false, erroneous or misleading statement made to a student or prospective student, to the family of an enrolled or prospective student, or to the Department. This includes disseminating testimonials and endorsements given under duress.

“Substantial Misrepresentation” is any misrepresentation on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to that person’s detriment.

Misrepresentation of the educational program includes false or misleading statements about the school’s accreditation, the school’s size, location, facilities, or equipment. Misrepresentation of financial charges includes false or misleading statements about scholarships provided for the purpose of paying school charges. To be considered a scholarship, it must actually be used to reduce tuition charges made known to the student before the scholarship was offered to the student. (The tuition charges must be charges that are applied to all students not receiving a scholarship.) It is also considered misrepresentation if the school gives false or misleading information as to whether a particular charge is a customary charge for that course at the school.

Misrepresentation of the employability of the school’s graduates includes any false or misleading statements

- that the school is connected with any organization or is an employment agency or other agency providing authorized training leading directly to employment,

- that the school maintains a placement service for graduates or will otherwise secure or assist graduates in securing a job, unless it provides the student with a clear and accurate description of the extent and nature of the service or assistance, or
- concerning government job market statistics in relation to the potential placement of its graduates.

The regulatory provisions concerning misrepresentation are given in detail below.

### *Nature of Educational Program*

Misrepresentation by an institution of the nature of its educational program includes, but is not limited to, false, erroneous or misleading statements concerning

- The particular type(s), specific source(s), nature and extent of its accreditation;
- Whether a student may transfer course credits earned at the institution to any other institution;
- Whether successful completion of a course of instruction qualifies a student for: acceptance into a labor union or similar organization; or receipt of a local, state, or federal license or a nongovernment certification required as a precondition for employment or to perform certain functions;
- Whether its courses are recommended by vocational counselors, high schools or employment agencies, or by governmental officials for government employment;
- Its size, location, facilities or equipment;
- The availability, frequency and appropriateness of its courses and programs to the employment objectives that it states its programs are designed to meet;
- The nature, age and availability of its training devices or equipment and their appropriateness to the employment objectives that it states its programs and courses are designed to meet;
- The number, availability and qualifications, including the training and experience, of its faculty and other personnel;
- The availability of part-time employment or other forms of financial assistance;

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Nature of Educational Program  
Cite  
*34 CFR 668.72*

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**Nature of Financial Charges Cite**  
*34 CFR 668.73*

- The nature and availability of any tutorial or specialized instruction, guidance and counseling, or other supplementary assistance it will provide its students before, during or after the completion of a course;

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**Employability of Graduates Cite**  
*34 CFR 668.74*

- The nature and extent of any prerequisites established for enrollment in any course; or
- Any matters required to be disclosed to prospective students under Sec. 668.44 (institutional information) and 668.47 (campus security information) of this part.

***Nature of Financial Charges***

Misrepresentation by an institution of the nature of its financial charges includes, but is not limited to, false, erroneous or misleading statements concerning

- Offers of scholarships to pay all or part of a course charge, unless a scholarship is actually used to reduce tuition charges that are applied to all students not receiving a scholarship and are made known to the student in advance; or
- Whether a particular charge is the customary charge at the institution for a course.

***Employability of graduates***

Misrepresentation by an institution regarding the employability of its graduates includes, but is not limited to, false, erroneous or misleading statements

- That the institution is connected with any organization or is an employment agency or other agency providing authorized training leading directly to employment,
- That the institution maintains a placement service for graduates or will otherwise secure or assist its graduates to obtain employment, unless it provides the student with a clear and accurate description of the extent and nature of this service or assistance, or
- Concerning government job market statistics in relation to the potential placement of its graduates.

## Equity in Athletics Disclosure Act—Optional Form

All coeducational institutions of higher education that participate in any federal student financial aid program (Federal Pell, Federal SEOG, and Federal SSIG Grants; Federal Work Study; and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletic programs under the Equity in Athletics Disclosure Act of 1994, Section 360B of Public Law 103-382. This Act and accompanying federal regulations require that the following information, based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 1, 1996, and by October 15 each year thereafter. An institution may use this or any format to disclose this information.

### I. General Information

A. Institution: \_\_\_\_\_

Information is for the reporting year beginning \_\_\_\_\_ and ending \_\_\_\_\_

B. *Optional* \_\_\_\_\_

Name of person completing form: \_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Date completed: \_\_\_\_\_

Current Organizational Classification:

NCAA Division \_\_\_\_\_ NAIA Division \_\_\_\_\_ Other \_\_\_\_\_

C: Enrollment: Indicate the number of undergraduates by gender:

	#	%
Male undergraduates	_____	_____
Female undergraduates	_____	_____
Total undergraduates	_____	100%

## II. Intercollegiate Athletics—Varsity Teams

- A. Athletic Participation: Indicate the number of participants by gender for each varsity team. A participant is a student who either a) is listed as a team member, b) practices with the team and receives coaching as of the day of the first scheduled intercollegiate contest, or c) receives athletically-related student aid. Mark coed teams, specify “other” teams and use additional pages if necessary.

<b>PROGRAM</b>	<b>MEN’S TEAMS</b>	<b>WOMEN’S TEAMS</b>
BASKETBALL		
BASEBALL		
CROSS COUNTRY		
DIVING		
FENCING		
FIELD HOCKEY		
FOOTBALL		
GOLF		
GYMNASTICS		
ICE HOCKEY		
LACROSSE		
RIFLE		
ROWING		
SKIING		
SOCCER		
SOFTBALL		
SQUASH		
SWIMMING		
SYNCHRONIZED SWIMMING		
TRACK & FIELD		
TEAM HANDBALL		
TENNIS		
VOLLEYBALL		
WATER POLO		
WRESTLING		
OTHERS (SPECIFY TEAMS)		
<b>TOTAL PARTICIPANTS</b>		



B. Operating Expenses: For each team, please indicate total institutional expenditures for lodging, meals, transportation, officials, uniforms and equipment for both home and away games. You may report co-ed team expenses separately, or prorate them as part of men's and women's teams expenses, but you may not report the same coed expenses both ways. Specify all "other" teams and use additional pages if necessary.

<b>PROGRAM</b>	<b>MEN'S TEAMS</b>	<b>WOMEN'S TEAMS</b>	<b>CO-ED TEAMS</b>	<b>TOTALS</b>
BASKETBALL				
BASEBALL				
CROSS COUNTRY TRACK & FIELD				
FENCING				
FIELD HOCKEY				
FOOTBALL				
GOLF				
GYMNASTICS				
ICE HOCKEY				
LACROSSE				
RIFLE				
ROWING				
SKIING				
SOCCER				
SOFTBALL				
SQUASH				
SWIMMING & DIVING				
SYNCHRONIZED SWIMMING				
TEAM HANDBALL				
TENNIS				
VOLLEYBALL				
WATER POLO				
WRESTLING				
OTHERS (SPECIFY TEAMS)				
<b>TOTAL EXPENSES</b>	<b>\$</b> <b>(    %)</b>	<b>\$</b> <b>(    %)</b>	<b>\$</b> <b>(    %)</b>	<b>\$</b> <b>(100%)</b>

C. Head Coaches: For each team, please indicate the gender of the head coach (including volunteers) and whether the head coach is assigned to the team on a full-time or part-time basis. Specify "other" teams, and use additional pages if necessary.

PROGRAMS	HEAD COACH MEN'S TEAMS				HEAD COACH WOMEN'S TEAMS				HEAD COACH CO-ED TEAMS				
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
BASKETBALL													
BASEBALL													
CROSS COUNTRY													
DIVING													
FENCING													
FIELD HOCKEY													
FOOTBALL													
GOLF													
GYMNASTICS													
ICE HOCKEY													
LACROSSE													
RIFLE													
ROWING													
SKIING													
SOCCER													
SOFTBALL													
SQUASH													
SWIMMING													
SYNCHRONIZED SWIMMING													
TEAM HANDBALL													
TENNIS													
TRACK & FIELD													
VOLLEYBALL													
WATER POLO													
WRESTLING													
OTHERS (SPECIFY TEAMS)													
<b>TOTALS</b>													

D. Assistant Coaches: For each team, please indicate the number of assistant coaches by gender (including volunteers) and whether they are assigned to the team on a full-time or part-time basis. Specify "other" teams, and use additional pages if necessary.

PROGRAMS	ASS'T COACHES MEN'S TEAMS				ASS'T COACH WOMEN'S TEAMS				ASS'T COACH CO-ED TEAMS			
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
BASKETBALL												
BASEBALL												
CROSS COUNTRY												
DIVING												
FENCING												
FIELD HOCKEY												
FOOTBALL												
GOLF												
GYMNASTICS												
ICE HOCKEY												
LACROSSE												
RIFLE												
ROWING												
SKIING												
SOCCER												
SOFTBALL												
SQUASH												
SWIMMING												
SYNCHRONIZED SWIMMING												
TEAM HANDBALL												
TENNIS												
TRACK & FIELD												
VOLLEYBALL												
WATER POLO												
WRESTLING												
OTHERS (SPECIFY TEAMS)												
<b>TOTALS</b>												

Please provide definitions of full-time and part-time coaches:

### III. Overall Athletics Program

- A. Recruiting Expenditures:** Please report the total institutional expenditures associated with recruiting for the men's and women's teams. Costs include, but are not limited to: transportation, lodging and meals for both recruits and institutional personnel engaged in recruiting; expenditures for on-site visits; and all other major expenses logically-related to recruiting. You may report expenditures for coeducational teams separately, or as a pro-rated portion of the expenditures for men's and women's teams. Do not list the same expenses under both men's and women's teams **and** coeducational teams.

Men's Teams	\$ _____	_____%
Women's Teams	\$ _____	_____%
Coeducational Teams	\$ _____	_____%
Total	\$ _____	100%

Please explain how these figures were derived:

**B. Revenue:** Please report the total revenue for the reporting year generated by all men's and women's teams. You may report revenues for coeducational teams separately, or as a pro rated portion of the revenues reported for men's and women's teams. Do not report the same revenues under both men's or women's teams **and** coeducational teams.

Men's Teams	\$ _____	_____%
Women's Teams	\$ _____	_____%
Coeducational Teams	\$ _____	_____%
Total	\$ _____	100%

**C. Athletically-Related Student Aid:** Please report the total amount of athletically-related student aid awarded men and women student athletes. Athletically-related student aid is aid awarded a student that requires the student to participate in an intercollegiate athletics program.

Athletically-related student aid awarded male athletes	\$ _____	____%
Athletically-related student aid awarded female athletes	\$ _____	____%
Total amount of athletically-related student aid	\$ _____	100%

**D. Head Coaches' Salaries:** Please report the average annual institutional salary of the head coaches of the men's and women's student teams. Volunteer head coaches and head coaches whose salaries are paid by entities other than this institution are excluded from this calculation. You may report average salaries of head coaches of coeducational teams separately, or as a pro rated portion of the salaries of head coaches of men's and women's teams. Do not list the same salaries under both men's or women's teams **and** coeducational teams. Institutions are encouraged to report the number of coaches to clarify the number of salaries represented in the average.

Average salary of head coaches for men's teams	\$ _____
Number of head coaches included in this average	_____

Average salary of head coaches for women's teams	\$ _____
Number of head coaches included in this average:	_____

Average salary of head coaches for coeducational teams	\$ _____
Number of head coaches included in this average:	_____

**E. Assistant Coaches' Salaries:** Please report the average annual institutional salary of the assistant coaches of the men's and women's student teams. Volunteer assistant coaches and assistant coaches whose salaries are paid by entities other than this institution are excluded from this calculation. You may report the average salary of assistant coaches of coeducational teams separately, or as a pro rated portion of the salaries of assistant coaches of men's and women's teams. Do not report the same salaries under both men's or women's teams **and** coeducational teams. Institutions are encouraged to report the number of coaches to clarify the number of salaries represented in the average.

Average salary of assistant coaches for men's teams	\$ _____	
Number of assistant coaches included in this average		_____
 Average salary of assistant coaches for women's teams	 \$ _____	
Number of assistant coaches included in this average:		_____
 Average salary of assistant coaches for coeducational teams	 \$ _____	
Number of assistant coaches included in this average:		_____

**IV. Optional Section**

An institution is encouraged to provide here any further information it believes might be helpful to students, prospective students, or the public to interpret the information provided above, or that might help a prospective student-athlete make an informed choice of an athletic program. For example, an institution may include here a history of its athletic programs, or explanations of unusual or exceptional circumstances that would better explain the data or their significance.