U-CAN Data Entry Guidelines for Template Elements

Updated October 2009

FOR ADDITIONAL HELP WITH DATA ENTRY OR OTHER QUESTIONS, YOU CAN CONTACT THE U-CAN HELP LINE TOLL-FREE AT 1-866-281-8662 OR SEND AN EMAIL TO UCAN@NAICU.EDU.

Section 1: About Our Institution

I. “About (Institution)” - Narrative:

Enter a brief description (75 words maximum) of your institution, emphasizing its distinctive qualities, mission, character, setting, etc. This introduction will appear prominently at the top of your U-CAN profile, so it's important, in this narrative, to create an informative overview of the most distinguishing features about your institution – academic programs, location, students, faculty, campus, etc.

- Note: Some users of Microsoft Word have discovered unusual characters when they copy and paste their narratives into the system. This can be prevented by saving your MS Word document as Rich Text (rtf) and copying and pasting from that format.

II. "What Makes Us Special" - Link:

This is a link of your choice to a page on your institution’s website. Some institutions have created special landing pages for this link, while others link to an appropriate page in the “About” section of their website, such as their Mission Statement. An alternative would be to link to your institution’s home page.

III. Footer information – Text:

The information appears in the blue bar at the very bottom of your published U-CAN profile. The listed URL should take visitors to your institution’s home page.

- Note: Although your institution logo appears at the very bottom of the U-CAN profile, you will upload the logo as the last item in Section 6 of the template: “About Campus Life”.

Section 2: About Our Students

I. Transfer Students: Data entered for this section is for degree/certificate-seeking undergraduate transfer students (applicants, admitted applicants, and enrolled applicants) in fall 2009.

- Data for fields available in:
II. First-time Students: Data entered for this section is for degree/certificate-seeking undergraduate first-time students (applicants, admitted applicants, and enrolled applicants) in fall 2009.

- Data for fields available in:
    - Field (1): Use the number for “Total number of applicants.”
    - Field (2): Use the number for “Total number of admissions.”
    - Field (3): Use the number created by the sum of the totals for the rows “Number enrolled full-time” and “Number enrolled part-time.”

- Common Data Set: Section C: “First-Time, First Year (Freshman) Admission” heading, “Applications” section, question “C1. First-time, first-year (freshman) students.”
  - Field (1): Use the number created by the sum of the “Total first-time, first-year (freshman) men who applied” and the “Total first-time, first-year (freshman) women who applied.”
  - Field (2): Use the number created by the sum of the “Total first-time, first-year (freshman) men who were admitted” and the “Total first-time, first-year (freshman) women who were admitted.”
  - Field (3): Use the number created by the sum of the “Total full-time, first-time, first-year (freshman) men who enrolled” + the “Total part-time, first-time, first-year (freshman) men who enrolled” + the “Total full-time, first-time, first-year (freshman) women who enrolled” + the “Total part-time, first-time, first-year (freshman) women who enrolled.”

III. Test Scores

A. SAT Test Scores: Data entered for this section is for fall 2009.

- Data for fields available in:
    - Fields (1) – (6): Use the numbers for 25th and 75th percentile for “SAT Math,” “SAT Critical Reading” and “SAT Writing.”

- Common Data Set: Section C: “First-Time, First Year (Freshman) Admission” heading, “Freshman Profile” section, question “C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2009 who submitted national standardized (SAT/ACT) test scores.”
• Fields (1) – (6): Use the numbers for 25\(^{th}\) and 75\(^{th}\) percentile for “SAT Math,” “SAT Critical Reading” and “SAT Writing.”

- **Narrative Content Area:** In Field (7), you can enter brief optional text (up to 15 words) as a caveat or to provide context to your institution's reported SAT scores.

### B. ACT Test Scores: Data entered for this section is for **fall 2009**.

• Data for fields available in:
  - **IPEDS:** “Institutional Characteristics” Fall collection survey, “Part C— Admission Requirements and Services—Selection Process,” question “4.”
  - Fields (1) – (4): Use the numbers for 25\(^{th}\) and 75\(^{th}\) percentile for “ACT English,” and “ACT Math.”

  - **Common Data Set:** Section C: “First-Time, First Year (Freshman) Admission” heading, “Freshman Profile” section, question “C9. Percent and number of first-time, first-year (freshman) students enrolled in fall who submitted national standardized (SAT/ACT) test scores.”
  - Fields (1) – (4): Use the numbers for 25\(^{th}\) and 75\(^{th}\) percentile for “ACT English” and “ACT Math.”

  - **Special Note for Fields (5) – (8):**
    - Neither IPEDS nor CDS currently requests information on ACT Reading or Science, but we are requesting it for U-CAN as the 2009 exam included these tests.

- **Narrative Content Area:** In Field (9), you can enter brief optional text (up to 15 words) as a caveat or to provide context to your institution's reported ACT scores.

### IV. Average High School GPA of Freshmen: Data entered for this section is for all degree-seeking, first-time, first-year (freshman) students who submitted GPAs in **fall 2009**.

• Data for fields available in:
  - **IPEDS:** N/A

  - **Common Data Set:** Section C: “First-Time, First Year (Freshman) Admission” heading, “Freshman Profile” section, question “C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA.”

### V. Freshman Class Geographical Profile: Data entered for this section is for the total first-time degree/certificate seeking undergraduate students in **fall 2009**.

• Data for fields available in:
  - **IPEDS:** 2009 data collected in the 2010 Spring Collection Survey.
VI. Enrollment Information: Data entered for this section is for undergraduate and graduate students, full-time and part-time, in fall 2009.

- Data for fields available in:
  - IPEDS: 2009 data collected in the 2010 Spring Collection Survey.
  - Common Data Set: Section B: “Enrollment and Persistence” heading, question “B1. Institutional Enrollment—Men and Women.”
    - Field (1): Number from the Undergraduates “Total degree-seeking” row (add the full-time “men” plus “women” columns).
    - Field (2): Number from the Graduate “Total graduate” row (add the full-time “men” plus “women” columns). *Note: this number now includes students formerly designated as full-time first professional students.*
    - Field (3): Number from the Undergraduates “Total degree-seeking” row (add the part-time “men” plus “women” columns).
    - Field (4): Number from the Graduate “Total graduate” row (add the part-time “men” plus “women” columns). *Note: this number now includes students formerly designated as part-time first professional students.*

VII. Gender Information: Data entered for this section is for all (full-time plus part-time) degree-seeking undergraduates in fall 2009.

- Data for fields available in:
  - IPEDS: 2009 data collected in the 2010 Spring Collection Survey.
  - Common Data Set: Section B: “Enrollment and Persistence” heading, question “B1. Institutional Enrollment—Men and Women.”
    - Field (1): Number from the Undergraduates “Total degree-seeking” row (add the “full-time” plus “part-time” women columns).
    - Field (2): Number from the Undergraduates “Total degree-seeking” row (add the “full-time” plus “part-time” men columns).

VIII. Diversity Information: Data entered for this section is taken from the total number of degree/certificate-seeking undergraduates in fall 2009.

- Data for fields available in:
  - IPEDS: 2009 data collected in the 2010 Spring Collection Survey.
    - Fields (1) – (7): Provide numbers for each of the race/ethnicity fields from the
“Degree-seeking Undergraduates (include first-time first-year)” column.

IX. Freshmen Returning for Sophomore Year: Data entered for this section is for full-time, first-time bachelor's (or equivalent) degree-seeking undergraduates entering in fall 2008 (or the preceding summer term) who enrolled again in fall 2009, expressed in percentage form.

- Data for fields available in:
  - IPEDS: 2009 data collected in the 2010 Spring Collection Survey.
  - Common Data Set: Section B: “Enrollment and Persistence” heading, “Retention Rates” section.
    - Field (1): Provide the number for question B22.

X. About Your Students – Link

Here you can link to a page on your website that may provide more detailed information, whether statistical or narrative, on your student population. Note that you will provide information on student life, as it relates to their experience on campus, under Section 6, Campus Life.

Section 3: About Our Graduates

I. Percentage of Students Who Graduate Information:

- **Data Field (1):** Data entered for this field should be for the TOTAL NUMBER (not percent) of all students from the initial 2002 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students MINUS ALLOWABLE EXCLUSIONS. This net number will serve as the base number for the template’s calculation of the cohort’s four-, five- and six-year graduation rate.

- Data for fields available in:
  - IPEDS: “Graduation Rates” Spring collection survey, “Section II.”
    - From “Section II-Graduation Rate-Transfers/exclusions, screen 3 of 4” provide the number resulting from adding the values in the “Total men” + “Total women” rows in the “Bachelor’s or equivalent degree-seeking subcohort (10)” column, minus the number in the “Total exclusions (45)” column.
  - Common Data Set: Section B: “Enrollment and Persistence” heading, “Graduation Rates” section, “Bachelor’s or Equivalent Programs” subsection, for “Fall 2002 Cohort.”
    - Provide the number for question B6.
Data Fields (2-5): Data entered for these fields should be for the **NUMBER (do not enter percentages; the U-CAN system will calculate the percentages for you)** of all students from the initial 2002 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students that completed their programs the timeframes specified. The numbers to be entered are **EXACTLY the same as the ones you submitted to IPEDS and CDS** – see below instructions for locations of these numbers in the respective datasets.

- **Field 2:** total number of the initial 2002 cohort (as described above) completing the program in four years or less (i.e., by August 31, 2006),
- **Field 3:** number of the initial 2002 cohort (as described above) completing the program in **more than** four years but in five years or less (i.e., after August 31, 2006 and by August 31, 2007),
- **Field 4:** number of the initial 2002 cohort (as described above) completing the program in **more than** five years but in six years or less (i.e., after August 31, 2007 and by August 31, 2008),
- **Field 5:** number of the initial 2002 cohort (as described above) completing the program **within** six years (i.e., by August 31, 2008) – *this number is the SUM of data fields 2, 3 and 4 above, and will produce a total 6-year graduation rate for the 2002 cohort.*

• Data for fields available in:
  - **IPEDS:** “Graduation Rates” Spring collection survey, “Section II.”
    - Field (2): From “Section II-Graduation Rate—Bachelor’s completers by length of time to degree, screen 2 of 4” provide the number resulting from adding the values in the “Total men” and “Total women” rows in the “Completed the program in 4 yrs or less (19)” column.
    - Field (3): From “Section II-Graduation Rate—Bachelor’s completers by length of time to degree, screen 2 of 4” provide the number resulting from adding the values in the “Total men” and “Total women” rows in the “Completed the program in 5 yrs (20)” column.
    - Field (4): From “Section II-Graduation Rate—Bachelor’s completers by length of time to degree, screen 2 of 4” provide the number resulting from adding the values in the “Total men” and “Total women” rows in the “Completed the program in 6 yrs (21)” column.
    - Field (5): From “Section II-Graduation Rate—Bachelor’s completers by length of time to degree, screen 2 of 4” provide the number resulting from adding the values in the “Total men” and “Total women” rows in the “Completed bachelor’s degree or equivalent within 150% (18)” column.
  - **Common Data Set:** Section B: “Enrollment and Persistence” heading, “Graduation Rates” section, “Bachelor’s or Equivalent Programs” subsection, for “**fall 2002 cohort.**”
    - Field (2): Provide the number for question B7.
    - Field (3): Provide the number for question B8.
    - Field (4): Provide the number for question B9.
    - Field (5): Provide the number for question B10.
- **Narrative Content Area** – In Field (6), you can enter brief optional text (up to 25 words) as a caveat or to provide context to your institution’s graduation rate.

### II. Life After College – Links

Check the boxes to reveal windows in which you may enter links to your institution’s website with information on career and graduate services. Suggested guidelines:

- **Internships:**
  
  Link to information on internship opportunities available to students. Another possibility is to link to a page that then contains links to departmental information on internship programs.

- **Career & Placement Services:**
  
  Link to information on career and placement services available to students – most likely, your career center. Another possibility is to link to a page that then links to departmental or school/college information on career and placement services. *(Note: The 2008 Higher Education Opportunity Act **REQUIRES** all institutions to disclose links to sections of the institution’s website that provide information on career and placement services offered to students during and after enrollment).*

- **Graduate School Preparation:**
  
  Link to information on graduate school preparation programs or services, test preparation services (i.e. LSAT, GRE, GMAT), etc. While U-CAN is undergraduate-focused, you also might want to link to graduate programs offered at your institution.

- **About our Graduates:**
  
  Link to information on those who have received undergraduate degrees at your institution. This alumni information might include job placement reports, graduate schools attended, results of alumni surveys, as well as activities/accomplishments of individual graduates (e.g., notable alumni) or graduates as a group.

### III. Number of Degrees Awarded last Year Information:

Data entered for these fields is for the number of degrees awarded by your institution from **July 1, 2008 to June 30, 2009**.

- Data for fields available in:
  
  - **IPEDS**: “Completions” Fall collection survey.
  - **Fields (1) – (4)**: Provide the total number of bachelor’s, associate’s, master’s, and **total** doctoral degrees (i.e. add the number of research/scholarship, professional practice and other doctoral degrees up into one number) awarded by your institution from **July 1, 2008 to June 30, 2009**.

- **Common Data Set**: Section B: “Enrollment and Persistence” heading, “Persistence”
section, question B3.

- Field (1): Provide the number of “Bachelor’s degrees.”
- Field (2): Provide the number of “Associate degrees.”
- Field (3): Provide the number of “Master’s degrees.”
- Field (4): Provide the number of total “Doctoral degrees” by adding up the numbers in the “Doctoral degrees-research/scholarship”, “Doctoral degrees-professional practice” and “Doctoral degrees–other” rows.

IV. Bachelor's Degrees by Major Awarded Last Year: Data entered is for first majors who graduated between July 1, 2008 and June 30, 2009.

- Data for fields available in:
  - IPEDS: “Completions” Fall collection survey.
  - Fields (1) – (9): Use the 6 digit CIP to determine the relevant degrees for these fields as awarded by your institution from July 1, 2008 to June 30, 2009. Use first majors data only. You will only be reporting the NAME of the CIP (not the 6-digit code) on the U-CAN data entry form because it is the name that will appear in the pie graph on the published U-CAN document (consumers will not understand codes). These should be entered in descending order with the major with the largest number of graduates entered first.

  - Common Data Set: N/A

- Narrative Content Area: In field (10), you can enter brief optional text (up to 25 words) as a caveat or to provide context to your institution’s majors and degrees awarded. (Note: the top four degrees awarded by CIP code will be listed; other degrees will appear in an "All Others" category).

V. More Information About – Links

- Here you can link to a page on your website that may provide more detailed information, whether statistical or narrative, on your institution’s academics, accreditation, and transfer of credit policies (Note: The 2008 Higher Education Opportunity Act REQUIRES all institutions to disclose links to sections of the institution’s website that provide information on transfer-of-credit policies. This MUST include a listing of institutions for which articulation agreements are in place). If appropriate, this also is where you might want to link to information on your website regarding outcomes and markers of success.
Section 4: What Students Pay

I. Price of Attendance:

Choice 1: Itemization of Expense Categories, (A graph displaying the expense elements will appear on your published U-CAN profile).

- Data entered in these fields represents an estimate of expenses for a full-time undergraduate resident student for the 2009-10 academic year.

  - **Other expenses**: include the average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

  - **Transportation expenses**: assume two round trips to student’s hometown per year for students in institutional housing.

  - **Books and supplies expenses**: are the average cost of books and supplies, and do not include unusual costs for special groups of students (e.g. engineering or art majors), unless they constitute the majority of students at your institution.

  - **Room and board charges**: assume double occupancy in institutional housing and 19 meals per week (or the maximum meal plan).

  - **Tuition and fees charges**: represent typical tuition for a full-time undergraduate student for the full academic year (generally September to June) plus required fees or those charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees). Optional fees such as parking and laboratory use should not be included.

- Data for fields available in:

  - **IPEDS**: N/A

  - **Common Data Set**: Section “G. Annual Expenses.”
    - Fields (1) – (3): Question G5. Provide the estimated expenses number found in the “Residents” column for each of these fields for a typical full-time resident undergraduate.
    - Field (4): Question G1: “Undergraduate full-time tuition, required fees, room and board”. Provide the number for the “Room and Board: (on-campus)” row for the “Undergraduates” column.
    - Field (5): Question G1: “Undergraduate full-time tuition, required fees, room and board”. Provide the number resulting from the sum of the “Private Institution Tuition” row plus the “Required Fees” row found in the “Undergraduates” column.
Choice 2: Narrative Content Area. In this field you can simply post a brief narrative of up to 50 words, describing and explaining your comprehensive fee. Also note that in this case, autotext will appear below the "Tuition and Fees History" graph noting, "This is a comprehensive fee. See 'Price of Attendance' text for more information."

II. Percent of Freshmen Receiving Aid by Type: Data entered is in percentage form, and is for the fall 2007 cohort of full-time, first-time degree/certificate seeking undergraduates.

- **Federal grant monies:** include Pell Grants, Academic Competitiveness Grants and Supplemental Educational Opportunity Grants made by the U.S. Department of Education as well as need-based and merit-based educational assistance funds and training vouchers from other federal agencies.

- **State/local grant monies:** include grants provided by the state to the institution through the LEAP program as well as state merit scholarships and tuition and fee waivers. Local grants are any local government grants, scholarship, or gift-aid awarded directly to the student.

- **Institutional grant monies:** include scholarships and fellowships funded by the institution and/or individual departments. Also included are tuition and fee waivers and athletic scholarships from the institution. DO NOT include College Work Study.

- **Student loan monies:** include subsidized and unsubsidized loans made directly to the student, including Perkins Loans. Also included are institutionally- and privately-sponsored loans for which the student is the designated borrower and funds go through the institution. PLUS and other loans for which the parent is the designated borrower are excluded.

  - Data for fields available in:
    - **IPEDS:** “Student Financial Aid” Spring collection survey. “Student financial aid provided to your fall 2007 cohort” chart.
      - Fields (1) – (4): Provide the percentages from the “Percentage of cohort receiving aid” column.
    - **Common Data Set:** N/A.

III. Average Net Tuition for Aided Undergraduates: Data entered is for the 2008-09 academic year.

- **Calculation for Input Field:** provide the number which results from subtracting the average grant amount provided to full-time aided undergraduate students in the 2008-09 academic year from the tuition and fees for this institution in the 2008-09 academic year. Use 2008-09 final data.
  - The average grant amount should include monies from all sources: need-based and non-need based federal, state, and institutional scholarships and grants,
scholarships and grants from external sources (e.g., Kiwanis, National Merit) and need-based and non-need-based tuition waivers and athletic awards.

- Do not include self-help monies (parents loan, student loans from all sources, federal work-study or state and institutional work-study/employment).

- Data for fields available in:
  - IPEDS: N/A
  - Common Data Set: See the “Financial Aid” Section H, questions H1 and H2 for various components of this calculation. Use 2008-09 FINAL data.

IV. For More Information – Link

- Here you can link to a website page with more details on your net tuition, price of attendance, and financial aid.

V. Average Undergraduate Loans Owed at Graduation: Data entered is for students that started at your institution as first-time students and received a bachelor’s degree between July 1, 2008 and June 30, 2009.

- Report the average per-undergraduate-borrower cumulative principal borrowed of the 2009 undergraduate class.
  - Does NOT include students who transferred in or any money borrowed while at other institutions.
  - DOES include loans through all loan programs: institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, Federal Direct Student Loans and Federal Family Education Loans, and private loans certified by your institution; parent loans are excluded but co-signed loans are included.

  - Data for fields available in:
    - IPEDS: N/A

VI. Tuition and Fees/Comprehensive Fee History: Data entered will be for the most recent five academic years - 2005-06 through 2009-10.

- This figure should represent typical tuition for a full-time undergraduate student for the full academic year (generally September to June) plus required fees or those charges that all full-time students must pay that are not included in tuition (for example, registration, health, or
activity fees). Optional fees such as parking and laboratory use should not be included.

**Note:** for comprehensive fee institutions, the title of this section on the public profile remains “Tuition and Fees History,” however there will be autotext under the graph that reads, “This is a comprehensive fee. See “Price of Attendance” for more information.”

- Data for all fields available in:
  - **IPEDS**: Input data from: “Institutional Characteristics” Fall collection survey, Part D, “Undergraduate Student Charges” section, #7, “Charges to full-time undergraduate students for the full academic year” from this year’s survey and from previous years’ surveys.
    - Provide the number resulting from the sum of the “average tuition” row plus the “required fees” row.
  - **Common Data Set**: Input data from: Section “G. Annual Expenses”, question: “Undergraduate full-time tuition, required fees, room and board” from this year’s survey and previous years’ surveys.
    - Provide the number resulting from the sum of the “Private Institution Tuition” row plus the “Required Fees” row found in the “Undergraduates” column.

### Section 5: About Our Faculty

**I. Student Faculty Ratio:** Data entered is for the **fall 2009**.

- This ratio is full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instructional faculty (full-time plus 1/3 part-time). Faculty will remain “I.”
- In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

  - Data for fields available in:
    - **IPEDS**: 2009 data collected in the 2010 Spring Collection Survey.
    - **Common Data Set**: Section “I: Instructional Faculty and Class Size” heading, question I-2: “Student to Faculty Ratio”.
      - Field (1): Provide the student number given in the first blank in question I-2.

**II. Full-time Faculty with the Highest Degree:** Data entered is for the full-time instructional faculty in the **fall of 2009**. Instructional faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with release time for research.

  - Data for fields available in:
    - **IPEDS**: N/A
III. Undergraduate Class Size: Data entered is for class size ranges in undergraduate class sections in the fall 2009 term.

- Data for fields available in:
  - IPEDS: N/A

- Common Data Set: Section “I: Instructional Faculty and Class Size”, heading, question I-3: “Undergraduate Class Size”.
  - Fields (1) – (8): Provide the numbers given in the “Class Sections” table for question I-3.

IV. For More Information - Link

- Here you can link to a website page with more details about your faculty or individual faculty members, such as number of full- and part-time faculty, and publications, awards, or other recognition of your faculty members.

Section 6: About Campus Life

I. Narrative Content Area: In this field, you can enter a brief description (up to 50 words) giving an overview of campus life. This can cover any elements that convey the "flavor" of life on your campus – physical aspects, unique traditions or activities, etc.

- Note: there are links to many aspects of campus life through the "Student Life" buttons below, so avoid being redundant in this description.

II. Freshmen Living On Your Campus: Data entered is in percentage form for first-time, first-year (freshman) students enrolled in fall 2009 who live in college-owned, operated, or affiliated housing.

- Data for fields available in:
  - IPEDS: N/A

- Common Data Set: Section “F. Student Life.” Question F1.
  - Field (1): Provide the number for the “First-time, first-year (freshman) students” column
for the “Percent who live in college-owned, -operated, or –affiliated housing” row.

**III. Undergraduates Living On Your Campus:** Data entered is in *percentage* form for degree-seeking undergraduates enrolled in **fall 2009** that live in college-owned, operated, or -affiliated housing.

- Data for fields available in:
  - **IPEDS:** N/A
  - **Common Data Set:** Section “F. Student Life.” Question F1.
    - Field (1): Provide the number for the “Undergraduates” column for the “Percent who live in college-owned, -operated, or –affiliated housing” row.

**IV. The Community Surrounding Your Institution – Link**

- Here you can link to a page on your website that may provide more detailed information about the local community/region. Aspects that might be featured include setting (urban, suburban, or rural), proximity to entertainment, outdoor activities, cultural facilities, access via various modes of transportation, etc. Consider providing, as part of this page, links to community resources beyond campus (the local newspaper, Chamber of Commerce, visitors’ bureau, etc.).

**V. Student Life - Links**

- Check the boxes to reveal windows in which you may enter links to your institution’s website with information on student life and student organizations. Suggested guidelines:
  - **Lectures and Outside Learning Opportunities:**
    Link to information on lecture series, guest speakers, or any other outside learning opportunities available at your institution or in the surrounding area.
  - **Intercollegiate Sports:**
    Link to information on intercollegiate sports at your institution.
  - **Student Organizations:**
    Link to information on the range of student organizations on your campus.
  - **Study Abroad:**
    Link to information on study abroad opportunities available at your institution.
  - **Intramural & Club Sports:**
    Link information on intramural and club sports at your institution.
- **Specialized Housing Options:**
  Link to information on specialized housing options at your institution.

- **Community Service Opportunities:**
  Link to information on community service opportunities at your institution and/or in the surrounding community, campus-wide service days, Campus Compact activities, etc.

- **Cultural & Arts Opportunities:**
  Link to information on cultural and arts opportunities at your institution and/or in the surrounding community.

- **Religious & Spiritual Life:**
  Link to information on religious and spiritual life at your institution and/or in the surrounding community, including nearby churches, synagogues, and mosques.

- **Students with Disabilities:**
  Link to information pertinent to students with disabilities at your institution, and special accommodations available to meet the needs of those with specific disabilities. *(Note: The 2008 Higher Education Opportunity Act REQUIRES all institutions to disclose links to sections of the institution’s website that provide information on disability services offered to students).*

- **Student Employment:**
  Link to information on student employment at your institution. This might include information such as work-study requirements and procedures; employment services; and information on the number/percentage of students who hold jobs. *(Note: The 2008 Higher Education Opportunity Act REQUIRES all institutions to disclose links to sections of the institution’s website that provide information on career and placement services offered to students during and after enrollment).*

### VI. Campus Safety Narrative Content Area

- In this field, you can enter a brief description (up to 50 words) summarizing campus safety efforts. You might include, for example, specific efforts to increase security (e.g., escort services, closed circuit TVs, emergency phones), a description of the campus security force, and residential life security measures.

### VII. Campus Safety Measures - Link

- Link to information on campus security, such as your campus security policy, emergency procedures, and security personnel contact information.
VIII. Campus Safety Report - Link