

However, these bills provide a good foundation to work from, and as a proud supporter of this legislation, I urge my colleagues to vote in favor of this rule and the underlying bills.

Mr. PASCRELL. Mr. Speaker, I rise today in opposition to this rule as it does not make in order a bipartisan amendment to H.R. 4984, that I introduced with my friend Congressman RUNYAN.

Under the legislation, institutions are required to provide certain information to borrowers recommending they exhaust their federal loan opportunities before taking out private loans, that federal loans typically offer better terms, and that if they do decide to take out a private loan, an explanation regarding some of the borrower's rights. Our simple, right-to-know amendment would add to the list of information required to be made available an explanation of the differences between private loans and federal loans when it comes to the death or disability of the borrower. Borrowers would be notified that the borrower's estate or any cosigner of a private loan may be obligated to repay the full amount of the loan in the event of the death or disability of the borrower.

This amendment is based on bipartisan legislation I introduced with Mr. RUNYAN, legislation which passed by a voice vote in the House a few years ago. The Bryski family—who live in Mr. RUNYAN's district in South Jersey—fought for six years to discharge a private student loan they cosigned for their son Christopher, a college student who suffered a traumatic brain injury during his third year at Rutgers University and passed away after spending two years in a coma. Upon Christopher's death, his family was told by the bank that they would have to take over the loan and begin making payments on the \$50,000 owed.

No family ever expects to lose a child. However, should the unexpected happen during college, it is a terrible fact today that families not only struggle with the loss of their loved one, but are also burdened as they find out they now have the obligation to pay the student's outstanding private loans. In this circumstance, federal loans are forgiven, but private lenders often still require families to pay back loans on behalf of their children. Understandably, the unexpected costs are difficult to absorb, and families are not mentally prepared for these various circumstances.

While no one can prepare for or anticipate the death of a loved one, especially a child entering college, requiring this information to be made available will ensure families can make the most appropriate financial decisions about how they finance higher education. This bill does not add a dime to the deficit, and we are not seeking to change lending rules or requiring banks to discharge debt. We simply want loan cosigners to understand what they could be responsible for.

It is a disappointment that the Majority would rather keep parents in the dark, and would rather allow private banks and some of their most heartless practices remain in the shadows than consider this simple amendment that would simply ensure that students and their families are warned about this possibility.

I urge opposition to the rule.

The material previously referred to by Mr. POLIS is as follows:

AN AMENDMENT TO H. RES. 677 OFFERED BY  
MR. POLIS OF COLORADO

At the end of the resolution, add the following new sections:

SEC. 3. Immediately upon adoption of this resolution the Speaker shall, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 4582) to amend the Higher Education Act of 1965 to provide for the refinancing of certain Federal student loans, and for other purposes. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and shall not exceed one hour equally divided among and controlled by the chair and ranking minority member of the Committee on Education and the Workforce and the chair and ranking minority member of the Committee on Ways and Means. After general debate the bill shall be considered for amendment under the five-minute rule. All points of order against provisions in the bill are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit with or without instructions. If the Committee of the Whole rises and reports that it has come to no resolution on the bill, then on the next legislative day the House shall, immediately after the third daily order of business under clause 1 of rule XIV, resolve into the Committee of the Whole for further consideration of the bill.

SEC. 4. Clause 1(c) of rule XIX shall not apply to the consideration of H.R. 4582.

THE VOTE ON THE PREVIOUS QUESTION: WHAT  
IT REALLY MEANS

This vote, the vote on whether to order the previous question on a special rule, is not merely a procedural vote. A vote against ordering the previous question is a vote against the Republican majority agenda and a vote to allow the Democratic minority to offer an alternative plan. It is a vote about what the House should be debating.

Mr. Clarence Cannon's *Precedents of the House of Representatives* (VI, 308-311), describes the vote on the previous question on the rule as "a motion to direct or control the consideration of the subject before the House being made by the Member in charge." To defeat the previous question is to give the opposition a chance to decide the subject before the House. Cannon cites the Speaker's ruling of January 13, 1920, to the effect that "the refusal of the House to sustain the demand for the previous question passes the control of the resolution to the opposition" in order to offer an amendment. On March 15, 1909, a member of the majority party offered a rule resolution. The House defeated the previous question and a member of the opposition rose to a parliamentary inquiry, asking who was entitled to recognition. Speaker Joseph G. Cannon (R-Illinois) said: "The previous question having been refused, the gentleman from New York, Mr. Fitzgerald, who had asked the gentleman to yield to him for an amendment, is entitled to the first recognition."

The Republican majority may say "the vote on the previous question is simply a vote on whether to proceed to an immediate vote on adopting the resolution . . . [and] has no substantive legislative or policy implications whatsoever." But that is not what they have always said. Listen to the Republican Leadership Manual on the Legislative Process in the United States House of Rep-

resentatives, (6th edition, page 135). Here's how the Republicans describe the previous question vote in their own manual: "Although it is generally not possible to amend the rule because the majority Member controlling the time will not yield for the purpose of offering an amendment, the same result may be achieved by voting down the previous question on the rule . . . . When the motion for the previous question is defeated, control of the time passes to the Member who led the opposition to ordering the previous question. That Member, because he then controls the time, may offer an amendment to the rule, or yield for the purpose of amendment."

In Deschler's *Procedure in the U.S. House of Representatives*, the subchapter titled "Amending Special Rules" states: "a refusal to order the previous question on such a rule [a special rule reported from the Committee on Rules] opens the resolution to amendment and further debate." (Chapter 21, section 21.2) Section 21.3 continues: "Upon rejection of the motion for the previous question on a resolution reported from the Committee on Rules, control shifts to the Member leading the opposition to the previous question, who may offer a proper amendment or motion and who controls the time for debate thereon."

Clearly, the vote on the previous question on a rule does have substantive policy implications. It is one of the only available tools for those who oppose the Republican majority's agenda and allows those with alternative views the opportunity to offer an alternative plan.

Ms. FOXX. Mr. Speaker, I yield back the balance of my time, and I move the previous question on the resolution.

The SPEAKER pro tempore. The question is on ordering the previous question.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. POLIS. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, further proceedings on this question will be postponed.

ANNOUNCEMENT BY THE SPEAKER  
PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Record votes on postponed questions will be taken later.

STRENGTHENING TRANSPARENCY  
IN HIGHER EDUCATION ACT

Ms. FOXX. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4983) to simplify and streamline the information regarding institutions of higher education made publicly available by the Secretary of Education, and for other purposes, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 4983

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

**SECTION 1. SHORT TITLE.**

This Act may be cited as the “Strengthening Transparency in Higher Education Act”.

**SEC. 2. COLLEGE DASHBOARD WEBSITE.**

(a) **ESTABLISHMENT.**—Section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a) is amended—

(1) in subsection (a)—  
(A) in paragraph (2), by striking “first-time,”;

(B) in paragraph (3) in the matter preceding subparagraph (A), by striking “first-time,”; and

(C) in paragraph (4), by striking “first-time,”;

(2) in subsection (b)—  
(A) in paragraph (1), by striking “first-time,”; and

(B) in paragraph (2), by striking “first-time,”;

(3) by striking subsections (c) through (g), (j), and (l);

(4) by redesignating subsections (h), (i), and (k) as subsections (c), (d), and (e), respectively; and

(5) by striking subsection (d) (as so redesignated) and inserting the following new subsection:

“(d) **CONSUMER INFORMATION.**—

“(1) **AVAILABILITY OF TITLE IV INSTITUTION INFORMATION.**—The Secretary shall develop and make publicly available a website to be known as the ‘College Dashboard website’ in accordance with this section and prominently display on such website, in simple, understandable, and unbiased terms for the most recent academic year for which satisfactory data are available, the following information with respect to each institution of higher education that participates in a program under title IV:

“(A) A link to the website of the institution.

“(B) An identification of the type of institution as one of the following:

“(i) A four-year public institution of higher education.

“(ii) A four-year private, nonprofit institution of higher education.

“(iii) A four-year private, for-profit institution of higher education.

“(iv) A two-year public institution of higher education.

“(v) A two-year private, nonprofit institution of higher education.

“(vi) A two-year private, for-profit institution of higher education.

“(vii) A less than two-year public institution of higher education.

“(viii) A less than two-year private, nonprofit institution of higher education.

“(ix) A less than two-year private, for-profit institution of higher education.

“(C) The number of students enrolled at the institution—

“(i) as undergraduate students; and

“(ii) as graduate students, if applicable.

“(D) The student-faculty ratio.

“(E) The percentage of degree-seeking or certificate-seeking undergraduate students enrolled at the institution who obtain a degree or certificate within—

“(i) 100 percent of the normal time for completion of, or graduation from, the program in which the student is enrolled;

“(ii) 150 percent of the normal time for completion of, or graduation from, the program in which the student is enrolled; and

“(iii) 200 percent of the normal time for completion of, or graduation from, the program in which the student is enrolled.

“(F) The average net price per year for undergraduate students receiving Federal stu-

dent financial aid under title IV based on an income category selected by the user from a list containing the following income categories:

“(i) \$0 to \$30,000.

“(ii) \$30,001 to \$48,000.

“(iii) \$48,001 to \$75,000.

“(iv) \$75,001 to \$110,000.

“(v) \$110,001 to \$150,000.

“(vi) Over \$150,000.

“(G) A link to the net price calculator for such institution.

“(H) The percentage of undergraduate students who obtained a certificate or degree from the institution who borrowed Federal student loans and the average Federal student loan debt incurred by an undergraduate student who obtained a certificate or degree from the institution and borrowed Federal student loans in the course of obtaining such certificate or degree.

“(I) A link to national and regional data from the Bureau of Labor Statistics on starting salaries in all major occupations.

“(J) A link to the webpage of the institution containing campus safety data with respect to such institution.

“(2) **ADDITIONAL INFORMATION.**—The Secretary shall publish on Internet webpages that are linked to through the College Dashboard website for the most recent academic year for which satisfactory data is available the following information with respect to each institution of higher education that participates in a program under title IV:

“(A) **ENROLLMENT.**—

“(i) The percentages of male and female undergraduate students enrolled at the institution.

“(ii) The percentages of undergraduate students enrolled at the institution—

“(I) full-time; and

“(II) less than full-time.

“(iii) In the case of an institution other than an institution that provides all courses and programs through distance education, of the undergraduate students enrolled at the institution—

“(I) the percentage of such students who are from the State in which the institution is located;

“(II) the percentage of such students who are from other States; and

“(III) the percentage of such students who are international students.

“(iv) The percentages of undergraduate students enrolled at the institution, disaggregated by—

“(I) race and ethnic background;

“(II) classification as a student with a disability;

“(III) recipients of a Federal Pell Grant;

“(IV) recipients of assistance under a tuition assistance program conducted by the Department of Defense under section 1784a or 2007 of title 10, United States Code, or other authorities available to the Department of Defense or veterans’ education benefits (as defined in section 480); and

“(V) recipients of a Federal student loan.

“(B) **COMPLETION.**—The information required under paragraph (1)(E), disaggregated by—

“(i) recipients of a Federal Pell Grant;

“(ii) recipients of a loan made under part D (other than a Federal Direct Unsubsidized Stafford Loan) who did not receive a Federal Pell Grant;

“(iii) persons who did not receive a Federal Pell Grant or a loan made under part D (other than a Federal Direct Unsubsidized Stafford Loan);

“(iv) race and ethnic background;

“(v) classification as a student with a disability; and

“(vi) recipients of assistance under a tuition assistance program conducted by the Department of Defense under section 1784a or

2007 of title 10, United States Code, or other authorities available to the Department of Defense or veterans’ education benefits (as defined in section 480).

“(C) **COSTS.**—

“(i) The cost of attendance for full-time undergraduate students enrolled in the institution who live on campus.

“(ii) The cost of attendance for full-time undergraduate students enrolled in the institution who live off campus.

“(iii) The cost of tuition and fees for full-time undergraduate students enrolled in the institution.

“(iv) The cost of tuition and fees per credit hour or credit hour equivalency for undergraduate students enrolled in the institution less than full time.

“(v) In the case of a public institution of higher education (other than an institution described in clause (vi)) and notwithstanding subsection (b)(1), the costs described in clauses (i) and (ii) for—

“(I) full-time students enrolled in the institution who are residents of the State in which the institution is located; and

“(II) full-time students enrolled in the institution who are not residents of such State.

“(vi) In the case of a public institution of higher education that offers different tuition rates for students who are residents of a geographic subdivision smaller than a State and students not located in such geographic subdivision and notwithstanding subsection (b)(1), the costs described in clauses (i) and (ii) for—

“(I) full-time students enrolled at the institution who are residents of such geographic subdivision;

“(II) full-time students enrolled at the institution who are residents of the State in which the institution is located but not residents of such geographic subdivision; and

“(III) full-time students enrolled at the institution who are not residents of such State.

“(D) **FINANCIAL AID.**—

“(i) The average annual grant amount (including Federal, State, and institutional aid) awarded to an undergraduate student enrolled at the institution who receives financial aid.

“(ii) The percentage of undergraduate students enrolled at the institution receiving Federal, State, and institutional grants, student loans, and any other type of student financial assistance known by the institution, provided publicly or through the institution, such as Federal work-study funds.

“(iii) The cohort default rate (as defined in section 435(m)) for such institution.

“(E) **FACULTY INFORMATION.**—

“(i) The ratio of the number of course sections taught by part-time instructors to the number of course sections taught by full-time faculty, disaggregated by course sections intended primarily for undergraduate students and course sections intended primarily for graduate students.

“(ii) The mean and median years of employment for part-time instructors.

“(3) **OTHER DATA MATTERS.**—

“(A) **COMPLETION DATA.**—The Commissioner of Education Statistics shall ensure that the information required under paragraph (1)(E) includes information with respect to all students at an institution, including students other than first-time, full-time students and students who transfer to another institution, in a manner that the Commissioner considers appropriate.

“(B) **ADJUSTMENT OF INCOME CATEGORIES.**—The Secretary may annually adjust the range of each of the income categories described in paragraph (1)(F) to account for a change in the Consumer Price Index for All

Urban Consumers as determined by the Bureau of Labor Statistics if the Secretary determines an adjustment is necessary.

“(4) INSTITUTIONAL COMPARISON.—The Secretary shall include on the College Dashboard website a method for users to easily compare the information required under paragraphs (1) and (2) between institutions.

“(5) UPDATES.—

“(A) DATA.—The Secretary shall update the College Dashboard website not less than annually.

“(B) TECHNOLOGY AND FORMAT.—The Secretary shall regularly assess the format and technology of the College Dashboard website and make any changes or updates that the Secretary considers appropriate.

“(6) CONSUMER TESTING.—

“(A) IN GENERAL.—In developing and maintaining the College Dashboard website, the Secretary, in consultation with appropriate departments and agencies of the Federal Government, shall conduct consumer testing with appropriate persons, including current and prospective college students, family members of such students, institutions of higher education, and experts, to ensure that the College Dashboard website is usable and easily understandable and provides useful and relevant information to students and families.

“(B) RECOMMENDATIONS FOR CHANGES.—The Secretary shall submit to the authorizing committees any recommendations that the Secretary considers appropriate for changing the information required to be provided on the College Dashboard website under paragraphs (1) and (2) based on the results of the consumer testing conducted under subparagraph (A).

“(7) PROVISION OF APPROPRIATE LINKS TO PROSPECTIVE STUDENTS AFTER SUBMISSION OF FAFSA.—The Secretary shall provide to each student that submits a Free Application for Federal Student Aid described in section 483 a link to the webpage of the College Dashboard website that contains the information required under paragraph (1) for each institution of higher education such student includes on such Application.

“(8) INTERAGENCY COORDINATION.—The Secretary, in consultation with each appropriate head of a department or agency of the Federal Government, shall ensure to the greatest extent practicable that any information related to higher education that is published by such department or agency is consistent with the information published on the College Dashboard website.

“(9) REFERENCES TO COLLEGE NAVIGATOR WEBSITE.—Any reference in this Act to the College Navigator website shall be considered a reference to the College Dashboard website.”.

(b) CONFORMING AMENDMENTS.—The Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), as amended by subsection (a) of this section, is further amended—

(1) in section 131(h) (20 U.S.C. 1015(h)), by striking “College Navigator” and inserting “College Dashboard”; and

(2) in section 132(a) (20 U.S.C. 1015a(a)), by striking paragraph (1) and inserting the following new paragraph:

“(1) COLLEGE DASHBOARD WEBSITE.—The term ‘College Dashboard website’ means the College Dashboard website required under subsection (d).”.

(c) DEVELOPMENT.—The Secretary of Education shall develop and publish the College Dashboard website required under section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a), as amended by subsections (a) and (b) of this section, not later than one year after the date of the enactment of this Act.

(d) COLLEGE NAVIGATOR WEBSITE MAINTENANCE.—The Secretary shall maintain the College Navigator website required under

section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a), as in effect the day before the date of the enactment of this Act, in the manner required under the Higher Education Act of 1965, as in effect on such day, until the College Dashboard website referred to in subsection (c) is complete and publicly available on the Internet.

### SEC. 3. NET PRICE CALCULATORS.

Subsection (c) of section 132 of the Higher Education Act of 1965 (20 U.S.C. 1015a), as redesignated by section 2(a)(4) of this Act, is amended—

(1) by redesignating paragraph (4) as paragraph (6); and

(2) by inserting after paragraph (3) the following new paragraphs:

“(4) MINIMUM REQUIREMENTS FOR NET PRICE CALCULATORS.—Not later than 1 year after the date of the enactment of the Strengthening Transparency in Higher Education Act, a net price calculator for an institution of higher education shall meet the following requirements:

“(A) The link for the calculator shall—

“(i) be clearly labeled as a net price calculator and prominently, clearly, and conspicuously posted in locations on the website of such institution where information on costs and aid is provided and any other location that the institution considers appropriate; and

“(ii) match in size and font to the other prominent links on the webpage where the link for the calculator is displayed.

“(B) The webpage displaying the results for the calculator shall specify at least the following information:

“(i) The net price (as calculated under subsection (a)(2)) for such institution, which shall be the most visually prominent figure on the results screen.

“(ii) Cost of attendance, including—

“(I) tuition and fees;

“(II) average annual cost of room and board for the institution for a full-time undergraduate student enrolled in the institution;

“(III) average annual cost of books and supplies for a full-time undergraduate student enrolled in the institution; and

“(IV) estimated cost of other expenses (including personal expenses and transportation) for a full-time undergraduate student enrolled in the institution.

“(iii) Estimated total need-based grant aid and merit-based grant aid from Federal, State, and institutional sources that may be available to a full-time undergraduate student.

“(iv) Percentage of the full-time undergraduate students enrolled in the institution that received any type of grant aid described in clause (iii).

“(v) The disclaimer described in paragraph (6).

“(vi) In the case of a calculator that—

“(I) includes questions to estimate the eligibility of a student or prospective student for veterans’ education benefits (as defined in section 480) or educational benefits for active duty service members, such benefits are displayed on the results screen in a manner that clearly distinguishes such benefits from the grant aid described in clause (iii); or

“(II) does not include questions to estimate eligibility for the benefits described in subclause (I), the results screen indicates that certain students (or prospective students) may qualify for such benefits and includes a link to information about such benefits.

“(C) The institution shall populate the calculator with data from an academic year that is not more than 2 academic years prior to the most recent academic year.

“(5) PROHIBITION ON USE OF DATA COLLECTED BY THE NET PRICE CALCULATOR.—A net price

calculator for an institution of higher education shall—

“(A) clearly indicate which questions are required to be completed for an estimate of the net price from the calculator;

“(B) in the case of a calculator that requests contact information from users, clearly mark such requests as optional and provide for an estimate of the net price from the calculator without requiring users to enter such information; and

“(C) prohibit any personally identifiable information provided by users from being sold or made available to third parties.”.

### SEC. 4. FUNDING.

(a) USE OF EXISTING FUNDS.—Of the amount authorized to be appropriated to the Department of Education to maintain the College Navigator website, \$1,000,000 shall be available to carry out this Act and the amendments made by this Act.

(b) NO ADDITIONAL FUNDS AUTHORIZED.—No funds are authorized by this Act to be appropriated to carry out this Act or the amendments made by this Act.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from North Carolina (Ms. FOXX) and the gentleman from Texas (Mr. HINOJOSA) each will control 20 minutes.

The Chair recognizes the gentlewoman from North Carolina.

GENERAL LEAVE

Ms. FOXX. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 4983.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from North Carolina?

There was no objection.

Ms. FOXX. Mr. Speaker, I yield myself such time as I may consume.

I rise today in support of the Strengthening Transparency in Higher Education Act.

The Education and the Workforce Committee has held 14 hearings on higher education, and throughout these hearings, it has become increasingly clear that students and families face a deluge of data that often provides little to no useful information as they try to make the important decisions of where to pursue postsecondary educations.

Despite repeated attempts to enhance transparency in the higher education system, students and families still struggle to access important information that will assist in their searches for the right colleges or universities. To make matters worse, data that is available often ignores a large portion of students enrolled in the postsecondary education system or fails to capture crucial information students and families need to view the entire landscape of higher education.

That is why my colleague, Representative LUKE MESSER, and I authored the bill before us today. The Strengthening Transparency in Higher Education Act attempts to streamline existing Federal transparency efforts to avoid duplicative information and confusion for students by creating a consumer-tested college dashboard that would display only key information students need when deciding which schools to attend

as well as ensuring that all students are appropriately represented in the data presented.

Taxpayers provide a great deal of money to help students attend the institutions of their choice and to pursue their passions. Therefore, we should make every effort to see that students have the best information available to help them make good decisions for where to continue their educations. The Strengthening Transparency in Higher Education Act seeks to make that information more accessible and easier to understand.

I urge my colleagues to vote in favor of this legislation, which passed with bipartisan support out of the Education Committee.

I reserve the balance of my time.

Mr. HINOJOSA. Mr. Speaker, I yield myself such time as I may consume.

I rise to express my support for H.R. 4983, the Strengthening Transparency in Higher Education Act.

The underlying bill strengthens the state of transparency in higher education by establishing a new college dashboard Web site, which replaces the Network Navigator and ensures the inclusion of nontraditional students in the data matrix.

The college dashboard Web site will provide better and more accessible information for students and families. Key information will consist of enrollment and completion data on full-time and part-time students as well as those segregated by Pell recipients—or race and ethnicity and disability—as well as information on net price, average student loan debt, and college costs.

The bill promotes transparency on the use of adjunct faculty. For the first time, our Nation's colleges will be required to report the ratio of part-time to full-time instructors by degree level. In addition, this legislation creates a more accessible calculator with clearer, more individualized information on student costs. Finally, the bill requires that the college dashboard Web site be consumer-tested with other agencies and students and institutions and experts to ensure it provides understandable and relevant information.

I am proud to say that Texas has been a leader in this area. The University of Texas' system, for example, has developed an impressive college productivity dashboard designed to increase transparency and to measure productivity in a more effective way. Above all, the UT system's dashboard also provides students, families, and policymakers with robust data and information that they can use to make more informed decisions.

Having better data and information has allowed the University of Texas to identify achievement gaps and to make improvements in areas that need reform. More accurate data on college participation and completion, for instance, can help to improve student outcomes, particularly for low-income students and students of color.

In closing, I applaud Chairman KLINE, Ranking Member MILLER, and

Ranking Member Foxx for working in a bipartisan manner to advance this legislation, and I urge my colleagues on both sides of the aisle to vote in favor of H.R. 4983.

I reserve the balance of my time.

Ms. FOXX. Mr. Speaker, I yield 3 minutes to the gentleman from Indiana (Mr. MESSER), my distinguished colleague and cosponsor for this legislation.

□ 1345

Mr. MESSER. Mr. Speaker, I rise in support of this legislation, which will provide prospective students with better information to make more informed choices about pursuing their higher education.

I want to commend Chairman KLINE and subcommittee Chairwoman Foxx for bringing this measure forward. And I want to thank my colleague, the gentleman from Texas (Mr. HINOJOSA) for his leadership on this topic as well.

In modern life, few decisions are bigger than whether to attend college and which college to attend. The right choice can be a head start towards a strong financial future. The wrong choice can leave a student without a degree and in tens of thousands of dollars of debt.

There is no magic formula for finding the best fit, but having access to clear and relevant data can make the decision easier and less overwhelming. Unfortunately, when making this important choice, students and their families are often faced with a convoluted maze of statistics which don't allow them to make fully informed, cost-conscious decisions.

This legislation will ensure that students have the information they need to make good decisions for their future. Helping students more easily find the schools that are right for them will encourage their academic success, avoid unnecessary student debt, and enhance their professional prospects after graduation.

I urge my colleagues to support this measure.

Mr. HINOJOSA. Mr. Speaker, I yield 2 minutes to the gentleman from Virginia (Mr. SCOTT), a distinguished member of the Education Committee.

Mr. SCOTT of Virginia. Mr. Speaker, I rise today in support of H.R. 4983, the Strengthening Transparency in Higher Education Act. It is critical that prospective students have access to information on institutions that they may be interested in attending, and the bill before us would provide the platform for these students to gather this information.

This information is essential to ensuring that students will be able to make an informed decision on which institution to attend.

While providing students with additional information on institutions of higher learning is important, none of the bills before us actually will do anything to actually ensure that every student is given every chance possible

of receiving an education past high school level.

Studies have consistently shown the value of higher education, and have also shown that two-thirds of the jobs in the future will require some sort of education past the high school level.

Unfortunately, many students today find higher education unaffordable and out of reach due to the increasing cost of attending college and high student loan interest rates. Currently, the Federal Government makes a significant profit on student loans, with the Congressional Budget Office estimating that the Federal Government will profit \$135 billion over the next 10 years off of student loans.

We must continue to ensure that college remains affordable and accessible to all that seek it, and I look forward to working with my colleagues on the Education and the Workforce Committee towards that goal.

On the bill before us today, however, I urge my colleagues to support H.R. 4983, the Strengthening Transparency in Higher Education Act.

Ms. FOXX. Mr. Speaker, I yield 2 minutes to our distinguished colleague from Tennessee (Mr. ROE).

Mr. ROE of Tennessee. Mr. Speaker, I rise in strong support of H.R. 4983, the Strengthening Transparency in Higher Education Act.

With the cost of a college education increasing, and outstanding student loan debt now at a staggering \$1.2 trillion, it is more important than ever for students and their families to have the necessary information to make informed decisions about their educational pursuits.

This legislation empowers students and their families by improving the dissemination of key information about colleges and universities through a consumer-tested college dashboard.

This bill coordinates and streamlines information from multiple Federal agencies to assist students in comparing schools to determine which will best suit their unique needs.

The only college completion rates currently available to students and their families are for the traditional, first-time, full-time student. At East Tennessee State University in my hometown, only about 60 percent of the students fit this description, leaving a significant portion of students not represented by the data.

Completion rates for other groups of students, such as veterans and Pell Grant recipients, are included in the college dashboard to ensure that this information is representative of all students.

Surprisingly, despite spending approximately \$32 billion each year to provide Pell Grants to over 9 million students, we have little information about the educational outcomes for these students. By taking a more thorough look at the results this program is producing, we can improve the likelihood of student success.

In addition to providing students and parents with better information, this

bill will give us new tools to help strengthen the Pell Grants program, while ensuring it is a good investment for taxpayers.

To ensure that resource is utilized, students will be provided links to the college dashboard for each prospective school they look at, thus providing this important information to them at the pinnacle of their college search.

I thank the chairwoman and the ranking member on this bipartisan legislation, and I encourage its support.

Mr. HINOJOSA. Mr. Speaker, I am honored to yield 3 minutes to my colleague from New Jersey (Mr. HOLT).

Mr. HOLT. Mr. Speaker, I thank my friend from Texas.

This bill creates a new Department of Education Web site that includes data allowing prospective students to better understand the cost of specific institutions, and I thank the chairman and the ranking member for working with me to improve this bill before it came to the floor.

The current Department of Education Web site is incomplete and misleading. The current Web site does not include the net price to a student according to that student's income level, which could cause, and does cause, lower and middle class students to reject schools that they, in fact, could afford.

They or their parents would see average net price, calculated for all students, and immediately assume it is unaffordable for them. The changes that I have included in this bill allow a parent or a prospective student to find, upfront, on the home page, the average net price of attending, based on the family's income level. And this information may lead students to consider institutions they would have otherwise excluded.

The difference between the average cost, calculated for all students, and the cost to a student, say, from a \$40,000 income level, may be many thousands of dollars.

Now, I should add, in conclusion, that while this bill that we take up today makes some progress, this and the other bills we will be considering fall short of what is really needed: a comprehensive effort to help more students afford college.

We should be considering doubling the Pell Grants, reducing student loan interest rates, and doing all those other things that would be in a comprehensive higher education bill. I am sorry to say we are ignoring those solutions.

Nevertheless, I welcome the modest improvements that we will see in the legislation being considered here, and I hope that soon we will get to the comprehensive higher education legislation that the students of America deserve.

Ms. FOXX. Mr. Speaker, I reserve the balance of my time.

Mr. HINOJOSA. Mr. Speaker I am honored to yield 3 minutes to my colleague from Maryland (Mr. CUMMINGS).

Mr. CUMMINGS. Mr. Speaker, I want to thank Ranking Member HINOJOSA

for the time, and I thank the chairman and Ranking Member MILLER, and Chairwoman FOXX for their hard work on this legislation.

Mr. Speaker, I rise today in support of H.R. 4983, the Strengthening Transparency in Higher Education Act. This legislation will help prospective students and their families by providing more accessible information about the costs of attending our Nation's colleges and universities.

The bill before us today includes provisions that I authored that will improve a tool already available to help students and their families assess the cost of attending college, the net price calculator.

Currently, students and families have to guess where the calculators are located on the schools' Web pages, what each school calls the calculator, and whether the information it provides is accurate.

Additionally, veterans and service-members must try to determine whether the estimates provided by such calculators accurately reflect the academic benefits they have earned through their service.

As the ranking member of the Oversight and Government Reform Committee, one of my roles is to help government work more effectively and efficiently.

My bill, the Net Price Calculator Improvement Act, H.R. 3694, addresses the challenges identified with current net price calculators by ensuring that they will provide consistent and comparable price information for colleges and universities based on up-to-date data.

My legislation would also ensure that institutions place the calculators in consistent locations on their Web sites, and it would protect students who use the calculators from data mining.

I applaud my colleagues on the Education and the Workforce Committee for including these critical provisions in H.R. 4983, and urge the passage of this legislation.

As I close, let me note that the bill before us is an important first step in the process of reauthorizing the Higher Education Act, and it contains important reforms. However, our work will not be done by simply passing this bill.

The bills before the House this week ignore the bread and butter of the Federal higher education policy, Federal student aid. We must reauthorize the Higher Education Act in its entirety as quickly as possible.

Ms. FOXX. Mr. Speaker, I continue to reserve the balance of my time.

Mr. HINOJOSA. Mr. Speaker, I yield myself the balance of my time.

Before I close, I want to say that I look forward to working with my friends on the other side of the aisle as soon as possible so that we can complete, in its entirety, the reauthorization of higher education which is greatly needed here in our country.

Mr. Speaker, I have no more speakers, and I yield back the balance of my time.

Ms. FOXX. Mr. Speaker, I also want to thank our colleagues on both sides of the aisle for working together on what I think is an important piece of legislation that will help families and students in the future.

I want to give particular thanks to the staffs on both sides of the aisle. The Education and the Workforce Committee has been very active this year and last year on presenting excellent legislation to this House, and I want to thank the staff for their good work.

With that, Mr. Speaker, I urge my colleagues to vote "yes" on H.R. 4983, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from North Carolina (Ms. FOXX) that the House suspend the rules and pass the bill, H.R. 4983, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

#### NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL QUALITY AND INTEGRITY AND ADVISORY COMMITTEE ON STUDENT FINANCIAL ASSISTANCE EXTENSION

Ms. FOXX. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 5134) to extend the National Advisory Committee on Institutional Quality and Integrity and the Advisory Committee on Student Financial Assistance for one year.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 5134

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. EXTENSION OF NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL QUALITY AND INTEGRITY.

Section 114(f) of the Higher Education Act of 1965 (20 U.S.C. 1011c(f)) is amended by striking "2014" and inserting "2015".

#### SEC. 2. EXTENSION OF ADVISORY COMMITTEE ON STUDENT FINANCIAL ASSISTANCE.

Section 491(k) of the Higher Education Act of 1965 (20 U.S.C. 1098(k)) is amended by striking "2014" and inserting "2015".

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from North Carolina (Ms. FOXX) and the gentleman from Texas (Mr. HINOJOSA) each will control 20 minutes.

The Chair recognizes the gentlewoman from North Carolina.

□ 1400

GENERAL LEAVE

Ms. FOXX. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 5134.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from North Carolina?

There was no objection.