

**DEPARTMENT OF EDUCATION
INFORMATION QUALITY GUIDELINES APPEAL
RELATING TO THE GAINFUL EMPLOYMENT NPRM**

April 29, 2011

Association of Proprietary Colleges

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INTRODUCTION

The Association of Propriety Colleges (“APC”), through counsel, hereby appeals the Department’s response dated March 31, 2011 (“Response”) rejecting APC’s February 1, 2011 correction request (“Correction Request”) filed pursuant to the Department’s Information Quality Guidelines (“IQG”). That Correction Request pertained to the Department’s notice of proposed rulemaking relating to determining if certain educational programs lead to gainful employment (“NPRM”)¹ and the proposed regulation contained therein (“Proposed Regulation”). Pursuant to the IQG, this appeal must be “subjected to an impartial review that is conducted by parties other than those who prepared the Department decision.”²

The IQG are broadly designed to ensure the “accuracy, reliability, and unbiased nature of information” through “using reliable information sources and appropriate techniques to prepare information products,” including mandatory peer review.³ Despite this fundamental purpose of the IQG, the division (the “Division”) authoring the NPRM and the March 31, 2011 Response for the most part simply ignores the serious flaws in the gainful employment NPRM and the Proposed Regulation. Instead, the Response makes the misguided and self-serving claim that those flaws do not present IQG issues in an attempt to shield those flaws from the review they deserve.

The Response’s refusal to grapple with the Division’s wholesale violation of the IQG and the glaring fundamental structural problems in the Proposed Regulation requires reversal on appeal and withdrawal of the Proposed Regulation. Among other things, in

¹ 75 Fed. Reg. 43616 (July 26, 2010) (“NPRM”).

² IQG at 13.

³ IQG at 5 (emphasis in original).

gross violation of the IQG, the Division employed improper methodologies based upon false factual assumptions, relied upon unrepresentative and misleading data, and failed to acknowledge the very substantial shortcomings in the information and data the Division relied upon and disseminated.

More shocking, contrary to the IQG requirements, the Division conducted no peer review of the data, analysis, and metrics in the NPRM, despite the fact that the NPRM will have a clear and substantial impact on the anticipated future of millions of students enrolled in the affected educational programs and the disbursement of billions of dollars of Title IV program funds. The Response does not dispute this point.

The Division obviously tried to shield its work from peer review because it rightly feared no respectable economist or other objective outside expert would concur in its approach. Thus, the Division ventured to extend the Department's regulatory authority into an entirely new and complex area without the benefit of any systematic and open review by economists, statisticians, or other outside experts. However, the Division did make the effort to consult with "shorts," (i.e., investors who shorted the stock of public-traded education company stocks) to seek their views on the subject of gainful employment regulation, which represents the very antithesis of objective outside review. This lack of genuine peer review by objective outside experts infects the entire NPRM, resulting in the repeated distortion of data used to justify the Proposed Regulation. For this reason alone the appeal must be sustained.

Indeed, the entire framework of the Proposed Regulation is on its face nonsensical. Studies have demonstrated that it penalizes institutions not for poor program quality, but for educating disadvantaged students, concluding that "institutions with 40%

or more Pell Grant recipients are unlikely to satisfy the 45% loan repayment rate threshold.”⁴ Further, the tests the Proposed Regulation adopts for determining whether a program remains eligible are “economically irrational,”⁵ relying upon income and repayment data from 3 to 4 years after graduation, when graduates’ incomes are at their lowest. The Department itself has concluded that the Harvard Medical School would fail the repayment rate test applying the truncated measurement periods used in the Division’s proposed methodology.⁶

The Response fails even to address the devastating macro-economic effect of the Proposed Regulation, which as detailed in the Correction Request, under conservative estimates is likely to:

- **cause from 1.775 to 2.6 million students to discontinue or not receive additional education over the next 10 years;**⁷
- **deprive students of the additional income they would have earned from this additional education, which according to Census Bureau statistics for associate degree graduates is approximately \$400,000 per student;**⁸
- **cost students (principally those with low income) who would have attended an institution of higher education in the next ten years but**

⁴ Kantrowitz, *The Impact of Loan Repayment Rates on Pell Grant Recipients*, at 1-2 (2010).

⁵ Brad Cornell, *Expert Report Regarding Proposed Gainful Employment Regulation*, ¶ 18 (Sept. 9, 2010) (hereinafter “Cornell Report”) (submitted with the Correction Request as Exhibit 7).

⁶ The Department’s own data shows that the Harvard Medical School’s estimated repayment rate is 24%. *Cumulative Four-Year Repayment Rate by Institution*, posted on the Department’s website, available at <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/integrity-analysis.html>.

⁷ Jonathan Guryan & Matthew Thompson, *Comment on the Proposed Rule*, at 29 (Sept. 9, 2010) (submitted with the Correction Request as Exhibit 1) (“CRA Report”). The curriculum vitae of Professor Guryan is submitted with the Correction Request as Exhibit 2. The curriculum vitae of Dr. Thompson is submitted with the Correction Request as Exhibit 3.

⁸ Data from the U.S. Census Bureau establishes that students with associate degrees earn \$1.6 million over their lifetimes, whereas students with high school diplomas make \$1.2 million. Jennifer Cheeseman Day & Eric C. Newburger, *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*, at 3-4 (2002) (submitted with the Correction Request as Exhibit 4).

for the proposed regulation between \$198 billion and \$291 billion in lost income;⁹

- **cost the United States and state governments between \$45 billion and \$67 billion in lost taxes;¹⁰**
- **cost states billions of dollars in additional subsidies to community colleges;**
- **while saving less than \$10 billion in defaults on student loans over the next 10 years.¹¹**

The Division's comments in the Response on those few matters to which it elected to respond are equally meritless. For example, the Response did not substantively dispute that the Missouri data (which is the primary source regarding student earnings in certain fields and thus the lynchpin for one of the new gainful employment tests) was not representative of the nation as a whole. Rather, the Response states that the Missouri data was the best "available" data the Department had. Moreover, while the Response acknowledges the "limitations" of that data, it does not even attempt to remedy or evaluate the effect of those limitations.¹² Thus, the Division's position is that so long as it uses the best data available, the use of such data cannot be challenged, even if that data is inaccurate, unrepresentative, and leads to flawed decision-making. This approach is indefensible and plainly violates the IQG.

The Division's wholesale failure to comply with the IQG has deprived the Secretary, other Department decision-makers, and the public of the ability to make

⁹ This figure is derived from multiplying Professor Guryan and Dr. Thompson's estimates of the number of students discontinuing their education times the Census Bureau's differential income figure of \$400,000 times an approximate 28% graduation rate (based on APC members' graduation rate for students in associate degree programs).

¹⁰ Based on an estimated modest 22.9% combined federal and state tax rate on the lost income.

¹¹ Based on the net present value of defaults on federal student loans as reported in the NPRM (page 43646).

¹² Response at 5.

informed judgments regarding the Proposed Regulation. That regulation will have a sweeping impact on the ability of thousands of educational programs to remain eligible to participate in federal student financial assistance authorized under Title IV (“Title IV Programs”) of the Higher Education Act of 1965, as amended (“HEA”), affect the educational opportunities for millions of students, and have economic consequences to those students of at least two hundred billion dollars.

Under these circumstances, the Division’s continued refusal in the Response to acknowledge the defects in the information used to formulate the Proposed Regulation must be corrected in this appeal. These flaws, both individually and collectively, are so severe that the Department should withdraw the NPRM and start afresh with the advice of experts who can analyze the data regarding the economic and societal impacts of the Proposed Regulation in conformance with the IQG.¹³

APPLICABLE FACTS

A. Background Of APC

Founded in 1978, APC represents 27 degree-granting institutions on 41 campuses throughout New York State. Many of the APC member colleges have been family-operated and owned for three or more generations. The APC colleges serve more than 50,000 students per year, offering students the opportunity to choose from more than 350 associate, bachelor, master, and doctoral degree programs in both traditional and emerging fields. APC and its members strive to improve access to education for those who aspire to obtain a college degree, including minority students and adults returning to college. APC member institutions enroll the highest percentage of Black and Hispanic

¹³ APC reserves the right to file a supplemental appeal with respect to any changes in the gainful employment Proposed Regulation or accompanying materials.

students in New York, and the APC colleges graduate these students at a higher percentage than all other sectors.¹⁴

All of the APC colleges are accredited by the New York Board of Regents, Middle States Commission on Higher Education, or other approved accreditors. APC informs state and federal decision makers and advocates in favor of legislation and policy that support the goals of higher education. From the hands-on education by experienced faculty, to the small class sizes and generous grant programs, to the extensive career counseling and placement services, APC colleges provide students with a clear path to career opportunities and offer the business community employable, highly educated graduates.

APC member colleges provide significant economic benefits to New York. Its colleges are taxpaying institutions that receive no direct state financial assistance, invest millions of dollars annually in capital improvements, employ thousands, and account for millions of dollars in economic impact in their communities. APC colleges also provide their students with millions of dollars in annual scholarships.

The information and methodologies challenged in the Correction Request have very important potential impacts on APC members. Among other things, the information and methodologies improperly penalize APC institutions for educating disadvantaged students, rely on flawed metrics that will improperly render ineligible valuable programs offered by APC members, and significantly understate the number of programs at APC institutions that will be harmed by the Proposed Regulation.

¹⁴ Based on data published by the New York State Education Department, 26% of Black and Hispanic students enrolled in associate degree programs at APC colleges in 2006 graduated within three years, compared to 9% of such students enrolled in the City University of New York, 15% of such students in the State University of New York, and 22% of such students in other independent colleges in New York.

B. APC's Correction Request

On February 1, 2011, APC filed its Correction Request with the Department. Included with the request were the reports of five experts, principally well-known economists highly respected in their fields, further establishing the NPRM violated the IQG. These experts included Dr. Roger Brinner, a former Senior Economist on the President's Council of Economic Advisors, and Professor Brad Cornell, author of a famous economic textbook.

The Correction Request was divided into five principal subheadings detailing the deficiencies in the NPRM and the Proposed Regulation as follows:

- Improperities in the development of the debt to income and the repayment rate tests. These included:
 - The Division's inexplicable use of truncated 3 and 4 year periods to evaluate the benefits of educational programs, which violates well-established economic theory;
 - The economic irrationality of the Division's use of the truncated 3 and 4 year periods even under the Division's own flawed methodology;
 - The lack of utility of the Division's methodology, which does not penalize institutions for poor program quality, but rather for educating disadvantaged students;
 - The Division's flawed measure of the quality of student programs, which fails to take into account macro-economic factors such as recessions;
 - The false factual premise of the Proposed Regulation, which asserts that private sector schools are more expensive than public sector schools;
 - The failure of the Division's methodology to take into account the Proposed Regulation's erratic effect on small programs;
 - The irrational and unsupported specific metrics the Division adopted, specifically the 10 year repayment term, median earnings, the 8% and 12% debt to earnings standards, the repayment rate

metric, the inconsistent treatment of debt, and improper penalties for approved conduct in loan repayment arrangements; and

- Flawed inclusion of those students who did not complete their program.
- Statistical improprieties in the Division’s analysis of the effect of the Proposed Regulation;
- Violations of the IQG by the Division’s methodology for implementing the Proposed Regulation;
- The Division’s failure to consider the enormous costs that the Proposed Regulation would impose on states and community colleges; and
- The Division’s failure to consider the enormous societal costs of the Proposed Regulation.

With respect to each category, the Correction Request cited the specific provision of the IQG that were violated.

C. The Division’s Response

The Department issued its Response on March 31, 2011. That Response wholly failed to address the great majority of the issues raised in the Correction Request, asserting that those issues were merely “comments on the proposed rule,” and therefore were not IQG issues.¹⁵ As demonstrated below, the Division’s myopic view of the scope of the IQG is patently false. The Division’s inability or unwillingness to address these issues speaks volumes. With respect to the three issues the Division did deign to address, as demonstrated below, the Division’s response to each is facially irrational and designed to avoid the scrutiny that the IQG was intended to engender.

¹⁵ Response at 2.

ARGUMENT

A. The Division's Attempt To Circumscribe The Reach Of The IQG To Avoid Scrutiny Violates The Intent And The Plain Language Of The IQG.

In an effort to avoid scrutiny of its deeply flawed NPRM and Proposed Regulation, the Division disingenuously asserts that the vast majority of the issues APC raised in its Correction Request are “comments on the proposed rule,” and therefore refused to address those issues. An examination of the plain language of the IQG and its purpose establish that the Division’s attempt to limit the scope of the IQG is meritless.

The Division’s assertion principally rests on the nonsensical contention that the “formulas and methodologies used in the NPRM” are not within the scope of the IQG, even though the data derived from those metrics will be “influential information.”¹⁶ Under this bizarre theory, the Department could employ indisputably misguided and false metrics that inevitably lead to flawed results, but they would be beyond IQG scrutiny because they relate to “formulas and methodologies” used to generate the flawed data. This approach is obviously not what Congress, the Office of Management and Budget (“OMB”), and the Department had in mind in promulgating the Data Quality Act (“DQA”) and ensuing guidelines, and the Division’s assertion fails for at least three reasons.

First, the Division’s attempt to create an artificial line of demarcation between “comments on the proposed rule” and legitimate DQA issues is facially meritless. Administrative agencies routinely consider DQA issues in rulemaking proceedings precisely because those issues can be critical to informed, accurate, well-reasoned, and

¹⁶ Response at 4.

useful rulemaking beneficial to the public interest. *See, e.g., 2006 Quadrennial Regulatory Review—Review of the Commission’s Broadcast Ownership Rules*, Report and Order and Order on Reconsideration, 23 F.C.C.R. 2010 (2008) (“*2008 FCC Order*”). In the *2008 FCC Order* rulemaking proceeding, the FCC addressed DQA issues and applied DQA standards in determining whether to rely on various materials submitted in the rulemaking. *See 2008 FCC Order*, at 26 n.147 (finding that information had “sufficient objectivity within the meaning of the Data Quality Act, the implementing guidelines issued by the Office of Management and Budget, and our own data quality guidelines”); 27 n.151 (same).

Second, the Division’s contention violates the plain intent of Congress, OMB, and the IQG. Congress passed the DQA to ensure that information the federal government uses is accurate and reliable. The DQA directed the OMB to require that each applicable federal agency “issue guidelines ensuring and maximizing the *quality, objectivity, utility, and integrity* of information (including statistical information)”¹⁷ In early 2002, OMB issued final guidelines implementing the DQA and requiring agencies to publish their own guidelines no later than October 1, 2002.¹⁸ Subsequently, in October 2002, the Department published its IQG on the Department website.¹⁹

The IQG state that “[t]o make sound decisions, the Department intends to accept and use only information that is accurate and reliable.”²⁰ The IQG seek to ensure the objectivity of information upon which the Department relies:

¹⁷ Section 515 of the Treasury and General Government Appropriations Act for Fiscal Year 2001 (Public Law 106-554) (emphasis added).

¹⁸ 67 Fed. Reg. 8452-60 (Feb. 22, 2002).

¹⁹ 67 Fed. Reg. 62043-44 (Oct. 3, 2002).

²⁰ IQG at 2.

*Objectivity refers to the accuracy, reliability, and unbiased nature of information. It is achieved by using reliable information sources and appropriate techniques to prepare information products.*²¹

In addition, the IQG seek to ensure the utility of information that the Department utilizes, defined as “the usefulness of the information to the intended users,” in this case the Department itself, institutions, and the public.²²

Given this broad intent, it defies logic to conclude that Congress, OMB, and the Department intended to insulate from review issues such as the improprieties in the development of the debt to income and the repayment rate tests (Correction Request at 9-27), statistical improprieties in the Division’s analysis of the effect of the Proposed Regulation (Correction Request at 28-36), and the Division’s failure to consider the enormous costs that the Proposed Regulation would impose on states, community colleges, and the public (Correction Request at 41-50).

Third, the plain language of the OMB guidelines and the IQG establish that the Division’s contention that the NPRM is immune from IQG standards is meritless. The IQG apply to the “dissemination” of any “information” by the Department.²³ The Response apparently does not (and could not) dispute that the “dissemination” requirement is met here. The IQG define “Dissemination” as “any distribution of information to the public that is initiated or sponsored by a federal agency.”²⁴ The Department’s distribution of the NPRM and the Proposed Regulation obviously meets this requirement.

²¹ IQG at 5 (emphasis in original).

²² IQG at 4.

²³ IQG at 1.

²⁴ IQG at 1.

Thus, the Response's refusal to consider APC's challenges rests on the assertion that the matters challenged do not constitute "information," a particularly disingenuous assertion since the NPRM, in fact, included extended discussion of information and statistics on exactly the issues challenged in the Correction Request. In any event, the Response's contention is meritless. The OMB guidelines broadly define the scope of "information" to which the DQA applies as follows:

"Information" means *any communication or representation of knowledge* such as facts or data, in any medium or form, including textual, numerical, graphic, cartographic, narrative, or audiovisual forms.

OMB Guidelines, 67 Fed. Reg. 8452, 60 (Feb. 22, 2002) (emphasis added). This definition is incorporated into the IQG.²⁵

The metrics and formulas that the Correction Request challenges fall squarely within this definition because they constitute a "representation of knowledge." Indeed, the entire predicate of NPRM and the Proposed Regulation is the representation that the metrics and formulas employed will distinguish between programs leading to gainful employment and those that do not.

The Division's contention that the repayment and debt to income formulas fall outside this definition is demonstrably false. Webster's dictionary defines formula as follows: a "statement intended to express some fundamental truth or principle, esp. as a basis for negotiation or action," and alternatively as "a group of symbols (as letters and numbers) associated to express facts or data."²⁶ A representation regarding a

²⁵ IQG at 1.

²⁶ Merriam-Webster Online Dictionary (available at <http://www.merriam-webster.com/dictionary/formula>).

“fundamental truth or principle” or “facts and data” clearly comes within the definition of information, i.e., a “representation of knowledge.” Moreover, the Division’s argument leads to the *reductio ad absurdum* position that flawed metrics and formulas that routinely produce flawed information are immune from IQG review.

In any event, as demonstrated below, even if the emaciated construction of the IQG that the Division proposes were somehow within the realm of reason (which it is not), the Correction Request challenges the information that the Division relied upon in promulgating the NPRM and the Proposed Regulation. Therefore, those challenges fall squarely within the ambit of the IQG.

B. The Division’s Failure In The Response To Address The Substantive Issues Raised In The Correction Request Requires That Those Issues Be Resolved In APC’s Favor On Appeal.

Under well-established procedural principles, a party’s failure to address the substantive issues raised in a proceeding constitutes a waiver and mandates a ruling in favor of the other party. *See, e.g., Richards v. Astrue*, No. 10-167-GWU, 2011 WL 577384, at *4 (E.D. Ky. Feb. 9, 2011) (“defendant concedes that the administrative decision is not supported by substantial evidence due to the ALJ’s failure to address” the issue before the court); *Int’l Union, United Mine Workers of Am. v. Mine Safety and Health Admin.*, 626 F.3d 84, 94 (D.C. Cir. 2010) (“MSHA’s failure to address these comments, or at best its attempt to address them in a conclusory manner, is fatal to its defense”); *Brae Corp. v. United States*, 740 F.2d 1023, 1049 (D.C. Cir. 1984) (“In light of Congress’ unquestionable concern that large carriers might unfairly squeeze profits from captive small carriers, we find the ICC’s total failure to address this highlighted issue renders inadequate its finding that small carriers will be protected in the absence of

regulation.”); *Buaziz v. United States*, 471 F. Supp. 2d 129, 137 (D.D.C. 2007) (finding that defendant, by failing to address issue in its submissions, “implicitly concedes that these Counts allege actionable misconduct”); *Univ. Legal Servs. Prot. and Advocacy, Inc. v. Knisley*, No. 1:04cv01021, 2006 WL 3623695, at *6 n.9 (D.D.C. Dec. 11, 2006) (finding that “when a party does not address certain arguments, the court may treat them as conceded.”); *Bernard v. U.S. Dep’t of Def.*, 362 F. Supp. 2d 272, 280 (D.D.C. 2005) (“Since the plaintiff failed to respond to the defendant’s statement . . . the Court treats the defendant’s statement in this regard as conceded by the plaintiff.”); *Hopkins v. Women’s Div., Gen. Bd. of Global Ministries*, 284 F. Supp. 2d 15, 25 (D.D.C. 2003) (“It is well understood in this Circuit that when a plaintiff files an opposition to a dispositive motion and addresses only certain arguments raised by the defendant, a court may treat those arguments that the plaintiff failed to address as conceded.”); *Bancoult v. McNamara*, 227 F. Supp. 2d 144, 149 (D.D.C. 2002) (same); *Stephenson v. Cox*, 223 F. Supp. 2d 119, 121 (D.D.C. 2002) (“[W]hen a plaintiff files a response to a motion to dismiss, but fails to address certain arguments made by the defendant, the court may treat those arguments as conceded”).

The Response fails to substantively address the vast majority of the issues that APC raised in this Correction request. Therefore, having made this choice, under these well-established principles, the Division must be deemed to have conceded that it failed to comply with the IQG with respect to those issues, which as established above fall within the broad ambit of the IQG.

Moreover, as further demonstrated below with respect to each issue, the Division did not even come close to complying with the applicable IQG requirements. The IQG

impose a number of specific “minimum” requirements, such as utilizing state of the art methodologies, confirming and documenting the reliability of data, acknowledging any shortcomings or explicit errors in any data that is included, selecting and implementing analyses to ensure that data is correctly analyzed using modern statistical techniques suitable for hypothesis testing, and subjecting information products to peer review.²⁷ The uncontested facts demonstrate the Response erred in not upholding APC’s challenges on these bases.

C. The Response Improperly Failed To Uphold APC’s Challenge To The Division’s Wholesale Violation Of The IQG’s Peer Review Requirement.

At the outset, the Response must be reversed because it improperly failed to uphold the IQG’s requirement for peer review. *Shockingly, as the Correction Request established, and as the Response concedes, the Division conducted no peer review of the data, analysis, and metrics in the NPRM, despite the fact that the NPRM will have a clear and substantial impact on the anticipated future of millions of students enrolled in the affected educational programs and the disbursement of billions of dollars of Title IV program funds.*

The Division’s response to a July 27, 2010 FOIA request acknowledges that the Department did not engage any peer reviewers:

You requested copies of all information in the possession, custody or control of the Department of Education or the employees, etc in reference to contracts or agreements that the DoEd entered into in the preparation of the Notice of Proposed Rulemaking (NPRM) regarding Program Integrity Gainful Employment as published in the Federal Register on July 26, 2010, etc. [sic]

²⁷ IQG at 5-9.

*Staff in [Federal Student Aid] informed the FOIA Requester Services Center that after a search of their files, they were unable to locate any documents that were responsive to your request.*²⁸

Thus, these facts establish that the Division failed in its fundamental obligation to ensure systematic outside review of its data and data analyses (i.e., “peer review”), most probably in an attempt to shield its work from peer review because no respectable economist or other objective expert would have sanctioned the Division’s work.

In the Response, the Division concedes that “influential information” must be peer reviewed, but bizarrely argues that peer review is not required here because the data, analysis, and metrics contained in the NPRM are not “information.”²⁹ As established above (Section A *supra*), this contention is meritless.

Moreover, any contention that the information is not “influential” is wholly misguided. The IQG define “influential information” as information “reasonably likely to have a clear and substantial impact on public policies or private sector decisions if disseminated.”³⁰ The information the Department has relied upon in the NPRM falls squarely within this definition. Indeed, the Department has conceded that the proposed rulemaking constitutes a “significant regulatory action” under Executive Order 12866 because it will have an annual effect on the economy of more than \$100 million.³¹ Further, as noted above, information in the NPRM will have a clear and substantial

²⁸ Letter from the United States Department of Education to Jonathon Glass, dated Dec. 7, 2010 (submitted with the Correction Request as Exhibit 6) (emphasis added). While the office of Federal Student Aid (“FSA”) was unable to locate any responsive documents at all, the Office of Postsecondary Education (“OPE”) located only two contracts – one for facilitating the Negotiated Rulemaking sessions and the other to obtain data from the Missouri Department of Higher Education. Thus, the Department made no contracts or agreements for peer-review of the data or consultation with outside experts.

²⁹ Response at 4.

³⁰ Quality Guidelines at 9.

³¹ NPRM at 43629.

impact on the anticipated future of millions of students enrolled in the affected educational programs and the disbursement of billions of dollars of Title IV program funds.

Finally, the Response's veiled suggestion that the review process the Division undertook, such as it was, somehow constituted the equivalent of peer review is ludicrous. The non-public consultations with other government representatives (such as with the Council on Economic Advisors or OMB) or with other experts described in the Response do not constitute peer review. There was no independent, open review of the NPRM, as the Department's response to the FOIA request detailed above demonstrated. Indeed, the OMB Guidelines require that peer review:

shall meet the general criteria for competent and credible peer review recommended by OMB-OIRA to the President's Management Council (9/20/01) ([http:// www.whitehouse.gov/omb/inforeg/ oira review-process.html](http://www.whitehouse.gov/omb/inforeg/oira_review_process.html)), namely, "that (a) peer reviewers be selected primarily on the basis of necessary technical expertise, (b) peer reviewers be expected to disclose to agencies prior technical/policy positions they may have taken on the issues at hand, (c) peer reviewers be expected to disclose to agencies their sources of personal and institutional funding (private or public sector), and (d) peer reviews be conducted in an *open and rigorous manner*."³²

The Division's so-called process met none of these requirements. The Division engaged no peer reviewers with the requisite expertise to conduct an independent, open, written review.

In fact, the Division's "process" was the antithesis of open peer review. That process apparently included secret discussions with "shorts," i.e., investors who shorted the stock of public-traded education company stocks, prior to the issuance of the NPRM.

³² 67 Fed. Reg. at 84599-60.

The meetings with the shorts is shockingly incongruous with the objectivity requirements of the IQG.

Accordingly, the Division's wholesale failure to conduct *any* peer review of a regulation that will affect the education of millions of students demands withdrawal of the Proposed Regulation. Allowing such an important regulation to go into effect without the requisite peer review is contrary to the fundamental purpose of the IQG and courts a public policy disaster of mammoth proportions.

D. The Response Improperly Failed To Uphold APC's Challenge To The Improprieties In Developing The Data For The Debt To Income And The Repayment Rate Tests.

1. The Division's Unsupported And Insupportable Use Of 3 And 4 Year Periods.

The Response did not address the Division's selection of truncated 3 and 4 year time periods for measuring the repayment rate³³ and the debt to income ratio,³⁴ thereby including this issue among those the Response deemed were not "information" within the ambit of the IQG because the issue was not a "representation of knowledge." As noted

³³ With respect to measuring an acceptable level of debt compared to the benefits of the education, the Division proposed two statistical tests. The first test is the "Loan Repayment Rate Test," which purports to measure what percentage of students enrolled in the educational program (regardless of whether they completed or withdrew) in the previous 4 years have repaid some portion of their loan principal in the most recent federal fiscal year. Under the Division's Proposed Regulation, a repayment rate of 45 percent or higher is passing, while a rate of 35 percent or less may lead the program to lose eligibility for continued Title IV funding.

³⁴ The second test is based upon the debt-to-income ratios of students following completion of the program ("Debt to Income Test"). Specifically, the test is based on the proposition that students should not devote more than 8% of their average annual earnings towards repaying their student loans (including Title IV, other governmental, private and in some cases institutional loans), with the loan amount set as the median loan amount of all students who graduated from the program in the relevant 3-year period. Further, a debt to income ratio of 12% or higher may lead the program to lose eligibility for continued Title IV funding. Alternatively, the Department proposes that the debt repayment cannot exceed 30% of the discretionary income of the graduates, defined as the amount of total income above 150% of the poverty level for the applicable year, and even a debt repayment rate greater than 20% of discretionary income can lead to restrictions on a school. These ratios are calculated based on the average annual earnings, in the most recent year for which post-completion data are available, for the program's graduates from the previous 3

above, this contention is nonsensical. By using these time periods, the Division necessarily represented that they were appropriate to measure the gainful employment of the graduates of a program, and could thereby serve as a useful measure of whether the program should remain eligible. This constitutes a “representation of knowledge,” i.e. that the time periods are appropriate.

The IQG require that “Evaluation Information” of this sort has, among other things:

- “[A] research study approach” that is “well thought out, designed to use state of the art methodologies in the data collection, and be clearly described in the study documentation;”
- “Present conclusions that are strongly supported by the data;”
- “Clearly identify data sources, if applicable;”
- “Confirm and document the reliability of the data, and acknowledge any shortcomings or explicit errors in any data that is included; and”
- “Undergo peer review.”³⁵

The NPRM did none of these things. Indeed, it provided no empirical basis for its selection of the truncated 3 and 4 year periods. Rather, it merely conclusorily states:

The Department’s proposal adopts the view that a debt measure should consider incomes a few years after a student completes a program.³⁶

As the Correction Request established, the Division’s selection of these time periods, despite the well-documented increases in student income that continue for decades after graduation (as recited in the NPRM itself), is “economically irrational”³⁷

years, based on the assumption that all of the applicable loans have a 10-year repayment term and carry an interest rate that is tied to the rate for unsubsidized Title IV loans (currently 6.8%).

³⁵ IQG at 8.

³⁶ NPRM, Fed Reg. 75 at 43666.

³⁷ Brad Cornell, *Expert Report Regarding Proposed Gainful Employment Regulation*, ¶ 18 (Sept. 9, 2010) (hereinafter “Cornell Report”) (submitted with the Correction Request as Exhibit 7). The NPRM’s possible

and violates well-accepted economic theories for calculating the benefit of making an investment, including an investment of education.

In a report by Professor Bradford Cornell, a leading economist³⁸ (“Cornell Report”), Professor Cornell explains that economic theory dictates that the decision “to undertake higher education should be evaluated (and the related decision to provide financial assistance for higher education) . . . by considering education to be a capital project undertaking, similar to a firm deciding to build a factory or a University deciding to fund the construction of new classrooms.”³⁹

Professor Cornell further explains “that education can be thought of as a special type of capital investment project, aimed at building human capital, which requires substantial expenditures (tuition, opportunity cost of attending school, etc.) in a fairly short period (one to four years) at the start of the project.” Under these circumstances, the “benefits from education typically accrue over a lengthy period following the conclusion of the formal coursework. The direct benefits to education are the increased earnings potential of the student throughout his career, a period that could span decades, but there are also other intangible benefits to the student and society.”⁴⁰

allowance for institutions to use earnings for certain students graduating four to six years earlier (under the “Prior Three Year Period” method) under certain undefined circumstances does not begin to address the deficiencies in this method.

³⁸ Professor Cornell is currently a Visiting Professor of Financial Economics at the California Institute of Technology. Among other things, he earned a master’s degree in Statistics from Stanford University in 1974 and earned his doctorate in Financial Economics from Stanford in 1975. He has served as an editor of numerous journals relating to business and finance and has written more than 70 articles and two books on finance and securities. His curriculum vitae is submitted with the Correction Request as Exhibit 8. The Cornell Report was submitted to the Department in response to the NPRM in support of the comments of Career Education Corporation.

³⁹ Cornell Report ¶ 10.

⁴⁰ Cornell Report ¶ 11.

Rather than the ad hoc and unsupported methodology the Division employed, capital budgeting theory has developed a concept for evaluating such decisions based on an analysis of net present value (“NPV”), which has guided capital investment decisions for decades. As Professor Cornell explains:

The NPV of a project is the sum of the present values of all incremental cash flows (current and future) related to that project (where cash outflows are treated as negative and cash inflows are treated as positive). To arrive at the NPV, these cash flows are discounted to their present values using the appropriate discount rate. In the example of a firm deciding to build a new factory, NPV would equal the sum of the initial capital outlay, future cash inflows from the factory production, future maintenance costs, etc., all expressed in terms of their present values.⁴¹

If the NPV is positive, capital budgeting theory dictates that the project should be undertaken. As expressed in a leading finance text book:

*Firms can best help their shareholders by accepting all projects with positive net present values and rejecting projects with negative net present values. The net present value of a project measures the wealth created by the project.*⁴²

Professor Cornell then analyzes the Division’s proposed Debt to Income Test and Loan Repayment Rate Test in light of these standard economic principles:

Neither the Debt to Income Ratio Test nor the Loan Repayment Rate Test is based on the NPV methodology. *Consequently, both tests are economically irrational and will lead to sub-optimal decisions and outcomes* whereby students who would benefit from educational programs will be denied access to funds that would help them enroll in such programs.⁴³

This is because “[n]either of the Department’s two tests takes into consideration the increase in the lifetime earning capacity of a student who is deciding whether to enroll in

⁴¹ Cornell Report ¶ 12.

⁴² Richard A. Brealy, Stewart C. Myers & Franklin Allen, *Principles of Corporate Finance*, at 29 (9th ed.) (emphasis added).

⁴³ Cornell Report ¶ 18 (emphasis added).

a program.”⁴⁴ Rather, the Division should have used the NPV approach:

The correct approach according to finance theory would be an NPV based approach that considers the present value of *all incremental lifetime earnings* due to the educational program and compares this to the present value of the total costs of the program. If the present value of the benefits is higher than the present value of the costs, it makes economic sense for the student to enroll in the program and for the federal government to provide access to title IV funding *even if in the first three years the debt repayments might exceed 12 percent of the student’s annual income or during the first four years the student might not be able to make a repayment on the principal amount of the loan.*⁴⁵

Numerous other well-respected economists echo this approach. For example, Professor Jonathan Guryan and Dr. Matthew Thompson, in their *Comment on the Proposed Rule Regarding Gainful Employment* (Sept. 9, 2010), conclude:

The standard economic analysis of education implies that the decision of whether to continue schooling beyond high school should be based on a comparison of the lifetime benefits and the lifetime costs of that schooling. . . . Even when the benefits only slightly exceed the costs, when properly measured, it benefits the student to continue to pursue additional education.⁴⁶

In his report, Professor Cornell calculated that the NPV, based on mid-range assumptions, of a typical associate degree program is over \$100,000, even though under the examples he postulates the program may not comply with the Division’s flawed tests.⁴⁷

⁴⁴ Cornell Report ¶ 19.

⁴⁵ Cornell Report ¶ 21 (emphasis added).

⁴⁶ CRA Report at 6; *see also* CRA Report at 4, 13-18; Charles Diamond and Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 11-13 (Sept. 9, 2010) (submitted with the Correction Request as Exhibit 9) (“The proposed debt-to-earnings measure is vastly different from the common sense, economic measure of the returns to an investment in postsecondary education”). The curriculum vitae of Dr. Diamond is submitted with the Correction Request as Exhibit 10. The curriculum vitae of Dr. Millimet is submitted with the Correction Request as Exhibit 11.

⁴⁷ Cornell Report ¶¶ 22-25.

We return to the basic point that the Division did not have its methodology peer reviewed by outside experts, despite the enormous implications for thousands of schools and millions of students. The systematic bias in the Division's actions, as established below, leads to the obvious conclusion that this failure was the result of the Division's efforts to shield its work product because the Division recognized that it was inconceivable that any mainstream economist or other outside experts would embrace its methodology, which so severely departs from standard economic principles.

For these reasons, the Response improperly rejected APC's IQG challenge to the Division's use of the "economically irrational"⁴⁸ truncated 3 and 4 year periods, as opposed to the NPV methodology. The Division blatantly violated the Department's IQG, and the appeal should therefore be sustained.

2. The Response Improperly Rejected APC's Challenge To The Division's Finding That A Longer Time Period Was Not Justified.

As noted above, the IQG require that the Department use "a research study approach" that is "well thought out, designed to use state of the art methodologies in the data collection, and be clearly described in the study documentation," and "present conclusions that are strongly supported by the data."⁴⁹ The Response improperly rejected APC's IQG challenge to the Division's transparently flawed attempt to justify the artificially short 3 and 4 year time periods on the basis of data that, far from "strongly support[ing]" the Division's conclusions, was wholly inconsistent with them. As Professor Cornell explained:

⁴⁸ Cornell Report ¶ 18.

⁴⁹ IQG at 6-8.

The data contained in the NPRM itself demonstrates that the Department's arbitrary selection of a three to four year period in which to measure the Debt to Income Ratio Test and Loan Repayment Test is economically irrational even under the Department's flawed methodology. In this regard, Chart F demonstrates a substantial increase "by as much as 43 percent between the first few years out of post secondary education and the sixth to tenth years out." NPRM at 43666. Thus, it makes little sense to artificially limit the period to the first three or four years.⁵⁰

Professor Cornell's conclusion is reflected in the substantial economic literature that has been developed in this field, which is extensively described in the CRA Report submitted to the Department by Professor Jonathan Guryan and Dr. Matthew Thompson. In the course of describing the results of three significant studies, they state: "Economic studies typically find that each additional year of schooling on average raises a student's annual earning by between 8 and 15 percent."⁵¹

Despite acknowledging this increase in income, the Division attempts to justify its finding that shorter time periods are justified by the data as follows: "Some would argue that a more appropriate income measure would occur a few years after completion of the degree or certificate, since incomes increase with age and experience."⁵² But the Division claims that "this increase is true for high school diplomas as well as postsecondary education; in other words, the income gaps measured in the early years generally serve as good indicators of the income gaps in the later years."⁵³ Based on this bizarre approach to the underlying data, the Division rejected a longer time period, which the Response upheld.

⁵⁰ Cornell Report ¶¶ 27-28.

⁵¹ CRA Report at 13.

⁵² NPRM at 43666.

⁵³ *Id.*

The Response erred in not upholding APC's challenge. The Division's attempt to justify these very short time periods on the basis of the relative constancy of the income gap between high school graduates and those students who receive postsecondary education is nonsensical. Obviously, under either the Debt to Income Test or the Loan Repayment Rate Test, the increased incomes resulting from the additional education mean that the individual has more money available to pay his or her student loans, regardless of the fact that the income gap remains the same. As Professor Cornell explains:

[B]oth of [the Division's] tests take a snapshot of certain metrics during a specific short term period. The fact that salaries rise for high-school graduates over time does not mean that students who have obtained post-secondary education at for-profit schools should be assessed solely on the basis of their lower salaries over the period immediately following completion of their programs of study.⁵⁴

Professor Cornell provides the following hypothetical to "demonstrate the fallacy in the Department's reasoning":

Assume, consistent with our prior hypothetical example, that a student has total loans of \$20,000 at 6.8 percent from the federal government under the title IV program and has found a job after the program with a salary of \$25,000. As previously noted, under the proposed test, based on a 10-year repayment plan, the ratio of student loan repayments to total earnings equals 13.4 percent, which is higher than the maximum 12 percent permissible under the NPRM.

However, if the student obtains the associate degree, assume that his income reaches \$42,000 by his tenth year from completing the program (consistent with data presented in NPRM's Chart F), at which point his loan repayments would constitute 8 percent of his annual income (assuming no principal repayment in the years 1 to 10 after the completion of the program). Similarly, under the Department's alternative Debt to Income Test, the ratio of debt payments to discretionary income by the tenth year is only 13%, far below the proposed threshold of 30%. This is true despite the fact that the income differential between high school

⁵⁴ Cornell Report ¶ 30.

graduates and associate degree students remains constant. Thus, the Department's proposed rationale for selecting the truncated three year period on the basis that it does not make any difference to the application of the Debt to Income Ratio Test because the income gap remains relatively constant is demonstrably false.⁵⁵

Even if the Division's non-NPV flawed methodology reflected in the Debt to Income Test and the Loan Repayment Rate Test somehow were deemed to be a "state of the art methodology" or a "modern statistical technique,"⁵⁶ which they are not, those measures still violate the IQG because they embrace arbitrary 3 and 4 year periods, respectively, that are wholly unreflective of the value of the education.

3. The Response Improperly Rejected APC's Challenge To The Division's Use Of Data Purporting To Show That The Proposed Regulation Would Penalize Schools For Poor Program Quality.

As noted above, the IQG mandate that with respect to evaluation information the Department should "present conclusions that are strongly supported by the data" and "acknowledge any shortcomings or explicit errors in any data that is included."⁵⁷ APC's Correction Request demonstrated that, in violation of these requirements, the Division wholly failed to recognize that the measures it adopted regarding program eligibility penalize institutions not for poor program quality, but for educating disadvantaged students. The Response improperly rejected this challenge.

One of Mark Kantrowitz's studies found that "colleges that serve more at-risk students have lower loan repayment rates."⁵⁸ The study compared the draft Loan Repayment Rate data that the Department published in August 2010 with other

⁵⁵ Cornell Report ¶ 30-32.

⁵⁶ IQG at 5-8.

⁵⁷ IQG at 5-8.

⁵⁸ Mark Kantrowitz, *The Impact of Loan Repayment Rates on Pell Grant Recipients*, at 1 (2010).

Department data regarding the number of students receiving Pell Grants, which are awarded to low-income students, and found that among all types of colleges, there is a strong inverse correlation between the percentage enrollment of Pell Grant recipients and the loan repayment rate.⁵⁹ For example:

[T]he average loan repayment rate is 66% at colleges where less than a tenth of the students receive Pell Grants, compared with 26% at colleges where more than two-thirds of the students receive Pell Grants...[I]nstitutions with 40% or more Pell Grant recipients are unlikely to satisfy the 45% loan repayment rate threshold.⁶⁰

This strong inverse correlation demonstrates that the Division's proposed measures would penalize programs that enroll financially needier students rather than achieve the purported purpose of the Proposed Regulation to discourage low-quality programs that do not prepare their students for gainful employment. Remarkably, the NPRM does not address this correlation,⁶¹ nor does the Division's Response.⁶²

Numerous other studies by well-respected economists likewise establish that repayment rates "depend on personal attributes and post-graduation life-style choices that have little to do with the economic value of the educational investment."⁶³ For example, Volkwein and Szelest (1995) concluded:

Loan repayment and default behavior can be substantially predicted by the precollege, college, and postcollege characteristics of individual borrowers

⁵⁹ *Id.*

⁶⁰ *Id.* at 1-2.

⁶¹ Indeed, the Proposed Regulation will treat two private sector schools that are otherwise identical – i.e., where student cost is the same at both schools and the schools generate the same job prospects for students – differently if one school enrolls students from lower-income families who have to borrow to support their educational aspirations while the other school enrolls students capable of self-financing their education.

⁶² The Response's comment that the Division privately consulted with some of the experts that APC cited in its Correction Request (such as Mr. Kantrowitz) is meaningless since the Response did not address the substantive issues raised by these experts.

⁶³ Charles Diamond and Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 17 (Sept. 9, 2010).

. . . . In both populations (all borrowers and proprietary), we find virtually no evidence of a direct link between default behavior and type of institution or higher degree offered.⁶⁴

Since income is also associated with race and ethnicity, the Division's Proposed Regulation will lead to the loss of eligibility of (or restriction on) a disproportionate number of programs in which minority students form the principal enrollees. Another Kantrowitz study found that there is a strong inverse correlation at all types of colleges between the percentage of minority students enrolled and the loan repayment rate.⁶⁵

[T]he average loan repayment rate is 30% at colleges with more than two-thirds minority enrollment, compared with 62% at colleges where less than a tenth of the students are minorities...The results are similar even when the analysis is restricted to public, non-profit or for-profit colleges...suggesting that a low loan repayment rate may be caused, at least in part, by the demographics of the students enrolled in a college and not just due to differences in educational quality...colleges that do not enroll minority students will generally have loan repayment rates in the fully eligible range while colleges that enroll mostly minority students will generally have loan repayment rates in the ineligible range. Colleges that enroll a mix of minority and non-minority students will tend to have loan repayment rates in the restricted zone.⁶⁶

Indeed, 91 of the 98 historically black colleges and universities would fail to meet the 35% repayment threshold.⁶⁷

Not only does the Proposed Regulation fail to measure program quality, it does not empower private sector educational institutions to address the alleged problem of

⁶⁴ J.F. Volkwein & B.P. Szelest, *Individual and Campus Characteristics Associated with Student Loan Default*, Research in Higher Education, at 36, 41-72 (quoted in Charles Diamond & Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 20 (Sept. 9, 2010).

⁶⁵ Mark Kantrowitz, *The Impact of Loan Repayment Rates on Minority Students*, at 1 (2010).

⁶⁶ *Id* at 1, 4. The Division offered no statistical basis to establish a linkage between the repayment rate thresholds and program quality. To the contrary, "the mean repayment rate for all schools is 48%, with a standard deviation of 24 percentage points. . . . The relatively large standard deviation indicates that differences in performance are unlikely to be attributed to a single cause; e.g., program quality." *Comments of DeVry, Inc. re NPRM*, at 7 (Sept. 9, 2010).

⁶⁷ *Comments of Monroe College re NPRM*, at 3 (Sept. 9, 2010).

excessive debt. The Department's regulations essentially prevent an institution from refusing to certify the full amount of a student loan unless that decision is made on a case-by-case basis and documented in a particular manner.⁶⁸ Moreover, the Department's guidance has been even more stringent.

In light of these findings, which the Department does not dispute, the NPRM's conclusion that the Proposed Regulation would penalize institutions for poor performance violates the IQG because, among other things, that conclusion is not "strongly supported by the data." Moreover, the NPRM violates the IQG's mandate that the Department "acknowledge any shortcomings or explicit errors in any data that is included," because it wholly failed to address the statistical showing that the Proposed Regulation really punishes institutions for educating disadvantaged student. The Response's rejection of APC's challenge to the NPRM on this basis was therefore improper and APC's appeal must be sustained.

4. The Response Improperly Rejected APC's Challenge To The Division's Flawed Use Of Data Regarding The Quality Of Educational Programs, Which Failed To Take Into Account Macroeconomic Factors Such As Recessions.

The IQG mandate that the Department should "present conclusions that are strongly supported by the data" and "acknowledge any shortcomings or explicit errors in any data that is included."⁶⁹ APC's Correction Request demonstrated that, in violation of these requirements, the Division wholly failed to recognize that the measures it adopted regarding program eligibility did not accurately measure program quality because they

⁶⁸ See 35 C.F.R. § 685.301(a)(8).

⁶⁹ IQG at 5-8.

failed to take into account macro-economic factors. The Response improperly rejected this challenge.

APC's Correction Request demonstrated that the impact of the recession on the tests proposed by the Division rendered the tests it proposed inaccurate. As the nationwide unemployment rate hovers around 10 percent, numerous graduates of all types of institutions are having great difficulty finding a job, not because of the quality of the programs in which they enrolled, but because of macroeconomic conditions. As Professor Cornell explains, the use of 3 and 4 year measurement periods does not allow time to "smooth out" the effect of such macroeconomic events, so that the Division's use of the 3 and 4 year periods is inherently flawed:

Moreover, the period is too short to smooth out externalities such as recessions and periods of high unemployment including the current downturn. While the cost of enrolling in a particular education program and the assumed 10-year loan repayment costs are relatively constant, the employment opportunities available to students and their earnings levels are adversely impacted in the short term by recessions and labor markets with high unemployment. Furthermore, it is during periods of slow economic growth, when opportunity costs are less that many students contemplate getting further education to expand their skill set and gain access to more employment opportunities.⁷⁰

Professor Guryan and Dr. Thompson echo this point in the CRA Report:

When evaluating a particular program it should be the quality of the program that should be measured, not the cost or short-term post-completion earnings. As we initially stated, the costs of a program for an individual is only "too" high when the costs exceed the lifetime benefits for the individual. The Department's attempt to measure quality based on repayment rates and debt-to-income ratios is too highly correlated with the broader economy for which no institution can predict or control. Simply based on changes in macroeconomic conditions a program can move from eligible to ineligible, with no change in the quality of service being provided.⁷¹

⁷⁰ Cornell Report ¶ 33.

⁷¹ CRA Report at 39.

Thus, “[b]ecause the proposed rules ignore external factors such as the state of the economy, wage growth and the rate of unemployment, they could in effect be counter-productive in that programs would be denied access to title IV funding during periods of slow economic growth – exactly the time when society should be encouraging education and re-training of the workforce.”⁷²

For these reasons, the Response improperly rejected APC’s challenge. By failing to take into account the macro-economic and other data set forth above, the Division failed to “present conclusions that are strongly supported by the data” and “acknowledge any shortcomings or explicit errors in any data that is included.”⁷³

5. The Response Improperly Rejected APC’s Challenge To The Division’s Contentions That The Data Showed That Private Sector Schools Are More Expensive Than Public Sector Schools.

The IQG mandate that the Department should “present conclusions that are strongly supported by the data” and “acknowledge any shortcomings or explicit errors in any data that is included.”⁷⁴ APC’s Correction Request demonstrated that, in violation of these requirements, the Division falsely insisted (purportedly based on a recent Florida study) “that for profit institutions were more expensive for taxpayers on a per-student basis due to their high prices and large subsidies.”⁷⁵ In fact, the Florida study found just the opposite: “some public programs are more expensive when the state’s contribution is considered.”⁷⁶ Indeed, the Florida legislature has found “that strong, viable independent

⁷² Cornell Report ¶ 34.

⁷³ IQG at 5-8.

⁷⁴ *Id.*

⁷⁵ NPRM at 43618.

⁷⁶ Florida’s Office of Program Policy Analysis & Government Accountability, Report No. 10-18, at 9.

for-profit colleges and universities reduce the tax burden on the residents of the state.”⁷⁷ The Division’s miscitation to this Florida study to draw the erroneous conclusion that is exactly the opposite of the study’s actual finding further demonstrates why peer review – rigorous and open consultation with objective outside experts – is so essential and why the Division’s failure to conduct peer review in this case is so critical.

The actual data shows that state and local subsidies to community colleges and public universities amount to approximately \$7,000 per year per full-time equivalent student at public, postsecondary educational institutions. Once these subsidies are considered, private sector schools are less expensive than their public counterparts.⁷⁸

Accordingly, the Response improperly rejected APC’s challenge, and therefore APC’s appeal must be sustained.

6. The Response Improperly Rejected APC’s Challenge To The Division’s Failure To Acknowledge The Data Showing The Proposed Regulation’s Erratic Effect On Small Programs.

The IQG mandate that the Department should use a “state of the art methodology” or a “modern statistical technique,” “present conclusions that are strongly supported by the data,” and “acknowledge any shortcomings or explicit errors in any data that is included.”⁷⁹ In its Correction Request, APC demonstrated that the Division violated these provisions because it adopted a methodology that does not account for the small sample size associated with smaller programs. As a result, educational programs that enroll relatively few students may be irrationally penalized not because they provide

⁷⁷ Fla. Stat. § 1009.891.

⁷⁸ Charles Diamond & Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 3-5 (Sept. 9, 2010).

⁷⁹ IQG at 5-8.

lower educational quality, but simply as a result of the exaggerated results that statistically arise when a smaller sample size is used.

The CRA Report vividly portrays the problem with the dramatic differences in the status of programs based on their sheer size. In explaining the relationship between sample size and the Loan Repayment Rate, the CRA Report provides the following table:

Table 8
Percent of Programs with High or Low Repayment Rates

	Less than 10% Repayment Rate	Greater than 90% Repayment Rate
Programs with 10 students or less	47.1%	21.9%
Programs with more than 10 students	1.2%	0.1%

As the CRA Report concludes: “This pattern is what would be expected when calculating averages from smaller samples; it suggests that a good deal of the variation in repayment rates is due to measurement error rather than true differences across programs.”⁸⁰ Accordingly, the Response improperly rejected APC’s challenge, and the appeal should therefore be sustained.

7. The Response Improperly Rejected APC’s Challenge To The Specific Metrics The Division Adopted.

The IQG mandate that the Department should use a “state of the art methodology” or a “modern statistical technique,” “present conclusions that are strongly supported by the data,” and “acknowledge any shortcomings or explicit errors in any data that is included.”⁸¹ In its Correction Request, APC demonstrated that the Division adopted a number of specific metrics with respect to the Proposed Regulation that are irrational,

⁸⁰ CRA Report at 34.

⁸¹ IQG at 5-8.

unsupported by the data, and inconsistent with well-established standards. The Response improperly failed to acknowledge any of these problems.

10 Year Repayment Term. The Division did not present any relevant data to establish that the 10-year repayment term used in the Debt to Income Test is currently an appropriate length, considering borrowers' available options. Rather, it cited to a National Center on Education Statistics ("NCES") report that tracked borrowers who received their bachelor's degrees in 1992-93, almost 20 years ago.⁸² This data does not reflect current practices. The majority of borrowers now choose a repayment term of 15 years or more,⁸³ but the Division simply ignored this data.

Median Earnings. The Division inconsistently elected to use a median to measure debt but an average to measure earnings in the Debt to Income Test. The Division did so in a systematic effort to disadvantage proprietary institutions, thereby violating the requirement that its choices be unbiased.⁸⁴

The NPRM disingenuously claims that the use of a median to measure debt "excludes extreme values that could otherwise skew the results." But the Division does not present any data whatsoever on this subject. As one analyst has pointed out, "It is unclear why the U.S. Department of Education is using median debt levels, because by definition half a college's students will have debt above the threshold. Cutoffs on the affordability of debt should be based on a determination of excessive debt, not typical debt. Debt at the 90th percentile is a reasonable approximation of excessive debt."⁸⁵

⁸² NPRM at 43644.

⁸³ CRA Report at 7 (referencing calculations reported to Drs. Guryan and Thompson by Mark Kantrowitz, publisher of FinAid.org).

⁸⁴ NPRM at 43667.

⁸⁵ Mark Kantrowitz, *What is Gainful Employment, What is Affordable Debt*, at 6 n.8 (rev. 2010).

Further, the Division's use of the median does not consider whether the results could be skewed at institutions where fewer students borrow since this approach would not accurately assess the performance of the students enrolled at those institutions who do in fact borrow. Moreover, the Division presents no explanation and no data on the question of why the same reasoning allegedly supporting the use of a median to measure debt should not apply equally to measure earnings, where there can also be extreme results.⁸⁶

8% And 12% Debt To Earnings Standards. The Division, in its reliance on 8% and 12% debt to earnings standards, blatantly miscites sources that do not in fact support its selection of these percentages, including the following:

First, the Division relies on research conducted by Dr. Sandy Baum and Mr. Mark Kantrowitz for these measures, but they are actually critical of the 8% metric, reciting a number of distinct weaknesses in the use of an 8% measurement. In a 2006 College Board report prepared by Dr. Sandy Baum and Dr. Saul Schwartz,⁸⁷ they state the 8% metric arose from mortgage underwriting standards, and is thus based on lenders' mortgage default experiences, not on any analysis of what may be "affordable" debt levels for students.⁸⁸ They conclude that using an 8% debt to earnings ratio misguidedly adopts empirical analyses from an entirely different field (defaults of homeowners on their mortgages, rather than defaults of students on their Title IV loans). Thus, it fails to

⁸⁶ It is notable that the primary NCES study cited in the NPRM (B&B:93/03 Baccalaureate and Beyond Longitudinal Study) consistently uses average figures and does not appear to use median figures in its analysis.

⁸⁷ Sandy Baum & Saul Schwartz, *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*, College Board, at 12 (2006), available at: <http://professionals.collegeboard.com/profdownload/pdf/06-0869.DebtPpr060420.pdf>.

⁸⁸ *Id.* at 3.

account for the fact that student borrowers are likely to have much higher incomes over time and that “[t]he percentage of income that borrowers can reasonably be expected to devote to student debt repayment increases with income.”⁸⁹

Even if the mortgage underwriting standard of 8%, based on the difference between the so-called “front-end” ratio (of mortgage payments to current gross income) and the “back-end” ratio (of total credit commitments to gross income), were a reasonable benchmark, underwriting guidelines currently allow a much greater range based on credit scores than the traditional spread between front-end and back-end ratios.⁹⁰ An 8% standard implies that a single percentage is applicable to all students, even though students with higher incomes are generally able to use higher proportions of their incomes to pay down debt.⁹¹ Drs. Baum and Schwartz summarize their findings by stating that “we believe that using the difference between the front-end and back-end ratios historically used for mortgage qualification as a benchmark for manageable student loan borrowing *has no particular merit or justification.*”⁹²

Second, Mr. Kantrowitz writes in opposition to the 8% debt-to-income threshold in his article “*What is Gainful Employment? What is Affordable Debt?*,” asserting that the 8% threshold is “arbitrary and only weakly justified.”⁹³ Kantrowitz states that the 8% threshold is too strict and would be particularly onerous for bachelor degree programs at for-profit colleges.⁹⁴ To the extent that the 8% threshold is based on mortgage

⁸⁹ *Id.*

⁹⁰ *Id.*

⁹¹ *Id.*

⁹² *Id.* (emphasis added).

⁹³ Mark Kantrowitz, *What is Gainful Employment? What is Affordable Debt?*, at 11 (rev. 2010).

⁹⁴ *Id.* at 14.

underwriting standards, Kantrowitz asserts that transferring mortgage underwriting standards to the student loan context is based on the faulty assumption that “home ownership is a measure of the affordability of student debt.”⁹⁵ He emphasizes that mortgage underwriting standards are extreme and “not reflective of typical or average borrowing patterns.”⁹⁶ Instead, as Kantrowitz explains, the most common standards promoted by personal finance experts for student loan debt are 10% and 15% of income.⁹⁷ Further, Kantrowitz suggests that the Department extend the 10-year repayment term to a 20-year repayment term, which would radically modify the Department’s ratio.⁹⁸

Third, a sister federal agency, the General Accounting Office (“GAO”), has stated that the Department itself considers the correct debt payment metric to be up to approximately 10% of income. In their report entitled “Monitoring Aid Greater Than Federally Defined Need Could Help Address Student Loan Indebtedness” (GAO-03-508), published just seven years ago, the GAO concludes that the Department has established that 10% is the appropriate “performance indicator” for borrower indebtedness. The GAO Report (page 7) states that the Department:

has established a performance indicator of maintaining borrower indebtedness and average borrower payments for federal student loans at less than 10 percent of borrower income in the first year of repayment. This indicator was established based on the belief that an educational debt burden of 10 percent of income or higher will negatively affect a borrower’s ability to repay his or her student loans.

⁹⁵ *Id.* at 11 n.30.

⁹⁶ *Id.* at 11.

⁹⁷ *Id.* Kantrowitz’s own public service financial aid website (FinAid.org), which has won awards from the College Board, the National Association of Student Financial Aid Administrators, the National Association of Graduate and Professional Students and the American Institute of Public Service, uses a loan payment calculator with both the 10% and 15% standards, and has done so for over a decade.

⁹⁸ *Id.* at 18-20.

The Department nowhere references its own “performance indicator” in the NPRM, even though it would seem to be directly relevant to the subject, and certainly more relevant than unrelated mortgage underwriting data. For the Division to cite to Baum and Schwartz and Kantrowitz to support the proposed Debt to Income Test turns the IQG on their head since each of these sources in fact criticizes the benchmarks the Division has chosen for that test.

The Division also offered essentially no support for the selection of the 12% metric. Indeed, a White House Senior Education Advisor, MaryEllen McGuire, essentially conceded that the selection of the 12% metric violated the IQG: “the 12%, quite honestly, is just 50% more than the 8%. That was just a number that the Department felt made some bit of sense.”⁹⁹

The Division’s misuse of these sources, the absence of any rational basis for adopting the 8% and 12% metrics, and its omission of any reference to the Department’s own prior position as referenced in the GAO report, demonstrates the fatal unreliability of the Division’s data and rationale for the Proposed Regulation and the need for an independent review of these issues by outside experts.

Repayment Rate Metric. The NPRM offers even less support for the 35% and 45% standards the Division adopted with respect to the repayment rate. Indeed, Ms. McGuire confirmed the lack of any rationale support for these standards and the corresponding violation of the IQG:

Quite honestly—we [did] something called runs where we . . . run percentages [and] look at where they land. We see, sort of, what the

⁹⁹ Transcript of comments of MaryEllen McGuire, former White House Domestic Policy Advisor and Senior Education Advisory, in call with Morgan Stanley, dated August 12, 2010.

percentages may be in terms of who falls into the category and we think about what we believe the market can bear.¹⁰⁰

Inconsistent Treatment Of Debt. The Division's inconsistent treatment of prior debt also demonstrates its flawed conclusions. The Debt to Income Test recognized the unfairness of including prior debt in that calculation, and therefore excluded it. However, the Proposed Regulation inexplicably does not exclude such prior debt for an unrelated program from the Loan Repayment Rate test. The inclusion of such prior debt is completely irrational, because this unrelated debt could have no probative value in determining the merits of the program under consideration.

Improper Penalties for Approved Conduct. The Division's Proposed Regulation violates the IQG and federal policy because it provides that students who are in federally approved loan programs and who have timely made all the required payments are nonetheless counted against the school for purposes of the repayment test if they have not paid down any principal in the year under measurement. Thus, it penalizes institutions whose students take advantage of flexible loan repayment options that Congress approved and the Department elsewhere seeks to encourage.

The Division's rationale for this illogical position is unsupported by any data. The Division claims that the Federal Government's encouragement of deferment and repayment options "should not mean that institutions should increase the level of risk to the individual student or the taxpayer."¹⁰¹ However, to the contrary, the analysis by numerous economists and others, including the GAO, presented above demonstrates that

¹⁰⁰ Transcript of comments of MaryEllen McGuire, former White House Domestic Policy Advisor and Senior Education Advisory, in call with Morgan Stanley, dated August 12, 2010.

¹⁰¹ NPRM at 43622.

the risk of default is correlated not with the quality of the program, but with the socio-economic characteristics of the individual student.

Flawed Inclusion Of Those Not Completing Program. The metrics in the Loan Repayment Test are based on all borrowers entering repayment, not just those who completed the program. This is inconsistent with the Proposed Regulation’s alleged purpose to measure program quality. It makes no sense to include a student who never completes a program in the cohort of students whose repayment record is considered in determining whether the program prepares the student for gainful employment.

Summary. Each of the issues discussed above establishes the flaws in the Division’s use of data. The Division either ignored or distorted the information on these subjects in its presentation in the NPRM. For the Division to treat these core issues of “data quality” as outside the bounds of the IQG is nothing more than a disingenuous attempt to sweep these IQG violations under the rug.

E. The Response Improperly Failed To Uphold APC’s Properly Asserted Challenges Regarding Statistical Improprieties In The Division’s Analysis Of The Effect Of The Proposed Regulation.

1. The Response Failed To Apply The Correct IQG Standards To The Division’s Misuse Of The Missouri Data.

The IQG require that the Department use only information that is “accurate and reliable,” and impose a number of specific requirements regarding statistical data, including that:

- “The research study approach or data collection techniques should be well thought out and designed to use state-of-the-art methodologies in the data collection and should also be clearly described in the study documentation;”

- “*The source of data should be reliable. The sample should be drawn from a complete list of items to be tested or evaluated, and the appropriate respondents should be identified, correctly sampled, and queried with survey instruments that have been properly developed and tested;*”
- “*Response rates should be monitored during data collection. When necessary, appropriate steps should be taken to ensure that the respondents are a representative sample;*”
- “*Upon completion of the work, the data should be processed in a manner sufficient to ensure that the data are cleaned and edited to help ensure that the data are accurate and reliable;* “
- “*The findings and data collection should be properly documented and stored, and the documentation should include an evaluation of the quality of the data with a description of any limitations of the data. In particular, any known limitations of the information should be documented (e.g., missing values, amount of nonresponse);*” and
- “*The analysis should be selected and implemented to ensure that the data are correctly analyzed using modern statistical techniques suitable for hypothesis testing. Techniques may vary from simple tabulations and descriptive analysis to multivariate analysis of complex interrelationships. Care should be taken to ensure that the techniques are appropriate for the data and the questions under inquiry.*”

IQG at 7-8. The IQG also emphasize that “influential information ... needs to meet higher quality standards.”¹⁰²

In evaluating the potential impact of the Proposed Regulation, the Division relied on a data set of select institutions and programs from the state of Missouri, and particularly data regarding the earnings of students (both graduates and drops) in Missouri (“Missouri Data”). In its Correction Request, APC demonstrated that the Division violated the above requirements in numerous respects by using the unrepresentative Missouri data. In response, the Division did not dispute any of these failings on the merits, but rather contends:

¹⁰² IQG at 9.

At the time the NPRM was published, the Missouri Data set was the best State database available for testing the potential effects of the proposed regulations.¹⁰³

Thus, the Division's indefensible position is that so long as it uses the best data "available," the use of such data is acceptable, even if it is inaccurate and leads to flawed decision-making. This approach plainly violates the IQG. The IQG does not permit the blatant use of flawed and unrepresentative data just because it is the best data available. Rather, the IQG require that the data be "accurate and reliable," that the "source of data should be reliable," and that the "sample should be drawn from a complete list of items to be tested or evaluated."¹⁰⁴ These requirements are particularly important in the instant case because the Missouri Data was the key source, perhaps the sole source, the Division had for its findings regarding the earnings of students who enrolled in particular educational programs and thus for its development of the specific metric to measure this factor. If the Missouri Data is incomplete or inaccurate, then the Division's basis for that metric has to be deeply flawed as well.

APC's challenge must be upheld on this ground alone. In addition, as set forth below, the Division does not dispute that the use of the Missouri Data also violated numerous specific requirements for the reasons set forth in APC's Correction Request.

¹⁰³ Response at 5.

¹⁰⁴ IQG at 7-8

2. The Response Concedes That The Missouri Data Is Not Representative Of The Country.

The IQG require that the Department use only information that is “accurate and reliable,” that the “source of data should be reliable,” and that the “sample should be drawn from a complete list of items to be tested or evaluated.”¹⁰⁵ In its Correction Request, APC demonstrated that the Division violated these requirements by relying upon fragmentary and unrepresentative data.

Although these issues are not substantively addressed in the Response, the NPRM asserts that Missouri provides an appropriate baseline to measure the effect of the Debt to Income Test across the nation because its data, with certain exceptions, is “broadly representative” of the nation.¹⁰⁶ On this basis, the NPRM relies on the Missouri Data to evaluate the effect of the Proposed Regulation on the affected institutions and programs across the entire country.¹⁰⁷ The result is systematically to under-estimate the effect of the Proposed Regulation on proprietary institutions such as the APC colleges.

APC’s Correction Request demonstrated that the NPRM’s assurances blithely ignored systemic problems and gaps in the Missouri Data that demonstrate that such data is not “reliable” as the IQG require, making the Missouri Data completely unacceptable as a basis for projecting the effect of the regulation. The shortcomings of the Missouri Data are numerous, and include the following.¹⁰⁸

¹⁰⁵ IQG at 7-8

¹⁰⁶ NPRM at 43669.

¹⁰⁷ NPRM at 43670-74.

¹⁰⁸ These shortcomings, and numerous others, are summarized in *Assessment of Missouri Estimate of Impact*, by Dr. Roger Brinner, Chief Economist of The Parthenon Group (“Brinner Report”) (submitted with the Correction Request as Exhibit 12), which was submitted to the Department as a public comment dated September 9, 2010. The curriculum vitae of Dr. Brinner is submitted with the Correction Request as Exhibit 13. Dr. Brinner has been an economics professor at Harvard University and the Massachusetts Institute of Technology, and for more than 20 years, led the preeminent economic research group Standard

First, by the Department’s own admission, the Missouri Data is not representative “rac[ially] or ethnic[ally]” of the national population of students that will be affected by the Proposed Regulation.¹⁰⁹ Missouri for-profit institutions have a 27.5% minority student population, compared to a 41% minority student population at for-profit institutions nationally. Indeed, contrary to the Division’s claim that the Missouri Data is broadly representative, the Missouri Methodological Notes concede that the data presented in the study does “not completely reflect either postsecondary institutions in that state or, more generally, institutions nation-wide.”¹¹⁰

This disparity between the Missouri Data and the national figures is very significant. As noted above, minority populations default on their student loans at a much higher rate:

[M]inority students contribute to lower loan repayment rates at all colleges, with loan repayment rates for minority students that are less than half the loan repayment rates of non-minority students. A college that enrolls primarily minority students is extremely unlikely to have a loan repayment rate in the eligible or restricted zones.¹¹¹

Thus, the Division’s use of the Missouri Data necessarily results in a significant understatement of the effect of the Proposed Regulation, evidencing once again the bias inherent in the Division’s work.

& Poors/Data Resources. Dr. Brinner served as a Senior Economist with the President’s Council of Economic Advisors and a Visiting Fellow with the Federal Reserve. He received a Ph.D. in Economics from Harvard University. Other shortcomings of the Missouri Data are described in *Impact of Gainful Employment on Public and For-Profit Colleges according to the Missouri data Set*, by Mark Kantrowitz (2010) (submitted with the Correction Request as Exhibit 14).

¹⁰⁹ NPRM at 43669.

¹¹⁰ *Gainful Employment Analysis Missouri Methodological Notes*, prepared by the Department’s Office of Postsecondary Education with the assistance of the Missouri Department of Higher Education (2010) (“Methodological Notes”), at 4, and available at: <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/integrity-analysis.html>.

¹¹¹ Mark Kantrowitz, *The Impact of Loan Repayment Rates on Minority Students*, at 4 (2010).

Second, the Missouri sample that the Division used has many shortcomings with respect to debt levels, including the following:

- The Missouri Data includes only federal debt, even though the Proposed Regulation requires the inclusion of all debt (including private debt) in the Debt to Earnings Test. This oversight results in a significant understatement of the number of programs that would be rendered ineligible. The Department’s own data establishes that private loans constitute 6 percent to 25 percent of total student debt, depending on the type of institution and degree type.¹¹² The inclusion of these additional loans would necessarily increase the debt to earnings ratio, thereby leading to increased ineligibility.
- The Missouri Data omitted students with zero federal loans. The Brinner Report found that “[i]nterviews with loan officers indicate that ~10% of students have no federal loans but do have private loan debt.”¹¹³
- The Missouri Data reflects 2008 debt levels, and fails to account for the increased debt levels that have risen at an annual rate of 8.2 percent.¹¹⁴

Third, the Missouri sample that the Division used has many shortcomings with respect to income, including the following:

- The Missouri Data did not account for students who were unemployed for the full year. The Bureau of Labor Statistics (“BLS”) estimates that 1.7 percent of the workforce is unemployed and seeking a job for a period greater than one year.¹¹⁵
- The Missouri Data did not account for students who had left the workforce. BLS estimates that 17 percent of 25-34 year olds are not part of the labor force.¹¹⁶
- The income levels reflected in the Missouri Data are not representative of national averages.¹¹⁷

¹¹² See National Post-Secondary Aid Study, United States Department of Education (2008); Brinner Report at 4.

¹¹³ Brinner Report at 4.

¹¹⁴ *Id.*

¹¹⁵ *Id.* at 5.

¹¹⁶ *Id.*

¹¹⁷ *Id.*

- The income levels reflected in the Missouri Data are for 2008, and thus do not reflect the increase in the unemployment rate.¹¹⁸

Fourth, the Missouri Data did not capture students enrolled in cosmetology programs even though such students make up a significant portion of the national student body in vocational-oriented programs that the Proposed Regulation affects and a particularly large portion of students enrolled at institutions that offer a single program or cluster of closely related programs. By the Department's own estimate, cosmetology schools make up 38% of Missouri's for-profit institutions,¹¹⁹ a remarkably large fraction to omit from the base data. Thus, the Department's use of the Missouri Data again necessarily results in a significant understatement of the effect of the Proposed Regulation.

Fifth, the Missouri Data did not include any non-degree seeking students,¹²⁰ so it is entirely unclear how this data can support projections of the impact of the Proposed Regulation on certificate programs.

Sixth, the Missouri Data included drop-outs and stop-outs,¹²¹ even though the Debt to Income Test will be based on the performance of graduates only, so the student populations are not congruent.

Seventh, the Missouri Data did not include data regarding any students who were enrolled in educational programs in which five or fewer students exited the program,

¹¹⁸ *Id.*

¹¹⁹ Methodological Notes at 3.

¹²⁰ Methodological Notes at 2. This exclusion is particularly problematic since it would suggest that the Division had no information from Missouri regarding certificate and diploma students, but the NPRM includes projections of the Proposed Regulation's effect on such programs.

¹²¹ *Id.*

which could be a significant fraction of the relevant student population.¹²² Two researchers reported that 55.3% of all programs at career colleges had five or fewer students who graduated or withdrew (i.e., “exited”) in the relevant period.¹²³ The Missouri Data would not capture any of these programs or student borrowers.

Eighth, although the Division recognized in the NPRM that the effect of the Proposed Regulation would fall primarily on for-profit schools, it incomprehensibly did not base its projections on a sample of such institutions. Rather, “more than half of the programs analyzed by the Department of Education are not for-profit programs.”¹²⁴

Ninth, the Department has released back-up information for the Missouri Data indicating that the state’s records would provide information with respect to approximately 80,000 students who graduated or withdrew.¹²⁵ However, companion information released by the Department indicated that Missouri only produced data with respect to 48,803 exiters¹²⁶ or 61.6% of the expected population. This suggests that fully 38.4% of the relevant student population was excluded from the data that the Division relied on in preparing the NPRM and projecting the results of the Proposed Regulation.

¹²² *Id.* at 3.

¹²³ CRA Report at 34. To assess the possible impact of the proposed gainful employment rule, Professor Guryan and Dr. Thompson collected data from for-profit colleges, receiving responses from 308 schools, representing approximately 450 campuses, including information on approximately 10,000 programs and more than 600,000 students. The sample accounts for more than one-fifth of all students in for-profit colleges. In contrast, the Division conducted no such survey and collected no such representative data upon which to base its analysis.

¹²⁴ *Id.* at 25.

¹²⁵ NPRM Data Analysis Contract, Number ED-OPE-10-P-0025, provided to Dow Lohnes by the U.S. Department of Education on December 7, 2010 in response to FOIA request (submitted with the Correction Request as Exhibit 15).

¹²⁶ See spreadsheet titled “Data Used to Model the Effects of the Program Integrity (Gainful Employment) NPRM,” available at <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/integrity-analysis.html>.

The Division's Response does not dispute any of these facts, which are directly relevant to the quality and reliability of the Missouri Data for purposes of the gainful employment rulemaking. Therefore, APC's challenge to the Division's use of the Missouri Data must be upheld and this appeal sustained.

3. The Response Does Not Dispute That The Division's Flawed Use Of The Data Leads To An Enormous Understatement Of The Number Of Programs Rendered Ineligible.

Despite these above-referenced substantial problems, which significantly skewed the results to minimize the effect of the Proposed Regulation, the Division elected to use the Missouri Data to project the effect of the Proposed Regulation on program eligibility. The Response improperly rejected APC's challenge to the use of the data.

Using the flawed Missouri Data, the Division found that 6.2% of programs in Missouri would be rendered ineligible and 9% of programs in Missouri would be subject to enrollment restrictions under the Proposed Regulation.¹²⁷ Based on these flawed and understated projections regarding Missouri, the Division estimated that, on a national basis across all sectors, approximately 5% of affected educational programs (representing 8% of student enrollments) would lose eligibility and 7% of such programs (representing 8% of student enrollments) would be subject to enrollment restrictions, figures even lower than the understated Missouri projections.¹²⁸

The Division's projections of the effect of the Proposed Regulation is based on two other leaps that are not supported by reliable data. The Division acknowledges that it does not have a firm figure for the number of educational programs covered by the

¹²⁷ Mark Kantrowitz, *Impact of Gainful Employment on Public and For-Profit Colleges According to the Missouri Data Set*, at 1 (2010).

¹²⁸ NPRM at 43671.

Proposed Regulation, but is using 52,980 as a rough estimate.¹²⁹ In addition, the Division acknowledges that it has not calculated Loan Repayment Rates at the level of the individual educational programs to conform to the way in which the Proposed Regulation will be implemented, but instead is working with draft rates calculated at the level of the entire institution.¹³⁰ Clearly, the Division’s projections are based on data that is woefully incomplete, in violation of the requirements of the IQG, especially the requirement that “influential information” must meet “higher standards” of reliability.

Numerous knowledgeable analysts have found the Division’s figures to be greatly underestimated, especially for programs at for-profit institutions, because of the flaws in the Missouri Data upon which the Division relied. For example:

- In evaluating the affected student population on a national basis, Dr. Brinner estimated that 30% of all students in for-profit institutions would find their programs are ineligible and 26% of all such students would find their programs are subject to enrollment restrictions.¹³¹
- The CRA Report found that “if one calculates the failure rate using the data on Missouri programs that the Department made public, 26 percent of for-profit programs fail the test, and an additional 30 percent of programs would be restricted,” numbers far in excess of the Division’s estimates.¹³²
- After making adjustments for the flaws in the Missouri data, Mr. Kantrowitz estimated that 26.1% of programs at for-profit institutions would lose eligibility and 30.1% of programs at for-profit institutions would be subject to enrollment restrictions.¹³³

For these reasons, the Response improperly rejected APC’s challenge. The IQG were issued in furtherance of the sound public policy to enable Department decision-

¹²⁹ NPRM at 43675.

¹³⁰ NPRM at 43668.

¹³¹ Brinner Report at 6.

¹³² CRA Report at 25-26.

¹³³ Mark Kantrowitz, *Impact of Gainful Employment on Public and For-Profit Colleges According to the Missouri Data Set*, at 1 (2010).

makers to evaluate accurately the data (and the impact of their regulations based on that data) before them. In this case, the Missouri Data is so unreliable and the NPRM's projections of the results of the Proposed Regulation are so far off base that Department decision-makers are unable to evaluate the effect of the Proposed Regulation.

4. Additional Improprieties In The Division's Calculation Of The Effect Of The Proposed Regulation.

APC's Correction Request asserted a number of additional challenges to a number of other glaringly questionable and unsupported assumptions in the Division's projections regarding the effect of the Proposed Regulation. These challenges pose significant IQG issues since measuring the effect of a regulation is an essential factor in developing any regulation. The Response, while disputing none of them, nonetheless did not uphold APC's challenge.

First, as the lynchpin of its assumption that the Proposed Regulation would ameliorate the debt that students incur, the Division suggests that institutions would "adjust their pricing as a result of the regulation."¹³⁴ However, institutions cannot control the amount of debt students incur, and students typically borrow amounts in excess of tuition to cover, among other things, living costs.

Second, the Division's estimates wholly fail to account for the effect that students transferring from an ineligible program to an eligible program may have on the continued eligibility of the program to which the student transfers. As noted above, the students in putatively ineligible programs are predominately disadvantaged students who do not have the family resources to fall back on to make repayments. If a large number of low-income students are forced to transfer from ineligible to eligible programs, the loan

¹³⁴ NPRM at 43668.

repayment rates in the programs receiving those transferees are likely to drop significantly, potentially subjecting those programs to restrictions or jeopardizing their eligibility under the repayment rate metrics.

Third, the Division assumes (with no empirical basis) that only around 10% of the students in ineligible or restricted programs will discontinue their education. As the CRA Report establishes, this estimate is unreasonable because it assumes: (a) that 90% of the students will be able to find a comparable program in the same field at either the same institution or a different institution; (b) that these other programs (if they exist) will be equally convenient; (c) that the student will be accepted into the transfer program; and (d) if a comparable transfer program is not available, the student will change his or her entire field of study.¹³⁵

Fourth, the Division assumes that roughly 50% of students in ineligible 4-year programs will transfer to eligible two year programs and vice-versa. Common sense suggests that it is unreasonable to assume that students would change the length of the program they wish to attend, either lengthening or shortening their education by a full 2 years, in this manner.

For all these reasons, the Response improperly failed to uphold APC's challenge. Thus, the appeal must be sustained.

¹³⁵ CRA Report at 27.

F. The Response Improperly Failed To Uphold APC’s Challenge To The Division’s Methodology For Implementing The Proposed Regulation.

1. The Division’s Methodology Improperly And Unnecessarily Relies Upon Secret Data.

The IQG provide that the Department “will assure” the reproducibility of “influential” information or data.¹³⁶ This provision is intended to ensure that the public and more particularly regulated parties have an opportunity to test the accuracy of data and methodologies that the Department uses. Data must be accessible in order for calculations or analyses based on it to be reproducible. The IQG further provide that where the public cannot access the data due to privacy concerns, “the Department will apply especially rigorous robustness checks to analytic results and document what checks were undertaken.”¹³⁷

In its Correction Request, APC challenged the Division’s reliance upon secret data that is unavailable to the affected institutions to calculate compliance with both the Debt to Income Test and the Loan Repayment Rate Test, in effect mandating that the institution accept the data as correct. The use of such secret data prevents the regulated parties from testing the Department’s data. Use of such secret data therefore violates the IQG, particularly in light of the fact that use of such secret data is not necessary.¹³⁸ Accordingly, the Response improperly failed to uphold this challenge.

¹³⁶ IQG at 10.

¹³⁷ *Id.*

¹³⁸ The use of such secret data also constitutes a due process violation. *See, e.g., Williston Basin Interstate Pipeline Co. v. FERC*, 165 F.3d 54, 60-63 (D.C. Cir. 1999) (“It is well-established that a party is entitled to know the issues on which the decision will turn and to be apprised of the factual material on which the agency relies for decision so that he may rebut it. Indeed, the Due Process clause forbids an agency to use evidence in a way that forecloses an opportunity to offer a contrary presentation”) (internal citation omitted).

With respect to the data necessary to compute compliance with the Debt to Income Test, the Division reversed its earlier plan to use Bureau of Labor Statistics (“BLS”) data, even though the BLS data would have provided several advantages. First, BLS data is publicly available and thus has none of the concerns attributable to the use of secret individual earnings data that the Proposed Regulation envisions. Second, the BLS data is derived from a broader population. Therefore, it is subject to less variation due to sample size and macroeconomic forces than individual earnings data. Third, the earnings data the Proposed Regulation contemplates would not be obtainable until some time in the future (if at all) after students have incurred their debt, whereas the BLS data is available now. Use of the BLS data would enable institutions to plan intelligently for compliance with the Proposed Regulation.

Similarly, the information necessary to calculate the Loan Repayment Rate Test, which turns on payments that reduce the loan principal in the relevant fiscal year, is not available to regulated institutions. There is no valid reason why that information could not be made available through the National Student Loan Data System (“NSLDS”), the Department’s national database for Title IV student loan information. Institutions may access NSLDS to generate many types of reports to track how the institution and its students are performing under their Title IV loan obligations, including their cohort default rates (“CDRs”). However, the Division failed to provide any mechanism for institutions to access the data used to calculate the Loan Repayment Rates to test those calculations or monitor their own performance. Indeed, the Division advised schools that they would not be able to access all the parts of the NSLDS database necessary to

replicate the “complex” queries that the Division used to calculate estimated repayment rates.

The Division’s approach is particularly flawed because the Proposed Regulation veers from the longstanding regulations for calculating CDRs to change the way in which certain categories of loans are counted for purposes of the Loan Repayment Rates without providing any back-up data on the subject. Loans that are in deferment, forbearance, consolidation or on income-contingent repayment status, which have been counted favorably for CDRs, would be counted against an institution in the Loan Repayment Rates. The Department undoubtedly has considerable data regarding the number of borrowers that have loans in deferment, forbearance, consolidation or income-contingent repayment status. However, the Division has proposed a major change in the treatment of such loans for the Loan Repayment Rates without presenting any data on the number of loans that might be affected or the expected impact of the change.

Indeed, based upon information and belief, we understand that the Division actually directed its contractors that provide loan servicing and NSLDS maintenance services to reject institutional requests for information necessary to calculate their Loan Repayment Rates. This is directly contrary to both the letter and spirit of the DQA and the IQG.

Accordingly, for all these reasons, the Response improperly did not sustain APC’s challenge to the use of the secret data. For the Department to have data at its fingertips, and the capacity to make the relevant data accessible to the affected institutions (through the NSLDS), but to withhold that data and opt, instead, for the use of secret data, is

plainly contrary to the requirements of the IQG and the DQA. That decision must be reversed.

2. Social Security Or IRS Earnings Data Are An Inappropriate Measure Of Gainful Employment.

In its Correction Request, APC demonstrated that SSA and IRS data, which the Department suggests it may use for earnings, are an inappropriate measure of gainful employment for multiple reasons, including the following:

First, SSA and IRS data do not provide information regarding the number of hours or weeks worked by the individual in question. Thus, it is impossible to determine whether the income reported reflects a job obtained at the beginning of the relevant year, or at the end, or somewhere in the middle. The use of such data would systematically understate the actual yearly income of many individuals because the great majority of graduates do not commence their employment on January 1.

Second, earnings data is not directly correlated to the value of the education for a variety of other common sense reasons. For example, people make employment decisions based on a variety of factors, including familial obligations, location, and scheduling issues. These say nothing about the value of the education. As the National Association of Student Financial Aid Administrators commented:

Zero incomes are ambiguous, as they may indicate unemployment due to poor training, or a personal choice by a program graduate to stay home to raise a family rather than working, or a host of other situations including death or disability. Low income might reflect part-time employment, which could be underemployment due to underpreparation, or, again, a personal choice. Low income across a set of program graduates might be indicative of an economic downturn in just one geographic area or a temporary reversal of need for a particular career field due to general economic conditions.¹³⁹

¹³⁹ *Comments of National Association of Student Financial Aid Administrators*, at 2 (Sept. 9, 2010).

In addition, as noted previously, macro-economic conditions have a huge impact on whether individuals can obtain employment, regardless of the quality of the education.

Third, self-employed workers may understate their actual income, or set up corporations which distribute only part of the income in any given year.

Fourth, SSA earnings data excludes individuals' deductions for costs such as medical care, child care, and other elective deductions. Moreover, data for self-employed individuals is the net income reflected on Schedule C of their federal income tax returns, and thus will not reflect income spent on deductible items like insurance and business travel.¹⁴⁰

Accordingly, for all these reasons, the Response improperly failed to sustain APC's challenge to the use of the Social Security and IRS earnings data, and therefore this appeal must be sustained.

G. The Response Improperly Rejected APC's Challenge To The Division's Failure To Consider The Enormous Costs That The Proposed Regulation Would Impose On States And Community Colleges.

The IQG require that the Department "acknowledge any shortcomings" in the information disseminated.¹⁴¹ In its Correction Request, APC established that the Division violated the IQG because it failed to acknowledge that the Proposed Regulation would impose enormous costs on the already overburdened states and community colleges in several respects.

¹⁴⁰ Charles Diamond & Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 38 (Sept. 9, 2010).

¹⁴¹ IQG at 5-8.

First, community colleges that already face ballooning enrollments and flat or declining budgets will have to expand in order to enroll the large number of students who cannot pursue their studies at for-profit institutions that have closed or reduced their program mix due to the Proposed Regulation.

Second, “[g]iven capacity limits in community colleges and a downward trend in per-capita state support of higher education, a significant shift in enrollment from for-profit colleges to community colleges would likely lead to significant increases in tuition rates and student debt at community colleges, perhaps by as much as 40% and 75%, respectively.”¹⁴²

The Response did not dispute these issues, but nonetheless failed to uphold APC’s challenge. Accordingly, the appeal must be sustained.

H. The Response Improperly Rejected APC’s Challenge To The Division’s Failure To Consider The Enormous Societal Costs Of The Proposed Regulation.

The IQG require that the Department “acknowledge any shortcomings” in the information disseminated.¹⁴³ In its Correction Request, APC established the Division wholly failed to comply with this requirement because it failed to conduct an appropriate cost/benefit analysis, neglecting even to address the mammoth amount of lost income and taxes the Proposed Regulation would likely cause. For this reason, this appeal should be sustained.

As established in the Correction Request, even though the Division failed to address the loss of income the Proposed Regulation would cause, publicly available U.S.

¹⁴² Mark Kantrowitz, *The Impact of Loan Repayment Rates on Minority Students*, at 6 (2010). See Robert J. Shapiro & Nam D. Pham, *Taxpayers Costs to Support Higher Education: A Comparison of Public, Private Not-for-Profit, and Private For-Profit Institutions*, (2010).

¹⁴³ IQG at 5-8.

Census Bureau data combined with the expert reports previously examined permit an approximate estimate to be made. As demonstrated below, these studies establish that the

Proposed Regulation, under the most conservative estimates, poses the grave risk of:

- **causing from 1.775 to 2.6 million students to discontinue or not receive additional education over the next 10 years;**
- **depriving students of the additional income they would have earned from this additional education, which according to Census Bureau statistics for associate degree graduates is approximately \$400,000 per student;**
- **costing students (principally those with low income) who would have attended an institution of higher education in the next ten years but for the Proposed Regulation between \$198 billion and \$291 billion in lost income;**
- **costing the United States and state governments between \$45 billion and \$67 billion in lost taxes;**
- **costing states billions of dollars in additional subsidies to community colleges;**
- **while saving less than \$10 billion in defaults on student loans over the next 10 years.**

The Division's wholesale refusal to address these issues is a blatant violation of the IQG, and deprived not only the public, but also Department decision-makers, of the ability to make an informed judgment. It is all the more troubling since the NPRM discusses other social impacts such as the costs of loan subsidies and consequences of default,¹⁴⁴ but makes no mention of these broader social and financial issues that reflect the severe impact of the Proposed Regulation.

As described below, the lost income figures are easily derived by multiplying the number of students who are projected not to proceed with their postsecondary education

¹⁴⁴ NPRM at 43621-22.

times the graduation rate times the income that would have been derived from such education.

1. The Proposed Regulation Will Result In At Least 1.775 Million Students Not Continuing Their Education In The Next Ten Years.

As established above, employing more realistic and granular assumptions than the Division, the CRA Report made a mid-range estimate of the number of students who would discontinue or not receive additional education as a result of the Proposed Regulation over the next 10 years: approximately 1.775 million students.¹⁴⁵ This figure includes 1.1 million female students, approximately 315,000 Non-Hispanic Black students, and more than 290,000 Hispanic students.

Consistent with these figures, according to another study, more than half of minority students (57%) enrolled at for-profit colleges are enrolled at colleges with programs that could lose eligibility, based on projected draft Loan Repayment Rates of less than 35%.¹⁴⁶ Almost a third of minority students (30%) enrolled at for-profit colleges are enrolled at colleges with programs that could be subject to enrollment restrictions, based on projected draft Loan Repayment Rates between 35% and 45%.¹⁴⁷

In another study, after adjusting the Missouri Data to reflect some of the shortcomings identified above, Dr. Brinner estimated that over 1 million students nationwide would be enrolled in ineligible programs each year.¹⁴⁸ He further concluded, after examining driving times, absence of community college alternatives, and other

¹⁴⁵ CRA Report at 29.

¹⁴⁶ Mark Kantrowitz, *The Impact of Loan Repayment Rates on Minority Students*, at 5 (2010).

¹⁴⁷ *Id.*

¹⁴⁸ Brinner Report at 8.

factors, that approximately 40%, or 400,000, of these students would discontinue their education each year.¹⁴⁹

In light of these studies, the Division's seat-of-the pants, unsupported assumption that students in 95% of the programs displaced by the Proposed Regulation would continue their education grossly underestimates the effect of the Proposed Regulation and violates the Information IQG. Indeed, among other things, it defies common sense to assume that other schools would welcome these students with debt profiles that rendered their first school subject to sanctions. And many public schools are trying to reduce enrollment, not increase it, because of a shortage of funds: "Across the nation, cash-strapped public universities have limited, capped or even reduced enrollment to cut costs."¹⁵⁰

2. The Value Of Additional Income That Will Be Lost.

Census figures show that that students with associate degrees earn \$1.6 million over their lifetimes, whereas students with high school diplomas make \$1.2 million,¹⁵¹ a difference of \$400,000 in lifetime earnings. Based on these census figures, Professor Cornell provided an estimate of the NPV of a 2 year education, calculated as follows:

Consider a hypothetical average student who is considering enrollment in a 2-year associate degree program that will have a total present value cost equal to \$30,000.¹⁵² This program will enhance the earnings capacity of

¹⁴⁹ *Id.*

¹⁵⁰ Eric Ferrarri, *State May Cap UNC's Growth*, News Observer (2010), available at: <http://www.newsobserver.com/2010/05/29/505976/state-may-cap-uncs-growth.html>.

¹⁵¹ Data from the U.S. Census Bureau establishes that students with associate degrees earn \$1.6 million over their lifetimes, whereas students with high school diplomas make \$1.2 million. See Jennifer Cheeseman Day & Eric C. Newburger, *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*, at 3-4 (2002).

¹⁵² College Board, a membership association composed of more than 5,700 schools, colleges, universities and other educational organizations, estimates the annual tuition and fees at for-profit institutions to equal \$14,174 for the 2009-10 academic year. See College Board's Trends in College Pricing 2009, at 6.

the student throughout his working life, and assume that the present value of the *entire stream of incremental earnings* is equal to \$150,000.¹⁵³ After deducting tuition costs of the education of approximately \$30,000, and allowing for additional opportunity costs (assumed to be approximately \$20,000), the degree still represents a net present value in excess of \$100,000.¹⁵⁴ Thus, financing the education is clearly an easy investment decision to make under the NPV rule – the student should go ahead with the enrollment and the associated costs and the government should provide access to funding through loans if the student requires it.¹⁵⁵

3. The Enormous Societal Costs The Proposed Regulation Imposes.

The societal impact of the Division’s Proposed Regulation is daunting. If one multiplies the CRA Report’s mid-range estimate of 1.775 million students that the Proposed Regulation deprives of further education over the next ten years, times the graduation rate of approximately 28% for students enrolled at two-year for-profit institutions,¹⁵⁶ times the \$400,000 of income per student that would be lost, the result is \$198,800,000,000 (\$198.8 billion).

And these are the mid-range conservative estimates. Under the CRA Report’s calculations, if “placing the ‘restricted’ label on programs were to cause them to shut down,” and “assuming that 50 percent of potentially affected students would attend college, more than 2.6 million fewer students would attend college over the next decade

¹⁵³ The present value of the \$400,000 of incremental earnings is approximately \$150,000, assuming a 40-year earnings period and 6% discount rate. The discount rate accounts for the interest costs attributable to loans used to finance the education.

¹⁵⁴ The NPV calculation should also include opportunity costs. While opportunity costs might include income lost due to attending school, many students attending for-profit schools are unemployed at the time they commence their education, many continue to work while attending school, and many may be able to augment their income during the course of their school attendance by virtue of their increased skills. I assume the opportunity costs for students enrolling in an associate degree program to be approximately \$20,000.

¹⁵⁵ Cornell Report ¶ 22 (emphasis and footnotes in original).

¹⁵⁶ Graduation rate for students enrolled in associate degree programs at APC member colleges.

as a result of the rule.”¹⁵⁷ Assuming \$400,000 of lost income per student, the total loss of income resulting from the Proposed Regulation for students who would have attended an institution of higher education in the next ten years could be over \$291 billion. Under the above methodology, employing Dr. Brinner’s estimate of 400,000 students per year who would discontinue their education yields even starker results: \$448 billion.

The effect on tax revenues is likewise enormous. Assuming a modest 22.9 percent combined average state and local tax rate,¹⁵⁸ and employing the CRA Report’s midrange conservative estimate of 1.775 million students not furthering their education in the next ten years, the lost tax revenue the Proposed Regulation would cause exceeds \$45 billion for this group of students, while using the 2.6 million estimate results in a tax loss of \$67 billion.¹⁵⁹ If one adopts Dr. Brinner’s analysis, then the loss in tax revenue for students who fail to further their education in the next ten years as a result of the Proposed Regulation is even larger, over \$102 billion.

While these figures use associate degree earnings as a proxy for earnings of all students who would have obtained post-secondary education but for the Proposed Regulation (including those who would have attended only some college and those who would have attended four year or more programs), these figures likely greatly underestimate the effect of the Proposed Regulation. The difference between the average lifetime earnings of a high school graduate and a student obtaining a four year degree,

¹⁵⁷ CRA Report at 30.

¹⁵⁸ Dr. Brinner assumes a federal tax rate of 15.2 percent and state/local tax rate of 7.6 percent, for a combine rate of 22.9 percent, based on data from the Congressional Budget Office, total income and total federal tax liabilities for all households, by household income category, 1979-2005. Brinner Report at 9 n.25.

¹⁵⁹ Under a NPV analysis, at \$100,000 lost income per student and assuming a modest 22.9 percent combined average state and local tax rate, the lost taxes exceed \$24,000,000,000 (\$24 billion).

according to U.S. Census Bureau figures, is \$900,000, over twice the difference between the average lifetime earnings of a high school graduate and a student obtaining an associate degree. By comparison, the lifetime earnings of those only having some college, according to U.S. Census Bureau figures, is \$1.5 million, only slightly less than the \$1.6 million for an associate degree.¹⁶⁰ Moreover, according to the NPRM, there are far more students enrolled in private for-profit four-year degree granting institutions than in private for-profit less than two year institutions.¹⁶¹ Finally, the income figures do not account for fringe benefits (which comprise between 30 and 35 percent of a worker's total compensation). "[E]conomists have long recognized that individuals investing in higher education earn greater fringe benefits" and have "greater employment stability" than those who did not obtain such education.¹⁶²

In any event, the incredible magnitude of the losses predicated on the lifetime earnings of a student with an associate degree, and the Division's failure to examine these issues demonstrates the Division's total failure to "acknowledge the shortcomings" in its approach.¹⁶³

The Division's failure to consider the dramatic societal effects of its Proposed Regulation is even more egregious when the lost income and tax revenue is compared to the cost of defaulted loans that the Proposed Regulation is designed to ameliorate. The

¹⁶⁰ See Jennifer Cheeseman Day & Eric C. Newburger, *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*, at 4 (2002).

¹⁶¹ NPRM at 43669.

¹⁶² Charles Diamond & Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 14 (Sept. 9, 2010).

¹⁶³ IQG at 5-8.

Division misleadingly claims that it loses \$1 billion per year (on an NPV basis) for all the loans defaulting in a given year:

While the Government covers the costs of defaults on Federal student loans (\$9.2 billion in fiscal year 2009), ultimately the cost of defaults is mitigated by the Department's success in collection using such tools as wage garnishment, Federal and State tax refund seizure, seizure of any other Federal payment, and Federal court actions. As a result, the projected taxpayer cost of defaults is less than one percent of the total annual amount of loans. Nonetheless, these costs can be significant. Based on historical collections, the net present value cost of the \$9.2 billion of loans that defaulted in fiscal year 2009 is estimated at less than \$1 billion.¹⁶⁴

In fact, to the contrary, the Office of Management and Budget ("OMB") budget tables for recent years demonstrate that the government recovers more than 100 cents on the dollar (including interest and penalties) on defaulted loans. Indeed, the proposed budget for fiscal year 2011 projects a 122 percent recovery rate for federally guaranteed higher education loans.¹⁶⁵

Even assuming the Division's \$1 billion NPV loss figure is correct (which is inconsistent with the OMB data), and even assuming that the Proposed Regulation would eliminate 100% of defaults (a clearly unreasonable assumption), and even multiplying that \$1 billion number by ten to reflect ten years of results, this \$10 billion is still a pittance compared to the lost income (under conservative estimates) of \$198 billion to \$291 billion for students who would have graduated in those same ten years but for the Proposed Regulation.

Thus, even a rudimentary cost/benefit analysis establishes that in promulgating the Proposed Regulation, the Division disseminated shockingly incomplete information,

¹⁶⁴ NPRM at 43646.

¹⁶⁵ Office of Management and Budget, *U.S. Government Budget FY 2011, Federal Credit Supplement*, Tbl.4, available at http://www.gpoaccess.gov/usbudget/fy11/cr_supp.html.

depriving Department decision makers of an appreciation of the enormous costs the Proposed Regulation would impose.

The pernicious effects of the Proposed Regulation do not stop there, however. Among other things, it “will result in many quality education programs no longer being eligible for Title IV funding.” And the Proposed Regulation “will have dire consequences for the racial and gender composition of students enrolled in postsecondary programs.”¹⁶⁶

Accordingly, APC’s appeal must be sustained because the Response improperly failed to find that the Division violated the IQG.

CONCLUSION

For all the reasons set forth above, this appeal should be upheld. The Division’s Response does not contest the substantive issues raised in the Correction Request, nor change the conclusion that the Division violated its own IQG and the underlying principals and purpose of the DQA.

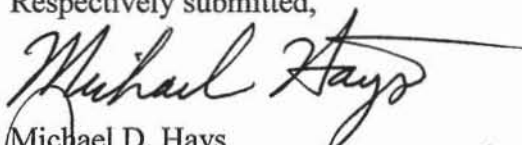
WHEREFORE, APC respectfully requests that the Department:

- A. Sustain this appeal, and find that the Response erred in upholding the Division’s conclusion that it complied with the IQG;
- B. Withdraw the Proposed Regulation pending further study in conformance with the IQG;
- C. Convene a group of outside experts, including economists and statisticians as well as representatives of institutions, to study the possible effects of the Proposed Regulation; and

¹⁶⁶ Charles Diamond & Daniel Millimet, *Report In Response To DOE Proposed Regulatory Changes*, at 22 (Sept. 9, 2010).

- D. Convene a group of outside experts to examine alternatives to the Proposed Regulation (including the comparative benefits of expanded disclosures rather than increased eligibility standards) to accomplish the Department's stated goal to improve postsecondary education.

Respectively submitted,



Michael D. Hays



Jonathon C. Glass

*Counsel to the Association of
Proprietary Colleges*

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