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ABSTRACT

Increasingly, community colleges and universities are called upon to provide comparable information on their students despite differences in institutional mission and student attendance patterns. To help colleges and universities respond to this need, the Joint Commission on Accountability Reporting was formed to develop uniform reporting formats. The Commission developed reporting conventions related to student advancement toward completing educational goals, costs, graduation rates, and transfer rates for all institutions and programs, as well as conventions related to licensure pass rates, placement rates, and full-time employment in related fields for vocational, occupational, and professional programs. In general, the main goal of the conventions is to make the reports easy to understand by the general public. In communicating student charges and costs, colleges should provide information on costs beyond tuition, as well as on available financial aid. Information on student advancement should include program completion, transfer, and graduation rates, incorporating part-time, stopout, and transfer enrollment into the whole enrollment picture. Finally, in reporting placement and full-time employment rates, colleges should use either the unitary method, collecting information on individual students through state employment records, or surveys of graduate cohorts. Sample tables for student costs, advancement, and placement and employment outcomes are included. (HAA)

jcar
CONVENTIONS

A Need Answered

An Executive Summary of Recommended Accountability Reporting Formats

AASCU
AACC
NASULGC

This report provides highlights of the Joint Commission's recommendations. The companion JCAR Technical Conventions Manual provides specific details that provide step-by-step guidance on how to implement the recommendations. You can order copies of the Technical Conventions Manual on the form included at the end of this publication.

A Need Answered

An Executive Summary of Recommended Accountability Reporting Formats

A Need Answered

Increasingly, colleges and universities are called upon—by students, parents, legislators and policymakers—to provide easy-to-understand comparable information.

Although it may seem that information on numbers of students who enter and complete programs in postsecondary institutions is straightforward and easy to provide, the opposite is true. External factors, such as how students choose to attend college and the wide variety of institutional missions, contribute to the complexity of providing seemingly simple information.

To help colleges and universities respond to the need for comparable information, the American Association of State Colleges and Universities, American Association of Community Colleges and National Association of State Universities and Land-Grant Universities created the Joint Commission on Accountability Reporting, a group of public higher education officials from across the United States. This is a summary of work completed. It provides a series of recommended report formats that can provide a consistent, comparable and national source of information to answer the most common accountability questions.

These reporting conventions result from a joint effort of the public higher education community to provide a uniform means to report:

For all institutions and programs

- student advancement toward completing educational goals
- student charges (costs)
- graduation rates
- transfer rates

For vocational, occupational and professional programs

- licensure pass rates
- placement rates
- full-time employment in a field related to a completed educational program

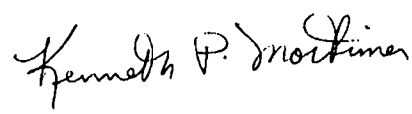
In 1997, the commission plans to issue recommendations on how to report faculty activity.

Higher education in America has a long history of regulating itself. That tradition has served the country and the higher education community well. This project extends that tradition by responding to changing information needs and accountability circumstances.

In addition to this summary, the Joint Commission developed a separate publication, the JCAR *Technical Conventions Manual*. It defines terms, calculation protocols, reporting formats and data collection methodologies in the detailed technical style needed to achieve national uniformity in accountability reporting.

The Joint Commission recommends that colleges adopt, use and publish accountability reports according to these reporting conventions, and that state executive and legislative officials approve using these reports in place of similar existing reporting requirements.

We urge all higher education institutions to consider and then adopt these reporting conventions.



Kenneth P. Mortimer
Chair, Joint Commission
on Accountability Reporting
President and Chancellor,
University of Hawaii System

Nature of the Joint Commission

The Joint Commission consists of a nine-member Council of Presidents and 39 members of four Technical Work Groups. The Council of Presidents directed the work of the Joint Commission, was responsible for policy and political decision making, and provided guidance to the Technical Work Groups.

The presidents were appointed by the sponsoring associations. The technical work group members were selected from a national solicitation that yielded nearly four nominees for each person selected. This group performed the substantive development work of the commission. All four of the technical groups met at least four times and held several teleconferences and interacted extensively by electronic mail.

Interest in the mission of the Joint Commission was widespread. The work groups developed numerous idea papers and drafts circulated among the members of the Joint Commission; a national review and comment process elicited hundreds of letters suggesting detailed modifications. The commission published four issues of a newsletter that detailed ongoing work and current issues. Readers responded by monitoring and providing input to the work in progress.

The following are members of the Joint Commission on Accountability Reporting and the association staff who coordinated the work.

Council of Presidents

- Kenneth P. Mortimer, Chair, President and Chancellor, University of Hawaii System
- Eileen Baccus, President, Northwestern Connecticut Community-Technical College
- Alice Chandler, President, State University of New York-New Paltz
- Joseph N. Crowley, President, University of Nevada, Reno
- Milton Gordon, President, California State University-Fullerton
- Jeff Hockaday, Chancellor, Pima Community College
- Eddie N. Moore Jr., President, Virginia State University
- Graham Spanier, President, Penn State University
- James D. Tschechtelin, President, Baltimore City Community College

Association Staff

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Technical Work Group Members

Technical Work Group 1—Placement rates and full-time employment in the field following completion of higher education program/degree.

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- Bill Armstrong, Director of Institutional Research, San Diego Community College District
- Linda K. Gast, Director, Career Center, University of Maryland at College Park
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- Jack Lunsford, Director of Governmental Relations, Maricopa County Community College District
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- Barbara Steidle, Assistant Provost for Undergraduate Education and Academic Services, Michigan State University

Technical Work Group 2—Graduation rates, persistence rates, withdrawal rates, licensure pass rates and transfers of students.

- Marsha Hirano-Nakanishi, Leader, Director of Analytic Studies, The California State University
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- Larry Gates, Assistant Vice President, Office of Planning and Budget, University of Missouri System
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Technical Work Group 4—Faculty activity.

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- Margaret Heisel, University Outreach Director, University of California
- Faith Helmick, Vice President for Administrative Support Services, The University of Akron
- Robert R. Jennings, Vice President for Institutional Advancement, Albany State College
- Neil Lubow, Associate Vice President for Academic Affairs, University of New Hampshire
- Michael F. Middaugh, Director of Institutional Research and Planning, University of Delaware
- Janis H. Weiss, Vice Chancellor for Academic Affairs and Student Services, Minnesota Community Colleges

Apples to apples or apples to oranges? Does the public understand educational reporting? Can higher education make itself understood to its publics?

Institutional stakeholders (parents, potential students, news organizations, funding sources, employers) want to know more than a college's transfer rate, graduation rate or student advancement rate. They often ask questions such as:

- Is the institution's graduation rate as good as other colleges and universities?
- What is the statewide/regional/national graduation rate?

Such broadly framed questions end up producing comparisons between "apples and oranges." To be better understood higher education must inquire, answer and report information in more qualified and useful ways, such as:

- Is an institution's graduation rate as good as other colleges and universities like it?
- What is the statewide/regional/national graduation rate for similar colleges and universities?
- Is the institution's graduation rate changing?

One of the major concerns of the higher education community about providing accountability reporting is that once individual institutions provide data, others will make inappropriate comparisons. For example, it could be misleading to list or rank higher education institutions on the basis of tuition or graduation rates without an equally prominent presentation of the varying purposes of the institution and the students it serves. Differences are to be expected when comparing community and technical colleges, for instance, to large research institutions, or when comparing open-enrollment to highly selective education institutions.

Since news organizations, the public and policy-makers are concerned with more than just accountability rates, colleges and universities must:

- educate stakeholders about what comparisons are appropriate, and
- anticipate the desire for comparative information by providing not only their numbers but those of peer institutions as well.

The Joint Commission on Accountability Reporting has developed reporting conventions that could resolve much of the confusion. Widespread adoption of the commission's conventions will make it easier to provide accurate comparisons between institutions and will reduce inappropriate comparisons.

Indicators in standard conventions should yield meaningful comparisons across institutional types and across time.

Understanding differences among institutions and the students they serve will help to clarify comparisons among institutions. This will only happen if it is easy for stakeholders to understand these comparisons. An institution's ability to graduate students who enter with the intent of completing a program of study may be its primary goal, but there is an obligation to educate the public about the realities of student life. That requires different definitions and indicators that better reflect current institutional and student realities, while remaining true to the intent of the federal Student Right-To-Know Act (SRTK) of 1992.

Cost

Implementing the Joint Commission recommendations may be somewhat expensive in the beginning but will be cost-effective over time, as well as invalu-

able in increasing public understanding and support of the goal. They should make it possible to compare institutions effectively and accurately.

Communication

Presenting the results of its efforts to the general public is a key concern of the commission. Higher education institutions must present and explain their reporting mechanisms in simple, clear, jargon-free language, and work with other institutions to adopt common measures and language that will let stakeholders make informed decisions based on comparing "apples to apples."

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Student Charges/Costs

The cost of higher education—how much students are charged for tuition—has always been a matter of keen interest to those who pay. A new "consumer approach" should more effectively reveal the charges students are likely to encounter.

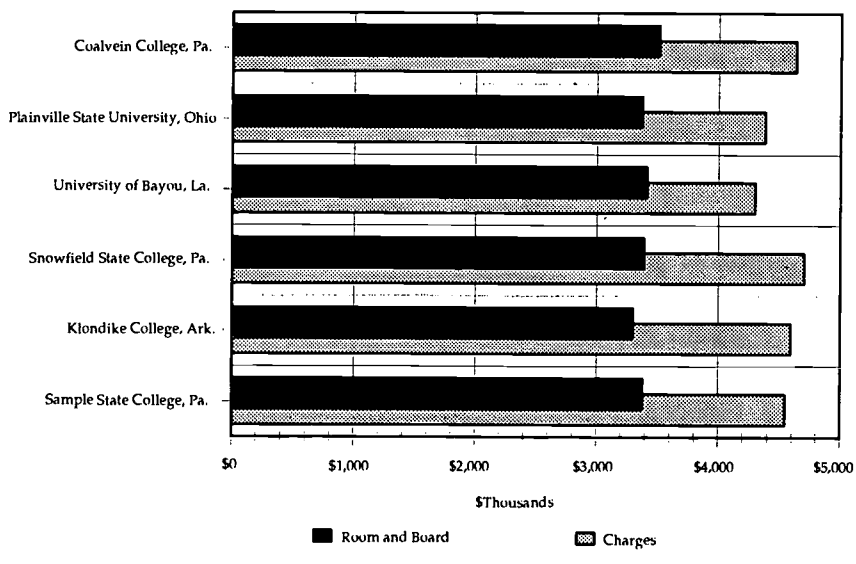
It is easy to become too complex in showing educational costs accurately because there are extensive variations in conditions among colleges and universities. Despite the limitations of simplification, these recommendations try to balance complexity and

Student Charges Information for Sample State College for the 199x - 9y School Year
(in dollars)

	(A)	(B)	(C)	(D)	(E)	(F)
Annual Charges	**Base Charges** *(tuition plus mandatory fees)*	**Room &Board**	**Books & Supplies** *(estimate)*	**Personal & Miscellaneous** *(estimate)*	**Off-Campus Expenses** *(estimate)*	**Non-Resident Charges**
Resident (on-campus)	2,255	3,384	813	650	0	0
Resident (off-campus)	2,255	0	813	850	650	0
Non-Resident (on-campus)	2,255	3,384	813	725	0	3,649
Non-Resident (off campus)	2,255	0	813	975	4,950	3,649

Some, but not all, courses have special course charges. At this college last year, those courses that had special course charges cost a minimum of $15 and a maximum of $683. These are per course charges not annual charges. Details of this year's special course charges are available in the schedule of classes for each term.

199x-9y Charges for In-State Full-Time Students at Similar Colleges and Universities



Report prepared using JCAR conventions

meaningfulness to communicate likely costs. These numbers are averages—individual costs will vary—but these report formats will provide consumers and policy-makers with a good way of comparing costs.

Financial Aid

Once consumers have an idea of what a year at college will cost, they will also want to know about the ways that cost can be reduced. Higher education institutions must make it clear that not all kinds of financial aid decrease the cost of an education. Student loans, for instance, defer and thus increase the cost of education, while scholarships, grants and awards do not need to be repaid, so they reduce the cost to the student. These report recommendations are only for the forms of financial aid that do not need to be repaid. While the public needs information about financial aid as a significant factor in assessing the cost of an education, students and policymakers should not assume that every individual is eligible for such cost-reducing financial aid. Prior academic achievement and/or family financial need are the usual requirements for such aid. The following table demonstrates how this information can be presented.

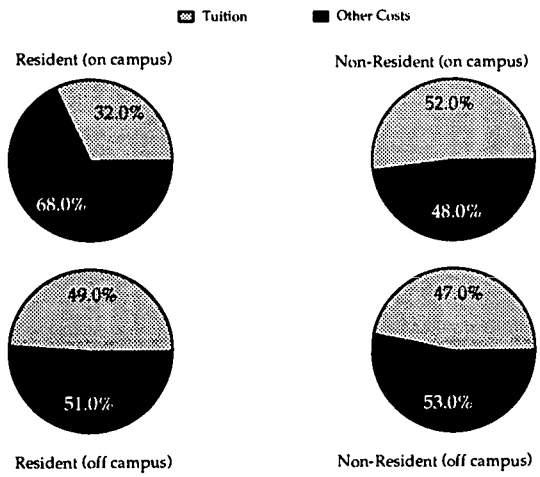
Because of the nearly exclusive focus of the media and public policymakers on tuition, it is also important to let the public know that tuition is just part of the cost of attending a college or university. The chart at the bottom of the page shows how these costs typically vary for different groups of students.

Non-Loan Financial Aid Award Information for Sample State College for the 199x - 9y School Year by Financial Aid Source

	Federal	State	Institutional	Private
Number of Awards	2,565	828	2,777	135
Total Dollars Awarded	$3,796,978	$861,948	$2,740,899	$52,245
Average Award (for those eligible)	$ 1,480	$ 1,041	$ 987	$ 387
Percentage of All Students Receiving this form of aid	32.7%	10.6%	35.5%	1.7%

Percent of Students Receiving Some Form of Non-Loan Financial Aid 77%

Tuition as a Percentage of Attendance Costs Sample State College 199x-9y



Student Advancement

New terms to increase understanding

The most commonly mentioned measures of "student success" are graduation rates, program completion rates and transfer rates. These now should be called "student advancement indicators," a new conceptual framework that would reflect current trends and create a uniform methodology for reporting student educational achievements.

This term responds to two important issues:

- Higher education, as a whole, has never adopted universal standardized definitions and computation methods for these measures, so valid comparisons between and among institutions are impossible.

- More and more students are attending part-time and in spurts, with increasing numbers never planning to complete a degree. The traditional assumption that all entering students have the goal of graduating from their first college or transferring and then graduating in many cases does not represent the norm. Student advancement indicators include the idea of a combined student advancement rate, which offers insights into what actually happens to new undergraduate students (both first-time freshmen and incoming transfers) in degree and certificate programs, as well as what occurs in institutions as these students enroll, transfer and complete and graduate from their programs. The student advancement rate has three segments: *graduation, program completion and transfer rates.*

This three-component measurement makes it possible and practical to include part-time enrollment, "stopping-out," and transferring to other institutions as part of the whole, larger enrollment picture. It corrects the misleading message of reporting completion or graduation rates only at catalog award-time—four years after entry for a "four-year" degree program. Even an extended award-time will not give students, who must stop their education frequently or enroll with partial credit loads, a fair opportunity to show their promise and advancement. In fact, the full measurement of a new undergraduate student cohort's rate of graduation or program completion cannot be seen until the life cycle of the group has run its course at the eventual award-time[1].

These notions of "catalog," "extended" and "eventual" times will help higher education and its stakeholders understand more about students, their advancement and the institution's. They provide ways of thinking about time-to-graduation/completion that incorporate the actual enrollment and course-taking behaviors of many of today's undergraduate students.

The student advancement rate and its major component parts, graduation rate and transfer rate, constitute the heart of the Joint Commission's recommendations on student advancement reporting, and are defined and discussed in greater detail in the technical manual.

While student advancement indicators provide a framework for addressing the more important aspects of student success, they also have some limitations. Some students may only want to take three or four courses to prepare for a job, upgrade skills or find out if college is for them. Although these students may fully meet their educational goals and be successful in their own terms, the difficulty of quantifying their outcomes means that their success is not reported in the recommended advancement indicator. However, the Joint Commission recommendation does not preclude a data-rich institution from reporting separately on students from the cohort who leave without transferring or graduating, and who tell the college at their departure that they have satisfied their educational goals.

[1] Eventual award time: that point in time at which nearly all—95 percent of all—awards to a starting cohort have been conferred.

Student advancement indicators also do not address whether students have gone on to graduate school, sought and gained employment related to their undergraduate field of study, or been licensed in an occupation or profession for which they have been trained. Nor do these indicators show how well students have learned and can demonstrate the critical thinking skills required for college-educated people in the 21st century. Some of these factors are addressed later in this report; others remain to be addressed in the future.

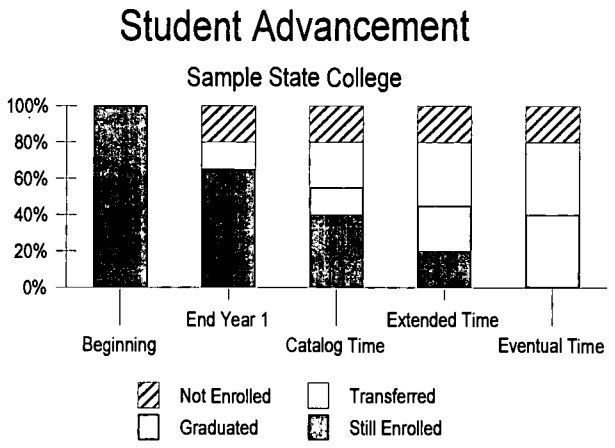
Despite these limitations, the Joint Commission supports the broad adoption of the student advancement indicators as judicious measures that are potentially useful, responsive, valid, reliable and consistent with federal and state laws and regulations.

A New Undergraduate Student Cohort

Accountability indicators—such as advancement, continuing enrollment (persistence), transfer and graduation—require tracking students across time, often far beyond a simple graduation or completion date. Accountability reporting should track only fall term cohorts or groups, because most institutions and existing state reporting systems already use the components of this definition for the new undergraduate student cohort. Institutions may still establish, track and report on additional cohorts as well—winter and spring term cohorts, or new graduate student cohorts, for instance.

The new undergraduate student cohort consists of first-time freshmen and undergraduate transfer students of the reporting institution who are enrolled at the institution's official fall reporting date in undergraduate programs and for-credit courses leading to a certificate, associate or baccalaureate degree.

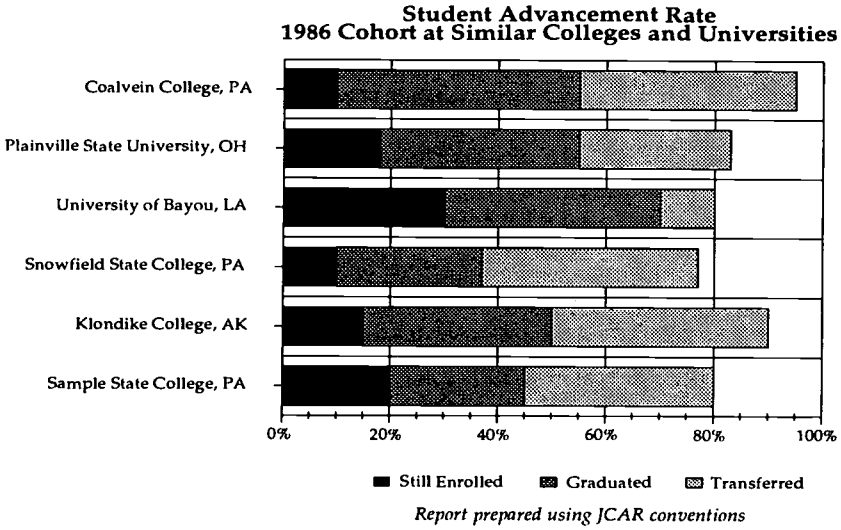
The reporting recommendation displays the students by categories—still enrolled, graduated, transferred, not enrolled—that account for everyone in a given group of students. Stacked bar charts are the best way to depict this information at various reporting times,



such as catalog time, extended time, etc. Such charts, used by all institutions, would enhance the ability of the public to make appropriate comparisons between schools.

This graph reveals much more about student advancement than single indicators. It shows that 40 percent of the students in the cohort eventually graduated

This is an example of displaying comparative information for media release.



Report prepared using JCAR conventions

and another 40 percent transferred. The Student Right-to-Know (SRTK) legislation, which looks at student outcomes only at the extended award-time mark, would show only an extended award-time graduation rate of 25 percent. The approach also shows the progressive changes in student advancement components in various award-time snapshots, offering a framework and opportunity to educate key stakeholders about what it really takes to graduate at catalog award-time.

The approach also shows how students in a cohort who graduate and those who transfer increase over time. Conversely, the percent of students who persist at the institution and the percent who drop out over time decline. The eventual award-time reading lets institutions focus attention on the student advancement outcomes—transfer or graduation—rather than on issues of time. The eventual time reading can show how students who stop out and take partial loads directly bear heavy burdens, including potential lost income, while making it clear that higher educational costs, in the forms of financial aid provided and instructional costs, are unaffected by students' stop-out and variable course-load patterns.

Student Graduation Rate

Most people regard success in graduating students as an institution's primary accountability indicator, although graduation rates represent only one aspect of student success.

Graduation rates usually appear to be simple and precise. The SRTK suggested that institutions should report only on first-time, "full-time" students, to help students and their families compare institutional graduation rates more meaningfully. Student Right-to-Know legislation also only required institutions to report student graduation or completion of a program of study at "150 percent of normal time to degree" (extended award-time), because legislators were aware that reporting graduation rates at the four-year marker point understated the actual graduation behavior of postsecondary students and their institutions.

There are several reasons to re-incorporate "part-time" students into graduation rate reporting.

- Trying to restrict accountability reporting only to "full-time" students to make valid comparisons between institutions—"apples to apples"—is not as simple as it may have seemed. Students who are "fulltime" in the first term of entry at many institutions simply do not continue to attend fulltime.

- More important, it doesn't make sense for an accountability reporting system to leave out the majority of students at a great many public colleges and universities—the growing number of "nonconventional" students who are juggling work and family priorities while getting a college degree.

- Categorizing students by their enrollment and course-load patterns, and taking multiple "snapshots" of graduation across time, will inform institutions and stakeholders about students' full measure of graduation. (*see table below*)

Sample State College Freshman Graduation Rate for 1986 Cohort

Student Study-Load Category	Cohort Size	Portion of Total Cohort	Graduation Rate By: Catalog Time	Extended Time	Eventual Time
Catalog-Load Students (CLS)	108	54%	65%	69%	74%
Extended-Load Students (ELS)	28	14%	0%	54%	64%
Partial-Load Students (PLS)	64	32%	0%	0%	50%
Total First-Time Freshmen	200	100%	35%	45%	65%

Catalog award-time, extended award-time and eventual award-time continue to be the points when such graduation rate snapshots should be taken. However, instead of talking about "full-time" and "part-time" students, institutions should use catalog-load student, extended-load student and partial-load student to categorize-students into clusters that reflect their actual enrollment patterns. These patterns, in turn, link to the time it takes students to earn their degrees. These more realistic presentations of graduation rates will let institutions reflect the differing attendance patterns and goals of their students, and give the public a more meaningful report on student attendance patterns and advancement.

In addition to calculating graduation rates at three award-times for three groups of students categorized by course-load patterns, institutions should calculate:

- separate graduation rates for programs with similar catalog lengths; and

- separate graduation rates for students entering as first-time freshmen and as undergraduate transfers, with graduation rates for transfer students reported by entry class level. This entry class level is determined on the basis of transfer credit accepted at the point of entry, since the expected time to degree will vary with the amount of transfer credit accepted by the reporting institution.

This approach is comprehensive, judicious and feasible. For institutions where students have little or no variation in enrollment and course-load patterns, institutional graduation rate reporting basically remains unchanged from current practices. For institutions where students show a lot of variation, the recommendations only require some additional calculations when they enter, and sorting at the student cohort's *catalog award time*, before calculating the *catalog award-time* graduation rate.

Institutions should publish this single table (*see previous page*), displaying time-to-degree award and student study-load categories.

By showing graduation rates for different levels of student enrollment course-loads and award times, the table conveys more information than can be obtained from a single graduation rate number. It provides information on enrollment patterns of the students, and also shows the relationships of students' pace and load patterns, and award-times.

Student Transfer Rate

The issue of transfer rates has been of greatest interest to community colleges, because of their mission to provide the first two years of undergraduate education and prepare students to transfer to baccalaureate degree-granting institutions. The issue, however, is much broader.

Accountability reporting must address the reality of changing student attendance patterns throughout postsecondary education. Transfer is a national phenomenon taking place among all types of institutions and in multiple directions: community college to senior college, senior college to senior college, senior college to community college, and community college to community college. Other patterns include transfer to, from and among proprietary institutions, some of which grant associate and/or baccalaureate degrees.

"Transferred student" simply means a student who enrolls in another postsecondary institution in a term after having been previously included in a cohort in a different institution. Students who completed a program of study at the reporting institution would be reported in the graduation category, even if they also advanced and transferred to another institution—this avoids double-counting. All students who transferred—those who received an associate degree or a vocational certificate—should be included.

The new notion of committed and occasional students will help stakeholders understand transfers. They demonstrate student behavioral commitment to an institution, which is essential to any serious contemplation of "holding an institution accountable."

Sample State College Transfer Rates for First Time Freshmen from the Fall 1987 Cohort

	Committed Students	Occasional Students	All Students
Number in Cohort	75	125	200
Number Transferred	15	13	28
Transfer Rate	20%	10%	14%

Two additional dimensions that describe students' attributes are often especially important in assessing transfers to and from community colleges: (a) students' programs—transfer or vocational—and (b) whether students earned associate degrees or not. The suggested table, below, presents additional details about transfer rates.

Licensure Pass Rates

Gathering and interpreting licensure pass rates pose special problems. Most important, institutions are not in control of the process. If the federal and state governments care about institutional licensure pass rates, then executive and legislative branches must recognize and encourage state licensing agencies, the professions and vocations in the state and higher education institutions to collaborate to develop appropriate, valid and reliable accountability measures.

While public higher education institutions embrace valid reporting on which program completers become licensed and certified, this requires a partnership between public higher education and state agencies responsible for licensure and certification.

State attorney generals could make accountability reporting on licensure easier by identifying and broadly publicizing occupations and professions in their states that are regulated by state licensure and certification.

Because certification and licensure are fundamentally state-mandated and state-controlled activities, licensure pass rates should not be compared across states, unless states actually know that they are using the same set of criteria to measure professional and occupational readiness to practice. Licensure data can profitably be aggregated only to the state level, except for professions that have nationally enforced standards.

Normal Community College Transfer Rates for "Committed" Students for the Fall 1987 Cohort

Graduated with Associate Degree	Transfer Program	Vocational Program
Number in Cohort	200	150
Number who transferred	110	40
Rate	55%	27%
Did not earn Associate Degree	100	
Number in Cohort	500	350
Number who transferred	225	65
Rate	45%	19%

Placement and Full-time Employment Reports

The data collection and reports proposed here reflect the requirements of the 1992 amendments to the 1964 Higher Education Reauthorization Act. Those requirements dealt with measures for displaying "placement rates" and "full-time employment in the field of study following program completion" for students who complete vocational, technical and professional programs. Although those requirements have been eliminated as federal law, there is still a strong interest in those educational outcomes.

It is important to note that the only direct subjects of the placement and full-time employment analysis and recommendations are vocational, technical and professional programs. Institutions may expand the analysis to include other disciplines for their own purposes. The recommended data collection respects other state and federal regulations that might operate as barriers to the recommended conventions.

The Joint Commission recommends two data collection methodologies:

- unitary—collection of information by an institution, with the individual student as the point of analysis, and the subsequent ability to link the institutional record with external records from agencies, such as the State Employment Security Agency (SESA). Such analysis is increasingly common in states with strong accountability reporting requirements. It can offer highly reliable information.

- survey methodology—already commonly used by institutions to ascertain placement and employment information about their graduates.

Achieving these recommended reports for placement and full-time employment means that the "devil is in the details." For instance, it is impossible to know if a student has been placed or employed fulltime in a related field without individual identifiers to cross-match educational and employment information. Since colleges do not control the information for employment, such matching raises privacy issues. These reporting conventions call for publishing only aggregated information and for observing individual student data confidentiality. This meets student privacy laws or regulations in most states, but some jurisdictions would require each student's permission before data matching could occur. State executive and legislative authorities must address such barriers (these issues are addressed in detail in the JCAR *Technical Con-*

Sample State College Post-College Employment Rates by Educational Attainment for the 1993 Graduating Class

Educational Attainment of Students/Program	Number Employed (N)	Percent Employed (%)
First Professional Degree Programs	99	86%
Law	62	87%
Veterinary Medicine	37	84%
Baccalaureate Degree Programs	90	97%
Medical Laboratory Technician	24	96%
Nursing	48	100%
Occupational Therapy	18	90%
Vocational/Technical Associate Degree Programs	80	86%
Air Frame Mechanics	27	90%
Construction Technology	38	79%
Wastewater Treatment	15	100%
Vocational/Technical Certificate Programs	32	77%
Cosmetology	32	77%

ventions Manual, along with recommended core survey questions for gathering the necessary data).

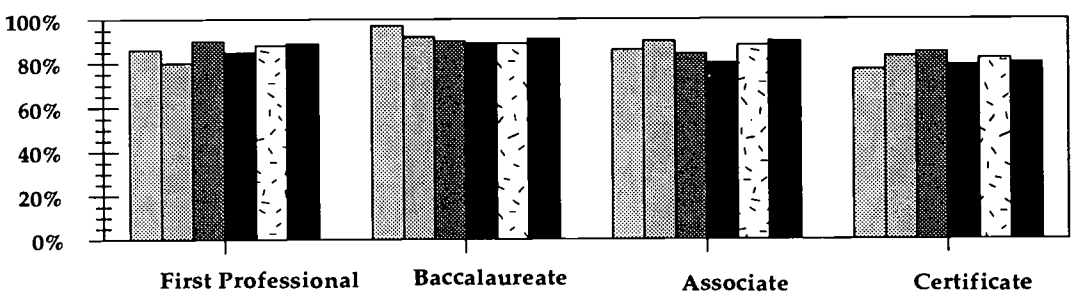
This format can provide data for each vocational, technical and first professional degree major in the institution. If the state has a system for linking or assigning majors to occupational areas, these data can demonstrate the relationship between majoring in a particular field and subsequent employment in a related area. The table also can be used to report the average for all institutions in the appropriate peer group.

The flexibility of this format allows reporting for various student groupings for other mandatory state and federal purposes as well as for accountability. The following display accommodates categories required for reporting under the Carl D. Perkins Vocational and Applied Technology Education Act.

Sample State College Post-College Employment Rates by Educational Attainment
(by program area for identified cohorts)

Program Completers by Pre-program Status	Number of Employed (N)	Percent Employed (%)
Educationally Disadvantaged		
Disability		
Economically Disadvantaged		
Limited English Proficiency		
Single Parent		
Underrepresented		
Female		
Male		
18-24 Years of Age		
25-35 Years of Age		
35 Years and Over		

Professional, Vocational and Technical Employment Rates by Type of Credential at Similar Colleges and Universities



Report prepared using JCAR conventions

Faculty Activity Reporting

The Joint Commission addressed two questions about college faculty:

- What are faculty expected to do? and
- Whom do faculty teach?

Colleges and universities typically report only teaching activity. Other activities may have been accounted for, but have not been reported outside the campus community. For the past year, a Technical Work Group studied how colleges might present a more comprehensive picture of what faculty do and whom they teach. At the moment there is no common way that colleges address the topics of what faculty do nor which faculty teach undergraduate students.

This work group has refined ways to report such activity, but has decided that it would be prudent to field-test those reporting conventions before suggesting that they be implemented. A number of colleges and universities will pilot-test the recommended reporting conventions in the 1995 and 1996 academic years. The Joint Commission expects to release reporting conventions for faculty activity in 1997, including final recommendations that will incorporate the lessons learned from the pilot test.

JCAR Technical Conventions Manual

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Technical Work Groups

Student Charges/Costs

☆

Student Advancement

☆

Placement and Fulltime Employment

☆

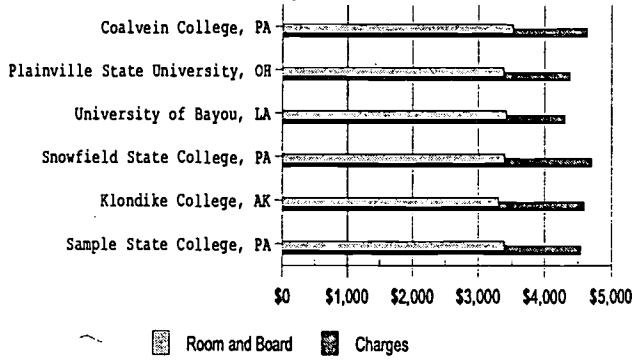
Faculty Activity

The Charge

- ✓ Answer the questions BUT tell our story
- ✓ Define Terms
- ✓ Define Calculation Protocols
- ✓ Recommend Common Reporting Format

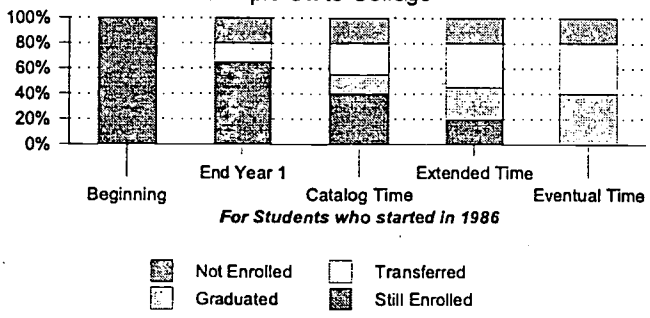
199x-9y Charges for In-state Full Time Students

at similar Colleges and Universities



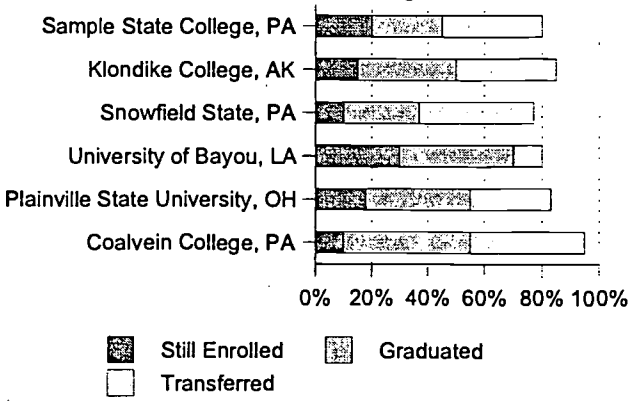
Student Advancement

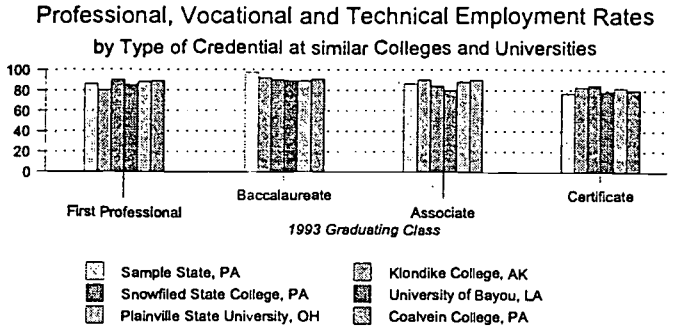
Sample State College



Student Advancement Rate

1986 Cohort at similar Colleges and Univ.





Important New Stuff

Student Charges (Tuition + Mandatory Fees)
Catalog Load Student
Extended Load Student (SRTK time - 150%)
Partial Load Student
Transferred student
enrolled at new institution after being in one of your cohorts
Committed Student
completing 12 or more semester credits
Occasional Student
completing less than 12 semester credit hours within first 2 years of enrollment

American Association of State Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192

American Association of Community Colleges
One Dupont Circle/Suite 410
Washington, DC 20036-1176

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