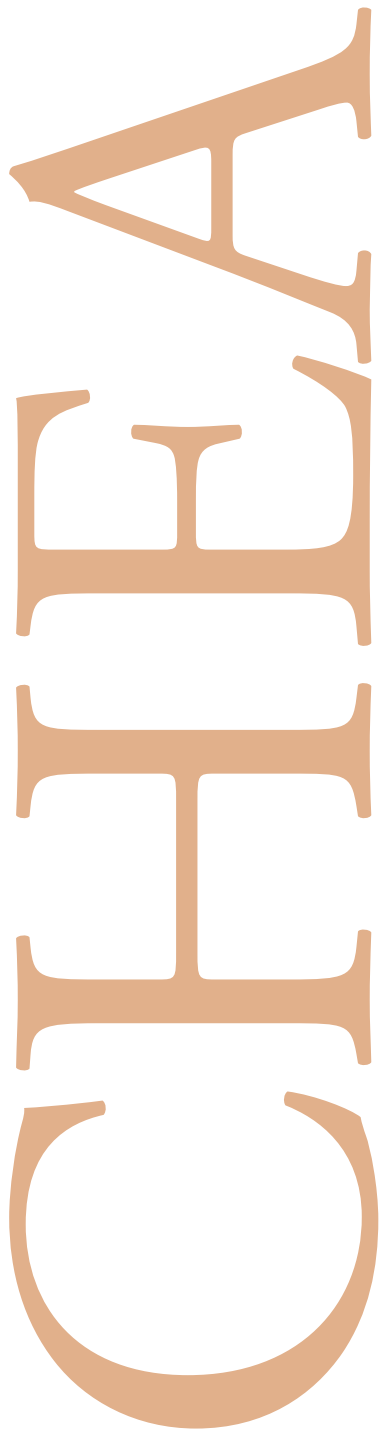
Council for
Higher Education
Accreditation

The Common Data Project

Prepared by the National Center for
Higher Education Management Systems
and the CHEA Task Force on Common Data



CHEA Occasional Paper

August 2000

The Council for Higher Education Accreditation will assist students and their families, colleges, universities, sponsoring bodies, governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and will coordinate and work to advance self-regulation through accreditation.

CHEA Mission Statement, 1996

As part of its mission to promote quality assurance in accreditation of higher education institutions and programs, CHEA, from time to time, commissions and brings to public attention analyses of pertinent issues. Distribution of these papers, which do not necessarily represent CHEA's positions on the subjects addressed, is intended to foster broad and robust discussion of accreditation-related topics in the public interest.

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The Common Data Project: Executive Summary

In 1998, the Council for Higher Education Accreditation (CHEA) formed the Task Force on Common Data to address issues related to data collection and accreditation review. Regional, national, and specialized accreditors and institutional and association representatives participated in the task force. The task force was charged to explore the feasibility of creating a core data set for accreditation purposes (see Appendix 1).

This report details the results of an analysis of the current institutional data requirements of all the accrediting organizations that are either CHEA participating organizations or that are recognized by the United States Department of Education or both. The National Center for Higher Education Management Systems (NCHEMS) conducted the analysis for the CHEA task force. Several themes emerged:

- Very few basic data elements are required by all accreditors. Of the 94 elements identified, only five are required by at least half of the accreditors who participated in the study.
- While there is little, if any, consistency regarding data definitions, the fact that few of the data elements used by accreditors are explicitly defined may allow the CHEA task force to work toward providing common data definitions and explore the feasibility of using existing data definitions such as the Integrated Postsecondary Education Data System (IPEDS) in the majority of cases.
- Institutional accreditors typically require different types of data than do specialized accreditors. Specialized accreditors typically ask for more detailed data (such as class capacity or job placement rates), and many of these data requests are subsets of the broader data categories required by regional and some national accreditors. In this sense, the data collected by the institutional and specialized accreditors are not conceptually at odds with one another.

These themes suggest that creation of a common data profile to be used by all accreditors is feasible. This would not, however, necessarily preclude the need for more specialized program-level data. It would likely simplify data collection tasks for institutions by specifying a standard way of defining all data elements that might be applied at the institutional level and be appropriate across all types of programs.

To accompany its analysis of data requirements, NCHEMS also prepared a resource list of commonly-accepted definitions of data that are frequently requested. This enables interested institutions and accreditors to address a standard way of defining data elements.

The task force, using the NCHEMS analysis and resource list, also developed suggested principles and good practices for accreditation data collected and, based on an initial recommendation from NCHEMS, a statement about the use of IPEDS conventions.

This Occasional Paper provides four documents for consideration by institutions and accreditors:

- Principles and Good Practices for Accreditation Data Collection;
- A Statement on the Use of IPEDS Conventions in Accreditation Data-Reporting;
- An Analysis of Institutional and Programmatic Data Required by Accrediting Organizations; and
- A Resource List of Data Elements for which Common Definitions Are Available.

Section I:
Principles and Good Practices for Accreditation Data Collection*

Collection of data is a routine and important feature of regional, national, and specialized accreditation review. The resulting information assists institutions, programs and accreditors in their mutual efforts to assure and improve quality. The following principles and good practices are offered to accrediting organizations as a means to reduce the burden of data collection on institutions, programs and accreditors themselves; to enhance the effectiveness of accreditation; to increase the usefulness of data collection efforts for programs and institutions; and to strengthen the working relationship among accreditors, institutions and programs.

Principles

1. Purposes of Data Collection. Accrediting organizations should collect data for the primary purpose of obtaining evidence that an institution or program meets the standards for accreditation.
2. Use of Data. Accrediting organizations should collect data only when a clearly stipulated purpose or need has been identified. Data that are not used should not be collected.
3. Informed Context for Data Collection. Accrediting organizations should be familiar with laws, regulations, or administrative procedures that govern the definition of data elements and may affect the data collection activity.
4. Use of Commonly Accepted Data Definitions. Accrediting organizations should rely on Integrated Postsecondary Education Data System (IPEDS) definitions of data elements whenever feasible. This includes definitions for institutional data that are used to meet both institutional and program data needs.
5. Clear Explanation of Data Requests. Accrediting organizations should provide materials, instructions and support to ensure clear and easily accessible data requests and requirements.

Good Practices

1. Accrediting organizations should consider the impact of data requests and requirements on institutions and programs:
   a. Determine whether existing data collected prior to the accreditation review can be used, rather than calling for additional data collection.
   b. Take steps to minimize the time, cost, and effort required of data providers.
      - Whenever possible, schedule the data collection period for the convenience of the data providers and provide adequate time to respond.
      - When institutional or program data is prepared for another purpose and contains information requested by the accreditor, consult with the data providers to identify ways to extract the key elements.

*Prepared by the CHEA Task Force on Common Data (1999). The U.S. Department of Education, National Center for Education Statistics, Best Practices for Data Collectors and Data Providers: Report of the Working Group on Better Coordination of Postsecondary Education Data Collection and Exchange, NCES 1999-191, (Melodie Christel, Renee Germond, Mary Sapp, and Roslyn Korb, for the Council of the National Postsecondary Education Cooperative, Washington, DC, 1999) served as a model for this Principles and Good Practices section.

- Work to ensure that individuals assigned by the institution or program to respond to data requests have access to accurate and complete information.

2. Accrediting organizations should make definitions of data elements consistent with standard definitions (such as IPEDS) and analytic conventions (i.e., calculations and methodologies) when appropriate and feasible:
   - Use definitions that conform to those developed nationally to ensure comparability to data reported by other organizations and agencies at the institutional, state, and federal levels. Indicate the sources of the definitions or conventions used. If certain data formats are preferable, explain why.
   - If another organization or agency is already collecting data related to the data the accreditor plans to collect, consider using the same definitions and analytic conventions. Explain any deviations from standard usage.
3. Accrediting organizations should test newly formulated data requests for clarity to ensure that:
   - Each requested item is understandable to the individuals from the institution or program who would normally be providing data.
   - The technical terms are appropriate.
   - The questions are clear and unambiguous.
   - Each requested item elicits a single response.
   - Each requested item relates to a specific purpose or need.
4. Accrediting organizations, when developing data formats, should:
   - Be clear about the time period for the data request.
   - Use standard language, avoiding jargon and abbreviations.
   - Keep questions short and simple.
   - Make response categories as concrete as possible.
   - Include an "unknown/missing" option for data that may not be known or available.
   - Provide a "not applicable" response for questions that may not be applicable to all respondents.
   - Encourage institutions or programs to provide additional explanatory information to help interpret their submissions.
5. Accrediting organizations should assist respondents by:
   - Accepting data in alternative accessible formats when they meet the accrediting organization's purposes.
   - Providing multiple options for respondents to submit data, including electronic submission.
   - Alerting respondents to any changes from previously requested item.
   - Including a section of the data request for respondents to suggest changes or point out problems.
   - Providing a checklist for keeping track of the items to be submitted, if respondents are asked to submit multiple documents or other materials.
   - Providing the name of a contact person at the accrediting organization who can answer questions and including a phone number and/or e-mail address.
   - Providing adequate time and appropriate deadlines for institutions to complete data requests.
6. Accrediting organizations should undertake regular review of their data collection needs and instruments using experienced, knowledgeable individuals.

Section II:
Statement on the Use of IPEDS Conventions in Accreditation Data-Reporting*

Results of a recently concluded 1999 CHEA study on the data-reporting requirements of institutional and specialized accrediting organizations suggest that: a) few common data elements are required by a substantial number of accreditors, and b) the definitions of these data elements are usually unspecified by accreditors themselves or are left to individual institutions to provide. For the vast majority of these data elements, however, a de facto definitional standard is available—that specified through the Integrated Postsecondary Education Data System (IPEDS) administered by the National Center for Education Statistics (NCES). All institutions must use IPEDS conventions when completing required IPEDS surveys. As a result, using IPEDS conventions for accreditation purposes should help reduce data-related institutional workloads associated with the accreditation process.

Recognizing that CHEA organizations retain complete discretion with respect to what data they choose to collect from institutions, CHEA suggests that the participating organizations agree to use IPEDS conventions in accreditation data-reporting in the following manner:

- CHEA organizations may or may not choose to collect a particular data element or statistic that is covered by an established IPEDS definition or convention.
- If a CHEA organization chooses to require institutions to report a particular data element or statistic that is covered by an established IPEDS definition or convention, the organization will normally specify that the IPEDS definition or convention will be used.
- If a CHEA organization believes that the current IPEDS definition or convention addressing a particular data element or reporting statistic is inadequate for the purposes of review, the organization will: a) provide a definition that is as close to IPEDS definitions or conventions as possible, and b) explain in its data-collection publications or guidelines why the IPEDS definition or convention is inadequate for its review purposes.

If experience warrants, this statement may be extended to additional commonly used data definitions and conventions such as those embedded in Title IV Regulations (USDOE), suggested by the ongoing work of the National Postsecondary Education Cooperative (NPEC), or contained in the Common Data Set (CDS).

*Prepared by the National Center for Higher Education Management Systems and the CHEA Task Force on Common Data (1999).

Section III:
An Analysis of Institutional and Programmatic Data Required by Accrediting Organizations*

In 1998, the Council for Higher Education Accreditation (CHEA) formed the Task Force on Common Data to address issues related to data collection and accreditation review. Regional, national, and specialized accreditors and institutional and association representatives participated in the task force. The task force was charged to explore the feasibility of creating a core data set for accreditation purposes (see Appendix 1).

The task force agreed to address the following issues:

- Determine the scope of current data collection by accreditors.
- Identify the particular data elements that should be collected.
- Evaluate the applicability of using data definitions prescribed by the Integrated Postsecondary Education Data System (IPEDS) in a common data set.
- Resolve areas of dispute concerning the scope and elements of current data collection efforts.
- Use electronic media to share data elements.
- Circulate data elements and definitions among accreditors.

At its first meeting in May 1998, the task force outlined the specific steps necessary to achieve its objectives. These included:

1. Identify which data elements accreditors now request.
2. Determine what definitions are used for the different data elements.
3. Collect additional information on other common data initiatives.
4. Decide whether there is an emerging core of data elements and definitions.
5. Reconvene the task force to determine which data elements should be included in the proposed core.
6. Develop a strategy to obtain agreement among CHEA accreditors about using this core.

CHEA commissioned the National Center for Higher Education Management Systems (NCHEMS) to review the current institutional data requirements of 72 accrediting organizations that are either CHEA participating organizations or that are recognized by the United States Department of Education or both. To gather the necessary information, CHEA requested accrediting organizations to forward their data-collection requirements to the CHEA offices in Washington, D.C. Organizations typically request these data either through annual questionnaires that the accreditors ask institutions and programs to complete or through accreditation reviews that the accreditors conduct on a cyclical basis (such as every two, five, or ten years). Accreditors were also asked to provide requirements associated with both these processes in their response. CHEA then forwarded this information to NCHEMS to determine what types of data accreditors require and to determine whether there is any commonality among these data requests. Fifty-seven specialized organizations and eight regional accrediting commissions responded to CHEA's call for this information during summer 1998 (see Appendix 3 for a complete list of these organizations).

NCHEMS' original charge was to analyze institutional-level data elements only. However, most of the organizations surveyed are specialized

*Prepared for CHEA by the National Center for Higher Education Management Systems (1999).

accreditors and therefore few require data about the institution per se. Most specialized accreditors, for example, ask programs to indicate which regional accrediting organization accredits the institution in which they are housed, but they typically do not ask for other institutional-level data. As a result, just over one-quarter (29%) of all accrediting organizations ask specifically for institutional-level data (see Table 1, Appendix 4, for a list of these organizations and the institutional data they require). Of these organizations, most (63%) do ask programs to indicate the type of institution they belong to (e.g., public/private, not-for-profit/for-profit, two-year/four-year).

Typical types of data requested by these organizations include: 1) student enrollment, state/federal/other revenues, instructional/research/administrative/physical plant expenditures, and the number of library acquisitions (required by three organizations); and 2) institutional revenue sources and budget expenditures (requested by two organizations). Other institution-level data items are requested by only one accreditor.

Specialized accreditors frequently require data that could or might be defined at the institutional level. Examples include the number of students (and various descriptors of students), the number of faculty, and descriptors of equipment or library holdings. At the same time, they require data from programs that can only apply to a specific program—for example, numbers and types of clinical experiences for health care programs or specific aspects of faculty training. Institutions, when they express concern about the requirements of accreditation, believe that they are forced to use different definitions to access central institutional databases for each specialized accreditor that approaches them, with the consequent need to re-program access routines and to treat each data request as a "special case." In addition to institution-level data requirements, this report analyzes requirements for program-level data elements for which definitions are appropriate at the institutional level.

The report is organized by the six broad categories of data requested by accreditors: 1) student data (admissions, enrollment, demographics, and outcomes); 2) faculty and staff data; 3) budget data; 4) program and course data; 5) tuition and fees and financial aid data; and 6) library data.

The data elements that are included in each category (such as student enrollment numbers, gender, or salary) emerged from examining the data reports themselves as opposed to using existing IPEDS categories. Data elements were included in the analysis if they were requested by at least five organizations (or 8 percent of the total). The initial data tables that resulted were reviewed by the task force and were then sent to each participating organization to verify their accuracy (see Appendix 2 for a complete description of the study methodology). The following sections will discuss only those data elements required by at least one-third of participating accreditors. Complete data tables displaying all data elements that emerged from the analysis can be found in Appendix 4.

In general, results of the analysis confirm that accrediting organizations do not consistently ask for the same types of data. Of the 94 data elements identified in this analysis, only five are required by more than half of accreditors: 1) student enrollment headcount (required by 89% of the organizations); 2) student graduation or completion figures (requested by 77% of the organizations); 3) faculty headcount (asked for by 72% of accreditors); 4) the number of full-time and part-time faculty (required by 63% and 59% of accreditors, respectively); and 5) student retention (requested by 54% of accrediting organizations). (Table 2, Appendix 4, presents a complete list of the data elements and the proportion of organizations requesting them.) Although IPEDS definitions exist for most of these data elements, most accreditors either do not explicitly use IPEDS definitions or they do not specify whether they use IPEDS definitions. In fact, the majority of organizations do not provide any definitions at all for the data they require and, in most cases, leave it up to each institution to do so.

Regional accreditors tend to be most interested in data on students, faculty, and budget expendi-

*Two regional accreditors (the New England Association of Schools and Colleges and the Western Association of Schools and Colleges) house two organizations—one for four-year colleges and one for two-year community and technical colleges.

tures. Seven request information on student headcount and most require full-time equivalent (FTE) numbers as well (six of the eight organizations*), broken down by undergraduates and full- and part-time status (seven organizations), and graduates (six organizations). Just over one-half (five) of the regional accreditors require data on the number of student applicants and admittances.

All of the regional accreditors ask for the number of faculty by full- and part-time status. Six of the regional accreditors require data on expenditures for instruction and support and student services. Five ask for data on research, financial aid, and physical plant expenditures as well as faculty rank, gender, and highest degree earned. Four of the regional organizations ask for expenditure data on auxiliary enterprises, institutional support, and mandatory transfers.

Student Enrollments

Student enrollment data comprise four categories: 1) admissions (e.g., number of applicants); 2) type of enrollment (e.g., full- or part-time status); 3) enrollment demographics (e.g., ethnicity); and 4) student outcomes (e.g., graduation rates).

Admissions

Five types of admissions data are requested by organizations: the number of applicants, the number of admittances, the number of enrollees, the standardized test scores of the incoming class (e.g., LSAT or GRE), and the location of admitted students (e.g., local, in- or out-of-state, or foreign). Only one of these categories—residency status—is defined by IPEDS. Three data elements concerning student admissions are required by at least one out of three accreditors: 1) number of enrollees, 2) number of applicants, and 3) number of admittances. Almost one-half (48%) of the organizations ask for the number of enrollees, 39% ask for the number of applicants, and 35% request the number of admittances. When the organizations ask for these data, they tend to ask for all three types.

For admissions data, the regional accreditors are most interested in the number of student applicants and admittances, with five of the eight organizations requesting these data.

Proportion of Accreditors Requesting Student Admissions Data

# of enrollees	48%
# of applicants	39%
# of admits	35%
Avg test scores	22%
Location (in/out of state, foreign)	14%

Enrollment Types

Headcount enrollment is by far the most frequently requested data item (89% of the organizations ask for it) but few organizations explicitly use IPEDS definitions where they exist for given categories (e.g., full- and part-time status).

There are two major types of enrollment information that are requested by accrediting organizations: 1) headcount, and 2) FTE. The overwhelming majority (89%) of organizations require basic enrollment numbers or student headcount. No other data variable comes close to this in terms of the sheer number of organizations requesting a given data element. Just over one-quarter (26%) of organizations require enrollment numbers by FTE and of that percentage, the majority (10 out of 17) request FTE numbers without specifying a particular formula to use in the calculation.

Eight data items are used as breakdown variables for headcount or FTE: 1) class/level, 2) degree type, 3) full- and part-time status, 4) graduate, 5) undergraduate, 6) program/major, 7) projections, and 8) transfers. Over one-third (39%) of the organizations ask for enrollment numbers by class (e.g., freshman to senior) or level for graduate programs (e.g., first year class, second year class, third year class, etc). IPEDS does not use the freshman, sophomore, junior, and senior categories that many organizations do (although it does define freshmen). It does, however, define different class levels by year (e.g., first year, second year, etc). Only one organization that uses the class level by year employs the IPEDS definition. The majority of organizations requesting enrollment numbers by class/level are specialized accreditors.

The next most frequently requested enrollment data are full-time and part-time status (39%). Only four of these organizations use the IPEDS definitions, and all accredit institutions (rather than programs).

Proportion of Accreditors Requesting Student Enrollment Data	
Headcount	89%
Level (e.g., freshmen/first year)	39%
Full-time status	39%
Part-time status	39%
Degree	32%
Graduate student status	31%
Undergraduate student status	31%
Full-time equivalent status	26%
Program	26%
Transfer student status	19%
Projected enrollments	11%

Seven of the regional accreditors require data on student headcount while six ask for it by FTE, broken down by undergraduate and graduate student status, and by full- and part-time status. These data are asked for by undergraduate and full- and part-time status (seven organizations) as well as by graduate student status (six accreditors). For undergraduate and graduate students, one organization uses IPEDS definitions and one provides its own definitions. One accreditor uses IPEDS guidelines to define full- and part-time status.

Enrollment Demographics

Four types of demographic data are requested by accrediting organizations, including: 1) ethnicity, 2) gender, 3) age, and 4) citizenship status.

Of the organizations examined, 45% request data on gender and 40% request data on ethnicity. Most organizations that request gender data also request ethnicity data. Over one-half (52%) use IPEDS' or a slight variation of IPEDS' definition of race/ethnicity. These variations include disaggregating the "Hispanic" category into subcategories such as Puerto Rican and Mexican American. The remaining organizations either do not provide definitions or have their own (e.g., "minority" or "nonwhite" students). Specialized accreditors are the most likely to ask for ethnicity and gender data.

Only three regional accreditors require demographic data (gender, ethnicity, and age) on students. However, they do not specify IPEDS' definitions for these data elements.

Proportion of Accreditors Requesting Student Enrollment Demographic Data	
Gender	45%
Ethnicity	40%
Age	8%
Citizenship status	8%

Outcomes

The 10 student outcomes data items that are required by organizations include: 1) completion/graduation rates, 2) retention/attrition rates, 3) job placement in any field, 4) licensing/certification, 5) job placement in field of study, 6) type of placement, 7) undergraduate students enrolled in graduation programs, 8) unemployed or unknown status [with regard to job placement], 9) graduate students in postdoctoral positions or internships, and 10) the GPA of the graduating class. Graduation or completion numbers or rates are the most frequently requested student outcome data and although IPEDS is fielding a new survey on graduation rates, most organizations do not specify the IPEDS definition for this data element.

A majority of accreditors (77%) ask for graduation or completion data. Seven of these organizations use some modified version of the IPEDS definition (e.g., asking for a six-year graduation rate for a given cohort) and five provide their own definition (e.g., asking for the number of students demonstrating the necessary competencies for a given program and earning a degree or certificate). Over one-half (58%) of the organizations requesting graduation/completion data accredit programs or institutions in the health fields; 24% accredit institutions. The next most

frequently requested data item is the retention/attrition figure, which is required by 54% of organizations. Seven organizations use IPEDS' definition or some modified version of IPEDS' definition (such as asking for the number of students returning after their first, second, third, etc., years) and nine use their own definitions. The latter include requesting the number or proportion of students who leave for a variety of reasons such as financial problems, learning difficulties, personality clashes with faculty, etc. Close to one-half (43%) of these organizations are in health fields.

Four of the regional accreditors ask for retention and completion data and of these, one modifies the IPEDS definitions by asking for the number of first-year students returning for their second year and a six-year graduation rate.

The next seven data items concern licensing and postgraduate placements (IPEDS does not collect data on such outcomes). Thirty-five percent of organizations require licensing or certification figures (either pass rates or numbers attempting, passing, and failing licensing or certification exams) and one-third ask for data on graduates placed in any job. The majority of these organizations accredit programs in the health fields.

Proportion of Accreditors Requesting Student Outcome Data

Completion rates	77%
Retention rates	54%
Licensing rates	35%
Job placement in related field of study	34%
Job placement in field of study	29%
Type of placement	19%
Unemployed	14%
UG students going on to graduate school	14%
Graduating class GPA	12%
Grad. students taking postdocs/internships	8%

Faculty/Staff Data

Most organizations ask for the number of faculty by their full- or part-time status, but few use IPEDS definitions for any of the faculty and staff data. The two major categories of faculty and staff data are headcount and FTE. These are further broken down by full- and part-time status; percent of time spent teaching, percent of time spent doing research; percent of time spent in administrative duties; percent of time spent in service activities; the number of student credit hours generated; salary; department or program; rank; highest degree earned; gender; age; and number of years of experience or at the institution. Only three of these categories are defined by IPEDS: 1) salary range, 2) rank, and 3) ethnicity (IPEDS leaves it to the institution to define full- and part-time status). Rank is the only category in which accreditors use IPEDS definitions.

Most accreditors (72%) ask for the number or headcount of faculty. Far fewer ask for FTE faculty (37%) or any data on staff (28%). Over one-third (38%) of those that do require FTE data provide a formula to do the calculation, and these tend to be specialized accreditors. More than one-half of the organizations ask for faculty numbers by full-time (63%) or part-time status (59%). Five accreditors provide their own definitions for full-time and part-time status and one uses IPEDS' definitions.

The next most commonly requested data items are highest degree earned (48%) and rank (42%). Of the organizations requesting faculty data by rank, nine use IPEDS' definition while six modify it slightly (by adding a category such as visiting or adjunct professor), and three use their own definitions.

The regional accreditors are most interested in the number of faculty by full- and part-time status (all require these data), and over one-half want these data broken down by rank and gender. For rank, one organization modifies the IPEDS definition slightly by adding categories such as TA/other teaching personnel and two provide their own definitions (e.g., tenure-track, adjunct, TA, etc.).

Proportion of Accreditors Requesting Faculty Data	
Faculty headcount	72%
Full-time status	63%
Part-time status	59%
Highest degree earned	48%
Rank	42%
Full-time equivalent status	37%
% time spent teaching	31%
Department	29%
Years of experience	29%
Ethnicity	28%
Number of staff	28%
Gender	26%
Salary	22%
% time spent on research	19%
% time spent on administration	14%
Age	11%
Student credit hours generated	9%
% time spent on service activities	8%

Budget Data

Two of the most frequently requested types of budget or finance data are revenue sources and expenditures. However, no single revenue or expenditure data item is requested by more than one-half of the organizations. For expenditures, the cost of instruction and instructional support is required by 42% of the organizations while the most frequently requested revenue data item—contracts and grants—is requested by 32% of accreditors. Most organizations do not use or specify that institutions or programs must use IPEDS' definitions for these categories of budget data.

Revenues

Nine types of revenue data are requested by at least five organizations: 1) federal government appropriations, 2) state government appropriations, 3) local government appropriations, 4) institutional funds (to a program), 5) contracts and grants, 6) gifts and endowments, 7) auxiliary enterprises, 8) tuition and fees, and 9) educational services. The amount of revenues from contracts and grants is required by 34% of organizations. One organization uses the IPEDS definition, two modify the IPEDS definition, and two supply their own definitions; the others do not specify.

Just over one-half of the regional accreditors require revenue data. Five ask for sources from federal and state governments. Four require revenue data from local government, contracts and grants, gifts and endowments, auxiliary enterprises, and sales of education services.

Proportion of Accreditors Requesting Revenue Data	
Contracts & grants	34%
Gifts & endowment	28%
State funds	26%
Tuition & fees	25%
Institutional funds	22%
Local funds	22%
Federal funds	22%
Auxiliary enterprises	20%
Educational services	15%

Expenditures

Eleven expenditure data items are requested by accrediting organizations: 1) salaries and wages, 2) fringe benefits, 3) instruction and instructional support, 4) student services, 5) research, 6) plant operation and maintenance, 7) auxiliary enterprises, 8) equipment, 9) financial aid, 10) institutional support, 11) restricted/unrestricted funds, and 12) mandatory transfers. The amount spent on instruction and supporting services is requested by 46% of organizations. None of these strictly use IPEDS' definitions (the categories of "Instruction" and "Academic Support" were combined); two modify it (e.g., combining education and general expenditures); and three use their own definitions.

The next most commonly requested data items are institutional support and salaries and wages (37%). For salaries and wages, no

organization uses the IPEDS definition or modifies it and two supply their own definitions. The specialized accreditors are much more likely than institutional accreditors to ask for these data.

One in three accreditors ask for the amount spent on equipment. None use IPEDS' definition or modify it (it is not a separate IPEDS category) and most of the organizations requesting these data accredit programs, not institutions.

Most of the regional accreditors (six) require expenditure data for instruction and instructional support and student services. Just over one-half (five) ask for research, plant operation and maintenance, and financial aid. Half (four) ask for auxiliary enterprises, institutional support, and mandatory transfer expenditures. One organization specifies IPEDS' definitions (or slightly modifies them) and one provides its own definitions.

Proportion of Accreditors Requesting Expenditure Data	
Instructional support	46%
Institutional support	37%
Salaries	37%
Equipment	34%
Plant operations	32%
Research	28%
Financial aid	28%
Fringe benefits	26%
Student services	25%
Auxiliary enterprises	17%
Restricted/unrestricted funds	15%
Mandatory transfers	14%

Program and Course Data

Program and course data comprise the following elements: 1) program length in credit hours, 2) credit hours per course, 3) program length in weeks/months/years/term, (semester or quarter) 4) student enrollment per course, 5) student-faculty ratio, and 6) class capacity. The most frequently requested program or course data is program length in weeks/months/years/term (semester or quarter). IPEDS defines clock, contact, and credit hours. However, none of the organizations specified whether they use the IPEDS definition, making it impossible to determine the extent to which these definitions are actually used.

Program length in credit hours is required by 39% of organizations, and none references the IPEDS definition. Thirty-five percent of accreditors ask for program length in weeks/months/years or term (semester or quarter), and nearly all are specialized accreditors. The majority of those requesting this information accredit programs.

Only one regional accreditor asks for any program-related data including: 1) program length in credit hours, 2) student-faculty ratio, and 3) enrollment numbers by course.

Proportion of Accreditors Requesting Program and Course Data	
Program length in credit hours	39%
Program length in weeks/months/years	35%
Student-faculty ratio	28%
Credit hours per course	25%
Course enrollment	23%
Class capacity	20%

Tuition and Fees/Financial Aid Data

One in three accreditors request data on tuition and fees and financial aid; the overwhelming majority accredit programs. The data elements requested include: 1) amount of tuition and fees, 2) resident (local or in-state) tuition and fees, 3) nonresident (nonlocal or out-of-state) tuition and fees, 4) the number of students receiving fellowships and grants, 5) the amount of fellowships or grants, 6) the number of students receiving loans, and 7) the amount of loans. IPEDS does collect data on tuition and fees as well as loans. However, none of the organizations asking for these data indicate whether they use IPEDS' definitions, so it is impossible to determine the extent to which they use these definitions.

Thirty-seven percent of accreditors require data on tuition and fees, and the majority accredit programs, rather than institutions.

Few regional accreditors ask for these types of data. Only three ask for the amount of tuition and fees as well as the number of students with loans.

Proportion of Accreditors Requesting Tuition & Fees and Financial Aid Data	
Amount of tuition & fees	37%
Resident/nonresident status	23%
# of students w/scholarships or fellowships	19%
# of students with loans	17%
Scholarship amounts	14%
Loan amounts	12%

Library Data

Few accrediting organizations ask for library data, and most do not indicate whether they use IPEDS definitions. The most commonly requested data element is the budget for acquisitions. Twenty-nine percent of accreditors request these data followed by the number of books and periodicals (required by 28% of accreditors). No organization uses IPEDS' definition, two modify it slightly, and one supplies its own definition.

The regional accreditors are more interested than the specialized accreditors in library data. Five regional accreditors ask for the number of library books, periodicals, nonprint media, and the budget for acquisitions and personnel. Four require total circulation and interlibrary loan figures. No regional accreditor requesting these data specifies IPEDS definitions and one provides its own.

Proportion of Accreditors Requesting Library Data	
Acquisition budget	29%
# of books	28%
# of periodicals	28%
# of nonprint media	22%
Personnel budget	20%
Total circulation	14%
# of titles added	14%
# of interlibrary loans	14%

Conclusions

Several themes emerged from these analyses:

- Very few basic data elements are required by all accreditors. Of the 94 elements identified, only five are required by at least half of the accreditors who participated in the study.
- While there is little, if any, consistency regarding data definitions, the fact that few of the data elements used by accreditors are explicitly defined may allow the CHEA task force to work toward providing common data definitions and explore the feasibility of using existing data definitions such as IPEDS in the majority of cases.
- Institutional accreditors typically require different types of data than do specialized accreditors. Specialized accreditors typically ask for more detailed data (such as class capacity and job placement rates), and many of these data are subsets of the broader data categories required by the regional and some national accreditors. In this sense, the data collected by the institutional and specialized accreditors are not actually conceptually at odds with one another.

These themes suggest that creation of a common data profile to be used by all accreditors is feasible. This would not, however, necessarily preclude the need for more specialized program-level data. It would likely simplify data collection tasks for institutions by specifying a standard way of defining all data elements that might be applied at the institutional level and be appropriate across all types of programs.

Appendix 1:
CHEA Common Data Task Force Charge and Membership List

Task Force Charge

Purpose

Enhance accreditation practice by simplifying data collection and analysis for higher education institutions through the development of common definitions and expectations based upon IPEDS and to be used in accrediting reviews.

Background

The regional directors and their commission chairs, during their January 12, 1998, meeting in San Antonio, Texas, discussed data collection required of institutions by all accrediting organizations. The Council of Regional Accrediting Commissions (C-RAC) asked CHEA to take action:

Be it resolved, that we request CHEA to form a task force composed of regional and specialized accreditors and institutional and association representatives to create a core institutional data set that is based on IPEDS as far as possible and that is oriented to evolving and future accreditation issues. Such requirements can be supplemented for institutional and accreditation commission purposes.

Task Force Organization

CHEA convened a task force to oversee the development of common data elements and expectations based upon IPEDS. Composition of the task force includes representation from regional and specialized accrediting organizations, their commissions, chief academic officers, institutional research officers, and Washington-based organizations. A representative from the Association of Institutional Research (AIR) provides technical assistance.

Task Force Responsibilities

The task force addresses the following:

- scope of the data;
- identification of data elements to be collected;
- examination of IPEDS definitions of the elements;
- resolution of areas of dispute concerning scope and elements;
- use of electronic media to share data elements; and
- circulation of data elements and definitions among accreditors.

Common Data Task Force Membership List

R. Eileen Baccus
President, Northwestern Connecticut Community Technical College

Malcolm Forbes
Former VPAA, Roger Williams University

Rodolfo Garcia Z.
Associate Director, North Central Association of Colleges and Schools

Karen Helm
Director of University Planning and Analysis at North Carolina State College

Mary Beth Kait
Assistant Director for Policy, Middle States Association of Colleges and Schools

Patricia O'Brien
Director, Institutional Research and Assessment, Bridgewater State College

Darlene Pacheco
Assistant Director, Accreditation Commission of Community and Junior Colleges

Stephen Parker
Executive Director, Accrediting Council for Independent Colleges and Schools

Brad Phillips
Director of Institutional Research, Grossmont-Cuyamaca Community College District

Erwin Seibel
Associate Director, Western Association of Schools and Colleges

Julie Slark
Executive Director of Research and Planning, Rancho Santiago Community College District

Mary Taylor
American Library Association

Judith Eaton
Ex officio, Council for Higher Education Accreditation

Consultants

Charles Cook
Executive Director, New England Association of Schools and Colleges

Terrence Russell
Executive Director, The Association for Institutional Research

Appendix 2:
Methodology of Study

Development of Data Categories

The categories that are included in the data tables (such as student enrollment numbers, gender, or salary) emerged from the data reports themselves as opposed to using existing Integrated Post-secondary Education Data Systems (IPEDS) categories. Data elements were included if they were requested by at least five organizations (or eight percent of the total).

Coding of Data Elements

The various data elements required by accrediting organizations were coded four ways:

1) "O"

2) "X"

3) "I"

4) "M"

"O" indicates that organizations provided their own (and non-IPEDS) definitions for a given data element while an "X" signifies that the data are requested but no definitions are provided. "I" means that the organization uses IPEDS definitions for the given data element (e.g., 12 credits constitutes full-time status). If it is obvious that IPEDS categories are used for a given data item but no definitions are provided, the data element was coded as "I." For example, if IPEDS' exact race categories were used, but not defined, it was coded "I." "M" means that some modification of an IPEDS definition is used (such as aggregating across several age categories or some of the wording has been dropped or changed slightly).

Organization of Data Tables

Each data element was recorded only once. That is, if ethnicity was requested for enrollment, admissions, and outcomes categories, it was only included in the section on enrollment demographics.

Organizations that accredit institutions (such as the North Central Association of Colleges and Schools or the Accrediting Council for Independent Colleges and Universities) are grouped together first in the data tables followed by the more specialized organizations that tend to accredit programs (such as the American Psychological Association or the American Occupational Therapy Association).

Appendix 3:
Accreditors Participating in the CHEA Common Data Project

New England Association of Schools and Colleges, Institutions of Higher Education
New England Association of Schools and Colleges, Technical and Career Institutions
Northwest Association of Schools and Colleges
North Central Association of Colleges and Schools
Western Association of Schools and Colleges
Western Association of Schools and Colleges, Community and Junior Colleges
Southern Association of Colleges and Schools
Middle States Association of Colleges and Schools
Accrediting Council for Continuing Education and Training
Transnational Association of Christian Colleges and Schools
Accrediting Association of Bible Colleges
Association of Theological Schools
Council on Occupational Education
American Academy for Liberal Education
Accrediting Council for Independent Colleges and Schools
American Psychological Association
Council on Social Work Education
Commission on Accreditation for Marriage and Family Therapy Education
Council for Accreditation of Counseling and Related Educational Programs
Association for Clinical Pastoral Education
Accrediting Council on Education in Journalism and Mass Communication
Computer Science Accreditation Board
Higher Education Arts Data Services (for the National Associations of Theater/Art and Design/Music/and Dance)
National Council for Accreditation of Teacher Education
American Association of Law Schools
American Bar Association
American Library Association
American Speech-Language-Hearing Association
Planning Accreditation Board
Environmental Health Accreditation Council
Joint Review Committee on Educational Programs for the EMT-Paramedic
Joint Review Committee on Educational Programs in Athletic Training
Electroneurodiagnostic Technology
American Health Information Management Association
National Accrediting Agency for Clinical Laboratory Sciences
Cytotechnology Programs Review Committee
Committee on Accreditation for Respiratory Care
American Dietetic Association

Ophthamalic Medical Personnel
National League for Nursing Accrediting Commission
Accrediting Bureau of Health Education Schools
American Dental Association-Predoctoral Education Programs
Advanced Oral and Maxillofacial Surgery (applies to nine other advanced dental specialties such as advanced prosthodontics)
Dental Hygiene/Lab Technician/Assisting
American Veterinary Medical Association
National Commission on Orthotic and Prosthetic Education
Commission on Opticianry Accreditation
American Osteopathic Association
Council on Podiatric Education
Council on Chiropractic Education
Liaison Committee on Medical Education
Council on Rehabilitation Education
American Occupational Therapy Association
American Council for Construction Education
Landscape Architectural Accreditation Board
Society of American Foresters
American Board of Funeral Services Education
Foundation for Interior Design Education Research
National Association of Schools of Public Affairs and Administration
Council on Accreditation for Nurse Anesthesia Educational Programs
National Association of Nurse Practitioners in Reproductive Health
Montessori Accreditation Council for Teacher Education
Accreditation Commission for Acupuncture and Oriental Medicine
Accreditation Board for Engineering and Technology
Joint Review Committee on Education in Radiologic Technology

Appendix 4:
Data Tables

Legend:

"O" means that organizations have their own definitions

"X" means that no definitions are provided

"I" means that IPEDS definitions are used

"M" means that IPEDS definitions are slightly modified (e.g., several age categories are aggregated)

Acronyms:

NEASC = New England Association of Schools and Colleges, Institutions of Higher Education

NEASCT = New England Association of Technical Schools and Colleges, Technical and Career Institutions

NASC = Northwest Association of Schools and Colleges

NCA = North Central Association of Colleges and Schools

WASC = Western Association of Schools and Colleges

WASCJ = Western Association of Schools and Colleges, Community and Junior Colleges

SACS = Southern Association of Colleges and Schools

MSA = Middle States Association of Colleges and Schools

ACCET = Accrediting Council for Continuing Education and Training

TACCS = Transnational Association of Christian Colleges and Schools

AABC = Accrediting Association of Bible Colleges

ATS = Association of Theological Schools

COE = Council on Occupational Education

AALE = American Academy for Liberal Education

ACICS = Accrediting Council for Independent Colleges and Schools

APA = American Psychological Association

CSWE = Council on Social Work Education

CAMFTE = Commission on Accreditation for Marriage and Family Therapy Education

CACREP = Council for Accreditation of Counseling and Related Educational Programs

ACPE = Association for Clinical Pastoral Education

ACEJMC = Accrediting Council on Education in Journalism and Mass Communication

CSAB = Computer Science Accreditation Board

HEADS = Higher Education Arts Data Services (for the National Associations of Theater/Art and Design/Music/and Dance)

NCATE = National Council for Accreditation of Teacher Education

AALS = American Association of Law Schools

ABA = American Bar Association

ALA = American Library Association

ASHA = American Speech-Language-Hearing Association

PAB = Planning Accreditation Board

EHAC = Environmental Health Accreditation Council

EMT = Joint Review Committee on Educational Programs for the EMT-Paramedic

ATP = Joint Review Committee on Educational Programs in Athletic Training

ET = Electroneurodiagnostic Technology

HIMA = American Health Information Management Association

NAACLS = National Accrediting Agency for Clinical Laboratory Sciences

CPRC = Cytotechnology Programs Review Committee

CARC = Committee on Accreditation for Respiratory Care

DA = American Dietetic Association

OMP = Opthamalic Medical Personnel

NLNAC = National League for Nursing Accrediting Commission

ABHES = Accrediting Bureau of Health Education Schools

ADA = American Dental Association—Predoctoral Education Programs

AOMS = Advanced Oral and Maxillofacial Surgery (applies to nine other advanced dental specialties such as advanced prosthodontics)

DHLTA = Dental Hygiene/Lab Technician/Assisting

AVMA = American Veterinary Medical Association

NCOPE = National Commission on Orthotic and Prosthetic Education

COA = Commission on Opticianry Accreditation

AOA = American Osteopathic Association

CPE = Council on Podiatric Education

CCE = Council on Chiropractic Education

LCME = Liaison Committee on Medical Education

CRE = Council on Rehabilitation Education

AOTA = American Occupational Therapy Association

ACCE = American Council for Construction Education

LAAB = Landscape Architectural Accreditation Board

SAF = Society of American Foresters

ABFSE = American Board of Funeral Services Education

FIDER = Foundation for Interior Design Education Research

NASPAA = National Association of Schools of Public Affairs and Administration

CANAE = Council on Accreditation for Nurse Anesthesia Educational Programs

NPRH = National Association of Nurse Practitioners in Reproductive Health

MACET = Montessori Accreditation Council for Teacher Education

ACAOM = Accreditation Commission for Acupuncture and Oriental Medicine

ABET = Accreditation Board for Engineering and Technology

JRCER = Joint Review Committee on Education in Radiologic Technology

Appendix 4: Data Tables

STUDENT ADMISSIONS DATA 1

	NEASC	NEASC IT	NASC	NCA	WASC	WASC J	SACS	MSA	ACCET	TACCS	AABC	ATS	COE	ALE	ACICS	AFA	CSWE	CAMFTK	CACREP	ACPE	ACEJMC
Applicants[1]	X	X	X	X	X						X	X		X		X		X			
Admits/acceptances	X	X	X	X	X						X	X		X		X		X			
Enrollees	X	X	X	X	X				X		X	X		X	X	X		X			
Avg stand. test scores[2]				X	X						X			X		X					
Location (local, in/out of state, foreign)								X			X										

STUDENT ADMISSIONS DATA 2

	CSAB	HEADS	NCATE	AALS	ABA	ALA	ASHA	TAB	EDAC	EMT	ATP	KT	IMA	AACLS	CPRC	CARC	DA	OMP	NLNAC	ABHES	AOMS	ADA
Applicants				X	X						X	X				X					O	
Admits/acceptances				X	X		X							X		X						
Enrollees				X	X		X				X	X				X					X	X
Avg stand. test scores				X	X																	
Location (local, in/out of state, foreign)																						

STUDENT ADMISSIONS DATA 3

	DHLTA	AVMA	NCOPF	COA	AOA	CPE	CCE	LCME	CRE	AOTA	ACCE	LAAB	SAF	AHTSE	FIDER	NASPAA	CANAE	NPRH	MACET	ACAOM	ARET	JRCERT
Applicants	O	X			X	X		X					X			X		X		X		
Admits/acceptances	X	X			X	X		X					X			X				X		
Enrollees	X	X			X	X		X					X			X	X			X	X	X
Avg stand. test scores					X	X		X			X		X								X	X
Location (local, in/out of state, foreign)		X			X			X			X	A	X	X								

[1] Some organizations ask for application/acceptance/enrollment *rates* and others ask for numbers of applicants/acceptances/enrollments.

[2] Includes SAT, ACT, MCAT, LSAT, GRE, etc.

"O" means that organizations have their own definitions
"I" means that IPEDS definitions are used

"X" means that no definitions are provided
"M" means that IPEDS definitions are slightly modified

Acronyms of accrediting organizations: pgs. 21-22

Errata: The tables presented on page 24 of the CHEA publication The Common Data Project are incorrect. Please insert this page in its place. We apologize for any inconvenience this oversight may have caused our readers.

Appendix 4: Data Tables

STUDENT ENROLLMENT DATA 1

	NEASC	NEASCT	NASC	NCA	WASC	WASCJ	SACS	MSA	ACCET	TACCUS	AABC	ATS	COE	AALTN	ACICS	APPA	CSWE	CAMFTE	CACREP	ACPE	ACEJMC
Headcount	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X
FTE	O		O	X	X		X	O		X	X	O	O	X					X		
# Full-time	I	X	X	X			I	X	X	I	I				X						
# Part-time	I	X	X	X			I	X	X	I	I				X						
Projected	X																X				
Transfers	M										M							X			
Undergraduate	I	X	X	X	X		X	X		M	X			X			X				
Level (e.g., fresh/1st. yr)	I		X	X							X							X			X
Graduate	I		X	X	X		X	X		O	X	X		X			X	X			
Program/major	X	X		X					X			X			X				X		
Degree	X	X	X	X							X	X			X						X

STUDENT ENROLLMENT DATA 2

	CSAB	HEADS	NCATE	AALS	ABA	ALA	ASHA	PAB	EHAC	EMT	ATP	ET	IIMA	NACCLS	CPRC	CARC	JRA	OMP	NLNAC	ABHES	AOMS	ADA
Headcount	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
FTE					O	X	X														O	
# Full-time			X	X	O	X	X	X					X								X	
# Part-time			X	X	X	X	X	X					X								X	
Projected																X						X
Transfers	X			X	X																	
Undergraduate	X	X	X			X	X												X			
Level (e.g., fresh/1st yr)	X			X					X			X	X	X		X	X				X	X
Graduate	X	X	X		X	X	X															
Program/major						X	X												X			
Degree	X	X			X	X				X			X									

"O" means that organizations have their own definitions
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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

STUDENT ENROLLMENT DATA 3

	DLTA	AVMA	NCOPE	COA	AOA	CPE	CCE	LCME	CRD	AOTA	ACCE	LAAB	SAF	ABFSE	FIDER	NASPAA	CANAE	NPRH	MACET	MACET	ACAOM	ABET	IRCER
Headcount	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	
FTE																						X	
# Full time	X								X				X			X					X	X	
# Part time	X								X				X			X					X	X	
Projected					X		X	X															
Transfers					X	X					X		X								X	X	
Undergraduate											X		X									X	
Level (e.g., freshman yr)	X	X		X	X	X	X	X			X			X									
Graduate		X									X											X	
Program/major		X						X	X			X	X								X		
Degree	X	X									X		X	X								X	

"O" means that organizations have their own definitions
"I" means that IPEDS definitions are used

"X" means that no definitions are provided
"M" means that IPEDS definitions are slightly modified

Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

STUDENT ENROLLMENT DEMOGRAPHICS DATA 1

	NEASC	NEASCT	NASC	NCA	WASC	WASCJ	SACS	MSA	ACCRT	TACCS	AABC	ATS	COE	AALE	ACICS	APA	CSWE	CAMFTR	CACREP	ACPE	ACEJMC
Gender		X				X				X		X				X	X	X			X
Ethnicity						X						I				O	X	X			I
Age		X				X						M									
Citizenship status																					

STUDENT ENROLLMENT DEMOGRAPHICS DATA 2

	CSAB	HEADS	NCATE	AALS	ABA	ALA	ASHA	PAB	BHAC	EMT	ATP	ET	HIMA	NAACLS	CPRC	CARC	DA	OMP	NLNAC	ABFES	AOMS	ADA
Gender	X		X	X	X	X		X		X							A					X
Ethnicity		M	M	O	O	M		M									I				I	I
Age																						
Citizenship status																					X	O

STUDENT ENROLLMENT DEMOGRAPHICS DATA 3

	DHCTA	AVMA	NCOPE	COA	AOA	CPE	CCE	LCME	CRK	AOTA	ACCE	LAAB	SAF	ABFSE	FIDER	NASPAA	CANAE	NPRH	MACET	ACAOM	ABET	JRCERT
Gender	X	X			X	X		X				X	X	X	X	X				X		
Ethnicity	I	X			M	X		M	O			M	X	X		O						
Age	M													O								
Citizenship status	O				X			X														

"O" means that organizations have their own definitions
"I" means that IPEDS definitions are used

"X" means that no definitions are provided
"M" means that IPEDS definitions are slightly modified

Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

STUDENT OUTCOMES DATA 1

	NEASC	NEASC-T	NASC	NCA	WASC	WASC-J	SACS	MSA	ACCET	TACCS	AABC	ATS	COE	ALBE	ACICS	APA	CSWE	CAMFTE	CACREP	ACPE	ACEJMC
Retention/attrition[1]	M	X		X		X				M	M		O	X	X	X	X				
Completion/graduation	M	X				X		X	X	M	M		O	M	X	X	X				
Licensing/certification		X							X	O			O		X						
Job in field of study[2]		X							X				X		X						
Job in related field		X							X	O	X		X		X	X					
Type of placement		X							X												
Unemployed/unknown status		X													X						
Average GPA									X		X			X							
UG grad. School plans		X								O	X										
Grad stud postdoc/intern																					

STUDENT OUTCOMES DATA 2

	CSAB	HEADS	NCATE	AALS	ABA	ATA	ASTA	PAB	KHAC	KMT	ATP	ET	IIMA	NAACLS	CPRC	CARC	DA	OMP	NLNAC	ABHES	AOMS	ADA
Retention/attrition	X			O	X					O	O	X	X		X	O		X		O	M	M
Completion/graduation	X	X	M	O	X	X	X		X		X	X	X	X	X	O	X	X	X	O	M	M
Licensing/certification				X	X		X					X		X	X			X	X		X	X
Job in field of study	X			X	X								X						X	O	X	X
Job in related field				X	X					X		X	X	X	X	X		X		O		
Type of placement				X															X			
Unemployed/unknown status				X	X										X					O		
Average GPA																						
UG grad. School plans	X									X			X									
Grad stud postdoc/intern																					X	X

[1] Some organizations ask for the number of students retained/graduated/licensed and others ask for retention/graduation/licensure *rates*.

[2] Some organizations ask for the number of graduates/completers placed in jobs and others ask for job placement *rates*.

"O" means that organizations have their own definitions
"I" means that IPEDS definitions are used

"X" means that no definitions are provided
"M" means that IPEDS definitions are slightly modified

Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

STUDENT OUTCOMES DATA 3

	DELTA	AVMA	NCOPE	COA	AOA	CPE	CCR	LCME	CRE	AOTA	ACCE	LAAB	SAF	ABFSE	FIDER	NASPAA	CANAE	NPRII	MACCT	ACAOM	ABET	JRCRS
Retention/attrition[1]					O	X		O	X	X	X			O		A				I	O	M
Completion/graduation	X	X		X	O		X	X	X	X	X	X		X	X	X		X		I	X	M
Licensing/certification	X			X		X	X			X								X		X		X
Job in field of study[2]	X								X	X	X		X							X	O	
Job in rel/any field									X		X		X			X					O	
Type of placement	O				O	O		O		X	O	O	O									
Unemplyd/inelig status	X								X				X									
Average GPA				X	X		X	X													O	
UG grad School plcmt											X		X								O	
Grad stud postdoc/intern					O	X		X														

[1] Some organizations ask for the number of students retained/graduated/licensed and others ask for retention/graduation/licensure *rates*.

[2] Some organizations ask for the number of graduates/completers placed in jobs and others ask for job placement *rates*.

"O" means that organizations have their own definitions
"I" means that IPEDS definitions are used

"X" means that no definitions are provided
"M" means that IPEDS definitions are slightly modified

Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

FACULTY/STAFF DATA 1

	NEASC	NEASCT	NASC	NCA	WASC	WASCJ	SACS	MSA	ACCET	TACCS	AABC	ATS	COE	AALR	ACICS	APA	CSWE	CAMFTE	CACREP	ACPE	ACEJMC
Headcount	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X
FTE		X	X		O	X					X	O	O						X		
Faculty	X	X	X	X	X	A		X		X	X	X	X	X	X	X	X	X	X		
Staff		X	X	X		X			X		X				X				X		
# Full-time	X	X	X	X	X	X		X	X	X	O	X	X	X	X		X	X			X
# Part-time	X	X	X	X	X	X		X	X	X	O	O	X	X	X		X	X			
% time teaching											X	X	X				X				X
% time research																	X				X
% time admin																	X				
% time service																	X				X
# / % SCH																					
Salary range	O		O	O						O	O	O									
Dept/program	X	X														X			X		
Rank	I		O	M				O		I	X	X		M							I
Highest Degree	X	X	X	X						X	X		X	X	X			X	X		X
Gender	X	X	X	X												X		X			X
Ethnicity		X		M								X				O	X	X			I
Age	X	X		X								X									
Years experience/length service		X	X						X	X			X	X			X	X			X

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

FACULTY/STAFF DATA 2

	CSAB	IEADS	NCATE	AALS	ABA	ALA	ASHA	PAB	EUAC	EMT	ATP	KT	IIMA	NAACLS	CPRC	CARC	DA	OMP	NLNAC	ABHES	AOMS	ADA
Headcount	X	X	X	X	X	X	A	X				X				X		X	X			X
FTE	X	O			O	A	X	X				X				X						O
Faculty	X	X	X	X	X	X	A					A		X		X		X	X			X
Staff	X	X		X	X	X																X
# Full-time	X	X	X	O	O	X	X	X				X				X		X	X			
# Part-time	X	X	X	O	X	X	X	X				X				X		X	X			
% time teaching	X	X	X		X		X												X			
% time research	X	X					X												X			
% time admin	X	X					X												X			
% time service																			X			
# / % SCH					X																	
Salary range	O	O																	X			
Dept/program	X						X					X						X				X
Rank	I	M		X	O	X	X							X								
Highest Degree	A	X		X	X	X	X							X					X			
Gender	X	X	X	X	X	X		X														
Ethnicity		I	M	X	O	X		M														
Age						X																
Years employed/length service		X			X	X								X								

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

FACULTY/STAFF DATA 3

	DLTA	AVMA	NCOPE	COA	AOA	CPE	CCE	LCME	CRE	AOTA	ACCE	LAAB	SACF	ABFSE	FIDER	NASPAA	CANAE	NPRH	MACET	ACAOM	ABET	JRCER
Headcount	X	X			X	X	X	X	X	X	X		X	X		X				X	X	
FTE	O						X			X	X	O			X						I	
Faculty	X	X			X	X	X	X		X					X	X					X	
Staff		X			X																X	
# Full-time	X	X			X	X	X	X	X	X				X						X	I	
# Part-time	X	X			X	X	X	X	X	X										X	I	
% time teaching								X			X	X	X		X				X	X	X	
% time research								X			X	X	X		X						X	
% time admin								X			X	X			X							
% time service								X			X											
# / % SCH											X		X		X	X					X	
Salary range								O			O				O	O					O	
Dept/program		X			X	X	X	X	X				X	X							X	
Rank	M	M			I			I	X		I	M			I	I					M	
Highest Degree	X	X			X			X	X		X	X	X					X			X	
Gender					X							X										
Ethnicity					M	O			X							O						
Age											X										X	
Years experience/length service									X		X		X								X	

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

BUDGET DATA 1

	NEASC	NEASCT	NASC	NCA	WASC	WASCJ	SACS	MSA	ACCET	TACCS	AABC	ATS	COE	AALE	ACICS	APA	CSWE	CAMFTE	CACREP	AUPE	ACEJMC
REVENUES / ASSETS																					
• Fed. govt funds	O	X	X		X					X	M	I		O							
• State govt funds	O	X	X		X					X	M	I		O							
• Local govt funds		X	X		X					X	M	I									
• Institutional funds																	X		X		
• Contracts/grants	O		X		X					X	M	I	X								
• Gifts/endowments	O		X		X					X	M	M	X	X							
• Auxiliary enterprises	O		X		X					X	M	M	X								
• Tuition & fees		X			X					X	M	I	X		X						
• Ed. service activities	O	X			X										X						
EXPENDITURES																					
• Salaries/wages		X								X					X		X				X
• Fringe benefits		X													X		X				X
• Instruct. & support[1]	O	X	X		X		X	X		X	M	M	X	O	X						X
• Student services	O	X	X		X		X	X		X	M	I	X		X						
• Research	O		X		X		X	X		X	M	I	X								X
• Plant ops/maint		X	X		X		X	X		X	M	I	X		X						X
• Auxiliary Enterprises	O		X		X		X			X	M	I	X								
• Equipment		X									X			O	X		X				X
• Fi-aid/schl/felwship		X	X		X		X	X		X	M	I	X				X				
• Institutional support			X		X		X	X		X	M	I	X				X				X
• Mand. Transfers	O		X				X	X			M			O							
Restricted/Unrestricted	X		X							X	M	O		O							

[1] Includes funds spent on academic support activities such as libraries, learning centers, museums, etc.

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

BUDGET DATA 2

	CSAR	IRADS	NCATE	AALS	ABA	ALA	ASHA	PAB	EHAC	EMT	ATP	ET	IIMA	NAACLS	CPRC	CARC	DA	OMP	NLNAC	ABHES	AOMS	ADA
REVENUES / ASSETS																						
• Fed. govt funds				X															X			M
• State govt funds				X	X														X			M
• Local govt funds				X	X														X			M
• Institutional funds	X		X	X	X		X												X			
• Contracts/grants	X	X	X	X	X		X											X	X			M
• Gifts/endowments	X	X		X	X														X			X
• Auxiliary enterprises				X	X														X			X
• Tuition & fees				X	X														X			M
• Fed. service activities					X													X	X			
EXPENDITURES																						
• Salaries/wages	X	X		X	X	O	X		X		X							X	X			X
• Fringe benefits		X		X	X	X													X			X
• Instruct. & support[1]	X	X	X	X	X	X	X												X			X
• Student services	X			X	X														X			
• Research	X			X	X														X			
• Plant oper/maint.	X	X		X	X																	X
• Auxiliary Enterprises				X	X																	
• Equipment	X	X		X	X	X	X												X			X
• Fi-aid/schl/felwship	X			X	X	X																X
• Institutional support	X	X		X	X	X																X
• Mand. Transfers					X																	M
Restricted/Unrestricted					X																	

[1] Includes funds spent on academic support activities such as libraries, learning centers, museums, etc.

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

BUDGET DATA 3

	DHLTA	AVMA	NCOPE	COA	AOA	CPE	CCE	LCME	CRE	AOTA	ACCD	LAAB	SAF	AHPSE	TIDER	NASPAA	CANAE	NPRH	MACET	ACAOM	ABET	JRCRK
REVENUES																						
• Fed. govt funds		X			O																	
• State govt funds		X			O			X					X									
• Local govt funds		X			O			X														
• Institutional funds					X			X		X			X								X	
• Contracts/grants		X			O			X					X								X	
• Gifts/endowments					O			X													X	
• Auxiliary enterprises								X														
• Tuition & fees		X			O			X					X									
• Ed. service activities		X						X														
EXPENDITURES																						
• Salaries/wages	X	X			O					X		X			X				X			
• Fringe benefits	X	X			O					X		X			X						X	
• Instruct. & support[1]	X	X			O			X				X	X		X						X	
• Student services		X																				
• Research		X			O			X					X									
• Plant oper/main.	X	X			O							X			X							
• Auxiliary Enterprises		X																				
• Equipment	X	X								X		X	X		X				X		X	
• Fi aid/schl/felwship		X			O																X	
• Institutional support		X			O					X		X	X		X				X		X	
• Mand. transfers					O														X			
Restricted/Unrestricted					M					X												

[1] Includes funds spent on academic support activities such as libraries, learning centers, museums, etc.

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

PROGRAM/COURSE DATA 1

	NEASC	NEASCT	NASC	NCA	WASC	WASCJ	SACS	MSA	ACCET	TACCS	AABC	ATS	COT	AALE	ACICS	APA	CSWE	CAMFTE	CACREP	ACPE	ACEJMC
Class capacity																					
Prog length in weeks/ months/years[1]									X		X				X	X		X			
Prog length in cred hrs						X			X				X		X			X	X		
Student/faculty ratio					X				X		X			X	X		X		X		
Credit hours per course						X			X						X			X			
Enrollment per course			X																		

PROGRAM/COURSE DATA 2

	CSAB	HEADS	NCATE	AALS	ABA	ALA	ASHA	PAB	BHAC	RMT	ATP	ET	IIMA	NAACLS	CPRC	CARC	DA	OMP	NLNAC	ADHES	AOMS	ADA
Class capacity	X				X					X			X	X		X	X	X				
Prog length in weeks/ months/years	X			X	X						X		X			X	X	X				
Prog length in cred hrs	X			X	X		X	X			X		X					X	X			
Student/faculty ratio	X			X	X									X					X			
Credit hours per course	X				X		X						X			X						
Enrollment per course	X				X		X						X									

PROGRAM/COURSE DATA 3

	DHLTA	AVMA	NCOPE	COA	AOA	CPTE	CCTE	LCMTE	CRE	AOTA	ACCE	TAB	SAF	ABFSE	FIDER	NASPAA	CANAE	NPRH	MACET	ACAOM	ABET	JRCER
Class capacity	X				X					X				X								X
Prog length in weeks/ months/years[1]	X				X		X			X			X	X					X	X	X	X
Prog length in cred hrs							X		X	X	X		X		X	X			X	X	X	
Student/faculty ratio										X	X	X	X					X	X			
Credit hours per course								X	X		X	X	X		X						X	
Enrollment per course	X							X			X	X	X		X	X			X		X	X

[1] Includes program length as measured by the number of semesters or quarters.

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

TUITION & FEES/FINANCIAL AID DATA 1

	NEASC	NEASC/CT	NASC	NCA	WASC	WASC/CJ	SACS	MSA	ACCET	TACCS	AARC	ATS	COE	AALE	ACICS	APA	CSWE	CAMFTE	CACREP	ACPE	ACEJMC
TUITION & FEES																					
• Amount		X						X	X		X			X							
• Resident		X						X													
• Nonresident		X						X													
FINANCIAL AID																					
• # studs w/ sch/felship		X		X																	X
• Schlr/felwship amt[1]		X		X							X										X
• # studs w/ loan		X		X		X															
• Student loan amt[2]		X		X																	

TUITION & FEES/FINANCIAL AID DATA 2

	CSAB	HEADS	NCATE	AALS	ABA	ALA	ASHA	PAD	RHAC	RMT	ATP	ET	HIMA	NACCLS	CPRC	CARC	DA	OMP	NLNAC	ABHES	AOMS	ADA
TUITION & FEES																						
• Amount				X	X					X	X				X		X	X	X		X	X
• Resident				X	X					X	X				X		X	X				X
• Nonresident				X	X					X	X				X		X	X				X
FINANCIAL AID																						
• # studs w/ sch/felship				X	X																	X
• Schlr/felwship amt				X	X	X																X
• # studs w/ loan				X	X																	X
• Student loan amt				X	X	X																X

[1] This includes the average scholarship/fellowship amount as well the total amount.

[2] This includes the average loan amount as well the total amount.

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

TUITION & FEES/FINANCIAL AID DATA 3

	DTLTA	AVMA	NCOPE	COA	AOA	CPE	CCE	LCME	CRE	AOTA	ACCE	LAAB	SACS	ABFSE	FIDER	NASPAA	CANAE	NPRH	MACLT	ACAOM	ABET	IRCDR
TUITION & FEES																						
• Amount	X				X			X		X									X	X		X
• Resident	X				X			X		X												X
• Nonresident	X				X			X		X												X
FINANCIAL AID																						
• # studs w/ schl/felshp	X				X	X		X	X		X											
• Schlr/felwshp amt[1]					X																	
• # studs w/ loan	X				X	X		X												X		
• Student loan amt[2]					X	X																

[1]This includes the average scholarship/fellowship amount as well the total amount.

[2]This includes the average loan amount as well the total amount.

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

LIBRARY DATA 1

	NEASC	NEASCT	NASC	NCA	WASC	WASCJ	SACS	MSA	ACCET	TACCS	ABC	ATS	COE	AALE	ACICS	APA	CSWE	CAMFTE	CACREP	ACPE	ACEJMC
# of monographs/books		X	O	X							I	M			X		X				
# of periodicals		X	O	X						X	1	M			X						
# of nonprint media		X	O	X						X	1	M									
# of intralib loans		X		X						X	M	M									
Total circulation		X	O	X							M	M									
Budget for personnel		X	O	X						X		M									
Budget for acquisitions		X	O	X							M	M									
# titles added		X									X						X				

LIBRARY DATA 2

	CSAB	HEADS	NCATE	AALS	ARA	ALA	ASHA	PAB	EIAC	EMT	ATP	ET	HIMA	NACCLS	CPRC	CAEC	DA	OMP	NLNAC	ABFES	AOMS	ADA
# of monographs/books	X			X	X									X								
# of periodicals	X			X	X									X								
# of nonprint media	X			X	X									X								
# of intralib loans	X				X																	
Total circulation					X																	
Budget for personnel	X			X	X																	
Budget for acquisitions	X		X	X	X	X	X															
# titles added	X			X	X																	

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

LIBRARY DATA 3

	DELTA	AVMA	NCOPE	COA	AOA	CPE	CCE	LCME	CRE	AOTA	ACCE	LAAB	SAF	ABFSE	FIBER	NASPAA	CANAE	NPRH	MACRT	ACAOM	ARET	JRCER
# of monographs/books		X									X		X							X	X	
# of periodicals		X									X		X							X	X	
# of nonprint media		X											X									
# of intralib loans																						
Total circulation										X	X											
Budget for personnel		X						X													X	
Budget for acquisitions		X						X			X		X		X						X	
# titles added											X										X	

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

TABLE 1
INSTITUTIONAL DATA ELEMENTS REQUIRED BY ACCREDITORS

	TACCS	CSWE	AOTA	ACCE	ABFSE	ACEJMC	AALS	AALE	CSAC	HEADS	NCATE	OMP	ABHES	DHLTA	COA	LCME	ACTCS	ABET	EMT
Instit. Type (e.g., priv/pub, 2/4 yr)	X		X		X			X	X		X	X		X		X	X	X	X
FTE faculty/FTE clerical staff		X																X	
# of lib. volumes/tot. stud enroll.		X																	
Stud fees/tuition revenue				X														I	
State support revenues				X			X											I	
Federal support revenues				X			X											I	
Endowments/gifts							X											I	
Other revenue				X			X											I	
Instruction expenditures				X			X											I	
Student aid							X											I	
Research expenditures				X			X											I	
Extension expenditures				X															
Administration expenditures				X			X											I	
Physical plant expenditures				X			X											I	
Other expenditures				X			X												
Size of surrounding community					X											X			
	TACCS	CSWE	AOTA	ACCE	ABFYSE	ACEJMC	AALS	AALE	CSAC	HEADS	NCATE	OMP	ABHES	DHLTA	COA	LCME	ACTCS	ABET	EMT
Student demographics						O													
Student enrollment UG/grad									X	X	X								
Degrees									X										
Class (1st/2nd/3rd, etc)									X										
# books/periods added to library									X		X							X	
Total library appropriations									X		X								
Library seating capacity									X										
FTE library staff for arts holdings										X									
# of graduates													X						
# of graduates placed in field													X						
# of grads. placed in related field													X						
# of grads not placed/out of field													X						
# grads. unavailable for placement													X						
Size of governing board															X				
# of meetings per year															X				

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Acronyms of accrediting organizations: pgs. 21-22

Appendix 4: Data Tables

TABLE 2
DATA ELEMENTS REQUIRED BY ACCREDITORS (In percent)

Headcount	89	Contracts/grants revenu	34	Resident tuition/fees	23	# inter-library loans	14
Completion/graduation	77	Job in related/any field	34	Nonresid tuition & fees	23	% Time administration	14
Fac Headcount	72	Plant oper/maint. expen	33	Enrollment per course	23	Enrollment by location	14
Fac # Full-time	63	# Undergrad students	31	Instit. funds revenue	22	Mandatory transfers	14
Fac # Part-time	59	# Graduate students	31	Fed. funds revenue	22	# Library titles added	14
Retention/attrition	54	% Time teaching	31	Local funds revenue	22	Total library circulation	14
Fac highest Degree	48	Lib. acquisitions budg.	29	Fresh std test scores	22	Sch/fellship amounts	14
Enrollees	48	Job in field of study	29	Fac/staff salary range	22	Unemployed/unknown	14
Instruct. & support-exp	46	Fac years experience	29	# of nonprint media	22	Graduate sch placement	14
Student gender	45	Gifts/endow revenue	28	Incoming class test scores	22	Stud loan amounts	12
Rank	42	Research expend	28	Faculty/staff salary range	22	Avg grad class GPA	12
Student ethnicity	40	# Staff	28	Institutional revenue funds	22	Projected # enrollments	11
Prog length in cred hrs	39	# of monographs/books	28	Federal revenue funds	22	Faculty age	11
# Applicants	39	# of periodicals	28	Local govt revenue funds	22	#/% SCH/faculty	9
# Full-time students	39	Student/faculty ratio	28	Class capacity	20	Student age	8
# Part-time students	39	Fac ethnicity	28	Auxiliary enterprise rev	20	Student citizen. status	8
Level (e.g. fresh/1st yr)	39	Fi-aid/sch/fel expend	28	Lib. personnel budget	20	% Time service	8
Fac FTE	37	Student FTE	26	# Transfer students	19	Postdoc/internship	8
Instit. Support expend	37	Fringe benefits expend	26	% Time research	19	Enrollment by degree/prog	8
Aux enterprises	37	State govt funds rever.	26	Type placemt after grad	19		
Salaries/wages-expend	37	Stud by program/major	26	# stnds w/ schl/fellship	19		
Prog lgth wks/mos/yrs	35	Faculty gender	26	Auxiliary enterp expend.	17		
Licensing/certification	35	Tuition & fees revenue	25	# Students w/ loans	17		
Admits/acceptances	35	Student services expend	25	Ed. services revenue	15		
Equipment-expend	34	Credit hr/course	25	Restrict/unrestrict funds	15		

Section IV:
Recommended Resource List of Data Elements for Which Common Definitions Are Available*

This document represents a response to the often posed question of what commonly accepted definitions might be used by accrediting organizations when asking for the kinds of data that are most frequently requested. It is intended as a point of departure for Council for Higher Education Accreditation (CHEA) participating organizations in developing a broader list of data elements that might be suitable for common use by institutional and specialized accreditation agencies when requesting data from institutions under review.

The basic content of this list is informed by two sources: a) the original National Center for Higher Education Management Systems (NCHEMS)/Council on Postsecondary Accreditation (COPA) data structure for accreditation agencies (A Common Language for Postsecondary Accreditation: Categories and Definitions for Data Collection, 1985), and b) the recently completed 1999 NCHEMS report for CHEA on current data collection practices of accrediting agencies (An Analysis of Institutional and Programmatic Data Required by Accrediting Organizations, 1999). Like the latter report, the scope of the resource list encompasses only those data elements that are potentially applicable to institution-level definition, even though a particular organization may seek such data only about a particular program. For example, basic data about such matters as faculty and student numbers and demographics are included because all programs are potentially affected, while specialized data about such curricular matters as clinical experiences or about laboratory equipment that do not affect all programs are excluded from the list.

Sources for the data elements included are: a) the Integrated Postsecondary Education Data System (IPEDS), b) the so-called "Common Data Set" (CDS) developed by a consortium of higher education publishers in collaboration with higher education institutions, and c) the Joint Commission on Accountability Reporting (JCAR) developed under the auspices of three major Washington-based higher education associations —the American Association of State Colleges and Universities (AASCU), the American Association of Community Colleges (AACC), and the National Association of State Universities and Land-Grant Colleges (NASULGC)—and administered by AASCU. In addition, a few of the data elements included are specified in the Higher Education Act (HEA) or in Title IV regulations, and/or represent commonly accepted accounting conventions as specified by National Association of College and University Business Officers (NACUBO). In the case of IPEDS, the definitions advanced are truly national in the sense that all institutions must now collect and report data in terms of these categories.** In most other cases, use of the definitions specified is not required, but the definitions themselves represent an emerging national convention.

*Prepared for CHEA by the National Center for Higher Education Management Systems (1999).
**To the extent that adapting data definitions or conventions would require changes in the data collected by accrediting organizations from the non-Title IV institutions, non-Title IV institutions should be given a reasonable period of time to make necessary changes in their data systems and procedures.

Resources

1. Common Data Set (CDS), www.commondataset.org
2. Integrated Postsecondary Education Data Systems (IPEDS), www.nces.ed.gov/IPEDS
3. Joint Commission on Accountability Reporting, JCAR Technical Conventions Manual, Washington, DC: American Association of State Colleges and Universities, 1996.
4. National Association of College and University Business Officers (NACUBO), Financial and Reporting Manual (FARM) for Higher Education, Release 99-1. Washington, DC, 1999.
5. United States Department of Education, National Center for Education Statistics (NCES). Handbook on Human Resources: Recordkeeping and Analysis, NCES 98-302. Project Officer: Roslyn Korb. Washington, DC: 1998.
6. United States Department of Education, National Center for Education Statistics (NCES). Postsecondary Education Facilities Inventory and Classification Manual, NCES 92-165. Project Officer: Roslyn Korb. Washington, DC: 1992.
7. Higher Education Ace of 1965, as amended 1998, Public Law 105-244, 20 U.S.C. Secs. 401-498B (Title IV).

A. Basic Institutional and Programmatic Descriptors (see Appendix A for definitions)

Type of Institution: Basic taxonomy of institutional type based on primary mission/activity and program length (Carnegie Classification).
Definition: IPEDS (Institutional Characteristics)

Institutional Control: Public • Private (nonprofit) • Private (profit).
Definition: IPEDS (Institutional Characteristics)

Highest Level of Offering: Includes highest degree or certificate awarded.
Definition: IPEDS (Institutional Characteristics)

Program Length: Defined in credit, contact, or clock hour terms for institution as a whole or for an individual program.
Definition: USDOE (Title IV Regulations)

Minimum Number of Credits for Certificate or Degree: The minimum number of credits that transfer students must complete at the institution of record in order to earn a degree (associate or bachelor's degrees).
Definition: Common Data Set

Tuition and Fee Charges: Includes Resident/Nonresident and Undergraduate/Graduate.
Definition: IPEDS (Institutional Characteristics)

Minimum and Maximum Numbers of Credits per Term for Stated Full-Time Tuition
Definition: Common Data Set

B. Faculty/Staff Resources (see Appendix B for definitions)

Faculty Headcount (full- and part-time)
Definition: IPEDS (Fall Staff Survey)

Faculty by Gender
Definition: IPEDS (Fall Staff Survey)

Faculty by Race/Ethnicity
Definition: IPEDS (Fall Staff Survey)

Faculty by Rank
Definition: IPEDS (Fall Staff Survey)

Faculty by Highest Degree Earned
Definition: NCES Standards (Human Resources Manual)

C. Facilities Data (see Appendix C for definitions)

Total Assignable Area: For all buildings owned or leased by the institution.
Definition: NCES Standards (Facilities Manual)

Total Replacement Cost for Physical Plant:
Definition: IPEDS (Finance, Part K)

D. Equipment and Information Resources (see Appendix D for definitions)

Current Book Value of Equipment
Definition: IPEDS (Finance, Part K)

Total Replacement Cost for Equipment
Definition: IPEDS (Finance, Part K)

Total Library Acquisitions Expenditures (by category of expenditure)
Definition: IPEDS (Library, Part C)

Total Collections (broken down by books, periodicals, non-print media)
Definition: IPEDS Library Survey

E. Fiscal Resources and Activities (see Appendix E for definitions)

Total Assets and Liabilities by Category
Definition: NACUBO (Financial Accounting and Reporting Manual for Higher Education, Release 99-1)

Total Revenues by Source
Definition: IPEDS (Finance, Part A) (Applicable only to public institutions; the private institutions have a separate form that was developed after recent FASB changes.)

Total Expenditures by Function
Definition: IPEDS (Finance, Part B) (Applicable only to public institutions; the private institutions have a separate form that was developed after recent FASB changes.)

F. Admissions (see Appendix F for definitions)

Total Applicants/Admits/Enrollees (new freshmen vs. transfers)
Definition: Common Data Set

Applicants/Admits/Enrollees by Gender
Definition: Common Data Set

Average SAT/ACT (Other) Scores for New Freshmen: Includes data on numbers and percentages submitting scores and percentile ranges for these scores.
Definition: Common Data Set

High School Completion Requirement: High School Diploma or GED requirement for regular admission to the institution as a new freshman.
Definition: Common Data Set

Basis for Selection: Open admission policy or selective admissions covering specific types of applicants (e.g., out-of-state) and/or selected programs within the institution for new freshmen.
Definition: Common Data Set

Admissions Requirements for New Transfers: Includes minimum transfer GPA requirements (if any).
Definition: Common Data Set

Maximum Transfer Credits: The maximum number of credits that may be transferred into the institution for degree credit from another institution (two-year or four-year).
Definition: Common Data Set

G. Students and Enrollments (see Appendix G for definitions)

Enrollments (full- and part-time)
Definition: IPEDS (Enrollment)

Enrollments by Level (first-time freshmen, other freshmen, etc.)
Definition: IPEDS (Enrollment)

Enrollments by Gender
Definition: IPEDS (Enrollment)

Enrollments by Race/Ethnicity
Definition: IPEDS (Enrollment)

Enrollments by Geographic Origin
Definition: IPEDS (Residence and Migration)

Enrollments by Objective (degree vs. nondegree)
Definition: IPEDS (Enrollment)

Numbers of Degree-Seeking Students Applying for and Receiving Financial Aid (broken down by First-Time Freshmen, Full-Time Undergraduates, and Part-Time Undergraduates)
Definition: Common Data Set

Overall Indebtedness of Undergraduates on Completion (for a given graduating class, includes the percentage borrowing through all loan programs and the average indebtedness of those borrowing)
Definition: Common Data Set

H. Outputs (see Appendix H for definitions)

Total Degrees Granted (by level and field of study)
Definition: IPEDS (Completions)

Degrees Granted by Gender and Race/Ethnicity
Definition: IPEDS (Completions)

Cohort Graduation/Completion Rates
Definition: IPEDS Graduation Rate Survey (GRS)

Cohort First-Year Retention Rate
Definition: Common Data Set (B22)

Cohort Transfer Rate
Definition: IPEDS Graduation Rate Survey (GRS), as applicable.

Appendix A:
Data Definitions for Basic Institutional and Programmatic Descriptors

A.1 Type of Institution (Carnegie)

The 1994 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education.

Research Universities I: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually $40 million or more in federal support.

Research Universities II: These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between $15.5 million and $40 million in federal support.

Doctoral Universities I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

Doctoral Universities II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the doctorate. They award annually at least 10 doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines.

Master's (Comprehensive) Colleges and Universities I: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

Master's (Comprehensive) Colleges and Universities II: These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate (Liberal Arts) Colleges I: These institutions are primarily undergraduate colleges with a major emphasis on baccalaureate degree programs. They award 40 percent or more of their baccalaureate degrees in liberal arts fields and are restrictive in admissions.

Baccalaureate Colleges II: These institutions are primarily undergraduate colleges with a major emphasis on baccalaureate degree programs. They award less than 40 percent of their baccalaureate degrees in liberal arts fields or are less restrictive in admissions.

Associate of Arts Colleges: These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees.

Specialized Institutions: These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in a single discipline. Specialized institutions include:

- **Theological seminaries, Bible colleges, and other institutions offering degrees in religion:** This category includes institutions at which the primary purpose is to offer religious instruction or train members of the clergy.
- **Medical schools and medical centers:** These institutions award most of their professional degrees in medicine. In some instances, their programs include other health professional schools, such as dentistry, pharmacy, or nursing.
- **Other separate health profession schools:** Institutions in this category award most of their degrees in such fields as chiropractic, nursing, pharmacy, or podiatry.
- **Schools of engineering and technology:** The institutions in this category award at least a bachelor's degree in programs limited almost exclusively to technical fields of study.
- **Schools of business and management:** The schools in this category award most of their bachelor's or graduate degrees in business or business-related programs.
- **Schools of art, music and design:** Institutions in this category award most of their bachelor's or graduate degrees in art, music, design, architecture, or some combination of such fields.
- **Schools of law:** The schools included in this category award most of their degrees in law. The list includes only institutions that are listed as separate campuses in the 1994 Higher Education Directory.
- **Teachers colleges:** Institutions in this category award most of their bachelor's or graduate degrees in education or education-related fields.
- **Other specialized institutions:** Institutions in this category include graduate centers, maritime academies, military institutes, and institutions that do not fit any other classification category.
- **Tribal colleges and universities:** These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium.

A.2 Institutional Control (IPEDS)

Public—an educational institution in which the programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds (federal, state, territorial, school district, county, township, city, special district, other [specify]).

Private—a private institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds and operated by other than publicly elected or appointed officials.

Private, nonprofit—a private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization (Catholic, Jewish, Protestant [specify], or other [specify]).

Private, profit-making—a private institution in which the individual(s) or agency in control receives compensation other than wages, rent, or other expenses for the assumption of risk.

A.3 Highest Level of Offering (IPEDS)

Postsecondary award, certificate, or diploma (less than 1 academic year)—requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or three quarters) or in less than 900 contact hours by a student enrolled full time.

Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)—requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)—requires com-pletion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Associate's degree—an award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Bachelor's degree—an award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but NOT more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a 5-year COOPERATIVE (WORK-STUDY PLAN) PROGRAM. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also, includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

Postbaccalaureate certificate—an award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree, but do not meet the requirements of academic degrees carrying the title of master.

Master's degree—an award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

Post-Master's certificate—requires completion of an organized program of study of 24 credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.

Doctor's degree—the highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closest related professional field of medicine or in sanitary engineering.

First-professional degree—an award that requires completion of a program that meets all of the following criteria: 1) completion of the academic requirements to begin practice in the profession; 2) at least 2 years of college work prior to entering the program; and 3) a total of at least 6 academic years of college work to complete the degree program, including required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following ten fields:

Chiropractic (D.C. or D.C.M.)
Dentistry (D.D.S. or D.M.D.)
Law (L.L.B., J.D.)
Medicine (M.D.)
Optometry (O.D.)
Osteopathic Medicine (D.O.)
Pharmacy (Pharm.D.)
Podiatry (D.P.M., D.P., Pod.D.)
Theology (M.Div., M.H.L., B.D., or Ordination)
Veterinary Medicine (D.V.M.)

First-professional certificate (Post-degree)—an award that requires completion of an organized program of study designed for persons who have completed the first-professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

A.4 Program Length (USDOE Title IV, Section 668.8)

Semester hour—includes at least 30 clock hours of instruction.

Trimester hour—includes at least 30 clock hours of instruction.

Quarter hour—includes at least 20 clock hours of instruction.

A.5 Minimum Number of Credits for Transfer Students to Earn a Certificate or Degree (Common Data Set, 1998 version)

- Minimum number of credits that transfers must complete at your institution to earn an associate's degree.
- Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree.

A.6 Tuition and Fee Charges (IPEDS)

Tuition—amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit. If tuition is charged on a per-credit-hour basis, multiply the charge per credit hour by the number of hours that would normally be required per academic year to complete a degree or program at the level indicated and add the typical required fees.

Required Fees—fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is an exception.

Undergraduate students—include 1) those who have not obtained a bachelor's degree; 2) all students in bachelor's degree programs which require at least 4 years but fewer than 6 years of college work; 3) all students in occupational or general study programs requiring 1,2, or 3 years of college work and which are designed to prepare students for immediate employment, or to provide general education rather than as the first 1, 2, or 3 years of a bachelor's degree program.

Graduate students—are those who have attained at least one standard bachelor's degree or first-professional degree and are, or could be, candidates for master's or doctor's degrees. Do not include candidates for the degrees of D.P.M., D.D.S., D.M.D., M.D., O.D., D.O., D.V.M., L.L.B., J.D., B.D., or other first-professional degrees.

A.7 Minimum and Maximum Numbers of Credits per Term for Stated Full-Time Tuition (Common Data Set, 1998)

- Minimum number of credits per term a student can take for the stated full-time tuition
- Maximum number of credits per term a student can take for the stated full-time tuition

Appendix B:
Faculty and Staff Resources

B.1 Faculty Headcount (full- and part-time) (IPEDS)

Faculty (instruction/research/public service)—all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. If their principal activity is instructional, report in this category deans, directors, or the equivalent as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent). Do not include student teachers or research assistants.

Librarians and counselors are normally reported in the other professional category; however, some institutions treat them like faculty. If they are reported as faculty, the institution must also report them by tenure and academic rank.

Report adjunct faculty employed on a part-time basis or on a full-time basis (if they were employed the full year) in the primary occupation for which they were hired.

Adjunct faculty—a faculty position where one has an occasional or temporary affiliation with an institution or another faculty member in performing a duty or service in an auxiliary capacity.

Full-time staff—persons on the payroll of the institution (or reporting unit) and classified by the institution as full time. Include faculty on sabbatical leave and persons who are on leave but remain on the payroll.

Part-time staff—persons on the payroll of the institution (or reporting unit) and classified by the institution as part time. Students in the College Work-Study Program or casual employees (e.g., persons who are hired to help at registration time or to work in the bookstore for a day or two at the start of a session) are not considered part-time staff.

B.2 Faculty by Gender (IPEDS)

- Men
- Women

B.3 Faculty by Race/Ethnicity (IPEDS)

Nonresident alien—persons who are not citizens or nationals of the United States and who are in this country on a visa or temporary basis and do not have the right to remain indefinitely.

Black, non-Hispanic—persons having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native—persons having origins in any of the original peoples of North America or who maintain cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander—persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Hispanic—persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, non-Hispanic—persons having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

B.4 Faculty by Rank (IPEDS)

- Professor
- Associate professor
- Assistant professor
- Instructors
- Lecturers
- Other faculty (institutions without standard academic ranks report faculty in this category)

B.5 Faculty by Highest Degree Earned (NCES, Handbook on Human Resources, based on IPEDS definitions of degrees)

High School Degree—an award of a high school or General Educational Development (GED) diploma.

Postsecondary award, certificate, or diploma (less than 1 academic year)—completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or three quarters) or in less than 900 contact hours by a student enrolled full-time.

Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)—completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)—completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Associate's degree—an award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Bachelor's degree—an award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but NOT more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a 5-year Cooperative (Work-Study Plan) Program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

Post-baccalaureate certificate—an award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Master's degree—an award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

Post-Master's certificate—completion of an organized program of study of 24 credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.

Doctor's degree—the highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closest related professional field of medicine or in sanitary engineering.

First-professional degree—an award that requires completion of a program that meets all of the following criteria: 1) completion of the academic requirements to begin practice in the profession; 2) at least 2 years of college work prior to entering the program; and 3) a total of at least 6 academic years of college work to complete the degree program, including required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following ten fields:

Chiropractic (D.C. or D.C.M.)
Dentistry (D.D.S. or D.M.D.)
Law (L.L.B., J.D.)
Medicine (M.D.)
Optometry (O.D.)
Osteopathic Medicine (D.O.)
Pharmacy (Pharm.D.)
Podiatry (D.P.M., D.P., Pod.D.)
Theology (M.Div., M.H.L., B.D., or Ordination)
Veterinary Medicine (D.V.M.)

First-professional certificate (Post-degree)—an award that requires completion of an organized program of study designed for persons who have completed the first-professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

Appendix C:
Facilities Data

C.1 Total Assignable Area
(NCES, Postsecondary Education Facilities Inventory and Classification Manual)

The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use.

Basis for Measurement—Assignable areas is computed by physically measuring or scaling measurements from the inside faces of surfaces that form the boundaries of the designated areas. Exclude areas having less than a six-foot, six-inch clear ceiling height unless the criteria of a separate structure are met.

Measured in terms of assignable square feet (ASF).

Assignable area = Sum of area designated by the 10 assignable major room use categories.

Description—included should be space subdivisions of the 10 major use categories for assignable space—classrooms, labs, offices, study facilities, special use, general use, support, health care, residential, and unclassified—that are used to accomplish the institution's mission.

Limitations—Deductions should not be made for necessary building columns and projections. Areas defined as building service, circulation, mechanical, and structural should not be included.

C.2 Total Replacement Cost for Physical Plant (IPEDS)

Physical plant assets may consist of land, buildings, improvements other than buildings, equipment, and library books. Report the values of land, buildings, and equipment owned, rented, or used by the institution. Do not include those plant values which are a part of endowment or other capital fund investments in real estate. Data for the institution that are not kept on the books of account of the institution but are kept in the records of another organization or agency for the institution should be included (e.g., state schools should report physical plant assets even though the records are maintained by a state agency). Exclude construction in progress; report completed buildings as additions when accepted.

Report or estimate the current costs to replace all buildings and equipment owned, rented, or used by the institution. Report recent appraisal value or what is currently carried as insurance replacement value of those buildings that are part of endowment or other capital fund investments in real estate. This figure is not a book value figure.

Appendix D:
Equipment and Information Resources

D.1 Current Book Value of Equipment (IPEDS)

Book value of the plant at the beginning of the fiscal year is intended as the dollar amount of value as shown on the institution's accounting records. Book value for institutional plant assets is the purchase or construction cost of purchased or constructed assets or the market price at the time of the gift for donated assets. If the institution accounts for depreciation under FASB Standard No. 93, such depreciation should be taken into account when calculating book value.

D.2 Total Replacement Cost for Equipment (IPEDS)

Report or estimate the current costs to replace all buildings and equipment owned, rented, or used by the institution. Report recent appraisal value or what is currently carried as insurance replacement value of those buildings that are part of endowment or other capital fund investments in real estate. This figure is not a book value figure.

D.3 Total Library Acquisitions Expenditures (by category of expenditure) (IPEDS)

Library acquisitions expenditures include all print material, microfilm, microfiche, audio-visual materials such as records and films, document delivery/interlibrary loans, and computer software. Do not include expenditures for hardware of any kind. For example, do not include expenditures for computer terminals, microfiche readers, records players, or projectors.

D.4 Total Collections—Broken Down by Books, Periodicals, Nonprint Media (IPEDS)

Report the gross number of each category added. Do not subtract the number withdrawn.

Report the total number of each category held at end of the fiscal year. To get this figure, take the total number held at the end of the previous year, add the number added during the fiscal year just ended, and subtract the number withdrawn during that period.

- Books, serial backfiles, and government documents that are accessible through the library's catalog
- Government documents
- Current serials
- Microforms
- Manuscripts and archives
- Cartographic materials
- Graphic materials
- Sound recordings
- Film and video materials
- Computer files
- Other library materials

Appendix E:
Fiscal Resources and Activities

E.1 Total Assets and Liabilities by Category (NACUBO)*

Assets
- Cash and cash equivalents
- Short-term investments
- Accounts receivable
- Accrued interest receivable
- Contributions receivable
- Prepaid expenses and other assets
- Loans to students, faculty
- Deposits to trustees
- Long-term investments
- Land, buildings, and equipment, less accumulated depreciation
- Total assets

Liabilities and Net Assets
- Accounts payable and accrued liabilities
- Deferred revenues
- Other liabilities
- Amounts held on behalf of others
- Annuities payable
- Long-term debt
- U.S. government grants refundable
- Total liabilities

Net Assets
- Unrestricted
- Temporarily restricted
- Permanently restricted
- Total
- Total liabilities and net assets

E.2 Total Revenues by Source (IPEDS)

Unrestricted current funds—Resources received by an institution that have no limitation or stipulations placed on them by external agencies or donors.

Restricted current funds—Resources provided to an institution that have externally established limitations or stipulations placed on their use. Externally imposed restrictions are to be contrasted with internal designations imposed by the governing board on unrestricted funds.

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*Reproduced with the permission of the National Association of College and University Business Officers (NACUBO) from Financial Accounting and Reporting Manual (FARM) to Higher Education, Release 99-1, Washington, DC: 1999.

Current fund revenues—Include: 1) all unrestricted gifts, grants, and other resources earned during the reporting period; and 2) restricted resources to the extent that such funds were expended for current operating purposes. Current fund revenues do not include restricted current funds received but not expended because these revenues have not been earned.

Tuition and fees—Report all tuition and fees (including student activity fees).

E.3 Total Expenditures by Function (IPEDS)

Tuition and fees—Report all tuition and fees (including student activity fees) assessed against students for education purposes. Include tuition and fee remissions or exemptions even though there is no intention of collecting from the student. Include here those tuitions and fees that are remitted to the state as an offset to the state appropriation. (Charges for room, board, and other services rendered by auxiliary enterprises are not reported here; see line 12.)

Government appropriations—Include all amounts received by the institution through acts of a legislative body, except grants and contracts. These funds are for meeting current operating expenses, not for specific projects or programs. An example is federal land-grant appropriations (line 2). Pell Grants are not reported here, but on line 6, as they are grants, not appropriations. Federal appropriations received through state channels is a subset of line 2 and should be included on line 2 for federal appropriations, as well as reported separately on line 3.

Government grants and contracts—Report revenues from governmental agencies that are for specific research projects or other types of programs. Examples are research projects, training programs, and similar activities for which amounts are received or expenditures are reimbursable under the terms of a government grant or contract. Related indirect costs recovered should be reported as unrestricted revenues (column 1). Amounts equal to direct costs incurred should be recorded as charges against current restricted funds and reported as restricted current funds revenues (column 2). Include Pell Grants on line 6, column 2. Federal grants and contracts received through state channels should be reported on line 6. Do not include revenues from the Federal Direct Student Loan (FDSL) Program.

Private gifts, grants, and contracts—Report revenues from private donors for which no legal consideration is involved and private contracts for specific goods and services provided to the funder as stipulation for receipt of the funds. Include only those gifts, grants, and contracts that are directly related to instruction, research, public service, or other institutional purposes. Monies received as a result of gifts, grants, or contracts from a foreign government should be reported here. Include the estimated dollar amount of contributed services on this line.

Endowment income—Report: (1) the unrestricted income of endowment and similar funds; (2) restricted income of endowment and similar funds to the extent expended for current operating purposes; and (3) income from funds held in trust by others under irrevocable trusts. Do not include capital gains or losses unless the institution has adopted a spending formula by which it expends not only the yield but also a prudent portion of the appreciation of the principal; in this case, the amount calculated by the total return concept would be reported. If any such gains are spent for current operations, these should be treated as transfers, not revenues. Exclude endowment income for hospitals.

Sales and services of educational activities—Report revenues derived from the sales of goods or services that are incidental to the conduct of instruction, research, or public service. Examples include film rentals, scientific and literary publications, testing services, university presses, and dairy products.

Auxiliary enterprises—Report revenues generated by the auxiliary enterprise operations that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to the cost of the service. Examples are residence halls, food services, student health services, intercollegiate athletics, college unions, college stores, and movie theaters.

Hospitals—Include a hospital operated by the institution and clinics associated with training. Include gifts, grants, appropriations, research revenues, and endowment income. Exclude clinics that are part of the student health services program. Include all amounts appropriated by governments (federal, state, and local) for the operation of hospitals. (Sales and services revenues should be net of discounts and allowances. Hospital revenues included here should also be reported in part J.) Exclude medical schools.

Other sources—Include all revenues not covered elsewhere. Examples are interest income and gains (net of losses) from investments of unrestricted current funds, miscellaneous rentals and sales, expired term endowments, and terminated annuity or life income agreements, if not material. Include revenues resulting from the sales and services of internal service departments to persons or agencies external to the institution (e.g., the sale of computer time). Such sales should not be confused with those on line 11, which are typically by-products of instruction or training.

Independent operations—Include all revenues associated with operations independent of the primary missions of the institution. This category generally includes only those revenues associated with major federally funded research and development centers. Do not include the net profit (or loss) from operations owned and managed as investments of the institution's endowment funds.

E.4 Total Expenditures by Function (IPEDS)

Current funds expenditures and transfers—The costs incurred for goods and services used in the conduct of the institution's operations. They include the acquisition cost of capital assets, such as equipment and library books, to the extent current funds are budgeted for and used by operating departments for such purposes.

Salaries and wages without employee fringe benefits—Report the amount of total expenditures for salaries and wages. Include the salaries and wages of all personnel, full- and part-time, paid through each functional account. Do not include any expenditures for College Work Study or for employee fringe benefits as part of salary expenditures.

Employee fringe benefits—Exclude the employee's contribution. Employee fringe benefits include retirement plans, social security taxes, medical/dental plans, guaranteed disability income protection plans, tuition plans, housing plans, unemployment compensation plans, group life insurance plans, worker's compensation plans, and other benefits in-kind with cash options.

Functions of Expenditures

Instruction—Expenditures of the colleges, schools, departments, and other instructional divisions of the institution and expenditures for departmental research and public service that are not separately budgeted should be included in this classification. Include expenditures for both credit and noncredit activities. Exclude expenditures for academic administration where the primary function is administration (e.g., academic deans). (Such expenditures should be reported on line 4.) The instruction category includes general academic instruction, occupational and vocational instruction, special session instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.

Research—This category includes all funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Do not report nonresearch-sponsored programs (e.g., training programs).

Public service—Report all funds budgeted specifically for public service and expended for activities established primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community. Include expenditures for community services and cooperative extension services.

Academic support—This category includes expenditures for the support services that are an integral part of the institution's primary mission of instruction, research, or public service. Include expenditures for libraries (required separately on line 5), museums, galleries, audio-visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development. Include expenditures for veterinary and dental clinics if their primary purpose is to support the institutional program. (Include line 5 expenditures in the line 4 total for academic support.)

Student services—Report funds expended for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples are career guidance, counseling, financial aid administration, and student health services (except when operated as a self-supporting auxiliary enterprise). Include the administrative allowance for Pell Grants.

Institutional support—Report expenditures for the day-to-day operational support of the institution, excluding expenditures for physical plant operations. Include expenditures for general administrative services, executive direction and planning, legal and fiscal operations, and public relations/development.

Operation and maintenance of plant—Report all expenditures for operations established to provide service and maintenance related to grounds and facilities used for educational and general purposes. Also include expenditures for utilities, fire protection, property insurance, and similar items. Do not include expenditures made from the institutional plant funds account.

Scholarships and fellowships—Report all expenditures given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or noncredit. Aid to students in the form of tuition or fee remissions should be included. (Exclude those remissions that are granted because of faculty or staff status. Charge these to staff benefits.) Do not report College Work Study program expenses here; report these expenses where the student served (e.g., dining hall, line 13; for a professor, line 1). Include Pell Grants in column 2. Do not include expenditures for Federal Direct Student Loan (FDSL) Program. (Additional information on scholarships and fellowships included here should also be reported in part E. It is advisable to complete part E before filling out part B, as the total on line 9 of part B should match line 7 of part E.)

Mandatory transfers—Mandatory transfers from current funds are those that must be made in order to fulfill a binding legal obligation of the institution. Report mandatory debt-service provisions relating to academic and administrative buildings, including (1) amounts set aside for debt retirement and interest and (2) required provisions for renewal and replacements to the extent not financed from other sources. Include also the institutional matching portion for Perkins Loans when the source of funds is current revenue. (Do not report transfers into the current fund—i.e., negative numbers.)

Nonmandatory transfers—Include those transfers from current funds to other fund groups made at the discretion of the governing board to serve a variety of objectives, such as additions to loan funds, funds functioning as endowments, general or specific plant additions, voluntary renewals and replacement of additions, voluntary renewals and replacement of plants, and prepayments on debt principal.

Auxiliary enterprises—This category includes those essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services student health services, intercollegiate athletics, college unions, college stores, and barber shops. (Include the mandatory and nonmandatory transfers amounts on lines 14 and 15 in the line 13 amount for columns 1–3 only.)

Mandatory transfers for auxiliary enterprises—Report the amount transferred from current funds for mandatory debt service provisions relating to auxiliary enterprises. Examples include maintenance reserves.

Nonmandatory transfers for auxiliary enterprises—Report the amount transferred from current funds for nonmandatory debt service provisions relating to auxiliary enterprises.

Hospitals—Report all expenditures associated with the operation of a hospital, including nursing expenses, other professional services, general services, administrative services, fiscal services, and charges for physical plant operations. If the institution accounts for depreciation under FASB Standard No. 93, such depreciation should be accounted for here.

Independent operations—Include all funds expended for operations that are independent of or unrelated to the primary missions of the institution (i.e., instruction, research, public service), although they may contribute indirectly to the enhancement of these programs. This category is generally limited to expenditures of major federally funded research and development centers. Do not include the expenditures of operations owned and managed as investments of the institution's endowment funds.

Appendix F:
Admissions

Complete definitions for the seven data elements below can be found at the following website: www.collegeboard.org. On the site, use the search function for "Common Data Set." However, the current Common Data Set on the web no longer contains data on transfer students such as those in F.1, F.6, and F.7. Definitions for transfer students are taken from the 1998 version of the Common Data Set.

F.1 Total Applicants/Admits/Enrollees (new freshmen v. transfers) (Common Data Set)

F.2 Applicants/Admits/Enrollees by Gender (Common Data Set)

- Total men applied
- Total women applied
- Total men admitted
- Total women admitted
- Total full-time, first-time, first-year (freshman) men enrolled
- Total part-time, first-time, first-year (freshman) men enrolled
- Total full-time, first-time, first-year (freshman) women enrolled
- Total part-time, first-time, first-year (freshman) women enrolled
- Total number of transfer men applied (1998 version)
- Total number of transfer women applied (1998 version)
- Total number of transfer men admitted (1998 version)
- Total number of transfer women admitted (1998 version)
- Total number of transfer men enrolled (1998 version)
- Total number of transfer women enrolled (1998 version)

F.3 Average SAT/ACT (Other) Scores for New Freshmen. [Includes data on numbers and percentages submitting scores and percentile ranges for these scores (Common Data Set)]

Percent and number of first-time, first-year (freshman) students enrolled who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, first-time, first-year (freshman) degree-seeking students.

- Percent submitting SAT scores
- Percent submitting ACT scores
- Number submitting SAT scores
- Number submitting ACT scores
- Number in the 25th percentile for SAT I Verbal
- Number in the 25th percentile for SAT I Math
- Number in the 25th percentile for ACT Composite
- Number in the 25th percentile for ACT English
- Number in the 25th percentile for ACT Math
- Number in the 75th percentile for SAT I Verbal

- Number in the 75th percentile for SAT I Math
- Number in the 75th percentile for ACT Composite
- Number in the 75th percentile for ACT English
- Number in the 75th percentile for ACT Math
- Percent with scores on SAT I Verbal between 700-800
- Percent with scores on SAT I Verbal between 600-699
- Percent with scores on SAT I Verbal between 500-599
- Percent with scores on SAT I Verbal between 400-499
- Percent with scores on SAT I Verbal between 300-399
- Percent with scores on SAT I Verbal between 200-299
- Percent with scores on SAT I Math between 700-800
- Percent with scores on SAT I Math between 600-699
- Percent with scores on SAT I Math between 500-599
- Percent with scores on SAT I Math between 400-499
- Percent with scores on SAT I Math between 300-399
- Percent with scores on SAT I Math between 200-299
- Percent with scores on ACT Comp between 30-36
- Percent with scores on ACT Comp between 24-29
- Percent with scores on ACT Comp between 18-23
- Percent with scores on ACT Comp between 12-17
- Percent with scores on ACT Comp between 6-11
- Percent with scores on ACT Comp below 6
- Percent with scores on ACT English between 30-36
- Percent with scores on ACT English between 24-29
- Percent with scores on ACT English between 18-23
- Percent with scores on ACT English between 12-17
- Percent with scores on ACT English between 6-11
- Percent with scores on ACT English below 6
- Percent with scores on ACT Math between 30-36
- Percent with scores on ACT Math between 24-29
- Percent with scores on ACT Math between 18-23
- Percent with scores on ACT Math between 12-17
- Percent with scores on ACT Math between 6-11
- Percent with scores on ACT Math below 6

F.4 High School Completion Requirement—High school diploma or GED requirement for regular admission to the institution as a new freshman (Common Data Set)

- Required/GED accepted
- Required/GED not accepted
- Not required

F.5 Basis for Selection—Open admission policy or selective admissions covering specific types of applicants (e.g., out-of-state) and/or selected programs within the institution for new freshmen (Common Data Set)

Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

- Open admission policy as described above for all students
- Open admission policy as described for most students, but selective admission for out-of-state students
- Selective admission to some programs

F.6 Admissions Requirements for New Transfers—Includes minimum transfer GPA requirements (if any) (Common Data Set, 1998 version)

- If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale)
- If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale)

F.7 Maximum Transfer Credits—The maximum number of credits that may be transferred into the institution for degree credit from another institution (two-year or four-year). (Common Data Set, 1998 version)

- Maximum number of credits or courses that may be transferred from a two-year institution (indicate unit type).
- Maximum number of credits or courses that may be transferred from a four-year institution (indicate unit type).

Appendix G:
Students and Enrollments

G.1 Enrollments (full- and part-time) (IPEDS)

Full-time undergraduate—A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 contact hours a week each term.

Part-time undergraduate—A student enrolled for either 11 semester credits or less, 11 quarter credits or less, or less than 24 contact hours a week each term.

G.2 Enrollments by Level (first-time freshmen, other freshmen, etc.) (IPEDS)

First-time, first-year student—Students attending any institution for the first time at the undergraduate level. Include students enrolled in the fall term who attended college for the first time in the prior summer term. Also include students who entered with advanced standing (college credits earned before graduation from high school).

First-year student—Students who have completed less than the equivalent of one full year of undergraduate work; that is, less than 30 semester hours in a 120-hour degree program.

G.3 Enrollments by Gender (IPEDS)

- Men
- Women

G.4 Enrollments by Race/Ethnicity (IPEDS)

Nonresident alien—Persons who are not citizens or nationals of the United States and who are in this country on a visa or temporary basis and do not have the right to remain indefinitely.

Black, non-Hispanic—Persons having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native—Persons having origins in any of the original peoples of North America or who maintain cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander—Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Hispanic—Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, non-Hispanic—Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

G.5 Enrollments by Geographic Origin (IPEDS)

Includes all first-time, first-year students by state of residence, including those entering the institution with a GED diploma or without a high school diploma and with ANY YEAR of graduation.

State of residence—Indicate the state identified by the student as his/her permanent address at the time of application to the institution. For entering students, this may be the legal residence of a parent or guardian, or the state in which a student has a driver's license or is registered to vote. It is not necessarily the state in which the student's high school is located.

G.6 Enrollments by Objective (degree vs. nondegree) (IPEDS)

Degree-seeking students—Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Nondegree-seeking students—Students enrolled in courses for credit who are not recognized by the institution as seeking a degree or formal award.

G.7 Numbers of Degree-Seeking Students Applying for and Receiving Financial Aid—Broken down by First-Time Freshmen, Full-Time Undergraduates, and Part-Time Undergraduates (Common Data Set, 1998)

- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; and who were financial aid applicants
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; and who were determined to have financial need
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; who were determined to have financial need; and who received any need-based gift aid
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; who were determined to have financial need; and who received any need-based self-help aid
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; who were determined to have financial need; and who received any non–need-based gift aid
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; who were determined to have financial need; and who received any non–need-based self-help aid
- Number of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; who were determined to have financial need; and whose need was fully met

- On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace Expected Family Contribution (EFC) (plus loans, unsubsidized loans, and private alternative loans)
- The average financial aid package of degree-seeking students who are first-time, full-time freshmen, full-time undergraduates, and less than full time; who were financial aid applicants; and who were determined to have financial need. Exclude any resources that were awarded to replace EFC (plus loans, unsubsidized loans, and private alternative loans)

G.8 Overall Indebtedness of Undergraduates on Completion—For a given graduating class, includes the percentage borrowing through all loan programs and the average indebtedness of those borrowing (Common Data Set, 1998)

- Percentage of graduating class who have borrowed through all loan programs (federal, state, subsidized, unsubsidized, etc.)
- Average per-student cumulative undergraduate indebtedness of student loan borrowers

Appendix H:
Outputs

H.1 Total Degrees Granted (by level and field of study) (IPEDS)

Postsecondary award, certificate, or diploma (less than 1 academic year)—requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or three quarters) or in less than 900 contact hours by a student enrolled full-time.

Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)—requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)— requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Associate's degree—an award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

Bachelor's degree—an award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but NOT more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a 5-year cooperative (work-study plan) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

Postbaccalaureate certificate—an award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's degree; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Master's degree—an award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

Post-Master's certificate—requires completion of an organized program of study of 24 credit hours beyond the master's degree but that does not meet the requirements of academic degrees at the doctoral level.

Doctor's degree—the highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related professional field of medicine or in sanitary engineering.

First-professional degree—an award that requires completion of a program that meets all of the following criteria: 1) completion of the academic requirements to begin practice in the profession; 2) at least 2 years of college work prior to entering the program; and 3) a total of at least 6 academic years of college work to complete the degree program, including required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following 10 fields:

Chiropractic (D.C. or D.C.M.)
Dentistry (D.D.S. or D.M.D.)
Law (L.L.B., J.D.)
Medicine (M.D.)
Optometry (O.D.)
Osteopathic Medicine (D.O.)
Pharmacy (Pharm.D.)
Podiatry (D.P.M., D.P., Pod.D.)
Theology (M.Div., M.H.L., B.D., or Ordination)
Veterinary Medicine (D.V.M.)

First-professional certificate (Post-degree)—an award that requires completion of an organized program of study designed for persons who have completed the first-professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

Field of study—use Classification of Instruction Programs (CIP), a National Center for Education Statistics publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

H.2 Degrees Granted by Gender and Race/Ethnicity (IPEDS)

Gender
- Male
- Female

Nonresident alien—persons who are not citizens or nationals of the United States and who are in this country on a visa or temporary basis and do not have the right to remain indefinitely.

Black, non-Hispanic—persons having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native—persons having origins in any of the original peoples of North America or who maintain cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander—persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Hispanic—persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, non-Hispanic—persons having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

H.3 Cohort Graduation/Completion Rates [IPEDS Graduation Rate Survey (GRS)]

H.4 Cohort First-Year Retention Rate [Common Data Set (B22)]

H.5 Cohort Transfer Rate [IPEDS Graduation Rate Survey (GRS)]

These outcome measures are taken from the Joint Commission on Accountability Reporting Technical Conventions Manual. The pertinent section of the report is included in Appendix I. IPEDS also defines these outcomes in the following surveys:

- Graduation Rate Survey for 4-year institutions (GRS-1)
- Graduate Rate Survey for 2-year public institutions (GRS-2)
- Graduation Rate Survey for 2-year private institutions (GRS-2A)
- Graduation Rate Survey for less than 2-year institutions (GRS-3)
- Both JCAR's and IPEDS' calculations and definitions conform to Student Right-to-Know legislation.

Appendix I:
Student Advancement Indicators:
Student Advancement, Graduation, and Transfer Rates

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Student Advancement Indicators

This section identifies meaningful, simple and responsive measures of "student success" for all public colleges and universities.

The most commonly mentioned measures of student success are graduation rates, program completion rates and transfer rates. Since there are no universal standardized definitions and computation methods for these measures throughout higher education as a whole, it has been impossible to make valid comparisons between and among institutions—until now.

These traditional measures are further complicated by the assumption that all entering students have the goal of transferring and graduating. In reality, more and more students attend part-time and discontinuously, with increasing numbers never planning to complete a degree.

In response to this changing educational scene, it is time for the higher education community to adopt a new conceptual framework and a uniform methodology: student advancement indicators, based upon 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, and what occurs in public institutions as these students enroll, transfer and complete—graduate from—their programs.

This three-component measurement includes part-time enrollment, "stopping-out" and transferring to other institutions as essential parts of a larger enrollment picture, and corrects the misleading message created by reporting completion or graduation rates only at catalog award time (e.g. four years after entry for a "four-year" degree program). If students find it necessary to "stop out" frequently or enroll with partial loads, even using program completion/graduation rates at an extended award time may not be enough to give those students a fair shot at showing their promise and advancement. Today, the full measurement of a new undergraduate student cohort's rate of graduation or program completion can only be seen once the life cycle of the group has run its course, at the eventual award time.

Using "catalog," "extended" and "eventual" time will help public institutions and their stakeholders understand more about students, their advancement and the institutions. They provide ways of thinking about time to graduation/completion that incorporate the *actual* enrollment and courseload behaviors of many of today's undergraduate students.

Weaknesses

While student advancement indicators provide a framework for addressing some important aspects of student success, they do have weaknesses:

- They do not include students who only want to take three or four courses to prepare for a job, upgrade skills or to test whether college is for them. Although these students may fully meet their educational goals and be successful in their own terms, their success is not included in this advancement indicator. A data-rich institution may still choose to report in greater depth on students who first enroll in de-

gree and certificate programs with the tracked undergraduate student cohort and leave the institution without transferring or graduating, but also show that they satisfied their educational goals.

- They do not include students who go on to graduate school, seek and gain employment related to their undergraduate field of study, or become licensed in an occupation or profession for which they have been trained.

- The indicators do not reflect the extent to which students have learned, and can demonstrate, the critical thinking skills required for the college-educated person in the 21st century.

Despite these limitations, the student advancement indicators are judicious measures that are potentially useful, responsive, valid, reliable and consistent with federal and state laws and regulations.

Making Comparisons

These discussions reflect an important aspect of higher education today: institutional stakeholders want to know more than an institution's transfer rate, graduation rate or student advancement rate. More often than not, they ask:

- is the institution's graduation rate as good as other colleges and universities?

- what is the statewide/regional/national graduation rate?

- is the institution's graduation rate as good as other colleges and universities like it?

- what is the statewide/regional/national graduation rate for colleges and universities like it?

- is the institution's graduation rate changing?

Broadly framed questions end up producing comparisons between "apples and oranges." Institutions need to inquire, answer and report in more qualified and useful ways.

The Joint Commission hopes to encourage educational institutions to produce student advancement indicators according to standard conventions that will yield meaningful comparisons across institutional types and across time. Peer groups should share indicators that relate to the topic under consideration: to compare student advancement, peer institutions would be those with similar Carnegie classifications; missions; students with similar levels of academic preparedness and support measured by indicators such as test scores, high school rank, English language competency and parental education; campus residential living versus commuting; student ethnicity; student gender; and student preferred/required pace to degree. Understanding the differences between institutions and the students they serve will facilitate comparisons among institutions.

New Undergraduate Student Cohort

Accountability indicators—such as advancement, continuing enrollment (persistence), transfer and graduation—require tracking students across time. Standard federal definitions for Integrated Postsecondary Education Data System (IPEDS) reporting (6/1/93 revision) frame the basic data elements of this new undergraduate student cohort. For accountability reporting purposes, it makes the most sense to track

only fall term cohorts. Most institutions and existing state reporting systems already use the components of the recommended definition for the new undergraduate student cohort. Institutions that wish to may still establish, track and report on additional cohorts such as winter and spring term cohorts, or new graduate student cohorts.

The new undergraduate student cohort consists of first-time freshmen and undergraduate transfer students at the reporting institution who are enrolled at the institution's official fall reporting date in undergraduate programs and courses for credit leading to a certificate, associate or baccalaureate degree (if an institution only tracks enrollment in courses that can be credited toward a certificate or degree, that is considered program enrollment, according to IPEDS definitions).

Institutions should report separately about the first-time freshmen cohort and undergraduate transfer cohort because advancement indicators will mean the most to students and their parents based on the student's status at entry.

In tracking the cohorts and in compliance with Student Right-to-Know legislation, institutions may leave out those who receive full refunds for tuition during the fall term; leave for military service, religious missions or volunteer work; or die before completing a program.

Data Elements and Definitions

The Joint Commission urges institutions to use these key elements of data and definitions for those elements to enhance the public's ability to make appropriate comparisons.

Official fall reporting date: the date (in the fall) on which an institution must report fall enrollment data to either the state, its board of trustees or governing board, or some other external governing body. Most institutions have an official fall census date on which the institution captures enrollment and other records for reporting purposes. The dates of capture and the dates of reporting may not coincide. It should be enough to note that the institution uses the basic IPEDS definition for the number of first-time freshmen reported to the state and reported through IPEDS, and that is the same as the number of first-time freshmen selected for advancement reporting.

Undergraduate—a student enrolled in a four- or five-year bachelor's degree program, associate's degree program or vocational or technical program below the baccalaureate.

First-time freshmen—students entering the reporting institution for the first time who have never attended any college, including students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).

Undergraduate transfers—students entering the tracking institution for the first time but are known to have previously attended another undergraduate postsecondary institution. Students may transfer with or without credit.

New undergraduate student cohort—first-time freshmen and undergraduate transfers to the reporting institution who are enrolled at the official fall reporting date in undergraduate programs and courses for credit leading to a certificate, associate or baccalaureate degree.

First-time freshman cohort—the first-time freshman component of the new undergraduate student cohort.

Student Right-to-Know cohort—first time freshman cohort minus students enrolled less than full time *(see p. 20).*

Undergraduate transfer cohort—the undergraduate transfer component of the new undergraduate student cohort.

Student Advancement Rate

Student Right-to-Know (SRTK) legislation and other efforts have tried to create a single measure of higher educational accountability that focuses on student success at institutions of higher education. While a single measure of student success is unlikely, and multiple measures of student success are quite important, the student advancement rate is the best single measure of how students progress educationally after entering educational institutions. It is a more accurate reflection of what actually happens to students than single, discrete graduation, transfer or continuation/retention rates.

To enhance the value of the student advancement rate, the student advancement rate should be reported at three points in time: catalog award time, extended award time and eventual award time (definitions follow). Under SRTK, an institution's student success rate must be reported at "150 percent of normal time to degree." The definition of extended award time is consistent with SRTK legislation. Some higher education stakeholders may be concerned that undergraduates are not getting the four-year degree in four years. Reporting at the eventual award time is fairer to students who must juggle work, family and educational priorities by "stopping out" frequently or enrolling with partial loads, demonstrating the true advancement of such students. Reporting at all three points creates an opportunity and framework to engage in more effective dialogue about student advancement.

Institutions need not track a new undergraduate student cohort beyond the usefulness of the information. For students who enroll continuously, and who take and complete courses to get a six-month certificate in six months, two-year associate degree in two years or four-year baccalaureate in four years, reporting at catalog award time alone may allow the institution, students, parents and other institutional stakeholders to gauge and reflect effectively on the advancement of students at the institution.

Since the student advancement rate also has components that may not be a part of an institution's student information data base at this time, the format for reporting the student advancement rate anticipates uneven availability of data. This should help such institutions make appropriate comparisons with similarly situated peers, as well as gain insights from peer institutions with more comprehensive data bases.

Data Elements and Definitions

These data elements and definitions are needed to calculate and to present the student advancement rate. The student advancement rate uses the new undergraduate student cohort (the terms "cohort" or "cohort group" refers to the new undergraduate student cohort) defined earlier in this section.

Student advancement rate—the sum of enrolled students plus graduated students plus transferred students

in the cohort group, divided by the number of students in the cohort group.

Student advancement = (number of cohort enrolled + graduated + transferred) ÷ total number in cohort

Students are successfully advancing if, during the term for which a report is calculated and reported, they (1) are still enrolled at the institution, (2) have transferred to another institution or (3) have graduated.

Enrolled students—cohort students still enrolled at the reporting institution during the term for which the student advancement rate is calculated and reported.

Full time students—(for SRTK reporting). At the undergraduate level, a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week for each term.

Graduated students—cohort students who have received a degree or certificate from the reporting institution in which they enrolled.[1]

Transferred students—cohort students who transfer before graduating to another institution of higher education (public, private or proprietary) to continue their education. For the purpose of SRTK, disclosure an institution must report the rate of students who transferred out if the institution has information on any such students. To report a student as transferred out, the institution must verify that the student has transferred out by complying with the documentation requirements of 34 CFR 668.46.

Not enrolled students—cohort students not enrolled at the reporting institution during the term for which student advancement rate is calculated and reported and who have neither transferred to other institutions nor graduated. If a student "stopped out" during a particular reporting term but re-enrolls, transfers or graduates over time, the student's advancement will be recorded and reported in those later terms.

Catalog award time—the point of time in which all requirements for a degree or certificate are completed by students at an institution according to catalog convention, typically, four years for a "four-year" bachelor's degree, two years for an associate degree and varied time frames for vocational programs—considered "traditional" or "normal" time to award conferral.

Extended award time—150 percent of the catalog award time—for a four-year bachelor's degree, six years; for a two-year associate degree, three years—the point in time specified in SRTK legislation to measure student success. One of the major reasons why Student Right to Know (SRTK) legislation stipulated reporting at this extended award time is that financial aid regulations (and federal reporting requirements) allow students to be classified as full time while taking only 12 credits each term, even though those students would have to take at least 15 credits per term to graduate at the catalog award time. The extended award time is the time that lets federally defined full-time undergraduates who enroll and receive continuously full-time federal financial aid, to show their full measure of "student success"—graduate

[1]In the overall student advancement rate students who both graduate with a certificate or degree and who also transfer are counted only once. For the purposes of SRTK, students who graduate and subsequently transfer-out are included in the graduated cohort and not the transfer-out cohort.

and receive their award.

Eventual award time—the point in time at which nearly all—95 percent—of a cohort has graduated or completed. This lets students who must take partial loads and "stop out" demonstrate their full measure of progress toward their completion objective. Some institutions already have tracked the life cycles of several new student cohorts, know their institution's eventual award time and are prepared to report on a full cycle of student advancement rates. Eventual award time can be approximated from an annual degree file with a backwards assessment of time to award.

Calculation protocols

Data will be collected and reported at an institution's catalog award time, extended award time and eventual award time. However, that data may be reported at other points in time, such as student advancement after the first term or at the end of the first year.

The components of the student advancement rate, which will be expressed as percentages, are:

a. enrolled student rate—number of cohort students still enrolled at an institution divided by the total number in the cohort group.

b. graduated student rate—number of graduated cohort students divided by the total number in the cohort.

c. transferred student rate—number of transferred cohort students divided by the total number in the cohort.

The overall student advancement rate includes a student who earns a certificate or degree and also transfers in the "graduated students" category, not in the "transferred students" category. When the transfer rate itself becomes the accountability measure of focus, both graduates and non-graduates who transfer count.

d. student advancement rate—number of cohort students who advanced divided by the total number in the cohort, which should equal the sum total of (a), (b) and (c).

e. SRTK transfered student rate—The transferred student rate = the number of students in the SRTK cohort who transferred out within 150 percent of normal time for which the institution has documentation ÷ SRTK cohort.

Communication Recommendations

To illustrate the usefulness of the student advancement rate, suppose that the first-time freshman cohort at a community college consists of 100 students. At the end of the first year, 65 are still enrolled, none have graduated and 15 have transferred. At the end of the second year (the catalog award time), 40 students are still enrolled, 15 have graduated and 25 have transferred. At the end of the third year (the extended award time), only 20 are still enrolled, but 25 have graduated and 35 have transferred. At the end of the n^{th} year (eventual award time), no students are still enrolled, but 40 have graduated and 40 transferred. In this illustration, the student advancement rate was frozen at 80 percent to emphasize the transition from still-enrolled to transfer and graduation.

This graph shows that 40 percent of the students in the cohort eventually graduated and another 40 percent transferred. The approach called for by Student-Right-to-Know legislation only looks at student outcomes at the extended award time mark when only 25 percent of the students have completed.

This approach also shows how student advancement components (Graph 4) change over time. The percent of students in a cohort who graduate (the graduation rate) and the transfer rate for non-graduates continue to rise over time while the number still in school decreases.

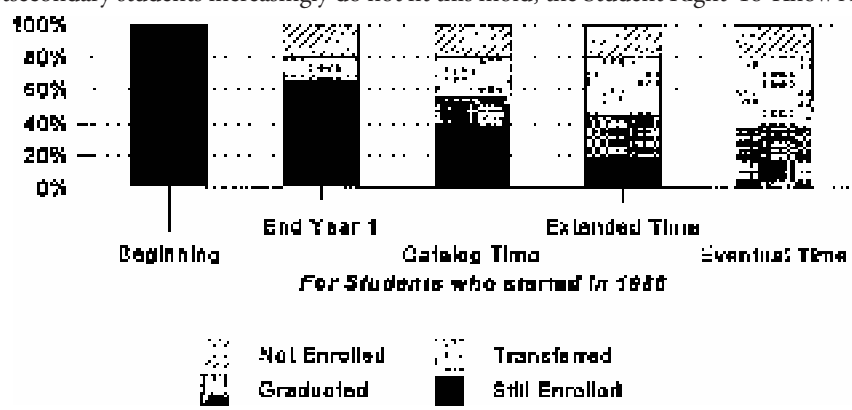
Many factors prompt students to take longer to graduate than catalog award time or even extended award time. For instance, students are considered full time and eligible for federal financial aid when they take as few as 12 credit hours per semester. Completing a 120 hour bachelor's program at that rate takes more than four years unless summer session classes are a regular part of that student's program. Other factors such as family responsibilities, job pressures, and willingness to assume debt affect the rate at which students take courses.

Student Graduation Rate

Many in the public regard success in graduating students as an institution's primary accountability indicator. While graduation rates represent only one aspect of student success, the Joint Commission acknowledges the fundamental importance the public accords the graduation rate and, therefore, seeks to generate a broader understanding of the complexities of a simple graduation rate.

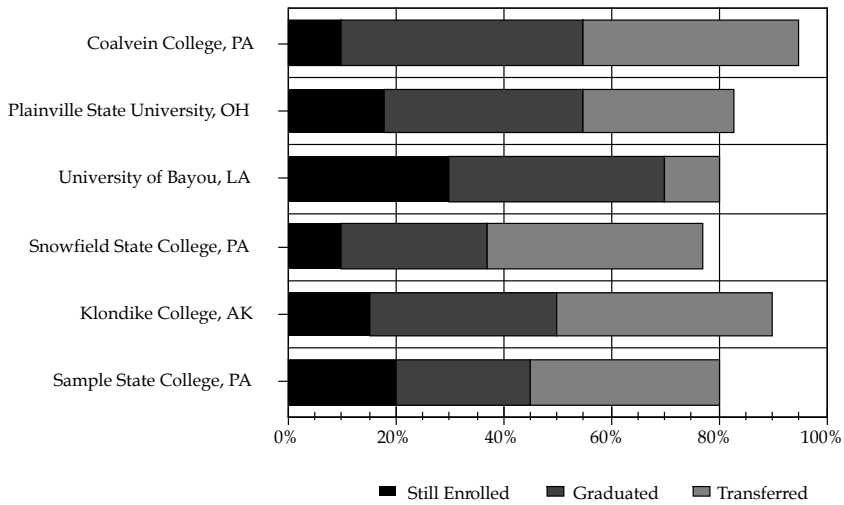
Graduation rates usually look appealingly simple and seemingly precise. The Joint Commission recognizes that much criticism of postsecondary education reflects the often held perception that students enter higher education directly from high school and enroll continuously with the intention of completing a program of study within a traditional time frame.

Since postsecondary students increasingly do not fit this mold, the Student Right-To-Know Act (SRTK)



suggests, for consumer right-to-know purposes, that institutions should report only on first-time, "full-time" students. SRTK legislation also only requires institutions to report student graduation or completion of a program of study at "150 percent of normal time to degree" (extended award time), since reporting graduation rates at the four-year marker point understated the actual graduation behavior of postsecondary students and their institutions.

Graph 4. Student Advancement Rate—1986 Cohort at Similar Colleges and Universities



Report prepared using JCAR conventions

While an institution's ability to graduate students who enter with the intent of completing a program of study is primary, there is also an obligation to educate the public about the realities of student life. The different definitions and indicators recommended here will do a better job of reflecting current institutional and student realities, while remaining true to the intent of SRTK legislation.

Reincorporating "part-time" students into graduation rate reporting is important because:

- Restricting accountability reporting only to "full-time" students makes it hard to compare"apples to apples"—students who are "full time" in the first term of entry at many institutions simply don't stay that way. In one large state university system, for example, only a third of the first-time freshmen who enrolled in 12 or more credit units at entry enrolled continuously for 12 or more credit units in subsequent terms.

- It doesn't make sense to exclude the majority of students at a great many public colleges and universities from the equation. More and more "non-conventional" students are juggling work and family priorities with getting a college degree. To include "non-conventional" and "non-traditional" students in the accountability framework requires new ways of categorizing students—by their enrollment and course-load patterns—but is vital to a true picture of what happens. Taking multiple "snapshots" of graduation over time and for different student attendance patterns will improve information about students' full measure of graduation, for stakeholders and institutions.

Graduation rate snapshots should be taken at catalog award time, extended award time and eventual award time. Catalog load student, extended load student and partial-load student provide clusters that link directly to the times at which snapshots are taken.

These more realistic presentations of graduation rates will let institutions show the differing needs and goals of their student bodies, and will allow for identification and comparison between and among similar institutions.

In order to have these reporting conventions also cover SRTK requirements for disclosure, the IPEDS definition for "full time" and an appropriate calculation rule have been incorporated in these recommendations. PLEASE NOTE: These recommendations *do not* cover the requirements for reporting about students receiving athletics-related student financial aid.

Cost issues

There admittedly may be a start-up cost to implement these recommendations. In addition to calculating graduation rates at three award-times for three groups of students categorized by course-load patterns, institutions also 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 as 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.

However, for institutions whose students show little or no variation in enrollment and course-load patterns, institutional graduation rate reporting would basically remain unchanged from today's practices. For institutions whose students show a great deal of variation in enrollment and course-load patterns, the recommendations only require making some additional calculations at institutional entry and doing some sorting at the student cohort's catalog award time, before calculating the catalog award time graduation rate. As a practical matter, the recommended approach is comprehensive, judicious and feasible.

Data Elements and Definitions

The recommended approach takes actual student behavior into account. It begins by classifying students into one of three categories, based on the average number of units per term the student attempted during the the period of enrollment at the institution, up to catalog award time.

Each student in a cohort should be classified as a catalog load student, an extended load student or a partial load student, according to data available at the end of catalog award time, for four reasons:

- The period of time is long enough for students to demonstrate basic enrollment and course-load behaviors;

- While it might be theoretically possible for students to radically change behavior and categories after catalog award time ends, the likely magnitude of such changed behavior would not significantly alter the values nor the meaning of the data reported under the proposed guidelines;

- Keeping the number of recommended snapshots to these three is practical; and

- Although subsequent re-categorization of students might be useful, adding another layer of complica-

tion would make the reporting altogether too bewildering.

These additional data elements and definitions are needed to calculate the graduation rates under this new system:

Term—semester, quarter or other recognized institutional time module.
Catalog load student (CLS): a student who, on average, attempts a course load per term that leads to graduation within the catalog award time for the program of study in which the student is enrolled, such as within two years for a two-year associate's degree or four years for a four-year bachelor's degree.

Extended load student (ELS)—a student who, on average, attempts a course load per term that is not enough to lead to graduation by catalog award time, but is enough to graduate by the extended award time (150 percent of catalog award time or normal time to degree, according to federal Student Right-to-Know [SRTK] legislation), that is: more than two years but within three years for a two-year degree; more than four years but within six years for a four-year degree.

Partial load student (PLS)—a student who, on average, attempts a course-load per term that is not enough to lead to graduation by the extended award time.

Elapsed time—the number of regular terms, excluding summer terms, occurring from the student's first through last term of enrollment, inclusive, whether or not the student was actually enrolled in each term.

Calculation Protocols

The calculation protocols assume a semester system, for simplicity of description, but can be translated to any type of term.

Determining Students' Load Status

Students' average loads are based on course-load enrollment patterns over their entire period of enrollment. Students are assigned to one of three load equivalencies, based on their average course-loads per term: catalog load student (CLS), extended load student (ELS) and partial load student (PLS).

Two components are required to determine a student's load equivalency: the standard to be met for classification into the load categories and the student's average course-load.

Determining the Load Standards

The standard for catalog load students is determined by dividing the number of credit units required to complete the degree by the catalog award time. Example: the standard for a four-year degree program of 120 units is 15.0, since it would, on average, require the completion of 15 units per term for eight semesters or four years, i.e., 120 units/8 semesters = 15.0 units per term (adjusted to the catalog requirements of the awards being reported by the institution).

The standard for extended load students is determined by taking the credit units required to complete the degree and dividing by the extended award time. Example: the standard for a four-year or 120 unit degree

program completed in 150 percent of catalog award time is 10.0, since it would, on average, require the completion of 10 units per term for 12 semesters or six years, i.e., 120 units/12 semesters = 10.0 units per term (adjusted to the catalog award requirements of the reporting institution).

The standard for partial load students is a course-load less than that required to complete the degree by extended award time—less than 10.0 units per term for a four-year or 120-unit degree program (adjusted to the catalog award requirements of the reporting institution).

Calculating a Student's Average Course-Load

A student's average course-load is the total number of units the student attempted while enrolled at the reporting institution, divided by the total elapsed terms of possible enrollment between the dates of the student's first and last enrollment, inclusive (including credit by exam during and after the first term of entry).

Student average course-load = Total credit units attempted ÷ total elapsed terms of possible enrollment

Since the rationale underpinning these definitions and calculation algorithms is not intuitively obvious, some explanation may help.

It makes sense to try to categorize students into groupings that distinguish those who enrolled at a pace and attempted course-loads allowing them to graduate by the catalog award time, from those progressing with a pace and load pattern allowing graduation by the extended award time, from those progressing with more stop-outs and/or light course-loads. However, capturing these distinctions required more creativity than expected. Counting credit units attempted at any time (that is, including summer sessions) during and after first enrollment at the reporting institution, and anywhere (including units earned by examination), divided by the elapsed terms of possible "regular" enrollment, provides a consistent and stable indicator that categorizes students in commonsense ways. These examples illustrate the nuances of the definitions and algorithm.

Example 1: a catalog load student (CLS)—A student enrolls in a four-year degree program of 120 units in fall 1990, spring 1991, summer 1991 and fall 1991 (three elapsed semesters of possible enrollment: fall 1990, spring 1991 and fall 1991; summer sessions do not count) and attempts 12, 13, 6 and 15 credit units, respectively, for a total of 46 hours. This student meets the criteria for a catalog load student (46 units/3 terms = 15.3 units attempted per elapsed semester is greater than the criterion of 15).

This student's pattern of enrollment and course-load taking is consistent with our commonsense notion of a student who is making college-going and - completing truly top priority.

Example 2: an extended load student (ELS)—A student enrolls in a two-year degree program of 60 units in fall 1990 and summer 1991, fall 1991, spring 1992 (four elapsed semesters of possible enrollment: fall 1990, spring 1991, fall 1991, and spring 1992 with summer 1991 not being counted) and attempts 18 units, 10 units, 18 units, 8 units respectively, for a total of 54 units. This student meets the criteria of an extended load student (54 units/ 4 elapsed semesters of possible enrollment = 13.5 units per semester), since the student's average course-load is less than 15 units per semester but more than 10.

This student's pattern of enrollment and course-load taking is consistent with the getting the two-year associate degree in three years. This student could be considered "full-time" because his/her course-load was ambitiously "full-time" at entry (18 units), but the subsequent enrollment pattern clarifies the somewhat unpredictable juggling needed to progress to degree.

Example 3: a partial load student (PLS)—A student enrolls in a four-year degree program of 120 units in fall 1990, fall 1991, fall 1992 and fall 1993—and attempts 16 units each semester, for a total of 64 units. This is a partial load student (64 units/7 semesters = 9.1 units attempted per elapsed semester of possible enrollment), since the student's average course load is less than 10.0 units per semester (the seven terms of possible enrollment include spring 1991, spring 1992 and spring 1993, even though the student was not enrolled).

While this pattern of enrollment and course-load may not be a predominant pattern for most postsecondary institutions, it illuminates the shortcomings of many conventional ways of classifying "full-time" and "part-time" students. The student in this illustration carried a heavy academic load every term enrolled. Knowing the stop-out pattern clarifies that misleading nature of calling such a student "full-time." Students with patterns like this may work for one term to pay for going to school the next, or switch school and work/home responsibilities with a spouse so both may progress to degree.

Calculating Entry Class Level for New Transfers

Transfer student graduation rates are reported by the transfer student's class level at the time of first enrollment at the reporting institution. Based on the transfer credit accepted, students should be assigned to the class levels in the following way (semester units are assumed):

- Freshman transfer—at least 12 but fewer than 30 semester units of transfer credit
- Sophomore transfer—at least 30 but fewer than 60 semester units of transfer credit
- Junior transfer—at least 60 but fewer than 90 semester units of transfer credit
- Senior transfer—at least 90 semester units of transfer credits

Reporting institutions, such as community colleges which do not have all four class levels, would only report those class levels that they have. Transfer students entering community colleges, for example, would be classified as freshmen or sophomores, based on whether they had at least 30 semester units of transfer credit.

Calculating the SRTK Graduation Rate

The number of graduated students (by 150 percent of catalog award time) from the SRTK cohort divided by the total number in the SRTK cohort.

Communication Recommendations

Freshman graduation rates—to illustrate the recommended graduation rate reporting, suppose that the fall first-time freshman student cohort at a senior institution consists of 200 students enrolled in "conventional" four-year degree programs. The recommended approach, at the end of the catalog award time, classifies cohort students (that is, those students who started together four years earlier) into course-load

groups. The students who, on average, attempted credit hours at a rate needed to complete the degree in catalog award time are catalog load students (CLS). In Table 3, 108 of the 200 first-time freshmen—54 percent of the first-time freshmen—attempted course-work at this pace. An additional 28 of the 200 freshmen were classified as extended load students—about 14 percent of the first-time freshmen; and 64 were classified as partial load students (PLS)—about 32 percent of the first-time freshmen cohort.

Table 3, above, includes SRTK disclosure information. This information must be reported to the public not later than the January 1 following the elapse of 150 percent of normal (i.e., catalog time) time for your institution's longest program.

The second and third columns of the table below detail the number and percent of CLS, ELS and PLS students in this institution's first-time freshman cohort. This hypothetical institution has a freshman class that one might call one-half "traditional" or "conventional," that is, students taking an average of at least 15 units per term, with one in three students taking course loads of less than 10 units per term on average.

At the catalog award time (four years for four-year programs), 65 percent or 70 of the CLS first-time freshmen received degrees. In contrast, the overall first-time freshman graduation rate at catalog award time was only 35 percent, an accountability indicator that, taken alone, might create erroneous conclusions about the graduation of institutional freshmen at this institution.

At the extended award time (six years for four-year programs), a total of 90 first-time freshmen have received their degrees—45 percent. Among CLS students, 69 percent or 75 have received their degrees; among ELS students, 54 percent or 15 have received degrees, while no PLS students have received degrees yet.

At the eventual award time (the point of time at which 95 percent of all awards to a starting cohort have been conferred), 130 first-time freshmen have received their degrees—65 percent. Among CLS, nearly three in four have graduated—74 percent. The ELS first-time freshmen graduate at a rate of almost two out of three—64 percent—and one out of every two PLS received a degree.

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, award times and conferral of awards.

The SRTK Graduation Rate requires use of the SRTK cohort (defined on page 19). This number should be listed in the cohort size column. The portion of total cohort is the SRTK cohort divided by the now undergraduate student cohort of Table 3. For example, if the SRTK cohort is 136 then the portion of the total cohort is 68 percent. The SRTK graduation rate should be reported in the extended time column. SRTK does not recognize catalog time or eventual time.

Transfer graduation rates—to illustrate the recommended graduation rate reporting for transfer students, suppose that the fall first-time transfer student cohort at a hypothetical senior institution consists of 200 students enrolled in "conventional" four-year degree programs. At the end of the catalog award time, those students who started together as fall cohort new transfers at the reporting institution are classified

Table 3. Sample State College Freshman Graduation Rate for 1986 Cohort

			Graduation Rate By		
Student Study-Load Category	**Cohort Size**	**Portion of Total Cohort**	**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%
Student Right-To-Know (SRTK)	136	68%	_	56%	_

by entry class levels and load equivalency groups in a two-step process.

First, the entry class levels should be assigned as follows (semester units are assumed):

- freshman transfers are new fall cohort students entering with at least 12 but fewer than 30 semester units of transfer credit.

- sophomore transfers are new fall cohort students entering with at least 30 but fewer than 60 semester units of transfer credit.

- junior transfers are new fall cohort students entering with at least 60 but fewer than 90 semester units of transfer credit.

- senior transfers are new fall cohort students entering with at least 90 semester units of transfer credit.

- institutions such as community colleges, which do not have all four class levels, would classify the new transfers into the class levels of the reporting institutions.

The second step (for each class level of transfers) is to separate them into students who, on average, have enrollment and course-load patterns at the reporting institution sufficient to get the award by catalog award time, extended award time and eventual award time. These students are then classified as catalog load students (CLS), extended load students (ELS) and partial load students (PLS), respectively. The graduation rates are calculated and reported by the combined class level/course-load categories to provide better information about student performance.

In Table 4 above, 111 of the 286 fall cohort transfers—38 percent—were classified as freshmen at first enrollment. Five of these, or 2 percent of the total cohort, attempted an average course-load sufficient to graduate in catalog award time and were classified as catalog load students. Ten other freshman transfers were classified as extended load students, while the remaining 96 were classified as partial load students. An additional 37 students—12.9 percent of the transfers —were classified as sophomore transfers at

Table 4. Transfer Graduation Rate Illustration Fall 1986 Transfers Sample State College

			Graduation Rate By		
Load/Class	**Cohort Size**	**Portion of Total Cohort**	**Catalog Time**	**Extended Time**	**Eventual Time**
Catalog load students					
Freshman	5	2%	40%	60%	60%
Sophomores	8	3%	38%	50%	50%
Juniors	20	7%	30%	45%	50%
Seniors	7	2%	14%	43%	57%
Total (CLS)	40	14%	30%	48%	53%
Extended load students					
Freshman	10	3%	10%	30%	40%
Sophomores	14	5%	14%	29%	43%
Juniors	16	6%	13%	25%	44%
Seniors	20	7%	15%	25%	40%
Total (ELS)	60	21%	13%	27%	42%
Partial load students					
Freshman	96	34%	0%	1%	2%
Sophomores	15	5%	0%	7%	13%
Juniors	35	12%	6%	6%	17%
Seniors	40	14%	0%	3%	18%
Total (PLS)	186	65%	1%	3%	9%
Total transfers	286	100%	8%	14%	22%

first enrollment by the reporting institution. The 37 sophomore transfers were divided into eight CLS, 14 ELS and 15 PLS students. There were 71 transfers who were classified as junior transfers. These were further divided into 20 CLS, 16 ELS and 35 PLS students. Finally, there were 67 transfers who were classified as senior transfers based on the transfer credit accepted. These 67 students were further divided into seven CLS, 20 ELS and 40 PLS students. The resulting division of the cohort into these groupings is shown in the first two columns of data.

In this table, the catalog and extended award times for reporting graduation rates must be adjusted by the class level of the students. Freshman transfers receive the standard times—the same as other freshmen. Sophomore transfers receive one less year than the freshman transfer catalog and extended award times. Junior transfers receive two fewer years than the freshman transfer catalog and extended award times, and senior transfers receive three fewer years than the freshman transfer catalog and extended award times. This adjusts for the course work already accumulated at the time of enrollment.

At the catalog award time (four or fewer years for four-year programs, depending on the student's class level), these CLS transfers received degrees at a higher rate than did ELS or PLS transfers. This generally held true even when entering class level was considered. Students transferring fewer number of credit units are more likely to fit those units into degree requirements at the new institution and remain on schedule for their degrees. The tables also show that none of the PLS students took enough course-work to graduate by catalog award time, as would be expected.

At the extended award time (six or fewer years for four-year programs, depending on the student's class level), the CLS students still have higher graduation rates than ELS or PLS students. Again, the CLS students outperformed the others, even when entering class level was taken into account. Even at extended

award time, few PLS students have received degrees, as might be expected.

At the eventual award time (the point of time at which nearly all—95 percent—awards to a starting cohort has been conferred), the CLS transfers have the highest graduation rates, followed by the ELS and PLS transfers. This pattern holds even when entry class level is taken into account. The table makes it easy to see and understand such information about the relationship between enrollment patterns and degree completion. The table requires more effort to create than does a single graduation rate number, but provides more and better information.

Alternative Versions of Tables

The same freshman table may present a community college; minor changes would be required in the text.

Student Transfer Rate

The issue of transfer rates has historically been of most interest to community colleges because of their mission to provide the first two years of undergraduate education and to prepare students to transfer to baccalaureate-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. These four patterns do not even 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 another institution. It also is important to remember that in calculating the student advancement rate discussed earlier in this chapter, the Joint Commission recommended that 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 convention was adopted to avoid double-counting. In reporting rates of students transferring to another institution, a reporting institution's transfer rate calculation includes all students who transferred, including those who also, for instance, received an associate degree or a vocational certificate, since the full measure of the transfer function is the intent of a focus on transfer rate.

Introducing the notion of committed and occasional students should clarify the transfer function. It will help demonstrate the student behavioral commitment to transfer, which is important to any serious contemplation of "holding an institution accountable."

There are, of course, many other issues and facets about the transfer function—quality of preparedness for work after transfer, extent to which college credits are accepted in transfer by another institution,

transferability of specific courses, extent to which students need to repeat courses taken elsewhere thereby prolonging their education, and students' academic achievements after transfer. These are legitimate and important public policy and institutional concerns, but even the seemingly simple tracking of transfers cannot be universally accomplished today across the nation's public universities and colleges.

Data Elements and Definitions

The new undergraduate student cohort proposed for calculating and reporting student advancement and graduation rates applies here.

Before an institution should be "held accountable" for the progress of its students, there should be an opportunity for the institution to have an impact. There is no agreement on how much commitment it takes for a student and an institution to recognize that the student is committed to transfer, but there is consensus that some level of college-level credit completion must be visible. Completing 12 or more college-level semester credits signifies the student has made a commitment both to the institution and to his or her education. Transfer rates should be reported both on committed and occasional students, with the emphasis in accountability placed on the committed student transfer rate.

Committed student—a student who earns grades (including failing grades) in 12 or more more college-level semester credits, or quarter-equivalents, of college level work within the first two years of enrollment at the institution.

Occasional student—a student who earns fewer than 12 semester credit hours of college-level work within the first two years of enrollment at the institution.

Transferred student—a student who enrolls in another postsecondary institution in a term after the fall in which he/she was included in the cohort of the previous institution of enrollment.

Calculation Protocols

Transfer rate—the number of students who transfer to another institution divided by the number in the cohort; subdivided into two subsets.

Committed student transfer rate—the number of committed students who transfer, divided by the number of committed students in the cohort.

Occasional student transfer rate—the number of occasional students who transfer, divided by the number of occasional students in the cohort.

Data Collection Methodology

Unlike the calculation of graduation rates and still-enrolled rates, calculating transfer rates depends on having data about students who do not remain inside an institution's student data base. When a student leaves an institution, knowledge about the student's "new" location must come from outside the institution.

The most straightforward, and ultimately the most cost-effective resource for calculating transfer rates would be a national data system that includes the key data elements, including student social security

Table 5. Transfer Graduation Rate Fall 1986 transfers Sample Community College

			Graduation Rate By		
Load/Class	**Cohort Size**	**Portion of Total Cohort**	**Catalog Time**	**Extended Time**	**Eventual Time**
Catalog load students					
Freshman	36	18%	28%	36%	39%
Sophomores	28	14%	21%	32%	36%
Total (CLS)	64	32%	25%	34%	38%
Extended load students					
Freshman	30	15%	3%	10%	23%
Sophomores	24	12%	4%	17%	21%
Total (ELS)	54	27%	4%	13%	22%
Partial load students					
Freshman	47	23%	0%	2%	4%
Sophomores	36	18%	0%	3%	6%
Total (PLS)	83	41%	0%	2%	5%
Total transfers	201	100%	9%	15%	20%

numbers. Establishing such a resource can be pursued through collaborative efforts of institutions, SHEEOS, higher education associations and the Department of Education, using the experience of states that have statewide data systems in use (states' experiences suggest that the national data system should be kept simple).

States that have established shared data systems (e.g., Florida and Illinois) will continue to use them and seek to expand them, by including independent and proprietary institutions until a national data system might become available. Even with a national data system, it is likely that state systems will include additional data elements appropriate for statewide and specialized studies that are not feasible nor advisable for a national data system.

If there are no shared data systems, institutions might pursue the following strategies to report transfer rates:

- *Electronically obtain information to track transfers to other institutions through the "sending" institutions (institutions where students were formerly enrolled)*—"Sending" institutions provide potential "receiving" institutions with the social security numbers of former students, and request that "receiving" institutions match them against enrollment files and flag any that match. The appended file then is electronically transmitted back to the "sending" institution. To reduce costs, review potential "receiving" institutions' statistical reports on transfers to reveal the strongest ties to the "sending" institution.

- *Electronically transmit information on transfers through the initiative of "receiving" institutions (i.e., institutions that enroll students with transfer credits)*—"receiving" institutions electronically transmit a formatted listing of new transfers to "sending" institutions, containing enough data (including social security numbers) for the "sending" institution electronically to incorporate a transfer flag in its student data base. If every "receiving" institution maintained a record of the transfer student's last college of enrollment and transmitted information back to "sending" institutions, all "sending" institutions could fully track an institutional transfer rate.

Although institutions that receive transfer students typically record only the student's last college of enrollment or the college at which most transferrable credits were earned (if any such information is recorded), and while this somewhat complicates transfer tracking under this strategy, it is still sufficient information to report transfer rates if the information is shared with prior institutions.

- *Survey students about their transfer activities*—while this will produce less complete results than institutional exchanges of data, it will be useful for institutions that cannot initiate electronic exchanges. One way to do such a survey is to send a postcard to every student who requests a transcript, asking them to indicate if they have transferred and, if so, to what institution. Another possibility is to survey non-returnees, asking them if they have transferred and, if so, to what institution—assuming a sufficiently high response rate, a sample would suffice.

Little today is reported on transfer rates because of the interinstitutional cooperation and collaboration required. Individual institutions and states may find it useful to report transfer rates at catalog, extended and eventual award times, as well as to use the concepts of catalog-load, extended-load and partial-load students to illuminate the nature and process underlying the transfer function.

Communication Recommendations

The following table format is a recommended way for institutions to report transfer rates.

An institution can use the same table format to report data only for 1st-time freshmen or incoming transfers.

For community colleges, two additional dimensions that describe students' attributes are often deemed especially important in assessing transfer: (a) students' programs, transfer or vocational, and (b) whether students earned associate degrees. The suggested table below might help community colleges present additional details about transfer rates.

Licensure Pass Rates

Gathering and interpreting licensure pass rates pose special problems. Most important, institutions of higher education do not control the process.

While public higher education institutions embrace valid reporting on the extent to which program completers become licensed and certified, public higher education cannot accomplish these objectives without a partnership with state agencies responsible for licensure and certification. If the federal and state governments care about institutional licensure pass rate, then executives and legislators must recognize and encourage state licensing agencies, the professions and vocations in the state, and higher education institutions to collaborate in being accountable. State attorney generals could facilitate accountability reporting on licensure with the identification and broad promulgation of occupations and professions in their states that are regulated by state licensure and certification.

Because certification and licensure are fundamentally state-mandated and-controlled activities, attempts to compare licensure pass rates across states generally is not advisable, 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 in professions with nationally enforced standards.

Data Elements and Definitions

Licensure—granting licenses, especially to practice a profession—nursing, architecture, teaching.

License—a permission granted by competent authority to engage in a business or occupation, or in an illegal activity without such certification.
First-time test taker: a person who has completed a program necessary for licensure during the previous year and who takes the appropriate licensure examination for the first time.

Passing—achieving a "passing" grade in all components of a test taken at the same sitting.

Calculating the Pass Rate

The licensure pass rate can be calculated by dividing the number of first-time test takers who take and pass the examination, by the total number of first-time test takers who take it.

Collecting Data

Where there is no broad statewide collaboration between the state attorney general, state postsecondary institutions, and state licensure and certification agencies, each institution should work with the department of professional regulation (or similar body or bodies) in each state. In theory, institutions could submit a list of previous-year graduates, including, at least, social security number and program of study; gender and ethnicity could also be included. The department could match by social security number and provide a summary report to the institution on the number tested and the number who

Table 6. 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%

Table 7. Sample Community College Transfer Rates for "Committed" Students for the Fall 1987 Cohort

	Transfer Program	Vocational Program
Graduated with associate degree		
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%

passed the first time. Optional information would include first-time pass rate by ethnicity and gender, (and later after additional testing.)

This strategy would not work in a few programs, where issuing a license is a multi-stage event, such as medical doctors and, in many states, teachers. In these cases, institutions must gather and report the data as effectively and efficiently as possible.

A survey also could be used, although its reliability and validity would depend entirely on response rates and self-reported licensure passage.

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