DOCUMENT RESUME

ED 450 819 JC 010 193

AUTHOR Mundhenk, Robert T.
TITLE Institutional Effectiveness and Unemployment Insurance Data. White Paper.
INSTITUTION American Association of Community Colleges, Washington, DC.
PUB DATE 2000-00-00
NOTE 13p.
AVAILABLE FROM For full text: http://www.aacc.nche.edu
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Community Colleges; *Education Work Relationship; *Employment Statistics; Job Placement; Outcomes of Education; Student Employment; Two Year Colleges; *Unemployment Insurance; *Vocational Followup

ABSTRACT

This paper describes the value of using unemployment insurance (UI) wage data for measuring college graduates' success in employment and discusses how some colleges are using the data within the limitations of their states. Although colleges have always been able to produce limited outcome data such as graduate placement reports, other potentially more sensitive indicators--job retention, promotion, and salary increases, for example--are notoriously more difficult to obtain. Colleges in several states have begun using UI wage data to track existing students. The federal government already requires states to collect wage data from businesses, and although the data are not specifically designed for tracking students, they are a useful tool for identifying students' post-community college employment. The data indicate who is working, what their quarterly wages are, and in which industry they are employed. Most community colleges do not have access to centralized data that overcome the difficulty of unreported moves and changes of name or employer. State UI systems, however, have this kind of data, as well as information on quarterly earnings. They thus represent a valuable means of tracking and reporting on both graduates and nondegreed completers who remain in state. Appendices contain A Sample Release for Data Use; Coping without UI Data: The Massachusetts Model; Maximizing the Data in Florida and Sources of Further Information. (JA)

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

White Paper
Fall 2000

Institutional Effectiveness and Unemployment Insurance Data

—Robert T. Mundhenk

FOREWORD

In an era of increasing demands for educational accountability by local, state, and federal governments, community colleges must be able to fully document the value they provide to students who attend their institutions. Although colleges have always been able to produce limited outcome data such as graduate placement reports, other potentially more sensitive indicators—job retention, promotion, and salary increases, for example—are notoriously more difficult to obtain. Graduate placement reports and surveys are no longer enough. They tend to address only a small percentage of the student population, are based on self-reported information, are not consistent across colleges, and, many would argue, represent only a narrow picture of community college success.

Colleges in several states have begun using unemployment insurance (UI) wage data to track exiting students. The federal government already requires states to collect wage data from businesses, and although the data are not specifically designed for tracking students, they are a useful tool for identifying students' post–community college employment. The data indicate who is working, what their quarterly wages are, and in which industry they are employed.

This paper describes the value of using UI wage data for measuring student success and discusses how some colleges are using the data within the limitations of their states. UI wage data have the potential not only to help satisfy accountability requirements but also to help tell the story—with solid student-outcome data—of the value community colleges add to their communities. If your state has not already begun incorporating UI wage data to study student outcomes, it might be time to consider making this change.

George R. Boggs
President
American Association of Community Colleges

INTRODUCTION

In March 2000, the American Association of Community Colleges assembled a roundtable of representatives of six states, the federal government, and the two higher education organizations most responsible for research on community college effectiveness. The roundtable explored the feasibility of using unemployment insurance (UI) data to document the success of community colleges in providing a trained workforce to their communities, their states, and the nation. Each of the six states—California, Florida, Illinois, Massachusetts, Texas, and Washington—currently provides information based on UI data or their equivalent, albeit in different forms, to community colleges to help them evaluate their effectiveness.

Another purpose of the roundtable was to use the experience of the six states represented to develop guidelines and strategies for using UI data in many more states and at the national level. The roundtable was moderated by David W. Stevens, executive director of the Jacob France Center and research professor at the University of Baltimore, whose research on the uses of UI data has earned him consultancies at the U.S. Departments of Education and Labor. The members of the roundtable and its conveners hope that this paper will assist in developing guidelines and strategies for the use of UI data, not by presenting models, but by proposing principles that will allow states and colleges to use this common database to evaluate and affirm institutional effectiveness.

This two-day session's primary goals were to produce recommendations for community college use of UI data for institutional validation and to plan for the design of a consistent, national data-reporting system that would make the telling of a national story possible. This white paper addresses the first goal; a core group of the roundtable's attendees is working on the second.

INSTITUTIONAL EFFECTIVENESS AND STUDENT OUTCOMES

Because community colleges must be responsive to their community's needs—whether in areas of transfer education, workforce development, or literacy services (to name a few)—they tend to have a different relationship with their communities than do other institutions of higher education. Community colleges, generally funded by their communities in some fashion, must ensure that they are serving their communities as effectively and efficiently as possible. For that reason, they are much more likely to want to monitor closely the success of their students as well as their economic and social impact on their communities.

This close tie with the community has made institutional self-assessment a familiar part of each community college's life, as a means of both improving quality and monitoring success. Community colleges generally engage in some form of self-analysis, often based on student results in employment and transfer, and most have done so longer than the term *student outcomes* has had currency. This analysis of outcomes is done in a variety of ways, from graduate placement reports to an assortment of student and employer surveys; the primary purpose, however, has always been to improve program quality within the context of community needs. While other institutions of higher education that are less directly linked to a community's economic health and workforce needs might define their success in broader, more abstract terms, community colleges have examined themselves in terms unique to their communities. The outcomes that mattered to community colleges have been those that mattered to their communities.

In recent years, however, this orientation of outcomes assessment toward community needs has been complicated by calls for accountability on statewide and national fronts. Statewide reporting requirements and federal accountability standards in the Workforce Investment Act of 1998 (WIA) and the reauthorization of the Carl D. Perkins Vocational and Applied Technology Education Act, as well as

policy statements from regional and specialized accrediting agencies, now require information that is more uniform from college to college and that generally is more difficult to obtain. The emphasis of these federal acts and of similar state acts on postgraduation longitudinal studies has changed the nature of self-analysis at community colleges, often by requiring data that are not readily obtainable or by concentrating on graduates rather than successful leavers. (For the purposes of this paper, *leavers* are students who leave a college without completing a degree or certificate because they have achieved the level of skill or employability they seek; in other words, they are satisfied customers, but not graduates.)

Many current methods of community college self-analysis, though appropriate to community needs, may be too limited to satisfy broad new accountability demands, or even to provide a solid basis for reporting on institutional success. Surveys of alumni and employers are often hampered by low return rates. Transfer rate information is often limited by the policies of receiving institutions. Graduation rates tend to reflect only a small segment of the students who, by their own standards, have completed their education successfully; graduation rates do not include successful, satisfied leavers. Placement reports, usually only on graduates, generally show initial job placement and salary but rarely manage to follow students' career paths.

Although community colleges have been able to use rate- and survey-based information to document their successes and to improve their offerings despite these limitations, more comprehensive information gathering—including both leavers and graduates and describing both initial and long-term placement—clearly is warranted. However, most community colleges have neither the staff nor the resources to track graduates and leavers past departure through the initial stages of their careers, or to deal systematically with those who come to college seeking employability skills or job upgrades, not full academic programs. In the current climate of accountability at the consumer, state, and federal levels, many colleges are searching for a broader but more precise way to delineate their success with graduates and leavers. UI data can help to provide this broader, clearer picture.

REASONS FOR USING UI WAGE DATA

Community colleges in the states represented at the roundtable have been reporting on their community impact and meeting external accountability requirements through the use of UI data. These data contain quarterly wage information on all employed people in a state, except for federal employees, military personnel, farm workers, the incarcerated, and the self-employed. Thus each state has, in some form, a database of quarterly wage information on the majority of community college leavers, whether a degree graduate, the recipient of a certificate, an employed learner seeking to enhance job status, or a person who enrolled in one course to develop job skills for immediate employment.

Although the federally mandated collection of UI data is conducted in slightly different ways in each state, often including different data elements, all states collect at least quarterly wage data, compiled by social security number. Thus, even the most rudimentary UI database has several significant advantages over data currently collected by community colleges. First, it covers a much larger population and thus can account for both graduates and leavers. Second, because it is collected by the state from every employer on every employee (except as noted above), it avoids the problems of insufficient and potentially biased returns characteristic of most surveys. Third, because data are collected centrally, they can be aggregated centrally and reported to colleges without individual identifiers, thereby eliminating privacy concerns about individual records.

It is thus at least theoretically possible for community colleges, which have long argued that their real success is written not only in the stories of graduates but also in the stories of leavers, to use their state UI databases to assess their success in serving students whose goals range from initial employment to career

enhancement. UI data have proved a valuable assessment tool in the roundtable states, and their use in other states should make documenting institutional effectiveness both easier and richer in information.

In addition, UI data can, after being aggregated and reconciled, add an important new dimension to national reporting on community college success by making data from different states consistent. At present, reporting on community college success tends to be either generalized or anecdotal, largely because colleges and states collect information about student success in different ways. States that do not use UI data tend to report on graduates in ways that are meaningful to their communities or states, and those that do use UI data do not do so in ways consistent with one another. As a result, drawing on these reports to create a national picture is at best difficult. If UI data were available in all states in a relatively consistent format, colleges could report information that serves local and state needs while providing data that can be adapted to national reporting and legislative needs.

The members of the roundtable did not propose that any of the state systems represented at the meeting or used as examples in this paper should necessarily be viewed as models. Instead, they propose to offer general principles, based on the successful operations of six states, that other states can customize for their own use. At the same time, these principles can provide a basis for coordinating UI data to produce a national picture of the performance of community colleges. Finally, acknowledging differences in policy and procedures in data collection from state to state, this paper suggests means of data assembly and reporting, rather than data collection.

Why Use UI Data?

Most state and federal assessment requirements for secondary and higher education are based on graduation, transfer, and placement rates, none of which, community colleges have contended, reflect completely the heterogeneity of the objectives in their student populations. The basic argument of community colleges is that many students either come to the college with short-term nondegree objectives or leave as soon as they have developed sufficient skills to become employable. Thus graduation rates, and placement studies based on graduates, tell only a partial story.

Unfortunately, although community colleges know, on the basis of widespread anecdotal information, that their success is broader than what is reflected in graduation and placement reports, their ability to validate that knowledge with data is limited. Few colleges have the staff or resources to undertake initial intent analysis, longitudinal tracking, cyclical follow-up surveys, and other data-collecting processes that might tell a more complete tale. Because community colleges are community-based, they often cannot even retrieve information on leavers who move beyond county borders. In fact, except in a few states, including the six that participated in the roundtable, community colleges do not have access to centralized data that overcome the difficulty of unreported moves and changes of name or employer.

State UI systems, however, have this kind of data, as well as information on quarterly earnings. They thus represent a valuable means of tracking and reporting on both graduates and nondegreed completers who remain in state. They can and should be a primary source of information that community colleges use to monitor and report on their success.

Advantages of Using UI Data

UI information is collected on almost all employed people in a state, except for federal employees and the other groups mentioned earlier. Because it is based on social security numbers, UI information overcomes the difficulties created by name or address changes and enables states to track placement wages, wage changes, employment changes, and employment termination anywhere within the state. It thus contains a much broader range of data on a broader population than most community colleges can obtain.

UI data can be used in a variety of ways and for a number of purposes. All states that

participated in the roundtable use UI data or their equivalent for program reporting and monitoring. Florida, for example, has used UI data since 1984 to assess its vocational programs and, in recent years, has tied its performance-based funding to success documented by UI data. Illinois has been using UI data since the late 1980s; the central Community College Office assembles and reports aggregated UI information to community colleges within a statewide employee tracking system. In Texas, UI data are broadly used for community college follow-up, as well as for WIA providers, to document student success rates. Washington, a user of UI data since 1989, has created a consortium involving the government offices dealing with community and technical colleges, workforce development policy, K–12, and private career schools with the state's Department of Labor. This consortium provides UI and postsecondary enrollment matching services; community and technical colleges then receive UI data based on common data standards. The Community and Technical College Office uses these data to formulate policy. The Massachusetts Community College system, subject to irregular availability of UI data because they were collected by one state agency and distributed by another, developed a performance measuring system that uses information beyond—but similar to—UI data. Recently, though, the potential value of UI data so impressed the Massachusetts legislature that it has mandated that the data be made available for academic planning and assessment. In all these states, UI data are providing better, more complex views of the outcomes of community college programs.

Limitations of the Data

No database is perfect, and UI data, though better than what most community colleges have now, still have problems that colleges must recognize and solve. First, the UI database includes only those covered by unemployment insurance, thus excluding federal employees, farm workers, the military, the incarcerated, and the self-employed. Unless state data collection is broadened in some way, community colleges may have to collect data on these groups separately, as Florida does. Second, UI databases do not include out-of-state employment. Third, in many states, only quarterly earnings are reported, so such information as hourly wages, number of weeks worked, occupation, and date of hire may need to be retrieved by other means. (Some states, like Florida, Washington, and Texas, do include some occupational information based on Standard Industrial Codes, but nonuniform job titles make matching data difficult.) Fourth, data are often not available for up to five months after initial collection. And finally, differences in match rates (the percentage of social security numbers that match college records) occur every year.

Although these limitations may seem daunting, members of the roundtable believe that even limited UI data present fewer problems and offer more information on more leavers than most current data systems at community colleges. UI data also make it possible for colleges to document the long-term career success of leavers and to incorporate information on skill upgrades and lifelong learners, two notoriously elusive data groups. Thus, although the limitations are real, the UI database still offers benefits that outweigh the difficulties.

At the same time, the experience of roundtable members suggests that it is critically important that colleges be prepared to interpret UI information correctly and to qualify it as necessary with employer surveys, student follow-ups, and other ways of tracking the career paths of completers. It is also important that policymakers and legislators recognize the need to interpret UI information carefully before using it for purposes other than reporting on program outcomes.

Privacy Concerns

One serious limitation that has prevented the use of UI data in many states is the legal view that federal privacy restrictions in the Family Education Rights and Privacy Act (FERPA) preclude the use of UI data because they contain information on individual completers' earnings. Members of the roundtable recognized that

confidentiality of student records is a real concern for all community colleges, but their states have found ways of complying with FERPA while providing colleges UI information.

Whatever states do with UI data, the roundtable recommends two principles of responsible use that should allay concerns about violations of privacy. First, the data should be used only for the evaluation and improvement of education. Second, the data used in reporting, although based on social security numbers, should be aggregated at the state level in all reports so that no individual's records or any identifiable information will be distributed or become part of the database that returns to community colleges. (As is common practice, cell sizes below a minimum level should be dropped from all distributed reports.)

The roundtable members recognize that the requirements of FERPA represent an obstacle—in some states a seemingly insuperable one—to the use of UI data, but each of their states has found different means of dealing with the confidentiality issue. A few states, including Florida, have statutes authorizing the use of UI data for institutional assessment, with appropriate restrictions. It is likely, though, that most states will not choose the statutory route but will tailor their procedures for data assembly and distribution to their own interpretations of the confidentiality requirements of FERPA.

Simply put, states that aggregate and report UI information must ensure that their procedures for doing so are in compliance with FERPA. In states that have central community college offices, centralized data collection and distribution can ensure compliance by eliminating individual identifiers in reports. Where no central collection or distribution point exists, colleges or districts can establish cooperative arrangements with the state agency responsible for UI data to retrieve aggregated data on graduates or leavers, even those no longer in the county or district. In addition, cooperative relations between states with significant populations who cross borders for employment can be established, but the border crossers need not be identified individually in aggregated state reports. The data distribution process can be designed to serve data needs and privacy requirements at the same time.

In states where FERPA-based privacy concerns preclude the use of UI data, the example of Massachusetts may be of value. Although data collection and distribution processes, and not FERPA, made consistent retrieval of UI data difficult, the central office of the Massachusetts Community Colleges was able to construct a parallel database that provided information equivalent to what was available in the UI system. (See Appendix B for more information.)

Obviously, individual colleges cannot deal with privacy restrictions on their own. Colleges and states should work together to guarantee that they are in compliance with federal or state privacy laws. The states represented at the roundtable, as well as a number of others, have determined that their activities are in compliance, but these determinations have been at the state, not the local level. Thus, the roundtable recommends strongly that the issue of confidentiality be broached and resolved in a centralized, coordinated way at the state level.

Developing a Database of Outcomes and Populations

The participants in the roundtable believe strongly that data collected in a state's UI system need analysis at both the state and local levels. In most cases, these broad data must be filtered by at least two significant variables, the nature of student populations and the outcomes achieved. Data in the UI system must be interpreted on the bases of student objectives and of a limited number of results.

Because community colleges, unlike other sectors of secondary and postsecondary education, have a very heterogeneous student body, with widely different objectives and intents, any data analysis or assembly must be sensitive to these variations. Among the groups of students common at community colleges are the following:

- A conventional credit-seeking cohort seeking entry-level employment

- Displaced workers seeking retraining
- Dependent students (welfare-to-work, unemployed, WIA enrollees)
- Reverse transfers, noncredit students, and short-term enrollees in credit programs seeking special job skills

Each of these groups has different objectives and different plans to remain in college. Conventional assessment and reporting techniques tend to look only at the first group, and then only at its graduation rates. UI data make it possible to look at all groups and determine whether or not they have achieved their objectives.

That achievement can be inferred in several ways, chief among them four criteria derivable from the UI database:

- Employment rates, or how many students in each category were employed after leaving college. Depending on the degree of customization or aggregation of the database at the state level, this information can be sorted by industry, firm size, category or level of employment, or appropriateness of training to employment field. (Few states have incorporated job codes into their UI databases, although that development would obviously be welcome. Florida has managed a degree of customization based on broad job categories.) Because community colleges cannot control or be responsible for what students choose to do when they transfer, students who transfer should be excluded.
- Earnings rate. The rate can be described by quarter or by year and as total earnings or median earnings within ranges.
- Earnings changes. Changes can be determined at appropriate intervals, can be used to assess the long-term impact of the students' learning.
- Long-term career development. This criterion includes including retention or persistence in employment, promotion, and wage progression, can be followed.

The four types of students described above, defined by their objectives, and these four outcome criteria obviously need to be correlated and can be reported in a simple form in a general matrix like the one below.

A Matrix for Reporting or Using UI Data
Student Intent Cadres Correlated to Outcome

	UI Matched Employment Rate*	Earnings Rate	Earnings Change	Long-Term Career Development
Traditional Student				
Retraining/ Displaced Worker				
Welfare/ Dependency/ ESL/ABE/GED				
Skills Upgrade: Voluntary (Reverse Transfer, etc.)				

*Excludes self-employment and out-of-state employment

In attempting to be universal, this matrix ignores certain inconsistencies—for example, retrained workers may not necessarily experience an earnings gain, but they should be counted as successes if they have been employed as a result of training; hence the phrase *earnings change* rather than *earnings increase*—but states and institutions can customize this basic model to report on a much larger group of students than conventional placement reports usually address. In addition, although the roundtable participants did not design the matrix to address specific Perkins Act and WIA requirements, there are clear connections between it and those legislative mandates. By the same token, there is no reason not to use Perkins Act and WIA information, where applicable, within the matrix.

Defining student goals in terms of four *measurement points* can further refine information reporting—achievement of threshold skills, marketable skills, certificate or diploma, and degree—as can defining student intent groups more specifically. Depending on institutional preference and state requirements, information reporting can be expanded to include noncredit and customized training.

Regional and National Considerations

The chief limitation of UI data is that the information is collected by each state and therefore is limited by state boundaries. Because student completers are not limited in this way, follow-ups of students, particularly in states that experience significant employment-related cross-border traffic, can be extremely difficult. These follow-ups are made even more difficult because states collect and report UI data in different ways. To facilitate fuller, more effective reporting on all students in such areas, the roundtable participants suggest that adjoining states attempt to make their systems of collecting and reporting compatible.

On a broader scale, the members of the roundtable believe that the national story of community college success can be strengthened if a method of assembling UI data can be developed. To that end, a core group of its members is joining with AACC to explore the possibility of assembling data that tell a consistent story that crosses state lines. This core group already has begun defining and refining existing data sets, establishing equivalent criteria, and making the terms within the matrix more precise. It will then explore the possibility of reporting on both credit and noncredit programming but will focus on community college outcomes. The group plans to use only aggregate data without identifying any states or institutions.

This pilot activity will focus only on the first variable, employment rate. If successful, the group will apply the lessons learned from this project to other variables. It is possible, therefore, even without full national representation in the study, that AACC will be able to report reliably, via consistent UI data, on the successes of more than half the community college leavers in the country.

CONCLUSION

Use of UI data offers community colleges an important tool with which to assess and document success. No current institutional database offers the range and depth of information that can be derived from these data. It is important, therefore, that colleges explore within their states what strategies they can to secure the right to use UI data. The road to widespread use of UI data by community colleges may be slow and hard, one in which progress can only be incremental, but it is a road worth taking.

APPENDIX A
A SAMPLE RELEASE FORM FOR DATA USE

Date:

Requesting Agency:

Term/Year:

Purpose/Use:

Public Law 93-380—Privacy Rights of Parents and Students, commonly known as the "Buckley Amendment"—limits the availability of personally identifiable records of students. Educational institutions conducting studies for the purpose of improving instruction are permitted to access these records "if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is collected." You may not give any other person or agency access to these records.

It is under this justification and these restraints that these records are made available to you. Acceptance and subsequent use of the records will constitute recognition of and adherence to the above limitations regarding use of these records.

I understand the above limitations and agree to adhere to them.

Name: _____

Signature: _____

Title: _____

Organization: _____

Date: _____

APPENDIX B
COPING WITHOUT UI DATA: THE MASSACHUSETTS MODEL

For those states unable to use UI data for legal or procedural reasons, Massachusetts may provide a useful model. Under a legislative mandate to report its success in meeting nine accountability measures, the Massachusetts community college system found itself unable to rely on the availability of UI data, largely because the data are collected by one agency and released by another. Although the nine measures cover all areas of community college performance, two—on student achievement and meeting workplace needs—could well have benefited from UI data.

Weaving together data on completions from many different sources (Integrated Postsecondary Education Data System [IPEDS], licensure exams, placement reports, and placement rate calculations, as well as graduate and nonreturning student surveys), Massachusetts was able to create picture of student achievement at completion. Placement reports, graduate surveys, and analysis of the percentage of employers who employed community college completers provided at least inferential evidence on student success on the job.

The Massachusetts legislature has recently mandated that UI data be made available.

APPENDIX C
MAXIMIZING THE DATA IN FLORIDA

Florida's community colleges are only part of an extensive, legislatively mandated outcome reporting system. They began using UI data in 1984 to meet a legislative requirement for 70 percent placement in occupational programs, and they managed to modify the UI system to include occupational categories.

Because the Florida system has been in place so long, it has been able to articulate and refine the information it receives from UI data and other sources so that it can track a large percentage of community college completers *and* leavers. It can also track general employment data (average earnings per quarter, for example), quarterly earnings by wage range, and federal employment. Even transfer information (to another institution or another program) can be factored into the overall report, so it is possible to track students through all of their higher education and into the workplace. UI data are the core of the reporting system for all outcomes reports, from high school to university, and from ex-offender programs to adult migrant education programs.

Recently the accountability system was enhanced by the inclusion of a performance-based funding formula by which each local educational agency receives 85 percent base funding and "earns" the rest through a formula that includes completion, placement, and wage data. Because the formula factors in unemployment percentages in localities as well as wage level at placement, UI information is critical to its implementation.

APPENDIX D
SOURCES OF FURTHER INFORMATION

The following offices provided staff and information for the AACC roundtable:

Office of Management Information Systems
California Community Colleges
Sacramento, CA 95814-6511

Florida Department of Education
Tallahassee, FL 32399

Illinois Community College Board
Springfield, IL 62701-1711

Massachusetts Community Colleges
Boston, MA 02110

Student and Adult Learner Follow-up
Texas SOICC
Austin, TX 78753-5233

Office of Research and Analysis
Washington State Board of Community and Technical Colleges
Olympia, WA 98504-2495

RECOMMENDATIONS

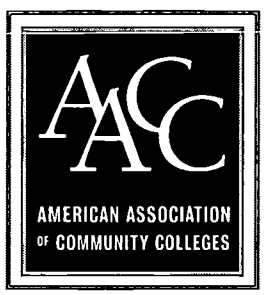
The participants in the roundtable offer the following recommendations for action at the local, state, and national levels:

1. Community colleges and state systems should attempt to incorporate UI data into their reporting and assessing systems.
2. States and institutions should consider using UI data as a way of documenting institutional effectiveness.
3. Community colleges should develop supplemental reporting systems, such as industry and employer surveys and completer surveys, that can customize or modify the information culled from UI data.
4. Means of tracking federal employees and other workers not in the UI database should be pursued and implemented.
5. Colleges should deal with confidentiality issues in a centralized, coordinated way at the state level.
6. Colleges should work with their states to ensure FERPA compliance before making any attempt to secure and use UI data.
7. Colleges should use those elements of the matrix that are most relevant to their assessment and reporting requirements, customized and modified as necessary to produce information for effective institutional analysis.
8. Adjoining states should attempt to develop systems that will allow data sharing on completers who cross borders to work.
9. AACC should devise a means of amalgamating information from as many states as possible to present a national picture of community college success.
10. To achieve goal number 9, AACC should undertake immediately to design a research tool that can assemble and interpret existing UI data.

Robert T. Mundhenk is a professor of English at Northampton Community College in Pennsylvania. For 12 years he served as Northampton's vice president for academic affairs. In that capacity he served as president and board member of the National Council for Occupational Education (NCOE) and consulted with the U.S. Departments of Labor and Education on such legislation as the last two versions of the Carl D. Perkins Vocational and Applied Technology Education Act. His most recent work includes a paper on UI data for the Community College Journal and "Criteria for Excellence in Associate in Applied Science Degrees" for NCOE.

The American Association of Community Colleges (AACC) is examining community colleges' use of UI wage data to determine national estimates of student success, especially for students who do not earn a certificate or degree but nevertheless exit with significant preparation. This research project is ongoing and will result in further published findings in coming months.

The American Association of Community Colleges (AACC)
is the primary advocacy organization
for the nation's community colleges.
The association represents 1,100 two-year,
associate degree-granting institutions
and some 10 million students. AACC provides leadership
and service in five key areas: policy initiatives,
advocacy, research, education services, and
coordination/networking.



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

http://www.aacc.nche.edu

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").