



Listing of Statutory and Regulatory Requirements for Performance-Based (Accountability) Reporting

Category	AB 1725 (SR)	AB 1808 (SR)	SB 645 St. Job Trng. (SR)	Vocational Education (Carl Perkins Act) (FR)	Matriculation (SR)	Partnership For Excellence
Target Group (Who)	<ul style="list-style-type: none"> Comprehensive (<i>all students, programs, etc.</i>) 	<ul style="list-style-type: none"> Comprehensive 	<ul style="list-style-type: none"> Job training programs and students 	<ul style="list-style-type: none"> Vocational education eligible students and programs 	<ul style="list-style-type: none"> All non-exempt credit students 	<ul style="list-style-type: none"> Comprehensive
Break-out Detail	<ul style="list-style-type: none"> State-level 	<ul style="list-style-type: none"> State-level UC, CSU, CCC 	<ul style="list-style-type: none"> State-level College <ul style="list-style-type: none"> > Program > Service Providers > One-Stop Centers 	<ul style="list-style-type: none"> State-level and districts/college <ul style="list-style-type: none"> > Gender > Limited-English proficient > Disabled > Academically disadvantaged > Economically disadvantaged > Criminal Offenders > Single Parents > Displaced Homemakers > Tech-Prep 	<ul style="list-style-type: none"> State-level College Student Education Goal 	<ul style="list-style-type: none"> State-level
Student Access	<ul style="list-style-type: none"> Student Access Student body proportionally representative of adult population Adequacy of occupational and job training programs Adequacy of basic skills and ESL courses and instruction 	<ul style="list-style-type: none"> Participation of underrepresented students Retention rate Hours of faculty advisement of students 		<ul style="list-style-type: none"> Gender Balance <ul style="list-style-type: none"> > by program Special populations compared to all other students <ul style="list-style-type: none"> > LEP > Disabled > Academically disadvantaged > Economically disadvantaged 		
Student Success	<ul style="list-style-type: none"> Successful course completions Course and program completion rates Persistence Transfer rate of programs 	<ul style="list-style-type: none"> Successful course completion rates Graduation rates of underrepresented students Number of transfers (<i>by race, gender</i>) Placement data on graduates 	<ul style="list-style-type: none"> Successful program completion Job entry rate Job retention rate Wage progression Advance to Higher Education 	<ul style="list-style-type: none"> Number of vocational education successful course completions Number of vocational education course retention Number of placement in employment, military enlistments, and transfer to higher education 		<ul style="list-style-type: none"> Increase in number of transfers Increase in number of degrees and certificates Course Completions Workforce Development Basic Skills Improvement
Student Satisfaction	<ul style="list-style-type: none"> Student satisfaction with student services 	<ul style="list-style-type: none"> Student attitudes and experience 	<ul style="list-style-type: none"> Employer satisfaction with program hires 			
Staff Composition	<ul style="list-style-type: none"> Does CCC workforce reflect overall statewide workforce Full-time/Part-time ratios 	<ul style="list-style-type: none"> Proportion of remedial/development classes taught by full-time faculty 			<ul style="list-style-type: none"> Presence of Coordinator 	

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Chancellor's Office, California Community Colleges

Listing of Statutory and Regulatory Requirements for Performance-Based (Accountability) Reporting

Chancellor's Office Regulations

Category	EOPS/CARE (SR)	DSPS (SR)	Financial Aid (SR)	Welfare to Work (SR)	Student Success (SR)	COCCC Student Equity (BOG-T5)	COCCC Staff Diversity (BOG-T5)
Target Group (Who)	<ul style="list-style-type: none"> • Economically disadvantaged • Academic disadvantaged 	<ul style="list-style-type: none"> • Disabled students 	<ul style="list-style-type: none"> • Low-income students 	<ul style="list-style-type: none"> • TANF Recipient=AFDC 	<ul style="list-style-type: none"> • All students <ul style="list-style-type: none"> > Race/ethnicity + Gender > Disability + Gender 	<ul style="list-style-type: none"> • All students <ul style="list-style-type: none"> > Race/ethnicity + Gender > Disability + Gender 	<ul style="list-style-type: none"> • Community college workforce new hires <ul style="list-style-type: none"> > Race/ethnicity + Gender > Disability + Gender
Break-out Detail	<ul style="list-style-type: none"> • State • College • Units attempted • AFDC = CARE 	<ul style="list-style-type: none"> • State • College • Program area, i.e., disability group 	<ul style="list-style-type: none"> • State • College • Program activity = BOG-A,B,C • Units enrolled 	<ul style="list-style-type: none"> • State • College • Program activity 	<ul style="list-style-type: none"> • State-level • District • College <ul style="list-style-type: none"> > Enrollment + Credit/Noncredit > Course completion + Credit/Noncredit > Basic Skills > ESL > Degree/Certificate completion > UC/CSU Transfer 	<ul style="list-style-type: none"> • State-level • District • College <ul style="list-style-type: none"> > Enrollment + Credit/Noncredit > Course completion + Credit/Noncredit > Basic Skills > ESL > Degree/Certificate completion > UC/CSU Transfer 	<ul style="list-style-type: none"> • State-level • District • College <ul style="list-style-type: none"> > EEOC categories > Employment classification > Full-time/part-time staff > TOP Code discipline
Student Access	<ul style="list-style-type: none"> • Enrollment of students with 9 units at the time of acceptance • Less than 70 degree-applicable units • AFDC duration = CARE • Number of dependents and age of dependents 	<ul style="list-style-type: none"> • Student enrollment having disabilities 		<ul style="list-style-type: none"> • Eligibility status • Units attempted 	<ul style="list-style-type: none"> • State-level • District • College <ul style="list-style-type: none"> > Enrollment + Credit/Noncredit 	<ul style="list-style-type: none"> • State-level • District • College <ul style="list-style-type: none"> > Enrollment + Credit/Noncredit • Compared to <ul style="list-style-type: none"> > service > area census > minorities > gender > disabled 	

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Category	EOPS/CARE (SR)	DSPS (SR)	Financial Aid (SR)	Welfare to Work (SR)	Student Success (SR)	COCCC Student Equity (BOG-T5)	COCCC Staff Diversity (BOG-T5)
Student Success	<ul style="list-style-type: none"> • Academic progress • Obtain educational goal • Persistence • Good standing 	<ul style="list-style-type: none"> • Progress toward educational goal and local objectives 		<ul style="list-style-type: none"> • Progress toward self-sufficiency • Job entry rate • Units successfully completed • Success in work activities as reported by teacher, counselor, and/or employer 	<ul style="list-style-type: none"> • Significant underrepresentation (70%/Chi Square) <ul style="list-style-type: none"> > Enrollment + TOP Code Disc. > Course completion + TOP Code Disc. > Basic Skills > ESL > Degree/Certificate completion + TOP Code Disc. > UC/CSU Transfer 	<ul style="list-style-type: none"> • Significant underrepresentation (70%/Chi Square) <ul style="list-style-type: none"> > Enrollment + TOP Code Disc. > Course completion + TOP Code Disc. > Basic Skills > ESL > Degree/Certificate completion + TOP Code Disc. > UC/CSU Transfer 	
Student Satisfaction							
Staff Composition	<ul style="list-style-type: none"> • Director paid by district 	<ul style="list-style-type: none"> • Coordinator position 		<ul style="list-style-type: none"> • Coordinator • Job recruiter/ placement 			<ul style="list-style-type: none"> • Significant underrepresentation (70%/Chi Square) • Total <ul style="list-style-type: none"> > New Hires > Continuing > Reclassified > Promoted > Separated
Fiscal Condition	<ul style="list-style-type: none"> • District contribution (min. 15%) 	<ul style="list-style-type: none"> • Direct excess cost • FTES generation 					

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Federal Laws and Regulations

(Integrated Postsecondary Education Data Systems (IPEDS))

Survey	Purpose of the Survey and Who Should Respond	Uses of the Data
<p>Institutional Characteristics Part E, COMIS College does rest</p>	<p>The primary purpose of the Institutional Characteristics (IC) component of IPEDS is to collect the basic data that identify and describe the universe of postsecondary education institutions in the United States and its outlying areas. Each institution or branch campus should file a separate report so that they can be listed in the Directory of Postsecondary Institutions.</p>	<p>Survey results will be used in a variety of ways. For example, they will be used as the source file for sample design and selection for the remaining IPEDS surveys and other data collection activities involving postsecondary education institutions. Other uses include generating basic counts of institutions in each State by type, control and other key institutional characteristics; compiling directories of postsecondary education institutions that will be made available to the general public; and incorporating results into Career Information Delivery Systems throughout the nation. The data are extremely valuable for survey research design, statistical analysis, and general information purposes.</p>
<p>Completions CPEC does out of COMIS data</p>	<p>The primary purpose of this survey is to collect basic data on the number of recognized completions in postsecondary education programs by the type of program, level of award, and degree conferred; to monitor changes in postsecondary education completions; and to promote research involving patterns of degrees conferred. The survey is being conducted in compliance with the Center's mission to collect, and analyze, and disseminate statistics and other data related to education in the United States . . .", (P.L. 103-382, National Education Statistics Act of 1994, Section 404(a).</p>	<p>Completion data constitute the only national source of information on the availability and location of highly trained manpower. Information on completers of postsecondary education programs is used extensively by Federal and State government agencies for manpower planning; by business and industry and other groups for recruiting purposes; and by researchers and others to study manpower supply and demand.</p>
<p>Fall Enrollment CPEC does out of COMIS data</p>	<p>The National Center for Education Statistics (NCES) collects enrollment data through this component of IPEDS each year in order to update several annual publications including its college enrollment projections, the Digest of Education Statistics, and the Condition of Education. IPEDS fall enrollment by age of student offers insight into the relationship between the changing demographics of college-going cohorts and enrollment in different types of postsecondary institutions. The residence data will enable States to analyze State level college attendance rates, student in-migration or out-migration, and the type of institutions that attract their citizens to other States. The survey is being conducted in compliance with the Center's mission, "to collect and analyze and disseminate statistics and other data related to education in the United States" (P.L. 103-382, National Education Statistics Act of 1994, Section 404(a).</p>	<p>Fall enrollment traditionally is used to measure student access to postsecondary education and IPEDS will continue to provide this important statistical series. The Department also uses fall enrollment data in program planning and for setting funding allocation standards for legislatively controlled programs. Other Federal and State agencies use enrollment data in policymaking decisions, economic and financial planning, manpower forecasting, and policy formulation.</p>

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<p>Fall Enrollment in Occupationally-Specific Programs COMIS</p>	<p>The primary purpose of this survey is to meet the Carl D. Perkins Vocational Education Act mandate that the National Center for Education Statistics (NCES) collect data on vocational education students and programs. In particular, the survey will provide information on student participation in specific programs in vocational education and measure changes in vocational program offerings and participation.</p>	<p>Data from this survey are used to describe the status of enrollment in occupationally specific programs. These data, used in conjunction with completions in occupationally specific programs, will also make it possible to compare the profile of those students who are enrolled in these programs to those who actually complete the programs. The resulting information is useful for manpower planning and program development.</p>
<p>Fall Staff COMIS</p>	<p>The National Center for Education Statistics (NCES), collects this data biennially to obtain and report a comprehensive picture of staff in institutions of postsecondary education, by their full-time or part-time status and by the type of work they do. The survey is being conducted in compliance with the Center's mission "to collect, analyze, and disseminate statistics and other information related to education in the United States. . ." (P.L. 103-382, National Education Statistics Act of 1994, Section 404(a).</p>	<p>Collection of these data over a period of time will produce insights into the use of full-time and part-time faculty and staff in postsecondary education. It will also allow comparisons of staffing patterns by institutional type and control and will permit analysis of the relationship between financial resources and staff resources.</p>
<p>Salaries Part A COMIS College does rest</p>	<p>The primary purpose of this survey is to collect data-on the salaries, tenure, and fringe benefits of full-time instructional faculty by contract length, sex, and academic rank; to analyze, from a national perspective, the number and tenure status of faculty members in relation to the number of enrollments and degrees granted for an indication of manpower demand; and to evaluate faculty compensation in relation to institutional financial resources for an indication of the economic status of institutions and of the teaching profession. The survey is being conducted in compliance with the Center's mission "to collect, analyze, and disseminate statistics and other information related to education in the United States. . ." (P.L. 103-382 National Education Statistics Act of 1994, Sec. 404(a)).</p>	<p>These data are used by postsecondary institutions to establish competitive compensation packages; by State agencies to determine budgets for State-supported institutions and to make comparative studies with other States; by Federal agencies to analyze the teaching profession as a whole, to contribute to occupational forecasting, and to develop financial indicators relating to postsecondary education; and by professional and educational associations to evaluate the differences in salaries between men and women, and the general status of the profession.</p>
<p>Academic Libraries Colleges do</p>	<p>The National Center for Education Statistics (NCES) collects these data periodically to obtain and report a comprehensible picture on the status of collections, transactions, staff, service per typical week, and library operating expenditures in postsecondary institutions. This survey is being conducted in compliance with Center's mission "to collect, and analyze, and disseminate statistics and other data related to education in the United States. . ." (20 U.S.C. 1221e-1, General Education Provisions Act, Sec. 406(b), as amended).</p>	<p>Collection of these data over time will enable the nation to plan effectively for the development and use of postsecondary education library resources. Congress uses the data to assess the need for revisions of existing legislation concerning libraries and the allocation of Federal funds. Federal agencies need the data to evaluate and administer library programs. State education agencies and college librarians and administrators use the data for regional and national comparisons of library resources to plan for the effective use of funds. Finally, library associations and researchers use the survey results to determine the status of library operations and the profession.</p>

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<p>Graduation Rate Survey COMIS</p>	<p>The Graduate Rate Survey (GRS), component of the Integrated Postsecondary Education Data system, collects data on completion or graduation and transfer-out rates of full-time, first-time certificate or degree-seeking undergraduate students. This survey will provide a new indicator in the National Center for Education Statistics' (NCES) ongoing effort to report on the condition of post-secondary education in the United States. These data will also help institutions satisfy the requirements of the Student Right-to-Know legislation. According to the Student Assistance General Provisions (Sec. 668.41, 668.46, 668.49), institutions that offer athletically-related student aid are required to report graduation and transfer-out rates to the Secretary, U.S. Department of Education. In addition, other institutions that participate in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, are required to disclose graduation rates to students and prospective students.</p> <p>This survey is being conducted in compliance with the Center's mission "to collect, analyze, and disseminate statistics and other information related to education in the United States. . .," (P.L. 103-382, National Education Statistics Act of 1994, Section 404(a)).</p>	<p>These data will provide comparable graduation rate statistics for all postsecondary institutions in the nation. The data will also provide much needed information to researchers as an institutional outcome measure and it will offer insight into the relationship between the changing demographics of college-going cohorts within different types of institutions. The information collected in this form can also be used by institutions to partially satisfy the final regulations regarding the Student Right-to-Know Act.</p>
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