

Using Data to Inform College Access Decisions

Presentation to The Education Trust in
Tennessee's Thrive Initiative

April 27, 2022

HI!

I'M GLAD YOU'RE HERE!



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TODAY'S GOALS

1. **Keep energy levels high** about how good data inform good practice in our field
2. **Explore** options for accessing data that shows where students go after high school
3. **Leave time** for Q&A

NCAN: WHO WE ARE, WHAT WE DO

NCAN PURSUES ITS MISSION BY BUILDING NETWORK CAPACITY, ADVOCATING FOR POLICY SOLUTIONS, AND SUPPORTING SYSTEMS CHANGE

Build network capacity

Bolster the skills and competencies of college access and success leaders and practitioners through **professional development, news from the field, data, and tools.**

Advocate for policy solutions

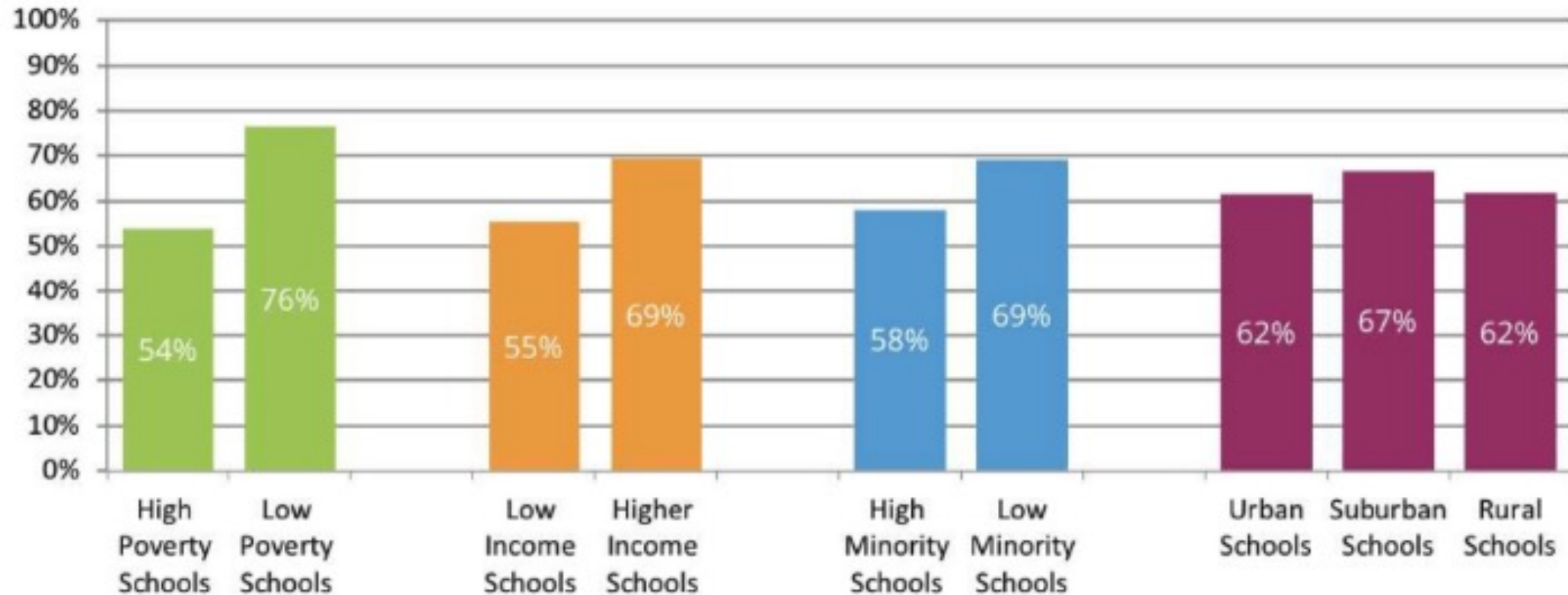
Advocate for equitable college completion rates by amplifying a range of **policy solutions, mobilizing members, and leveraging student voice.**

Support systems change

Help school districts, higher education institutions, and other community stakeholders to **adopt effective strategies for students.**

TALENT IS EVERYWHERE, BUT OPPORTUNITY IS NOT

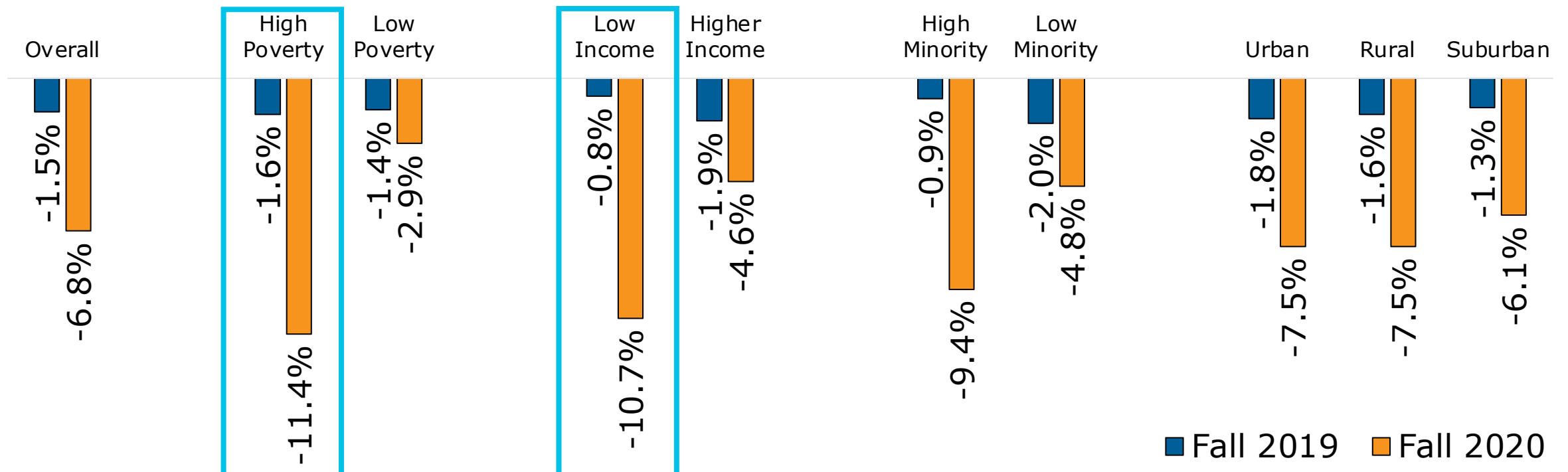
Figure A. College Enrollment Rates in the First Fall after High School Graduation, Class of 2018, Public Non-Charter Schools



THAT'S ESPECIALLY TRUE IN THE AGE OF COVID

The high school class of 2020's immediate **fall postsecondary enrollment fell nearly 7%**, but declines were inequitable. High schools with more students of color and students from low-income backgrounds saw larger decreases.

Percent Change in Immediate Fall Enrollments by High School Characteristics, Classes of 2019 and 2020



BIG QUESTION #1:

**WE KNOW THAT WHAT
WE DO MATTERS. HOW
DO WE KNOW IT'S
MOVING THE NEEDLE
ON OUR GOALS?**

BIG QUESTION #2:

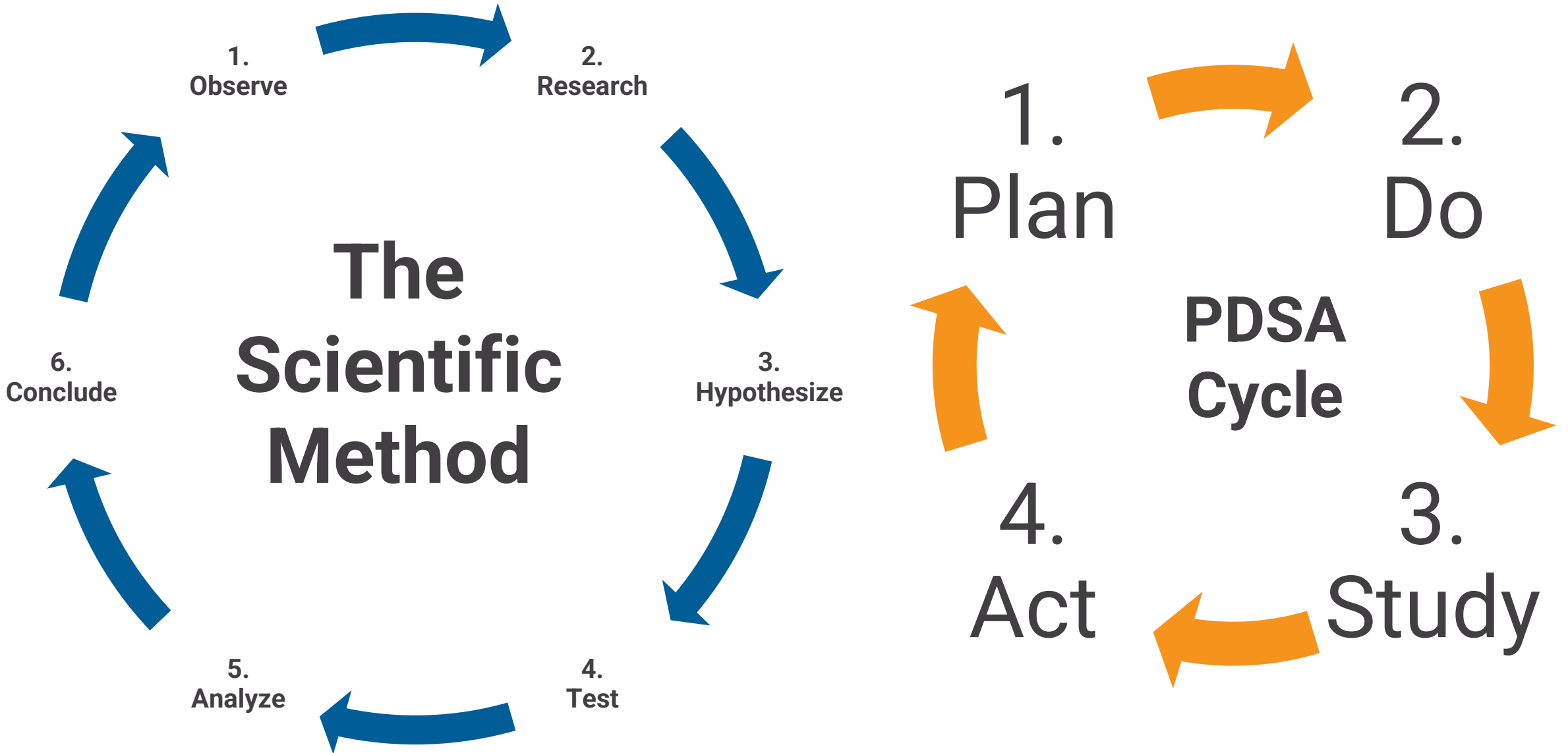
**WHAT IS CURRENTLY
YOUR BIGGEST HURDLE
TO TRACKING
POSTSECONDARY
OUTCOMES DATA?**

NO MATTER THE SOURCE, THERE ARE THINGS YOU NEED TO KNOW

Some key questions all districts, schools, and programs should be able to answer:

- How many of my students enroll after high school graduation?
- Do my students who get to college persist?
- Do my students who get to college complete a degree? If so, what kind?
- To which institutions do my students most often matriculate?
- How long does it take my students to complete a degree?
- When are my students stopping out?
- Which sectors of schools are my students attending?
- Which specific schools are my students attending?
- **And especially: how do these vary by students' demographic characteristics?**

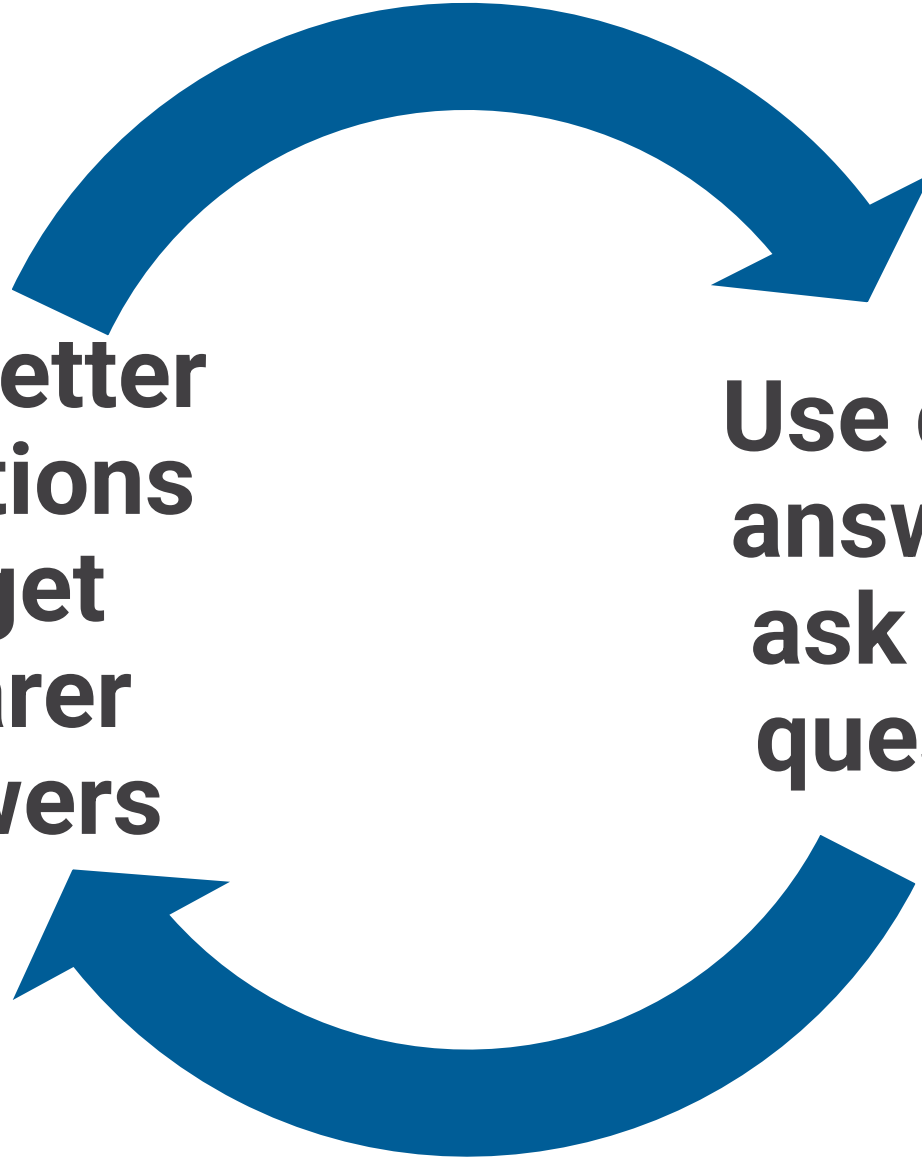
TWO COMMON INQUIRY-RELATED PROCESSES



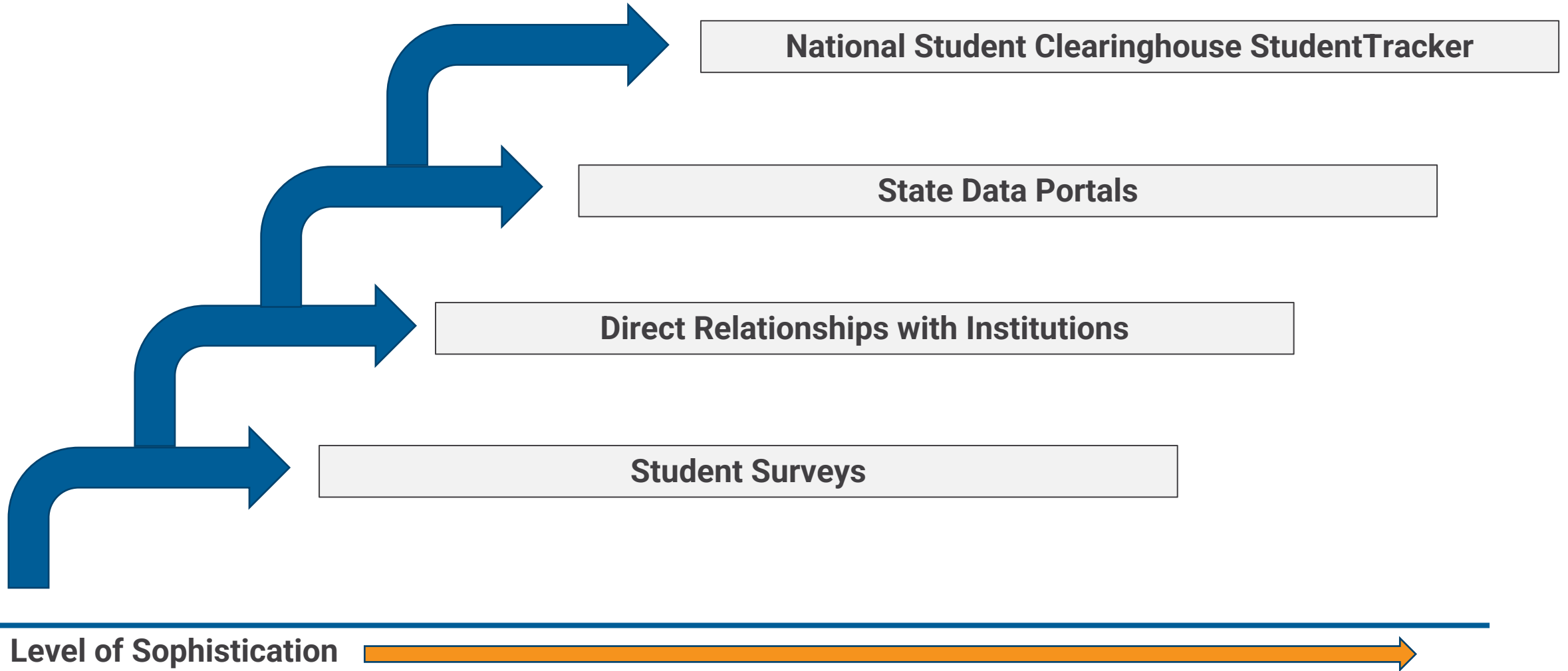
BOTH CYCLES ESSENTIALLY BOIL DOWN TO...

**Ask better
questions
to get
clearer
answers**

**Use clearer
answers to
ask better
questions**



FOUR PATHWAYS TO MEASURING POSTSECONDARY OUTCOMES



“TIME-INTENSIVE, LESS RELIABLE, BUT ALL IN-HOUSE”: *STUDENT SURVEYS*

PROS:

- Inexpensive (\$)
- Easily adapted to local context/school needs
- Relatively easy to build out and analyze

CONS:

- Time-intensive (staff time, time to administer, time to analyze)
- Less scientific/reliable
- Prone to sampling bias

STUDENT SURVEYS

- Lots of districts and schools use senior exit surveys, but how do they make use of the data?
- Administer early; more time = more time to act.
- How should we collect these data?
 - Collecting electronically means less data entry, but more difficult to tell who completed (and make sure you have as complete a data file as possible)
- Key items:
 - Understand students' postsecondary intentions (i.e., type of pathway)
 - Identify intended institution
 - Key milestones (e.g., FAFSA completed), pain points (e.g., getting to campus, paid housing deposit)?
 - Level of confidence about plans (for triaging summer melt support)
 - Verify birthdate, legal name (in case you want to verify with NSC later)
 - Confirm contact information (email, phone number)

STUDENT SURVEYS

- All of this is the “pre-” to get to the “post-”, need to verify what happened to students.
- Depending on capacity/approach:
 - Call a random sample of seniors in fall and spring to hear if they enrolled
 - Issue a post-survey (and be sure to collect name so you can link to results before graduation)
- Real level up: administer a postsecondary intentions survey every year starting in 9th grade.
 - Offers the chance to watch the trajectory of students’ aspirations and plans
 - Can triage appropriate supports to students based on their aspirations, academic profile, and more
- Advantage: doesn’t rely on outside data sources. Disadvantage: unreliable.

STUDENT SURVEYS: RESOURCES

- [College Advising Corps Senior Exit Survey Guide](#)
- [4 for the Fall: A Blueprint for Supporting the High School Class of 2021](#) (*see survey data section*)

Sample surveys/items:

- [Broward County Public Schools](#)
- [I Know I Can \(Columbus, OH\)](#)
- [College Now Greater Cleveland](#)
- [College Advising Corps Data Collection Tool](#)

“MAKING PROGRESS ONE-BY-ONE”: *DIRECT RELATIONSHIPS W/ INSTITUTIONS*

PROS:

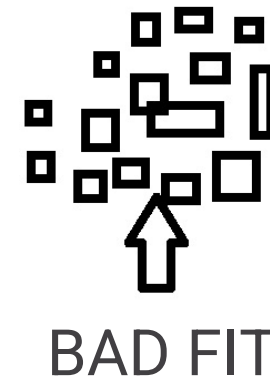
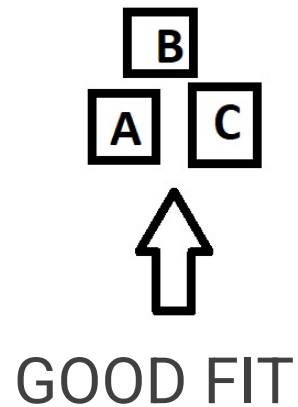
- Helps build relationships with institutions
- Once MOU/DSA is established, should be easy to get data
- Low-cost

CONS:

- **Ugh**, who likes legalese?
- Incomplete picture of whole graduating class
- Doesn't scale well

DIRECT RELATIONSHIPS WITH INSTITUTIONS

- Set up relationships directly where you have the largest pipeline
- Start with the registrar's office, but admissions may be a good champion
- The shape of your matriculation pattern/pipeline matters a lot here e.g.,



Resources:

- [How to Set Up Data-Sharing Agreements with Partners](#)
- [Family Education Rights and Privacy Act \(FERPA\)](#)

“LUCK OF THE DRAW”: *STATE DATA PORTALS*

PROS:

- Usually free
- State data staff often available for research requests
- Aligned with state accountability models
- “When they’re good, they’re great”

CONS:

- Vary widely in functionality from state to state
- Sometimes only school-level data available, inflexible
- Often omit enrollments to private institutions
- Data lags
- Navigating state education agency websites often unintuitive

STATE DATA PORTALS

- States increasingly have data portals (see also: “state longitudinal data systems” or “SLDS”) that include postsecondary outcomes data
- The quality, usability, and contents of these vary pretty widely
- On the public-facing side, usually consists of a menu of reports, interactive tables and dashboards, etc. available at the district and school levels, which makes for easy benchmarking/comparison to other districts and schools
- Some, but not all, SLDS have user logins for viewing student-level data


LET'S TAKE A LOOK AT TENNESSEE: [TENNESSEE BOARD OF REGENTS](#)

The TBR College System of Tennessee Data Dashboard provides interactive and visual information on various student data.

 Data Dashboards

 College Profiles

 TN Education & Workforce Maps

 Research Library

 Strategic Plan

Tennessee High School Pipeline Dashboards



Using publicly available data from the Tennessee Department of Education (TDOE), as well as TBR's enrollment data, these dashboards begin to answer colleges' questions about the high school pipeline in their service areas and plan for incoming classes.

TN Public High School Pipeline
TBR Enrollment by High School – Filter by College
TBR Enrollment by High School – Filter by High School
TN Public School Enrollment by Grade & Cohort
TCAT Pipeline Dashboard

LET'S TAKE A LOOK AT TENNESSEE: [TENNESSEE BOARD OF REGENTS](#)

TBR Enrollment by High School (Fall 2021)



High School Type

Out of State/Unknown
 TN Private
 TN Public

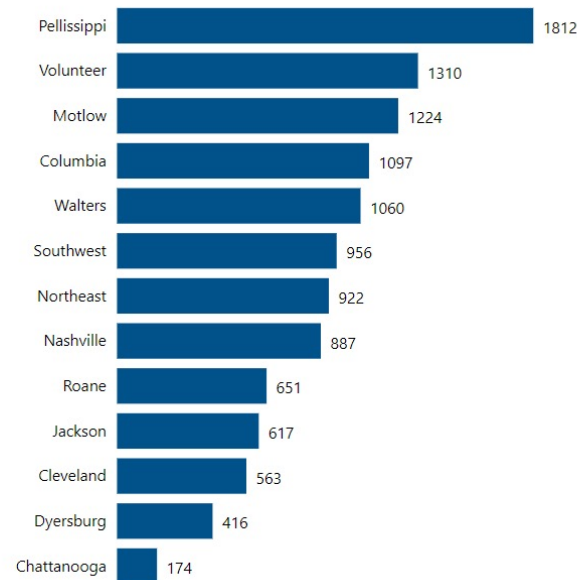
K-12 District

All ▼

High School Name

All ▼

First-Time Full-Time Recent HS Grads*



Total Enrollment**



TBR Enrollment by High School (Fall 2021)



College of Enrollment

Select all
 Chattanooga
 Cleveland
 Columbia
 Dyersburg
 Jackson
 Motlow
 Nashville
 Northeast
 Pellissippi
 Roane
 Southwest
 Volunteer
 Walters

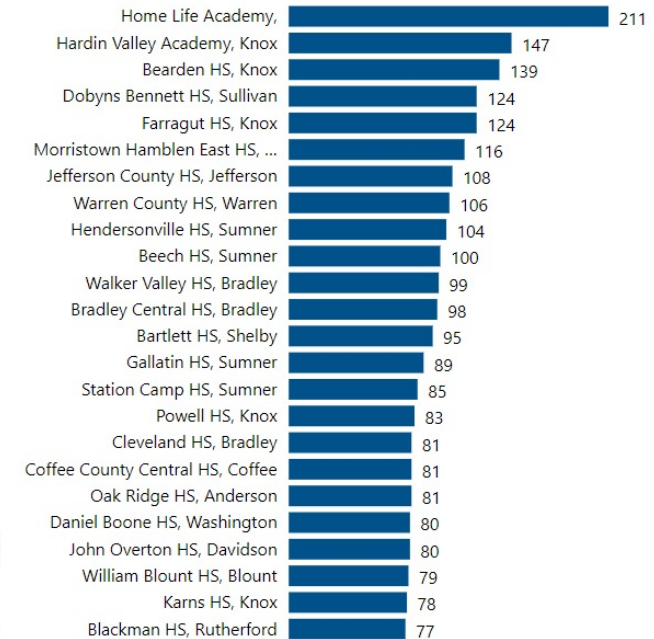
Gender

All ▼

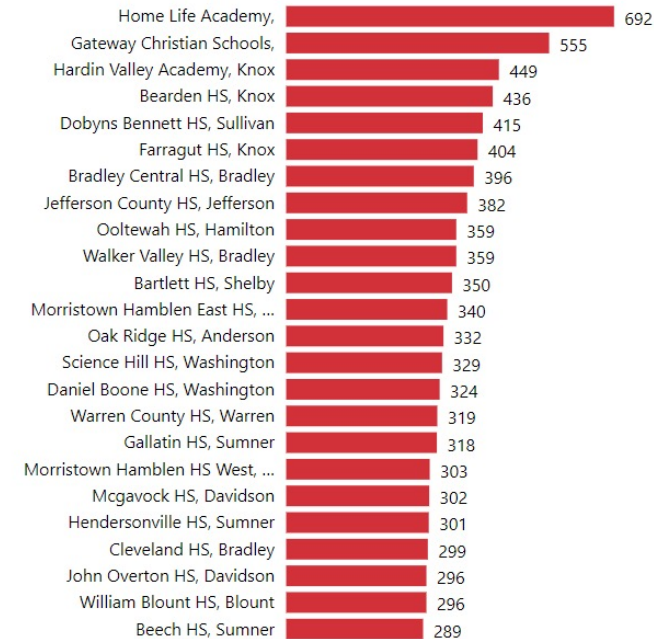
Race/Ethnicity

All ▼

First-Time Full-Time Recent HS Grads*



Total Enrollment**



Groups of students smaller than 5 are not shown

LET'S TAKE A LOOK AT FLORIDA: [EDUDATA.FLDOE.ORG](https://edudata.fldoe.org)

Know Your Schools

Find and Compare Florida Public Schools



State Report Card



District Report Cards



School Report Cards

College Entrance Exams

Postsecondary Continuation Rate

Postsecondary Continuation Rate

Postsecondary enrollment rates provide information about students who graduate with a standard high school diploma (graduation cohort) and who then enroll in postsecondary education within the first academic year following their high school graduation.

Students who enroll in both Florida public and Florida private postsecondary education within the specified timeframe are represented only once in any Florida postsecondary enrollment.

General Information and Data Notes ▼

Postsecondary Continuation Chart Creation ▼

Postsecondary Continuation Data Table Creation ▼

EDUDATA.FLDOE.ORG

Postsecondary Continuation Data Table Creation ▾

Instructions: Use the selectors to create a data table that shows postsecondary continuation by subgroup.

Data Masking: Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk (*).

Graduation Year

2018-19

Metric

Percentage

[View Data](#)



2018-19 Florida Postsecondary Enrollment

Export Options:

[Copy](#)

[Excel](#)

[Print](#)

Category	Florida Graduates Who Enrolled in Any Florida Higher Education
Total	
Total Students	61.2%
Subgroups	
Economically Disadvantaged	60.0%
English Language Learners	33.3%
Students with Disabilities	36.4%
Race	
American Indian/Alaskan Native	*
Asian	75.0%
Black/African American	64.8%

[FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM \(FETPIP\)](#)

“FETPIP is a data collection and consumer reporting system...to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida.”

High School Reports

2018-19

- [Annual Report by District and School](#) (PDF)
- [Annual Report by District](#) (PDF)
- [Statewide High School Report by Gender and Race](#) (PDF)
- [High School Report by District, Gender and Race](#) (PDF)
- [High School Graduates by District](#) (PDF)
- [High School Graduates Statewide](#) (PDF)

FLORIDA EDUCATION & TRAINING PLACEMENT INFORMATION PROGRAM (FETPIP)

TOTAL WITH OUTCOME DATA	374	83%
<u>FLORIDA CONTINUING EDUCATION DATA</u>		
TOTAL CONTINUING THEIR EDUCATION (Unduplicated)	269	60%
...IN DISTRICT POSTSECONDARY	-	****
...IN FLORIDA COLLEGE SYSTEM	139	52%
AA Program	50	36%
AS Program	****	****
AAS Program	****	****
Adult Vocational Certificate	-	****
Vocational Credit Certificate	-	****
Bachelor Program	-	****
Other	79	57%
...IN STATE UNIVERSITY SYSTEM	120	45%
...IN PRIVATE COLLEGE OR UNIVERSITY	18	7%
<i>Students may be in multiple settings; therefore, sum of detail may exceed total unduplicated count.</i>		
TOTAL CONTINUING EDUCATION/FOUND EMPLOYED	150	56%
TOTAL CONTINUING EDUCATION/NOT FOUND EMPLOYED	119	44%



This is available
by district and
by high school

WAIT...

**THERE'S GOT TO BE A
CATCH, RIGHT?**

**NONE OF THESE
OPTIONS SEEMS ALL
THAT GREAT?**

“THE LEARNING CURVE PAYS OFF”: *NSC STUDENT TRACKER*

PROS:

- Most comprehensive college enrollment data available
- Timely, flexible, longitudinal
- Affordable for the quality of the data
- Comes with a packet of pre-constructed reports
- Version 3.0 forthcoming will be much more user-friendly

CONS:

- More expensive than the other options discussed here (\$595/high school/year)
- Steep learning curve
- Not really “plug and play”

**DO YOU CURRENTLY
HAVE ACCESS TO NSC
DATA?**

WHAT IS THE NATIONAL STUDENT CLEARINGHOUSE?

- 501(c)6 serving 3,600+ colleges and universities that enroll over 98% of all students in public and private U.S. institutions.
- Collects enrollment and completion data for students from all of these postsecondary institutions.
- Offers the StudentTracker service, which allows high schools and education outreach organizations to obtain data about students' postsecondary outcomes.

StudentTracker for High School is a vital tool:

- Set baselines for enrollment, persistence, and completion
- Measure changes to these outcomes
- Provides national benchmarks against which we can compare our outcomes

HOW STUDENT TRACKER WORKS

1. You submit a file of the student cohorts you want to study



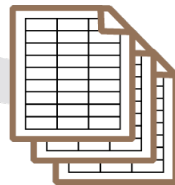
2. They run your file against their national student record database



3. Matches are compiled in a StudentTracker report

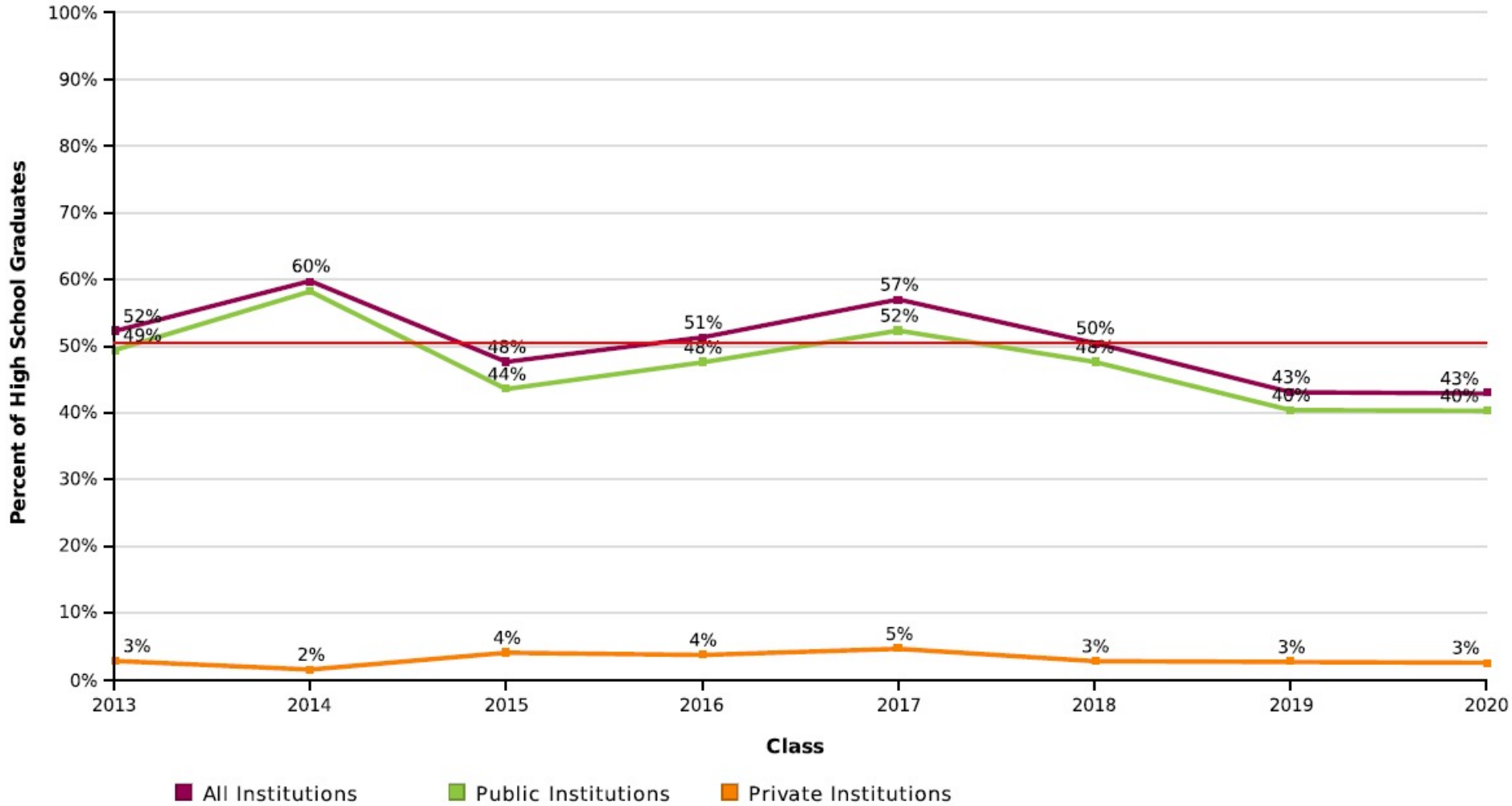


4. They email you when your report is ready for retrieval from your secure Clearinghouse account



Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type

Effective Date = April 16, 2021

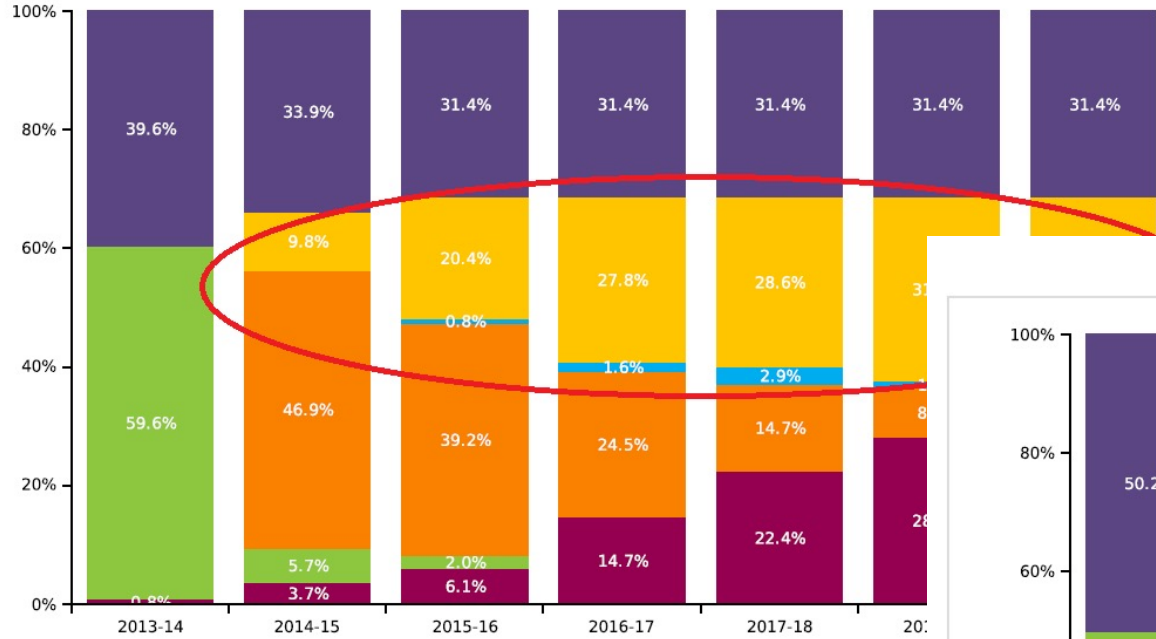


AVG = 50%

FIRST
FALL
ENROLLMENT
OUTCOMES

WHEN DO STUDENTS STOP OUT?

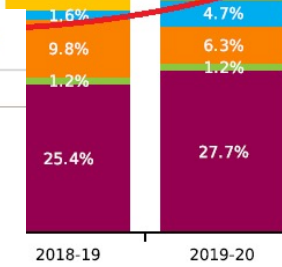
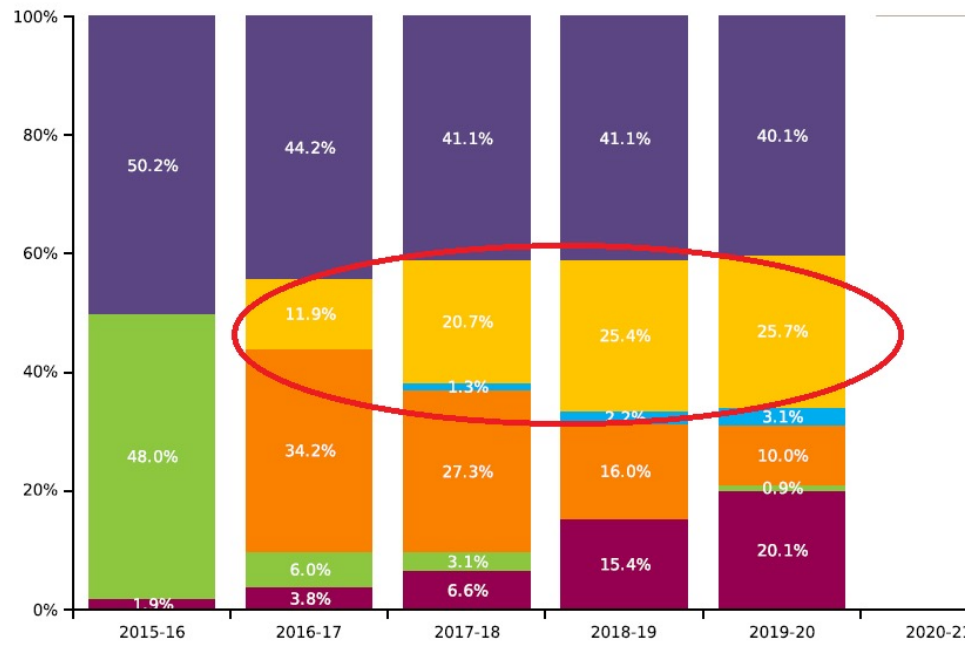
Class of 2013 Postsecondary Enrollment and Progress



Class of 2014 Postsecondary Enrollment and Progress



Class of 2015 Postsecondary Enrollment and Progress



■ Persisted
■ Not in NSC to Date

■ Graduated
■ New to College
■ Persisted
■ Returned After Stop Out
■ No Longer Enrolled & Not Graduated
■ Not in NSC to Date

AGGREGATE REPORT – INSTITUTIONS ATTENDED

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
PIMA COMMUNITY COLLEGE	1	AZ	2-year	Public	453
UNIVERSITY OF ARIZONA	2	AZ	4-year	Public	276
ARIZONA STATE UNIVERSITY	3	AZ	4-year	Public	86
COCHISE COLLEGE - SANTA CRUZ CENTER	4	AZ	2-year	Public	80
COCHISE COLLEGE- DOUGLAS	5	AZ	2-year	Public	48
NORTHERN ARIZONA UNIVERSITY	6	AZ	4-year	Public	36
GRAND CANYON UNIVERSITY-TRADITIONAL	7	AZ	4-year	Private	24
CARRINGTON COLLEGE-TUCSON	8	AZ	2-year	Private	16
MESA COMMUNITY COLLEGE	9	AZ	2-year	Public	10
EASTERN ARIZONA COLLEGE	10	AZ	2-year	Public	9
GATEWAY COMMUNITY COLLEGE	11	AZ	2-year	Public	9
CHANDLER/GILBERT COMMUNITY COLLEGE	12	AZ	2-year	Public	8
CENTRAL ARIZONA COLLEGE	13	AZ	2-year	Public	6
PARADISE VALLEY COMMUNITY	14	AZ	2-year	Public	6
COCHISE COLLEGE	15	AZ	2-year	Public	5
ARIZONA CHRISTIAN UNIVERSITY	16	AZ	4-year	Private	4
PHOENIX COLLEGE	17	AZ	2-year	Public	4
PIMA COMMUNITY COLLEGE	18	AZ	2-year	Public	4
SCOTTSDALE COMMUNITY COLLEGE	19	AZ	2-year	Public	4
ART INSTITUTE OF PHOENIX-AI OF TUCSON	20	AZ	4-year	Private	3
COCONINO COMMUNITY COLLEGE	21	AZ	2-year	Public	3
ESTRELLA MOUNTAIN COMMUNITY COLLEGE	22	AZ	2-year	Public	3
YAVAPAI COLLEGE	23	AZ	2-year	Public	3
BENEDICTINE UNIVERSITY	24	IL	4-year	Private	2
CERRITOS COLLEGE	25	CA	2-year	Public	2

NSC STUDENT TRACKER DETAIL REPORT

Looks like this:

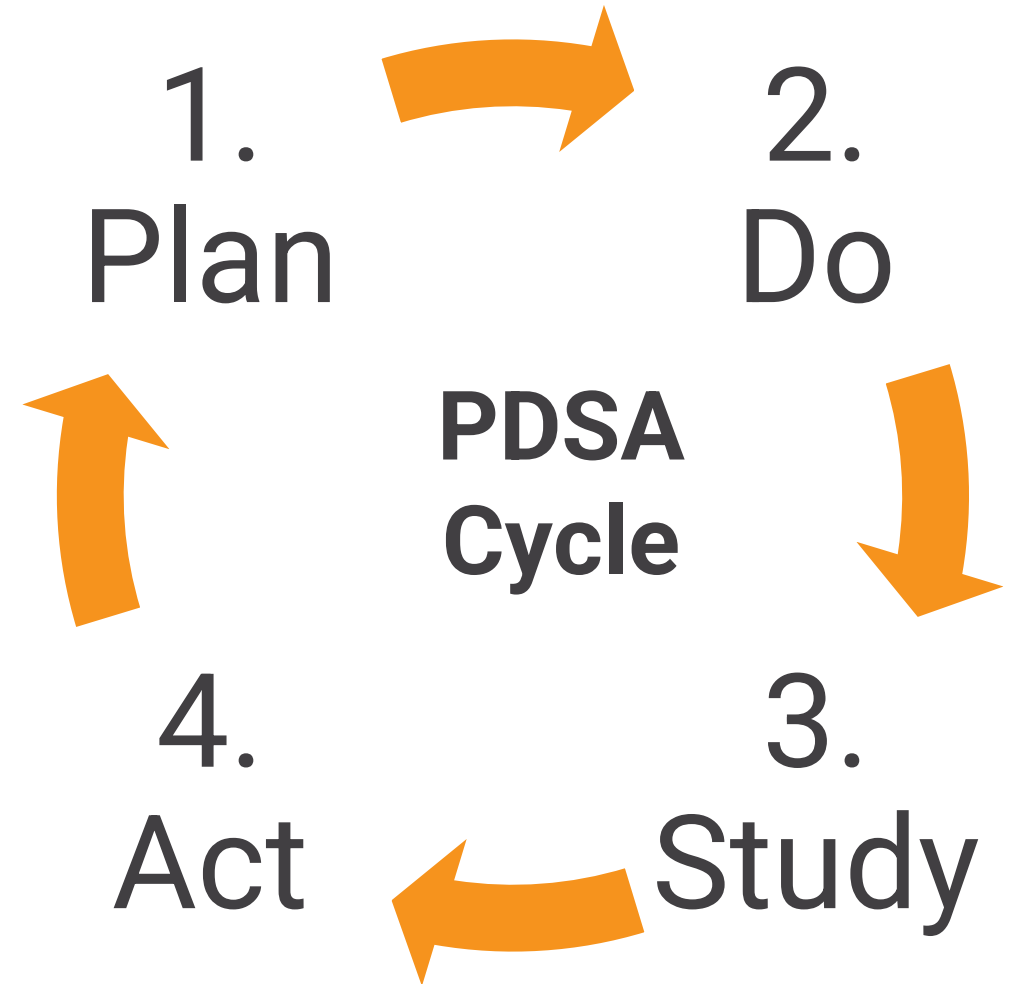
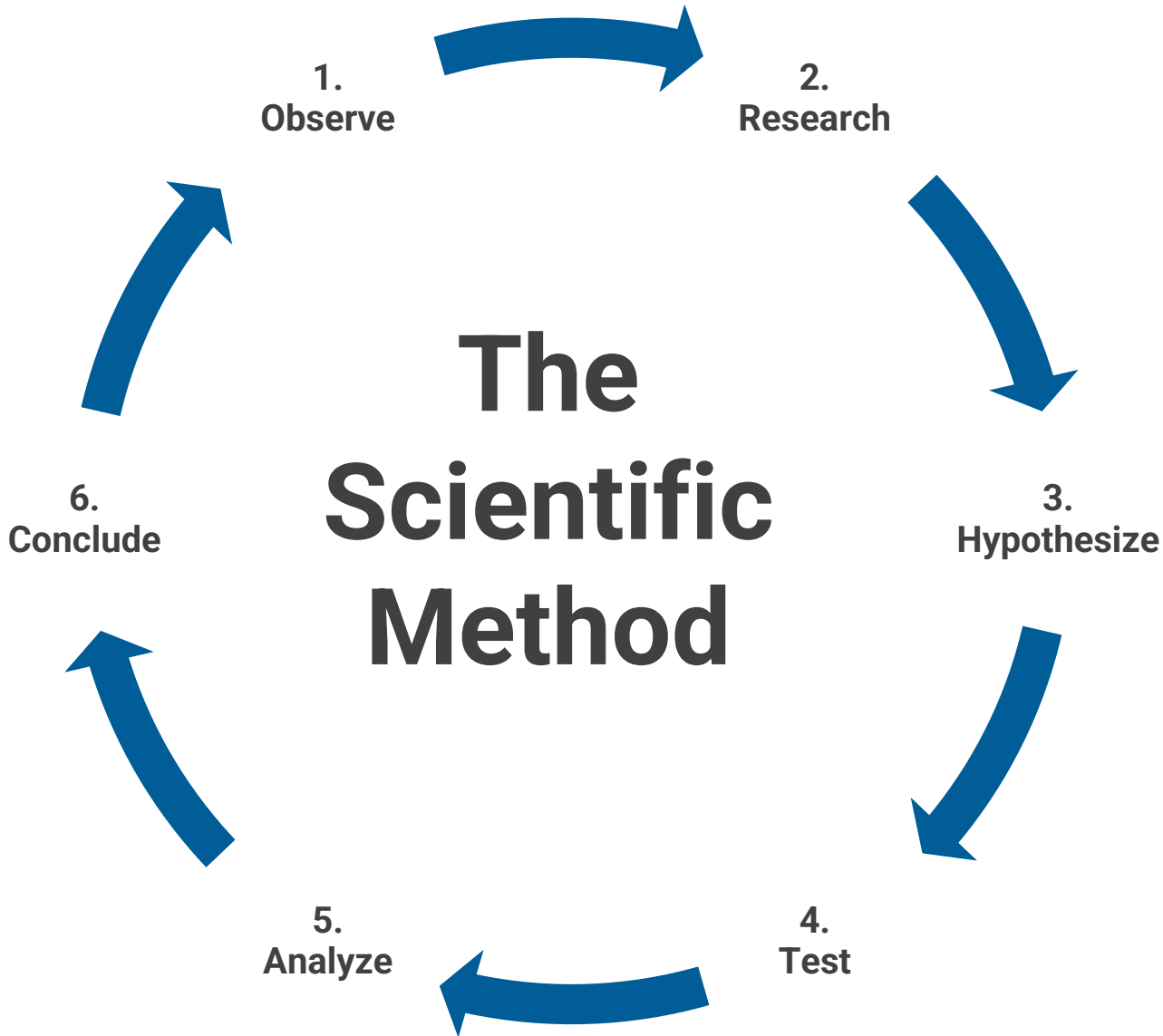
YOUR UNIQUE ID	FIRST NAME	MIDDLE NAME	LAST NAME	SUFFIX	REQUESTER RETURN FIELD	RECORD FOUND	HS CODE	HS GRAD DATE	COLLEGE CODE	COLLEGE NAME	COLLEGE STATE	2/4 YEAR	PUBLIC/PRIVATE	Period of Enrollment	ENROLL STATUS	GRAD Y/N	GRAD DATE	DEGREE TITLE	MAJOR	COLLEGE SEQUENCE	PROGRAM CODE
9876543210_	SUSAN	M	SMART			Y	100001	20070523	222222-00	LOCAL COMMUNITY COLLEGE	VA	2-year	Public	20110823 20111217	F	N				1	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	222222-00	LOCAL COMMUNITY COLLEGE	VA	2-year	Public	20120110 20120506	F	N				1	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	222222-00	LOCAL COMMUNITY COLLEGE	VA	2-year	Public	20120822 20121216	F	N				1	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	222222-00	LOCAL COMMUNITY COLLEGE	VA	2-year	Public	20130109 20130504	F	N				1	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	654321-00	HOMETOWN UNIVERSITY	VA	4-year	Public	20130823 20131217	F	N				2	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	654321-00	HOMETOWN UNIVERSITY	VA	4-year	Public	20140110 20140506	F	N				2	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	654321-00	HOMETOWN UNIVERSITY	VA	4-year	Public	20140822 20141216	F	N				2	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	654321-00	HOMETOWN UNIVERSITY	VA	4-year	Public	20150109 20150504	F	N				2	
9876543210_	SUSAN	M	SMART			Y	100001	20070523	654321-00	HOMETOWN UNIVERSITY	VA	4-year	Public			Y	20110512	BA	HISTORY	2	
5675675675_	NANCY	P	SMITH			Y	100001	20080520	333333-01	INSTITUTE OF TECH	MD	2-year	Public	20120823 20121217	L	N				1	GIFTED123
5675675675_	NANCY	P	SMITH			Y	100001	20080520	002554-00	INSTITUTE OF TECH	MD	2-year	Public	20130110 20130314	W	N				1	GIFTED123
1234112234_	FRANK	Z	JONES	JR		N	100001	20090517								N					

This one is more complicated. It contains a row for every enrollment for every student. This can make it tough to work with, but the payoff is worth it!

Guide on reading the report is here: http://studentclearinghouse.info/onestop/wp-content/uploads/STHS_DetailReportGuide.pdf

**OKAY, SO ONCE I
HAVE THIS
DATA...THEN WHAT?**

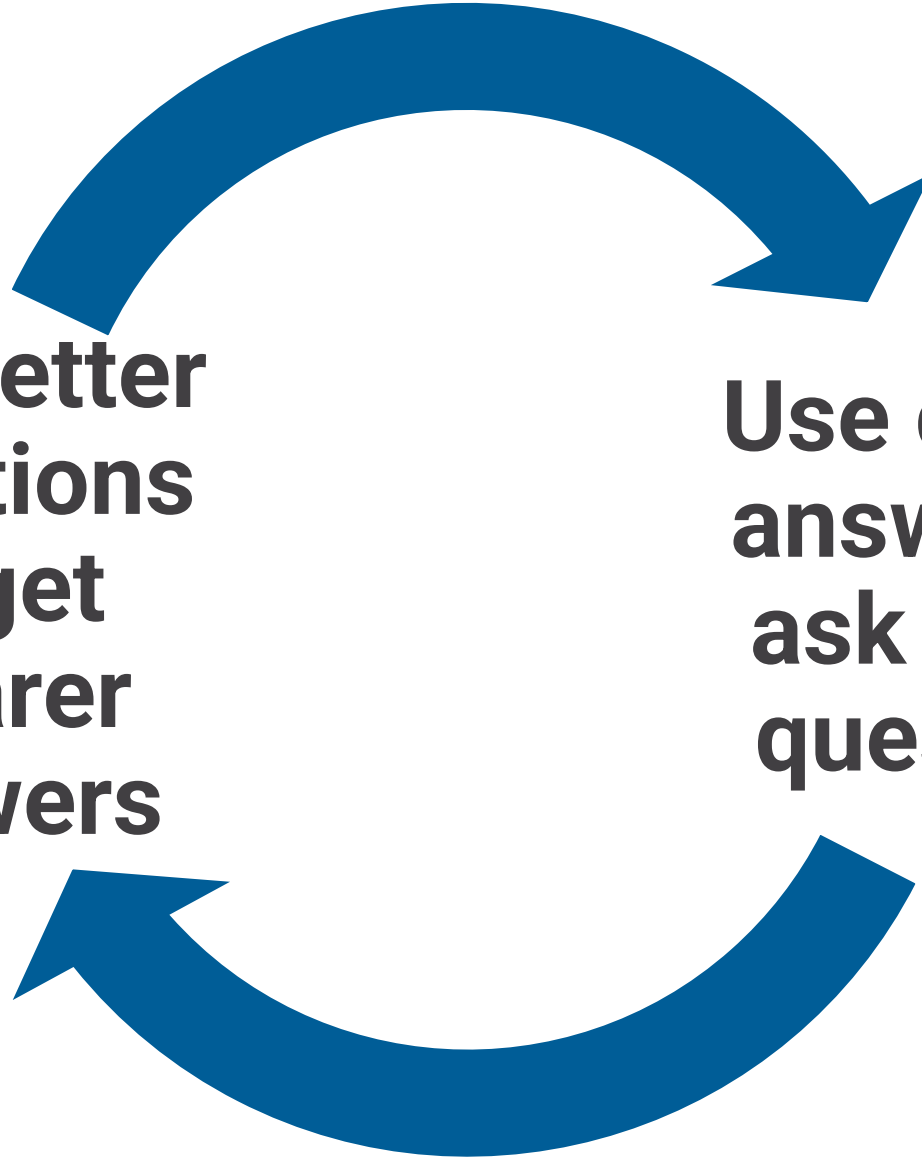
TWO COMMON INQUIRY-RELATED PROCESSES



BOTH CYCLES ESSENTIALLY BOIL DOWN TO...

**Ask better
questions
to get
clearer
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**Use clearer
answers to
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PARTING THOUGHTS

- Rome wasn't built in a day. Collecting some data and building from there is better than not collecting any data.
- There will always be more questions *to* answer. That doesn't invalidate the questions you *can* answer.
- This deck isn't a sales pitch for the NSC, but we think it is the most comprehensive look at classes, especially over time.
- NCAN will hopefully be doing some work with states about the best ways they can share postsecondary enrollment data, so stay tuned.

PARTING THOUGHTS

- Re: connecting data to changing postsecondary advising practice. That's a **BIG** topic, and I'm happy to come back to talk about it more.
- NCAN primarily supports the use of enrollment data to drive counseling/programming practices with an emphasis on fit and match advising.
 - Where have students gone?
 - How successful have they been there?
 - How have the above varied by student demographics?
 - How can patterns in past classes inform successful moves for future classes?

**YOUR TURN!
QUESTIONS,
COMMENTS,
RESPONSES?**

REACH OUT ANY TIME!



Bill DeBaun

*Senior Director of Data and
Strategic Initiatives*

NCAN

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