Sifting through the maze of new "Big Data" Benchmarks to get to those that matter to you

Presented by:

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May 4, 2016

The data deluge

AND HOW TO HANDLE IT: A 14-PAGE SPECIAL REPORT

The
Economist

Major Themes

- The current state and federal measurement indicators provide **at best** an **inconsistent views** of what it means to have a successful outcome in higher education and **at worst**, presents **a distorted view** of the same

- There is progress being made to improve the data and measurement eco-system and a line of sight to an improved, **more representative** benchmarks and measurements

- Challenge will always be on **ensuring transparency and clarity on data and cohort definitions and replicability of outcome measures and telling your story..**

9/2/2015

NATIONAL STUDENT CLEARINGHOUSE®

Quick Facts:
- 1993   Year 501c6 Non-profit established
- 97%   Post Secondary Enrollment Coverage (99% Publics, 96% Private NP)
- 60%   High School Diplomas issued annually stored; 10K HS, 40+ states
- 1.5bln   Transactions Annually on behalf of education
- 220   Employees
- +150mln   Individual records

- NO COST TO HIGHER EDUCATION

US Higher Education Enrollment Coverage (3,678 schools)

	Enrolled students(MM)	% Active
Public Inst (2 yr)	6.6	99.4%
Public Institutions (4 yr)	8.3	99.8%
Total Publics	**14.8**	**99.6%**
Private 2yr	0.03	53.4%
Private 4yr	4.1	95.8%
Total Privates	**4.1**	**95.5%**
Total Privates and Publics	**18.9**	**98.8%**
For Profit 2yr	0.3	20.6%
For Profit 4yr	1.4	83.8%
Total For Profits	**1.7**	**73.8%**
TOTAL COVERAGE	**20.6**	**96.7%**

Delivers over $750MM of annualized value to higher education

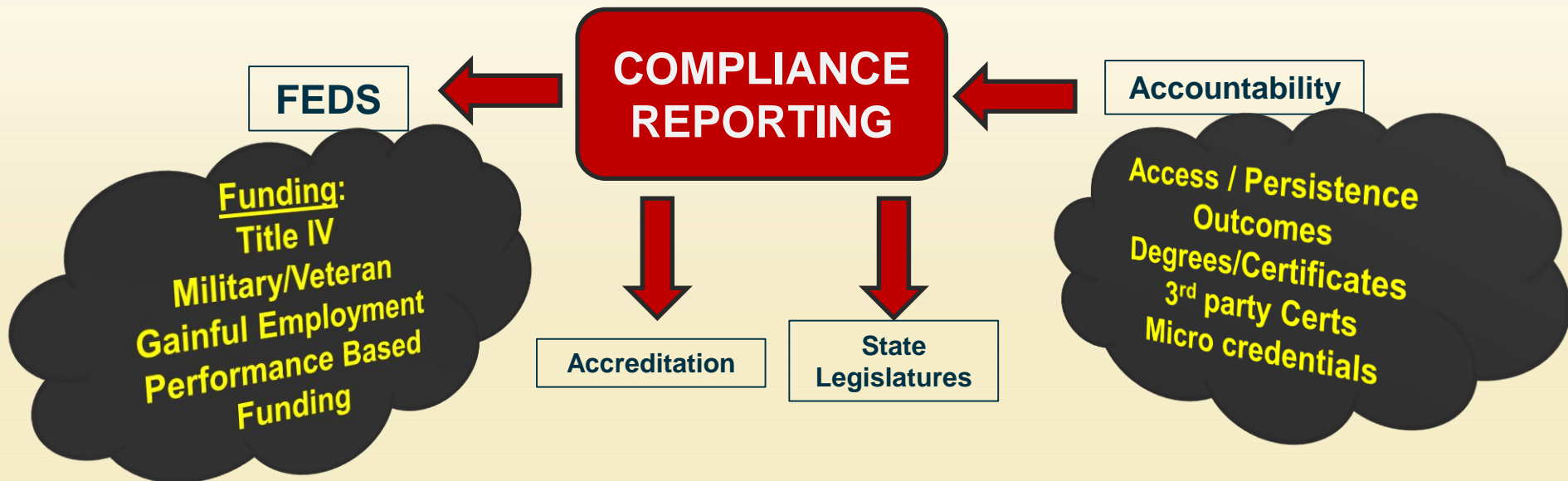| Service	FY 2014-2015		
	2 Yr	**4 Yr**	**Total**
Enrollment Reporting	$65,800,361	$139,825,761	$205,626,122
Degree Verify	$1,297,189	$10,584,270	$11,881,460
Enrollment Verify (not incl. those by SSS)	$1,103,235	$4,655,637	$5,758,872
Transcript Order	$72,097,056	$93,042,174	$165,139,230
Student Self-Service	$2,333,993	$7,369,622	$9,703,615
Student Tracker	$175,973,590	$182,206,972	$358,180,562
Total	$318,605,424	$437,684,437	$756,289,860

Other Key Statistics (annually)	
Amount Charged to Higher Ed for Services Provide	$0
Enrollment Records Processed Free of Charge	250mln
Verification Requests Processed	1.2bln
Transcript Requests Processed (by recipient)	4mln
Number of Staff at NSC	220

We also work with over 1,400 outreach organizations serving millions of students annually

NSC's Service Areas

Compliance ⟷ Verification ⟷ Data Exchange ⟷ Research
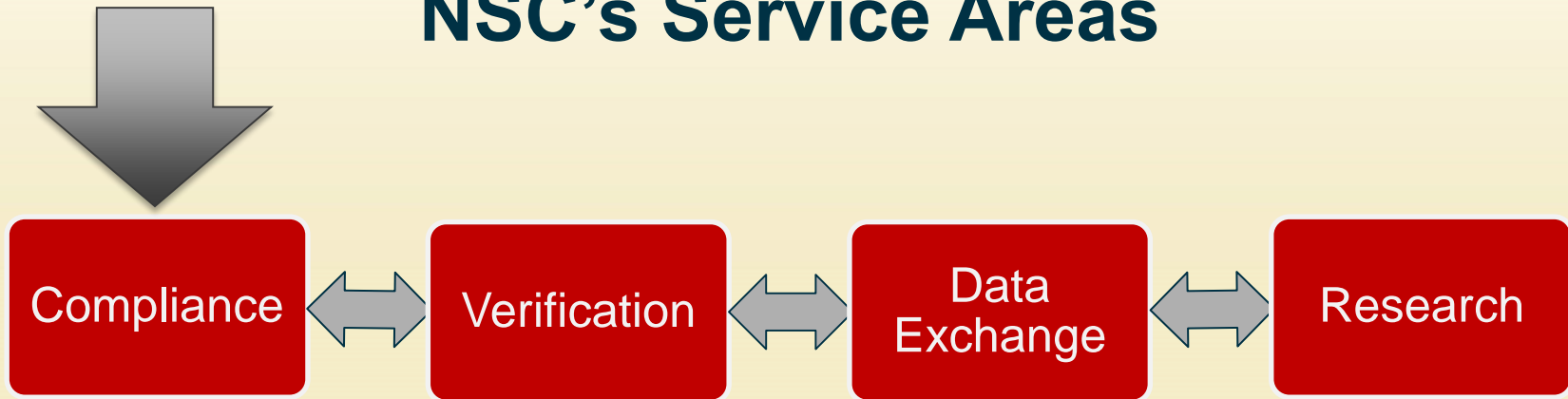
Growing compliance regulations = increasing work burdens to higher ed administration

COMPLIANCE REPORTING

FEDS

Accountability

Funding:
Title IV
Military/Veteran
Gainful Employment
Performance Based Funding

Access / Persistence
Outcomes
Degrees/Certificates
3rd party Certs
Micro credentials

Accreditation

State Legislatures

Title IV and current major system enhancements underway:
- Process improvements, technology enhancements, compliance focus
- Student Tracker College University reporting to allow for institutional peer and aspirational cohort analysis of NSC published numbers

NSC's Service Areas

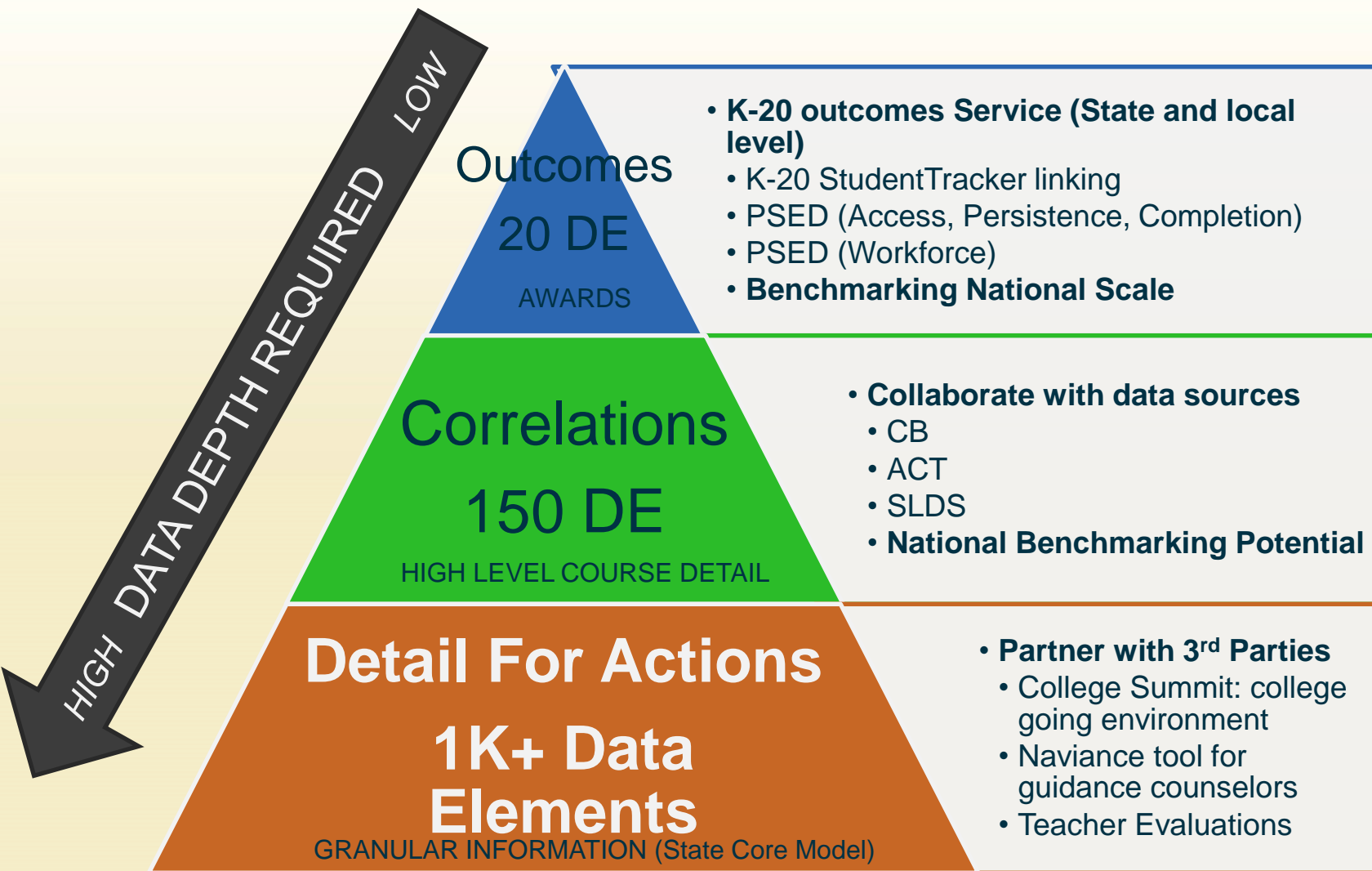Compliance ⟷ Verification ⟷ Data Exchange ⟷ Research
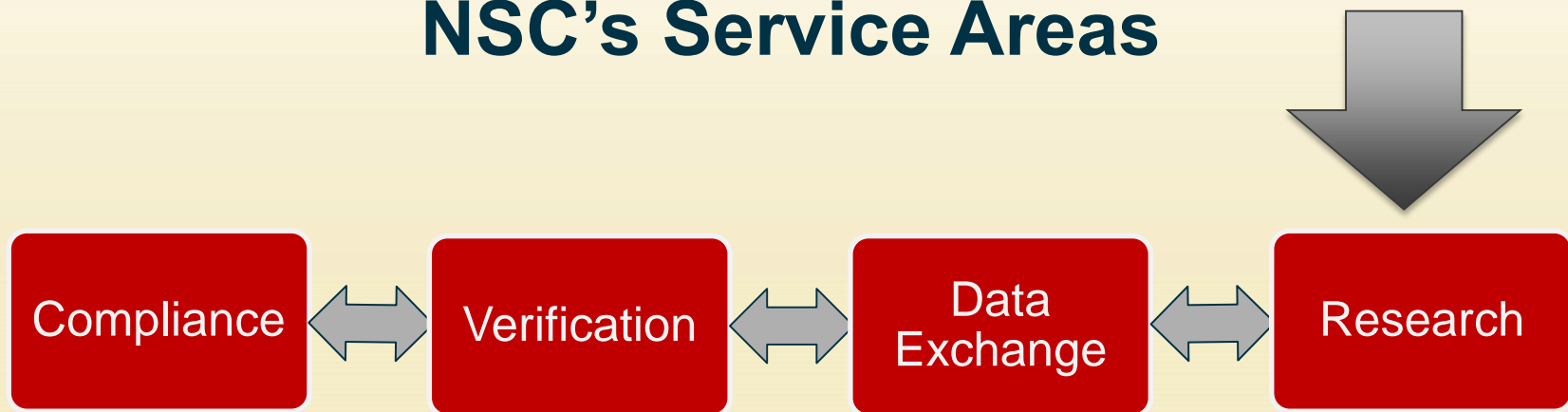
NSC Research Center Supports:

- PSED Institutional Enrollment Management & Accountability Needs

- Presidential Associations and Accrediting Bodies on public policy issues (i.e., Completion agenda)

- Multi-State Data Exchange & Workforce Initiatives: WICHE

- Institutional and Public Policymaking through free publications

  – Enrollment trend reporting and analysis
  – Completion trend reporting and analysis

- Education programs like NCAN, TRIO & GEAR-UP

- K-12 longitudinal data needs (LEA & SEA)

  – Outcomes, feedback reports, compliance and curriculum evaluation
  – Collaborations with 3rd party service providers

12/9/2013

How NSC can enable the K-20/W Reporting Continuum

HIGH ← **DATA DEPTH REQUIRED** → **LOW**

Outcomes

20 DE

AWARDS

- **K-20 outcomes Service (State and local level)**
  - K-20 StudentTracker linking
  - PSED (Access, Persistence, Completion)
  - PSED (Workforce)
- **Benchmarking National Scale**

Correlations

150 DE

HIGH LEVEL COURSE DETAIL

- **Collaborate with data sources**
  - CB
  - ACT
  - SLDS
- **National Benchmarking Potential**

Detail For Actions

1K+ Data Elements

GRANULAR INFORMATION (State Core Model)

- **Partner with 3rd Parties**
  - College Summit: college going environment
  - Naviance tool for guidance counselors
  - Teacher Evaluations

DATA STANDARDS ARE A MUST HAVE

12/9/2013

Baseball vs. Education

In higher education….

- What does it mean to win?

- What key measures underlie winning?

- Disruption of traditional measures

- Getting the measures, statistics down to "1 number"

- Using existing data, in different ways and finding the value

- Through data finding people are overlooked for a variety of reasons

How well do current, well known publicly visible measures at the federal and state level truly serve the purpose of informing what winning or success look like?

Comparison of Visual Displays of Graduation Rates from National Websites
Four-year Institution Example: Ohio State University
Two-year Institution Example: Richland Community College (IL)

Site	Cohorts Included	Graduation Rates Reported	Source Data
IPEDS College Navigator	First-time in any college , Full-time only	4-year, 5-year, 6-year grad rates	IPEDS
Dept. of Ed College Scorecard	First-time in any college , Full-time only	4-year grad rate for two-year schools and 6-year grad rate for four-year schools	IPEDS
Student Achievement Measure	Bachelor's Model (4 cohorts): First time in any college, full-time and part-time First-time at reporting institution, full-time and part-time (pt cohorts are optional for bachelor's model) Associate/certificate Model (2 cohorts): First-time at reporting institution, Full-time First-time at reporting institution, Part-time (includes transfer-ins)	Bachelor's Model: 4-year, 5-year, 6-year rates for full-time 6-year, 8-year, 10-year rates for part-time Associate/certificate Model: 6-year rate only	NSC and reporting institution data
GI Bill Comparison Tool	First-time in any college , Full-time only	4-year grad rate for two-year schools and 6-year grad rate for four-year schools	IPEDS / VA data?
Complete College America (State-level Data)	First-time in any college, Full-time First-time in any college, Part-time Transfer-ins	150% of normal time to completion; 200% of normal time	States and public institutions
Voluntary Framework for Accountability	"Main" (all first-time students at reporting institution) Credential-Seeking (12 credits by end of year 2) First-time in any college	6-year rate only (but nine different outcomes reported at end of 6 years)	Institution data and/or NSC data on transfer-outs

## OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2008
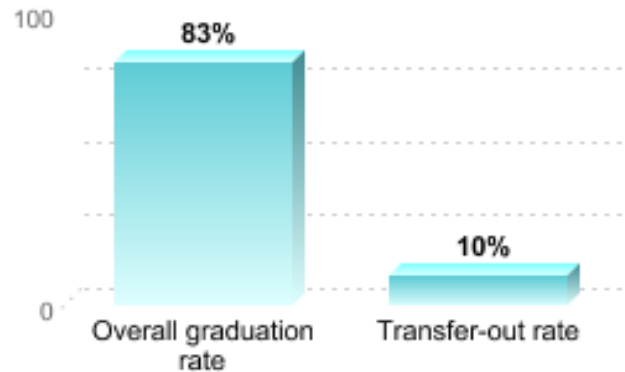
Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

BACHELOR'S DEGREE GRADUATION RATES

Bachelor's degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor's degree and who complete their degree program within a specified amount of time.
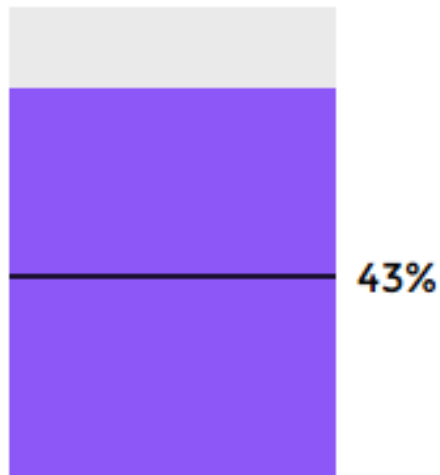
GRADUATION RATES FOR STUDENTS PURSUING BACHELOR'S DEGREES
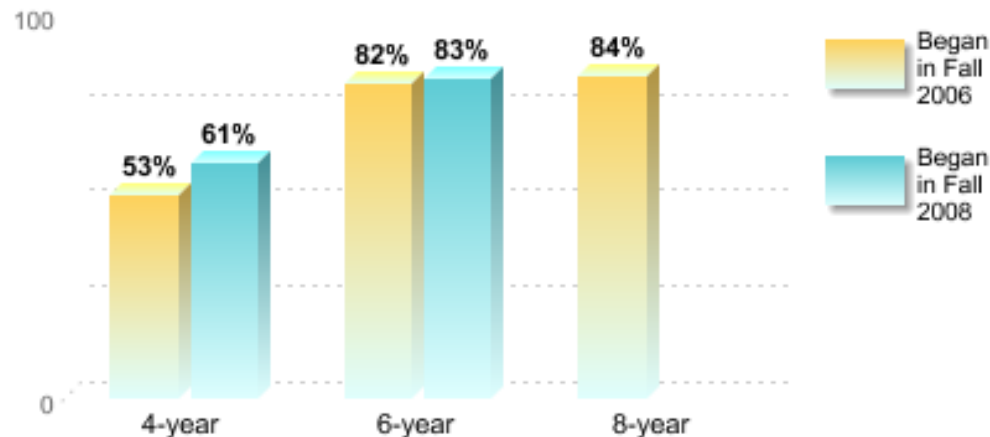
Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time and Began in Fall 2006 or Fall 2008

Graduation Rate ℹ️

83%

⬆️ **ABOVE AVERAGE**

▬ National Average

(National Average line at 43%)

Students Who Return After Their First Year ℹ️

92%

⬆️ **ABOVE AVERAGE**
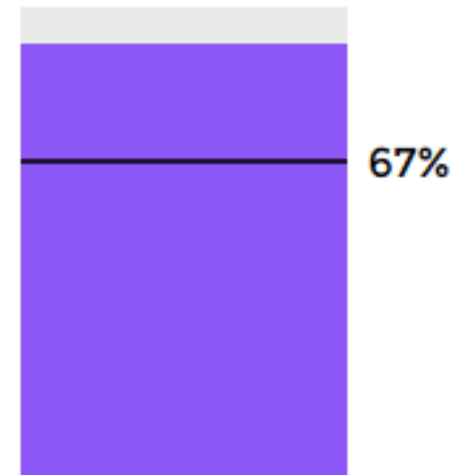
▬ National Average

(National Average line at 67%)

For four-year institutions, this tool displays only the six-year IPEDS graduation rate.

Student Achievement Measure: Ohio State University – Main Campus

Bachelor's Seeking Model

First-Time Full-Time Students Starting Fall 2009 ⓘ

Number of students: 6,727

roll over each bar for detail data

6%

83%	
WITHIN 6 YEARS

79%	7%
WITHIN 5 YEARS

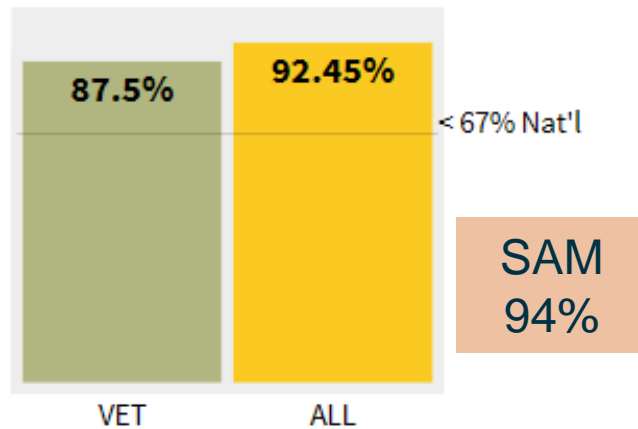|	
58%	29%
WITHIN 4 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- ■ Graduated: Reporting institution
- ■ Transferred & Graduated: Other Institution
- ■ Enrolled: Reporting institution
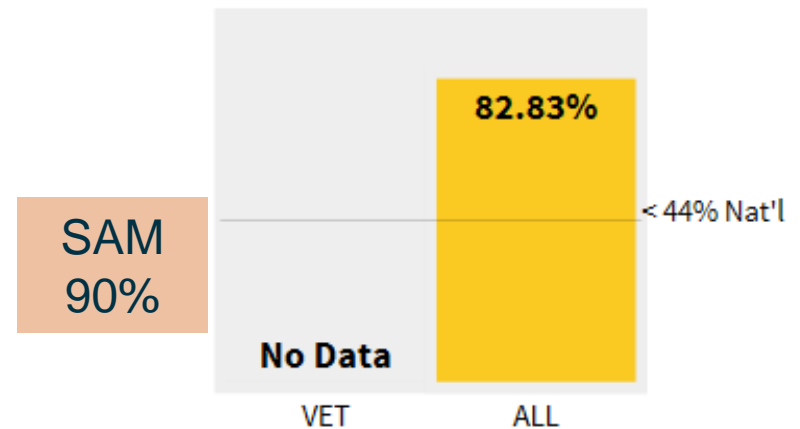- ■ Transferred & Enrolled: Other Institution
- ■ Current Status Unknown

Full-Time Transfer Students Starting Fall 2009 ⓘ

Number of students: 1,956

roll over each bar for detail data

74%	7%	14%
WITHIN 6 YEARS

68%	9%	12%
WITHIN 4 YEARS

15%	71%	7%
WITHIN 2 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- ■ Graduated: Reporting institution
- ■ Transferred & Graduated: Other Institution
- ■ Enrolled: Reporting institution
- ■ Transferred & Enrolled: Other Institution
- ■ Current Status Unknown

GI Bill Comparison Tool: Ohio State University – Main Campus

Retention Rate ⓘ

- 87.5% (VET)
- 92.45% (ALL)
- < 67% Nat'l

SAM 94%

Graduation Rate ⓘ

- 82.83% (ALL)
- < 44% Nat'l
- No Data (VET)

SAM 90%

For four-year institutions, this tool currently displays only the six-year IPEDS graduation rate.

Graduation rate data specific to veterans will not be available on the GI Bill Comparison Tool website until September 2016.

Complete College America: Profile for State of Ohio

Only state-level data available in this tool, disaggregated by institution type, time-to-completion, enrollment intensity, and transfer-in status.
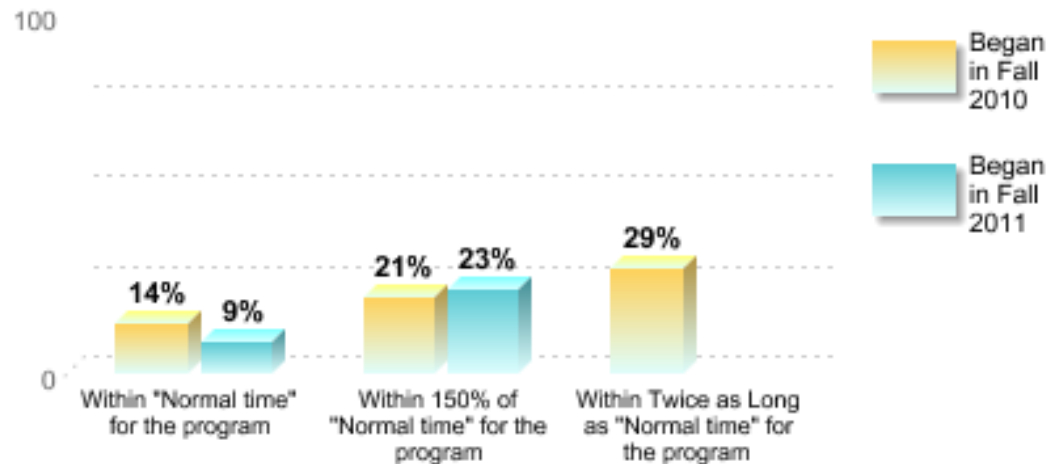
IPEDS College Navigator: Richland Community College (IL)

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2011

Overall graduation rate	Transfer-out rate
23%	21%

GRADUATION RATES FOR STUDENTS WHO BEGAN THEIR PROGRAM IN FALL 2010 OR FALL 2011, BY TIME TO COMPLETION

Legend:
- Began in Fall 2010
- Began in Fall 2011

Within "Normal time" for the program	Within 150% of "Normal time" for the program	Within Twice as Long as "Normal time" for the program
14% / 9%	21% / 23%	29%

Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time

Dept. of Ed College Scorecard: Richland Community College (IL)

Graduation Rate
ⓘ
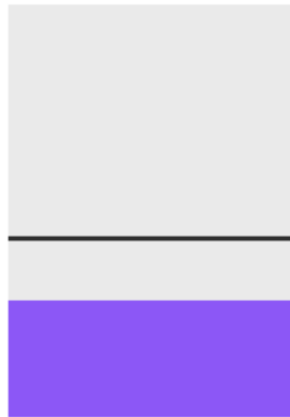
43%

28%

⬇ LOWER THAN AVERAGE

☐ — National Average

Students Who Return After Their First Year
ⓘ

67%

65%

✔ ABOUT AVERAGE

☐ — National Average

For two-year institutions, this tool displays a four-year IPEDS graduation rate (twice the normal time to completion for associate degree seekers).

First-time-at-Institution, Full-Time Students Starting Fall 2008 ⓘ

Number of students: 235

roll over each bar for detail data

63%   28%

WITHIN 6 YEARS

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

- Graduated: Reporting institution
- Enrolled: Reporting institution
- Transferred: Other Institution
- Current Status Unknown

view detail data for graph »

First-time-at-Institution, Part-Time Students Starting Fall 2008 ⓘ

Number of students: 288

roll over each bar for detail data

36%   12%   47%

WITHIN 6 YEARS

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

- Graduated: Reporting institution
- Enrolled: Reporting institution
- Transferred: Other Institution
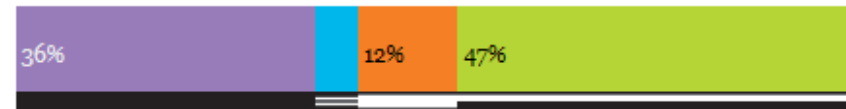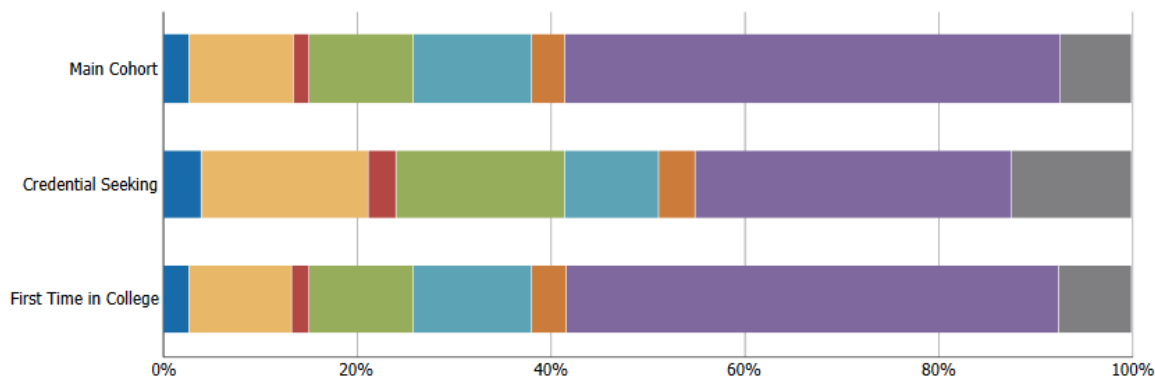- Current Status Unknown

view detail data for graph »

Voluntary Framework for Accountability: Richland Community College (IL)

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type

Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at *reporting* college; "all students"

B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Six-Year Outcomes Measures

These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer) to left the college.

Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the *reporting* college

Outcomes		Main Cohort	Credential Seeking	First Time in College
Cohort Count		865	523	862
Bachelor's		N/A	N/A	N/A
Associate (Transfer)		2.7%	4.0%	2.7%
Associate (No Transfer)		10.8%	17.2%	10.7%
Certificate (Transfer)		1.7%	2.9%	1.7%
Certificate (No Transfer)		10.6%	17.4%	10.7%
No Award (Transfer)		12.3%	9.6%	12.3%
Still Enrolled		3.5%	3.8%	3.5%
Left with > or = 30 credits		51.0%	32.7%	50.9%
Left with < 30 credits		7.5%	12.4%	7.5%

GI Bill Comparison Tool: Richland Community College (IL)

Retention Rate ⓘ

71.4% (VET)
64.84% (ALL)
< 67% Nat'l

VET   ALL

Graduation Rate ⓘ

< 44% Nat'l

0% (VET)   No Data (ALL)

VET   ALL
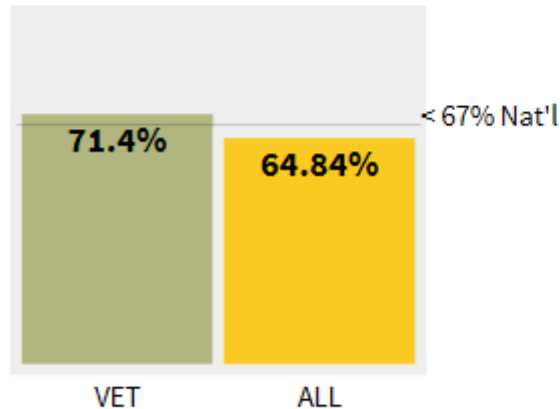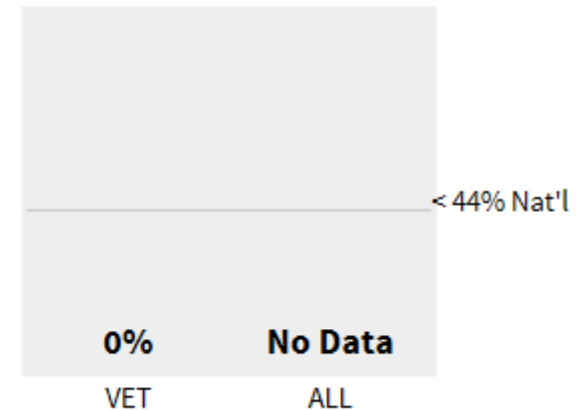
For two-year institutions, this tool shows four-year graduation rates from IPEDS. However, it is currently not displaying any graduation rate for this particular institution.

Graduation rate data specific to veterans will not be available on the GI Bill Comparison Tool website until September 2016.

Complete College America: Profile for State of Illinois

ILLINOIS

☒ Member: Complete College America Alliance of States

GRADUATION RATES

TIME TO COMPLETION
150%

ENROLLMENT
Full-Time Students

1- to 2- Year Certificate

All Students — 16.5%

African American — 13.3%

Hispanic — 13.6%

2- Year Associate

All Students — 62.9%

OHIO 9.7%?

African American — 6.2%

Hispanic — 12.8%
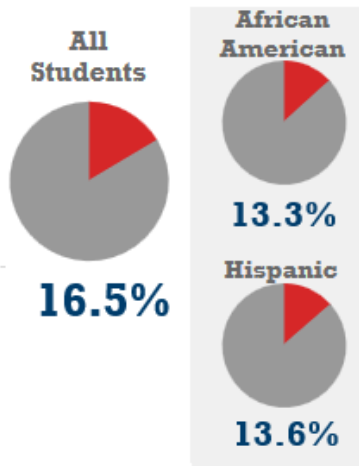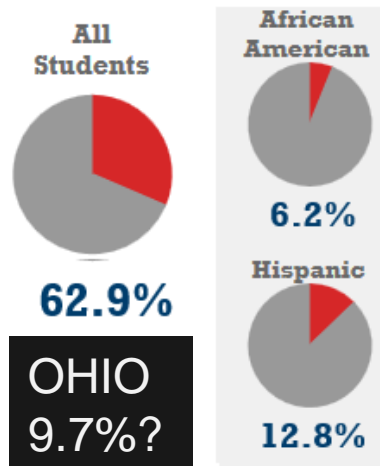
4- Year Bachelor's non-flagship

All Students — 10.8%

African American — 9.4%

Hispanic — 4.2%
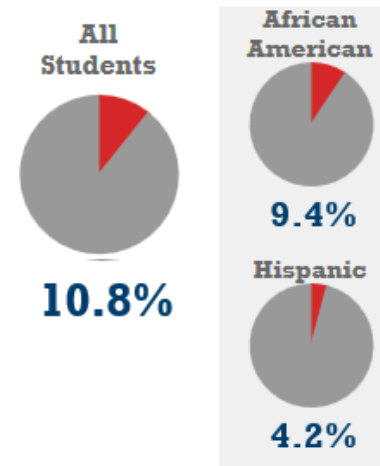
4- Year Bachelor's flagship / very-high research
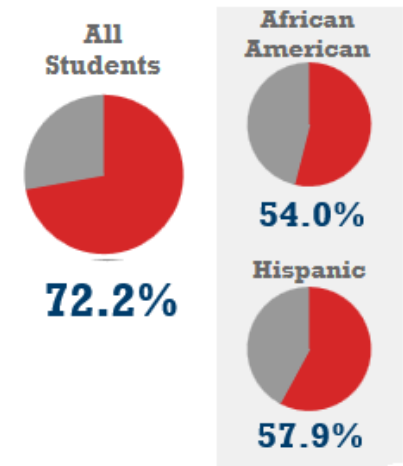
All Students — 72.2%

African American — 54.0%

Hispanic — 57.9%

Only state-level data available in this tool, disaggregated by institution type, time-to-completion, enrollment intensity, and transfer-in status.

Benchmarks matrix

Data Collection Source	Efficacy & Practice	Research & Policy
Required/Fed	Delta Cost Project	College Scorecard IPEDS Delta Cost Project ESSA (there is no threshold, the requirement is to make it public)
Required/SLDS		State Performance-based funding
Voluntary/National	Student engagement surveys - NSSE - FSSE - BCSSE - CCSSE - CLA VSA, VFA National CC Benchmark Project EAB Student Success Collaborative NACE PAR Framework	CIRP (The Cooperative Institutional Research Program) Freshmen Survey (from UCLA) VSA, VFA
Voluntary/State		CCA
Voluntary/Groups (efforts by groups, college associations to have benchmarks or performance metrics)	AtD NCAA Accreditors	HSI, HBCU

Top line major conflicts and issues

Most State-Level benchmarks only take into consideration outcomes in a particular state. **This is in conflict with the college completion agenda at the national-level**

Current benchmarks at the national-level do not capture student mobility (IPEDS, Scorecard, which includes this type of measures but is limited to aided students only).

Data inconsistencies:
States that measure HS to College access *only within the limits of their own SLDS* (e.g. inconsistent data collection)

Retention and graduation rates – has been well documented

THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

Achieve

The intent of this report is two-fold:

- To focus state and national conversations about college and career readiness on results — on the **actual performance of high school graduates** in each state.

- To draw attention to the need to **improve metrics to evaluate performance and progress**. Many states do not yet report critical indicators, or they do so in vastly different ways from one another. Consequently, there is little comparability across states, and little transparency within many.

MANY STATES DO NOT YET REPORT CRITICAL INDICATORS, OR THEY DO SO IN VASTLY DIFFERENT WAYS FROM ONE ANOTHER.

CONSEQUENTLY, THERE IS LITTLE COMPARABILITY ACROSSSTATES AND LITTLE TRANSPARENCY WITHIN MANY.

STATE DATA SUMMARY TABLE

The below chart summarizes which states report which indicators of high school graduates' postsecondary performance. Due to a lack of availability, subgroup data is not included. Additional information about each of the indicators and how they are reported and defined by individual states, including the minimum criteria for inclusion, as well as student outcomes data, is available in the pages that follow and in state-specific profiles available here (www.achieve.org/state-profiles).

	Postsecondary Enrollment	Postsecondary Remediation	Postsecondary Persistence
NE	■		
NV	■	■	■
NH	■		
NJ	■		
NM	■	■	
NY	■	■	
NC	■	■	■
ND	■	■	■
OH	■	■	
OK	■	■	
OR	■	■	
PA			
RI	■	■	
SC			
SD	■	■	■
TN	■	■	
TX	■	■	■
UT	■	■	■
VT	■		
VA	■	■	■
WA	■	■	
WV	■	■	
WI	■	■	
WY			

THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

- "... states' reporting differs in:
  - whether they include students pursuing postsecondary education at two- and four-year institutions,
  - whether they follow both in-state and out-of-state attendees,
  - whether data includes both public and private institutions, and
  - whether their reporting is limited to graduates from high schools in their state or includes anyone enrolled in their state institutions.

- Further, states vary in how they define enrollment, remediation, and persistence. As such, comparisons across states are challenging"

Top line major conflicts and issues

Wage and employment data
- inconsistent data collection: surveys (e.g. NACE surveys employers, colleges survey graduates; states collect only from own UI wage systems).
- Inconsistent definitions (e.g. timing of when to survey – colleges, 6 mos/12 mos after grad, scorecard, 10 years after entry, whom to survey; population to include – employed FT vs PT, in grad school)

Additionally:

CLA, NSSE: Rigorous, uniform data standards, but High cost to administer

VFA, Delta, IPEDS: High burden to collect and submit data

None of these capture industry certifications.

"Certifying Skills and Knowledge: The Future of Credentials"

KnowledgeWorks

- A baseline future, "All Roads Lead to Rome," imagines a future in which **degrees** awarded by the K-12 and post-secondary sectors **still serve as the dominant form of credentials**, but there are **many roads toward gaining those credentials**, such as diverse forms of school and educational assessments.

- An alternative future, "The Dam Breaks," explores a future in which the **employment sector accepts new forms of credentials**, such as **micro-credentials**, on a standalone basis, leading to major shifts in both the K-12 and post-secondary sectors and new relationships between the academic and working worlds.

- A second alternative future, "Every Experience a Credential," considers what credentials might look like if new technologies enabled every experience to be tracked and catalogued as a form of credential for both students and employees.

Enablement of student mobility pathways is continuing leading to even more complexity in defining success on institutional terms

Postsecondary Student One-Year Mobility Rates

(by sector of earliest enrollment within academic year)
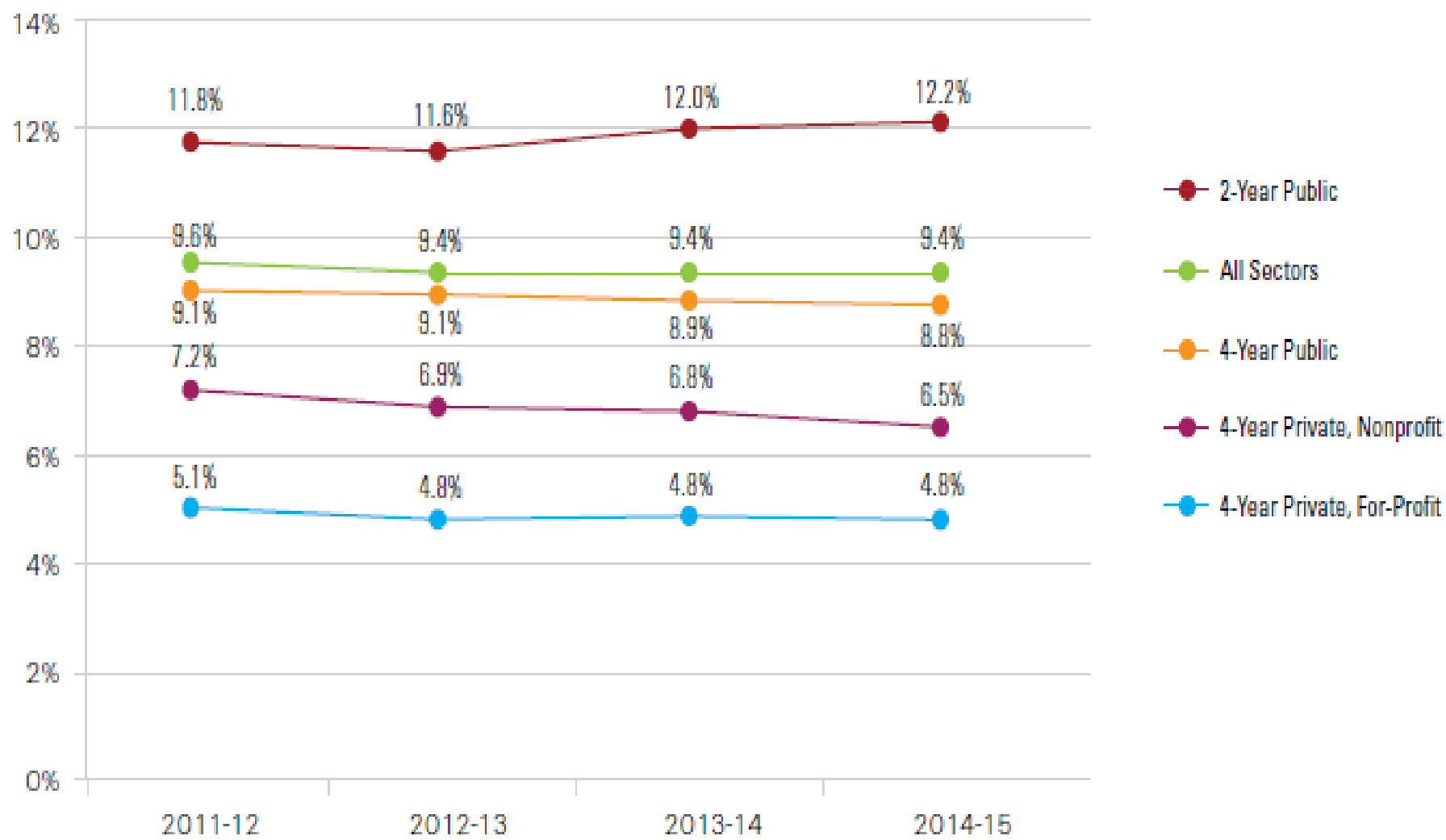
Postsecondary Student One-Year Mobility Rates by Age Group
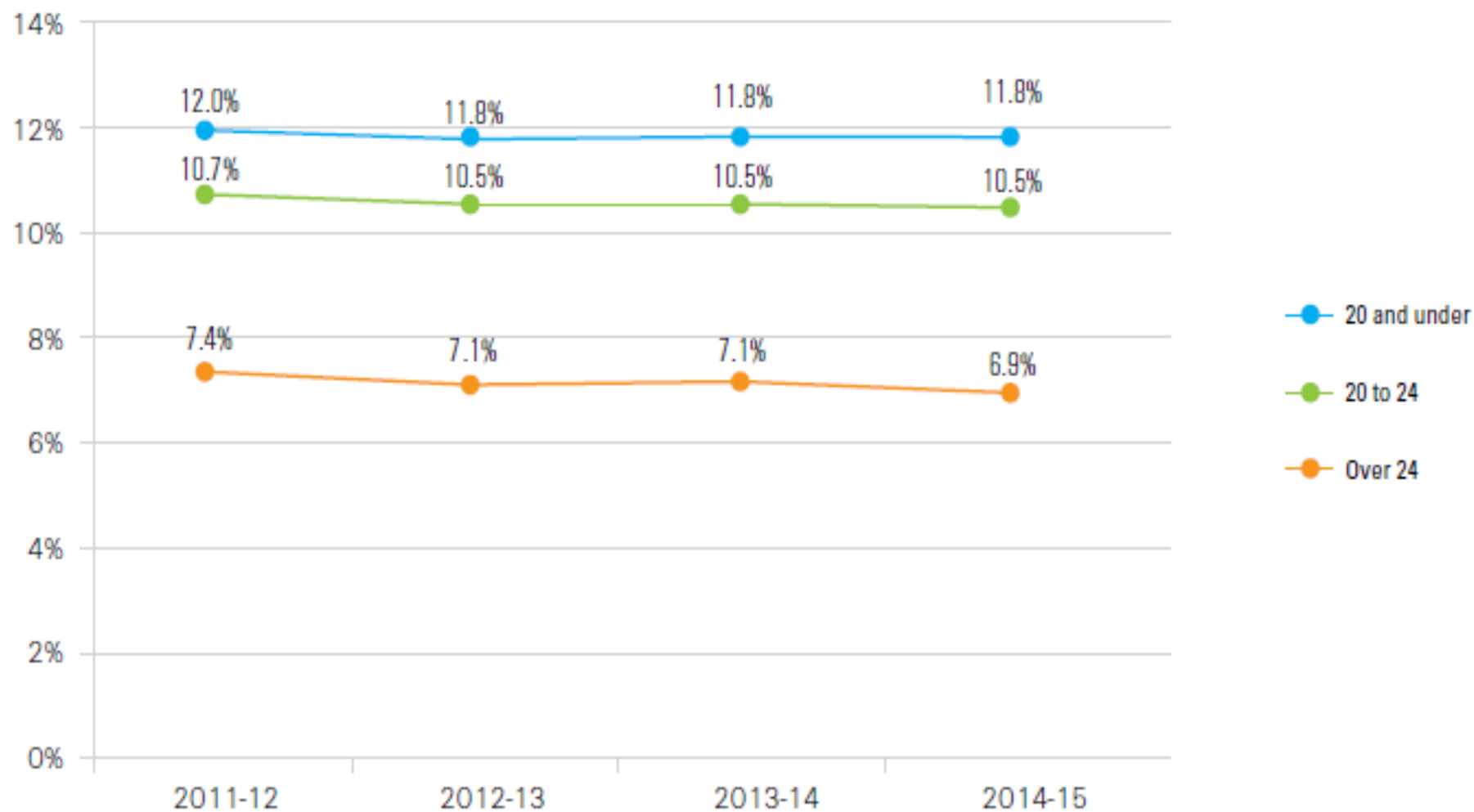
Top five states with the highest percentage of students attending multiple institutions in a single academic year

1 YEAR

Read all of our Snapshot Reports at
nscresearchcenter.org/category/reports/snapshot-report/

- Iowa: 14.2%
- Texas: 15.1%
- Vermont: 15.3%
- Kansas: 15.9%
- North Dakota: 17.1%

Source: National Student Clearinghouse® Research Center™ Snapshot Report™, "Postsecondary Student One-Year Mobility Rates, 2014–2015.

The State of Kansas is number two on the list!

Overall Transfer & Mobility Rates

- Well over a third (37.2 percent) enrolled in a different institution at least once within six years

- Of those who did, almost half (45 percent) changed institutions more than once

  – 19% did so three times or more

- Counting transfers in as well as out, over half of all students on a typical campus are mobile

- Counting multiple moves, the 3.6 million students made 2.4 million transitions from one institution to another

State Level Transfer and Mobility
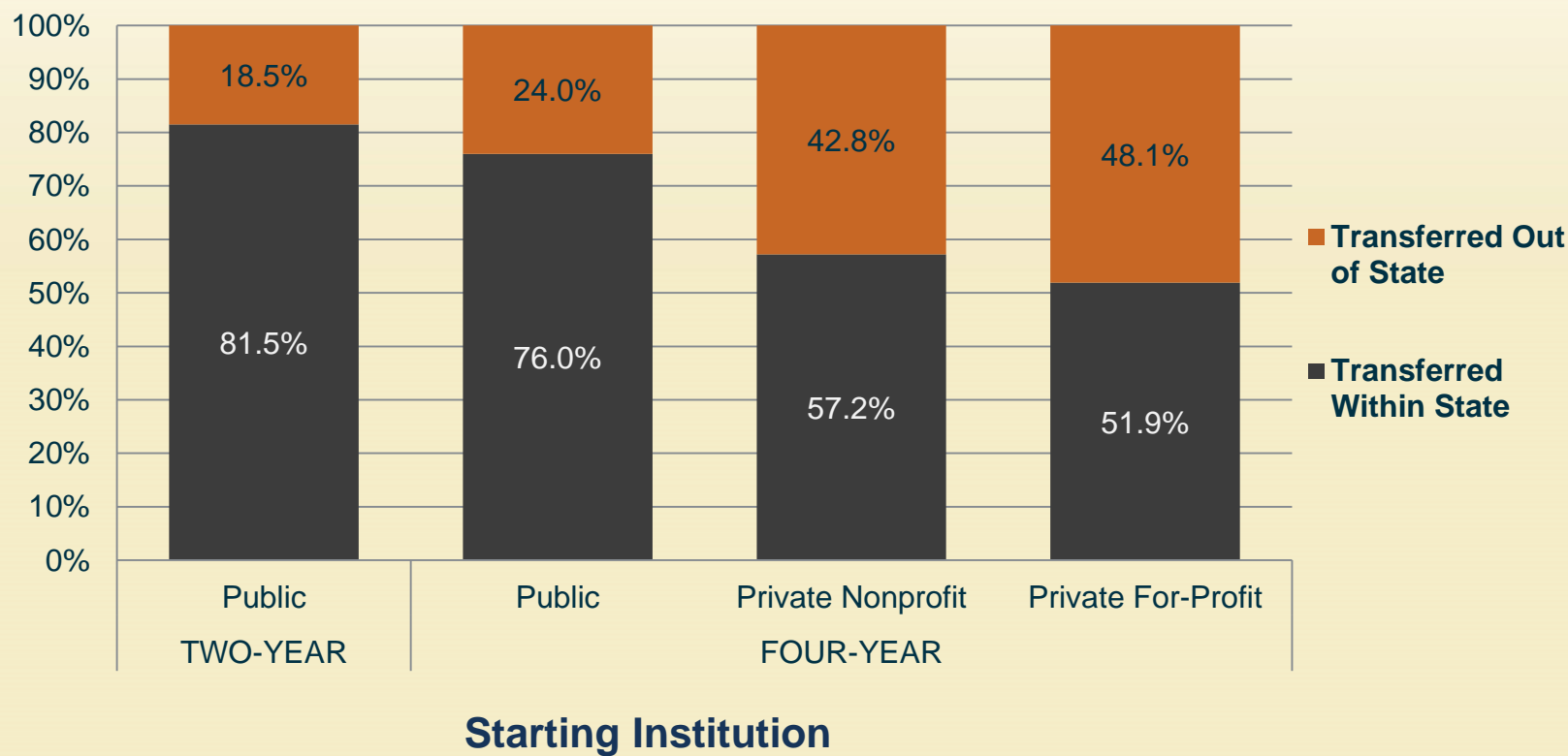
6-Year Outcomes by Associate's Degree Status showing that 2/3 of transfers do so w/o a credential (and that only 56% of those end up with a credential)
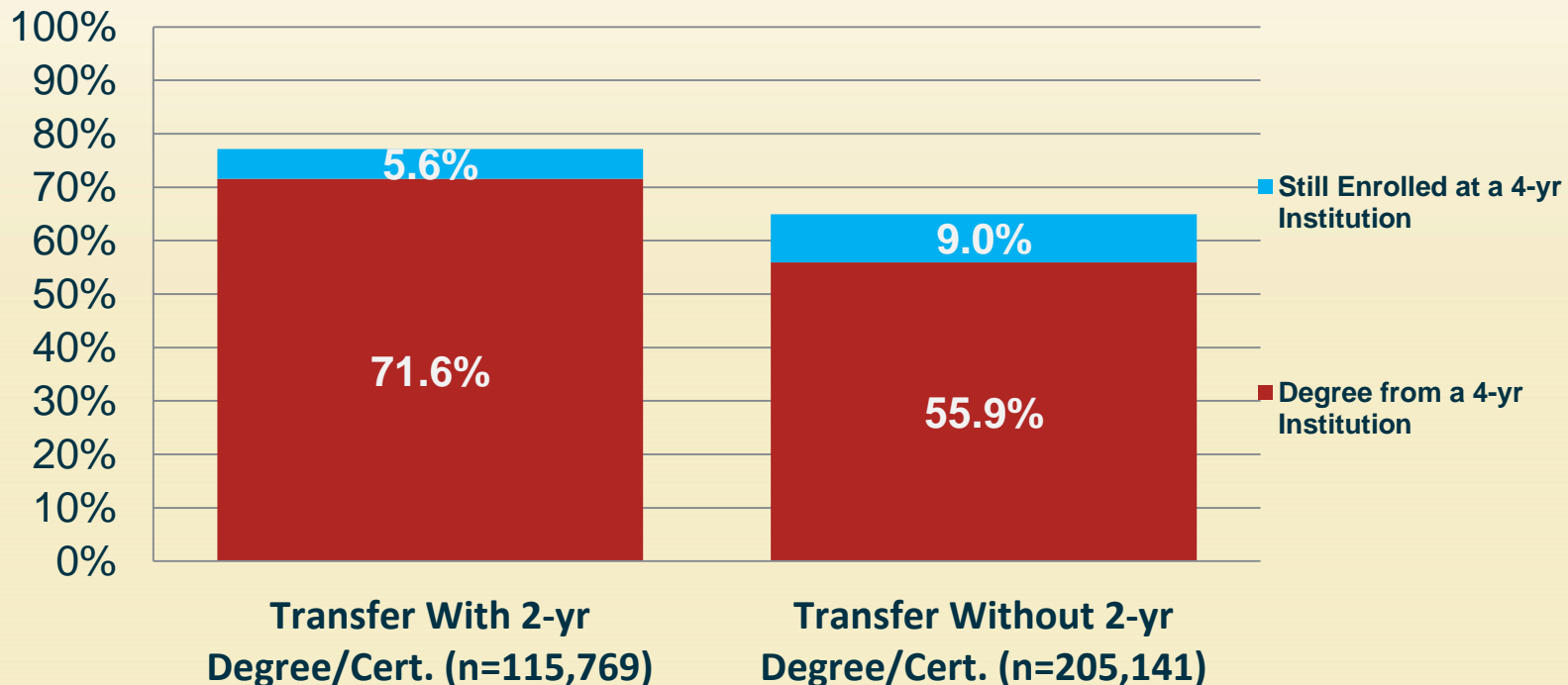
Transfer and Mobility Effects

- Transfer rates and mobility patterns are increasing as more institutions increase their reach across state lines

- State based Reverse transfer systems alone will not be able to maximize benefit to students and institutions who deserve credit

- *Locus of control for educational attainment is shifting (or has shifted) from the institution to the student*

- *School attainment rates are entirely mis-represented*

Getting the count right…why it matters

Bachelor's Seeking Model

First-Time Full-Time Students Starting Fall 2009

Number of students: 1,753

roll over each bar for detail data

| 44% | | 15% | 10% | 12% | 19% |

WITHIN 6 YEARS

| 36% | 10% | 22% | 16% | 16% |

WITHIN 5 YEARS

| 11% | 49% | | 20% | 15% |

WITHIN 4 YEARS

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Graduated: Reporting institution
- Transferred & Graduated: Other Institution
- Enrolled: Reporting institution
- Transferred & Enrolled: Other Institution
- Current Status Unknown
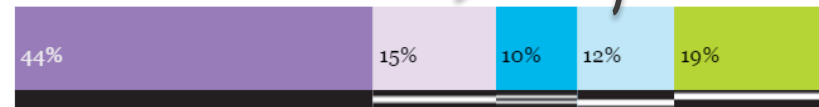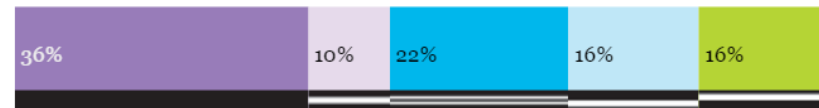
Nearly 1/3 of this public institution's starting cohort would go unaccounted for without NSC

Drilling a little on delivery and outcomes…mega trends

- Disaggregation/unbundling of education

  - Delivery mechanisms
  - Recognition of learning
  - Recognition of capabilities

There is no roadmap. This evolution and in some cases revolution (example: tech bootcamps) is happening on the fly in real time

Drilling a little on delivery and outcomes…mega trends

- Education value prop being redefined

  - The end game: pathway to what?

  - Demonstration of ROI (state vs federal)

  - Credit When It's Due:

    - Student and institutional

How you are held accountable is inconsistent and conflicted…

NSC is positioning itself to be on national, regional, state and local institutional assistance

Established Benchmarks

Type of Benchmarks	Available data sources	Best possible data source	Limitations of the Best Data Source
Access Benchmarks (or high-school-to-college transition)	High school exit surveys, SLDS, **NSC STHS**	SLDS (more data elements available about the student to measure access for subgroups of students)	Tracking those who enroll in in-state private colleges or out-of-state public and private colleges is not possible.
Transfer, persistence & completion	IPEDS Institutional Surveys, SAM/VSA, VFA, **NSC**	**NSC**	Institutional coverage rate is lower than enrollment coverage rate meaning many small institutions are not participating with NSC. This has, particularly, implications when the unit of analysis is individual schools. In some cases when the unit of analysis is state/sector combinations institutional coverage rate may matter as well.
Workforce	American Community Survey, UI wage records College Measures	UI Wage Records	Not all states linked postsecondary and workforce data. Data are not linked across states either. Unless states in an exchange program (e.g. WICHE multistate data exchange) employment in a different state won't be captured.
Emerging Benchmarks or Measures			
Attainment of third- party credentials	A number of individual initiatives	No comprehensive data source but emerging research findings on individual states are available	Example: Bahr (2014) found positive returns to credits in career and technical education subfields of study. He mentioned that the explanation for this was, at least partly, because, some of those fields were tied closely to licenses or certifications in California that require the completion of particular coursework or specific numbers of credits in particular subfields
Portable Stackable Credentials	Emerging field	Data definitions are being developed now	CLASP (2014). Scaling "Stackable Credentials" Implications for Implementation and Policy

California Community College System Example

The Labor Market Return in Earnings to Community College Credits and Credentials in California

by Peter Riley Bahr* Center for the Study of Higher and Postsecondary Education University of Michigan

Revised May 1, 2015

- The completion agenda … is inextricably linked to, and reinforced by, two other threads of ideas.

  – The **first revolves around longstanding policy efforts to develop and implement widely accepted standards of institutional accountability,** *especially expressions of accountability that link institutional performance to funding* (Walters, 2012).

  – The central **challenge of these efforts is identifying measures that capture the full range of activities of community colleges**, including preparing students to transfer to four-year institutions, workforce development, and community education (Bahr, 2013).

  – In the face of this challenge, **policymakers often have defaulted to readily measureable outcomes that capture only a portion of the community college mission, of which the most common measure is graduation rate** (Bautsch & Williams, 2010; Dowd & Tong, 2007).

Some Implications suggest that lack of data is forcing, in some cases unfortunate decisions

- Not surprisingly, then, **anecdotal evidence suggests that community colleges** that are grappling with the challenges of excess demand, declining resources, and increasing scrutiny of their graduation rates **are electing to reduce or eliminate programs of study in part based on program-specific rates of credential completion** (e.g., Puente, 2013; Grubb, 2002a).

- **Such cuts tend to fall disproportionately on career and technical education programs** (Bohn, Reyes & Johnson, 2013), which typically have lower rates of graduation than do liberal arts programs (Jenkins & Cho, 2012).

An alternative…that makes sense

- Against this paradigmatic and policy backdrop, a reinforcing thread has developed in the past several years.

- Specifically, education researchers increasingly have focused their attention on **measuring the labor market returns to the various types of postsecondary credentials offered by community colleges** (e.g., Dadgar & Weiss, 2012; de Alva & Schneider, 2013; Jepsen, Troske & Coomes, 2009; Lang & Weinstein, 2012; Stevens, Kurlaender & Grosz, 2014), such as associate degrees and certificates.

- Under the completion agenda paradigm, this attention makes sense**:**

if the chief goal of community colleges is providing educational pathways that lead to postsecondary credentials, then certainly the labor market value of those credentials is an important matter to investigate.

Statewide

Click here to select a different college

	MOMENTUM POINTS			DEGREE/TRANSFER OUTCOMES	CAREER TECHNICAL EDUCATION METRICS	
CURRENT PROFILE	REMEDIAL/ESL	PERSISTENCE	30 UNITS	DEGREE/TRANSFER	CAREER TECHNICAL EDUCATION	SKILLS BUILDER

College Profile

Click here to view current year report

The student population and course sections offered described in the tables are based on the 2014-15 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2009-10.

STUDENT INFORMATION			
Students			2,317,945
GENDER		ETHNICITY/RACE	
Female	53.1%	African American	6.7%
Male	45.8%	American Indian/Alaska Native	0.4%
Unknown	1.1%	Asian	11.4%
AGE		Filipino	2.9%
Less than 20 years old	24.9%	Hispanic	41.7%
20 to 24 years old	32.2%	Pacific Islander	0.4%
25 to 39 years old	26.8%	White	28.2%
40 or more years old	16.1%	Two or more Races	3.7%
Unknown	0.0%	Unknown	4.5%

OTHER INFORMATION	
Full Time Equivalent Students	1,133,287.1
Credit Sections	337,685
Non-Credit Sections	29,455
Median Credit Section Size	26
Percentage of Full-Time Faculty	56.1%
Percentage of First-Generation Students	41.7%*
Student Counseling Ratio (FALL 2014)	657:1

* Insufficient data
** No data

The California Community Colleges is the largest system of higher education in the nation, with more than 2.3 million duplicated students attending 113 colleges. Our colleges provide students with the knowledge and background necessary to compete in today's economy. With a wide range of educational offerings, the colleges provide workforce training, basic courses in English and math, certificate and degree programs and preparation for transfer to four-year institutions.

District: Statewide
Students: 2,317,945
County: Statewide

NSC's new data projects: Extending data coverage

✓ Reverse Transfer: ***course, grade and credit information***

✓ *Institutionally supported Micro-credentials*: **digital credentials**

✓ ***3rd Party Credentials tied to workforce and non credit leaners***

✓ **National Transcript Center** integration with StudentTracker®

✓ ***Competency Based Education****: Direct Assessment …Rubrics, KSA's… beginning with workforce defined ksa's*

✓ Military: ***Veteran completion and certification***

A Cautionary Tale: Even when using consistent data sources there are issues

NYS Southside HS example

Answer Sheet

Principal uncovers flawed data in her state's official education reports

A   🖶   💬 53   🔖 Save for Later   ☰ Reading List

By

School reformers talk nonstop about using "data" to drive policy, teaching and just about everything else, which, you would think, would require that the data being used be accurate. The following post exposes a troubling problem with the push for "data-driven" everything — bad data. This important piece was written by award-winning Principal Carol Burris of South Side High School in New York, who was named New York's 2013 High School Principal of the Year by the School Administrators Association of New York and the National Association of Secondary School Principals, and in 2010, tapped as the 2010 New York State Outstanding Educator by the School Administrators Association of New York State. Burris has been exposing the botched school reform program in New York for years on this blog, and it is worth reading.

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witl
was written by award-winning Principal Carol Burris of South Side High

54

In its zest to prove there is a crisis of college readiness, combined with a sweetheart infatuation with big data, NYSED produced reports (SIRS 601-604) to track New York high school graduates' college enrollment. A few days before the public release of the reports, Deputy Commissioner Ken Wagner sent a memo to districts. He explained that the department had combined school data with that of the National Student Clearinghouse to document which former high school students were enrolled in college and whether they persisted in their studies.

The memo informed superintendents that after the Regents discussed the data, it would be publicly released because it would be of interest to communities.

Our district data coordinator, who is my assistant principal, brought me the SIRS report. It claimed that only 80 percent of our students from the cohort of 2008 (Class of 2012) were enrolled in college. As soon as I saw the number, I knew it was not correct. Ninety-eight percent of the 2012 Class told us they were going to college and gave us the name of the college they would attend. Might some have left after one semester, or changed their minds? It's possible. But I found it difficult to believe that 18 percent had either not enrolled or quickly dropped out.

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Did you mean: principal-uncovers-flawed-data-in-*the*-states-official-education-reports twitter

The Answer Sheet: Principal Uncovers Flawed Data in Her ...
nepc.colorado.edu/.../**principal-uncover**... ▾ National Education Policy Center ▾
Nov 24, 2014 - ... Uncovers Flawed Data in Her State's Official Education Reports ...
This important piece was written by award-winning Principal Carol Burris ...

Katie Zahedi on Twitter: "Principal uncovers flawed data in ...
https://**twitter**.com/kjzahedi/status/536268087977181184
Nov 22, 2014 - Principal uncovers flawed data in her state's official education
reports http://wapo.st/1p9093T Carol Burris explains flaws in SED data.

Principal Uncovers Flawed Data in Her State's Official ...
casliny.com/**education**.../**principal-uncovers-flawed-data-states-official-e**... ▾
Nov 24, 2014 - Principal Uncovers Flawed Data in Her State's Official Education
Reports – Washington Post. Principal Uncovers Flawed Data in Her State's ...

Flawed and Inaccurate Data | Data Justice
www.**data**justice.org/site/**flawed**-and-inaccurate-**data** ▾
EU Seeks to Tighten Data Privacy Laws, Wall Street Journal, 03/10/2015. Carol Burris.
Principal uncovers flawed data in her state's official education reports ...

uncovers flawed data in her state's official education reports
www.**data**justice.org/.../**principal-uncovers-flawed-data-her-states-official-e**...
Principal uncovers flawed data in her state's official education reports. Submitted
by Nathan Newman on Mon, 02/23/2015 - 16:15 ...

LCTA Newsletter
lancasterteache**r**s.com/weekly%20political%20action.htm ▾
Monday, March 9 the State Assembly and Senate will print their budget bills. ..... If
you're on Twitter, follow the #AllKidsNeed hashtag for up to date posts from ...... /
11/22/principal-uncovers-flawed-data-in-her-states-official-education-reports/.

SWRTA: November 2014
swrta.blogspot.com/2014_11_01_archive.html
Nov 2, 2014 - As a result, the New York State Board of Regents is considering a
proposal to "clarify" the ..... reform movement by sharing articles like this via email,
Facebook, Twitter, etc. Principal uncovers flawed data in her state's official
education reports ... The Locust Valley Teachers Association President reports that:.

Trust, Big Data, and Bad Timing

By Tod Massa

I read **this story** before Thanksgiving. A principal in New York finds that the state's education department (NYSED) issued reports on high school graduates attending college seems to be terribly flawed. Principal Burris was not shy about letting people know. The report is based on data from the NYSED student records matched to data from the National Student Clearinghouse. Read the original essay and then associated linked article and see what conclusion you reach.

This evening, a Twitter user @EduBenM rwtweeted @klarkcollege tweet of the the story:

Wow - account of massive errors at national student clearinghouse - important reading for all edu stats nerds
http://t.co/QTEvLaZbyl

— Kim Clark (@kclarkcollege) **December 5, 2014**

I retweeted this just to draw attention to how people respond to these stories and because it is of interest. This drew a responding tweet from Richard Torres of NSC to read the comments to the article as the fault does not belong to NSC. Rick and I exchanged tweets as I pointed out that the comment from NSC was just an assertion and did not explain anything, and he then directed me to the response from the principal, which I still thought did not explain things. At least to my satisfaction. This tweet, however, does explain things:

@todmassa the challenge is that the HS may quote a 1 year since grad number and the state may apply a time basis. Both are correct

— Ricardo Torres (@Bdatawise) **December 5, 2014**

Now, I understand especially in the context of a prior tweet:

@todmassa tks for suggestion. We are wkg with districts 2 understand NYS cut off for enrollment on rpt. Big diff bet 6 mos vs 15 mos

— Ricardo Torres (@Bdatawise) **December 5, 2014**

Hah! Now I understand. Apparently the NYSED is only looking at six months post-graduation while the high schools are looking a year later. A basic problem of definitions, one that we struggle with all the time. At SCHEV we try to be clear about the definitions we use because we know it can cause confusion on campus. We are not always successful. There are also times when institutions have long-standing definitions and metrics that conflict with ours and with national standards. I encountered one of those last summer on Twitter in following one of public university presidents.

So if both numbers were correct, what actually happened?

	Southside HS Report from NSC	NYS Report to Southside HS (using NSC data)
Graduating Class	2012	2012
Completion rate	96%	80%
Claimed completion rate	98%	
Missing NSC schools	2%	

Contact us regarding your involvement in these initiatives

- ✓ Reverse Transfer: ***course, grade and credit information***

- ✓ *Institutionally supported Micro-credentials*: **digital credentials**

- ✓ ***3rd Party Credentials tied to workforce and non credit leaners***

- ✓ **National Transcript Center** integration with StudentTracker®

- ✓ ***Competency Based Education****: Direct Assessment …Rubrics, KSA's… beginning with workforce defined ksa's*

- ✓ Military: ***Veteran completion and certification***

So the MoneyBall Outcome…

- Wins needed to get in playoffs   99   103

- Runs needed to win 99 games   814   800

- Runs allowed to win 99 games   645   654

During the regular season won 20 straight games, an American League Record

Finished in first place

Thank you

NATIONAL STUDENT
CLEARINGHOUSE®