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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NCAN
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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

<table>
<thead>
<tr>
<th>Build network capacity</th>
<th>Bolster the skills and competencies of college access and success leaders and practitioners through professional development, news from the field, data, and tools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for policy solutions</td>
<td>Advocate for equitable college completion rates by amplifying a range of policy solutions, mobilizing members, and leveraging student voice.</td>
</tr>
<tr>
<td>Support systems change</td>
<td>Help school districts, higher education institutions, and other community stakeholders to adopt effective strategies for students.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty Schools</td>
<td>54%</td>
</tr>
<tr>
<td>Low Poverty Schools</td>
<td>76%</td>
</tr>
<tr>
<td>Low Income Schools</td>
<td>55%</td>
</tr>
<tr>
<td>Higher Income Schools</td>
<td>69%</td>
</tr>
<tr>
<td>High Minority Schools</td>
<td>58%</td>
</tr>
<tr>
<td>Low Minority Schools</td>
<td>69%</td>
</tr>
<tr>
<td>Urban Schools</td>
<td>62%</td>
</tr>
<tr>
<td>Suburban Schools</td>
<td>67%</td>
</tr>
<tr>
<td>Rural Schools</td>
<td>62%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Overall</th>
<th>High Poverty</th>
<th>Low Poverty</th>
<th>Low Income</th>
<th>Higher Income</th>
<th>High Minority</th>
<th>Low Minority</th>
<th>Urban</th>
<th>Rural</th>
<th>Suburban</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6.8%</td>
<td>-11.4%</td>
<td>-2.9%</td>
<td>-10.7%</td>
<td>-4.6%</td>
<td>-4.8%</td>
<td>-7.5%</td>
<td></td>
<td></td>
<td>-6.1%</td>
</tr>
<tr>
<td>-1.5%</td>
<td>-1.6%</td>
<td>-1.4%</td>
<td>-0.8%</td>
<td>-1.9%</td>
<td>-0.9%</td>
<td>-1.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall 2019 Fall 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

The Scientific Method

1. Observe
2. Research
3. Hypothesize
4. Test
5. Analyze
6. Conclude

PDSA Cycle

1. Plan
2. Do
3. Study
4. Act
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

Level of Sophistication

- Student Surveys
- Direct Relationships with Institutions
- State Data Portals
- National Student Clearinghouse StudentTracker
“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.,

![Diagram showing GOOD FIT and BAD FIT]

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.

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
LET'S TAKE A LOOK AT FLORIDA: EDUDATA.FLDOE.ORG

Know Your Schools
Find and Compare Florida Public Schools
Search by Zip Code, School, or City

State Report Card  District Report Cards  School Report Cards

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
### 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 (*).

### 2018-19 Florida Postsecondary Enrollment

<table>
<thead>
<tr>
<th>Metric</th>
<th>Florida Graduates Who Enrolled in Any Florida Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Year</strong></td>
<td><strong>Total Students</strong></td>
</tr>
<tr>
<td>2018-19</td>
<td>61.2%</td>
</tr>
<tr>
<td><strong>Metric</strong></td>
<td><strong>Subgroups</strong></td>
</tr>
<tr>
<td>Percentage</td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>60.0%</td>
</tr>
<tr>
<td></td>
<td>English Language Learners</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td>36.4%</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td><strong>Total Students</strong></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>75.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>64.8%</td>
</tr>
</tbody>
</table>
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)**

<table>
<thead>
<tr>
<th>TOTAL WITH OUTCOME DATA</th>
<th>374</th>
<th>83%</th>
</tr>
</thead>
</table>

**FLORIDA CONTINUING EDUCATION DATA**

<table>
<thead>
<tr>
<th>TOTAL CONTINUING THEIR EDUCATION (Unduplicated)</th>
<th>269</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>...IN DISTRICT POSTSECONDARY</td>
<td></td>
<td>****</td>
</tr>
<tr>
<td>...IN FLORIDA COLLEGE SYSTEM</td>
<td>139</td>
<td>52%</td>
</tr>
<tr>
<td>AA Program</td>
<td>50</td>
<td>36%</td>
</tr>
<tr>
<td>AS Program</td>
<td>****</td>
<td>****</td>
</tr>
<tr>
<td>AAS Program</td>
<td>****</td>
<td>****</td>
</tr>
<tr>
<td>Adult Vocational Certificate</td>
<td></td>
<td>****</td>
</tr>
<tr>
<td>Vocational Credit Certificate</td>
<td></td>
<td>****</td>
</tr>
<tr>
<td>Bachelor Program</td>
<td></td>
<td>****</td>
</tr>
<tr>
<td>Other</td>
<td>79</td>
<td>57%</td>
</tr>
<tr>
<td>...IN STATE UNIVERSITY SYSTEM</td>
<td>120</td>
<td>45%</td>
</tr>
<tr>
<td>...IN PRIVATE COLLEGE OR UNIVERSITY</td>
<td>18</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Students may be in multiple settings; therefore, sum of detail may exceed total unduplicated count.*

| 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

First Fall Enrollment Outcomes
WHEN DO STUDENTS STOP OUT?

Class of 2013 Postsecondary Enrollment and Progress

Class of 2015 Postsecondary Enrollment and Progress

Legend:
- Graduated
- Returned After Stop Out
- New to College
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

Persisted

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

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

OKAY, SO ONCE I HAVE THIS DATA... THEN WHAT?
TWO COMMON INQUIRY-RELATED PROCESSES

The Scientific Method
1. Observe
2. Research
3. Hypothesize
4. Test
5. Analyze
6. Conclude

PDSA Cycle
1. Plan
2. Do
3. Study
4. Act
BOTH CYCLES ESSENTIALLY BOIL DOWN TO...

Ask better questions to get clearer answers

Use clearer answers to ask better questions
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!

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