



# *Reaching Consensus on Common Indicators*

## *A Feasibility Analysis*

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Using State Data to Improve Community College Student Success and Attainment

State Student Data Project for Bridges and AtD

San Antonio, TX

January 10-12, 2006





## *Purpose of the Project*

- Improved Knowledge About State Data Resources in Participating States
- Share Good Practices on How to Use Data to Improve Performance for Underserved Students
- Opportunity to Use Leverage of Bridges/AtD Participation to Address Common Data Issues
- Common Indicators to Benchmark Performance and Influence the National Dialogue about Student Success at Community Colleges





## *Guiding Assumptions*

- Information About Student Progression and Success is an Important Policy Tool
- The Primary Purpose of Key Indicators is to Improve Programs
- “Benchmark” Does Not Mean “Rank” or “Compare”
- Understanding the Behaviors of Student Sub-Populations is Critical





## *Why Are Benchmarks Valuable?*

- Demonstrate Need for Improvement in Serving Low Income Students in Explicit, Unambiguous Ways
- Focus Policymaker Attention by Using a Well-Understood “Common Language”
- Provide States with a Systematic Way to Assess Progress and Analyze the Effectiveness of Particular Policy Interventions





## *Project Activities*

- Initial Meeting of 10 Bridges/AtD States in Boston in April 2005
- Draft Paper on Indicators and Data Elements Developed by NCHEMS for State Review
- Site Visits to 11 States (CT Added) in Summer-Fall 2005 by NCHEMS staff teams and representatives from JFF and CCRC
- Documentation by NCHEMS of State Database Capacities, Common Challenges, and Abilities to Calculate Identified Performance Indicators





## *Topics Addressed in State Site Visits*

- Overall Contents, Coverage, and Organization of Available “Unit Record” Data Resources
- Current and Emerging Challenges and Issues Regarding State Data Resources
- Specific Capacity to Generate Particular Performance Indicators
- Issues that Might Benefit from Common Project Leverage





## *Data Resources: An Overall Assessment*

- Basic SUR Contents
- Transcript-Level Detail
- Developmental Education and Placement Testing
- Non-Credit Activity





## *Data Resources: An Overall Assessment (Cont.)*

- Links to Other Databases
- Analysis and Reporting
- Organizational and Political Issues





## *Possible Benchmark Measures: Properties*

- Calculated on a Longitudinal Basis
- Defined in Terms of Relationships Between Defined Events in a Student Enrollment History
- Two Sets of Measures:
  - > “Set A” – Can be Generated by Virtually All States
  - > “Set B” – Can be Generated by Many States

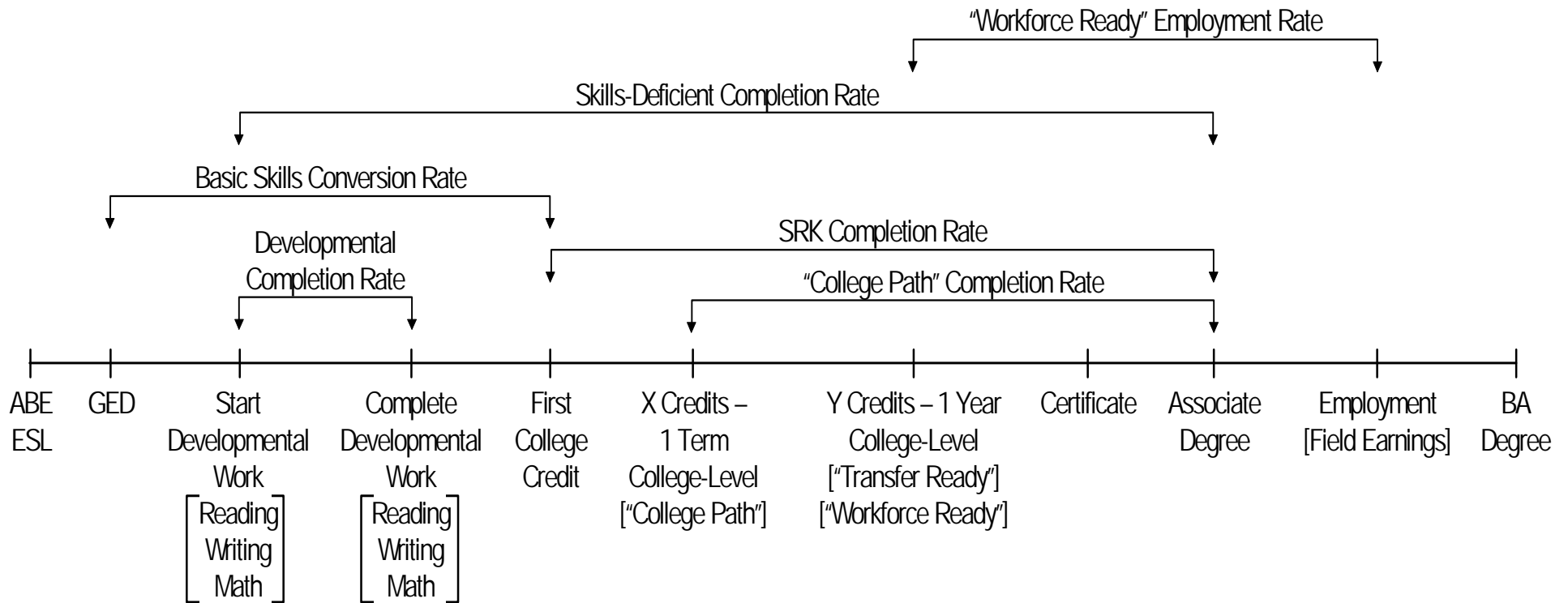




# “Milestone Events” in Student History

Figure 2

“Milestone Events” in a Student Enrollment Pathway





## *Measure Set A*

- Basic Completion Rate (Credentials)
- Basic Completion Rate (Degrees)
- Basic Overall Persistence/Success Rate  
[Suggest Substitution by a Basic  
Persistence Rate]





*Measure Set A (cont.)*

- Developmental Success Rate I
- Developmental Success Rate II
- Transfer Rate





## *Measure Set B*

- “College Path” Achievement Rate
- “College Path” Completion Rate (Credentials)
- “College Path” Completion Rate (Degrees)
- “College Path” Overall Persistence/Success Rate [Modification as Above]





*Measure Set B (cont.)*

- Developmental Success Rate III
- Developmental Success Rate IV
- Non-Credit Conversion Rate
- Basic Employment Rate
- [Earnings Differential]





## *Interesting Measures that “Didn’t Make the Cut”*

- Intermediate Achievement Measures based on “Transfer Readiness” or “Workforce Readiness”
- Developmental Education Effectiveness Measures Based on Tested Readiness for College Work
- Measures of Post-Transfer Performance
- Measures Based on Current/Subsequent Earnings





## *Recommended Sub-Populations*

- Gender
- Race/Ethnicity
- Age
- Part-time Status
- Transfer Status
- Need-Based Financial Aid Status





## *Recommended Sub-Populations (Set B)*

- Family Income
- Single Parent
- First Generation Student





## *Common Issues for Project Attention*

- Establishing Linkages Across Databases
- Data on Non-Credit Students
- Data on College Readiness
- FERPA and Privacy Issues





## *Concluding Comments*

- Sincere and Repeated Thanks to All Who Shared Information with us and Critiqued Multiple Drafts!
- Note Emerging Connections with Parallel Work (e.g. K-12 “Data Quality Campaign”)
- Where Do We Go From Here?....

