

# Measuring and Tracking Student Readiness and Success:

## The “How-To” and Benefits of Merging Datasets

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# Opening Discussion

- Who is familiar with the National Student Clearinghouse (NSC)?
- What is your role?
- How does your organization/institution use NSC data?
- How does your organization/institution obtain NSC data?

# The National Student Clearinghouse

- The National Student Clearinghouse is a national higher education **data collaborative**.
- Its mission is to serve the education community by **facilitating** the exchange of **student enrollment, performance, and related information**.

# The National Student Clearinghouse

- More than 3,600 college and universities enrolling over **98%** of all students attending a postsecondary institution provide data to the NSC.
- NSC's national "Student Tracker" provides **access, persistence** and **attainment-related** data.

# The National Student Clearinghouse

- Benefits to organizations and higher education institutions:
  - Identify enrollment trends and patterns
  - Track transfer student enrollment
  - Improve efforts to target, recruit, and retain students
  - Perform longitudinal and other outcome analyses



# Helios and the National Student Clearinghouse

- *Linking large data sets (NSC and ACT):*
  - **Understand** college access and success (e.g., how do demographic variables and achievement predict enrollment, persistence, and completion?)
  - **Track** student longitudinally
  - **Gauge** school and district success and college-going culture more comprehensively

# Helios and the National Student Clearinghouse

National Student Clearinghouse	ACT
<b>College Information</b> <ul style="list-style-type: none"><li>➤ College/university name</li><li>➤ Type of institution (e.g., public, private, 2-year, 4-year)</li><li>➤ Location</li></ul>	<b>Student Demographics</b> <ul style="list-style-type: none"><li>➤ Gender</li><li>➤ Race/ethnicity</li><li>➤ Address and telephone number</li><li>➤ DOB</li><li>➤ Grade level/year of high school graduation</li><li>➤ High school name</li></ul>
<b>Enrollment Information</b> <ul style="list-style-type: none"><li>➤ Beginning/end dates</li><li>➤ Class level (e.g., freshman)</li><li>➤ Major(s)/minor</li></ul>	<b>Test Scores</b> <ul style="list-style-type: none"><li>➤ High School GPA overall/subject</li><li>➤ ACT score overall/subtest</li></ul>
<b>Graduation Information</b> <ul style="list-style-type: none"><li>➤ Graduation status</li><li>➤ Graduation date</li><li>➤ Degree title and major</li></ul>	<b>College Aspirations</b> <ul style="list-style-type: none"><li>➤ College/university names</li></ul>

# Helios and the National Student Clearinghouse

- How do the following differ across demographic subgroups?
  - Access
  - Persistence
  - Completion





# Examining College Readiness, Aspirations and Matriculation in Fourteen Arizona School Districts: Lessons Learned and Policy Implications

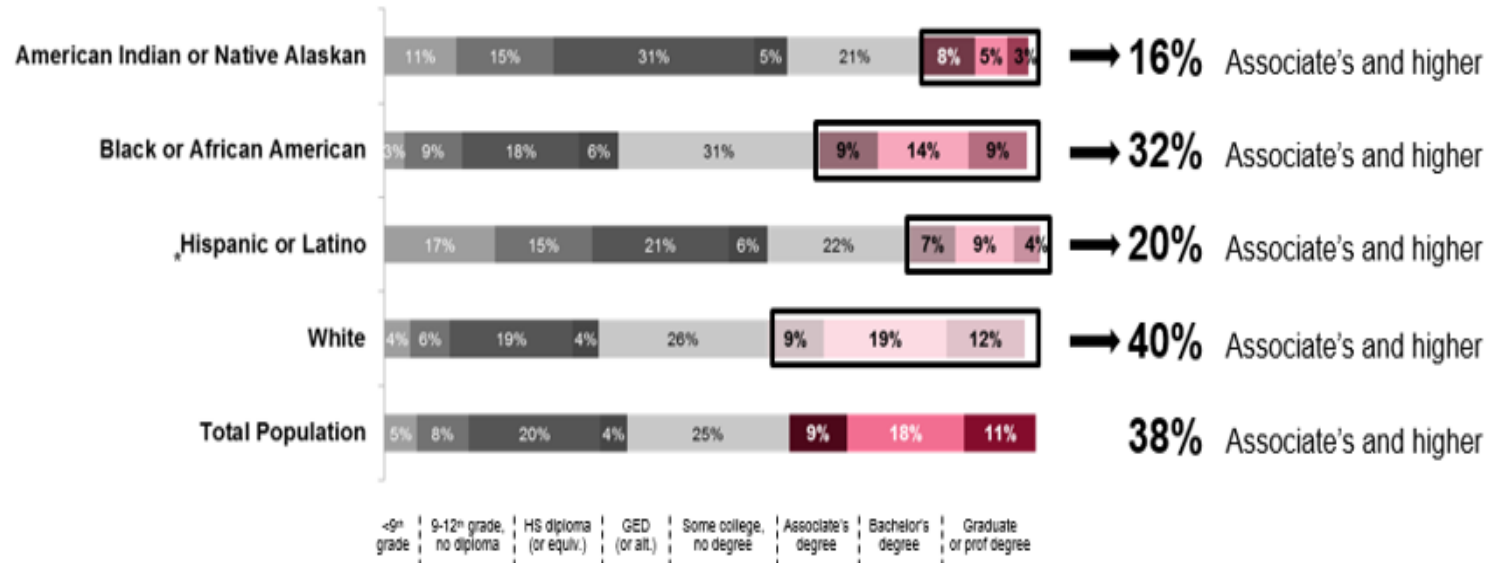


# The Problem:

- Overall, postsecondary attainment is low in Arizona
- They are especially low for our minority population
- While this is important for all groups, we focused on Latinos as they are the fastest growing demographic in the state

# The Problem:

## Arizona Postsecondary Attainment Rates



\* Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino, or Spanish may be of any race, and are therefore not separately distinguished in Census Race data. Those who identify as "Hispanic or Latino" may also be included in other race data.

Data from the US Census Bureau, using the 2015 1-year PUMS file (<http://www.census.gov/acs/www/>)

# Our Organizational Solution

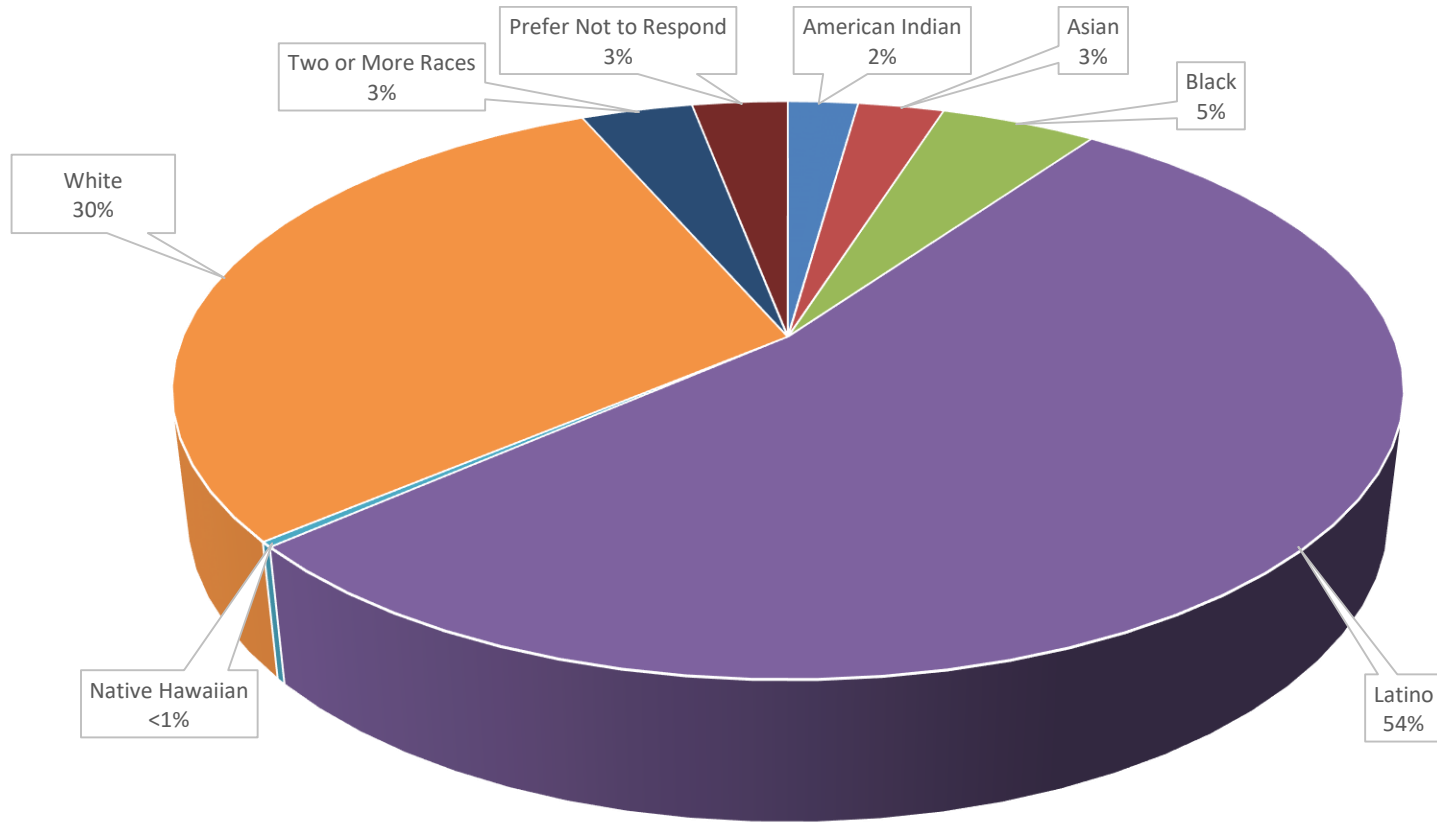
## College Knowing & Going:

- Provide the ACT College Entrance Examination to All Juniors in 18 School Districts (40% of public school Juniors)
- Provide District and School Support to Effectively use the Education and Career Action Plan with Students
- Provide District and School Support to Increase FAFSA Completion
- Provide District and School Support to Increase College Applications

# College Knowing & Going Districts

	Junior Class Size	College Going Rates
Chandler Unified School District	3,211	65.4%
Flagstaff Unified School District	724	55.2%
Florence Unified School District	627	51.0%
Flowing Wells Unified School District	403	45.8%
Glendale Union High School District	3,570	52.6%
Globe Unified School District	153	54.4%
Higley Unified School District	790	56.2%
Lake Havasu Unified School District	451	54.0%
Nogales Unified School District	398	58.3%
Peoria Unified School District	3,073	63.7%
Phoenix Union High School District	6,286	44.1%
Round Valley Unified School District	96	60.2%
Sunnyside Unified School District	973	45.0%
Tolleson Union High School District	2616	46.4%
Tucson Unified School District	3,344	50.1%
Vail Unified School District	901	51.3%
Winslow Unified School District	162	55.3%
Yuma Union High School District	2,594	69.0%

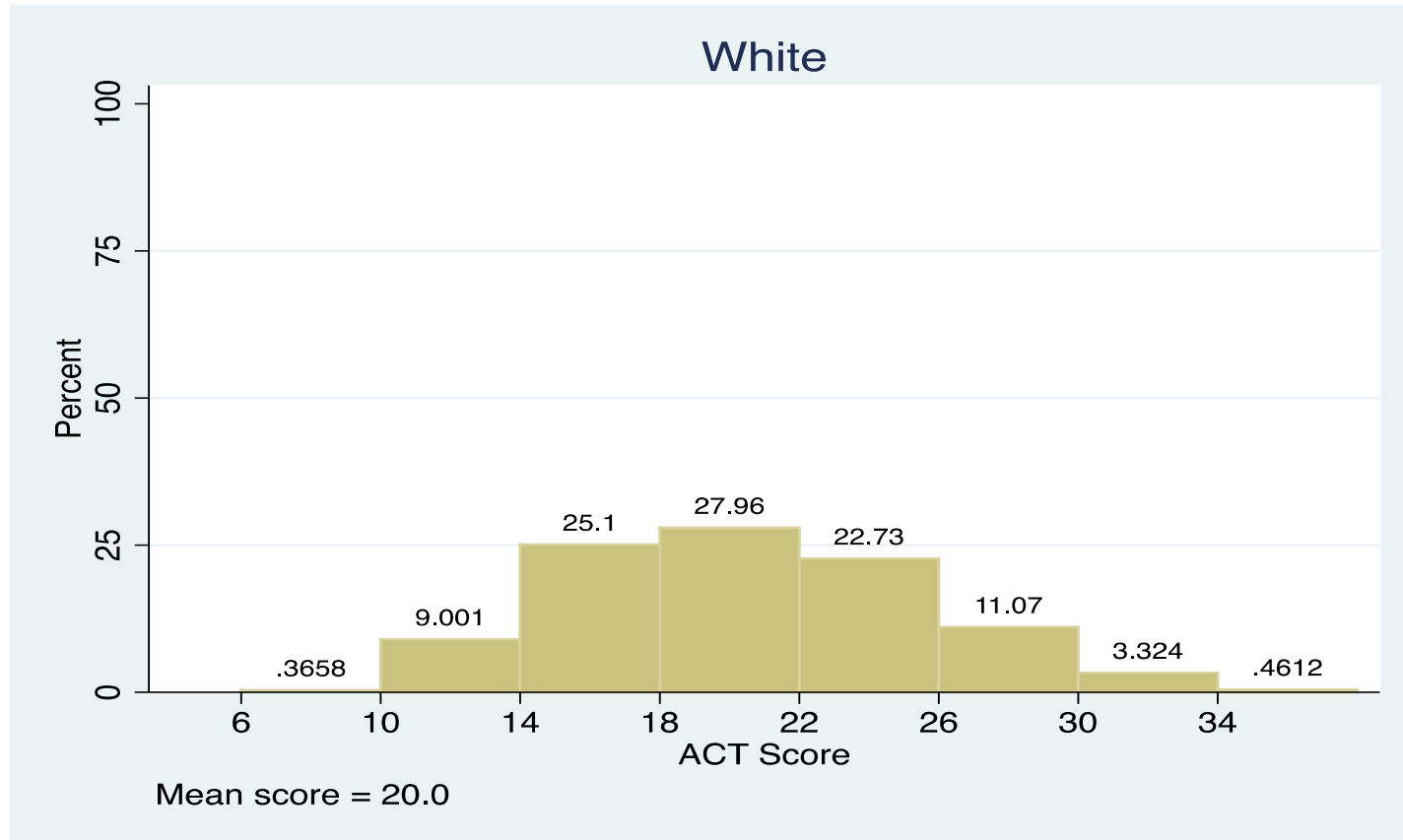
# College Knowing & Going Population



# Research Questions

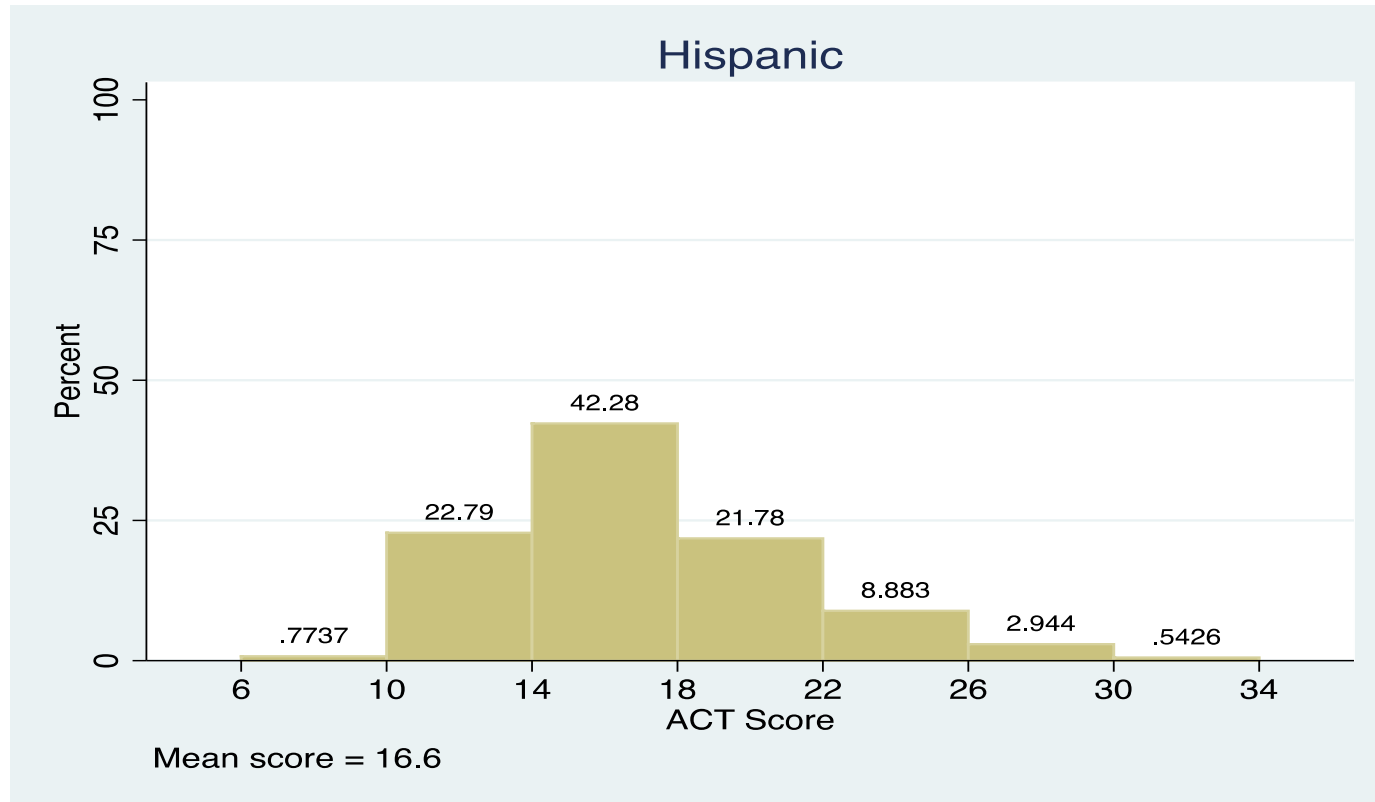
- How is ethnicity moderated by achievement in predicting college aspiration quality?
- How does ethnicity impact the quality of postsecondary matriculation?

# ACT Scores - White





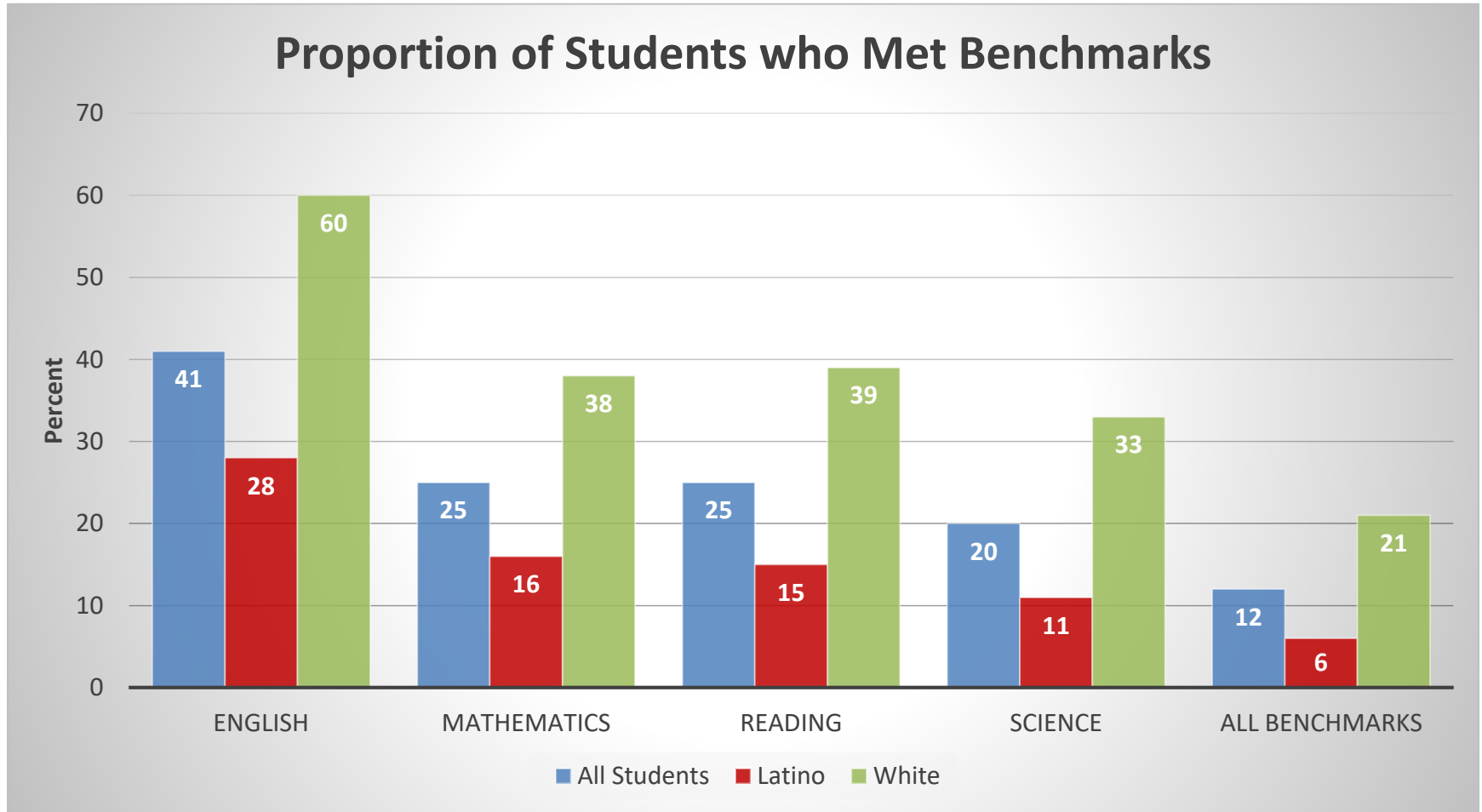
# ACT Scores - Latino



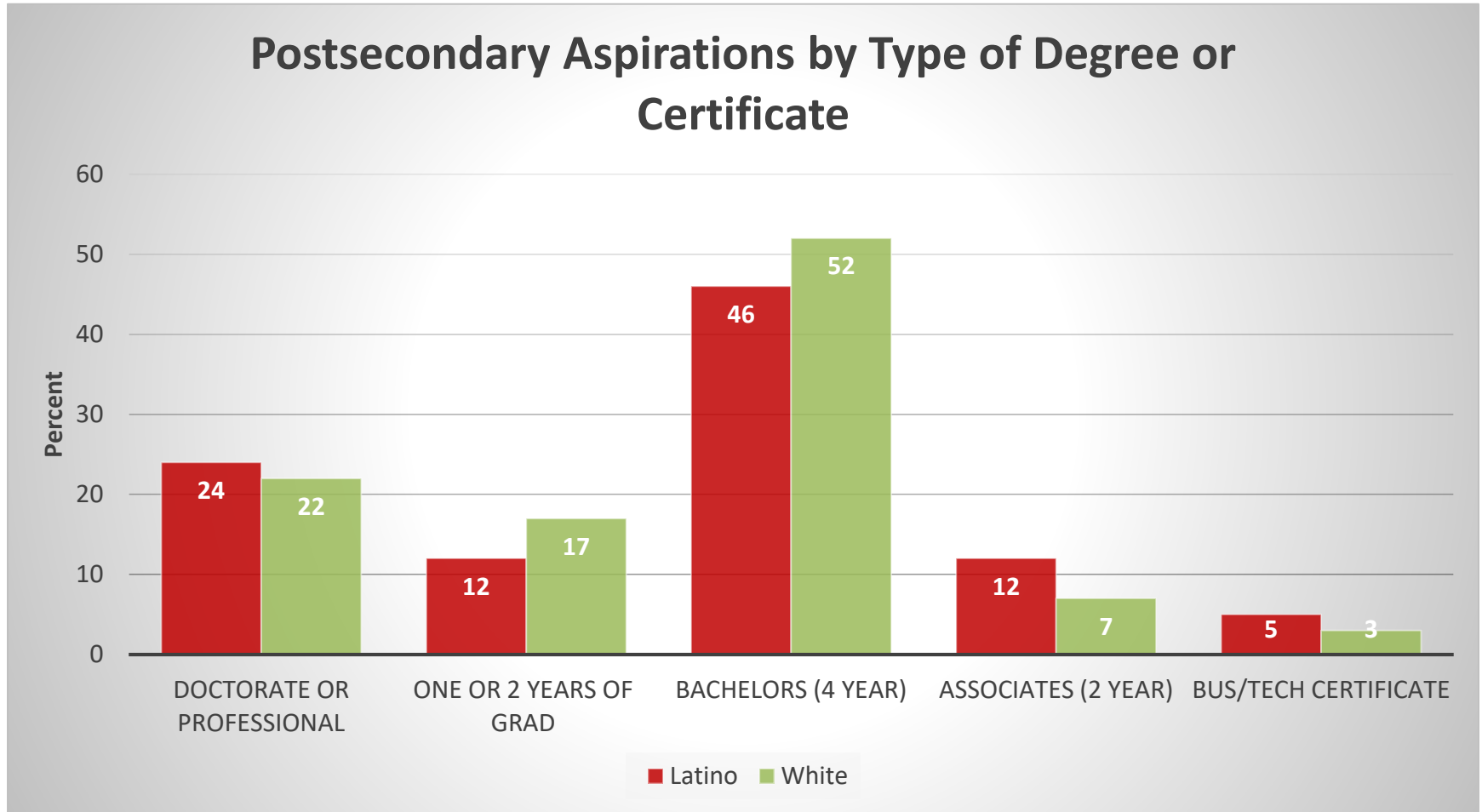
# Distributions of ACT Composite Scores

	<b>0-16 (24<sup>th</sup> % and Below)</b>	<b>17-20 (30<sup>th</sup> – 50<sup>th</sup> %)</b>	<b>21-25 (56<sup>th</sup> – 79<sup>th</sup> %)</b>	<b>26-36 (83<sup>rd</sup> % and Above)</b>
Latinos (9,952)	5,477 (55%)	2,666 (27%)	1,270 (13%)	347 (3%)
Non-Latinos (9,359)	3,060 (33%)	2,512 (27%)	2,467 (26%)	1,226 (13%)

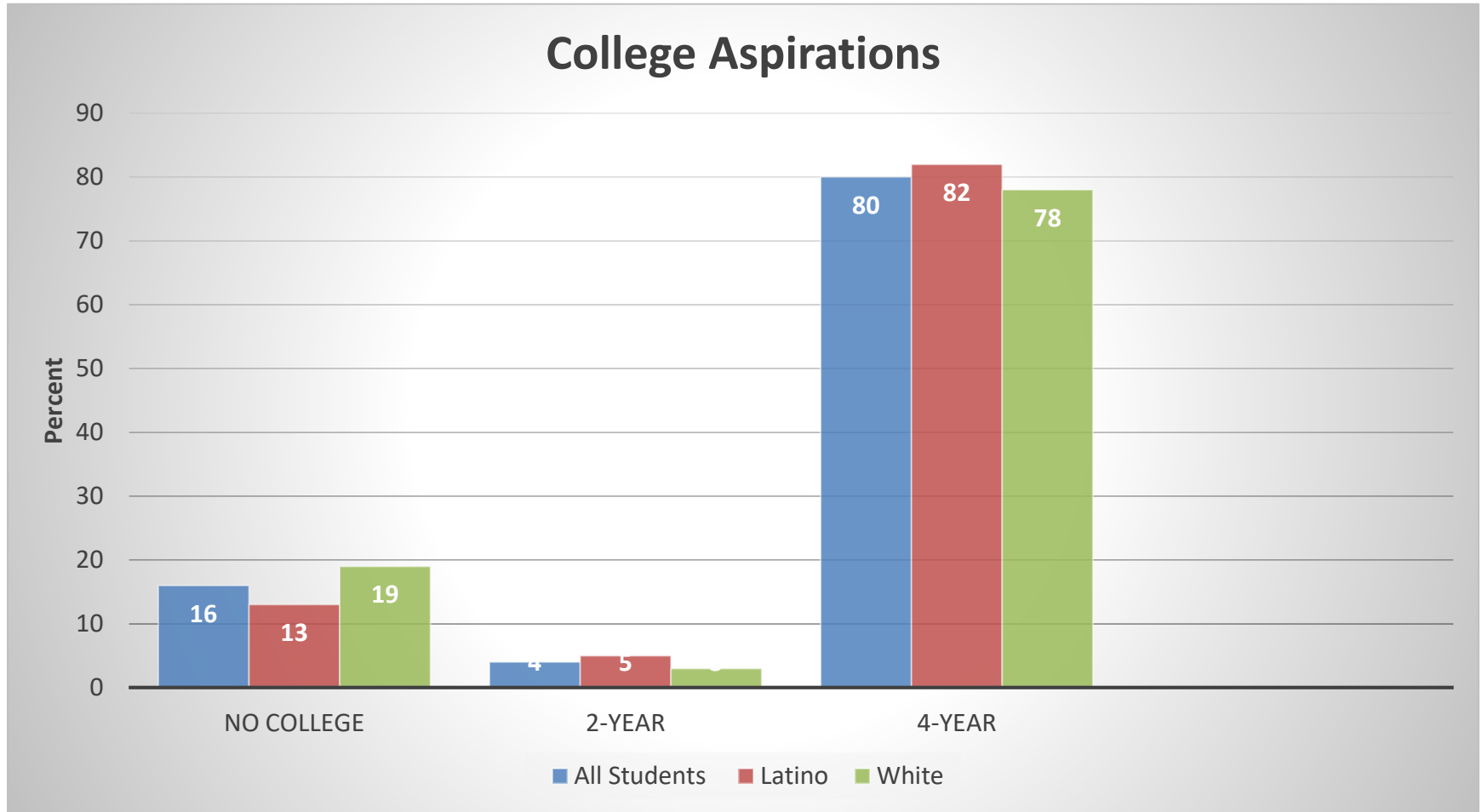
# Benchmark Performance



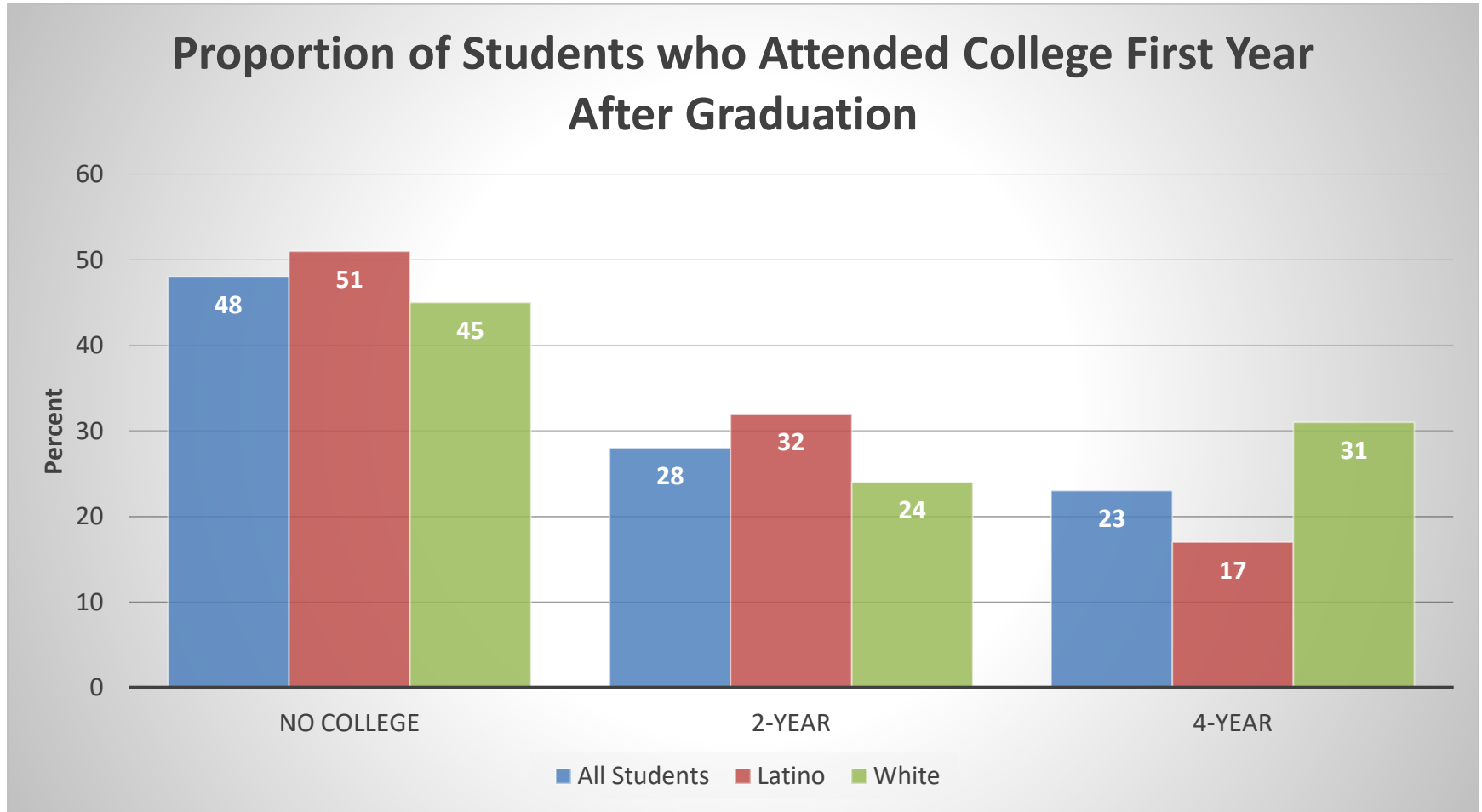
# Postsecondary Aspirations



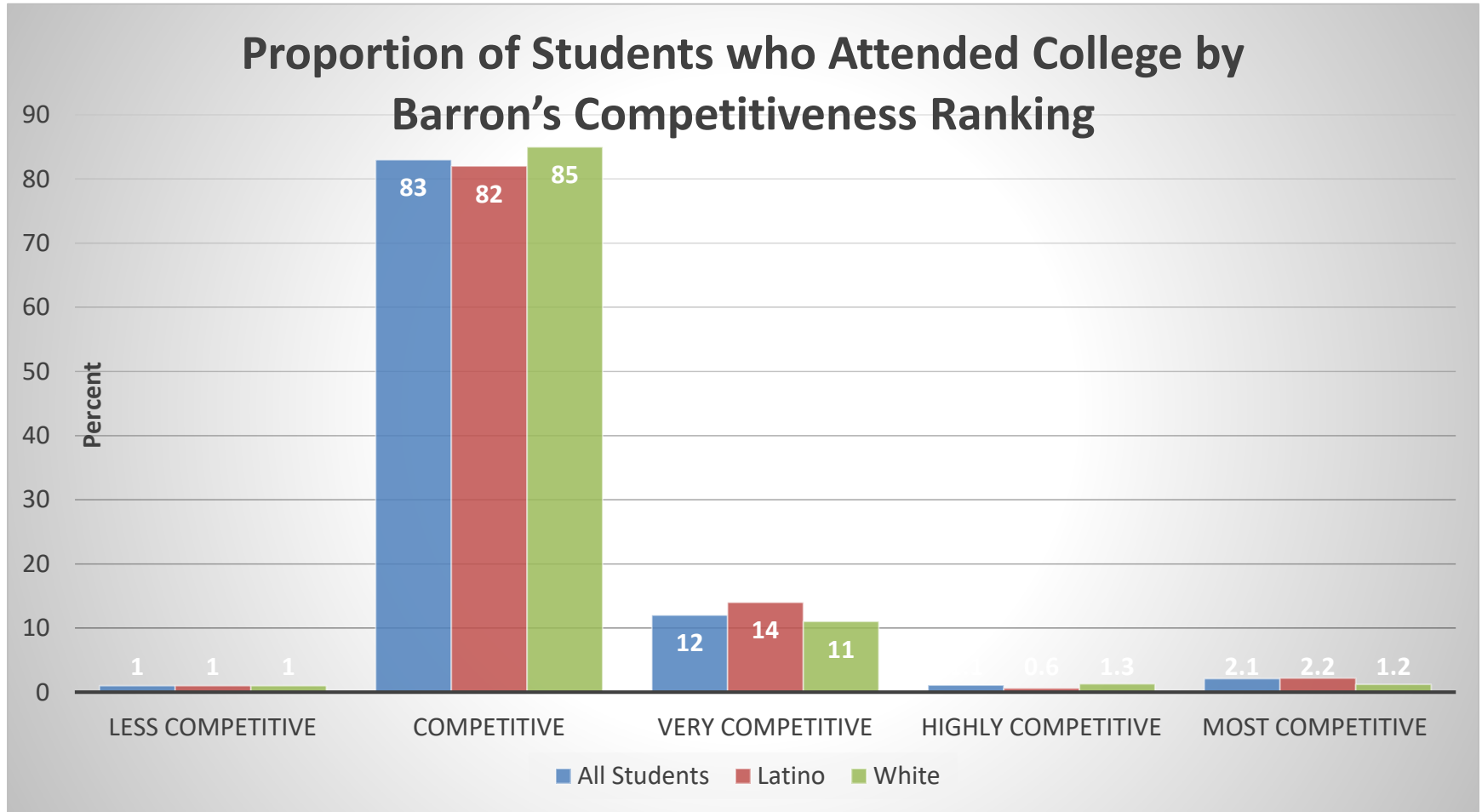
# Postsecondary Aspirations



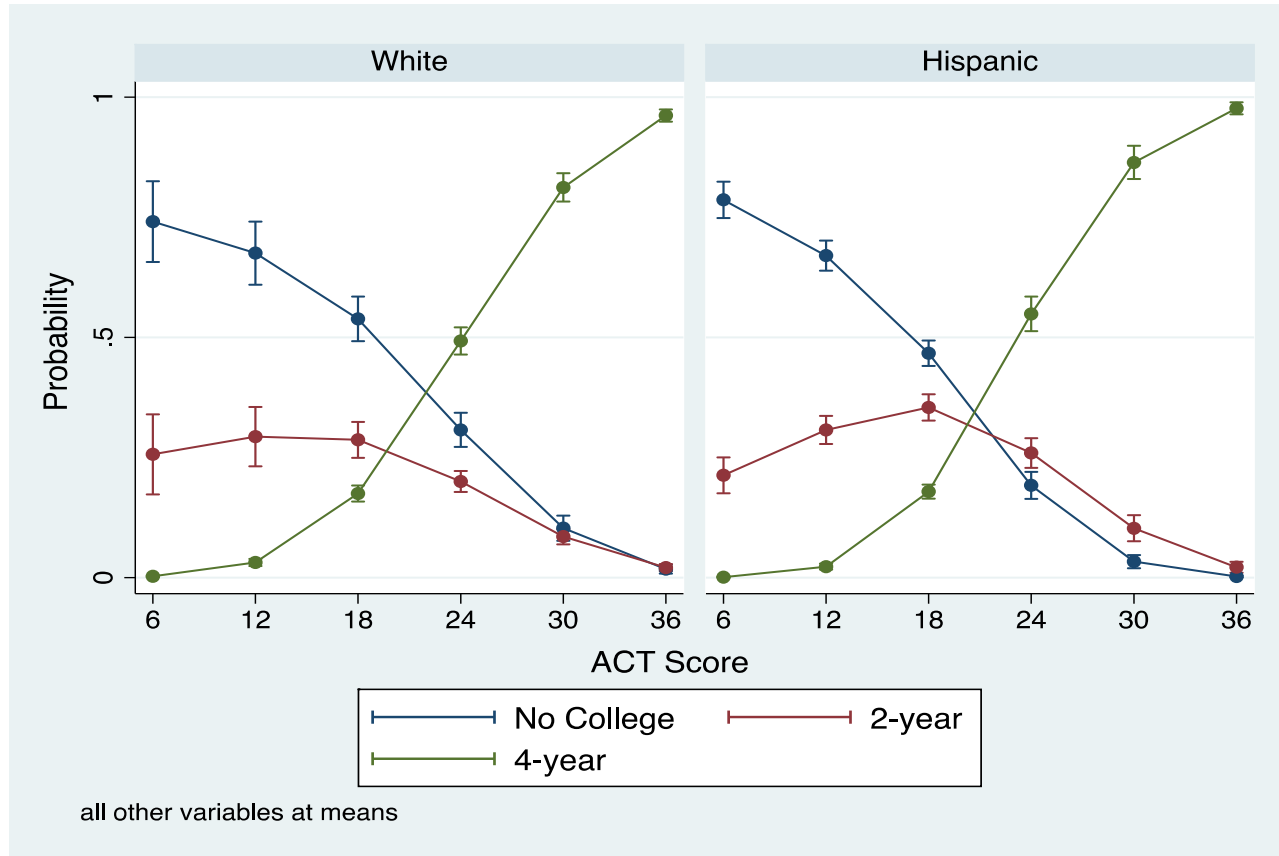
# Postsecondary Actualization



# Postsecondary Competitiveness



# Where Do Students Go?





# Six Critical Findings:

- **Finding I:** Our data show that we have large proportions of students (of all races/ethnicities) who are not academically prepared (or even close to being academically prepared) for college.
  - For example, let's think about a 16 on the ACT or the 24th percentile. More than 56% of our Hispanics scored a 16 or below. 30% of all others did so.
- **Finding II:** Latino students have postsecondary aspirations equal to Whites.
- **Finding III:** We see that the aspirations for Latino students do not actualize to the same degree for Latinos after graduation.

# Six Critical Findings

- **Finding IV:** Highly academically prepared Latino students are going to 4-year colleges at the same rate as Whites. Moreover, these Latino students are going to the same level (based upon Barron's Rankings) of college. Still, a lot of students that are academically prepared are not going to college.
- **Finding V:** Latino students who score what we call in the average ability range (18-22 ACT Composite) go to 2-year colleges at a higher rate than Whites.
- **Finding VI:** Connected with Finding 5. Our observations show that the persistence and completion of those students going to community colleges is less than that of those going to a university.

# Discussion

- What data are you currently using to track student outcomes?
- What data are missing?
- How could National Student Clearinghouse data be used to inform your work?