



# **Telling the Community College Story with NSC Metrics**

**Southeastern Association for Community College Research**

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**National Student Clearinghouse Research Center**





# Today's Topics

Part 1: About the Clearinghouse and Clearinghouse Data

Part 2: Overview of NSC Completion Rates and Data Provided to SACSCOC

Part 3: Strengthening Community College Transfer Pathways: Latest NSC Reports and Metrics

Part 4: What's Next in the STCU Premium Service?



# About the NSC and NSC Research Center

- Founded in 1993 by the higher education community, the National Student Clearinghouse® relieves the administrative burdens and costs related to student data reporting and exchange.
- We are a nonprofit and nongovernmental organization that provides educational reporting, data exchange, verification, and research services to the education community.
- Through our research arm, the National Student Clearinghouse® Research Center™, a 501(c)(3) nonprofit organization, we provide educators and policymakers with accurate longitudinal data on student outcomes to enable informed decision making.

# About Clearinghouse Data

- Institutions participating with the Clearinghouse account for **98 percent** of all enrollments at degree-granting colleges and universities.
- Student-level enrollment data submitted directly to the Clearinghouse by the Registrars of the member institutions; not survey data
- Data are timely, with most institutions submitting enrollment data 4-6 times per term
- All matriculating students are included in enrollment submissions, not just students on financial aid

# How Colleges Can Use Clearinghouse Data

- NSC's StudentTracker service allows colleges and universities to obtain college enrollment and degree histories for their prospective, current, and former students.
- Students are typically researched as part of a batch submission process.
- Allows institutions to track their students across institutions to better understand transfer outcomes, matriculation in graduate and professional programs, etc. Also, used by most institutions to obtain data needed for IPEDS Outcome Measures Survey.
- StudentTracker is FERPA compliant and free to institutions, as long as they are uploading three specific optional data elements for their own students and participating in the DegreeVerify service.



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# About NSC Completion Rates Data Used for Accreditation Projects

- NSC Research Center ran a four-year pilot project in which it generated and delivered free institution-level completions reports to colleges and universities. These reports are based on the dataset assembled for the annual [national report on NSC Completion Rates](#).
- The reports formerly distributed as part of the pilot are now available in the StudentTracker for College and Universities system (Premium Service) so that their generation and delivery can be automated.
- In Fall 2017, SACSCOC and NSC Research Center collaborated on a pilot project to streamline student outcomes reporting. ***Institutions could opt to use either their NSC-calculated outcomes rates or their existing IPEDS outcome rates***
- The dataset behind our annual national report on degree completion rates serves as the source for NSC reporting for accreditation initiatives.



# Sample Layout of Data Provided by NSC to SACSCOC

Four-Year Institutions (four-year and six-year outcomes, by age group and gender):

Student category	Number of students	Total Completion Rate	Completion at Same Institution	Completion at Different Four-Year Institution	Completion at Different Two-Year Institution	Still Enrolled	Not Enrolled (Stop-outs)
Overall	1000	41.7	31.7	7.3	2.7	23.9	34.4
Exclusively Full-Time	500	67.3	58.2	7.7	1.4	7.9	24.8
Exclusively Part-Time	100	45.5	36.4	0.0	9.1	0.0	54.5
Mixed Enrollment	400	26.8	16.3	7.2	3.3	33.6	39.6

Two-Year Institutions (three-year and six-year outcomes, by age group and gender):

Student category	Number of students	Total Completion Rate	Completion at Same Institution	Completion at Different Two-Year Institution	Completion at Different Four-Year Institution	Subsequent Completion at a Four-Year Institution	Total Four-Year Completion Rate	Still Enrolled	Not Enrolled
Overall	1000	23.3	4.5	4.8	13.9	0.1	14.1	16.6	60.1
Exclusively Full-Time	500	27.7	3.8	2.5	21.4	0.0	21.4	5.1	67.2
Exclusively Part-Time	100	9.2	2.3	6.9	0.0	0.0	0.0	0.0	90.8
Mixed Enrollment	400	23.1	4.9	5.4	12.8	0.2	13.0	21.7	55.2



# NSC Data and Accreditation Outcomes Reporting: About the Data -- FAQ

## *Where do the data come from?*

The institution-level completions reports are based on the dataset compiled annually by the NSC Research Center for its national report on Degree Completion Rates. The NSC Research Center constructs this dataset based on data submitted by institutions on an ongoing basis as part of their participation in the NSC Enrollment Reporting and DegreeVerify services.

## *How does NSC identify a first-time cohort?*

We analyze all enrollment and degree data reported by institutions to NSC in order to identify the earliest fall enrollment term reported for each student. We need at least four years of enrollment history to identify a first-time cohort. For this reason, we can only produce institution-level reports for institutions that have reported enrollment data to NSC for at least four years.

# NSC Data and Accreditation Outcomes Reporting: About the Data -- FAQ

## ***How are degree-seeking students defined in the reports?***

For students who started at four-year institutions, enrolled at least one term with an intensity of half-time or higher.

For students who started at two-year institutions, either:

1. Enrolled full time for at least one term in first year of college
2. Enrolled at least half time for any two terms in first 1.5 years

## ***Are dual enrolled students included in the entering cohorts?***

For previous versions of our reports, some were likely included, although the degree-seeking criteria above would have caused many to be excluded. Beginning with the Fall 2011 cohort (released in November 2017), dual enrollments were excluded using an age proxy.

# NSC Data and Accreditation Outcomes Reporting: About the Data -- FAQ

## *How do the NSC metrics differ from IPEDS Graduation Rates?*

Most sources of graduation rate data are limited to students who entered college in a full-time basis, and who are seeking a particular degree level. They are also limited to students who complete a degree at the starting institution. The NSC metrics are intended to be a more holistic indicator of student progress and include both full-time and part-time starters (reported separately) and completion of any credential level (including certificates). Additionally, the NSC metrics show completions at the starting institution, as well as completions at subsequent institutions.

## *Can I see which students are being included in my institution's entering cohort?*

In our accreditation work, we have been able to address most questions by thoroughly describing the methodology used in our national completion reports. However, in limited cases, we have been able to provide actual student lists for the entering cohorts through secure FTP. For the time being, that process is not yet automated, so can only be done in special cases.

# NSC Data and Accreditation Outcomes Reporting: About the Data

*Let's Pause for Questions about NSC completion  
rate projects . . .*





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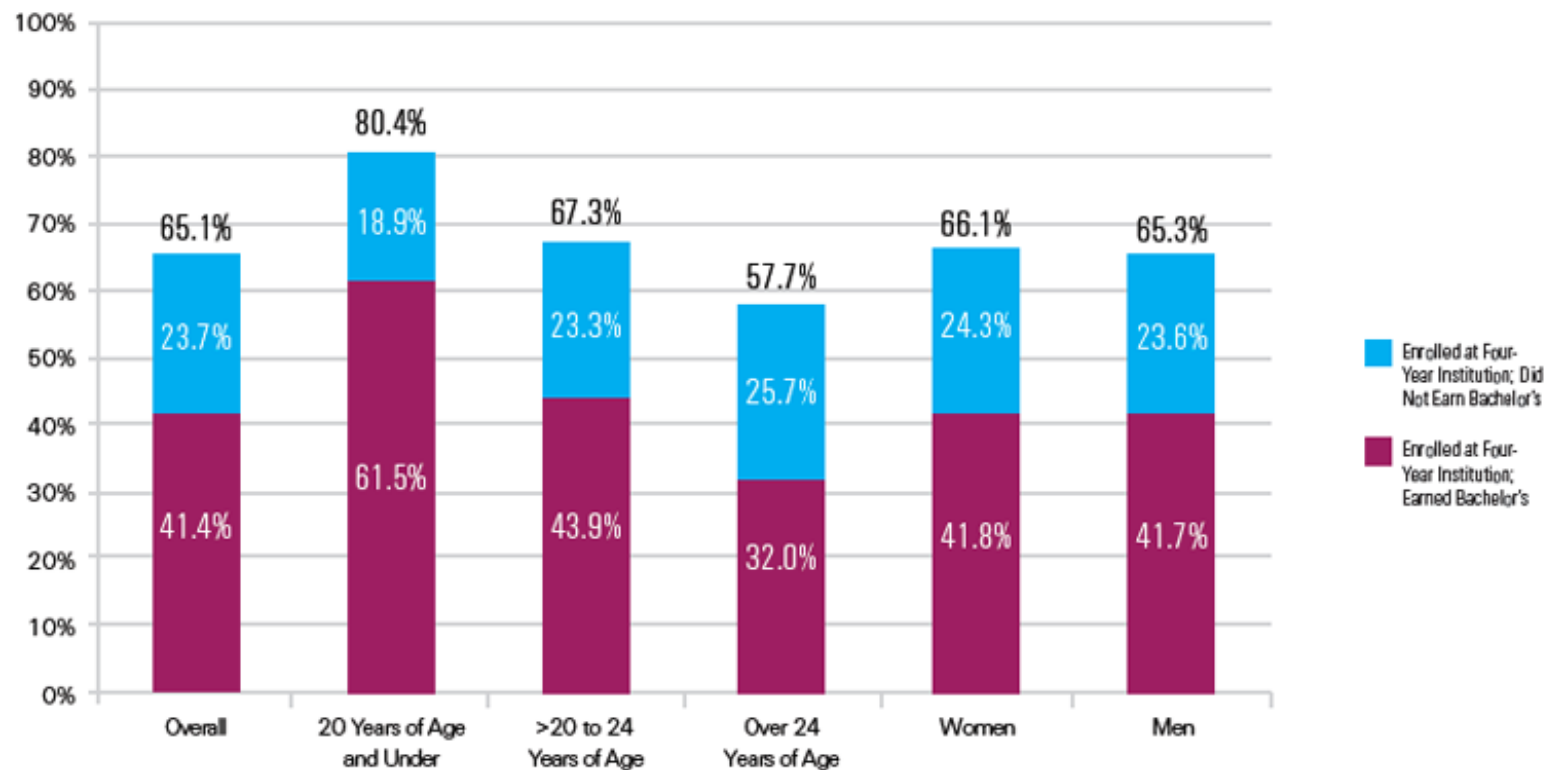
# Community College to bachelor's (and beyond): A critical pathway

- CCs are increasingly important as access points to higher education, not just for undergraduate degrees, but also for graduate degrees, as we'll see on the following slides
- Shifting demographics
- Perceptions of value
- Challenges of affordability

# Associate-to-Bachelor's Pathway: A Forward Looking View

(from published NSC Data Snapshot)

## Bachelor's Degree Outcomes for Students Who Earned an Associate Degree in 2010-11 as First Postsecondary Credential (by age group and gender)

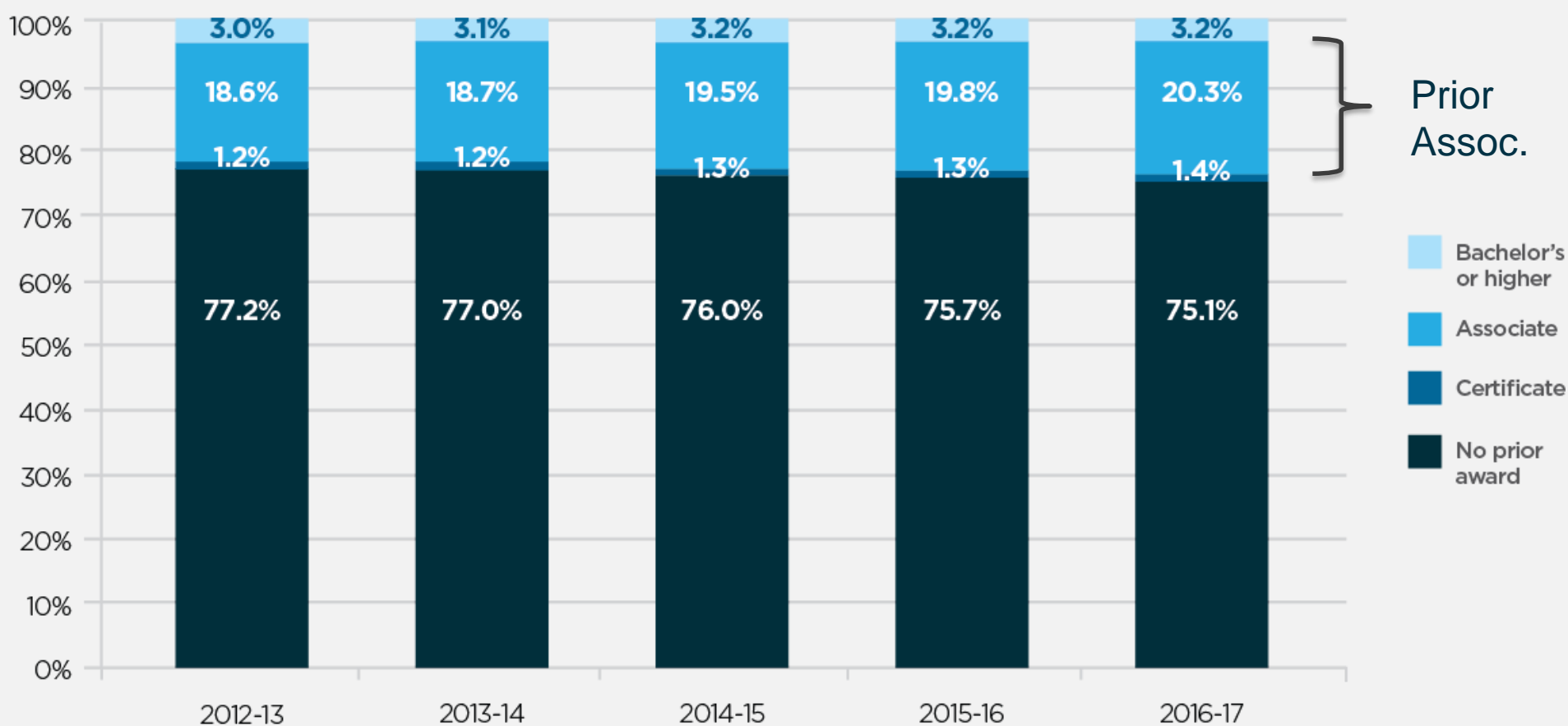


Note: Based on students whose first postsecondary credential was an associate degree earned between July 1, 2010, and June 30, 2011. Student age refers to the age when first credential was awarded. Subsequent credentials are limited to credentials completed within six years of first credential award date.

# Associate-to-Bachelor's Pathway: A reverse view

(from published NSC Undergraduate Degree Earner's Report)

The share of bachelor's degrees earned by students with a prior associates degree has increased steadily.

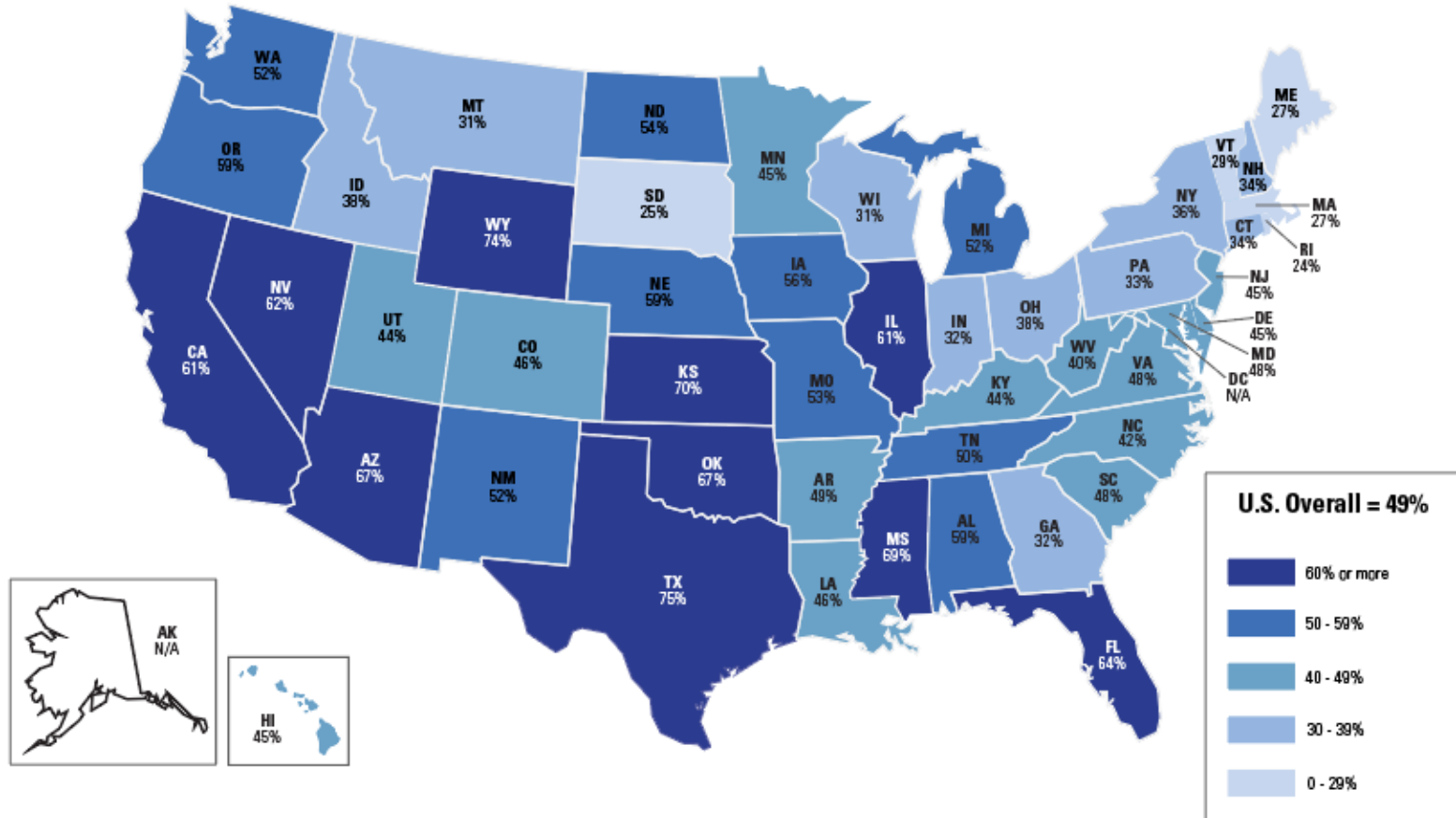




# Community College Contributions to Bachelor's

(from published NSC Data Snapshot)

## Percentage of 2015-16 Bachelor's Degree Earners with Previous Enrollments at Two-Year Public Institutions



The states in the map represent the states in which bachelor's degrees were awarded. In this analysis, baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of the undergraduate degrees awarded are associate degrees) are classified as two-year institutions. As such, enrollments at these institutions count in the numerator, but bachelor's degrees awarded by them do not count in the denominator. Alaska and D.C. are labeled N/A on this map because the two-year public institutions in those two areas report data to the Clearinghouse under the same institutional profile as four-year public institutions.

# Time-to-Degree

(from published NSC Time-to-Degree Signature Report)

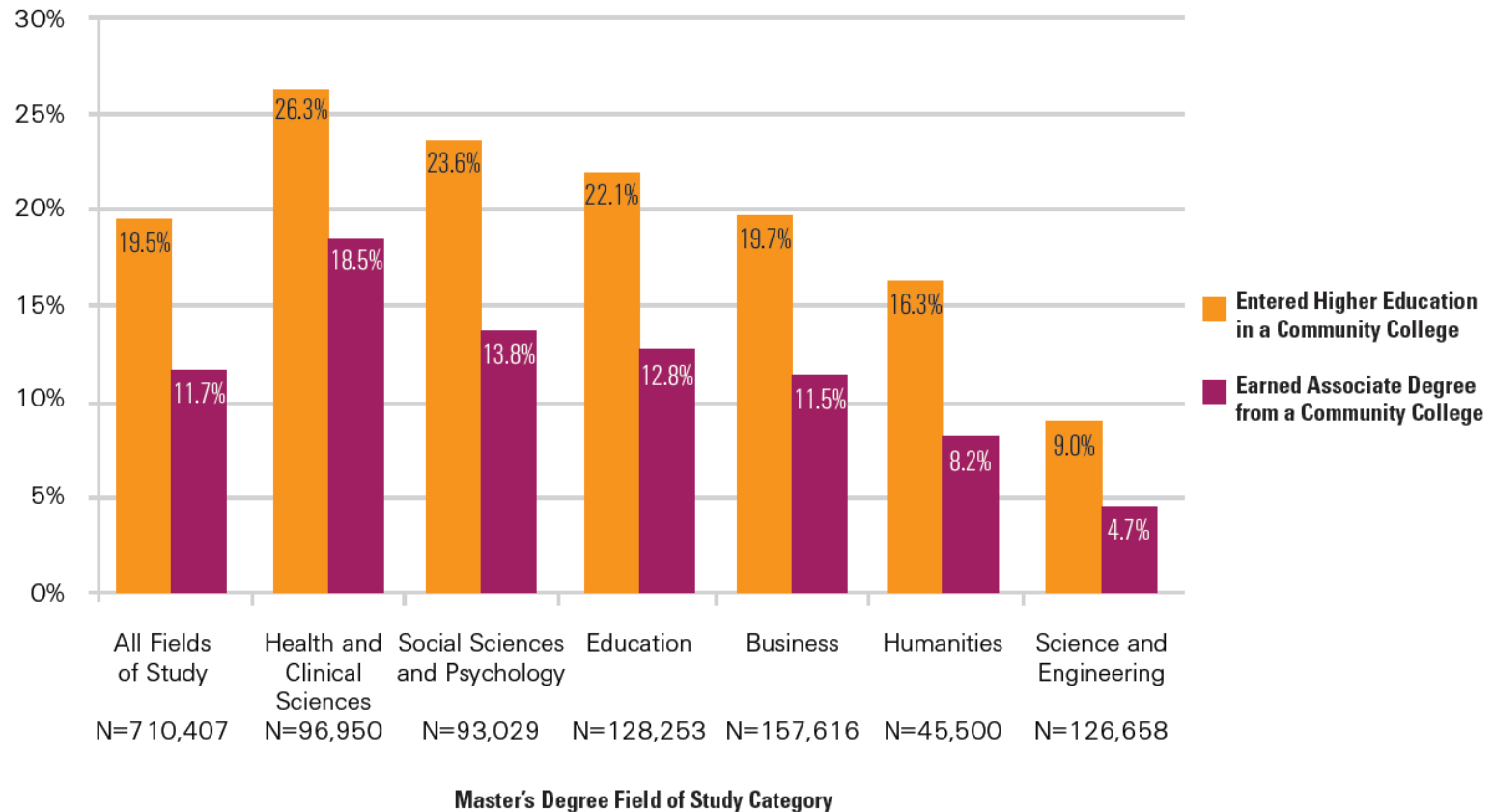
## Community College pathways to bachelor's have a large effect on Time to Degree

All 2014/'15 Bachelors Earners	Average Time to Degree	
	Enrolled (Academic Years)	Elapsed (Calendar Years)
Prior Associates Degree	5.7	8.2
2-yr Enrollment, No Associates	5.3	6.0
No 2-yr Enrollment	4.8	4.5

# Community College Contributions to Master's

(from published NSC Data Snapshot)

Percentage of 2016-17 Master's Degree Earners Who Entered Higher Education in Community College (by Master's Degree Field of Study Category)

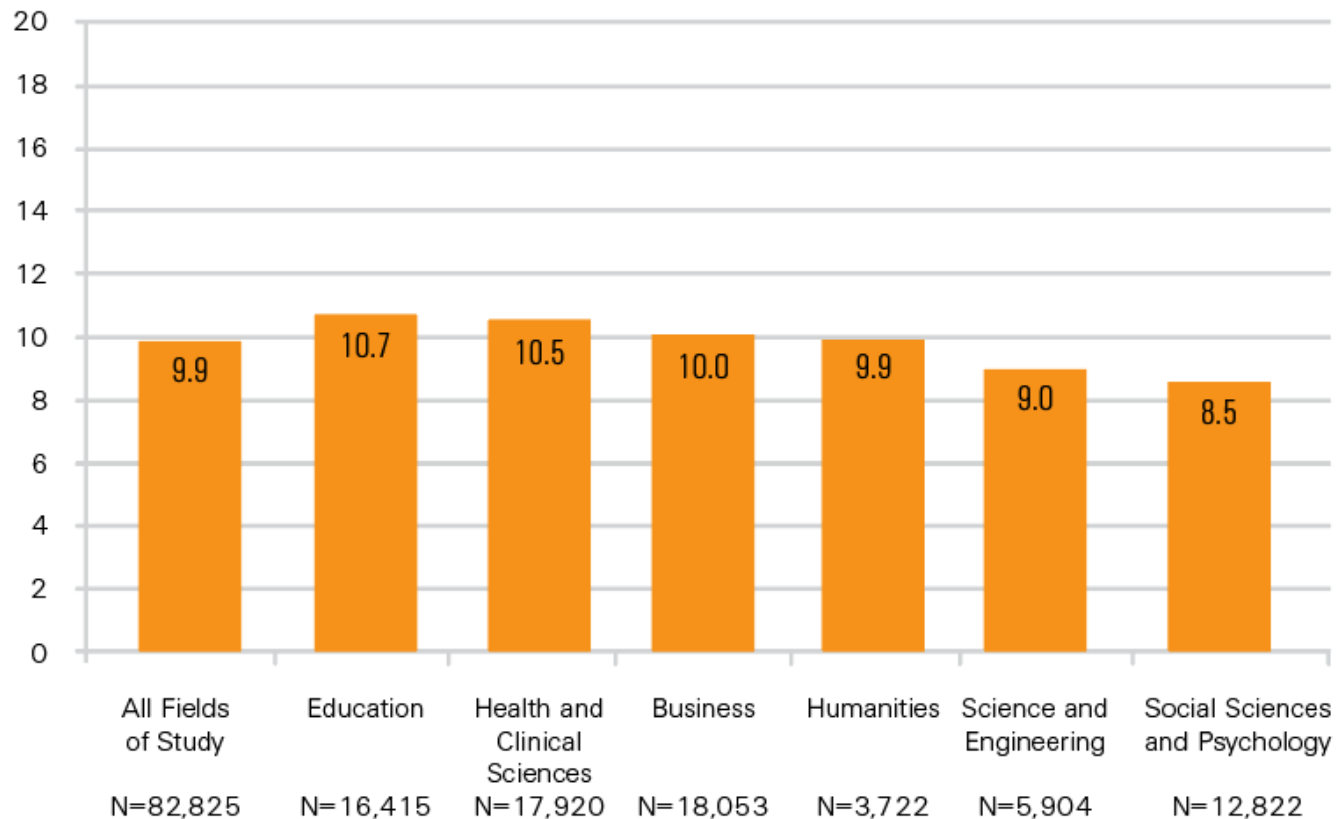


*Baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of undergraduate degrees awarded are associate degrees) are classified as community colleges. A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. A student is considered to have entered higher education in a community college if their earliest postsecondary enrollment at age 18 or above occurred at a community college.*

# Community College Contributions to Master's

(from published NSC Data Snapshot)

## 2016-17 Master's Degree Earners with Prior Associate Degree: Mean Years from Associate Degree to Master's Degree



### Master's Degree Field of Study Category

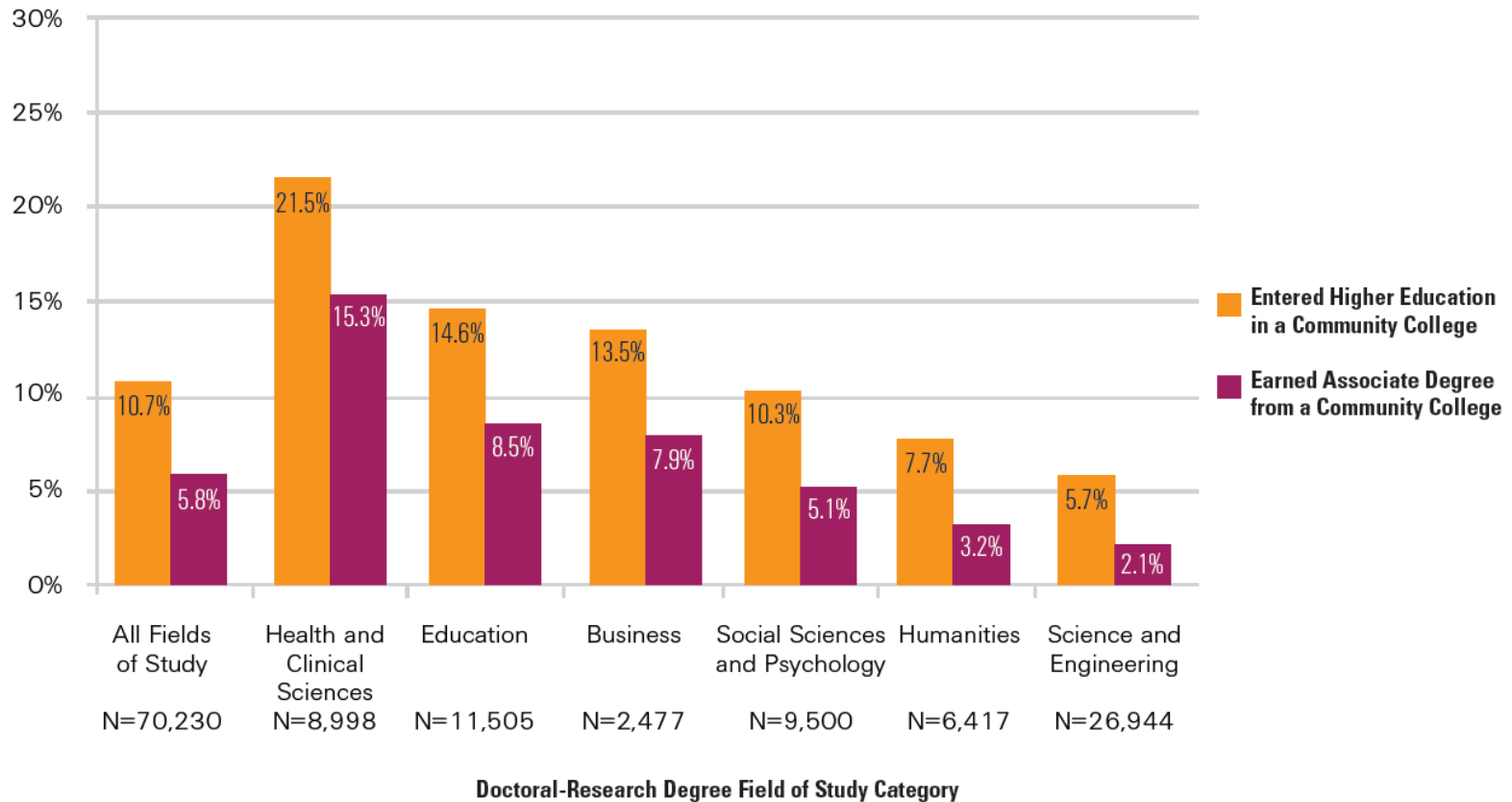
*A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. Timespans represent the difference in years between the completion date of associate degree and completion date of graduate or professional degree, and therefore include any breaks in college enrollment.*



# Community College Contributions to Doctoral-Research

(from published NSC Data Snapshot)

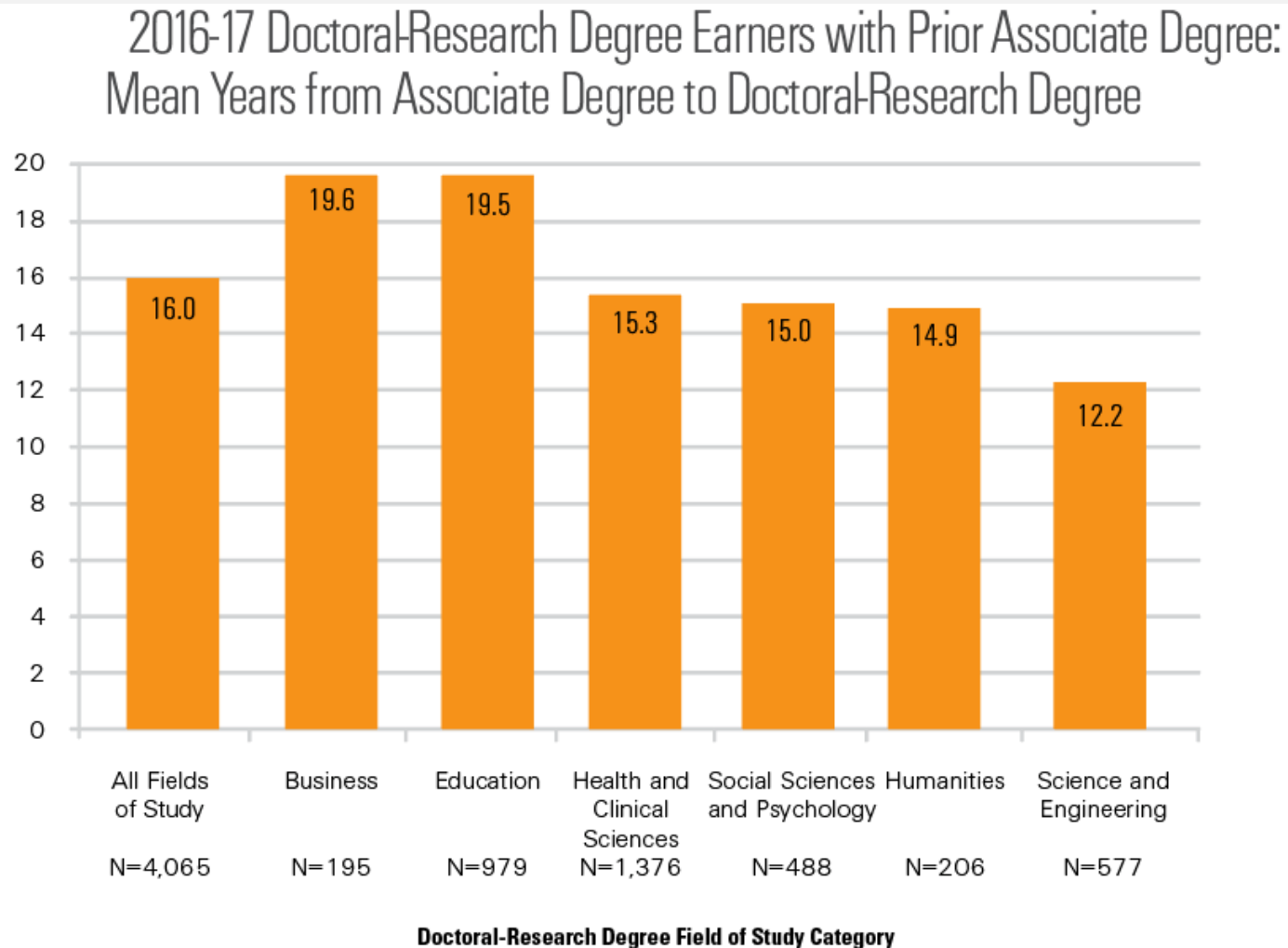
Percentage of 2016-17 Doctoral-Research Degree Earners Who Entered Higher Education in Community College (by Doctoral-Research Degree Field of Study Category)



*Baccalaureate-granting institutions that predominantly award associate degrees (at least 55 percent of undergraduate degrees awarded are associate degrees) are classified as community colleges. A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. A student is considered to have entered higher education in a community college if their earliest postsecondary enrollment at age 18 or above occurred at a community college.*

# Community College Contributions to Doctoral-Research

(from published NSC Data Snapshot)

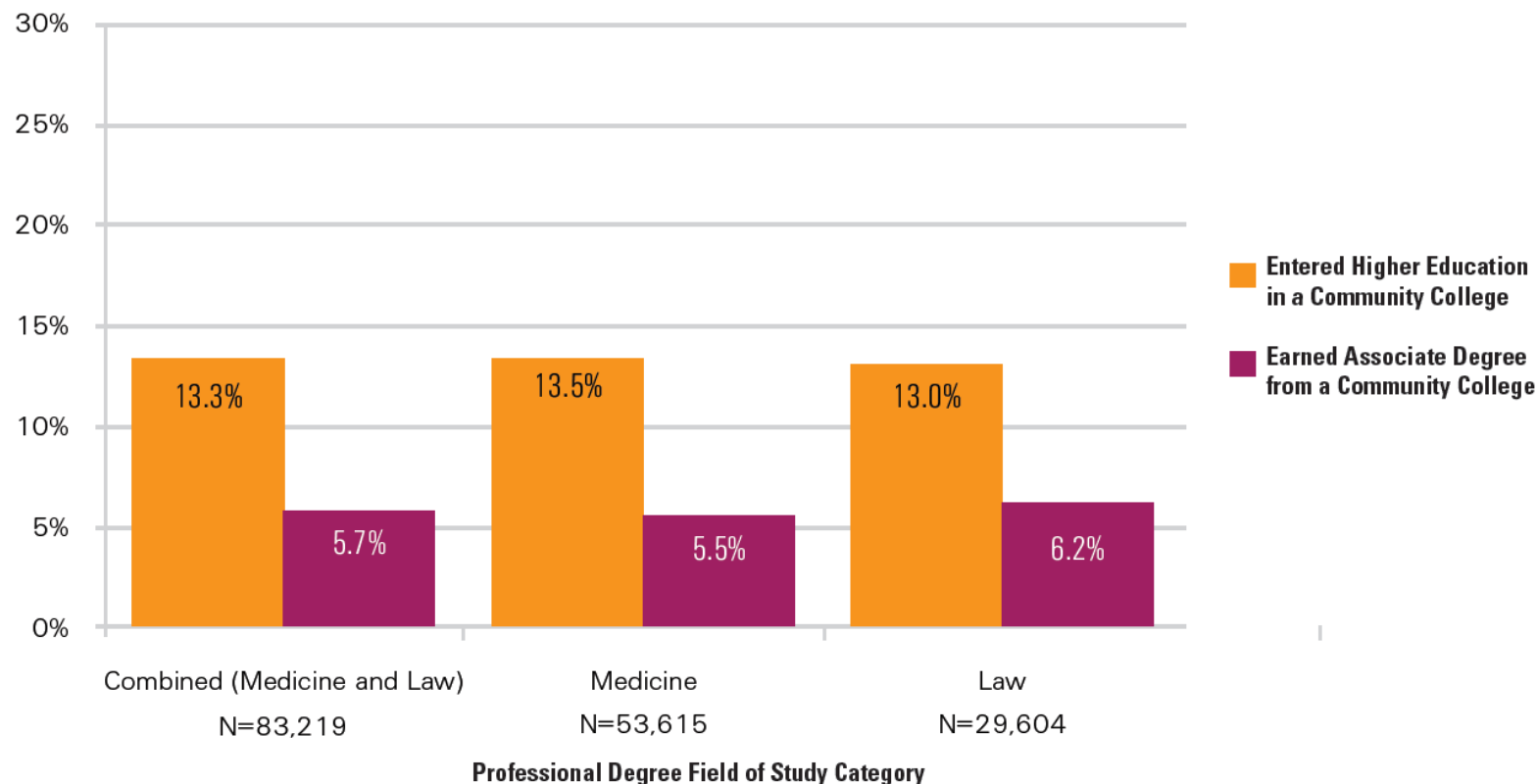


*A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. Timespans represent the difference in years between the completion date of associate degree and completion date of graduate or professional degree, and therefore include any breaks in college enrollment.*

# Community College Contributions to Doctoral-Professional

(from published NSC Data Snapshot)

Percentage of 2016-17 Professional Degree Earners Who Entered Higher Education in Community College (by Professional Degree Field of Study Category)

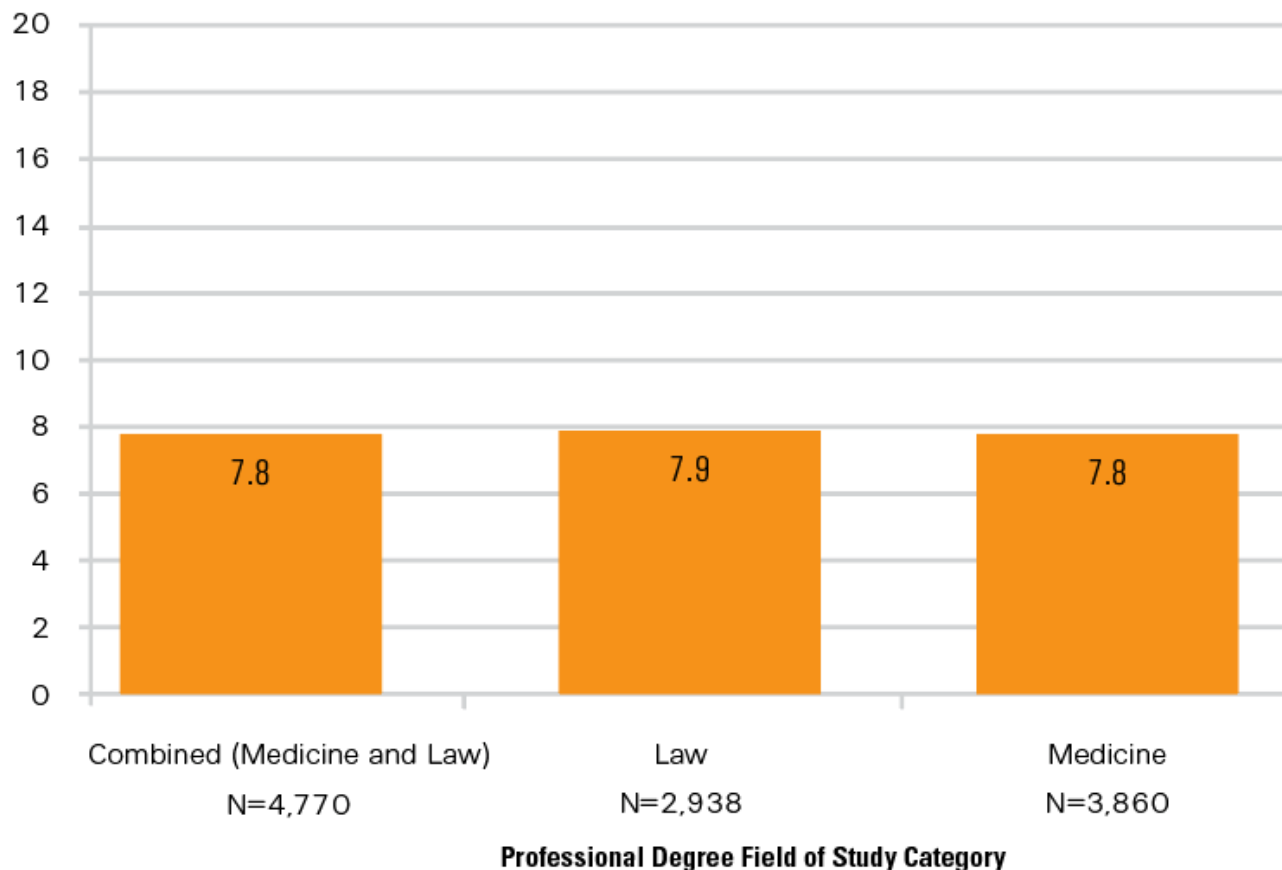


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# Community College Contributions to Doctoral-Professional

(from published NSC Data Snapshot)

## 2016-17 Professional Degree Earners with Prior Associate Degree: Mean Years from Associate Degree to Professional Degree



*A mapping of Classification of Instructional Program (CIP) family codes to broad field of study categories is included at end of this report. Timespans represent the difference in years between the completion date of associate degree and completion date of graduate or professional degree, and therefore include any breaks in college enrollment.*



# Community College to bachelor's (and beyond): A critical pathway *inadequately measured*

- As the previous slides show, community colleges are a critical access point to all levels of higher education (both undergrad and grad/professional)
- However, IPEDS reporting for 2-year institutions only tracks number of students who transfer, not numbers who complete after transfer
- Some voluntary reporting (VFA, SAM), but inconsistent
- Some state-level reporting, but many students transfer inter-state
- Many institutions do not regularly track where students transfer to, nor whether they are successful when they get there

# Why a New Tracking Transfer Report?

“Students say that the transfer process is a mess, but until now we haven’t had the numbers to back them up. This report gives colleges and universities the metrics they need to improve outcomes for students. As is clear from the report, most have a lot of work to do.”

*Davis Jenkins, Senior Research Scholar*

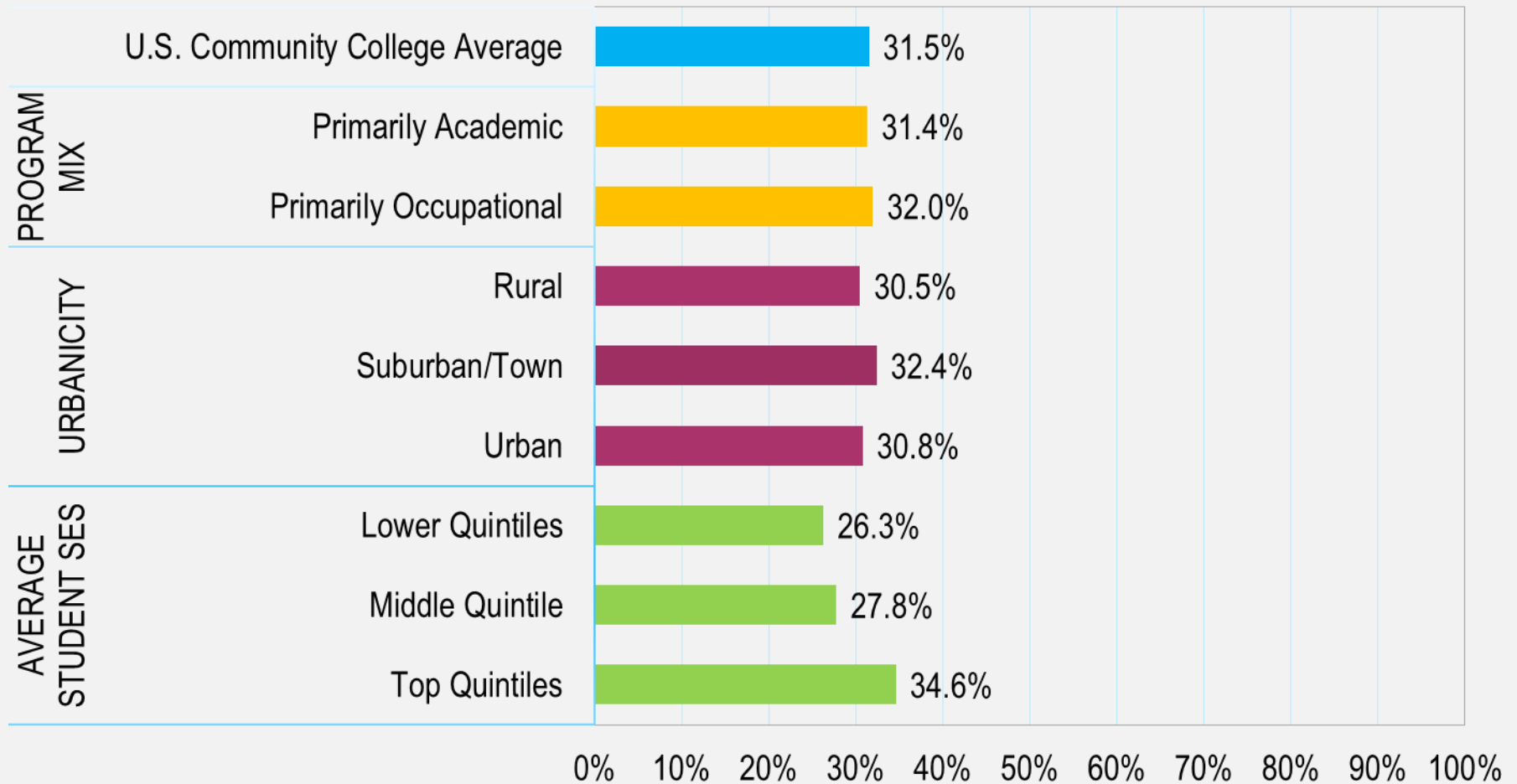
*Community College Research Center, Teachers College, Columbia University*

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- States and institutions need up to date, consistent annual data
- Institution-level metrics and comparison reports through NSC’s StudentTracker application
- Ability to look at performance with respect to specific transfer partners

# NSCRC Tracking Transfer Report

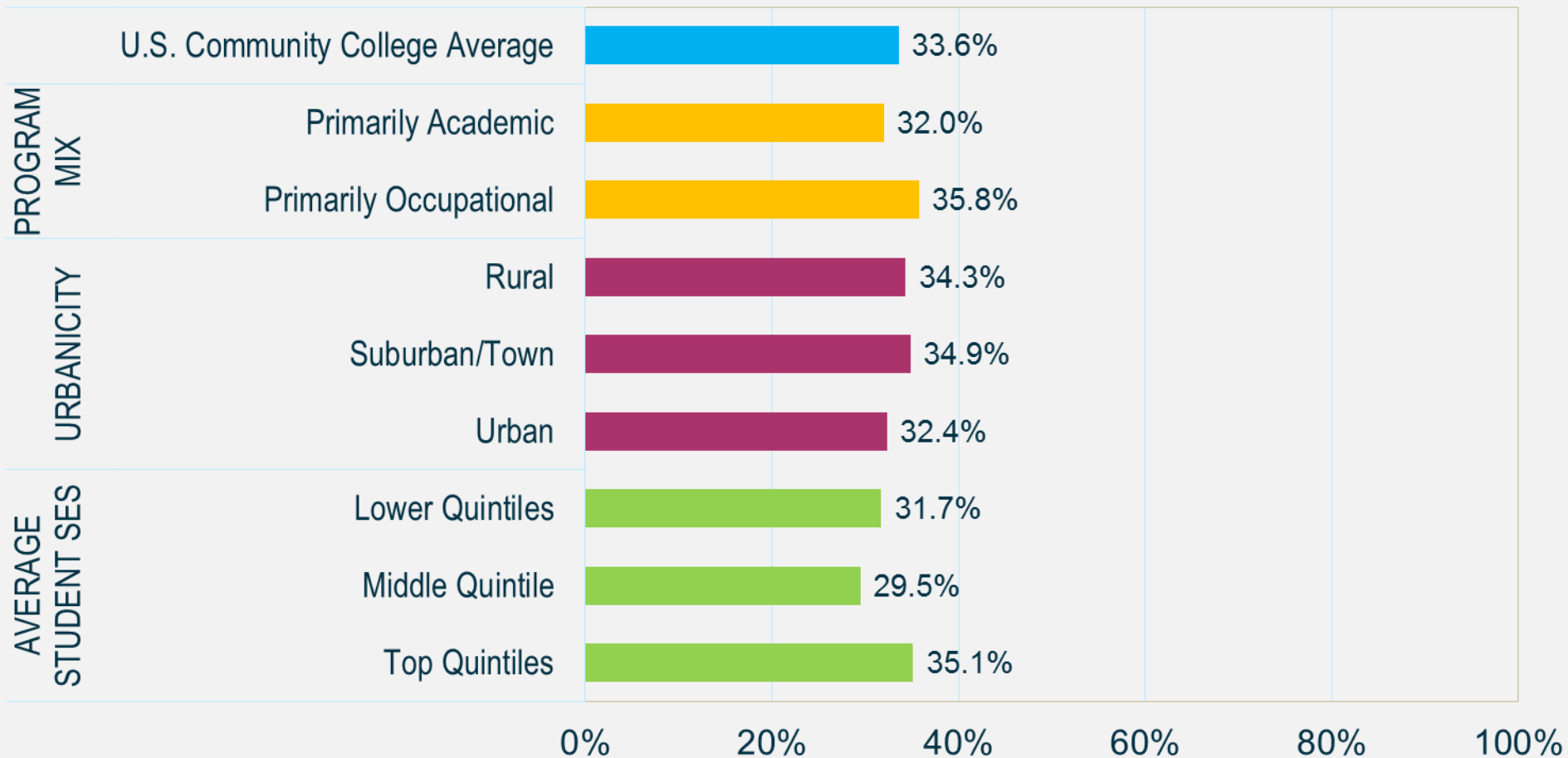
## Average Transfer-Out Rates by CC Characteristics



Methodological Notes: <https://nscresearchcenter.org/signaturereport13/#AppendixA>

# NSCRC Tracking Transfer Report

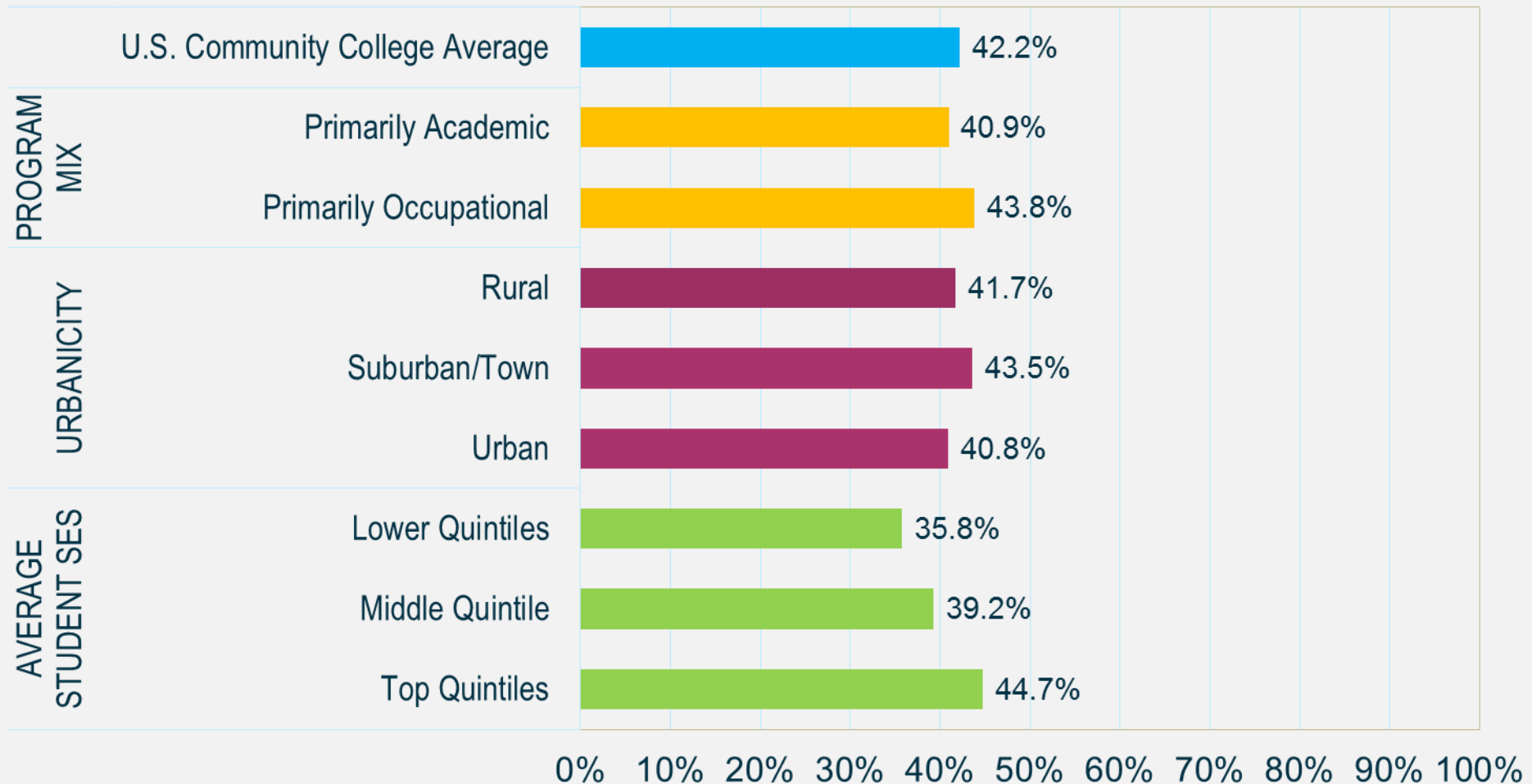
## Average Transfer-With-Award Rates by CC Characteristics



Methodological Notes: <https://nscresearchcenter.org/signaturereport13/#AppendixA>

# NSCRC Tracking Transfer Report

## Average Transfer-Out Bachelor's Completion Rates

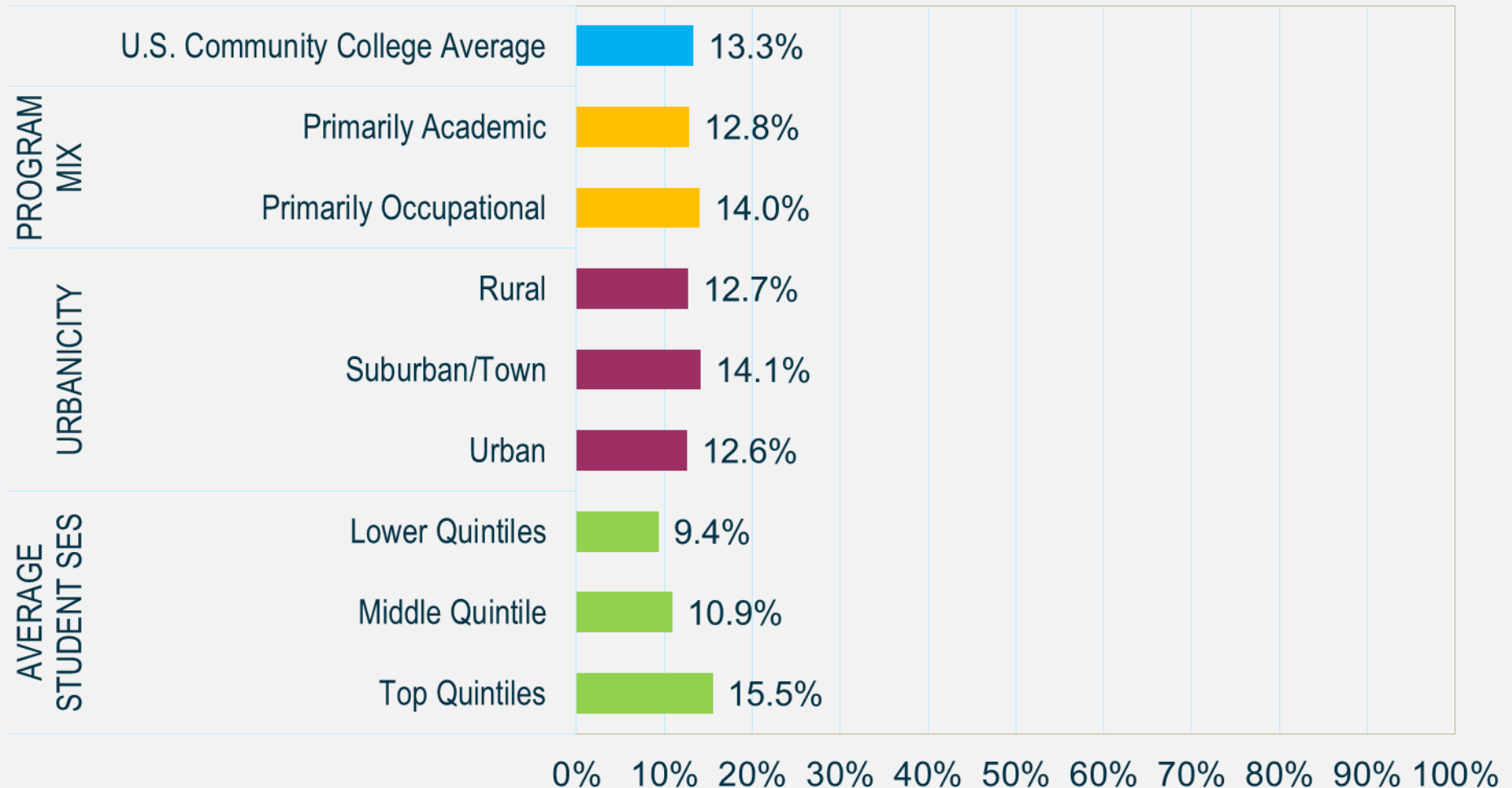


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# NSCRC Tracking Transfer Report

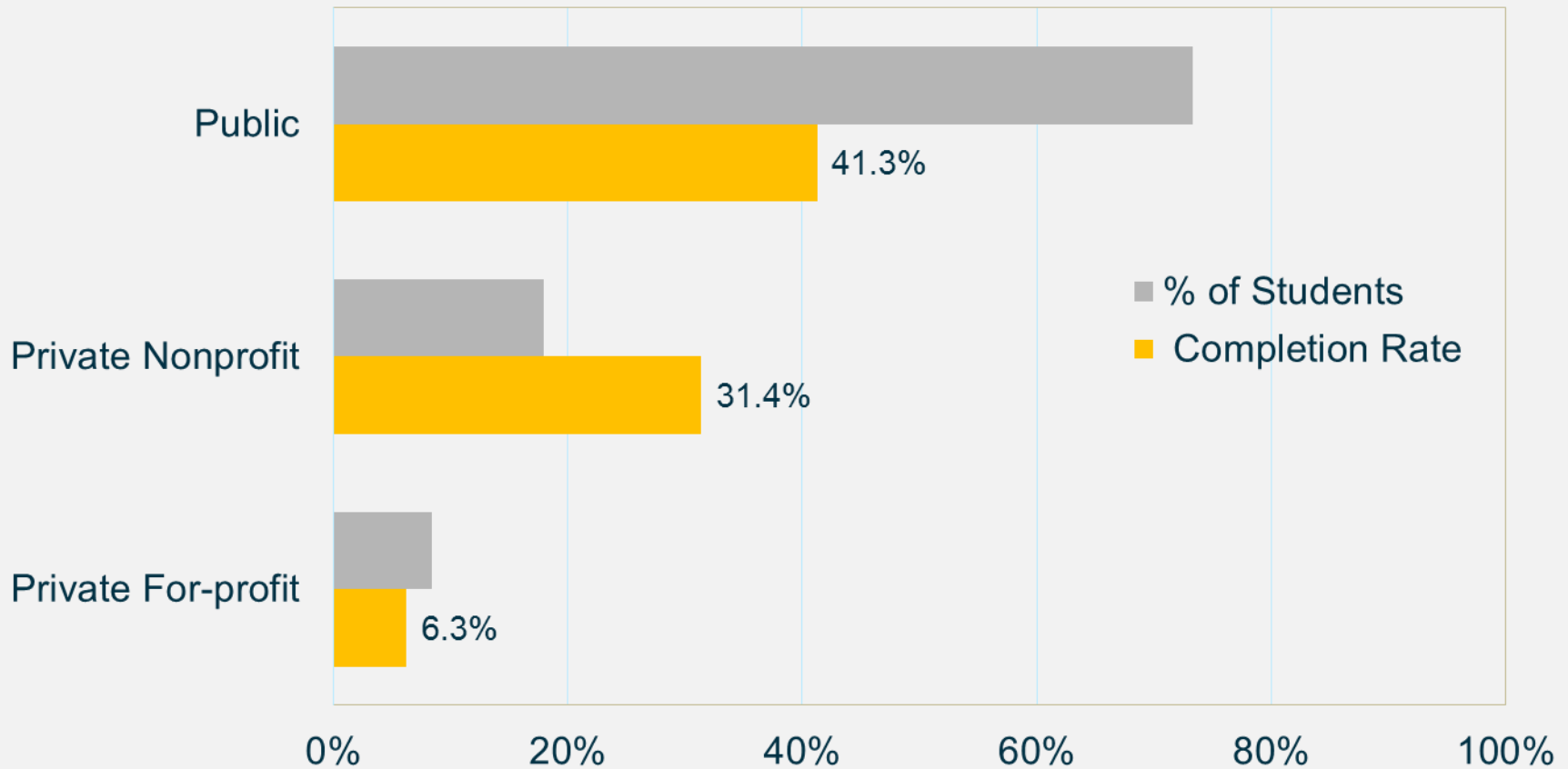
## Average CC Entering Cohort Bachelor's Completion Rates



Methodological Notes: <https://nscresearchcenter.org/signaturereport13/#AppendixA>

# NSCRC Tracking Transfer Report

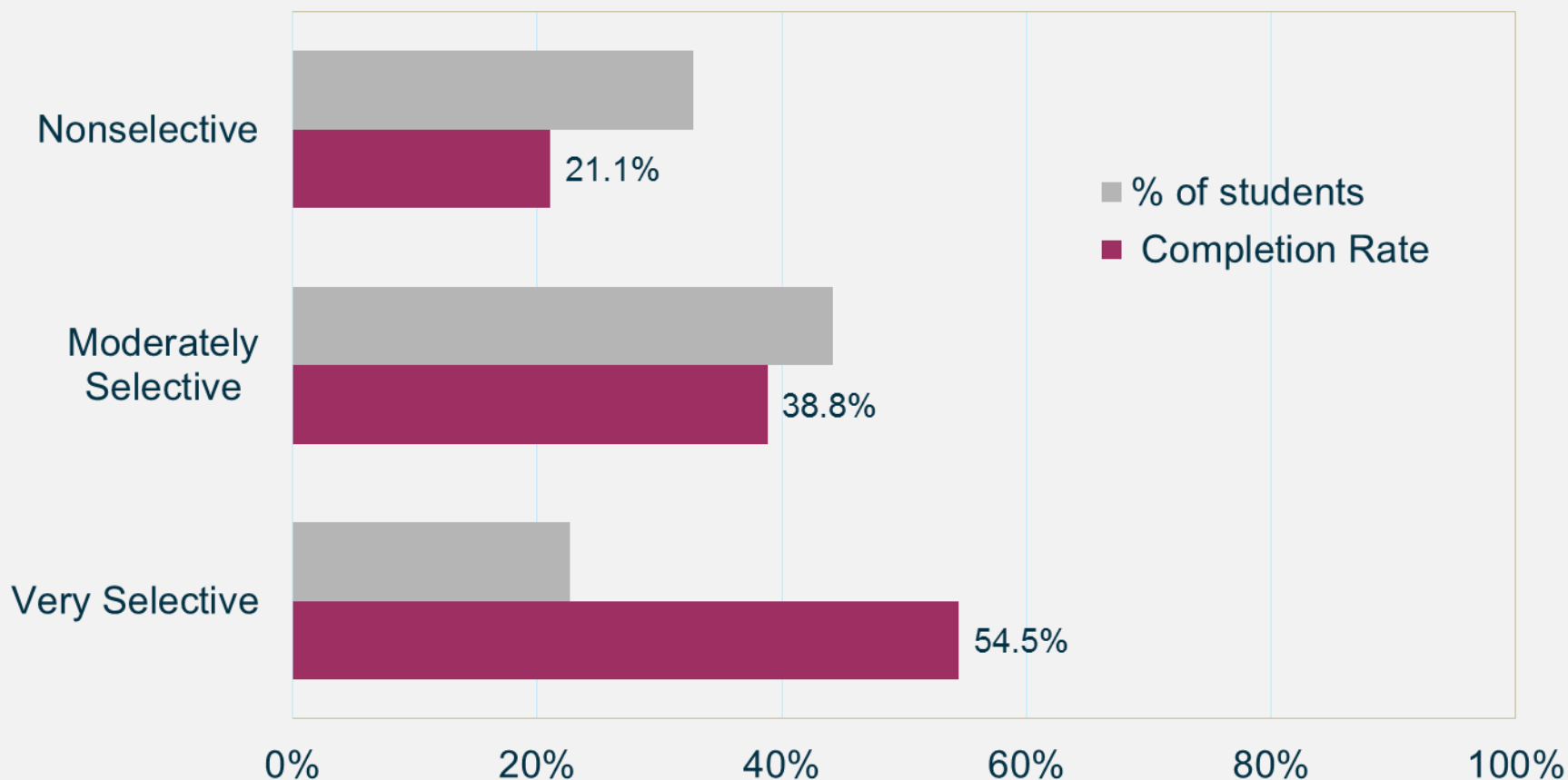
## Transfer-In Bachelor's Completion Rate by 4-year Institution Control



Methodological Notes: <https://nscresearchcenter.org/signaturereport13/#AppendixA>

# NSCRC Tracking Transfer Report

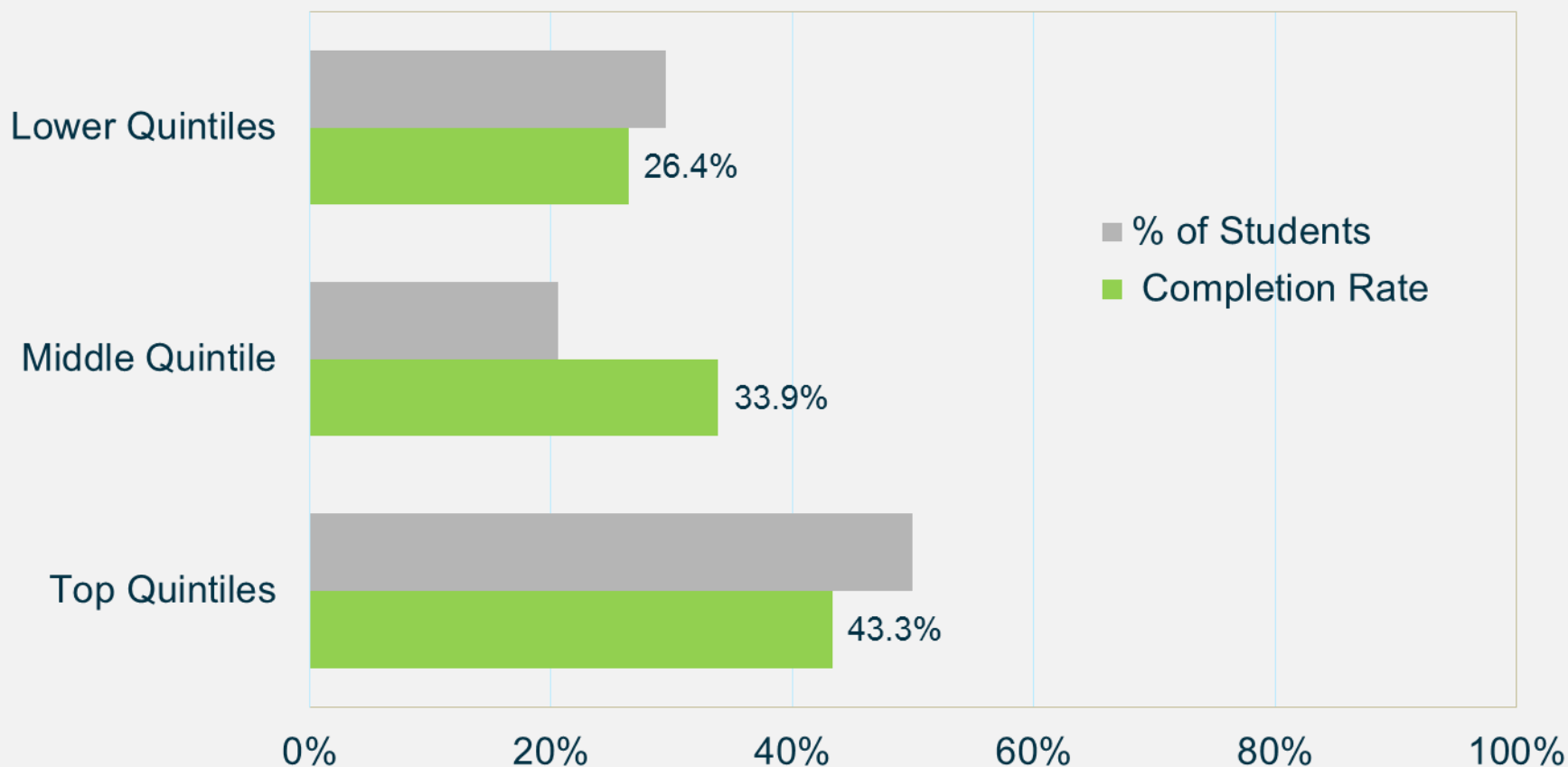
## Transfer-In Bachelor's Completion Rate by 4-Year Institution Selectivity



Methodological Notes: <https://nscresearchcenter.org/signaturereport13/#AppendixA>

# NSCRC Tracking Transfer Report

## Transfer-In Bachelor's Completion Rate by 4-Year Institution Average SES



Methodological Notes: <https://nscresearchcenter.org/signaturereport13/#AppendixA>

# Tracking Transfer Report: Key Findings

- 13.3% of cohort earned a bachelor's degree within six years (**CC Cohort Completion Rate**)
- 31.5% of cohort transferred within 6 years (**Transfer-Out Rate**)
- 33.6% of those who transferred out had earned a certificate or associates prior to transferring (**Transfer with Award Rate**)
- 42.2% of those who transferred completed a bachelor's degree (**Transfer Out Bachelor's Completion Rate**)
- 18% of all students who transferred **left the state**



# Tracking Transfer Report: Key Findings

- High SES CCs had much higher cohort bachelor's completion rates (15.5% vs 9.4% for low SES)
- Public 4-yr schools had much higher transfer-in bachelor's completion rates than private non-profits (46.7% vs 39.0%)
- Primarily occupational CCs had higher transfer-with-award rates and higher transfer-out bachelor's completion rates than students from primarily academic CCs, but similar transfer-out rates

# Tracking Transfer Report: Implications

- Destination institutions matter more than starting institutions: publics and highly selective private 4-yrs best
- Institutional practices – not just characteristics – matter
- Outcomes varied widely by state
- High state cohort completion rates require both high transfer-out rates and high transfer-in-completion rates
- 2- and 4-year institutions should regularly monitor performance using common metrics that track students all the way to bachelor's



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# StudentTracker Institution-Level Benchmarking Reports to Help Understand and Improve Transfer Outcomes

- 1) Measure and benchmark these metrics, controlling for
  - Institutional characteristics at both ends of the transfer
  - Your institution's transfer partners
  - Student characteristics
  - State policy contexts
- 2) Track annually to set goals and demonstrate progress

# **New Institution-level Benchmarking Reports Being Made Available Spring 2018 in StudentTracker**

**1) Completion Rates for Fall 2011 Entering Cohort (previous cohorts already available in STCU)**

**2) New Tracking Transfer Report**

**With these reports . . .**

- Automatically generate comparison reports
  - Your institution compared to national averages
  - By type of sending and receiving institutions
  - For each of your top transfer partners

# Sample Layout for STCU Tracking Transfer Report (subject to change)

**Table 1.** Student Counts, Name withheld (sample report)

	<i>All students</i>	<i>Lower- income</i>	<i>Higher- income</i>	<i>Age: 18-20</i>	<i>Age: 21-24</i>	<i>Age: 25+</i>	<i>Female</i>	<i>Male</i>
Entering Students in Cohort	1460	67	934	1193	92	175	554	663
Transfer Students	568	21	393	500	24	44	226	238
Students who transferred with an award from this CC	211	10	134	199	12	19	97	83
Transfer students who completed a bachelor's degree	336	18	230	300	16	20	144	133



# Sample Layout for STCU Tracking Transfer Report (subject to change)

**Table 2.** Transfer-out Rates

**Transfer-out Rate Definition:** The percentage of students in your entering community college cohort who ever enrolled at a four-year institution for at least one term after their first term at your community college, within six years of first enrolling at your community college.

	Transfer-out Rate							
	<i>All students</i>	<i>Lower-income</i>	<i>Higher-income</i>	<i>Age: 18-20</i>	<i>Age: 21-24</i>	<i>Age: 25+</i>	<i>Female</i>	<i>Male</i>
Name withheld (sample report)	39%	31%	42%	42%	26%	25%	41%	36%
(Name) State Average	27%	24%	31%	32%	19%	12%	26%	25%
<b>National Results</b>								
National Average, All CCs	30%	24%	39%	35%	20%	15%	30%	29%
Average, Urban CCs	29%	23%	37%	34%	21%	15%	30%	28%
Top Urban CC	60%	59%	71%	61%	52%	64%	58%	62%
Average, Rural CCs	29%	24%	40%	34%	17%	14%	29%	28%
Top Rural CC	56%	63%	78%	63%	53%	40%	58%	58%

# Sample Layout for STCU Tracking Transfer Report (subject to change)

**Table 5.** Direct Transfer Outcomes for Name withheld (sample report)'s Top 10 Four-Year (FY) Transfer Destinations

	Number of transfers to this FY	Pct. of transfers who earned a pre-transfer CC award	Bachelor's degree completion rate for transfers to this FY	Average number of years before transfer to the FY	Pct. of CC's transfers who transferred to this FY	Pct. of CC's bachelor's degree graduates who completed at this FY
Name withheld (sample report)	148	51%	66%	2.7	35%	37%
Name withheld (sample report)	50	64%	78%	2.6	12%	15%
Name withheld (sample report)	49	24%	65%	1.9	12%	12%
Name withheld (sample report)	38	32%	66%	2.1	9%	10%
Name withheld (sample report)	20	40%	50%	2.5	5%	4%
Name withheld (sample report)	10	50%	90%	2.5	2%	3%
Name withheld (sample report)	7	++	++	++	2%	0%
Name withheld (sample report)	6	++	++	++	1%	0%
Name withheld (sample report)	5	++	++	++	1%	2%
Name withheld (sample report)	5	++	++	++	1%	1%
All other FY destinations (N = 59)	82	27%	50%	2.5	20%	16%
Total/Average	420	41%	63%	2.5	100%	100%

++ Fields with fewer than 10 students in the denominator are withheld from reporting

**Wide File**



**ANALYSIS READY**

Transforms the detail report into **one row per student**

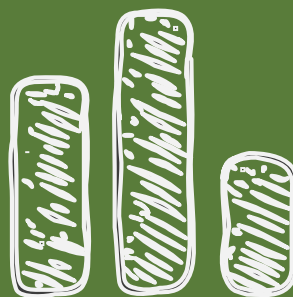
**Saved Cohorts**



**FILE RE-RUN**

Saves time by re-running instead of re-uploading, up to four times per year

**National Benchmarks**



**SIGNATURE AND SNAPSHOT REPORTS**

Download results for your institution, compared to published national benchmarks

**Faster Collaborations**



**DATA VISUALIZATION**

Instant charts with demographic breakdowns



**For More Info . . .**

**NSC Research Services and Reports:**

**[dewitt@studentclearinghouse.org](mailto:dewitt@studentclearinghouse.org)**

**Using the NSC StudentTracker Service:**

**[studenttracker@studentclearinghouse.org](mailto:studenttracker@studentclearinghouse.org)**