Introduction to NCAN's Common Measures and Calculating Key Indicators

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Welcome! Thanks for coming!

What brought you here?

Survey: How familiar are you with NCAN's Common Measures?

Common Measures: Intro and Background

- Data are everywhere. The college access and success field is no different.

- Common language for diverse set of members.

- Research-backed and member-developed.

Common Measures: Structure

- Three sets of indicators
  - Middle School
  - Access
  - Success

- "Essential" vs. "If Available"

- Demographic data

Common Measures for Middle School *Student-Level Indicators*

Academic	Behavior	Expectations	Socio-emotional	Demographics
• Course failures • Student GPA	• Attendance rate • Suspensions • Failing behavior grades	• Student's postsecondary aspirations • Parent's postsecondary aspirations for their student	*	• First-generation college-going • Free-/reduced-price lunch status • Race • Gender • ESL status

Common Measures for Access
Program-Level Essential Indicators

Academic	Testing	Admissions	Financial Aid
• % taking rigorous/ college-prep curriculum • Average HS GPA	• % of students taking ACT or SAT	• % of students completing college admissions applications, by school type	• % of students submitting and completing a FAFSA • % of students awarded financial aid

Common Measures for Success
Program-Level Essential Indicators

Enrollment	Academic	Persistence and Completion	Financial Aid
• % of students who enroll within six months of high school graduation • Student enrollment, by institution type and enrollment intensity	• % of students placed into remedial courses (English/Math)	• Year-to-year student persistence • Term-to-term student persistence • % of students completing a degree within 150% of time, by school type	• % of students who submit and complete renewal FAFSA form • % of students awarded financial aid

Why Use the Common Measures?

- Feedback for program enhancement

- Utilization/effectiveness of services

- Identifying service gaps

- Reporting to stakeholders

- Reporting to resource providers

- Evaluations

Which Data to Track?

- Based on goals & objectives

- Supports access and/or success work

- Promised in a grant

- Data sources/sharing agreements

Most Frequently Used Common Measures

Metric	Responses (N)	Responses (%)
FAFSA submission and completion	44	83%
Year-to-year persistence	42	79%
High school GPA	40	75%
SAT/ACT completion	39	74%
Enrollment within six months	39	74%
Postsecondary enrollment, by institution type and enrollment intensity	38	72%
High school graduation date	34	64%
Enrollment within one year of high school graduation	33	62%
Number of postsecondary acceptances	30	57%
Total financial aid awarded	29	55%

The Common Measures Handbook

- Examines each of the Common Measures indicators

  - How to store

  - Data sources

  - Technical and tracking notes

  - Related research.

- Access via www.collegeaccess.org/cmhandbook (generally for NCAN members only)

Calculating Key Performance Indicators (KPIs)

- KPIs are an FAQ

- There's no right way to calculate KPIs.

- **But there is a wrong way**: being opaque about how you did it.

Calculating Key Performance Indicators (KPIs)

- Denominators are important and a main source of confusion.

- Consider postsecondary completion:
  - Who are you counting?
    - All students from a high school class
    - All graduates from a high school class
    - All students with a postsecondary enrollment
  - Over what timeframe?
    - All students who enrolled within six months of high school graduation
    - All students who enrolled within twelve months of high school graduation

Calculating Key Performance Indicators (KPIs)

- Because of The Benchmarking Project, NCAN aligns our calculations with the National Student Clearinghouse Research Center's (NSCRC) definitions wherever possible.

- There are multiple NSCRC reports on **postsecondary enrollment, persistence,** and **completion**.

Calculating Key Performance Indicators (KPIs): **Enrollment**

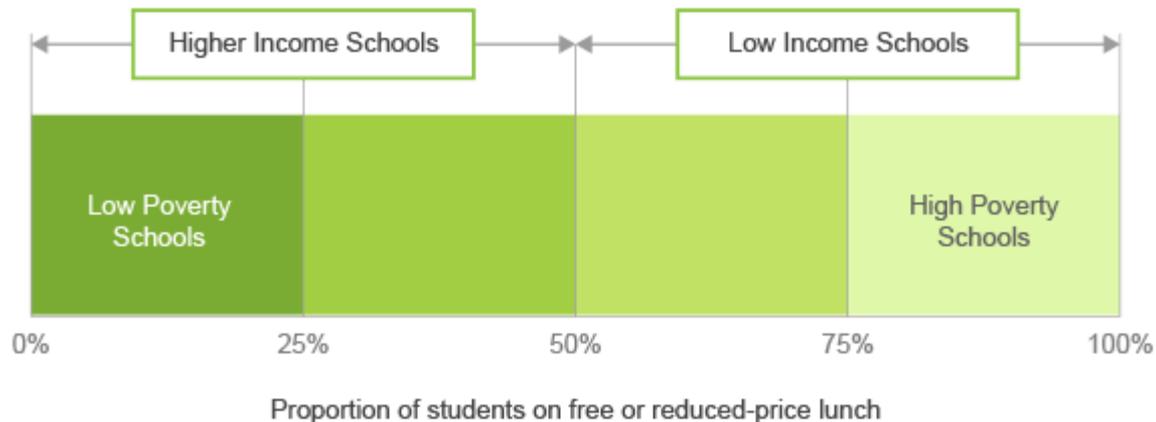**NSCRC High School Benchmarks Report Series**

- Includes
  - Enrollment in the first fall after high school graduation
  - Enrollment at any time in the first year after high school graduation
  - Enrollment at any time in the first two years after high school graduation

- (number of students enrolled in the time period)
  (number of students in the high school graduating class)

Calculating Key Performance Indicators (KPIs): **Enrollment**

NSCRC High School Benchmarks Report Series

- Disaggregated by
  - High poverty, low income, higher income, low poverty high schools
  - High minority and low minority high schools
  - Urban, suburban, and rural high schools

Proportion of students on free or reduced-price lunch

Calculating Key Performance Indicators (KPIs): **Persistence**

- **NSCRC High School Benchmarks Series: Year to Year**

    o Percentage of students enrolled in the first year after high school graduation who remained enrolled in postsecondary education in the second year. This is the percentage of students who re-enrolled at any postsecondary institution, not necessarily the same one they started in. Thus, it is different from the typical measure of retention at the same institution.

    o **This is the definition NCAN uses in our Benchmarking Project Reports**

Calculating Key Performance Indicators (KPIs): **Persistence**

- **Persistence and Retention Report Series: Fall to Fall**

  - Retention: continued enrollment (or degree completion) within the **same** higher education institution in the fall semesters of a student's first and second year.

  - Persistence: continued enrollment (or degree completion) at **any** higher education institution — **including one different from the institution of initial enrollment** — in the fall semesters of a student's first and second year.

  - Fall enrollment: A student is counted as having been enrolled in the fall if they were enrolled for any length of time in a term that began between August 1 and October 31, inclusive.

Calculating Key Performance Indicators (KPIs): **Persistence**

- **High School Benchmarks Series disaggregated by:**

  o High poverty, low income, higher income, low poverty high schools

  o High minority and low minority high schools

  o Urban, suburban, and rural high schools

- **Persistence and Retention Report Series disaggregated by:**

  o Enrollment intensity

  o Type and control of starting institution

  o Race/ethnicity (Asian, Black, Hispanic, White)

  o Age at college entry (<= 20, >20-24, > 24)

Calculating Key Performance Indicators (KPIs): **Completion**

NSCRC High School Benchmarks Report:

(N of students who completed a degree from a 2- or 4-year institution within six years of graduation) /
(N of high school graduates from a given graduating class)

Disaggregated by: High poverty, low income, higher income, low poverty high schools; high minority and low minority high schools; urban, suburban, and rural high schools

Calculating Key Performance Indicators (KPIs): **Completion**

NSCRC Signature Report Series:

(N of students who completed a degree <u>or certificate</u> within six years) /

(N of first-time-in-college, degree-seeking students who started their postsecondary education at U.S. colleges and universities in the fall of X year)

Disaggregated by: type and control of starting institution, race/ethnicity, gender, age at first entry, state

While We Have You Here

- Which kinds of research, data, and evaluation topics would you like to see in future NCAN webinars?

- Are there are any Common Measures you think we should consider adding to our list of metrics?

- Are there particular resources or topic areas you are interested in hearing more about from NCAN?

Questions?

Thank You!

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