New College Tracking Data Available
and an Efficient Way
to Follow Up on Student Success

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In the past few weeks, the Instructional Data Warehouse (IDW) has received and processed college enrollment data from the 2012-13 school year. This means that districts can track student progress for their 2012 graduating class and can even see some data (although incomplete) for their 2013 graduating class.

Since there has been so much discussion on both the national and local level equating test scores to college readiness, the IDW has a series of reports making it quite easy to draw these comparisons. Just what level of high school success predicts success in college? And exactly how does one define college success—graduation within four years, five years, six years, or even more than six years? And what about enrollment at a two-year college? What constitutes success for those who enroll at a community college and obtain a degree in two years, three years, or more?

How do I view college tracking reports?
After logging in to the IDW, college tracking reports can be found by clicking on either of two places on the IDW Dashboard.

Click on either the “All Reports folder” link or the “Public Folders” link, as shown above, and then click on the “College Tracking” folder at the top of the list of folders and reports.
Five distinct college tracking report choices will appear. Clicking on any report yields a prompt page which allows the user to detail the report to selected criteria, and, if desired, allows for a disaggregation by any of the traditional subgroups—gender, race, disabilities, etc.

Once a report is produced, either a chart, a table, or both, the most exciting feature of all tracking reports is the drill-through capability. Shown below is the “Four Year College Attainment for Multiple Years” report. This report tracks all graduates, for the multiple graduation years selected, and reports the percentage who earned four year degrees within four, five, six, or seven years, and also reports those who earned no four year degree—five categories in all.

Each of these five categories is color coded so the user can see the approximate percentage of graduates in each category. (Note that the last graduation year (2007/8) shows no students graduating in more than five years because we have no enrollment data after 2013.)

Clicking on any color or area reveals the students in that category. For example, let’s say we wanted to find out who, from the graduating class of 2005/6, never earned a four year degree. We then click on the gray area for that school year, and a list (like the one below) is generated.

There are many important features of this list. First, note that in the final column, “College Graduation Date,” there are no notations because these are the students have **not earned a degree**. For each student, there are notations for the first and last dates of enrollment for those who enrolled in a two or four year school. Note, as well, that like any IDW report, to find the full list of students, you may have to click on the “page down” link at the bottom of the page to see other pages of the list. But the most detailed data can be found by clicking on the “Drill Down to Student Degree Detail Report” link at the top of the report. As shown on the following page, this links the user to the semester by semester history for each student on the list.
Student by Student Detail Report

We can see that Student X, above, attended Nassau Community College from September 2006 until May 2010 and received an associates degree in August of 2010. At the bottom of the student detail, we can see that this student also enrolled in SUNY Farmingdale, a four year school, in the fall of 2011 (August 27th 2011) and has remained there until August 2013, which is the latest data report we have available. We can even see details of enrollment such as the special January winter session (see red circle) from January 1st, 2013 to January 17th, 2013.

This is powerful information for guidance counselors, teachers, and administrators who, heretofore, had little information about graduates after they left high school. Our best data had been the post-graduate plan students filed with the guidance office. Now we are able to see, not just the plan, but an actual detailed report of student enrollment. Of course, for some students who did not earn a four year degree, far less information is available. See below.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Grad HS Year</th>
<th>Grad Date</th>
<th>Post Grad Plan</th>
<th>College Type</th>
<th>Actual College Year</th>
<th>Start Date</th>
<th>College Name</th>
<th>Degree Date</th>
<th>Degree Title</th>
<th>Degree Major</th>
</tr>
</thead>
</table>

“Student A,” above, whose post graduate plan was to “seek employment,” actually did attend Nassau Community College for two semesters but ended his enrollment in May of 2007. “Student B,” whose plan was to enroll in a two-year college apparently did not do so or enrolled in a program not tracked by the college tracking service (a rare occurrence).

Of course, some of the most fruitful data can be obtained by clicking on the blue areas of the charts (see page 2) where users can see the numerous students who earned their four year degrees within four years. Here, the user can also see all the schools attended and the degrees earned. At the same time, wouldn’t it be useful to compare and contrast these most successful students with those who needed five, six, or even seven or more years to earn their four year degree and also with those who earned a two year degree or no degree at all. Do students’ elementary school, middle school, and high school test scores predict or foreshadow their post-high school success? Why not find out!
One way to do so is to view a Child Assessment Profile (ChAP) report for the graduation class tracked. What correlations would we find? Wouldn’t it be interesting to view the high school Regents scores for the students who earned a degree within four years! Did they actually score above 80 on a math Regents and above 75 on the ELA Regents? Could we have predicted, based on 8th grade state assessment scores, that the students who failed to earn even a two-year degree were likely to struggle after high school? And most important, of course, could we have intervened in some way to have created a better outcome?

To view ChAP reports, the user can go to the “Reports by Student” tab and select “Child Assessment Profile.” Then select the graduation year for the class in question, select the high school building, and then the 12th grade. The resulting ChAP report will show the complete test record for each student who entered the 12th grade that year. In most cases, students’ high school records well correlate with their later level of success. But there are indeed surprises to be found. Be aware, however, whenever you check college tracking data, that there are certain students for whom we have no record after high school graduation. United States military academies and schools in foreign countries do not report their data to the National Student Clearinghouse, our data source. Similarly, a small number of other post secondary institutions do not report to the National Clearinghouse.

Also, students who enter the work force or the military are not tracked. And finally, students, or their parents, may opt out of data tracking and are, therefore, not included on any college tracking reports. In some cases, these students may be among our highest scoring students. They simply want their college enrollment data not to be tracked and thus enrollment data are excluded from any reports. Students, of course, have this right, despite our need to gather longitudinal data in this age of often intrusive data gathering.

As always, IDW personnel are available to provide telephone assistance and in-district training for any district seeking to learn more about this newsletter or about other best practices for the IDW. Call Fred Cohen at 608-6640 or Jane Boyd at 608-6612 to schedule a training session or to discuss any Instructional Data Warehouse questions.