Higher Education Data

Dawn Kenney
New Mexico Data Users Conference
November 14, 2019
“Never has America required so many of its citizens to know so much. Never have employers sought such a broadly trained — and retrained — workforce. Never has technology transformed so rapidly and so thoroughly how Americans live and work. Never before has education after high school played such a crucial role in enabling an individual to enter the middle class. And never before has a society expected so much from its system of higher education.”

The National Center for Public Policy and Higher Education
Our education systems face significant challenges.
New questions require more data

Early Childhood
- Which preschool programs best prepare students for kindergarten?

K-12
- What’s the graduation rate by high school?
- Do high school graduates require postsecondary remediation?

Postsecondary
- Which industries are employing high school & college graduates?

Workforce
- How successful are college grads in the workforce by major/credential?
Purpose of Common Metrics (according to CCA)

- **Inform**: To help policymakers and the public understand how students, colleges, and the state are doing on college completion

- **Analyze**: To help policymakers and colleges identify specific challenges and opportunities for improvement

- **Show Progress**: To establish a fair baseline and show progress over time

- **Hold Accountable**: To hold students, colleges, and the state accountable to the public and to policymakers investing taxpayer dollars in higher education
Data Providing an Overview of Higher Education
The nation’s leading source for rigorous, independent education research, evaluation and statistics. The statistics, research, and evaluation arm of the U.S. Department of Education.

- Includes the National Center for Education Research, National Center for Education Statistics, National Center for Education Evaluation and Regional Assistance, and National Center for Special Education Research
The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations.

Fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.
THE INTEGRATED POSTSECONDARY EDUCATION DATABASE SYSTEM (IPEDS)

Data collected under the auspice of the National Center for Educational Statistics (NCES)

The Higher Education Act of 1965, as amended, requires Title IV institutions to report on enrollments, completions/graduations, faculty/staff, finances, and cost of attendance

IPEDS surveys are completed by all colleges, universities, technical institutes that participate in Title IV financial aid programs

Source: Integrated Postsecondary Education Database System
http://nces.ed.gov/ipeds/about/
About IPEDS

What is IPEDS?

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center. To learn more about IPEDS Survey components, visit https://nces.ed.gov/ipeds/use-the-data/survey-components.

How is IPEDS Used?

IPEDS provides basic data needed to describe — and analyze trends in — postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions.

IPEDS forms the institutional sampling frame for other NCES postsecondary surveys, such as the National Postsecondary Student Aid Study and the National Survey of Postsecondary Faculty.

Which Institutions Report to IPEDS?

The completion of all IPEDS surveys is mandatory for institutions that participate in or are applicants for participation in any federal student financial aid program (such as Pell grants and federal student loans) authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094, Section 487(a)(17) and 34 CFR 668.14(b)(19)).

More than 7,500 institutions complete IPEDS surveys each year. These include research universities, state colleges and universities, private religious and liberal arts colleges, for-profit institutions, community and technical colleges, non-degree-granting institutions such as beauty colleges, and others.

To find out if a particular institution reports to IPEDS, go to College Navigator and search by the institution name.
<table>
<thead>
<tr>
<th>Fall Collection</th>
<th>Winter Collection</th>
<th>Spring Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Institutional Characteristics</td>
<td>• Student Financial Aid</td>
<td>• Fall Enrollment</td>
</tr>
<tr>
<td>• Completions</td>
<td>• Graduation Rates</td>
<td>• Human Resources</td>
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<tr>
<td>• 12-month Enrollment</td>
<td>• 200% Graduation Rates</td>
<td>• Finance</td>
</tr>
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<td></td>
<td>• Admissions</td>
<td>• Academic Libraries</td>
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<tr>
<td></td>
<td>• Outcome Measures</td>
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</tr>
</tbody>
</table>
September through April Each Year
WHAT DATA ARE COLLECTED?

• **Institutional Characteristics** - Institutional characteristics data are the foundation of the entire IPEDS system. These include basic institutional contact information, tuition and fees, room and board charges, control or affiliation, type of calendar system, levels of awards offered, and types of programs.

• **Institutional Prices** - IPEDS collects institutional pricing data from institutions for full-time, first-time degree/certificate-seeking undergraduate students. This includes tuition and fee data as well as information on the estimated student budgets for students based on living situations (on-campus or off-campus).

• **Admissions** - Basic information is collected from institutions that do not have an open-admissions policy on the undergraduate selection process for first-time, degree/certificate-seeking students. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores.
WHAT DATA ARE COLLECTED?

• **Enrollment** - Since enrollment patterns differ greatly among the various types of postsecondary institutions, there is a need for both different measures of enrollment and several indicators of access.
  
  • **Fall Enrollment** - Fall enrollment is the traditional measure of student access to higher education. Fall enrollment data can be looked at by race/ethnicity; gender; enrollment status (part-time or full-time); and or level of study (undergraduate or graduate).
  
  • **Age Data** - The age distribution of enrolled students offers insight into the relationship between the changing demographics of college-going cohorts and enrollment in different types of postsecondary institutions. Collected in odd-numbered years.
  
  • **Unduplicated 12-Month Head Count** - Because this enrollment measure encompasses an entire year, it provides a more complete picture of the number of students these schools serve.
  
  • **Instructional Activity** - Data on instructional activity is measured in total credit and/or contact hours delivered by institutions during a 12-month period.
  
  • **Total Entering Class** - Data on the number of incoming students (students enrolling for the first time in a postsecondary institution versus students transferring in from another postsecondary institution) at an institution. This measure permits the calculation of the graduation rate cohort as a proportion of the total entering student body.
WHAT DATA ARE COLLECTED?

• **Student Financial Aid** - The number of full-time, first-time degree/certificate-seeking undergraduate students who receive different types of student financial aid, including grants and loans, from different sources at each institution. IPEDS also collects data to show the average dollar amount of aid received by these students.

• **Degrees and Certificates Conferred** - IPEDS collects data on the number of students who complete a postsecondary education program by type of program and level of award (certificate or degree). Business and industry, the military, and other groups that need to recruit individuals with particular skills use these data extensively.
WHAT DATA ARE COLLECTED?

• **Student Persistence and Success** - Helps track student progress and success.
  
  • **First-Year Retention Rates** - The first-year retention rate measures the percentage of first-year students who had persisted in or completed their educational program a year later. These data have been collected since 2003.
  
  • **Graduation Rates** - Provide information on institutional productivity and help institutions comply with reporting requirements of the Student Right-to-Know Act.
  
  • **Outcomes Measures** - information on the number of awards conferred and the enrollment status of four degree/certificate-seeking undergraduate student cohorts: 1) Full-time, first-time, 2) Part-time, first-time, 3) Full-time, non-first-time, and 4) Part-time, non-first-time. The reported data are for two points in time: 6-years and 8-years after a cohort enters an institution.
WHAT DATA ARE COLLECTED?

• **Institutional Resources** – Data on human resources, finances, and libraries.
  - **Human Resources** – Staff supporting higher education by assigned position, salaries, and staff. Demographics and salary outlays are included.
  - **Finances** - Finance data includes institutional revenues by source, expenditures by category, and assets and liabilities. This information provides context for understanding the cost of providing postsecondary education. It is used to calculate the contribution of postsecondary education to the gross national product.
  - **Academic Libraries** - Information on collections, expenditures, and services for libraries at degree-granting institutions. Data collected through the IPEDS system replaces the previous U.S. Census and NCES Academic Libraries Survey, which collected data from institutions every other even-number year and was not a mandatory collection.
## Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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</thead>
<tbody>
<tr>
<td>• Because the Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data to IPEDS, the data is a very comprehensive source</td>
<td>• Self Reported</td>
</tr>
<tr>
<td>• IPEDS data has several uses, including providing the market research information necessary for universities and colleges to evaluate new and existing programs</td>
<td>• There is about a year lag between when IPEDS collects its data and when it is released</td>
</tr>
<tr>
<td>• IPEDS allows you to view information for an individual institution, compare institutions side-by-side, or view trends for certain variables</td>
<td>• IPEDS is not comprehensive of all education and training programs (e.g., Non-credit and other non-traditional education and training programs are not included in the data)</td>
</tr>
<tr>
<td></td>
<td>• Online and residential programs are coded the same, so it is difficult to narrow your analysis to a specific program type.</td>
</tr>
<tr>
<td></td>
<td>• The CIP taxonomy is not intuitively organized; its classifications do not necessarily match up with the exact names of majors, and similar programs may not be found within the same six-, four-, or even two-digit series</td>
</tr>
</tbody>
</table>
IPEDS TECHNICAL REVIEW PANEL

• Conducted by RTI International to obtain peer review of IPEDS-related project plans and products, and to foster communications with potential users of the data.

• Typically held in the Washington, DC area over a 2-day period.

• Selects a group of TRP panel members to attend these meetings depending on the particular topics being addressed.

• Source: https://edsurveys.rti.org/ipeds_trp
Meetings of the IPEDS Technical Review Panel (TRP) are conducted by RTI International to obtain peer review of IPEDS-related project plans and products, and to foster communications with potential users of the data.
NCES uses these data
College Affordability and Transparency Center

- Designed by the U.S. Department of Education to meet requirements in the Higher Education Opportunity Act and to provide better information to student and parent consumers about college costs.

It serves as a central point to several tools that allow users to compare colleges tuition and fees, net price, and other characteristics.
Looking up an institution in IPEDS

Go to: http://nces.ed.gov/ipeds/ & click on “Use the Data”
What data would you like to access?

- **Provisional Release Data**
  - Institutional Characteristics (2014-15)
  - Pricing and Tuition (2014-15)
  - Admissions (2014-15)
  - Completions (2013-14)
  - 12-month Enrollment (2013-14)
  - Fall Enrollment (2014)
  - Graduation Rates (2014)
  - Student Financial Aid (2013-14)
  - Finance (2013-14)
  - Human Resources (2014-15)
  - Academic Libraries (2013-14)

For additional years of data:

- Use provisional release data
- Use final release data

Continue
Look up an institution

1. Select Institutions

My Comparison Institution - None Selected
Select Institutions - You have selected 1 institution(s)

How would you like to select institutions to include in your data file/report?
- By Names or UnitIDs
- By Groups
- By Variables
- By Uploading a File

University of Colorado Boulder (change institution)

Institution Profile | Reported Data | Data Feedback Reports

You may download the printed IPEDS Data Feedback Reports (DFRs) that were provided to institutions. Several years of reports are available for the selected institution.

2015 (242 KB) 2014 (235 KB) 2013 (236 KB) 2012 (239 KB) 2011 (246 KB) 2010 (244 KB)
2009 (317 KB) 2008 (289 KB) 2007 (396 KB) 2006 (400 KB) 2005 (411 KB)
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2014

<table>
<thead>
<tr>
<th>Admissions measure</th>
<th>Your institution</th>
<th>Comparison Group Median (N=33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>28,852</td>
<td>32,723</td>
</tr>
<tr>
<td>Admitted</td>
<td>16,437</td>
<td>24,282</td>
</tr>
<tr>
<td>Enrolled full time</td>
<td>5,797</td>
<td>5,753</td>
</tr>
<tr>
<td>Enrolled part time</td>
<td>72</td>
<td>19</td>
</tr>
</tbody>
</table>

Number of students

NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2014

<table>
<thead>
<tr>
<th>Admissions measure</th>
<th>Your institution</th>
<th>Comparison Group Median (N=33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Enrolled full time</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Enrolled part time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of students

NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See *Use of Median Values for Comparison Group* for how median values are determined. N is the number of institutions in the comparison group.

They want you to use it too!

Getting to Know and Use the Integrated Postsecondary Education Data System

Individuals were employed by degree-granting postsecondary institutions and provided services and support to the 19,977,270 students enrolled in the nation’s 4,562 degree-granting institutions.

And much more—because of the Integrated Postsecondary Education Data System (IPEDS), a program in the National Center for Education Statistics, these data points only scratch the surface of information collected and reported through IPEDS. Each year, IPEDS issues 12 surveys to all postsecondary institutions to collect Title IV Federal Aid[1] and some institutions that participate by choice. These surveys provide data on a broad range of topics, from enrollment, admissions, and cost to student aid, graduation rates, faculty, and human resources. These data are reported by gender, race/ethnicity, institution type, and more.

But we don’t just want people to know about the data—we want them to use it too!

The “Use the Data” landing page (see image below) provides many options for analysis. Users can look up and compare institutions, view trends and statistical tables for specific data points, download a complete survey file, customize a data file, or download a report.
Assessments
NCES collects and reports information on the academic performance of the nation's students as well as the literacy level of the adult population. The National Assessment of Educational Progress (NAEP) is NCES' primary assessment of what American elementary/secondary students know and can do in academic subjects. This NCES program also assesses the proficiency of adults in performing basic literacy and mathematical tasks through the National Assessments of Adult Literacy (NAAL). NCES also participates in international assessments (see international).

View List of Assessments Surveys

Data Systems, Use, and Privacy
The U.S. Department of Education's Institute of Education Sciences (IES) awarded grants to 41 states and the District of Columbia to aid them in the design and implementation of statewide longitudinal data systems. These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.

View List of Data Systems, Use, and Privacy Surveys

Early Childhood
The Early Childhood Longitudinal Studies (ECLS) program is sponsored primarily by NCES in collaboration with other federal agencies and organizations. The ECLS program includes three longitudinal studies that examine child development, school readiness, and early school experiences. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a study of children born in 2001 who were followed from birth through kindergarten entry. The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) is a study of children followed from kindergarten through the eighth grade. The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K2011) is following a sample of children from kindergarten through the fifth grade.

View List of Early Childhood Surveys

Elementary/Secondary
The NCES survey program at the elementary/secondary education level provides information on the condition of public and private education. Through the Common Core of Data (CCD) survey national, state, and local data on public elementary and secondary education is collected. Important additions to NCES' data collection programs in the last decade include the Schools and Staffing Survey, the Private School Universe Survey, and the National Household Education Survey.

View List of Elementary/Secondary Surveys

International
SURVEYS & PROGRAMS

Baccalaureate and Beyond - B&B

B&B studies follow students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys are identified as being in their last year of undergraduate studies. Students are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education and employment experiences after graduation. Individuals who had shown an interest in becoming teachers are asked additional questions about their pursuit of teaching, and if teaching, about their current teaching position. In the first B&B study, about 11,000 students were identified in NPSAS 93 who completed their degree in the 1992-93 academic year. These students comprised the first B&B cohort and were followed up in 1994 (B&B 93/94), 1997 (B&B 93/97), and 2003 (B&B 93/2003). The second B&B cohort began with NPSAS 2000 and involved only a 1-year follow-up in 2001 (B&B 2000/01). The current B&B cohort comprises a sample of the Class of 2008 (via NPSAS 08) and has followed-up with them one year after graduation in 2009. Data from these years is available. This group of graduates will be followed-up a second time in 2012-2013 and for a third and final time in 2018 (four and ten years after graduation, respectively).
Visit the Baccalaureate and Beyond Homepage

Beginning Postsecondary Students Longitudinal Study - BPS

BPS studies follow students who first begin their postsecondary education. Initially, students in the NPSAS follow those who are first-time beginners of undergraduate studies. These students are asked questions about their transitions through postsecondary education and into the labor force, as well as family formation. The first cohort were identified in NPSAS 90 as being first-time beginning postsecondary students during the academic year 1991-92. Students were followed in 1992 (BPS 90/92) and in 1994 (BPS 90/94). A second cohort of first-time students identified in NPSAS 96, with follow-ups performed in 1998 (BPS 96/98) and in 2001 (BPS 96/2001) in NPSAS 04, and was followed-up in 2006 as part of the BPS:12/17 study. A new cohort was identified in NPSAS:12, be followed again in 2017 as part of the BPS:12/17 study.
Visit the Beginning Postsecondary Students Longitudinal Study Homepage

Career/Technical Education Statistics - CTES

The 2006 Carl D. Perkins Career and Technical Education Improvement Act mandates that "as a regular part of the National Center for Education Statistics shall collect and report information on career and technical education programs, and students enrolled in such programs." The CTES system relies on existing and special-purpose NCES surveys to provide data on career/technical education students, faculty, and schools at the secondary and postsecondary levels, as well as on adults seeking work-related training.
Visit the Career/Technical Education Statistics Homepage

High School and Beyond - HS&B

The HS&B describes the activities of seniors and sophomores as they progressed through high school, postsecondary education, and into the workplace. The data span 1980 through 1992 and include parent, teacher, high school transcripts, student financial aid records, and postsecondary transcripts in addition to student questionnaires and interviews.
Visit the High School and Beyond Homepage
Surveys and Programs

Common Education Data Standards - CEDS
The Common Education Data Standards (CEDS) are a national, collaborative effort to develop standards for a key subset of K-12 (e.g., demographics, program participation, course level) and education transition variables. Participants in the initiative include representatives from education organizations, and key non-profit organizations. The CEDS Initiative’s goal is to develop a consistent, comparable, and implementable set of education data standards for the production of comparable state and national data sets. The CEDS Initiative’s goal is to facilitate common data definitions, data sets, business rules, and technical specifications for those variables. This will increase comparability across states, districts, and higher education organizations.
Visit the Common Education Data Standards Homepage

Effective Practices Conferences
The Effective Practices Conferences, including the Management Information Systems Conferences, and the SLDS P-20 Best Practices Conferences, provide venues for state and local education agencies, and their staff, to exchange information on the latest strategies and lessons learned, and engage with colleagues from across state lines as well as representatives from national non-profit organizations. These events play a key role in helping staff build relations, share ideas, and identify strategies to improve P-20 education data system design, development, implementation, and use.
Visit the Effective Practices Conferences Homepage

Interagency Working Group on Expanded Measures of Enrollment and Attainment - GEMEnA
The Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEnA) is pursuing four strands of work designed to improve the federal government’s ability to measure how adults acquire the skills and credentials needed for work, including occupational certificates, the attainment and maintenance of certification and licensing, on-the-job training, and basic skills development.
Visit the Interagency Working Group on Expanded Measures of Enrollment and Attainment Homepage

National Forum on Education Statistics - NFES
NCES has established the National Forum on Education Statistics to improve the collection, reporting, and use of elementary and secondary education statistics. The Forum deals with issues in education data policy, sponsors innovations in data collection and reporting, and provides technical assistance to improve state and local data systems.
Visit the National Forum on Education Statistics Homepage

Statewide Longitudinal Data Systems Grant Program - SLDS
The U.S. Department of Education's Institute of Education Sciences (IES) awarded grants to 41 states and the District of Columbia in 2009 and 2010 to help them in the design and implementation of statewide longitudinal data systems. These systems are intended to enhance the accuracy and quality of data collected by state and local education agencies, and use data-driven decision making to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.
Visit the Statewide Longitudinal Data Systems Grant Program Homepage
Roughly half of Hispanics and African-Americans don’t complete high school within four years.
Average TOTAL COST and NET PRICE for aided first-time, full-time degree/certificate-seeking undergraduates paying in-state tuition at public 4-year institutions, by selected family income level: Academic year 2015-16

- **Total cost**
  - $21K
  - $20K
  - $24K

- **Net price**
  - $13K
  - $10K
  - $21K

$0–30,000
$110,001 or more

Average Cost by Level and Type of Institution
Percentage distribution of total revenues at Title IV public institutions, by institution level and selected source of funds: Fiscal year 2017

NOTE: Public administrative/system offices are included and public institutions following Financial Accounting Standards Board standards are excluded from the data. All grants and contracts and appropriations include funds from federal, state, and local sources.
• The U.S. Department of Education’s College Scorecard allows a comparison of schools by degree program, size, location, or name. College Scorecard is a new tool; new federal reporting requirements are yielding data about colleges that has not been available to the public before, such as average salary after graduation and how well four-year institutions are serving low-income students.
NCES annually compiles education statistics covering preschool through terminal degrees. (The postsecondary information in the digest is in its own section.) The information in the digest, which is taken from government and private sources, paints a broad picture of education in the U.S. in any given year.
Almanac of Higher Education

- Published annually, provides NEA higher education members with current information on the entire scope of American higher education.
- It contains up-to-date information on faculty salaries and benefits, the economic conditions in the states, faculty workload, trends in bargaining, and information on non-faculty professionals on campus.
Enrollment, Persistence, and Completion Rates
• This site, produced by *The Chronicle of Education*, is a map synthesizing completion data by state and by institution.
The National Student Clearinghouse Research Center publishes several reports on completion, transfer rates, and enrollment trends.
The Student Achievement Measure

Tracks student movement across postsecondary institutions. It’s an alternative to the federal graduation rate, which tracks only first-time, full-time students at one institution and provides a wider picture of the completion rate.
Help for Students Finding a College Major
Free web resources that may help students select a major

- My Next Move: http://www.mynextmove.org/
- O*NET OnLine: http://www.onetonline.org/
- MyMajors site is free but requires registration. This site attempts to guide students toward a major and then identifies those schools that offer the major and seem a good fit based on the student’s responses to the survey questions. http://www.mymajors.com/
Other Higher Education Data Sources
Sources

Below are links to websites that contain a variety of commonly accessed data related to higher education and data that help to provide a comprehensive context for state higher education policymaking and analysis. Also provided are links to data that are correlated with education and can often serve to strengthen the conversation about the need to increase educational attainment in our society and the potential policies for doing so. These data sources are reliable and contain much of the data and information that we use in our work to assist states and institutions in their efforts to improve higher education policies. The list is not exhaustive and will continue to expand throughout the life of the website.

- Education
- Demographic, Economic, and Social Statistics
- Economic Conditions
- Health and Wellbeing
- Crime and Corrections

Education

1. The National Center for Education Statistics (NCES) maintains several web-based publications that contain a variety of data and information regarding enrollment, completions, faculty and staff, and finance for elementary, secondary, and postsecondary education. Below are links to several of the most commonly used resources.

- Quick Tables: http://nces.ed.gov/quicktables/
MISSION

Established in 2009, Complete College America is a bold national advocate for dramatically increasing college completion rates and closing equity gaps by working with states, systems, institutions, and partners to scale highly effective structural reforms and promote policies that improve student success.

WORK

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We’ve made progress in giving students from all backgrounds access to college – but we haven’t finished the all-important job of helping them achieve a degree. Counting the success of all students is an essential first step. And then we must move with urgency to reinvent American higher education to meet the needs of the new majority of students on our campuses, delicately balancing the jobs they need with the education they desire....

VISION

CCA envisions a nation where all students, regardless of race, ethnicity, socioeconomic status, or familial educational achievement, have equal opportunities to access and complete a college education or credential of value because postsecondary institutions, policy makers, and systems of higher education welcome, invest in, and support these students through and to an on-time completion.
### UNIVERSITY OF COLORADO BOULDER

#### General Information
- **Website**: www.colorado.edu
- **Address**: Regent Drive at Broadway
- **City**: Boulder
- **State**: CO
- **Zip**: 80309-0017
- **Locale**: City: Small

#### College Characteristics
- **Sector**: Public
- **Carnegie Classification**: Research Very High
- **Size: Number of Undergraduates**: 26,096
- **Endowment Assets**: -

#### Admissions and Price
- **High School GPA Among College**: 3.57
- **Scores Policy**: Required
  - ACT: 580 (25th - 75th percentile = 530 - 630)
  - SAT: 595 (25th - 75th percentile = 540 - 650)
  - 25.5 (25th - 75th percentile = - )

#### Finance
- **Graduates Taking Any Distance Education**: 4%
The College Portrait
Your best education picture.

There’s a lot to learn about colleges and universities, whether you’re looking for a school to attend or for information on how well your local institution is performing. The first step is getting reliable information about what matters most to you. The College Portrait is a source of basic, comparable information designed for anyone to learn more about public 4-year colleges and universities.

Get Started

Click the picture on the right that best matches your reason for visiting to get started! We'll help you find the information you need for the colleges and universities you're interested in.
The first comprehensive national accountability system created for community colleges, by community colleges.

2018 VFA Participation Now Open

VFA is an AACC membership benefit. Activate your participation today.

Reporting Early Indicators of Student Success

VFA colleges are testing early indicators that can signal student success. Learn more.
Economic Development and Employer Planning System

An analytical tool for business, education, workforce, and economic planners.

Facilitates the analysis of economic health, industry performance, population trends, labor supply and demand, training resources, income characteristics, and market potential.
## Issues and Challenges

<table>
<thead>
<tr>
<th>Issue</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data systems by themselves are not the answer</td>
<td></td>
</tr>
<tr>
<td>Policy issues, not always technical ones</td>
<td></td>
</tr>
<tr>
<td>Privacy – utmost concern; must be maintained</td>
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<tr>
<td><strong>FERPA</strong></td>
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<tr>
<td>Congress limited NCES’ ability to capture unit record data</td>
<td></td>
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<tr>
<td>Consistency remains a challenge</td>
<td></td>
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<tr>
<td>Correct use of information can be a challenge</td>
<td></td>
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<tr>
<td>Simple is probably better</td>
<td></td>
</tr>
</tbody>
</table>
Look at all of this data! Tons of it!

Yes, but what does it all mean? Too much of a good thing isn’t always a good thing. Data without meaning... is just data.
What's the major cause of data problems?

Technology is a big issue, but it's hardly the only one.

17% cited problems related to technology
14% cited agency management issues including disinterest or apathy regarding data, a lack of accountability, and supervision and "culture"
10% cited data entry issues, including a lack of definition, identifiers and other data input problems
12% cited poor planning or a lack of planning
11% cited a lack of training
9% cited a lack of controls
7% cited sharing or collaboration problems, including difficulties caused by siloed systems
4% cited a lack of resources
3% cited a lack of expertise in dealing with data or lack of data analytics
2% cited "everything"
GOLD HILL

EST. 1859
ELEV. 8463
POP. 118

TOTAL 10,440
Questions and Discussion
Contact Information

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