

# Welcome and Tech

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# National TAACCCT Evaluation: STUDENT DATA

Tuesday, December 3, 2013  
2:00 p.m. – 3:00 p.m.



# Topics

- Introduction of Today's Speakers
- Student Data
- Q&A
- Upcoming Virtual Roundtable

# Speakers and National Evaluation Team Partners

- Christopher Spence, New Growth Group
- Aaron Divine, Northwest Arkansas Community College
- Randall Wilson, Jobs for the Future
- Dudley Sylla, Jobs for the Future



JOBS FOR THE FUTURE

# Introduction to Student Data

Randall Wilson, Jobs for the Future



## Uses for Participant Data

- Program evaluation
- Project monitoring and reporting
- Participant case management and support
- Continuous quality improvement



## Standards for Participant Data

- Availability (access, location, format, timeliness)
- Quality (accuracy, completeness, usability)
- Protection of confidentiality (privacy concerns)
- Relevance (does it measure what we need?)



## Sources and Types of Participant Data

- College and State (Banner, data warehouse)
  - Enrollment, academic progress and outcomes
  - Demographics – may require self-report
- External agencies (Labor/employment, TANF)
  - Wages, employment outcomes, family income
- Primary sources
  - Student, faculty, staff surveys, focus groups





## To Consider for Discussion:

- What challenges have you faced in getting data for your evaluation? In making it usable?
- What would most help you to address them?
- How can you engage your partners (evaluators, grantees, outside agencies) about this?
- Beyond evaluation, how else are you using, or planning to use, participant data?

# Arkansas' PACE Evaluation

December 3, 2013

# Agenda

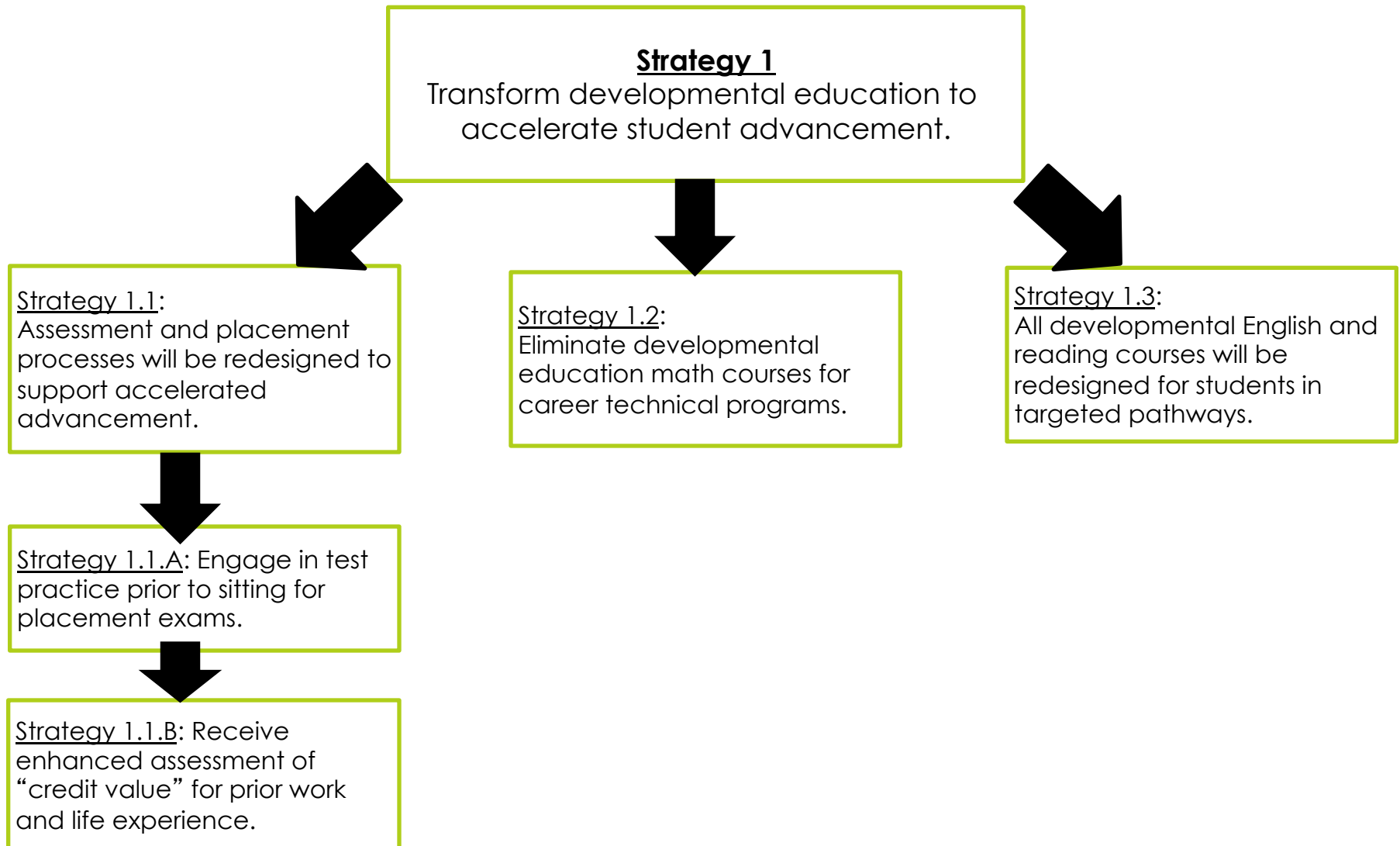
- PACE Overview
- Evaluation Overview
- Data Plan
- Lessons Learned

# PACE Overview

# PACE: Path to Accelerated Completion & Employment

- ❑ PACE is comprised of a consortium of ALL 22 2-year colleges in the state of Arkansas.
- ❑ NorthWest Arkansas Community College maintains the role of lead college within the consortium.
- ❑ PACE is comprised of three strategies:
  - Strategy 1 – Transform developmental education to accelerate student advancement.
  - Strategy 2 – Streamline certification and degree pathways to reduce time-to-completion and credit-to-completion.
  - Strategy 3 – Enhance student support technology systems, transform student advisement systems as a means for reducing time-to-completion and unnecessary credit accumulation, and improving academic performance and job placement.

# PACE: Strategies Overview



# PACE: Strategies Overview

## **Strategy 2**

Streamline certification and degree pathways. Re-structure certificate and degree programs to reduce time-to-completion and credit-to-completion

### **Strategy 2.1:**

Actively engage employers in extensive occupational program revision to reduce unnecessary content and accelerate time-to-completion.

### **Strategy 2.2:**

Eliminate developmental education courses for career and technical programs.

# PACE: Strategies Overview

## **Strategy 3**

Enhance student support technology and systems. Transform student advisement systems as a means for reducing time-to-completion and unnecessary credit accumulation, and for improving academic performance and job placement.

### **Strategy 3.1:**

Implement technologies that will provide active guidance, monitor student progress, inform students of milestones/decision points and require all students in targeted programs to commit to a program map and completion plan during their first semester.

### **Strategy 3.2:**

Partner with local Workforce Investment Boards to create a “Virtual Career Center” at every institution.



# Evaluation Overview

# Evaluation Planning

- Map logic model and derive research questions
- Create evaluation and data plan
- Hold evaluation training sessions
- Develop database, portal, and website
- Obtain data user agreements
- Conduct data testing
- Begin ongoing evaluation activities and reporting

# Evaluation Specs

- Recent past cohort comparison, AY 2009
  - 22 colleges, 2 state agencies, 146 programs of study, 43 comparison cohorts
  - ~6000 unique participants
- Key Outcomes
  - Program enrollment, retention, progress, and completion
  - Developmental education completion
  - Assessment test improvement
  - Employment, retention, earnings
- Analysis
  - Comparison of proportions (e.g. completion rates)
  - Subgroup analyses (e.g. gender, race)
  - Regressions to determine effects of covariates
  - Matching on credit attainment at time of declaration of program of study
  - Not planning use of propensity scores

# Major Themes of Today's Talk

- Focus early on the capacity of colleges to deliver data
- Build in extra time to do data checks and work with colleges on data completeness and cleanliness
- Try to anticipate bottlenecks
- Work aggressively to set up data transmission channels

# Sharing Data

- These evaluations need individual-level data
- Asked for release of personally identifiable information (PII)
  - DOL expects PII to be shared with 3<sup>rd</sup> party evaluator, per FPO
  - DOE allows it (Family Education Rights & Privacy Act studies exception)
    - “Release of PII is allowable without consent to organizations conducting studies for or on behalf of postsecondary institutions”
    - A written agreement among parties is needed when disclosing PII without consent
    - [http://www2.ed.gov/policy/gen/guid/fpco/pdf/reasonablemtd\\_agreement.pdf](http://www2.ed.gov/policy/gen/guid/fpco/pdf/reasonablemtd_agreement.pdf)
  - PACE evaluation RFP and proposed evaluation plan requires it
- After all that... we did not receive PII data, instead receive de-identified individual-level data

# Participant Intake Forms

- The participant intake form (PIF) needs to be administered to incoming program participants
- Process:
  - All program participants
  - Beginning of term
  - Instructors in identified courses administer
  - Given to Project Director who keys them into the data template and retains them in a file.

# Data Plan

# Process for Developing Data Plan

- Determine evaluation questions
- Define program participants and comparison cohort individuals
- Identify data sources and data elements
- Establish processes for delivery of data in keeping with project timeline



# Program Participants

- Program participants: students who declare a targeted program of study
- Historical comparison: students who were declared for grant-affected programs of study in AY 2009
- Challenge with this: what to do with people pursuing a targeted program of study that have not declared
- Recommendation: Include students who are enrolled in Major Courses for each targeted program of study

# Data Sources

## College Databases

- One-time student data
- Ongoing student data
- Program information

## Dept of Higher Education

- Transfer data
- Further programs of study

## Intake Forms

- Information not available from existing sources

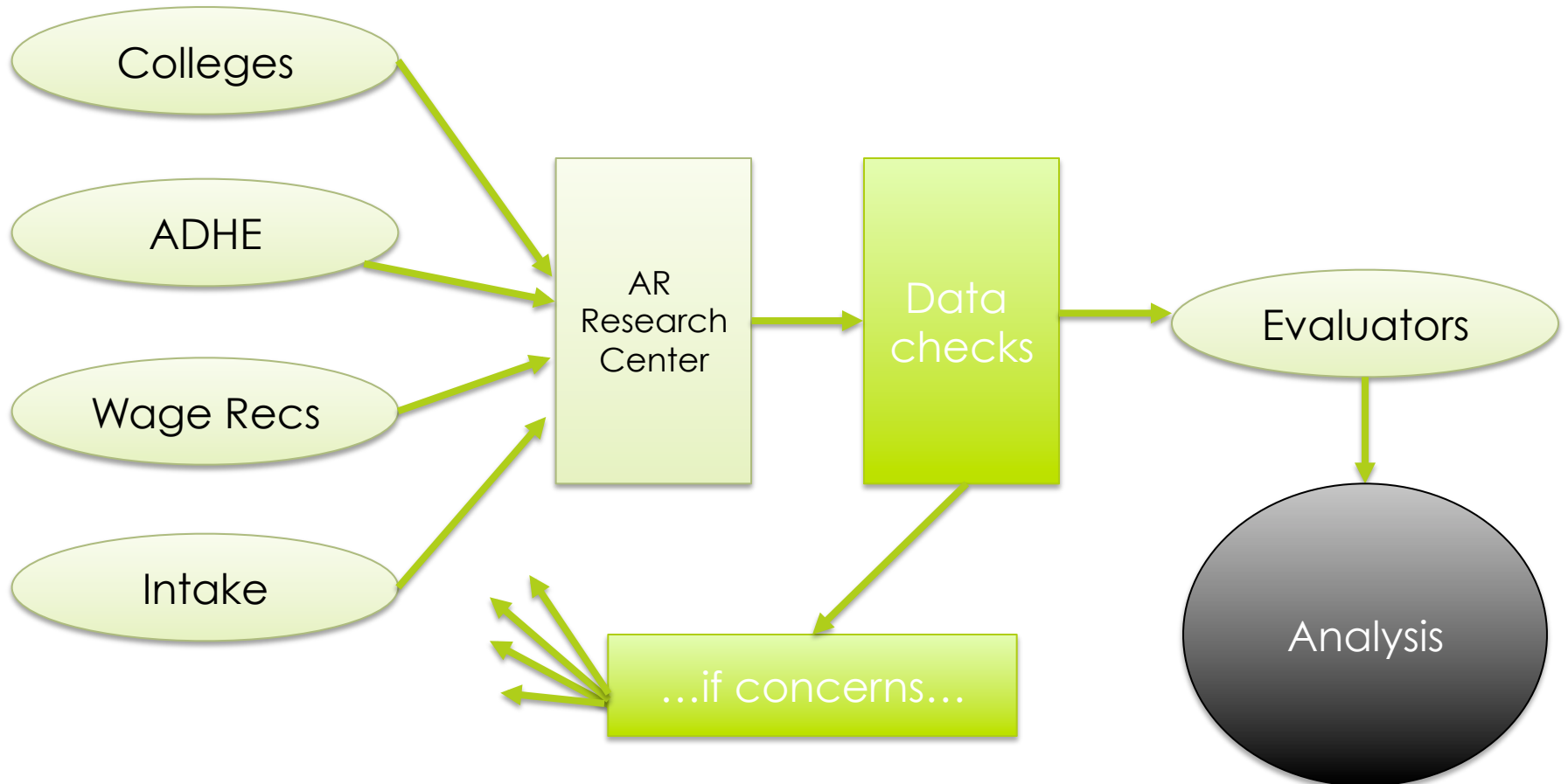
## Employment Agency

- Employment
- Earnings

## Post Completion Surveys

- Occupation
- Skills applicability
- Feedback

# Data Flow



# Programs of Study

- For each college, a complete list of all programs of study
- Example:

Name of program	CIP Code	Type of Award	Credits Required	Expected Length of Program
<i>Automotive Mechanics Technician</i>	<b>47.0604</b>	<i>Certificate</i>	<b>30</b>	<b>&gt;1 year</b>
<i>Automotive Engineering Technology</i>	<b>15.0803</b>	<i>Assoc. Deg.</i>	<b>70</b>	<b>2 years</b>
<i>Etc.</i>				

# Courses within Programs of Study

- For each program of study, a complete list of all qualifying courses
- Example:

Name of program	List of courses
<i>Automotive Mechanics Technician</i>	
<i>Automotive Engineering Technology</i>	

# One-time student data

- Data that doesn't change over time
- Some elements come from intake form
- Example:

Variable	Format	Description
<i>Unique student identifier</i>	<i>XXX-XX-XXXX</i>	<i>Assuming SSN</i>
<i>Gender</i>	<i>1=Male, 2=Female</i>	
<i>Incumbent worker</i>	<i>1=Yes, 0=No</i>	<i>Employed at time of becoming participant</i>
<i>Date of birth</i>	<i>DDMMYYYY</i>	
<i>TAA eligible</i>	<i>1=Yes, 0=No</i>	
<i>Term first registered at college</i>	<i>FAYY, SUYY, or SPYY</i>	

# Ongoing student academic data

- Data that gets updated each semester
- Example:

Variable	Format	Description
<i>Unique student identifier</i>	<i>XXX-XX-XXXX</i>	<i>Assuming SSN</i>
<i>Name of program declared</i>	<i>&lt;character&gt;</i>	<i>NA if not declared</i>
<i>Completed program this term</i>	<i>1=Yes, 0=No</i>	<i>NA if not declared</i>
<i>Credit hours completed this term</i>	<i>&lt;numeric&gt;</i>	
<i>Course title (for each course per term)</i>	<i>&lt;character&gt;</i>	

# Student transfer data

- Data that tracks students' movements among schools
- National Student Clearinghouse
- Example:

Variable	Format	Description
<i>Unique student identifier</i>	<b>XXX-XX-XXXX</b>	<b>Assuming SSN</b>
<i>Did or didn't transfer schools this term</i>	<b>1=Yes, 0=No</b>	
<i>New school student transferred to</i>	<b>&lt;character&gt;</b>	
<i>New program student transferred to</i>	<b>&lt;character&gt;</b>	



# Employment and earnings data

- Data that tracks employment and earnings
- User agreement with each state agency
- Example:

Variable	Format	Description
<i>Unique student identifier</i>	<b>XXX-XX-XXXX</b>	<b>Assuming SSN</b>
<i>Year and quarter</i>	<b>YYYY and 1-4</b>	
<i>Employed during this quarter</i>	<b>1=Yes, 0=No</b>	
<i>Quarterly earnings</i>	<b>&lt;numeric&gt;</b>	
<i>Numbers of hours worked</i>	<b>&lt;numeric&gt;</b>	
<i>Hourly wage</i>	<b>&lt;numeric&gt;</b>	
<i>Industry code</i>	<b>&lt;numeric&gt;</b>	

# Evaluation Timeline

- College data submissions following each academic term
- Have experienced slipping of the timeline

# Lessons Learned

# Communication

- Do not underestimate the need to communicate with colleges about the evaluation
- Original grant materials leave many intervention specs out
  - Definitions of participants
  - College-specific details like layering of interventions and participant flows
- The light bulb turns on at different times for different people
- Turnover of staff
- Create tools providing instructions and definitions

# Accessing PII

- Policies on sharing PII vary from college to college
- Communicate to colleges:
  - The intent of this grant to enable rigorous third-party evaluation
  - Any statements made in the original TAACCCT proposal about sharing data
  - The time involved on their end if they do not share PII
- Ask lead college and project managers to help
- Use your FPO

# Data Wrangling

- **MAKE** YOUR IR PEOPLE REVIEW THE DATA REQUEST TEMPLATE
  - Show them a map of data elements from all data sources
  - Make sure they know the time involved to fulfill data requests (not all are skilled data managers)
- Anticipate back and forth with colleges even with query-based data requests
  - Missing fields
  - Noncompliant formats
  - Slipping timelines



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## **QUESTION & ANSWER**

**Chat Box – Bottom Right of your screen**





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**NEXT UP**

**Please join us for our upcoming Evaluator Virtual Roundtable.  
Comparison Group Designs  
Tuesday, December 17<sup>th</sup>  
2PM EST**

**THANK YOU FOR YOUR PARTICIPATION**

**SEND QUESTIONS TO [TAACCCTEVAL@URBAN.ORG](mailto:TAACCCTEVAL@URBAN.ORG)**



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