

# Higher Education Data

**Dawn Kenney**

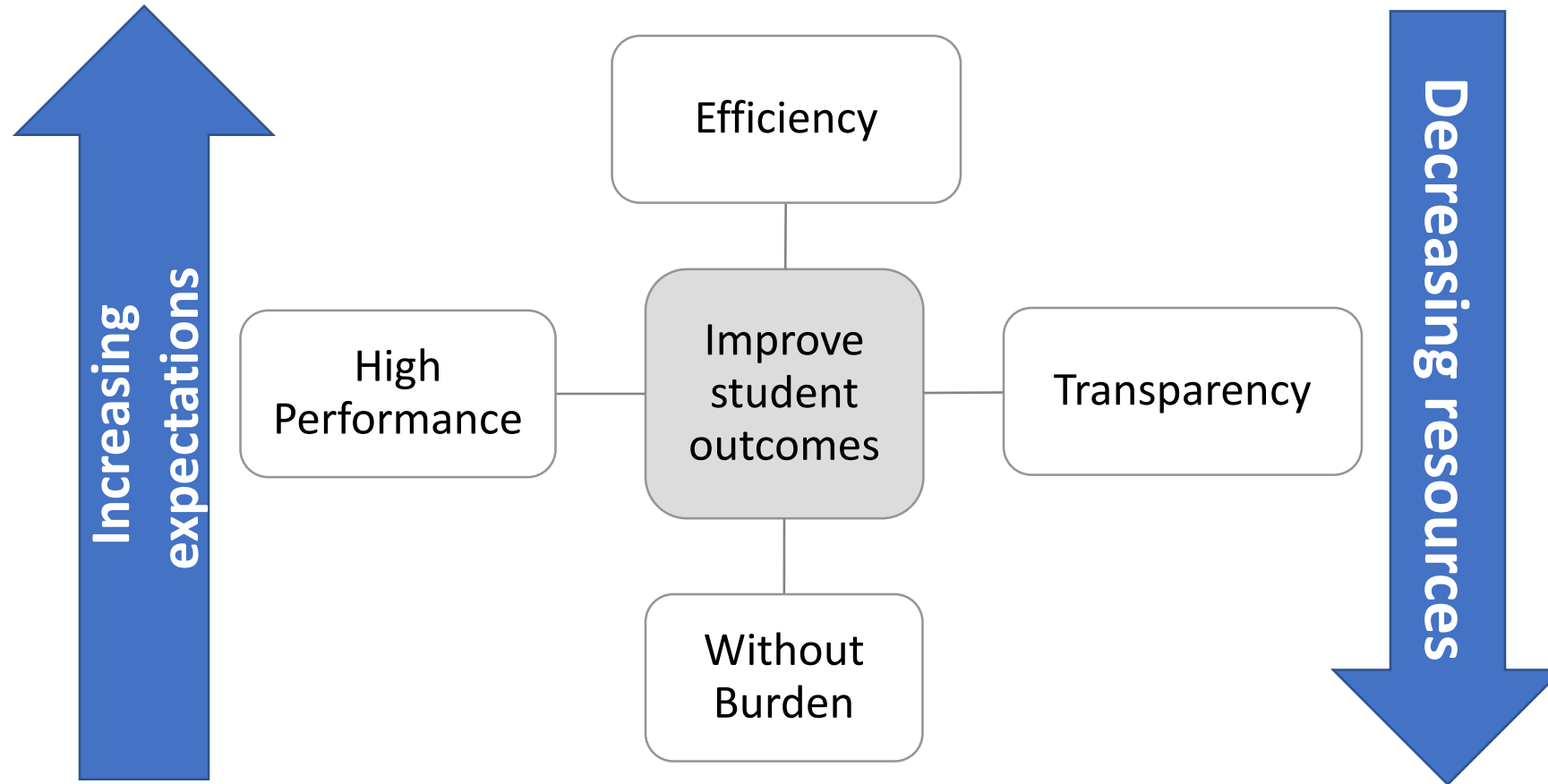
**New Mexico Data Users Conference**

**November 14, 2019**

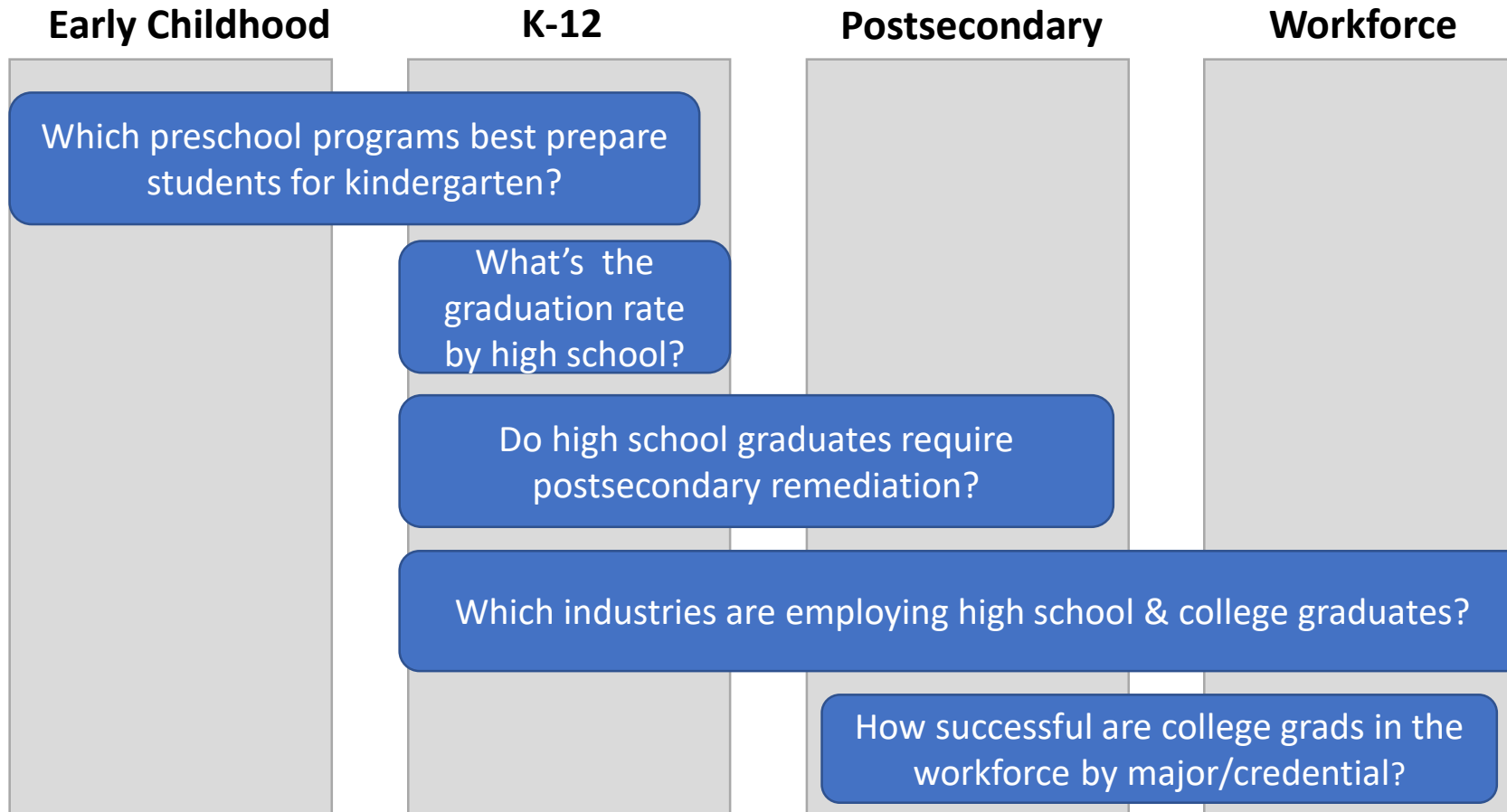
*“Never has America required so many of its citizens to know so much. Never have employers sought such a broadly trained — and retrained — workforce. Never has technology transformed so rapidly and so thoroughly how Americans live and work. Never before has education after high school played such a crucial 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

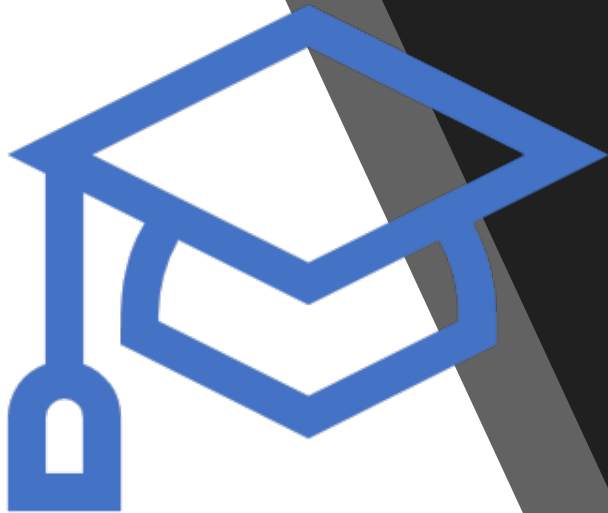
# Our education systems face significant challenges



# New questions require more data



# 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

The background features three overlapping circles in shades of blue, arranged horizontally. The circles overlap in the center, creating a darker blue area. A white horizontal band is positioned across the middle of the image, containing the text.

# 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



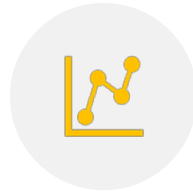
- The **National Center for Education Statistics (NCES)** is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations.
- Fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally.





**I P E D S**

# THE INTEGRATED POSTSECONDARY EDUCATION DATABASE SYSTEM (IPEDS)



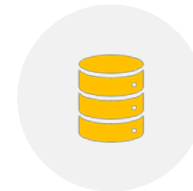
Data collected under the auspice of the National Center for Educational Statistics (NCES)



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



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



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.

# Collection Components

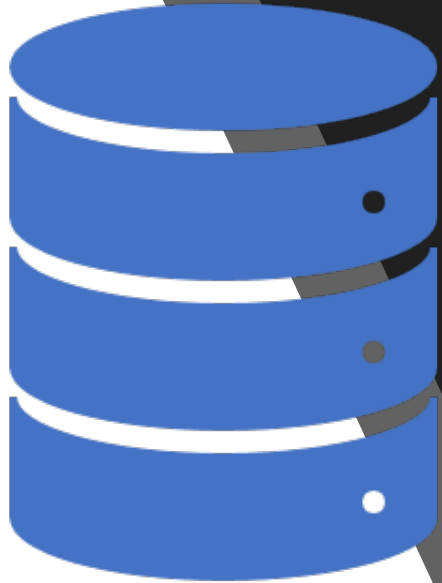
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Fall Collection	Winter Collection	Spring Collection
<ul style="list-style-type: none"><li>• Institutional Characteristics</li><li>• Completions</li><li>• 12-month Enrollment</li></ul>	<ul style="list-style-type: none"><li>• Student Financial Aid</li><li>• Graduation Rates</li><li>• 200% Graduation Rates</li><li>• Admissions</li><li>• Outcome Measures</li></ul>	<ul style="list-style-type: none"><li>• Fall Enrollment</li><li>• Human Resources</li><li>• Finance</li><li>• Academic Libraries</li></ul>

September  
through April  
Each Year

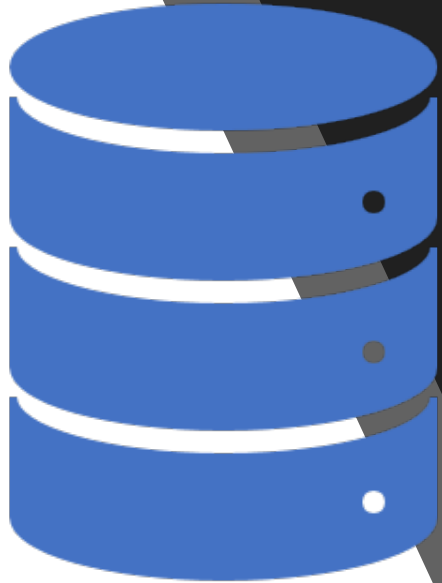


# WHAT DATA ARE COLLECTED?



- **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.

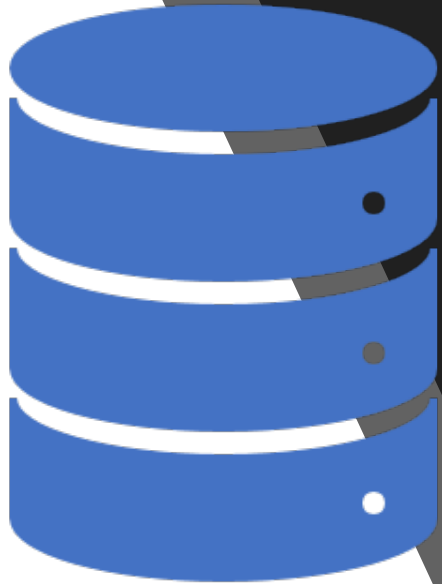
# WHAT DATA ARE COLLECTED?



- **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.

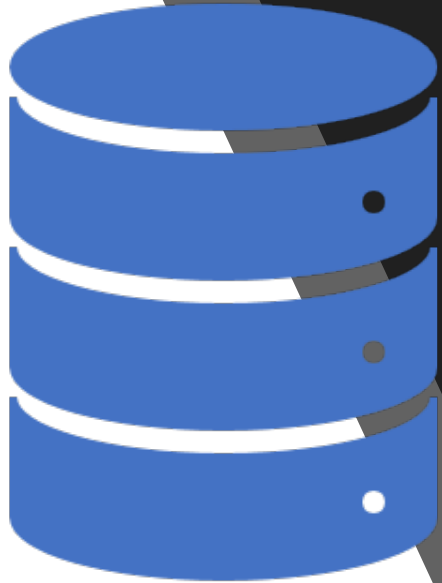


# WHAT DATA ARE COLLECTED?



- 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

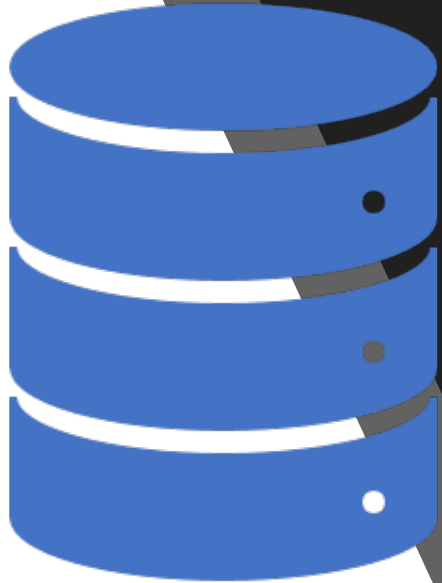
## Strengths

- 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
- IPEDS data has several uses, including providing the market research information necessary for universities and colleges to evaluate new and existing programs
- IPEDS allows you to view information for an individual institution, compare institutions side-by-side, or view trends for certain variables

## Weaknesses

- Self Reported
- There is about a year lag between when IPEDS collects its data and when it is released
- 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)
- Online and residential programs are coded the same, so it is difficult to narrow your analysis to a specific program type.
- 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

# 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](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.



## Technical Review Panel

### Recent TRP Summaries Open for Comment

TRP  
#54

Report and Suggestions from IPEDS Technical Review Panel #54: Exploring Topical Issues in Higher Education (Comments due by January 25, 2018)

The Technical Review Panel discussed current trends in the higher education field. Areas of focus included using IPEDS data with other data sources, the institutional research and information technology structure, monitoring data developments in student financial aid, institutional performance measures, and collecting and analyzing data on transfer students. This summary highlights several broad themes that emerged from the discussion.

### Past TRP Meeting Reports

TRP  
#53

Report and Suggestions from IPEDS Technical Review Panel #53: Evaluating Distance Education Elements in the IPEDS Data Collection

The Technical Review Panel discussed the collection and reporting of distance education in IPEDS and considered potential changes to improve information for stakeholders. This summary provides feedback on how changes would affect data quality and reporting burden for institutions. Comments from interested parties are due to Janice Kelly-Reid, IPEDS Project Director at RTI International, at [ipedsTRPcomment@rti.org](mailto:ipedsTRPcomment@rti.org) by September 9, 2017.

TRP  
#52

Report and Suggestions from IPEDS Technical Review Panel #52: 2017 Subbaccalaureate Certificates

The Technical Review Panel discussed the purpose and classification of subbaccalaureate certificates in IPEDS and considered potential changes to the Completions component to reflect the current postsecondary landscape. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

TRP  
#51

Report and Suggestions from IPEDS Technical Review Panel 51: Gender

The Technical Review Panel engaged in a substantive discussion on the collection and reporting of gender data in IPEDS. Areas of focus included the purpose and intended uses of data on gender, current practices, and possible suggestions for changes that could be considered for the data collection. This summary provides feedback on the institutional capacity to collect and report data on gender and identifies topics for further research.

### About IPEDS TRP Meetings

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. TRP meetings typically are held over a 2-day period and are conducted within the Washington, DC area. RTI selects a group of TRP panel members (approximately 30) to attend these meetings dependent on the particular topics being addressed. Additionally, NCES staff and staff from other federal agencies in the DC area may attend these meetings.

RTI always welcomes comments and suggestions from interested parties on IPEDS-related products and plans. At the completion of each TRP meeting, TRP suggestions are typically posted on this website and comments are solicited.

### Contact Information

**Content-related Questions:**  
Janice Kelly-Reid ([jrk@rti.org](mailto:jrk@rti.org))

**Logistical Questions & Issues:**  
Janet Austin ([jra@rti.org](mailto:jra@rti.org))

### RTI International

RTI International is under contract with the National Center for Education Statistics (NCES) to establish the Technical Review Panel and hold TRP meetings during the conduct of each IPEDS survey cycle (annually). RTI conducts and facilitates the meetings as the TRP meetings are designed to offer suggestions to improve IPEDS plans, products, and user-friendliness. Although NCES is concerned about whether or not the changes suggested will have an impact on the postsecondary institutions that respond to IPEDS, the TRP does NOT report to or advise NCES.

### IPEDS

# NCES uses these data



## The Condition of Education

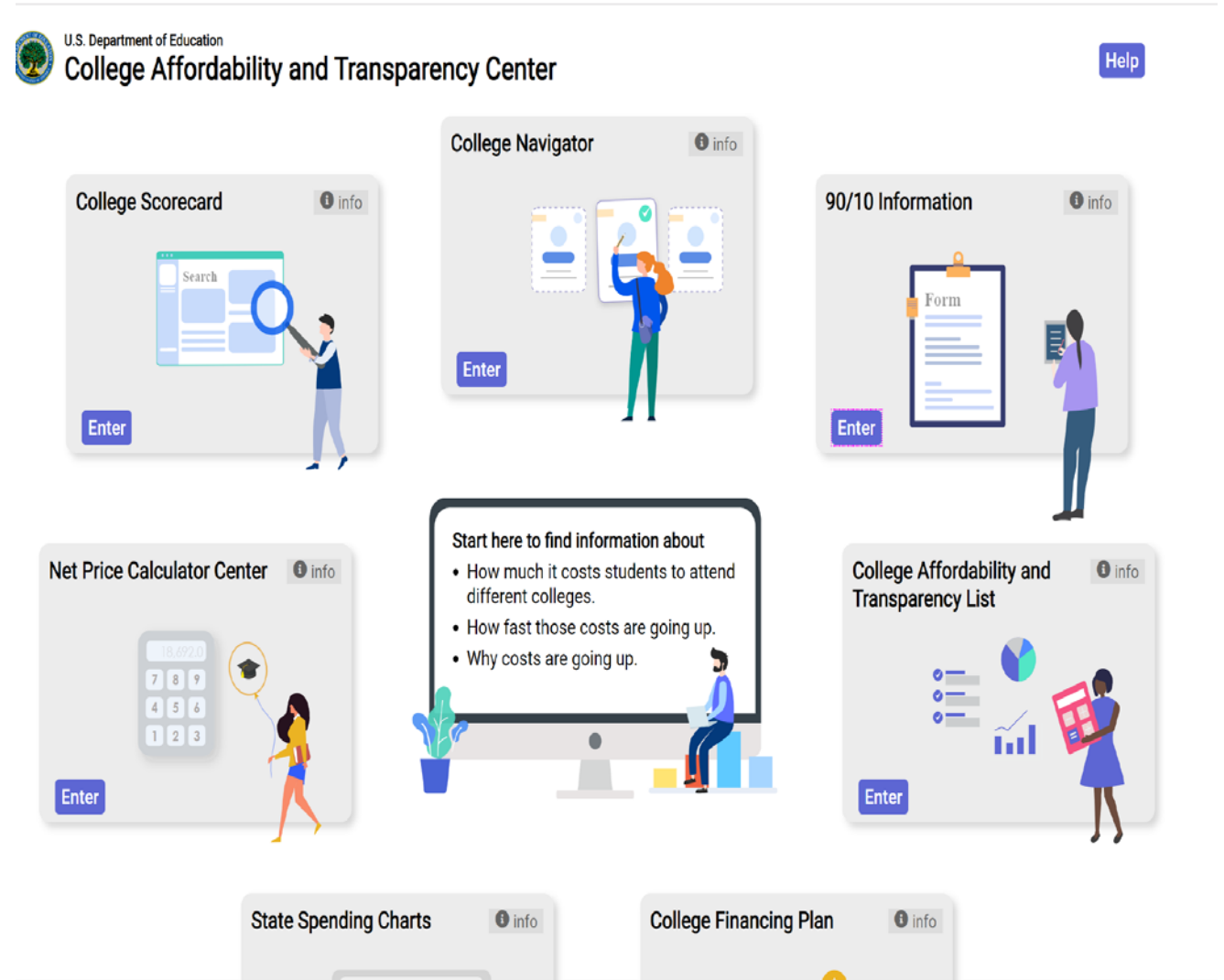
- Population Characteristics
- Participation in Education
- Elementary and Secondary Education
- Postsecondary Education



# College Affordability and Transparency Center

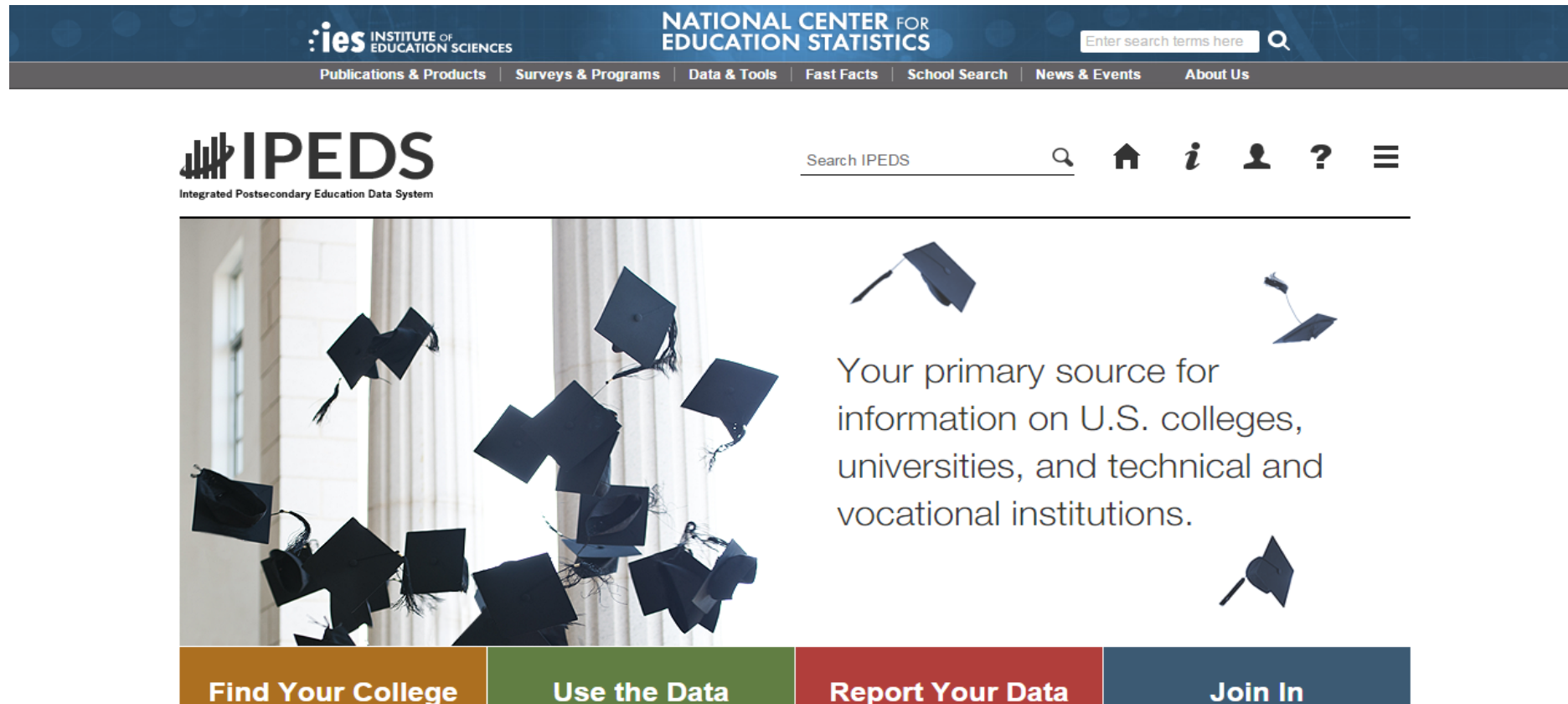
- Designed by the U.S. Department of Education to meet requirements in the Higher Education Opportunity Act and to provide better information to student and parent consumers about college costs.

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”



The image shows the homepage of the IPEDS (Integrated Postsecondary Education Data System) website. At the top, there is a dark blue header with the logo for the Institute of Education Sciences (IES) and the National Center for Education Statistics. Below the header is a navigation bar with links for Publications & Products, Surveys & Programs, Data & Tools, Fast Facts, School Search, News & Events, and About Us. A search bar is also present in the header. The main content area features the IPEDS logo and a search bar. Below this is a large image of graduation caps falling, with the text: "Your primary source for information on U.S. colleges, universities, and technical and vocational institutions." At the bottom, there is a navigation bar with four buttons: "Find Your College", "Use the Data", "Report Your Data", and "Join In".

**ies** INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Enter search terms here

Publications & Products | Surveys & Programs | Data & Tools | Fast Facts | School Search | News & Events | About Us

**IPEDS**  
Integrated Postsecondary Education Data System

Search IPEDS

Your primary source for information on U.S. colleges, universities, and technical and vocational institutions.

Find Your College | Use the Data | Report Your Data | Join In



## What data would you like to access?

[Data Release Cycle Info](#)

### - 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


### + Preliminary Release Data



## Look up an institution

Provisional Release Data ([Change](#))

### 1. Select Institutions

My Comparison Institution - None Selected 


ADD


Select Institutions - You have selected 1 institution(s)


VIEW / MODIFY

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](#)


[Expand All](#) | [Collapse All](#) | [Print](#) | [Download PDF](#)


 Institution Characteristics

 Admissions and Test Scores

 Student Charges

 Student Financial Aid

 Net Price

 Enrollment





 Retention and Graduation



## Look up an institution

[Provisional Release Data \(Change\)](#)

### 1. Select Institutions

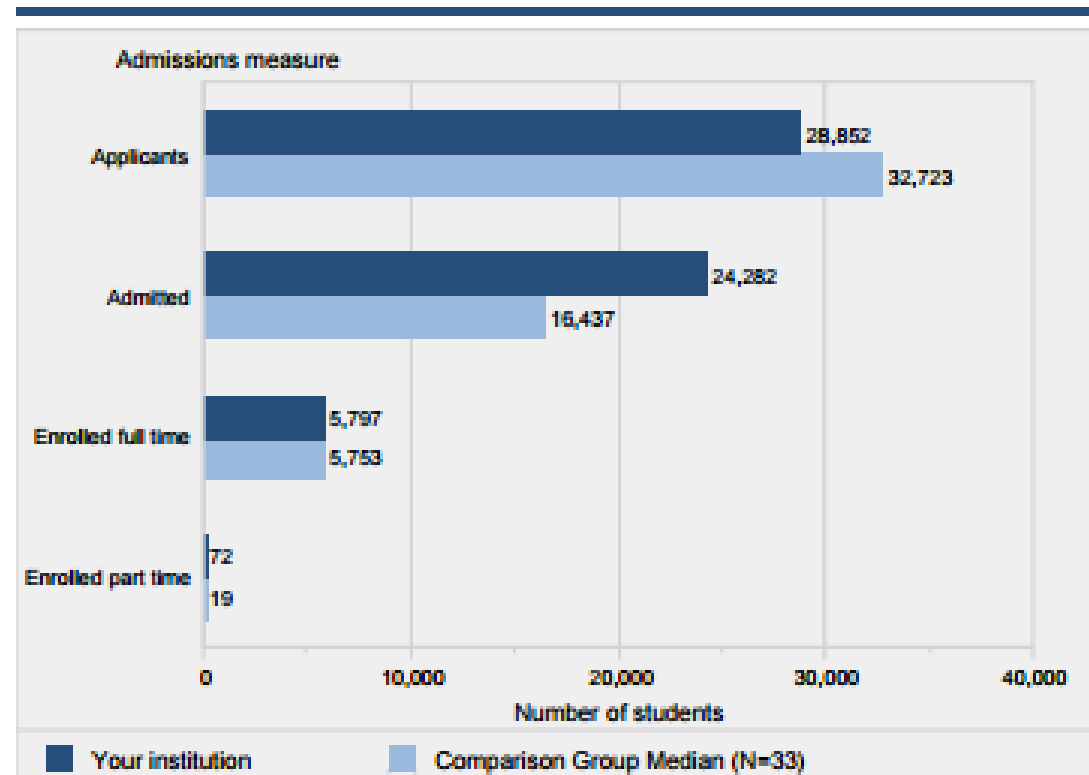
**My Comparison Institution** - None Selected [ADD](#)**Select Institutions** - You have selected 1 institution(s)[VIEW / MODIFY](#)**How would you like to select institutions to include in your data file/report?** [By Names or UnitIDs](#) [By Groups](#) [By Variables](#) [By Uploading a File](#)**University 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.

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
|  <a href="#">2015</a> (242 KB)   |  <a href="#">2014</a> (235 KB)   |  <a href="#">2013</a> (236 KB)   |  <a href="#">2012</a> (239 KB)   |  <a href="#">2011</a> (246 KB)   |  <a href="#">2010</a> (244 KB) |
|  <a href="#">2009</a> (317 KB) |  <a href="#">2008</a> (289 KB) |  <a href="#">2007</a> (396 KB) |  <a href="#">2006</a> (400 KB) |  <a href="#">2005</a> (411 KB) |   |

# IPEDS DATA FEEDBACK REPORT

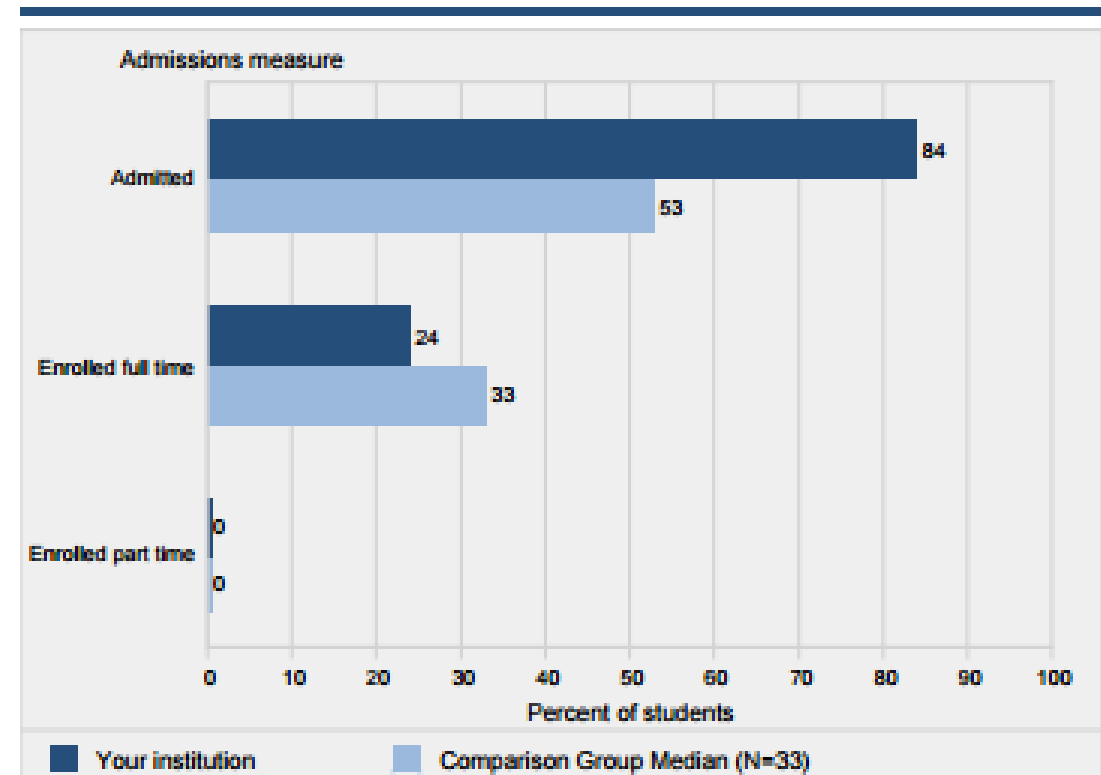
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2014**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Admissions component.

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

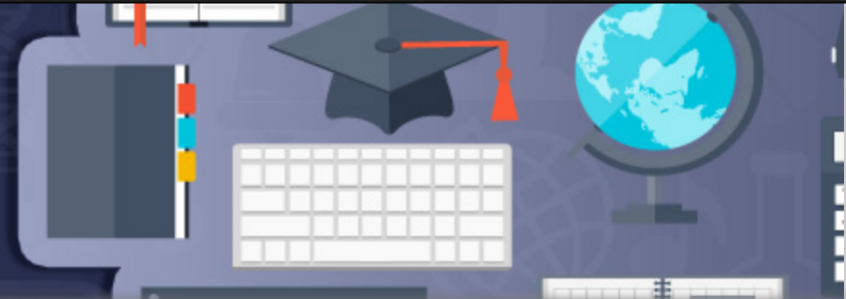


NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Admissions component.

# NCES Blog

National Center for Education Statistics



← [New Data Explore Adults' Nondegree Credentials](#)

[STATS-DC 2017: Sharing, Learning, and Tweeting](#) →

## Getting to Know and Use the Integrated Postsecondary Education Data System

17 NCES Blog Editor Datasets, General



They want you to use it too!

...individuals were employed by degree-granting postsecondary... these employees provided services and support to the **19,977,270**... 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... data points only scratch the surface of information collected and... IPEDS. Each year, IPEDS issues 12 surveys to all postsecondary... Title IV Federal Aid<sup>[1]</sup> and some institutions that participate by choice... provide data on a broad range of topics, from enrollment, admissions, and cost to grad 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!

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

### Calendar

January 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

[View posts in large calendar](#)

### Category list

[Datasets \(11\)](#)

[FAQs \(7\)](#)



### 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](#)

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### 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](#)

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### 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-K:2011) is following a sample of children from kindergarten through the fifth grade.

[View List of Early Childhood Surveys](#)

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### Elementary/Secondary

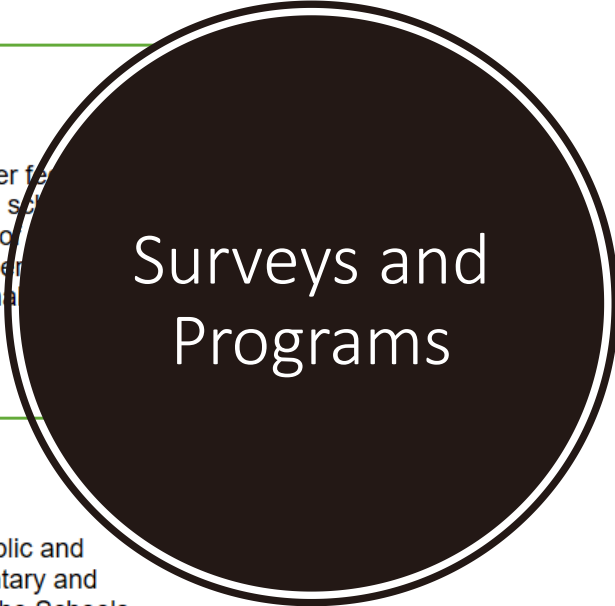
The NCES survey program at the elementary/secondary education level provides information on the condition of public and private education. Through the Common Core of Data (CCD) survey national, state, and local data on public elementary and secondary education is collected. Important additions to NCES' 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](#)

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### International





**SURVEYS & PROGRAMS**

**Baccalaureate and Beyond - B&B** | [Staff](#) [All Products](#) [Last 90 Days](#)



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 question 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 of 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 grads 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** | [Staff](#) [All Products](#) [Last 90 Days](#)



BPS studies follow students who first begin their postsecondary education. Initially, students in the NPSAS are identified as being first time beginners of undergraduate studies. These students are asked questions about their educational transitions through postsecondary education and into the labor force, as well as family formation. Transitions to stopouts/dropouts, and vocational completers are among those included in the studies. In the first BPS study, students were identified in NPSAS:90 as being first time beginning postsecondary students during the academic year 1990-91. These students were followed in 1992 (BPS:90/92) and in 1994 (BPS:90/94). A second cohort of first time beginning postsecondary students was identified in NPSAS:96, with follow-ups performed in 1998 (BPS:96/98) and in 2001 (BPS:96/2001). A third cohort was identified in NPSAS:04, and was followed-up in 2006 and 2009. A new cohort was identified in NPSAS:12, and will 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** | [Staff](#) [All Products](#) [Last 90 Days](#)



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 for a representative sample of students." To meet this requirement, NCES uses the Career/Technical Education Statistics System. 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.

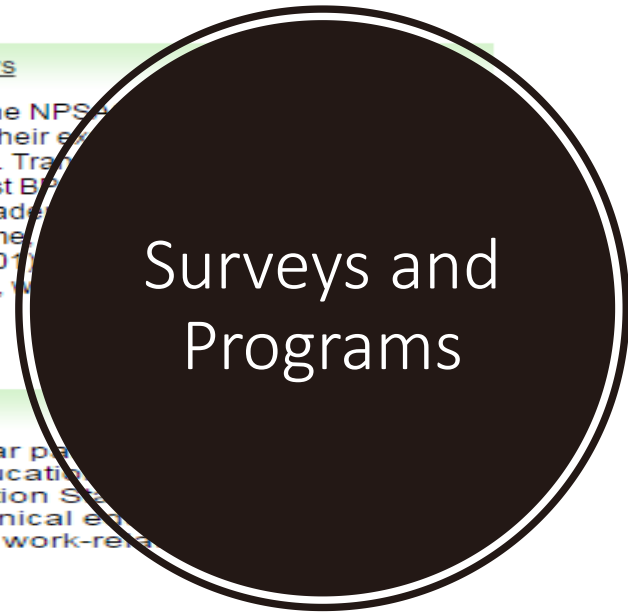
[Visit the Career/Technical Education Statistics Homepage](#)

**High School and Beyond - HS&B** | [Staff](#) [All Products](#) [Last 90 Days](#)



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 & PROGRAMS

**Common Education Data Standards - CEDS** | [Staff](#) [All Products](#) [Last 90 Days](#)



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 information, and education transition variables). Participants in the Initiative include representatives from state education agencies, higher education organizations, and key non-profit organizations. The CEDS Initiative's goal is to identify common education transition variables (expansion into PreK and the workforce will be considered in the future) and develop data sets, business rules, and technical specifications for those variables. This will increase the comparability across states, districts, and higher education organizations.

[Visit the Common Education Data Standards Homepage](#)

**Effective Practices Conferences** | [Staff](#) [All Products](#) [Last 90 Days](#)



The Effective Practices Conferences, including the Management Information Systems Conferences, the Effective Practices Conferences, and the SLDS P-20 Best Practices Conferences, provide venues for state education agencies to share best practices 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 relationships and 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** | [Staff](#) [All Products](#) [Last 90 Days](#)



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** | [Staff](#) [All Products](#) [Last 90 Days](#)



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** | [Staff](#) [All Products](#) [Last 90 Days](#)



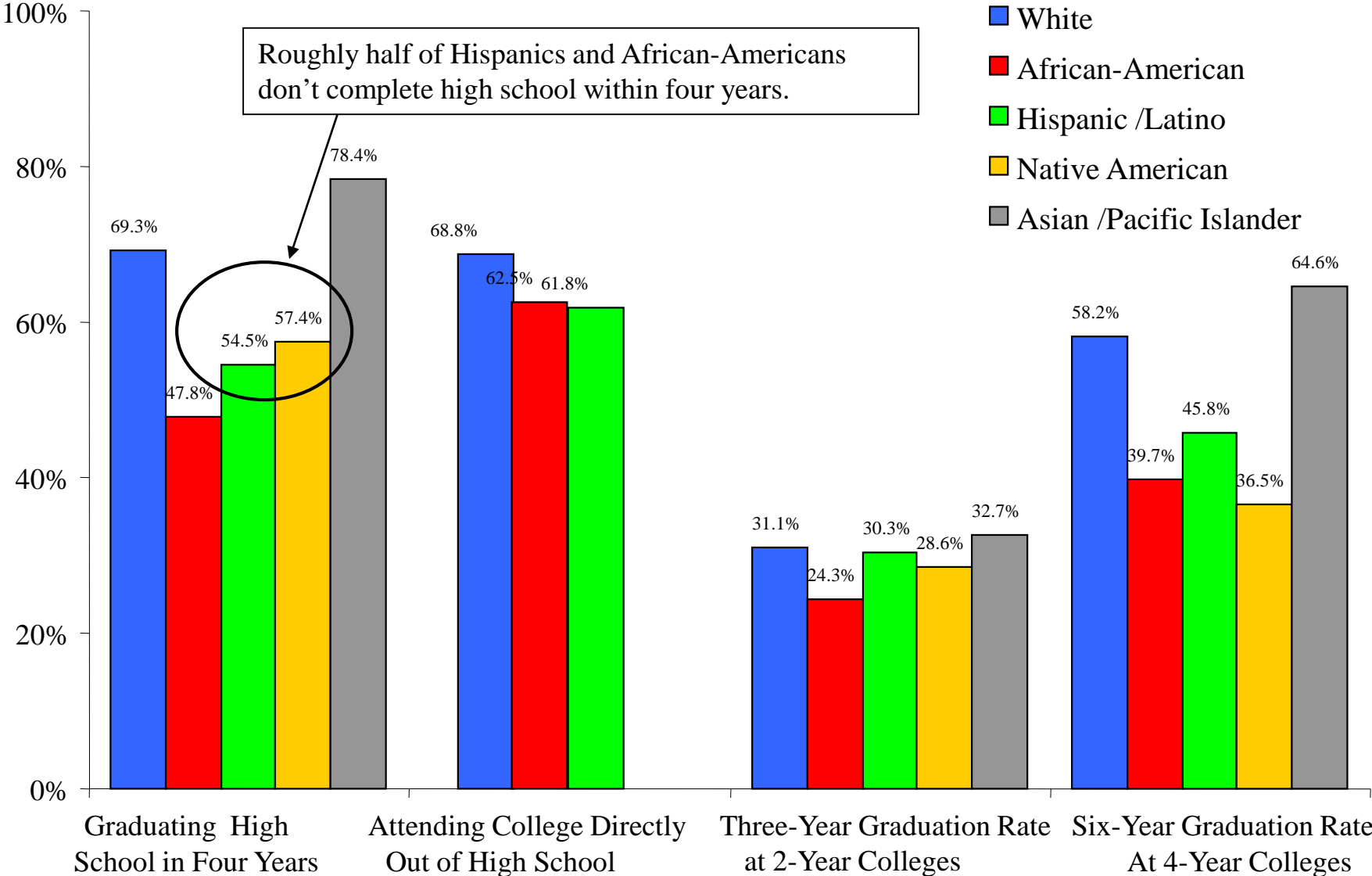
The U.S. Department of Education's Institute of Education Sciences (IES) awarded grants to 41 states and the District of Columbia to aid them in the design and implementation of statewide longitudinal data systems. These systems are intended to enhance the ability of states to efficiently and accurately 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.

[Visit the Statewide Longitudinal Data Systems Grant Program Homepage](#)



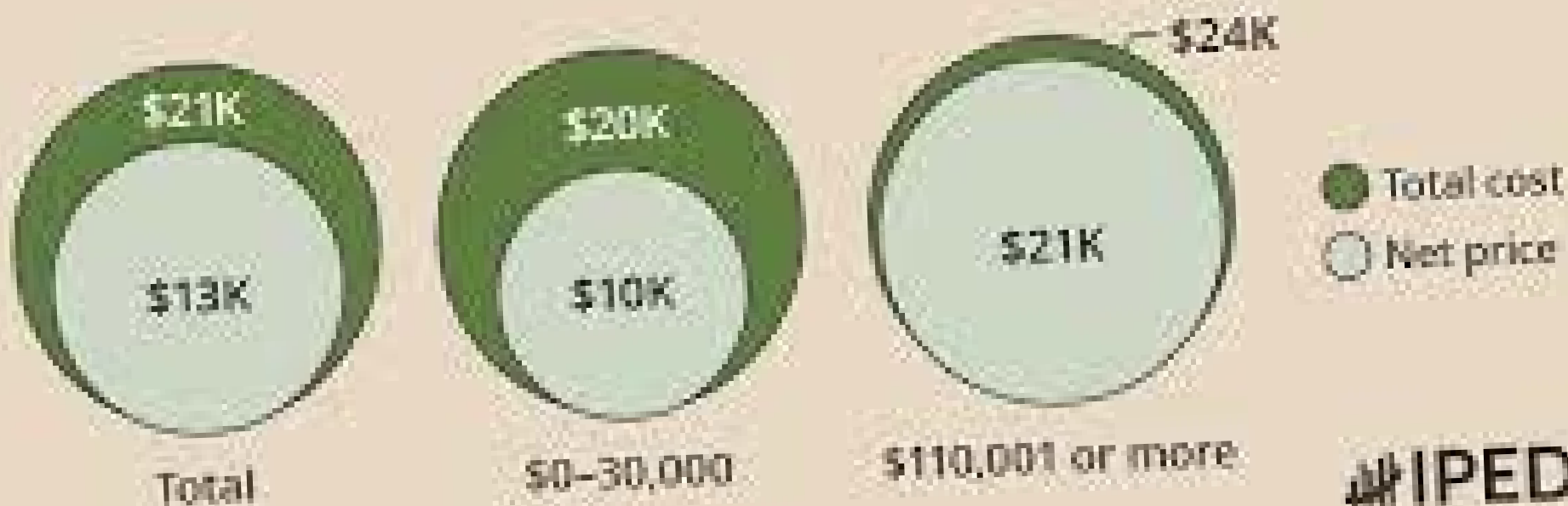


# Transition and Completion from High School thru College Completion



Source: National Center for Education Statistics; Common Core Data, Digest of Education Statistics, and IPEDS Graduation Rate Survey

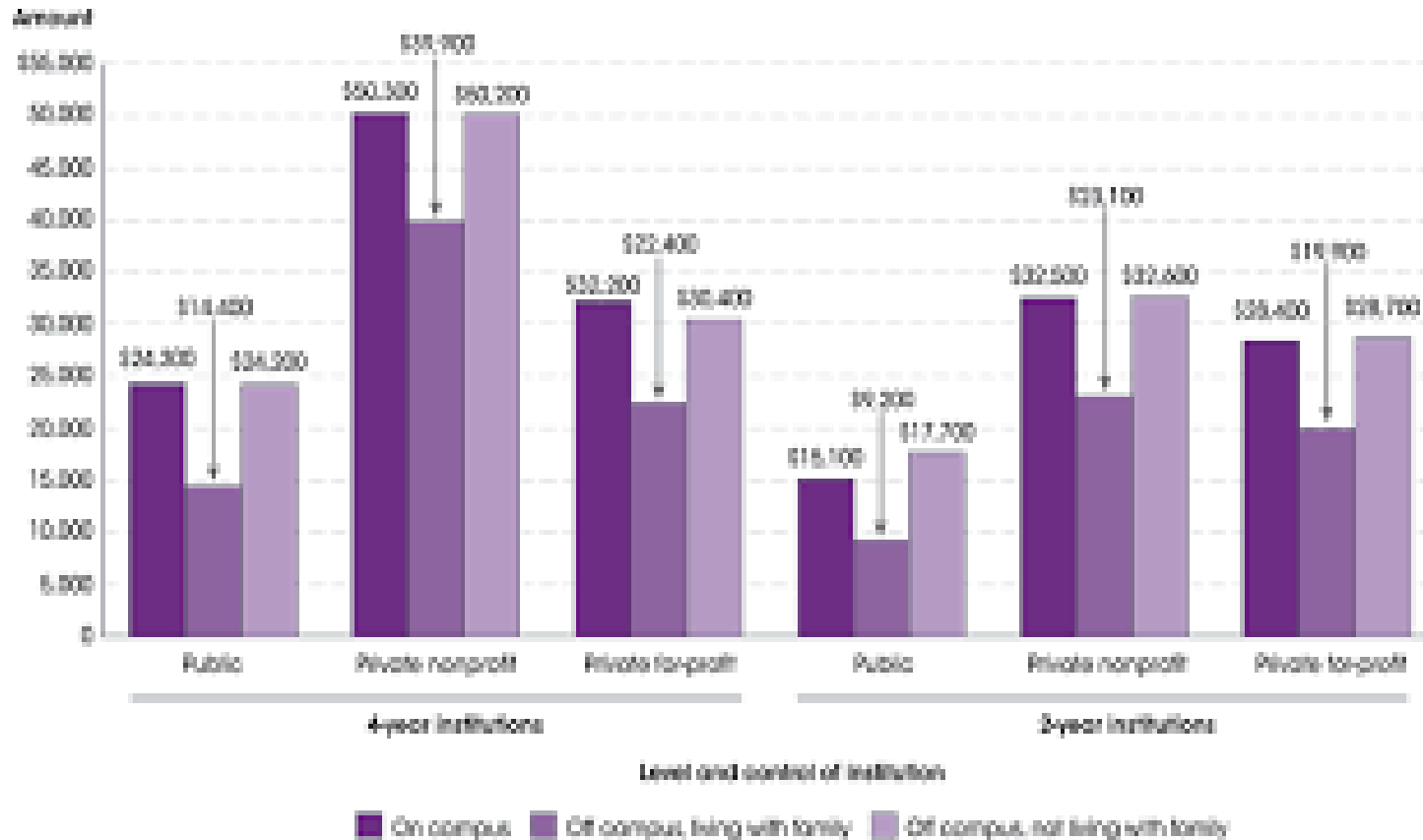
Average TOTAL COST and NET PRICE for aided first-time, full-time degree/certificate-seeking undergraduates paying in-state tuition at public 4-year institutions, by selected family income level: Academic year 2015-16



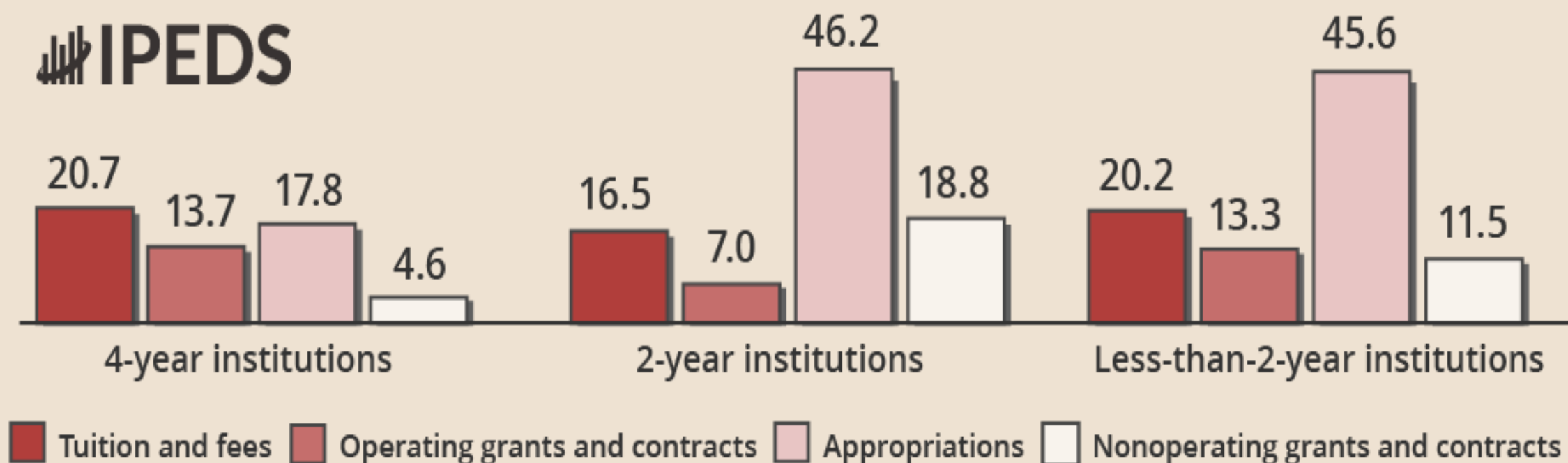
#IPEDS

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2015-16 Student Outcomes and Financial Data Report, Table 302. <https://nces.ed.gov/ipeds/datacenter/ipedsdatatool/>

# 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.

## College Scorecard

### Find Schools

Compare schools now

Programs/Degrees



Location



Size



Name



Advanced Search



# College Scorecard

- 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.

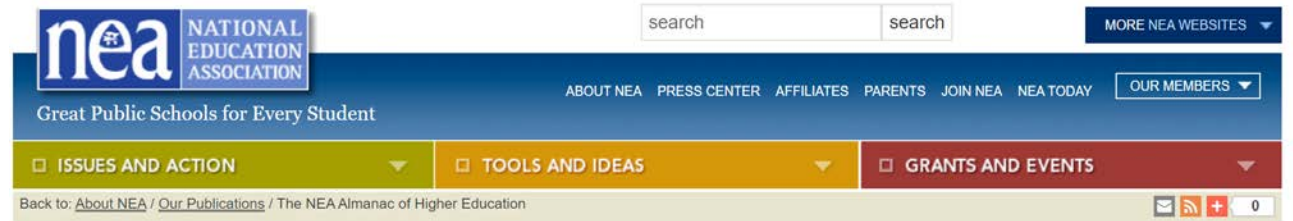
## DIGEST *of* EDUCATION STATISTICS

The primary purpose of the *Digest of Education Statistics* is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. The Digest includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). To qualify for inclusion in the Digest, material must be nationwide in scope and of current interest and value. The publication contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides background for evaluating education data.

Mobile Digest of Education Statistics, 2017

# 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.



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- NEA Today Magazine
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- NEA Today for Aspiring Educators
- Higher Education Advocate
- Local Affiliate Communication Guide
- E-Newsletters
- RSS Feeds
- NEA Today Magazine October 2019

Members Only

Our Partnerships

## The NEA Almanac of Higher Education

*The State of Higher Education*

Like 2 Tweet Share



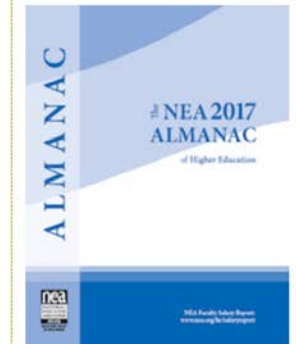
# ALMANAC

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.

[Check out the latest issue, 2018, here.](#)

Published in:



1-Apr-17

Advertisement





# Enrollment, Persistence, and Completion Rates



# College Completion

- This site, produced by *The Chronicle of Education*, is a map synthesizing completion data by state and by institution.

THE CHRONICLE OF HIGHER EDUCATION

Share this project   

# College Completion

Who graduates from college, who doesn't, and why it matters.

Find a college or state

Browse the data [No State](#) [Overview](#) [Table](#)

[News & resources](#) [About this project](#)

## PRE-RECESSION PLANNING FOR NONPROFITS:

A strategy sheet to future-proof your fundraising program.

[DOWNLOAD NOW](#)



### Graduation rates by state

- [Public four-year colleges](#)
- [Public two-year colleges](#)
- [Private four-year colleges](#)
- [For-profit four-year colleges](#)
- [For-profit two-year colleges](#)



The National Student Clearinghouse Research Center publishes several reports on completion, transfer rates, and enrollment trends



The National Student Clearinghouse is the nation's trusted source for education verification and student outcomes research.

#### NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

Our Research Center provides student outcomes data and more to higher education institutions, states, school districts, and educational organizations. Visit [www.nscresearchcenter.org](http://www.nscresearchcenter.org)

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Herndon, VA 20171



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Read Our Latest Research Report



StudentTracker for High Schools Earns iKeepSafe

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January 19, 2016  
[New Research Shows Current Community College Transfer Student Needs Significant Improvement](#)

January 06, 2016  
[National Student Clearinghouse Appoints Mary C. Chapin as Vice President, Chief Legal Officer](#)

December 16, 2015

# 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.



The screenshot shows the homepage of the Association of Public and Land-Grant Universities (APLU). The header includes the APLU logo and navigation links: HOME, MEMBER LOGIN, CONTACT US, and ONLINE PRIVACY. A search bar is located in the top right. Below the header is a blue navigation bar with categories: MAJOR INITIATIVES, AGRICULTURE & NATURAL RESOURCES, INTERNATIONAL ISSUES, RESEARCH & COMPETITIVENESS, and UNIVERSITY ENGAGEMENT. A green navigation bar contains: ABOUT A·P·L·U, COUNCILS, COMMISSIONS, LEGISLATIVE PRIORITIES, NEWSROOM, LIBRARY, MEETINGS CALENDAR, and MY A·P·L·U. A sidebar on the left lists: A·P·L·U News, Press/Media Contacts, Employment Opportunities, A·P·L·U Meetings Calendar, Archived News, APLU Twitter Campaign #UFacts, and A·P·L·U in the News. The main content area features a banner image of students and the text "A PUBLIC VOICE ASSOCIATION OF PUBLIC AND LAND-GRANT UNIVERSITIES". Below the banner is a yellow bar with "HOME :: A PUBLIC VOICE". The article title is "Inside APLU: The Student Achievement Measure: An Innovative, New Tool to Measure Student Progress". The author is Christine Keller, APLU Associate Vice President & SAM Executive Director. The article text states: "July 17, 2013—APLU, in partnership with the other five presidential associations, has launched a new, innovative metrics initiative—the Student Achievement Measure or SAM. SAM tracks student movement across postsecondary institutions to provide a more comprehensive picture of undergraduate student progress and completion across higher education institutions, levels, and sectors."



# 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/>
- Bureau of Labor Statistics: Occupational Outlook Handbook: <http://www.bls.gov/ooh/>
- Glassdoor: <http://www.glassdoor.com/index.htm>
- 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



## How is Your State Doing?

Educational Attainment

College Access

College Affordability

Persistence and Completion

Efficiency and Effectiveness

Higher Education Finance

Workforce Conditions

Economic Conditions

State Profile Reports

## 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/>
- Fast Facts <http://nces.ed.gov/fastfacts/>
- [Director of Education Statistics](#) <http://nces.ed.gov/ipeds/datacenter/directories/>

## 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





Home

Choose a College

Choose Another College

College Profile

Graduation Rates

Serving Institution

## UNIVERSITY OF COLORADO BOULDER

### General Information

Website	<a href="http://www.colorado.edu">www.colorado.edu</a>
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	-

Undergraduates	26,096
Assets	-
Black College or University (HBCU)	No
Serving Institution	No
Conference	Pacific-10 Conference
Accrediting Agency	North Central Association of Colleges and Schools, The Higher Learning Commission
College Calculator Website	<a href="http://www.collegeportraits.org/CO/CU-Boulder/estimator/agree">www.collegeportraits.org/CO/CU-Boulder/estimator/agree</a>
Undergraduates Taking Any Distance Education	4%

### Admissions and Price

High School GPA Among College	3.57
Test Scores Policy	Required
SAT	580 (25th - 75th percentile = 530 - 630)
ACT	595 (25th - 75th percentile = 540 - 650)
Financial Aid	-
Financial Aid	25.5 (25th - 75th percentile = 20.5 - 30.5)

[Home](#)

[Compare](#)

[At A Glance](#)

[Contact](#)

[About](#)

[Resources](#)

# 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.



STUDENTS ▶



FAMILIES ▶



ADVISORS ▶



POLICY MAKERS ▶

The first comprehensive national accountability system created For community colleges, By community colleges.



## 2018 VFA Participation Now Open

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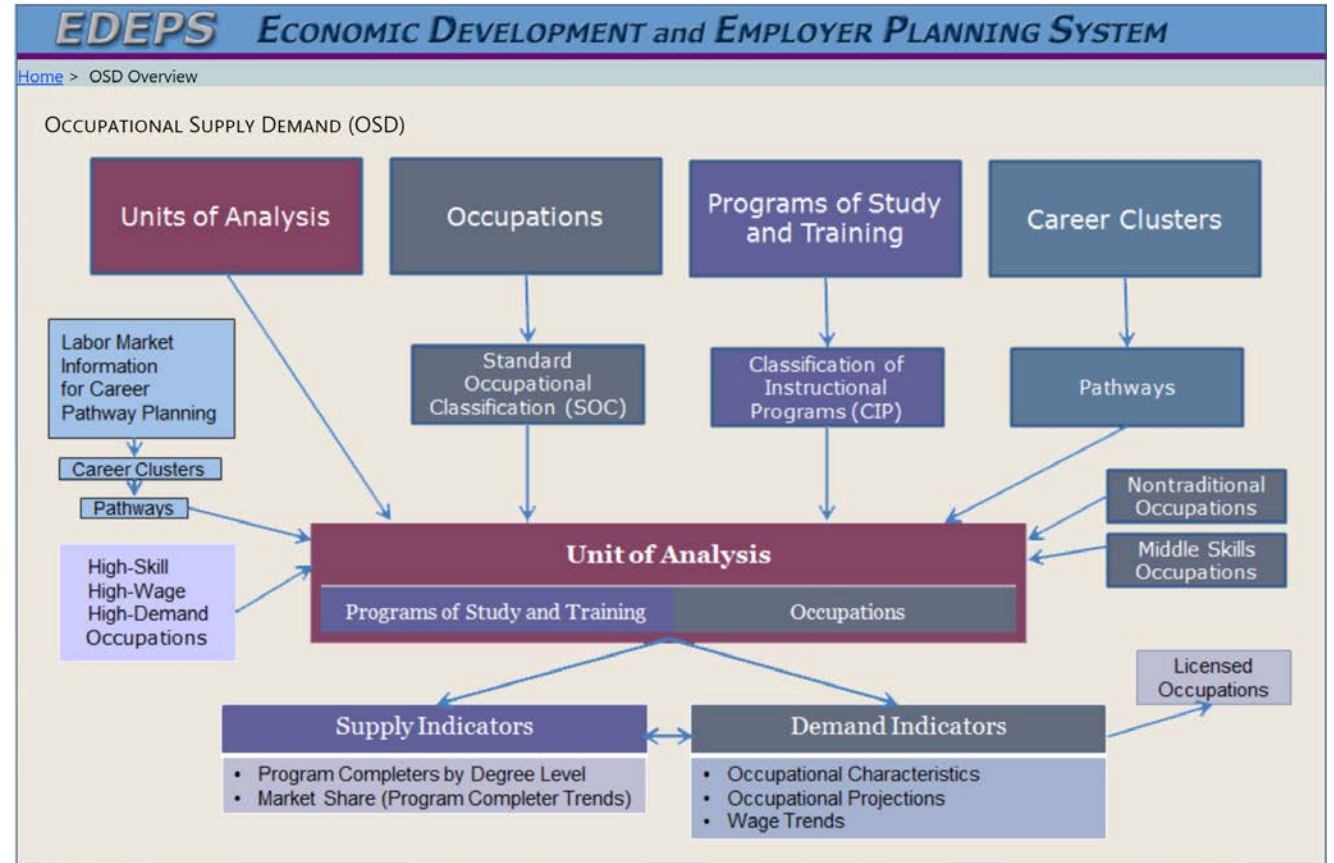
## Reporting Early Indicators of Student Success

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

---

Data systems by themselves are not the answer

---

Policy issues, not always technical ones

---

Privacy – utmost concern; must be maintained

---

FERPA

---

Congress limited NCES' ability to capture unit record data

---

Consistency remains a challenge

---

Correct use of information can be a challenge

---

Simple is probably better

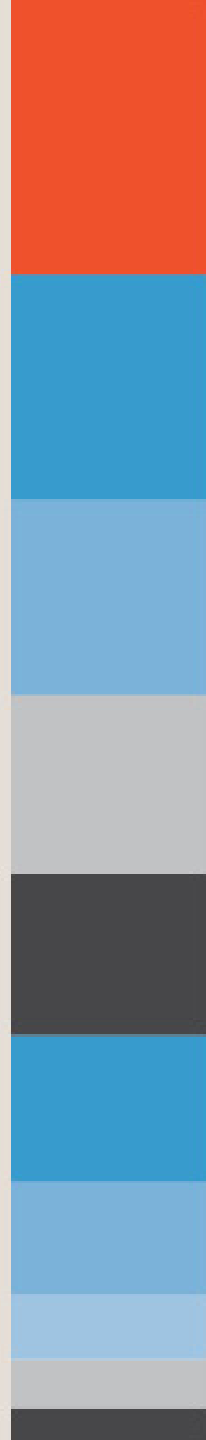
Look at all  
of this data!  
Tons of it!

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.

Copyright © MMXV Shep Hyken.

# 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

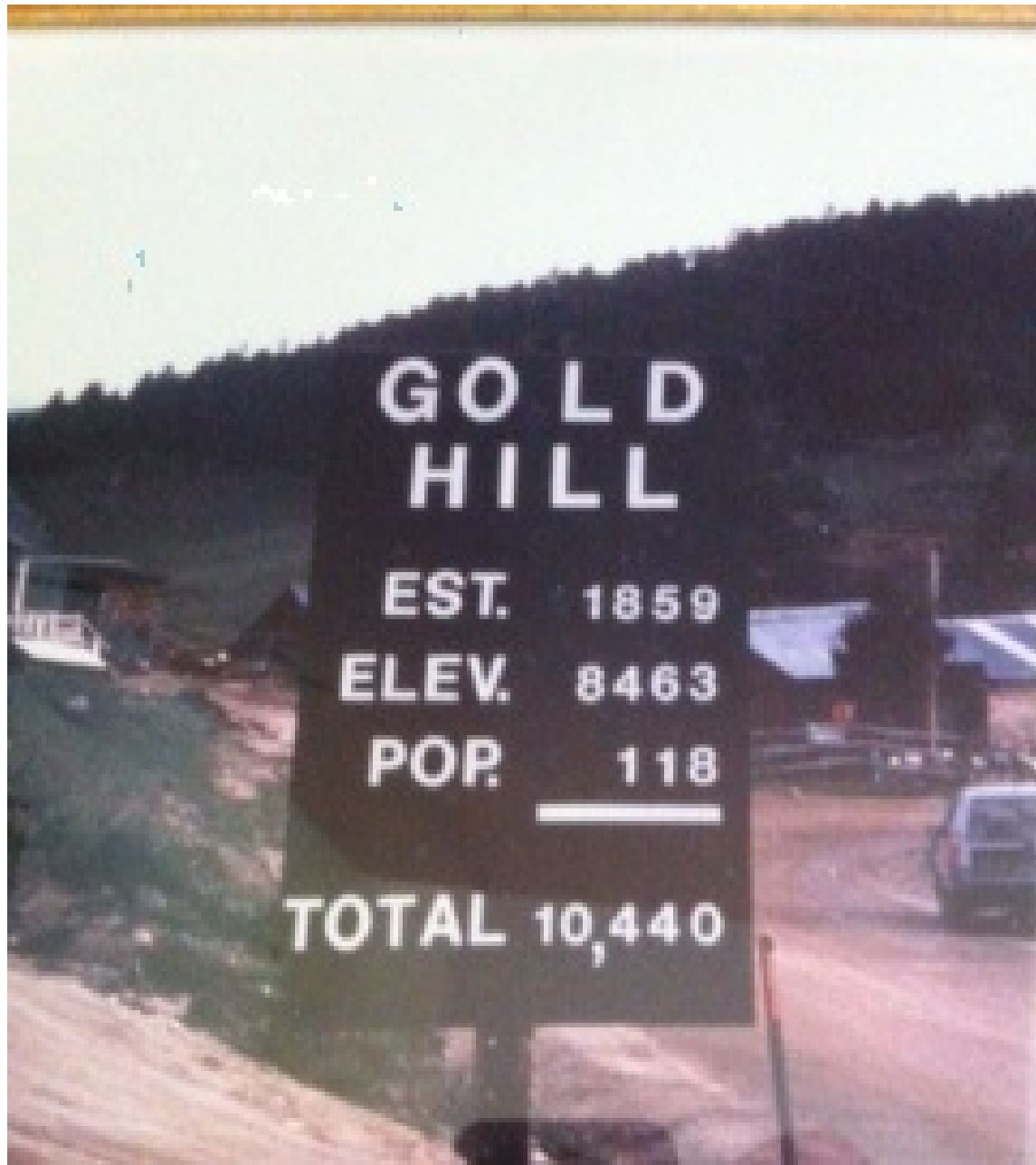
**9%** cited a lack of controls

**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

**Dawn Kenney**  
**Central New Mexico Community College**

**[dkenney@cnm.edu](mailto:dkenney@cnm.edu)**  
**(505) 224-4000 x51108**