What are common completion metrics?

Enrollment

Degrees Per 100 FTE
What are common completion metrics?

- Degrees Awarded Annually (# and change over time)
- Graduation Rates
- Transfer Rates
- Credits and Time to Degree*

* Not included in IPEDS
What are common completion metrics?

Progress Metrics

- Remediation: Entry and Success*
- Success in first-year college courses* (1st yr. math and English)
- Credit Accumulation*
- Retention Rates
- Course Completion*

* Not included in IPEDS
What are common completion metrics?

Disaggregations:

- Gender
- Race/Ethnicity
- Income (Pell Grant recipients)*
- Age Group (where applicable)*
- Discipline/Degree-type*
- Remedial Status*

Full-time/Part-time /Transfer Entry Status*
Metrics and Data

- Complete/Near-Complete Data
- Some Data Reported
- 2016 Addition

CVHEC

DC

Legend:
- Complete/Near-Complete Data
- Some Data Reported
- 2016 Addition
Key Distinction

• Collection is designed to collect student outcomes and progress within a state
• State Level Data on transfer and part-time with demographic breakouts
• Pell data
• Credit Accumulation
• Remedial and gateway data
Collection Process

- Identify Keyholder
- Data Submission
- Data Validation
- Approval
- Timeline
  - Collection April-June
  - Editing Period June-September
  - Data Books September-October
Outcomes

• 5 Years of Data
• More than 30 States
• Hundreds of Institutions
• Increased state data capacity
Reports

• Large National Reports

• Dashboards

• Databooks
On-Time Graduation Rates
(Full-Time Students)

- 2-Year Associate
  - National: 5%
  - Arkansas: 7%

- 4-Year Bachelor’s (non-flagship)
  - National: 19%
  - Arkansas: 16%

- 4-Year Bachelor’s (Very high research)
  - National: 36%
  - Arkansas: 34%

Four-Year Myth
150%-Time Graduation Rates
(Full-Time Students)

<table>
<thead>
<tr>
<th></th>
<th>2-Year Associate</th>
<th>4-Year Bachelor’s (non-flagship)</th>
<th>4-Year Bachelor’s (Very high research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL</td>
<td>13%</td>
<td>43%</td>
<td>58%</td>
</tr>
<tr>
<td>ARKANSAS</td>
<td>14%</td>
<td>34%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Four-Year Myth
Time to Degree
(Full-Time Students)

- 2-Year Associate
  - 2 Years Standard
  - 3.6

- 4-Year Bachelor’s
  - (non-flagship)
  - 4 Years Standard
  - 4.9

- 4-Year Bachelor’s
  - (flagship/very high research)
  - 4 Years Standard
  - 4.4
Time to Degree
(Full-Time Students)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Average Time (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Associate</td>
<td>5.0</td>
</tr>
<tr>
<td>4-Year Bachelor’s (non-flagship)</td>
<td>5.3</td>
</tr>
<tr>
<td>4-Year Bachelor’s (very high research)</td>
<td>4.8</td>
</tr>
</tbody>
</table>
African Americans, Hispanics and Pell Students are Over Represented.

2-year Students

- Received Pell Grant: 69%
- Black, non-Hispanic: 70%
- Hispanic: 63%
- White, non-Hispanic: 53%

2-year Students in Arkansas

- Received Pell Grant: 72%
- Black, non-Hispanic: 82%
- Hispanic: 70%
- White, non-Hispanic: 60%
African Americans, Hispanics and Pell Students are Over Represented

### 4-year Students

- **Received Pell Grant**: 37%
- **Black, non-Hispanic**: 44%
- **Hispanic**: 35%
- **White, non-Hispanic**: 23%

### 4-year Students in Arkansas

- **Received Pell Grant**: 52%
- **Black, non-Hispanic**: 68%
- **Hispanic**: 48%
- **White, non-Hispanic**: 31%
African Americans, Hispanics and Pell Students are Over Represented

2-year Students

- **White, non-Hispanic**: 23%
- **Hispanic**: 20%
- **Black, non-Hispanic**: 11%
- **Received Pell Grant**: 19%

2-year Students in Arkansas

- **White, non-Hispanic**: 20%
- **Hispanic**: 23%
- **Black, non-Hispanic**: 8%
Time to an Bachelors Degree
(Full-Time Students)
Data and Research Priorities

• Do more with the data directly
• Empower others to use the data
• Help support states to do more with the data
• Evaluate the effectiveness of the Game Changers
CCA Data Universe

Standard CCA Collection

Intervention Outcomes
- Corequisite Remedial Outcomes
- Math Pathways
- 15 to Finish
Different Arkansas higher education funding method proposed

Associated Press 10:04 a.m. CDT June 9, 2016

LITTLE ROCK - The state’s higher education leaders have proposed changing funding formulas so they focus more on completions of certificate or degree programs and less on enrollment.

Presidents and chancellors of various institutions got a first look at a draft of the proposed funding method on Tuesday.

Brett Powell, director of the Arkansas Department of Higher Education, said that the method is aligned with the state’s master plan for higher education.
It’s NOT just us!

ANSWERING THE CALL:
Institutions and States Lead the Way Toward Better Measures of Postsecondary Performance

Higheredfacts.org

COMPLETE COLLEGE AMERICA
It’s NOT just us!

A STRONGER NATION

Postsecondary learning builds the talent that helps us rise

COMPLETE COLLEGE AMERICA
How can we help

• Use our definitions
• Use your data
• Use our research
• Use our network