

COMMON MEASURES FOR COLLEGE ACCESS AND SUCCESS

ACCESS OUTCOME: WILL STUDENTS ENROLL IN POSTSECONDARY EDUCATION?

Academic Indicators

Essential Indicators:

- Percent of students on track to/completing common core/rigorous college prep curriculum as defined by their state^{1,2,3}
- Average High School GPA^{4,5,6,7,8}

If Available Indicators:

- Percent of eligible students enrolled in AP courses^{9,10,11}
- Percent of students earning greater than a 3 on AP tests^{12,13,14}
- Percent of students enrolled in dual credit courses^{15,16,17,18}
- Percent of students with Algebra II (or higher) mastery^{19,20,21}
- Percent of on-time high school graduates^{22,23,24}

Potential Data Sources

- School District Student Information System
- Student Transcript
- School District Data
- State Department of Education

Testing Indicators

Essential Indicators:

- Percent of students taking SAT^{25,26,27,28}
- Percent of students taking ACT^{29,30}

If Available Indicators:

- Percent of students taking PSAT/Aspire^{31,32,33,34,35,36,37}
- Percent of students exceeding national 'college-ready' benchmark scores^{38,39,40,41}

Potential Data Sources

- The College Board
- ACT
- School District Data /Guidance Department

Admissions Indicators

Essential Indicators:

- Percent of students completing college admissions applications, by school type^{42,43,44,45}

If Available Indicators:

Potential Data Sources:

- School District Data /Guidance Department
- Local College Access Program
- Student Self-Reported Data

- Average number of applications completed per student⁴⁶
- Percent of students visiting a college campus applied to^{47,48}
- Percent of students accepted into at least one higher education institution^{49,50}

Financial Aid Indicators

Essential Indicators:

- Percent of students who complete and submit a FAFSA form
- Percent of students awarded financial aid

If Available Indicators:

- Amount of total financial aid awarded (total and per student), by aid type
- Percent of students that complete supplementary scholarship applications

Endnotes for the indicators in this section are numbers 51-60.

Potential Data Sources:

- School District Data /Guidance Department
- Local College Access Program
- Student Self-Reported Data
- US Dept. of Education /FAFSA Completion Project

Core Demographic Data

- First Generation College-Going^{61,62,63,64}
- Free/Reduced Lunch Status⁶⁵⁻⁶⁶
- Race⁶⁷⁻⁶⁹
- ESL Status⁷⁰⁻⁷¹
- Gender⁷²⁻⁷⁴

Potential Data Sources:

- School District Student Information System
- Student Self-Reported Data

ENDNOTES FOR ACCESS INDICATORS

Academic

- 1-3. [Horn, L. & Kojaku, L.K. \(2001\)](#); [Warburton, E.C., Bugarin, R., & Nunez, A. \(2001\)](#); Long, M. C., Conger, D., & Iatarola, P. (2012).
- 4-8. [Geiser, S., & Santelices, M. V. \(2007\)](#); [Adelman, C. \(2006\)](#); [Barbuti, S. M., Kobrin, J. L., Patterson, B. F., Shaw, E. J., & Mattern, K. D. \(2008\)](#); [Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. \(2012\)](#); [Belfield, C., & Crosta, P. M. \(2012\)](#).
- 9-11. [Mattern, K.D., Shaw, E.J., & Xiong, X. \(2009\)](#); Jackson, C. K. (2010); Chajewski, M., Mattern, K. D., & Shaw, E. J. (2011).
- 12-14. [Mattern, K.D., Shaw, E.J., & Xiong, X. \(2009\)](#); Jackson, C. K. (2010); [Smith, J., Hurwitz, M., & Avery, C. \(2015\)](#).
- 15-18. [Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. \(2007\)](#); [Swanson, J. L. \(2008\)](#); An, B. P. (2012); [Speroni, C. \(2011\)](#).
- 19-21. [Rose, H., & Betts, J. R. \(2001\)](#); Long, M. C., Conger, D., & Iatarola, P. (2012); [Horn, L., & Nuñez, AM. \(2000\)](#).
- 22-24. [Hull, J. \(2009\)](#); Zhang, J., Guison-Dowdy, A., Patterson, M. B., & Song, W. (2011); Guison-Dowdy, A., & Patterson, M. B. (2011).

Testing

- 25-28. [Barbuti, S. M., Kobrin, J. L., Patterson, B. F., Shaw, E. J., & Mattern, K. D. \(2008\)](#); [Mattern, K. D., & Patterson, B. F. \(2014\)](#); [Mattern, K. D., Patterson, B. F., & Kobrin, J. L. \(2012\)](#); Sackett, P. R., Borneman, M. J., & Connelly, B. S. (2008).
- 29-30. [Noble, J., & Sawyer, R. \(2002\)](#); [Sackett, P. R., Borneman, M. J., & Connelly, B. S. \(2008\)](#).
- 31-37. [Zhang, X., Patel, P., & Ewing, M. \(2014\)](#); [Proctor, T. P., Wyatt, J. N., & Wiley, A. \(2010\)](#); [Proctor, T. P., & Kim, Y. \(2010\)](#); [Milewski, G. B., & Sawtell, E. A. \(2006\)](#); [Marini, J., Mattern, K. D., & Shaw, E. J. \(2011\)](#); [Allen, J. & Liu, R. \(2015\)](#); [Radunzel, J., Mattern, K., & Allen, J. \(2015\)](#).
- 38-41. Kobrin, J.L. (2007); [Wyatt, J., Kobrin, J., Wiley, A., Camara, W. J., & Proestler, N. \(2011\)](#); [Mattern, K.D., Shaw, E.J., & Marini, J. \(2013\)](#); [Allen, J. \(2013\)](#).

Admissions

- 42-45. Klasik, D. (2012); [Horn, L. J. \(1997\)](#); Cabrera, A. F., & La Nasa, S. M. (2001); [Avery, C., & Kane, T. J. \(2004\)](#).
- 46. [Smith, J. \(2011\)](#).
- 47-48. Tillery, C. Y. (2013); [Avery, C., & Kane, T. J. \(2004\)](#).
- 49-50. [Hahn, R. D., & Price, D. \(2008\)](#); Klasik, D. (2012).

Financial Aid

- 51-60. Klasik, D. (2012); [Page, L. C., & Scott-Clayton, J. \(2015\)](#); [Tinto, V. \(2004\)](#); Bettinger, E. (2004); [Castleman, B. L., & Long, B. T. \(2013\)](#); [Richburg-Hayes, L., Brock, T., LeBlanc, A., Paxson, C. H., Rouse, C. E., & Barrow, L. \(2009\)](#); [Goldrick-Rab, S., Harris, D., Kelchen, R., & Benson, J. \(2012\)](#); MacDonald, H., Malatest, R., Assels, R., Bround, R., et al. (2009); Angrist, J., Lang, D., & Oreopoulos, P. (2009); [Welbeck, R., Diamond, J., Mayer, A., & Richburg-Hayes, L. \(2014\)](#).

Core Demographics

- 61-64. [Adelman, C. \(2006\)](#); [Chen, X., & Carroll, C. D. \(2005\)](#); [Tym, C., McMillion, R., Barone, S., & Webster, J. \(2004\)](#); [Miyazaki, Y., & Janosik, S. M. \(2009\)](#).
- 65-66. [Cabrera, A. F., Burkum, K. R., & La Nasa, S. M. \(2005\)](#); [National Student Clearinghouse Research Center \(2015\)](#).
- 67-69. [Adelman, C. \(2006\)](#); [National Center of Education Statistics \(2015\)](#); [National College Access Network. \(2015\)](#).
- 70-71. [Callahan, R. M. \(2013\)](#); [U.S. Department of Education. \(2015\)](#).
- 72-74. [Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., & Manning, E. \(2012\)](#); [Conger, D., & Long, M. C. \(2010\)](#); [National Center of Education Statistics \(2015\)](#).

See NCAN's *Common Measures Handbook* for full citations: <https://www.ncan.org/page/CommonMeasures>.

SUCCESS OUTCOME: WILL STUDENTS COMPLETE A POSTSECONDARY CREDENTIAL?

Pre-Enrollment Indicators

If Available Indicators:

- Percent of students participating in college orientation programs
- Percent of students participating in summer bridge programs^{75,76,77}

Potential Data Sources

- Higher Education Institutions
- Student Self-Reported Data

Enrollment Indicators

Essential Indicators:

- Percent of students who enroll within six months of high school graduation^{78,79}
- Student enrollment by institution type and status (full time vs. part time)^{80,81,82}

If Available Indicators:

- Percent of students who enroll within 12 months of high school graduation^{83,84}

Potential Data Sources

- National Student Clearinghouse
- Student Self-Reported Data

Academic Indicators

Essential Indicators:

- Percent of students placed into remedial courses (English/math)^{85,86,87,88,89}

If Available Indicators:

- Percent of students completing remedial coursework within one academic year^{90,91,92}
- Percent of students completing college level math course^{93,94}
- Percent of courses attempted compared to courses successfully completed^{95,96}
- Percent of students completing more than 20 credits in first academic year^{97,98,99}
- Average college GPA^{100,101}

Potential Data Sources

- Higher Education Institutions
- Student Transcript

Persistence and Completion Indicators

Essential Indicators:

- Year to year student persistence^{102,103,104,105}
- Term to Term student persistence^{106,107,108,109}
- Percent of students completing a degree within 150% of time, by school type^{110,111,112}

Potential Data Sources:

- National Student Clearinghouse
- Higher Education Institutions
- Student Transcript

If Available Indicators:

- Percent of eligible students transferring from 2-year to 4-year programs with or without associate degree^{113,114,115,116}

Financial Aid Indicators
Essential Indicators:

- Percent of students who complete and submit renewal FAFSA form
- Percent of students awarded financial aid

If Available Indicators:

- Amount of financial aid awarded (total and per student)
- Percent of students working greater than 20 hours per week^{117,118,119,120}

Endnotes for the indicators in this section are numbers 121-130.

Potential Data Sources:

- Student Self-Reported Data
- Higher Education Institutions
- Local College Access Program

Core Demographic Data

- First Generation College-Going^{131,132,133,134}
- Pell Grant Eligible^{135,136,137}
- Race^{138,139,140}
- ESL Status^{141,142}
- Gender^{143,144,145}
- Selected vs. Undecided Majors

Potential Data Sources:

- Student Self-Reported Data
- Higher Education Institutions

ENDNOTES FOR SUCCESS INDICATORS

Pre-Enrollment

- 75-77: Barnett, E. A., Bork, R. H., Mayer, A. K., Pretlow, J., Wathington, H. D., & Weiss, M. J. (2012); Murphy, T. E., Gaughan, M., Hume, R., & Moore, S. G. (2010); Strayhorn, T. L. (2011).

Enrollment

- 78-79: Niu, S., & Tienda, M. (2013); Bozick, R., & DeLuca, S. (2005).
- 80-82: Bozick, R., & DeLuca, S. (2005); [Adelman, C. \(2006\)](#); Kuh, G. D. (2006).
- 83-84: Niu, S., & Tienda, M. (2013); Bozick, R., & DeLuca, S. (2005).

Academic

- 85-89: Scott-Clayton, J., & Rodriguez, O. (2012); Martorell, P., & McFarlin Jr, I. (2011); Bettinger, E., & Long, B. T. (2004); Bettinger, E. P., & Long, B. T. (2009); Calcagno, J. C., & Long, B. T. (2008).
- 90-92: Bettinger, E., & Long, B. T. (2004); Calcagno, J. C., & Long, B. T. (2008); Bailey, T., Jeong, D. W., & Cho, S. W. (2010).
- 93-94: [Offenstein, J., Moore, C., & Shulock, N. \(2010\)](#); [Adelman, C. \(2006\)](#).
- 95-96: [Offenstein, J., Moore, C., & Shulock, N. \(2010\)](#); [Adelman, C. \(1999\)](#).
- 97-99: [Adelman, C. \(1999\)](#); [Offenstein, J., Moore, C., & Shulock, N. \(2010\)](#); [McCormick, A. C., & Carroll, C. D. \(1999\)](#).
- 100-101: [Adelman, C. \(2006\)](#); [Education Advisory Board. \(2014\)](#).

Persistence and Completion

- 102-105: [Cuccaro-Alamin, S. \(1997\)](#); Cabrera, A. F., Burkum, K. R., La Nasa, S. M., & Bibo, E.W. (2005); [Adelman, C. \(2006\)](#); [Offenstein, J., Moore, C., & Shulock, N. \(2010\)](#).
- 106-109: [Offenstein, J., Moore, C., & Shulock, N. \(2010\)](#); [Crosta, P. M. \(2014\)](#); [Cuccaro-Alamin, S. \(1997\)](#); Cabrera, A. F., Burkum, K. R., La Nasa, S. M., & Bibo, E.W. (2005).
- 110-112: [Glenn, D. \(2010, December 7\)](#); Horn, L. (2010); NCAN analysis of U.S. Department of Education.
- 113-116: Wang, X. (2009); [Adelman, C. \(1999\)](#); [Adelman, C. \(2006\)](#); [McCormick, A. C., & Carroll, C. D. \(1999\)](#).

Financial Aid

- 117-120: [Horn, L., & Kojaku, L.K. \(2001\)](#); [Bradburn, E. M. \(2002\)](#); [Horn, L. J. \(1998\)](#); [Scott-Clayton, J. \(2012\)](#).
- 121-130: Klasik, D. (2012); [Page, L. C., & Scott-Clayton, J. \(2015\)](#); [Tinto, V. \(2004\)](#); Bettinger, E. (2004); [Castleman, B. L., & Long, B. T. \(2013\)](#); [Richburg-Hayes, L., Brock, T., LeBlanc, A., Paxson, C. H., Rouse, C. E., & Barrow, L. \(2009\)](#); [Goldrick-Rab, S., Harris, D., Kelchen, R., & Benson, J. \(2012\)](#); MacDonald, H., Malatest, R., Assels, R., Bround, R., et al. (2009); Angrist, J., Lang, D., & Oreopoulos, P. (2009); [Welbeck, R., Diamond, J., Mayer, A., & Richburg-Hayes, L. \(2014\)](#).

Core Demographics

- 131-134. [Adelman, C. \(2006\)](#); [Chen, X., & Carroll, C. D. \(2005\)](#); [Tym, C., McMillion, R., Barone, S., & Webster, J. \(2004\)](#); [Miyazaki, Y., & Janosik, S. M. \(2009\)](#).
- 135-137. [Cabrera, A. F., Burkum, K. R., & La Nasa, S. M. \(2005\)](#); [National Student Clearinghouse Research Center \(2015\)](#); [Nichols, A.H. \(2015\)](#).
- 138-140. [Adelman, C. \(2006\)](#); [National Center of Education Statistics \(2015\)](#); [National College Access Network. \(2015\)](#).
- 141-142. [Callahan, R. M. \(2013\)](#); [U.S. Department of Education \(2015\)](#).
- 143-145. [Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., & Manning, E. \(2012\)](#); [Conger, D., & Long, M. C. \(2010\)](#); [National Center of Education Statistics \(2015\)](#).

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