The National Student Clearinghouse and Research Center: Business and societal added-value use case for a data repositories

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National Student Clearinghouse
Virginia, USA
Conversation Outline:

- Brief overview of the Clearinghouse and the education-related complexities of the US: education system and data
- The data solution / disruption born out of transactional and now reporting necessity: Clearinghouse history, coverage and the foundation of the data-sharing and research collaborative that is NSC
- Policy and social use cases
National Student Clearinghouse: Quick Facts

- Founded in 1993
  - Non-profit, non-governmental organization (“NGO”)
  - Private, national data collaborative
- National Student Clearinghouse Research Center created in 2010
  - Non-profit organization
  - Established trusted source for longitudinal education reporting
- 97% of post-secondary enrollment of US, enrollment (19mln) and credentials, 85% of HS graduates
- >1.4bln transactions per year: mostly verifying and authenticating data
- >$800mln annual economic benefit to higher education (cost savings)
- No charge to the higher education schools for services
Mission Statement

We serve the education and workforce communities and all learners with access to trusted data, related services and insights.
Who we serve: HS through to Higher Education System and now moving into workforce…
The Private Higher Education Accreditation Maze


Schools need to respond to many different program stakeholders on differing schedules to prove program effectiveness.
Major sources of funding for US Higher education

- Tuition:
  - student loans: requires institutional and program accreditation and meeting federal reporting guidelines and outcomes measures
  - self pay, scholarships
- State Funding: Public institutions (46 states now use performance funding formulas)
- Endowments and grants

Staying in business for US higher education means continuously proving to a variety of stakeholders that you are serving students well in accordance with your mission.
Additionally there are 56 state agencies (mini-MOE’s) that manage higher education (50 states plus Puerto Rico, US Virgin Islands, DC, Northern Mariana Islands, American Samoa and Guam).

Eg: Puerto Rico has 3.5mln people and close to 200K learners in higher education.

Also many have 3 tiers of data eco-systems:
- College & Univ
- Community College
- K-12
THE COLLEGE AND CAREER READINESS OF U.S. HIGH SCHOOL GRADUATES

March 2016

The intent of this report is two-fold:

- To focus state and national conversations about college and career readiness on results — on the actual performance of high school graduates in each state.
- To draw attention to the need to improve metrics to evaluate performance and progress. Many states do not yet report critical indicators, or they do so in vastly different ways from one another. Consequently, there is little comparability across states, and little transparency within many.

MANY STATES DO NOT YET REPORT CRITICAL INDICATORS, OR THEY DO SO IN VASTLY DIFFERENT WAYS FROM ONE ANOTHER.

CONSEQUENTLY, THERE IS LITTLE COMPARABILITY ACROSS STATES AND LITTLE TRANSPARENCY WITHIN MANY.
A unique aspect of USA education: Transfers

Creates data tracking complexities for institutions and states

National starting class 2011:

38% transfer rate,

back in the 90’s 33%
Nationally, nearly 4mln new degrees are awarded annually

US Annual Degree Production Traditional

Nearly 45% of Baccalaureate earners have attended a CC

Traditional

- Assoc
- Bac
- Master
- PHD
Additionally, over 800K higher education certificates are awarded

Many recipients also have traditional degrees in addition to these certificates.

These can be stacked and can become an additive credential to the concepts that underlie existing reverse transfer mechanisms.

Source: Complete College America
The What: National completion rates, A unique view

Figure 1. Six-Year and Eight-Year Overall Outcomes for the Fall 2010 Cohort

- Six Year Outcomes:
  - Not Enrolled: 12.8%
  - Still Enrolled: 13.3%
  - Completed at Different Institution: 42.0%
  - Completed at Starting Institution: 31.9%
  - Total Completion: 54.8%

- Eight Year Outcomes:
  - Not Enrolled: 12.8%
  - Still Enrolled: 6.5%
  - Completed at Different Institution: 44.0%
  - Completed at Starting Institution: 33.0%
  - Total Completion: 60.4%
The Industry and Professional Certification Market is also large. With well over 2mln certifications issued annually.
In addition there are privacy law complexities that need to be managed:

- **Family Education Rights Privacy Act: FERPA**

- NATIONAL DEFINITIONS
- STATE LEVEL DEFINITIONS
- COLLEGE AND UNIVERSITY LEVEL DEFINITIONS
- INDIVIDUAL RIGHTS AND ABILITIES TO BLOCK ACCESS TO DATA (includes research and other exceptions)
So summarizing....

• Complex system of public and private universities
• They all have high administrative data reporting burdens to a growing set of primary stakeholders
• Complex data privacy environment
• Inconsistent data and reporting platforms
• An explosion of new outcomes-related credentials
• A highly mobile learner
The data deluge

AND HOW TO HANDLE IT: A 14-PAGE SPECIAL REPORT
NSC has over 180m learners in system, 20m active learners

Use cases for the data

• Business process outsourcing (saving institutions over $800m annually)
• National inter-state education benchmarking
• Closing the higher education attainment gap for all learners
• Expanding the definition of a successful outcome to include industry certifications and wages
• International socio-economic mobility benchmarking
• Enabling the learner
NSC relevance to our Data Providers is built on a “many to one to many” business model.

DATA PROVIDERS

SCHOOL DATA
Expanded data sets

WAGE DATA

PRIVATE 3RD PARTY DATA

DATA RE-USE

RELEVANT DATA UTILIZATION

Compliance
Verifications
Accountability
Research
Student Support
Data Exchange
BPO Clearinghouse Process: All students reported to NSC, data vetted prior to submission to US Education Department (errors and loan holders only)

Institutions submit data on all students

Data Pre-check
- Identifies errors and works with school to resolve
- Responds to NSLDS requests for students on Enrollment Roster

US Dept of Educ.

6.5 MM SIS-sourced errors resolved
Easier to fix in 10 days

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Compliance reporting with high institutional utility can increase strategic, consistent data flows and school value proposition.

- **Compliance Reporting**: Submitting files of required data and reports on behalf of schools.
- **Standards**: Standard elements - Increase elements - Freq of submission.
- **Data Reliability**: Coverage - Accuracy - Currency - Complete - Relevance.
How NSC can enable the K-20/W Reporting Continuum

Outcomes
• K-20 Benchmarking: national, regional, state and local

Correlations
• Collaboration with education organizations and foundations focused on driving improvements

Detail For Actions
• Partner with schools and 3rd parties to identify interventions that work

20 DE
AWARDS

150 DE
HIGH LEVEL COURSE DETAIL

1K+ Data Elements
GRANULAR INFORMATION (State Core Model)

DATA STANDARDS ARE A MUST HAVE

The What
The Why
The How
Nearly 800mln records researched in 2018

One of the main reasons schools use NSC is because surveys have tended to be highly unreliable

<table>
<thead>
<tr>
<th>Research Records Processed</th>
<th>FY-18 YTD Total</th>
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<tbody>
<tr>
<td>StudentTracker College &amp; Universities</td>
<td>258,654,078</td>
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<td>StudentTracker Edu Org</td>
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<td>Special Research Projects (SAS)</td>
<td>381,000,000</td>
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<tr>
<td><strong>Total Research Records Processed</strong></td>
<td><strong>787,799,502</strong></td>
</tr>
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</table>
Use cases for the data continued

• National inter-state education benchmarking
• Closing the higher education attainment gap for all learners
• Expanding the definition of a successful outcome to include industry certifications and wages
• International socio-economic mobility benchmarking
• Enabling the learner
Figure 2. Six-Year and Eight-Year Overall Outcomes by Starting Institution Type for the Fall 2010 Cohort

- Six Year Outcomes
  - Four-Year Public: 49.5%
  - Four-Year Private Nonprofit: 52.2%
  - Two-Year Public: 60.9%
- Eight Year Outcomes
  - Not Enrolled: 24.3%
  - Still Enrolled: 17.7%
  - Completed at Different Institution: 17.9%
  - Completed at Starting Institution: 3.7%
  - Total Completion: 73.9%
  - Not Enrolled: 25.2%
  - Still Enrolled: 13.0%
  - Completed at Different Institution: 15.9%
  - Completed at Starting Institution: 78.4%
  - Total Completion: 46.2%
  - Not Enrolled: 44.9%
  - Still Enrolled: 12.6%
  - Completed at Different Institution: 39.3%
  - Completed at Starting Institution: 16.7%
  - Total Completion: 45.3%
Figure i. NCAN Member Students' Postsecondary Enrollment and Completion Rates Compared to Low-Income and Higher-Income National Student Clearinghouse Research Center (NSCRC) Benchmarks by High School Type
Leveling the data and reporting playing field for cohort performance analysis
Example use cases for the data

• National inter-state education benchmarking
• Closing the higher education attainment gap for all learners
• Expanding the definition of a successful outcome to include industry certifications and wages
• International socio-economic mobility benchmarking
• Enabling the learner
The census bureau identifies 36mln Americans that have some college and no degree....
Pathway to a Degree for Potential Completers Who Only Attended 4 yr Institutions*

<table>
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<tr>
<th>Category</th>
<th>Count</th>
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<tr>
<td>&gt;31M Some college/No degree</td>
<td>31M</td>
</tr>
<tr>
<td>10M Attended one term</td>
<td>10M</td>
</tr>
<tr>
<td>21M Attended multiple terms</td>
<td>21M</td>
</tr>
<tr>
<td>4M Potential Completers ≥ 2 yrs academic progress (within the last 10 yrs)</td>
<td>4M</td>
</tr>
<tr>
<td>1.4M Only attended 4 yr institutions</td>
<td>1.4M</td>
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</table>

We help institutions and states reconnect with these learners who have stopped out.
Additionally, NATIONALLY, the students returning from a stop out are highly diverse from an age perspective

| Summary Age Distribution of All Fall 2017 Undergraduates Returning from Stop-Out |
|---------------------------------|--------|----------------|
| Age Group                      | Count  | % of Column    |
| 18 to 20                        | 62,401 | 4.9%           |
| 21 to 24                        | 300,483| 23.8%          |
| 25 to 29                        | 320,948| 25.4%          |
| 30 and Over                     | 577,439| 45.8%          |
| **Total Returning from Stop-Out**| **1,261,271** | **100.0%** |

We expect this trend to continue and become even larger in number over the next decade
Example use cases for the data

• National inter-state education benchmarking
• Closing the higher education attainment gap for all learners
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ADDING IN INDUSTRY CREDENTIALS AND WAGES

- Pilot Partners
  - Member data participants of the Clearinghouse: Institutions, states
  - National Association of Manufacturers (NAM)
    - MSSC: Manufacturing Skills Standards Council
    - AWS: American Welding Society
    - NIMS: National Institute of Metalworking Skills
  - NHA: National Healthcare Association
  - Census Bureau: UI and IRS
  - Leverages NSC’s reverse transfer platform
The Industry Credentials Project in a nutshell

• Pilot Goals

• **Industry certification providers** – ROI and learner success data

• **Education institutions** – More holistic view of outcomes and ROI (comprehensiveness and value)

• **Employers** – talent pipeline management

• **Learners** – improving data and information that can inform pathway choices and outcomes as well as value and ROI
Example use cases for the data

• National inter-state education benchmarking
• Closing the higher education attainment gap for all learners
• Expanding the definition of a successful outcome to include industry certifications and wages
  • International socio-economic mobility benchmarking
    • EC Expert working group
• Enabling the learner
European Commission Graduate Tracking Taskforce 2018 - 2020

• EUROPEAN EDUCATION AREA
  CORE AIMS 2025
  • Impact of higher education and VET policies
  • Patterns of further study and lifelong learning
  • Understanding the quality and effectiveness of the social outcomes of higher education and active citizenship
  • Provide an insight into the causes of graduate employability problems and skills mismatches
  • Examining graduate mobility and its impact at individual and societal level and brain drain and gain

• CORE GOALS FOR THE GROUP
  • Improve graduate data collection in member states
  • Explore what data can be collected at the EU level
  • Explore methodologies: i.e. graduate surveys or making data collections more comparable
Who will the data be useful for?

**EU level**
- Informing policy making and monitoring of effectiveness of existing skills and higher education/VET policies
- Research

**Regional/national level**
- Planning of study places and distribution of provision across fields of study and programmes
- Overall funding, funding incentives and distribution within and across HE and VET
- Skills gaps and oversupply insight & employment policies input
- External quality assurance
European Commission Graduate Tracking Taskforce: June 2020 due date

To solve for this 6 Work packages were developed:

1. Examine practices and designs currently in place allowing for future mappings to take place
2. Developing options for EU data collection including cost-benefit
3. Capturing how to best reflect cross border movement of learners taking into account privacy laws, data differences, etc.
4. Explore data comparability and produce a set of indicators that can be used EU wide
5. Examine the ability to build a VET tracking system
6. Expand the body of knowledge regarding effective graduate tracking through webinars
Example use cases for the data

• National inter-state education benchmarking
• Closing the higher education attainment gap for all learners
• Expanding the definition of a successful outcome to include industry certifications and wages
• International socio-economic mobility benchmarking
  • EC Expert working group
• Enabling the learner
• **Share**
  Generate a trusted, verifiable record.

• **Explore**
  Understand pathways & potential.

• **Signal**
  Interact with education, employers and showcase skills
What is Myhub?

Myhub is your doorway to all your student-level academic records held by the National Student Clearinghouse®. You can see the content of your actual records as well as who has had authorized access to your records and why (e.g., graduate school application, employment screening).
### Enrollment History

#### SAMPLE UNIVERSITY

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#### HOMETOWN UNIVERSITY

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Sample University

To all to whom these Letters shall come Greeting

The Trustees and Faculty of the University, by virtue of the authority
vested in them, have conferred on

Jyothi Kumar
the Degree of
Master of Science
Marketing

In Testimony Whereof, the seal of the University and the
signatures as authorized by the Board of Trustees are hereunto affixed.
Given this thirtieth day of August, 2017.
Keys to becoming a trusted data partner

• Bring clear benefit to the data provider: **VALUE**
  • Business process outsourcing, benchmarking, etc.

• Emphasize privacy, security and transparency: **TRUST**

• Provide a unique, informed perspective: **UNIQUE**

• Establish sets of reports and information: **ESTABLISHMENT**
64%
Bachelor's degree earners who attended more than one institution before finishing.

2016 Time to Degree Report, National Student Clearinghouse Research Center

Read the Report
THANK YOU