

Postsecondary Outcomes for 2010 Graduates: Technical Documentation



National Student Clearinghouse. All 2010 postsecondary reporting (i.e., at the [district-](#) and [campus-](#) level) used data provided by the

The NSC is a nonprofit organization that has provided postsecondary degree and enrollment verification for more than 15 years. Austin Independent School District (AISD) uses both of these services; degrees earned are included in the enrollment data. These data include 93% of nationwide enrollment.¹ A list of participating colleges is on the [NSC website](#), under Resource Center.

NSC data are updated daily. These data include a unique record for every occurrence of enrollment per semester, quarter, or year. The unit of enrollment time varies by institution and depends on program or degree offerings. The University of Texas (UT) at Austin did not participate in NSC in previous years; however, UT Austin began sending enrollment records to NSC in March 2010.²

For the most part, records returned as “not found” represent students who did not enroll in a postsecondary institution. However, there are caveats to this matching process. NSC provided a list of reasons a student record might not be matched in its database *even though* the student is enrolled in a postsecondary institution:

The student attends a school that does not report enrollment information to NSC.³

The record was blocked either by the school or at the student’s request. In this case, the student is counted in the aggregate report provided automatically by NSC, but his or her individual record is not included in the *Detail Report*.

The student's record is in AISD’s database but not within the search date (i.e., high school graduation date). If a requestor sends a file that includes a non-graduate, the last day that student attended high school may not fall within the search (i.e., the period of time, or range, between the last date of attendance and the day the file is run by NSC). NSC only returns postsecondary records for which enrollment ended *after* the last day of high school attendance.

A match could not be found with the information provided (e.g., no date of birth, incomplete or inaccurate name).

- Records missing date of birth likely will be unmatched.
- Records missing the last day of attendance cannot be processed.
- Examples of an incomplete or inaccurate name include an apostrophe in the name,

¹ For national and regional coverage rates, see p.58 of the [NSC 2011 Signature Report](#).

² Colleges can submit limited historical data when they initially join the NSC EnrollmentVerify service. Typically, these data are only for one or two semesters. Institutions that join DegreeVerify can submit historical data at any time.

³ In 2009, approximately 100 colleges in Texas did not report to NSC. More than half of these institutions were private for-profit schools that offered programs that were at least 2 years but less than 4 years.

identified in the match back as “unprocessed.” (Note, only two records were missing data for a critical match variable; they were missing ACT code.)

Data sharing. Data were shared with NSC using the articulated process (i.e., secure file transfer protocol). Data files created in SAS were exported to Excel for sharing. (Note, if data files are “sent to” Excel from SAS instead of exported, each cell contains trailing blanks that render the file unusable by NSC.). Data sharing with NSC is not subject to opt-out omissions. NSC does not use these data for research. They only use the data for standard reporting back to the district; these reports are not publicly available.

Data Returned from NSC – Match Back

Data cleaning. Data returned to AISD from NSC first were linked to the original data file submitted to NSC. Records for enrollment in Summer 2010 only were considered “unmatched” to align reporting with best practices.⁸ Summer enrollment was defined as enrollment that began on or after June 1, 2010 and ended on or before September 30, 2010. The following records were considered “not matched,” regardless of postsecondary enrollment:

Records for which enrollment was withdrawn⁵

Records for which the student was on a leave of absence⁵

Records for which the student was deceased⁵

Records for which enrollment began before June 1, 2010 (These records represented dual enrollment because they preceded the graduation date; dual enrollment was not an event of interest in the postsecondary annual reports.)

Records for which enrollment began after May 1, 2011 (These records represented the second year of enrollment for the Class of 2010; these data were beyond the scope of the postsecondary annual reports because they fell beyond the 2010–2011 academic year.)

Length of enrollment and start/end dates varied across postsecondary institutions (e.g., semesters versus quarters). We used NSC practices, when known, to align our reporting with its automatically generated aggregate reports. The footnotes on these reports defined the following variables:

Fall semester: “The fall semester immediately following graduation is defined as any term that begins before October 1st of the graduation year and ends after October 1st of the graduation year.”

- We defined fall enrollment as enrollment that began on or between June 1,

number of 2010 graduates who were “ever” economically disadvantaged (2,227) was 23% larger than the number of 2010 graduates economically disadvantaged in their senior year (1,816).

Also added was an indicator that captures whether a student was ever classified as an immigrant in the district, using student information system tables (known internally as STXS and STXL) or in PEIMS records (table 110).

quartile. This quartile rank was used throughout the report, even if the reporting denominator changed (as it did in the aspiration gap figure). Ranks were calculated for the district and for each campus (for the campus-specific reports).

Attendance during senior year was taken from PEIMS records (table 400). "Good attendance" was defined as being present for at least 90% of eligible days at the designated campus, which follows attendance requirements for earning credit set forth by [TEA](#).

Additional student data. Other s-0.002 Tc90 (qu)1(ar)-(5(p)2(i)1(r)-5(a)2(ti)1(o)5(n)(ar)-(5(pt 1 Tc -0.008 Tw 0.2 Tc 0. T

shared because they are limited to fall-only enrollment, and thus do not provide a complete picture of AISD students' matriculation into postsecondary education.

Although it is not an annual report, another national report, or set of reports,

About the Department of Research and Evaluation. DRE was established in 1972 to support program decision and strategic planning in the district. The department is housed in the Office of Accountability and is charged with evaluating federal, state, and locally funded programs in AISD. DRE staff integrate best and innovative evaluation practices with educational and institutional knowledge. DRE staff work with program staff throughout the district to design and conduct formative and summative program evaluations. DRE's methods for evaluating programs vary depending on the research question, program design, and reporting requirements. The evaluations report objectively about program implementation and outcomes, and serve to inform program staff, decision makers, and planners in the district. [DRE reports can be accessed online.](#)

About the author. Ginger Gossman completed a Ph.D. in demography at the UT Austin in 2006. Her academic interests include maternal and child health, secondary education, infectious disease, and obesity research. She has presented her research findings at regional and national conferences and has been a member of the American Evaluation Association since 2007. Ginger joined the DRE team in September 2008.

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District [strategic plan](#). This report speaks to goal 3, measurable outcome 8. **Goal 3:** All students will graduate college and career ready. **Measurable Outcome 8:** Postsecondary enrollment.

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