

P20 WIN ATTACHMENTS A B – DATA ELEMENTS FOR QUERY BY IMPACTED AGENCY PURPOSE CROSSWALK

Attachment A: Provide the name of each element from each data source including elements needed to link data sets. Identify the values of each elements code sets that are necessary. Add as many rows as necessary

Attachment B: Provide a crosswalk for each data element requested and describe how it relates to the purpose of the query. List each data element once with only one data element per row. Add as many rows as necessary. P20 WIN element names can be found here: *[enter URL for meta-data dictionary]*. Note: if a proposal is approved, data elements may be removed from the request if there is insufficient evidence to show how the data element requested relates to the purpose.

P20 WIN Query Number: [P20 W_1505_0_0005](#)

CT Department of Education					
Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question
Student PIDM	Unique identifier (Banner ID)			For data matching purposes only	For data matching only
First Name	Student's first name			For data matching purposes only	For data matching only
Middle initial	Student's middle initial			For data matching purposes only	For data matching only
Last Name	Student's last name			For data matching purposes only	For data matching only
Date of Birth	Student's date of birth			For data matching purposes only	For data matching only
Town of Residence	Student's town of residence			For data matching purposes only	For data matching only
Transition Program	Site of the Transition Program (New Haven, Meriden, Manchester)			How well did each site help students transition to college?	Enables analysis by site
Student Cohort	Semester student attended Transition Program			How well did the Transition Program help students transition to college?	Enables analysis by cohort. The more recent cohorts will have participated in college for fewer semester than the earlier cohorts.
Dev English at College	Number of developmental English courses needed after completion of Transition Program			What factors influence college persistence and success?	Enables statistical analysis of the influence of need for developmental courses on outcomes.
Dev Math at College	Number of developmental Math courses needed after completion of Transition Program			What factors influence college persistence and success?	Enables statistical analysis of the influence of need for developmental courses on outcomes.
Year High School Diploma Attained	The year the student graduated from high school or earned GED.			What factors influence college persistence and success?	Enables statistical analysis of the influence of years since attending high school on outcomes.
Primary Language	Primary language spoken by student			What factors influence college persistence and success?	Enables statistical analysis of the influence of primary language on outcomes.
Race / Ethnicity	Race / ethnicity of student			How well did the Transition Program help students transition to college?	Enables statistical analysis of the influence of race/ethnicity on outcomes.

P20 WIN ATTACHMENTS A B – DATA ELEMENTS FOR QUERY BY IMPACTED AGENCY PURPOSE CROSSWALK

CT Department of Education

Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question
Marital Status	Marital status of student at enrollment			What factors influence college persistence and success?	Enables statistical analysis of the influence of marital status on outcomes.
Number of Children	Number of children at enrollment			What factors influence college persistence and success?	Enables statistical analysis of the influence of parenting status on outcomes.
Employment Status	Employment status at enrollment			What factors influence college persistence and success?	Enables statistical analysis of the influence of employment on outcomes.

P20 WIN ATTACHMENTS A & B – DATA ELEMENTS FOR QUERY BY IMPACTED AGENCY & PURPOSE CROSSWALK - BOR

Attachment A: Provide the name of each element from each data source including elements needed to link data sets. Identify the values of each elements code sets that are necessary. Add as many rows as necessary

Attachment B: Provide a crosswalk for each data element requested and describe how it relates to the purpose of the query. List each data element once with only one data element per row. Add as many rows as necessary. P20 WIN

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CT Board of Regents for Higher Ed.					
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First Name	Student's first name			For data matching purposes only	For data matching only
Middle Initial	Student's middle initial			For data matching purposes only	For data matching only
Last Name	Student's last name			For data matching purposes only	For data matching only
Date of Birth	Student's date of birth			For data matching purposes only	For data matching only
Town of Residence	Student's town of residence			For data matching purposes only	For data matching only
Enrollment Status	A determination as to whether the student is enrolled on a full-time or part-time basis			To what extent did students who enrolled in community college persist in their education? What factors influence college persistence and success?	For assessing persistence in college after completion of Transition Program, and assessing the influence of enrollment status on student persistence and success in college.
Overall Attempted Hours	Total hours attempted overall by the student including hours from developmental/remedial courses.			To what extent did students who enrolled in community college persist in their education?	For assessing persistence in college after completion of Transition Program.
Overall Earned Academic Hours	This field was derived to provide the number of credit hours a student has earned overall.			To what extent did students who enrolled in community college earn college credits?	For assessing student success in college after completion of Transition Program.
Overall GPA	Cumulative GPA as of date of the extract			To what extent did students who enrolled in community college earn college credits?	For assessing student success in college after completion of Transition Program.
Overall Institutional Earned Hours	Cumulative number of credits earned by taking credit courses at the university			To what extent did students who enrolled in community college earn college credits?	For assessing student success in college after completion of Transition Program.
Overall Transfer Earned Hours	Cumulative transfer credits earned and accepted as of the time of the extract.			To what extent did students who enrolled in community college earn college credits?	Controlling for credits earned in the Transition Program.
Term Attempted Academic Hours	<u>This field was derived</u> to provide the number of credits in <u>non-remedial classes</u> for which student is enrolled in the current term.			To what extent did students who enrolled in community college persist in their education?	For assessing persistence in college after completion of Transition Program.
Term Attempted Total Credits	The number of hours a student registers for at the beginning of the term. Total hours attempted during the semester including developmental hours.			To what extent did students who enrolled in community college persist in their education?	For assessing persistence in college after completion of Transition Program.

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question
Term Earned Hours	The hours that a student accumulates for classes in which they received a passing grade - including P. Total hours including developmental			To what extent did students who enrolled in community college persist in their education?	For assessing persistence in college after completion of Transition Program.
Term GPA Hours	The hours used to compute the GPA. Each college has a separate policy regarding courses that are used for the GPA calculation. For most institutions, this excludes remedial and developmental courses.			To what extent did students who enrolled in community college persist in their education?	For assessing persistence in college after completion of Transition Program.
Term Attempted Remedial Hours	<u>This field was derived</u> to provide the number of credits in <u>remedial classes</u> for which student is enrolled in the current term			What factors influence college persistence and success?	For calculating the number of credits earned at college (i.e., net of any credits earned before or during the Transition Program).
Effective Date	The date a record was effective in the student information system			All questions	Used for sorting and filtering data in the output file.
Graduation Status	Graduation status			To what extent did students who enrolled in community college successfully complete their courses of study and/or transfer to a four-year college to continue their education?	For assessing student success in college after completion of Transition Program.
Term of Admission	Term of first admission for the given level. Fall98, SPRG96, WINT95, SUMM85,			To what extent did students who enrolled in community college persist in their education?	For calculating the start date for college and whether students enrolled after completing the Transition Program
First Class Term Code	The first term in which a student took a course for credit.			To what extent did students who enrolled in community college persist in their education?	For calculating the start date for college and whether students enrolled after completing the Transition Program
Institution Name	Name of the Institution. Eg. Manchester, Three Rivers, etc.,			What factors influence college persistence and success?	For tracking which colleges students enrolled in after completing the Transition Program
Term of Matriculation	The semester during which the student 'matriculated' / 'declared a plan of study'.			To what extent did students who enrolled in community college persist in their education?	For calculating the start date for college and whether students enrolled after completing the Transition Program
Transfer College Record Effective Date	Effective start date of the record as reported by the National Student Clearinghouse (NSC)			To what extent did students who enrolled in community college successfully complete their courses of study and/or transfer to a four-year college to continue their education?	For assessing student success in college after completion of Transition Program, including transferring to a 4-year institution

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question
Graduation Date	Anticipated graduation date			To what extent did students who enrolled in community college successfully complete their courses of study and/or transfer to a four-year college to continue their education?	For assessing student success in college after completion of Transition Program.
Term GPA	GPA for the current term. (at community colleges this is calculated as Total Quality Points for college level courses at end of term divided by the Term_GPA_hours.)			To what extent did students who enrolled in community college earn college credits?	For assessing student success in college after completion of Transition Program.
Degree Code	Unique Degree Code to identify the degrees offered. AS = Associate in Science, CERT = Certificate, AA = Associate in Arts, 000000 = Undeclared, AAS = Associate in Applied Science			To what extent did students who enrolled in community college successfully complete their courses of study and/or transfer to a four-year college to continue their education?	For assessing student success in college after completion of Transition Program.
Graduation Term	The term in which a student graduated			To what extent did students who enrolled in community college successfully complete their courses of study and/or transfer to a four-year college to continue their education?	For assessing student success in college after completion of Transition Program.
NSC_Enrollment_Begin	begin date for student's period of attendance			To what extent did students who enrolled in community college successfully complete their courses of study and/or transfer to a four-year college to continue their education?	For assessing student success in college after completion of Transition Program.
NSC_Enrollment_End	end date for student's period of attendance				
NSC_Enrollment_Status	F: full-time, H: halftime, L = less than half-time, A = leave of absense, W = withdrawn, D = deceased				
NSC_graduated	Y - college reported student as graduated; N- college did not report student as graduated				
NSC_Graduation Date	Date of student's graduation or degree achievement as provided by reporting college				
NSC_degree title	AS, BA, etc. (NSC does not collect much data about certificates)				
NSC_college Sequence	the sequential order of each school that the student attended				

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question
NSC_College State	State in which the college is located				
NSC_2-year / 4 year	indicator as to whether an institution offers 2 or 4 year programs (eg. 2 year institutions typically only offer Certificate and Associates; whereas a 4 year institution will offer Bachelor's and other higher level degrees				
NSC_Public / Private	Indicator as to whether an institution is primarily publically or privately funded				

Question/Purpose for P20 WIN Data Request: [P20 W_1505_0_0005](#)

Item	Short explanation	Detailed explanation
1	<p>Assess the progress of students who completed the College Transition Program. To what extent did students who enrolled in community college: (a) persist in their education; (b) earn college credits; and (c) successfully complete their courses of study and/or transfer to a four-year college to continue their education? What factors influence college persistence and success?</p>	<p>The College Transition Pilot Program was established per Section 204(a) and (b) of Public Act 11-48 to establish “a college transition pilot program with (A) the adult education program in New Haven and Gateway Community College, (B) the adult education program in Manchester and Manchester Community College, and (C) the adult education program in Meriden and Middlesex Community College.” The purpose of the pilot is to offer high-quality, cost-effective and accessible pathways to post-secondary education for those adults who cannot meet the criteria for entry into college-level credit courses at community college (as measured by the Accuplacer assessment). As stated in the state’s application form, “the pilot will provide preparatory support to adults who have a high school degree but are not academically prepared to take college courses. Counseling, mentoring and support services components will enable the participating adults to successfully transition to college and earn degrees.”</p> <p>The Follow-up Evaluation seeks to assess the progress of students who completed the College Transition Program from Manchester, Meriden, and New Haven during the first three years of the program. To what extent did students who enrolled in community college: (a) persist in their education; (b) earn college credits; and (c) successfully complete their courses of study and/or transfer to a four-year college to continue their education? What factors influence college persistence and success?</p> <p>The State Department of Education has collected data on students who participated in the College Transition Program, including student demographic data, the site and cohort they attended (e.g., New Haven, Fall 2013), their pre- and post-test scores on the CASAS and Accuplacer assessments, the number of developmental courses needed at program enrollment and program completion, completion of transition courses, and enrollment in community college. The Follow-Up Evaluation seeks Board of Regents data on: institution name; term of admission, matriculation and first class; student enrollment status; overall attempted hours, earned academic hours and GPA; term attempted credits earned credits and attempted remedial hours; and graduation status, institution name, term of matriculation, and transfer college record effective date.</p>