

Data Investigation: College Score Card

Introduction:

There is a semester long, critical thinking investigation utilizing a single, large data set concerning *College Score Card*. You will be examining this data from the point of view of the concepts in each chapter of the statistics course. The goal is to give you experience in manipulating and analyzing data and to help you understand how decisions are made and conclusions are reached using data.

There will be four checkpoint assignments throughout the semester. These checkpoints will contain basic questions covering the material from selected chapters and each will contain questions related to the *College Score Card* data set. The questions contained on the checkpoints range from answering questions and making graphs to running hypothesis tests and drawing conclusions regarding the meaning of the data set. For all written responses you are expected to use proper English grammar and to write in complete sentences and, where needed, paragraphs. Statistical graphs should be properly labeled and in a format large and clear enough to be easily understood.

About the Dataset:

The College Scorecard (<https://collegescorecard.ed.gov/>), a Department of Education website, gives data on various variables regarding a school's performance. One may use this site to search for information by programs/degrees, location, size, religious affiliations, etc. The College Score Card dataset selected represents a subset of data from the College Score Card website. The dataset represents the colleges/universities in the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) region. SACS-COC is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia that award associate, baccalaureate, master's, or doctoral degrees.



What follows is a description of the variables found in the College Score Card dataset.

INSTNM – Institution name

CITY – City

STABBR – State postcode

CONTROL – 1 = Public. 2 = Private nonprofit. 3 = Private for-profit

CCBASIC - Carnegie Classification, basic:

-2 Not applicable

0 (Not classified)

1 Associate's Colleges: High Transfer-High Traditional

2 Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional

3 Associate's Colleges: High Transfer-High Nontraditional

4 Associate's Colleges: Mixed Transfer/Vocational & Technical-High Traditional

5 Associate's Colleges: Mixed Transfer/Vocational & Technical-Mixed
Traditional/Nontraditional

6 Associate's Colleges: Mixed Transfer/Vocational & Technical-High Nontraditional

7 Associate's Colleges: High Vocational & Technical-High Traditional

8 Associate's Colleges: High Vocational & Technical-Mixed
Traditional/Nontraditional

9 Associate's Colleges: High Vocational & Technical-High Nontraditional

10 Special Focus Two-Year: Health Professions

11 Special Focus Two-Year: Technical Professions

12 Special Focus Two-Year: Arts & Design

13 Special Focus Two-Year: Other Fields

14 Baccalaureate/Associate's Colleges: Associate's Dominant

15 Doctoral Universities: Highest Research Activity

16 Doctoral Universities: Higher Research Activity

17 Doctoral Universities: Moderate Research Activity

18 Master's Colleges & Universities: Larger Programs

19 Master's Colleges & Universities: Medium Programs

20 Master's Colleges & Universities: Small Programs

21 Baccalaureate Colleges: Arts & Sciences Focus

22 Baccalaureate Colleges: Diverse Fields

23 Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's

24 Special Focus Four-Year: Faith-Related Institutions

25 Special Focus Four-Year: Medical Schools & Centers

26 Special Focus Four-Year: Other Health Professions Schools

27 Special Focus Four-Year: Engineering Schools

28 Special Focus Four-Year: Other Technology-Related Schools

29 Special Focus Four-Year: Business & Management Schools

30 Special Focus Four-Year: Arts, Music & Design Schools

31 Special Focus Four-Year: Law Schools

32 Special Focus Four-Year: Other Special Focus Institutions

33 Tribal Colleges

ADM_RATE – admission rate

SAT_AVG – average equivalent SAT of students admitted

UGDS – enrollment of undergraduate certificate/degree-seeking students
UGDS_WHITE – total share of enrollment of undergraduates who are white
UGDS_BLACK – total share of enrollment of undergraduates who are black
UGDS_HISP – total share of enrollment of undergraduates who are Hispanic
UGDS_ASIAN – total share of enrollment of undergraduates who are Asian
UGDS_AIAN – total share of enrollment of undergraduates who are American Indian/Alaska Native
UGDS_NHPI – total share of enrollment of undergraduates who are Native Hawaiian/Pacific Islander
PPTUG_EF – share of undergraduate degree/certificate-seeking students who are part-time
COSTT4_A – Average cost of attendance
INEXPFTE – Instructional expenditures per full-time equivalent student
PFTFAC – Proportion of faculty that is full-time
C150_4 – Completion rate for first-time, full-time students at four-year institutions (6 year)
RET_FT4 – First-time, full-time student retention rate at four-year institutions