

NExT Common Metrics: Guide to Data Collection, Reporting, Analysis, and Use



BRIDGING WORLDS FOR BEGINNING TEACHERS
A Practice, Policy, and Research Consortium

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Foreword

This guide will offer information and guidance about administration of the common metrics instruments developed by the 14 Network for Excellence in Teaching (NExT). It is intended to provide faculty, staff, and others within an institution technical guidance and best practices for administering the common metrics instruments, collecting data, and using results to inform program improvement.

Please note, this is a living document that will experience regular updates.

If you have a suggestion for improving the guide, please contact Stacy.Duffield@ndsu.edu.

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Background

The Network for Excellence in Teaching (NExT) comprises 14 institutions of higher education (IHEs) in Minnesota (MN), North Dakota (ND), and South Dakota (SD). With significant financial and technical support from the Bush Foundation, these IHEs engage in continuous improvement of their teacher education programs with emphasis on recruitment, preparation, placement, support, and measurement/assessment. Part of the Bush Foundation's Educational Achievement program area, the NExT initiative is the largest single financial commitment in the Foundation's history. This commitment demonstrates the Foundation's mission to serve as a catalyst for the leadership necessary to create sustainable solutions to tough public problems and ensure community vitality. The Foundation was established in 1953 by 3M executive Archibald Bush and his wife, Edyth, and today works in communities across Minnesota, North Dakota, South Dakota and the 23 Native nations that share the same geography.

The NExT IHEs have committed to transform their teacher education programs, with explicit emphasis on using data to measure the effectiveness of the teachers they prepare and gauge the effectiveness of their programs. Continuous program improvements can only be possible if faculty and administrators have access to data that document their teacher candidates' attributes and effectiveness as they move through preparation programs and into professional careers. Each university has agreed to participate in a comprehensive assessment system that includes administration of four common metrics instruments: Entry Survey; Exit Survey; Transition to Teaching Survey (TTS); and Supervisor Survey. Each university also participates in the common metrics group, which meets regularly to discuss survey design, survey administration, data submission, data reports, and use of the metrics to improve teacher preparation at the 14 universities.

Common Metrics Instruments

The NExT instruments have undergone extensive research and development. Each instrument has been found to produce highly valid and reliable results, and they continue to be studied as new institutions are added to the aggregate and items are revised in response to needs in the field and validity testing. Copies of the validity and reliability analyses are available upon request.

This section describes the survey instruments, survey administration strategies, and processes for collection and submission of survey data. Information provided in this section is also provided in the Quick Reference Guides. Current versions of the surveys will be provided to affiliate institutions. If you have questions, please contact Stacy.Duffield@ndsu.edu.

Exit Survey

The purpose of the Exit Survey is to identify learning opportunities and practices candidates believe are effective teacher preparation strategies. The Exit Survey is designed to gather candidates' perspectives on their teacher preparation programs as they leave IHEs and prepare to enter the teaching profession. The survey is administered to teacher candidates during their last semester at the university, often at the end of their student teaching experiences. Students who are on track to graduate during the summer should complete the survey toward the end of the spring semester and should be included in the spring semester data submission.

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The Exit Survey includes a one-page contact information sheet designed to help track graduates and program completers¹ after they leave their universities. In particular, the contact information is essential for the administration of the Transition to Teaching survey. The contact sheet requests each candidate's personal email address, phone number, address, and the names and contact information for someone who will know how to reach her/him after graduation (e.g., parents and close friends).

IHEs have the opportunity to add questions to the end of the survey; however, those responses are not submitted for data analysis. The survey should be distributed to all candidates who complete a teacher education program prior to graduation.

Exit Survey Administration

- Compile a complete and accurate list of student teachers.
- Determine when the survey will be administered. It is best to administer as close to the end of the student teaching experience as possible but before candidates leave campus.
- Determine how the survey will be distributed. Will it be sent out through email, or will student teachers complete the survey during an event? For example, consider having them bring their laptops/devices to a required meeting or class.
- After collection is complete, the data should be exported from Qualtrics, cleaned and transferred to the data entry template for submission to the aggregate. See the appendices for the data cleaning guide.

Transition to Teaching Survey

The purpose of the Transition to Teaching survey (TTS) is to follow up with teacher education graduates to determine their employment status, the steps they took to obtain teaching positions, and the extent to which they feel prepared for teaching responsibilities. If the graduate is a part-time or full-time teacher, the survey assesses the new teacher's perception of how well prepared they were for their first year of teaching. Survey responses allow teacher preparation programs to develop a better understanding of their graduates' assessments of the quality of their teacher education programs. The survey aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) standards and is administered approximately one year after candidates complete their teacher education programs. The TTS is also an important source of information for the supervisor survey because it asks each novice teacher to identify her/his school of employment and school address as well as her/his supervisor's name and email address.

Contact information for graduates can be found on the previous year's Exit Survey data template. For recent graduates who did not complete the Exit Survey, IHEs can work with their alumni affairs departments and/or other sources (e.g., social media or state databases) to collect and provide accurate contact information. This process must start early (i.e., in the autumn prior to implementation of the TTS) to allow enough time for follow-up efforts necessary to compile contact information.

Communications about the importance of completing the TTS must begin while candidates are still in teacher education programs. Because the TTS is completed post-graduation, IHEs need to make sure that candidates understand when and how it will be administered—and why their

¹The term *graduates* will be used from this point to describe both *graduates* and *program completers* (students who have completed a teacher education program but may not have officially graduated from the university).

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participation is critical. Candidates should also be advised to complete the TTS regardless of whether or not they are teaching in the spring following graduation. Regular communications with alumni should keep them updated regarding the TTS and reinforce the importance of the data for program improvement purposes.

Graduates receive notice of the survey through email communication initiated by their institution. Each IHE follows the email communication with reminders such as a post card, text, phone call, and/or additional emails to complete the survey. The success of these communications relies on the accuracy of contact information obtained by the IHEs. Without accurate contact information, TTS response rates suffer along with the ability to gather reliable data to make informed programmatic decisions.

TTS Administration

- Begin early fall building a database of contact information for program completers. State departments can often provide lists of completers who are teaching in the state, disaggregated by IHE, with their school email addresses. IHEs are encouraged to track out-of-state completers as well to ensure survey respondents are a representative sample.
- Use Excel to build a spreadsheet of completer names and email addresses that can be uploaded as a panel in Qualtrics for survey distribution. A panel allows for customized email invitations, accurate tracking of respondents, and targeted reminders.
- Distribute the survey through email through a personal message from a person completers are likely to recognize and respond to.
- Track survey completion, sending reminders through email, text, social media, etc.
- After survey collection is complete, the data should be exported from Qualtrics, cleaned and transferred to the data entry template for submission to the aggregate. See the appendices for the data cleaning guide.

Supervisor Survey

The Supervisor Survey was designed to gain supervisors' perspectives of first-year teachers' readiness for the teaching profession. The survey asks supervisors to assess the quality of graduates' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and levels of professionalism. The survey is administered to direct supervisors of teacher preparation graduates employed in schools approximately one year after the teachers completed their preparation programs. The questions on the Supervisor Survey are aligned with those on the TTS to facilitate comparisons between the perspectives of novice teachers and their supervisors.

The success of communication relies on the accuracy of contact information collected by the IHEs and from supervisor contacts provided on the TTS survey. Without accurate contact information, Supervisor Survey response rates suffer along with the ability to gather reliable data to make informed programmatic decisions. If survey notices are sent to the proper school but an incorrect supervisor, the recipient is asked to forward the notice to the graduate's supervisor (who is more qualified to complete the questionnaire).

Supervisor Survey Administration

- Build the contact database for supervisors of first year teachers alongside the completer contact database. The name of the supervisor, title, and email address will be needed. The title is needed to personally address the email invitations (Dear Dr. Smith, Ms. Jones, or Mr. Johnson...). State departments may be able to provide names of principals by school with email addresses.

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- Use Excel to build a spreadsheet of completer names, supervisor names and titles, and supervisor email addresses that can be uploaded as a panel in Qualtrics for survey distribution. A panel allows for customized email invitations, accurate tracking of respondents, and targeted reminders.
- Distribute the survey through email, using a personal message from a person completers are likely to recognize and respond to. Use the custom features in Qualtrics to personalize the email messages and identify the specific first year teacher for whom the survey should be completed. (Our records indicate you are the supervisor for Jane Smith, a graduate of American University...)
- Track survey completion, sending reminders through email, text, social media, telephone, etc.
- After survey collection is complete, the data should be exported from Qualtrics, cleaned and transferred to the data entry template for submission to the aggregate. See the appendices for the data cleaning guide.

Data Governance Recommendations

The following document is used by NExT, and while affiliate institutions and groups will have unique context, governance guidelines are recommended to establish expectations and trust for the group.

- The performance of an IHE's teacher preparation program and their graduates should be presented with multiple measures and with responses to multiple questions. IHEs should not choose responses to a particular question to represent their programs to internal and external audiences. IHEs should use common metrics survey data only in context of multiple measures.
- Each IHE manages its own risks when sharing data with internal and external audiences.
- IHEs should practice "responsible transparency" with all audiences to ensure an accurate representation of its program is being portrayed.
- IHEs should understand and acknowledge the limitations of perceptual data and low response rates when sharing common metrics data. When appropriate, IHEs should convey data limitations to internal and external audiences.

Below are specific recommendations based on the intended audience of the data. The data governance working group divided potential audiences into the following categories; teacher education departments and across campus, 14 NExT IHEs, P-12 partner districts and schools, accreditation organizations, prospective candidates, media and other external parties, institution website, and researchers (internal or external).

Teacher Education Departments and Across Campus

- For internal conversations, it is okay to share IHE and aggregate data.
- Files containing aggregate data should be password protected.
- Data policies must reemphasize the critical importance of data confidentiality, even with summary reports.
- Data retreats are suggested practices to involve a larger audience in data conversations; site data staff might create executive summaries of recommendations emerging from data and report on what happens with these recommendations.
- If data reports are distributed at meetings or retreats, paper copies should be distributed at the meeting and collected at the end of the meeting to ensure confidentiality.
- Data conversations should go beyond common metrics surveys and include multiple measures.

14 NExT IHEs

- Because data analysis and reporting was initially completed by external agencies, FHI 360 and Hezel Associates, there was no need for a data sharing agreement across the 14 NExT IHEs; however, with the start of the new common metric grant and the data analysis and reporting roles being conducted by NDSU and USD, the IHEs determined that data use agreements between each institution and both NDSU and USD were needed.
- IHEs and their CMG representatives need to provide accurate cohort sizes when submitting entry survey, exit survey, and graduate and supervisor contact data. These data are essential for determining response rates and will be important as IHEs move forward with multiple measures.
- The CMG will convene an annual data event in which IHEs will have the opportunity to learn from each other and study the obstacles that each IHE faces throughout the year; IHEs will be expected to discuss aggregated data as well as some site specific data.

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- CMG will explore possibility of creating an “honor roll” to highlight promising practices in data collection, data submission, and data usage; emphasis will be placed on what NExT IHEs/consortia can learn from sites with the highest response rates and/or highest ratings.

P-12 Partner Districts and Schools

- NExT IHEs are strongly encouraged to develop data sharing agreements with all of their P-12 partner districts.
- All data sharing agreements with districts should include confidentiality provisions.
- When sharing aggregate data, IHEs should not provide partners with handouts and/or electronic documents that they can reference at a later date. All aggregate data should not leave the room.
- Depending on the nature of its data-sharing agreements, a NExT site could share its own common metrics data and aggregate NExT data.
- Aggregate data could be shared in selected tables from data reports and presentation slides. Data reports should not be distributed since they are for internal purposes.
- Each IHE manages data-sharing “risks” as it sees fit with partners on a case-by-case basis.
- The CMG will develop a standard template for IHE/P-12 data sharing agreements.

Accreditation Organizations

- IHEs are encouraged to share common metrics survey data with an accrediting organization.
- IHEs can share site- and/or consortium-level data during the NCATE/TEAC/CAEP accreditation process. Even though the accreditors sign confidentiality agreements with IHEs, measures should be taken to protect the data (e.g., password-protected documents and supervised review of data).

Prospective Students

- IHEs should make all efforts to not mislead prospective candidates and should represent their programs accurately. When recruiting candidates, IHEs have a moral obligation to represent the profession well, especially with regard to satisfaction and placement data.
- IHEs should be careful when sharing common metrics data with potential candidates. There should never be any comparisons to other NExT IHEs or the aggregate.
- Use of specific common metrics survey items should at least indicate that percentage is drawn from those who responded. For example, if 90% of respondents on the TTS reported having a full-time teaching position, it would be unacceptable to tell prospective candidates that 90% of graduates found full-time teaching positions when your TTS response rate was 20%.
- IHEs should share multiple measures of their programs’ effectiveness when recruiting candidates. Sharing a high program satisfaction percentage while omitting a low placement rate would mislead potential candidates.

Media and Other External Parties

- All requests that only include IHE-level data should be handled at the institution.
- All requests that include NExT and/or consortium aggregate data should be forwarded to the Stacy Duffield and then brought to the common metrics group for approval.

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Institution Website

- There should be no mention of NExT and/or consortium aggregate data on an IHE's website.
- IHEs should present the data required under Title II (e.g., MTLE pass rates and completion rates) and are encouraged to present any additional data that would be helpful for prospective candidates and potential employers of your graduates.

Researchers (Internal or External)

- IHEs and CMG representatives should encourage responsible use of common metrics survey data and other measures of program and candidate effectiveness for program improvement and research reported in national journals.
- All research that includes more than individual IHE data (e.g., comparisons to consortium or aggregate data) should be forwarded to the CMG. The CMG will review research requests on a case-by-case basis.
- Use of instruments in dissertations and other research projects at NExT IHEs should be allowed, with a notation that instruments are owned by Bush and cannot be used without permission
- "For permission to use contact Bush Foundation" will be added to the common metrics instruments.
- CMG will develop standardized application form for access to aggregate and/or site-level common metrics data, with further IRB approval possibly needed.
- IRB approval will most likely be required for internal faculty research.

Tips for Success

Tracking Graduates Effectively

The IHE's ability to track its graduates into their first years of teaching is essential to gauging program effectiveness across the continuum. Without an effective system for tracking graduates, the TTS and Supervisor Survey will have lower return rates, and analyses of survey findings may not be useful for measuring graduates' effectiveness and informing program improvement strategies. Tracking systems must take into account the need to manage multiple email addresses, phone numbers, and mailing addresses as well as allocating time for an individual to do this work.

Improving Response Rates

Administration of the entry and exit instruments takes place on the campus level, and IHEs should strive to reach 100 percent of students graduating from their programs. IHEs should encourage all eligible candidates to complete the surveys and explain why the data are critically important for program improvement. It is important to track the students who are taking the surveys and identify students who still need to complete a particular survey. IHEs have found multiple strategies for doing this effectively, from tracking survey participation within student records to requiring survey completion certificates to be able to enter teacher education programs or to graduate. In addition to accurate and complete contact information, it has been found that establishing relationships and communicating the importance of the TTS and Supervisor Surveys increases responses rates. A tracking system should be established to ensure that 100 percent of eligible students are being offered opportunities to complete the entry and exit surveys.

Using Data Collection Templates

The NExT data entry templates should be used to submit results of the surveys. Staff cleaning and reporting data for analyses and reporting should follow these templates precisely to reduce errors and the likelihood of data being returned for corrections. The templates are labeled to correspond with survey versions and will be provided to affiliate institutions.

Defining Common Metrics Roles within the IHE

A contact person should be designated to oversee survey administration, completion of data templates, and communications related to the four surveys. This person should work closely with the common metrics representative to ensure that all deadlines are met, data are recorded accurately on templates, and information is disseminated to appropriate faculty and staff within the IHE. This individual should serve as the primary liaison with NDSU for the purpose of coordinating data template completion and submission.

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Internal Training and Data Discussions

Holding regular training sessions and data discussions for all faculty, staff, and graduate students working on the survey administration and data submission can help increase understanding of the common metrics instruments and capacity to work with data.

Know Your Key Contacts

When issues arise, the common metrics group representative on your campus should be your initial contact. If questions remain unanswered on campus, Stacy.Duffield@ndsu.edu is available to answer questions and provide assistance.

Use of Common Metrics Data to Inform Program Improvement

A clearly articulated research and development agenda and systematic gathering and use of data can drive continuous improvement in teacher preparation. This section offers tips for using data to inform continuous program improvement.

Using Multiple Measures

Data from the common metrics surveys should be used in conjunction with other data (e.g., observations of clinical experiences, grade point averages, edTPA scores, and content and pedagogical assessments) that are collected by the university and teacher preparation program. Because the Exit, TTS, and Supervisor Surveys are cross-walked with the InTASC Standards, the results can be aligned with program assessments that measure indicators within the InTASC Standards. A copy of the survey-InTASC Standards crosswalk chart can be provided to your institution upon request.

Sharing Report Findings

Survey results should be shared with the larger teacher preparation community. Faculty and staff need to have a strong understanding of the instruments so they can make informed decisions to improve the program.

Presenting Reports Effectively

When survey results are shared, they should be presented and discussed with an emphasis on identifying opportunities to improve programs and increase graduates' teaching effectiveness. For example, TTS and Supervisor Survey data might help identify specific content that needs to be added to teacher education courses.

Appendix A: Quick Reference Guides

Exit Survey – NExT Quick Reference Guide

Version	The most up-to-date version will be provided to the institutions each fall.
Purpose of Survey	Identify learning opportunities and practices that are perceived by candidates as effective teacher preparation strategies. The Exit Survey is designed to gather candidates' perspectives on their teacher preparation programs as they leave IHEs and prepare to enter the teaching profession.
Administration	Exit Survey should be administered during teacher candidates' final semester in the preparation program.
Respondents	All students graduating from teacher preparation programs should complete the survey during their final semester.
Format	Group setting/individual; online
Data Entry	Be sure to follow the template provided, using the data dictionary on the first page and the data entry template on the second tab.
Quality Assurance	Document dates of survey administration along with students who completed the survey during that administration.
	Each IHE should provide a training session for all faculty members, staff, and graduate students involved in the survey administration and data submission.
Strategies	Administer survey as part of a class so students all complete it together or at same time.
	Provide incentives for completing survey.
	Select survey proctors who have positive relationships with the students completing the survey.
	Promote understanding of program assessment and continuous improvement to enhance students' willingness to provide contact information; provide assurances that contact information entered on the Exit Survey will not be used to solicit donations.
	Track the students who have and have not completed the survey to ensure higher participation rates.
	Identify contact person responsible for handling the Exit Survey, including distribution to designated parties as appropriate and general communications related to the instrument.
Contact	Direct inquiries pertaining to survey administration and data submission to Stacy.Duffield@ndsu.edu

**Transition to Teaching Survey – NExT
Quick Reference Guide**

Version	The most up-to-date version will be provided to the institutions each fall.
Purpose of Survey	Identifies graduates' employment status, steps they took to seek teaching positions, and the extent to which they believe they were prepared for teaching responsibilities. If the graduate is a part-time or full-time teacher, the survey assesses what she/he knows and is able to do after a year of employment.
Administration	The TTS is administered in March-April after the year of graduation.
Respondents	All candidates who completed teacher education programs the previous academic year should complete the TTS, regardless of whether they have secured teaching positions. IHEs should report the total number of prior-year graduates, even if they do not have complete contact information for all graduates.
Format	Individual surveys are sent to graduates (via email and/or text message) approximately one year after graduation.
Data Entry	Be sure to follow the data template to submit survey data.
Quality Assurance	Graduate contact information is requested on the Exit Survey to help IHEs track their graduates. Effective Exit Survey administration will lead to more accurate contact information for graduates.
Strategies	Teacher preparation faculty can work with alumni associations and offices of alumni relations, development, and placement to obtain contact information for students who did not complete the exit survey or provide the information requested. IHEs may also want to consult their respective state agencies to locate where their alumni are teaching.
	Identify contact person responsible for handling graduate contact information, completion of the data template, and general communications related to the instrument.
Contact	Direct inquiries to Stacy.Duffield@ndsu.edu

**Supervisor Survey – NExT
Quick Reference Guide**

Version	The most up-to-date version will be provided to the institutions each fall.
Purpose of Survey	Gain supervisors’ perspectives of recent graduates’ performance as novice teachers. The survey measures employers’ perceptions of the quality of NExT graduates. The survey requests supervisors’ opinions on graduates’ instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism.
Administration	The Supervisor Survey is administered late spring of the completers’ first year of teaching.
Respondents	Direct supervisors of all teacher education students who graduated the previous academic year.
Format	Individual surveys are sent to graduates’ supervisors (via email) approximately one year after graduation.
Data Entry	Be sure to follow the data template to submit survey data.
Quality Assurance	Recent graduates completing the TTS submit employer contact directly to the IHEs.
	Employer contact information provided by recent graduates will be merged with the contact information collected prior to TTS administration.
Strategies	IHEs can use an online portal for recent graduates to provide their employer contact information.
	Teacher education faculty can work with alumni relations and placement offices to gather employer contact information. Faculty members can also work with university supervisors to determine the employment status of recent grads. IHEs may also want to consult their respective state agencies to locate where their alumni are teaching.
	IHEs should use state-level databases to help identify employer contact information.
	Identify contact person responsible for handling the employer and supervisor contact information, completion of the data template, and general communications related to the instrument.
Contact	Direct inquiries to Stacy.Duffield@ndsu.edu

Appendix B: Survey Administration and Data Submission Calendar

Instrument	Survey Administration	Data Submission from IHEs	Data Reports to IHEs
Exit Survey	-Administered on academic-year basis near the end of every fall, spring, and summer term to all graduating students. -Administer to <i>all summer graduates</i>	-By end of June -Data corrections are due two weeks from the day the IHE was notified of errors.	By end of October
Transition to Teaching Survey	-Every spring semester to all graduates/program completers from the previous academic year. -Administration window is open from early March to early June	-By end of June	By end of October
Supervisor Survey	Every spring semester to supervisors of graduates from the previous academic year who have entered the teaching profession with full-time or part-time status. -Administration window is open from April to mid-August	-By mid-September	By end of January

Appendix C: Data Cleaning Guide

Basic Steps:

1. Look for general irregularities such as empty columns or rows, highlighting, or other formatting and adjust as necessary.
2. Open the data dictionary. Compare variable names and make sure the names in the data entry file match those in the data dictionary (including spacing, capitalization, order, etc.). Make sure no variable names (columns) are missing.
3. Check all responses for accuracy based on Data Dictionary definitions looking for...
 - Correct coding
 - Contingency responses (i.e. if someone has to mark yes before filling in the next question make sure they have done so correctly)
 - Potential inconsistencies (ID#s aren't the same format, ages or birth dates don't make sense, etc.)
 - Missing data (code a non-response such as a skip as 999, code valid skips as 998)
 - Data is in the wrong column (misalignment occurred somewhere)
4. Ensure there is data for the entire cohort (is a semester missing?)

Tips and Tricks:

1. Always have the data dictionary open at the same time as the raw data worksheet.
2. Data cleaning takes some time, plan on blocking out at least an hour or two.
3. Scroll through the data, column by column, referencing the coding scheme from the data dictionary for each question as you progress to the next column.
4. Your eyes should hit every single cell in the file.
5. Don't look at two columns at the same time even if they have the same coding scheme, your eyes will naturally skip over some cells.
6. Look for inconsistencies even if it matches the coding scheme. (Check the number of digits in the student ID, make sure all abbreviations of states are legitimate (e.g., PS vs. PA), a birthdate that doesn't make sense (11/35/1992, 12/15/2014), etc.)
7. If someone has entered a response that is too far out of the coding scheme to be re-coded, enter 999.
8. If someone provided more than one response when there only should have been one, convert to 999; there is no way to tell what the first or more important answer is.
9. Any added variables need to be moved to the end of the file in the "user" columns.
10. Take a broader look for patterns (e.g., groups of 999 or 998 indicating a group of people who skipped the same questions, 0's entered instead of 998, blank cells vs. 998 or 999). Often times this is how you will see differences between individuals doing the data entry or different data entry sessions (e.g., Spring and Fall data).
11. Even after careful manual data cleaning in Excel, mistakes may still be found once the files have been converted to SPSS. Converting files and running frequencies is a good way to identify responses outside of the correct coding scheme.
12. Check for duplicate student entries by running a frequency count by student ID #.

Appendix D: Data Submission Instructions

Data can be transferred between your institution and NDSU using a secure file transfer process. This process is intended to reduce concerns about the security of electronic movement of data to and from the evaluation team and adheres to the terms of the data use agreements signed by each of the IHEs. There are three potential transfer systems that IHEs can choose from, or they may identify a system of their choosing. The three systems include: Institutional Microsoft OneDrive, Institutional Google Drive, or Box. All have been approved by NDSU's chief information security officer for personally identifiable human subjects' data transfer.

Once an IHE has identified their preferred means of secure data transfer, Stacy Duffield will set up the needed folders or system and notify the IHE common metrics representative. Only Stacy Duffield and approved representatives will have access to this secure system. IHEs will not be able to access each other's identifiable data.