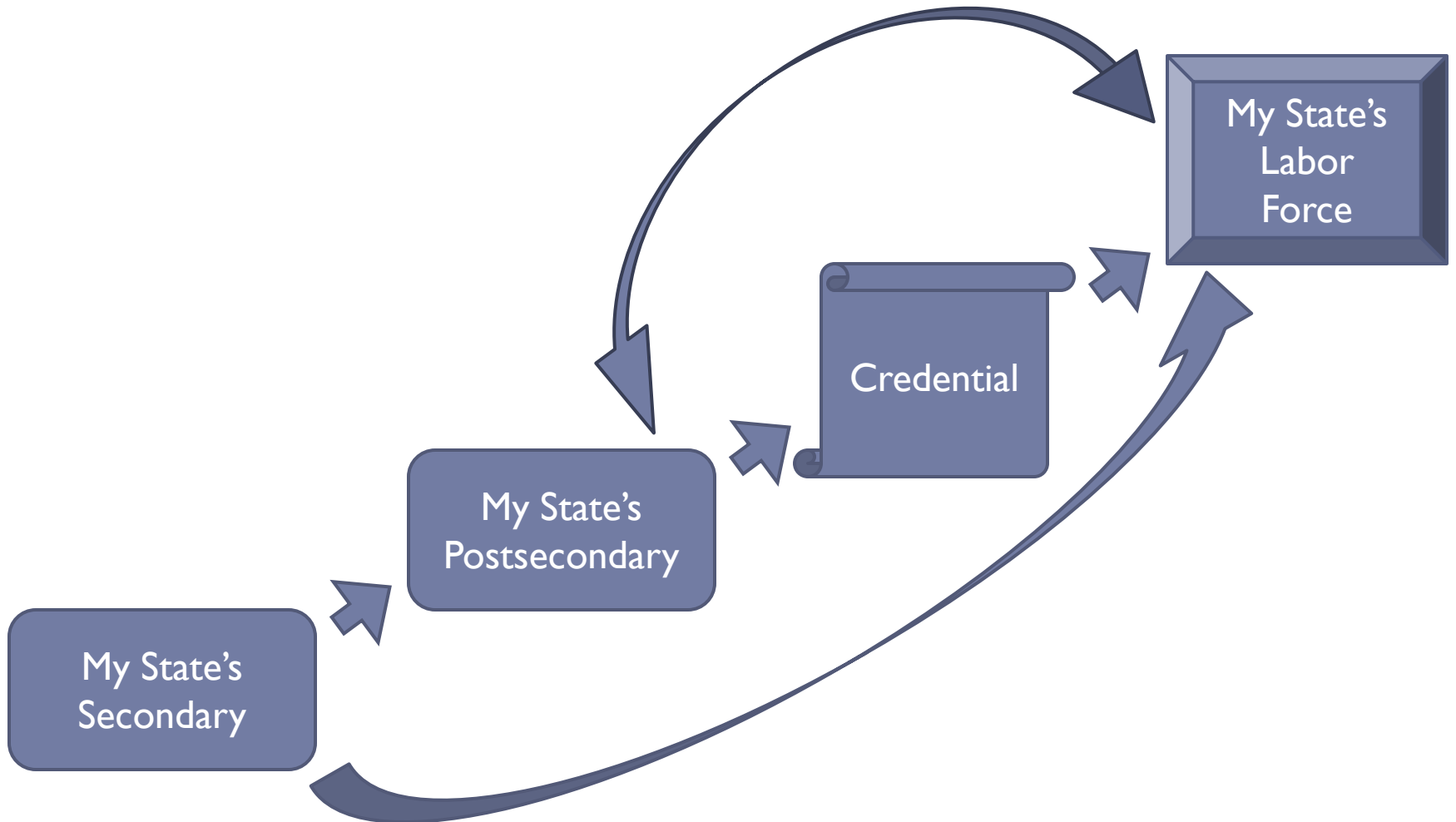


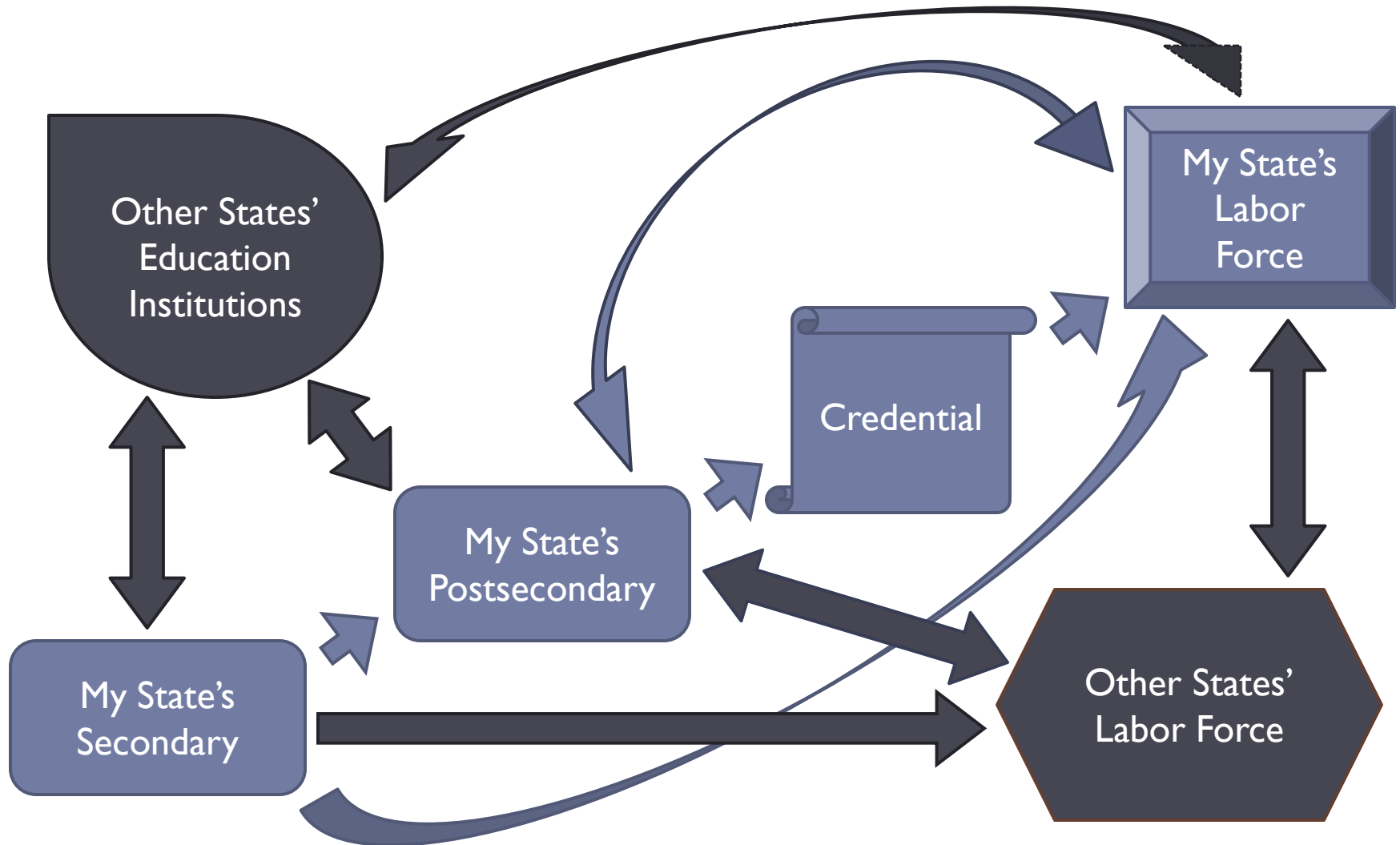
What's Up at WICHE?

WICHE Commission Meeting
November 1, 2011 ~ Laie, Hawai'i

More Comprehensive Information Through Longitudinal Data (Part I)



More Comprehensive Information Through Longitudinal Data (Part II)



Four “Big Picture” Questions

1. How are former high school students performing in postsecondary education?
2. How are former high school students performing in the workforce?
3. How are former postsecondary students performing in the workforce?
4. How are current and former workforce participants accessing formal education systems?

Disaggregations

- Within a certain time period?
- By school/institution attended?
- By key demographics (race/ethnicity, gender)?
- By type of curriculum?
- By level of readiness?
- By departure condition (e.g., diploma, certificate, degree, not graduated, etc.)
- By characteristics of school/institution attended?
- By type of high school curriculum?
- By field of postsecondary study (CIP code)?
- By industry of employment?
- By region within state?
- By receipt of financial aid?

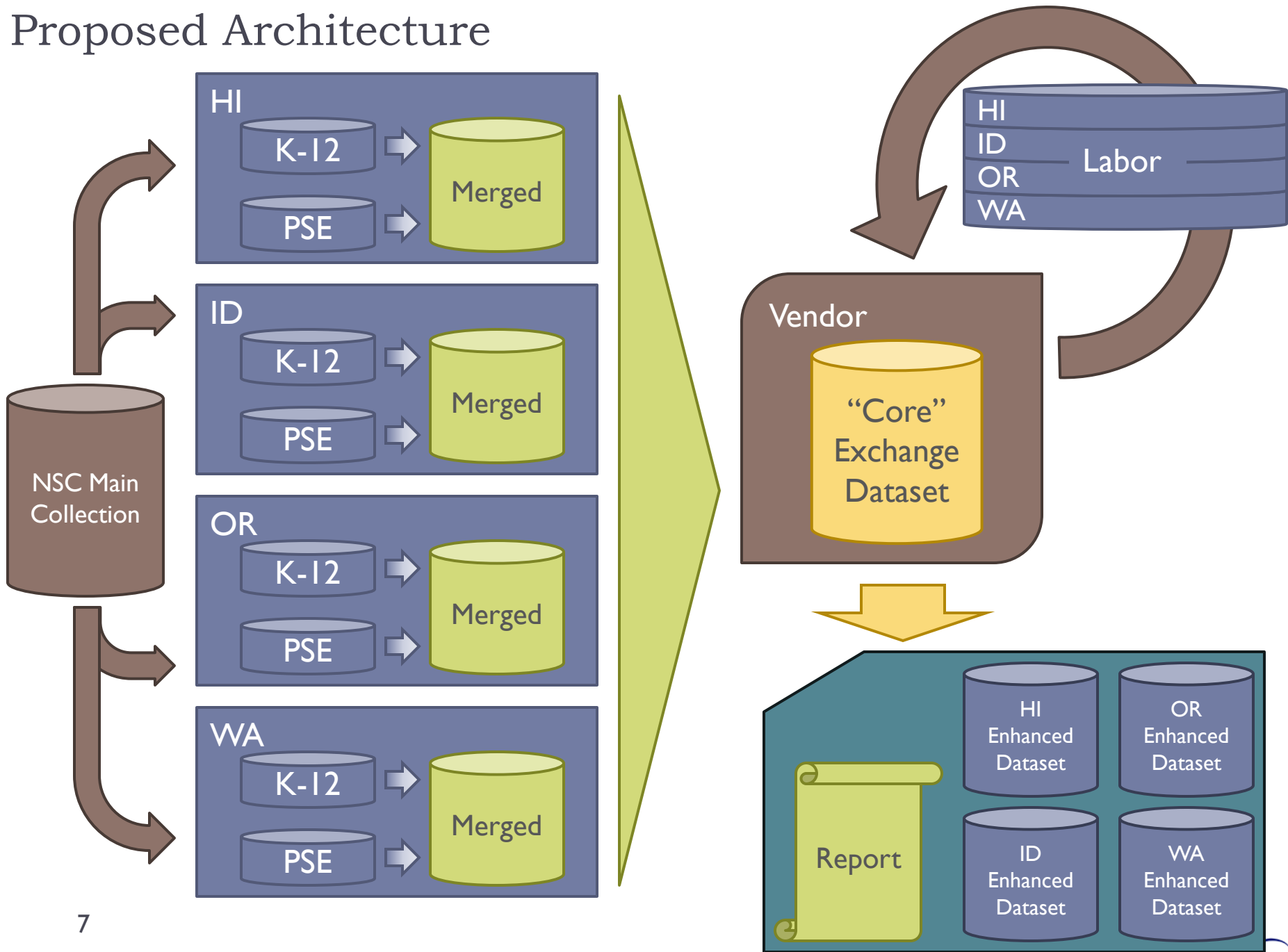
The Research Questions for the Initial Proof of Concept Exchange

- ▶ What are the patterns of postsecondary enrollment and employment of high school graduates from each participating state?
- ▶ What are the patterns of postsecondary enrollment and employment of students in public postsecondary institutions in participating states?
- ▶ By more fully accounting for individual mobility across state lines, to what extent does sharing data among states supplement existing state data resources available for conducting evaluations leading to policy and program improvements?

Pivot Tabling Our Way to a Fuller Understanding

Cohort	Initial College Entry	College Completion by 2010	Workforce Participation
Oregon High School Graduates, 2004-05	Oregon	Oregon	Oregon
		Other States	Other States
		Not completed	Oregon
	Washington	Oregon	Oregon
		Other States	Other States
		Not completed	Oregon
	Idaho	Oregon	Oregon
		Other States	Other States
		Not completed	Oregon
	Hawaii	Oregon	Oregon
		Other States	Other States
		Not completed	Oregon
	Other States	Oregon	Oregon
		Other States	Other States
		Not completed	Oregon
	Leakage/Not found	Leakage/Not found	Other States

Proposed Architecture



Lessons So Far

- ▶ The real value of the exchange is in incorporating workforce data.
- ▶ Lots of uncertainty around what the data might show.
- ▶ Multi-state-ness presents not insignificant complications.
 - ▶ Research resource or true exchange?
 - ▶ FERPA and relevant workforce information statutes are mostly silent on multi-state approaches
 - ▶ Governance, willingness to collaborate, extent to which perceived benefits are aligned
- ▶ Policy interventions will need to be aimed at transition points – need to respect the mission of individual state agencies.

Comparing and Contrasting the PAR Framework and Multistate Data Exchange Projects

Characteristic	Predictive Analytics Reporting Framework	Multistate Data Exchange
Principal partners/ sources of data	Institutions	State education and employment security agencies
Data ownership	Straightforward – institutions own the data and have authority to redisclose.	Complicated – state education agencies do not own the data; redisclosure depends on a network of agreements
Type of data	34 common variables from student records normalized across all 6 participating institutions	Frozen research extracts
Data history	1 year	Minimally 7 years to engage all three sectors in each state
Primary targets for intervention	Project goal was to create a multi-institutional federated data resource to look for patterns identifying points of student loss and momentum	State education and workforce development policies at the intersection of institutions/sectors

Comparing and Contrasting the PAR Framework and Multistate Data Exchange Projects

Characteristic	Predictive Analytics Reporting Framework	Multistate Data Exchange
Governance	Voluntary association. Backed by institutional IRB review and a common MOU with WICHE and each partner	Voluntary agreements backed by a duly empanelled governance structure under development
Value proposition is clear and consistent among partners	Maybe. The ability to forecast points of student loss and momentum and to identify interactions demographic variables is compelling. The potential exposure was significant.	No, agencies differ as to what they hope the exchange will do and even how high a priority the exchange is; accountability concerns a potential dealbreaker