Using Data to Shape Policy: Now and in the Future

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Western Interstate Commission for Higher Education
Legislative Advisory Committee

September 12, 2019
About SHEEO

National association serving chief executives of statewide governing, policy, and coordinating boards of postsecondary education and their staffs.
About SHEEO

- Advocate for state policy leadership
- Act as a liaison between states and the federal government
- Provide information and analysis on educational and public policy issues
- Recognize that state context matters

1954
61 MEMBERS
50 STATES
2 TERRITORIES + D.C.
SHEEO, together with its members, works to promote an environment that values higher education and its role in ensuring the equitable education of all Americans, regardless of race/ethnicity, gender or socioeconomic factors.
Overview

• Using data throughout the policymaking and implementation process
  – Defining the problem
  – Implementation
  – Evaluation
• Challenges and opportunities
• Resources
Define the Problem
The Education Pathway

Where students in the public high school class of 2006* went by age 25

*Sophomores in 2003-04

- 13,104 sophomores
- 63% graduated from high-school in Oregon
- 54% started post-secondary education
- 14% enrolled in 4-year institution
- 40% enrolled in 2-year institution
- 21% graduated high school but went no further
- 36% no known credential
- 12% received postsecondary credential by age 25
  - 8% 4-year degree
  - 4% 2-year degree
  - 1% certificate
  - 52% high school diploma

Source: ECONorthwest
Remedial Education

- States analyzed data on students moving through remedial education courses
- Found traditional remedial courses were not serving many students well
- Many states have redesigned remedial education and implemented new models such as corequisite remediation
  - Some states are now evaluating these new models
Unique State Context

• National data and benchmarks do not always indicate a problem within a state

• State-level data can more accurately reflect the quality of a state’s higher education experience and identify problems
Implementation
Implementation

• Transfer
  – More than a dozen states have relied on state data systems to design and improve transfer systems

• Performance-based funding
  – Several states indicated they would not be able to implement a performance-based funding system without high-quality data
Evaluation
Dual Enrollment

- State evaluation found entire course catalog available for dual enrollment students
- Students were enrolling in walking and Zumba classes
- Implemented new rules requiring courses be taken in a core content area
Financial Aid: Building Regular Evaluations into Programs

- Promise Program Evaluations
  - Enrollment increases at community colleges
  - Effect on enrollment at 4-year institutions
- Financial Aid Program Evaluations
  - Are the target students receiving aid?
  - What are the outcomes of students receiving aid?
Ohio Transfer-facilitated Tuition Savings, in Millions of Dollars
Challenges and Opportunities
Challenges

- **Capacity**
  - Staff time
  - Staff expertise

- **Resource Limitations**
  - Aging data systems
  - Increased demands placed on these systems

- **Gaps in data elements collected**
  - Student debt
  - Financial aid
## Metrics Capacity of State Data Systems

### TABLE 6: METRICS CAPACITY

<table>
<thead>
<tr>
<th>Metric</th>
<th>Type of Metric</th>
<th>Number of Respondents</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>Completion</td>
<td>50</td>
<td>91%</td>
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<tr>
<td>Retention / persistence rate</td>
<td>Progression</td>
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<td>91%</td>
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<tr>
<td>Time to credential</td>
<td>Completion</td>
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<td>85%</td>
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<tr>
<td>Credit accumulation</td>
<td>Progression</td>
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<tr>
<td>Remedial course completion</td>
<td>Progression</td>
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<tr>
<td>Transfer rate</td>
<td>Completion</td>
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<tr>
<td>Credits to credential</td>
<td>Completion</td>
<td>44</td>
<td>80%</td>
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<td>Credit completion ratio (credits completed vs. attempted)</td>
<td>Progression</td>
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<td>Completion ratio (completions per FTE)</td>
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<td>Gateway course completion</td>
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<td>Median wage of completers</td>
<td>Post-college Outcomes</td>
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<td>55%</td>
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<td>Employment status</td>
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<td>Median wage of non-completers</td>
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<td>Net price</td>
<td>Cost</td>
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<td>Cumulative debt</td>
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<td>Loan repayment status</td>
<td>Post-college Outcomes</td>
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Opportunities

• Capacity
  – Expand staff capacity and expertise
  – Outsource evaluation to academic researchers

• Resource limitations
  – Consider increasing or prioritizing funding for state data systems

• Gaps in data elements collected
  – Update laws and rules to collect important data elements and metrics
Resources
State Postsecondary Data Resources

https://postsecondarydata.sheeo.org/
51 Agencies in 46 States currently link or plan to link Postsecondary data to Workforce data
<table>
<thead>
<tr>
<th>Agency</th>
<th>2010</th>
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<tr>
<td>CA - CSU</td>
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Communities of Practice Project Overview

• Help states address common challenges regarding state postsecondary data systems
• Provide technical assistance and professional development for data and policy analysts, institutional researchers, and communications professionals
• Two-day convenings of teams from multiple states
• White papers highlighting key issues or findings
  – Regional meetings in 2020 and 2021
• Ongoing networks for members to share information and workshop solutions
States Participating in SHEEO’s Community of Practice Project
Questions?

Dustin Weeden
dweeden@sheeo.org
# Data Element Tables

**LIST OF DATA ELEMENTS COLLECTED, BY AGENCY: 4-YEAR PUBLIC**

<table>
<thead>
<tr>
<th>State</th>
<th>Demographic</th>
<th>Identifiers</th>
<th>Course information</th>
<th>Degree information</th>
<th>Financial aid</th>
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**LIST OF DATA ELEMENTS COLLECTED, BY AGENCY: 4-YEAR PUBLIC CONTINUED**

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<th>State</th>
<th>Admissions scores</th>
<th>Student metrics</th>
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[Image of the table]
Linkages with Other Data Systems – K-12

47 Agencies in 44 States Currently Link or Plan to Link Postsecondary Data to K-12 Data
Linkages with other Data Systems - Workforce

51 AGENCIES IN 46 STATES CURRENTLY LINK OR PLAN TO LINK POSTSECONDARY TO WORKFORCE DATA

WA DETAIL:
- OFM - Currently links
- SBCTC - Currently links

MN DETAIL:
- MOHE - Currently links
- MNST - Currently links

IA DETAIL:
- BOR - Currently links
- DOE - Currently links

CA DETAIL:
- CCC - Currently links
- CSU - Currently links
- UCOP - Currently links

NY DETAIL:
- CUNY - Currently links
- SUNY - Currently links

VA DETAIL:
- SCHEV - Currently links
- VCCS - Currently Links

NC DETAIL:
- NCCCS - Currently links
- UNC - Currently links

PLANS TO LINK POSTSECONDARY TO WORKFORCE

CURRENTLY LINKS POSTSECONDARY TO WORKFORCE
36 AGENCIES IN 32 STATES CURRENTLY HAVE ACCESS TO K-12 AND WORKFORCE DATA

WA DETAIL:
- OFM - Has access
- SBCTC - Has access

CA DETAIL:
- CCC - Workforce only
- CSU - Workforce only
- UCOP - Has access

MN DETAIL:
- MNST - Has access
- MOHE - Has access

IA DETAIL:
- BOR - Has access
- DOE - Has access

NY DETAIL:
- CUNY - Has access
- SUNY - K-12 only

NC DETAIL:
- NCCCS - Has access
- SCHEV - Has access