2020 Data Advisory Committee
Meeting 1: June 17th 2020

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OFFICE OF HIGHER EDUCATION

Agenda:

1. Purpose, Process and Personnel
2. Background on current data collection
3. List of Proposed Enrollment and Awards Conferred Changes
4. Feedback: other changes to propose? Additional questions?
5. Next Steps

Logistics:
- Please mute yourself when you are not talking
- Put comments and questions into the chat box - Jia Mikuls is monitoring the chat box
- You can send chats to everyone if you want us to bring them into this meeting, or you can send Jia a private chat message to log comments privately

M.S. 136A.05 Subd. 1. Cooperation

> All public institutions of higher education and all state departments and agencies shall cooperate with and supply information requested by the office in order to enable it to carry out and perform its duties. Private postsecondary institutions are requested to cooperate and provide information.

M.S. 136A.121, Subd. 18 requires institutions participating in state financial aid to supply enrollment, awards conferred and financial aid data. Requires OHE to consult with a data advisory committee prior to proposing changes.

M.S. 136A.121, Subd. 20 requires OHE to report enrollment, persistence, completion, debt of graduates, and employment and wage outcomes by student subgroups and institution.

M.S. 116J.4011 requires OHE and DEED to report on enrollees and graduates by major and institution and employment outcomes.

Purpose of Changes

- 5-year review of data collection

- Consider how OHE's data collection can align with important policy and research questions, and with changes in institutional data collection

- Last changes made in 2015-2016. Changes included moving from fall to year-round collection, adding veteran and first generation status, and others

Purpose of These Meetings

- We don't know the data, you do

- We need your feedback:
    - to ensure we understand the data we need, and
    - to understand what is feasible and reasonable for you to report

Process for Decisions

1. Start with OHE's proposed changes – we compiled these in recent years based on conversations with institutions and other stakeholders

2. Incorporate feedback from institutions, including any additional proposals

3. Develop general consensus about recommended data changes

Process – Meeting Schedule (all 1pm-2:30pm)

- **Wednesday June 17th:** Background, review of current data collection and overview of OHE proposal
- **Wednesday July 15th:** Discussion of changes
- **Wednesday August 19th:** Discussion of changes
- **Wednesday September 16th:** Discussion of changes
- **Wednesday October 21st:** finalize recommendations

Feedback may also be submitted in writing/email/phone

Process – Overall Timeline

- June-October 2020: Data Advisory Committee Meetings

- November 2020 : final recommendations to Commissioner Olson for approval

- January 2021: draft new institutional Data Sharing Agreements

- July 1st 2021: current agreements expire, new agreements must be signed

- March 2022: first data submission with new changes (for fall 2021 enrollment data)

Personnel

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Two collection periods:

- March 30th
  - Enrollment data for the first half of the academic year
  - Awards Conferred data for the prior academic year

- November 15th
  - Enrollment data for the second half of the academic year

Reporting caveats:

- If you do not collect something, we do not require you to report it
- If you collect something we ask for, but have a policy of <u>not reporting it to anyone</u>, we do not require you to report it

Current Data Collection – Enrollment Elements

Field	Title	Field	Title	Field	Title
1	FISCAL YEAR	18	CITIZENSHIP STATUS	35	UNIT OF INSTRUCTIONAL MEASURE
2	INSTITUTION CODE	19	STATE, PROVINCE OF RESIDENCE	36	QUARTER HOUR EQUIVALENCE
3	TERM SEASON	20	MINNESOTA COUNTY OF RESIDENCE	37	REGULAR INSTRUCTIONAL UNITS ATTEMPTED
4	TERM START DATE	21	ZIP CODE	38	REGULAR INSTRUCTIONAL UNITS COMPLETED
5	TERM END DATE	22	SECONDARY SCHOOL EXPERIENCE	39	REMEDIAL UNITS ATTEMPTED-TOTAL
6	TERM TYPE	23	YEAR OF HIGH SCHOOL GRADUATION	40	REMEDIAL UNITS COMPLETED-TOTAL
7	STUDENT LAST NAME	24	ACT COMPOSITE SCORE	41	REMEDIAL UNITS ATTEMPTED-MATH
8	STUDENT FIRST NAME	25	REGISTRATION TYPE	42	REMEDIAL UNITS COMPLETED-MATH
9	STUDENT MIDDLE NAME	26	STUDENT LEVEL	43	REMEDIAL UNITS ATTEMPTED-READING
10	SOCIAL SECURITY NUMBER	27	ENROLLMENT STATUS	44	REMEDIAL UNITS COMPLETED-READING
11	INSTITUTION STUDENT NUMBER	28	TUITION TYPE	45	REMEDIAL UNITS ATTEMPTED-WRITING
12	GENDER	29	AWARD SEEKING	46	REMEDIAL UNITS COMPLETED-WRITING
13	BIRTHDATE	30	MAJOR 1	47	REMEDIAL UNITS ATTEMPTED-OTHER
14	RACIAL/ETHNIC ORIGIN	31	MAJOR CIP CODE YEAR	48	REMEDIAL UNITS COMPLETED-OTHER
15	DISABLING CONDITION	32	AWARD LEVEL 1	49	ACCUMULATED UNITS
16	FIRST GENERATION	33	MAJOR 2	50	TRANSFER INSTRUCTIONAL UNITS
17	VETERAN/MILITARY STATUS	34	AWARD LEVEL 2	51	MARSS NUMBER

Current Data Collection – Awards-Conferred Elements

Field	Title
1	FISCAL YEAR
2	INSTITUTION CODE
3	STUDENT LAST NAME
4	STUDENT FIRST NAME
5	STUDENT MIDDLE NAME
6	SOCIAL SECURITY NUMBER
7	INSTITUTION STUDENT NUMBER
8	GENDER
9	BIRTHDATE
10	RACIAL/ETHNIC ORIGIN
11	STATE, PROVINCE OF RESIDENCE
12	AWARD LEVEL
13	DATE AWARD CONFERRED
14	JOINT AWARD
15	FIRST MAJOR
16	SECOND MAJOR
17	MAJOR CIP CODE YEAR

Changes Grouped As Follows:

1. Process changes

2. Deletions: elements currently collected that will no longer be collected

3. Modifications: elements currently collected for which we propose changing option sets and/or definitions

4. Additions: new data elements we propose collecting

Process Changes:

1. **Simplified reporting for institutions offering exclusively short-term programs:** reports would involve a shortened list of fields, some with adapted definitions and/or option sets

2. **Voluntary data collection for teacher preparation programs:** We have been asked if we could gather additional data elements for institutions to allow for linking to teacher outcomes such as employment and licensure and subsequent student learning impact using SLEDS for the purposes of accreditation.

    - CAEP website: http://www.ncate.org/

    - Colorado process details: https://highered.colorado.gov/data-research/data/documentation

Enrollment – Deletions:

1. Enrollment Status (full time/part time)

   • Rationale: Too much complexity/confusion. We can calculate full- and part-time from credits attempted.

Enrollment – Modifications:

1. Implement 2020 CIP codes for data beginning with Fall 2020
   - Elements: Major 1, Major 2 and Major CIP Code Year

2. Eliminate "8888" unavailable codes
   - Elements: Secondary School Experience, High School Graduation Year, First Generation
   - Rationale: No use case for two different types of unavailable codes, going forward only use 9999

3. Change Race/Ethnicity labels: "Hispanic" to "Hispanic or Latinx", "Black" to "Black or African American", and "Non-Resident Alien" to "International Student"
   - Element: Race/Ethnicity
   - Rationale: clearer and more inclusive labeling

Enrollment – Modifications (continued):

4. MARSS: collection no longer mandated
   - Rationale: we have made little progress in getting high schools to make changes in reporting

5. Clean up first generation definition and option sets
   - Element: First Generation
   - Current definition and option sets do not align. Options: 1) split into two elements, one that asks "how does your institution define first generation" and another with a binary flag for "does this student meet your definition", 2) change existing option set to correspond to the current definition, "neither parent attended postsecondary"

Enrollment – Modifications (continued):

6. Gather names in a more culturally-competent manner
   - Elements: First Name, Middle Name, Last Name
   - Rationale: Current western European framework creates challenges for matching students from cultures with different naming conventions
   - Details: OHE is asking for feedback from institutions as well as proposals for doing this

Enrollment – New Elements:

1. **FERPA Block (student has opted out of data sharing)**
   - Rationale: FERPA compliance
   - Details: options could include categories for the level of suppression

2. **High School Grade Point Average (GPA)**
   - Rationale: gap in state research
   - Details: GPA as appears on high school transcript, could resolve differences in high school tracking of GPA after receiving data

3. **Term Grade Point Average (GPA)**
   - Rationale: gap in state research
   - Details: GPA for the term, determined at the end of the reporting period

4. **Cumulative Grade Point Average (GPA)**
   - Rationale: gap in state research
   - Details: cumulative GPA for the student as of the end of the reporting period

Enrollment – New Elements (continued):

4. Detailed race/ethnicity subgroup
   - Rationale: understand important differences in outcomes between racial subgroups
   - Details: keep existing IPEDS categories but add subgroups, either by expanding existing option set or by splitting each IPEDS category into distinct elements with expanded option sets

5. Detailed gender identity
   - Rationale: understand important differences in outcomes between students of different gender identities
   - Details: this could be accomplished either by expanding the existing Gender option set (which currently includes Male, Female, and Unavailable), or by splitting into two elements, one for Sex (Male/Female/Unavailable) and another for Gender Identity

Enrollment – New Elements (continued):

6. Transfer Credits Accepted by Source

- Rationale: understand what types of transfer credits are being accepted
- Details: example elements:
    1. Transfer Credits Accepted – Another College
    2. Transfer Credits Accepted – Advanced Placement (AP)
    3. Transfer Credits Accepted – International Baccalaureate (IB)
    4. Transfer Credits Accepted – College-Level Examination Program (CLEP)
    5. Transfer Credits Accepted – Military
    6. Transfer Credits Accepted – Prior Learning
    7. Transfer Credits Accepted – Other

Enrollment – New Elements (continued):

7. Credits Attempted and Completed in Year 1 College-Level Math
    - Rationale: understand relationship to persistence and completion patterns
    - Details: would need to determine what courses are included; possibly do this using CIP codes

8. Credits Attempted and Completed in Year 1 College-Level Reading
    - Rationale: understand relationship to persistence and completion patterns
    - Details: would need to determine what courses are included; possibly do this using CIP codes

9. Data on changes to developmental education
    - Rationale: improve our understanding of the implementation of changes to developmental education delivery

Enrollment – New Elements (continued):

Basic Needs Insecurity: Homelessness, Housing Insecurity, and Food Insecurity
- Rationale: Basic needs insecurity is a growing topic in Higher Education policy, and state responses are in early stages. More data can inform better policy responses

Five Foundational Service Practices from the Interagency Council on Homelessness:
1. Know the housing status of the people you are serving
2. Actively reach out to people experiencing homelessness
3. Limit requirements for in-person appointments at a particular location or office
4. Assist with the process of gathering required verifications or documentation
5. Allow for multiple methods to communicate about benefits and services

Enrollment – New Elements – Basic Needs Insecurity (continued):

10. Homelessness: At the time of enrollment, did the student report experiencing homelessness in the prior 6 months?

- Minnesota Housing defines homelessness as lacking a "fixed, regular, and adequate nighttime residence."

- The Hope Lab measures homelessness through a series of questions that include:
    - Being thrown out of a home
    - Evicted from a home
    - Staying at a shelter
    - Staying in places not meant for regular housing
    - Not knowing where to sleep at night

Enrollment – New Elements – Basic Needs Insecurity (continued):

11. Housing Insecurity: At the time of enrollment, did the student report experiencing housing insecurity in the prior six months?

- The Hope Lab measures housing insecurity using a series of questions that ask about the student's ability to pay for housing, including:
  - Rent and mortgage increases that caused difficulties making payments
  - Skipping or underpaying rent or mortgage
  - Skipping or underpaying utility payments
  - Moving two or more times
  - Moving in with others due to financial difficulties
  - Living with others beyond the capacity of the house or apartment

Enrollment – New Elements – Basic Needs Insecurity (continued):

12. Food Insecurity: At the time of enrollment, did the student report experiencing food insecurity in the prior six months?

- The Hope Lab measures food insecurity using the US Department of Agriculture's Adult Food Security Survey Module, which asks about items including:
    - Not having enough money for food
    - Inability to afford balanced meals
    - Cutting the size of meals or skipping meals due to lack of money for food
    - Eating less than one should because there wasn't enough money for food
    - Experiencing hunger because there wasn't enough money for food

Awards Conferred – Modifications:

Three of the proposed Enrollment modifications also affect elements in Awards Conferred (see enrollment section for details):

1. Implement 2020 CIP codes for data beginning with Fall 2020
   - Elements: Major 1, Major 2 and Major CIP Code Year

2. Change Race/Ethnicity labels: "Hispanic" to "Hispanic or Latinx", "Black" to "Black or African American", and "Non-Resident Alien" to "International Student"
   - Element: Race/Ethnicity

3. Gather names in a more culturally-competent manner
   - Elements: First Name, Middle Name, Last Name

Proposed Changes – Awards Conferred

Awards Conferred – New Elements:

1. FERPA Block (already covered in Enrollment additions)

2. Cumulative debt at graduation
   - Rationale: eliminate the need for a separate survey; calculate more accurate median debt statistics across programs and institutions
   - Details: report the total dollar amount of cumulative debt incurred by the student for that degree program at that institution. When multiple awards are being conferred, report this amount for the higher award

What items would you add to the list?

What feedback or questions do you have?

- Next meeting: Wednesday, July 15th, 1pm-2:30pm

- Does your institution collect the following items?

  - Detailed race/ethnicity subgroups

  - Detailed gender identity

  - Naming conventions other than first/middle/last

  - Basic needs insecurity

  - If yes, please email details to Steve.Rogness@state.mn.us

- Please come prepared with feedback:

  - Would any of these requirements cause a significant burden?

  - What options do you prefer, or advice do you have, for how these changes should be structured?

Adjourn

Thank You