Strong Foundations: Evolving Systems & Enduring Value

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SHEEO
STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION
• SHEEO serves the chief executives of statewide governing, policy, and coordinating boards of postsecondary education and their staffs.

• Founded in 1954, SHEEO promotes 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.
Since 2010, SHEEO has conducted the Strong Foundations survey to document the content, capacity, and effective use of state postsecondary data systems (PSURSs).

Postsecondary student unit record systems (PSURSs): the primary means for states to collect data and analyze student progress, completions, and outcomes.

More information: https://postsecondarydata.sheeo.org/
Administration: February – March 2023

Respondents: 70 SHEEO and non-SHEEO agencies

Initial Results:

- Evolving nature of data systems
- Improving insights via equity and opportunity associated metrics and disaggregation
- Securing data privacy via policies and practice
- Providing value to states, institutions, and stakeholders
Evolving Data Systems

How many PSURSs exist in your state?

Note: Northern Mariana Islands & Puerto Rico not displayed on this map
Evolving Data Systems

If your agency contributes to, participates in, or uses a P20W data system, where is it housed?

- Freestanding/independent state agency or office: 17% (12)
- State higher education agency: 15% (11)
- State K-12 agency: 14% (7)
- Federated/linkages as needed: 10% (7)
- Postsecondary institution or system: 10% (5)
- State information technology agency: 7% (3)
- State workforce or economic development agency: 4% (1)
Evolving Data Systems

Which state agency unit record systems does your PSURS link to?

- Labor/workforce: 68% (47)
- K-12 education (K-12): 64% (44)
- Career and technical education: 42% (29)
- Financial aid: 38% (26)
- Pre-K/early childhood: 29% (20)
- Human services: 19% (13)
- Foster care: 17% (12)
- Correctional system: 14% (10)
- Health services: 13% (9)
- Motor vehicle division/dept: 9% (6)
- Juvenile detention: 7% (5)
- Child protective services: 4% (3)
- Court system: 1% (1)
Evolving Data Systems

Which K-12 data elements does your agency have access to?

- District/school code: 91% (39)
- Student race/ethnicity: 81% (35)
- Graduation date (K-12): 81% (35)
- Student gender: 79% (34)
- Student name: 72% (31)
- Dates of K-12 enrollment: 72% (31)
- Student birthdate: 67% (29)
- High school grade point average: 67% (29)
- Assessment score: 63% (27)
- Student free and reduced lunch eligibility: 63% (27)
- Course type: 58% (25)
- Career and technical education: 56% (24)
- Course title: 53% (23)
- Disability status: 49% (21)
- Course grade: 44% (19)
- Economically disadvantaged status: 44% (19)
- Foster youth status: 40% (11)
- Housing status: 26% (10)
- Language spoken at home: 23% (8)
- Military status (dependent): 19% (7)
- Family income: 16% (3)
Evolving Data Systems

Which labor/workforce data elements does your agency have access to?

<table>
<thead>
<tr>
<th>Data Element</th>
<th>Access Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages earned</td>
<td>96% (45)</td>
</tr>
<tr>
<td>Employment year</td>
<td>83% (39)</td>
</tr>
<tr>
<td>North American Industry Classification System (NAICS) code</td>
<td>77% (36)</td>
</tr>
<tr>
<td>Employment quarter code</td>
<td>77% (36)</td>
</tr>
<tr>
<td>Employer county</td>
<td>40% (19)</td>
</tr>
<tr>
<td>Employer ID number</td>
<td>32% (15)</td>
</tr>
<tr>
<td>Employer name</td>
<td>30% (14)</td>
</tr>
<tr>
<td>Employer address</td>
<td>23% (11)</td>
</tr>
<tr>
<td>Hours worked</td>
<td>26% (10)</td>
</tr>
<tr>
<td>Employer size</td>
<td>21% (9)</td>
</tr>
<tr>
<td>Location of individual's employment</td>
<td>19% (9)</td>
</tr>
<tr>
<td>Date student/employee applied for unemployment insurance benefits</td>
<td>19% (6)</td>
</tr>
<tr>
<td>Standard Occupational Classification (SOC) code</td>
<td>13% (5)</td>
</tr>
<tr>
<td>Total weeks of unemployment insurance claims</td>
<td>11% (4)</td>
</tr>
<tr>
<td>Date student/employee received first unemployment insurance check</td>
<td>9% (4)</td>
</tr>
</tbody>
</table>
Evolving Data Systems

Which of the following prevents or inhibits your agency from linking to unit record systems?

- Data privacy concerns: 60% (43)
- Coordination with other state authorities/administrators: 54% (39)
- Lack of time for agency staff to link/analyze data: 49% (35)
- Lack of common identifiers/crosswalks: 46% (33)
- Lack of fiscal resources: 40% (29)
- Data match concerns: 36% (26)
- Information technology infrastructure: 32% (23)
- Data quality concerns: 32% (23)
- State laws or regulations: 31% (22)
- Federal laws or regulations: 28% (20)
- Incompatible systems: 24% (17)
- Lack of interest from other agencies: 21% (15)
Example of Connected Data Informing Success & Workforce Outcomes

- Kentucky: KY Stats Career Explorer
Improving Insights Via Equity & Opportunity Metrics

- Disaggregating data beyond IPEDS
- Collecting and employing equity-associated metrics
Disaggregating Data to Improve Insights

Do you disaggregate beyond IPEDS?

- Do not disaggregate beyond IPEDS requirements: 46% (32)
- Race/ethnicity disaggregated beyond IPEDS requirements: 42% (29)
- Gender disaggregated beyond IPEDS requirements: 38% (26)
Minnesota Office of Higher Education: Gender Disaggregation Categories

- Agender
- Androgyne
- Androgynous
- Bigender
- Cis / cisgender
- Demigender
- Genderqueer or gender fluid
  - Genderqueer
  - Gender fluid
- Man
- Multigender

- Non-binary or gender non-conforming
  - Non-binary
  - Gender non-conforming
- Questioning or Unsure
- Trans / transgender
- Two Spirit
- Woman
- Another gender identity not listed
- More than four
- Prefer not to disclose
- Not reported by student
- Not reported by institution
University of Hawai‘i System: Race/Ethnicity Disaggregation

**IPEDS Asian**
- Japanese
- Chinese
- Filipino
- Korean
- Thai
- Vietnamese
- Laotian
- Asian Indian
- Other Asian
- Mixed

**IPEDS Native Hawaiian or Pacific Islander**

**UHS**
- Native or Part Hawaiian
- Guamanian
- Chamorro
- Marshallese
- Micronesian
- Samoan
- Tongan
- Other Pacific Islander
- Mixed Pacific Islander
## Improving Insights Via Equity-Associated Metrics

<table>
<thead>
<tr>
<th></th>
<th>Public Institutions</th>
<th>Independent Institutions</th>
<th>No Access to Element</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer student</strong></td>
<td>79</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td><strong>First-generation student</strong></td>
<td>46</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td><strong>Student disability</strong></td>
<td>29</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td><strong>ESL status</strong></td>
<td>27</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td><strong>Tribal affiliation</strong></td>
<td>16</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td><strong>Parent/caregiver student</strong></td>
<td>12</td>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td><strong>DACA status</strong></td>
<td>51</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td><strong>Mental health information</strong></td>
<td>1</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td><strong>International student</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Military status: veteran</strong></td>
<td>67</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td><strong>Military status: active</strong></td>
<td>59</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td><strong>Military status: dependent</strong></td>
<td>41</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td><strong>Foster student</strong></td>
<td>28</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td><strong>Undocumented student</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Refugee status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Justice-involved: currently incarcerated</strong></td>
<td>11</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td><strong>Justice-involved: formerly incarcerated</strong></td>
<td>9</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td><strong>Justice-involved: other</strong></td>
<td>8</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td><strong>Basic needs security</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Securing Data Privacy

- Standards
- Policies & Positions
- Audits & Training
Which national or international privacy standards, protocols, regulations, or legislation does your agency use to determine privacy and security procedures?
Data Privacy: Policies & Positions

Does your agency have **internal-facing, employee-focused, data privacy policies** related to PSUR system data?  
- Yes: 81%
- No: 19%

Does your agency have an **external-facing, stakeholder-focused, data privacy notice** related to PSUR system data?  
- Yes: 43%
- No: 57%

Does your agency have a **chief data privacy officer**?  
- Yes: 31%
- No: 69%
Example of Privacy Notices & Data Subject Rights

- University System of Georgia: Privacy Notice and Data Subject Bill of Rights
## Data Privacy: Audits & Training

**How frequently is your data system audited to ensure privacy and security standards are up to date?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>37%</td>
<td>23</td>
</tr>
<tr>
<td>Never</td>
<td>11%</td>
<td>7</td>
</tr>
<tr>
<td>Every two years</td>
<td>6%</td>
<td>4</td>
</tr>
<tr>
<td>Every three years</td>
<td>5%</td>
<td>3</td>
</tr>
</tbody>
</table>

**How often do employees in your agency receive formal training for ensuring privacy, security, and confidentiality of student-level data?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>56%</td>
<td>37</td>
</tr>
<tr>
<td>Once (e.g., onboarding)</td>
<td>18%</td>
<td>12</td>
</tr>
<tr>
<td>Never</td>
<td>3%</td>
<td>2</td>
</tr>
</tbody>
</table>
Providing Value

- Planning, Reporting, Responding, and Advocating
- Dashboard Insights for States, Institutions, and Stakeholders
- Informing and Supporting Success and Workforce Goals
Providing Value: PSURSs Use

For what purposes does your agency currently use PSURS data?

- Generating reports and statistics: 96% (66)
- Data-informed decision-making: 94% (65)
- Inquiry responses: 88% (61)
- Accountability: 83% (57)
- Policymaking: 83% (57)
- Cross-sector collaboration: 83% (57)
- Research: 80% (55)
- Compliance reports: 75% (52)
- Consumer information for prospective students: 65% (45)
- Feedback reports: 65% (45)
- Grant reporting: 61% (42)
- Predictive modeling or decision-making: 57% (39)
Value: Using PSURSs Data to Respond, Report, & Advocate

Data from [our] system has been used to measure our goals towards credential completion, performance funding, and a variety of research projects. Southeastern Coordinating Board

Our system has provided great value to our state. We use it to inform our KPIs and research projects. It also gives us the opportunity to quickly and accurately respond to legislative requests. Mid-Western Coordinating Board

[The PSURS] has allowed us to advocate for more state financial aid and make the case for the value of higher education. Western Governing Board

Data that shows that, despite declining enrollment and years with limited funding increases, student success has steadily improved, helps us make the case that greater investment in higher education will pay dividends. Mid-Western Coordinating Board
Value: Using Dashboard Data to Provide Institutional & State Insight

We have been able to build dashboards that allow the colleges to monitor their enrollment and completion as of that day, as well as course loads. Southeastern Community College System

Public-facing reports and dashboards have helped drive awareness and reliability for policy making and more highly informed decision making on all system levels. Southeastern Community College System

These dashboards provide critical reporting for decision making and planning, as well as to inform the public on various initiatives and facts about [our system]. Western Governing Board
Value: Using Data to Inform & Support Success & Workforce Goals

The [PSUR] provides a comprehensive look at student outcomes based on location and student demographics. This has prompted us to make changes in a variety of services and to better focus resources to where they are needed or to re-envision how students experience college. Western Community College System

[The PSUR] has connected K12-college-workforce data so we can respond to state specific questions around the workforce pipeline [and] has made cross-agency data analysis easier, with less staff, and without need to constantly create data sharing agreements. Mid-Western Governing Board

[PSUR] retention and completion data informs student success efforts on our campuses and within the system; financial aid data provides important insight into affordability and student debt. New England Coordinating Board
Implications

- Need for advocacy for and investment in PSURSs
- Need for improved and expanded coordination and partnership within and across state agencies
- Need for ongoing partnership and communication between state agencies and higher education institutions
- Need for improved data privacy, sharing, and use standards
Resources & Future Work

Strong Foundations website: https://postsecondarydata.sheeo.org/
  • White Papers
  • Community of Practice Convenings

SHEEO Website: https://sheeo.org/
  • Sign up for the SHEEO newsletter and learn about current projects
  • Host of other data-related resources, including Community of Practice presentations and papers and SHEEO Policy Conference presentations

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Questions & Conversation

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