Strong Foundations: Evolving Systems & Enduring Value

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STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

About SHEEO

- *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.*

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About Strong Foundations

- **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/

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Strong Foundations 2023

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
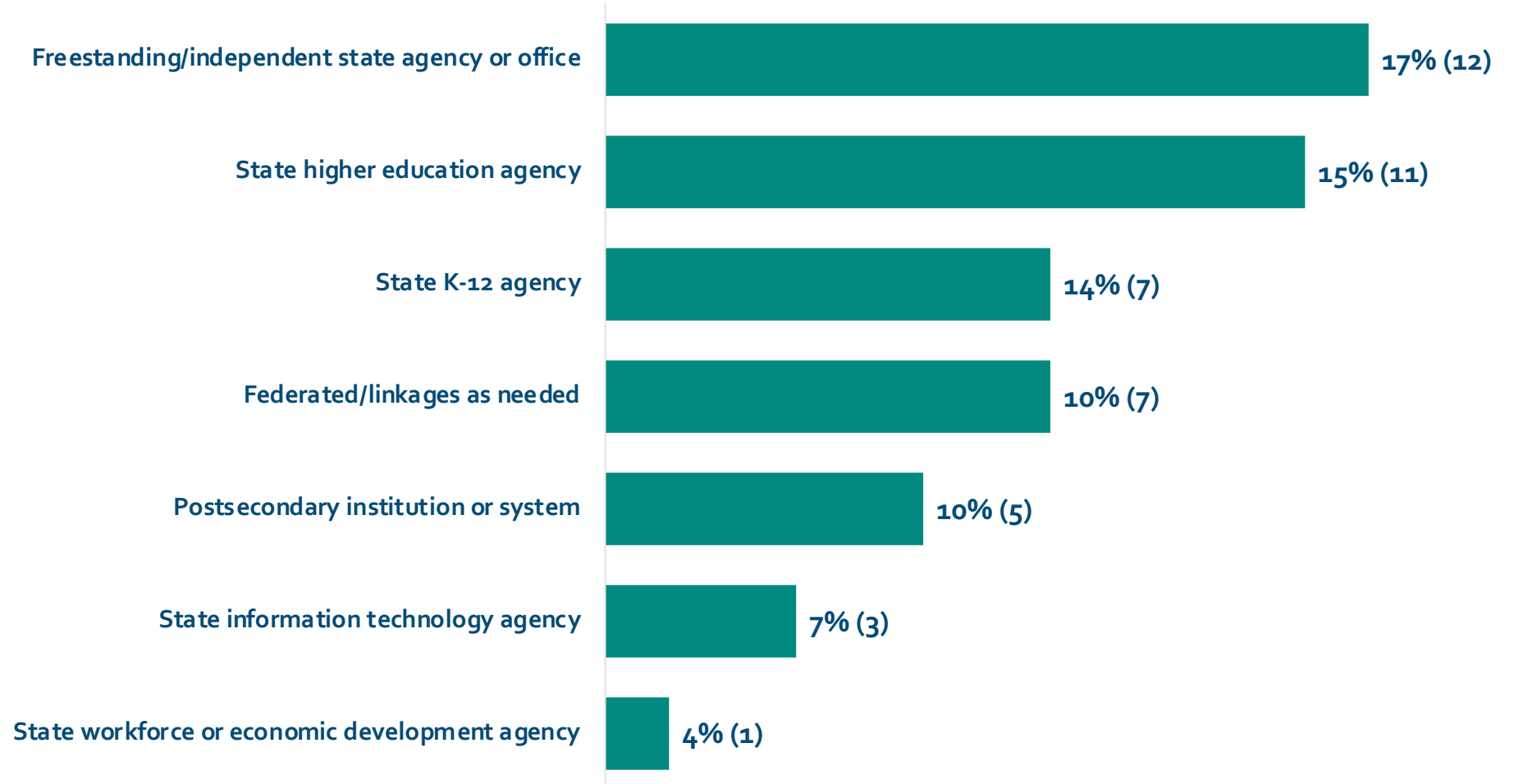
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How many PSURSs exist in your state?

Evolving Data Systems
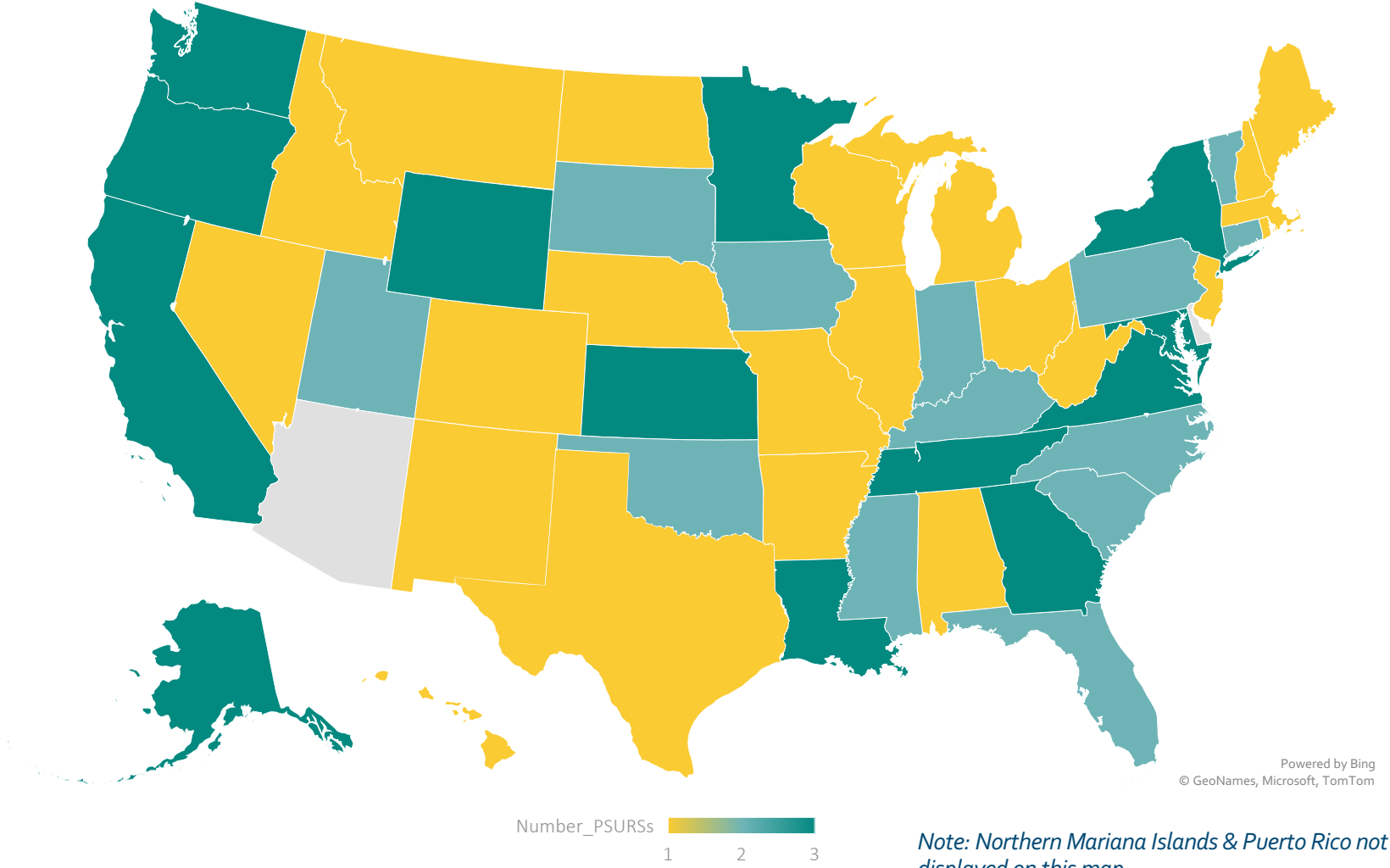
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Number_PSURSs
1   2   3

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

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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)

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Evolving Data Systems

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

Category	Percentage (Count)
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)

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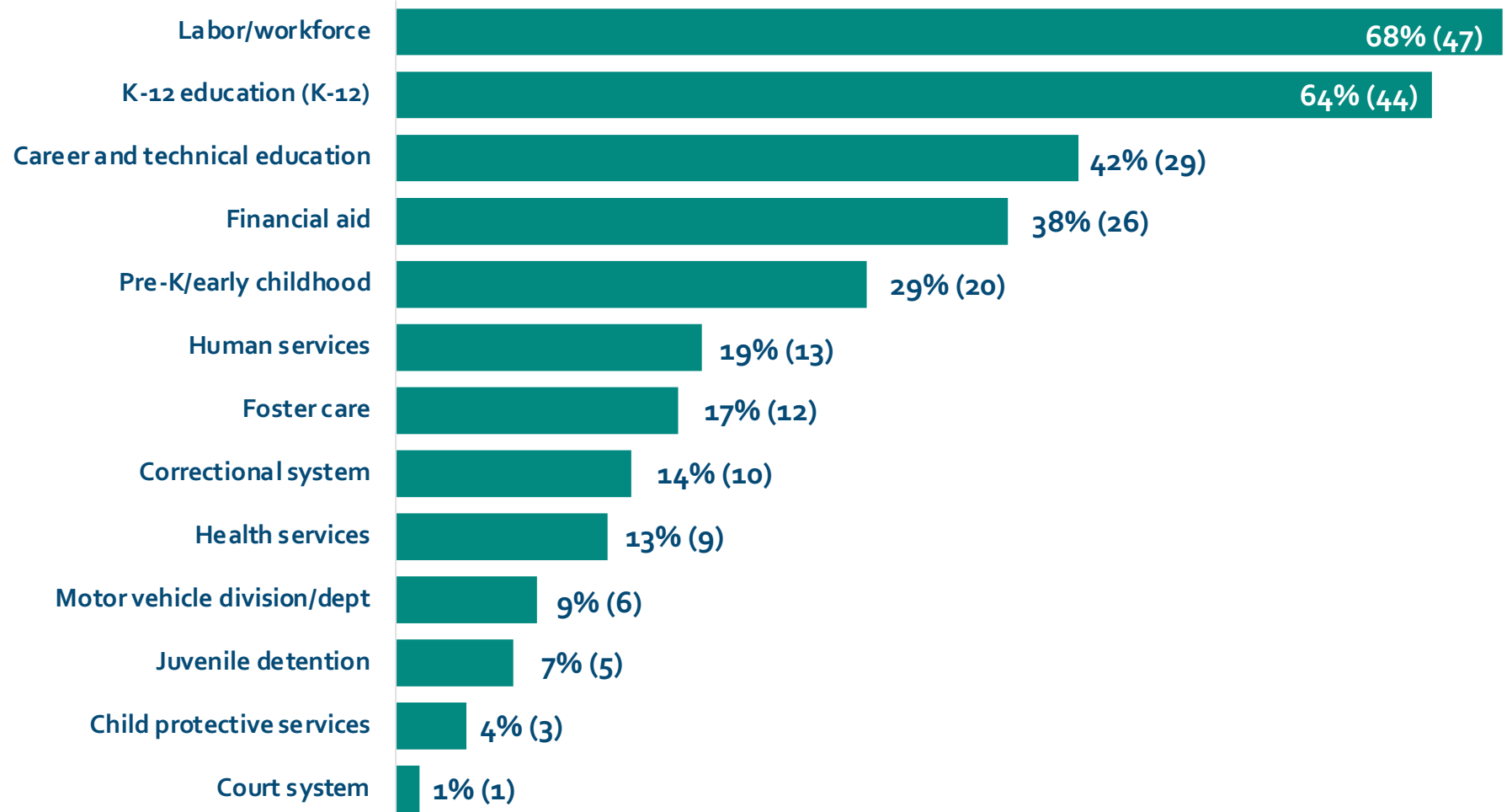
Evolving Data Systems

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

Data Element	Percentage (Count)
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)

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

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

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Evolving Data Systems

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

Category	Percentage (Count)
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)

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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

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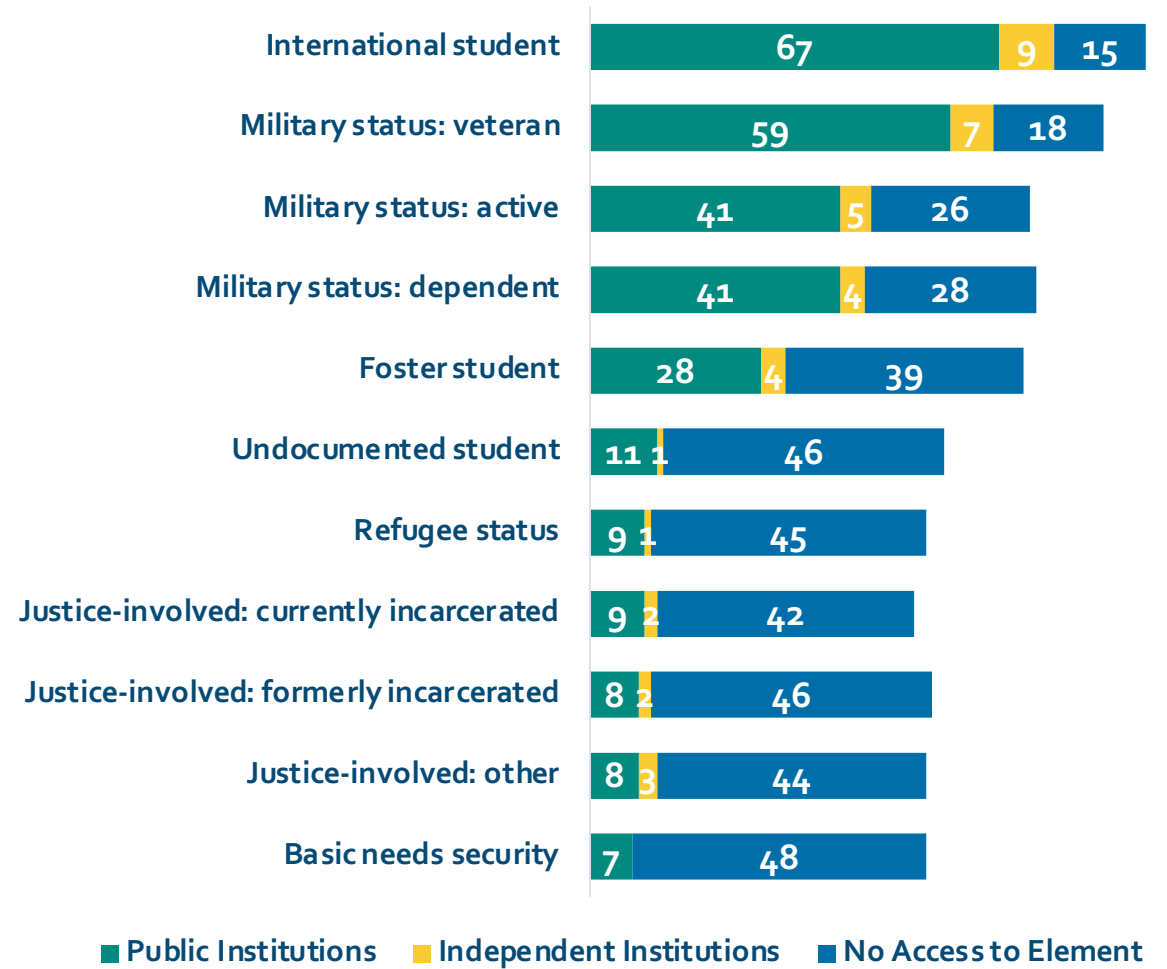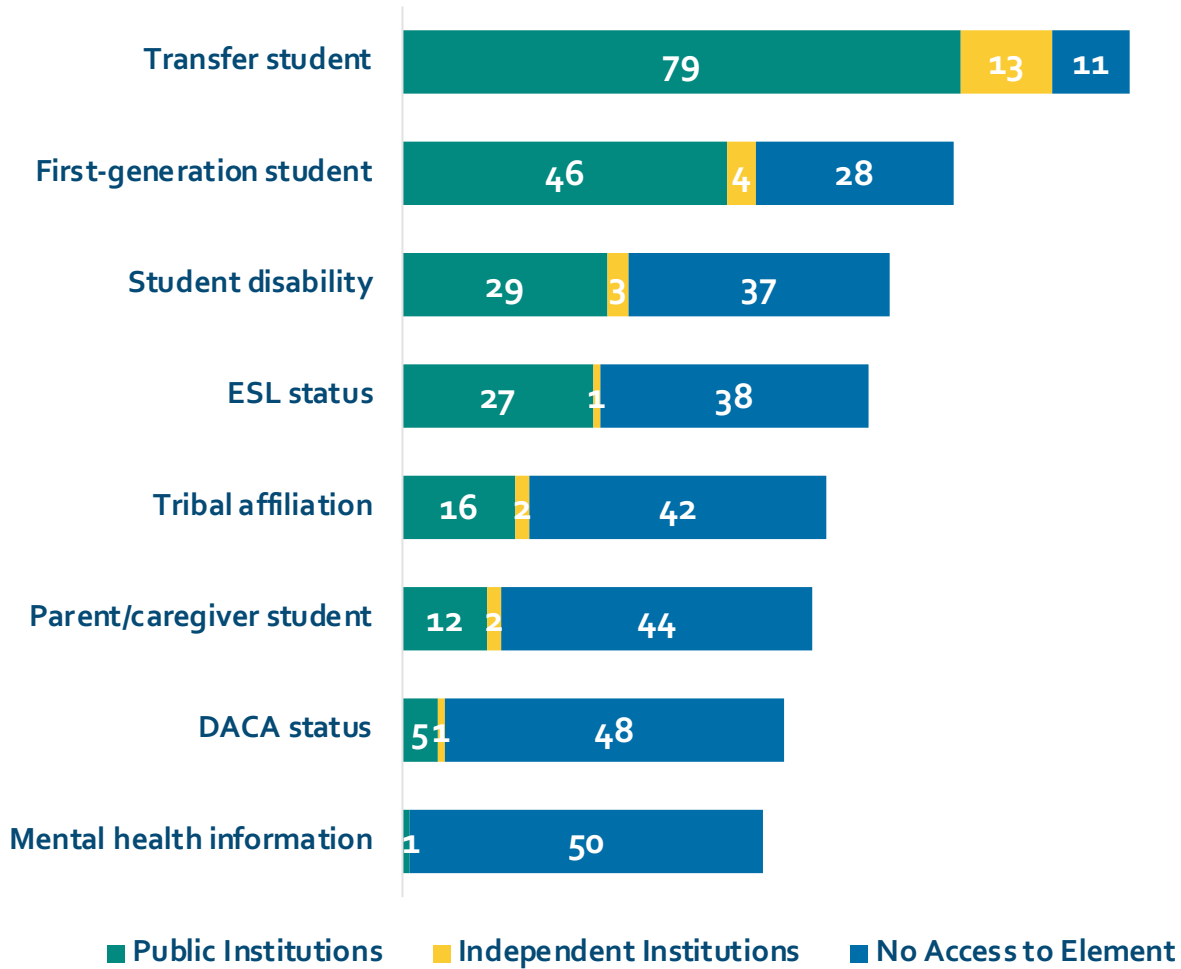# Disaggregating Data to Improve Insights

Do you disaggregate beyond IPEDS?

46% (32)

42% (29)

38% (26)

Do not disaggregate beyond IPEDS requirements

Race/ethnicity disaggregated beyond IPEDS requirements

Gender disaggregated beyond IPEDS requirements

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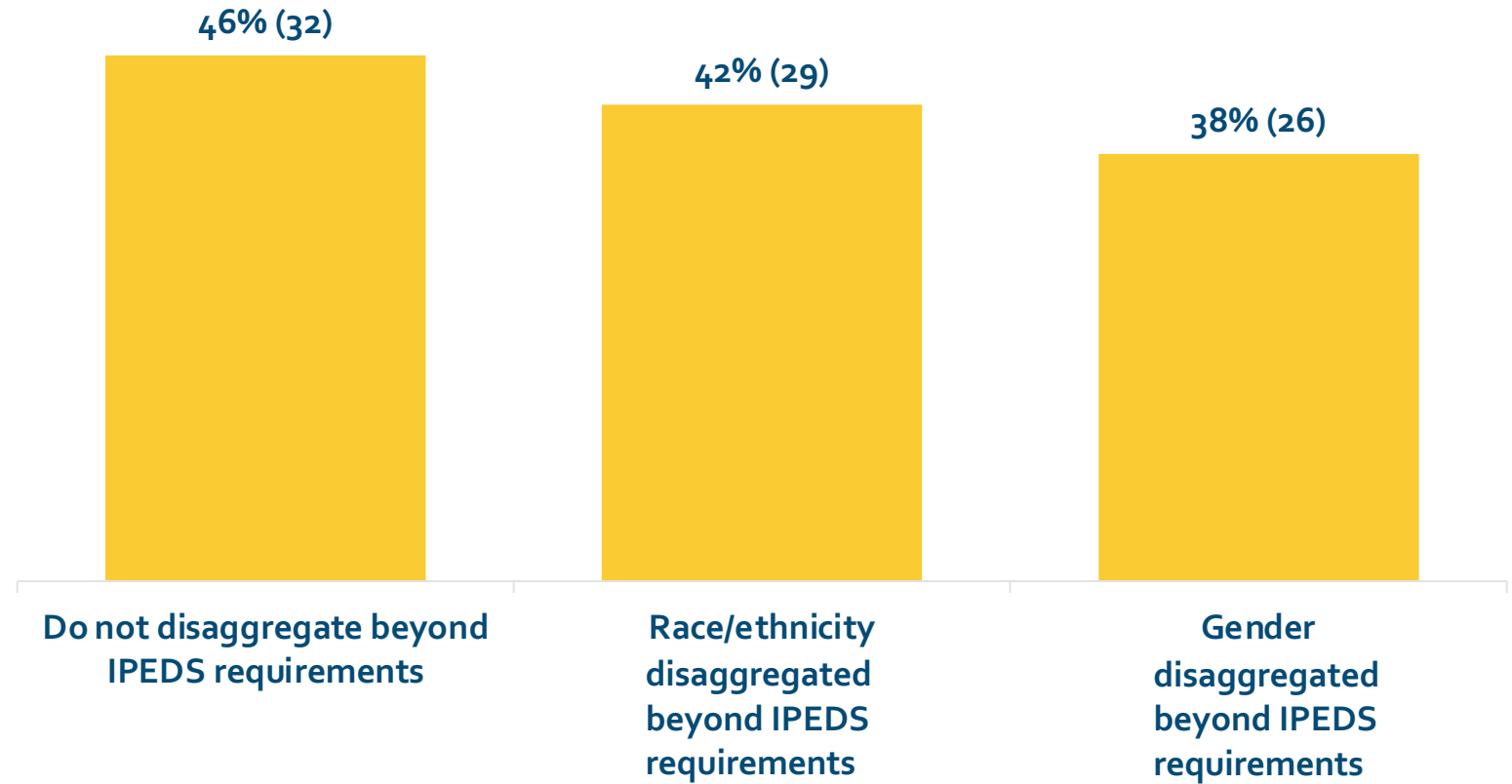
Minnesota Office of Higher Education: Gender Disaggregation Categories

- 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

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University of Hawai'i System: Race/Ethnicity Disaggregation

IPEDS
Asian

→

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

IPEDS
Native Hawai'ian or Pacific Islander

→

UHS
- Native or Part Hawai'ian
- Guamanian
- Chamorro
- Marshallese
- Micronesian
- Samoan
- Tongan
- Other Pacific Islander
- Mixed Pacific Islander

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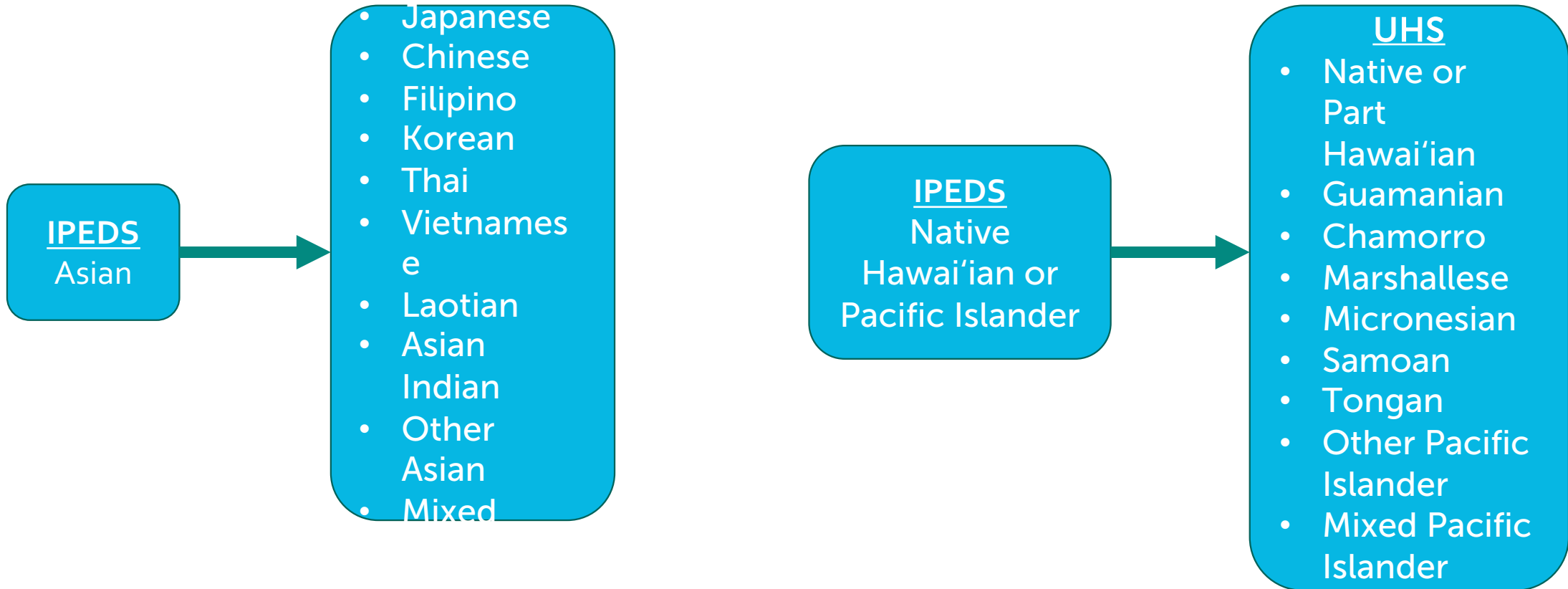
Improving Insights Via Equity-Associated Metrics

Category	Public Institutions	Independent Institutions	No Access to Element
Transfer student	79	13	11
First-generation student	46	4	28
Student disability	29	3	37
ESL status	27	1	38
Tribal affiliation	16	2	42
Parent/caregiver student	12	2	44
DACA status	5	1	48
Mental health information		1	50

Category	Public Institutions	Independent Institutions	No Access to Element
International student	67	9	15
Military status: veteran	59	7	18
Military status: active	41	5	26
Military status: dependent	41	4	28
Foster student	28	4	39
Undocumented student	11	1	46
Refugee status	9	1	45
Justice-involved: currently incarcerated	9	2	42
Justice-involved: formerly incarcerated	8	2	46
Justice-involved: other	8	3	44
Basic needs security	7		48

■ Public Institutions ■ Independent Institutions ■ No Access to Element

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Securing Data Privacy

- Standards
- Policies & Positions
- Audits & Training

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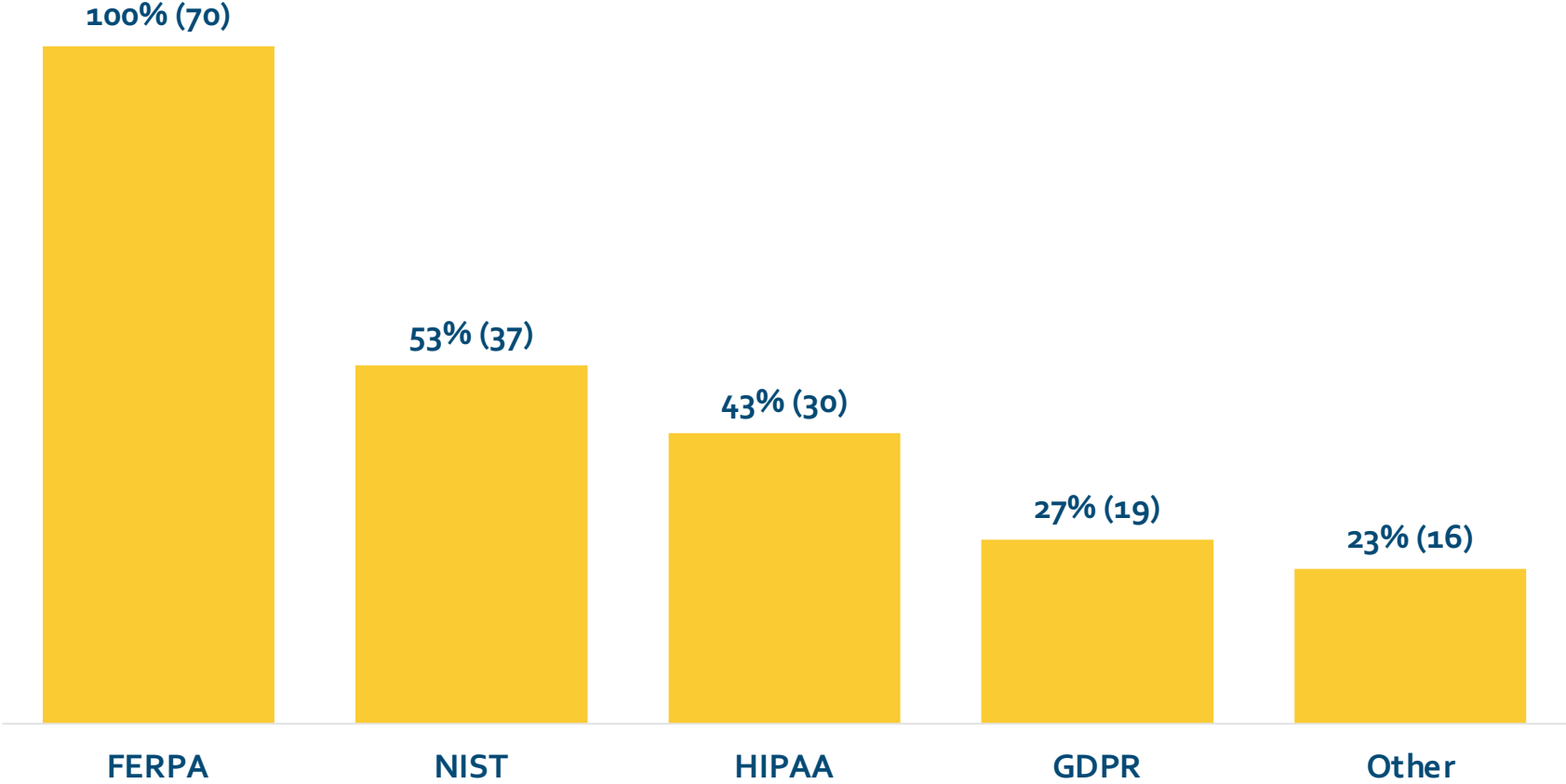
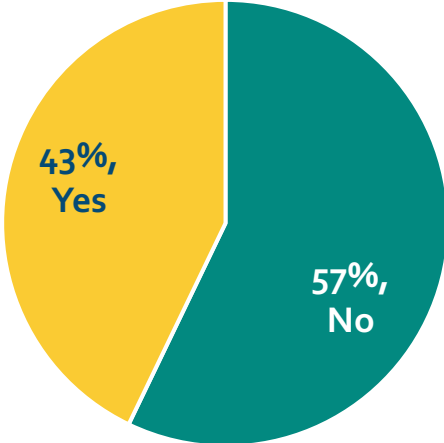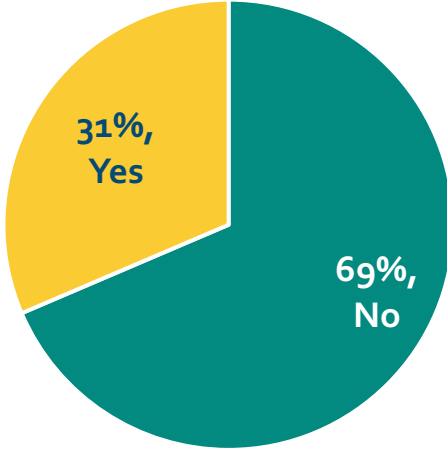# Data Privacy: Policies & Positions

Does your agency have **internal-facing, employee-focused, data privacy policies** related to PSUR system data?

19%, No

81%, Yes
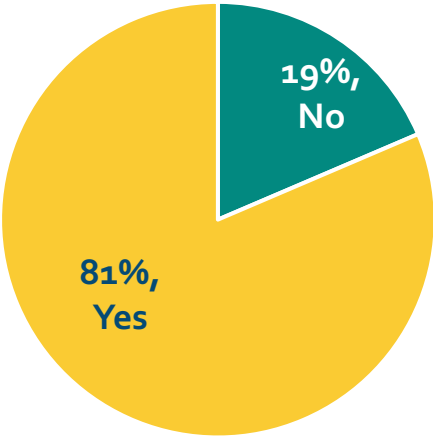
Does your agency have an **external-facing, stakeholder-focused, data privacy notice** related to PSUR system data?

43%, Yes

57%, No

Does your agency have a **chief data privacy officer?**

31%, Yes

69%, No

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Example of Privacy Notices & Data Subject Rights

- University System of Georgia: Privacy Notice and Data Subject Bill of Rights

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Data Privacy: Audits & Training

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

- Annually — 37% (23)
- Never — 11% (7)
- Every two years — 6% (4)
- Every three years — 5% (3)
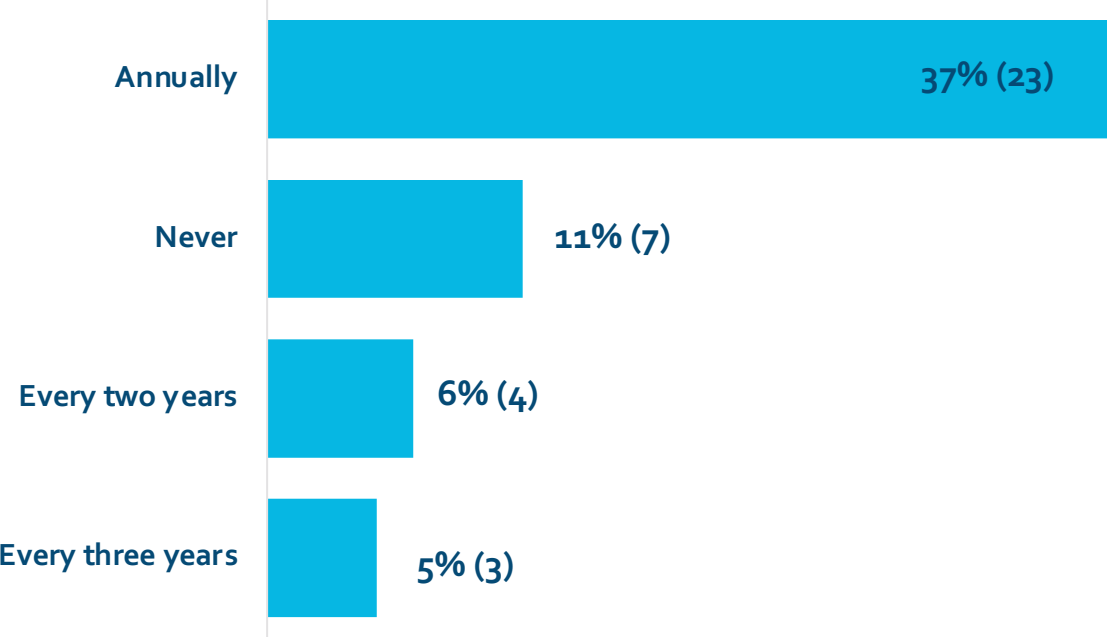
How often do employees in your agency receive formal training for ensuring privacy, security, and confidentiality of student-level data?

- Annually — 56% (37)
- Once (e.g., onboarding) — 18% (12)
- Never — 3% (2)

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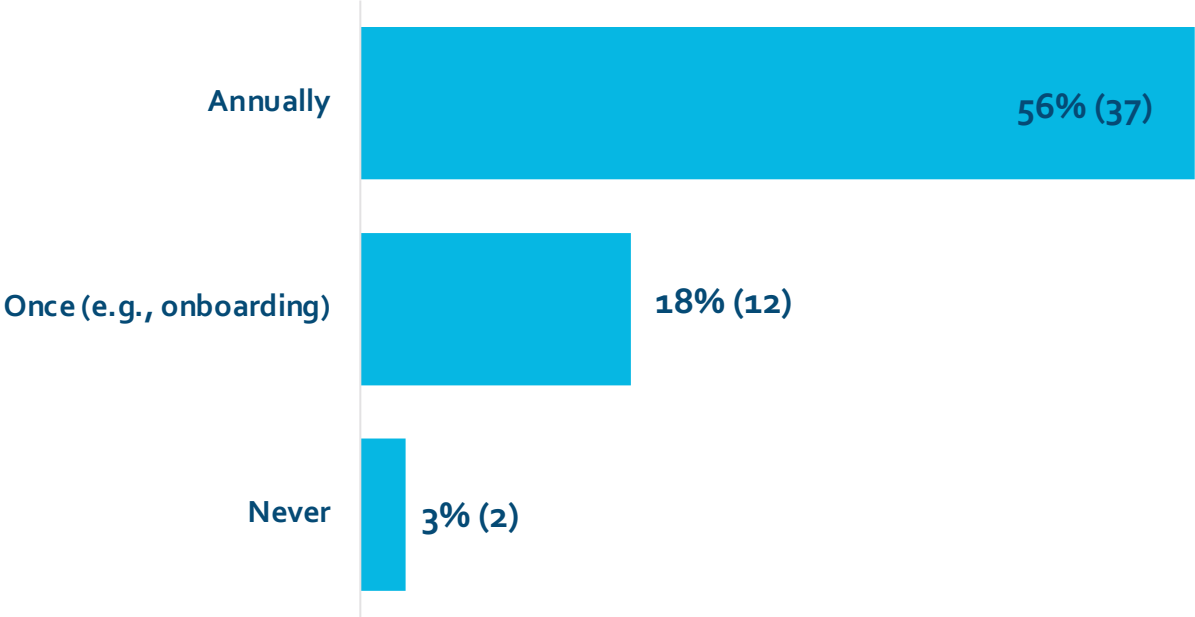
Providing Value

- Planning, Reporting, Responding, and Advocating
- Dashboard Insights for States, Institutions, and Stakeholders
- Informing and Supporting Success and Workforce Goals

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Providing Value: PSURSs Use

For what purposes does your agency currently use PSURS data?

Purpose	Percentage
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)

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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

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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

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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

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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

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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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