

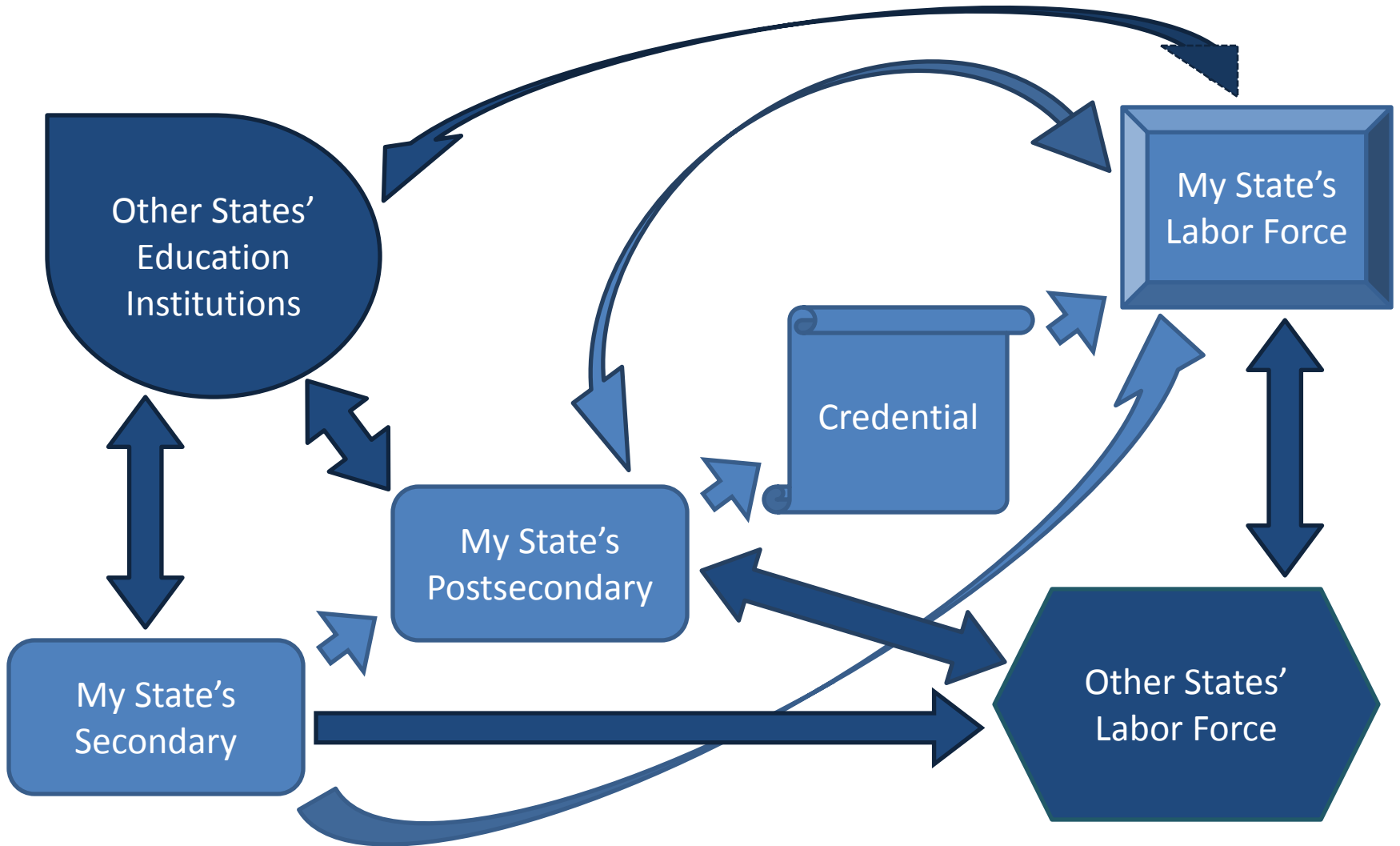
Title	Western Interstate Commission for Higher Education (WICHE) Multi-State Data Exchange Project
Staff lead:	Don Bennett
Position	Deputy Director
Email:	DonB@wsac.wa.gov
Phone:	360-753-7831
Synopsis:	With support from the Bill & Melinda Gates Foundation, WICHE has embarked on a project entitled Facilitating Development of a Multistate Longitudinal Data Exchange. The goal of the project is to pilot a data exchange among several states – initially, Washington, Oregon, Idaho, and Hawai’i – and to build towards a sustainable resource among these four and potentially other states. This session will address our progress to date. Pending our participating states’ review, we also hope to feature preliminary findings from the initial attempt at creating a combined data set. As the most comprehensive effort to link education and workforce data yet undertaken, this project has the potential to inform policymakers and practitioners over and above what current linked data (based principally on data found within a single state) can do.
Guiding questions:	What is the value of such a data system?
Possible council action:	<input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other: _____
Documents and attachments:	<input type="checkbox"/> Brief/Report <input checked="" type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Third-party materials <input type="checkbox"/> Other

WICHE's Pilot Data Exchange

Washington Student Achievement Council

Seattle, WA ~ December 16, 2013

WICHE's Data Exchange Pilot



Products

1. Aggregated analysis tracking human capital development and mobility among four states.
2. Enhanced identifiable data returned to state agencies with legitimate interests.
3. The infrastructure – governance and architecture – necessary to sustain the data exchange and expand to or export to additional states.

Research Questions Embedded in MOA

1. What are the patterns of postsecondary enrollment and employment of high school graduates from each participating state?
2. What are the patterns of postsecondary enrollment and employment of students in public postsecondary institutions in participating states?

– Each with appropriate disaggregations –

3. 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?

Data Sources

- Single Source States (State Longitudinal Data Systems that originally compiled the data owned by the responsible agencies in each respective state)
 - Hawaii P-20
 - Idaho Office of the State Board of Education
 - Washington Education Research and Data Center
- Multiple Sources (Oregon)
 - Oregon Department of Education
 - Oregon Department of Community Colleges and Workforce Development
 - Oregon University System
 - Oregon Employment Department

Data Elements Exchanged

- Identity and Demographics
 - Randomly-generated Exchange ID#
- Education (Term)
 - High School Diploma
 - Postsecondary Institution
 - Credits Attempted, Passed
 - Postsecondary Awards
 - Field of Study
- Employment: Unemployment Insurance Wage Records (Quarterly)
 - Social Security Number
 - Gross Wages
 - Employer's Industry Classification

Two Cohorts

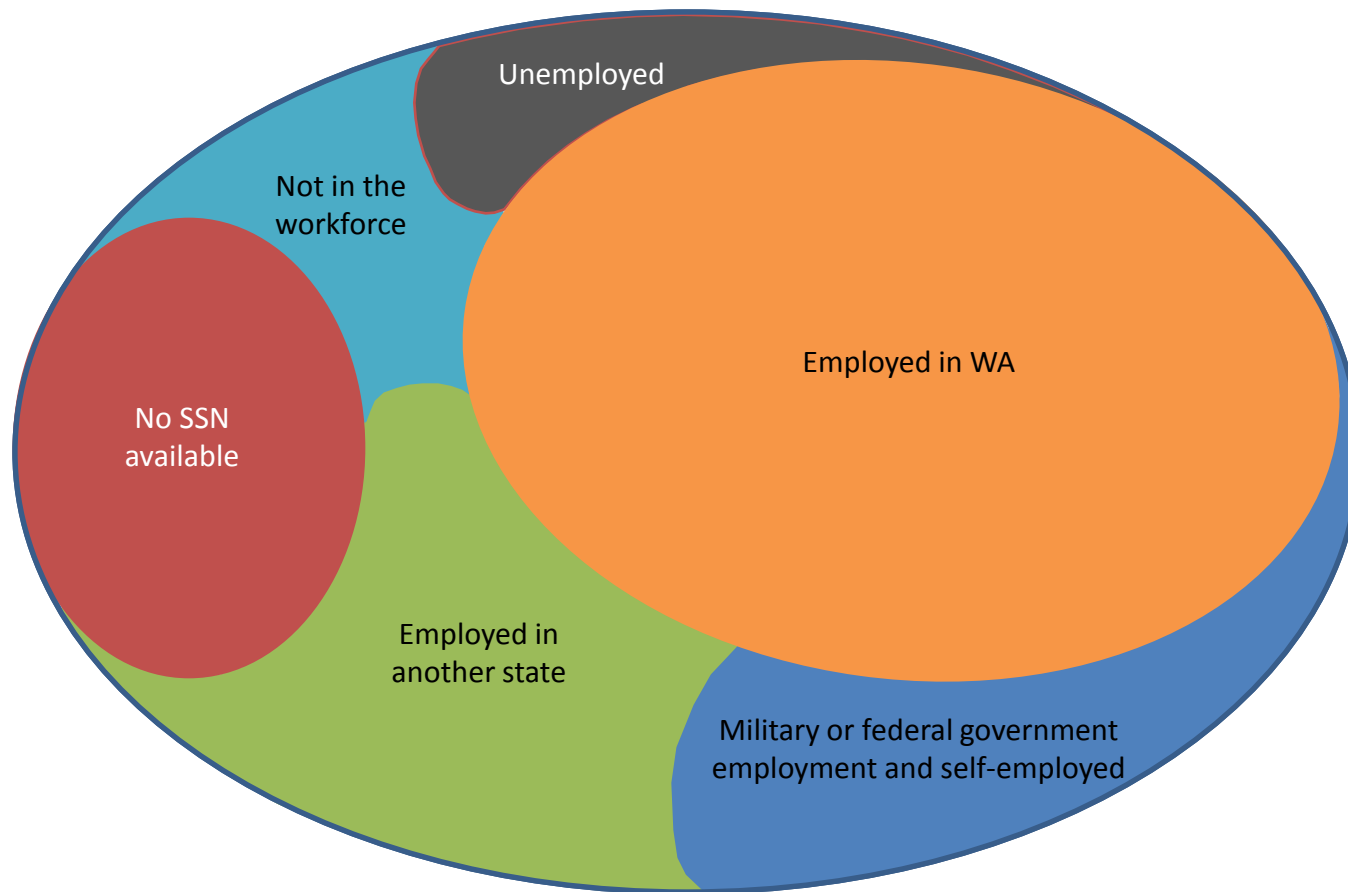
A

Public high school
graduates from the class
of 2005

B

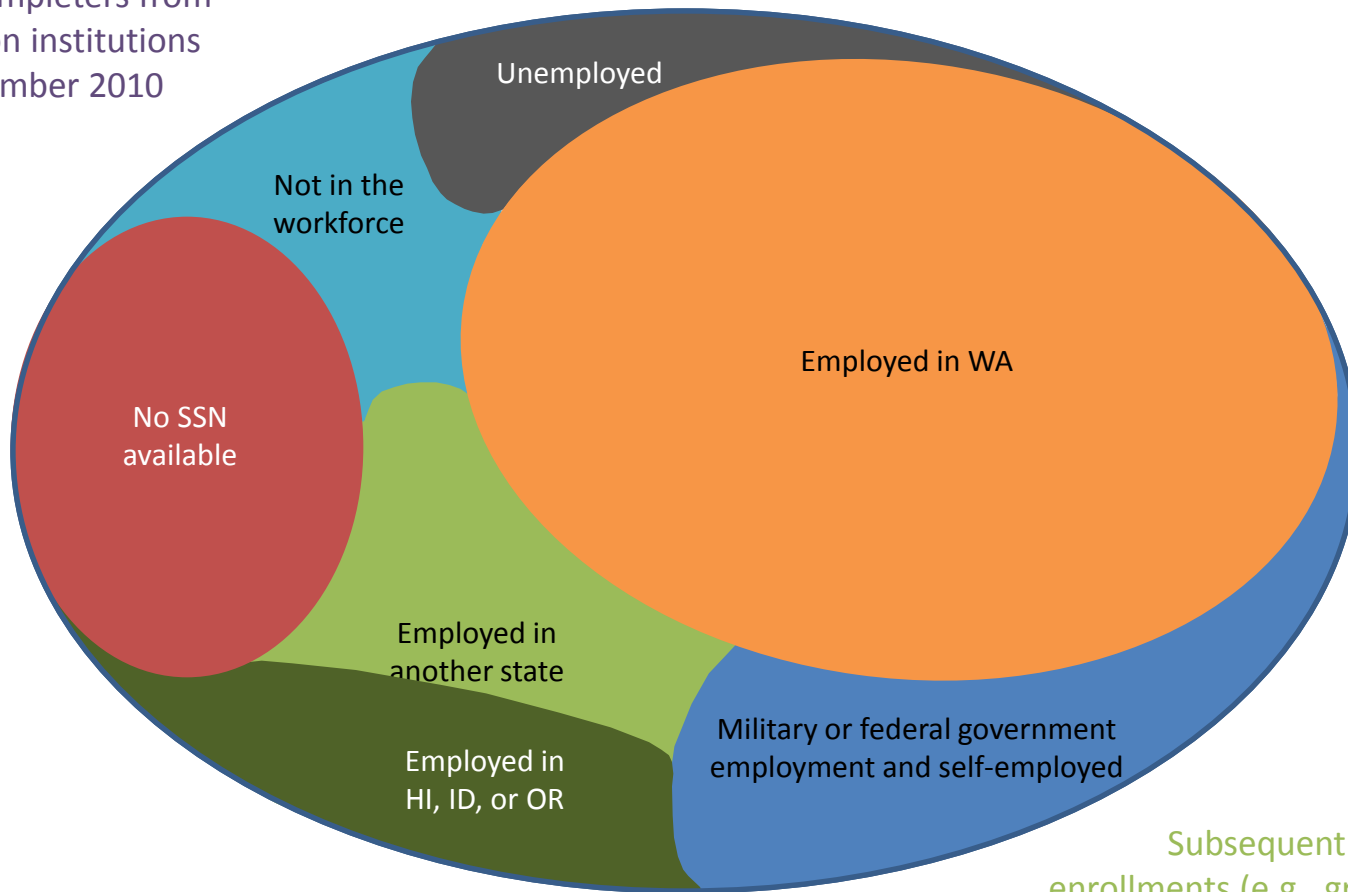
First-time public
postsecondary students in
2005-06

Unpacking the “Not Found” Category



Unpacking the “Not Found” Category

100% of completers from Washington institutions by December 2010



Subsequent postsecondary enrollments (e.g., graduate school)

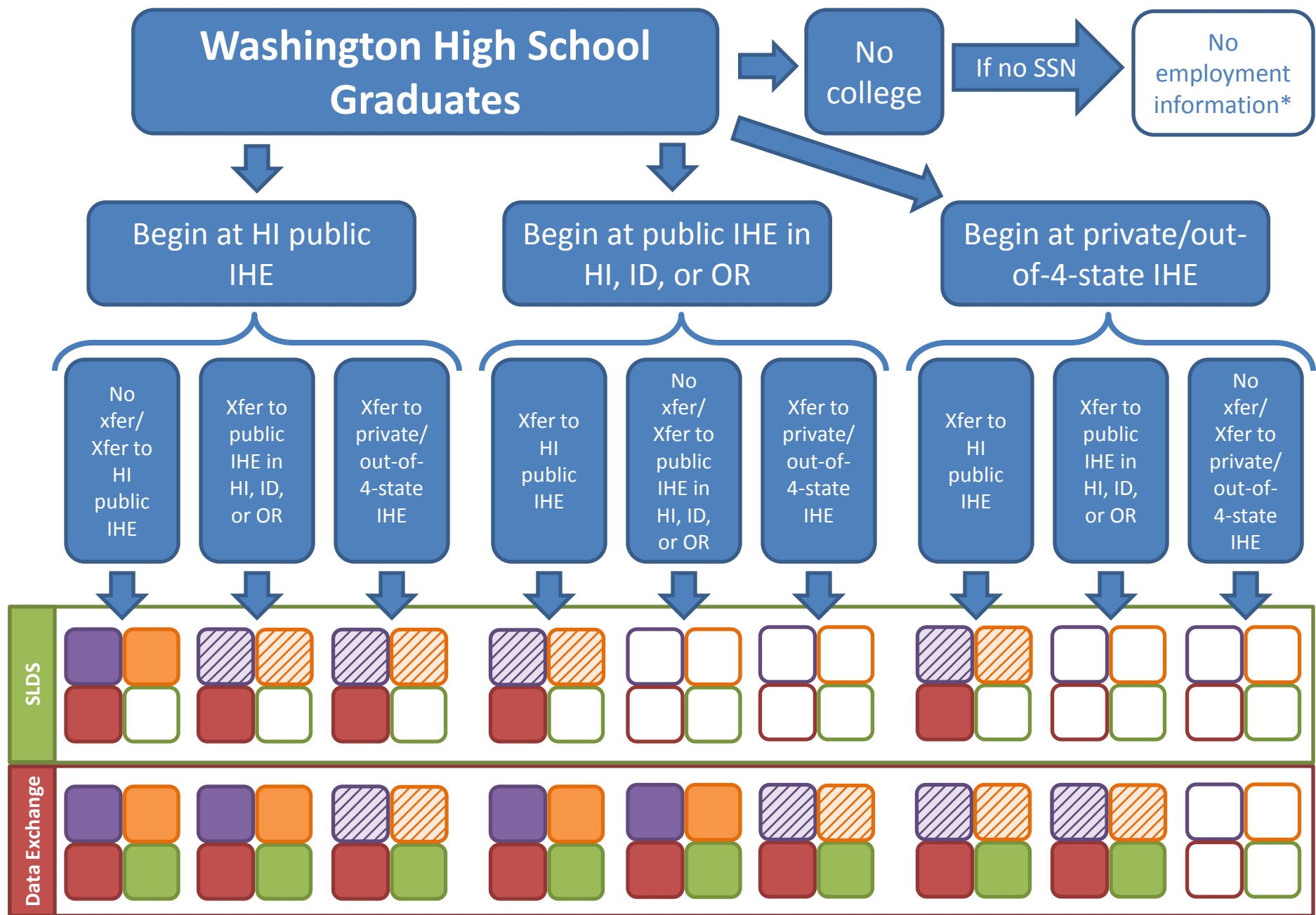
Key for the Next Slide

Enrollment
records

Credential(s)
earned




Employed in WA

Employed in HI,
ID, or OR



Key:

- Enrollment records
- Credential(s) earned
- Employed in WA
- Employed in HI, ID, or OR

Darker shading, , means full data are available. Lighter shading with stripes, , means partial data are available. No shading, , means no data are available. SLDS representations do not include data made available through its own use of National Student Clearinghouse data or through bilateral data-sharing agreements with other states. The lack of employment data for those who don't attend college is tied to the absence of SSNs common in K-12 data systems, though some states are seeking ways to obtain one from other sources. Employment data for states not included in the data exchange are unavailable for all student pathways. *While generally true, Washington has SSNs for a small minority of its HS graduates.

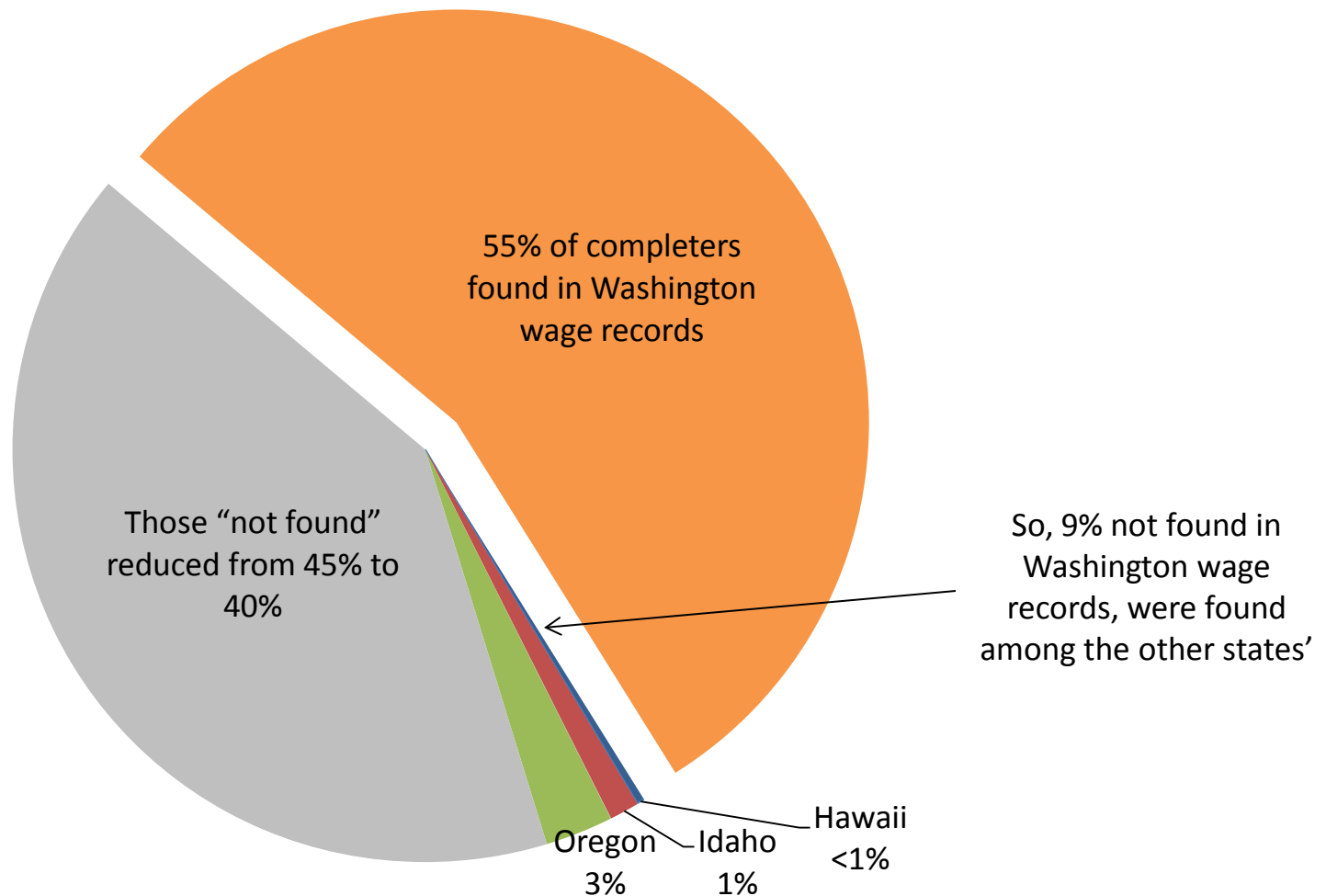
How Far Does the Exchange Extend Coverage of Employment Outcomes?

Number of Completers of an Associate's Degree or Higher

Assoc+ Conferred by State	(1) Total Number of Completers by December 2010	(2) Number of Completers With a Valid SSN	(3) Number of Completers With an Employment Record in At Least 1 of the 4 States
Hawaii	3,208	2,403	1,438
Idaho	3,640	3,014	1,956
Oregon	12,429	10,762	7,013
Washington	23,683	20,815	12,310
Elsewhere	7,939	4,471	959
Total	50,899	41,465	23,676

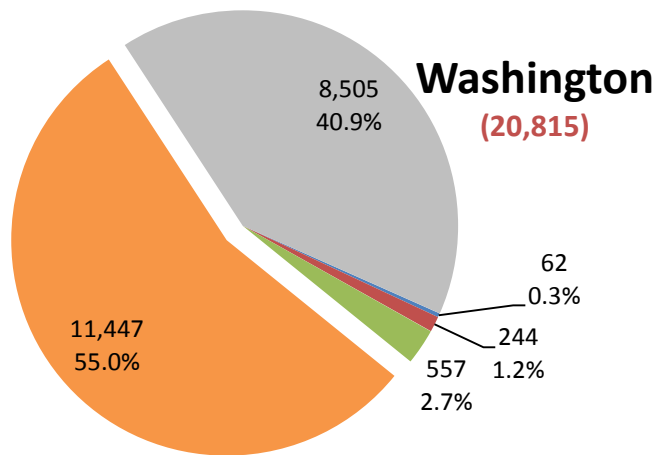
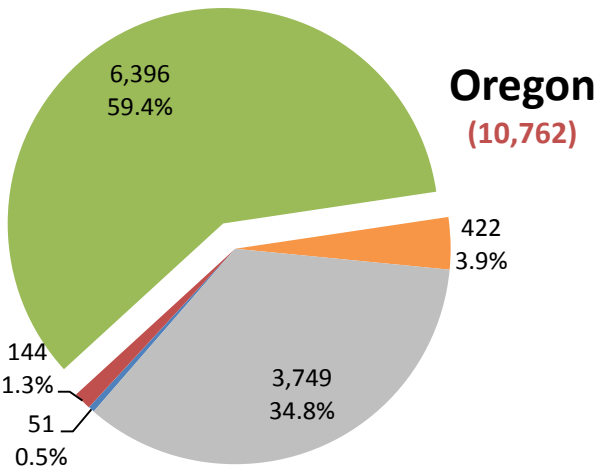
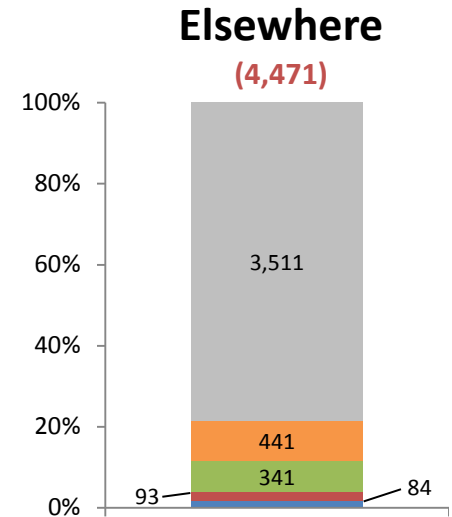
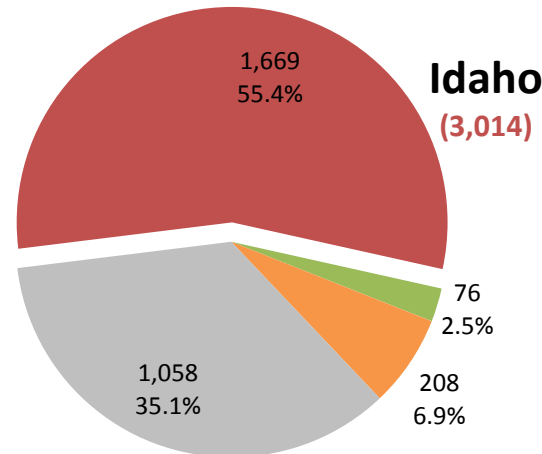
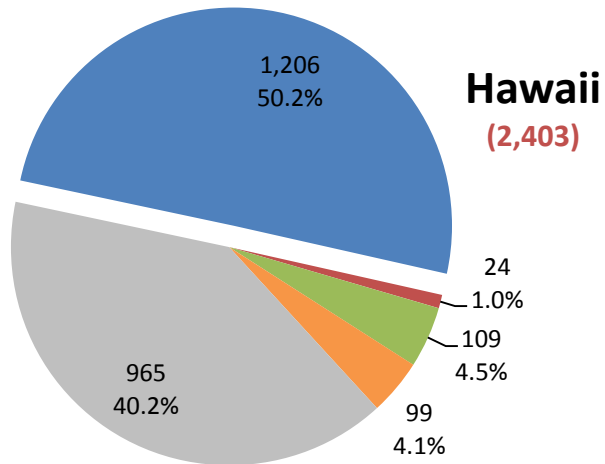
Note: Column 1 awardees for whom no SSN was available, multiple SSNs were found, or the SSN that was found was shared with another individual. These were excluded from Column 2. Column 3 excludes individuals for whom no employment record was found. "Elsewhere" means the award was conferred by a public or private institution anywhere outside of the four states.

Uncertainty About Employment Outcomes Reduced by 9% for Washington Awardees



How Far Does the Exchange Extend Coverage of Employment Outcomes?

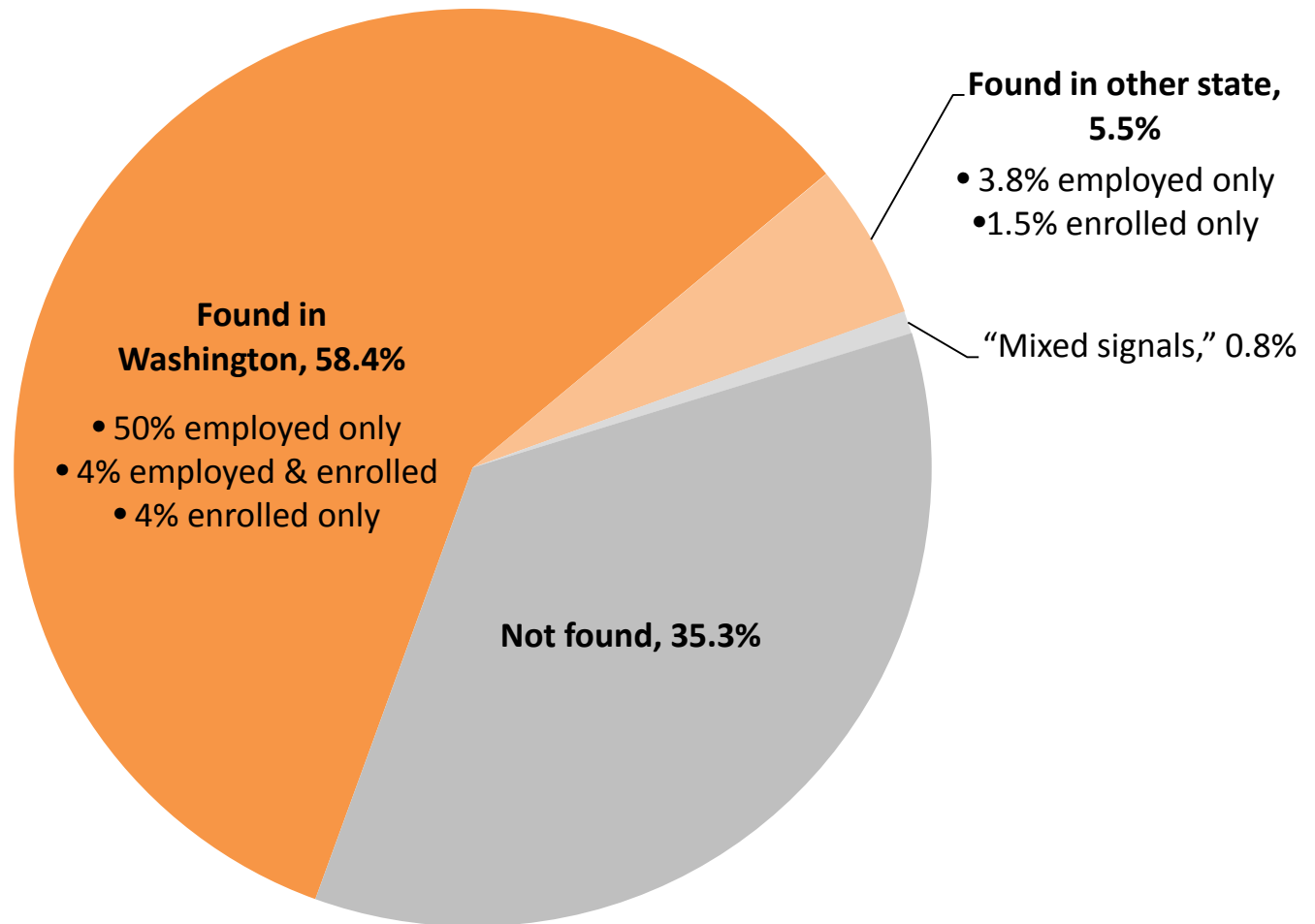
Among Completers, Whether or Not an Employment Record Exists



Employment Location

- Hawaii
- Idaho
- Oregon
- Washington
- Not found

Employment and Subsequent Enrollment Data for Washington Awardees

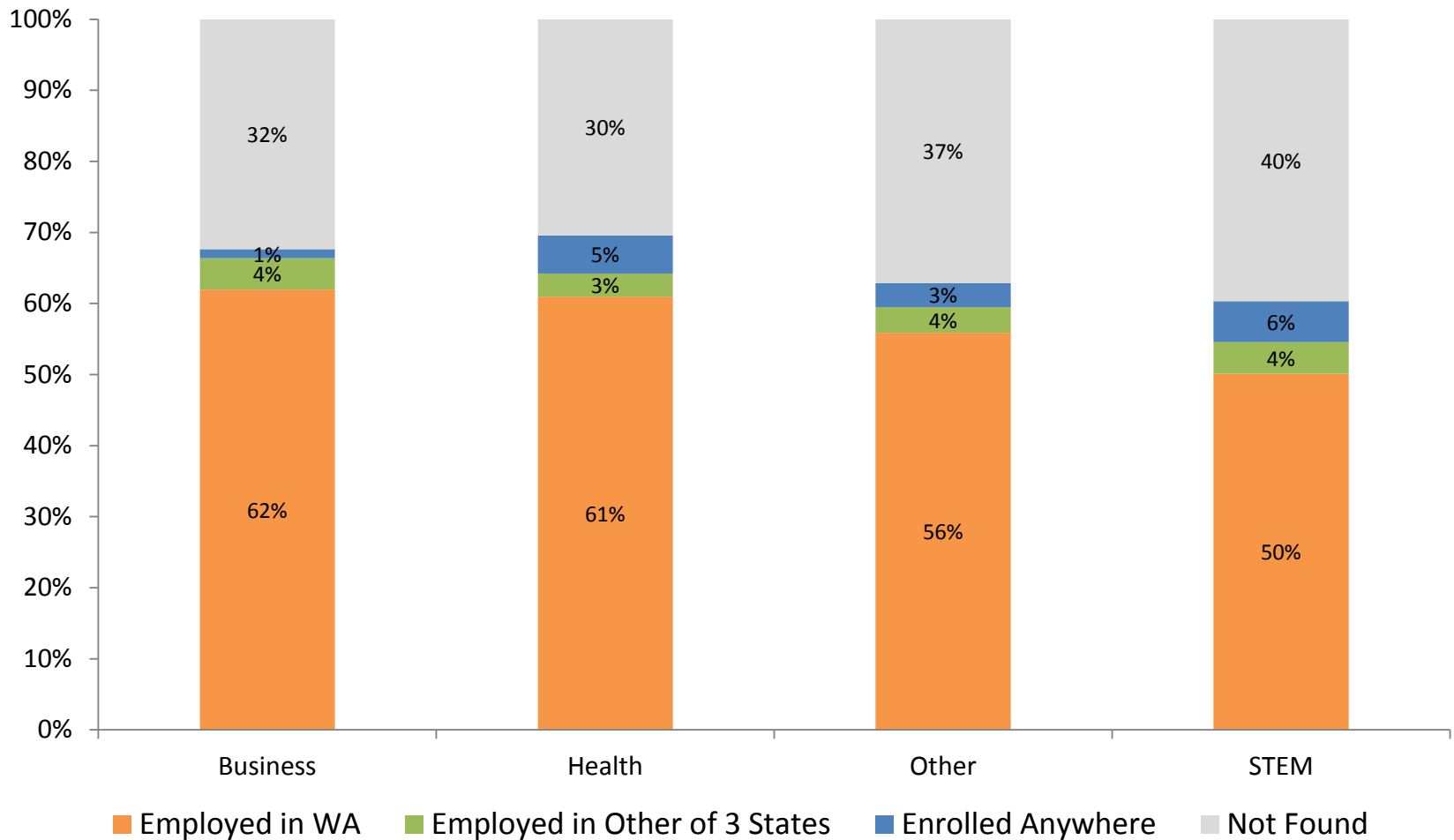


Notes: 20,815 students who received associate's or higher award from a Washington institution by Dec. 2010 and had a valid SSN

Fields of Study

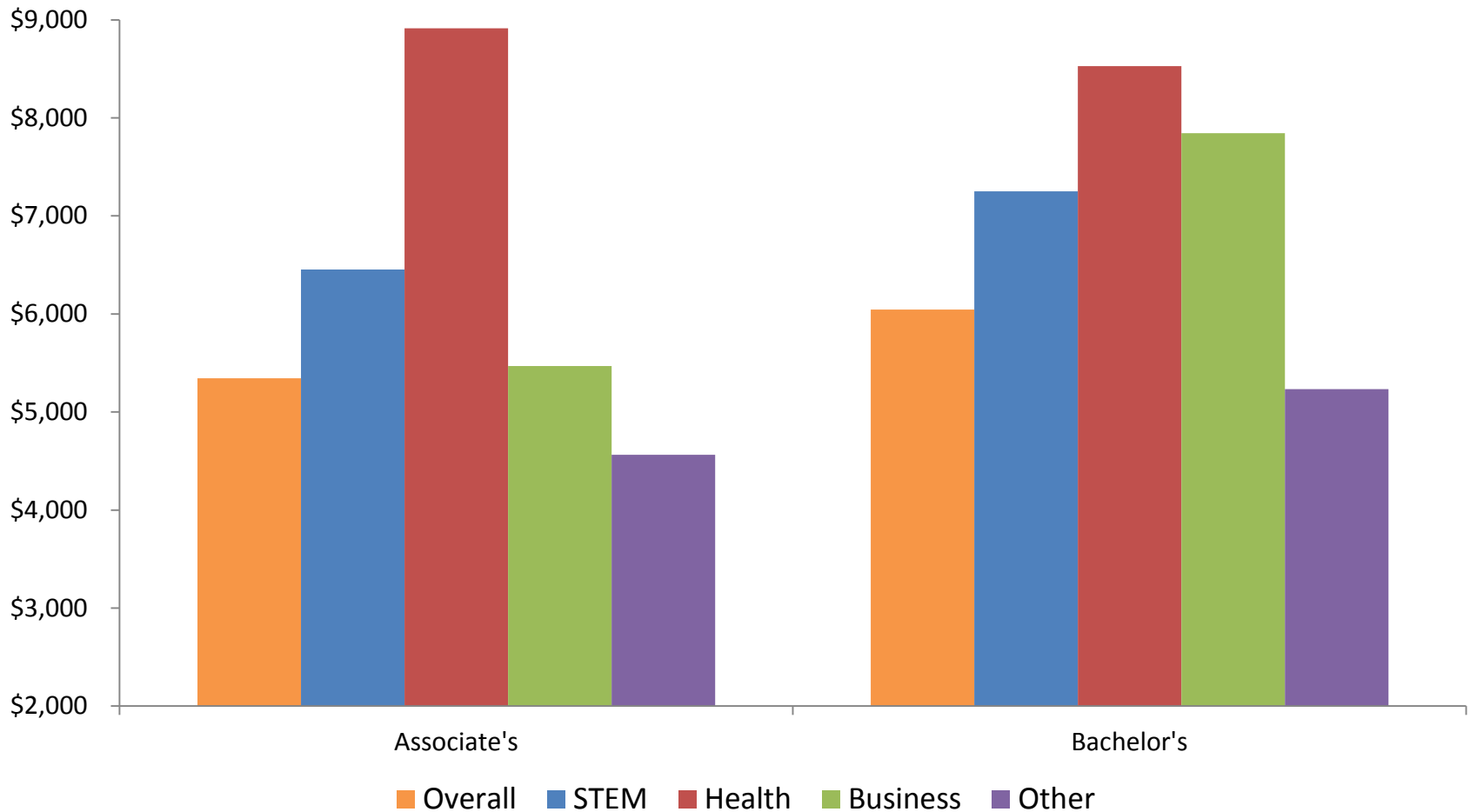
- STEM
 - 04: Architecture and Related Services
 - 11: Computer and Information Sciences and Support Services
 - 14: Engineering
 - 15: Engineering Technologies and Engineering-Related Fields
 - 26: Biological and Biomedical Sciences
 - 27: Mathematics and Statistics
 - 40: Physical Sciences
 - 41: Science Technologies/Technicians
- 51: Health Professions and Related Programs
- 52: Business, Management, Marketing and Related Support Services
- Everything Else

Mobility of Washington Bachelor's and Higher Graduates by Field of Study



Notes: Data are for individuals who completed by December 2010. Employment measured 10-12 months after receipt of award, and subsequent enrollment measured for a term concurrent with the quarter employment was sought.

Variation in Median Wages by Degree Level and Field of Study



Note: Median quarterly wages measured 10-12 months after award. Data are for individuals who completed an associate's degree or higher by December 2010 for whom a wage record could be found, excluding individuals with a concurrent postsecondary enrollment.

Why This Matters: Efforts to Measure Return on Investment

- Gainful employment
- *Student Right to Know Before You Go Act*
- President Obama's college rankings
- collegemeasures.org

Generally, these are aimed at accountability or consumer information, with very little attention given to improvement of policy or practice.

Economic Success Measures - Colorado

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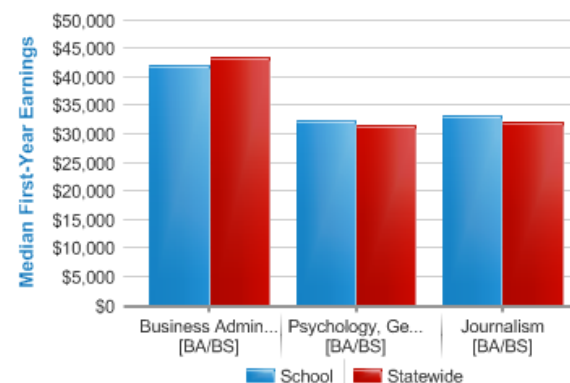
School Profile

University of Colorado Boulder

School Information

Carnegie Classification:	Research Universities (Very High Research Activity)
Address:	Regent Drive at Broadway Boulder CO, 80309-0017
Sector:	Public, 4-year or above

Three Most Popular Disclosable Programs



Detailed Breakdown (5 Year Data)

Degree Level	Disclosable Programs	# of Completers	# of Completers with Earnings Data	% of Completers with Earnings Data	First-Year Earnings - Median	First-Year Earnings - QTILE1	First-Year Earnings - QTILE3
Bachelor's Degree	53 disclosable programs	28,569	4,919	17 %	\$37,735	\$29,853	\$48,100
Master's Degree	48 disclosable programs	5,291	1,579	30 %	\$56,132	\$44,218	\$75,558
Doctoral Degree	43 disclosable programs	2,573	667	26 %	\$57,541	\$46,821	\$82,570

*Data have been suppressed due to there being fewer than 5 Completers with Earnings data or fewer than 15% of Completers with Earnings Data

Questions for Policy and Practice

Policy

- What percentage of graduates (and non-graduates) are employed, both in-state and elsewhere, or pursuing further education?
- How well are state education investments meeting the needs of state industries?
- To what extent is our state retaining our own residents after their studies, or attracting them back if they left for college, as well as non-resident students we educated here?
- What is our “balance of trade” in human capital?

Practice

- Where do our former students go to find employment and in what industries?
- How well are our former students performing after they leave and attempt to enter the workforce?
- Are we offering the right mix of academic programs to serve our state’s economic development needs?
- What curricular adjustments might more fully ensure that the programs we offer are delivering the knowledge and skills the labor market demands?

More generally

Now that we have a broad picture, what more do we need to know before we act?



Council Background Information

Western Interstate Commission for Higher Education (WICHE)

The Western Interstate Commission for Higher Education (WICHE) is a regional organization created by the Western Regional Education Compact and adopted in the 1950s by Western states. WICHE was created to facilitate resource sharing among the higher education systems of the West. It implements a number of activities to accomplish its objectives.

WICHE began operations in 1953 in Eugene, OR, moving to its present location in Boulder, CO in 1955. WICHE is governed by three gubernatorally appointed commissioners from each member state. Washington's current commissioners are: Senator Jeanne Kohl-Welles, Representative Larry Seaquist, and WSAC Deputy Director Don Bennett. Under terms of the compact, each member state commits to support WICHE's basic operations through annual dues established by the full commission.

WICHE's members include 15 Western states (Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming) and the Pacific Island U.S. territories and freely associated states (the Commonwealth of the Northern Mariana Islands is the first to participate).

David Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Brian T. Prescott is the director of policy research in the Policy Analysis and Research unit at the WICHE. He co-manages the Policy Analysis and Research unit, with primary responsibility for obtaining and analyzing education and workforce data with public policy relevance. Author, with Peace Bransberger, of the most recent edition of *Knocking at the College Door*, WICHE's widely used projections of high school graduates by state and race/ethnicity, he also has experience working with states on financial aid redesign, access and success, and data systems development. Prescott earned his Ph.D. in higher education from the University of Virginia.

More information about WICHE initiatives and programs is available at www.wiche.edu.