Office of the Speaker
TINA ROSE MUÑA BARNES
I Mina'Trentai Singko Na Liheslaturan Guahan

35GL-19-1067
Speaker Tina Rose Muña Barnes

SEP 3 0 2019
Time 4:23 ( )AM ( )PM
Received By:

September 27, 2019

MEMORANDUM

TO: **All Senators**

FROM: **Speaker Tina Rose Muña Barnes**

SUBJECT: **Travel Report – Western Interstate Commission for Higher Education (WICHE) Legislative Advisory Committee (LAC) Annual Meeting**

2019 OCT -2 PM 3:37

Pursuant to Section 18 of Part II, Chapter XIII of P.L. 34-116, I am submitting my travel report for September 2019.

Location:	Portland, Oregon
Dates Traveled:	September 10 – September 15
Source of Funds:	Legislative Operations Fund – Office of Speaker Tina Rose Muña Barnes, which will be reimbursed by WICHE
Purpose of Travel:	Western Interstate Commission for Higher Education (WICHE) Legislative Advisory Committee (LAC) Annual Meeting 2019
Cost of Travel:	$ 2113.15

Speaker Tina Rose Muña Barnes attended the Western Interstate Commission for Higher Education (WICHE) Legislative Advisory Committee (LAC) Annual Meeting in Portland Oregon from September 12 – 13. The Source of funding

Presentations and discussions were focused on this year's theme "Future-Facing Policy: Considerations for a new Era in Higher Education."

Chirstina Sedney, the Director of Policy Initiatives and State Authorization of WICHE,

Address: 163 W. Chalan Santo Papa Hagâtña, GU 96910
Phone: (671) 477-2520/2521 / Email: speaker@guamlegislature.org / Website: www.guamlegislature.org

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provided an overview and reflection of the past 24 years of WICHE's history.

President Demaree Michelau facilitated discussion on leveraging data to create and guide effective policies in the future. Christine Thompson, president and CEO of Expect More Arizona presented on the "Education Progress Meter" created by Expect More Arizona and the Center for the Future of Arizona. The meter aims address the achievement gaps in Arizona schools by using data collected on education progress of students. Theinformation will then be used to guide future policies regarding economic development and workforce development.

Dustin Weeden, Senior Policy Analyst of the State Higher Education Executive Officers Association (SHEEO), presented on the importance of regularly collecting and using data to analyze the successes of programs. They also discussed the importance of linking data collected from early childhood, K-12, Post-secondary, and workforce data.

President of Portland Community College, Mr. Mark Mitsui, presented on the Pathways to Opportunity project in Oregon. This initiative bridges students going to colleges and universities in Oregon with local, state, and federal assistance services. Students are increasingly more diverse from different socioeconomic background. Many having to seek employment to continue higher education. The initiative aims to solve problems relating to housing, food, and transportation insecurities.

Attached to this memo are some of the presentations held during the annual meeting.

cc: Senator Régine Biscoe Lee
Chairperson Committee on Rules

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Western • Interstate • Commission • for • Higher • Education

Legislative Advisory Committee

Future-Facing Policy:

Considerations for a New Era in Higher Education

Legislative Advisory Committee Annual Meeting
Courtyard Portland City Center • Portland, Oregon • September 12-13, 2019

Agenda

Thursday, September 12

7.45 – 8.30 am
Irvington & Sellwood

Networking Breakfast (Full Breakfast)

8.30 – 9.15 am
Park Ballroom

Welcome and Introductions

Facilitator:
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

9.15 – 10:15 am
Park Ballroom

Reflecting Back to Look Ahead
The LAC was founded 24 years ago, meaning many who were born the year of the first LAC meeting have now completed their postsecondary education and entered the workforce. What did we get right over the past two decades of postsecondary policy? What do we need to do differently moving forward? LAC members will share what they view as their state's greatest accomplishments in higher education policymaking – and what they must address to be successful in the future.

Facilitator:
Christina Sedney, Director of Policy Initiatives and State Authorization, *Western Interstate Commission for Higher Education*

10.15 – 10.30 am

Break

10.30 – 11.30 am
Park Ballroom

Using Data to Shape Policy: Now and in the Future
To create policy for the future we must understand how it is working today. How are states using data to track the effectiveness of their policies and to guide the development new ones? What might this look like moving forward? This session will provide an overview of the data capacity Western states currently have and examples of how states are using their data to develop and refine policy, followed by a discussion of how legislators can leverage data to shape policy.

Moderator:
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

Speakers:
Christine Thompson, President & CEO, *Expect More Arizona*
Dustin Weeden, Senior Policy Analyst, *State Higher Education Executive Officers Association (SHEEO)*

11.30 am – 12.00 pm
Park Ballroom

Facilitated Discussion – Using Data to Shape Policy: Now and in the Future

Facilitator:
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

12.00 – 1.00 pm
Irvington & Sellwood

Lunch
Networking Lunch

1.00 – 2.00 pm
Park Ballroom

Crafting Sustainable Higher Education Infrastructure
Investment in infrastructure is not a new topic, but it is a critical one for shaping what higher education will look like and how it will function in the years to come. This conversation will explore models of capital funding that take into account not just buildings and maintenance, but also key 21st century considerations such as technology.

Moderator:
Christina Sedney, Director of Policy Initiatives and State Authorization, *Western Interstate Commission for Higher Education*

Speakers:
Ben Cannon, *Executive Director, Oregon Higher Education Coordinating Commission**
Representative Mark Sanford, *North Dakota*
Van Davis, Policy and Planning Consultant, WCET, *Western Interstate Commission for Higher Education*

2.00 – 2.30 pm
Park Ballroom

Facilitated Discussion – Crafting Sustainable Higher Education Infrastructure

Facilitator:
Christina Sedney, Director of Policy Initiatives and State Authorization, *Western Interstate Commission for Higher Education*

2.30 – 2.45 pm

Break

2.45 – 3.45 pm
Park Ballroom

Mission Differentiation vs. Mission Creep Revisited
In 2008 WICHE released "Mission Differentiation vs. Mission Creep" a policy brief detailing the importance of mission differentiation in higher education in order to efficiently meet state goals. Eleven years later the issue remains a critical one, as more and more Western states expand the scope of their institutions' offerings – from

community colleges offering bachelor's degrees to regional universities expanding their research capacity and graduate education programs. This session will explore considerations for legislators as they think about the increasingly blurred lines between higher education sectors and both the opportunities and challenges this presents for the future.

Moderator:
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

Speakers:
Randall Brumfield, Chief Academic Officer, *Idaho State Board of Education*
David Lassner, President, *University of Hawai'i* *
Senator Ann Millner, *Utah*

3.45 – 4.30 pm
Park Ballroom

Facilitated Discussion – Mission Differentiation vs. Mission Creep Revisited

Facilitator:
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

5.45 pm
Lobby

Dinner for LAC Members & Invited Guests
Join LAC colleagues in the lobby of the hotel at 5:45 pm, and the group will together make the short walk to the Portland City Grill (111 SW 5th Avenue, 30th Floor) for a 6:00 pm dinner hosted by WICHE.

Friday, September 13

7.30 – 8.15 am
Irvington & Sellwood

Networking Breakfast (Full Breakfast)

8.15 – 9.00 am
Park Ballroom

WICHE's Role in the Future of the West
How is WICHE thinking about its role in shaping the future of higher education in the West? WICHE leadership will share their vision for how each of WICHE's units will contribute to a thriving postsecondary education ecosystem in the West.

Moderator:
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

Speakers:
Patrick Lane, Vice President, Policy Analysis & Research, *Western Interstate Commission for Higher Education*
Jere Mock, Vice President, Programs and Services, *Western Interstate Commission for Higher Education*
Van Davis, Policy and Planning Consultant, WCET, *Western Interstate Commission for Higher Education*
Liza Tupa, Director of Education and Research, Behavioral Health Program, *Western Interstate Commission for Higher Education*

9.00 – 9.45 am
Park Ballroom

Serving Students in a New Era
It is clear from demographic trends that our state's higher education institutions must adapt to better serve a new generation of students – one more likely to be working, to be attending part-time, and to shift into and out of postsecondary education depending on their life circumstances. This group faces significant barriers to completion related to affordability and food and housing insecurity. How can legislators think about adapting our systems to serve this new—and growing—group of students through better data and better policies?

Moderator:
Cam Preus, Executive Director, *Oregon Community College Association**

Speaker:
Mark Mitsui, President, *Portland Community College*

9:45 – 10:15 am
Park Ballroom

Facilitated Discussion – Serving Students in a New Era

Facilitator:
Cam Preus, Executive Director, *Oregon Community College Association**

10.15 – 10.30 am

Break

10.30 – 11.30 am
Park Ballroom

Better Together: Effective Partnerships Between Legislators & Higher Education Leaders

Each state in the West has a unique relationship between its legislators and its higher education leaders, shaped by many factors ranging from varied postsecondary governance structures to differing demographics and economies. Yet no matter the state, building long-term relationships between the higher education sector and the legislature is a critical component in crafting effective, student-centered policies for the future. This session will examine how these relationships work—and how they can be strengthened—in different state contexts.

Moderators:

Bennett Boggs, Chief of Staff, *Colorado Department of Higher Education*
Demarée Michelau, President, *Western Interstate Commission for Higher Education*

11.30 am – 12.00 pm
Park Ballroom

Final Reflections

After the preceding discussions of infrastructure investments, evolving student needs, data, and mission differentiation this session will give participants an opportunity to think through the implications for their home states. LAC members will review key takeaways from the discussions, present ideas to each other, raise questions, and share insights about issues they plan to address in the 2020 legislative sessions and beyond.

Facilitator:

Demarée Michelau, President, *Western Interstate Commission for Higher Education*



DAY 1 HANDOUTS

Welcome

What is WICHE?

The Western Interstate Commission for Higher Education - WICHE

- An interstate compact formed 65 years ago
- Codified in state law

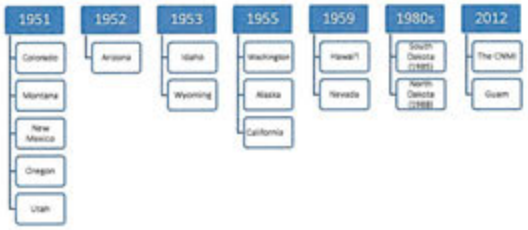


Doc. No. 35GL-19-1067.

WICHE's Mission

WICHE and its 16 member states and territories work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.

States and U.S. Pacific Territories and Freely Associated States Join WICHE



WICHE Commission

- Governed by a 48-member Commission
  - Fiduciary Responsibility
  - Provide Strategic Direction
  - Hire and Fire the President

Ambassador for the Organization

Doc. No. 35GL-19-1067.

Legislative Advisory Committee

- Strengthens state policymaking in higher education across the West
- Up to four state legislators from each WICHE member
- Unique forum to:
  - Engage with fellow legislators, subject-matter experts, and WICHE staff in a safe place to explore state policy approaches to key challenges in higher education as well as strategies for interstate collaboration
  - Explore policy issues affecting the region
  - Learn about relevant research
  - Stay abreast of emerging postsecondary policies and their implications at the state and federal levels

WICHE

WICHE's Programmatic Units

PROGRAMS AND SERVICES	POLICY ANALYSIS AND RESEARCH	BEHAVIORAL HEALTH PROGRAM	WCET – WICHE COOPERATIVE FOR EDUCATIONAL TECHNOLOGIES

WICHE



State Higher Education Policy Center (SHEPC)

- Western Interstate Commission for Higher Education (WICHE)
- National Center for Higher Education Management Systems (NCHEMS)
- State Higher Education Executive Officers (SHEEO)

SHEPC Vision

- Quicker dissemination of information and new ideas
- Greater synergy in activities
- Improved capacity for effective collaboration
- Richer educational experiences and more opportunities

WICHE

Introductions

Overview of the University of Hawai'i System

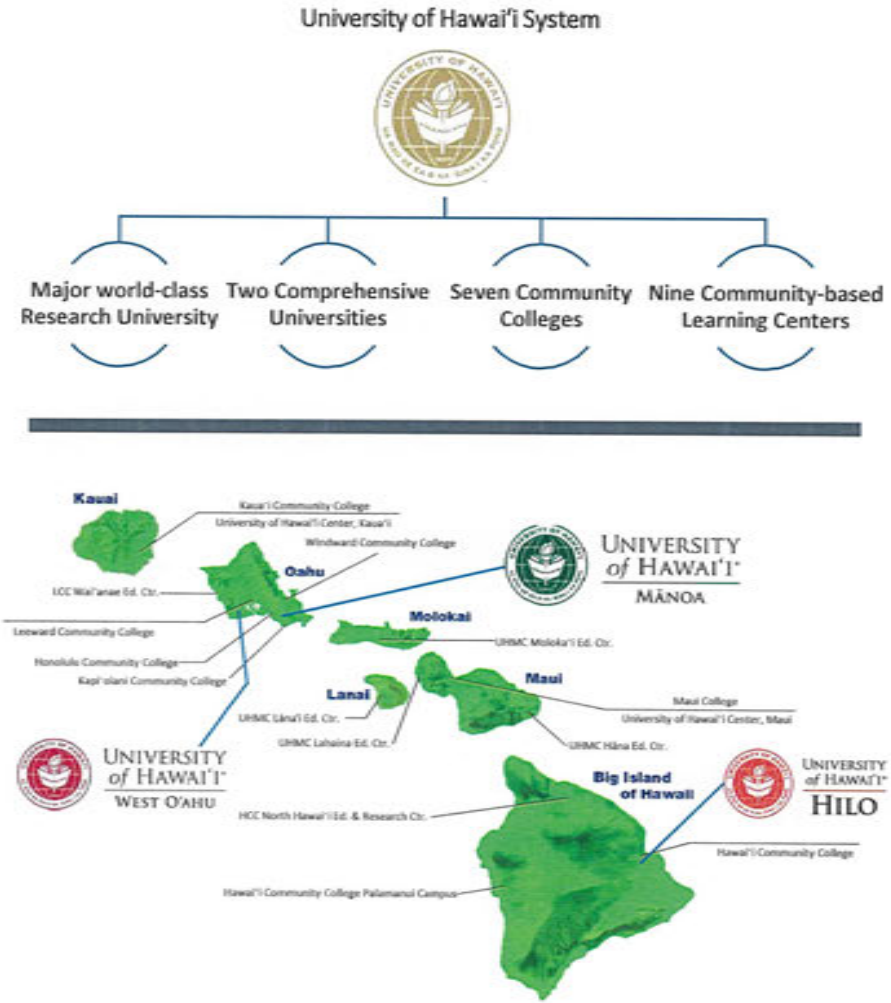
Founded in 1907, the University of Hawai'i System is the sole provider of public higher education throughout Hawai'i and is the only truly integrated higher education system in the country that seamlessly organizes its universities and community colleges under one system

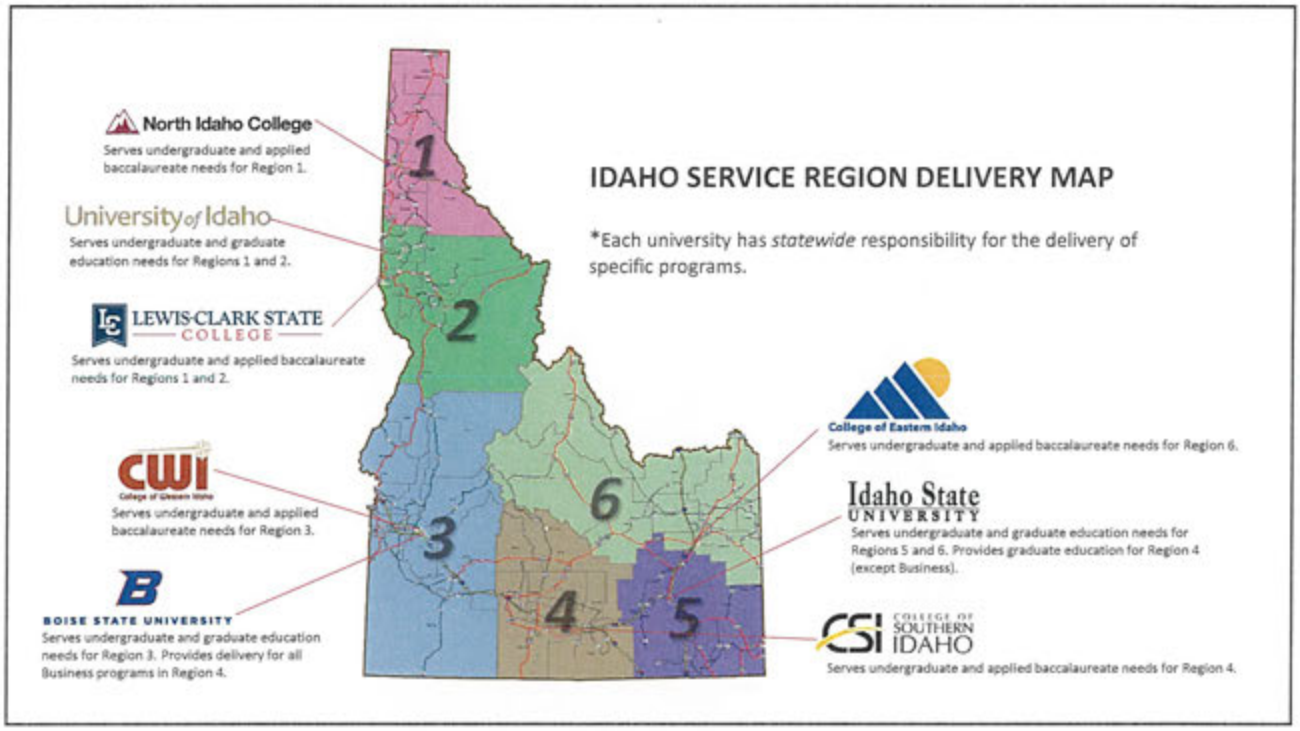
University of Hawai'i Universities

- Major world-class research university
- Undergraduate, graduate and professional degrees across numerous well regarded programs
- About 24,000 headcount credit enrollment
- Nationally ranked NCAA Division I athletics

UH Community Colleges and Learning Centers

- Seven community colleges and nine community-based learning centers
- About 26,000 headcount credit enrollment
- Occupational, technical and professional courses
- Critical to delivering the mission to expand educational opportunities across the State, as well as providing a pathway to 4-year universities
- Key driver of strong support from the State and community





Board Policies

Regional and Statewide Responsibilities

Program Prioritization

Credit for Prior Learning

Dual Credit Delivery

Institution-Specific

Technical College Transition to Community College

Baccalaureate Degree Options at Community Colleges

Strengthening Research Portfolio

Expanding Focus on Adult, Commuter, and "Non-Traditional" Populations

Idaho State Board of Education



ARIZONA EDUCATION PROGRESS METER

Where We Stand Today

QUALITY EARLY LEARNING

24%

2030 GOAL—45%

Percent of three and four year old children that are in quality early learning settings.

3RD GRADE READING

44%

2030 GOAL—72%

Percent of 3rd grade students who scored proficient or highly proficient on the AzMERIT English language arts assessment.

8TH GRADE MATH

41%

2030 GOAL—69%

Percent of 8th grade students who are prepared to be successful in high school math.

HIGH SCHOOL GRADUATION

78%

2030 GOAL—90%

Percent of high school students who graduate in 4 years.

OPPORTUNITY YOUTH

13%

2030 GOAL—7%

Percent of 16-24 year olds NOT going to school or working.

POST HIGH SCHOOL ENROLLMENT

53%

2030 GOAL—70%

Percent of high school graduates enrolled in postsecondary education the semester after graduating high school.

ATTAINMENT

45%

2030 GOAL—60%

Percent of Arizona residents age 25-64 who have completed a 2-or 4-year degree or received an industry certificate.

MEDIAN ELEMENTARY TEACHER PAY

Arizona Ranks

49TH

GOAL—REACH NATIONAL MEDIAN BY 2022

Arizona's ranking compared to other states for median elementary teacher pay adjusted for cost of living.

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THE MOVEMENT FOR WORLD-CLASS EDUCATION

CENTER FOR THE FUTURE OF ARIZONA

Last Updated: May 2019



A SHARED VISION FOR AN EXCELLENT EDUCATION FOR ALL

We believe that every student deserves an excellent education, every step of the way, and Arizona voters agree that education is a top priority. The success of every student is vital to our state's economic prosperity, quality of life and civic health. We must close the achievement gap that leaves so many behind, increase educational attainment overall and prepare a highly skilled workforce.

To fully understand how far we need to go, we must have reliable information that tells us where we are as a state on issues ranging from access to quality early learning to postsecondary attainment and everything in between. The Education Progress Meter provides a nonpartisan, shared source of information to inform where we stand and to help unify us around where we want to go so we can continue to make progress together.

For more information on each indicator, success stories from around the state and ways to get involved visit:

ExpectMoreArizona.org/progress

DATA SOURCES

QUALITY EARLY LEARNING:
First Things First, Arizona Department of Education, Arizona Department of Economic Security, 2016-17. U.S. Census Bureau, American Community Survey 1-year estimates, 2016.

8TH GRADE MATH:
Arizona Department of Education, 2018 AzMERIT results. (Students passing the 8th grade AzMERIT assessment, Algebra I end of course test, Geometry end of course test, or Algebra II end of course test.)

ATTAINMENT:
2017, 1-Year Public Use Microdata Series Person File for Arizona, from U.S. Census Bureau. Current Population Survey, 2017

OPPORTUNITY YOUTH:
2017, 1-Year Public Use Microdata Series Person File for Arizona, from U.S. Census Bureau.

3RD GRADE READING:
Arizona Department of Education, 2018 AzMERIT results.

POST HIGH SCHOOL ENROLLMENT:
National Student Clearinghouse via Arizona Board of Regents, 2016-17. National Center for Education Statistics.

HIGH SCHOOL GRADUATION:
Arizona Department of Education, 2017 Graduation Rate Report.

TEACHER PAY:
Bureau of Labor Statistics, Occupational Employment Statistics, 2018. Bureau of Economic Analysis, Regional Price Parities, 2017. Adjusted for cost of living by Morrison Institute for Public Policy at ASU.*
**Current figures for median elementary teacher pay based on source data: Arizona: $45,353 United States: $58,230*

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Last Updated: May 2019

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WORLD-CLASS EDUCATION

Data Driven Decision Making

Arizona Education Progress Meter




Expect More Arizona brings diverse groups of people together to find and implement solutions to Arizona's most pressing education issues

Shared Vision: An excellent education for every student every step of the way.



WORLD-CLASS EDUCATION

History of Education Progress Meter

- Partnership between Expect More Arizona and Center for the Future of Arizona
- It all started with Gallup
- Involved input from hundreds of stakeholders and experts
- Launched in 2016

CENTER FOR THE FUTURE OF ARIZONA

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WORLD-CLASS EDUCATION

Arizona Education Progress Meter

QUALITY EARLY LEARNING

24%

Percent of three and four year old children that are in quality early learning settings.

3RD GRADE READING

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Percent of 3rd grade students who scored proficient or highly proficient on the AzMERIT English language arts assessment.

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Percent of 8th grade students who are prepared to be successful in high school math.

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Percent of high school students who graduate in 4 years.

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POST HIGH SCHOOL ENROLLMENT

53%

Percent of high school graduates enrolled in postsecondary education the semester after graduating high school.

ATTAINMENT

45%

Percent of Arizona residents age 25-64 who have completed a 2-or 4-year degree or received an industry certificate.

TEACHER PAY

ARIZONA RANKS

49

Arizona's ranking compared to other states for median elementary teacher pay.
*Adjusted for cost of living.

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When We Have Shared Goals, We Can Make Progress Together

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2030 GOALS













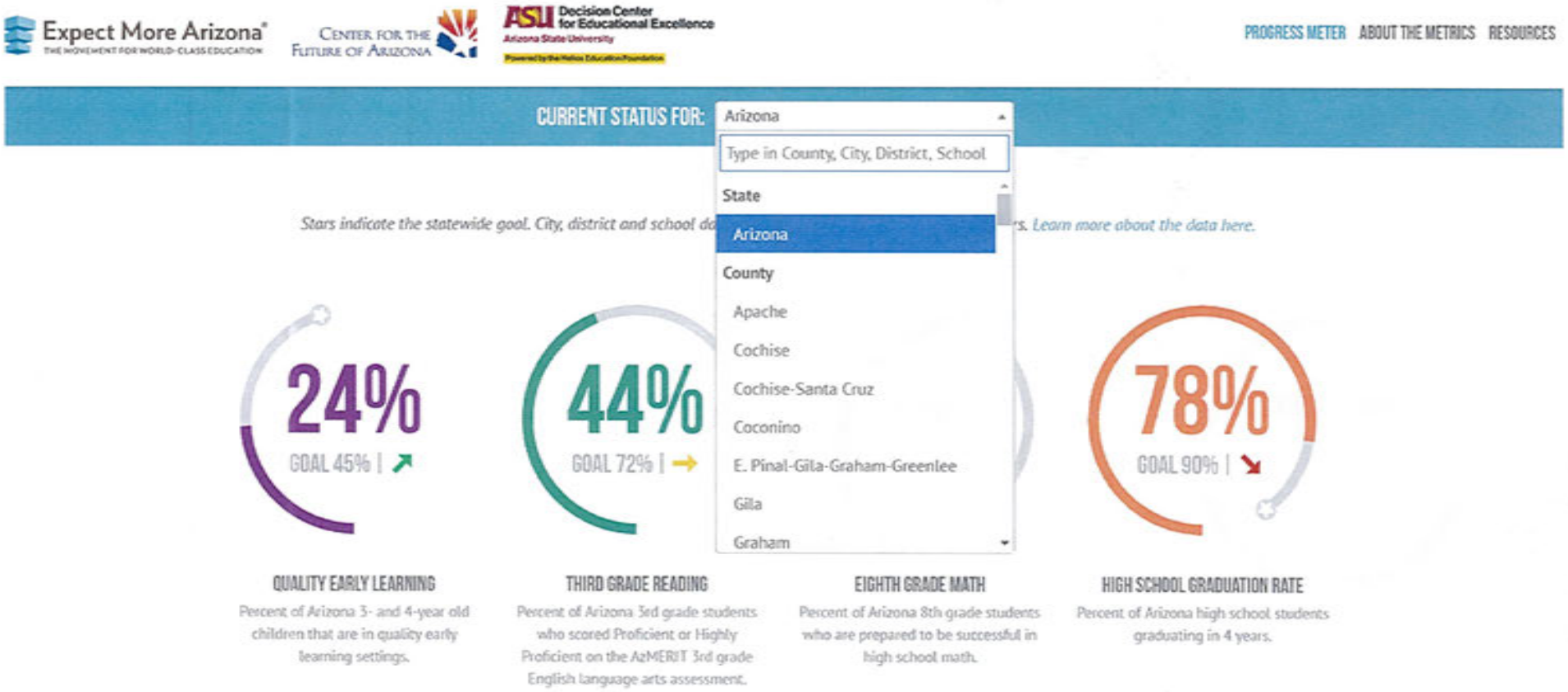


Elementary Teacher Pay

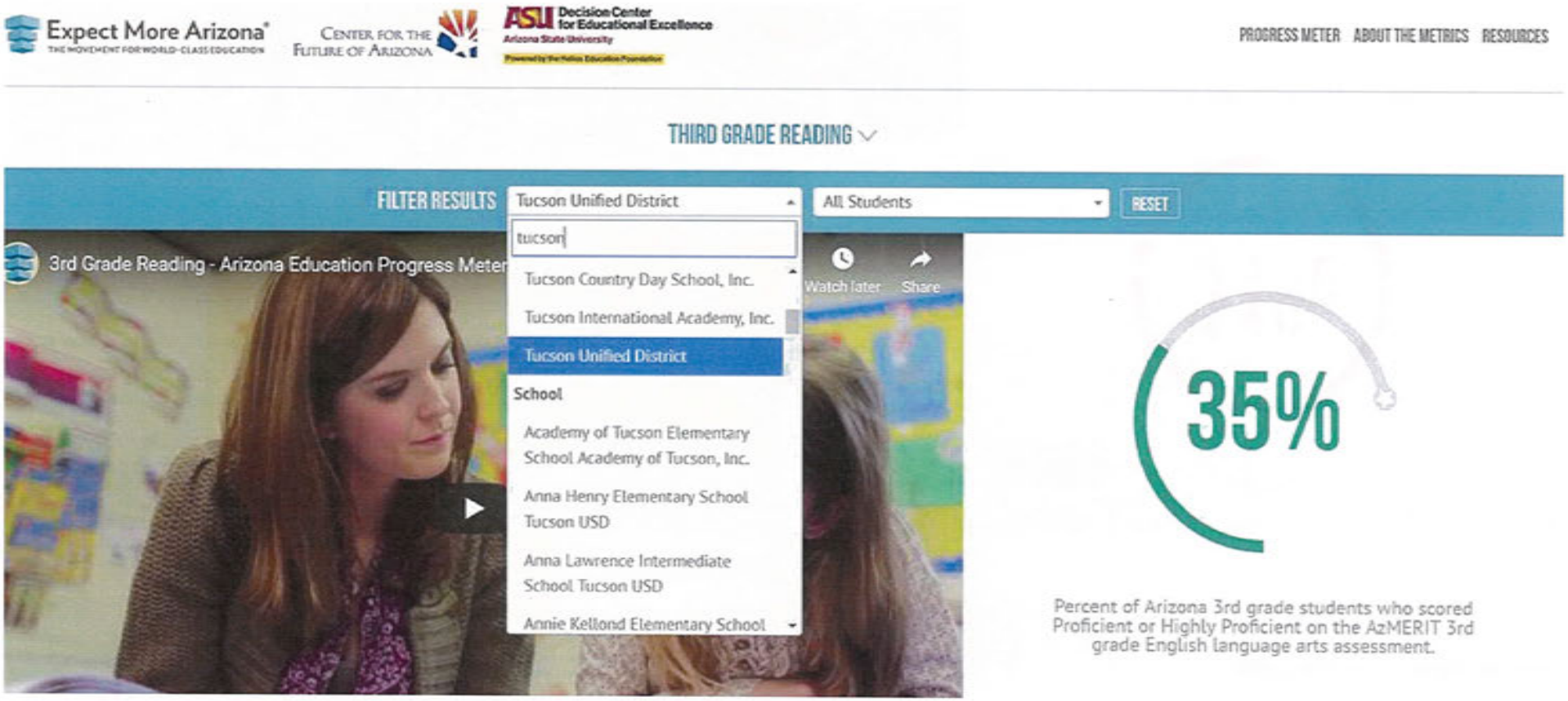
REACH NATIONAL MEDIAN BY 2022

CURRENT - ARIZONA RANKS 49TH

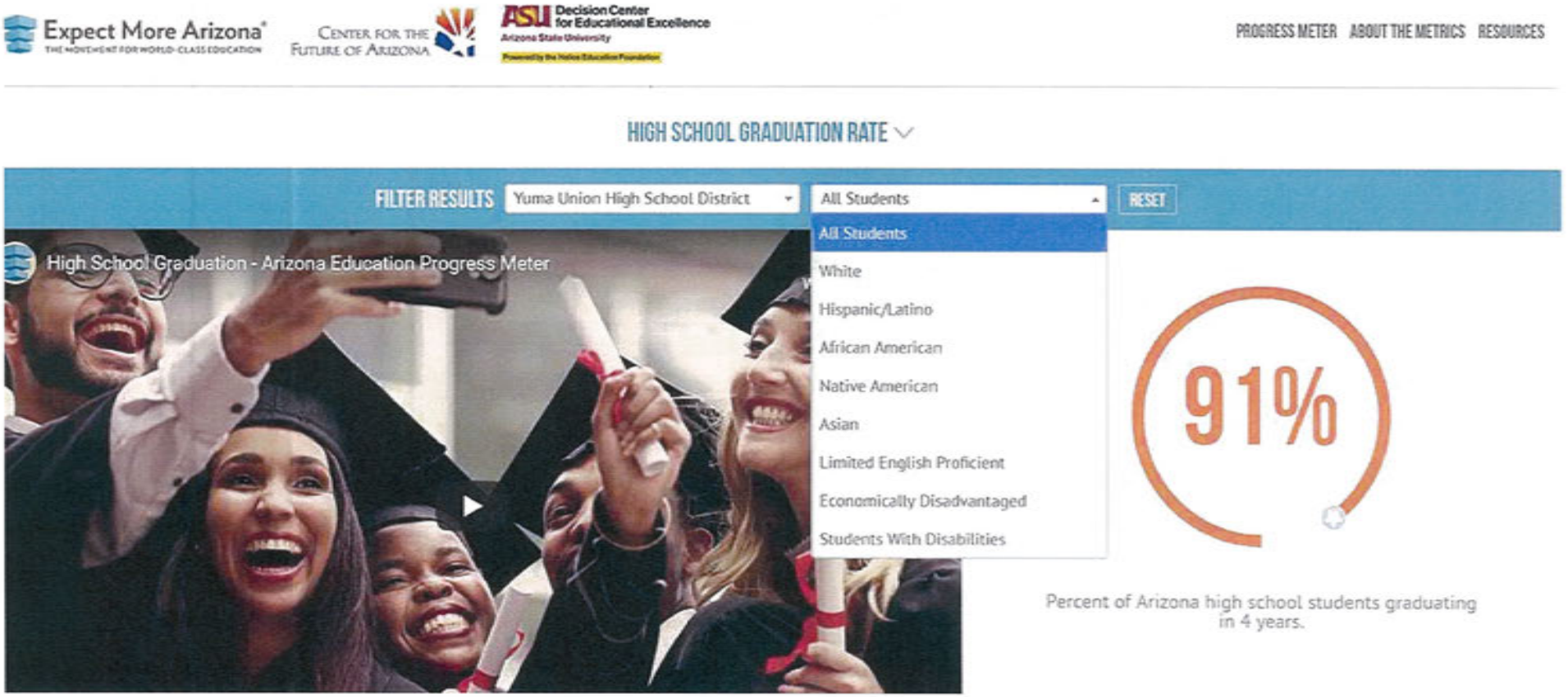
School, City, County & Demographic Data



School, City, County & Demographic Data



School, City, County & Demographic Data



WORLD-CLASS EDUCATION

Using Data to Address Achievement Gaps

	ARIZONA	WHITE	LATINO	NATIVE AM	POVERTY	GOAL
Quality Early Learning	24%	N/A	N/A	N/A	N/A	45%
3rd Grade Reading	44%	59%	33%	21%	31%	72%
8th Grade Math	41%	55%	29%	19%	27%	69%
HS Graduation	78%	83%	75%	67%	72%	90%
Opportunity Youth	13%	10%	13%	29%	N/A	7%
Post HS Enrollment	53%	N/A	N/A	N/A	N/A	70%
Attainment	45%	54%	26%	17%*	N/A	60%

*Only includes 2- and 4- year degrees for this group

Last Update: May 2019

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WORLD-CLASS EDUCATION

Used by Influencers Across the State

- Policymakers
- City & Towns
- Funders
- Advocacy Organizations
- Nonprofits
- Business
- Schools
- Media


COCONINO COUNTY
Proclamation

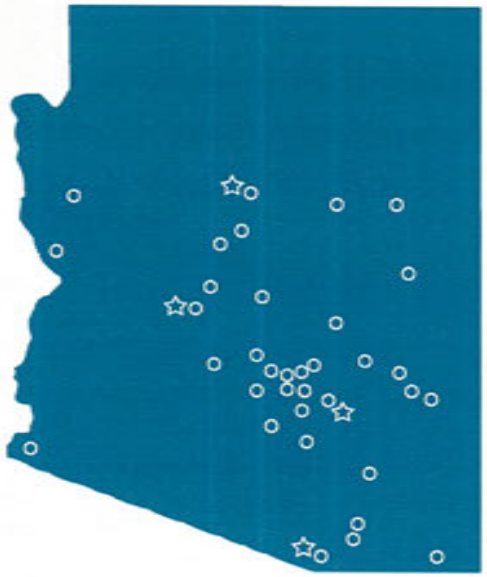
Supporting the AZ Education Progress Meter and the Statewide Post-Secondary Education Attainment Goal of 60%



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Local Government Adoption of the Education Progress Meter and Attainment Goal

City of Apache Junction
City of Buckeye
City of Casa Grande
City of Chandler
City of Coolidge
City of Cottonwood
City of Douglas
City of Eloy
City of Flagstaff
City of Glendale
City of Holbrook
City of Kingman
City of Maricopa
City of Mesa
City of Nogales
City of Phoenix
City of Prescott
City of San Luis
City of Scottsdale
City of Sedona
City of Show Low
City of Tempe
City of Tolleson
City of Tucson
City of Winslow
Coconino County
La Paz County
Lake Havasu City
Pinal County
Santa Cruz County



Town of Camp Verde
Town of Florence
Town of Hayden
Town of Kearny
Town of Mammoth
Town of Marana
Town of Oro Valley
Town of Payson
Town of Prescott Valley
Town of Queen Creek
Town of Sahuarita
Town of Superior
Town of Winkelman
Yavapai County

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ACHIEVE 60 AZ EDUCATION ADVANCES EVERYONE

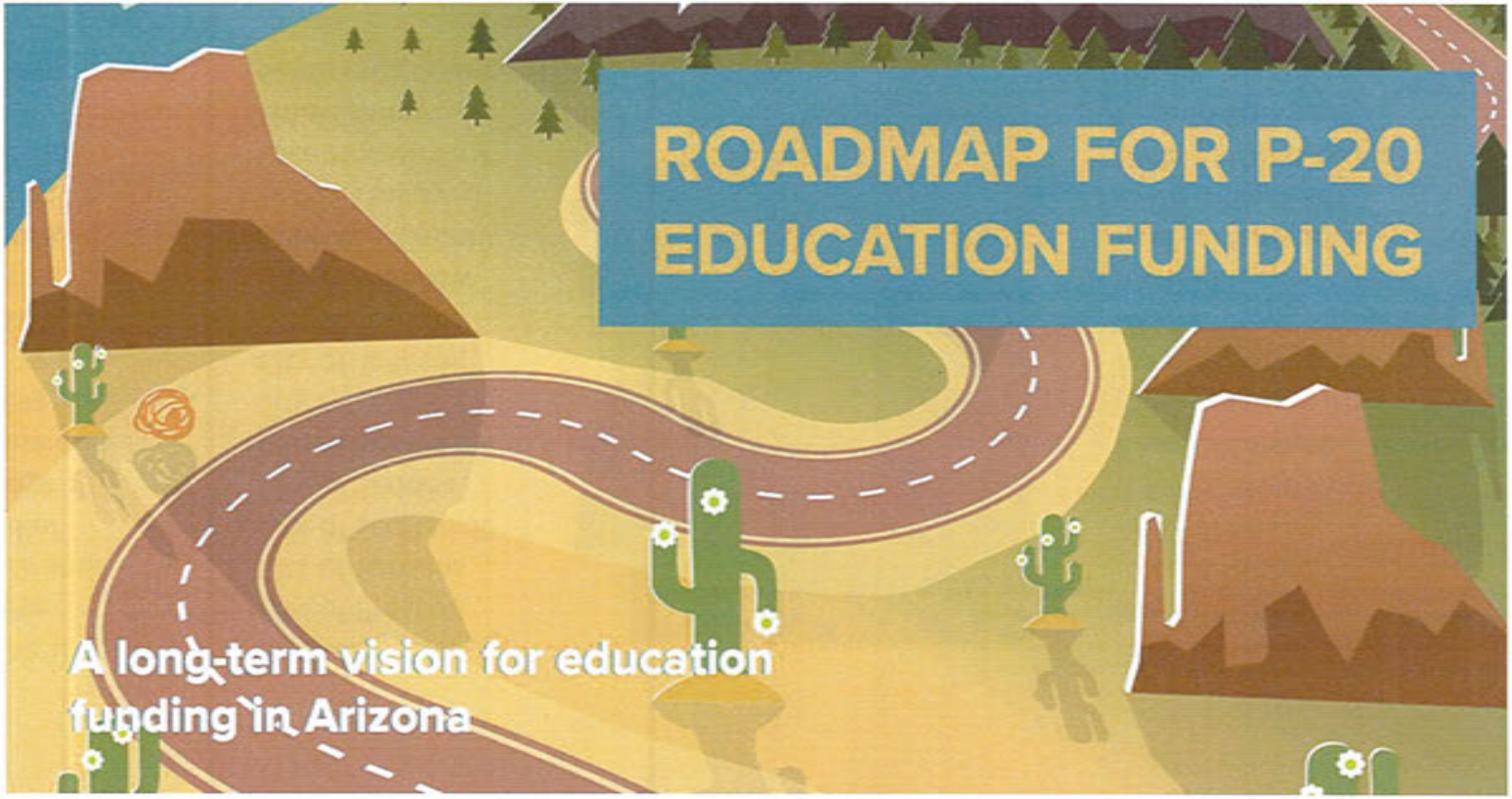
ASU Arizona State University
Decision Center for Educational Excellence

Center for the Future of Arizona

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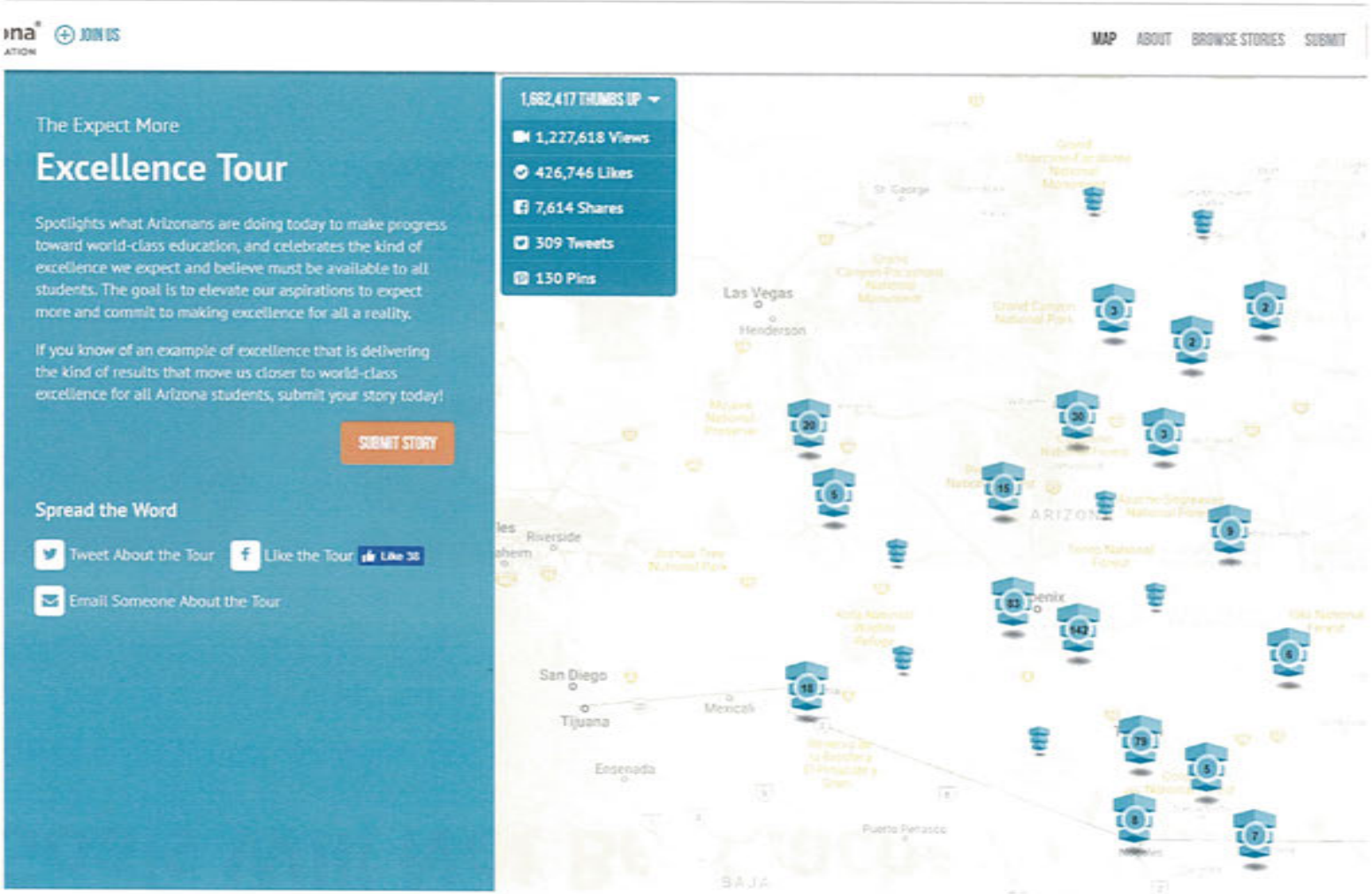
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Using Data to Drive Investments



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Storytelling – What Programs Are Moving the Needle



WORLD-CLASS EDUCATION

Goals Will Not Be Reached Overnight



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WORLD-CLASS EDUCATION

Questions?

ExpectMoreArizona

@ExpectMoreAZ

ExpectMoreArizona.org/Progress

Christine Thompson: Christine@expectmorearizona.org

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STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Using Data to Shape Policy: Now and in the Future

Dustin Weeden, Senior Policy Analyst

Western Interstate Commission for Higher Education
Legislative Advisory Committee

September 12, 2019

Doc. No. 35GL-19-1067.

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.

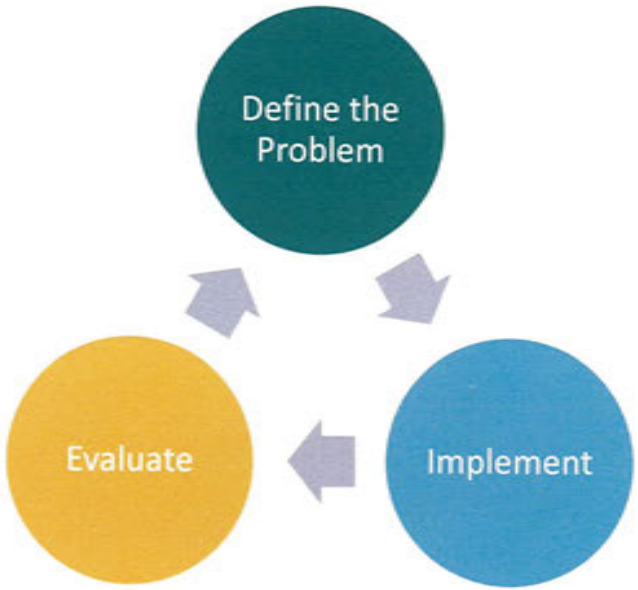
Doc. No. 35GL-19-1067.

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.

Doc. No. 35GL-19-1067.

Overview

- Using data throughout the policymaking and implementation process
  - Defining the problem
  - Implementation
  - Evaluation
- Challenges and opportunities
- Resources



Doc. No. 35GL-19-1067.

SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Define the Problem

Doc. No. 35GL-19-1067.

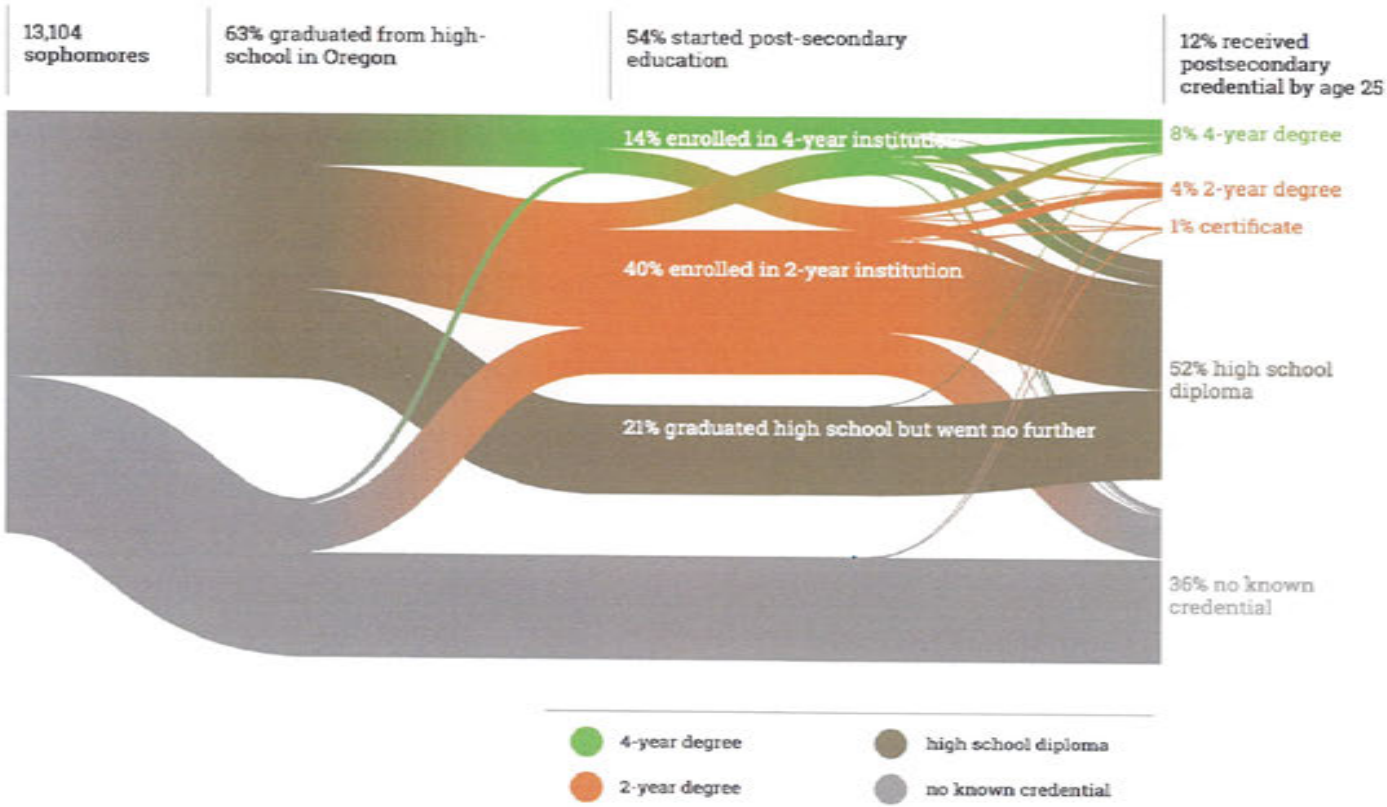
SHEEO

The Education Pathway

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

*Sophomores in 2003-04

Gender * All | Ethnicity * All | Income Level * Low Income | School District All | High School All



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

Doc. No. 35GL-19-1067.

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

Doc. No. 35GL-19-1067.

SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

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

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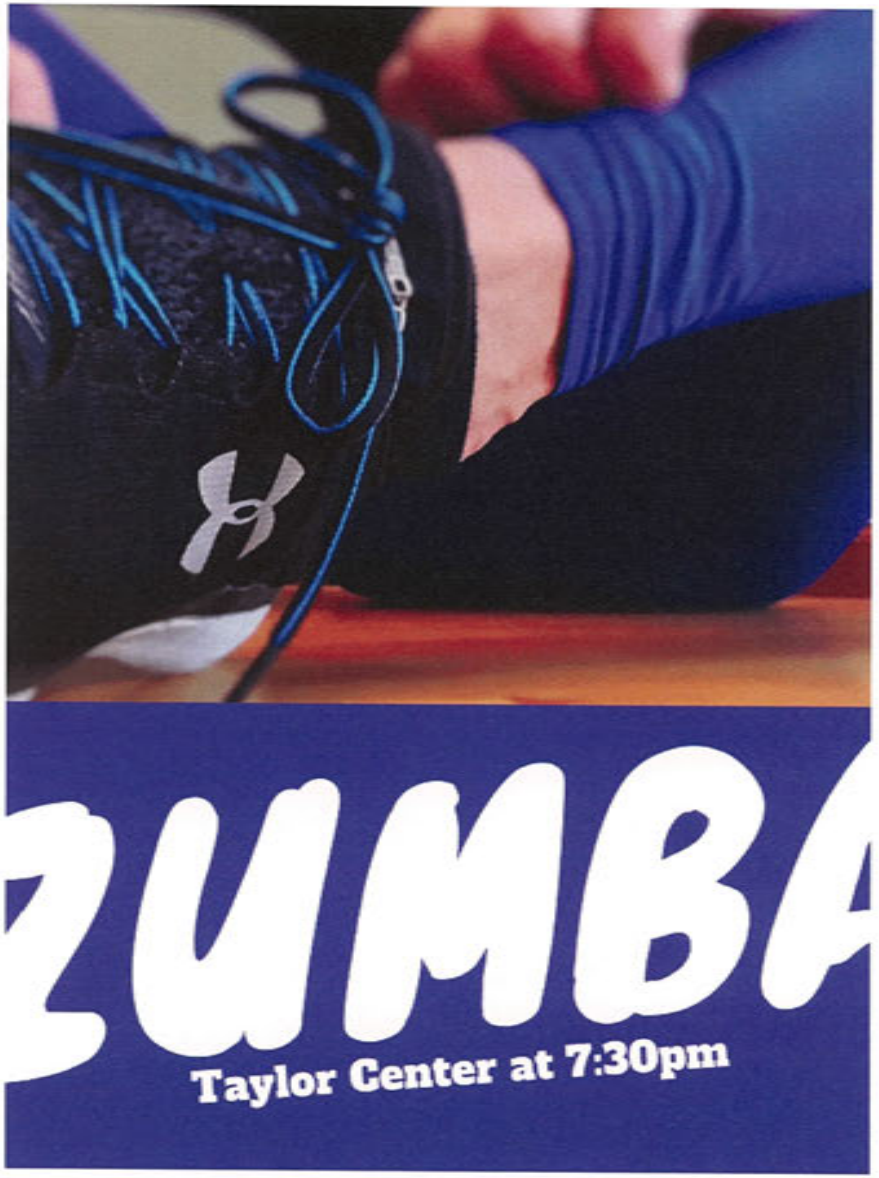
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Evaluation

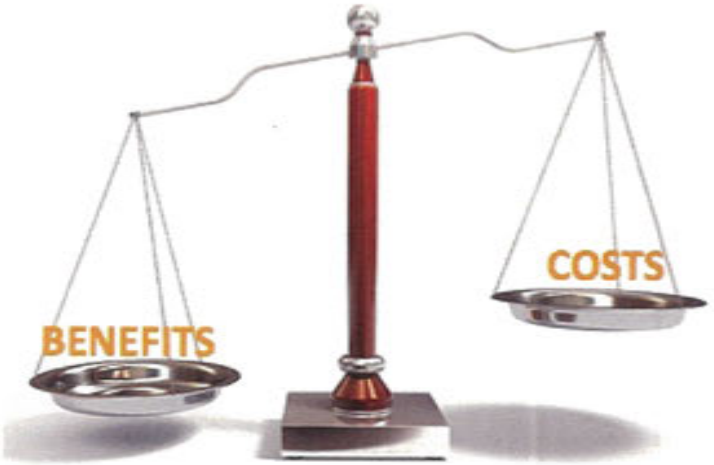
Dual Enrollment

- 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

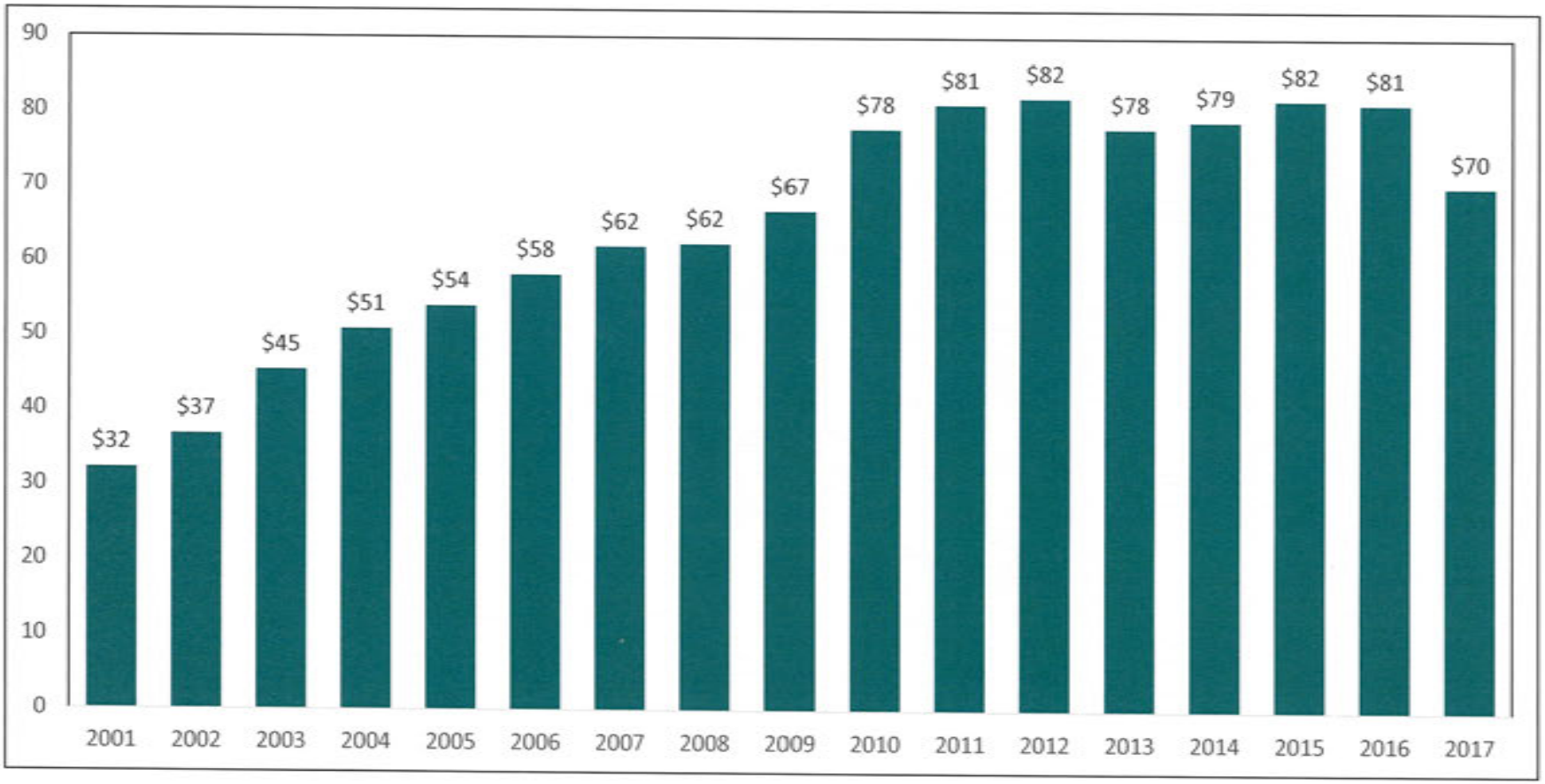


Financial Aid: Building Regular Evaluations into Programs

- 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



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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

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Metrics Capacity of State Data Systems

TABLE 6:

METRICS CAPACITY[15]

	Type of Metric	Number of Respondents	Percentage
Graduation rate	Completion	50	91%
Retention / persistence rate	Progression	50	91%
Time to credential	Completion	47	85%
Credit accumulation	Progression	47	85%
Remedial course completion	Progression	47	85%
Transfer rate	Completion	45	82%
Credits to credential	Completion	44	80%
Credit completion ratio (credits completed vs. attempted)	Progression	44	80%
Completion ratio (completions per FTE)	Progression	39	71%
Gateway course completion	Progression	35	64%
Median wage of completers	Post-college Outcomes	30	55%
Employment status	Post-college Outcomes	25	45%
Median wage of non-completers	Post-college Outcomes	22	40%
Net price	Cost	19	35%
Cumulative debt	Cost	17	31%
Loan repayment status	Post-college Outcomes	3	5%

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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

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Resources

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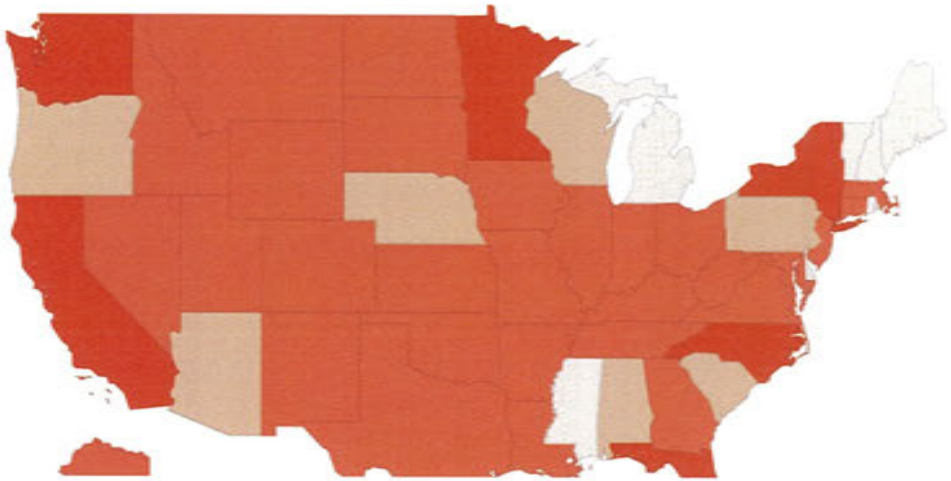
State Postsecondary Data Resources

https://postsecondarydata.sheeo.org/

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51 Agencies in 46 States currently link or plan to link Postsecondary data to Workforce data

2010 2015 2018



Select Question

- What states can link postsecondary and workforce data?
- What states can link postsecondary and K-12 data?
- What states link to both K-12 and workforce data?
- What state data systems contain financial aid information?
- What states can link postsecondary and early childhood data?

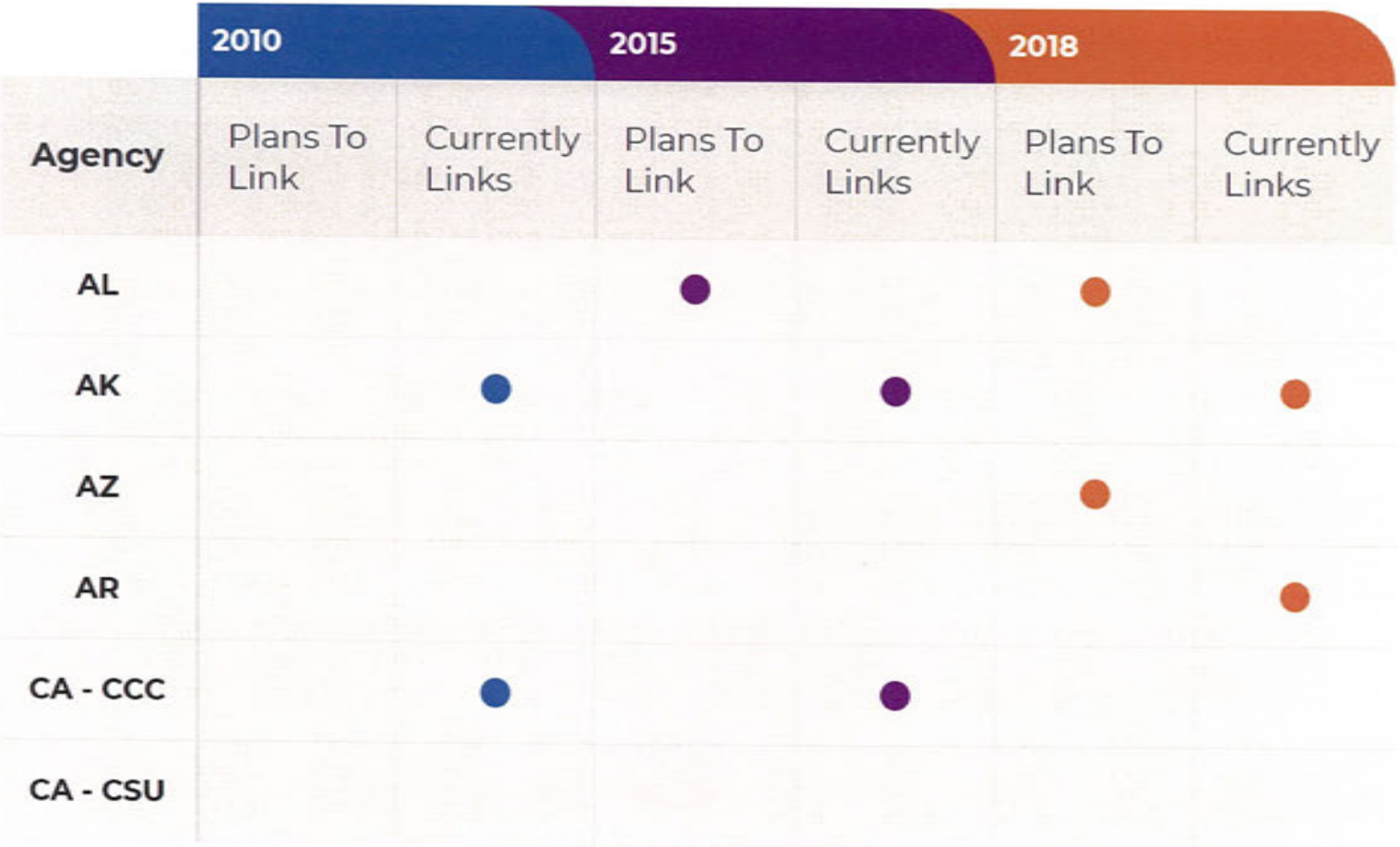
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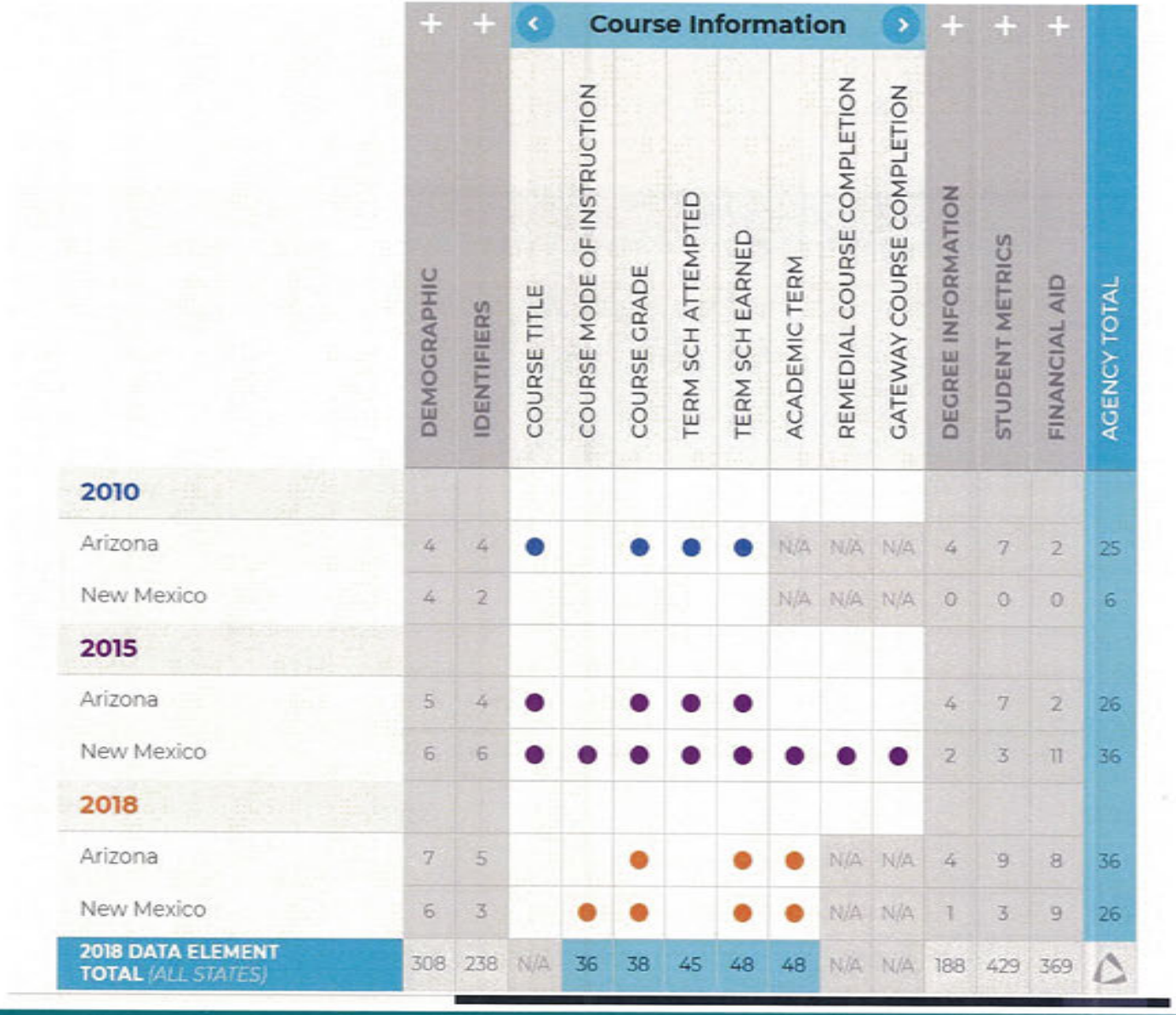
Clear results

Show table / Hide table

Select a state agency



Agency	2010		2015		2018	
	Plans To Link	Currently Links	Plans To Link	Currently Links	Plans To Link	Currently Links
AL			●		●	
AK		●		●		●
AZ					●	
AR						●
CA - CCC		●		●		
CA - CSU						



	DEMOGRAPHIC +	IDENTIFIERS +	Course Information: COURSE TITLE	COURSE MODE OF INSTRUCTION	COURSE GRADE	TERM SCH ATTEMPTED	TERM SCH EARNED	ACADEMIC TERM	REMEDIAL COURSE COMPLETION	GATEWAY COURSE COMPLETION	DEGREE INFORMATION +	STUDENT METRICS +	FINANCIAL AID +	AGENCY TOTAL
2010														
Arizona	4	4	●		●	●	●	N/A	N/A	N/A	4	7	2	25
New Mexico	4	2						N/A	N/A	N/A	0	0	0	6
2015														
Arizona	5	4	●		●	●	●				4	7	2	26
New Mexico	6	6	●	●	●	●	●	●	●	●	2	3	11	36
2018														
Arizona	7	5			●		●	●	N/A	N/A	4	9	8	36
New Mexico	6	3		●	●		●	●	N/A	N/A	1	3	9	26
2018 DATA ELEMENT TOTAL *(ALL STATES)*	308	238	N/A	36	38	45	48	48	N/A	N/A	188	429	369	

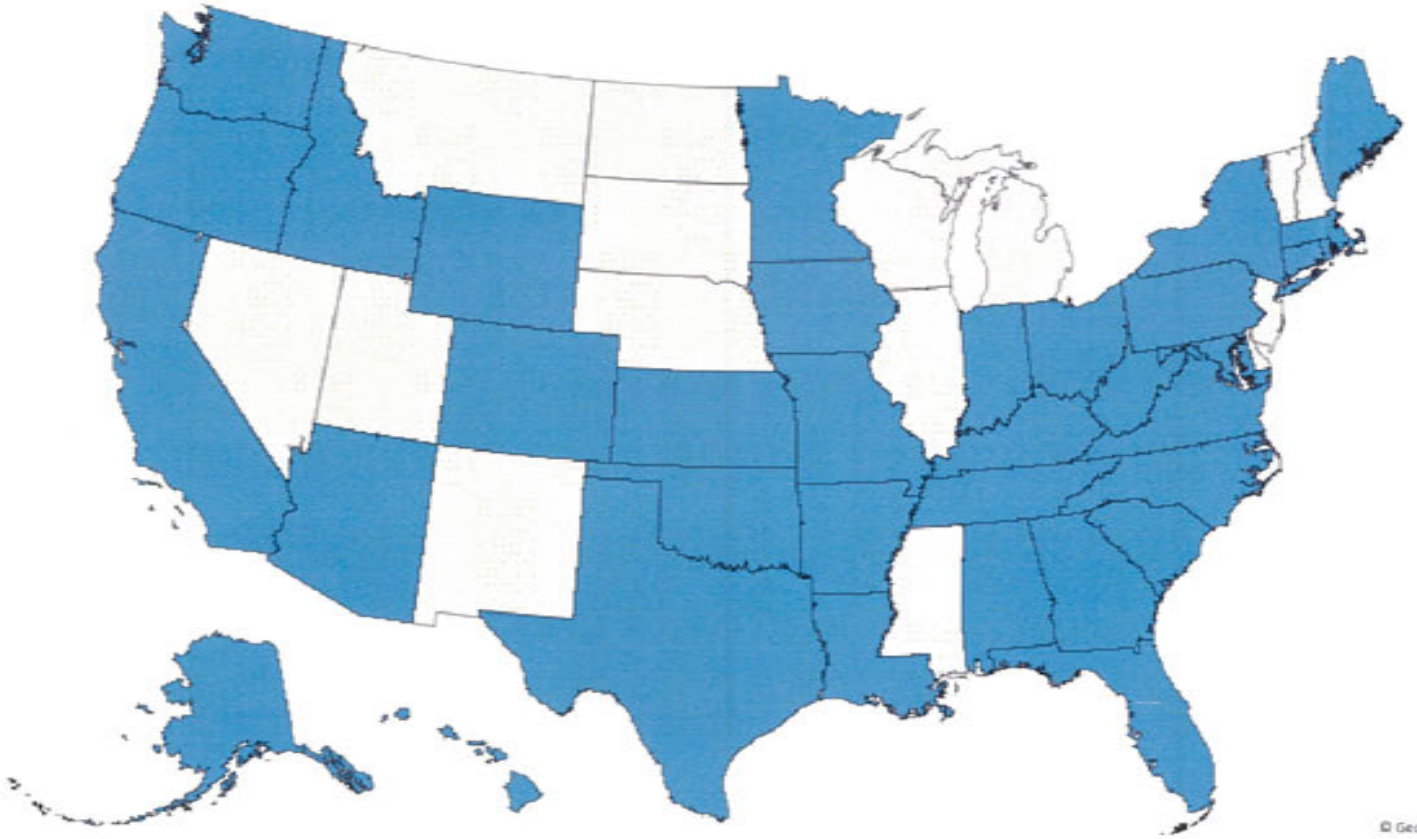
Communities of Practice Project Overview

- 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

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States Participating in SHEEO's Community of Practice Project



Questions?

Dustin Weeden
dweeden@sheeo.org



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Data Element Tables

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

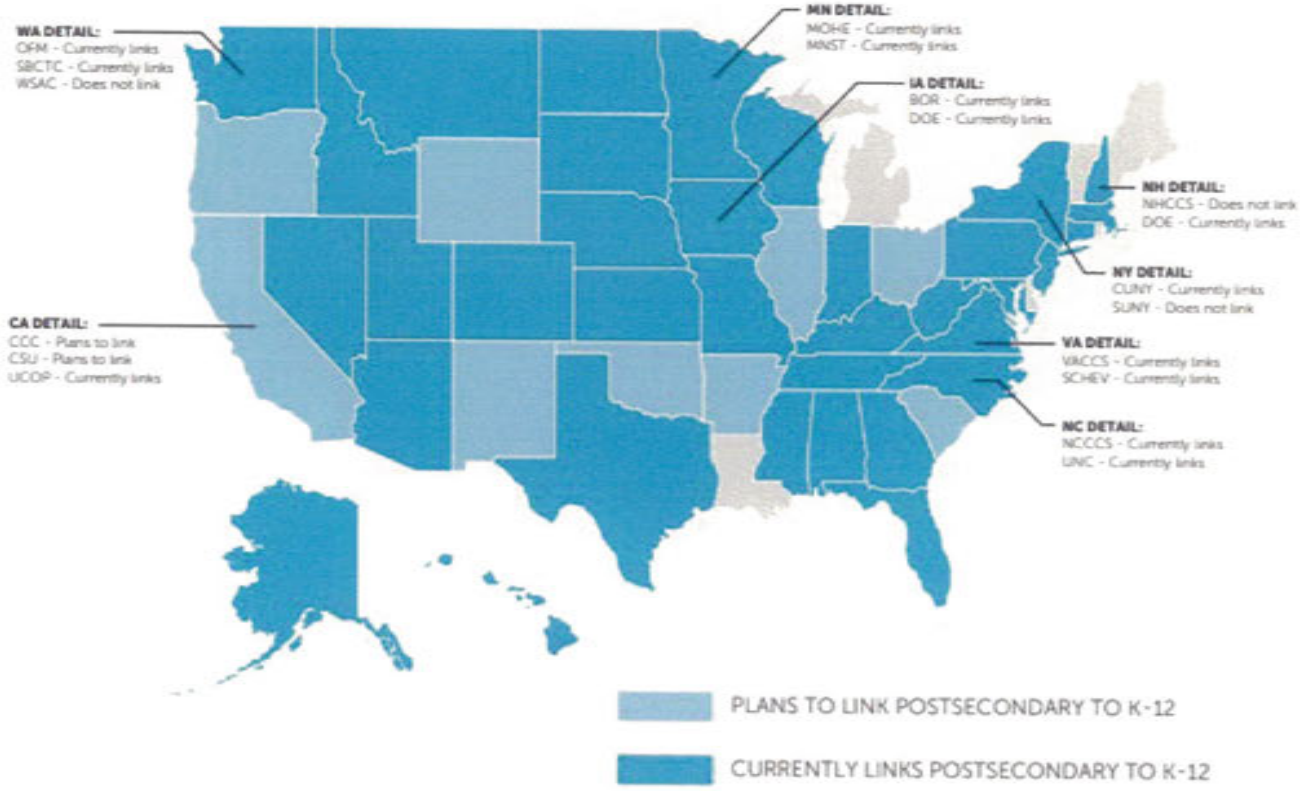
State	Demographic							Identifiers						Course information					Degree information			
	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
Alabama	•	•	•	•						•		•	•			•	•	•	•	•	•	•
Alaska	•	•	•	•		•	•	•				•	•	•	•	•	•	•	•	•	•	•
Arizona	•	•	•	•	•	•	•	•		•	•	•	•		•		•	•	•	•	•	•
Arkansas	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
California - CSU	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•
California - UCOP	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•
Colorado		•	•	•	•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Connecticut	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Florida	•	•	•	•	•	•	•	•			•	•	•	•	•				•	•		
Georgia	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Hawaii	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Idaho		•	•	•	•		•		•	•	•	•		•	•	•	•	•	•	•	•	•
Illinois	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•
Indiana	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Iowa - BOR			•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•
Kansas	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Kentucky	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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

State	Student metrics											Financial aid										
	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
Alabama			•	•	•	•	•	•	•	•												•
Alaska	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Arizona		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				
Arkansas		•	•		•	•	•	•	•	•			•	•	•	•	•	•	•			•
California - CSU	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•			
California - UCOP	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Colorado	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Connecticut	•		•	•	•	•	•	•	•	•			•	•	•	•	•	•				•
Florida	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•				
Georgia	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Hawaii	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Idaho			•	•	•	•	•	•	•	•			•	•	•	•	•	•				
Illinois	•		•		•	•	•	•	•	•			•	•	•	•	•					
Indiana			•	•		•	•	•		•	•	•	•	•	•	•	•					•
Iowa - BOR	•	•	•	•	•	•	•	•	•	•												•
Kansas	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•		•	•	•
Kentucky	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Linkages with Other Data Systems – K-12

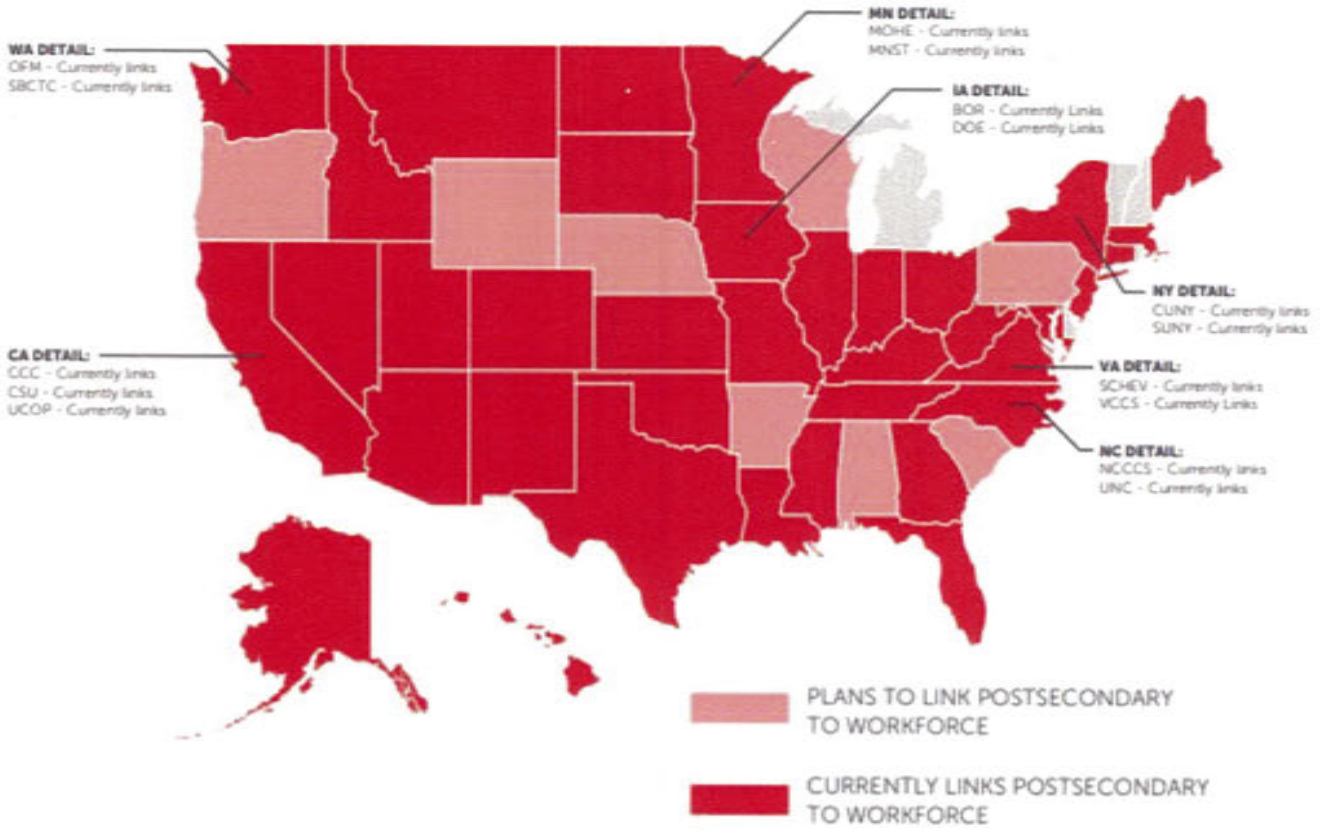
47 AGENCIES IN 44 STATES CURRENTLY LINK OR PLAN TO LINK POSTSECONDARY DATA TO K-12 DATA



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Linkages with other Data Systems - Workforce

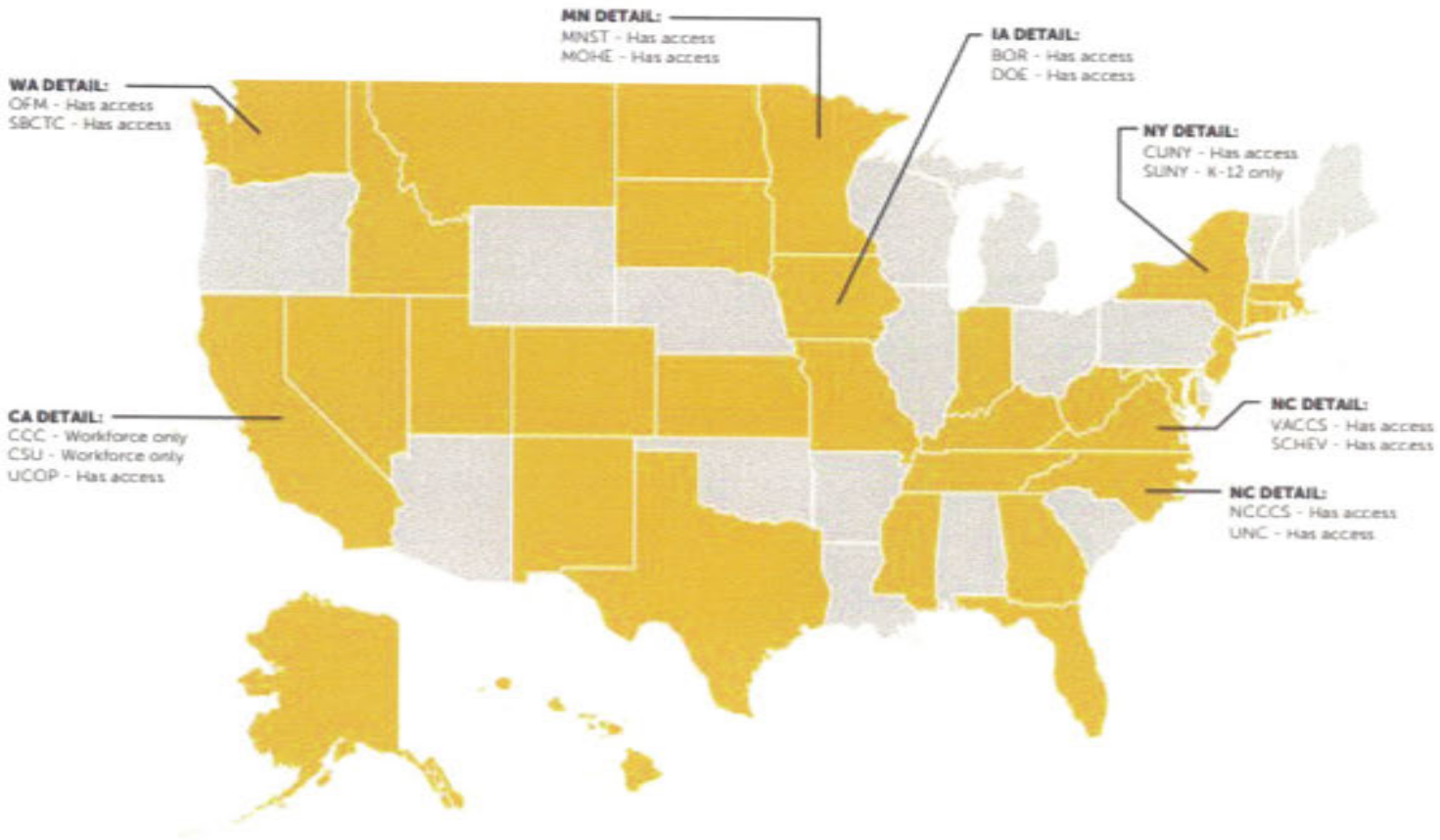
51 AGENCIES IN 46 STATES CURRENTLY LINK OR PLAN TO LINK POSTSECONDARY TO WORKFORCE DATA



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



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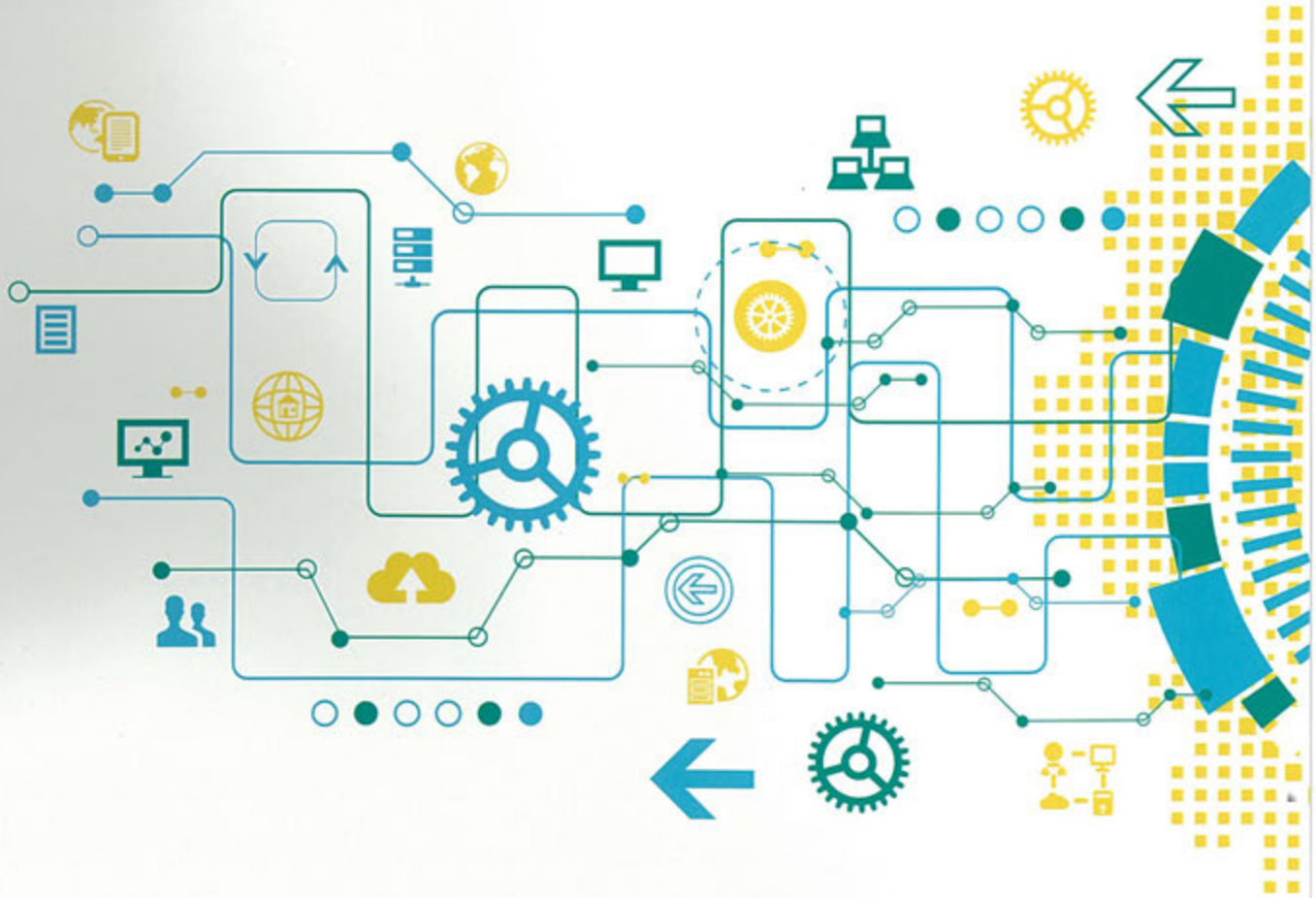
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THE STATE OF STATE POSTSECONDARY DATA SYSTEMS

STRONG FOUNDATIONS 2018

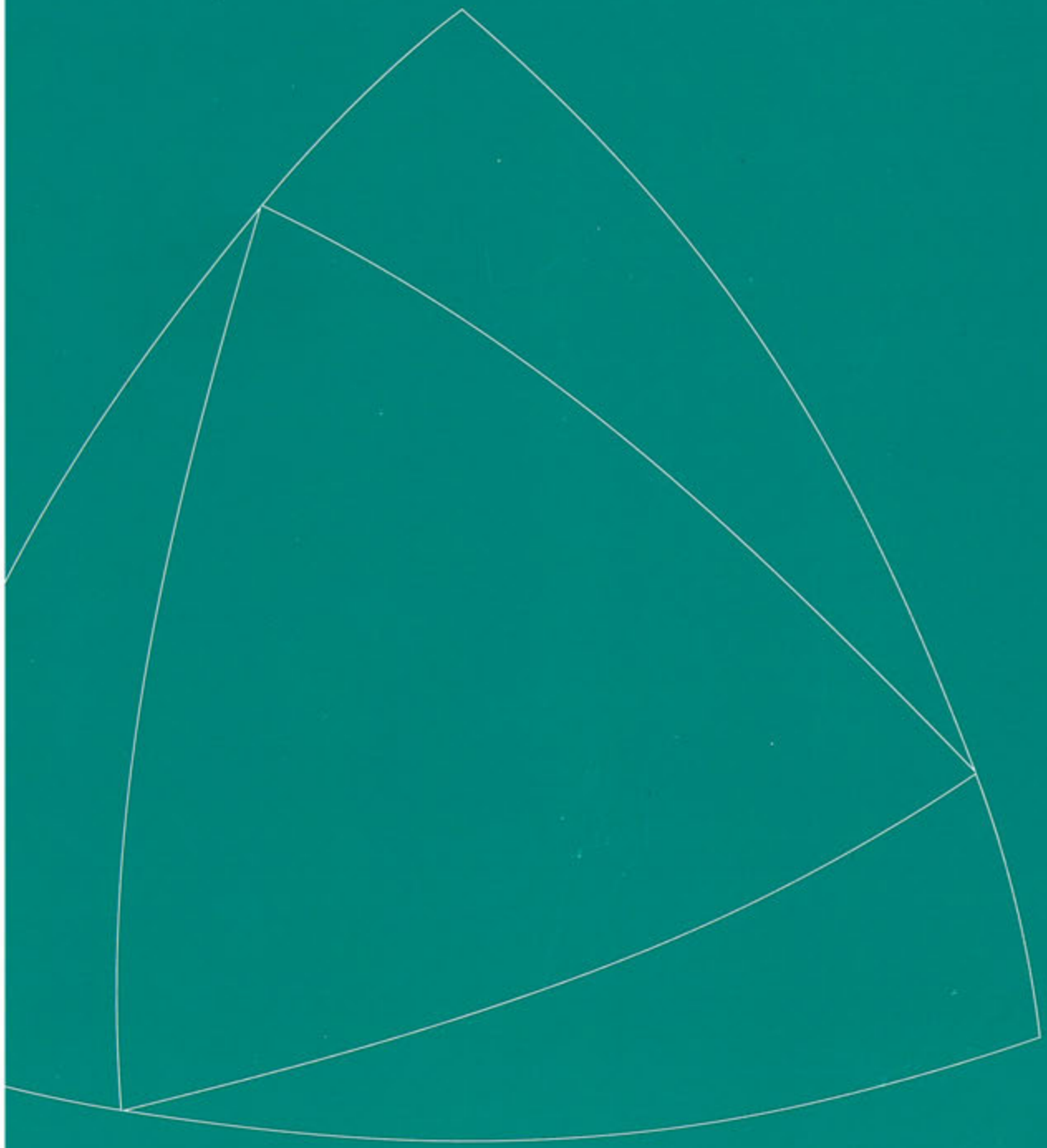
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Peer reviewers **Allison Bell**, **Pearl Iboshi**, and **Jamey Rorison** of the Bill & Melinda Gates Foundation (BMGF) provided valuable comments on draft versions of this report.

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Finally, we would like to thank the respondents to this survey, who took time out of their busy schedules to shed light on how postsecondary student unit record systems are used. This report would not be possible without contributions from these experts in state-level data systems.

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EXECUTIVE SUMMARY

Since 2010, the State Higher Education Executive Officers Association (SHEEO) has periodically administered the *Strong Foundations* survey, which documents the content, structure, and effective use of state postsecondary student unit record systems (PSURSs). This report highlights the results of the fourth administration of the survey, conducted in 2018.

PSURSs exist in an increasingly complex postsecondary data environment, one in which the interplay between state, federal, and institutional data collections and policy contexts continues to evolve. Over the past decade, PSURSs have been greatly influenced by increased linkages between different sources of administrative data and by the proliferation of state educational attainment goals. The evolving context notwithstanding, PSURSs remain vital information resources necessary for states to analyze, understand, and improve their systems of postsecondary education.

This report includes:

- A description of the status of postsecondary data systems,
- An analysis of which educational sectors are covered by these systems,
- Detailed information about demographic and financial aid data elements contained in PSURSs,
- An analysis of states' abilities to calculate performance metrics,
- A description of the growing prevalence of linkages between PSURSs and other administrative data sets,
- An analysis of privacy and security practices, and
- A discussion of the effective use of PSURSs and their chief value to states.

This year's report highlights new information regarding the types of information states collect from various educational sectors (two-year, four-year, public, and private). Previous iterations of the *Strong Foundations* survey indicated whether states collected information from these sectors, but did not attempt to discern which data elements were included.

The 2016 version of this report sought to determine, based on the presence of data elements within PSURSs, states' abilities to calculate key performance metrics. The 2018 report includes states' self-assessments of their ability to calculate metrics regarding access, progression, completion, cost, and post-collegiate outcomes.

The report includes a detailed discussion of the pervasiveness of PSURSs' use of benchmark privacy and security practices. These include privacy and security processes (i.e., data governance and physical security), standards (FERPA, state statute, etc.), and practices (destroying data, employee training).

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The report concludes with **recommendations** for policymakers:

- **Advocate for resources:** Policymakers contribute to the sustainability and optimization of these systems when they prioritize resources to provide technical assistance and professional development for researchers and analysts, and to ensure that research staffs are of a sufficient size to perform both compliance activities and research on policy issues. Policymakers should advocate for PSURSs in budget requests and prioritize within agency budgets.
- **Widely disseminate information generated from PSURSs:** States and systems gain efficiencies and promote the democratization of higher education data by developing public data resources. Multiple public data resources should address the varying needs of different audiences (i.e., institutions, legislators, and consumers).
- **Foster collaborative relationships with other stakeholders:** Many of the barriers to effective use of PSURSs may be alleviated by developing collaborative approaches to data governance. When administrative data is linked across multiple agencies in a state, all involved entities should have a voice in data governance decisions.
- **Benefit from the experience of other states:** Policymakers should promote opportunities for researchers, data practitioners, and policy analysts to work together on common issues with PSURSs.
- **Fully adopt benchmark privacy and security practices:** Benchmark privacy and security processes, standards, and practices should be universally adopted by agencies that house PSURSs. States may consider codifying privacy and security practices through legislation to ensure compliance.
- **Find ways to integrate independent institutions:** PSURSs that do not include independent institutions provide an incomplete picture of a state's higher education environment. While barriers to integration exist, states that seek to clearly define data collection and usage expectations, find innovative methods to support institutions, and directly address governance issues will stand to accrue significant benefits.
- **Strengthen collection and reporting of student finance:** There is rapidly growing interest in information regarding student debt and loan repayment. State agencies should publicly acknowledge if gaps in student financial indicators currently exist in their PSURSs and develop a plan to collect and report currently missing information.

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INTRODUCTION

Since 2010, the State Higher Education Executive Officers Association (SHEEO) has periodically administered the *Strong Foundations* survey, which documents the content, structure, and effective use of state postsecondary student unit record systems (PSURSs). This report highlights the results of the fourth administration of the survey, conducted in 2018. For a list of survey questions, see *Appendix A*. The 2018 version of the survey collected information from 58 agencies in 49 states. For a list of respondents, see *Appendix B*.

Before administering the 2018 *Strong Foundations* survey, SHEEO formed an advisory board of survey respondents and postsecondary data experts to suggest improvements over previous iterations. Several significant improvements were made for the 2018 version of the study:

- Detailed questions about privacy and security practices were added. Previous iterations of the survey asked respondents to describe their security practices in general terms; the current version allows us to document the prevalence of benchmark practices.
- Respondents completed a matrix indicating which data elements were collected by institutional sector. Earlier versions of the survey indicated whether states collected information from two-year, four-year, and private institutions, but not which data elements were included.
- More community college systems were included. Community and technical college systems in many states maintain large, statewide, student unit record systems. Ten such systems responded to the current survey.
- Eliminated questions about "warehouse" versus "federated" data-sharing models. Previous *Strong Foundations* surveys and reports attempted to measure the relative prevalence of models that store data centrally (files from multiple agencies are permanently housed in one location) or via federated model (temporary custom data marts are created from individual agency files). Recently, this distinction has become less meaningful, as many PSURSs use a combination of methods to link data.

PSURSs exist in an increasingly complex postsecondary data environment, one in which the interplay between state, federal, and institutional data collections and policy contexts continues to evolve.[1] The earliest PSURSs were founded in the 1970s and '80s, mainly to distribute formula funding to institutions or for measuring compliance with federal civil rights mandates. PSURSs began to be widely used to measure student success metrics beginning in the 1990s with the advent of the federal Student Right to Know Act.[2] Questions about the value of higher education, arising out of the Great Recession, led many states to link their PSURSs to other administrative data systems within their states. This process was significantly accelerated by federal funding for

1. For a useful synopsis of the interaction between multiple levels of data policy, see Cubarrubia, A., & Perry, P. (2016). *Creating a thriving postsecondary data ecosystem.* Institute for Higher Education Policy (IHEP). Retrieved from http://www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/postsecondary_education_data_ecosystem.pdf
2. Ewell, P., Schild, P., & Paulson, K. (2003). *Following the mobile student: Can we develop the capacity for a comprehensive database to assess student progression?* Lumina Foundation. Retrieved from https://www.luminafoundation.org/files/publications/researchreports/NCHEMS.pdf

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state longitudinal data systems.[3] Since 2009, a large majority of states have adopted attainment goals that seek to increase the proportion of adults with postsecondary credentials. PSURSs play a central role in developing and measuring progress toward those goals.

More recently, voluntary associations and foundations with a desire to link data systems beyond state borders have helped shape the context within which PSURSs operate. The Western Interstate Commision for Higher Education's Multi-State Longitudinal Exchange provides a model for, and demonstrates the inherent challenges in, linking administrative data among multiple states.[4] A pilot project by the U.S. Census Bureau and The University of Texas System offers systems and states the possibility of measuring employment outcomes in all fifty states.[5] An important emerging example is the Postsecondary Data Partnership, funded by the Bill & Melinda Gates Foundation (BMGF) and Lumina Foundation, which seeks to develop a national data system that collects information necessary to calculate measures in the "Postsecondary Metrics Framework" using data from state systems and institutions submitted to the National Student Clearinghouse.[6]

This evolving context notwithstanding, PSURSs remain vital information resources necessary for states to analyze and improve their systems of postsecondary education. "Since [PSURSs] were developed, demand for accurate data has increased and the questions asked of these data have become more complex."[7] It is important to note that policymakers and researchers who operate PSURSs within an atmosphere of heightened expectations often do so with constrained resources. In both 2016 and 2018 versions of the *Strong Foundations* survey, respondents cited a lack of resources as a significant barrier to the effective use of PSURSs.

In 2017, SHEEO launched its Communities of Practice project to provide a forum for states to respond to this challenging environment, and to work on solutions to common issues with their data systems. This work, funded by the BMGF, is closely related to and builds upon the *Strong Foundations* work. The core of the project is a series of Communities of Practice convenings, begun in November 2017, that bring together teams from multiple states and national postsecondary data experts to share information, workshop solutions, and aid practitioners in other states. Themes for the Communities of Practice include:

- Improving access to state postsecondary data systems (November 2017);
- Integrating independent colleges and universities into state data systems (March 2018);

3. Garcia, T., & L'Orange, H. (2012). *Strong foundations: The state of postsecondary data systems: 2012 Update on data sharing with K-12 and labor.* SHEEO. Retrieved from http://postsecondarydata.sheeo.org/wp-content/uploads/2018/05/SHEEO_StrongFoundations2012_Final.pdf
4. Prescott, B., & Lane, P. (2016). *Fostering state-to-state data exchanges.* IHEP. Retrieved from https://www.wiche.edu/files/info/Fostering%20State-to-State%20Data%20Exchanges.pdf
5. The Colorado Department of Higher Education will be the second recipient of matched data. See Foote, A. (September 4, 2018). *New national earnings data for graduates by institution and major.* U.S. Census Bureau. Retrieved from https://www.census.gov/library/stories/2018/09/education-pilot.html
6. See Smith, A. (December 21, 2018). Push for student-level data the feds don't collect. *Inside Higher Ed.* Retrieved from https://www.insidehighered.com/news/2018/12/21/student-data-system-advocates-want-more-colleges-and-universities-join-them?width=775&height=500&iframe=true For detailed information about the Postsecondary Metrics Framework, see Janice, A., & Voight, M. (2016). *Toward convergence: A technical guide for the postsecondary metrics framework.* IHEP. Retrieved from http://www.ihep.org/sites/default/files/uploads/docs/pubs/ihep_toward_convergence_0.pdf
7. Armstrong, J., & Zaback, K. (2016). *Assessing and improving state postsecondary data systems.* IHEP. Retrieved from http://postsecondarydata.sheeo.org/wp-content/uploads/2018/05/state_postsecondary_data_systems.pdf

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- Data modeling and visualization in support of state attainment goals (September 2018 and January 2019); and
- Developing guided pathways and financial aid metrics in state data systems (April 2019).

Findings from the Communities of Practice (and results from all versions of the *Strong Foundations* survey) are housed on SHEEO's State Postsecondary Data website (http://postsecondarydata.sheeo.org) and will be cited in this report when appropriate. The site also features blog posts and commentary from community members and provides reference material for state-level data practitioners.

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CURRENT STATUS OF POSTSECONDARY DATA SYSTEMS

NUMBER AND SCOPE OF STUDENT UNIT RECORD SYSTEMS NATIONWIDE

Forty-nine states have one or more state- or system-level PSURSs.[8] For *Strong Foundations 2018*, SHEEO surveyed its membership and all respondents to previous iterations of the survey. In addition, SHEEO made a concerted effort to include more community and technical college systems in the latest administration. New respondents for 2018 were the Iowa Department of Education, the Iowa Board of Regents, the Michigan Community College Association, the Community College System of New Hampshire, and the Virginia Community College System. In all, 58 agencies in 49 states participated in the latest study. Multiple responses for a single state reflect the variation and complexity of state postsecondary governance and coordination and typically occur when separate state- or system-level PSURSs have been established to serve the needs of different postsecondary education sectors. Iowa, Minnesota, New Hampshire, New York, North Carolina, Virginia, and Washington each had two respondents to the 2018 survey; California had three.

GENERAL USES FOR PSURSS

Nearly all PSURSs are used to generate reports and statistics, and a significant majority support decision-making, research, and cross-sector collaboration. More than half of PSURSs are used for each of the purposes included in the survey. Among those, PSURSs are least likely to be used to provide consumer information for prospective students (see *Table 1*).

TABLE 1:
USES OF PSURSS[9]

	Number of Respondents	Percent
Generating reports and statistics	54	96%
Decision-making	51	91%
Research	51	91%
Cross-sector collaboration (with K-12, workforce, etc.)	50	89%
Policymaking	46	82%
External reporting	46	82%
Consumer information for prospective students	33	59%

The most common data elements collected in PSURSs are those used to describe demographic characteristics (gender, race/ethnicity, and date of birth) and basic academic standing (degree-seeking status, degree awarded, full- or part-time enrollment). Almost all PSURSs house these data elements. Detailed academic information (GPAs, course grades, instruction mode of courses) is less common but still held by a majority of PSURSs. Relatively few PSURSs collect information regarding net price, cumulative debt, or loan repayment status. See *Appendix C* for a full list of data elements by respondent.

8. Delaware is the only state that does not collect student unit record data at the state or system level, and is the only state that did not have a respondent for the 2018 administration of the *Strong Foundations* survey.
9. These figures do not include The City University of New York or the University of California system.

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INSTITUTIONAL COVERAGE

Respondents to the *Strong Foundations* survey are state coordinating and governing boards for public postsecondary education, university systems, and community college systems; the data they hold is highly concentrated in the public sectors (see *Table 2*). Roughly one-third of respondents indicated they collect information from institutions in other sectors: 18 agencies collected information from independent (private, nonprofit) institutions, 12 from proprietary (private, for-profit) institutions, and three from tribal institutions. The reporting relationships between state agencies and private institutions can be artifacts of state licensing requirements tied to the ability to participate in state financial aid programs, or may result from cooperative relationships between organizations of independent institutions and the state.

TABLE 2:
PSURSS COVERAGE OF INSTITUTIONS[10]

State	Two-Year Public	Four-Year Public	Independent (Private, Nonprofit)	Proprietary (Private, For-Profit)	Tribal	Total Number of Institution Types
MN (MOHE), NM	●	●	●	●	●	5
CO, MA, MO, NJ, OH, SC, TN, TX	●	●	●	●		4
AL, AR, CT, KY, MD, OK, VA (SCHEV)	●	●	●			3
OR	●	●		●		3
IL		●	●	●		3
MN (MNST)	●	●			●	3
AZ, FL, HI, IA (BOR), ID, IN, KS, LA, MT, ND, NE, NH (DOE), NV, NY, RI, UT, VT, WA (SBCTC), WI, WV	●	●				2
CA (CCCO), IA (DOE), MI, NC (NCCCS), NH (NHCCS), PA, VA (VCCS), WY	●					1
AK, CA (CSU), GA, ME, MS, NC (UNC), SD, WA (OFM)		●				1

10. Throughout this report, the following acronyms will be used to distinguish agencies for those states with more than one respondent:
BOR – Iowa Board of Regents
CCCO – California Community College's Chancellors Office
CSU – California State University
DOE – Iowa Department of Education / New Hampshire Department of Education
MOHE – Minnesota Office of Higher Education
MNST – Minnesota State
NCCCS – North Carolina Community College System
NHCCS – New Hampshire Community College System
OFM – Washington Office of Financial Management
SBCTC – Washington State Board of Community and Technical Colleges
SCHEV – State Council of Higher Education for Virginia
UNC – University of North Carolina
VCCS – Virginia Community College System

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While there are clear advantages for both parties (state agencies and private institutions) for integrating independent institutions in state PSURSs, the number of states reporting their PSURS holds information from independent institutions has remained stable over each of the *Strong Foundations* administrations. In early 2018, SHEEO held a Communities of Practice convening during which teams from eight states discussed the opportunities presented by integrating independent institutions into PSURSs, and potential barriers to doing so. Subsequently, SHEEO released a white paper summarizing key findings:[11]

- States benefit from integrating independent institutions into PSURSs in that they gain a more complete understanding of student "swirling" enrollment patterns, and a fuller understanding of the production of educational capital within a state and progress toward attainment goals.
- Independent institutions benefit from participating in state PSURSs through improved information about student mobility, access to linked workforce and K-12 data, and a "seat at the higher education policy table."
- To encourage integration, states and independent institutions and their associations should address potential privacy and legal concerns, and consider providing technical assistance to less well-resourced independent institutions.

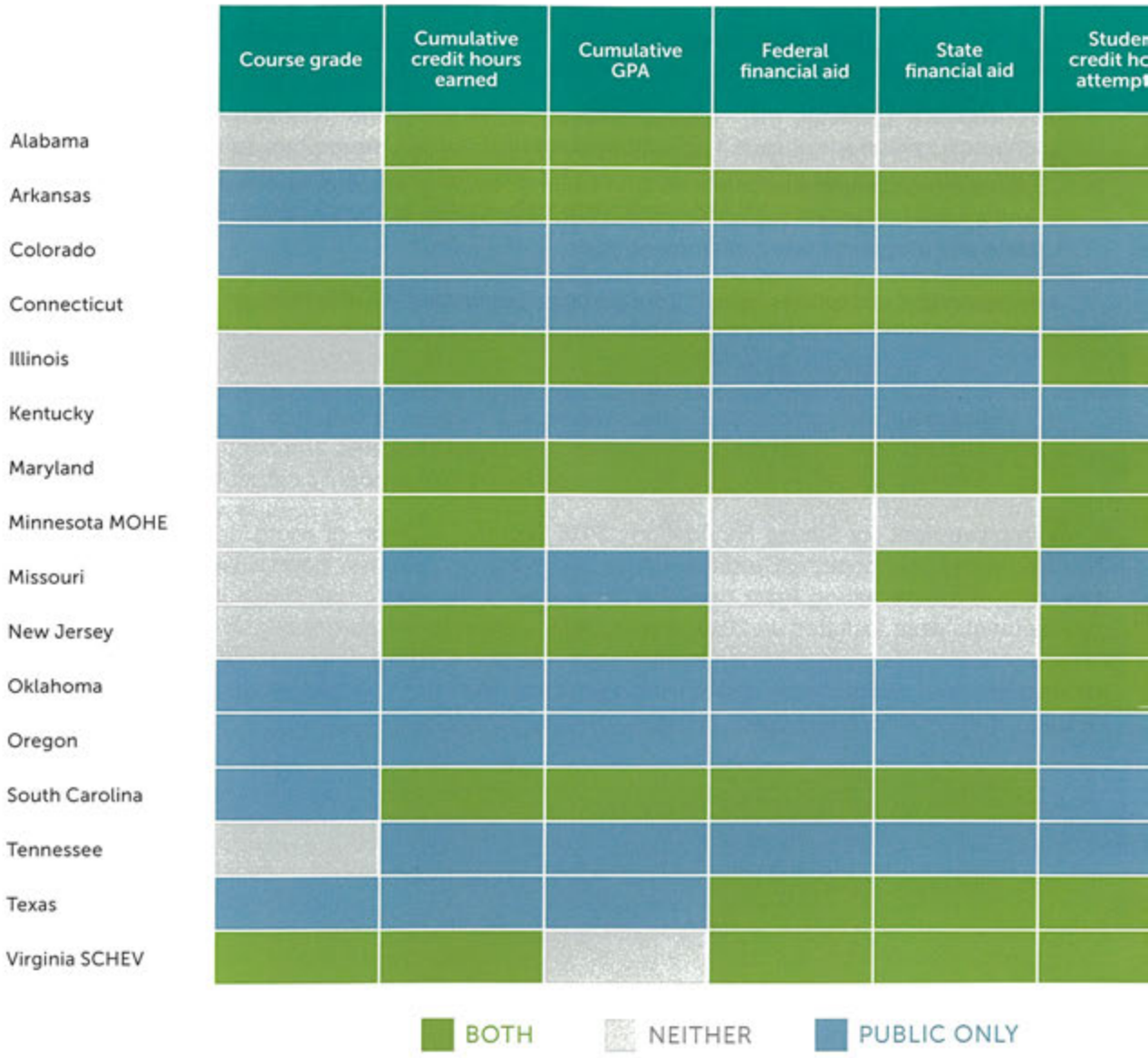
A key improvement for *Strong Foundations 2018* was the addition of more detail about the data elements states collect by institutional sector. In earlier iterations, states indicated whether they collected information from two-year, four-year, and private institutions, but not which data elements were included. In 2018, respondents were asked to complete a matrix indicating which data elements were collected by institutional sector. Thirteen of the 18 states that collect information from independent institutions completed the matrix. A subset of data elements included in the matrix shows significant state-by-state variation (see *Table 3*).

11. Mata, C., & Weeden, D. (2018). *Communities of practice: Integrating independent institutions in postsecondary data systems*, SHEEO. Retrieved from http://postsecondarydata.sheeo.org/wp-content/uploads/2018/06/COP_IntegratingIndependentInst_FINAL_June2018.pdf For information about the meeting, see "Integrating Independent Institutions in State Postsecondary Data Systems." Retrieved from http://postsecondarydata.sheeo.org/events/integrating-independent-institutions-in-state-postsecondary-data-systems/

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TABLE 3:

DIFFERENCES IN DATA ELEMENT COVERAGE BETWEEN PUBLIC AND INDEPENDENT INSTITUTIONS



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DEMOGRAPHIC DATA

One of the important advantages PSURSs afford state policymakers is the ability to investigate how students with different demographic characteristics access and progress through higher education systems, allowing them to measure the efficacy of programs designed to aid underserved populations. In Tennessee, the outcomes-based funding formula assigns extra weight to completions by low-income and adult students.[12] Texas's "60x30TX" strategic plan establishes specific completion targets for Hispanic and African American students.[13] Minnesota's ambitious attainment goal calls for 70 percent of Minnesotans, and all racial and ethnic groups, to attain a postsecondary credential by 2025.[14] For detailed information about the demographic data collected by the state, see *Table 4*. Compared with responses to the 2016 administration of the survey, more agencies have expanded their PSURSs to collect students' Pell Grant recipient status. Respondents from Arizona, Massachusetts, Montana, New Jersey, Ohio, and Rhode Island indicated that they had access in 2018 to Pell status (a proxy for low-income status) in their PSURSs, where these agencies indicated they did not have access in 2016. Also, more states can collect information on a student's military status compared with 2016 survey results.

TABLE 4:
DEMOGRAPHIC DATA

State	Gender	Race / Ethnicity	Age	Military Status	Citizenship Status	Pell Status	Total Number of Demographic Elements
AZ, CA (CCCO), CA (CSU), FL, GA, HI, IL, IN, ME, MO, MN (MNST), MT, NH (NCCCS), NY, OR, SD, TN, VA (VCCS), VT, WA (OFM), WA (SBCTC), WI, WV, WY	•	•	•	•	•	•	6
MN (MOHE)	•	•	•	•	•		5
IA (DOE), KS, KY, MA, MD, NC (UNC), NV, OH	•	•	•	•		•	5
AR, CT, ID, LA, MS, NC (NCCCS), OK, RI, UT, VA (SCHEV)	•	•	•		•	•	5
ND	•	•		•	•	•	5
IA (BOR), NJ, SC	•	•	•		•		4
CO, NM	•	•	•			•	4
AL	•	•			•		3
TX	•	•				•	3
NE, NH (DOE)	•	•					2

12. Obergfell, M. (July 25, 2018). Aligning state goals: Insights from Tennessee's performance based funding rollout. [Web blog post]. *New America*. Retrieved from https://www.newamerica.org/education-policy/edcentral/aligning-state-goals-insights-tennessees-performance-based-funding-rollout/
13. 60x30TX: Texas Higher Education Strategic Plan, 2015-2030 (2015). Texas Higher Education Coordinating Board. Retrieved from http://www.thecb.state.tx.us/reports/PDF/9306.PDF?CFID=57485581&CFTOKEN=60423954
14. Minnesota Office of Higher Education. (2017). Educational Attainment Goal 2025. Retrieved from https://www.ohe.state.mn.us/mPg.cfm?pageID=2187

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FINANCIAL AID DATA

Financial aid is an important policy lever for states seeking to improve access to their systems of higher education. Pell status is the most commonly collected financial aid data element, collected by 42 states. After Pell status, the most common financial aid indicator that states collected was the amount of state financial aid dispersed to the student. Respondents from 41 states indicated they collected state financial aid data. As the prevalence of these data elements suggests, state, federal, and institutional aid policies intersect in important ways. The recent proliferation of statewide promise programs offers an example. Many of these, such as those in Oklahoma, Oregon, and Tennessee, are last dollar programs which rely heavily on federal Pell funding.[15] Significantly fewer states indicated they had access to information about students' dependency status or family income (see *Table 5*).

TABLE 5:
FINANCIAL AID DATA ELEMENTS[16]

State	Pell Status	State Financial Aid	Federal Financial Aid	Dependency Status	Family Income	Total Number of Financial Aid Elements
AZ, CO, GA, HI, IN, KY, MD, ME, MN (MNST), NC (UNC), ND, NH (NHCCS), NM, NV, NY, SD, TN, TX, UT, VA (SCHEV), VA (VCCS), VT, WA (SBCTC), WI, WY	•	•	•	•	•	5
CA (CCCO), CA (CSU), FL, KS, MT, OK	•	•	•	•		4
MA, OH	•	•	•		•	4
MO	•	•		•	•	4
AR, CT, ID, IL, LA, MS, NC (NCCCS), OR, RI, WV	•	•	•			3
SC		•	•		•	3
IA (DOE), WA	•					1

15. Carlson, A., & Laderman, S. (2018). *The Power of a promise: Implications and importance of adult promise programs.* SHEEO. Retrieved from http://sheeoorg.wpengine.com/wp-content/uploads/2019/02/Adult-Promise-White-Paper-The-Power-of-a-Promise-copy.pdf

16. Agencies that do not appear in this table indicated they collect none of these financial aid elements.

CAPACITY TO CALCULATE METRICS

PSURSs have transitioned from administrative data systems primarily designed to support funding formulas, to increasingly comprehensive unit record systems which allow policymakers and analysts to measure student progress and outcomes. The scope of metrics used to evidence the need for policy change, inform strategic agendas, and evaluate college performance has grown to encompass a wide range of data elements.

In *The State of Postsecondary Data Systems: Strong Foundations 2016*, the authors used the inventory of data elements generated via the *Strong Foundations* survey to determine which respondents appeared to have the capacity to calculate selected metrics.[17] The measures included in the 2016 report were suggested by the metrics framework outlined in the BMGF's *Answering the Call*, which seeks to identify metrics with "demonstrated...validity and value...over time," and "to support the widespread adoption and use of [the identified] metrics."[18] In the 2018 administration of the survey, SHEEO asked respondents directly about their capacity to calculate metrics associated with the framework.

Table 6 outlines the percentage of states able to calculate individual metrics. Perhaps not surprisingly, given the historical development of these systems, a large majority of respondents are able to calculate metrics related to students' enrollment patterns and academic progress. Eighty percent or more of respondents can calculate progression metrics such as credit accumulation, remedial course completion, and transfer rate. Fewer respondents can calculate cost and post-collegiate outcomes metrics; these typically require matching with other data systems or involve non-academic data elements. Approximately half of respondents indicated they could calculate the median wage of college completers (53 percent) or graduates' employment status (45 percent). Very few respondents indicated they had the capacity to report on former students' financial health. Only 30 percent of respondents can calculate cumulative debt, and a mere 5 percent reported the ability to determine the loan repayment status of graduates.

17. Armstrong, J., & Whitfield, C. (2016). *The state of state postsecondary data systems: Strong foundations 2016*. SHEEO. 52-3.

18. Engle, J. (2016). *Answering the call: Institutions and states lead the way toward better measures of postsecondary performance. Bill & Melinda Gates Foundation*. Retrieved from https://postsecondary.gatesfoundation.org/wp-content/uploads/2016/02/AnsweringtheCall.pdf

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TABLE 6:
METRICS CAPACITY[19]

	Type of Metric	Number of Respondents	Percentage
Graduation rate	Completion	50	91%
Retention / persistence rate	Progression	50	91%
Time to credential	Completion	47	85%
Credit accumulation	Progression	47	85%
Remedial course completion	Progression	47	85%
Transfer rate	Completion	45	82%
Credits to credential	Completion	44	80%
Credit completion ratio (credits completed vs. attempted)	Progression	44	80%
Completion ratio (completions per FTE)	Progression	39	71%
Gateway course completion	Progression	35	64%
Median wage of completers	Post-college Outcomes	30	55%
Employment status	Post-college Outcomes	25	45%
Median wage of non-completers	Post-college Outcomes	22	40%
Net price	Cost	19	35%
Cumulative debt	Cost	17	31%
Loan repayment status	Post-college Outcomes	3	5%

LINKAGES

In a preponderance of states, the ability to analyze student progress and outcomes is significantly expanded by linking postsecondary education data with information from other state agencies. Since SHEEO began administering the *Strong Foundations* survey in 2010, linkages between agencies have expanded dramatically.

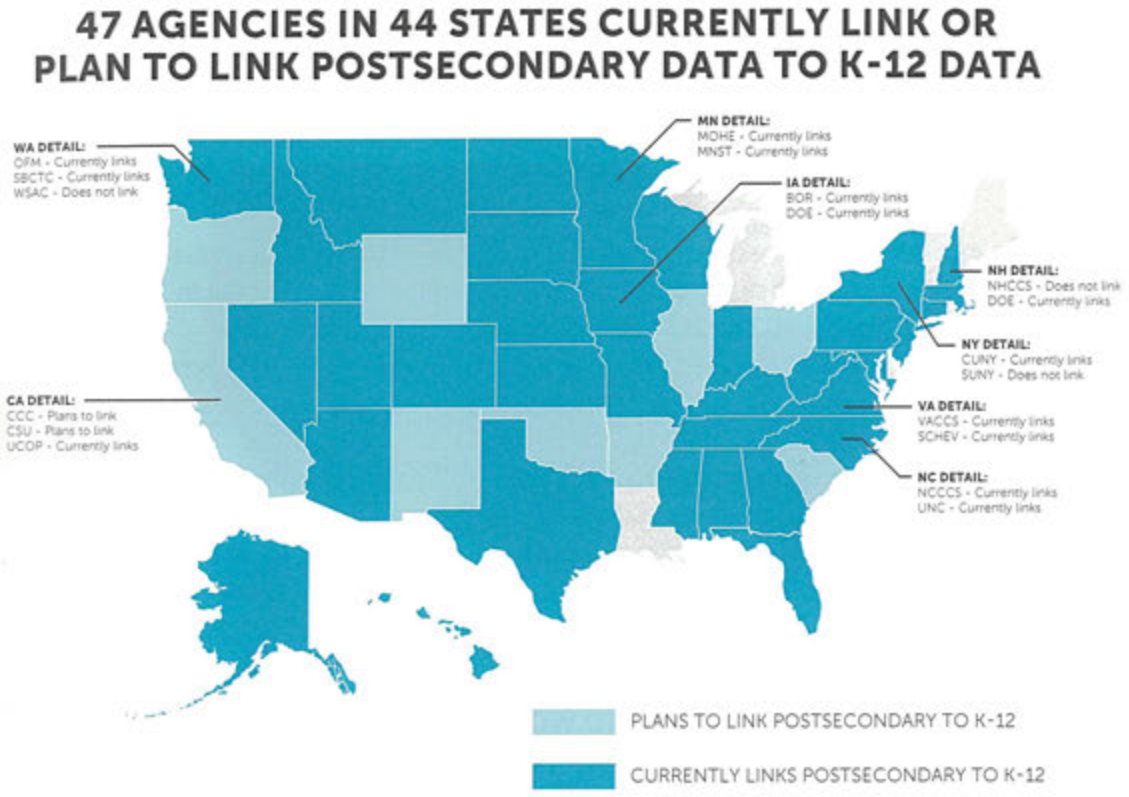
LINKAGES BETWEEN K-12 AND POSTSECONDARY DATA

Forty-seven agencies in 44 states link or plan to link postsecondary data to K-12 data (see *Figure 1*). Matching postsecondary and K-12 data allows researchers and policymakers to examine issues related to this key transition in the educational pipeline, including college-going rates by demographic category, the relationship between high school test scores and course-taking patterns and postsecondary remediation, and postsecondary success rates for individual high schools.

19. This table does not include information from the University of Alaska System, the City University of New York, and the University of California System.

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FIGURE 1:
STATE LINKAGES BETWEEN K-12 AND POSTSECONDARY DATA, 2018[20]



The successive administrations of the *Strong Foundations* survey reveal an increase in states' ability to link K-12 and postsecondary data. Between 2010 and 2018, more than 20 states added or planned to add the capacity to link these data systems (see *Table 7*).

TABLE 7:
GROWTH IN K-12 LINKAGES

	Agencies Linking PS to K-12	States Linking PS to K-12
2010	23	15
2015	45	39
2018	47	44

20. UCOP refers to the University of California Office of the President.

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Linked Data in Minnesota

The Minnesota P-20 Education Partnership administers and coordinates multiple agencies that contribute to the state's longitudinal data system (SLDS). The Minnesota Office of Higher Education (MOHE), the Department of Education, and the Department of Employment and Economic Development jointly manage the SLDS and contribute data.

On a public-facing website (**sleds.mn.gov**), a variety of metrics that describe the academic success of students after they leave high school are available via custom reports. ACT scores, college-going rates, remedial course enrollment, and college completions are among the available metrics. Each of these measures can be disaggregated at the school and district levels.

Information from this matched data also makes its way to policymakers. MOHE, in collaboration with Minnesota State (the governing board of two- and four-year public institutions in the state), produces an annual report on remedial enrollment and college readiness, entitled *Getting Prepared*.[21]

LINKAGES BETWEEN POSTSECONDARY AND WORKFORCE DATA

Fifty-one agencies in 46 states link or plan to link postsecondary and workforce data (nine agencies in nine states plan to link).[22] Matching postsecondary education with workforce data (typically accomplished in cooperation with the state unemployment insurance agency)[23] allows researchers and policymakers to assess employment rates, average wages, and retention within employment for postsecondary completers and leavers.

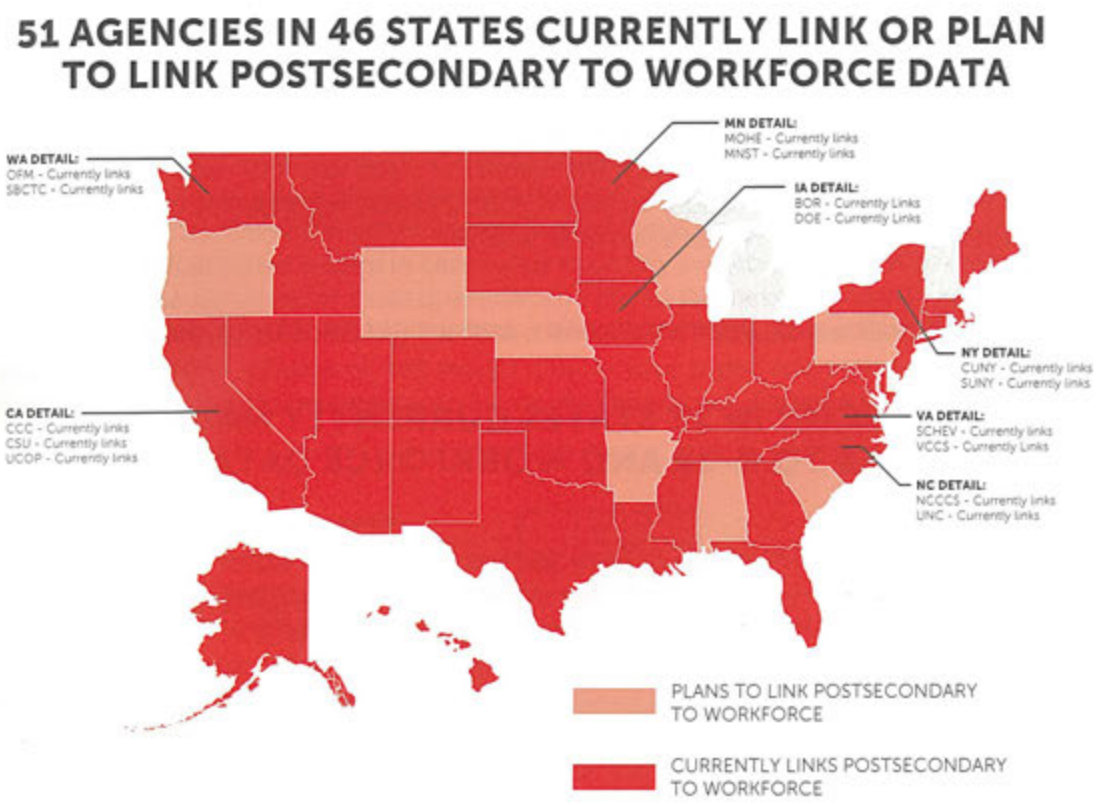
21. Fergus, M., & DeSalvo, A. (2017). *Getting prepared '17: Recent high school graduates and development courses.* Minnesota Office of Higher Education. Retrieved from https://www.ohe.state.mn.us/pdf/GettingPrepared2017.pdf

22. Linkages between postsecondary and workforce data were the most frequently reported in the 2018 survey. In addition to K-12 and workforce, respondents were queried about linkages with other agencies, including financial aid, health and human services, motor vehicles, and corrections. These latter connections were much less prevalent.

23. For a discussion of the strengths and limitations of these UI matches, see Armstrong & Zaback, (2016). *Assessing and improving state data systems.* Retrieved from http://www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/state_postsecondary_data_systems.pdf Generally, limitations include the inability to cross state borders and the exclusion of federal employees and the self-employed. The University of Texas System – U.S. Census Bureau collaboration referenced earlier provides a compelling model for addressing these limitations. See Troutman, D., Huie, S., & Foote, A. (May 2, 2018, Washington, DC). The University of Texas System and the United States Census Bureau Partnership. National Center for Education Statistics State Data Conference. [PowerPoint slides]. Retrieved from https://apps1.seiservices.com/nces/ipeds2018/Materials/Overcoming%20Barriers%E2%80%93Proposing%20Solutions%20-%20Slide%20View.pdf

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FIGURE 2:
STATE LINKAGES BETWEEN POSTSECONDARY AND WORKFORCE DATA, 2018[24]



Questions about the real and perceived returns on investment for higher education have spurred a steady increase in the number of agencies that link postsecondary and workforce data. Between 2010 and 2018, the number of agencies with this capacity more than tripled (see *Table 8*).

TABLE 8:
GROWTH IN WORKFORCE LINKAGES

	Agencies Linking or Planning to Link PS to Workforce	States Linking or Planning to Link PS to Workforce
2010	15	15
2015	45	42
2018	51	46

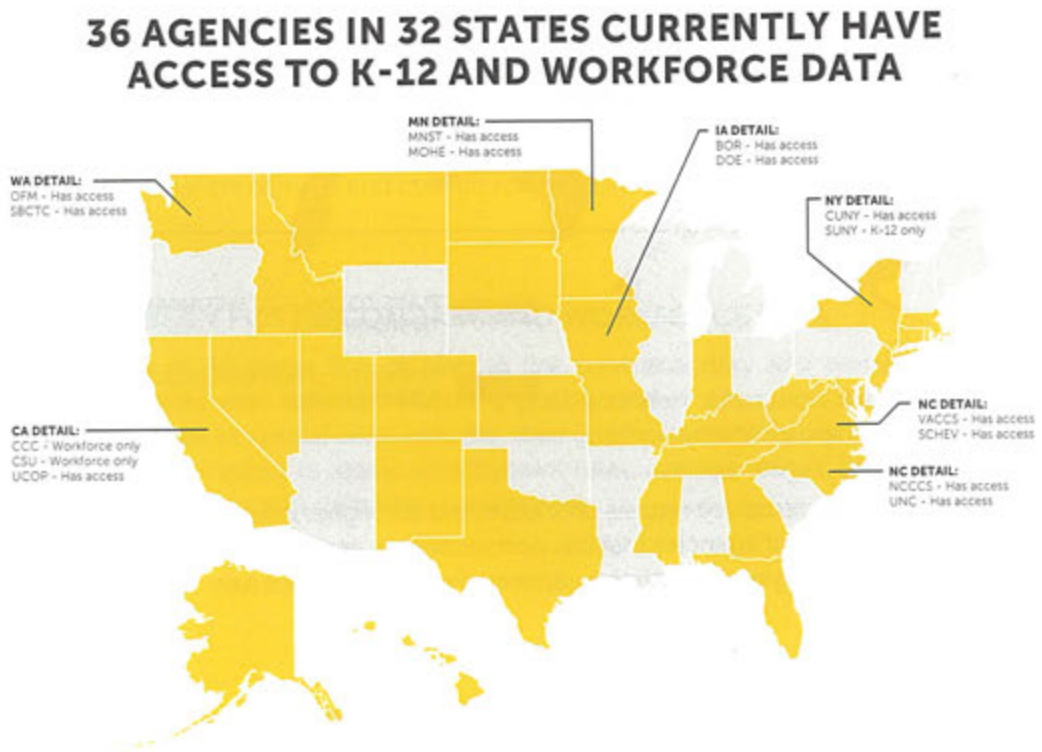
24. CUNY Refers to the City University of New York.

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LINKAGES BETWEEN K-12, POSTSECONDARY, AND WORKFORCE DATA

Thirty-six agencies in 32 states have the ability to link data across K-12, postsecondary, and the workforce. Linking data along the educational pipeline can provide policymakers with valuable information about the long-term effects of programs and interventions. For example, a recent report from the Kentucky Center for Statistics used linked K-12, postsecondary, and workforce data to measure the success of students who enrolled in career and technical courses in high school after they entered postsecondary education or the workforce.[25] Hawaii's Data Exchange Partnership produces dashboards that include transitions metrics for middle to high school, high school to college, and college to workforce.[26] The number of states with this capacity has risen in each iteration of the *Strong Foundations* survey. In 2010, 15 states reported this capacity. That number rose to 29 in 2016 and increased again to 32 in 2018.

FIGURE 3:
STATE LINKAGES BETWEEN K-12, POSTSECONDARY, AND WORKFORCE DATA, 2018



"Posed with the question, "Briefly describe the process used to ensure privacy of unit record data in your state," one respondent indicated, "We don't disclose even the processes of how we do this without a contract or MOA."

25. Kentucky Center for Statistics. (2018). *Education and workforce outcomes for CTE students.* Retrieved from https://kystats.ky.gov/Reports/ShowReports?ReportId=EWOCTE_2018&publishDate=20180901

26. Hawai'i Data Exchange Partnership. (n.d.) Dashboards. Retrieved from http://hawaiidxp.org/quick_data/index

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PRIVACY AND SECURITY

PSURSs function in a context of persistent concern about the privacy and security of educational records. State data practitioners must devise systems that protect sensitive data without stymieing valuable research.[27] Previous iterations of the *Strong Foundations* survey included a single prompt asking respondents to describe their process for ensuring data privacy. In recognition of continued public attention to privacy concerns, the 2018 administration of *Strong Foundations* expanded content related to protecting student information in PSURSs. For the first time, the survey asked states to report detailed information regarding specific privacy and security practices. Given the potential sensitivity of these issues, this report will not identify practices of individual states, except in cases where publicly available resources are referenced. An indication of the sensitivity of these questions and the seriousness with which states address them is demonstrated in the following exchange. Posed with the question, "Briefly describe the process used to ensure privacy of unit record data in your state," one respondent indicated, "We don't disclose even the processes of how we do this without a contract or MOA."

PRIVACY PROCESSES

States were asked to "briefly describe the process used to ensure privacy of unit record data in your state." This prompt yielded detailed responses which describe robust and multifaceted approaches to privacy and security. For example, one respondent wrote, "Data security, which is integral to data privacy, is ensured through operational processes and technical, physical, and administrative cybersecurity safeguards. Privacy is ensured through audited role-based access to data, censoring of data reports at cell size below 10, and protocols for sharing of data that restrict how the data can be used." This exemplifies several of the themes that emerged in response to this question. These include:

- Data governance and legal structures: 16 respondents referenced data governance arrangements, memoranda of understanding between agencies linking data, or data sharing agreements with researchers.
- Role-based access: 16 states included some version of role-based access in their responses. Role-based access is intended to limit access to personally identifiable information (PII) except in very specifically defined circumstances. "Within [our system]," wrote one respondent, "nobody is given unit record data by default. It is an added privilege. "Physical security: 13 respondents mentioned measures they have in place to ensure the security of the information technology resources that house and interact with their databases. These efforts extend from the macro — monitoring the integrity of enterprise data systems — to the micro (security systems that issue alerts if sensitive information is transferred to a flash drive or via email).

27. For more on this context, see Whitfield, C. (2016). *Privacy, confidentiality, and security in Arkansas: Effective use of state data systems.* SHEEO.

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- Employee training: 11 respondents indicated that providing training to staff on privacy and security protocols or requiring them to sign non-disclosure agreements were part of their procedures.
- Reporting: Nine respondents addressed protecting privacy in their reporting practices by suppressing cell sizes below a specified threshold or aggregating data in publicly available reports.

PRIVACY AND SECURITY STANDARDS

Respondents were asked to identify the standards or protocols their agency uses to determine privacy and security procedures (see *Table 9*). A large majority — 45 of 55 respondents — explicitly cited the Family Educational Rights and Privacy Act of 1974 (FERPA) as a basis for their privacy protocols. This prevalence is not surprising; FERPA is widely understood as the de facto minimum threshold for the protection of student data.[28] Additional respondents referenced adherence to federal requirements without specifically naming FERPA.

TABLE 9:
PROTOCOLS AGENCIES USE TO DETERMINE PRIVACY AND SECURITY PROCEDURES

Standard	Number of Responses	Percent of Responses
FERPA	45	82%
NIST	14	25%
State or System	13	24%
HIPAA	12	22%
Other	10	18%
None Specified	8	15%

Other federal standards, perhaps less well-known or not directly associated with higher education records, were also cited as privacy and security standards by multiple agencies:

- National Institute of Standards and Technology (NIST): 14 respondents cited the NIST standards. In 2015, NIST published standards for protecting data shared by the federal government with non-federal agencies. These include PII regarding students and broader classifications of data addressing research, infrastructure, or information technology.[29]

28. For an overview of FERPA and other federal privacy laws, see Grama, J. (2016). *Understanding information security and privacy in postsecondary education data systems.* IHEP. Retrieved from http://www.ihep.org/postsecdata/resources/understanding-information-security-and-privacy-postsecondary-education-data The U.S. Department of Education's overview of FERPA issues for postsecondary entities may be found at https://studentprivacy.ed.gov/audience/school-officials-post-secondary

29. Educause. (2016). *An introduction to NIST special publication 800-171 for higher education institutions.* Retrieved from https://library.educause.edu/resources/2016/4/an-introduction-to-nist-special-publication-800-171-for-higher-education%20institutions See also https://csrc.nist.gov/

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- Health Insurance Portability and Accountability Act (HIPAA): 12 respondents cited the HIPAA standards.[30] The federal HIPAA, passed in 1996, is designed to protect individuals' health records. HIPAA has implications for postsecondary institutions (and for the PSURSs that are custodians of their records) as providers of health care to individual students via campus health clinics, etc., and as trainers of practitioners and providers to the general population via medical training facilities.

- Gramm-Leach-Bliley Act (GLBA): While the GLBA was referenced specifically by only three respondents, its mention (categorized as "other" in *Table 8*) points to the further interaction between categories of data. The GLBA "governs the treatment of nonpublic personal information about consumers by financial institutions,"[31] and applies to higher education data systems that collect information about students regarding their educational financial obligations.

Thirteen respondents referenced state or system requirements as additional security standards. In several cases, respondents indicated that state rules exceeded federal regulations regarding restrictions on acceptable use of higher education records. This additive effect is one of the advantages of effective PSURSs. According to the Data Quality Campaign, "States play a critical role in developing, enforcing, and communicating policies that build on the foundation of federal privacy laws...and create robust and innovative data governance and privacy policies, engaging with the public to build value and trust in the use of education data."[32] Examples of state policies cited by respondents include:

- The Arizona State System for Information on Student Transfer (ASSIST) provides information on students moving between two- and four-year institutions in the state. The ASSIST Security Plan outlines data governance and rules for institutional access to matched data.[33]

- In Washington, the Office of the Chief Information Officer establishes security standards and policies for state agencies and provides oversight for any project considered a "major" investment in information technology.[34]

- Kansas's 2014 Student Data Privacy Act (K.S.A. 72-6312) establishes more limitations on data sharing than FERPA and limits the ability of researchers in the state to conduct longitudinal research.[35]

30. Multiple publications address the relationship between FERPA and HIPAA. See, for example, Ornstein, C. (October 22, 2015). When students become patients, privacy suffers. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/When-Students-Become-Patients/233881 and Barboza, S., Epps, S., Byington, R., & Keene, S. (2008). HIPAA goes to school: Clarifying privacy laws. *The Education Environment. The Internet Journal of Law, Healthcare and Ethics*, 6 (2). Retrieved from https://print.ispub.com/api/0/ispub-article/3751

31. Federal Deposit Insurance Corporation. (n.d.). Gramm-Leach-Bliley Act. Retrieved from https://www.fdic.gov/regulations/compliance/manual/8/viii-1.1.pdf

32. Data Quality Campaign. (n.d.). *Safeguarding data*. Retrieved from https://dataqualitycampaign.org/topic/safeguarding-data

33. Arizona State System for Information on Student Transfer. (n.d.). *ASSIST Security Plan*. Retrieved from https://www.manula.com/manuals/aztransfer/assist-users-manual/1/en/topic/security-plan

34. Washington State Office of the Chief Information Officer. (n.d.). https://ocio.wa.gov

35. Kan. Stat. Ann. §72-6312

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These examples, cited specifically by survey respondents, hint at the complex and evolving legal and regulatory contexts within which state data systems operate. Since 2013, 35 state laws have been enacted that "govern how private and public higher education institutions use student data."[36]

As of the writing of this report, states, systems, and institutions in the United States are only beginning to grapple with the implications of the European Union's General Data Protection Regulation (GDPR). The GDPR, which became effective in May 2018, requires "institutions to take extra steps to protect the personal information of people in the E.U...the requirements [will]...apply to American students or faculty members who communicate with campuses while they are in Europe. In addition to understanding what data they hold, where data are stored and how they are used, institutions will need to be able to accommodate requests to retrieve, correct or erase the data. They must also promptly report any data breaches."[37]

PRIVACY AND SECURITY PRACTICES

The 2018 version of *Strong Foundations* reveals the prevalence of several privacy and security practices associated with data governance and stewardship best practices. Survey respondents were asked whether and how often their systems were audited, and whether there were protocols in place for responding to data breaches, destroying data, and training employees on privacy and security practices.[38]

In each case, a majority of respondents indicated their system adhered to these privacy and security practices (see *Table 10*):

- Thirty respondents indicated their data systems were audited on a regular basis. Of those, 16 reported that their systems were audited annually, an additional 14 reported less frequent audits. Eleven respondents reported their systems were "never" audited, and 16 did not respond to the question.
- Forty respondents reported their systems had documented protocols for determining "what to do in the event of a data breach."
- Thirty-eight respondents reported their systems had documented protocols for "destroying data."
- Thirty-nine respondents indicated that agency employees "receive formal training for ensuring privacy, security, and confidentiality of student-level data."

36. Vance, A. (January 29, 2018). Privacy laws protecting student data. *Educause Review*. Retrieved from https://er.educause.edu/blogs/2018/1/privacy-laws-protecting-student-data

37. Smarter Services. (n.d.) GDRP compliance. Retrieved from http://www.smarterservices.com/resources/gdpr-compliance See also McKenzie, L. (March 13, 2018). European rules (and big fines) for American colleges. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2018/03/13/colleges-are-still-trying-grasp-meaning-europes-new-digital-privacy-law

38. For a more detailed description of these and other features of comprehensive approaches to privacy and security in longitudinal data systems, see Privacy Technical Assistance Center. (n.d.). *Data governance and stewardship*. Retrieved from https://nces.ed.gov/programs/ptac/pdf/issue-brief-data-governance-and-stewardship.pdf

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TABLE 10:
PRIVACY AND SECURITY PRACTICES

Privacy and Security Practice	Number of Responses		
	Yes	No	N/A
Data Breach	40	8	7
Destroying Data	38	10	7
Employee Training	39	11	5

PRIVACY AND SECURITY LEGISLATION

As indicated above, there has been a flurry of legislative action related to privacy and security in recent years. Among survey respondents, 12 indicated that legislation proposed or enacted within the last five years had "affected how [they] store and analyze student unit record data." Thirty-four respondents indicated they had not been impacted by legislation, and 12 did not respond to the survey item. Among those who offered descriptions of recent legislation, two themes emerged:

- Legislation that specifies or mandates particular security procedures: Recent legislation in Ohio, for instance, requires the Department of Higher Education to complete a "Privacy Impact Assessment" for each database it controls, the purpose of which is to "determine the privacy implications of collecting personally identifiable information...why PII is collected and how it will be used and secured." Each assessment must be approved by legal counsel at the agency, and by an IT security officer.[39]
- Legislative rules that impose limitations on data linkages between agencies: "Legislation," wrote one respondent, "highly tilts towards data privacy versus availability, with great stymieing effect on cross-agency collaboration."

39. See http://infosec.ohio.gov/Portals/0/Docs/Guidance_on_ORC%201347-15_v1%201%20(2).pdf?ver=2015-09-22-102433-633

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EFFECTIVE USE OF STATE DATA SYSTEMS – INFORMING POLICY DECISIONS

POLICY ADOPTION

Data from PSURSs are regularly used by states during all phases of the policymaking process.[40] Before adoption, states use PSURS data to assess the need for a policy intervention. Data can help determine the magnitude of a problem or demonstrate whether a broader national issue is relevant at the state level. The creation of a need-based grant program in Georgia provides a recent example of how data were used to demonstrate the need for a policy intervention. According to a respondent from the University System of Georgia, "[S]howing debt levels, unmet need levels, and lower outcomes for students with financial need...was used for the fiscal note for legislation...enabling the development of a need-based aid program." Georgia has operated a robust merit-based aid system for more than two decades but lagged other states in need-based aid. The ability to highlight the need to target low-income students was an essential part of the policy process that ultimately resulted in legislation being enacted.

> "Just this month, we've responded to questions about summer enrollments, credit hour accumulation, transfer student progression, active duty military enrolled in our institutions, and other issues that are directly connected to policy discussions and decisions."

Data are also frequently used to respond to requests from legislators and governors' offices. By using PSURS data to answer inquiries, SHEEO agencies provide information on multiple institutions and create efficiencies in supplying information rather than policymakers requesting the information from each campus individually. As indicated by one respondent, the information provided through these ad hoc requests plays a valuable role in the policy development process. "Before any legislation (code or rule) is enacted, legislative liaisons request data from us to confirm the need for, or evidence against, proposed changes." Requests for information can be on a wide range of topics. "Just this month," wrote one respondent, "we've responded to questions about summer enrollments, credit hour accumulation, transfer student progression, active duty military enrolled in our institutions, and other issues that are directly connected to policy discussions and decisions."

PSURSs can provide additional nuance to policy discussions and help evidence-based policies move forward and counterproductive or redundant policy proposals receive additional scrutiny. One state mentioned that national data and benchmarks are not always useful standards of comparison for higher education institutions within the state. Through its PSURS, the SHEEO agency was able to explain the state context and help legislators better understand the quality of the higher education experience in the state. This state agency also used data to mitigate proposals that "would micromanage institutions or student behavior."

40. See Weeden, D., & Whitfield, C. (2018). *Communities of practice: Improving access to state postsecondary data systems.* SHEEO. Retrieved from http://postsecondarydata.sheeo.org/wp-content/uploads/2018/09/CoP_ImprovingAccess_FINAL20180308.pdf

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"We use data to make decisions about changes to the system to reflect the current policy and fiscal environment. We also use regularly reported information to guide program planning and disaggregated data to support the equity agenda."

EVALUATION

Post-implementation evaluation can help determine if policy interventions have the desired effect and identify unintended consequences. States value the ability to evaluate the differential impact of policies across institutional sectors. Additionally, states rely on their PSURSs to evaluate policies and practices that require coordination between institutions, such as transfer policies. States indicated they rely on PSURS data to evaluate the effectiveness of transfer pathways, identify options to improve the transfer experience and to demonstrate the value and cost savings of transfer initiatives.

Financial aid programs were specifically mentioned by six states as important programs for evaluation. Recent policy innovations such as free tuition promise programs were a prominent topic for evaluation as policymakers sought to measure their success. These types of evaluations can also influence other states who are considering similar programs. The Tennessee Higher Education Commission, using information from its PSURS, publishes an annual report for the Tennessee Promise program. The 2017 version highlighted a decline in enrollment at four-year institutions, which is a potential unintended consequence that has been noted by other states.[41]

Several states mentioned that the evaluation of dual credit programs influenced policy decisions for the first time in 2018. In Idaho, evaluation demonstrated that students taking dual credit courses enroll in postsecondary institutions at greater rates, receive better grades, and have higher retention rates than students with similar GPAs who do not enroll in dual credit courses.[42] In Ohio, a study of outcomes for dual credit revealed a minor number of courses being taken outside the core content areas. Using the PSURS to investigate further, the Department of Higher Education determined that some types of dual credit classes students were taking — personal fitness classes, for instance — did not reflect the intent of the dual credit program. The state's policy response was to develop a new rule requiring that the first 15 hours of dual credit must be taken in courses that can transfer or are part of a degree program.

41. Tennessee Higher Education Commission & Student Assistance Corporation. (2017). *Tennessee promise annual report 2017.* Retrieved from https://www.tn.gov/content/dam/tn/thec/bureau/research/promise/2017_TN_Promise_Report.pdf

42. Idaho State Board of Education. (2017). *Dual credit report 2017.* Retrieved from https://boardofed.idaho.gov/wp-content/uploads/2017/06/Dual-Credit-report-2017.pdf

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FUNDING ALLOCATIONS

Performance-based funding systems used to allocate funding according to a predetermined formula using outcome metrics are made possible by PSURSs. The PSURS, wrote one respondent, "enables a performance-based funding model in our public universities to distribute state funds in ways that prioritize completion and equity." In Tennessee, policymakers reported that the advent of performance-based funding was made possible by the presence of a PSURS and that the adoption of performance-based funding improved the quality of the data housed in the system.[43] By using PSURS data to calculate performance metrics, states can ensure these metrics are reported and used consistently across institutions.

Respondents also indicated that data within PSURSs could be used to influence funding distribution, including gaining financial resources for new initiatives. One respondent wrote, "The Board uses its SUR to calculate postsecondary funding distributions for community and technical colleges and has successfully increased technical funding by demonstrating an accurate measure of dollars necessary to implement strategic measures."

Workforce Outcomes in Performance Funding

As a recent study[44] indicates, students are increasingly seeking postsecondary credentials to improve their career prospects, and policymakers have become more interested in tracking employment outcomes. Florida uses data from the PSURS as part of the process to calculate job placement rates and wages for the Florida College System performance funding system.[45] To calculate entry-level wages, Florida relies on five data sources, including the student unit record system for the Florida College System and Career & Adult Education institutions. The Department of Economic Opportunity, the Department of Revenue, the U.S. Office of Personnel Management, and the Wage Record Interchange System 2 (WRIS2) serve as the other data sources.[46] To collect job placement information, Florida relies on the same data sources but swaps Department of Economic Opportunity data for National Student Clearinghouse data.[47]

43. Whitfield, C. (2017). *Data-informed policy innovations in Tennessee: Effective use of state data systems.* SHEEO.
44. Gallup & Strada Education Network. (2018). *Why higher ed? Top reasons U.S. consumers choose their educational pathways.* Retrieved from https://stradaeducation.gallup.com/reports/226457/why-higher-ed.aspx
45. These metrics are specifically required by statute. See FLA. STAT. § 1001.66(1) (2018).
46. Florida Department of Education. (n.d.). *Florida College System: Performance based funding model 2018-19: Entry level wages.* Retrieved from https://www.floridacollegesystem.com/sites/www/Uploads/Publications/Funding%20Formula/Wages_1819Model.pdf
47. Florida Department of Education. (n.d.) *Florida College System: Performance based funding model 2018-19: Job placement or continuing education measure.* Retrieved from https://www.floridacollegesystem.com/sites/www/Uploads/Publications/Funding%20Formula/JobPlacementContinuingEducation_1819Model.pdf

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VALUE OF PSURSS

The *Strong Foundations 2018* survey asked respondents how their PSURSs have provided the greatest value to their state. Overall, responses emphasized the role state data systems provide in data-driven decision making as "an objective source of facts." Among the themes frequently cited:

- **Efficiency:** Twenty-one respondents indicated the PSURSs provided one or more levels of efficiency. First, state data systems aid the research and reporting ability to comply with federal requirements. In addition to gaining efficiencies with Integrated Postsecondary Education Data System (IPEDS) reporting, states highlighted the value their data systems have provided in meeting compliance with state and federal performance metrics associated with the Carl D. Perkins Career and Technical Education Act and the Workforce Innovation and Opportunity Act (WIOA). Second, the "breadth" of the data has been useful for institutions complying with accreditation reporting requirements. Third, state data systems allow SHEEO agencies to respond to policymaker requests for information quickly. State data systems can answer questions about enrollment, retention, and completion across multiple institutions consistently. Having consistent data definitions between institutions across time makes interpretations and historical analysis easier. Answering legislative questions efficiently may also provide additional benefits. As one respondent stated, "We are able to rapidly answer legislative questions about our system, which lets legislators know that we are vigilant about tracking system trends and can be counted on to provide accurate, timely data to support budget and policy decisions."

- **Public data resources:** Several states mentioned the creation of public dashboards or interactive websites as a means to improve access to data. These public data resources are populated with the information frequently sought by stakeholders and can be tied to tracking progress on attainment goals. According to one respondent, "We're currently engaged in the final stages of building a public dashboard combining a searchable program inventory with employment and wage outcomes. We believe this will address persistent questions from legislators and other stakeholders in a way that's engaging and support[s] requests for additional resources." SHEEO's "Improving Access to State Postsecondary Data Systems Community of Practice" is intended to increase access to the information resources housed within PSURSs and to encourage SHEEO agencies to consider a wide range of constituents (legislative staff, journalists, advocacy organizations, and institutional users) when designing public-facing resources.[48]

- **Student Success:** Several states indicated the ability to analyze student outcomes and initiatives designed to improve success provided the greatest value from their PSURSs. Data were particularly useful for states to create support for strategic initiatives, student success efforts, and equity agendas designed to close attainment gaps. SHEEO's "Modeling and Visualization in

48. See Weeden, D. & Whitfield, C. (2018).

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Support of State Attainment Goals" Community of Practice supports states' efforts to disaggregate statewide attainment goals by race/ethnicity, gender, or region, and to tailor visualizations to appeal to various stakeholder groups.[49]

- **Workforce and K-12 Connections:** As previously indicated, the number of PSURSs with the capacity to link postsecondary data with other types of administrative data has significantly increased over the last decade. Many *Strong Foundations* respondents cited linked data as a central value of their systems. One respondent cited the value of granular information about employment outcomes "available by sector, institution, year of completion, degree, CIP code, race/ethnicity and available at different points in time compared to when individuals started and completed their credentials." The production of high school feedback reports and the ability to provide high schools with information about postsecondary and workforce outcomes was cited as a key benefit by several states. In addition to using linked data, respondents indicated that cooperative relationships with the workforce sector had aided state economic development efforts. "Providing completions information to determine [the] potential workforce [has been] used to recruit new business and industry to the state," indicated a respondent.

- **Supplemental Funding:** State data systems also provided value when seeking outside grant funding. With competing pressures for state funding, many SHEEO agencies have faced several years of tight budgets leading some to actively seek supplemental funding through grant initiatives that can help fund or evaluate programs designed to improve student success. State data systems have played an instrumental role in several states successfully obtaining grant support.

49. Armstrong, J., & Whitfield, C. (forthcoming). *Communities of practice: Data modeling and visualization to support state attainment goals.* SHEEO.

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BARRIERS TO EFFECTIVE USE

The *Strong Foundations* survey provided respondents with an open-response opportunity to "identify the largest barrier to the effective use of SUR data in your state," and a multiple-choice question that allowed them to indicate whether they faced specific barriers (see *Table 11*). As was the case in the previous iteration of the survey, respondents were most likely to choose "resources" as a barrier to effective use of PSURSs. Over half of respondents cited "FERPA concerns" as an obstacle, and sizable minorities identified barriers related to linking PSURSs with other data systems ("lack of common identifiers," "coordination with other state agencies," and "lack of interest from other agencies").

TABLE 11:
BARRIERS TO EFFECTIVE USE OF PSURSS[50]

	Number of Responses	Percentage
Resources	33	60%
FERPA Concerns	29	53%
Lack of Common Identifiers	25	45%
Coordination with Other State Authorities	24	44%
Data Quality Concerns	23	42%
Lack of Interest from Other Agencies	19	35%
Legislation	17	31%
Incompatible Data Systems	14	25%
Other Barrier	12	22%
Attorney General Opinion	1	2%

Responses to the qualitative barriers question provide additional insight into these broad categories. PSURS administrators referenced limitations on time, staff, and funding as components of their concerns regarding resources. Many respondents indicated that the amount of time and effort it takes them to populate their data systems and fulfill mandatory reporting left little capacity to pursue more strategic projects and longer-term research endeavors. "Our agency is limited by the size of our research staff and our statutory reporting requirements," wrote one. "We spend so much time on reporting that we are unable to devote much time conducting other meaningful research."

Closely related to resource considerations were technical barriers to effective use. Respondents cited concerns about the complexity and quality of data housed within PSURSs, and the desire to more fully automate the processes of collecting, cleaning, and uploading data from institutions. Many PSURSs are built on legacy systems — regarding both the structure of the data collection and the platforms on which they reside — sometimes making it difficult to adapt to changing specifications. A respondent who characterized their current "antiquated" data collection system as one which made it "difficult to make adjustments to data fields collected," envisioned "system enhancements [that] could make data collection more agile and timely."

50. These figures do not include the University of Alaska system.

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Qualitative responses also clarified difficulties respondents might face regarding linking PSUR with other data systems. Survey respondents cited legal restrictions on data sharing and t length of the legal and administrative processes necessary to facilitate data linking as barriers. is tricky," wrote one, "to figure out the legal pathway for linking education data to social servic and health care agencies." Respondents also reflected on the importance of state longitudin data systems (SLDS). Those operating in states without an SLDS viewed its absence as a barri to the effective use of their systems. Respondents in states with SLDSs cited lack of participatio by particular agencies as a barrier.

Several respondents cited relationships with institutions as obstacles to optimal use of PSURS These included a reluctance to share data, especially on the part of independent institution Other PSURSs face institutional restrictions on how data within the system can be use "No results can be published or used without the permission of all involved institutions," wro one. "If one institution objects, no usage is permitted. This is a very cumbersome process."

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RECOMMENDATIONS FOR POLICYMAKERS

Increasing the capacity, effectiveness, and utilization of PSURSs will require support from all state policymakers. While governors and legislators set policy agendas and make decisions about where to invest limited public resources, SHEEO agencies are more closely tied to the development, operation, and management of PSURSs. Because of their close connection to PSURSs, the following recommendations are written chiefly for leaders and policymakers at SHEEO agencies and system offices.

- **Advocate for resources:** *Strong Foundations* survey respondents consistently identify lack of resources as a barrier to the effective use of PSURSs. Policymakers contribute to the sustainability and optimization of these systems when they prioritize resources to provide technical assistance and professional development for researchers and analysts and to ensure that research staffs are of a sufficient size to perform both compliance activities and research on policy issues. As the legacy systems housing many PSURSs continue to age, additional technological resources may be necessary to maintain these systems. Policymakers should advocate for PSURSs in budget requests and prioritize them within agency budgets.

- **Widely disseminate information generated from PSURSs:** States and systems gain efficiencies and promote the democratization of higher education data by developing public data resources. Interactive websites reduce the frequency of ad hoc requests regarding data housed within the PSURSs. Ideally, multiple public data resources should be developed to address the varying needs of different audiences (i.e., institutions, legislators, and consumers).

- **Foster collaborative relationships with other stakeholders:** Many of the barriers to effective use of PSURSs may be alleviated by developing collaborative approaches to data governance. Policymakers should ensure that institutions in all sectors (including independent institutions) have a clear understanding of the uses of PSURSs data. Similarly, when administrative data is linked across multiple agencies in a state (or outside the state), all involved entities should have a voice in data governance decisions.

- **Benefit from the experience of other states:** SHEEO (through its Communities of Practice project) and other national organizations bring together networks of states with varying levels of capacity to share best practices and learn from peers. Policymakers should promote these opportunities for researchers, data practitioners, and policy analysts to work together on common issues with PSURSs.

- **Fully adopt benchmark privacy and security practices:** Responses to the 2018 *Strong Foundations* survey indicated that a large majority of respondents have training programs to educate staff regarding privacy and security issues, and procedures in place to deal with data breaches and to destroy data that is no longer used for research. These benchmark practices should be universally adopted by agencies that house PSURSs. Further, agencies should

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review their privacy and security practices for compliance for less well-known and emerging standards. States may consider codifying privacy and security practices through legislation to ensure compliance.

- **Find ways to integrate independent institutions.** Approximately 20 percent[51] of undergraduate and graduate students are enrolled at independent institutions nationally — though in some states the portion is over 50 percent. PSURSs that do not include these institutions provide an incomplete picture of a state's higher education environment. While barriers to integration exist, states that seek to clearly define data collection and usage expectations, find innovative methods to support institutions, and directly address governance issues, will stand to accrue economic and policy benefits.[52] At a time when many independent institutions are facing difficult enrollment and revenue forecasts, integration into PSURSs can also help demonstrate the value they add to the state economy.

- **Strengthen collection and reporting of student finance:** Responses to the 2018 *Strong Foundations* survey revealed that a majority of states are unable to accurately report student debt and loan repayment information. There is rapidly growing interest in this type of information. Indeed, a growing number of state legislatures require institutions to annually report total loan and payoff amounts and estimated monthly payments to students.[53] Given the context of growing concern regarding student debt,[54] state agencies should work to bolster their capacity in this area. State agencies should publicly acknowledge if gaps in student financial indicators currently exist in their PSURSs and develop a plan to collect and report currently missing information. Doing so will increase public awareness of the utility of these data systems.

51. National Center for Education Statistics. (2016). Table 303.10. Total fall enrollment in degree-granting postsecondary institutions by attendance status, sex of student, and control of institution: Selected years, 1947 through 2026. *Digest of Education Statistics*. Retrieved from https://nces.ed.gov/programs/digest/d16/tables/dt16_303.10.asp?current=yes

52. See Mata, C., & Weeden, D. (2018)

53. Korn, M. (July 12, 2017). I owe that much? Having student-loan data leads to drop in borrowing. *The Wall Street Journal*. Retrieved from https://www.wsj.com/articles/states-require-more-disclosure-on-student-loans-1499798161

54. According to The Institute for College Access & Success (TICAS), the average debt at graduation rose at more than twice the rate of inflation between 2004 and 2014. TICAS (2015). *Student debt and the class of 2014*. Retrieved from https://ticas.org/sites/default/files/pub_files/classof2014.pdf For a state-by-state view of student debt, see https://ticas.org/posd/state-state-data-2015

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CONCLUSION

PSURSs are vital information resources for states and systems as they develop, implement, and evaluate policy solutions and promote student success. PSURSs exist in a complex and changing postsecondary data environment where linkages across data systems are increasingly prevalent. They are called upon to support myriad reporting requirements and research activities, often with limited resources. As custodians of sensitive information, PSURSs have developed sophisticated privacy and security protocols to protect student information. Policymakers and researchers can promote the effective use of PSURSs by demonstrating their value through public data resources and advocating for staffing and financial resources to support the viability of the systems.

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APPENDIX A: LIST OF SURVEY QUESTIONS

Q0

Thank you for participating in SHEEO's survey of state data systems. Please provide us with the following contact information.

- Name
- Email
- Agency
- Phone number

Q1

Please indicate the name of your student unit record (SUR) system.

Q2

What was the year this SUR was established?

Q3

Why was your agency's / entity's student unit record system originally established? *(Select all that apply.)*

- ☐ Legislative mandate
- ☐ Audit compliance
- ☐ Institutional resource allocation / funding formula
- ☐ Awarding financial aid
- ☐ IPEDS reporting
- ☐ Increasing student achievement
- ☐ Tracking student retention / graduation
- ☐ Tracking students across institutions
- ☐ Federal civil rights mandates
- ☐ Other federal mandates
- ☐ Other reason, please specify

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Q4

What legal authority assigns data collection and reporting responsibilities to your agency / entity? *(Select all that apply.)*

- ☐ N/A - Data collection occurs on a voluntary basis
- ☐ State law creating coordinating or governing board
- ☐ State law creating data system
- ☐ State law requiring the collection of student unit record data
- ☐ Administrative regulations / rules issued to interpret state law(s)
- ☐ Coordinating or governing board policy interpreting state law(s)
- ☐ Coordinating or governing board policy interpreting executive branch mandate
- ☐ Memorandum of understanding
- ☐ Attorney general opinion / statement
- ☐ Other legal authority, please specify

Q5

For what purposes does your agency / entity currently use student unit record data? *(Select all that apply.)*

- ☐ Decision making
- ☐ Policy making
- ☐ Generating reports and statistics (internal and external)
- ☐ Consumer information for prospective students
- ☐ Research
- ☐ Cross-sector collaboration (K-12, labor, etc.)
- ☐ External reporting (IPEDS, Complete College America, Achieving the Dream, SREB)
- ☐ Other purpose, please specify

Q6

Are there new uses of your student unit record system that are planned for the future? If so, please describe.

Q7

What, if any, are your procedures and plans for ensuring the sustainability of your SUR?

Q8

How has your SUR provided the greatest value to your state?

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Q9

Please provide examples of how data from your SUR have been used to inform policy decisio

Q10

If your SUR fulfills IPEDS reporting requirements, please check the surveys completed and your agency's role in completing these surveys.

	Verify Data	Submit Data
Institutional Characteristics (IC)	☐	☐
12-month Enrollment (E12)	☐	☐
Completions (C)	☐	☐
Student Financial Aid (SFA)	☐	☐
Human Resources (HR)	☐	☐
Fall Enrollment (EF)	☐	☐
Graduation Rate (GRS)	☐	☐
Finance (F)	☐	☐
Admissions (A)	☐	☐
Academic Libraries (AL)	☐	☐
Outcome Measures (OM)	☐	☐
200% Graduation Rates (200)	☐	☐

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Q11

Does your agency use SUR data for analysis by the following categories? *(Select all that apply.)*

- ☐ Articulation
- ☐ Community college feedback
- ☐ Completions
- ☐ Course cost analysis
- ☐ Course taking patterns
- ☐ Demographics (age, gender, race/ethnicity)
- ☐ Distance education
- ☐ Dual credit / dual enrollment
- ☐ Economic impact / jobs
- ☐ Facilities utilization
- ☐ Financial aid
- ☐ High school feedback
- ☐ Institutional finance
- ☐ Institutional profile, public
- ☐ Institutional profile, private
- ☐ Mobility / migration
- ☐ Non-credit instructional activity
- ☐ Performance measures
- ☐ Remediation
- ☐ Retention
- ☐ Student learning
- ☐ Teacher effectiveness evaluations
- ☐ Transfer
- ☐ Tuition / fees / college costs
- ☐ Other, please specify

Q12

Does your state use SUR data to assess student learning at the course level?

- ☐ Yes
- ☐ No

Q13

Please briefly describe how course-level assessments of student learning are used.

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Q14
Does your state use SUR data to process and allocate financial aid for students attending postsecondary institutions?

- ☐ Yes
- ☐ No

Q15
Does your state use a formula to allocate funds to postsecondary institutions based on performance (performance funding)?

- ☐ Yes
- ☐ No

Q16
How are SUR data used to inform the development or calculation of the performance funding formula?

Q17
Does your state use SUR data to assess employment outcomes of postsecondary graduates?

- ☐ Yes
- ☐ No

Q18
Are there mandates in your state for measuring workforce outcomes? If so, please describe the mandate(s).

Q19
Are data from your SUR used to fulfill the workforce outcomes mandate? If so, please describe

Q20
Does your state higher education agenda prioritize the completion of adult learners who have some college but no degree?

- ☐ Yes
- ☐ No

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Q21

Is degree reclamation (reverse credit transfer policies and retroactive awarding of degrees) a priority in your state higher education agenda?

- ☐ Yes
- ☐ No

Q22

How does your SUR contribute to adult learner completion or degree reclamation efforts (if at all)? Please describe.

Q23

Please indicate the extent to which you agree with the following statements about your state's data capacity as it relates to student mobility.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The state's postsecondary data system is at the student unit record level and includes accurate course-level data for all students.	☐	☐	☐	☐	☐
The state's postsecondary data system includes accurate data on students' transfer institutions and transfer credit.	☐	☐	☐	☐	☐
The state's postsecondary data system includes accurate contact information for students (either address or phone number).	☐	☐	☐	☐	☐

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Q24

What types of data are included in your agency's / entity's student unit record system? *(Select all that apply unless otherwise indicated. Responses refer to postsecondary data.)*

- ☐ K-12 academic history
- ☐ Demographic
- ☐ Postsecondary enrollment
- ☐ Course-level information
- ☐ Postsecondary academic history
- ☐ Finance (tuition, fees, fiscal management)
- ☐ Financial aid
- ☐ Completions
- ☐ Non-credit institutional activity
- ☐ Academic program inventory
- ☐ Admissions scores
- ☐ Faculty / staff
- ☐ Institutional characteristics
- ☐ Facilities / capital projects
- ☐ Adult basic education (GED, English as a second language)
- ☐ Labor / workforce / unemployment insurance
- ☐ Remedial / developmental course information
- ☐ Continuing education course information
- ☐ Placement test scores
- ☐ Other type of data, please specify

Q25

Please select the types of postsecondary institutions from which your agency / entity current collects student unit record data. *(Select all that apply.)*

- ☐ N/A
- ☐ 2-year Public
- ☐ 4-year Public
- ☐ Tribal
- ☐ Independent (private, non-profit)
- ☐ Proprietary (private, for-profit)
- ☐ Other institution type, please specify

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Q26

Please indicate which elements your agency collects or can access by institutional sector. If your agency / entity does not have access to an element, please check "No access to this element."

	2-year public	4-year public	Private not-for-profit	Private for-profit	No access to this element
Student name	☐	☐	☐	☐	☐
Date of birth	☐	☐	☐	☐	☐
Gender	☐	☐	☐	☐	☐
Race / ethnicity	☐	☐	☐	☐	☐
Age	☐	☐	☐	☐	☐
Military status	☐	☐	☐	☐	☐
Social Security number	☐	☐	☐	☐	☐
K-12 unique identifier	☐	☐	☐	☐	☐
Institution of higher education identifier	☐	☐	☐	☐	☐
Postsecondary student unique identifier	☐	☐	☐	☐	☐
Citizenship status	☐	☐	☐	☐	☐
State residency status	☐	☐	☐	☐	☐
Admissions scores	☐	☐	☐	☐	☐
Placement scores	☐	☐	☐	☐	☐
Prior college(s) attended	☐	☐	☐	☐	☐
Transfer credit(s)	☐	☐	☐	☐	☐
Retention by term or year	☐	☐	☐	☐	☐
Enrollment status (first-time, transfer, continuing)	☐	☐	☐	☐	☐
Degree-seeking statuses	☐	☐	☐	☐	☐
Full-time / part-time status	☐	☐	☐	☐	☐
Term student first enrolled (fall, spring, summer)	☐	☐	☐	☐	☐
Program / major	☐	☐	☐	☐	☐
Dependency status	☐	☐	☐	☐	☐
Family income	☐	☐	☐	☐	☐
Federal financial aid	☐	☐	☐	☐	☐
State financial aid	☐	☐	☐	☐	☐

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	2-year public	4-year public	Private not-for-profit	Private for-profit	No access to this element
Institutional financial aid	☐	☐	☐	☐	☐
Merit-based financial aid	☐	☐	☐	☐	☐
Need-based financial aid	☐	☐	☐	☐	☐
Other financial aid	☐	☐	☐	☐	☐
FAFSA fields	☐	☐	☐	☐	☐
Pell status	☐	☐	☐	☐	☐
Cost of postsecondary education (what student actually pays)	☐	☐	☐	☐	☐
Course mode of instruction	☐	☐	☐	☐	☐
Course grade	☐	☐	☐	☐	☐
Student credit hours attempted	☐	☐	☐	☐	☐
Student credit hours earned	☐	☐	☐	☐	☐
Academic term	☐	☐	☐	☐	☐
Degree awarded	☐	☐	☐	☐	☐
Degree date	☐	☐	☐	☐	☐
Cumulative credit hours earned	☐	☐	☐	☐	☐
Cumulative GPA	☐	☐	☐	☐	☐
Student tuition and fees	☐	☐	☐	☐	☐

Q27

Does your agency / entity have the authority to add or delete data elements and change definitions for any of the data elements above?

- ☐ Yes, full authority
- ☐ Yes, but only in conjunction with other stakeholders
- ☐ No

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Q28

Which of the following sources does your agency / entity use to define data elements? *(Select all that apply.)*

- ☐ IPEDS
- ☐ U.S. Census
- ☐ Agency staff / workgroup
- ☐ Common Education Data Standards (CEDS)
- ☐ Other, please specify

Q29

Which metrics are you able to calculate based on data elements your agency collects or has access to?

- ☐ Credit accumulation
- ☐ Credit completion ratio (credits completed vs. attempted)
- ☐ Remedial course completion
- ☐ Gateway course completion
- ☐ Retention / persistence rate
- ☐ Transfer rate
- ☐ Graduation rate
- ☐ Completion ratio (completions per FTE)
- ☐ Net price
- ☐ Cumulative debt
- ☐ Loan repayment status
- ☐ Employment status
- ☐ Median wage of completers
- ☐ Median wage of non-completers
- ☐ Time to credential
- ☐ Credits to credential

Q30

Does your agency / entity use the Social Security number as a primary student identifier?

- ☐ Yes
- ☐ No

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Q31

Does your agency / entity have any plans to discontinue use of the Social Security number as a primary student identifier?

- ☐ Yes
- ☐ No

Q32

Does your agency / entity currently link or plan to link with the following agencies, either through a warehouse or a federated model? *(Select all that apply.)*

	Currently link?	Plan to link?
Pre-K / early childhood	☐	☐
State education agency (K-12)	☐	☐
State financial aid agency / entity	☐	☐
Labor / workforce	☐	☐
Child protective services	☐	☐
Foster care	☐	☐
Health	☐	☐
Human services	☐	☐
Motor vehicle division / dept	☐	☐
Juvenile detention	☐	☐
Corrections	☐	☐
Court system	☐	☐
Other agency / entity, please specify	☐	☐

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Q33

Which primary ID number(s) is used to match your agency's / entity's SUR data to unit record data from other agencies / entities within your state? *(Select all that apply.)*

	Social Security number	K-12 ID	Postsecondary ID	Longitudinal data system (LDS) ID	Other ID
Pre-K / early childhood	☐	☐	☐	☐	☐
State education agency (K-12)	☐	☐	☐	☐	☐
State financial aid agency / entity	☐	☐	☐	☐	☐
Labor / workforce	☐	☐	☐	☐	☐
Child protective services	☐	☐	☐	☐	☐
Foster care	☐	☐	☐	☐	☐
Health	☐	☐	☐	☐	☐
Human services	☐	☐	☐	☐	☐
Motor vehicle division / dept	☐	☐	☐	☐	☐
Juvenile detention	☐	☐	☐	☐	☐
Corrections	☐	☐	☐	☐	☐
Court system	☐	☐	☐	☐	☐
Other agency / entity, please specify	☐	☐	☐	☐	☐

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Q34

Which K-12 data elements does your agency / entity have access to and / or utilize through linking arrangements? *(Select all that apply.)*

	Have access?	Utilize?
Student name	☐	☐
Student date of birth	☐	☐
Student gender	☐	☐
Student race / ethnicity	☐	☐
Student resident county-district code	☐	☐
Dates of K-12 enrollment	☐	☐
Language spoken at home	☐	☐
Student free and reduced lunch eligibility	☐	☐
District / school code	☐	☐
Disability status	☐	☐
Course title	☐	☐
Course grade	☐	☐
Course type (regular, honors, AP, IB, dual credit)	☐	☐
High school grade point average	☐	☐
Assessment scores	☐	☐
Date student graduated (K-12)	☐	☐
Family income	☐	☐
Other K-12 data elements, please specify	☐	☐

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Q35

Which labor / workforce data elements does your agency / entity have access to by virtue of linking arrangements? *(Select all that apply.)*

	Have access?	Utilize?
Employer name	☐	☐
Employer address	☐	☐
Employer ID number	☐	☐
Employer size; number of monthly employees	☐	☐
Employer county	☐	☐
Wages earned	☐	☐
Hours worked	☐	☐
Employment quarter code	☐	☐
Employment year	☐	☐
Date student / employee applied for unemployment insurance	☐	☐
Date student / employee received first unemployment insurance check	☐	☐
Other agencies / entities providing services during period individual is in receipt of unemployment insurance	☐	☐
North American Industry Classification System (NAICS) code	☐	☐
NAICS title	☐	☐
Standard Occupational Classification (SOC) code	☐	☐
SOC title	☐	☐
Other labor / workforce data element, please specify	☐	☐

Q36

Does your agency / entity link or share data with other states?

- ☐ Yes
- ☐ No

Q37

What data is shared or linked with other states? How is it used?

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Q38

Which of the following currently allow your agency / entity to link or share with other unit record systems? *(Select all that apply.)*

- ☐ Legislative mandate
- ☐ Executive mandate
- ☐ Attorney general opinion / statement
- ☐ Memorandum of understanding / agreement
- ☐ Administrative rule / regulation
- ☐ Other, please specify

Q39

If applicable, please describe how your agency / entity modified its student unit record system to allow linking to other data systems (e.g., adding new data fields, creating new file structures, etc.).

Q40

What is the largest barrier to effective use of SUR data for your agency / entity?

Q41

Which of the following barriers prevent or inhibit your agency / entity from linking to any unit record systems? *(Select all that apply.)*

- ☐ N/A
- ☐ Legislation
- ☐ Attorney general opinion / statement
- ☐ Resources
- ☐ Lack of common identifiers / crosswalks
- ☐ Coordination with other state authorities / administrators
- ☐ Incompatible systems
- ☐ Data quality concerns
- ☐ FERPA concerns
- ☐ Lack of interest from other agencies
- ☐ Other barrier, please specify

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PLEASE NOTE:

Responses for the remaining questions will not be reported or made available at the state level. Data will be analyzed in the aggregate and individual responses will be anonymized.

Q42

Please briefly describe the process used to ensure privacy of unit record data in your state.

Q43

Which standards or protocols does your agency use to determine privacy and security procedures (FERPA, HIPA, NIST, etc.)?

Q44

Does your agency have a documented protocol for what to do in the event of a data breach?

- ☐ Yes
- ☐ No

Q45

Does your agency have a documented protocol for destroying data?

- ☐ Yes
- ☐ No

Q46

How frequently is your data system audited?

- ☐ Yearly
- ☐ Once every 2 years
- ☐ Once every 3-5 years
- ☐ Once every 6+ years
- ☐ Never

Q47

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

- ☐ Yes
- ☐ No

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Q48

Has any legislation on student or consumer privacy (proposed or enacted in the last five years) affected how you store and analyze student unit record data?

- ☐ Yes
- ☐ No

Q49

Please describe this legislation and how it impacted your agency / entity.

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APPENDIX C: LIST OF DATA ELEMENTS BY AGEN

LIST OF DATA ELEMENTS COLLECTED, BY AGENCY: 2-YEAR PUBLIC

	Demographic							Identifiers						Course information					Degree information			
State	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
Alabama	•	•	•	•						•		•	•			•	•	•	•	•	•	•
Arizona	•	•	•	•	•		•			•	•	•	•		•		•	•	•	•	•	•
Arkansas	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
California - CCC	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Colorado		•	•	•	•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Connecticut	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Florida	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Hawaii	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Idaho		•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
Indiana	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Iowa - BOR			•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•
Iowa - DOE	•	•	•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	
Kansas	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Kentucky	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Louisiana	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Maryland	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•	•
Massachusetts	•	•	•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•
Minnesota - MNST	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Minnesota - MOHE	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	
Missouri	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Montana	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•
Nebraska	•	•	•	•	•				•	•	•					•	•	•	•	•	•	•
Nevada	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
New Hampshire - CC	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
New Hampshire - DOE		•	•	•					•	•	•		•				•	•	•		•	•
New Jersey			•	•	•			•	•	•	•	•	•			•	•	•	•	•	•	•

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NCY

LIST OF DATA ELEMENTS COLLECTED, BY AGENCY:
2-YEAR PUBLIC CONTINUED

	Student metrics										Financial aid									
State	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
Alabama			•	•	•	•	•	•	•	•											
Arizona		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Arkansas		•	•		•	•	•	•	•	•			•	•	•	•	•	•	•		•
California - CCC			•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	
Colorado	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Connecticut	•		•	•	•	•	•	•	•	•			•	•	•	•	•	•			•
Florida	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•			•
Hawaii	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Idaho			•	•	•	•	•	•	•	•			•	•	•	•	•	•			
Indiana			•	•		•	•	•		•	•	•	•	•	•	•	•				•
Iowa - BOR	•	•	•	•	•	•	•	•	•	•											•
Iowa - DOE				•	•	•	•	•	•	•											
Kansas	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•		•	•
Kentucky	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Louisiana	•	•				•	•	•	•	•			•	•	•	•	•	•			
Maryland	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Massachusetts		•	•		•	•	•	•	•	•		•	•	•	•	•	•	•			•
Minnesota - MNST	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Minnesota - MOHE	•		•	•	•	•	•	•		•											
Missouri	•		•	•	•	•	•	•	•	•	•	•		•		•	•		•		
Montana		•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		
Nebraska						•	•	•	•	•											
Nevada		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
New Hampshire - CC	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
New Hampshire - DOE					•	•	•	•	•	•											
New Jersey			•		•	•	•	•	•	•											

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LIST OF DATA ELEMENTS COLLECTED, BY AGENCY:
2-YEAR PUBLIC CONTINUED

	Demographic							Identifiers						Course information					Degree information			
State	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
New Mexico	•	•	•	•	•		•	•		•			•	•	•		•	•	•				
New York - CUNY	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
New York - SUNY	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
North Carolina - CC	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
North Dakota	•	•	•	•		•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•
Ohio	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		•	•	•
Oklahoma	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
Oregon	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
Rhode Island	•	•	•	•	•		•	•		•		•	•	•	•	•	•	•	•	•	•	•	•
South Carolina		•	•	•	•			•		•		•	•		•	•	•	•	•	•	•	•	•
Tennessee	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•	•
Texas	•	•	•	•			•		•	•				•	•	•	•	•	•	•	•	•	•
Utah	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vermont	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•
Virginia - CC	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
Virginia - SCHEV	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•		•	•		
Washington - SBCTC	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
West Virginia	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•
Wyoming	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•

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LIST OF DATA ELEMENTS COLLECTED, BY AGENCY:
2-YEAR PUBLIC CONTINUED

State	Student metrics										Financial aid										
	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
New Mexico						•	•			•	•	•	•	•	•	•	•	•	•		
New York - CUNY	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
New York - SUNY	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
North Carolina - CC	•		•		•	•	•	•	•	•			•	•	•	•	•	•	•		
North Dakota	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Ohio			•	•	•	•	•	•	•	•		•	•	•					•		
Oklahoma	•		•	•	•	•	•	•	•	•			•	•	•	•	•	•			
Oregon			•		•	•		•	•	•			•								
Rhode Island	•	•	•	•		•	•		•	•			•	•	•	•	•	•		•	•
South Carolina	•		•	•	•	•	•	•	•			•	•	•	•	•	•				•
Tennessee	•		•	•	•	•	•	•	•	•	•	•	•	•		•	•		•		
Texas	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Utah				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Vermont	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				•
Virginia - CC	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Virginia - SCHEV	•		•			•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
Washington - SBCTC			•		•	•	•	•	•	•	•	•	•	•	•	•	•	•			
West Virginia	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•		
Wyoming	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•		•

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

	Demographic							Identifiers						Course information					Degree information			
State	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
Alabama	•	•	•	•						•		•	•			•	•	•	•	•	•	•
Alaska	•	•	•	•		•	•	•				•	•	•	•	•	•	•	•	•	•	•
Arizona	•	•	•	•	•	•	•	•		•	•	•	•		•		•	•	•	•	•	•
Arkansas	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
California - CSU	•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•
California - UCOP	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•
Colorado		•	•	•	•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Connecticut	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Florida	•	•	•	•	•	•	•	•			•	•	•	•	•				•	•		
Georgia	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Hawaii	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Idaho		•	•	•	•		•		•	•	•	•		•	•	•	•	•	•	•	•	•
Illinois	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•
Indiana	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Iowa - BOR			•	•	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•
Kansas	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
Kentucky	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Louisiana	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Maine	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Maryland	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•	•
Massachusetts	•	•	•	•	•	•	•	•	•	•	•		•	•		•	•	•	•	•	•	•
Minnesota - MNST	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Minnesota - MOHE	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	
Mississippi		•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
Missouri	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Montana	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•
Nebraska	•	•	•	•	•				•	•	•					•	•	•	•	•	•	•
Nevada	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•

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

	Student metrics										Financial aid										
State	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
Alabama			•	•	•	•	•	•	•	•											•
Alaska	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•
Arizona		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
Arkansas		•	•		•	•	•	•	•	•			•	•	•	•	•	•	•		•
California - CSU	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		
California - UCOP	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Colorado	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Connecticut	•		•	•	•	•	•	•	•	•			•	•	•	•	•	•			•
Florida	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•			
Georgia	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Hawaii	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Idaho			•	•	•	•	•	•	•	•			•	•	•	•	•	•			
Illinois	•		•		•	•	•	•	•	•			•	•	•	•	•				
Indiana			•	•		•	•	•		•	•	•	•	•	•	•	•				•
Iowa - BOR	•	•	•	•	•	•	•	•	•	•											•
Kansas	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•		•	•
Kentucky	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Louisiana	•	•				•	•	•	•	•			•	•	•	•	•	•			
Maine	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Maryland	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Massachusetts	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•			•
Minnesota - MNST	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Minnesota - MOHE	•		•	•	•	•	•	•		•											
Mississippi	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		•
Missouri	•		•	•	•	•	•	•	•	•	•	•		•		•	•		•		
Montana		•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•		
Nebraska						•	•	•	•	•											
Nevada		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		

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LIST OF DATA ELEMENTS COLLECTED, BY AGENCY:
INDEPENDENT

	Demographic							Identifiers						Course information					Degree information			
State	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
Alabama	•	•	•	•						•		•	•			•	•	•			•	•
Alaska	•	•	•	•	•		•	•		•	•	•	•			•	•	•	•	•	•	•
Arizona		•	•	•	•			•														
Arkansas			•	•	•		•		•	•		•	•		•		•	•	•	•		
California - CSU	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•
California - UCOP	•	•	•	•	•	•		•	•	•	•	•	•	•								
Colorado	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•	•
Connecticut	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	
Florida	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Georgia			•	•	•			•	•	•	•	•	•			•	•	•	•	•	•	•
Hawaii	•	•	•	•	•		•	•		•	•	•	•			•		•	•	•		
Idaho		•	•	•	•			•		•		•	•				•	•	•	•	•	•
Illinois																		•				
Indiana		•	•	•			•	•	•	•			•			•		•	•	•		
Iowa - BOR	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	

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

	Student metrics										Financial aid										
State	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
New Hampshire - DOE					•	•	•	•	•	•											
New Jersey	•		•	•	•	•	•	•	•	•											
New Mexico						•	•			•	•	•	•	•	•	•	•	•	•		
New York - CUNY	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
New York - SUNY	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
North Carolina - UNC	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
North Dakota	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
Ohio			•	•	•	•	•	•	•	•		•	•	•					•		•
Oklahoma	•		•	•	•	•	•	•	•	•	•		•	•	•	•	•	•			
Oregon			•	•	•	•	•	•	•	•			•	•	•						
Rhode Island	•		•	•		•	•		•	•			•	•	•	•	•	•		•	•
South Carolina	•		•	•	•	•	•	•	•			•	•	•	•	•	•				•
South Dakota	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Tennessee	•		•	•	•	•	•	•	•	•	•	•	•	•		•	•		•		
Texas	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Utah				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Vermont	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•				•
Virginia - SCHEV	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
Washington - OFM	•		•	•	•	•	•	•	•	•											
Washington - WSAC							•	•			•	•	•	•	•	•	•	•	•		•
West Virginia	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•		
Wisconsin	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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LIST OF DATA ELEMENTS COLLECTED, BY AGENCY:
INDEPENDENT

	Demographic							Identifiers						Course information					Degree information			
State	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
Alabama	•	•	•	•						•		•	•			•	•	•			•	•
Alaska	•	•	•	•	•		•	•		•	•	•	•			•	•	•	•	•	•	•
Arizona		•	•	•	•			•														
Arkansas			•	•	•		•		•	•		•	•		•		•	•	•	•		
California - CSU	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•
California - UCOP	•	•	•	•	•	•		•	•	•	•	•	•	•								
Colorado	•	•	•	•	•	•	•	•	•	•			•			•	•	•	•	•	•	•
Connecticut	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	
Florida	•	•	•	•	•	•	•	•		•	•	•	•			•	•	•	•	•	•	•
Georgia			•	•	•			•	•	•	•	•	•			•	•	•	•	•	•	•
Hawaii	•	•	•	•	•		•	•		•	•	•	•			•		•	•	•		
Idaho		•	•	•	•			•		•		•	•				•	•	•	•	•	•
Illinois																		•				
Indiana		•	•	•			•	•	•	•			•			•		•	•	•		
Iowa - BOR	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	

Doc. No. 35GL-19-1067.

LIST OF DATA ELEMENTS COLLECTED, BY AGENCY:
INDEPENDENT CONTINUED

State	Student metrics										Financial aid										
	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
Alabama			•	•	•	•	•	•	•	•											
Alaska			•		•	•	•	•	•				•	•	•	•	•	•	•		
Arizona																					
Arkansas			•			•	•	•		•	•		•	•		•	•				
California - CSU	•		•		•	•	•	•	•	•					•	•	•				
California - UCOP			•	•	•	•	•	•	•	•											
Colorado	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Connecticut	•		•	•	•	•	•	•		•											
Florida	•		•	•	•	•	•	•	•	•	•	•		•		•	•		•		
Georgia	•		•		•	•	•	•	•	•											
Hawaii					•	•	•	•	•	•											
Idaho	•		•	•	•	•	•	•	•			•	•	•	•	•	•				•
Illinois																•					
Indiana			•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		
Iowa - BOR	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•

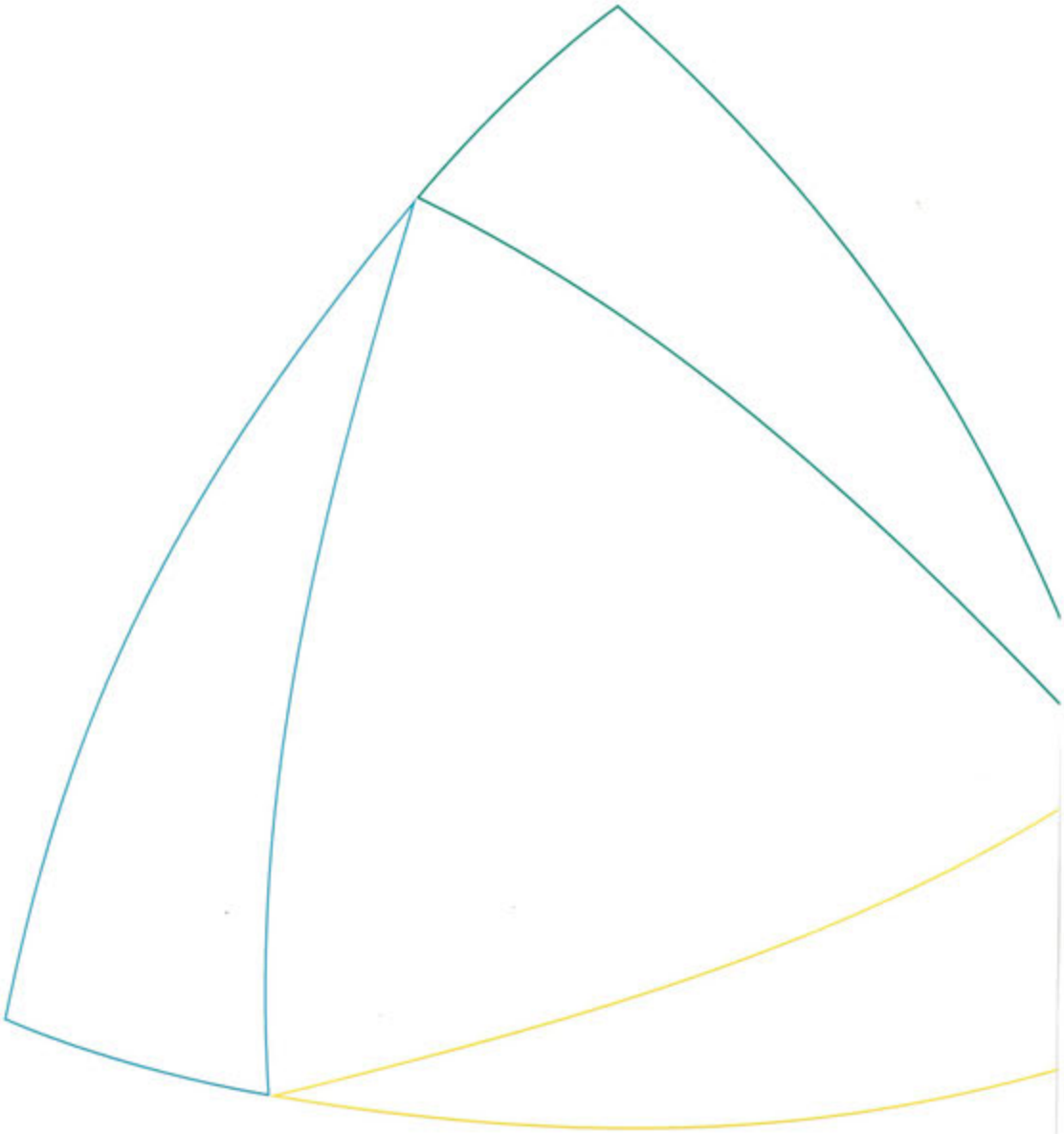
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LIST OF DATA ELEMENTS COLLECTED, BY AGENCY: PROPRIETARY

State	Demographic							Identifiers						Course information					Degree information			
	Student name	Date of birth	Gender	Race / ethnicity	Age	Military status	Pell status	Social Security number	K-12 unique identifier	Institution of higher education identifier	Postsecondary student unique identifier	Citizenship status	State residency status	Course mode of instruction	Course grade	Student credit hours attempted	Student credit hours earned	Academic term	Degree awarded	Degree date	Cumulative credit hours earned	Cumulative GPA
Colorado		•	•	•	•																	
Illinois	•	•	•	•	•	•	•	•	•	•	•		•			•	•	•	•	•	•	•
Minnesota - MOHE	•	•	•	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	
Missouri		•	•	•	•		•	•		•		•	•					•	•	•		
New Jersey			•	•	•			•	•	•	•	•	•			•	•	•	•	•	•	•
Oregon	•	•	•	•	•			•		•	•							•	•	•		
South Carolina		•	•	•	•			•		•		•	•				•	•	•	•	•	•

State	Student metrics										Financial aid											
	Admissions scores	Placement scores	Prior college(s) attended	Transfer credit(s)	Retention by term or year	Enrollment status (first-time, transfer, continuing)	Degree-seeking status	Full-time / part-time status	Term student first enrolled (fall, spring, summer)	Program / major	Dependency status	Family income	Federal financial aid	State financial aid	Institutional financial aid	Merit-based financial aid	Need-based financial aid	Other financial aid	FAFSA fields	Cost of postsecondary education (what student actually pays)	Student tuition and fees
Colorado																					
Illinois	•		•		•	•	•	•	•	•					•	•	•				
Minnesota - MOHE	•		•	•	•	•	•	•		•											
Missouri					•					•	•	•		•		•	•		•		
New Jersey			•		•	•	•	•	•	•											
Oregon									•	•											
South Carolina	•		•	•	•	•	•	•	•			•	•	•	•	•	•				•

Doc. No. 35GL-19-1067.



Doc. No. 35GL-19-1067.

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DAY 2 HANDOUTS

WICHE LEGISLATIVE ADVISORY COMMITTEE: INTEGRATING FEDERAL BENEFITS TO IMPROVE STUDENT OUTCOMES





Mark Mitsui, Portland Community College President
Cam Preus, Executive Director, Oregon Community College Association, WICHE Commissioner

Community College Students: A Primer

- Working
- Adults
- First Generation
- Parents
- Low Income
- Diverse

HOUSING AND FOOD INSECURITY

GAO Study (2019):

2 million college students are likely **eligible for SNAP, but not accessing the benefits**

7.3 million college students are **at risk for food insecurity** (likely many more)

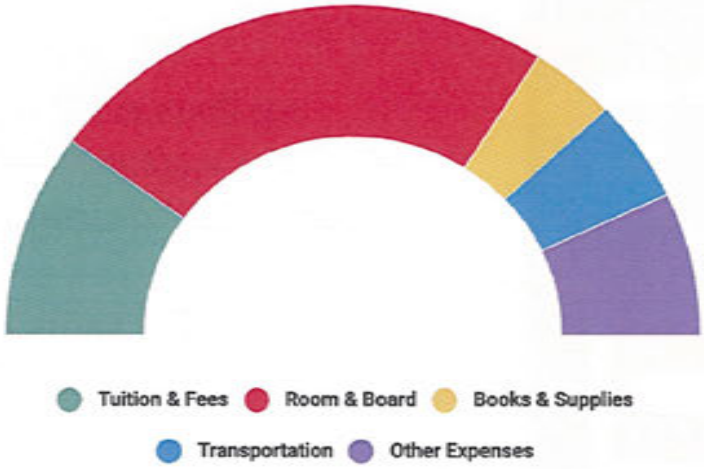
#REALCOLLEGE	Community Colleges	4-year Colleges and Universities
Food Insecurity	42-56%	36-41%
Housing Insecurity	46-60%	36-48%
Homelessness	12-18%	9-14%

THE hope CENTER
For College, Community, and Justice

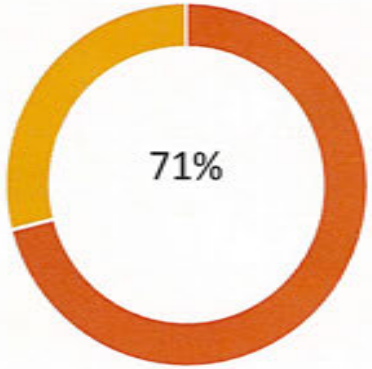
Dr. Sara Goldrick-Rab's presentation, Pathways to Opportunity Spring Summit
May 2, 2019

UNMET NEED

Average College Costs at Community Colleges



Source: *Average Estimated Undergraduate Budgets, 2017-2018, College Board, https://edtru.st/2Q3VdwV*



public 2 yr. students with unmet financial need[1]

Unmet need is a significant barrier to student enrollment and completion, and the lack of public policies to address it poses a significant challenge to improving access and advancing equity within postsecondary education.[1]

1 Wallizer, Lauren. CLASP, *When Financial Aids Falls Short, December 2018*

NATIONAL URGENCY

November 15, 2016

Aligning Federal Supports and Program Delivery for College Access & Completion

Many College Students Are Too Poor to Eat

But no one can agree on just how many. Now lawmakers are introducing a bill to change that.

Harris Introduces BASIC Act to Help College Students Afford Basic Needs

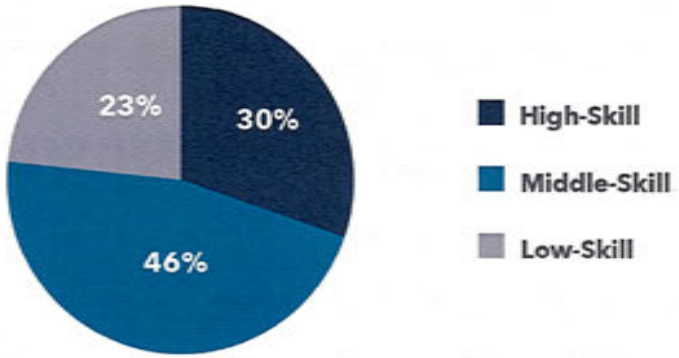
Senator Warren and Representative Lawson Introduce the College Student Hunger Act of 2019 to Address Hunger on College Campuses

Schiff Introduces Food for Thought Act to Address Food Insecurity on Community College Campuses

Legislation Would Provide Free Meals to Students in Need

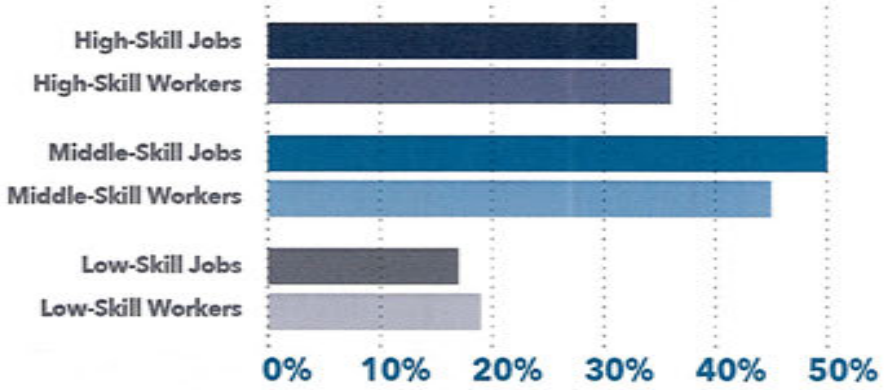
SKILLS GAP

Job Openings by Skill Level, Oregon, 2014-2024



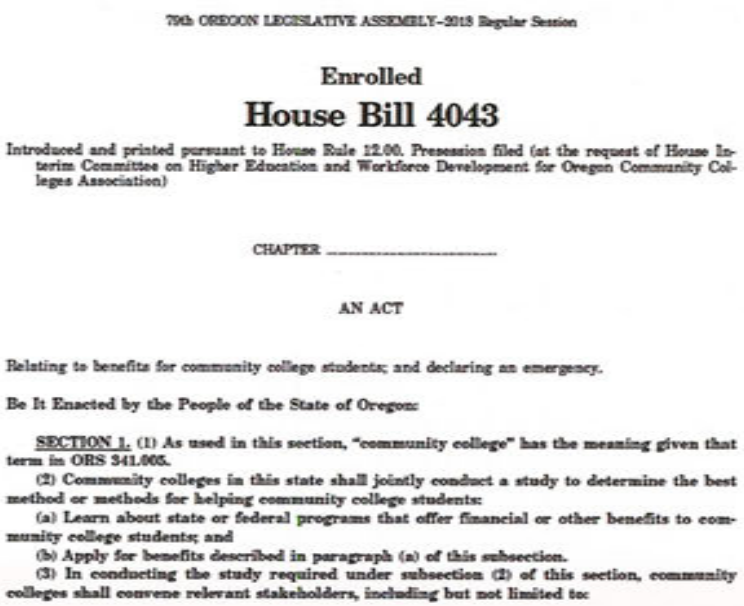
Source: NSC analysis of long-term occupational projections from state labor/employment agency.

Jobs and Workers by Skill Level, Oregon, 2015



Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2015 and American Community Survey data, 2015.

OREGON IS LEADING THE NATION



79th OREGON LEGISLATIVE ASSEMBLY–2018 Regular Session

Enrolled

House Bill 4043

Introduced and printed pursuant to House Rule 12.00. Presession filed (at the request of House Interim Committee on Higher Education and Workforce Development for Oregon Community Colleges Association)

CHAPTER .....

AN ACT

Relating to benefits for community college students; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) As used in this section, "community college" has the meaning given that term in ORS 341.005.

(2) Community colleges in this state shall jointly conduct a study to determine the best method or methods for helping community college students:

(a) Learn about state or federal programs that offer financial or other benefits to community college students; and

(b) Apply for benefits described in paragraph (a) of this subsection.

(3) In conducting the study required under subsection (2) of this section, community colleges shall convene relevant stakeholders, including but not limited to:

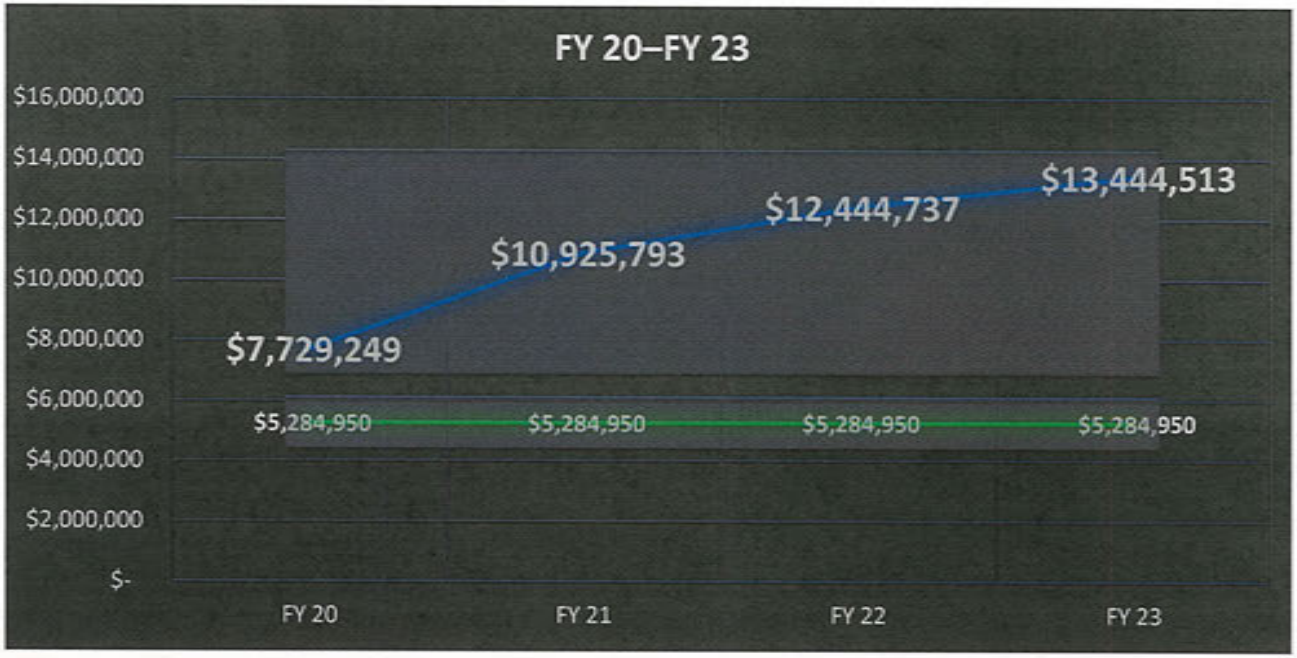
"OREGON IS THE FIRST STATE TO ENACT LEGISLATION THAT INSTRUCTS STATE AGENCIES AND COLLEGES TO BETTER ALIGN PUBLIC BENEFITS TO SUPPORT POSTSECONDARY ATTENDANCE FOR STUDENTS WITH LOW INCOMES..."

New CLASP report, by leading researcher, Amy Ellen Duke-Benfield, *Leveraging Public Benefits to Improve States' Postsecondary Access and Completion*

PATHWAYS TO OPPORTUNITY

Pathways to Opportunity is a statewide initiative closing opportunity gaps and increasing economic mobility by expanding the federal, state, and local resources available to low-income students so more individuals can attend and complete college.

VALUES AND BUDGET ALIGN = RETURN ON INVESTMENT



- Community College Consortia seen as national leader and model; 2nd largest provider in state, after OED
- **FFY 20 budget over 8 million with all 17 cc's—putting ahead of revenue projections that show program growing to $13.44 million in 2 biennium with continued baseline investment and reinvestment**
- Sustained baseline investment could bring in **$39 million in federal funding to all 17 of Oregon's community colleges** between FY 19 and FY25

BENEFITS CLOSE UNMET NEEDS FOR STUDENTS

COA Components



- 48% Room/board
- 27% Tuition/fees
- 8% Personal exp.
- 8% Books/supplies
- 8% Transportation

Oregon CC Student Cost of Attendance, HECC Snapshot, 2017-2018

BENEFIT (BASED ON HH OF 1)	FUNDING FOR YEAR: BENEFITS TO MEET NEEDS
SNAP	$2,304
STEP: Gap funding tuition/fees one term, books, transportation ongoing	$3,450
EITC (average)	$2,488
TOTAL Benefits:	**$8,242**

Holistic approach to serving students, that addresses both academic and non-academic needs to increase college access, retention, and completion.

PATHWAYS TO OPPORTUNITY:COMMUNITY OF PRACTICE=COLLECTIVE IMPACT





CLASP
Policy Solutions That Work For Low-Income People

NATIONAL SKILLS COALITION
Every worker. Every industry. A strong economy.

Seattle Jobs Initiative

Pathways to Opportunity: Community Partners Summit

May 22, 2019 ~ 9 a.m. to 2 p.m.

Center for Meeting and Learning, Building 19 @ Lane Community College

The hope Center
for College, Community, and Justice

The Education Trust

FUTURE OPPORTUNITIES

- Continuing national recognition and leadership position for Oregon— Potential for policy and practice to transform opportunities in state has only begun
- Building Pathways to Opportunity Coalition, with multiple strategies to fund and propel statewide work
- Significant expansion of SNAP Student Eligibility
- All 17 community colleges part of STEP Consortia
- Systemic approach to braiding together holistic services and resources for students
- Meeting needs of students, community, and employers





NEXT STEPS

Closing opportunity gaps is a social justice and economic development imperative for Oregon.

Continued Pathways to Opportunity funding for:

- Statewide and local coordination, including pilot implementation and expansion at each college
- Continuation of coalition/community of practice to learn from national and state best practices
- Deepening of state and local partnerships that are changing policy and practice to close opportunity gaps for students
- Positioning of colleges for legislative short/long session—funding advocacy via coalition
- Leveraging national opportunities (National Skills Coalition)

QUESTIONS?

EXECUTIVE SUMMARY

Pathways to Opportunity:

Closing Opportunity Gaps and Increasing Economic Mobility

Oregon is out front nationally and forging the way with Pathways to Opportunity.

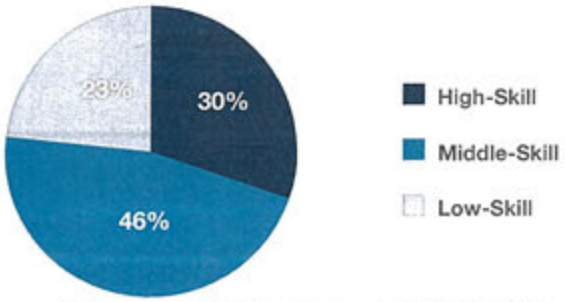
Under the vision of Portland Community College President Mark Mitsui, the college is leading the statewide Pathways to Opportunity initiative that was codified under HB 4043. The initiative brings together a coalition of all 17 community colleges, state agencies, philanthropists, and anti-poverty advocates. **Pathways to Opportunity closes opportunity gaps and increases economic mobility by expanding the federal, state, and local resources available to low-income students so more individuals can attend and complete college.** Addressing these inequities is a social justice imperative, and an economic development necessity to meet the current and future needs of communities and industries across Oregon.

- Despite record economic growth, historically low unemployment rates, and increasing rates of educational attainment in Oregon, there are persistent opportunity and skill gaps that threaten Oregon's future.
- Disparities in educational attainment and income are growing for communities of color and rural residents, stagnating economic mobility for generations.
- Oregon's 40-40-20 and Adult Attainment goals provide solid, equity-informed educational attainment targets to aim for, but the state also needs to be thinking about the student supports, federal and state benefits, policy levers, funding, and programs that must be in place to achieve these goals.
- Unmet financial needs are a key barrier preventing too many individuals from attending and completing college, disproportionately impacting students of color, rural Oregonians, and other underserved populations.
- Due to the correlation between educational attainment and income, there are significant wage gaps that perpetuate cycles of poverty and limit Oregon's economic growth and resiliency. The National Equity Atlas found that Oregon's gross domestic product would have been $14.67 billion larger in 2015 if racial wage gaps were eliminated.
- At the same time, employers are clamoring for a more robust and skilled talent pipeline to meet their workforce needs.
- This confluence of opportunity and wage gaps, coupled with rapidly rising costs of living and college, creates even more urgency to find solutions before growing inequities are crystallized in Oregon's communities and pathways out of poverty and into the middle class are fractured beyond repair.
- To close these opportunity and skills gaps in Oregon, collective action from policy makers, business leaders, state agencies, and institutions of higher education is vital.
- Pathways to Opportunity is an innovative approach that brings together a dynamic coalition of stakeholders.
- Through this coalition, participants have learned from national policy experts and educational equity leaders. This community of practice provides a forum to lift up promising practices and share information about benefit programs that can support college access, completion, and entry into family wage career paths.
- Pathways to Opportunity is ground-breaking work that must continue. Doing nothing to address the opportunity, skills, and income disparities designates Oregon as a state with pathways to opportunity for some, and not for all. Inaction will not propel us through the 21st century, and the inevitable economic booms and down-turns. Continued support for Pathways to Opportunity allows Oregon to lead the way to pioneer solutions that increase equity, close opportunity gaps, and expand economic mobility.

For more information contact: **Kate Kinder**, skinder@pcc.edu

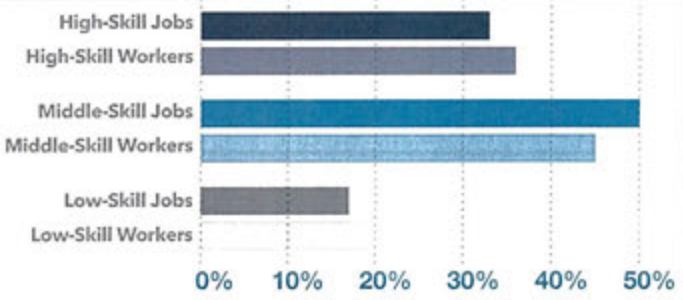
Doc. No. 35GL-19-1067.

Job Openings by Skill Level, Oregon, 2014-2024



Source: NSC analysis of long-term occupational projections from state labor/employment agency.

Jobs and Workers by Skill Level, Oregon, 2015



Source: NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, May 2015 and American Community Survey data, 2015.

442,000 adults 25 and older in Oregon are

unemployed or working making less than $15/hr

without postsecondary credentials. It would take 9 years of HS grads to equate to this number to address the skills gap.

Reference: Oregon Employment Department

Approximately 2 in 3 community college students

experience food insecurity

About 1/2 of community college students

experience housing insecurity

13% to 14% of community college students

experience homelessness

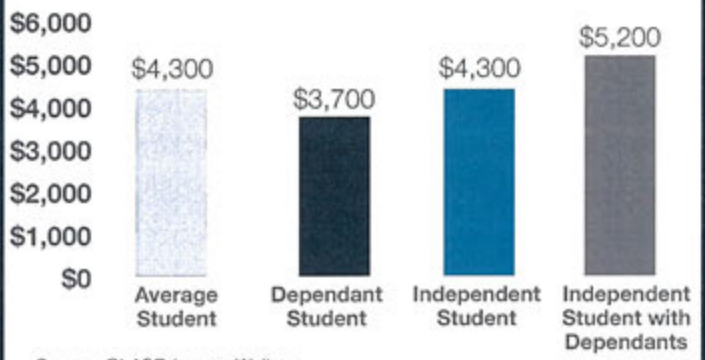
Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education (Goldrick-Rab 2017,1)

Median hourly wage by race / ethnicity: Oregon, 1980-2015



Source: National Equity Atlas

Oregon Community College Student Unmet Needs: 2016



Source: CLASP, Lauren Walizer

Outcomes and Impact:

- 4 statewide Pathways to Opportunity Summits with representation from all 17 community colleges, state agencies, and community-based organizations
- STEP: In collaboration with Department of Human Services, the Community College STEP Consortia expanded access across the state for SNAP recipients to build skills, earn college credentials, and move into careers offering pathways out of poverty
  - —9 colleges scaled up program, increasing SNAP recipients served and support service funding
  - —5 colleges implemented new STEP programs
  - —3 colleges planned programs for federal fiscal year (FFY) 2020
  - —All 17 community colleges are projected to be offering services through STEP Consortia in FFY 2020
- 67% increase in revenue for FFY 2019, resulting from college investments and new federal reimbursement
- Exceeded grant outcomes by 214%, serving 3,344 STEP participants; and 265%, offering 3,882 services/activities

Pathways to Opportunity

Closing Opportunity Gaps and Increasing Economic Mobility



Doc. No. 35GL-19-1067.

Kate Kinder, Portland Community College,
April 2019

Record economic growth, historically low unemployment rates, and increasing rates of educational attainment have occurred across Oregon since the last recession (Leher, 2019). However, these headlines and statistical averages erase and obscure the realities of many individuals and families across the state. Disparities in educational attainment and income are growing for communities of color and rural residents, stagnating economic mobility for generations. At the same time, employers are clamoring for a more robust and skilled talent pipeline to meet their workforce needs. **To close these opportunity and skills gaps in Oregon, collective action from policy makers, business leaders, state agencies, and institutions of higher education is vital.**[1] Community colleges are at the nexus of this work, providing open access to high-quality education that builds 21st century and technical skills, responds to industry needs, and offers college credentials and degrees that increase career opportunities. Recognizing the important role that community colleges play in the state and the implications for Oregon's future vitality, the Pathways to Opportunity initiative was launched and codified in HB 4043 (2018).

Oregon is out front nationally and forging the way with Pathways to Opportunity. Under the vision of Portland Community College President Mark Mitsui, the college is leading the statewide Pathways to Opportunity initiative. **Pathways to Opportunity closes opportunity gaps and increases economic mobility by expanding the federal, state, and local resources available to low-income students so more individuals can attend and complete college.** Inherent in this work is increased collaboration, partnership, and alignment with state agencies, community-based organizations, anti-poverty advocates, and amongst the seventeen community colleges. HB 4043 called for community colleges to come together with state agencies, the Higher Education Coordinating Commission (HECC), the Office of the Governor, and other stakeholders to study and determine the best methods for community college students to learn about and apply for state or federal programs that offer financial or other benefits.

Unmet financial needs are a key barrier preventing too many individuals from attending and completing college, disproportionately impacting students of color, rural Oregonians, and other underserved populations. Finding solutions to close these opportunity gaps is a social justice and equity imperative, and an economic development necessity to meet the needs of communities and industries across the state. This report aims to share findings of the community colleges and offer policy and programmatic recommendations that can close opportunity gaps and increase economic mobility for all individuals in Oregon.

The Pathways to Opportunity leaders wish to acknowledge and thank the Oregon Presidents Council (OPC) and the HECC's Office of Community Colleges and Workforce Development (CCWD) for the funding to do this important work. State partners, such as the Department of Human Services (DHS) and the Oregon Housing and Community Services (OHCS) Department have been critical. In addition, Amy Ellen Duke-Benfield and Melissa Johnson from National Skills Coalition (NSC) and Lauren Walizer from the Center for Law and Social Policy (CLASP) offered essential insights and research.



Doc. No. 35GL-19-1067.

College Education Crucial to Addressing Wage Inequities

Economic inequality has increased exponentially since 1980, with 60 to 70% of this change stemming from the growing difference between the earnings of high school completers and college graduates (Carnevale & Smith, 2018). In the 1970's, three out of four jobs required a high school education or less, whereas today, two out of three jobs require at least some postsecondary education or training (Carnevale & Smith, 2018). Post-recession, 99% of all jobs created went to individuals with some college (Carnevale et al., 2016). In 2015, Georgetown's Center on Education and the Workforce found that 80% of all good jobs, jobs paying an average of $55,000 annually, went to individuals with postsecondary education (Carnevale et al., 2015).

NSC identified that middle skill jobs, those that require more than a high school diploma but less than a bachelor's degree, will make up the largest share of job openings in Oregon through 2024. These middle skill jobs also represent the largest skills gap, with more job openings than skilled workers to fill the positions (National Skills Coalition [NSC], 2017). As NSC's Melissa Johnson and Katie Spiker (2018) detailed, "this unmet demand for skills is a lost opportunity for businesses who can't take advantage of economic growth, and means workers don't have the right skills to access good jobs" (p. 1). For Oregon, it creates a drag on economic growth and buoyancy.

Lower educational attainment also caps income and exacerbates wage inequities. In Oregon, education accounts for 23 to 26% of the variation in income, with one additional year of education increasing hourly earnings by 10% (Kaylor, 2018). When earnings are examined by race, the glaring wage gaps are evident. Workers of color earned a median hourly wage that was five dollars less an hour than white workers in 2015, growing from four dollars less an hour in 1980 (National Equity Atlas, 2018). In the Portland Metropolitan Area, the median wage for Black/African Americans is $39,557, $54,392 for Latinx, and $75,116 for white individuals (Portland Business Alliance, 2018). Even more discouraging is that these gross inequities have remained or worsened in the last ten years. This not only has profound impacts on families and perpetuates cycles of poverty, but also negatively effects all of Oregon and all Oregonians.

Policy Link analyzed Oregon's gross domestic product and found that "eliminating discrimination in pay and hiring, boosting education attainment, and ensuring strong and rising wages for low-wage workers is good for families, good for communities, and good the economy" (Policy Link, 2018). Oregon's economy would have been $14.67 billion larger in 2015, had there been no racial income gaps (National Equity Atlas, 2018). Investing in postsecondary education to close these wage gaps also offers additional benefits to Oregon. For every $1 invested in Oregon's community colleges, the state yields an $8.40 return on investment (No author, 2018). Focusing on opportunity and equity is not only a social justice and moral responsibility, but is fundamentally good for Oregon's communities and its economy.

442,000 adults 25 and older in Oregon are

unemployed or working making less than $15/hr

without postsecondary credentials. It would take 9 years of HS grads to equate to this number to address the skills gap.

Reference: Oregon Employment Department

Opportunity Gaps are Leaving Too Many Oregonians Behind

Oregon's economy and the economic mobility of individuals are inextricably linked with educational attainment. If Oregon wants to grow and maintain a resilient economy constructed for the 21st century, increased educational attainment is required—especially postsecondary credentials. Oregon's 40-40-20 and Adult Attainment goals recognize the importance of college credentials and the clear overlay between education and opportunity. These educational attainment goals also acknowledge there is significant room for improvement.

Currently, 46% of individuals ages 25 to 34 are without postsecondary credentials, and 8% lack a high school diploma or equivalency (Oregon Higher Education Coordinating Commission [HECC], 2018). When looking at all individuals over age 25, that number grows to 48% without postsecondary credentials and 10% without a high school diploma (Cox, 2018). When the data is disaggregated, there are stark disparities between populations and communities across the state.

Doc. No. 35GL-19-1067.

49% of white individuals over age 25 are without postsecondary credentials, but that number increases to 72% for Latinx adults. For low-income individuals over age 25, 62% do not possess any postsecondary credentials. There are also differences depending upon where one lives in the state, with 60% of rural Oregonians lacking postsecondary credentials in comparison to 48% of urban residents. These statistics explain why Oregon has over 442,000 adults over age 25 unemployed or working and making less than $15 an hour without postsecondary credentials; 442,000 adults who are being left behind (Oregon Employment Department, 2019). This number is equivalent to nine years of Oregon's high school graduating classes.

Today's Community College Students are Adults with Significant Financial Needs

Unless Oregon consciously creates equitable pathways into college, with increased supports for completion, the state as a whole will be left behind. To build effective systems, strategies, and policy, leaders and policy makers need to understand our current and future students. In 2017-2018, 56% of Oregon's community college students were over age 25. This is consistent with national trends, where "traditional students" now make up just a third of the college population. As summarized in a report by CLASP, Amy Ellen Duke-Benfield et al. (2018) writes:

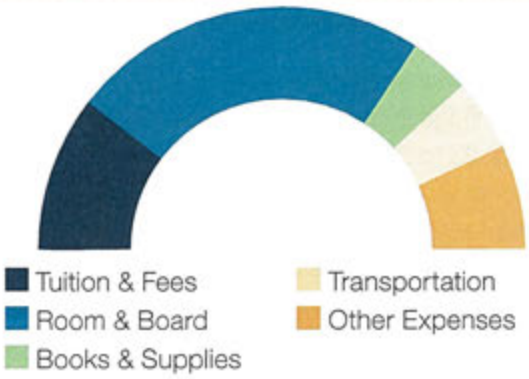
> *Today's college students are increasingly low-income, working adults balancing work, family, and school. These students are also more likely to be first-generation attenders, immigrants, and students of color pursuing dreams of better jobs, higher incomes, and more stability for their families. (p. 2)*

Oregon's policies and practices have not kept up with these shifting college demographics. In order to close opportunity gaps, decisions and approaches need to be centered around the students of the present and not the past. Meaning, Oregon needs to critically examine what is needed to dismantle the systemic obstacles and inequities that are preventing too many individuals from enrolling, persisting, and completing college credentials that provide a pathway into careers offering economic mobility.

One of the primary obstacles preventing college access and completion is affordability, and the resultant unmet financial needs. Unmet need is the gap between the cost of college and all student resources that do not need to be repaid, such as scholarships, grant aid, and a student's Expected Family Contribution (EFC) as calculated in the Free Application for Federal Student Aid (FAFSA). CLASP analyzed U.S. Department of Education data from academic year 2015-16 and found that nearly three in four students nationally experience unmet need, and that unmet need among college students has risen by 23% since academic year 2011-12.

Across the country, 71% of students at public two-year institutions have unmet need that averages $4,920 per year (Walizer, 2018). In Oregon, average unmet need for community college students in 2016 was $4,300 for individuals and $5,200 for independent students with dependents (Walizer, 2019). Nationally, all low-income, working students are left struggling with unmet financial need as they pursue their dreams of college (Duke-Benfield et al., 2018). Given that unmet need calculation figures are for one year and not an aggregate, and that two-year public institutions tend to underestimate the costs of attendance, it is difficult to accurately assess the true financial burdens facing community college students and the impact this has on college access and completion for those who need it most (Walizer, 2018).

Figure 1: Average Costs at Community Colleges



Source: Average Estimated Undergraduate Budgets, 2017-2018, College Board, https://edtru.st/2Q3VdwV

To understand the gravity of the situation, it's important to recognize that it is more than the increasing costs of tuition. Today's community college students are struggling with rising housing, food, childcare, healthcare, and living expenses (See Figure 1, The Education Trust, 2018). The HECC found that the average cost of attendance for a

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community college student in Oregon in 2016-2017 was $18,058, with 45% of students unable to meet expenses with expected resources, family contributions, student earnings, and grant aid (HECC, 18 April 2018). This unmet need leaves a growing share of students housing and food insecure.

Southwestern Oregon Commmunity College STEP Student:

"As a high school drop-out, 19 years ago, I never pictured myself in college. I decided if my life was going to change I needed to get my GED. Now I'm in my third college term with a 3.4 GPA. I worked hard for this, but without the amazing GED program at SWOCC and the incredible staff, I would not have made it. The teachers not only helped me learn, but also made me feel important and worthy of becoming a great person. Because of the continuing support and the benefits from the STEP and GED programs, I have a bigger and brighter future. Programs like these empower people to build a better society."

–Darrell Donhoff

In a national study of basic needs insecurity that included some of Oregon's community colleges, Sara Goldrick-Rab et al. (2017) found that two in three community college students experience food insecurity, approximately half are housing insecure, and 13 to 14% experience homelessness. In comparison to other similarly sized regions across the country, the Portland Metropolitan Area has the largest share of cost-burdened households for both renters and owners (Portland Business Alliance, 2018). Add to this the costs of childcare and healthcare, and the situation is untenable. It is incredibly onerous to attend, persist, and complete college when fundamental basic needs are not met—for students, their children, and their families.

This confluence of opportunity and wage gaps, coupled with rapidly rising costs of living and college, creates even more urgency to find solutions before growing inequities are crystallized in Oregon's communities and pathways out of poverty and into to the middle class are fractured beyond repair. The work of Pathways to Opportunity has never been more necessary for Oregon.

Pathways to Opportunity Meets the Needs of Today's Students

There are no other public institutions better positioned to spearhead the Pathways to Opportunity initiative and address the needs outlined above than community colleges. They are woven into the fabric of Oregon's communities, and rely on cross sector partnerships with employers, state agencies, K-12, community-based organizations, universities, and workforce and economic development providers to fulfill our missions. Goldrick-Rab & Cady (2018) write that:

> *Community colleges are unique in their potential to generate social mobility by enrolling and graduating students from families with little economic security. They offer benefits that transcend generations, educate people with children and extended families, and provide access that rarely exists at four-year colleges and universities. (p. 2)*

In the federal letter, "Aligning Federal Supports and Program Delivery for College Access and Completion (2016)" six federal agencies offer guidance and state that a "postsecondary credential or degree is among the surest ways to access the middle class and become financially self-sufficient" (p. 1). Yet, as outlined above, too many students are unable to complete college due to financial constraints. Even where resources and benefits are available, students may be unaware of the programs that could support them to complete college (U.S. Department of Agriculture et al., 2016).

Pathways to Opportunity is an innovative approach that brings together a dynamic coalition of stakeholders to not only amplify how education and economic mobility are interconnected but also how federal, state, and local benefits are central to closing opportunity gaps in Oregon. A community of practice was created amongst all seventeen community colleges, DHS Self-Sufficiency, the HECC, Oregon Employment Department (OED), OHCS, Department of Corrections, philanthropists, and anti-poverty advocates. Through this community of practice, participants have learned from national policy experts and educational equity leaders. The community of practice also provides a forum to elevate promising practices across the state and share information about benefit programs and resources that can support college access, completion, and entry into family wage careers.

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The Pathways to Opportunity coalition and local community college teams have been examining college access and affordability within a broader context considering the current social and economic realities of Oregon's students. These realities demand a holistic approach and "a new way of thinking about policy development, public investment, and institutional practices" to increase equitable opportunity (Duke-Benfield et al., 2018, p. 1). Policy and program solutions must use an equity lens and recognize the intersectionality of students' income, race, gender, parenting, immigration status, and involvement with state systems (justice, child welfare, unemployment, etc.) (Duke-Benfield et al., 2018).

All of Oregon's community colleges are engaged in Pathways to Opportunity work, recognizing that colleges can no longer operate within false dichotomies, functioning as if there is somehow a neat separation between the academic and non-academic supports that students need to be successful in their college and career pathway (Goldrick-Rab & Cady, 2018). Also, solutions cannot be created to mitigate the effects of poverty for current and future community college students without working in concert with state agencies and anti-poverty partners to align federal, state, and local resources available. Oregon's community colleges are evolving and embracing the reality that not only is it necessary to understand how federal financial aid works to support low-income students, but also how federal benefits like Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Earned Income Tax Credit (EITC), Employment-Related Day Care (ERDC), and other assistance programs can help close the gaps of unmet financial need that prevent college access and completion.

Pathways to Opportunity Delivers Outcomes

Close collaboration with DHS Self-Sufficiency has been essential to increasing awareness of these vital public benefits. Thanks to this partnership, there has also been expanded access and capacity in the Community College STEP (SNAP Training and Employment Program) Consortia—a project that exemplifies Pathways to Opportunity in practice. The Community College STEP Consortia uses Oregon's Community College Career Pathways framework and a skills-based approach to support SNAP recipients as they access education and training, build skills, earn credentials, and progress into careers that offer economic mobility. Oregon's Career Pathways model offers connected education, training, and student supports that enable individuals to secure credentials and advance over time to higher levels of education and employment in a given occupation or industry sector. This approach has been proven to increase college completion and economic mobility, as Career Pathways are designed around the needs of today's students who are frequently juggling work, family, childcare, and college.

Community college STEP students receive college success and career coaching, internship/job placement assistance, and student support resources that can assist with gap funding for things like tuition, fees, books, tools, and bus passes. Placing skills and postsecondary credentials at the center, and integrating holistic student supports, increases career pathway options for individuals to get out of poverty and into jobs offering family sustaining wages. It provides a pathway for permanent self-sufficiency. The STEP grant also brings much needed federal resources into Oregon, through the 50% reimbursement grant administered by DHS Self-Sufficiency. The STEP program model, the policies, and the funding all help to close opportunity gaps, increase economic mobility, and expand self-sufficiency.

Approximately 2 in 3 community college students
experience food insecurity

About 1/2 of community college students
experience housing insecurity

13% to 14% of community college students
experience homelessness

Hungry and Homeless in College: Results from a National Study of Basic Needs Insecurity in Higher Education (Goldrick-Rab 2017,1)

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This collective work in the Community College STEP Consortia and partnership with DHS created a forum to discuss food insecurity and hunger amongst community college students and the frequent challenges with maintaining SNAP eligibility while students pursued postsecondary credentials. The Government Accountability Office estimated that more than 2 million college students nationwide who are experiencing food insecurity are not accessing the SNAP food benefits they are likely eligible for (Harris, 2019). Community colleges in Oregon were observing similar trends. In response to the needs of Oregon's college students, DHS proactively amended the state's SNAP student eligibility policy to increase benefit access for more income-eligible community college students. Now, community college students who are enrolled in Career and Technical Education (CTE) or Career Pathways programs, courses, or pre-requisites, or enrolled in a SNAP Employment and Training program, do not need to meet additional student eligibility criteria like working 20 hours per week. This change increases access to important food benefits for students, as well as qualifies many more students for STEP. Both SNAP benefits and STEP services help reduce unmet financial need, increasing college access and the likelihood of credential completion and transition into careers. This is good for families and good for Oregon.

Other federal and state benefits examined during Pathways to Opportunity include TANF, ERDC, Unemployment Benefits, WIOA, Housing, and EITC. Community college programs and resources that close opportunity and skills gaps were lifted up, including: Student Success Grants, Career Pathways, Oregon Promise, Single Stop, GED Wrap-around Support Grants, Guided Pathways, TRIO, emergency funds/grants, food pantries, TAACCCT/ Trade Act grants, and student and faculty-led efforts on campuses across the state. The Pathways to Opportunity coalition has laid the groundwork to understand how federal, state, and local resources can intersect to support low-income students. Yet, there is much left to do to structurally engineer opportunity into Oregon to ensure that policy levers, benefits, and programs are maximized and leveraged to increase resources and support for low-income students to attend and complete college and move into careers offering economic mobility.



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Outputs/Outcomes;

100%: All 17 community colleges created a local interdisciplinary Pathways to Opportunity team

4 statewide Pathways to Opportunity Summits with representation from all 17 community colleges, state agencies, and community-based organizations

Executive level leadership meetings between community colleges and DHS, OED, OHCS, Office of Governor, and the HECC

STEP: In collaboration with DHS, the Community College STEP Consortia expanded access across the state for SNAP recipients to build skills, earn college credentials, and move into careers offering pathways out of poverty

9 colleges scaled up program increasing SNAP recipients served and support service funding

5 colleges implemented new STEP programs

3 colleges planned programs for federal fiscal year (FFY) 2020

All 17 community colleges are projected to be offering services through STEP Consortia in FFY 2020

67% increase in revenue for FFY 2019, resulting from college investments and new federal reimbursement

Exceeded grant outcomes by 214%, serving 3,344 STEP participants; and 265%, offering 3,882 services/activities

As a result of Pathways to Opportunities, community colleges:

Created resource maps and centralized resources and services for low-income students, with targeted marketing materials

Developed and deepened partnerships with local DHS partners, workforce providers, anti-poverty advocates, and community-based organizations

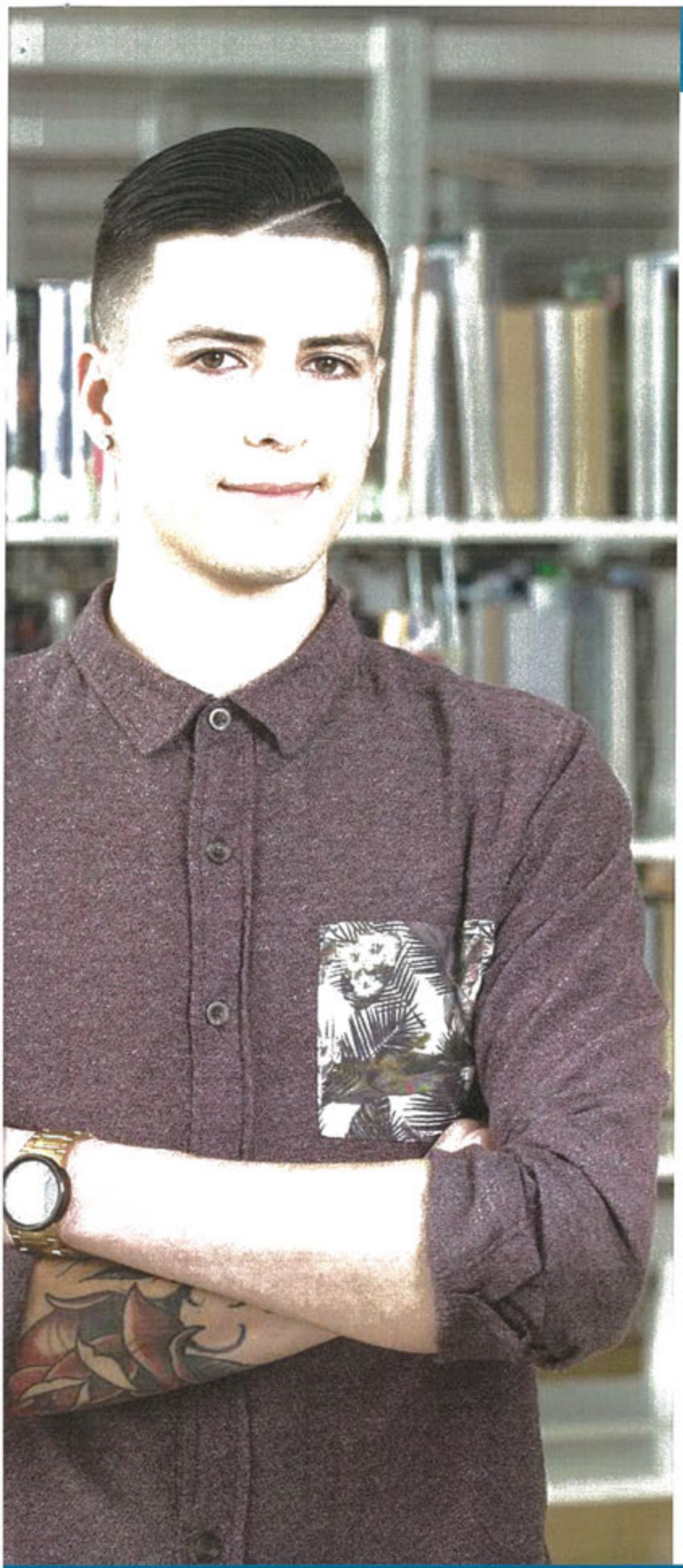
Conducted needs surveys of students and community members

Offered professional development to increase poverty-informed approaches and awareness of federal, state, and local resources to support students

Piloted approaches to increase systemic implementation and college-wide engagement

Leveraged and maximized state investments

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Input from the field:

"This work is an important part of creating a better community for everyone."

"The summits have been helpful to pull concepts together for a broader picture. We then use that information here on campus. It has been enlightening for the group to learn about various resources that we were unaware of. If we were unaware, how do we expect to communicate them effectively with our students."

"The state-wide convenings with knowledgeable speakers have been quite motivating. It is also very powerful to be in a roomful of colleagues with a shared focus. These opportunities are especially beneficial for those of us at the small, rural colleges - those around the periphery of the state."

"Convening the summits, facilitating meaningful discussions, informing the room (and thus colleges) on important and new policies, initiatives, funding opportunities, and student outcomes is invaluable. Pathways to Opportunity is a brilliant and timely assemblage of college faculty, management, partners, and staff to vision, strategize, and gain a set of tools and information to take action and improve our services for low-income students across the state."

"The Pathways to Opportunity initiative has been a welcome addition to our efforts to reach under-served, non-traditional adult students, opportunity youth, and create an aligned streamlined path to workforce training and academic educational opportunities on our campus. Initiatives such as this are an important part of fully leveraging the many smaller funding resources and limited staff available, to promote success for underserved populations."

"STEP has been a critical program in providing student support services and increasing college completions for low-income students, both in Oregon and at our college. STEP has helped initiate and implement policies and procedures instrumental in assisting low-income individuals access college, career training, and job search services. STEP has also given community resource partners a platform to collaborate and work together to serve our common customer. Pathways to Opportunity is a great chance to further this work and expand on what is working."

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Implications and Opportunity for Oregon's Future

Not only does Oregon need to consider the current opportunity and skills gaps, but those of the future. At the forefront of the minds of many policymakers and higher education leaders is how to prepare for our future economy, for the future of work. There has been much discussion about technology and automation eliminating jobs, but what's frequently not talked about is who is impacted—that there is more than one future of work and these changes won't impact all communities and all workers equally. There are projections that 40 to 50% of jobs could be eliminated in 20 years. However, further analysis shows that it is more likely that the skills used in these jobs will completely transform, resulting in the elimination of only 10 to 15% of jobs in the future (NSC, 2019). As National Skills Coalition (2019) described,

> *Technology associated with the Future of Work will impact workers in every sector and at every level in the U.S. economy—but those impacts will not be borne equally. Research indicates the majority of job losses from automation will be borne by workers earning less than $20/hour with a high school degree or less; many of these will be workers of color.*

Mid- and late-career workers with less developed digital skills than their younger counterparts are likewise vulnerable, as are a range of other experienced workers if there are not pathways and investments in their re-skilling (NSC, 2019).

These projections make it even more crucial that Oregon implements equity-informed frameworks that address college affordability, access, and completion—frameworks like Pathways to Opportunity that holistically address the needs of today's students and increase postsecondary credential attainment and career opportunities for low-income, rural, and students of color across the state. In order to do this, colleges require the resources to serve all of our community—especially low-income, working adults—so upskilling is possible and postsecondary education is a viable lifelong learning tool for economic mobility. Oregon's 40-40-20 and Adult Attainment goals provide solid, equity-informed educational attainment targets to aim for, but the state must also consider the student supports, federal and state benefits, policy levers, funding, and programs that need to be in place to achieve these goals.

Community colleges also cannot do it alone, and need to take a collective action approach with key state agencies and local partners to braid and align resources, expertise, and student-centered services. The ground-breaking work that has begun with Pathways to Opportunity must continue. Community colleges, state agencies, and anti-poverty activists have constructed a solid foundation from which to build a systemic framework that closes opportunity gaps and increases economic mobility for all. Pathways to Opportunity has a committed and dedicated group of leaders and practitioners who are mapping out solutions, and identifying how to maximize the impact of the federal, state, and local resources available to increase equitable opportunity in Oregon. There is also potential to fold in additional concerned stakeholders from the business community, community-based organizations, and economic development entities who are equally vested and concerned about Oregon's communities and economy.

Maintaining the status quo in Oregon is a policy, program, and moral decision that determines the state's future. Doing nothing to address the opportunity, skills, and income disparities in the state designates Oregon as a state with pathways to opportunity for some, and not for all. Inaction will not propel us through the 21st century, and the inevitable economic booms and down-turns. **Continued support for Pathways to Opportunity allows Oregon to stay out front and lead the way to pioneer solutions that increase equity, close opportunity gaps, and expand economic mobility. Community colleges are essential engines of this economic mobility, providing a bridge to opportunity and proven pathways out of poverty.** At the Pathways to Opportunity Summit last fall, former Secretary of Education, Dr. John B. King Jr., reminded us that education is the civil rights issue of our time. At a pivotal moment in history, Oregon has the chance to make policy, budget, and program decisions that place Oregon firmly on the right side of history.

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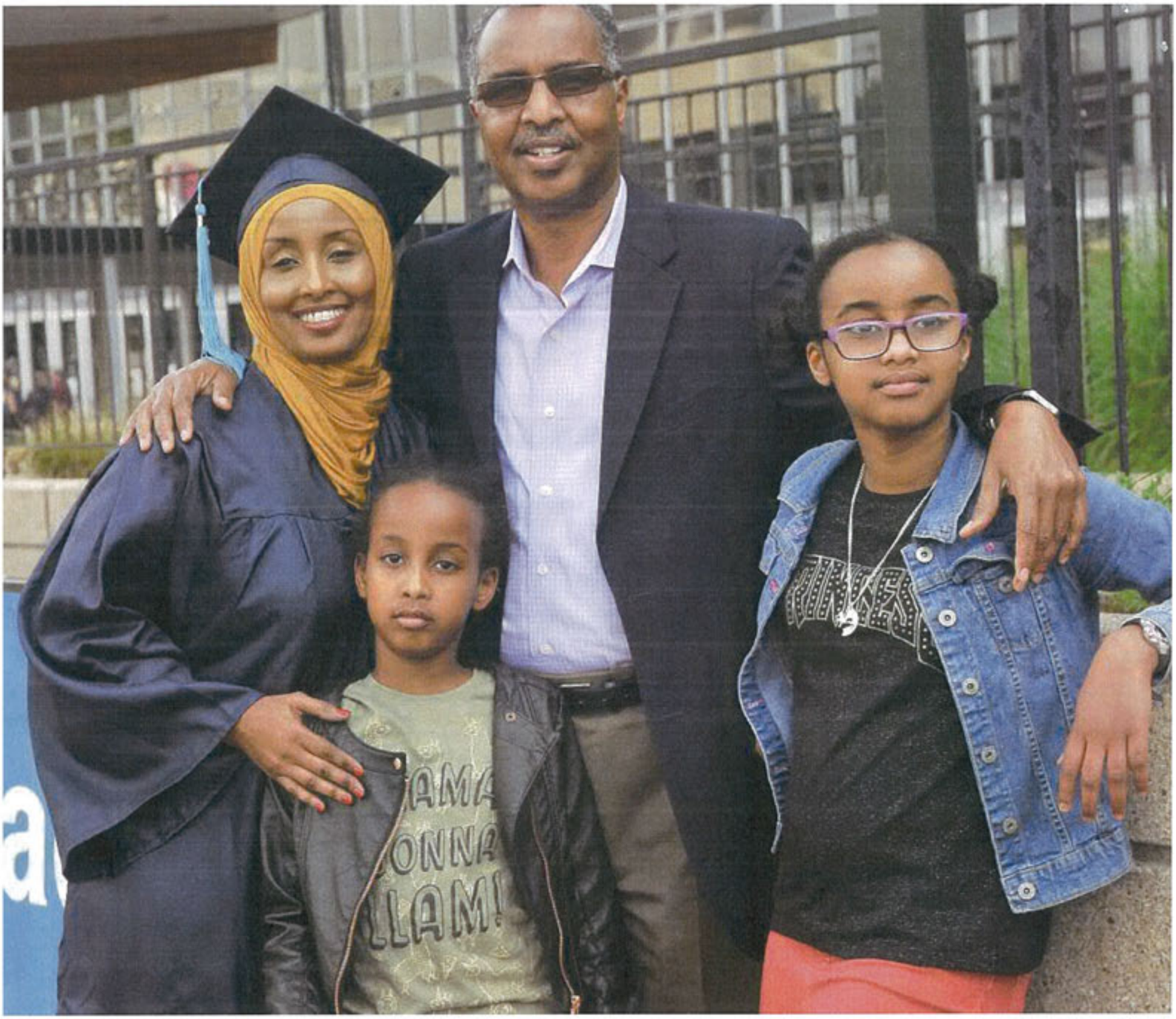
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1. Opportunity gaps refer to the disparities in educational attainment and academic outcomes that result from structural and systemic inequities based on an individual's race, ethnicity, national origin, zip code into which they were born, socio economic status, and gender. This term is intentionally used instead of achievement gap, as it more squarely places the responsibility and need for solutions within systems and institutions and not on the individual.

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Blue Mountain Community College (BMCC), Pendleton

Central Oregon Community College (COCC), Bend

Chemeketa Community College (Chemeketa CC), Salem

Clackamas Community College (Clackamas CC), Oregon City

Clatsop Community College (Clatsop CC), Astoria

Columbia Gorge Community College (CGCC), The Dalles

Klamath Community College (KCC), Klamath Falls

Lane Community College (LCC), Eugene

Linn-Benton Community College (LBCC), Albany

Mt. Hood Community College (MHCC), Gresham

Oregon Coast Community College (OCCC), Newport

Portland Community College (PCC), Portland

Rogue Community College (RCC), Grants Pass

Southwestern Oregon Community College (SOCC), Coos Bay

Tillamook Bay Community College (TBCC), Tillamook

Treasure Valley Community College (TVCC), Ontario

Umpqua Community College (UCC), Roseburg

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WICHE Student Access Programs: By the Numbers 2018-19

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"A huge weight was lifted from my shoulders after learning that Montana would pay a large portion of my tuition. I've taken out fewer loans, which will dramatically reduce my debt. Now, I can focus on learning to become a competent physician so I can better care for patients. I look forward to giving back to Montana in the future."

– Angela, Montana resident,
Pacific Northwest University of Health Sciences

"PSEP financial support has reduced my uncertainty and allowed me to focus on my education, and I sincerely thank Arizona legislators for allocating these funds. This program has changed my life by giving me the opportunity to study osteopathic medicine, and I'm excited to serve Arizona communities once I graduate."

– Bernardo, Arizona resident,
Midwestern University





"Upon graduation, I'll be years closer to achieving my ultimate goal of running my own private dental practice, thanks to WICHE's PSEP."

– Matthew, Montana resident,
Dentistry, University of Colorado Anschutz

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MESSAGE FROM WICHE PRESIDENT AND COMMISSION CHAIR



Demarée Michelau



Ray Holmberg

For 65 years, the Western Interstate Commission for Higher Education (WICHE) has been serving the students of the West.

The largest of WICHE's three Student Access Programs, the Western Undergraduate Exchange (WUE), helps more than 40,000 Western undergraduates save on nonresident tuition. The Western Regional Graduate Program (WRGP) allows nonresidents to pay resident tuition rates to attend more than 700 programs at nearly 60 Western institutions. And the Professional Student Exchange Program (PSEP) has enabled affordable access to professional health care programs (now in 10 fields) since the 1950s.

In prior years we've described these together as student exchange programs, but we've shifted to the term "Student Access Programs" to shine more light on the positive outputs of WUE, WRGP, and PSEP. In other words, *exchange* is the mechanism, but *access* is the benefit.

Collectively, WICHE's Student Access Programs helped students save $417.7 million this year, enabling Western states and postsecondary institutions to address capacity challenges, avoid unnecessary duplication of programs and facilities, and assist policymakers while meeting the workforce needs in the region—often in rural areas or hard-to-staff professional niches.

This report outlines key data elements related to WUE, WRGP, and PSEP for the 2018-19 academic year across a range of categories. You'll see participation and migration for each of WICHE's Student Access Programs, and state-by-state summaries that provide convenient reference for an array of stakeholders in each of WICHE's 16 states and territories.

In doing so, the report is a core resource for policymakers, institutional leaders, counselors, and other stakeholders across the region who find value in these programs on behalf of the students, families, and communities they serve.

WICHE Student Access Programs continue to evolve to address changing conditions, and we regularly welcome new public institutions and programs that see benefit to WUE, WRGP, or PSEP participation. We are eager to partner with you in ways that help WICHE's Student Access Programs fulfill your needs. Thank you for all you do to support affordability, access, and resource-sharing in higher education.

Demarée K. Michelau
President

State Sen. Ray Holmberg (N.D.)
Commission Chair

Doc. No. 35GL-19-1067.

WESTERN UNDERGRADUATE EXCHANGE (WUE)

The Western Undergraduate Exchange (WUE)—the nation's largest regional tuition-discounting program—is celebrating its 31st year in 2018-19. The program allows students from a WICHE state or territory to enroll in participating two- or four-year public colleges or universities located in another WICHE state or territory, and pay up to 150 percent of that school's resident tuition. Students can choose from 162 WUE-eligible institutions and hundreds of majors. In 2018-19, 40,487 WUE students and their families saved over $380.5 million in tuition.

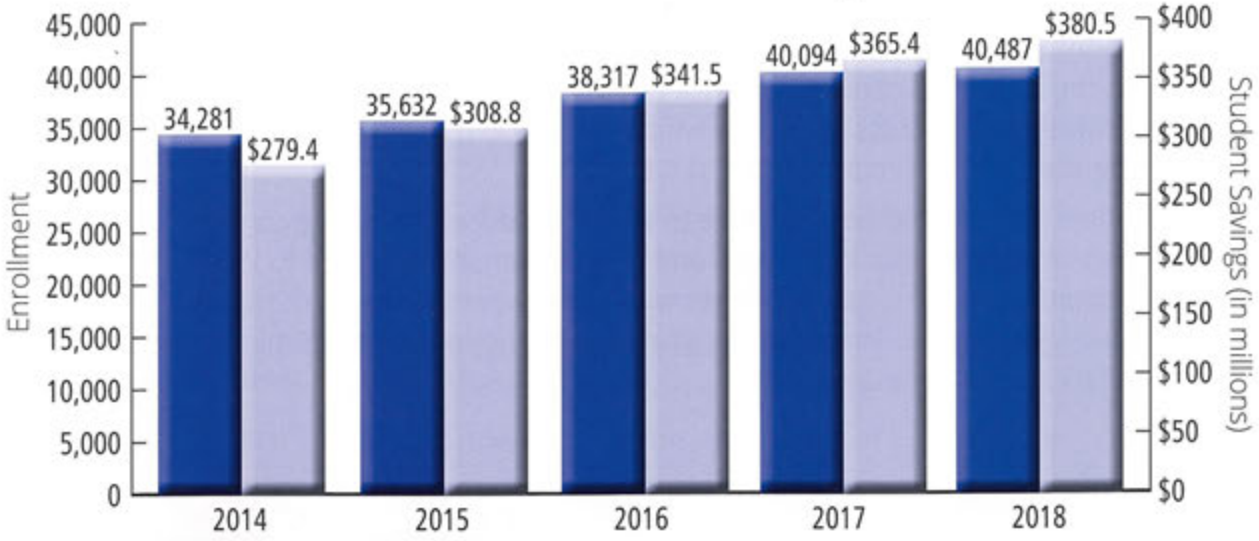
WUE WESTERN UNDERGRADUATE EXCHANGE

WUE students at four-year institutions this year saved an average of $10,100, and at two-year institutions students saved an average of $4,400—but student savings can be as high as $23,300 per academic year. Since 1988, WUE has provided Western students and families discounts on more than 582,300 annual tuition bills—saving them, overall, $3.9 billion.

The significant savings WUE offers Western students is just one of WUE's attractions. Some students can gain affordable access to majors not offered in their home state. Occasionally, when varying tuitions and cost-of-living are factored in, WUE makes out-of-state study more affordable than in-state study. Most WUE institutions make all or most majors available at the WUE rate, but some may exclude select high-demand majors. Transfer students can qualify for the WUE rate at most institutions. And though institutions may choose to set more stringent admissions standards for WUE students, most award the WUE rate to all nonresident WICHE-region applicants who would qualify under normal admissions criteria.

Western states also benefit greatly from their public colleges' and universities' participation in WUE. WUE helps these schools meet their recruitment and enrollment goals. WUE schools can choose how many discounted seats they will offer, the admission standards required for WUE admission, and the eligible majors. Students apply directly to their preferred WUE institution(s). Some graduates end up staying in the state where they studied, a bonus for states seeking to fortify and diversify their college-educated workforce. For states with more demand for public higher education than supply, WUE is an ideal relief valve, allowing their residents access to a postsecondary education without having to add capacity at home.

WUE Enrollment and Student Savings, 2014-18





"WUE helped me to leave my home and comfort zone and be able to study alongside people with different beliefs, characteristics, and lifestyles than me."

– Quentin, Hawai'i resident
Political Science, University of Northern Colorado

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WESTERN UNDERGRADUATE EXCHANGE (WUE)

WUE Enrollment Summary, 2018-19

State/Territory (# Institutions)	State of Residence																	
	AK	AZ	CA	CO	CNMI	Guam	HI	ID	MT	NV	NM	ND	OR	SD	UT	WA	WY	Totals
Alaska (3)	—	24	134	32	3	1	17	13	8	7	8	5	32	4	8	92	8	396
Arizona (26)	209	—	4,897	607	0	6	423	90	43	485	306	12	211	21	197	381	29	7,917
California (15)	46	113	—	93	1	0	161	27	12	101	22	0	122	1	26	230	6	961
Colorado (25)	131	431	1,831	—	5	4	376	102	61	211	314	51	154	96	164	341	186	4,458
CNMI* (1)	0	0	0	0	—	0	0	0	0	0	0	0	0	0	0	0	0	0
Guam (0)	0	0	0	0	0	—	0	0	0	0	0	0	0	0	0	0	0	0
Hawai'i (4)	54	101	1,702	214	0	52	—	36	10	51	17	6	97	10	26	301	6	2,683
Idaho (6)	112	45	1,194	67	17	0	28	—	101	137	4	5	273	5	45	990	19	3,042
Montana (12)	140	55	352	362	0	0	36	326	—	96	29	47	204	49	69	614	137	2,516
Nevada (7)	44	89	2,748	68	4	6	506	32	18	—	20	9	52	9	35	118	16	3,774
New Mexico (12)	19	102	392	49	0	0	19	10	5	32	—	5	22	4	4	49	13	725
North Dakota (11)	64	156	567	237	0	0	59	50	104	75	29	—	64	144	73	205	202	2,029
Oregon (6)	130	81	1,622	102	36	5	452	111	49	129	23	7	—	6	42	615	9	3,419
South Dakota (6)	31	98	231	395	0	0	9	15	77	39	13	272	26	—	29	73	345	1,653
Utah (9)	29	230	629	128	0	1	93	203	24	263	27	4	70	4	—	122	33	1,860
Washington (10)	212	63	1,114	155	0	3	279	782	146	77	25	6	376	3	44	—	15	3,300
Wyoming (9)	16	26	98	732	0	0	9	99	319	27	13	18	35	175	132	55	—	1,754
Total (162)	**1,237**	**1,614**	**17,511**	**3,241**	**66**	**78**	**2,467**	**1,896**	**977**	**1,730**	**850**	**447**	**1,738**	**531**	**894**	**4,186**	**1,024**	**40,487**

*CNMI is the Commonwealth of the Northern Mariana Islands.

Note: Data include both new and continuing students. For detailed WUE enrollment, see: wiche.edu/sapreport.

New for 2018-19: WUE and WRGP Savings Finders

WICHE has made it easier for students to get information about institutions participating in two tuition-discount programs, the Western Undergraduate Exchange (WUE) and the Western Regional Graduate Program (WRGP), via two Savings Finder search portals. These new streamlined, database-driven interfaces allow students to refine their college searches by major, degree type, online course availability, eligibility requirements, and other filter criteria. The Finders also enhance the ability of admissions, recruitment, and enrollment managers at WICHE partner institutions to inform and connect with students about their institution.

The WUE Savings Finder helps prospective undergraduates find hundreds of eligible degree programs at 162 public colleges and universities in the West. The WRGP Savings Finder allows prospective students to search graduate certificate, master's, and doctoral programs offered at the resident-tuition rate by 56 public universities in the West.



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WESTERN REGIONAL GRADUATE PROGRAM (WRGP)

The Western Regional Graduate Program (WRGP) allows graduate certificate, master's, and Ph.D. students who are residents of WICHE states and territories to affordably enroll in hundreds of graduate programs at 56 public institutions in the West. Through WRGP, students can enroll in participating schools as nonresidents, yet pay resident tuition rates—leading to tuition discounts that generally exceed 50 percent, and often far more. In fall 2018, 1,478 students saved an estimated $22.7 million in tuition through WRGP; students saved an average of $15,335 in tuition costs. Nonresident applicants apply directly to a participating institution's school of graduate studies to apply for the WRGP discount.

WICHE members and their participating public universities also benefit from WRGP. The program helps attract and incentivize a broader and more diverse pool of students to pursue varied disciplines at their public institutions. WICHE members also help their residents take advantage of niche programs regionwide without them having to pay nonresident tuition premiums. This is particularly advantageous for sparsely populated Western states and territories that may offer fewer graduate programs than others.

WRGP remains a noteworthy option for students pursuing health care credentials (such as audiology, speech language pathology, nursing, public health, and psychology) not offered through WICHE's Professional Student Exchange Program. WRGP-eligible graduate programs include several programs with top-10 national rankings in their discipline, including the University of Arizona's optical sciences and the University of Colorado Boulder's aerospace engineering sciences programs. Some WRGP programs are offered online, enabling place-bound students to grow their educational credentials.

This year, WICHE lifted program restrictions that formerly required WRGP-eligible graduate programs to demonstrate "distinctiveness"—or serve high-need or health care fields. Now, each institution may choose to enroll WRGP students in any (or all) of their graduate programs. This change has allowed a dramatic increase in the number of WRGP graduate programs: now more than 700 are available, up from 420 a year ago. WRGP is destined to grow even more as additional institutions take part and students throughout the WICHE region can look forward to more graduate study options that fit their professional and intellectual interests, needs, and delivery preferences.

WRGP Enrollment Summary, 2018-19

State of Attendance (# institutions)	Fall 2018	
	Received	Sent
Alaska (2)	53	34
Arizona (5)	348	77
California (3)	21	528
Colorado (9)	419	109
CNMI (0)	–	3
Guam (0)	–	1
Hawai'i (1)	59	28
Idaho (3)	66	83
Montana (4)	99	70
Nevada (2)	7	52
New Mexico (5)	24	77
North Dakota (3)	40	15
Oregon (5)	112	88
South Dakota (5)	7	29
Utah (3)	117	77
Washington (5)	101	151
Wyoming (1)	5	56
Totals (56)	**1,478**	**1,478**

Notes: Data includes both new and continuing students.
For detailed WRGP enrollment, see: wiche.edu/sapreport.

Growth in the Number of WRGP Graduate Programs

2017-18
420 programs

2018-19
700+ programs



"Utah didn't offer the program I was interested in, and as a first-generation college student with limited means, I thought my choices were limited and I never even considered attending an out-of-state school. WRGP made it possible to pursue the degree I longed for in the setting that was right for me."

– Jacie, Utah resident
Master of Public Health, Native and Indigenous Health, University of Hawai'i at Manoa

Doc. No. 35GL-19-1067

PROFESSIONAL STUDENT EXCHANGE PROGRAM (PSEP)

Health professionals are in high demand, especially in underserved rural areas of the West. Educating more of them is crucial, but it doesn't make fiscal sense for less-populous states and territories to create their own programs in every health care field.

With out-of-state tuition for health care programs substantially exceeding resident tuition, this can be daunting for tomorrow's health professionals. It may saddle them in debt, force them to leave their community for more lucrative opportunities, or discourage them from pursuing their passion to be a health care practitioner.

WICHE collaborates with its members to provide a solution. Through the Professional Student Exchange Program (PSEP), students from Western states and territories can pursue careers in 10 health fields—ranging from optometry to dentistry to veterinary medicine—and may enroll in participating programs across state lines and receive substantial tuition support from their home state or territory. WICHE's PSEP has provided 15,800 Western residents with affordable access to professional health care degrees since the early 1950s. In 2018-19, 11 WICHE states and the Commonwealth of the Northern Mariana Islands invested $14.5 million to grow their health care workforce by reducing the educational costs of 614 students. Some 130 accredited programs are offered via PSEP at 60 institutions.

Thanks to PSEP, a student can save between $32,000 to $130,000 on tuition over the lifespan of a professional health degree program depending on the field of study—reducing financial pressures and possibly enabling them to afford to work in rural areas that typically have lower salaries compared to urban areas, or to pursue professional options that are less lucrative yet sorely needed. And by participating in PSEP, Western states and territories benefit by inspiring and, in some participating states, compelling professionals to return home to practice and bolster their communities' professional health care.

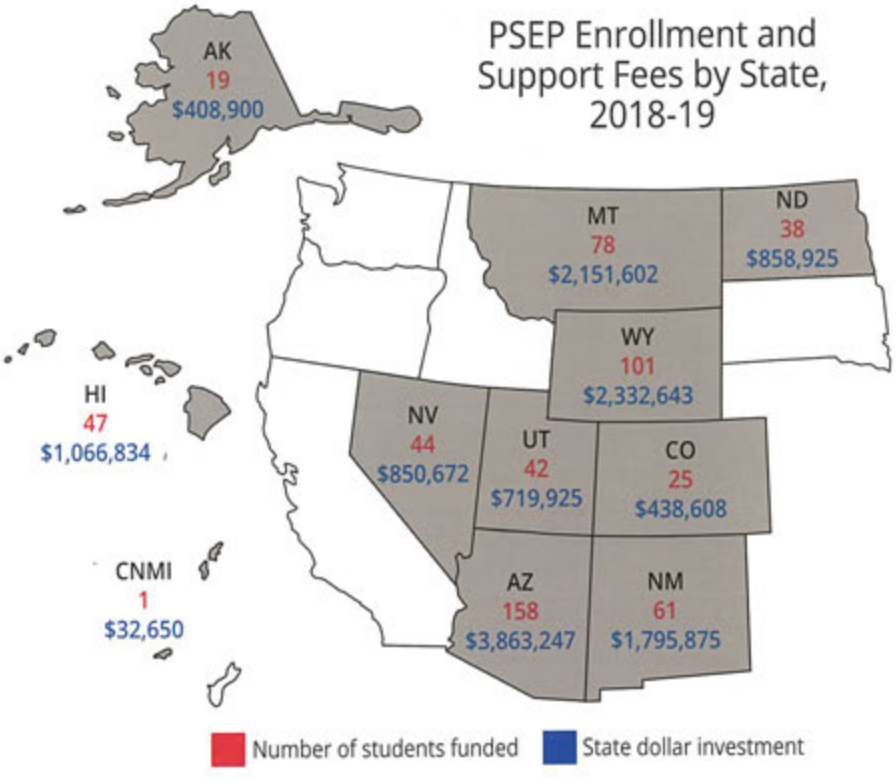
Applicants must meet their home state or territory's residency requirements and be "certified" for PSEP participation by their state or territory's higher education system office. Learn more about eligibility requirements at wiche.edu/psep.

Participating health care programs benefit from the geographic, economic, and ethnic diversity that PSEP students bring to their classrooms. Most states and territories that support PSEP students require graduates to return home and practice for four years, ensuring that the state's investment supports the health care professions its residents need most.

PSEP Enrollment, Support Fees, and State Investment by Profession, 2018-19

Professional Field	Enrollment	Support Fee per Student	State Investment Paid on Behalf of Students
Dentistry	122	$26,175	$3,186,806
Medicine	36	32,650	1,137,318
Occupational Therapy	19	13,700	260,304
Optometry	125	18,025	2,217,074
Osteopathic Medicine	58	22,400	1,299,200
Pharmacy	17	7,975	170,129
Physical Therapy	48	15,075	723,600
Physician Assistant	11	17,850	196,350
Podiatry	26	15,550	404,300
Veterinary Medicine	152	32,400	4,924,800
Total	**614**		**$14,519,881**

PSEP Enrollment and Support Fees by State, 2018-19



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PSEP Support Fee Revenue by State and Institution, 2018-19

Arizona

Institution/Program	# Students	Support Fees
PUBLIC		
Northern Arizona University		
Occupational Therapy	0	$0
Institution Total	0	$0
University of Arizona, Phoenix		
Medicine	0	$0
Institution Total	0	$0
University of Arizona, Tucson		
Medicine	1	$32,650
Pharmacy	0	0
Institution Total	1	$32,650
Public Institution Total	**1**	**$32,650**
PRIVATE		
A.T. Still University Mesa Campus		
Dentistry	11	$271,958
Occupational Therapy	1	22,834
Osteopathic Medicine	6	134,400
Physical Therapy	1	15,075
Physician Assistant	0	0
Institution Total	19	$444,267
Midwestern University		
Dentistry	18	$471,150
Occupational Therapy	1	0
Optometry	47	811,124
Osteopathic Medicine	23	515,200
Pharmacy	1	10,633
Physical Therapy	4	63,300
Physician Assistant	2	35,700
Podiatry	16	248,800
Veterinary Medicine	0	0
Institution Total	112	$2,152,907
Private Institution Total	**131**	**$2,597,174**
ARIZONA TOTAL	**132**	**$2,629,824**

California

Institution/Program	# Students	Support Fees
PUBLIC		
California State University, Fresno		
Physical Therapy	0	$0
Institution Total	0	$0
University of California, Davis		
Medicine	0	$0
Veterinary Medicine	15	486,000
Institution Total	15	$486,000
University of California, Irvine		
Medicine	0	$0
Institution Total	0	$0
University of California, Los Angeles		
Dentistry	2	$52,350
Medicine	0	0
Institution Total	2	$52,350
University of California, San Diego		
Medicine	0	$0
Pharmacy	0	0
Institution Total	0	$0
University of California, San Francisco		
Dentistry	1	$26,175
Medicine	0	0
Pharmacy	0	0
Physical Therapy (UCSF/SFSU)	0	0
Institution Total	1	$26,175
Public Institution Total	**18**	**$564,525**
PRIVATE		
Chapman University		
Physical Therapy	1	$15,075
Institution Total	1	$15,075
Loma Linda University		
Dentistry	2	$52,350
Medicine	0	0
Occupational Therapy	0	0
Physical Therapy	0	0
Physician Assistant	0	0
Institution Total	2	$52,350
Marshall B. Ketchum University		
Optometry	26	$468,650
Institution Total	26	$468,650
Mount St. Mary's University		
Physical Therapy	0	$0
Institution Total	0	$0
Samuel Merritt University		
Occupational Therapy	0	$0
Physical Therapy	0	0
Physician Assistant	0	0
Podiatry	8	124,400
Institution Total	8	$124,400
Touro University, California		
Osteopathic Medicine	1	$22,400
Physician Assistant	0	0
Institution Total	1	$22,400
University of the Pacific		
Dentistry	3	$104,700
Pharmacy	0	0
Physical Therapy	0	0
Institution Total	3	$104,700
University of Southern California		
Dentistry	2	$52,350
Medicine	0	0
Occupational Therapy	2	27,400
Pharmacy	0	0
Physical Therapy	2	30,150
Physician Assistant	0	0
Institution Total	6	$109,900
University of St. Augustine		
Physical Therapy	1	$15,075
Institution Total	1	$15,075
Western University of Health Sciences		
Dentistry	3	$78,525
Optometry	6	108,150
Osteopathic Medicine	8	179,200
Pharmacy	0	0
Physical Therapy	1	15,075
Physician Assistant	0	0
Podiatry	2	31,100
Institution Total	20	$412,050
Private Institution Total	**68**	**$1,324,600**
CALIFORNIA TOTAL	**86**	**$1,889,125**

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PSEP Support Fee Revenue by State and Institution, 2018-19 (cont.)

Colorado

Institution/Program	# Students	Support Fees
PUBLIC		
Colorado State University		
Veterinary Medicine	67	$2,170,800
Institution Total	67	$2,170,800
Red Rocks Community College		
Physician Assistant	0	$0
Institution Total	0	$0
University of Colorado Denver		
Dentistry	29	$759,075
Medicine	5	130,600
Pharmacy	0	0
Physical Therapy	0	0
Physician Assistant	0	0
Institution Total	34	$889,675
Public Institution Total	**101**	**$3,060,475**
PRIVATE		
Regis University		
Physical Therapy	7	$105,525
Pharmacy	0	0
Institution Total	7	$105,525
Rocky Vista University		
Osteopathic Medicine	5	$112,000
Institution Total	5	$112,000
Private Institution Total	**12**	**$217,525**
COLORADO TOTAL	**113**	**$3,278,000**

Hawai'i

Institution/Program	# Students	Support Fees
University of Hawai'i at Manoa		
Medicine	2	$65,300
Institution Total	2	$65,300
University of Hawai'i at Hilo		
Pharmacy	1	$7,975
Institution Total	1	$7,975
HAWAI'I TOTAL	**3**	**$73,275**

Idaho

Institution/Program	# Students	Support Fees
Idaho State University		
Occupational Therapy	2	$22,834
Pharmacy	0	0
Physical Therapy	2	30,150
Physician Assistant	4	71,400
Institution Total	8	$124,384
IDAHO TOTAL	**8**	**$124,384**

Montana

Institution/Program	# Students	Support Fees
University of Montana		
Pharmacy	1	$7,975
Physical Therapy	2	30,150
Institution Total	3	$38,125
MONTANA TOTAL	**3**	**$38,125**

Nevada

Institution/Program	# Students	Support Fees
PUBLIC		
University of Nevada, Las Vegas		
Dentistry	1	$26,175
Physical Therapy	4	$60,300
Institution Total	5	$86,475
University of Nevada, Reno		
Medicine	3	$92,518
Institution Total	3	$92,518
Public Institution Total	**8**	**$178,993**
PRIVATE		
Roseman University of Health Sciences		
Dentistry (So. Jordan UT Campus)	3	$78,525
Pharmacy	12	127,596
Institution Total	15	$206,121
Touro University, Nevada		
Occupational Therapy	3	$50,234
Osteopathic Medicine	1	22,400
Physical Therapy	4	60,300
Physician Assistant	5	89,250
Institution Total	13	$222,184
Private Institution Total	**28**	**$428,305**
NEVADA TOTAL	**36**	**$607,298**

New Mexico

Institution/Program	# Students	Support Fees
University of New Mexico		
Medicine	0	$0
Occupational Therapy	1	22,834
Pharmacy	0	0
Physical Therapy	1	15,075
Institution Total	2	$37,909
NEW MEXICO TOTAL	**2**	**$37,909**

North Dakota

Institution/Program	# Students	Support Fees
North Dakota State University		
Pharmacy	0	$0
Institution Total	0	$0
University of North Dakota		
Medicine	10	$326,500
Occupational Therapy	1	22,834
Physical Therapy	8	120,600
Institution Total	19	$469,934
NORTH DAKOTA TOTAL	**19**	**$469,934**

Oregon

Institution/Program	# Students	Support Fees
PUBLIC		
Oregon Health & Science University		
Dentistry	9	$218,823
Medicine	12	391,800
Physician Assistant	0	0
Institution Total	21	$610,623

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PSEP Support Fee Revenue, by State and Institution, 2018-19 (cont.)

Institution/Program	# Students	Support Fees
Oregon (cont.)		
Oregon State University		
Pharmacy	0	$0
Veterinary Medicine	14	453,600
Institution Total	14	$453,600
Public Institution Total	**35**	**$1,064,223**
PRIVATE		
George Fox University		
Physical Therapy	1	$15,075
Institution Total	1	$15,075
Pacific University (PACU)		
Occupational Therapy	2	$36,534
Optometry	39	702,975
Pharmacy	0	0
Physical Therapy	5	75,375
Physician Assistant	0	0
Institution Total	46	$814,884
Private Institution Total	**47**	**$829,959**
OREGON TOTAL	**82**	**$1,894,182**
South Dakota		
University of South Dakota		
Occupational Therapy	0	$0
Institution Total	0	$0
SOUTH DAKOTA TOTAL	**0**	**$0**
Utah		
PUBLIC		
University of Utah		
Dentistry	9	$235,575
Medicine	3	97,950
Occupational Therapy	0	0
Physical Therapy	2	30,150
Physician Assistant	0	0
Public Institution Total	**14**	**$363,675**
PRIVATE		
Rocky Mountain University of Health Professions		
Physical Therapy	1	$15,075
Private Institution Total	**1**	**$15,075**
UTAH TOTAL	**15**	**$378,750**
Washington		
PUBLIC		
Eastern Washington University		
Occupational Therapy	1	$0
Physical Therapy	1	15,075
Institution Total	2	$15,075
University of Washington		
Dentistry	7	$183,225
Occupational Therapy	2	13,700
Pharmacy	0	0
Physical Therapy	0	0
Physician Assistant	0	0
Institution Total	9	$196,925
Washington State University		
Pharmacy	2	$15,950
Veterinary Medicine	56	1,814,400
Institution Total	58	$1,830,350
Public Institution Total	**69**	**$2,042,350**
PRIVATE		
Pacific Northwest University of Health Sciences		
Osteopathic Medicine	14	$313,600
Institution Total	14	$313,600
University of Puget Sound		
Occupational Therapy	3	$41,100
Physical Therapy	0	0
Institution Total	3	$41,100
Private Institution Total	**17**	**$354,700**
WASHINGTON TOTAL	**86**	**$2,397,050**
Wyoming		
University of Wyoming		
Pharmacy	0	$0
Institution Total	0	$0
WYOMING TOTAL	**0**	**$0**
Out-of-Region*		
PUBLIC		
University of Missouri-Kansas City (Mo.)		
Dentistry	5	$130,875
Institution total	5	$130,875
University of Nebraska Medical Center (Neb.)		
Dentistry	2	$52,350
Institution Total	2	$52,350
Public Institution Total	**7**	**$183,225**
PRIVATE		
Creighton University (Neb.)		
Dentistry	13	$340,275
Institution Total	13	$340,275
Illinois College of Optometry (Ill.)		
Optometry	4	$72,100
Institution Total	4	$72,100
Marquette University (Wisc.)		
Dentistry	2	$52,350
Institution Total	2	$52,350
Salus University (Penn.)		
Optometry	2	$36,050
Institution Total	2	$36,050
Southern College of Optometry (Tenn.)		
Optometry	1	$18,025
Institution Total	1	$18,025
Private Institution Total	**22**	**$518,800**
OUT-OF-REGION TOTAL	**29**	**$702,025**
TOTAL	**614**	**$14,519,881**

*WICHE partners with health care programs located within its Western U.S. region. In the past, when fewer dentistry and optometry programs were available, WICHE agreed to work with a limited number of out-of-region programs in those fields to increase opportunities for Colorado, New Mexico, North Dakota, and Wyoming residents. At the supporting states' request, WICHE continues to administer these legacy arrangements.

Doc. No. 35GL-19-1067



Courtesy University of California Los Angeles

Doc. No. 35GL-19-1067.

PSEP GRADUATE RETURN RATES, 2007-16

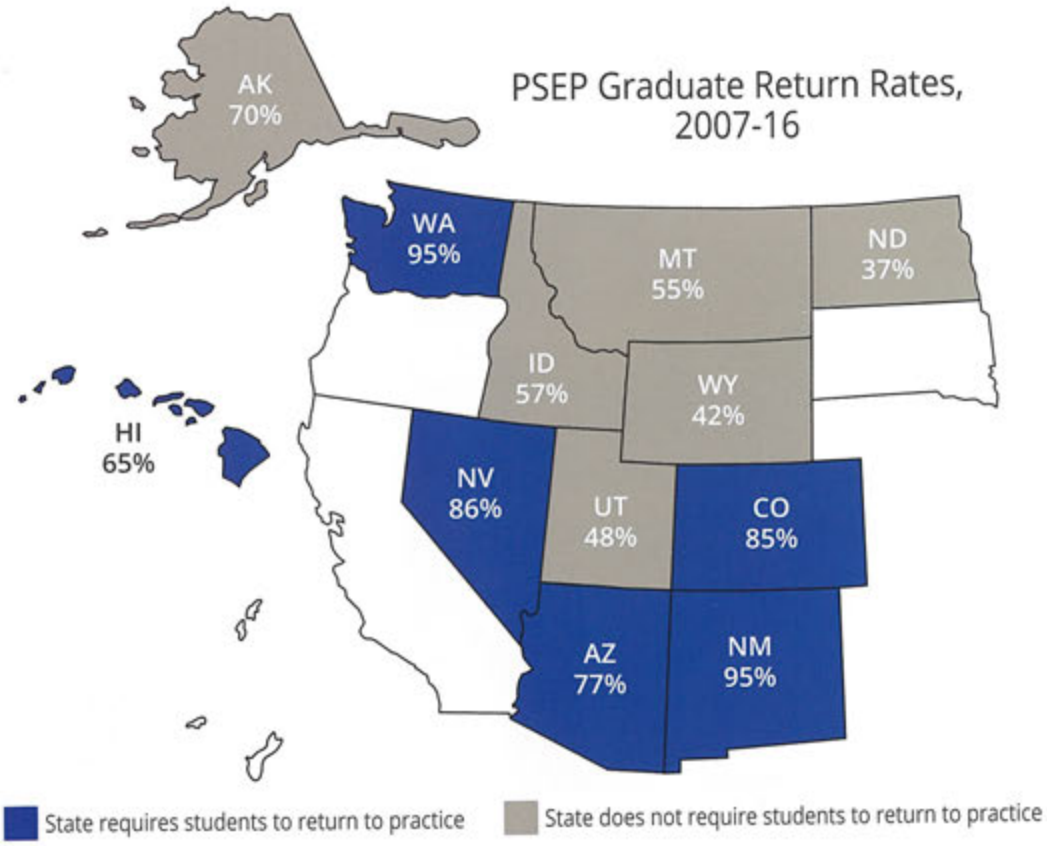
Because states supporting students through PSEP want their investments to bolster their health care workforces, every five years they calculate the percentage of PSEP graduates who return home to serve their communities. Return rates for students who graduated between 2007 and 2016 held relatively steady compared to the prior reporting period. The average student-return rate for PSEP states is now 67 percent (previously, 68 percent).

Six states supporting PSEP students—Arizona, Colorado, Hawai'i, Nevada, New Mexico, and Wyoming—now require graduates to return home to practice, or else reimburse funds plus interest paid by states on their behalf. Hawai'i and Wyoming recently implemented this requirement (known as "service payback"), so were not included among service-payback states in this cycle's calculations.

WICHE's service-payback states get higher returns on investment from PSEP participation—averaging an 83 percent return rate. The state of Washington required its graduates to return when it was still using the program, and the Commonwealth of the Northern Mariana Islands will require service payback for its future PSEP graduates.

"Honor-system" states (Alaska, Montana, North Dakota, and Utah) do not contractually require service payback, and their average return rate is 51 percent. Hawai'i and Wyoming were included in this group for the most recent year statistics, but WICHE anticipates their return rates will improve markedly in future reporting cycles due to their switch to a service-payback model. Idaho was an "honor state" when it was using the program.

Find detailed return-rate information for each state's PSEP graduates, in each eligible professional health care field, in the table on page 13.



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PSEP GRADUATE RETURN RATES, 2007-16**

State/Field	Total # Graduates	# Returned to State	Percentage Returned
Alaska			
Dentistry	14	10	71%
Occupational Therapy	5	4	80
Optometry	5	2	40
Pharmacy	17	14	82
Physical Therapy	14	8	57
Physician Assistant	4	3	75
Podiatry	1	1	100
Alaska Total	**60**	**42**	**70%**
Arizona*			
Dentistry	135	94	70%
Occupational Therapy	68	58	85
Optometry	57	47	82
Osteopathic Medicine**	38	20	53
Physician Assistant	82	71	87
Veterinary Medicine	135	108	80
Arizona Total	**515**	**398**	**77%**
Colorado*			
Optometry	62	53	85%
Colorado Total	**62**	**53**	**85%**
Hawai'i			
Dentistry	22	13	59%
Occupational Therapy	24	17	71
Optometry	23	20	87
Pharmacy	41	28	68
Physical Therapy	52	31	60
Veterinary Medicine	24	12	50
Hawai'i Total	**186**	**121**	**65%**
Idaho			
Optometry	14	8	57%
Idaho Total	**14**	**8**	**57%**
Montana			
Dentistry	19	11	58%
Allopathic Medicine**	34	10	29
Occupational Therapy	9	7	78
Optometry	9	5	56
Osteopathic Medicine**	8	3	38
Podiatry	0	0	0
Veterinary Medicine	89	56	63
Montana Total	**168**	**92**	**55%**
Nevada*			
Dentistry	5	5	100%
Optometry	17	13	76
Pharmacy	37	31	84
Physician Assistant	30	25	83
Veterinary Medicine	40	37	93
Nevada Total	**129**	**111**	**86%**
New Mexico*			
Dentistry	91	87	96%
Optometry	7	7	100
Veterinary Medicine	93	87	94
New Mexico Total	**191**	**181**	**95%**

State/Field	Total # Graduates	# Returned to State	Percentage Returned
North Dakota			
Dentistry	28	14	50%
Optometry	52	16	31
Veterinary Medicine	15	5	33
North Dakota Total	**95**	**35**	**37%**
Utah			
Optometry	29	14	48%
Podiatry	13	5	38
Veterinary Medicine	43	22	51
Utah Total	**85**	**41**	**48%**
Washington*			
Optometry	11	11	100%
Osteopathic Medicine**	10	9	90
Washington Total	**21**	**20**	**95%**
Wyoming			
Dentistry	33	19	58%
Allopathic Medicine**	19	1	5
Occupational Therapy	21	11	52
Optometry	54	16	30
Osteopathic Medicine**	12	1	8
Physical Therapy	67	34	51
Physician Assistant	34	20	59
Podiatry	4	0	0
Veterinary Medicine	73	31	42
Wyoming Total	**317**	**133**	**42%**
WICHE Return Rates by Field			
Dentistry	347	253	73%
Allopathic Medicine**	53	11	21
Occupational Therapy	127	97	76
Optometry	340	212	62
Osteopathic Medicine**	68	33	49
Pharmacy	95	73	77
Physical Therapy	133	73	55
Physician Assistant	150	119	79
Podiatry	18	6	33
Veterinary Medicine	512	358	70
Total for All Reporting WICHE PSEP States	**1,843**	**1,235**	**67%**
Total for Contractual Payback States	**918**	**763**	**83%**
Total for Honor System States	**925**	**472**	**51%**

** Contractual payback state for entire reporting period. Hawai'i and Wyoming instituted service payback during the latter part of the reporting period. Therefore, they were counted as "honor states."*

*** WICHE uses 2007 to 2011 return data for allopathic and osteopathic medical graduates, to allow time for them to return home and serve upon completion of their residency programs.*

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ALASKA

Residents saved **$13 million** through WICHE's Student Access Programs in 2018-19

WUE $12,077,828 + WRGP $521,390 + PSEP $408,900 = **8,502% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE

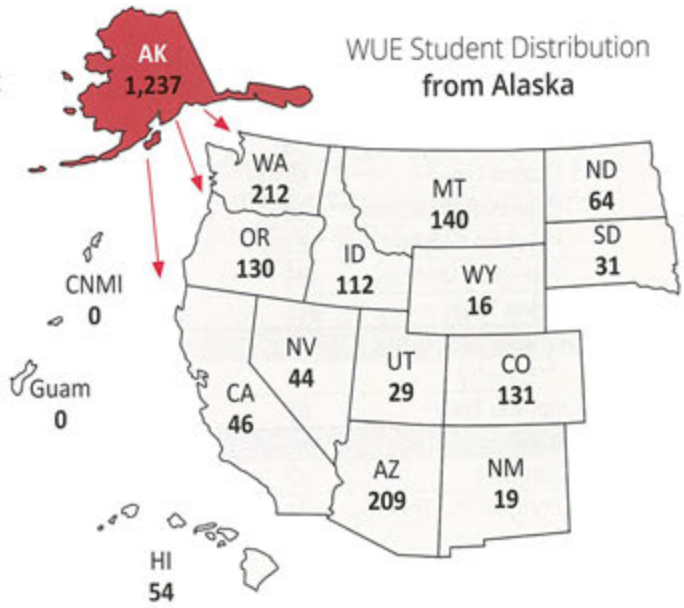
Western Undergraduate Exchange

- 1,237 Alaska undergraduates paid 150% or less of resident tuition to save $12 million.
- Most popular schools: Northern Arizona U. (147 Alaska residents) and Washington State U. (89 Alaska residents)
- Alaska residents have saved $233 million since 1988.

Alaska institutions enrolled 396 WUE students from other WICHE states and territories

U. of Alaska, Anchorage *(all UAA campuses and Prince William Sound Community College)*	144
U. of Alaska, Fairbanks	207
U. of Alaska, Southeast	45

WUE Student Distribution **from Alaska**



WRGP

Western Regional Graduate Program

- 34 Alaska students paid resident tuition in other Western states and saved $521,390.
- Alaska universities enrolled 53 WRGP students from other WICHE states.

PSEP

Professional Student Exchange Program

- 19 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $408,900.
- 70% of Alaska's PSEP graduates (2007-16) returned home to practice. The state does not contractually require them to do so.

Field	# of Alaska students	Support fees paid
Dentistry	11	$287,925
Occupational Therapy	1	13,700
Optometry	3	54,075
Pharmacy	1	7,975
Physical Therapy	3	45,225
TOTAL	**19**	**$408,900**

Alaska also supports residents studying as physician assistants and in podiatry.



"While my parents have made substantial contributions towards my education, without WUE I would not be able to study out-of-state. For the many students whose parents are unable to contribute to their college education, WUE makes an even greater difference."

– Alice, Alaska resident
Political Science, University of Utah

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ARIZONA

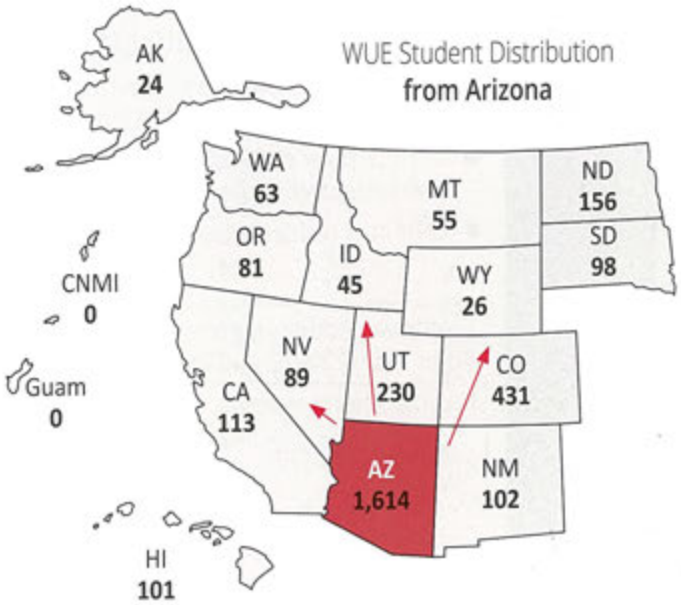
Residents saved **$18 million** through WICHE's Student Access Programs in 2018-19

WUE $12,979,886 + WRGP $1,180,795 + PSEP $3,863,247 = **11,780% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 1,614 Arizona undergraduates paid 150% or less of resident tuition to save $13 million.
- Most popular schools: Utah Valley U. (143 Ariz. residents and U. of Hawai'i at Manoa (80 Ariz. residents)
- Arizona residents have saved $135.8 million since 1988.



Arizona institutions enrolled 7,917 WUE students from other WICHE states and territories

4-Year	
Arizona State U., Downtown	167
Arizona State U., Poly	295
Arizona State U., West	203
Northern Arizona U.	5,743
Northern Arizona U. Yuma	35
U. of Arizona	7
U. of Arizona, South	2
2-Year	
Arizona Western College	68
Central Arizona College	72
Chandler-Gilbert C.C.	63
Cochise College	21
Coconino C.C.	290
2-Year (cont.)	
Eastern Arizona College	110
Estrella Mountain College	13
Gateway C.C.	25
Glendale C.C.	34
Mesa C.C.	121
Mohave C.C.	230
Northland Pioneer College	2
Paradise Valley C.C.	25
Phoenix College	38
Pima C.C.	111
Rio Salado C.C.	69
Scottsdale C.C.	84
South Mountain C.C.	27
Yavapai College	62

WRGP Western Regional Graduate Program

- 77 Arizona students paid resident tuition in other Western states and saved $1.18 million.
- Arizona universities enrolled 348 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 158 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $3,863,247.
- Arizona institutions and their local economies benefit too. This year, 132 PSEP students enrolled in public and private programs located in Arizona. Institutions received $2.6 million in support fees to reduce the students' tuition costs.
- 77% of Arizona's PSEP graduates (2007-11 for physicians, 2007-16 for all other fields) returned home to practice; students are required to return home to serve.

Field	# of Arizona students	Support fees paid
Dentistry	44	$1,136,431
Occupational Therapy	1	0
Optometry	24	408,556
Osteopathic Medicine	38	851,200
Podiatry	11	171,050
Veterinary Medicine	40	1,296,000
TOTAL	**158**	**$3,863,247**

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CALIFORNIA

Residents saved **$187.3 million** through WICHE's Student Access Programs in 2018-19

WUE $179,172,284 + WRGP $8,096,880 = **122,398% Return on Investment**

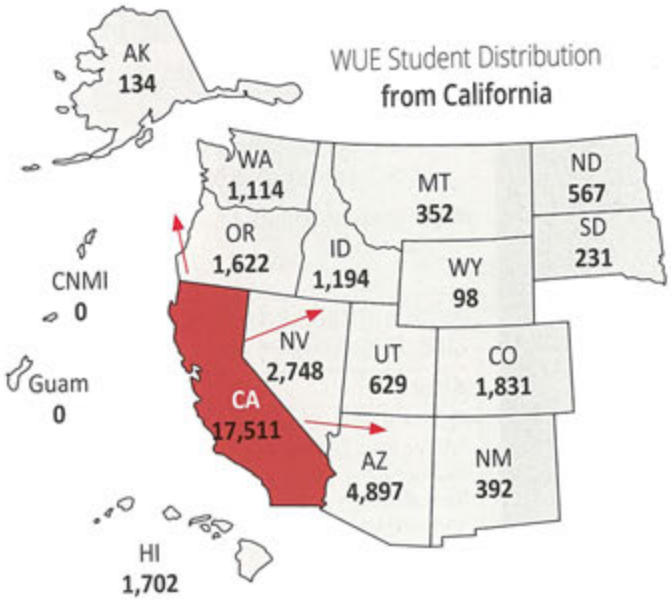
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 17,511 California undergraduates paid 150% or less of resident tuition to save $179.2 million.
- Most popular schools: Northern Arizona U. (3,947 Calif. residents) and U. of Nevada, Reno (1,996 Calif. residents)
- California residents have saved $1.35 billion since 1997.

California institutions enrolled 961 WUE students from other WICHE states and territories

California State Polytechnic U., Pomona 23	CSU, Monterey Bay 58
California State U. (CSU), Bakersfield 68	CSU, Northridge 20
CSU, Channel Islands 9	CSU, Sacramento 124
CSU, Chico 82	CSU, San Bernardino 13
CSU, Dominguez Hills 1	CSU, San Marcos 41
CSU, East Bay 67	CSU, Stanislaus 21
CSU, Maritime Academy 141	Humboldt State U. 278
	Sonoma State U. 11
	U. of California, Merced 4



WRGP Western Regional Graduate Program

- 528 California students paid resident tuition in other Western states and saved $8 million.
- California universities enrolled 21 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- California doesn't use PSEP for its residents because it operates public programs in most PSEP fields, with the exception of osteopathic medicine and podiatry.
- However, California institutions and their local economies still benefit from PSEP. This year, 86 PSEP students enrolled in public and private programs located in California. Institutions received $1.9 million in support fees to reduce the students' tuition costs.



"Thanks to the financial assistance provided by WRGP, I have been able to advance my interests in sustainability and business and know that upon graduation I will have the tools necessary to make a professional difference and a sustainable impact."

– Mitchell, California resident
Global Social Sustainable Enterprise, Colorado State University

COLORADO

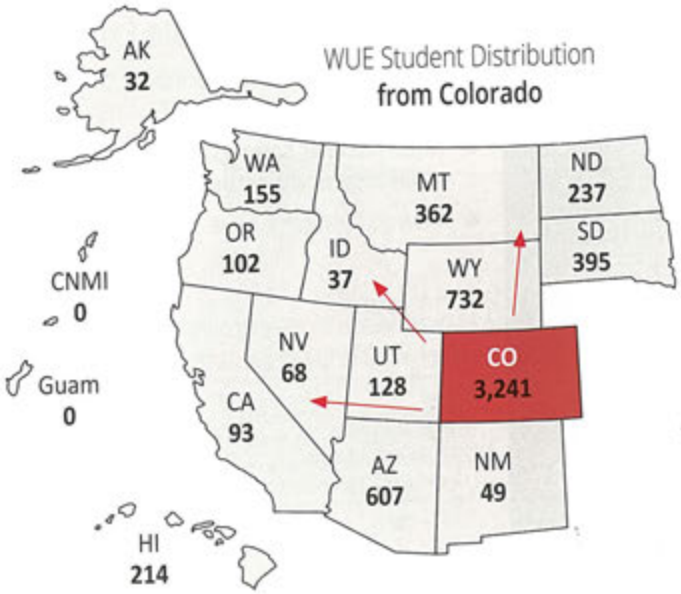
Residents saved **$28.8 million** through WICHE's Student Access Programs in 2018-19

WUE $26,702,219 + WRGP $1,671,515 + PSEP $438,608 = **18,332% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 3,241 Colorado undergraduates paid 150% or less of resident tuition to save $26.7 million.
- Most popular schools: Northern Arizona U. (424 Colo. residents) and U. of Wyoming (335 Colo. residents)
- Colorado residents have saved $299.8 million since 1988.



Colorado institutions enrolled 4,458 WUE students from other WICHE states and territories

4-Year		2-Year	
Adams State U.	112	Aims C.C.	2
Colorado Mesa U.	743	Arapahoe C.C.	8
Colorado State U. - Fort Collins	1,025	Colorado Mountain College	25
Colorado State U. - Pueblo	276	Colorado Northwestern C.C.	51
Fort Lewis College	36	C.C. of Aurora	50
Metropolitan State U. of Denver	165	C.C. of Denver	18
U. of Colorado, Colorado Springs	488	Front Range C.C.	59
U. of Colorado Denver	425	Lamar C.C.	18
U. of Northern Colorado	726	Morgan C.C.	2
Western State Colorado U.	62	Northeastern Jr. College	45
		Otero Jr. College	44
		Pikes Peak C.C.	14
		Pueblo C.C.	7
		Red Rocks C.C.	12
		Trinidad State Jr. College	21

WRGP Western Regional Graduate Program

- 109 Colorado students paid resident tuition in other Western states and saved $1.7 million.
- Colorado universities enrolled 419 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 25 students paid reduced tuition and saved $438,608 to study optometry in another state because it's not offered by a Colorado public institution.

Field	# of Colorado students	Support fees paid
Optometry	25	$438,608
TOTAL	**25**	**$438,608**

- Colorado institutions and their local economies benefit too. This year, 113 PSEP students enrolled in public and private programs located in Colorado. Institutions received $3.3 million in support fees to reduce the students' tuition costs.
- 85% of Colorado's PSEP graduates (2007-16) returned home to practice; students are required to return home to serve.

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HAWAI'I

Residents saved **$24.9 million** through WICHE's Student Access Programs in 2018-19

WUE $23,425,582 + WRGP $429,380 + PSEP $1,066,834 = **16,289% Return on Investment**

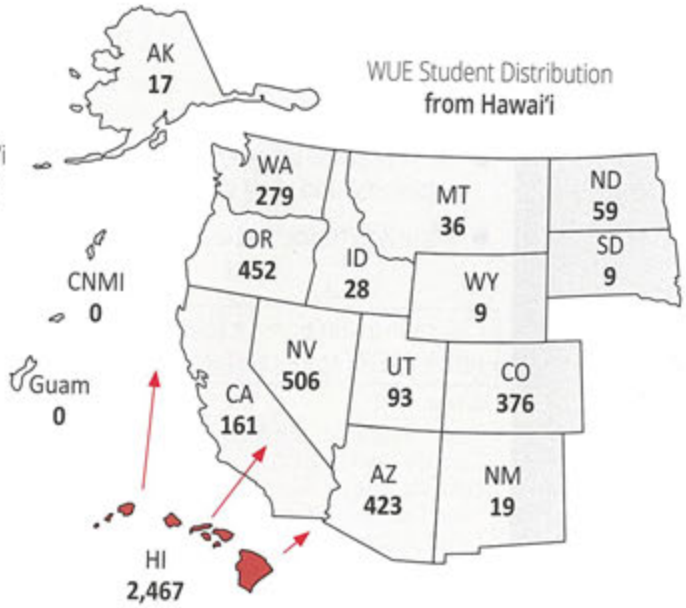
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 2,467 Hawai'i undergraduates paid 150% or less of resident tuition to save $23.4 million.
- Most popular schools: U. of Nevada, Las Vegas (396 Hawai'i residents) and Northern Arizona U. (292 Hawai'i residents)
- Hawai'i residents have saved $271.3 million since 1988.

Hawai'i institutions enrolled 2,683 WUE students from other WICHE states and territories

4-Year		2-Year	
U. of Hawai'i, Hilo	327	U. of Hawai'i, Maui College	5
U. of Hawai'i, Manoa	2,331		
U. of Hawai'i, West Oahu	20		



WRGP Western Regional Graduate Program

- 28 Hawai'i students paid resident tuition in other Western states and saved $429,380.
- Hawai'i universities enrolled 59 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 47 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $1,066,834.
- Hawai'i institutions and their local economies benefit too. This year, 3 PSEP students enrolled in public programs located in Hawai'i. Institutions received $73,275 in support fees to reduce the students' tuition costs.
- 65% of Hawai'i's PSEP graduates (from 2007-16) returned home to practice; students are required to return home and serve.

Field	# of Hawai'i students	Support fees paid
Dentistry	9	$244,300
Occupational Therapy	2	36,534
Optometry	12	216,300
Physical Therapy	12	180,900
Veterinary Medicine	12	388,800
TOTAL	**47**	**$1,066,834**



"I'm using my PSEP savings to further my education in traditional Chinese Veterinary Medicine so I can practice integrative medicine. I began learning small-animal acupuncture earlier this year, and traveled to China this summer for an on-site acupuncture lab."

– Ashley, Hawai'i resident
Veterinary Medicine, Washington State University

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IDAHO

Residents saved **$16.8 million** through WICHE's Student Access Programs in 2018-19

WUE $15,572,656 + **WRGP** $1,272,805 = **11,010% Return on Investment**

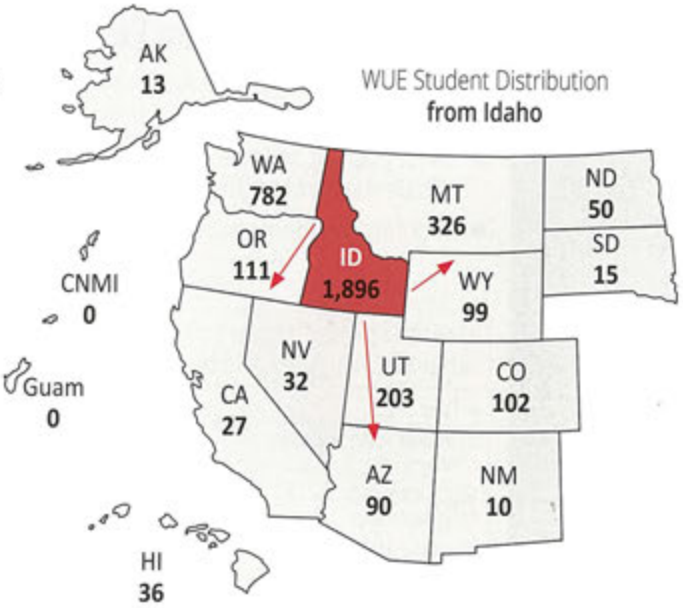
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 1,896 Idaho undergraduates paid 150% or less of resident tuition to save $15.6 million.
- Most popular schools: Spokane C.C. (372 Idaho residents) and Washington State U. (185 Idaho residents)
- Idaho residents have saved $190.9 million since 1988.

Idaho institutions enrolled 3,042 WUE students from other WICHE states and territories

4-Year		2-Year	
Boise State U.	1,995	College of Southern Idaho	60
Idaho State U.	129	North Idaho College	99
Lewis-Clark State College	37		
U. of Idaho	722		



WRGP Western Regional Graduate Program

- 83 Idaho students paid resident tuition in other Western states and saved $1.3 million.
- Idaho universities enrolled 66 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- Idaho supported students studying optometry until 2013. Idaho has elected not to use PSEP for its residents because it partners directly with neighboring states or operates public programs in most PSEP fields, with the exception of optometry, osteopathic medicine, and podiatry.
- However, Idaho institutions and their local economies still benefit from PSEP. This year, 8 PSEP students enrolled at Idaho State University. The university received $124,384 in support fees to reduce the students' tuition costs.



"I am a mother of three daughters ages 15, 2, and 3 months old. Being able to pay less for my top-choice graduate program through WRGP allows me to focus on my studies—improving not only my life, but the lives of my daughters as well."

– Michelle, Idaho resident
Communication Sciences and Disorders, Eastern Washington University

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MONTANA

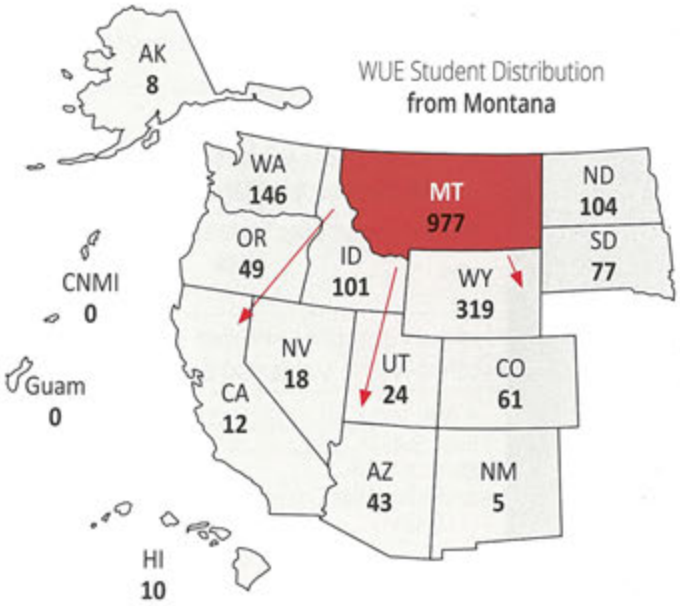
Residents saved **$8.8 million** through WICHE's Student Access Programs in 2018-19

WUE $5,560,971 + **WRGP** $1,073,450 + **PSEP** $2,151,602 = **5,742% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 977 Montana undergraduates paid 150% or less of resident tuition to save $5.6 million.
- Most popular schools: Sheridan College (125 Mont. residents) and Northwest College (122 Mont. residents)
- Montana residents have saved $124.2 million since 1988.



Montana institutions enrolled 2,516 WUE students from other WICHE states and territories

4-Year		2-Year	
Montana State U. (MSU) Billings	253	Dawson C.C.	53
MSU Bozeman	1,003	Flathead Valley C.C.	8
MSU Northern	128	Great Falls College, MSU	7
Montana Tech U.	152	Helena College of Tech, U of Montana	15
U. of Montana, Missoula	581	Highlands College of Montana Tech	4
U. of Montana, Western	286	Miles C.C.	26

WRGP Western Regional Graduate Program

- 70 Montana students paid resident tuition in other Western states and saved $1.1 million.
- Montana universities enrolled 99 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 78 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $2.2 million.
- Montana institutions and their local economies benefit too. This year, 3 PSEP students enrolled in public programs located in Montana. Institutions received $38,125 in support fees to reduce the students' tuition costs.
- 55% of Montana's PSEP graduates (2007-11 for physicians, 2007-16 for all other fields) returned home to practice. Montana does not contractually require them to do so.

Field	# of Montana students	Support fees paid
Dentistry	14	$366,450
Medicine (Allopathic)	25	810,818
Occupational Therapy	5	50,234
Optometry	4	72,100
Osteopathic Medicine	12	268,800
Veterinary Medicine	18	583,200
TOTAL	**78**	**$2,151,602**

Montana residents may also study podiatry through PSEP.

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NEVADA

Residents saved **$16.7 million** through WICHE's Student Access Programs in 2018-19

WUE $15,060,373 + **WRGP** $797,420 + **PSEP** $850,672 = **10,921% Return on Investment**

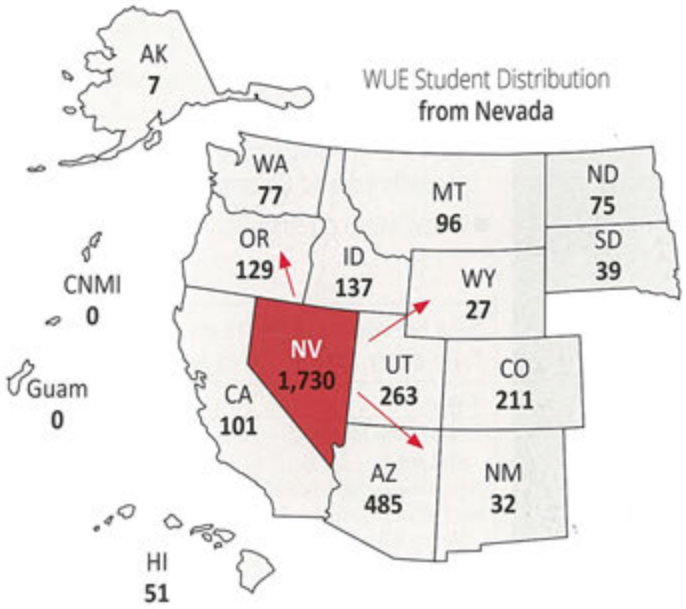
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 1,730 Nevada undergraduates paid 150% or less of resident tuition to save $15 million.
- Most popular schools: Northern Arizona U. (259 Nev. residents) and Southern Utah U. (162 Nev. residents)
- Nevada residents have saved $157.9 million since 1988.

Nevada institutions enrolled 3,774 WUE students from other WICHE states and territories

4-Year		2-Year	
Nevada State College	24	College of Southern Nevada	136
U. of Nevada, Las Vegas	1,231	Great Basin College	23
U. of Nevada, Reno	2,160	Truckee Meadows C.C.	176
		Western Nevada C.C.	24



WRGP Western Regional Graduate Program

- 52 Nevada students paid resident tuition in other Western states and saved $797,420.
- Nevada universities enrolled 7 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 44 students paid reduced tuition for health care studies not offered by public institutions in their home state and saved $850,672.
- Nevada institutions and their local economies benefit too. This year, 36 PSEP students enrolled in public and private programs located in Nevada. Institutions received $607,298 in support fees to reduce the students' tuition costs.
- 86% of Nevada's PSEP graduates (2007-16) returned home to practice; students are contractually required to return and serve.

Field	# of Nevada students	Support fees paid
Occupational Therapy	4	$73,068
Pharmacy	16	162,154
Physical Therapy*	6	90,450
Physician Assistant	4	71,400
Veterinary Medicine	14	453,600
TOTAL	**44**	**$850,672**

**Although the University of Nevada, Las Vegas offers a doctor of physical therapy program, Nevada educates additional professionals through PSEP because of the state's tremendous workforce need for physical therapists.*

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NEW MEXICO

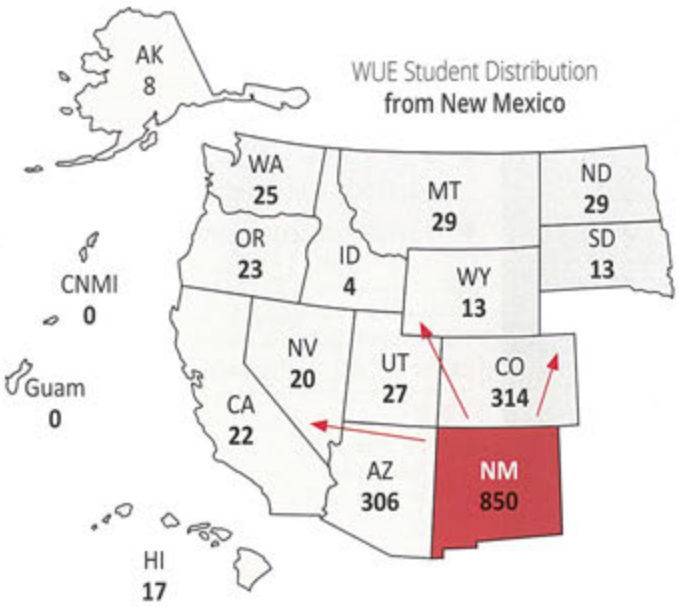
Residents saved **$9.9 million** through WICHE's Student Access Programs in 2018-19

WUE $6,919,782 + WRGP $1,180,795 + PSEP $1,795,875 = **6,468% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 850 New Mexico undergraduates paid 150% or less of resident tuition to save $6.9 million.
- Most popular schools: Northern Arizona U. (179 N.M. residents) and Colorado State U. (86 N.M. residents)
- New Mexico residents have saved $96.1 million since 1988.



New Mexico institutions enrolled 725 WUE students from other WICHE states and territories

4-Year		2-Year	
Eastern New Mexico U. - Portales	149	Eastern New Mexico U. - Roswell	10
New Mexico Highlands U.	16	New Mexico Junior College	0
New Mexico Institute of Mining & Technology	16	New Mexico Military Institute	7
New Mexico State U.	244	New Mexico State U. - Alamogordo	0
Northern New Mexico College	0	Santa Fe C.C.	0
U. of New Mexico	224		
Western New Mexico U.	59		

WRGP Western Regional Graduate Program

- 77 New Mexico students paid resident tuition in other Western states and saved $1.2 million.
- New Mexico universities enrolled 24 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 61 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $1.8 million.
- New Mexico institutions and their local economies benefit too. This year, 2 PSEP students enrolled in public programs located in New Mexico. Institutions received $37,909 in support fees to reduce the students' tuition costs.
- 95% of New Mexico's PSEP graduates (2007-16) returned home to practice; New Mexico students are contractually required to do so.

Field	# of New Mexico students	Support fees paid
Dentistry	29	$759,075
Veterinary Medicine	32	1,036,800
TOTAL	**61**	**$1,795,875**

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NORTH DAKOTA

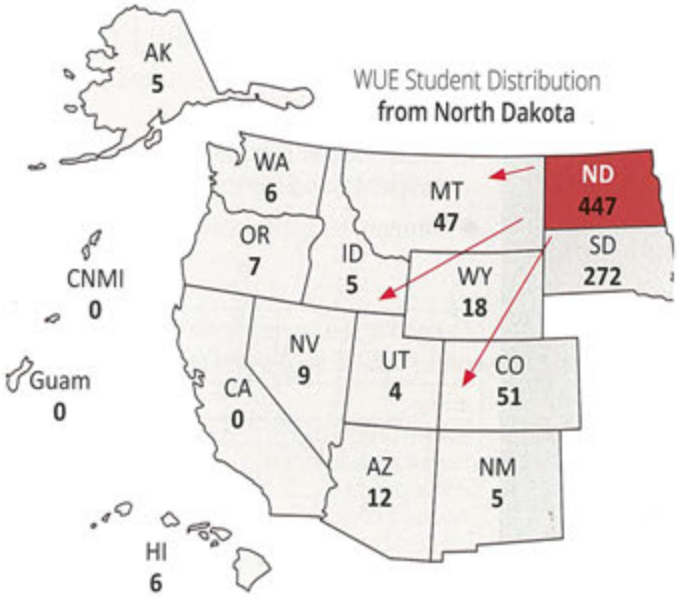
Residents saved **$2.7 million** through WICHE's Student Access Programs in 2018-19

WUE $1,587,818 + **WRGP** $230,025 + **PSEP** $858,925 = **1,750% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 447 North Dakota undergraduates paid 150% or less of resident tuition to save $1.6 million.
- Most popular schools: Northern State U. (82 N.D. residents) and South Dakota State U. (57 N.D. residents)
- North Dakota residents have saved $38.6 million since 1988.



North Dakota institutions enrolled 2,029 WUE students from other WICHE states and territories

4-Year		2-Year	
Dickinson State U.	113	Bismarck State College	176
Mayville State U.	101	Dakota College at Bottineau	37
Minot State U.	347	Lake Region State College	68
North Dakota State U.	251	North Dakota State College of Science	24
U. of North Dakota	674	Williston State College	44
Valley City State U.	194		

WRGP Western Regional Graduate Program

- 15 North Dakota students paid resident tuition in other Western states and saved $230,025.
- North Dakota universities enrolled 40 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 38 students paid reduced tuition for health care studies not offered by public institutions in their home state and saved $858,925.
- North Dakota institutions and their local economies benefit too. This year, 19 PSEP students enrolled in public programs located in North Dakota. Institutions received $469,934 in support fees to reduce the students' tuition costs.
- 37% of North Dakota's PSEP graduates (2007-16) returned home to practice. North Dakota does not contractually require them to do so.

Field	# of North Dakota students	Support fees paid
Dentistry	9	$235,575
Optometry	22	396,550
Veterinary Medicine	7	226,800
TOTAL	**38**	**$858,925**

Doc. No. 35GL-19-1067.

OREGON

Residents saved **$19.3 million** through WICHE's Student Access Programs in 2018-19

WUE $17,926,223 + WRGP $1,349,480 = **12,599% Return on Investment**

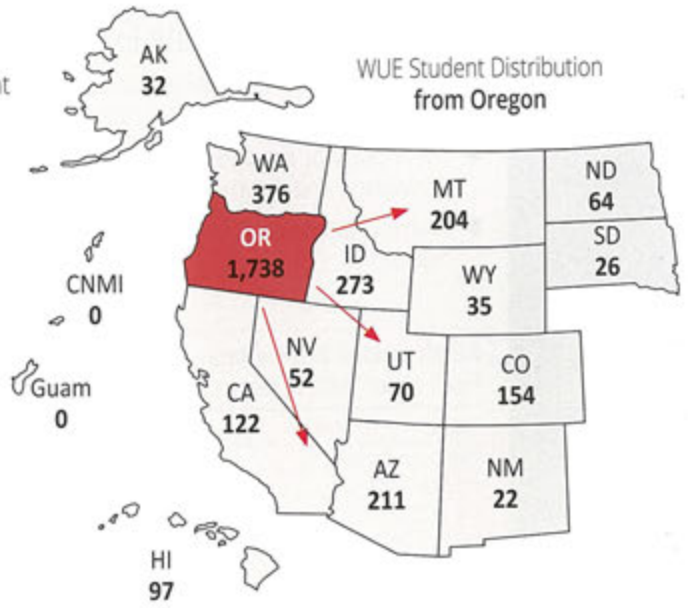
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 1,738 Oregon undergraduates paid 150% or less of resident tuition to save $17.9 million.
- Most popular schools: Washington State U. (195 Ore. residents) and Northern Arizona U. (149 Ore. residents)
- Oregon residents have saved $228.7 million since 1989.

Oregon institutions enrolled 3,419 WUE students from other WICHE states and territories

4-Year		2-Year	
Eastern Oregon U.	174	Klamath C.C.	25
Oregon Institute of Tech.	271		
Portland State U.	1,101		
Southern Oregon U.	1,087		
Western Oregon U.	761		



WRGP Western Regional Graduate Program

- 88 Oregon students paid resident tuition in other Western states and saved $1.3 million.
- Oregon universities enrolled 112 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- Oregon doesn't use PSEP for its residents because it operates public programs in most PSEP fields, with the exception of occupational therapy, optometry, osteopathic medicine, and podiatry.
- However, Oregon institutions and their local economies still benefit from PSEP. This year, 82 PSEP students enrolled in public and private programs located in Oregon. Institutions received $1.9 million in support fees to reduce the students' tuition costs.

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SOUTH DAKOTA

Residents saved **$3.2 million** through WICHE's Student Access Programs in 2018-19

WUE $2,734,564 + WRGP $444,715 = **2,078% Return on Investment**

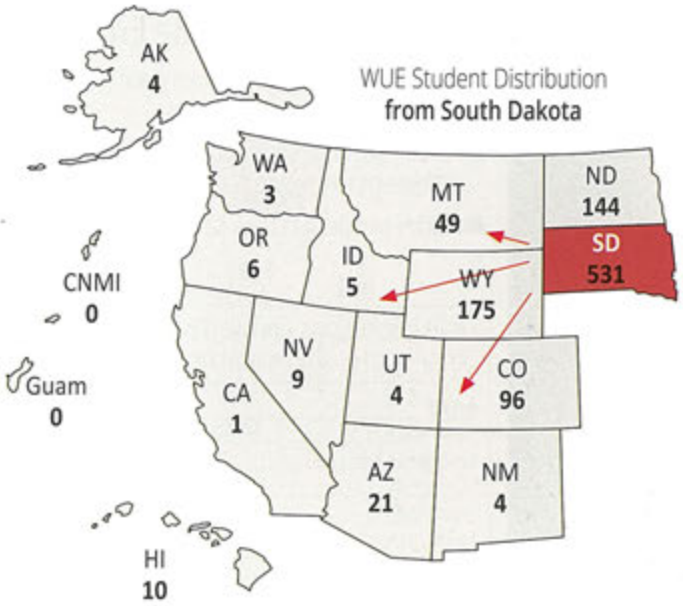
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 531 South Dakota undergraduates paid 150% or less of resident tuition to save $2.7 million.
- Most popular schools: North Dakota State U. (131 S.D. residents) and Sheridan College (36 S.D. residents)
- South Dakota residents have saved $87.4 million since 1989.

South Dakota institutions enrolled 1,653 WUE students from other WICHE states and territories

Black Hills State U.	500
Dakota State U.	128
Northern State U.	156
South Dakota School of Mines and Technology	507
South Dakota State U.	222
U. of South Dakota	140



WRGP Western Regional Graduate Program

- 29 South Dakota students paid resident tuition in other Western states and saved $444,715.
- South Dakota universities enrolled 7 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- South Dakota doesn't use PSEP for its residents because they typically enroll in the state's public programs for several PSEP fields, or have agreements with neighboring states for programs not offered by their public institutions.
- South Dakota institutions and their local economies can benefit from PSEP. For example, the U. of South Dakota's occupational therapy doctorate enrolls students from other WICHE states. The institution receives a support fee paid by the students' home states to reduce their tuition costs.

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UTAH

Residents saved **$7.8 million** through WICHE's Student Access Programs in 2018-19

WUE $5,853,174 + WRGP $1,180,795 + PSEP $719,925 = **5,068% Return on Investment**

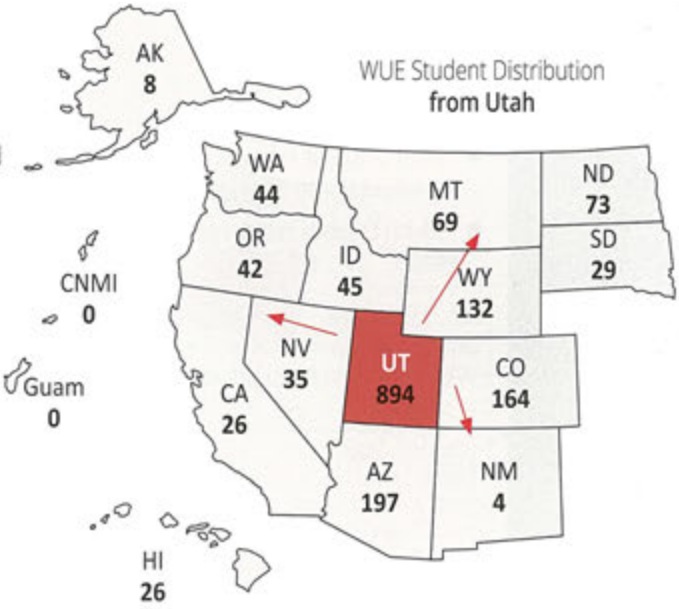
$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 894 Utah undergraduates paid 150% or less of resident tuition to save $5.9 million.
- Most popular schools: Mohave C.C. (85 Utah residents) and Western Wyoming C.C. (64 Utah residents)
- Utah residents have saved $86.8 million since 1988.

Utah institutions enrolled 3,419 WUE students from other WICHE states and territories

4-Year		2-Year	
Dixie State U.	351	Salt Lake C.C.	38
Southern Utah U.	397	Snow College	38
U. of Utah	102	Utah State U. Eastern	0
Utah State U.	62		
Utah Valley U.	736		
Weber State U.	136		



WRGP Western Regional Graduate Program

- 77 Utah students paid resident tuition in other Western states and saved $1.2 million.
- Utah universities enrolled 117 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 42 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $719,925.
- Utah institutions and their local economies benefit too. This year, 15 PSEP students enrolled in public and private programs located in Utah. Institutions received $378,750 in support fees to reduce the students' tuition costs.
- 48% of Utah's PSEP graduates (2007-16) returned home to practice. Utah does not contractually require them to do so.

Field	# of Utah students	Support fees paid
Optometry	27	$486,675
Podiatry	15	233,250
TOTAL	**42**	**$719,925**

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WASHINGTON

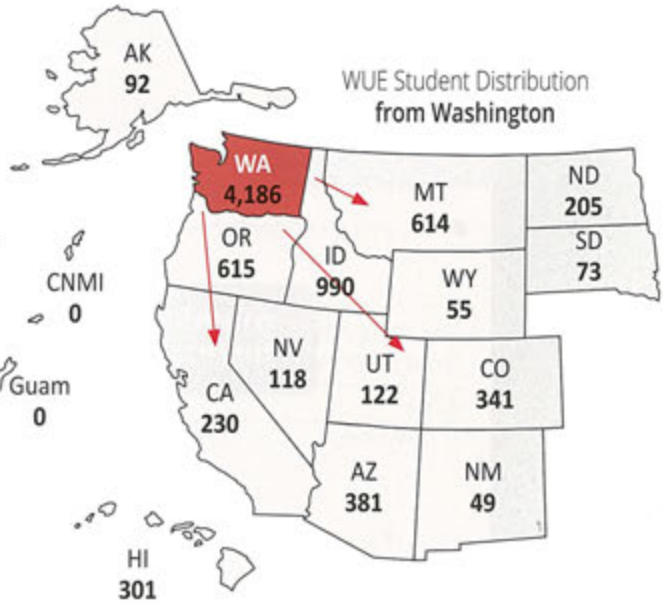
Residents saved **$50.2 million** through WICHE's Student Access Programs in 2018-19

WUE $47,844,332 + WRGP $2,315,585 = **32,784% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 4,186 Washington undergraduates paid 150% or less of resident tuition to save $47.8 million.
- Most popular schools: Boise State U. (482 Wash. residents) and U. of Idaho (446 Wash. residents)
- Washington residents have saved $495.5 million since 1997.



Washington institutions enrolled 3,300 WUE students from other WICHE states and territories

4-Year		2-Year	
Central Washington U.	356	Grays Harbor College	0
Eastern Washington U.	23	Spokane C.C.	512
Evergreen State College*	0	Spokane Falls C.C.	222
Washington State U. (WSU)	1,825		
WSU Tri-Cities	16		
WSU Vancouver*	0		
Western Washington U.	346		

** New WUE institution, Fall 2018*

WRGP Western Regional Graduate Program

- 151 Washington students paid resident tuition in other Western states and saved $2.3 million.
- Washington universities enrolled 101 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- Washington supported students studying optometry and osteopathic medicine until 2013. Washington has elected not to use PSEP for its residents because it operates public programs in most PSEP fields, with the exception of optometry, osteopathic medicine, and podiatry.
- However, Washington institutions and their local economies still benefit from PSEP. This year, 86 PSEP students enrolled in public and private programs located in Washington. Institutions received $2.4 million in support fees to reduce the students' tuition costs.



"My goal is to work in under-resourced communities where access to health care is limited. Thanks to WRGP, my tuition costs are half what they would have been. Instead of worrying about paying back graduate loans, I can focus on being the best health care provider and serve in a community where salaries might be lower."

– Leah, Washington resident
Graduate Nursing/Advanced Population Health, University of Hawai'i Manoa

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WYOMING

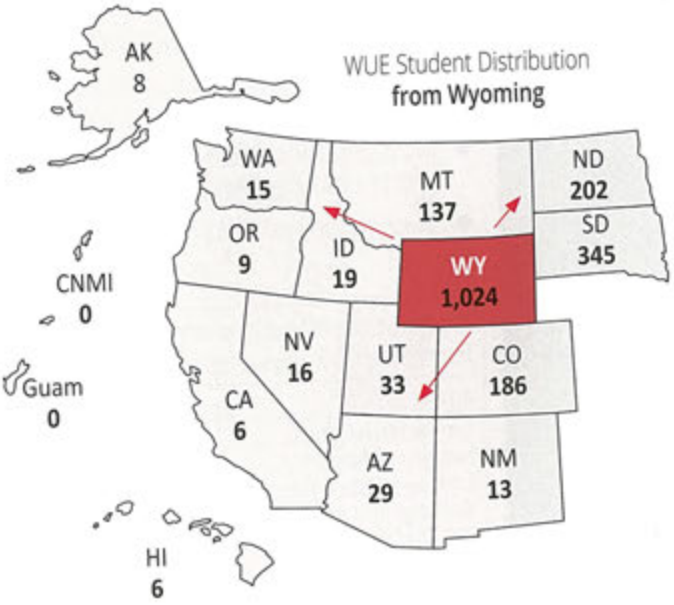
Residents saved **$8.4 million** through WICHE's Student Access Programs in 2018-19

WUE $5,225,193 + **WRGP** $858,760 + **PSEP** $2,332,643 = **5,501% Return on Investment**

$153,000 (FY 2019 WICHE Dues)

WUE Western Undergraduate Exchange

- 1,024 Wyoming undergraduates paid 150% or less of resident tuition to save $5.2 million.
- Most popular schools: Black Hills State U. (255 Wyo. residents) and Valley City State U. (93 Wyo. residents)
- Wyoming residents have saved $135.7 million since 1988.



Wyoming institutions enrolled 1,754 WUE students from other WICHE states and territories

4-Year		2-Year	
U. of Wyoming	442	Casper College	206
		Central Wyoming College	106
		Eastern Wyoming College	76
		Gillette College	80
		Laramie County C.C.	298
		Northwest College	206
		Sheridan College	235
		Western Wyoming C.C.	105

WRGP Western Regional Graduate Program

- 56 Wyoming students paid resident tuition in other Western states and saved $858,760.
- Wyoming universities enrolled 5 WRGP students from other WICHE states.

PSEP Professional Student Exchange Program

- 101 students paid reduced tuition for health care studies not offered by public institutions in the home state and saved $2.3 million.
- The University of Wyoming and the local economy can benefit from PSEP; its doctor of pharmacy program can enroll students from other WICHE states. The institution receives a support fee paid by the students' home states to reduce their tuition costs.
- 42% of Wyoming's PSEP graduates (2007-11 for physicians, 2007-16 for all other fields) returned home to practice. Wyoming now requires students (enrolling as of Fall 2013 or later) to return home and practice upon graduation. Students studying veterinary medicine are currently exempt.

Field	# of Wyoming students	Support fees paid
Dentistry	6	$157,050
Medicine (Allopathic)	10	293,850
Occupational Therapy	6	86,768
Optometry	8	144,200
Osteopathic Medicine	8	179,200
Physical Therapy	27	407,025
Physician Assistant	7	124,950
Veterinary Medicine	29	939,600
TOTAL	**101**	**$2,332,643**

Wyoming residents may also study podiatry through PSEP.

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U.S. PACIFIC TERRITORIES AND FREELY ASSOCIATED STATES

The Commonwealth of the Northern Mariana Islands (CNMI) and Guam are the first of the U.S. Pacific Territories and Freely Associated States to join WICHE. American Samoa, the Marshall Islands, the Federated States of Micronesia, and Palau are also eligible to join WICHE and participate in its Student Access Programs under the same membership. CNMI joined WICHE in 2012 and Guam joined in 2016.

Together, CNMI and Guam students who studied out-of-state saved **$1.95 million** through WICHE's Student Access Programs in 2018-19.

CNMI: WUE $765,296 + WRGP $46,005 + PSEP $32,650 = **1,103% Return on Investment**

$76,500 (FY 2019 WICHE Dues)

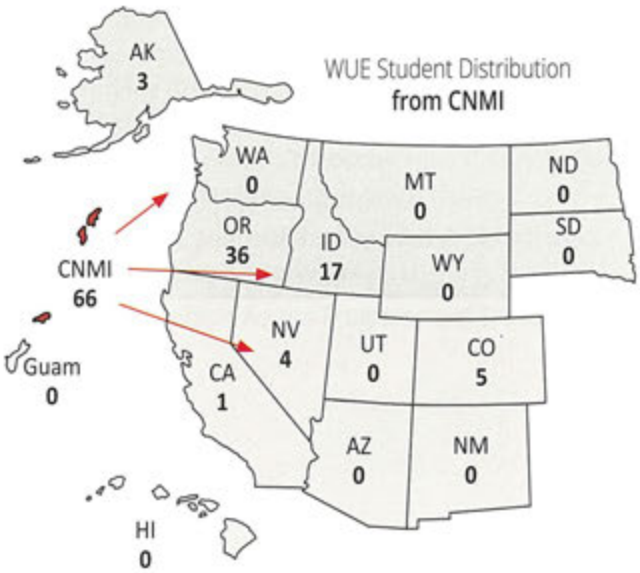
Guam: WUE $1,095,184 + WRGP $15,335 = **1,452% Return on Investment**

$76,500 (FY 2019 WICHE Dues)

WUE

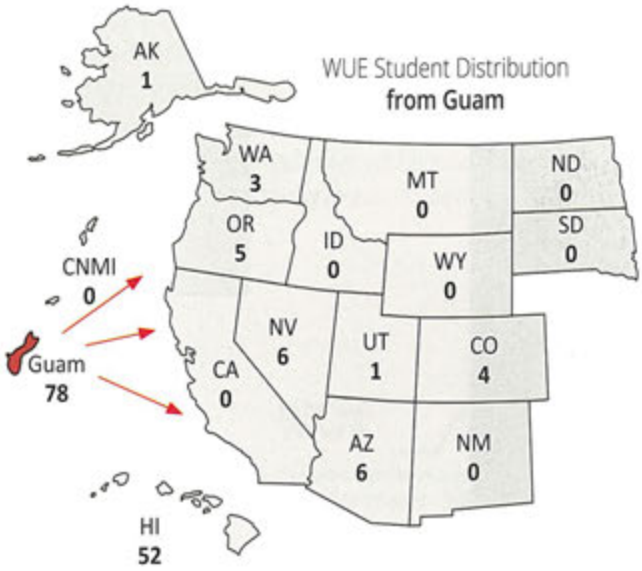
Western Undergraduate Exchange

- 66 CNMI undergraduates paid 150% or less of resident tuition to save $765,296.
- Most popular schools: Eastern Oregon U. (17 CNMI residents) and Boise State U. (16 CNMI residents)
- CNMI residents have saved $2.3 million since 2013.
- Northern Marianas College participates in the WUE network and is eligible to enroll WUE students from other WICHE states at the reduced WUE rate.



Western Undergraduate Exchange

- 78 Guam undergraduates paid 150% or less of resident tuition to save $1.1 million.
- Most popular schools: U. of Hawai'i at Manoa (49 Guam residents) and U. of Nevada, Las Vegas (5 Guam residents)
- Guam residents have saved $2.3 million since 2016.
- The University of Guam and Guam C.C. do not currently participate in the WUE network; however, both are eligible to join.



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WRGP

Western Regional Graduate Program

- 3 **CNMI** graduate students paid resident tuition in other Western states and saved $46,005.
- 1 **Guam** graduate student paid resident tuition in another Western state and saved $15,335.

PSEP

Professional Student Exchange Program

CNMI's first student enrolled through PSEP this academic year and is saving $32,650 on tuition for health care studies not offered by CNMI public institutions.

WICHE is excited to welcome CNMI and its aspiring health care professionals to PSEP. CNMI passed legislation last year that enables its residents to gain access to affordable health care education at some 130 participating programs in the Western United States. CNMI is seeking qualified students enrolled in WICHE's partner programs in the fields of: allopathic medicine, dentistry, occupational therapy, osteopathic medicine, pharmacy, physician assistant, physical therapy, and veterinary medicine.

Guam is not currently participating in PSEP, but if its legislature elects to do so, WICHE looks forward to facilitating its participation, with the goal of building Guam's health care workforce.



"WICHE's PSEP aid will be of great assistance in helping me achieve my long-time goal of becoming a physician. Thank you for increasing accessibility to professional education for those of us from the islands."

– Billie, CNMI resident,
University of Hawai'i Manoa,
School of Medicine

WUE has made it affordable for students from other states to come to Arizona to pursue a teaching profession on the U.S./Mexico border, making a difference in the lives of those students and their communities. Thanks to WUE, students who couldn't otherwise have afforded to pursue this noble calling now can do so.

– Sarah Wieland, Assistant Dean for
Academic Advising and Student Services,
University of Arizona South

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ABOUT WICHE

The Western Interstate Commission for Higher Education (WICHE) has a decades-long tradition of successful service to higher education in the West through regional collaboration, resource-sharing, sound public policy, and innovation. As one of four regional U.S. interstate higher education compacts, WICHE has a diverse portfolio of programs and priorities that:

- Help students pursue higher education affordably at a wide range of institutions
- Accelerate regionwide sharing of ideas and resources to help colleges, universities, and states improve their educational systems, services, and workforce
- Provide expert research and policy guidance for legislators and educational leaders in diverse niches including data-sharing, governance, behavioral health, and demography
- Prepare universities, colleges, and communities for social, economic, and technological change

WICHE's Student Access Programs detailed within this report are just one way in which WICHE programs (some with national scope and impact) provide direct value to its 16 member states and territories. Others include:

- Policy and research on myriad topics, including *Knocking at the College Door*, the nation's most authoritative report on the projections of high school graduates; and a Multistate Longitudinal Data Exchange that will help answer key questions about the development and mobility of human capital by linking education and occupation outcomes across state lines
- Programs that narrow access and affordability gaps, including Interstate Passport, which facilitates streamlined transfer of lower-division general education credentials across states
- The WICHE Cooperative for Educational Technologies (WCET), an innovator in areas ranging from open educational resources to accessibility, whose 370 members in 49 states and Canada are leaders in the practice, policy, and advocacy of technology-enhanced learning in higher education
- A Behavioral Health program that fosters partnerships to increase access to quality behavioral health care—particularly in underserved communities of the West. States call upon WICHE's guidance to help them optimize their behavioral health delivery systems and regulatory compliance, develop an expert workforce, and decrease substance abuse and suicide
- The Western regional office of the State Authorization Reciprocity Agreement, a national initiative that facilitates more uniform state oversight of institutions' delivery of distance education

Based in Boulder, Colo., WICHE is funded through dues from member states and territories—which reap strong returns on investment from WICHE programs, collaborations, and resources—and by grantmakers and others who share our desire to strengthen tomorrow's postsecondary education and workforce opportunities.

PARTICIPATE IN WICHE'S STUDENT ACCESS PROGRAMS

If you're a WICHE-region stakeholder, we welcome your participation in our programs. Reach out to us to learn how you can become part of WUE, WRGP, or PSEP. Or check out our new WICHE Savings Finder databases for WUE (wuesavingsfinder.wiche.edu) and WRGP (wrgpsavingsfinder.wiche.edu) for detail on participating colleges, universities and programs, and how much students can save.

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