

HEI Liaisons Meeting
Columbus, OH
9/16/2008, 10:00 to 3:00

Darrell Glenn started the meeting with introductions.

Skills Bank

Tom Fellrath described The **Ohio Skills Bank** with a Power Point presentation called Ohio Skills Bank 101.

The skills bank is a heavily data driven process based on 12 economic regions in Ohio. Our goal is to produce students to meet the economic needs of the state in each region. Collaboration between the regions and the campuses is the mode of operation.

Key Components are:

1. Articulation and Transfer (A&T) to make it easy to move through academic pipelines and thus achieve increased economic potential.
2. Adult Education from ODE transferring into OBR: Terry Thomas is in charge of this effort, which will take place on 1 January 2009.
3. Sector strategies: Bringing education, workforce/human services and workforce providers together to align regional talent production with regional targeted industry need.
4. From a data point of view, aligning talent supply with statistically predicted demand.

Tom described the work flow for each region as:

1. Regional industry leaders select target industries upon which each Ohio Skills Bank region will focus.
2. Ohio Skills Bank Regional Coordinators lead an effort to identify cases of mismatches between supply of qualified workers and occupational demand.
3. A cooperative consultation between business, workforce/human services and education is set up using a continuous model called Career Pathways.
4. Career Pathway teams (re)design demand-responsive programs.
5. Employers approve the proposed plan (or, if they reject the plan, the Career Pathway team needs to rework the plan).
6. Implement with performance measures.

There has been discussion of linking the Ohio Skills Bank outcomes to funding outcomes.

Data Challenges include aligning IPEDS (CIP codes) with BLS-designated Standard Occupation Codes. We need to standardize CIP codes in targeted programs. Our data scope will increase with new data on non credit instruction, especially as a result of including adult career centers in the new University System of Ohio. The Ohio Skills Bank Data Tool draws a straight line relationship between occupations and relevant CIP codes. He gave a web link that further explained this relationship (<http://www.occsupplydemand.org/>). The Ohio Skills Bank Data Tool uses IPEDS rather than HEI due to IPEDS already including some (but not all) adult career center data. Tom noted that some private schools are even outside the IPEDS, like career centers, because IPEDS only requires data entry on outcomes for those receiving federal financial aid..

Colleges and universities have a great deal of latitude in selecting CIP codes. We need more consistency to draw the relationships between occupations and CIP codes necessary to compare supply and demand.

Tom described several examples (RN, LPN, Machinists and associated occupations, air plane pilots) to explain the Ohio Skills Bank Data Tool and, in some cases, demonstrate where the IPEDS-drawn talent supply data does not accurately represent the supply of qualified employees. In some cases:

1. We only have data on students who qualify for federal financial aid (often at adult career centers).
2. We are using CIP codes that are too general, making it impossible to divine how many relevant program completers are produced by a given school.
3. Some schools where Tom has witnessed educational programming are not showing up anywhere that he can find on HEI or IPEDS.

The negative outcomes of misalignment of supply and demand can include deflating an occupational market with talent over-production and perhaps even producing graduates who are forced to leave the state for employment.

The skills bank needs our help in aligning our data with occupational needs. We should establish relationships with skills bank coordinators.

Tom fielded questions and comments:

1. Private schools and adult career centers could be canvassed for data on non PELL students.
2. Suggested using specifically-identified CIP codes rather than general.
3. Sometimes selecting the a CIP code that is more closely aligned with an occupation code can cause the SSI to be lowered. We need to research this possibility.

4. Some academic programs have multiple components, e.g. part of a program is pilot training, but more is engineering.
5. We need to maintain consistency with national data. Institutional researchers need consistent longitudinal data.
6. SSI is determined by courses not programs.
7. We need to communicate to provosts in order to change CIP codes. Tom mentioned that he spoke to the Community College Chief Academic Officers group and Vice Chancellor Rich Petrick's funding subsidy consultation, which included participation from the Inter University Council, so OBR schools should have some degree of awareness already. Communication is an ongoing priority, however.
8. Most of the data needs will likely be for associate degrees and certificates, not the higher degrees.
9. Some schools have campuses in more than one region. We need to discuss these one on one.
10. Non credit courses may need to be added to HEI data along with certificates to best track program completions.
11. The curriculum office determines CIP codes.
12. The Ohio Skills Bank Data Tool is open to adding CIP codes that relate to an occupation as long as such an addition makes sense.
13. How many colleges serve more than one economic region?
14. Are labor marker projections accurate? BLS works on this. Error margins are generally 5%, but a study of manufacturing comparing 1990-2000 projections against reality in Ohio indicated that the industry's population was over-projected by 10%.

As coordinator of the OSDS effort, Georgia State designed the cross walk between CIP code(s) and occupation(s). Ohio has been an early supporter of the OSDS.

After Tom left the questions and comments about the Ohio Skills Bank and the 10-year Strategic Plan for Higher Education continued.

1. Campus data people need to be invited to workforce meetings. We're walking parallel roads and we need to cross.
2. Skills bank people need to better understand HEI. CIP is a classification of instructional program, not occupation.
3. We suspect that campuses may be compelled to offer the needed programs.
4. When will skills bank initiatives be related to SSI? There is no immediate plan for this.
5. Will colleges be involved in the business survey identified in the Strategic Plan?
6. How will campuses relate to the 20 measures in the strategic plan? What if campuses don't make their goals on these 20 measures?
7. We may need multiple CIP codes per course.
8. CIP helps to determine residency status for foreign students.

Student Entrance File

Darrell discussed **SE file changes**. He thinks we have the changes finalized and wants to review with the consultation to get an agreement. The changes will start in SM 2009.

Questions / comments:

1. Do we need unknown in race? yes.
2. Is high school graduation year for undergraduates only? yes.
3. What if a high school student is attending multiple high schools? Use the expected high school of graduation.
4. Sometimes students get an associate degree before they graduate from high school.
5. Should Country be country of origin or country of visa? Use same as FEMA data, i.e. country of origin. A code for unknown is needed, and it shouldn't be UK. Note: In a previous discussion, "99" was suggested for the unknown value.

We discussed timing of the changes required by IPEDS and being used by us. How should we report new data on old students. The SE is ignored if it has been reported previously for a student. We need a way to override this.

Academic Programs File/Concentration Field

We reviewed the **AP file** and focused on the **Field of Concentration**. Darrell would like to have better definition for this field by SM 2009. He reviewed some examples of the data we have to show how some examples are not very descriptive. The limit of 40Character causes some of this. We are thinking about name searches for public consumption, e.g. where do we find a program in Even if we make the field in HEI bigger, the local computer system may be limited. There was a suggestion to use this field to identify possible occupations. That may be a way to relate to industrial data. It is hard to use free form fields to aggregate data. E.g. how many schools offer criminal justice programs? Different schools use different descriptions for the same thing.

The structure of the current AP is sufficient but we need data fields filled more completely. New York State has a system to look at.

Will the AP file be expanded as certificate data is added? Probably yes.

We could use the transcript description as the field of concentration.

Student may declare a degree intention in order to get financial aid, but earn a certificate and then drop out. The interstate Achieving the Dream initiative is trying to deal with this. They are redefining the 2 year success measures to include certificate completion, and transfer, There was a suggestion of using more than one AP per program.

Some students have the credentials for an assoc degree and don't bother to get it, because they don't need it in order to get a job.

We discussed **employee file revisions**. There was a suggestion to include a primary field in the FD for summarizing faculty by such things as salary. For faculty who have equal teaching loads in more than one field, use IPEDS rules to break ties.

Potential File Eliminations

We discussed **files to be eliminated**.

The **FS file** is labor intensive for the campuses. We need to keep it in the short term because it is mentioned in the Rule 2.

The **NE file** has low participation. Darrell will eliminate it if the campuses agree. They agree. There was a suggestion that the NC file should be eliminated as well. It causes some sponsors to terminate our service.

For the **PE and PD files**, Darrell will talk to AICUO. Can Ohio Skills Bank help to get data from the privates? Can we use the clearing house to get data from the privates? The Clearing House objects to the fact that some Ohio schools do not submit data. We could work around this with passwords.

We discussed the uses of the **XR file**. It is not heavily used and in some cases both the host and home school for a cross registration are claiming the SSI. Foreign Exchange is a legitimate case for SSI.

Special Populations

We discussed the **proliferation of special student populations**. We will have to continue monitoring this. Veteran's issues will come to the forefront. Veteran is not a item on the application. We wondered if campuses need to track community service as part of Ohio Promise? Darrell indicated that we will not track this closely. We will get data for Ohio Promise data via survey.

Information Sharing

We discussed **sharing resources via an email list**.

DC File Submission Deadline

We discussed the Sept. 30 deadline for the **DC file**. Incompletes in Spring term are a problem. Students have until 6 weeks into fall term to finalize, but the degree is still related to spring.

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