

# NEW MEXICO HIGHER EDUCATION DEPARTMENT

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ACTING CABINET SECRETARY

## Data Advisory Group Agenda

10 – 11:30 a.m.  
November 2, 2020

To join the meeting:

<https://global.gotomeeting.com/join/293725461>

You can also dial in using your phone.

(872) 240-3311

Access Code: 293-725-461

1. Welcome: Acting Cabinet Secretary Rodriguez
2. Introductions
  - a. Co-Chair: Mark Chisholm, New Mexico Higher Education Department
  - b. Co-Chair: Dina Advani, New Mexico Higher Education Department
  - c. Anita Gavin, Institute of American Indian Arts
  - d. Carmela Sanchez, Northern New Mexico College
  - e. Dawn Kenney, Central New Mexico Community College
  - f. Heather Mechler, University of New Mexico
  - g. Kathy Ulibarri, New Mexico Independent Community Colleges
  - h. Mary Beth Worley, Doña Ana Community College
  - i. Ricardo Rel, New Mexico State University
  - j. Todd DeKay, Eastern New Mexico University – Roswell
3. Discussion of Role and Scope for the Data Advisory Group (DAG)
  - a. Advise the New Mexico Higher Education Department (NMHED) on Data Collection Efforts, including updates and/or changes to eDEAR
  - b. Advise the NMHED on reports produced from eDEAR and matches of eDEAR to external data, such as the UI data maintained by the New Mexico Department of Workforce Solutions (DWS)
  - c. Advise the NMHED on broader policy issues, such as Dual Credit, Geographic Areas of Responsibility, and Transfer-Related Issue, such as Common Course Numbering and General Education
    - i. additional institutional advice may also come into play on policy issues from groups such as the New Mexico Curriculum and Articulation Committee, the Higher Education Advisory Council, and Chief Academic Officers,
    - ii. but data consistency, reporting, and analysis comes into play on most policy issues and that is where the DAG can play an important role
  - d. Other areas raised during the discussion

4. Meeting Frequency and Schedule
  - a. Do we want a set schedule (e.g., first Monday of every month?)
  - b. Can some issues be handled via emails, a shared Teams folder, or another platform?
  - c. Should our meetings be public, e.g., should they be posed on the NMHED website and set up so that others can listen in and potentially comment?
  
5. Immediate Areas for DAG Discussion:
  - a. Data for the Annual Report
    - i. We're going to go away from the format used the last two years and instead include some system-wide tables and charts
    - ii. We have census data comparisons – are those worth publishing?
    - iii. For trend data, do we want to show trends for individual institutions or for sectors?
  - b. Data for Transfer Report
    - i. We want to avoid any additional data collection from the institutions and see what can be done with eDEAR data
    - ii. In addition to summarizing transfer using the Transfer coding on eDEAR, we're thinking about looking at cross-institutional enrollment, there is a lot more multiple enrollment occurring than what shows up being coded as "transfer"
    - iii. Also thinking about looking at "time to degree" for transfer students, however it is tricky to compare transfer students with native students – what would be a good methodology?
  - c. Data for Dual Credit Report
    - i. There is confusion in the data about high school concurrent and dual credit
      1. For some institutions these are identical (e.g., Central New Mexico College)
      2. For others, there are many more high school concurrent than dual credit (e.g., University of New Mexico – Gallup)
    - ii. There are also inconsistencies in student level reporting for dual credit students – the expectation is that they'll all be coded as Student Level 2, but there are anomalies, with some coded as 11 or 12 – is that just "dirty" data, or are there cases where this would be correct?
  - d. Topics for future meetings:
    - i. Common Course Numbering
      1. Include CIP Codes and credit hours
      2. How to uniquely link similar courses that have Course Suffixes and different Course Titles
    - ii. General Education
      1. Tying General Education Courses together with Common Course Numbering
      2. Coding of General Education courses on transcripts – should this also be a field in eDEAR or can this be derived from a centrally maintained GenEd database?
    - iii. Geographic Areas of Responsibility (GAR)
      1. Should the existing Rule be reviewed and potentially revised?
      2. Should the eDEAR data reflect course offerings outside of an institution's GAR?
      3. How should the GAR affect Dual Credit and job training programs?
    - iv. Matches to DWS UI data
      1. What level of reporting should be done by the NMHED?
        - a. Down to specific programs by institution, or
        - b. Kept to higher level aggregations
      2. Should matches be only for credential awardees or also be for students who are no longer enrolled?
      3. Should financial aid awards, including loans, be factored into the analysis so that cost/benefit of cost of attendance versus future job earnings can be computed?
    - v. Other potential topics raised by the DAG members?