

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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GOVERNOR



STEPHANIE RODRIGUEZ
ACTING CABINET SECRETARY

Data Advisory Group

Minutes - DRAFT

10 – 11:30 a.m.

November 2, 2020

1. Attendees:

- 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
- k. Stephanie Rodriguez, Acting Cabinet Secretary
- l. Stephanie Montoya, New Mexico Higher Education Department
- m. Thomas Schawel, New Mexico Higher Education Department

2. *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*

Todd suggested that a one-page charter be created for the group, and there was consensus agreement. The NMHED staff will prepare a charter, based on the role and scope listed in the agenda item, and present it for adoption at the next DAG meeting. Drafts will be sent out to the DAG for edit and review prior to that meeting.

3. 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?

We agreed to monthly meetings, the first Monday of each month, from 10:00 AM to 11:30 AM. The January 2021 meeting, however, will be the second Monday.

Initially, the meetings will be closed to DAG membership (including additional NMHED staff). We will prepare minutes of the major decisions and advice given at each meeting, and those will be posted on a new web site to be created on the NMHED web page.

We will create a Teams group site (if possible) for sharing of documents and for our meetings. If Teams doesn't work out, then we'll use Zoom or GoToMeeting.

4. 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?

The group suggested that the Annual Report focus on Higher Education in New Mexico as a whole, and that separate Tableau dashboards be created that allow for drill-down to sectors and institutions. NMHED staff agreed that was a good approach, but that there would still likely be some tables that list individual institutions.

For example, the Census enrollment analysis was discussed, and we agreed that, after review to verify formulas, that it could be included in the Annual Report with appropriate language to explain the differences between end-of-semesters and census date counts. We also discussed the different definition of a 21-day census count versus accumulating census enrollment as of each course's individual census date. NMHED staff agreed to run a report to test the accuracy of the Census Flag in the eDEAR Student-Course file and compare total enrollment counts using that flag versus the total number of records on the file.

We also agreed to pull in PED data and Census data to look at college-going populations in NM compared to changes in first-time student enrollment.

- 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?