



Tracking Post-Completion Outcomes with Workforce Data

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April 13, 2023

Agenda

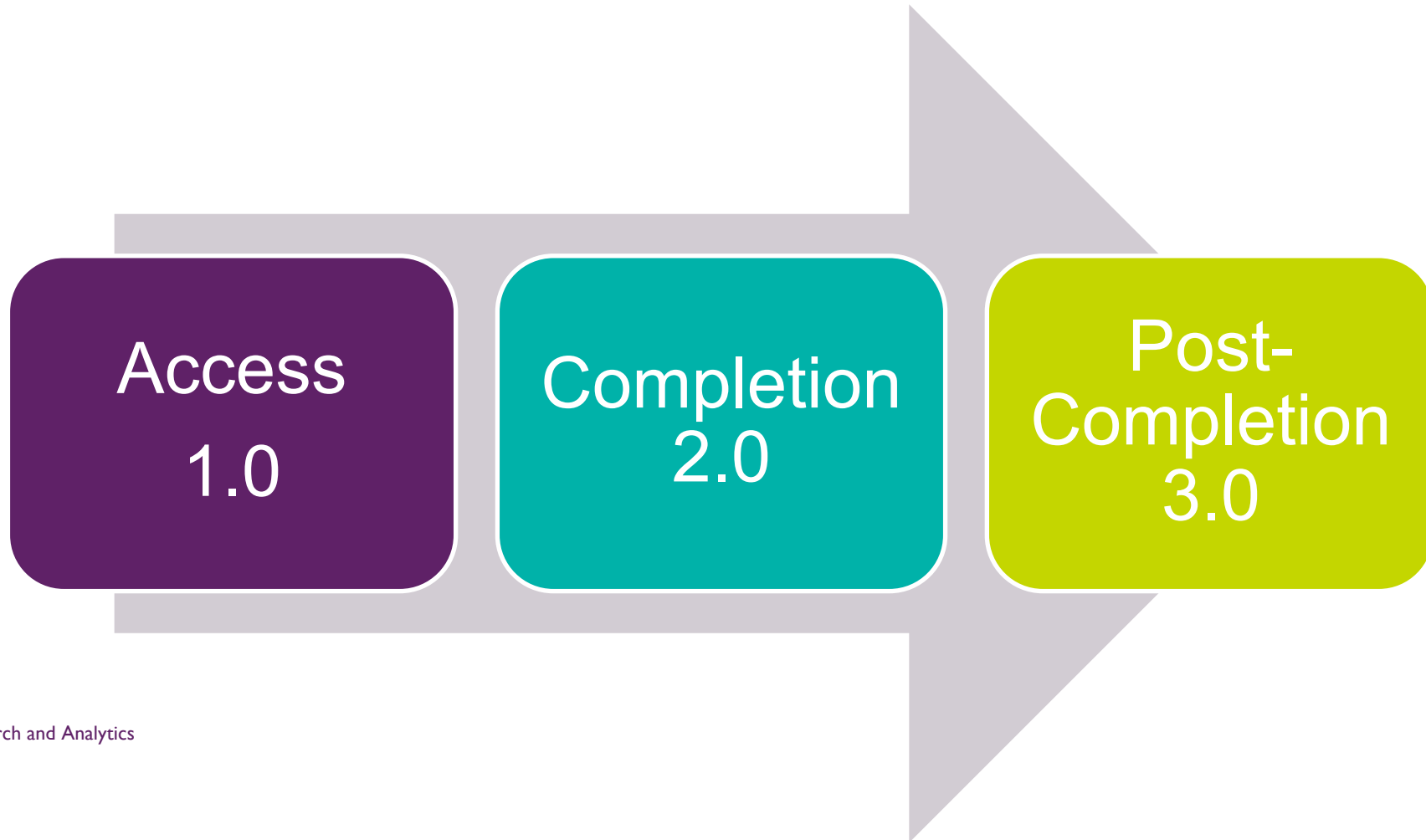
What's driving our focus on post-completion outcomes and workforce data?

Dashboards and use cases

Acquiring data – processes and capacities

Extensions and future work

The new era of community colleges demands new data & tools



Why are post-completion outcomes important to track?

More education typically leads to higher earnings, but there is significant variation across credential levels and programs of study.

Society is questioning the value of higher education and is concerned about student debt.

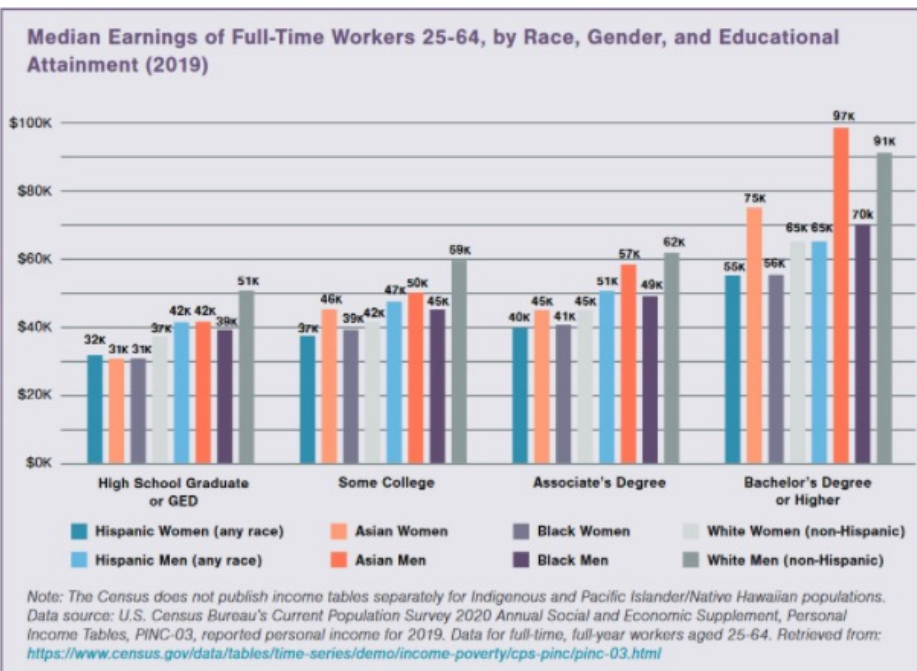
Informs future program and partnership expansion, continuous improvement of programs & employer engagement

Historically, ACC, and most colleges have relied on Labor Market Information (LMI, like Lightcast) and graduate follow-up surveys, which have some limitations.

Postsecondary Value Commission Report



Figure 3.2. Measuring Economic Returns Via Thresholds



Threshold	Description
0	Minimum Economic Return: A student meets this threshold if they earn at least as much as a high school graduate plus enough to recoup their total net price plus interest within ten years.
1	Earnings Premium: A student meets this threshold if they reach at least median earnings in their field of study (or, if field of study data is unavailable, the median earnings for the institution's predominant degree type). ¹
2	Earnings Parity: This threshold measures whether students of color, students from low-income backgrounds, and women reach the median earnings of their systemically more advantaged peers (White students, high-income students, or men). ²
3	Economic Mobility: This threshold measures whether students reach the level of earnings needed to enter the fourth (60th to 80th percentile) income quintile, regardless of field of study.
4	Economic Security: While sufficient earnings can create a stable life, wealth is key to building the type of security needed to withstand life's financial shocks. This threshold therefore measures whether students reach median levels of wealth.
5	Wealth Parity: Mirroring the earnings parity threshold, this threshold measures whether students of color, students from low-income backgrounds, and women reach the level of wealth attained by their more privileged White, high-income, or male peers.

Credentials of Value

AIM: By 2030, all degrees, certificates, and other credentials awarded by public institutions of higher education should be 'credentials of value' & every student should have the opportunity to complete a 'credential of value' with no or manageable debt.

Draft Goal - Completion of Credentials of Value

550,000 students completing credentials of value* each year

Draft Goal - No or Manageable Debt

95% percent of students completing credentials of value* at public institutions with no or manageable undergraduate student debt**

** Credentials of value are those where a student completing them sees a net positive return within 10 years relative to the earnings of a high school graduate*

***Manageable debt is that which an individual could reasonably pay off within 10 years given typical earnings for credential holders*

ACC Chancellor Priority #4 - Help Central Texans get back to work and started on a career path by enhancing student opportunities for job entry and career progress.

Year 1 (AY2021): Enhance access to post-completions data

Year 2 (AY2022): Assess labor market outcomes of Fast Track programs in comparison to a living wage



Dashboards & Custom Use Cases

This presentation includes new data and analysis that presents opportunities and several caveats

- Few Texas community colleges are able to access employment and wage data at the award level.
- This is preliminary information based on a large, but incomplete, sample of students
- These data are a good start, but often lead us to more questions than answers

Texas Unemployment Insurance Wage Records

Pros

- Precise wages, not self-reports
- Significant sample sizes, less selection bias
- Consistent reporting schedule
- The vast majority of Texas CC grads are employed in-state
- Longitudinal outcome tracking

Limitations

- Missing data for those employed out-of-state, self-employed, or with informal employment
- Occupation unknown
- Hours worked unknown

Using State Workforce Data to Report Graduate Outcomes

Matt Bryant

About the Author

Matt Bryant, PhD, is a higher education consultant who specializes in strategic planning, program assessment, and performance reporting. He lives in Bellingham, Washington, where he currently works in the Enrollment and Student Services division at Western Washington University.

Acknowledgments

This case study describes a process for refining and applying methodology outlined by David Friedman and Jessica Shedd in their 2018 article, "Using State Workforce Data to Examine Postgraduation Outcomes," published in issue 108 of *New Directions for Institutional Research*. I also thank my supervisors at Western Washington University for supporting this work, and to John King, PhD, for his insight and mentoring.

Abstract

Survey methodology is the dominant approach among universities in the United States for reporting employment outcomes for recent graduates. However, past studies have shown that survey methodology may yield upwardly biased results, which can result in overreporting of employment rates and salary outcomes. This case study describes the development and application of an alternative reporting methodology by which state wage records are analyzed to determine employment and salary outcomes for recent graduates. Findings at Western Washington University suggest the significant sample sizes that can be achieved using wage record methodology may provide a more reliable option than survey methodology for accurately reporting graduate outcomes.

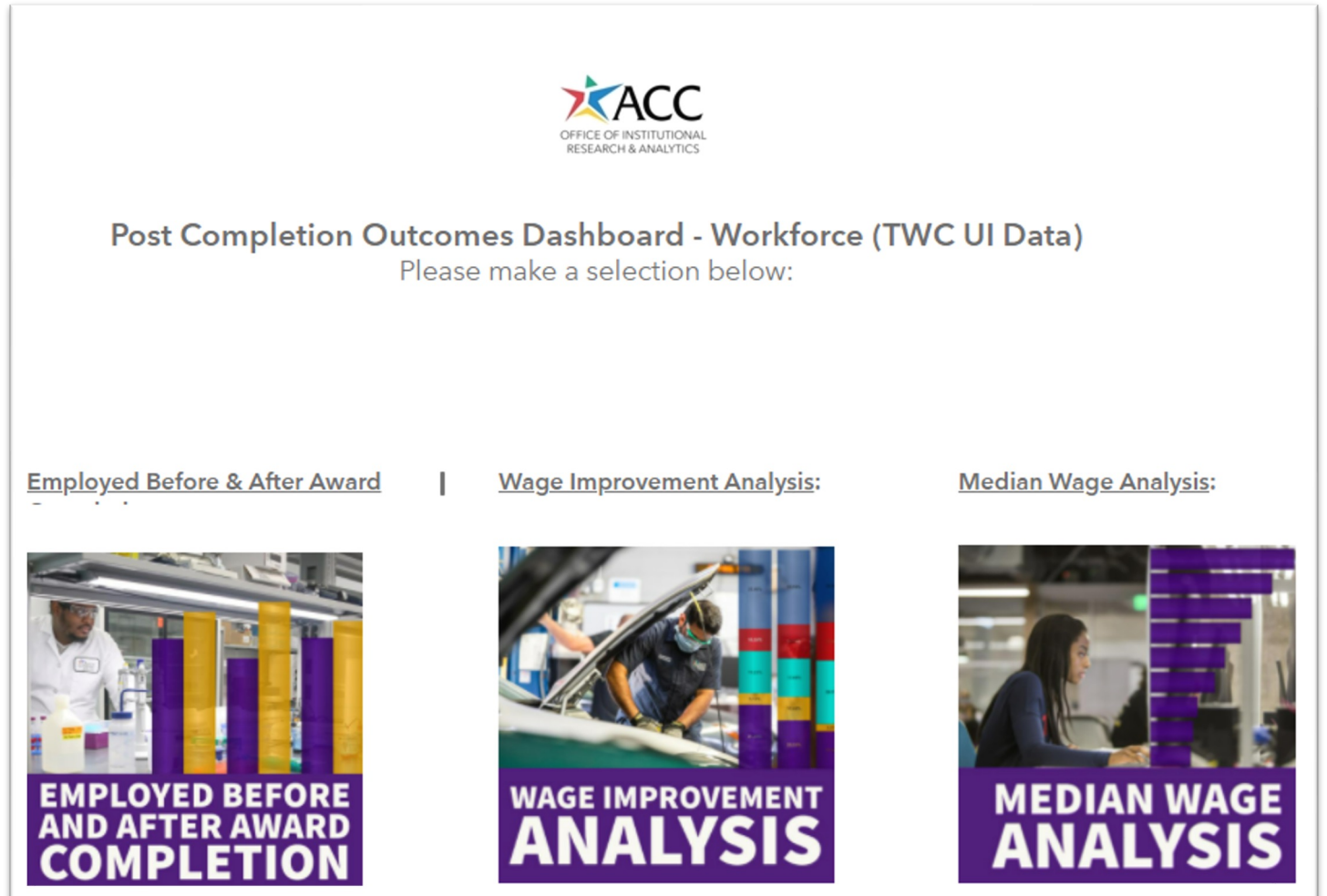
Keywords: graduate outcomes, graduate employment, earnings reporting, wage records data

The Office of Institutional Research & Analytics has launched new Post Completion Outcomes Dashboards

3 new dashboards providing workforce data on our graduates:

1. Employed before and after award completion
2. Wage improvement analysis
3. Median wage analysis

Texas Workforce Commission (TWC) Unemployment Insurance (UI) Wage Records



The screenshot shows the ACC Office of Institutional Research & Analytics dashboard. At the top center is the ACC logo with the text "OFFICE OF INSTITUTIONAL RESEARCH & ANALYTICS". Below the logo is the title "Post Completion Outcomes Dashboard - Workforce (TWC UI Data)" and the instruction "Please make a selection below:". There are three selection options, each with a corresponding image and title:

- Employed Before & After Award: The image shows a scientist in a lab coat working in a laboratory. The title below the image is "EMPLOYED BEFORE AND AFTER AWARD COMPLETION".
- Wage Improvement Analysis:: The image shows a person working on a car in a garage. The title below the image is "WAGE IMPROVEMENT ANALYSIS".
- Median Wage Analysis:: The image shows a person sitting at a desk with a computer monitor. The title below the image is "MEDIAN WAGE ANALYSIS".



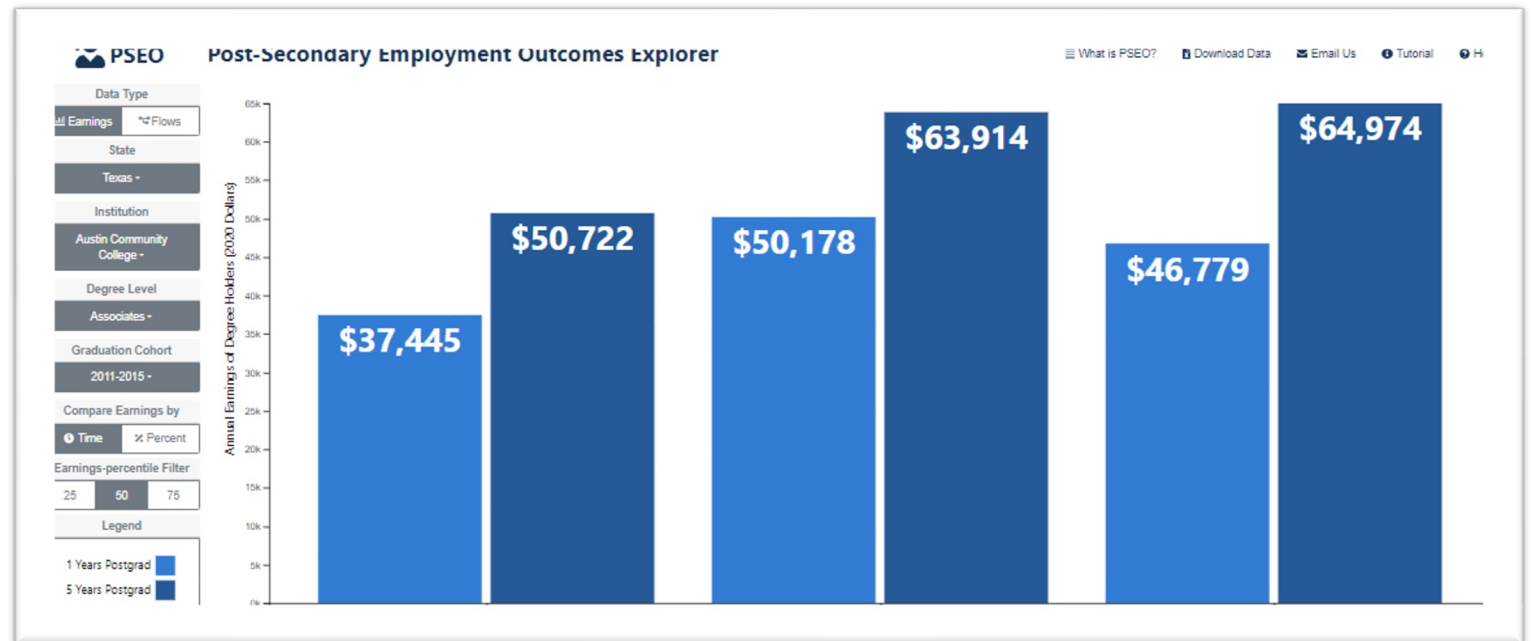
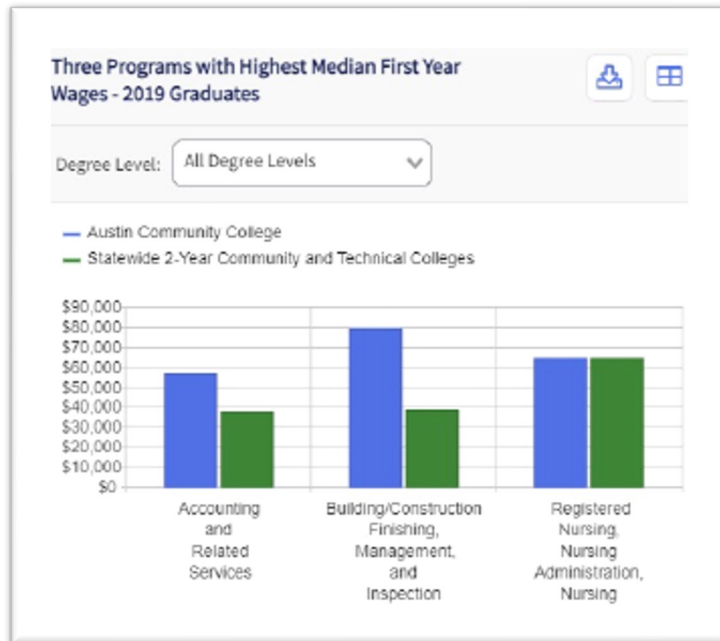
Dashboard Demo

How do the wage records compare to other data sources?

Validation

TX CREWS

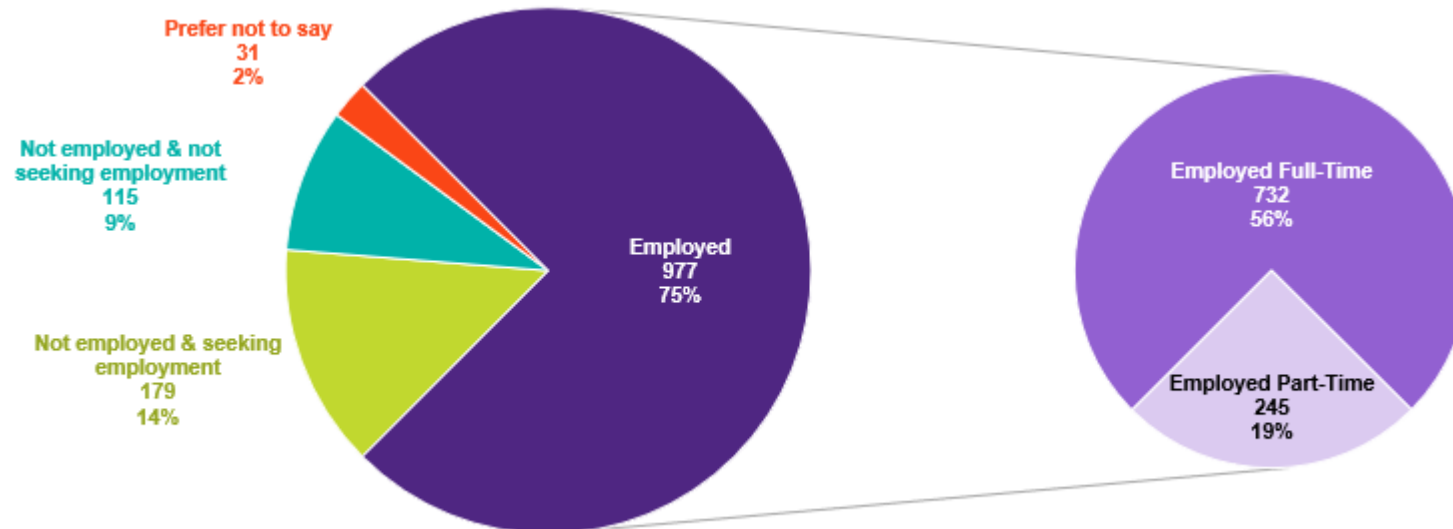
PSEO from the Census Board



How do the wage records compare to other data sources?

Triangulation

Lightcast Labor Market Information
Graduate follow-up survey



Workforce Data

Use Cases

Equity-focused & initiative-specific outcome tracking

- Outcomes for older adults
- Identify low-income student population
- Outcomes for adult education/ GED/ College Prep programs
- Outcomes disaggregated by race and gender

Drive program improvement

- Program review
- Non-credit administrative assistant programs
- Build stackable pathways
- Fast Track Programs

Promote Hidden Gems

- High wages and growth potential in manufacturing programs, even very short-term programs
- Advising resources for students

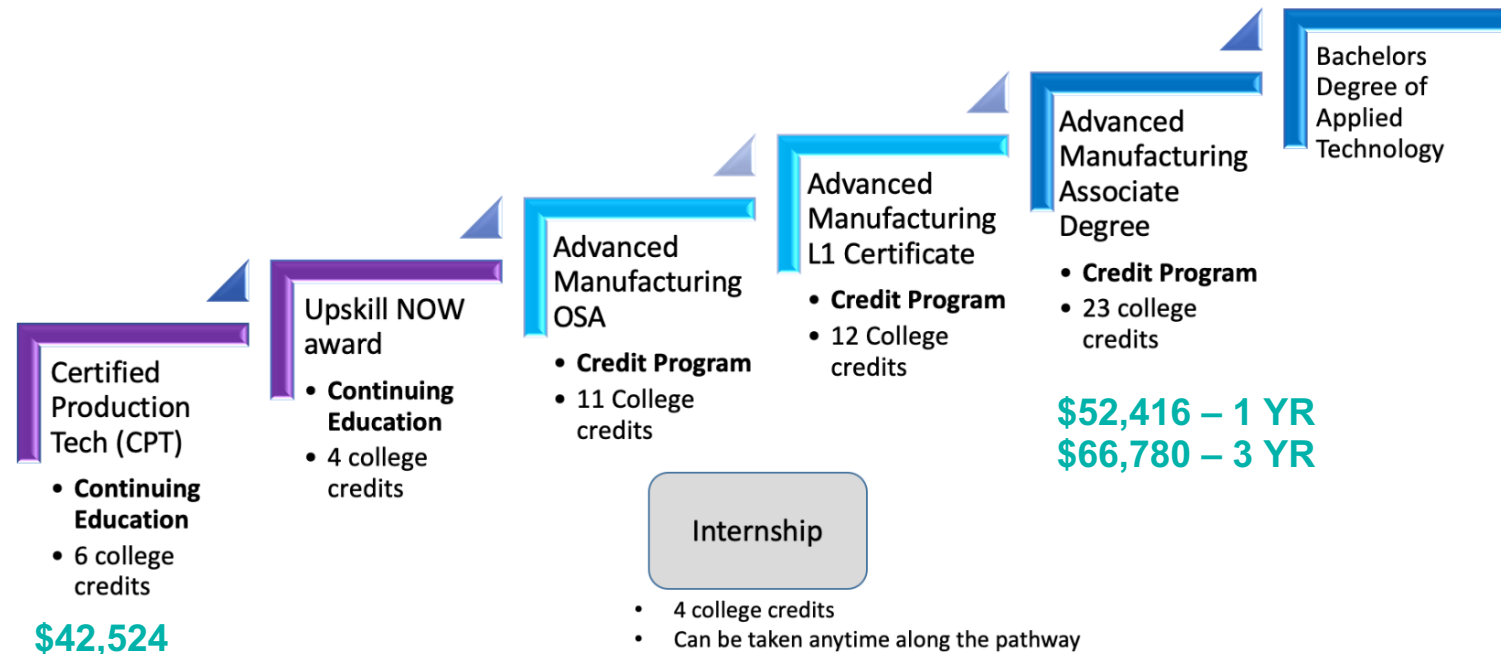
Quality Enhancement Plan – SACS Accreditation

- Identifying low-wage programs, often with low digital fluency skills
- Evaluation

Example: Stackable Pathways

Use Cases

ACC Advanced Manufacturing Career Path



Example: Department Snapshot

Table 9a. Declared Majors with No Prior Degree with Excess Credit Hours (60+ SCH) as of the End of Fall Semester - Collegewide

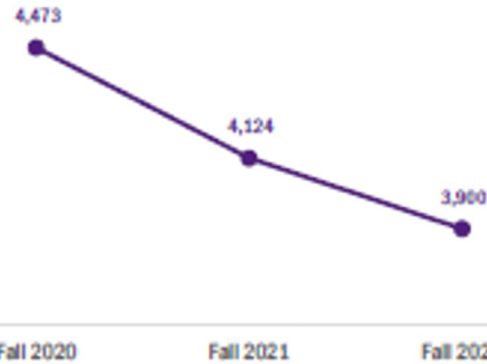


Table 9b. Excess Credit Hours Attempted - Associate's Degree Graduates FTIC within Last 10 Years - Collegewide

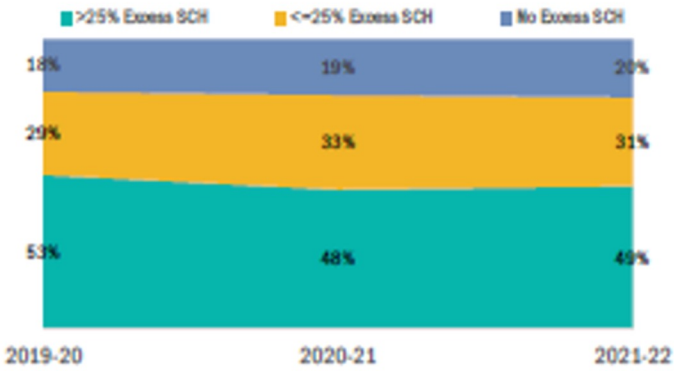


Table 10. Avg. Time to Associate's Degree, Graduates FTIC within past 10 years - Collegewide

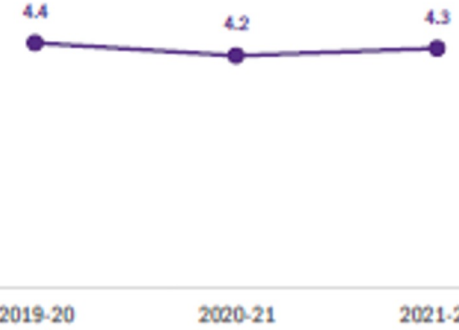


Table 11. % Semester Credit Hours (SCH) Taught by Faculty Type of Primary Instructor - Collegewide

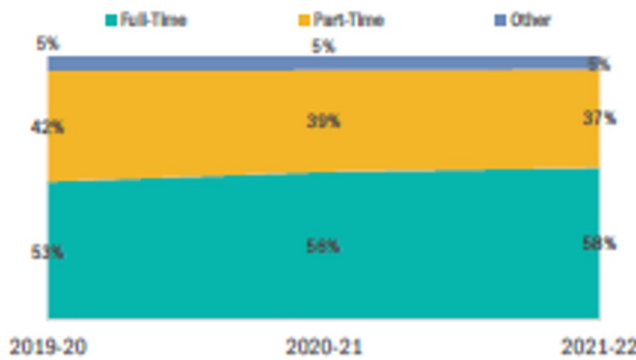


Table 12. Faculty Demographics for All Faculty Assigned to a Course - Collegewide

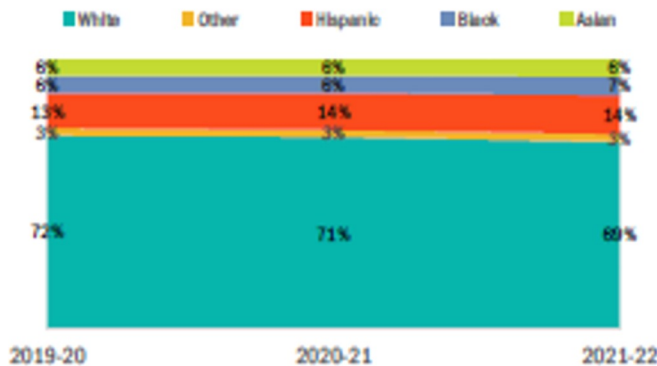
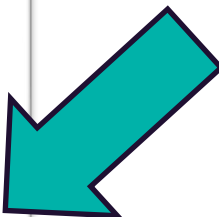


Table 16. Longitudinal Median Wage Analysis (AY 12/13 to AY 16/17 Completers Combined Cohorts) - Collegewide





Question: What other kinds of use cases are relevant for our work?



Acquiring the Data

Process

Contract with
TWC

Enhanced
security and
planning with
IT to meet
requirements

Identify ACC
population to
be matched

Transfer and
store data

Determine
methodologies
and use cases

Quarterly
reports &
audits

Contract Terms

Allowable purposes

Physical security and electronic security

Servers

Encryption

Employee access

Confidentiality and nondisclosure agreement

Reporting responsibilities in case of issues

Destruction of data

Audits

Cost

“Austin Community College (ACC) uses TWC Unemployment Insurance wage data to assess educational program outcomes for graduates, to examine employment trends of students and graduates, and to evaluate the impact of grant programs and initiatives on student outcomes. Data is obtained from TWC through offline records requests.”

Details

5 year agreements

Contacts: Contracts Division of TWC (Christina Wilson, Christopher Murphy)

Contract agreement: Available upon request – Jenna.CullinaneHege@austincc.edu



Extensions & Future Work

Better Data

Better Access

Better Internal Capacity for Research

- Texas only
- Full-time/part-time status
- Occupation

- Few Texas colleges have student-level data access
- Long delays
- Exploring connections with local workforce boards

- ACC research agenda

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Better Data

Better Access

Better Internal Capacity for Research

Top employers

Particularly high and low program outcomes

Occupational segregation

Transfer + labor market outcomes

Informal employment, GIG economy

Industry-specific deep dives



Question: What other kinds of opportunities are there on the horizon related to workforce data?



Questions? Comments?

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