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Integrating
"State-side" and "Self-support" Data

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Setting the Stage

- What is the "official" headcount and FTE of our institutions?

- Who drives our data reporting?

- What other audiences might be important?

- What issues might arise with multiple "official" numbers?

- What might be the impact of decreasing public funding on these choices?

Status Quo

- Data management system is driven by the CSU system

- Designed to support tracking of state-supported students for financial reimbursement and state reporting

- Data definitions and structures are standardized across all CSU institutions

- Self-Support programs report data to CO separately

- Institutional Research primarily supports state-side reporting

CSUCI Extended University

- Pilot graduate programs started in EU

- Off-site collaborative Nursing programs

- Enrollment growth potential in EU as state-side is capped

- EU uses same PeopleSoft registration system

Advantages

Extended University provides the institution with:

- an entrepreneurial arm

- more flexibility,

- opportunity for enrollment growth

- other potential sources of funding

Disadvantages

- Two missions and systems sometimes collide

- Faculty may resist adding programs in EU

- Data system needs are not always compatible

- EU is often not recognized as part of the university

Questions and Comments

How is it at your institutions?

Challenges

What are some challenges I have encountered in trying to use EU data?

Birds of a Different Feather

- EU is entrepreneurial, flexible, and less constrained than state-side
- Registrars are typically responsible for state-side regulations and may not enjoy the complexities of EU
- EU has multiple sessions
- EU, as step child, may not get the same level of IT support

Public Credibility Issues

- External Stakeholders:
    - How many students do you really have?
    - Your institution can't get it's act together! I get a different answer with everyone I talk to.

- Internal Stakeholders:
    - Which number should I use?

Data Issues

- EU data is not scrubbed through the ERS error checking process
- **What to count?** Not all EU data is the same (open university, graduate degree programs, teacher certification, CEUs, OSHER, etc.
- Inadequate and non-standard coding
- Validating the numbers

Challenges in Using EU Data

- International Students
- Multiple Sessions
- Validating my numbers with EU
- Distinguishing Off-campus Nursing Programs
- Understanding the structure of EU
- Priority – no one is asking for it
- Adding complexity to the website
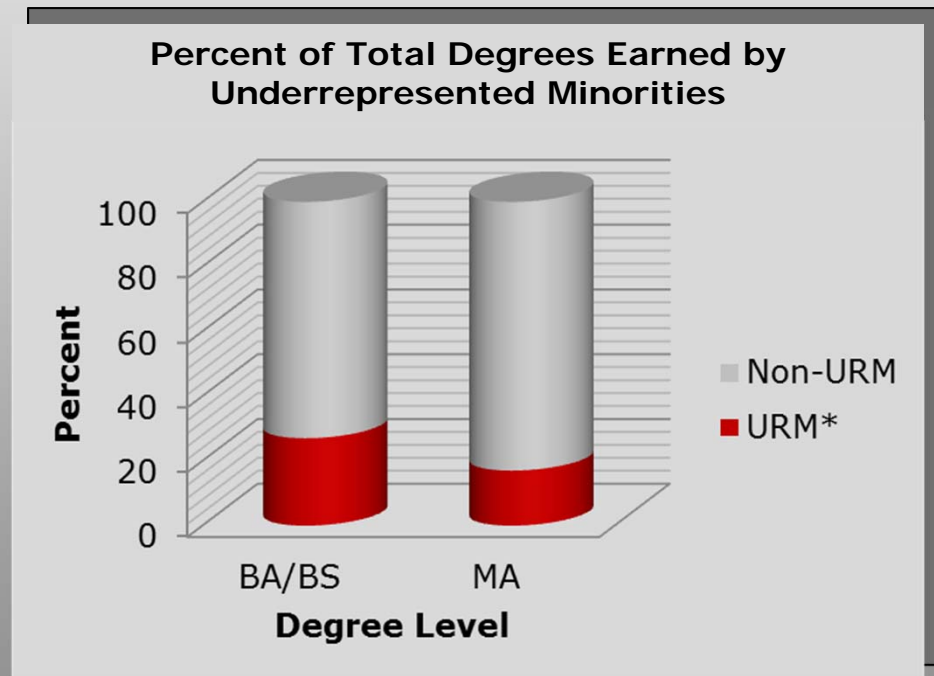
Questions and Comments

How is it at your institutions?

What I Would Like to Develop

- Incorporating Teacher Credential students in reports of degrees and completions
  - Example page from Fact Book

Degrees Awarded

	BA/BS Degrees	Masters Degrees	Teacher Credential Completions
2002-03	2		
2003-04	172		-
2004-05	352		62
2005-06	461	10	91
2006-07	583	34	98
2007-08	697	48	99
2008-09	752	52	105
2009-10	875	92	100
2010-11	846	99	117
2011-12	769	83	
Total	5509	418	672

Percent of Total Degrees Earned by Underrepresented Minorities

- • "URM" = under-represented minorities (African American, Native American, Hispanic)

What I Would Like to Develop

- Incorporate Teacher Credential students in reports of degrees and completions

- Add pages to the Fact Book that report on students served through EU by program including enrollment trends

- Have readily available data on total students served by the institution (e.g., for master facilities planning, marketing)

Questions and Comments

1. What data do you now report or would like to report?

2. What obstacles might get in the way?

3. What paths might you find around those obstacles?

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