



Improving State Authorization Policies, Processes, and Practices to Address Institutional Closures

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NASASPS and SHEEO State Authorization Survey

Survey Link

<https://bit.ly/40HX919>



About SHEEO

National association serving chief executives of statewide governing, policy, and coordinating boards of postsecondary education and their staffs.



1954



61 MEMBERS

**50 STATES
2 TERRITORIES
+ D.C.**

About SHEEO

- Advocate for state policy leadership.
- Act as a liaison between states and the federal government.
- Provide information and analysis on educational and public policy issues.
- Recognize that state context matters.



OUR VISION

SHEEO, together with its members, works to promote an environment that values higher education and its role in ensuring the equitable education of all Americans, regardless of race/ethnicity, gender or socioeconomic factors.

Agenda

- Highlights from multi-year research project on outcomes for students experiencing an institutional closure
- Closure toolkit for state regulators
- Discussion and feedback

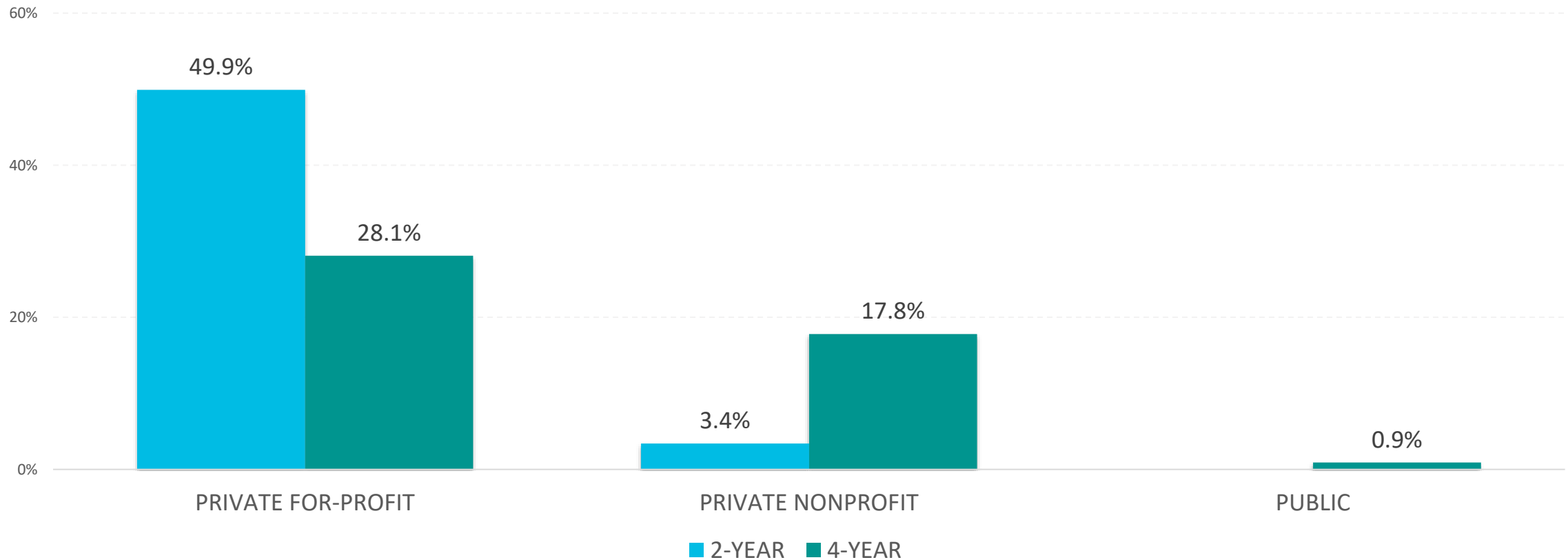
SHEEO Research on Institutional Closures

College Closure Research Project Summary

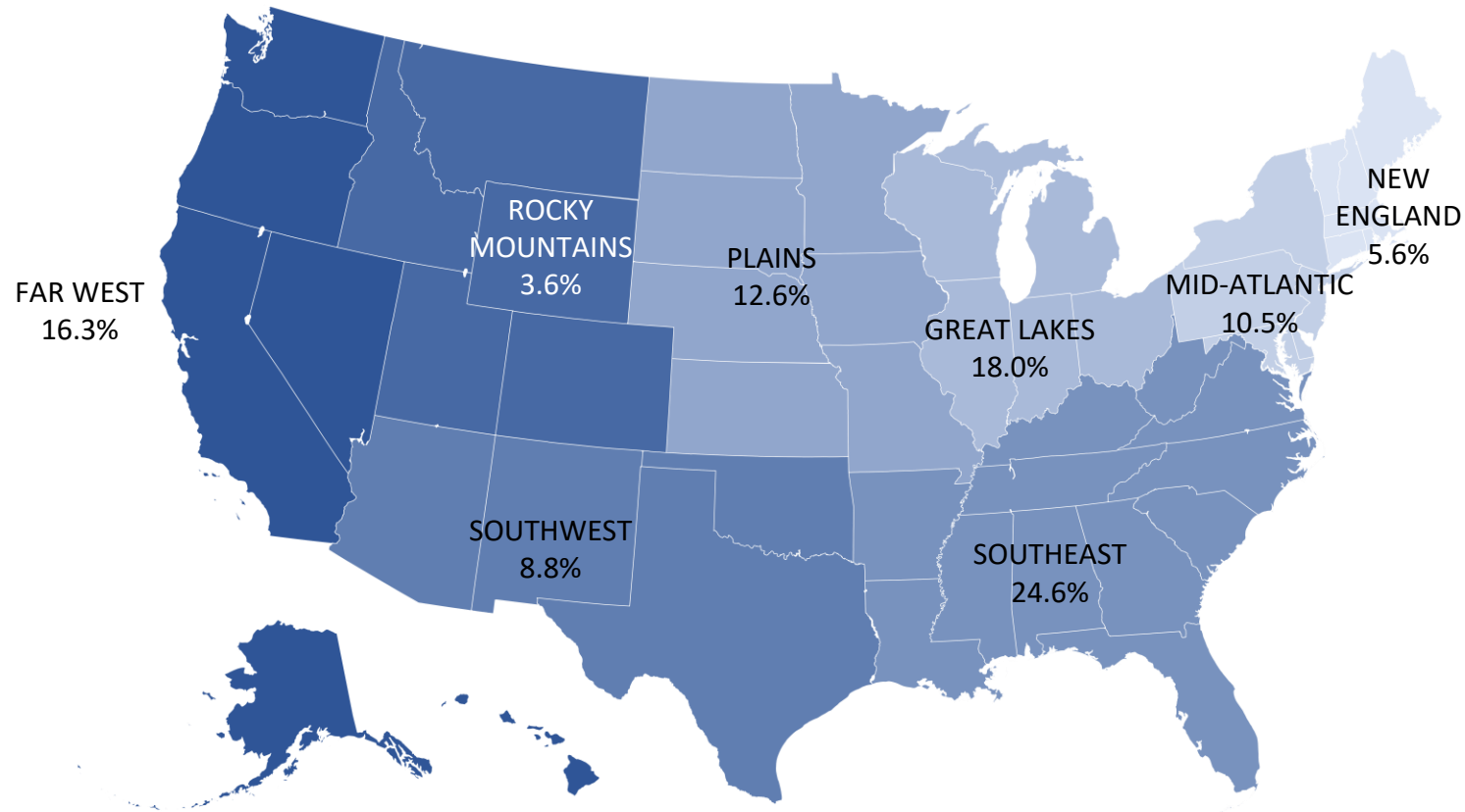
- Between 2004 and 2020, nearly 12,000 postsecondary education campuses closed.
- SHEEO and the National Student Clearinghouse Research Center constructed a dataset to examine the longitudinal impacts of closure.
- Our sample included 143,215 students enrolled at 467 institutions that closed between July 1, 2004, and June 30, 2020.
- Dataset included student-level enrollment and completion records for students before and after closure.



Institutional Characteristics for Our Sample of 46 Institutions

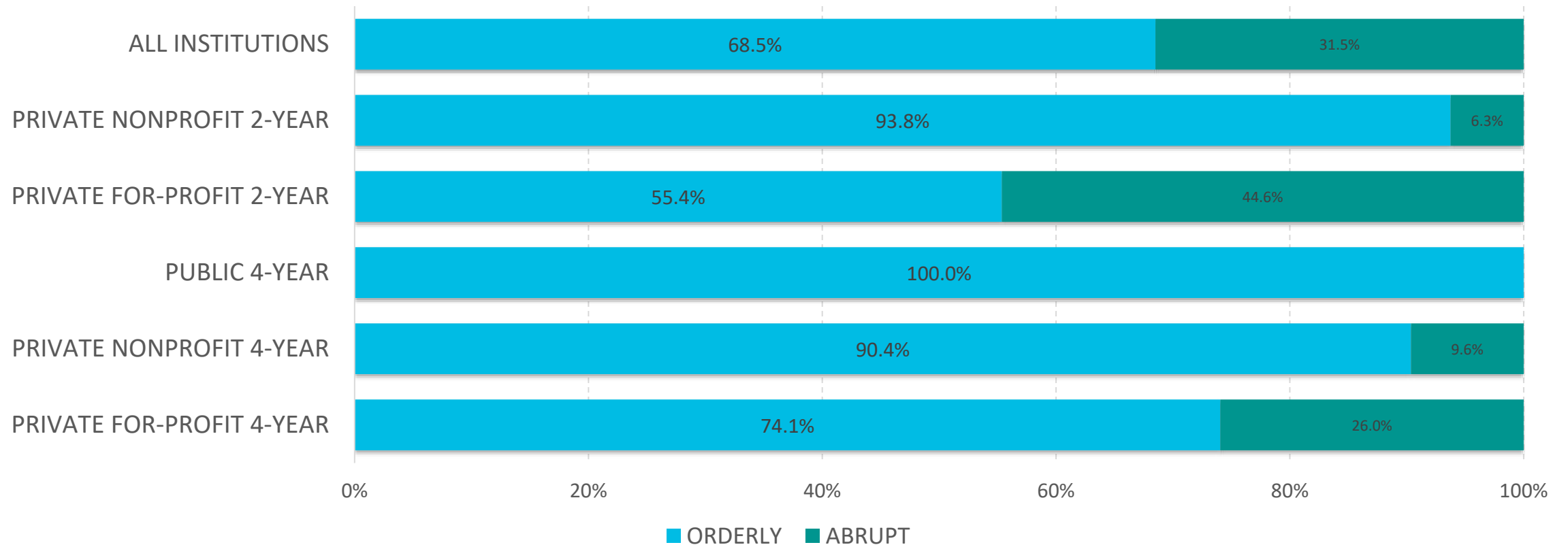


Geographic Region of Closed Institutions in Our Sample

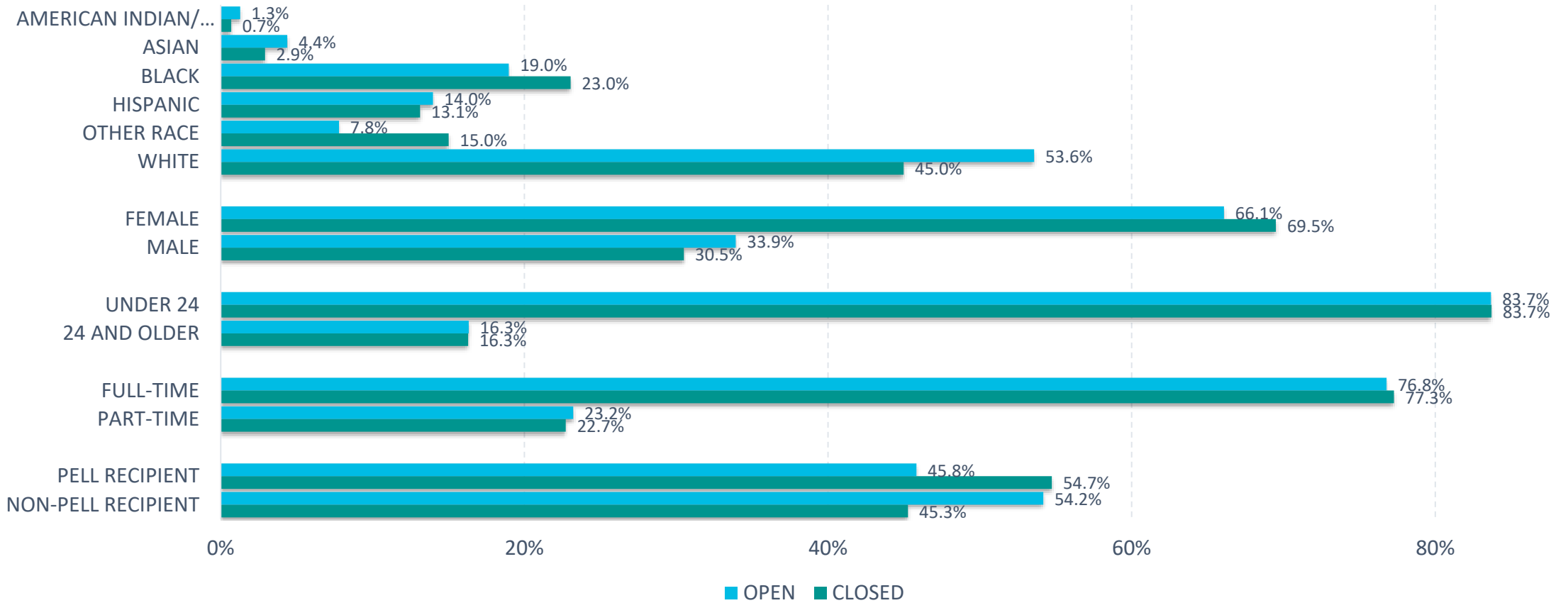


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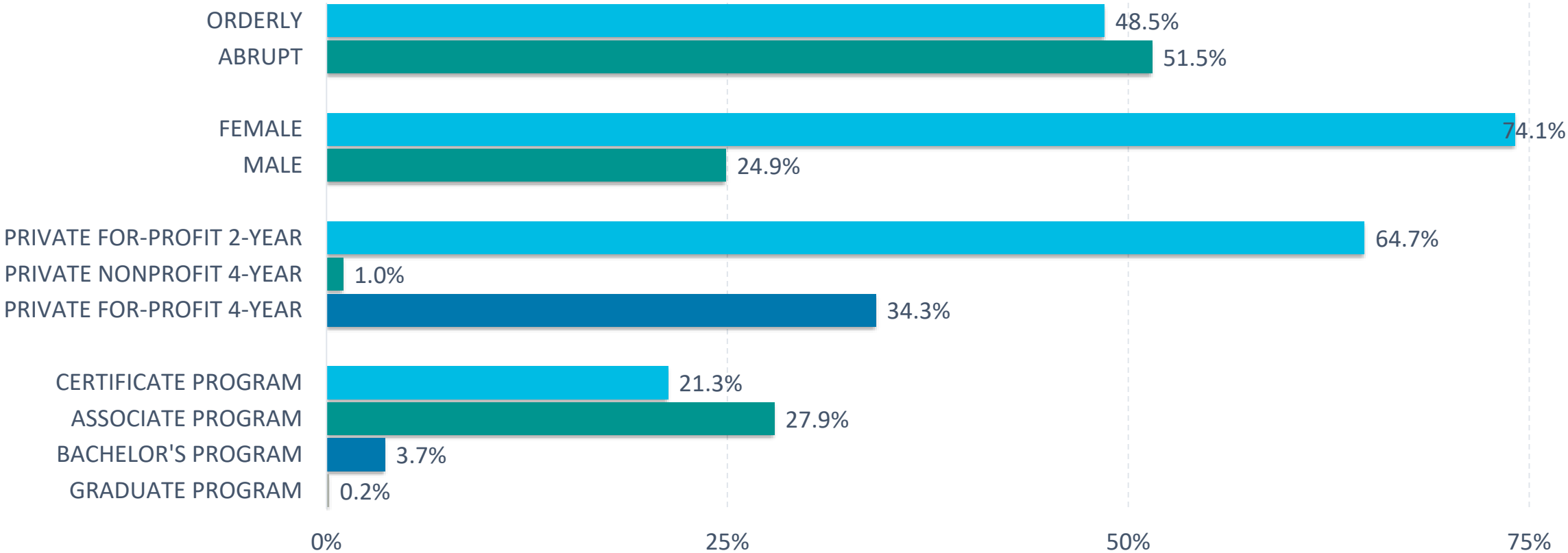
Orderly and Abrupt Closures by Sector



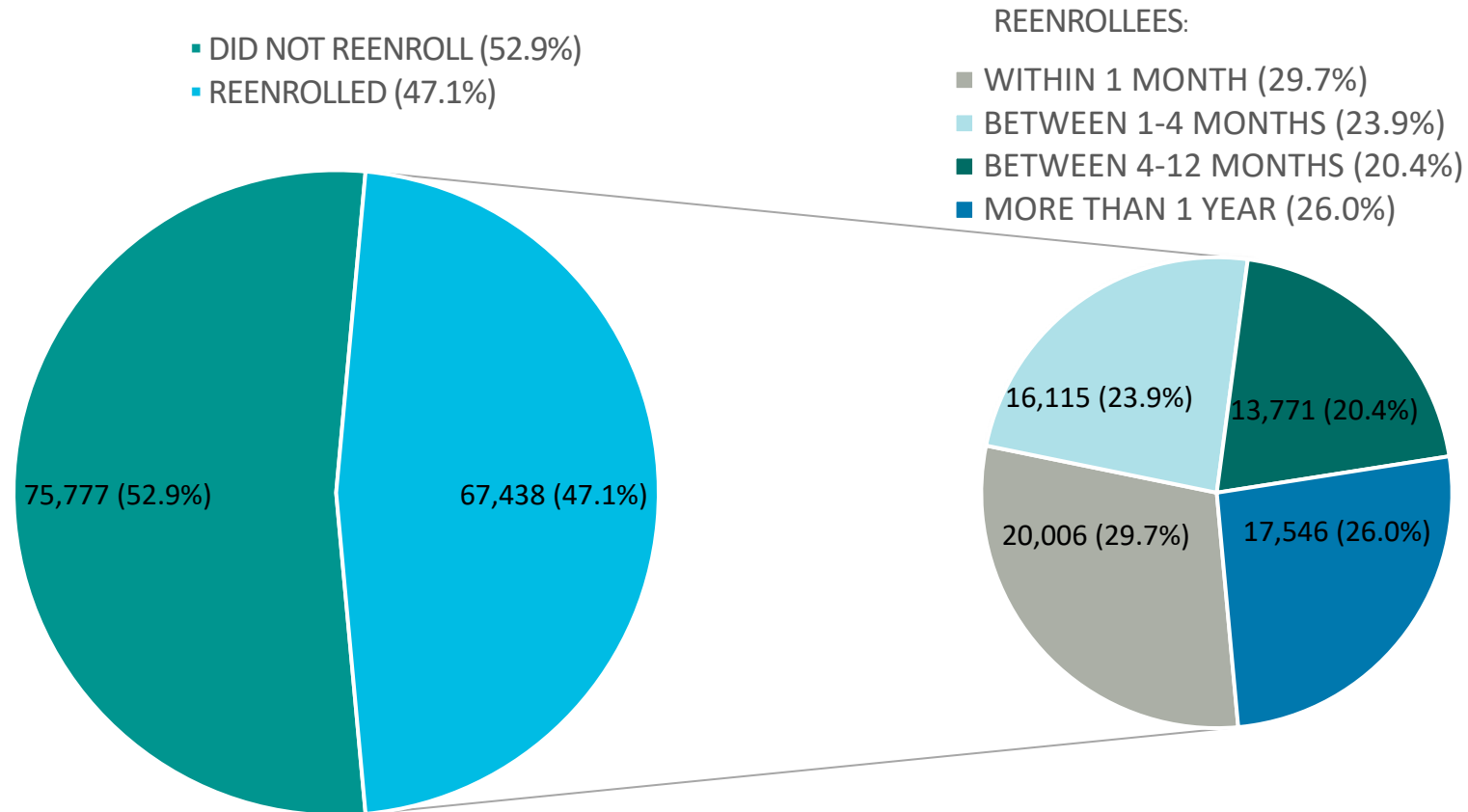
Student Characteristics at Open and Closed Institutions



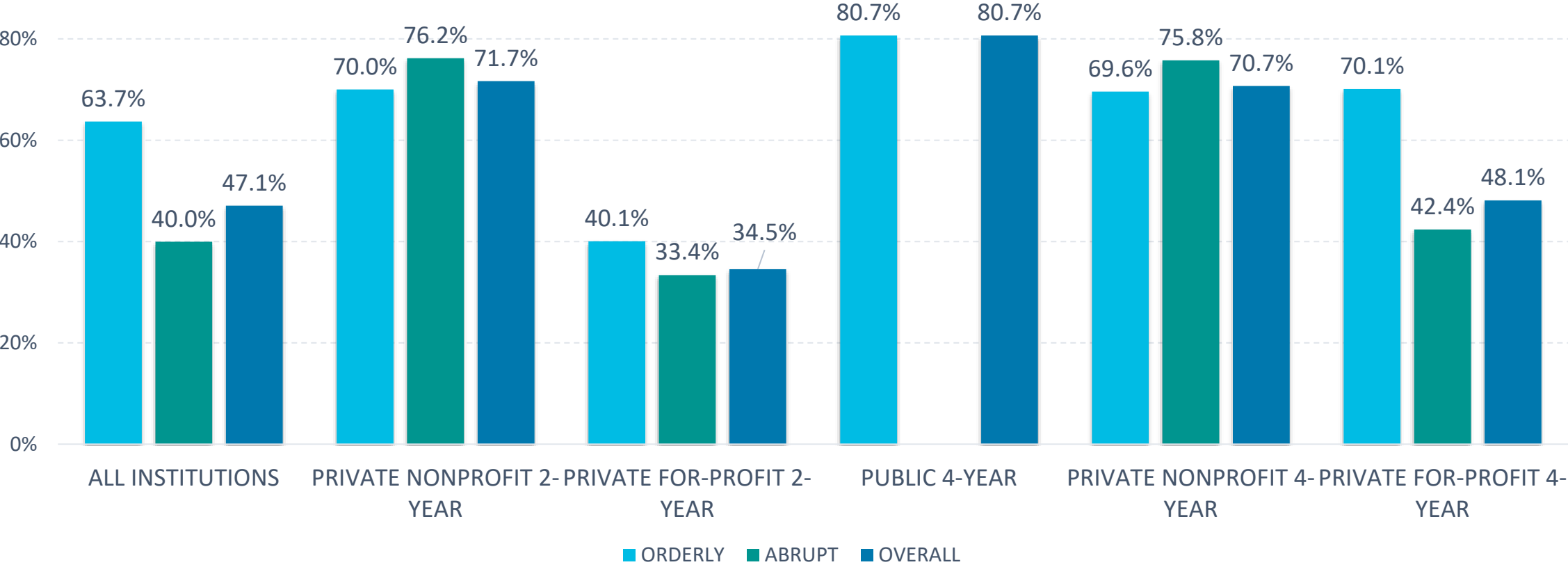
Characteristics of Students Who Experienced More Than One Closure



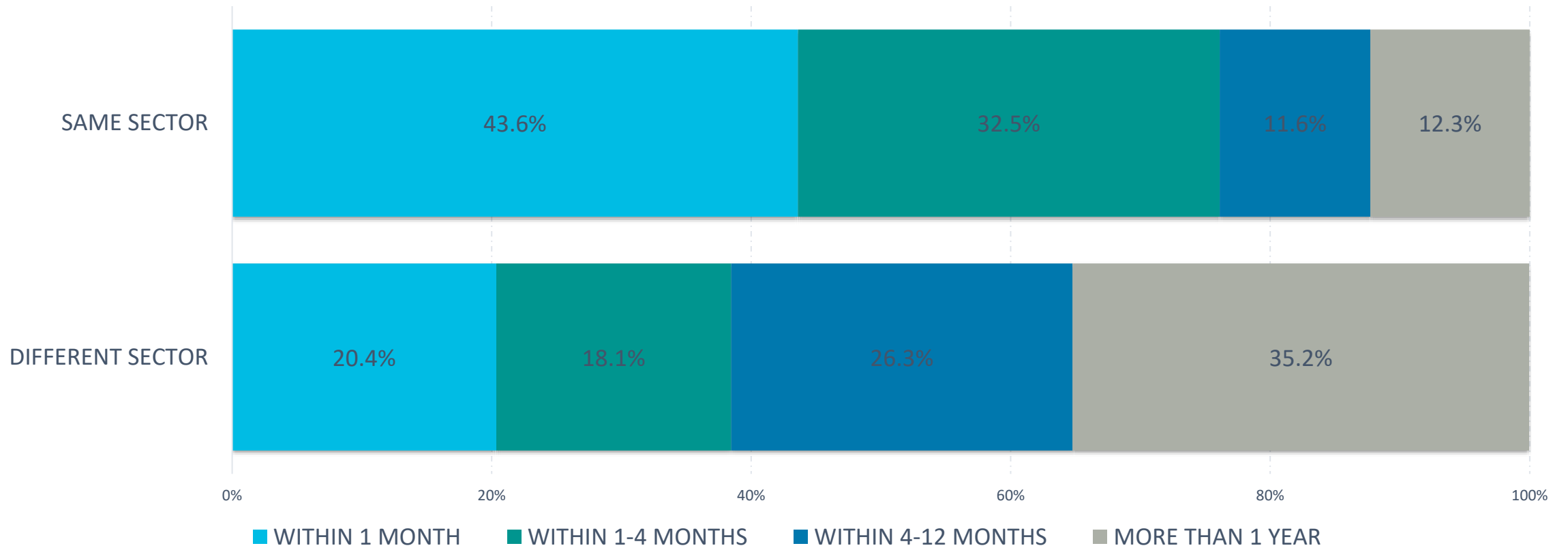
Elapsed Time to Reenrollment After Closure



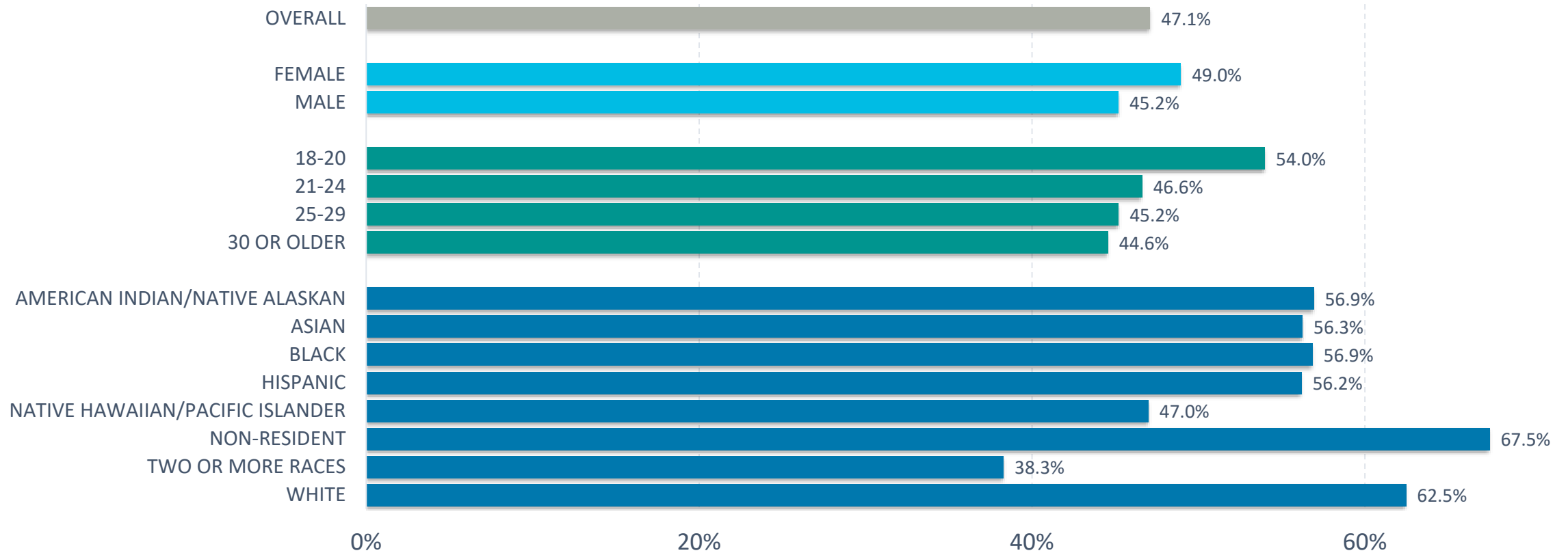
Reenrollment Rates by Abrupt and Orderly Closure and Institutional Sector



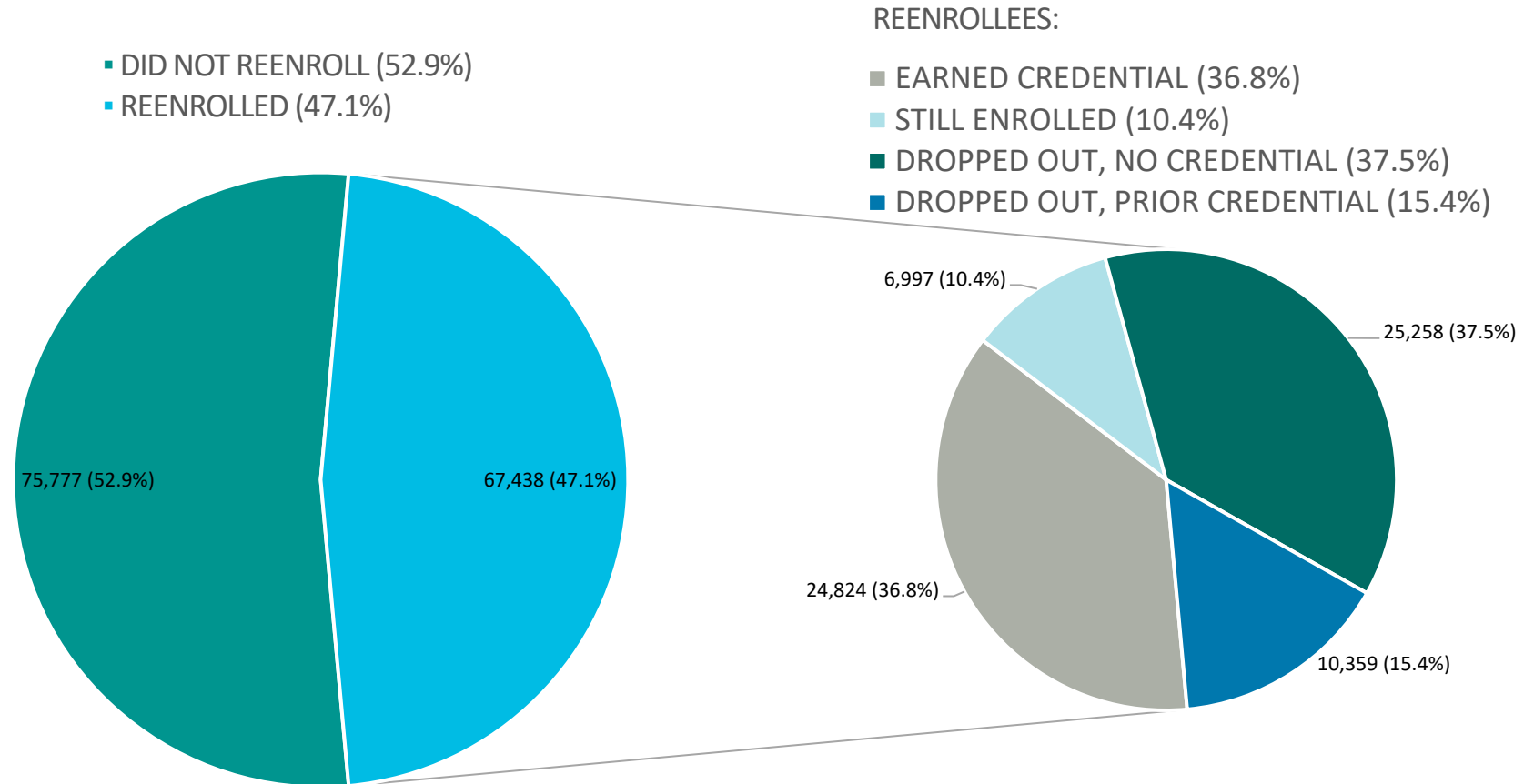
Elapsed Time to Reenrollment by Reenrollment in Same or Different Sector



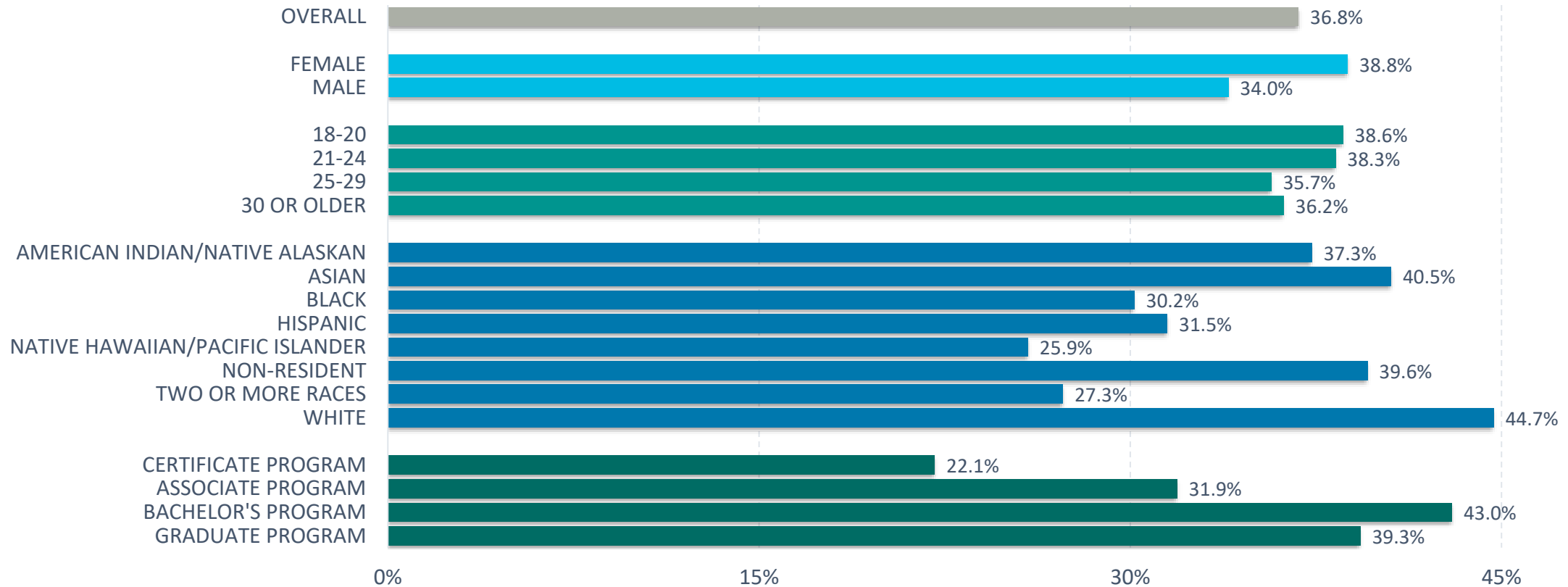
Reenrollment Rates by Student Demographics



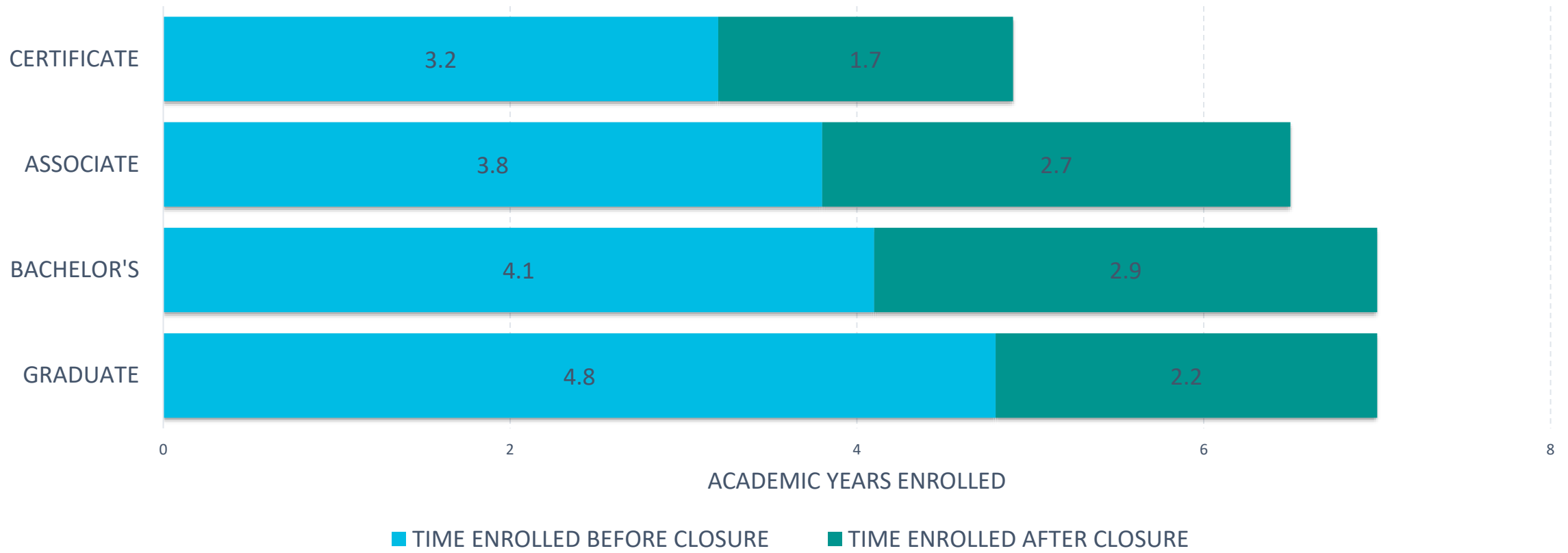
Completion Rates Among Reenrollees



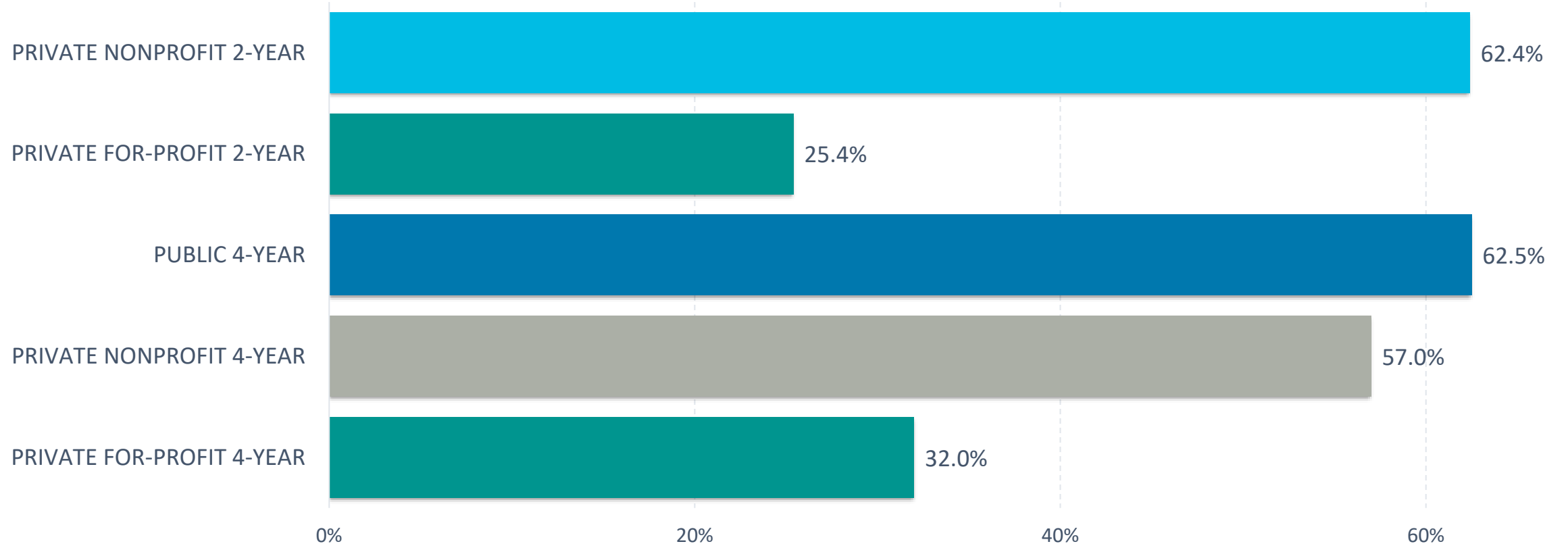
Completion Rates by Student Demographics and Credential Program at Closure



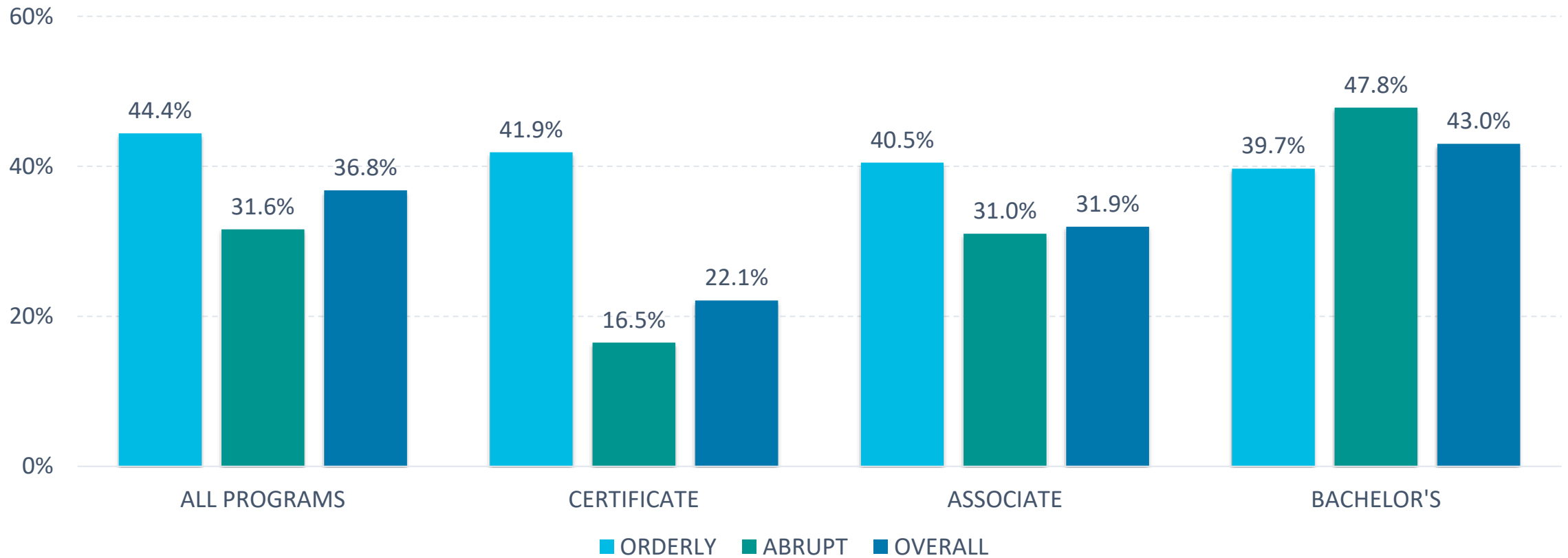
Enrolled Time to Completion from First Enrollment to First Credential Earned



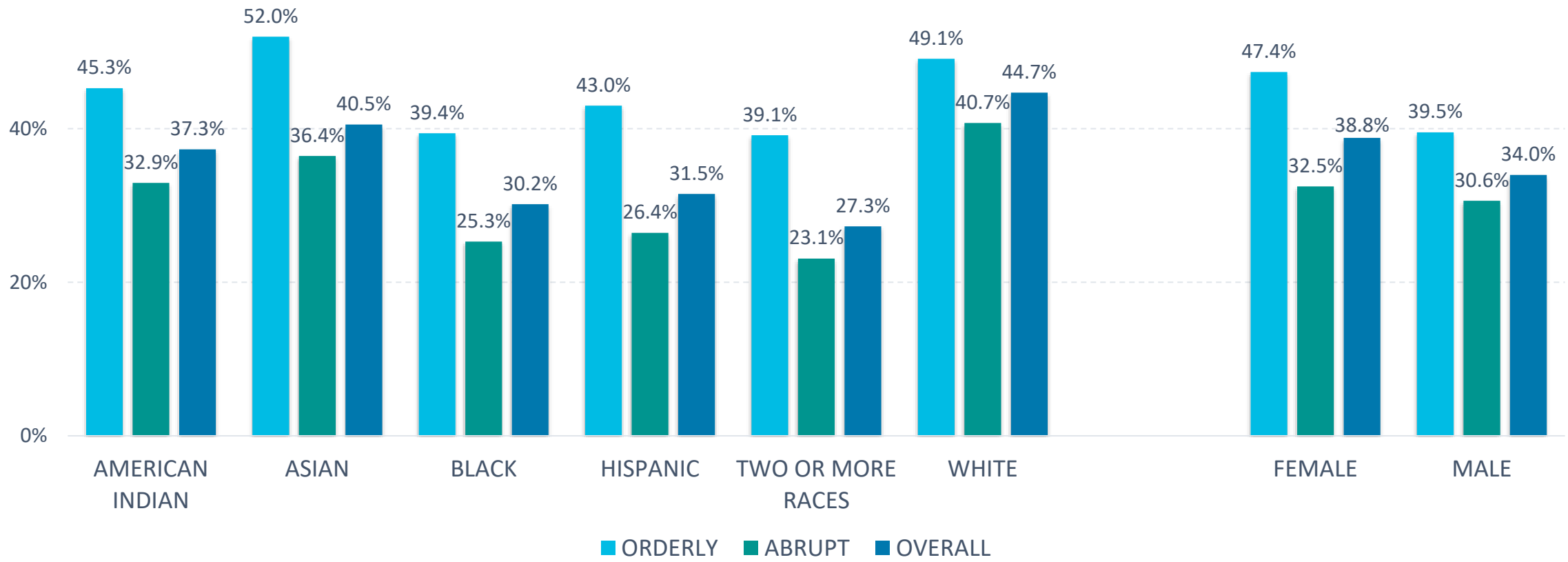
Completion Rates by Closed-Institution Sector



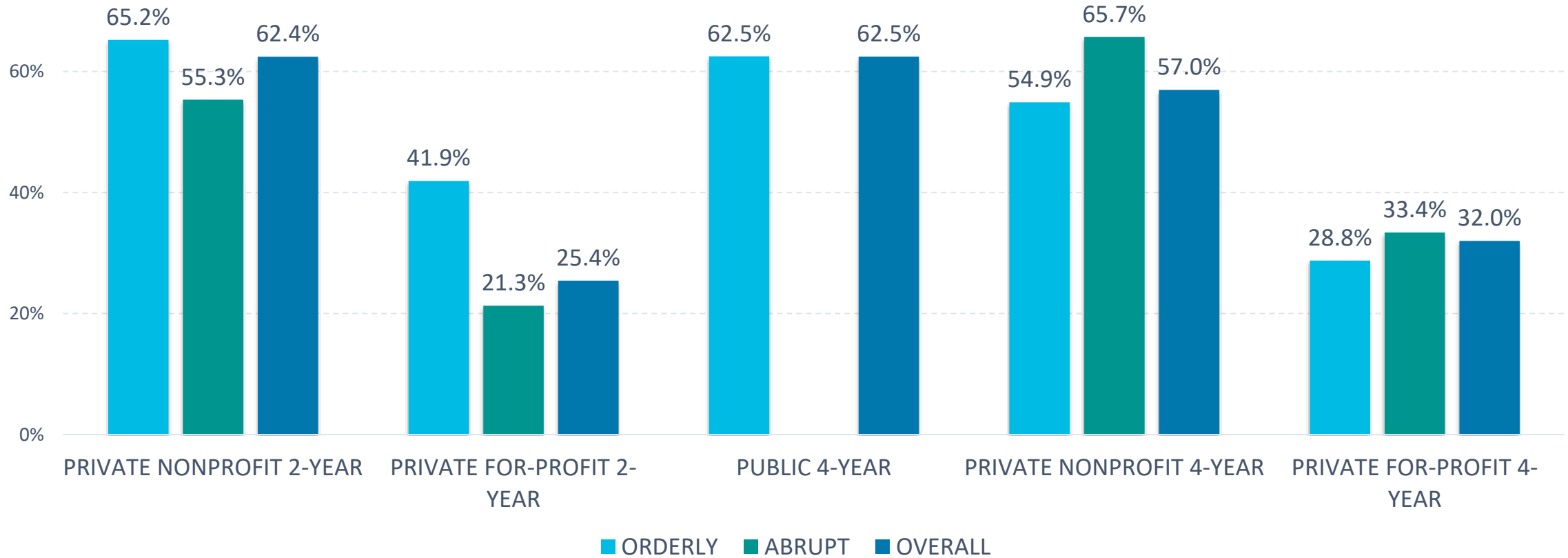
Completion Rates By Abrupt and Orderly Closure and Credential Program at Closure



Completion Rates by Abrupt and Orderly Closure and Student Demographics



Completion Rates by Abrupt and Orderly Closure and Closed-Institution Sector



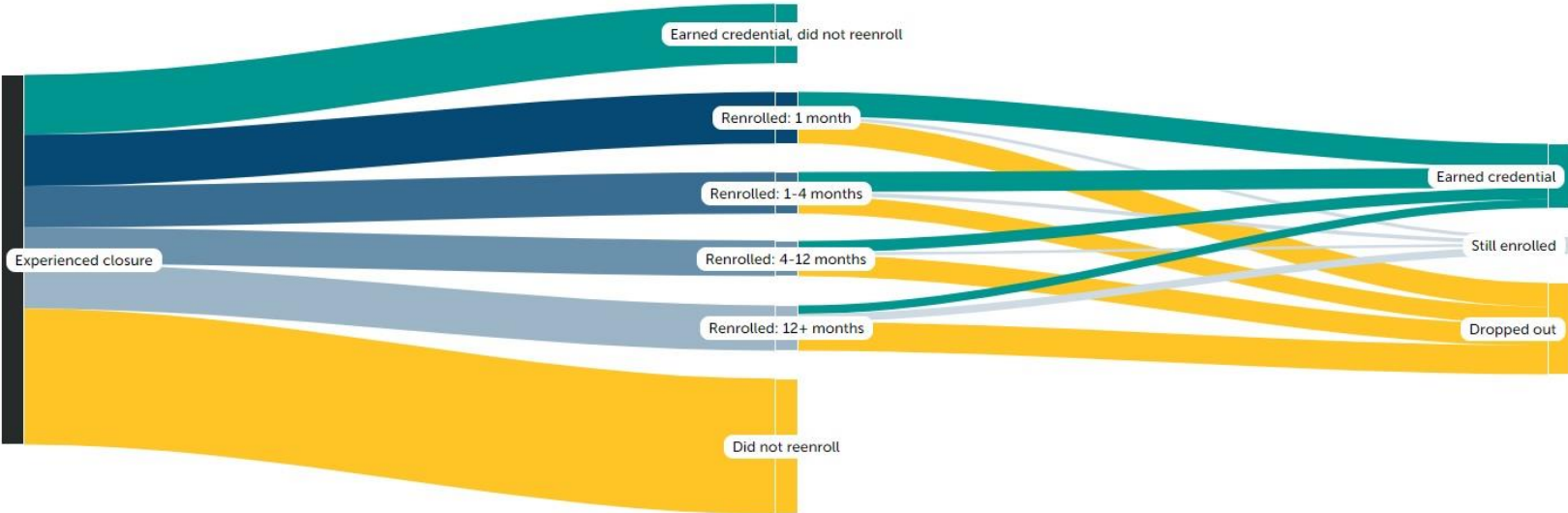
Interactive Website on Student Outcomes After Closure



State Higher Education Executive Officers Association

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- MEMBERSHIP ▾
- OUR WORK ▾
- NEWS
- EVENTS

Student Outcomes After College Closure

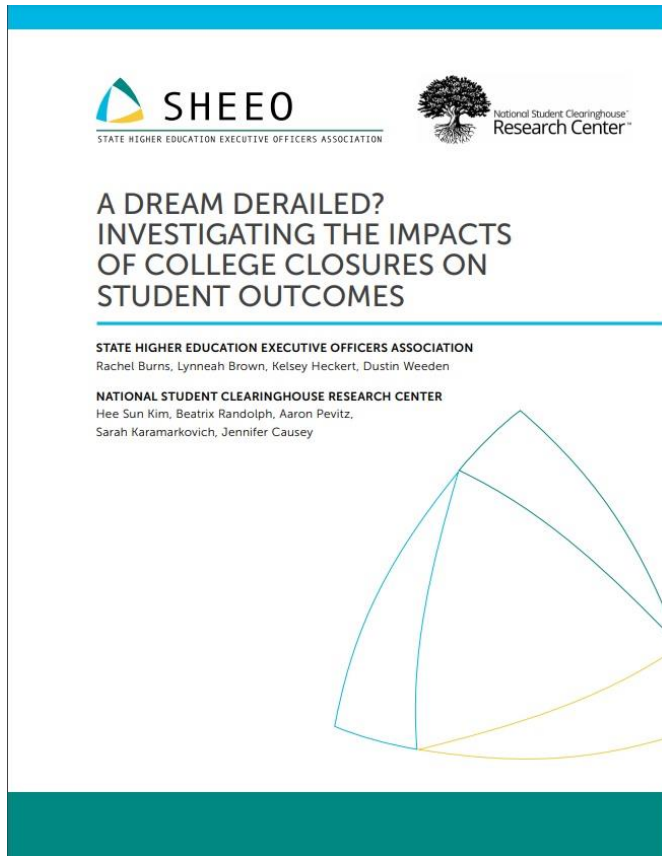


Explore The Data

- RACE/ETHNICITY
- GENDER
- AGE
- PROGRAM
- PRIOR CREDENTIAL
- LEVEL
- CONTROL
- CLOSURE TYPE

<https://sheeo.org/college-closures-sankey/>

SHEEO College Closure Research Reports



Project Page

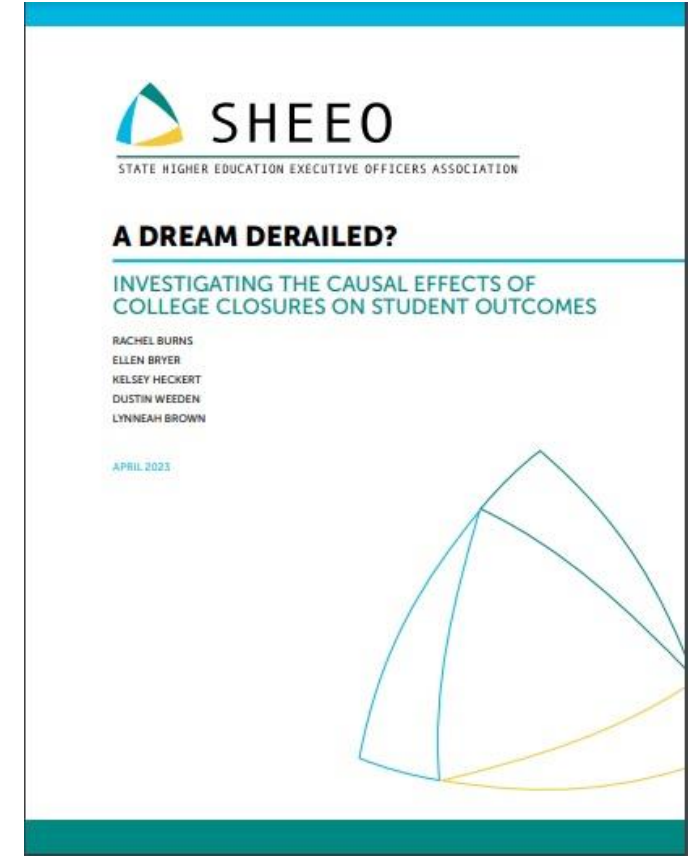
<https://sheeo.org/project/college-closures/>

Report 1

<https://shorturl.at/ezFVZ>

Report 2

<https://shorturl.at/mtwJS>



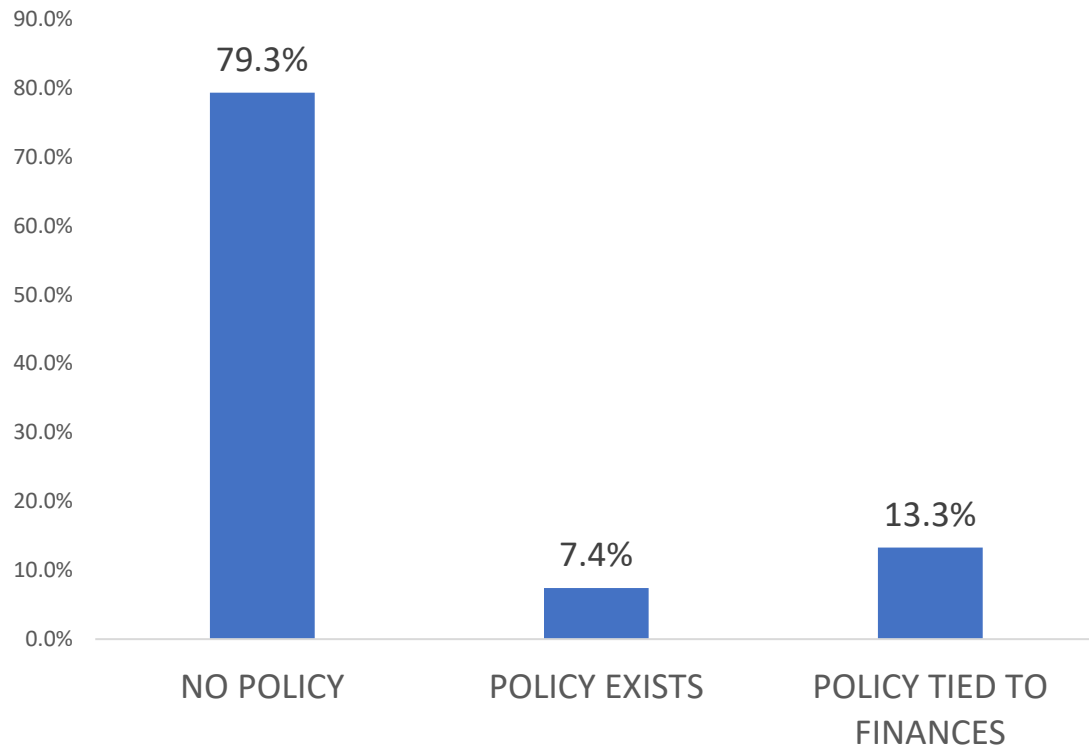
Follow-up Study on Impact of State Consumer Protection Policies



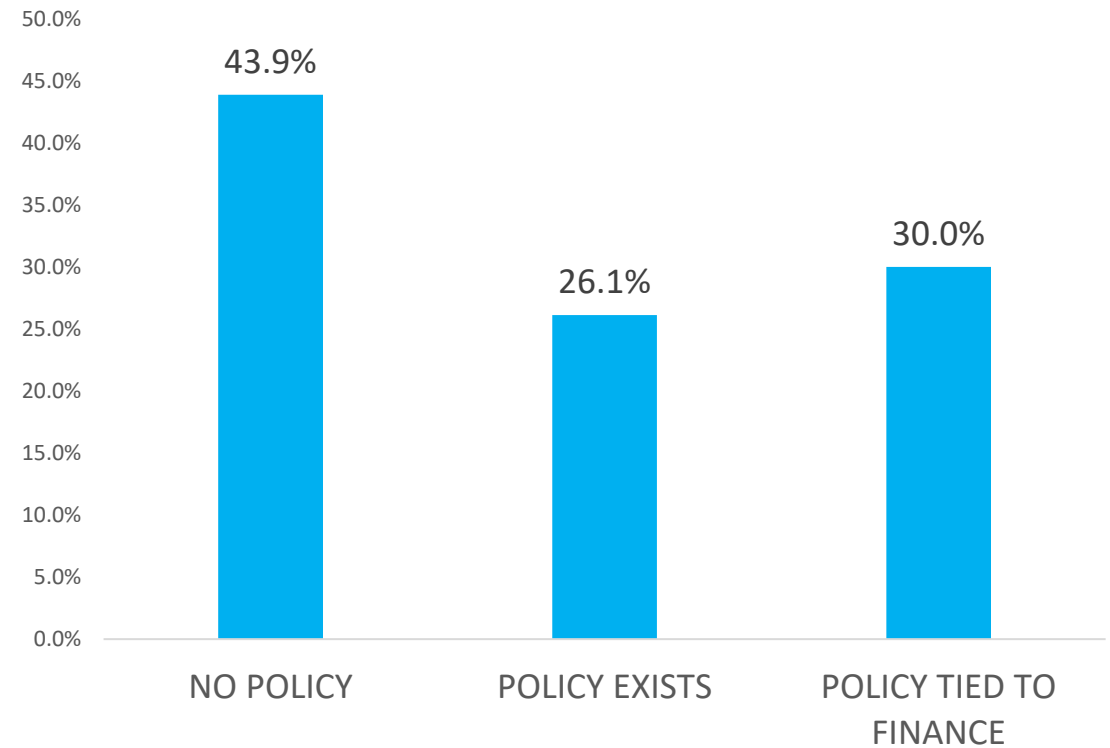
- Used same sample of 143,215 students enrolled at 467 institutions that closed between July 1, 2004, and June 30, 2020.
- Created a control group of 1,295,773 students enrolled in one of 467 open institutions that were matched with the closed institutions.
- Explored student enrollment and completion outcomes.
- Four Consumer Protection Policies
 - Tuition recovery funds
 - Surety bonds
 - Student records retention procedures
 - Teach-out plans

Consumer Protection Policies by State, 2004-2020

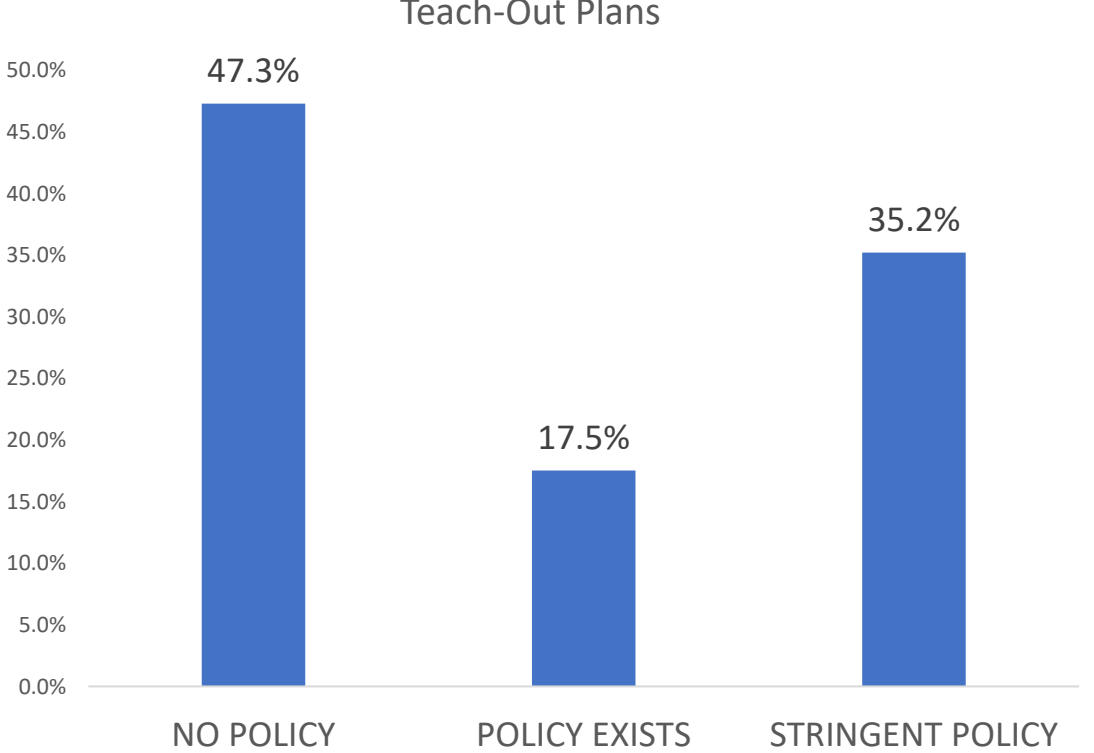
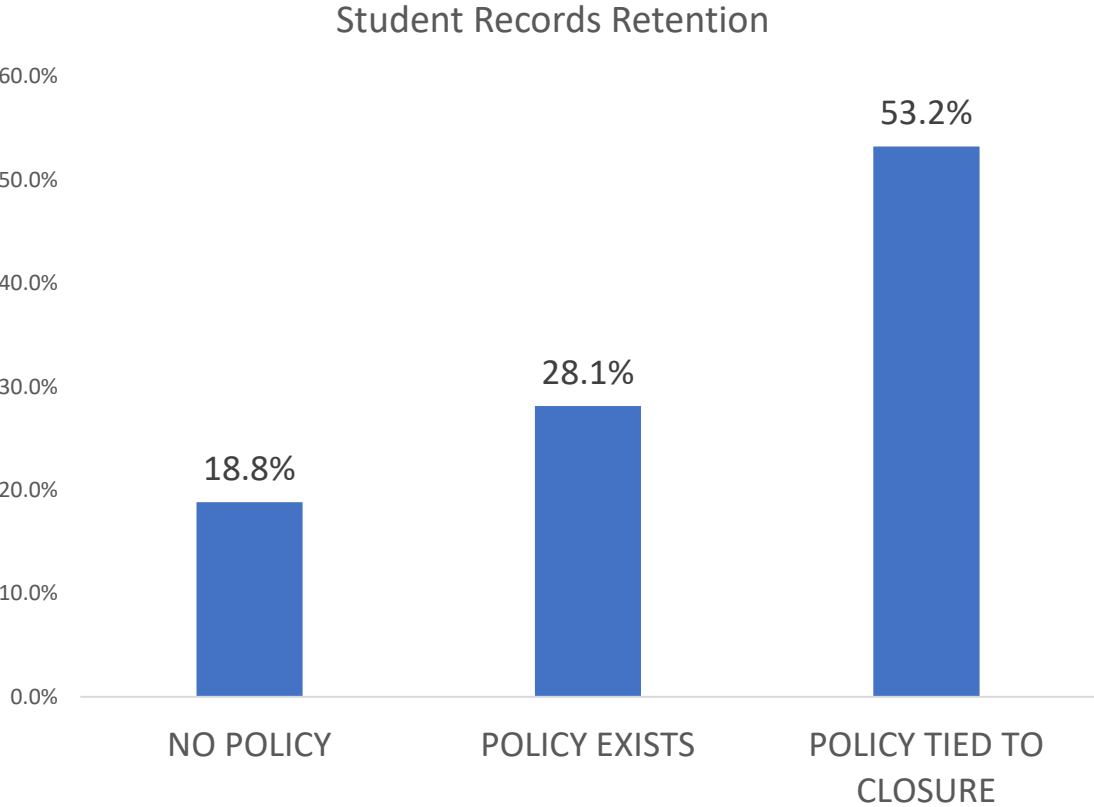
Tuition Recovery Funds



Surety Bonds



Consumer Protection Policies by State, 2004-2020



Research Results Summary

- Student records retention and teach-out plan policies increased likelihood of enrollment within four months after a closure but not for enrollment within one year.
- Tuition recovery funds and surety bond requirements were negatively associated with the likelihood of enrollment within four months and one-year post closure.
- None of the four consumer protection policies were associated with increased likelihood of earning a credential post closure.

Research Findings Implications

- Records retention and teach-out plan policies can help students immediately reenroll, but do not appear to have long-term impact on student outcomes.
- In their current form, tuition recovery funds and surety bonds do not appear to help students reenroll or complete credentials following a closure.
 - Leads to questions about
 - Size of bond amounts and tuition recovery fund contributions
 - Who benefits and under what circumstances

Postsecondary Institution Closure Toolkit

Postsecondary Institution Closure Toolkit

Context:

- To benefit authorizers and key stakeholders widely (beyond the learning community)
- To recognize
 - Dire closure forecasts
 - Current successful policies and practices and lessons learned
 - Post-pandemic circumstances (e.g., capacity, remote work, etc.)
 - Disparities and inequitable impact

Postsecondary Institution Closure Toolkit



Goals



To identify immediate policy and practice remedies and differentiate from long-term “heavy-lift” remedies



To differentiate policies and processes by institutional types and sectors



To address capacity issues such as staffing, expertise, and funding levels

Examples - Immediate and Long-term Policy and Practice Remedies

- Immediate
 - Dedicated closure webpages (1 public facing, 1 institution-facing)
 - Informal relationship-building: cross-agency, interstate, regional, and federal
 - Determine last date of attendance
- Intermediate and Long-term
 - Develop notice of closure guidelines
 - Deeper policy relationships within the Triad (e.g., Connecticut)
 - Support educational options for affected students
 - Secure transcripts

Examples - Differentiated Policies and Practices by Institutional Types and Sectors

- Develop relationships with specialized accreditors and licensing bodies
- Review financial viability criteria and authorization requirements (e.g., surety bond levels; tuition refund amounts and mailout times)
- Identify and resolve gaps in state policy
- Other

Examples - Addressing Capacity Issues

- Explore resources or approval of resources to recruit and retain additional FTE
- Recruit and retain staff with necessary backgrounds (e.g., in auditing, recordkeeping, accounting, in-house agency-wide counsel, etc.)
- Encourage pre-closure engagement
- Elevate authorization work as an agency priority
- Other



Feedback & Thanks

2023 NASASPS Annual Conference

April 30 – May 3 | Phoenix, Arizona



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