Research Highlights from
the Maryland
Longitudinal Data System
Spring 2016

Presented to the MLDSC
Governing Board,
June 10, 2016
MLDSC Research Branch
The MLDSC Research Branch at the University System of Maryland

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Objectives of the Research Branch

- Conduct rigorous analyses using advanced statistical methods for the analysis of longitudinal education and workforce data.

- Research reports include:
  - Background literature on the research topic
  - In-depth analyses on critical research and policy topics that would not be possible to study without the longitudinal cross-sector data of the MLDS
  - Future directions for research and reporting.
Research Highlights Outline

- Early Childhood Care and Education Workforce
- Science, Technology, Engineering, and Math (STEM) Workforce
- Developmental/Remedial Coursework
- The Outcomes of High SchoolPersisters
- The Workforce Outcomes of High School Students
- These 5 reports respond to 8 of the Research Agenda questions.
Early Childhood Care and Education (ECCE) Workforce (RAQ 17)

- About 50% of Maryland ECCE degree earners were found in an ECCE industry in the workforce for four quarters in the calendar year following graduation.

- Of those workers:
  - about 50% were retained in the ECCE workforce after 5 years and
  - about 30% re-enrolled in higher education after 5 years.

MLDSC Draft– As of 6/7/16
STEM Workforce (RAQs 15 and 16)

- About 40-50% of in-state residents and about 10-15% of out-of-state residents earning STEM degrees in Maryland were found in the workforce for 4 quarters in the calendar year following graduation.

- Of Maryland degree earners found in the workforce the year after graduation:
  - About 65% of in-state and about 60% of out-of-state residents earning a Bachelor’s degree were retained after 5 years.
  - About 75% of in-state and about 50% of out-of-state residents earning a Master’s degree were retained after 5 years.
  - About 60% of doctoral degree earners were retained after 5 years.

MLDSC Draft– As of 6/7/16
Developmental/Remedial Coursework (RAQs 3 and 6)

- Report will enhance the Maryland SOAR report and provides the longitudinal context.
- Of 2013-2014 high school graduates enrolling in a Maryland college in 2014-2015:
  - 65% took a remedial math assessment; lower for English and reading
  - 37% needed remedial coursework in math; 18% in English; 18% in reading
- Currently working on analyses examining:
  - High school predictors
  - Transfer
  - Graduation
  - Time to degree

MLDSC Draft—As of 6/7/16
The Outcomes of High School Persisters (RAQs 2 and 20)

- A *persister* is a student who:
  - did not formally withdraw from high school and
  - did not earn a high school diploma or certificate of completion by the end of the 4\textsuperscript{th} year.

- Currently working on analyses examining:
  - College enrollments
  - Workforce outcomes.

- Report will provide an in-depth look at the outcomes of a critical group of students typically lost to research analyses during transition points between high school and college or the workforce.

MLDSC Draft– As of 6/7/16
Workforce Outcomes of High School Students (RAQs 18 and 20)

- A comparison of workforce outcomes for high school non-completers, diploma earners, certificate of completion earners, and GED earners will include:
  - Wages over time
  - Industry information
  - Wages by industry.

- Research report will include a comparison of methods to calculate wages using the MLDS:
  - Four quarter wages
  - Annualized wages.

MLDSC Draft– As of 6/7/16
Next Steps

○ Collaborate with the data and dashboard teams to:
  ○ Translate research reports into highlights for creation of dashboards.
  ○ Discuss highlights on published dashboards in order to inform reporting briefs.

○ The goal of this collaborative effort is to make the Center research and reporting accessible to a wide variety of audiences.
Research Agenda Questions
Addressed

- **RAQ2**: What percentage of Maryland high school exiters go on to enroll in Maryland postsecondary education?
- **RAQ3**: What percentage of Maryland high school exiters entering college are assessed to need to take developmental courses and in what content areas?
- **RAQ6**: How likely are students placed in developmental courses to persist in postsecondary education and transfer and/or graduate?
- **RAQ15**: Are exiters of Maryland colleges successful in the workforce?
Research Agenda Questions Addressed

- **RAQ16**: Assess STEM post-graduate student state and regional job acceptance and retention.
- **RAQ17**: Assess training and retention of early childhood workforce in Maryland.
- **RAQ18**: What are the workforce outcomes for Maryland students who earn a high school diploma (via high school graduation or GED®) but do not transition to postsecondary education or training?
- **RAQ20**: What are the workforce outcomes of Maryland high school non-completers?