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U.S. POSTSECONDARY DATA POLICY AND STRATEGY

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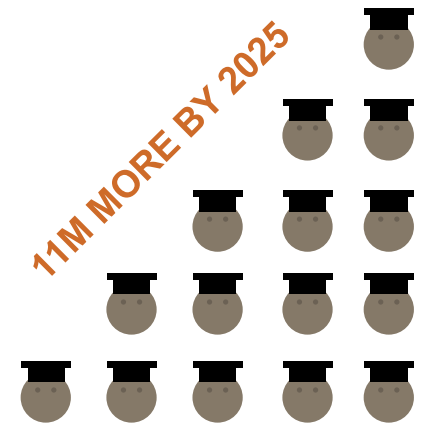
Jennifer Engle

POSTSECONDARY SUCCESS STRATEGY

DEVELOP EFFECTIVE SOLUTIONS FOR STUDENT LOSS POINTS

SUPPORT INSTITUTIONAL STRATEGIES FOR INTEGRATING SOLUTIONS SYSTEMATICALLY, SIGNIFICANTLY IMPROVING CREDENTIALLING PRODUCTIVITY AND CLOSING GAPS

RAISE FIELD-WIDE ATTAINMENT AND CLOSE ATTAINMENT GAPS

11M MORE BY 2025

ENGAGE WITH AND DIRECT SCALING LEVERS THAT RAISE AWARENESS FOR AND DRIVE ADOPTIONS OF SOLUTIONS AND INSTITUTIONAL STRATEGIES ACROSS THE COUNTRY

HOW DATA DRIVE THE STRATEGY: RESEARCH SHOWS THAT DATA, WHEN AVAILABLE, CREATE FEEDBACK LOOPS THAT IMPROVE INSTITUTIONAL PERFORMANCE

11M MORE BY 2025
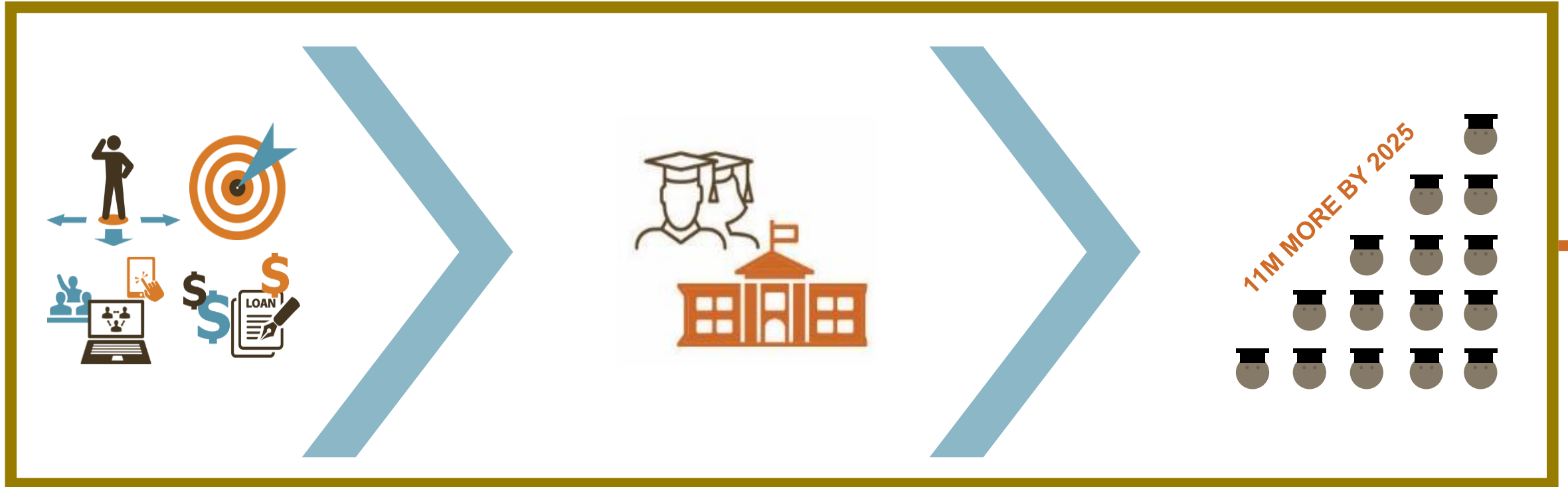
STUDENTS USE DATA TO CHOOSE PROGRAMS & COLLEGES OFFERING BEST VALUE OR ROI

INSTITUTIONS USE DATA TO BENCHMARK, DRIVE OUTCOME & EFFICIENCY IMPROVEMENTS

POLICYMAKERS USE DATA TO HOLD COLLEGES ACCOUNTABLE ON COST AND OUTCOMES

EMPLOYERS USE DATA TO HIRE QUALITY CANDIDATES & HELP DEVELOP THE TALENT PIPELINE

DATA AVAILABILITY AND USE FOCUS MARKET FORCES AND IMPROVE INDUSTRY OUTCOMES, FURTHER DRIVING DEMAND FOR IMPROVED DATA QUALITY AND TRANSPARENCY TO SUPPORT A CONTINUOUS QUALITY IMPROVEMENT CYCLE.

Sources: See citations below for supporting research.

KEY PROBLEMS AND CRITICAL ASSUMPTION ABOUT THE NEED FOR A NATIONAL POSTSECONDARY DATA SYSTEM, OUR STRATEGIC NORTH STAR

1 Today's increasingly diverse and mobile students are missing from incomplete and disconnected data systems, and are consequently ill-served when crossing institutional and state borders toward degrees.

2 Escalating costs for students and the public, especially expanding federal expenditures, are driving demand for transparent indicators of return on investment across programs and institutions.

3 Growth in alternative postsecondary pathways and credentials, including online programs, is rendering location less important than measurable outcomes, a new reality not yet reflected in our data systems.

4 Institutions and states aiming to meet these challenges are demanding quality, comparable data from their peers across the country to set improvement targets, evaluate effectiveness, and increase efficiency.

5 Existing national data systems, while not yet fully integrated and optimized to meet the information needs of the industry, are considerable assets without which we will not be able to measure the progress of all students in and out of higher education and the workforce in the next decade.

CRITICAL ASSUMPTION: A comprehensive national postsecondary data system – linking and leveraging information across institutions, sectors, states, and federal and private entities - that can follow students throughout their educational experiences and into the workforce is necessary to inform the actions of critical stakeholders who can support students to achieve success along the way.

CURRENT STATE: INCOMPLETE, DUPLICATIVE, DISCONNECTED SYSTEMS DO NOT CONSTITUTE A COMPREHENSIVE NATIONAL DATA INFRASTRUCTURE
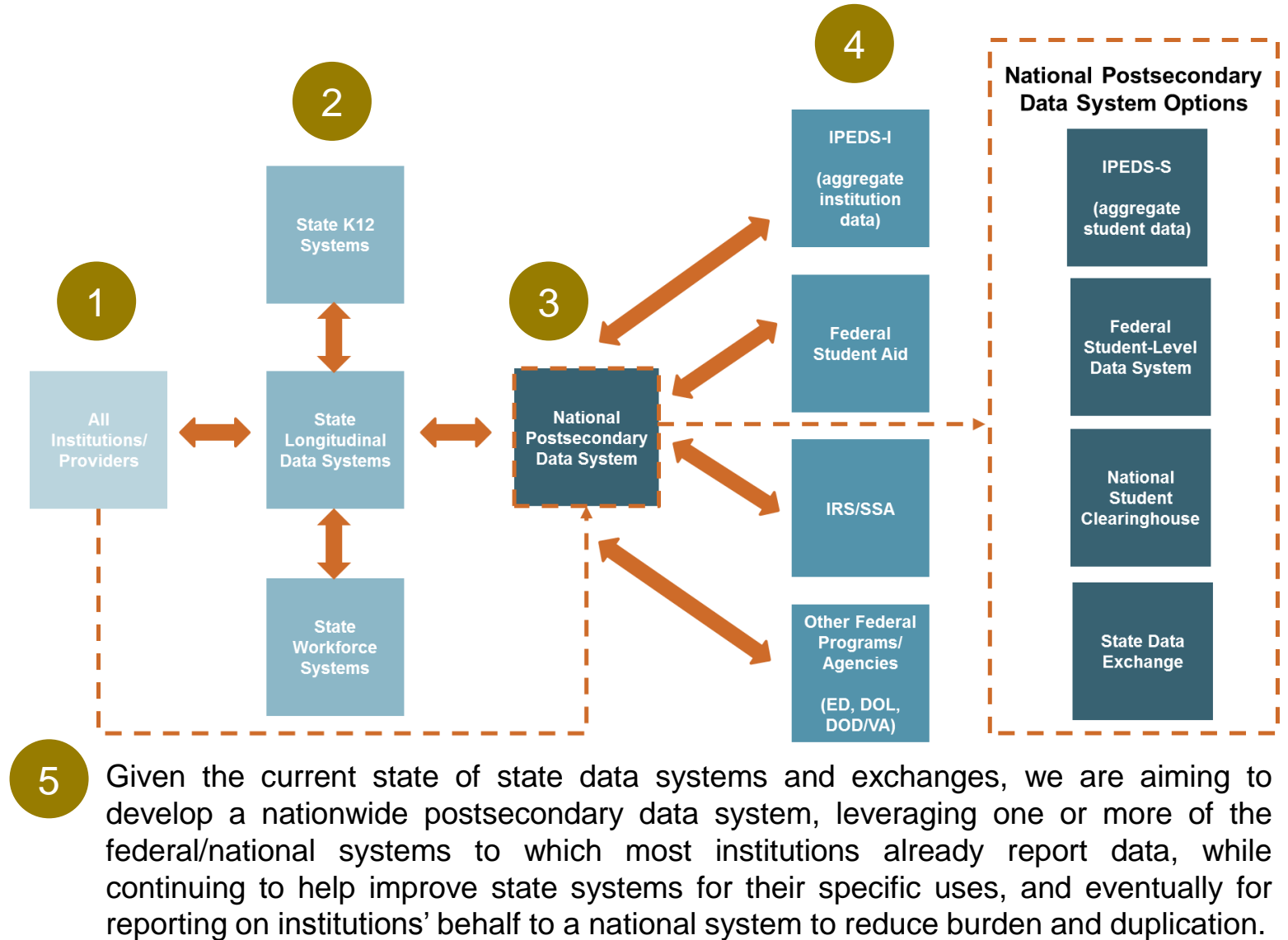
CURRENT CONDITIONS

1 While all Title IV institutions report to federal IPEDS, only 7 states collect data from all institutional sectors, public and private (non- and for-profit).

2 The number of states with P20W systems has doubled since 2010, but still only 29 have them now. States also vary a lot in the institutions and metrics in their systems.

3 While about 40 states are in the Wage Record Interchange System 2, the number actively participating is far lower and the uses are highly limited by current law. The WICHE multi-state data exchange pilot, while promising, is currently expanding from 4 to 10 states.

4 In addition to IPEDS, most institutions report data to FSA, DOD, IRS and other agencies within and outside of ED but the data are not currently actively shared or linked. Most institutions also report to NSC, a private system, which often reports on their behalf to federal systems.
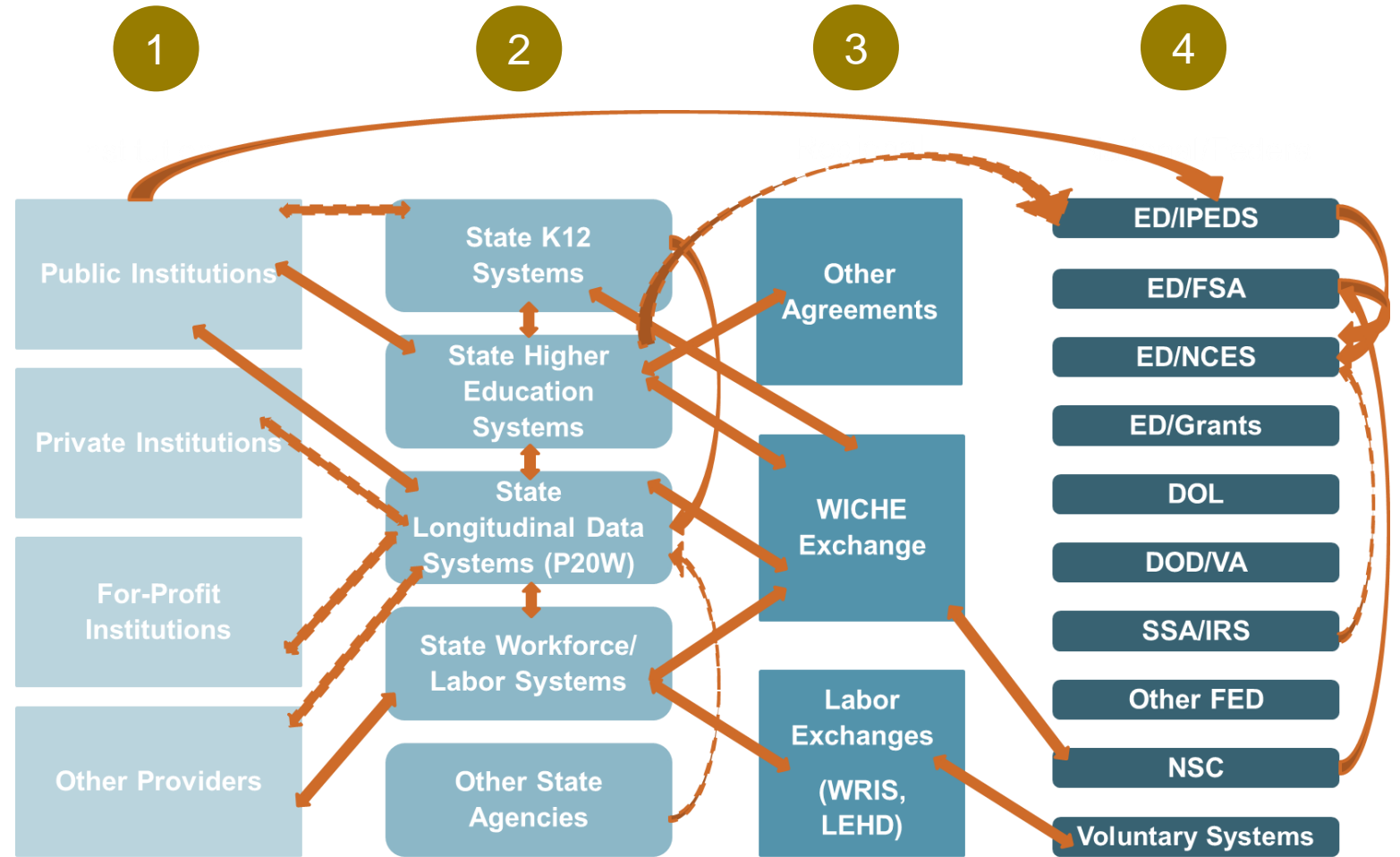
CHARTING A CRITICAL PATH TOWARD OUR NORTH STAR: AN IDEAL-STATE, NATIONAL DATA INFRASTRUCTURE

IDEAL ENABLING CONDITIONS

1 ALL institutions and providers submit data to state longitudinal data systems.

2 ALL states have longitudinal systems that link data across the P20W pipeline, and submit key data on behalf of institutions to a national system.

3 A national postsecondary data system tracks students across states and into the workforce, linking to state systems and federal agencies.

4 Agencies across the federal government have the authority and capacity to share data with the national postsecondary system.

National Postsecondary Data System Options

- IPEDS-S (aggregate student data)
- Federal Student-Level Data System
- National Student Clearinghouse
- State Data Exchange

1 All Institutions/Providers

2 State K12 Systems

State Longitudinal Data Systems

State Workforce Systems

3 National Postsecondary Data System

4 IPEDS-I (aggregate institution data)

Federal Student Aid

IRS/SSA

Other Federal Programs/Agencies (ED, DOL, DOD/VA)

5 Given the current state of state data systems and exchanges, we are aiming to develop a nationwide postsecondary data system, leveraging one or more of the federal/national systems to which most institutions already report data, while continuing to help improve state systems for their specific uses, and eventually for reporting on institutions' behalf to a national system to reduce burden and duplication.
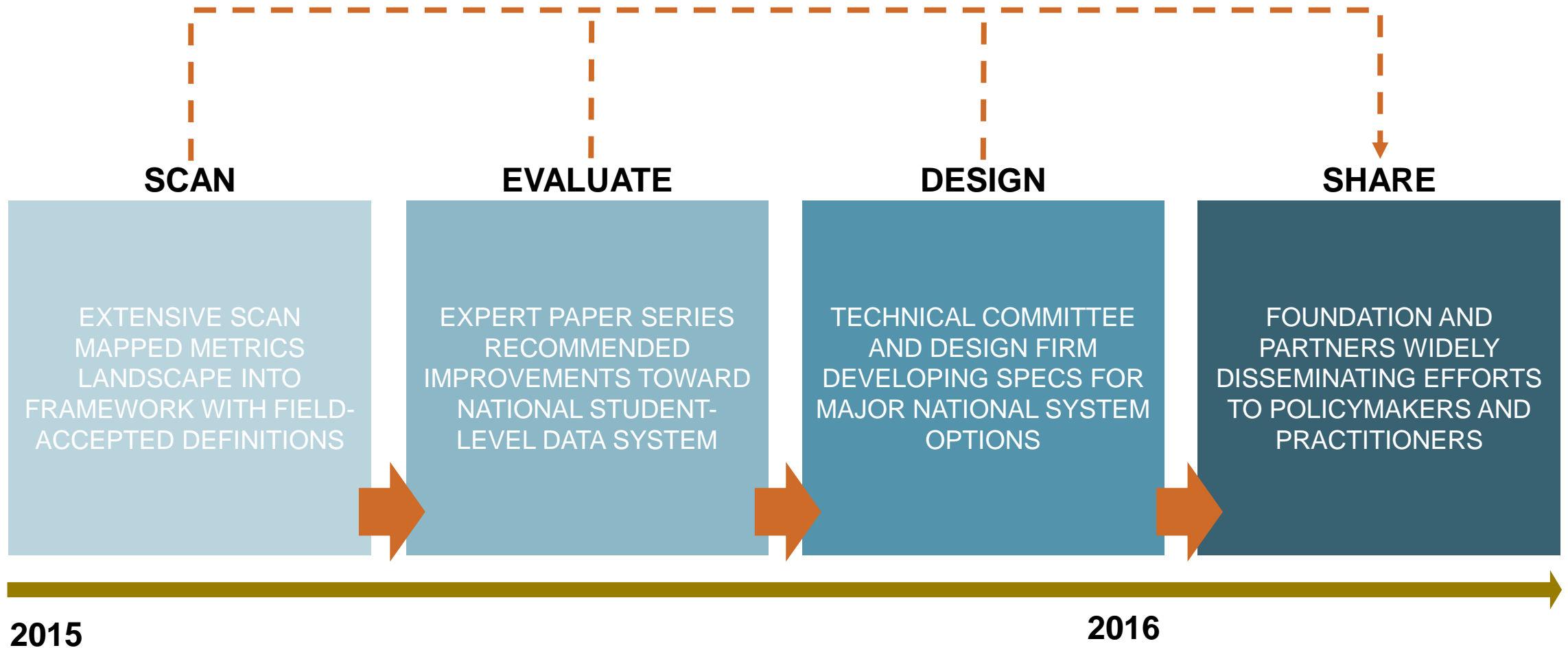
DESIRED END STATE AND PLAN TO MAKE DATA AVAILABLE AT SCALE TO SUPPORT THE INDUSTRY AND OUR POSTSECONDARY SUCCESS STRATEGY

NATIONAL POSTSECONDARY DATA SYSTEM

| DESIGN	BUILD	ADVOCATE
▪ Identify core metrics ▪ Evaluate system options ▪ Develop technical and operational requirements ▪ Determine privacy and security best practices	▪ Develop proof of concept through public-private system ▪ Demonstrate value created by the metrics and system, championed by key constituencies ▪ Leverage infrastructure as foundation for future federal system OR expand for wider field use as national system	▪ Provide technical assistance to improve current public state (SLDS) and federal (IPEDS, NSLDS) systems in near term ▪ Generate support for policies to create a federal/national student-level data system in mid- to long-term

DESIGN: FIELD CONVERGENCE ON CORE METRICS AND CALL FOR NATIONAL *STUDENT-LEVEL* DATA SYSTEM

SCAN

EXTENSIVE SCAN MAPPED METRICS LANDSCAPE INTO FRAMEWORK WITH FIELD-ACCEPTED DEFINITIONS

EVALUATE

EXPERT PAPER SERIES RECOMMENDED IMPROVEMENTS TOWARD NATIONAL STUDENT-LEVEL DATA SYSTEM

DESIGN

TECHNICAL COMMITTEE AND DESIGN FIRM DEVELOPING SPECS FOR MAJOR NATIONAL SYSTEM OPTIONS

SHARE

FOUNDATION AND PARTNERS WIDELY DISSEMINATING EFFORTS TO POLICYMAKERS AND PRACTITIONERS

2015

2016

DESIGN: POSTSECONDARY INSTITUTIONAL PERFORMANCE METRICS FRAMEWORK

	ACCESS	PROGRESSION	COMPLETION	COST	POST-COLLEGE OUTCOMES
PERFORMANCE	▪ Enrollment	▪ Credit Accumulation ▪ Credit Completion ▪ Gateway Course Completion ▪ Program of Study Selection ▪ Retention ▪ Persistence	▪ Transfer ▪ Graduation ▪ Success ▪ Completers	▪ Net Price ▪ Unmet Need ▪ Cumulative Debt	▪ Employment ▪ Earnings ▪ Loan Repayment ▪ Graduate Education ▪ Learning Outcomes
EFFICIENCY	▪ Expenditures per Student	▪ Cost of Uncompleted Credits ▪ Gateway Completion Costs ▪ Change in Revenue from Change in Retention	▪ Time/Credits to Credential ▪ Costs of Excess Credits ▪ Completions per Student	▪ Student Share of Cost ▪ Expenditures per Completion	▪ Earnings Threshold
EQUITY	▪ Enrollment by at least Preparation, Income, Age, Race/Ethnicity	▪ Progression Performance at least by Preparation, Income, Age, Race/Ethnicity	▪Completion Performance and Efficiency by at least Preparation, Income, Age, Race/Ethnicity	▪ Net Price and Unmet Need by at least Income ▪ Debt by at least Income, Age, Race/Ethnicity, Completion Status	▪ Outcomes Performance and Efficiency by at least Income, Age, Race/Ethnicity, Completion Status

Key Student Characteristics

▪ Enrollment Status	▪ Economic Status
▪ Attendance Pattern	▪ Race/Ethnicity
▪ Degree-Seeking Status	▪ Age
▪ Program of Study	▪ Gender
▪ Academic Preparation	▪ First-Generation Status

Key Institutional Characteristics

▪ Sector	▪ Selectivity
▪ Level	▪ Diversity
▪ Degree/Program Mix	▪ MSI Status
▪ Size	▪ Nontraditional Populations
▪ Resources	▪ Modality

DESIGN: EXPERT PAPERS EVALUATED PUBLIC AND PRIVATE OPTIONS FOR IMPROVING INFRASTRUCTURE, RECOMMENDED NATIONAL STUDENT-LEVEL SYSTEM
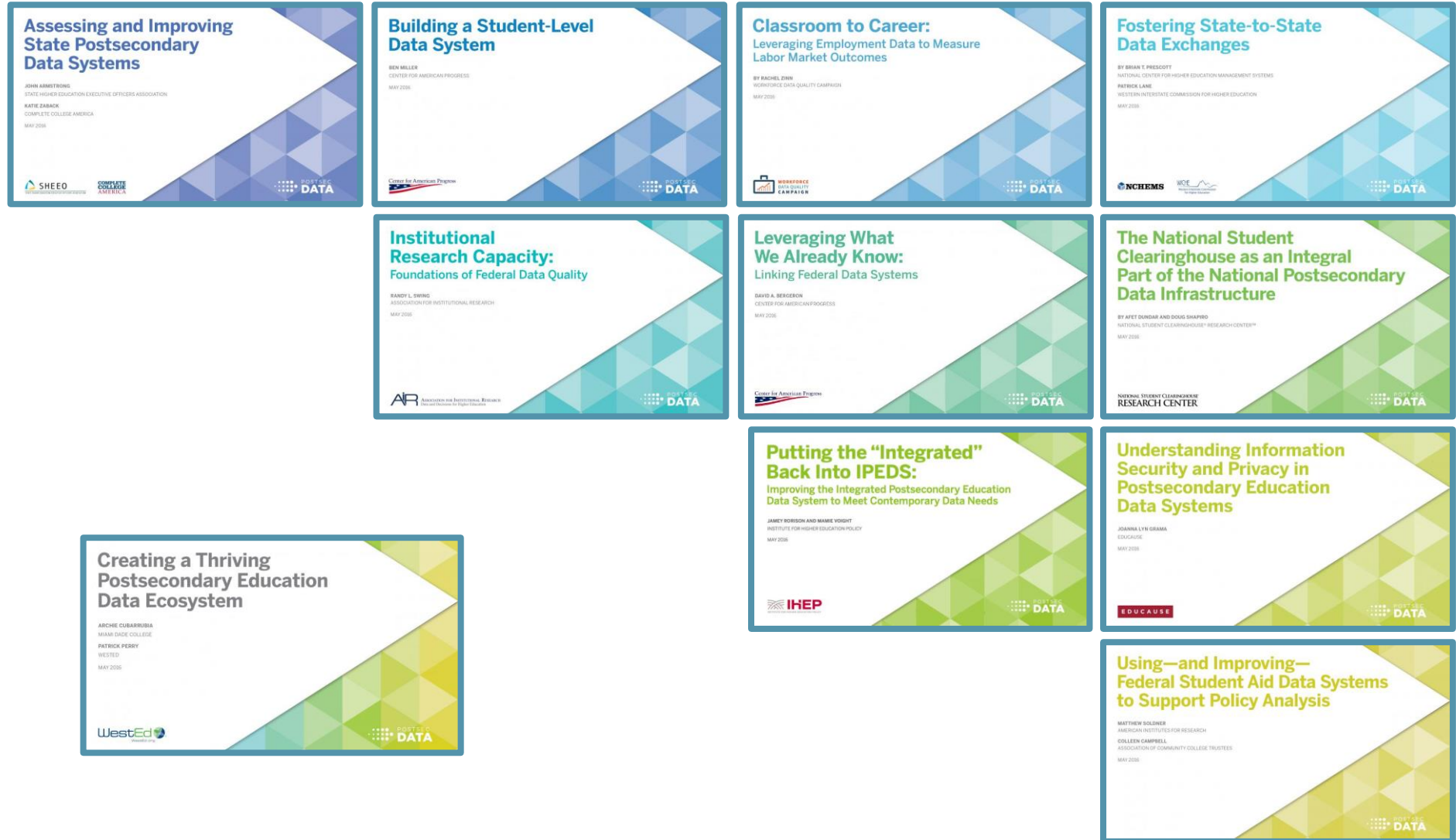
DESIGN: FIRST PRINCIPLES FOR A NATIONAL POSTSECONDARY STUDENT-LEVEL DATA SYSTEM

VISION: A national student-level data system that meets the current and future information needs of students, educators, policymakers, and employers to drive transformation in the higher education industry to raise attainment rates and close attainment gaps in this country.

COMPREHENSIVENESS	COMPARABILITY	CONNECTIVITY	EFFICIENCY	FLEXIBILITY
1	**2**	**3**	**4**	**5**
Count all students, outcomes, and institutions	Use industry standard metrics and definitions	Link systems across sectors and levels	Reduce reporting duplication and burden	Design with consideration for future needs
PRIVACY	SECURITY	ACCESSIBILITY	UTILITY	SUSTAINABILITY
6	**7**	**8**	**9**	**10**
Adhere to industry-standard protocols	Adopt role- and risk-based governance	Ensure appropriate yet transparent access	Facilitate ready and regular use by key actors	Maintain uninterrupted and long-term support

Sources: Adapted from Cubarrubia & Perry, 2016

ADVOCATE: FOCUSING PRIORITIES ON KEY POLICY WINDOWS TO GENERATE SUPPORT FOR NEAR- AND LONG-TERM IMPROVEMENTS IN FEDERAL SYSTEMS

PRIORITIZE

BMGF RELEASED POSTSECONDARY SUCCESS ADVOCACY PRIORITIES FOCUSED ON DATA AND FINANCIAL AID

ORGANIZE

POSTSECONDARY DATA COLLABORATIVE OF 30+ ORGANIZATIONS SUCCESSFULLY LAUNCHED

PLAN

COLLABORATIVE DEVELOPING POLICY AGENDA WITH NEAR- AND LONG-TERM ACTIONS AT FEDERAL LEVEL

ACT

COLLABORATIVE ALREADY RESPONDING TO POLICY VEHICLES; PREPARING FOR NEW ADMINISRATION, CONGRESS, HEA

2015   **2016**   **2017**

Sources: See citations and links below.