Developing Financial Aid Metrics

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Agenda

What will we talk about today

- Who are IHEP and PostsecData?
- What is the Metrics Framework?
- Which financial aid/cost metrics are included and why?
- Importance of financial aid and cost metrics

Who is IHEP?

Institute for Higher Education Policy

The Institute for Higher Education Policy (IHEP) is a nonpartisan, nonprofit organization committed **to promoting access to and success** in higher education for all students.

Based in Washington, D.C., IHEP develops innovative **policy- and practice-oriented** research to guide policymakers and education leaders who develop **high-impact policies** that will address our nation's most pressing education challenges, **equity** in particular.

What is PostsecData?

Advocating for the use of high-quality postsecondary data.

Postsecondary Data Collaborative (PostsecData)

Thoughtful use of higher education data has the power to:

- Close equity gaps. Policymakers need complete, disaggregated data to understand where inequities exist and how to close them.
- Promote student success. College administrators and faculty can use data to encourage learning, retention, completion, and successful post-college outcomes.
- Evaluate and inform federal, state, and institutional policies. With better data, decision-makers can assess public resources and target them to the postsecondary system's needs, with a focus on institutional improvement.
- Empower college choices. Students and families can use data to make educated decisions about where to attend college, how to pay for it, and what to study.

Equity Imperative for Data

Policymakers, the public, students, and institutions can't answer key questions about student access, success, outcomes, and equity, like:

- How do college access, affordability, and completion vary by race, ethnicity, and income?
- How many community college students transfer to four-year colleges?
- After students transfer, do they go on to graduate?
- Which students go on to succeed in the workforce?

What is the Metrics Framework and how was it developed?

Why did we create the Metrics Framework?

Current metrics fall short

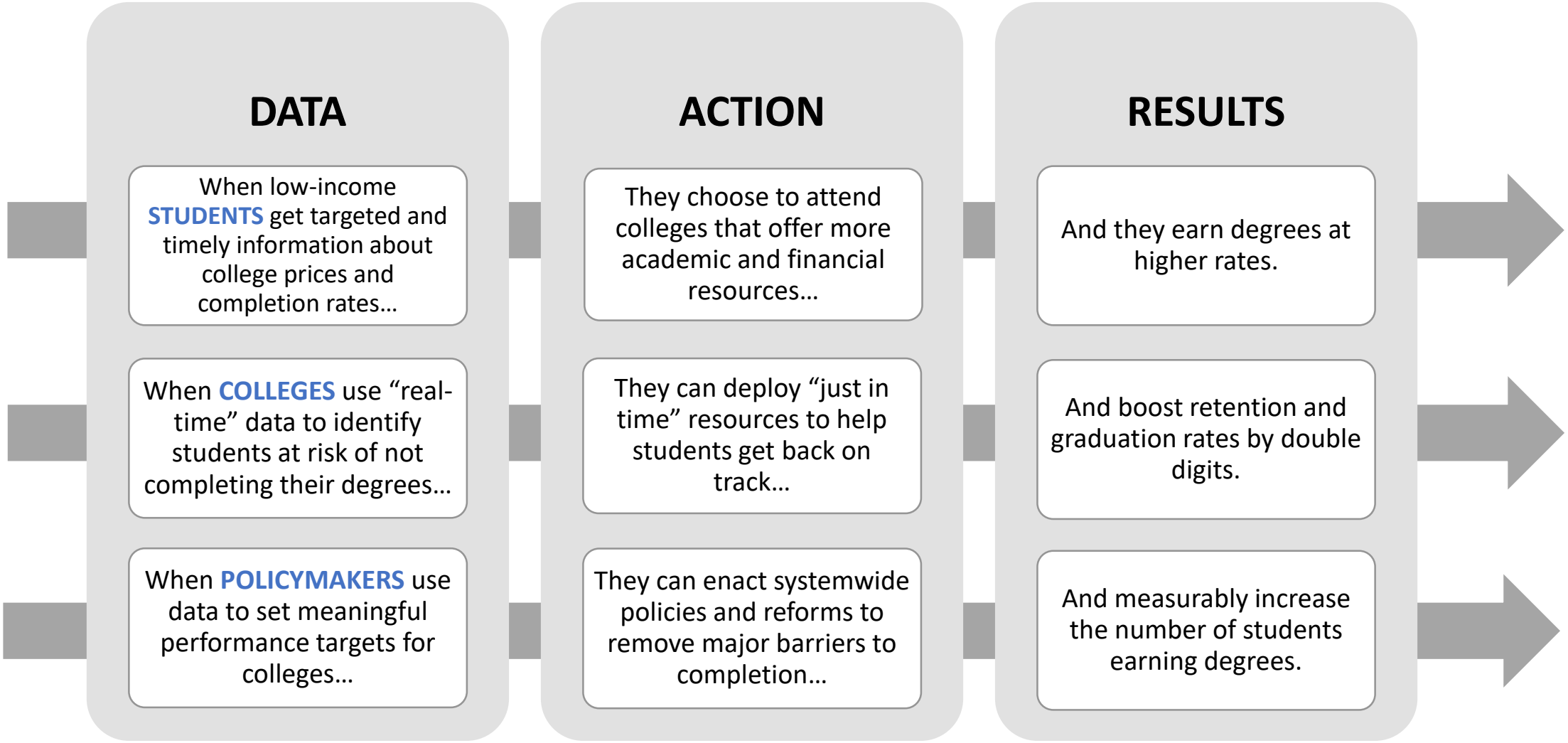
- In many cases, metrics fall short of capturing outcomes for all students.
- Need disaggregated data to understand equity in higher education.
- *Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework*
- Systems are incomplete, duplicative, and disconnected.

Why did we create the Metrics Framework?

Due to an incomplete and disconnected postsecondary data infrastructure, we cannot adequately answer questions about postsecondary outcomes and value, such as:

- What are national completion rates for part-time and transfer students of color?
- How do college access, affordability, and completion vary by race, ethnicity, and income?
- How much do students borrow, and can they repay their loans?
- How many non-completers from a particular college never reenroll, and how many transfer to finish their degree at another institution?
- Which students go on to succeed in the workforce?

Do better data *really* lead to better outcomes? Yes.



What metrics are included and what did we learn?

Development Process for the Metrics Framework

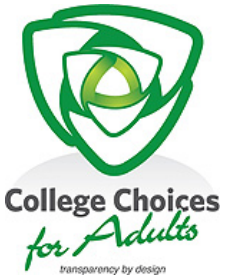
The metrics for the framework were not selected, or created, in a vacuum.

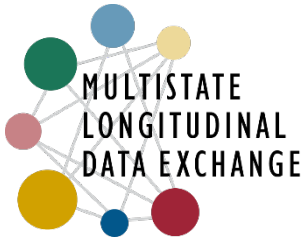
- IHEP and the Bill & Melinda Gates Foundation reviewed many voluntary data collection initiatives as well as national postsecondary data collections, like IPEDS, to determine where the field was converging on access, progression, completion, cost, and post-college outcome metrics.

We took the metrics framework on the road.

- IHEP and BMGF went to conferences and met with field experts to test the recommended metrics, solicit feedback, and incorporate their expertise into the framework.
- The metrics framework is a product not of closed-door meetings, but of the field's work over the past decade. A major goal is to accurately reflect where the field has converged already and recommend continued progress.

Reviewed dozens of initiatives





Metrics Framework Design Principles

Counting All Students	Most initiatives began collecting data precisely because they could not track the outcomes of non-traditional students – such as part-time, underprepared, transfer, and low-income students – in existing national datasets like IPEDS. As such, the framework definitions reflect this progress in the field, and pushes the field further forward with recommendations such as using 12-month instead of fall cohorts to capture the more than 1/3 of students who start after the fall term, particularly in the community college and for-profit sectors.
Counting All Outcomes	Many initiatives track a more robust set of student outcomes, including transfer and completion at subsequent institutions. The framework reflects this progress in the field, but distinguishes between success rates (graduation or upward transfer from initial institution) and persistence rates (graduation, transfer, or still enrolled at initial or subsequent institution) to encourage colleges and universities to use student persistence rates to set stretch goals for improving their institutional success rates. Research shows that students who complete their programs are much more likely to do so at their initial institution.
Costs Count	While most initiatives include many of the access, progression, and completion metrics in the framework, fewer initiatives include cost and efficiency metrics. Although available data remain limited to construct these metrics, it was important to include them in version 1 of the framework to signal the need to consider how resources can be more efficiently allocated to improve student outcomes in this era of scarce public resources.
Considering Post-College Outcomes	While most institutions cannot yet fully access data about their students' post-college outcomes (as these are collected and reported by state and federal agencies), it was important to signal to institutions that they should use currently available data, appropriately contextualized, to understand whether students are earning credentials that improve their economic and life chances.

What is included in the 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 ▪ Attendance Pattern ▪ Degree-Seeking Status ▪ Program of Study ▪ Academic Preparation ▪ Economic Status ▪ Race/Ethnicity ▪ Age ▪ Gender ▪ First-Generation Status			Key Institutional Characteristics ▪ Sector ▪ Level ▪ Degree/Program Mix ▪ Size ▪ Resources ▪ Selectivity ▪ Diversity ▪ MSI Status ▪ Nontraditional Populations ▪ Modality		

Cost and Financial Aid Metrics

What is included in the 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 ▪ Attendance Pattern ▪ Degree-Seeking Status ▪ Program of Study ▪ Academic Preparation ▪ Economic Status ▪ Race/Ethnicity ▪ Age ▪ Gender ▪ First-Generation Status			Key Institutional Characteristics ▪ Sector ▪ Level ▪ Degree/Program Mix ▪ Size ▪ Resources ▪ Selectivity ▪ Diversity ▪ MSI Status ▪ Nontraditional Populations ▪ Modality		

Who Collects Which Postsecondary Data?

A crosswalk from *Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework*

For over a decade, institutional and state voluntary data initiatives have collected and reported postsecondary data. These collections fill in gaps left by federal data collections and help policymakers and institutions understand the progression of students to and through higher education. The crosswalk below shows which metrics are collected by each initiative and illustrates the convergence of metrics across the field.

	MEASURES	Access to Success	Achieving the Dream	Aspen Prize	Common Data Set	Completion by Design	Complete College America	College Measures	College Scorecard	Consortium for Student Retention Data Exchange	Delta Cost Project	Integrated Postsecondary Education Data System	Multistate Longitudinal Data Exchange	National Community College Benchmark Project	National Governors Association	National Student Clearinghouse	Predictive Analytics Reporting Framework	Student Achievement Measure	Voluntary Framework of Accountability	Voluntary Institutional Metrics	Voluntary System of Accountability	Total
ACCESS	Enrollment	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	20
PROGRESSION	Credit Accumulation		✔	✔		✔	✔						✔			✔	✔		✔	✔		9
	Other Course Completion		✔			✔	✔			✔				✔		✔	✔		✔	✔		9
	Gateway Course Completion		✔			✔	✔							✔		✔	✔		✔	✔		8
	Program of Study Selection					✔										✔						2
	Retention	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔		✔	✔	✔	✔		✔	17
	Persistence	✔	✔	✔	✔	✔	✔			✔			✔	✔		✔	✔	✔	✔		✔	14
COMPLETION	Graduation	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔		✔	✔	✔	✔	✔	✔	18
	Transfer-Out	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔		✔		✔	✔	✔	✔	17
	Success	✔					✔									✔						3
	Credentials Conferred or Completers	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔	✔	✔	19
COST	Net Price								✔			✔									✔	3
	Unmet Need																					0
	Student Prices				✔			✔	✔			✔		✔		✔					✔	7
	Debt		✔		✔			✔	✔						✔	✔					✔	7

Focusing on Cost Metrics

	MEASURES	Access to Success	Achieving the Dream	Aspen Prize	Common Data Set	Completion by Design	Complete College America	College Measures	College Scorecard	Consortium for Student Retention Data Exchange	Delta Cost Project	Integrated Postsecondary Education Data System	Multistate Longitudinal Data Exchange	National Community College Benchmark Project	National Governors Association	National Student Clearinghouse	Predictive Analytics Reporting Framework	Student Achievement Measure	Voluntary Framework of Accountability	Voluntary Institutional Metrics	Voluntary System of Accountability	Total
COST	Net Price								✔			✔									✔	3
	Unmet Need																					0
	Student Prices				✔			✔	✔			✔		✔		✔					✔	7
	Debt		✔		✔			✔	✔						✔	✔					✔	7

States also vary in their collection of key postsecondary performance metrics

State Agency	AL	AK	AZ	AR	CA (CCs)	CA (CSU)	CA (UC)	CO	CT	FL	GA	HI	ID	IL	…	Total
Enrollment	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		57
Credit Accumulation	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆	◆	◆	◆		52
Credit Completion Ratio	◆	◆	◆	◆	◆	◆	◆	◆	◆		◆	◆	◆	◆		51
Gateway Course Completion		◆		◆					◆		◆	◆	◆			32
Retention Rate/Persistence Rate	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		55
Transfer Rate	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		52
Graduation Rate		◆		◆			◆	◆	◆		◆	◆	◆	◆		41
Completers/Completions per Student	◆		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		54
Net Price		◆					◆					◆				8
Cumulative Debt		◆					◆				◆	◆				12
Employment Rate/Median Earnings/Earnings Threshold		◆			◆	◆	◆	◆	◆	◆	◆	◆	◆			38
Loan Repayment		◆														4
Time to Credential		◆		◆				◆	◆		◆	◆	◆	◆		33
Credits to Credential		◆		◆				◆	◆		◆	◆	◆	◆		34
Total	6	13	5	10	7	7	10	10	11	5	12	13	11	9		

Source: Armstrong, J. & Zaback, K. (2016). *Assessing and improving state postsecondary data systems.*

Definitions

How do we define cost metrics with a student focus?

Net Price: The average cost of attendance (COA) for an institution less all grant aid in a given year. *Net Price = COA – All Grant Aid* (3 collections)

Unmet Need: The average net price for an institution less the average expected family contribution (EFC) in a given year. *COA – All Grant Aid – EFC = Net Price – EFC* (0 collections)

Cumulative Debt: The median amount of debt student borrowers incur while attending an institution or program. Includes all sources of student debt (federal, state, institutional, and private loans).

Disaggregates: Net Price and Unmet Need by at least income; Debt by at least Income, Age, Race/Ethnicity, Completion Status

Definitions

How do we define cost metrics with a student focus?

Student Share of Cost: The percentage of Education and related expenses covered by net student tuition revenue versus institutional subsidies in a fiscal year

Expenditures per Completion: Education and related expenses divided by the number of completions in a fiscal year.

Metrics are Important!

We measure what we value

- Role of data in affordability
- Federal, state, and institutional roles in affordability
- Equity imperative for data

Questions?

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