

Measuring Socioeconomic Mobility and Return on Investment

Today's Agenda

1

Review of Current Objectives

2

Key Considerations

3

Presentations

4

Discussion

Review of Current Objectives

- **Performance Measurement Reporting System (PMRS)**
 - Responding to statutory mandate and 2018 BHE charge to report on post-enrollment earnings
- **Strategic Plan for Racial Equity (SPRE)**
 - Responding to 2022 BHE charge to report on social & economic mobility through an equity lens
- **Guiding Student Pathways**
 - Responding to mission-driven interest in using measures of value to guide student & family decision-making

Key Considerations

- Provide insights to:
 - Policymakers: Policy & Accountability
 - Institutions: Strategic Planning & Continuous Improvement
 - Students & Families: Decision-Making
- Examine equity related to intersecting attributes, *e.g.*:
 - Race/Ethnicity, Gender, Socioeconomic Status, Age, Geography
- Develop recommendations through fair, transparent and collaborative process

Role of EBPM Advisory Council

- Advise on methodology and implementation
- Advise on an approach and strategy that addresses goals and key considerations



Three Questions to Advance This Work



What to
measure?



Who to
measure?



How to
measure?



Three Questions to Advance This Work



What to
measure?



- What is the **most meaningful and viable way** to measure economic mobility and return on investment?
- As part of measuring ROI, what are the **full costs** that should be included in the denominator and how should they be captured and quantified?
- How should we consider setting actual **targets of performance** for economic mobility and ROI?
- How do we measure the value of **non-degree pathways**?
- What are **non-monetary measures** of value we should consider and capture?

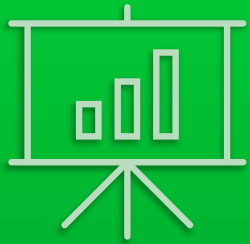
Three Questions to Advance This Work



Who to
measure?

- Considering the BHE's **commitment to equity**, how do we go about reporting these outcomes by specific demographic attributes—race/ethnicity, gender, socio-economic status, age, and geography?
- How can these measures be effectively captured at **different reporting levels** including the system, segment, institution and program/pathway? Are some levels preferable to others?
- How should we capture individuals who exited a pathway **without a degree**? Those who **transfer**?
- How do we ensure what we measure and share will support **key stakeholders**: (1) individuals making choices about their pathways, (2) institutions seeking to continuously improve, and (3) policymakers to both help institutions and also hold them accountable?

Three Questions to Advance This Work



How to
measure?



- What are key considerations in **policy, practice, and funding** for MA to keep in mind based on their prior experiences?
- What are the **best practices for “bringing measures to market,”** visually and otherwise, in a way that makes them clear, timely, accessible, customizable, comparable, and credible?

Learning from Experts

Measuring Socioeconomic Mobility and Return on Investment

1. **Kathy Booth**, Project Director for the Economic Mobility, Postsecondary, and Workforce Systems Team—WestEd
2. **Joe Hartman**, Provost & Vice Chancellor for Academic & Student Affairs
3. **Chazz Robinson**, Education Policy Advisor—Third Way

Discussion

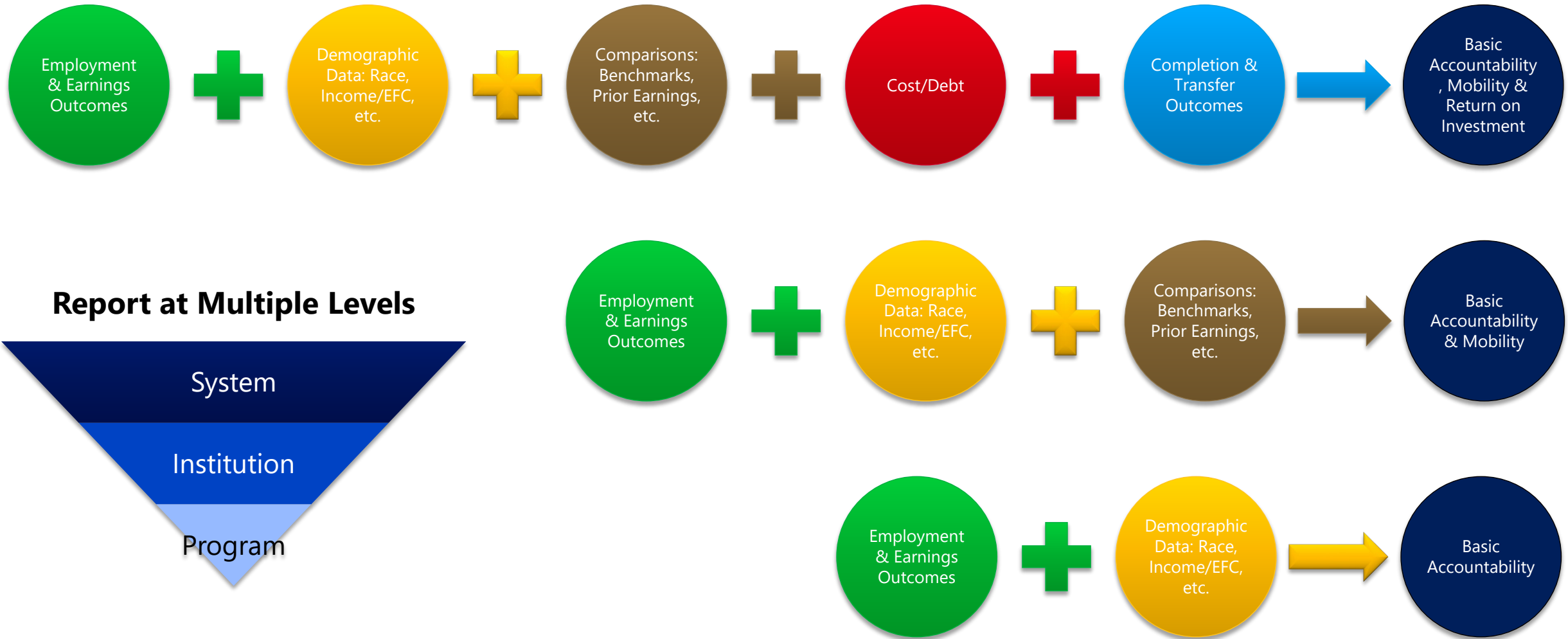
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Appendix

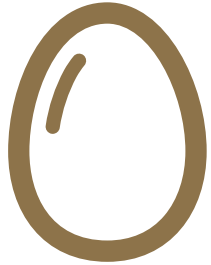
Reference slides if needed

A Comprehensive Approach

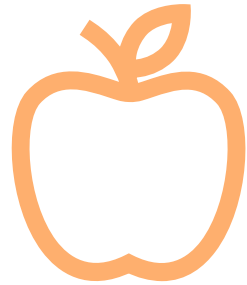
From Basic Accountability to Decision-Making



Review of Available Data “Ingredients”



Student Demographics
(DHE)



K-12 Attributes & Outcomes
(DESE)



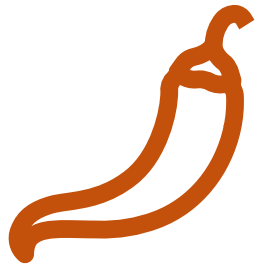
Adjusted Gross Income / Expected Family Contribution
(DHE)



Student Costs
(DHE)



Non-Loan Aid Received
(DHE)



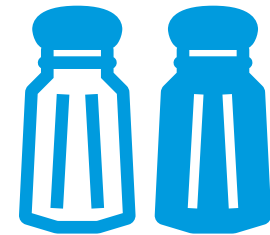
Academic Program & Degree
(DHE)



Student Outcomes
(DHE)



Student Loan Debt
(DHE)



Employment & Earnings of Matched MA Graduates
(DHE/UI Match)