

APLU CIMA Commission
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Efforts to Measure Return on Investment

- HEA Reauthorization
- Gainful employment
- *Student Right to Know Before You Go Act*
- PIRS
- collegemeasures.org

Generally, these are aimed at accountability or consumer information, with far less attention given to improvement of policy or practice.

Economic Success Measures - Virginia

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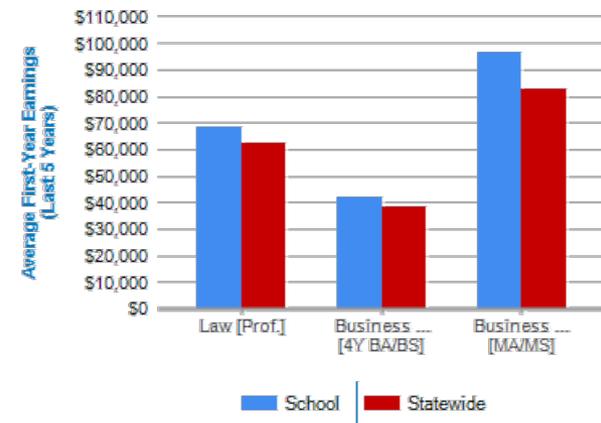
School Profile

College of William and Mary

School Information

Carnegie Classification:	Research Universities (High Research Activity)
Address:	Williamsburg VA, 23187-8795
Sector:	Public, 4-year or above

Three Most Popular Disclosable Programs



Detailed Breakdown (5 Year Data)

Degree Level	Disclosable Programs	Average First-Year Earnings (Last 5 Years)	% of Above-Average Earners	5-Year Trend	# of Completers	% of Completers with Wage Data
Four-Year Bachelor's Degree	7 disclosable programs	\$34,571	11 %	↑	7,125	22 %
First Professional Degree	1 disclosable programs	\$68,572	17 %	↑	1,018	29 %
Master's Degree	5 disclosable programs	\$65,109	25 %	↑	2,371	45 %
Post-Master's Certificate	1 disclosable programs	\$42,148	9 %	{No Data}	58	60 %
Doctor's Degree	1 disclosable programs	\$54,090	15 %	↑	310	39 %

The Necessary Assumption

Halted at State Borders

- State policies
- Individual-level data

Not Halted at State Borders

- People
- Industries
- Firms

Requires assuming that former students who leave a state are not systematically different than those who stay.

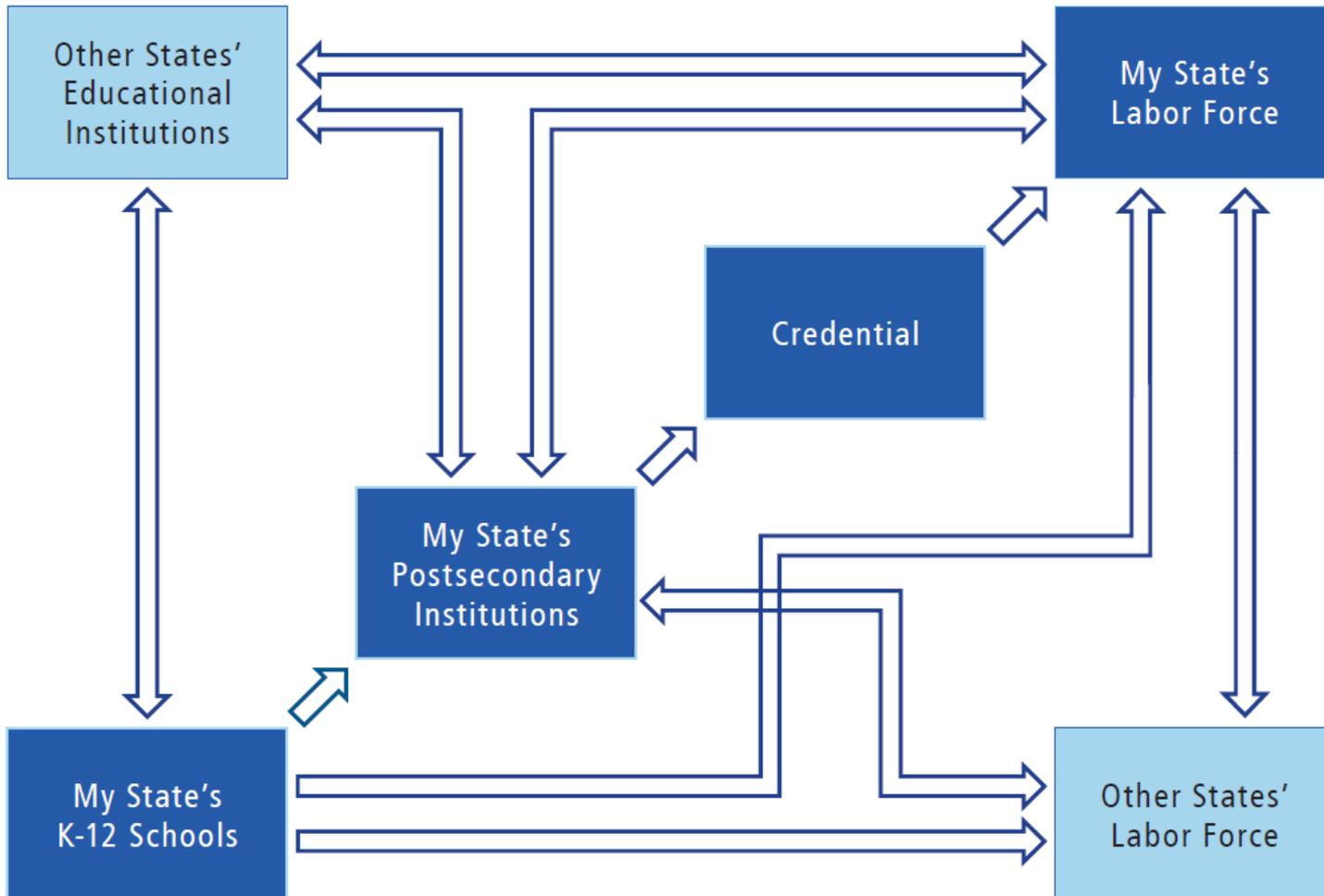
YET...

- Non-resident recruitment practices
- Differing choice sets for the best students at the “best” institutions
- Industries/firms are not evenly spread

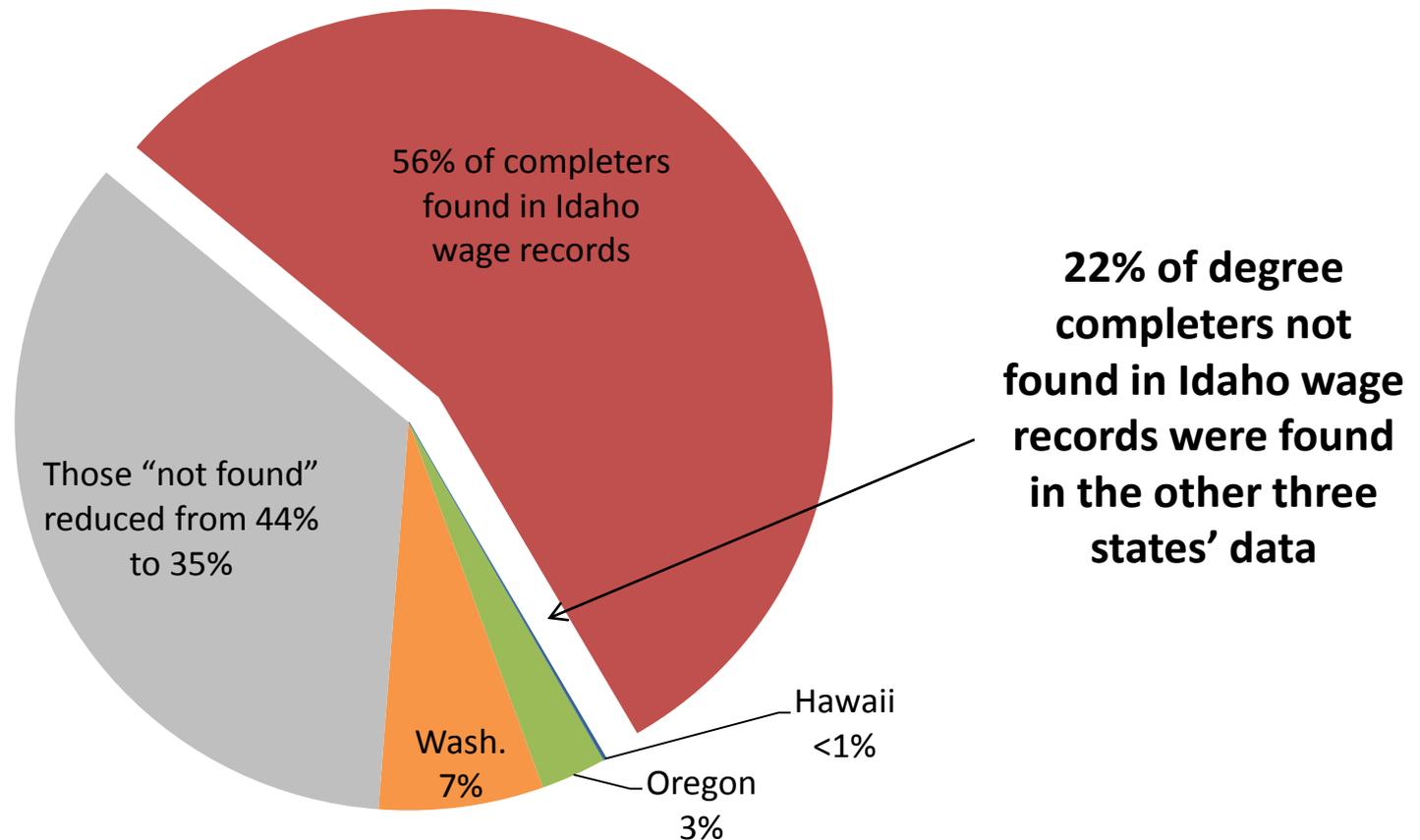
Mobility

- High school to college
- During college
 - Multi-institutional attendance and online enrollment
 - In 22 states, among students who began at a public four-year institution, at least five percent of completions occurred in another state (NSC Signature Report #8 Supplement)
 - 10% of BA earners who started in a 4-year institution earned their BA in a different state (Adelman, 2004)
- Mobility post-enrollment
 - More education is related to a greater propensity to be mobile, especially in response to labor market trends (Schachter, 2004; Wozniak, 2010; others)
 - Non-natives in state labor forces routinely are better educated than natives (Colorado State Demographer, 2015)
 - Compensation varies considerably across states, even for those with the same major (Carnevale, Cheah, & Hanson, 2015)

Multistate Longitudinal Data Exchange Concept

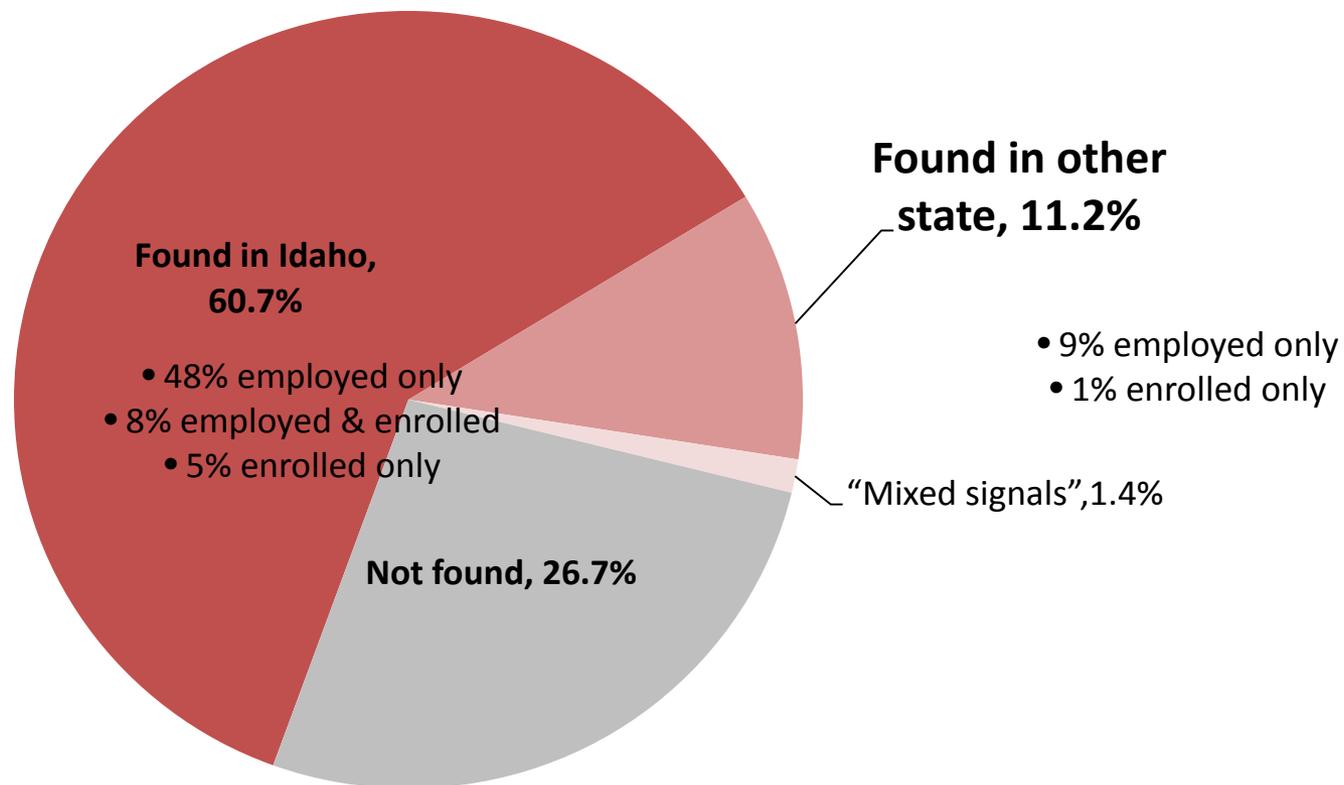


Uncertainty About Employment Outcomes Reduced by 22% in Idaho



Notes: 3,158 students who received associate's or higher award from an institution in Idaho by Dec. 2010 and had a valid SSN

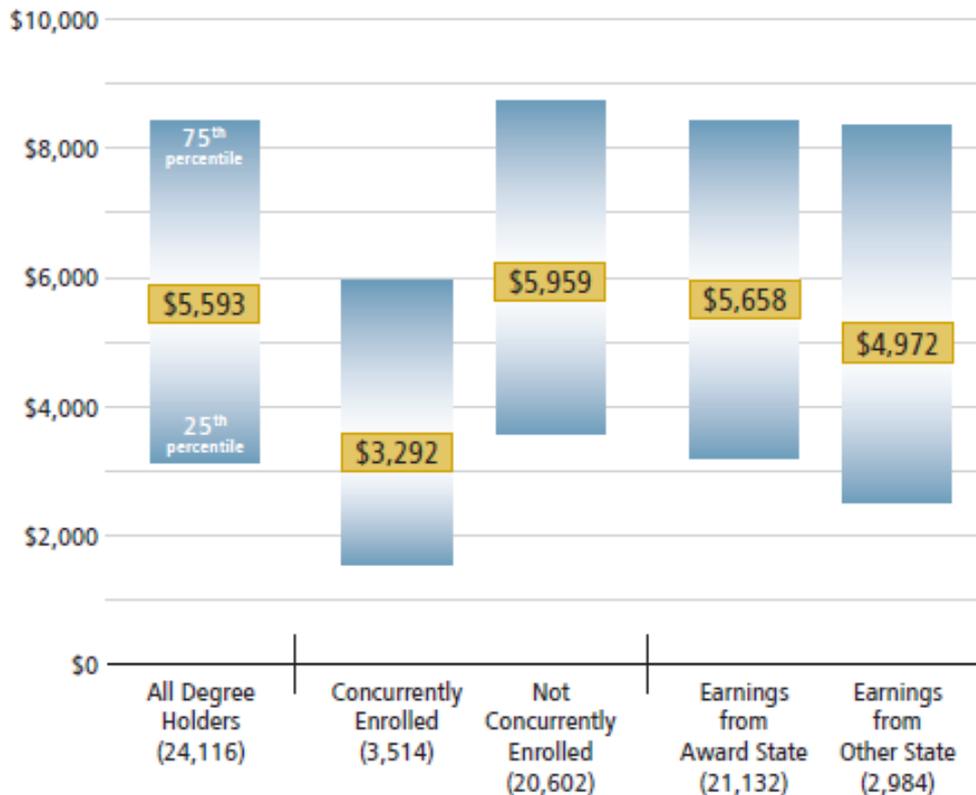
Employment and Subsequent Enrollment Data for Idaho Awardees



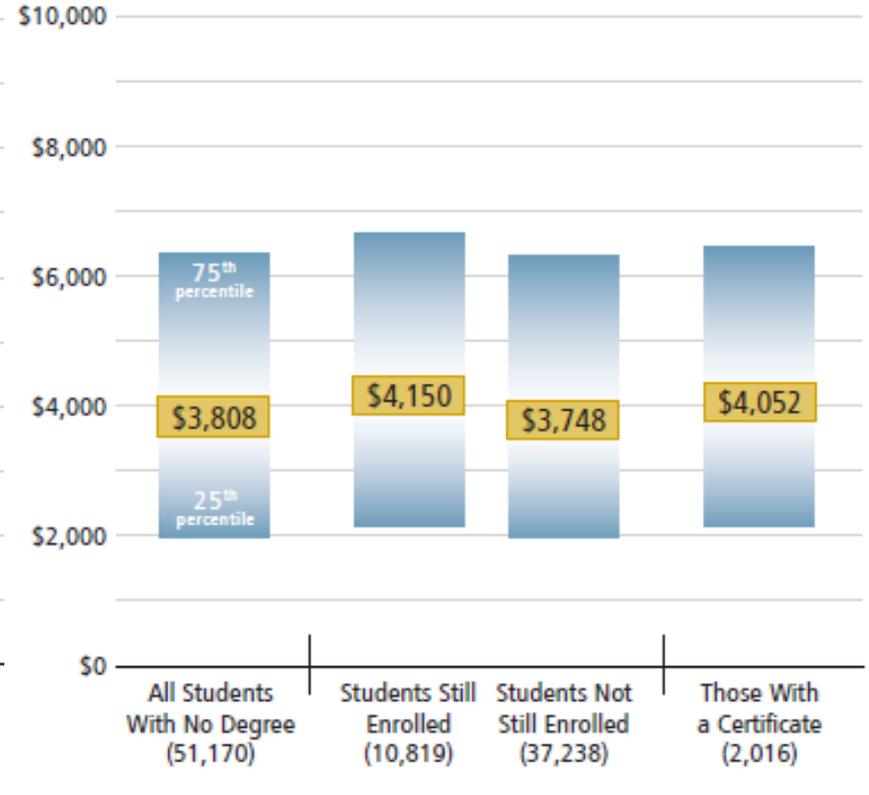
Notes: 3,158 students who received associate's or higher award from an institution in Idaho by Dec. 2010 and had a valid SSN

Quarterly Earnings Approximately 10-12 Months Post-Award (Associate's & Higher) or Last Enrollment

With Associate's or Higher



Without Associate's or Higher



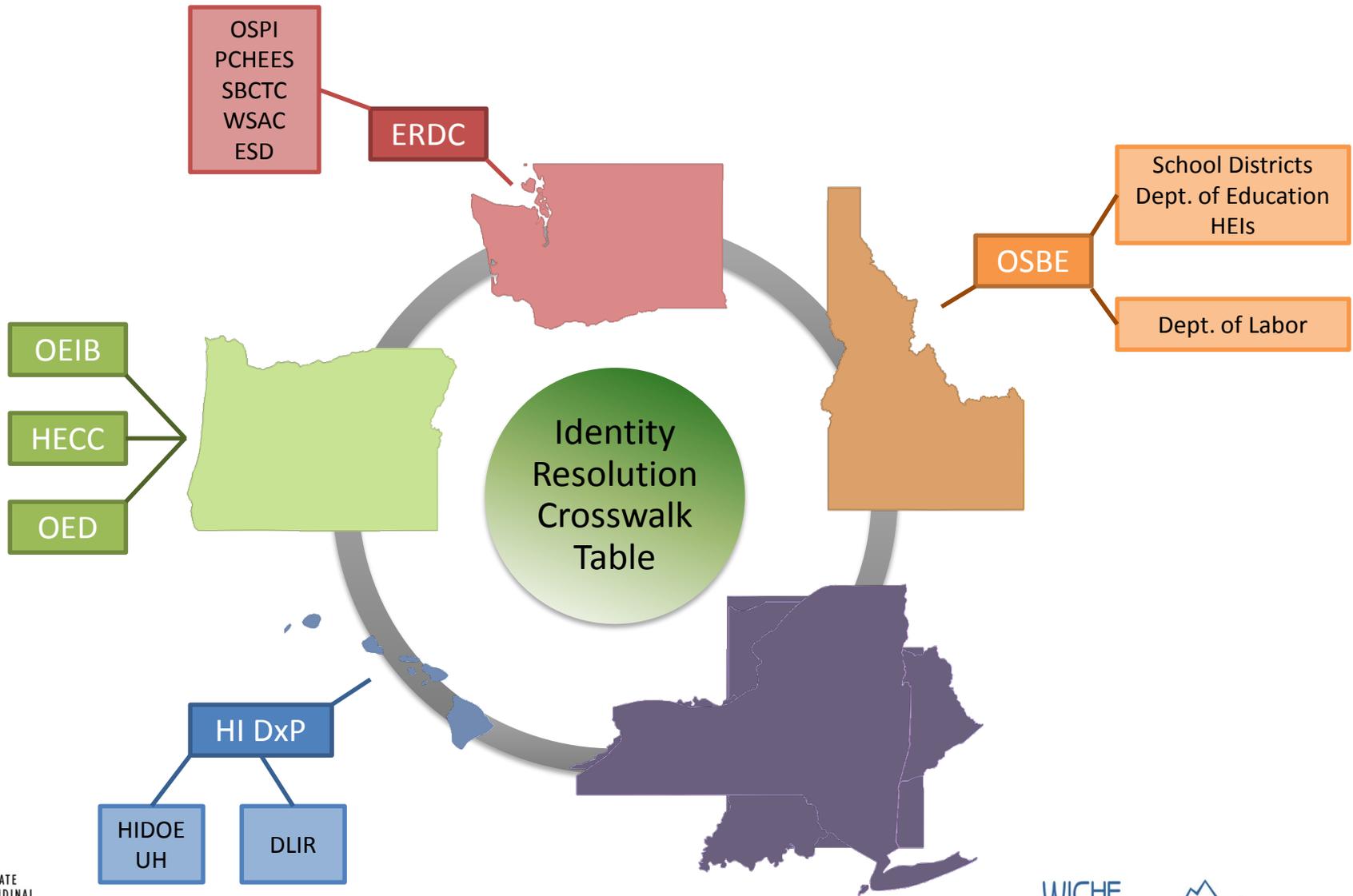
Notes: Wages are measured approximately a year after award, or last enrollment for those without an award. Data apply to public high school graduates from the class of 2005 and first-time public postsecondary students in 2005-06 in HI, ID, OR, or WA who had a postsecondary enrollment record and an employment record in one or more of those states.

Source: Bransberger (2014), *A Glimpse Beyond State Lines*. (WICHE MLDE)

MLDE Moving Forward

- Expand to cover at least 10 states
- Enhancing usability, flexibility and articulating/demonstrating use cases
- Extending data security and privacy protections
- Building toward a sustainable resource governed/managed by states

State-Based Design & Ownership



Four Scoping Questions

1. How are former high school students performing in postsecondary education?
2. How are former high school students performing in the workforce?
3. How are former postsecondary students performing in the workforce?
4. How are current and former workforce participants accessing formal education systems?

Disaggregations

- Within a certain time period?
- By school/institution attended?
- By key demographics (race/ethnicity, gender)?
- By type of curriculum?
- By level of readiness?
- By departure condition (e.g., diploma, certificate, not graduated, etc.)
- By characteristics of school/institution attended?
- By type of high school curriculum?
- By field of postsecondary study (CIP code)?
- By industry of employment?
- By region within state?
- By receipt of financial aid?

Summary

- Education, training, and employment are non-linear activities that are not bound by state lines; our data resources must be capable of capturing this complexity.
- Economic development depends on the labor market supply chain from both inside and outside the state.
- Data on post-enrollment employment and continuing education can and should help states and institutions improve policies and programs, not simply feed accountability or consumer information systems.
- States need a solution focused on informing their decisions while respecting their ownership of the data and ensuring data security and protecting privacy.