

BILL & MELINDA
GATES *foundation*

POSTSECONDARY SUCCESS

An Overview of Our Education Strategy

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Our vision is a
U.S. postsecondary
education system
that propels social
mobility and
economic
development.



THE CHANGING FACE OF HIGHER EDUCATION

“Nontraditional” college students are the new normal.



23%

are single parents



36%

are over age 25



46%

are part-time

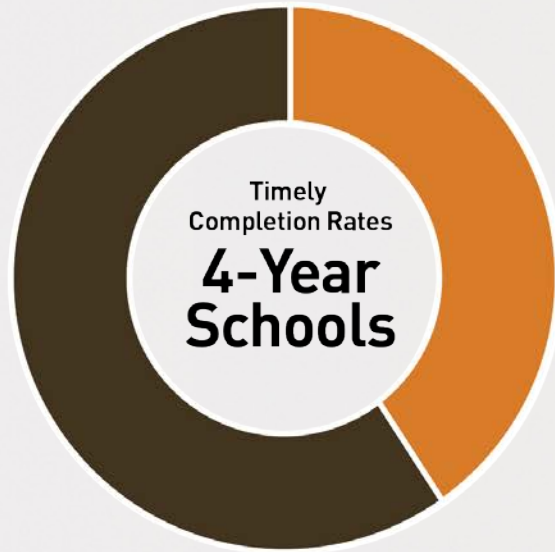


47%

are independent students

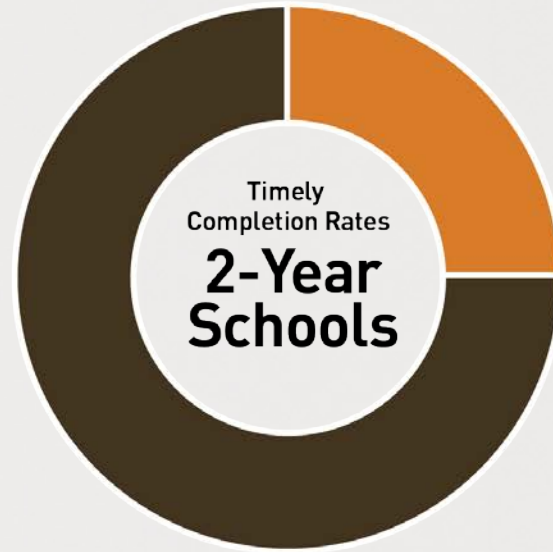
A COMPLETION CRISIS

College graduation rates are even worse for low-income students.



58%
Overall

41%
Low-Income
Students



30%
Overall

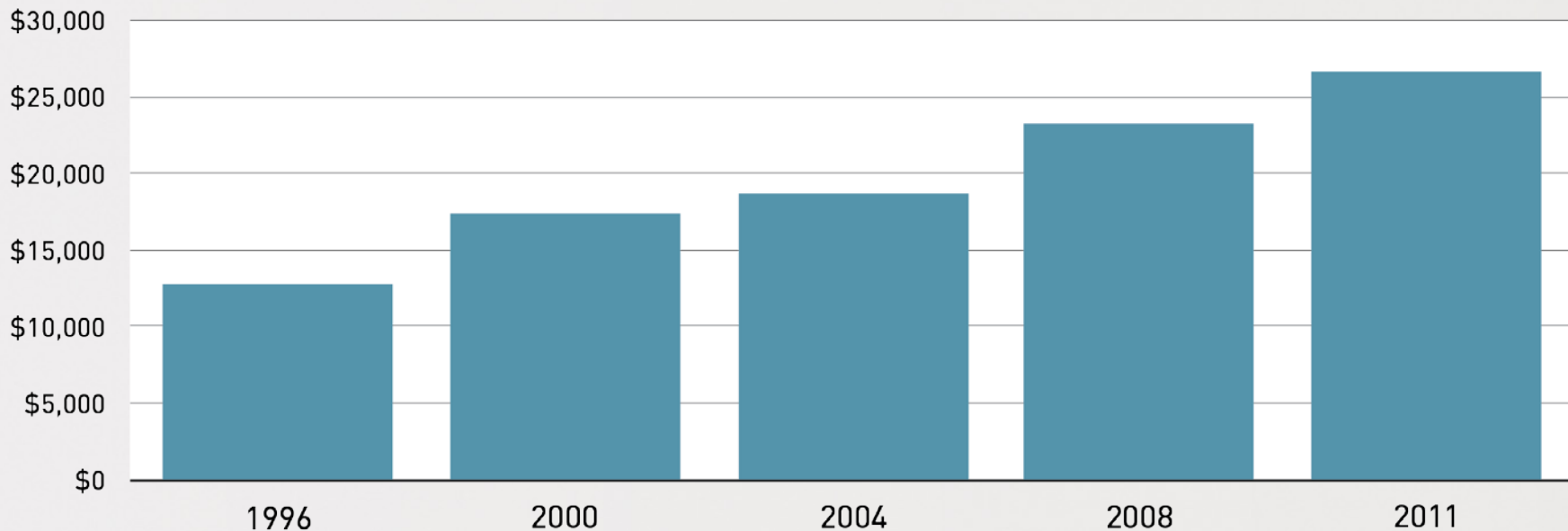
25%
Low-Income
Students

Source: U.S. Department of Education, National Center for Education Statistics

DEBT WITHOUT DEGREE

Students are burdened with more college debt but often not graduating.

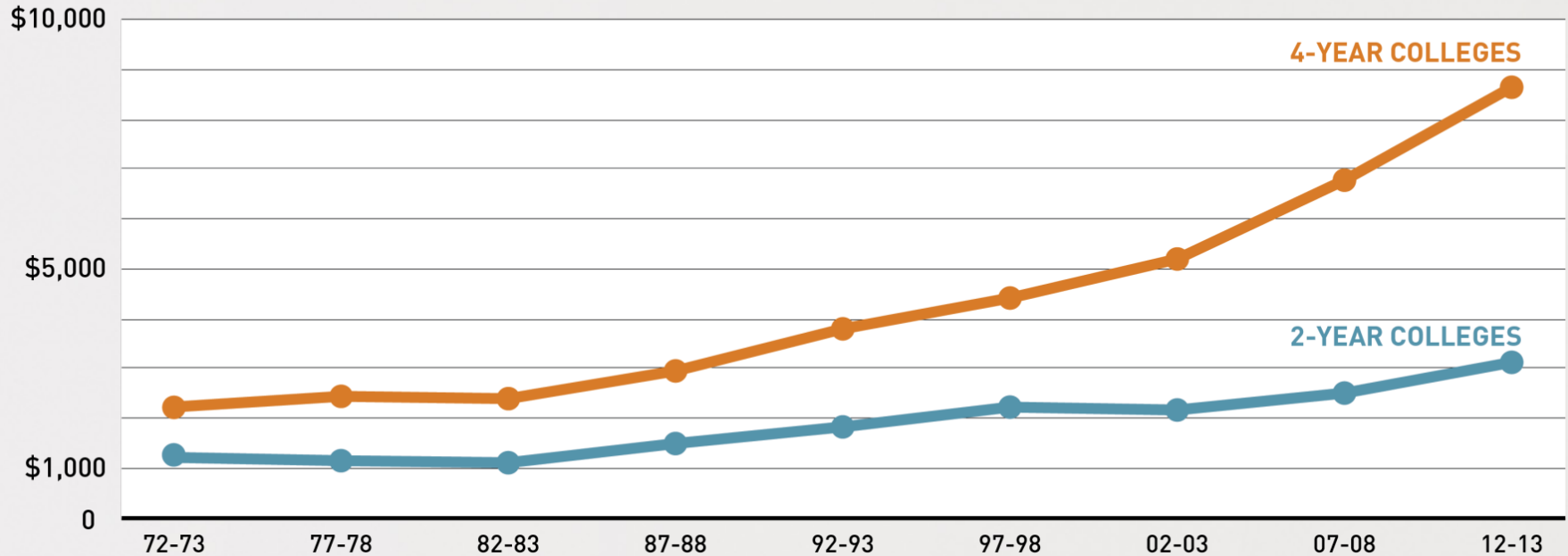
AVERAGE COLLEGE DEBT PER BORROWER



Source: Project on Student Debt

COLLEGE TUITION IS STEADILY RISING

NET COST AT PUBLIC COLLEGES, 1972-73 TO 2012-13



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

The goal of our postsecondary work is to ensure that students complete a postsecondary program that will help them to support themselves, engage in their communities, and achieve their dreams.



PERSONALIZED

Students learn best when education is targeted to their needs and goals. Our partners are exploring how all students—not just those who are able to attend the most elite, expensive colleges—can get the best, most personalized education at a reasonable price, using integrated technologies with outstanding teaching.

Grants include:

- *MOOCs (Massive Open Online Courses) and Interactive Courseware*
- *Integrated Planning & Advising Services (IPAS)*



FLEXIBLE

Higher education institutions are working to improve the ways they meet students' needs, allowing students to move more easily between high school and college, between colleges, and ultimately out of college into sustainable careers. We work with our partners to improve student mobility through all stages of this journey, including how higher education is delivered and assessed.

Grants include:

- *Education First*
- *Developmental Education Initiative (DEI)*
- *Complete College America (CCA)*

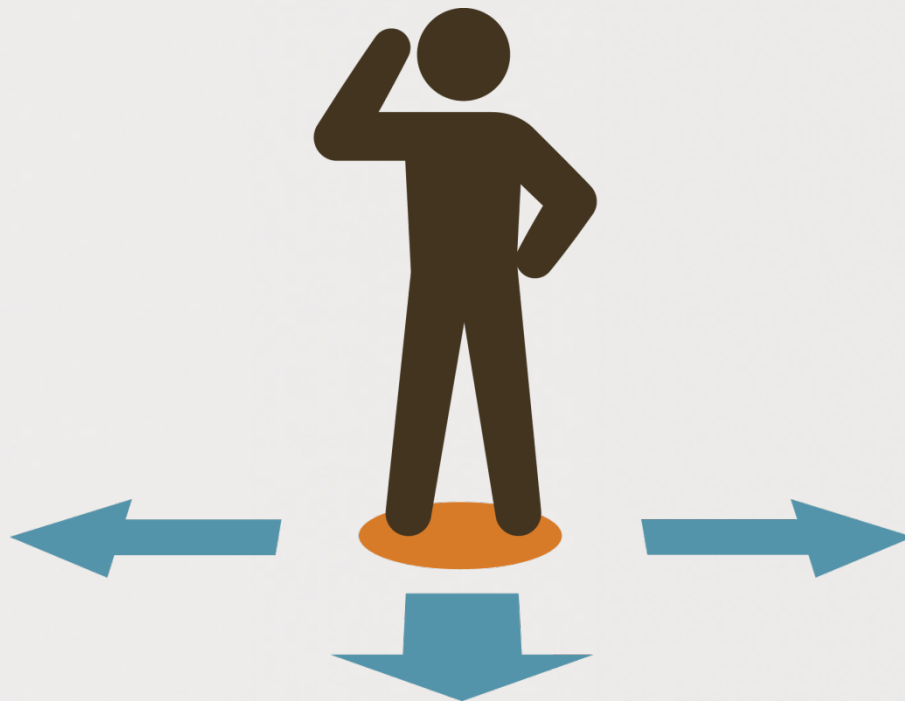


CLEAR

We need better information about student achievement and institutional performance. Our partners are working on ways to inform students' college choice, provide prospective employers with measures of student attainment and skills, and to provide institutions and the general public with data that will drive continuous improvement.

Grants include:

- *Student Achievement Metric (SAM)*
- *Access-to-Success*



AFFORDABLE

We need to educate more students and do it better, more affordably, and in ways that are more valuable to students and employers. Our higher education partners are integrating strategies for personalizing, modularizing, and clarifying the educational experience in bold efforts to reinvigorate our postsecondary system.

Grants include:

- *Reimagining Aid Design & Delivery (RADD)*



INSTITUTIONAL EXEMPLARS

We are working with institutions in key segments of higher education that are transforming their education and business models to deliver educational experiences that are personalized, flexible, clear, and affordable and in so doing improving their effectiveness, value, efficiency, and capacity.

Grants include:

- *Completion By Design*
- *Break through Models*



OUR FOCUS

The Postsecondary Success strategy focuses on five key problems to help reinvigorate our postsecondary system.

American higher education needs to become more...

Personalized

Flexible

Clear

Affordable

Institutional Exemplars

...through:


Integrated technologies

New delivery and assessment models

Better information

New student-financing models

Integrated solutions



**WE CAN'T DO
THIS ALONE. BIG
PROBLEMS REQUIRE
BIG SOLUTIONS.**



GETTING CLEARER ON CLEAR

MOVING FROM CURRENT STATE OF

Trust us...



...you will succeed here.



...taxpayer dollars are well spent here.



...this credential means that our graduates have the knowledge and competencies you need ~~them to have~~



...TO A STATE OF **Show us...**



...that I will succeed at your college.



...that taxpayer dollars are well spent at this institution.

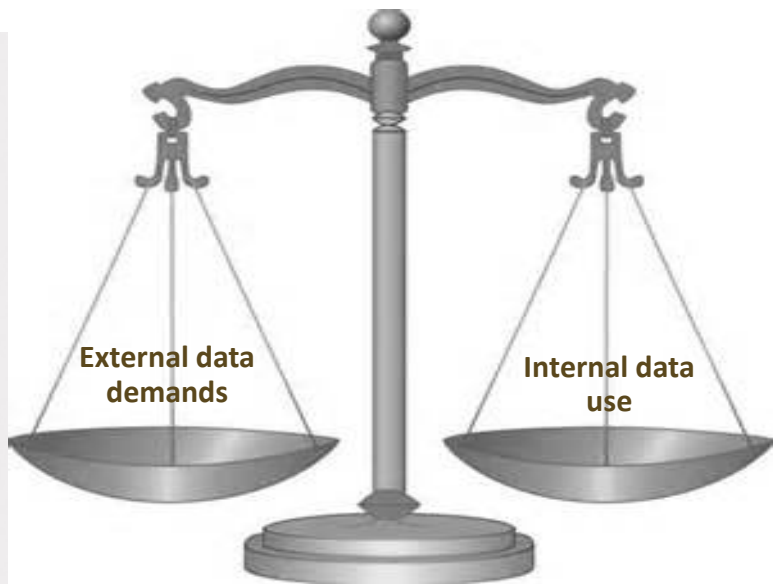


...that this graduate has the knowledge and competencies we need them to have.

A CAUTIONARY NOTE: TALES OF TOO MUCH INFORMATION



NEED FOR BALANCE TO ALLOW FOR INTERNAL USE OF DATA TO INFORM CONTINUOUS IMPROVEMENT



DATA (AND IR) ARE KEY TO “SHOW US”

How do we deliver the “Right”
Information
(data and metrics)
to the “Right” Audiences
in the “Right” Way
to Impact Decisions and Behaviors?

WHAT IS THE ROLE OF INSTITUTIONAL RESEARCH?



SOME KEY QUESTIONS IR COULD LEAD ON

- **Metrics:** What are the appropriate metrics for measuring institutional performance? Which measures are important for internal transparency to help inform continuous improvement? Which should be reported out for external transparency and accountability? In other words, what are the right measures for different audiences/decision-makers?
- **Data Systems:** Do we have the data systems in place to produce the measures? How can existing data systems be better used? What are new sources of data that could be used? What data do you wish you had for your work but have been unable to obtain?
- **Decision support:** How can data and information be made available in ways that actually impact decisions – whether the decision-maker is your college president or a student trying to navigate through your institution or the larger higher education system? How do you help your institutional leaders evaluate the effectiveness of different interventions? Do these leaders have the data they need to identify ways to operate more effectively and efficiently while maintaining quality (student success and learning)?

SOME KEY QUESTIONS IR COULD LEAD ON (CONTINUED)

- **Capacity & Capability:** Given the growing demands for using data and analysis, how can the IR function be best organized within institutions and systems to leverage resources? Do IR staff have the skills needed not only collect and analyze data but also to deliver information in impactful ways? Might new skills need to be developed, or acquired through partnerships with others?
- **Reporting burden:** Given the growing demand for external transparency, how can that be balanced with the internal need to move toward cultures of data-informed decision-making?

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