



COMMUNITY COLLEGE FUNDING CONSULTATION: Context, Process, Implications & Next Steps

Presented to: 6th Annual March Symposium

March 7, 2014

Marcia Ballinger, Provost/Vice President for Academic and Learner Services, Lorain County Community College

Jeff Boudouris, Vice President & CFO, Sinclair Community College

Laura Rittner, Director of Research and Data Analysis, Ohio Association of Community Colleges

Martha Snyder, Senior Associate, HCM Strategists, LLC

National Context

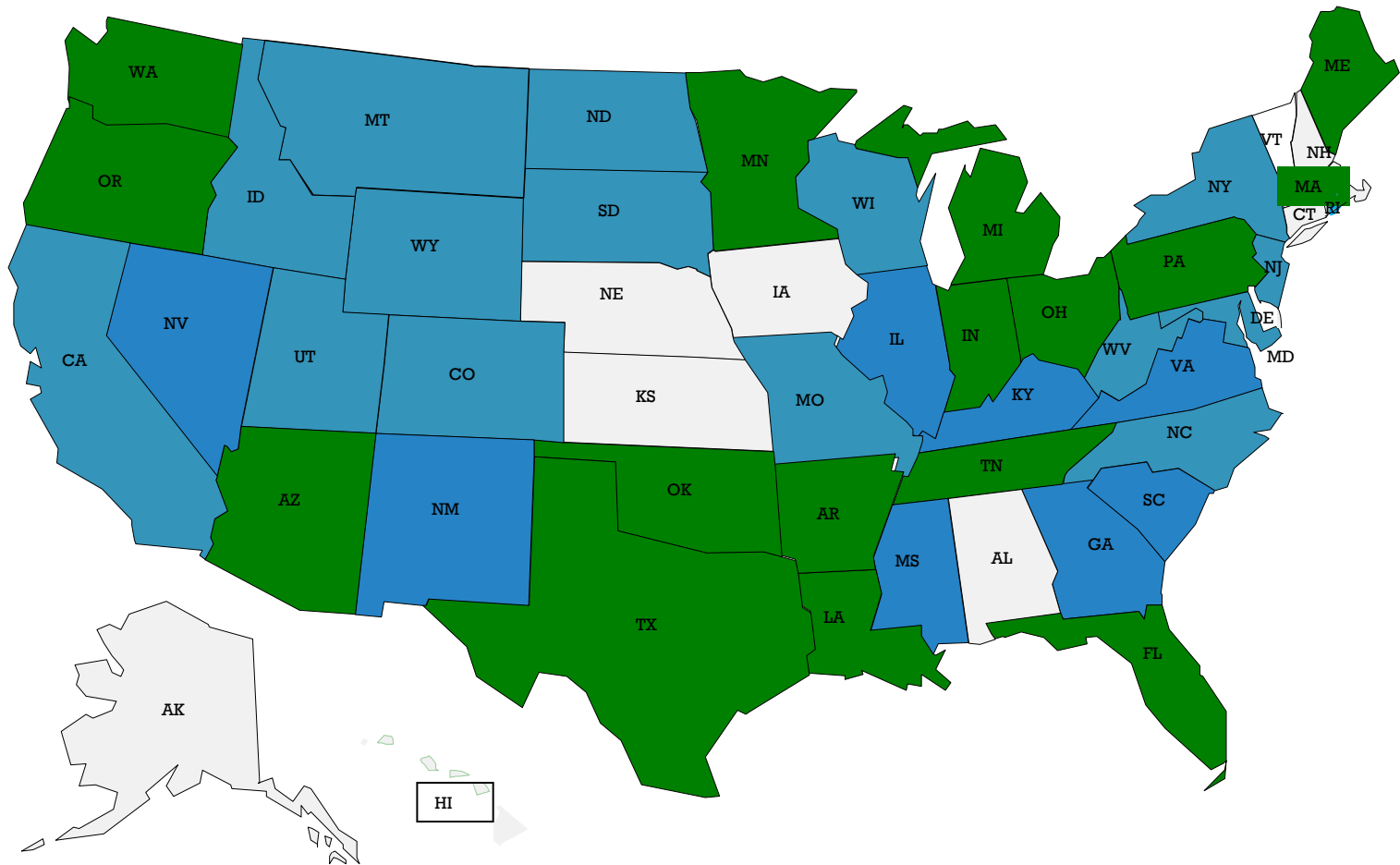
TRENDS, LESSONS AND COMMON COMPONENTS

Current Status of Performance Funding in States

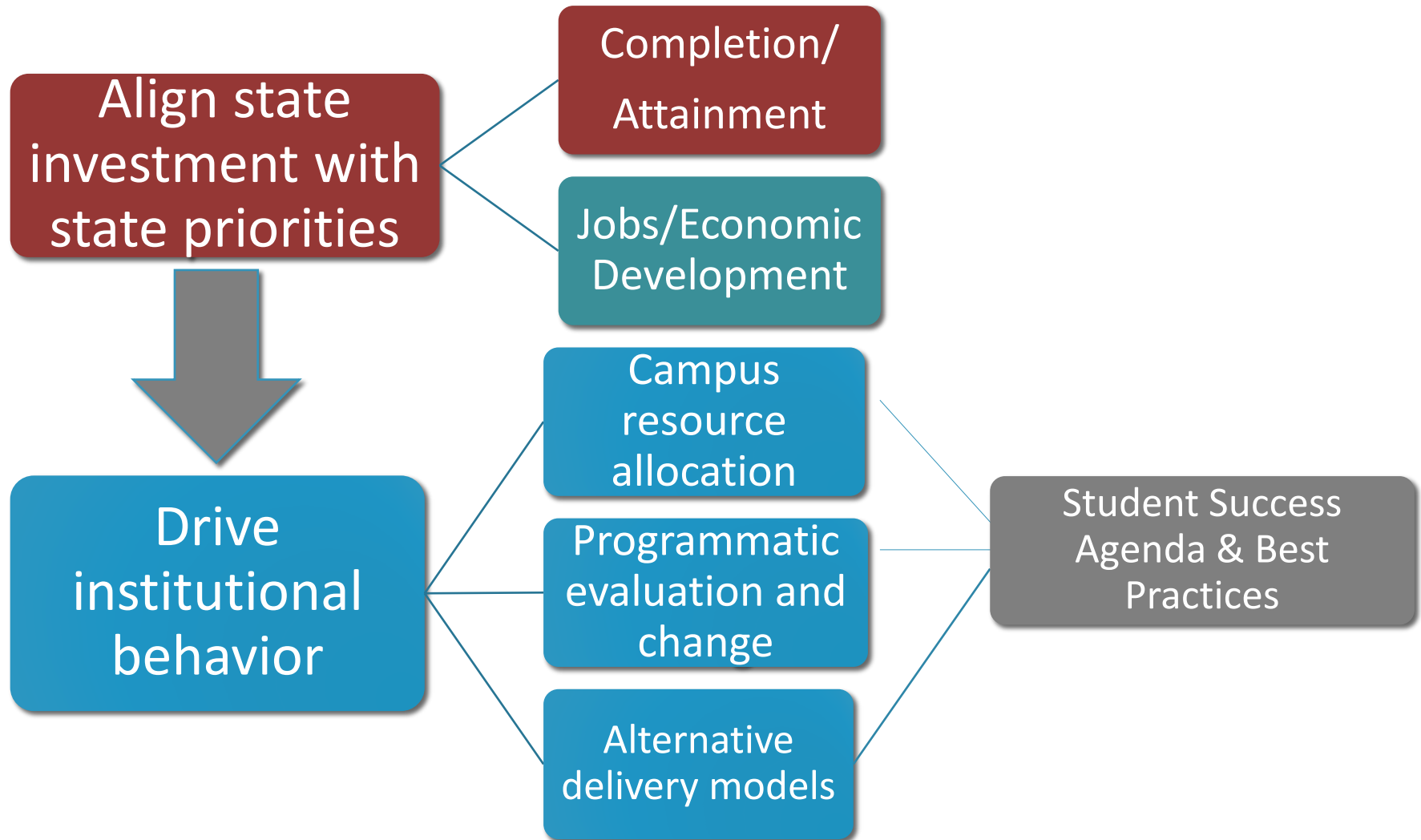
(as of 7/26/2013, source: NCSL & HCM Strategists)

■ Implementing

■ Development/Interest



Today's Outcomes Based Funding Models



Common Elements

- Lessons and research into earlier models have resulted in better design and implementation of more recent models.
- Common broad parameters across states; details differ to meet state needs and circumstances



Common Elements, continued

Begin with a state goal/clear policy priorities

Use a simple approach

Include only measurable metrics

Incent success of typically underrepresented students

Account for institution differences

Seek Stakeholder Input

Make the money meaningful

Phase-in (≠ Hold Harmless)

Plan to evaluate

Ohio State Share of Instruction (SSI)

FORMULA BACKGROUND, FY 2015 FORMULA COMPONENTS

Higher Education Funding Commission report and House Bill 59 study charges:

At-Risk Factors

- ...identify the socio-economic, demographic, academic, personal, and other factors that identify a student as being "at-risk" of academic failure....
- study the most appropriate formula weights to: “reward schools that are successful in educating non-traditional and at-risk student populations”

Success & Completion Measures

- ...research the most appropriate success points and completion measures that occur during the academic career of community college students...
- Determine how funding shall be distributed among its success points, completion measures and course completion funding...

Ohio SSI Community College Formula History, 2009-2015



FY 2009-2013

Primarily enrollment-based with inclusion of success points (5% to 10%)

Stop Loss (99%-96%)



FY 2014

50% enrollment + 25% course completion + 25% success points

97% stop loss



FY 2015

Elimination of enrollment component

Combination of course completion (50%), success points (25%) & completion metrics (25%)

At-risk or access category application

No stop loss

FY 2015 Formula Recommendations

Three Components

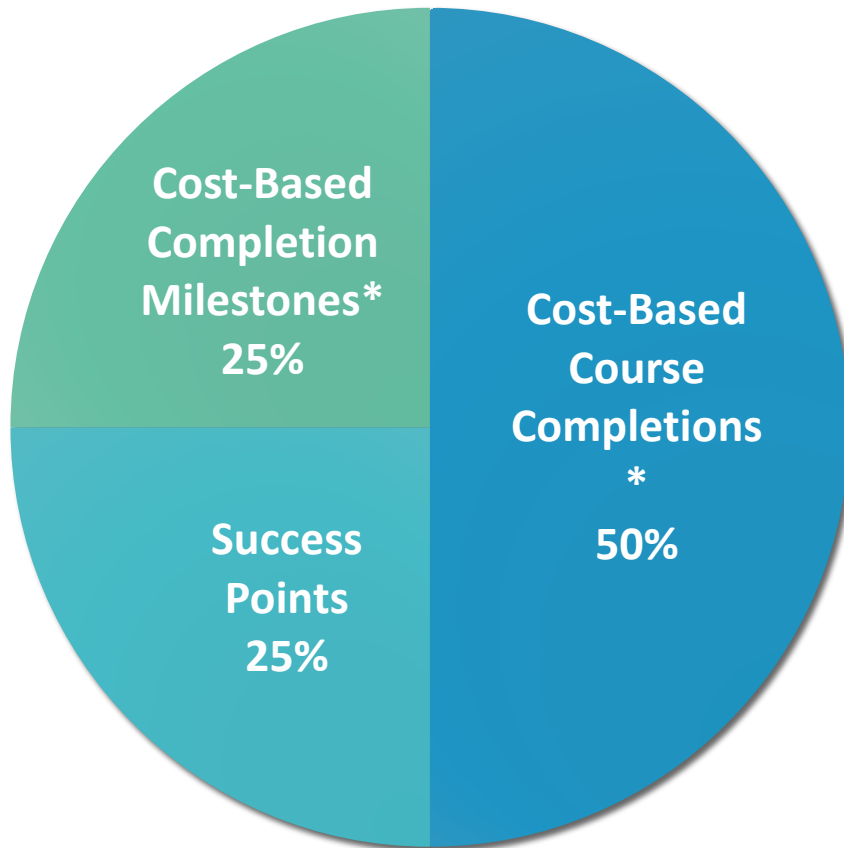
- Cost-based Completed FTE
- Success Points
- Cost-based Completion Milestones

Access Categories*

- Adult
- Low-income
- Minority

**Applied to completed FTE (flat weight) and completion milestones (weighted by number of factors)*

FY 2015 Framework Summary



All data averaged over three years

*Access Categories Applied

- **Adult** (age 25 and over at time of enrollment)
- **Low-Income**, Pell Eligible (ever in college career)
- **Minority** (African American, Hispanic, Native American)

Component 1: Course Completion (50%)

Cost-Based Calculation

- Average statewide cost based on level of course and subject area (aggregation of CIP codes)
- # of FTE who pass course * determined cost

Access category weight:

15% for any student with one (or more) risk factors

Component 2: Success Points (25%)

Developmental Education Success

- # of Students completing developmental education Math and enrolling in first college-level math course (1 point)
- # of Students completing developmental education English & enrolling in first college-level English course (1 point)

12 Credit Hours

- # of students earning first 12 college-level credits (1 point)

24 Credit Hours

- # of students earning first 24 college-level credits (1 point)

36 Credit Hours

- # of students earning first 36 college-level credits (1 point)

Component 3: Completion Milestones (25%)

Associate
Degree
Completions

Certificate
Completions

Transfer
w/12+ credit
hours

Cost-Based Model

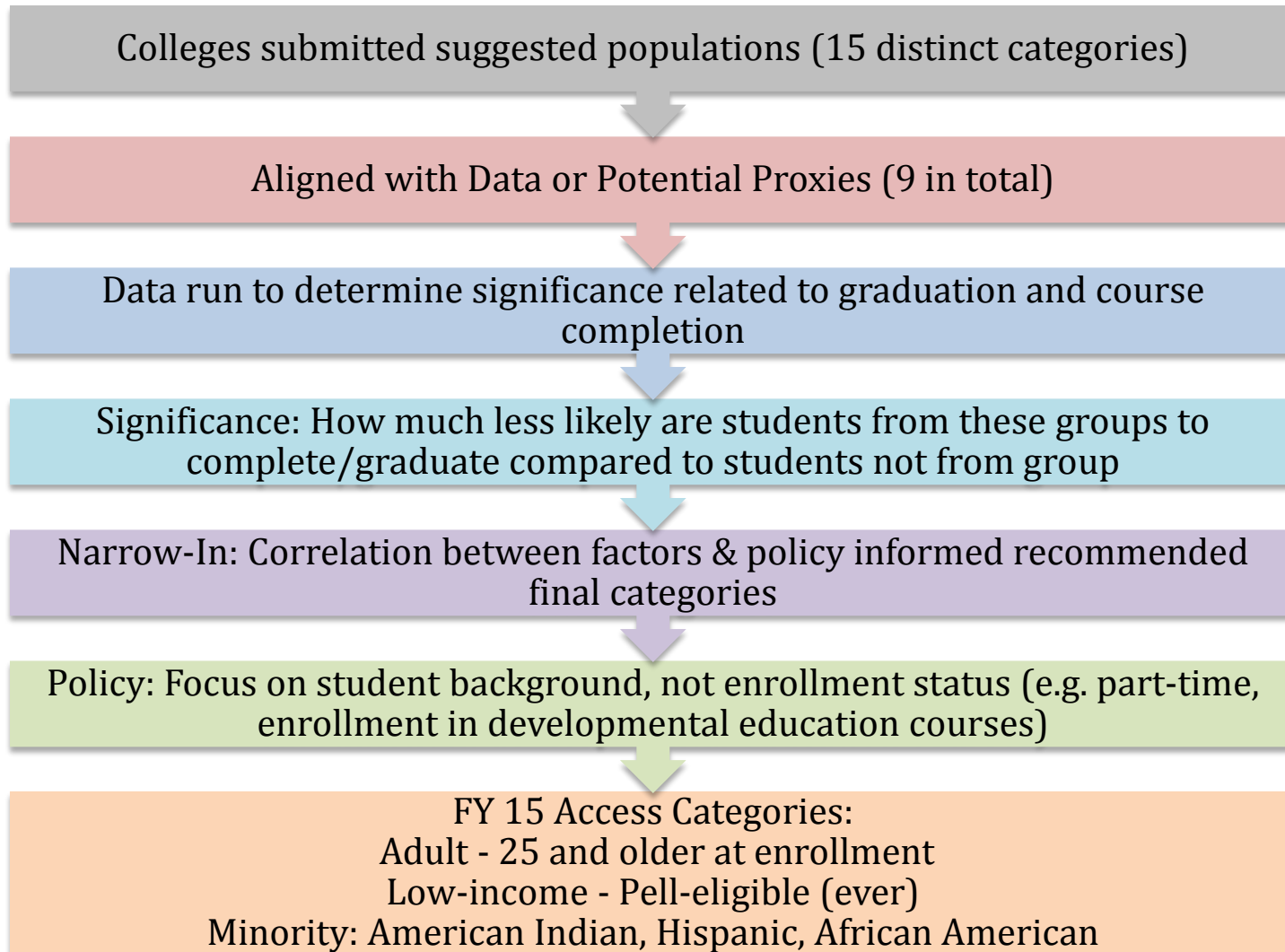
Access Category Weights:

25% for one access category

66% for two access categories

150% for three access categories

Access Categories for Weighting Course Completions and Completion Milestones



FY 2015 Access Categories Application

Hybrid model selected:

- Completed FTE
 - 15% add-on for students from 1 (or more) access category
- Completion Milestones
 - 25% add-on for students from 1 access category
 - 66% add-on for students from 2 access categories
 - 150% add-on for students from 3 access categories

OACC Funding Consultation

PROCESS, PRINCIPLES, NEXT STEPS

A solid teal horizontal bar at the bottom of the slide.

OACC Community College Funding Consultation Process



Began meeting in March 2013

- Majority of institutions represented
- Included representatives from the Ohio Board of Regents, the Higher Education Funding Commission and the Ohio Office of Budget and Management



Facilitated by the OACC and HCM Strategists

- Consultation from HCM provided through Lumina Strategy Labs



Working group formed in August 2013

- Developed formula framework & technical details
- Recommendations presented to full consultation



Engagement of OACC Presidents

- Presentation and discussion each month from September to December

Guiding Principles of Consultation

Multiple models were reviewed and evaluated based on data, policy implications, and the consultation's guiding principles:

- Hold true to the mission and priorities of community colleges including access, completion, quality, and workforce development.
- Incentivize institutions to adopt evidence-based practices to help them succeed.
- Align with state priorities and initiatives
- Be simple to understand and communicate
- Develop a model that is sustainable, consistent, and reliable.

Next Steps, Post FY 2015

Recommended for inclusion in FY 2016-17:

1. Short-term certificates and certificates of value

- Continue to establish common definitions and data collection processes for short-term certificates (less than 1-year)
 - Recommend for inclusion in FY 2016-17 funding model
- Certificates-of-value need further definition from the Ohio Board of Regents

2. Academic Preparation Access Category

- Establish HEI reporting process for placement scores
- Align to Ohio Remediation Free Standards
- Develop crosswalks with other measures

3. Discontinue use of projected data

Post FY 2015, continued

Further discussion and consideration of:

- Program of Study
- Course equivalents
- Dual Enrollment
- Job Placement & Workforce Training
- Subsequent success at 4-year institution
- Transfer to 2-year institutions
- Adjusted allocation across components

Continue to assess, refine and improve the PBF formula to ensure fairness and alignment with statewide policy priorities and goals

Institutional Response

ANALYSIS AND THE STUDENT SUCCESS AGENDA

A solid teal horizontal bar at the bottom of the slide.

Lorain County Community College Response



Vision 2.0 Priority # 1 – Drive Student Completion and Academic Success

- Engagement – Invested full year in campus-wide, engagement, and action planning to improve student success
- Front-End Redesign – More structure, fewer options, personalized attention (CSI tool to identify students at risk, new career coaches, MyCAP, IPASS, mandated orientation)
- Reform Developmental Education – Math “Success” Camps, 8-week modules, paired Dev Ed and College English
- Data-Informed Decisions – Dashboards illuminate areas for improvement and clarify student groups least likely to success
- Performance Monitoring – Board of Trustees adopts new indicators of effectiveness to monitor student completion initiatives

Lorain County Community College Response, continued

Policy Changes to Impact Student Success

- Institutional review of policies, practices and business operations
- Dean's List Policy – semester notification
- Credit Load and Hour Limitation
- Repeat Course Policy
- Midterm Grades
- Two disbursements of student loans
- Administer Jobs for the Future Policy Tool Audit – “Completion is Everyone's Business”

Lorain County Community College Performance 2014 (Actual)

Enrollment comparison: 5.91%

FY 2014 (LCCC actual):

Formula Summary: 50% Enrollment; 25% Course Completion; 25% Success Points

% Share Enrollment:	5.91%
% Share Course Completion:	5.73%
% Share Success Points:	5.43%

Analysis: In FY 2014 LCCC's performance on the course completion and success point components was below the enrollment comparison of 5.91%.

Sinclair Community College Response

- Longstanding commitment to access and student success
 - Right thing to do...many initiatives over the years
 - PBF is a tool, access and student success are the goals
- Four major grant initiatives focused on completion:
 - (1) Completion by Design, (2) City Connects, (3) Connect 4 Completion and (4) Accelerate IT
- Engagement of Board, Faculty, Staff and Stakeholders
 - Town halls, Board retreats, community symposiums
- Predictive data analytics...diagnose and create intervention strategies
- Understanding the PBF metrics...visual analytic tools for Academic Chairs
- Affirming our values and principles in the age of PBF
 - Board resolution...we will not compromise access, quality, integrity

Questions?

Discuss the performance funding model with your college team and write your questions on the cards provided.