



College Success Institute

SSI FUNDING FORMULA UPDATE & INSTITUTIONAL ANALYSIS

FY 2016-17 FORMULA DETAILS

NEXT STEPS

INSTITUTIONAL ANALYSIS

OBF Typology

State funding systems vary significantly in design, focus and sophistication. These range from historical or “base-plus” model to formula driven enrollment-based and outcomes-based funding. The latter creates incentives typically tied directly to state goals.

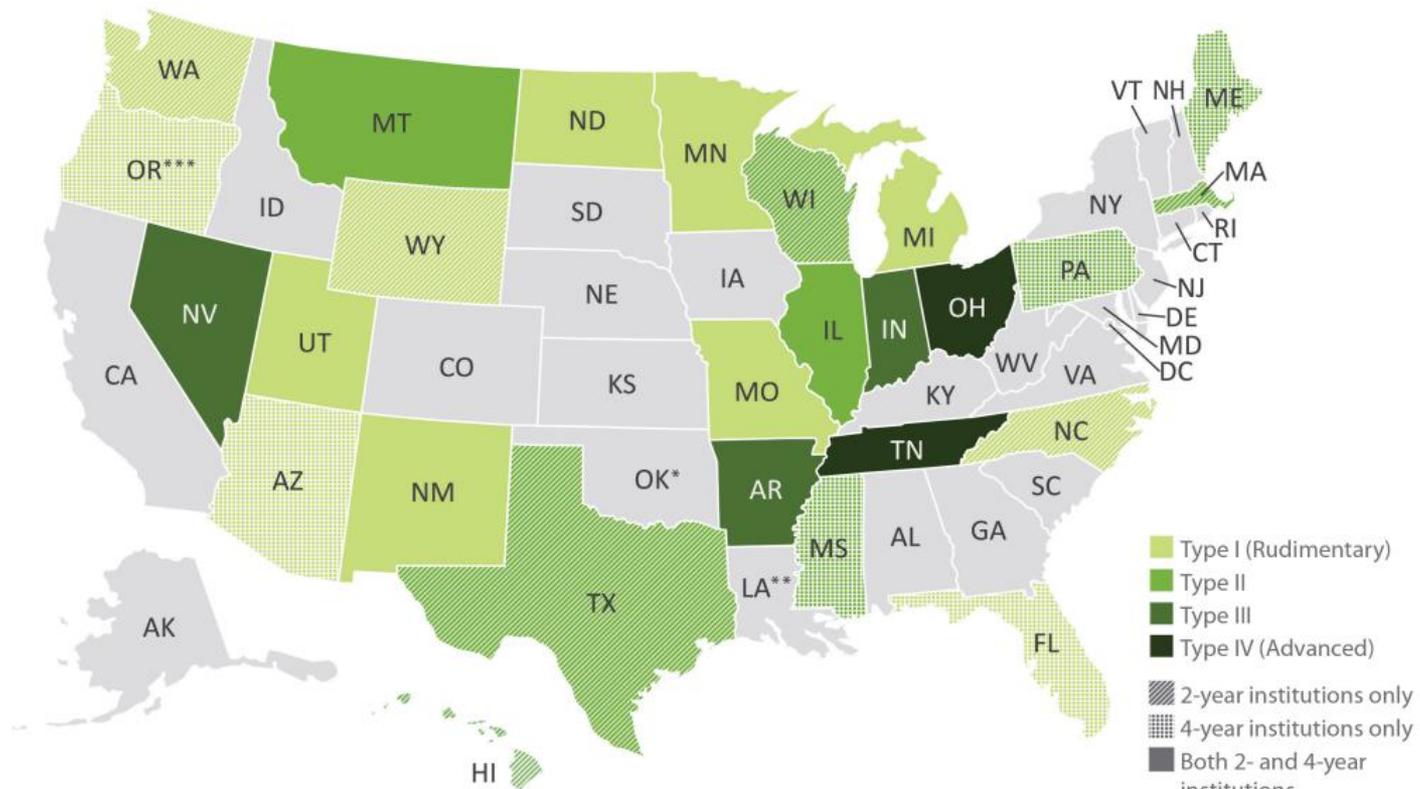
HCM Strategists has developed a typology for Outcomes-Based Funding ranging from Type I (Rudimentary) to Type IV (Advanced).

Type IV

- State has completion/attainment goals and related priorities
- Base funding
- Substantial level of funding (25% or greater)
- All institutions in all sectors included
- Differentiation in metrics and weights by sector
- Degree/credential completion included
- Outcomes for underrepresented students prioritized

OBF Typology by State

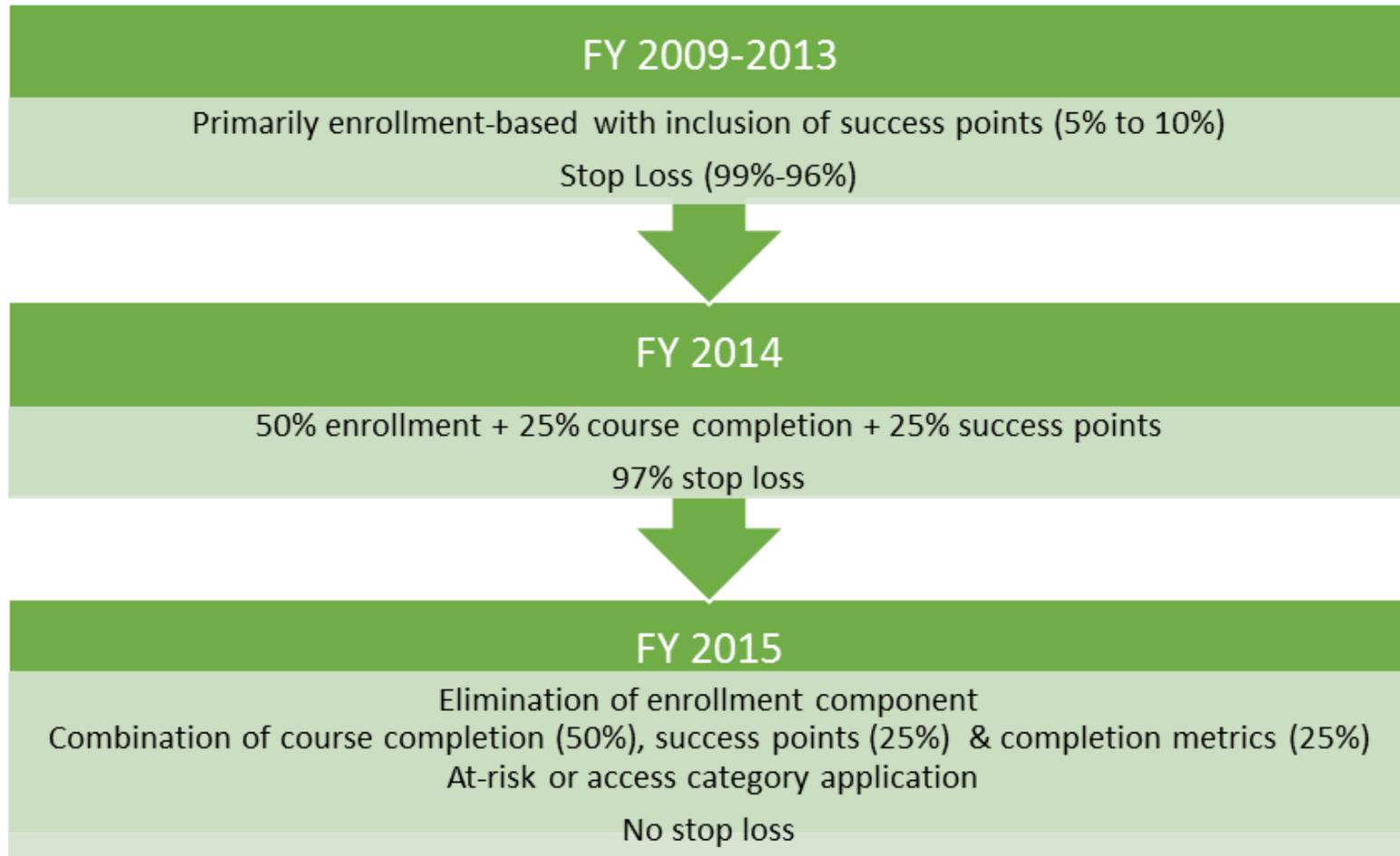
States Implementing OBF in FY 15, by Type and Sector



* Oklahoma implemented OBF as a bonus in FY 14 but did not appropriate bonus funds in FY 15.
 ** Louisiana used a funding formula in part based on outcomes in FY 14. The formula was not used in FY 15.
 *** Oregon is both developing and implementing.

Data collected as of
 December 2014

Ohio Timeline

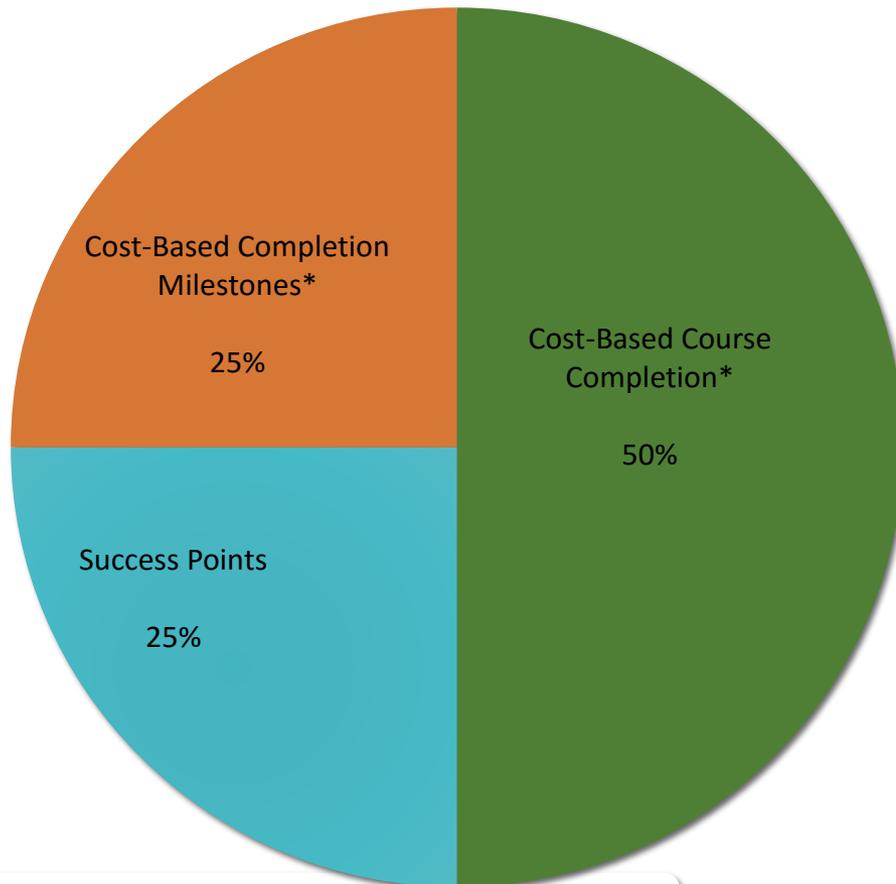


FY 2016-17 Overview

The fiscal year 2016 SSI funding formula maintained the general construct, component breakdown and weighting structure as was used in FY 2015. However, there were some changes incorporated into the FY 2016 model that were recommended by the OACC and advanced by the Governor in his budget. These include:

- Use of projected data
- Inclusion of underprepared students as access category

FY 2016 Framework Summary



All data averaged over three years

* Access Category Weights Applied

- **ADULT** (over age 25 at time of enrollment)
- **LOW-INCOME**, Pell Eligible (ever in college career)
- **MINORITY** (African American, Hispanic, Native American)
- **ACADEMICALLY UNDERPREPARED** (using remediation free standards, math only for FY 16 & FY 17)

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*

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)

Completion Milestones (25%)

Associates
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

200% for four access categories

Next Steps

Priorities for Review

1. Academic Preparation Access Category
2. Data Integrity
3. Additional Policy Issues: Evaluate existing model to understand relation to additional policy priorities and goals
4. Continuous Improvement & Best Practices

Institutional SSI Analysis

Overall Analysis

The Institutional Analysis packet includes detailed institution specific information on outcomes which are included within the State Share of Instruction (SSI) funding calculation. For analysis purposes these data are compared to cost-weighted FTE enrollment as well as Overall and Access FTE. This information can be understood relative to the overall performance of Ohio community colleges.

- The SSI Proxy includes cost-weighted FTE in accordance with the prior funding system. This provides a baseline to view components of the performance-based SSI, including Completed FTE, Success Points and Completion Milestones.
- Each institution's proportional share of SSI is provided and can serve as a comparison benchmark to identify institutional strengths and weaknesses to focus attention.
- Data and prompts included within the analysis provide a starting place for institutional analysis to help guide internal decision making, review and investments.
- Every data point can and should be understood in the context of each institution's unique student body and portfolio of programs.

Course Completion Analysis

The Course Completion Analysis compares each institution's proportional Completed FTE to the SSI Proxy. This analysis allows institutions to understand whether course enrollments overall, and for access students have relatively high or relatively low completion rates.

Questions:

- Are there bottleneck courses with relatively low completion rates? If so, how can this be addressed?
- Are there disparities in completion rates for access students or for other student populations? If so, how can efforts be focused to increase course completion?
- Are there differences in completion rates by mode of delivery?
- Are there programs already in place which help students succeed and could be expanded?

Success Point Analysis

The Success Point Analysis compares the proportional Credit Hour and Developmental Success to Overall and Access FTE. This analysis allows institutions to understand whether their students are hitting Success Points or successfully completing developmental courses and enrolling in relevant college level courses.

Questions:

- Are there particular categories of students who are not completing credit hour thresholds, and why?
- What programs are in place to support student persistence and credit accumulation?
- Are students succeeding in DEV courses? Are there systematic differences depending on student characteristics?
- After completing DEV courses how many students enroll (or complete) subsequent courses? Is it different for Math or English DEV courses?

Completion Milestones

The Completion Milestone Analysis compares the proportional number of degree, certificate and transfers relative to the SSI Proxy. This analysis allows institutions to understand whether their students, both overall and for access students, are reaching their completion or transfer goals.

Questions:

- Are there well-structured and advertised pathways to degrees, certificates and transfer and are students supported in persisting along these pathways?
- What is the average time and credits to degree or certificate, could these be streamlined and do they vary by access category?
- Are there efforts underway to ensure every student who qualifies for a degree or certificate is awarded one?
- Are there programs which facilitate and support transfers to local universities, and are these well publicized to students?

Access Categories

Access Factors include, adult, low-income, academically underprepared and minority students. Appendix A includes breakdowns in FTE completion rates, developmental education and degree, certificate and transfers by all access categories. This information will help identify which priority populations institutions serve and whether there are areas for greater emphasis.

Questions:

- What student populations does our institution primarily serve, and are these students successful in course completion, transfer and degree or certificate completion?
- Are there particular efforts which could be made or scaled to support certain student populations?
- What are the goals and needs of different students and can pathways and supports be developed to help students reach these goals?

Team Discussion

- ✓ What patterns do you see within or across components?
- ✓ Based on data and SSI outcomes, what are the priority areas for additional analysis?
- ✓ Are there gaps within access categories that warrant additional discussion?
- ✓ What additional data would be helpful?
- ✓ What other campus stakeholders need to be engaged?