OHIO COMMUNITY COLLEGE FORMULA HISTORY

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 - Today
Combination of course completion (50%), success points (25%) & completion metrics (25%); At-risk or access category application
No stop loss
GUIDING PRINCIPLES OF THE FUNDING CONSULTATION

- Hold true to the mission and priorities of community colleges of 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 model that is sustainable, consistent and reliable.
**AT-RISK ACCESS CATEGORY REVIEW**

Colleges submitted suggested populations (15 distinct categories)

Aligned with potential proxies (9 in total)

Data run to determine significance related to graduation and course completion

Significance: How much less likely are these groups to graduate compared to students not from this group

Narrow in: Correlation between factors & policy informed recommended final categories

Policy informed: Focus on student background not enrollment status (part-time, enrollment in developmental education courses)

Recommended final categories: Adult, Low-Income, Minority, Academic Prep*
FY 2023 FRAMEWORK SUMMARY

Cost-Based Completion Milestones* 25%
Success Points 25%
Cost-Based Course Completion* 50%

* Access Category Weights Applied
- **ADULT** - Over 25 at time of first enrollment at that college
- **LOW-INCOME** - Pell Eligible ever in college career
- **MINORITY** - African American, Hispanic, Native American
- **ACADEMICALLY UNDERPREPARED** - Based on state remediation free standards, math

Note: All data averaged over three years
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%) FY 2022 & BEYOND

College Level Math & English
- # of Students completing college-level English within the first 30 college credit hours (1 point)
- # of Students completing college-level math within the first 30 college credit hours (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
Long-term Certificate Completions
Transfer w/12+credit hours

Access Category Weights
- 25% for one access category
- 66% for two access categories
- 150% for three access categories
- 200% for four access categories

Cost-Based Model
# FY 2022 & 23 DATA

<table>
<thead>
<tr>
<th>Component</th>
<th>FY 2022</th>
<th>FY 2023</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Completions (50% of SSI)</strong></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; half uses projected data for spring FY 2021 (actual for summer and fall). Final SSI actual data from FY 2019, FY 2020, FY 2021</td>
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<tr>
<td><strong>Success Points (25% of SSI)</strong></td>
<td>Actual data from FY 2018, 2019 and 2020</td>
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<td><strong>Completion Milestones (25% of SSI)</strong></td>
<td>Actual data from FY 2018, 2019 and 2020</td>
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OVERVIEW OF SSI DATA RESOURCES
FEEDBACK FROM OACC PRESIDENTS

• Big picture:
  • Model includes all types of success for community colleges and is philosophically strong
  • Model still too dependent on enrollment; countered by enrollment supports CCP, transfer, workforce
  • Job placement
  • Our students are not the same as pre-pandemic
Metric and data issues:

- Applying the access weights to the Success Points
- Concerns with academic preparation and multiple measures
- Counting “D” grades as course completions
- Non-reporting of race/ethnicity; multi-race students
- Identification of low-income CCP students
- Strategies to increase FAFSA completion
POTENTIAL REVISIONS FOR FY 2024-2025

- Academic preparation access category
- Weights applied to Success Points
ISSUES FOR FY 2024-25

➢ FURTHER IMPROVE DATA INTEGRITY
  • What potential data issues could affect the SSI? What adjustments, temporary or permanent, may need to be made?

➢ POLICY ISSUES ON THE HORIZON

➢ CONTINUOUS IMPROVEMENT & BEST PRACTICES
QUESTIONS?
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