Using and Implementing Common College Completion Metrics

December 6, 2011

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Speakers

- National Governors Association Center for Best Practices
  - Travis Reindl, Program Director, Postsecondary Education
Speakers

- *Kentucky Council on Postsecondary Education*
  - John Hayek, Senior Vice President Budget, Policy, and Planning
  - Heidi Hiemstra, Assistant Vice President, Research and Planning

- *Tennessee Higher Education Commission*
  - Russ Deaton, Director of Fiscal Policy & Administration
  - David Wright, Director Policy, Planning, & Research

- *West Virginia Higher Education Policy Commission*
  - Rob Anderson, Senior Director of Policy and Planning
Common Completion Metrics

Travis Reindl
Program Director, Education Division
National Governors Association
Center for Best Practices

NCSL Webinar
December 6, 2011
Higher Education’s Triple Threat (or Opportunity)

1. Economy’s increasing demand for educated workers
2. Colleges and universities must compete for fewer resources today and in the future
3. Swelling tide of more (and more diverse) students will put pressure on public colleges and universities
Why Common Metrics?

- **Inform**: To help policymakers and the public understand how students, colleges, and the state are doing on college completion.

- **Analyze**: To help policymakers and colleges identify specific challenges and opportunities for improvement.

- **Show Progress**: To establish a fair baseline and show progress over time.

- **Hold Accountable**: To hold students, colleges, and the state accountable to the public and to policymakers investing taxpayer dollars in higher education.
The Common Completion Metrics

**Progress Metrics**
*Measures of interim achievements strongly linked to student success*

- REMEDIATION: ENTRY and SUCCESS
- SUCCESS in FIRST-YEAR COLLEGE COURSES (1st yr. math and English)
- CREDIT ACCUMULATION
- RETENTION RATES
- COURSE COMPLETION

**Outcome Metrics**
*Indicators of successful outcomes*

- DEGREES AWARDED ANNUALLY (# and change over time)
- GRADUATION RATES
- TRANSFER RATES
- TIME and CREDITS to DEGREE
How it All Fits Together?

STATE: Governors, legislators, statewide agencies
- Increasing attainment?
- Meeting workforce needs?
- Increasing productivity?

SYSTEM: College/university system heads and boards
- Increasing completion?
- Improving transitions between campuses and systems?
- Containing or reducing cost per completion?
- Investing in the right mix of institutions and programs?

CAMPUS: Institutional presidents and boards
- Maintaining or expanding access?
- Increasing success rates for those in remediation?
- Increasing course completion?
- Reducing time and credits to degree?
NCSL Webinar on Common Completion Metrics

STRONGER by DEGREES

December 6, 2011
Statewide Performance Metrics

**College Readiness**
- Readiness of Kentucky high school graduates who enter college
- GED® graduates
- New teacher excellence (top 15% nationally)

**Student Success**
- Degrees and credentials conferred
- Graduation rates (bachelor's and associate)
- Graduation rate gaps of lower-income, underprepared, and underrepresented minority students
- State appropriations for public higher education
- Low-income students without grants

**Research, Economic, and Community Development**
- Research and development funding
- Degrees and credentials in science, technology, engineering, mathematics, and health-related fields
- Educational attainment at the associate or higher degree level, ages 25-44

**Efficiency and Innovation**
- Online learning
- Degree productivity
Efficiency and Innovation

Objective 8: Increase academic productivity through program innovations.

Online learning

<table>
<thead>
<tr>
<th>Year</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18.0%</td>
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</table>

Objective 9: Maximize the use of postsecondary and adult education.

Degree productivity relative to education and related expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.2</td>
<td></td>
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</table>
Also used in:

- Performance funding budget request
  - Degrees / graduation rates / graduation rate gap of developmental students

- Leading indicators to drive student success
  - Campus level
  - Implementing in 2012
CONTACT INFORMATION

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Stronger by Degrees Dashboard
http://dataportal.cpe.ky.gov/sadashboard/dashboard_master.swf
Use of College Completion Metrics in Tennessee

David L Wright and Russ Deaton

NCSL Webinar
December 6, 2011
Complete College TN Act

Background

- Unprecedented fiscal circumstances
- Need for better alignment between higher ed and fiscal realities, State needs

CCTA

- Counterpart to K-12 reform legislation
- Comprehensive statement of State needs relative to higher ed
- Established program completion as higher ed primary mission
Complete College TN Act

CCTA components

- New Master Plan (Public Agenda)
- Outcomes-based funding formula
- Mission differentiation
- Articulation & transfer
- Remedial & developmental education
- Coordinated community college system
- Regional research partnerships in Oak Ridge & Memphis
Major mechanisms for higher ed accountability in TN

1. Outcomes-based public higher ed funding formula
   - Drives and rewards institutional behavior

2. Public Agenda annual progress report (under development)
   - Communicates state and system improvement over the long term
Outcomes-based public higher ed funding formula

- Replaced former enrollment-based formula
- Generates 100% of the funding request
- Primary mechanism for incentivizing & rewarding behavior
- 30-year Performance Funding program retained as separate mechanism for Quality Assurance
Outcomes-based public higher ed funding formula

- Rather than counting FTE, the model counts outcomes such as:
  - Degrees, student progression, research expenditures, transfers

- Outcomes are rescaled and are weighted differently based on institutional mission
Use of performance metrics: funding formula

- No goals or targets
- No benchmarking against peers or past performance

**UT-Knoxville example**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Scaled Data</th>
<th>Weight</th>
<th>Weighted Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progression: 24 Credit Hours</td>
<td>4,477</td>
<td>4,477</td>
<td>2%</td>
<td>90</td>
</tr>
<tr>
<td>Student Progression: 48 Credit Hours</td>
<td>4,671</td>
<td>4,671</td>
<td>3%</td>
<td>140</td>
</tr>
<tr>
<td>Student Progression: 72 Credit Hours</td>
<td>4,673</td>
<td>4,673</td>
<td>5%</td>
<td>234</td>
</tr>
<tr>
<td>Bachelors Degrees</td>
<td>3,742</td>
<td>3,742</td>
<td>15%</td>
<td>561</td>
</tr>
<tr>
<td>Masters Degrees</td>
<td>1,534</td>
<td>5,112</td>
<td>15%</td>
<td>767</td>
</tr>
<tr>
<td>Doctoral/Law Degrees</td>
<td>403</td>
<td>8,053</td>
<td>10%</td>
<td>805</td>
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<tr>
<td>Research/Grant Funding</td>
<td>$118.8M</td>
<td>5,938</td>
<td>15%</td>
<td>891</td>
</tr>
<tr>
<td>Student Transfers</td>
<td>794</td>
<td>794</td>
<td>5%</td>
<td>40</td>
</tr>
<tr>
<td>Degrees per 100 FTE</td>
<td>17</td>
<td>831</td>
<td>10%</td>
<td>83</td>
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<tr>
<td>Graduation Rate</td>
<td>64%</td>
<td>1,612</td>
<td>20%</td>
<td>322</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>3,933</td>
</tr>
</tbody>
</table>
Use of performance metrics: funding formula

- Raw data available from THEC’s Complete College TN website

- User-generated tables can be customized by system, institution, measure, and sub-population
Public Agenda Progress Report

- Mechanism for observing & communicating improvements our publics
- Focus on statewide and system improvement
- Tracks improvement over the 2010-2015 Public Agenda cycle
- Metrics informed by change statements in Public Agenda conclusion
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West Virginia State Context

• Governor serving as NGA Chairman

• Internal Data Scan

• Campuses wanting to address deficiencies
Use of Data

• Statewide College Completion Taskforce

• Focus on developmental education

• Provide our system schools with a national context
What We Have Learned

• Disparities between full- and part-time students

• Disparities in outcomes between those requiring developmental education and those able to immediately enter credit-bearing courses

• The value of a larger network and a national context
Rob Anderson
Executive Vice Chancellor for Administration
West Virginia Higher Education Policy Commission
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Charleston, WV 25301
randerson@hepc.wvnet.edu
Discussion on State Initiatives
Facilitated by Travis Reindl
Questions and Answers
Additional Resources

- NGA - Complete to Compete: Common College Completion Metrics & Technical Guide

- NCSL - Improving College Completion, Gathering Information: Tips for Legislators
Contact Information

- The webinar archive and powerpoints will be emailed to you next week

- Michelle Camacho Liu, Research Analyst II, NCSL
  303-856-1531 or michelle.liu@ncsl.org
Thank you!

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