

# **Degrees of Success: Creating a Culture of College Completion**

H. Kent Weldon Annual Conference for Higher  
Education  
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# **A Focus on Aligning State Resources: Supporting Student Success**

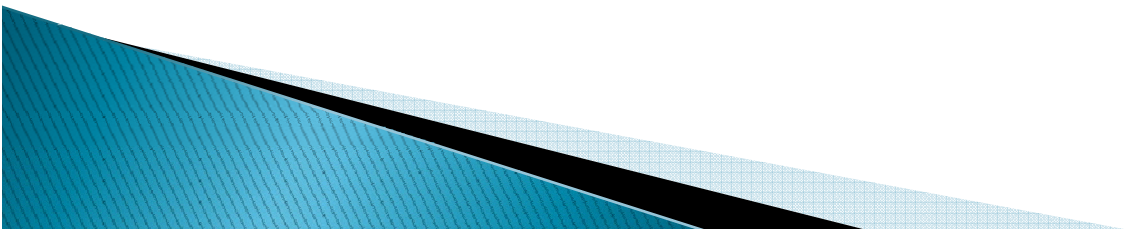
Rich Petrick  
Vice Chancellor for Finance  
Ohio Board of Regents

# Overview

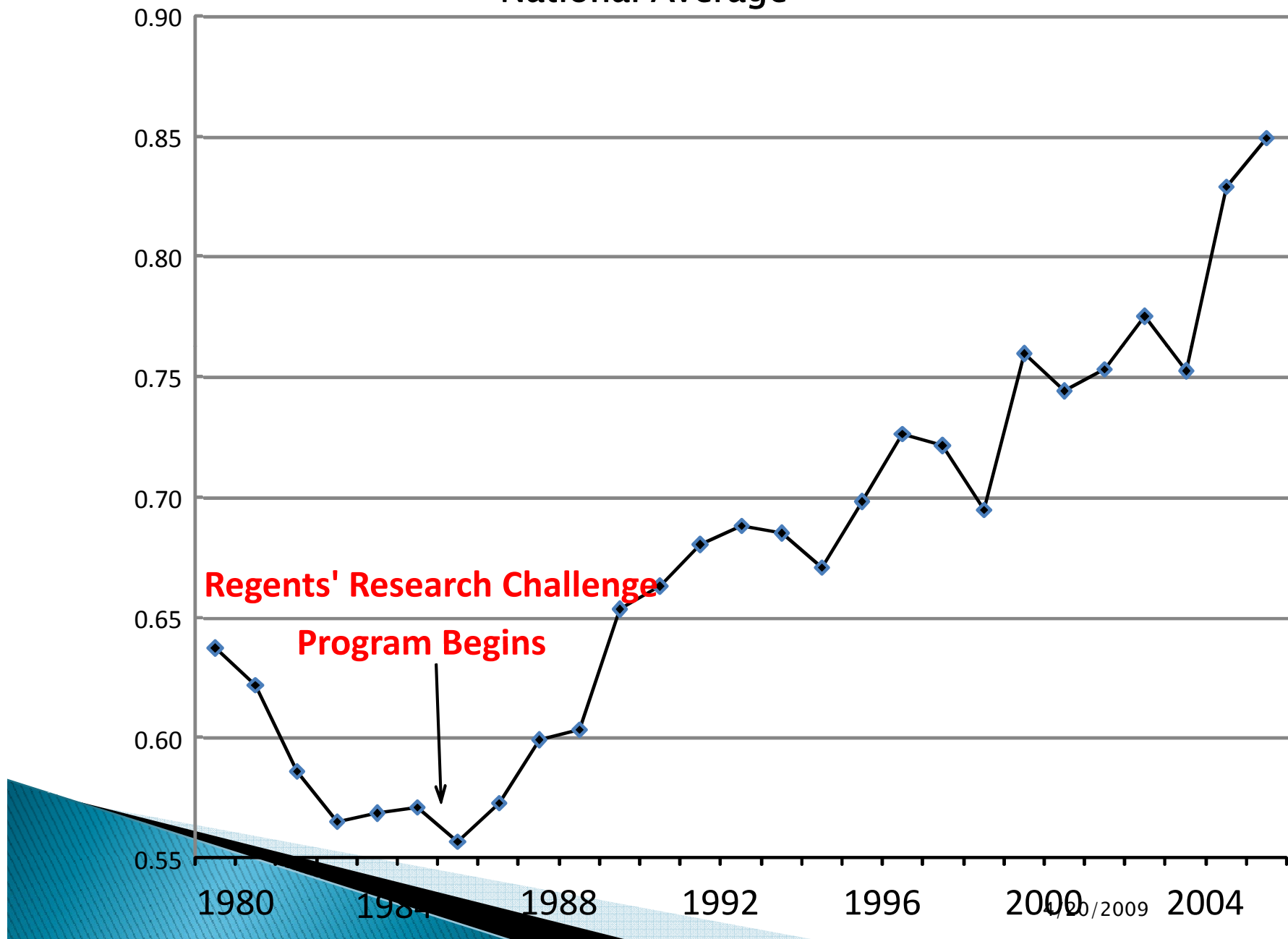
- ▶ Performance funding in Ohio
  - Past foundations
  - Performance-based subsidy plans for FY 2010 and FY 2011
- ▶ Some elements of successful planning and implementation
- ▶ Performance-based student grant initiative
- ▶ What do we mean by student “success”
- ▶ Q & A

# Performance funding in Ohio – Past foundations

- ▶ Research Challenge, 1985
  - Ohio's research volume lagged the nation
  - Created program to promote more research
  - State “Research Challenge” funds distributed on basis of each university's share of sponsored research
  - Universities could use the funds to support new or existing programs to generate more research
  - ~\$10 – \$12 million per year



## Ohio's Per Capita R&D Indexed to the National Average



# New “Challenge” programs in the 1990’s

All new funds were performance based, distributed in proportion to each campus’ share of the valued activity

- ▶ **Access Challenge ~ \$65 million/year**
  - Tuition buy down for access campuses
- ▶ **Jobs Challenge ~\$10 million/year**
  - Grants supported non-credit job-related training
- ▶ **Success Challenge ~ \$55 million/year**
  - 1 / 3 – Reward timely baccalaureate degree completion for in-state undergrads
  - 2 / 3 – Reward baccalaureate degree completion for any at-risk student

# New “Challenge” programs in the 1990’s

All funds were mission-oriented and targeted select campuses

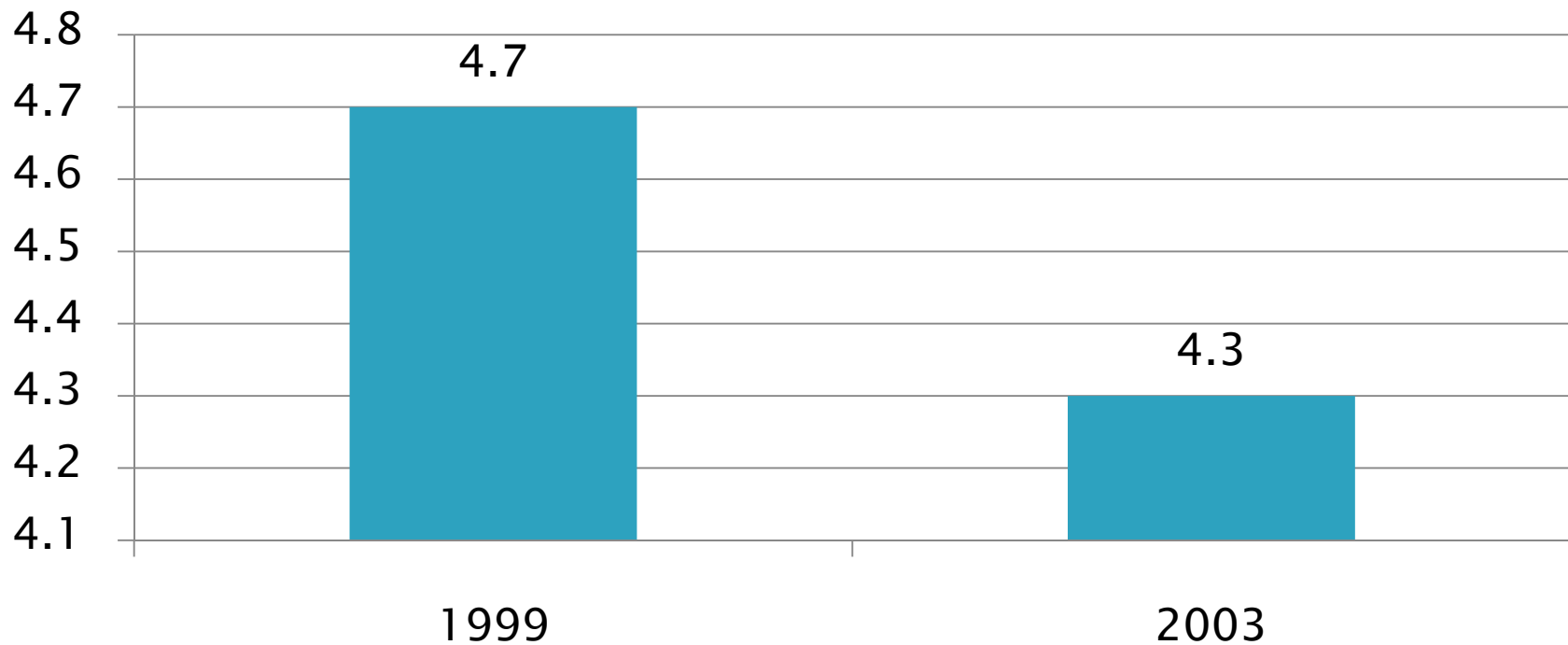
- ▶ **Access Challenge** – All 2-year campuses and select access-oriented universities
- ▶ **Jobs Challenge** – EnterpriseOhio Network campuses
- ▶ **Success Challenge** – University main campuses

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- ▶ **Research Challenge** – University main campuses

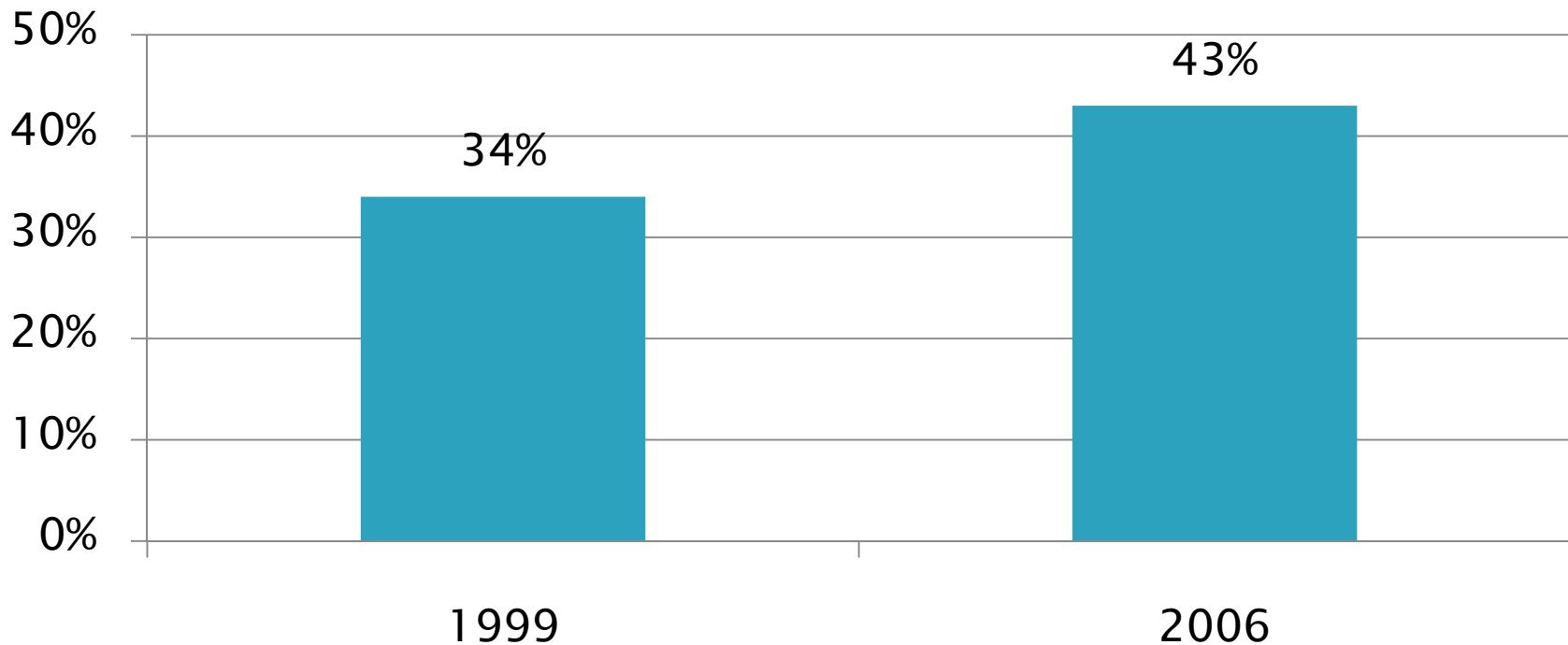
# Success challenge effects

Time to degree for resident undergrads  
decreased



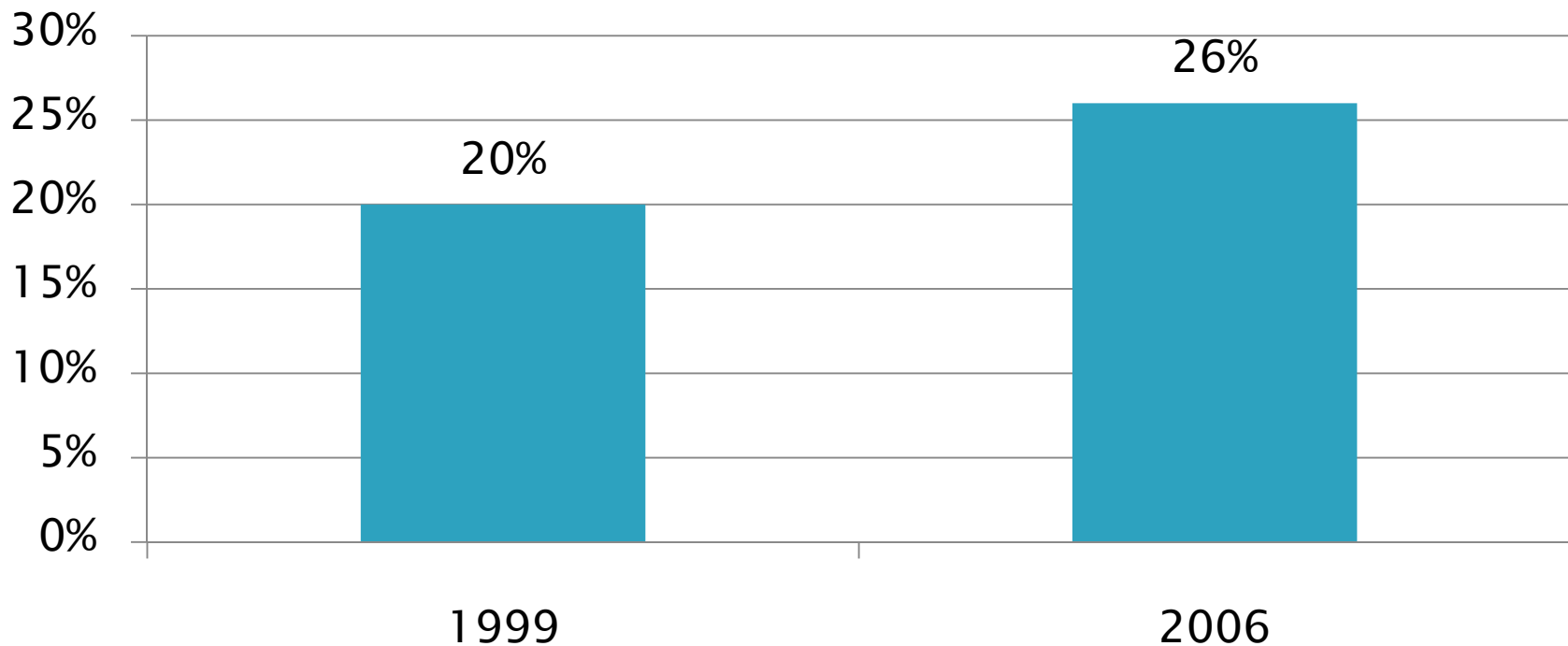
# Success challenge effects

Increase in percentage of resident undergrads  
graduating  $\leq 4$  years



# Success challenge effects

Percentage of at-risk undergrads graduating  
< = 4 years increased



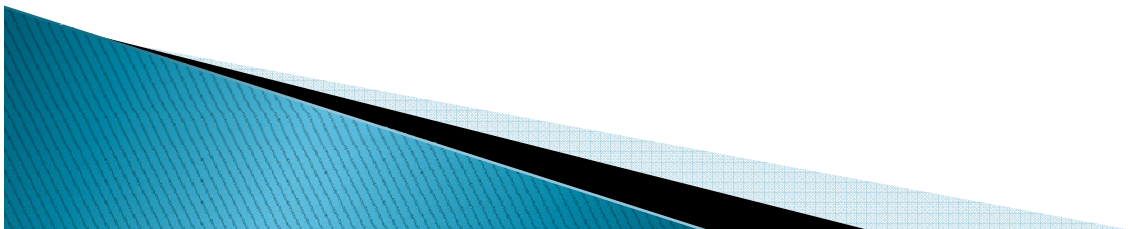
# Funding Formula Proposals for FY 2010 and FY 2011

# The Chancellor's ten-year strategic plan: Some key elements

- ▶ Enroll and graduate more Ohioans
- ▶ Increase state aid, improve efficiency, and lower out of pocket expenses for undergraduates
- ▶ Increase participation and success by first-generation students
- ▶ Increase participation and success by adult students

# What's proposed for FY 2010 and FY 2011?

- ▶ Major shift to success-based formulas
- ▶ Creation of three new formulas:
  - University main campuses
  - University regional campuses
  - Community colleges
- ▶ Under active consideration in budget bill now before the General Assembly
- ▶ Subject to change



# University main campuses

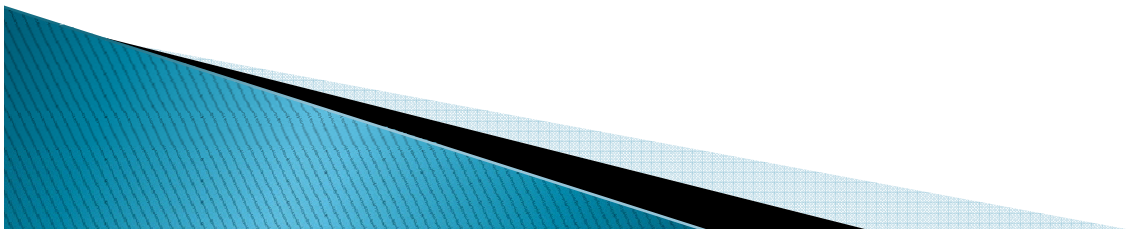
- ▶ Shift from enrollment-based to course- and degree-completion based formula
  - Cost-based course and degree allocations
  - Empirically-based adjustment (extra weighting) for at-risk students
  - Degree-completion component to be phased in slowly
- ▶ Setasides for doctoral and medical funding
  - Doctoral funding to become more performance-based
- ▶ Phased in over time
  - 99% stop loss in FY 2010
  - 98% stop loss in FY 2011

# University regional campuses

- ▶ Shift from enrollment-based to course-completion based formula
  - Cost-based course and degree allocations
  - Empirically-based adjustment (extra weighting) for at-risk students
- ▶ Plan to add degree-completion component in 2 to 4 years
  - Time to permit regional campuses to adjust their missions to focus more on upper-level undergraduate enrollments
- ▶ Phased in over time
  - 99% stop loss in FY 2010
  - 98% stop loss in FY 2011

# Community colleges

- ▶ Will continue to have enrollment-and cost-based formula as major basis of funding
- ▶ Adding State of Washington's concept of 'Momentum Points' beginning in FY 2011
  - Momentum points share of total funding will increase over time
- ▶ Phased in over time
  - 99% stop loss in FY 2010
  - 98% stop loss in FY 2011

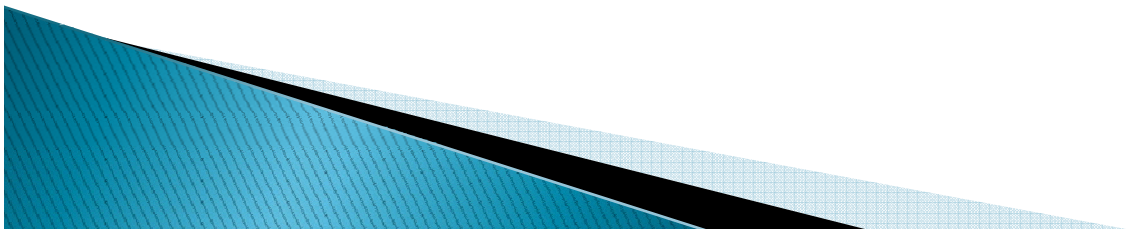


# What are “momentum points?”

- ▶ Measures of student success that are sensitive to the community college’s mission and students
  - Derived from Columbia University Teacher’s College study
- ▶ Very simple methodology
  - One point for each, unweighted by student or program or level
- ▶ Points include
  - Enrolling in CC while in high school (dual enrollment)
  - Passing remedial coursework, college level math
  - Achieving 15 credit hours, 30 credit hours, 45 credit hours, associate degree
  - Transferring to university

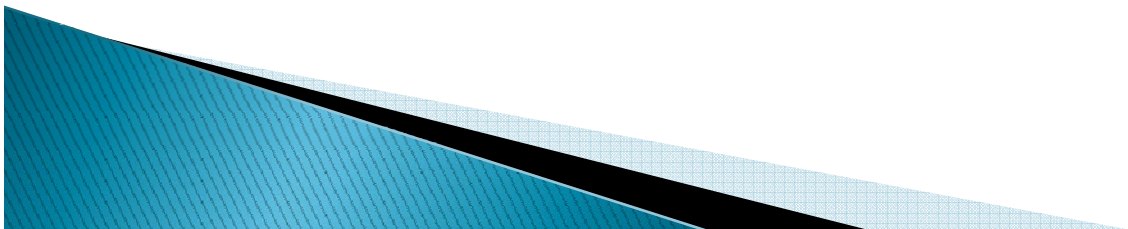
# Some continuing discussions

- ▶ Determining each sector's share of total money available
  - Shares roughly based on desire to freeze tuition for in-state undergrads in FY 2010 and FY 2011 at two-year campuses, and for university main campus resident undergrads in FY 2010
- ▶ Dealing with discontinuities from a FY 2009 base that had uniform % increases for many campuses



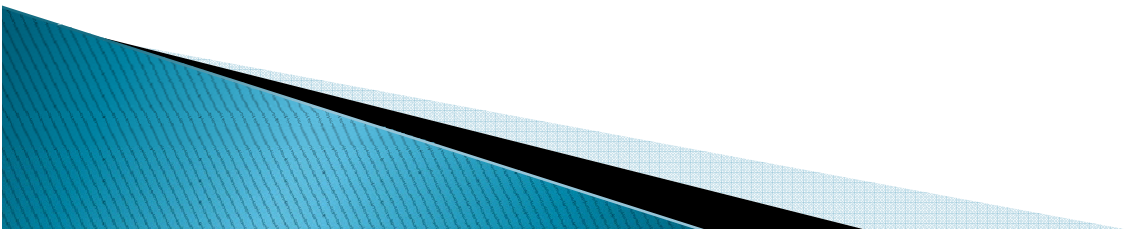
# Some continuing discussions

- ▶ Determining who is an at-risk student
- ▶ Need to refine/define momentum points
  - Need better data and definition of certificates
  - Need common definition of college-readiness
- ▶ How to make doctoral and medical funding more dynamic and success or performance-based?



# Final observation

- ▶ Change in FY 2010 and FY 2011 made possible due to huge infusion of federal stabilization funds into the formula
  - \$279.3 million in FY 2010
  - \$344.7 million in FY 2011



# Observations about planning and implementation

# Some keys to successful planning and implementation

- ▶ “Don’t try to boil the ocean”
  - Start, even if you have to take small steps
- ▶ “Remember the C–A–S–E method”
  - Copy And Steal Everything
- ▶ “One size does not fit all”
  - Use of mission sensitive measures – or even separate formulas – that are understandable to all

# Some keys to successful planning and implementation

- ▶ Consult, consult, consult
  - Turns stakeholders = co-creators = implementers = advocates
- ▶ Remember why the Soviet Union failed
  - Maximize focus on outcomes, minimize focus on inputs and micromanagement or regulatory controls
- ▶ Data, data, data
  - Timely and reliable student unit record data system needed for planning and evaluation
- ▶ Protect the base
  - Phase in changes

# Performance-based student grant initiative – Rewarding success

# Ohio's TANF Educational Awards Program (TEAP)

- ▶ Used surplus TANF funds in FY 2007
- ▶ Created a new grant program for TANF-eligible students
- ▶ Eligible students:
  - Independent students with one or more dependents, and who
  - Have an “Expected Family Contribution” (EFC) of \$0, and who
  - Have already completed at least 15 credit hours of college work, and who
  - Are enrolled for at least 3 credit hours during the term for which they apply for the grant

# TEAP – FY 2007

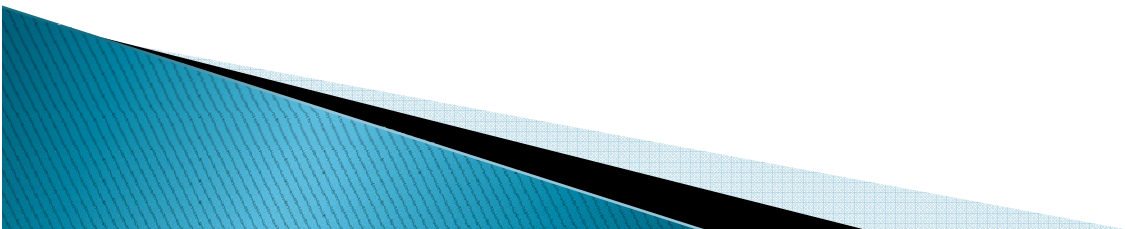
- ▶ Maximum grant: \$1,200 for full-time student, \$600 for part-time student
- ▶ Grants distributed in two parts
  - 1 / 3 at start of term
  - 2 / 3 at end of term
- ▶ Students had to successfully complete the course to receive the final grant portion
- ▶ Broad use of funds: child care, transportation, books, materials, equipment

# TEAP Outcomes– FY 2007

Selected Variables	TEAP Grant Recipients	Non-TEAP TANF Students
Number	7,439	18,488
Course completion rate	82%	70%
GPA	2.79	2.54
Persistence+ grad rate	82%	60%
Full-time attendance	52%	26%
Quasi-experimental design – no random assignment of students		

# TEAP – FY 2009

- ▶ Smaller program, fewer funds
- ▶ Use random assignment of students to experimental and control groups
- ▶ Greatly assisted by MDRC
- ▶ Will be fully evaluated next year



# Improving our measures of student success

# What do we/should we mean when we measure and reward student success?

- Earliest measures used a gross measure of degree completion rate
- Often ignored intermediate steps to ultimate success
- Ignored changing student enrollment dynamics (such as transfers)
- Measures were too narrowly defined – usually inter-institutional or inter-state, and never intra-institutional or intra-state
- Result: grossly under-estimated student success

# What do we/should we mean when we measure and reward student success?

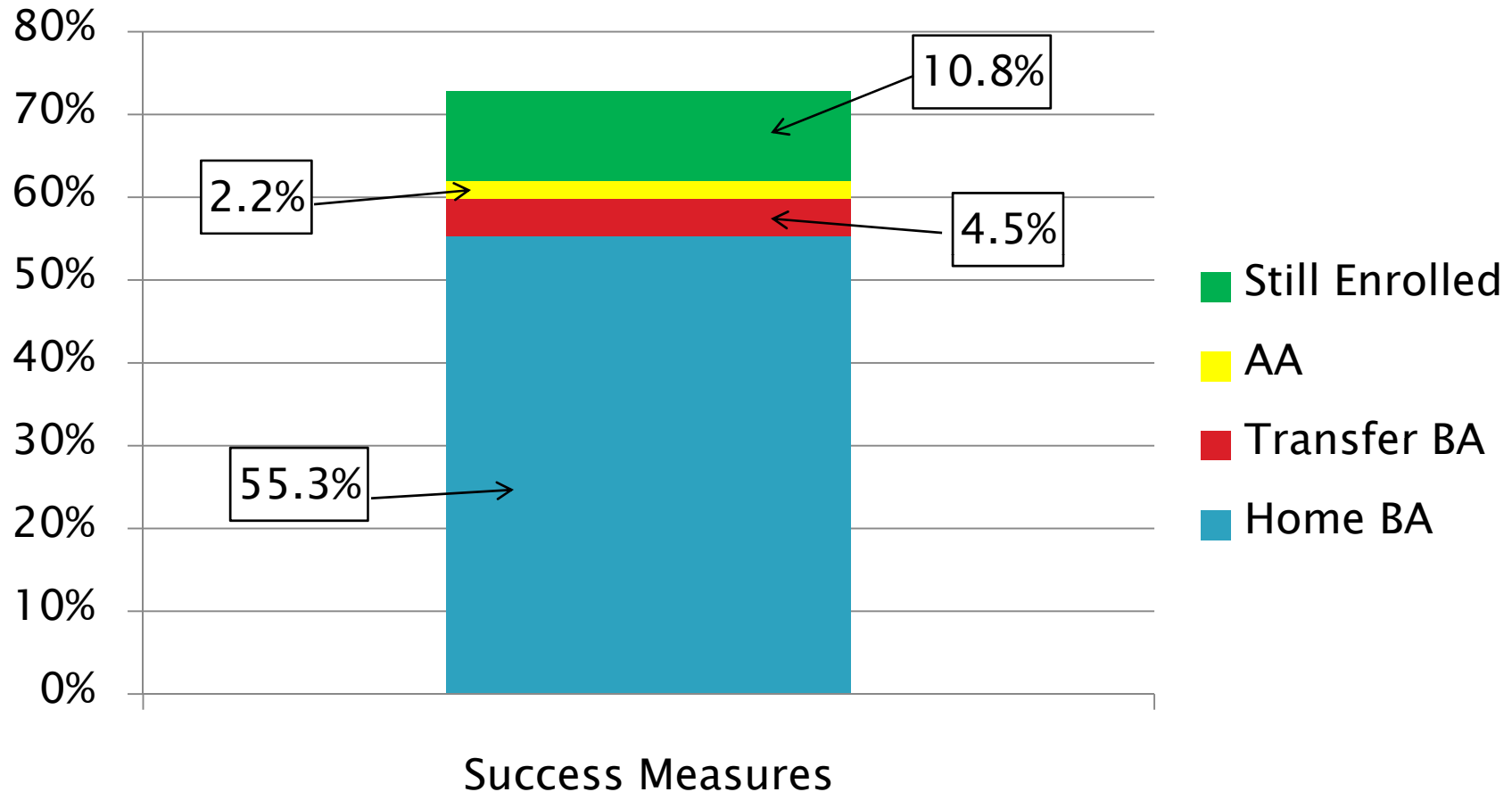
- Newer measures being used in Ohio and elsewhere include:
  - Degree completion
  - Persistence
  - Transfer
- Newer measures radically change our older perception of levels of student success

## Enhanced Six-Year Graduation Rate

### Fall 2001 Bachelor's Degree-Seeking Cohort

Avg. ACT of Incoming Class	Institution	2001 Cohort	Bachelor's Degree Rate			Earned Associate Degree	Still Enrolled in Ohio	Total Graduation or Retention Rate
			Same Institution	Different Ohio Institution	Total			
> 24	Miami University	3,523	78.5%	3.5%	82.0%	0.3%	3.2%	85.5%
	Ohio State University	5,964	71.2%	2.4%	73.6%	1.1%	8.3%	83.0%
22.5 -- 24	University of Cincinnati	2,666	51.7%	4.4%	56.0%	2.7%	11.8%	70.5%
	Ohio University	3,679	70.1%	7.2%	77.3%	1.5%	6.2%	85.1%
21 -- 22.4	Bowling Green State University	3,613	56.6%	6.0%	62.6%	2.8%	10.3%	75.7%
	Kent State University	3,581	49.8%	5.6%	55.4%	2.6%	10.8%	68.8%
	Wright State University	3,332	41.9%	5.5%	47.4%	3.8%	14.6%	65.8%
< 21	University of Akron	2,629	33.9%	3.8%	37.7%	4.0%	17.1%	58.8%
	Cleveland State University	1,008	31.3%	3.7%	34.9%	2.5%	20.6%	58.0%
	Central State University	389	21.3%	1.8%	23.1%	1.0%	12.9%	37.0%
	Shawnee State University	282	27.0%	2.8%	29.8%	6.0%	11.3%	47.2%
	Wright State University	2,125	43.3%	4.5%	47.9%	2.8%	15.8%	66.4%
	Youngstown State University	1,837	36.7%	3.0%	39.7%	1.6%	14.8%	56.1%
Statewide Total		34,628	55.3%	4.5%	59.8%	2.2%	10.8%	72.8%

# Measuring Academic Success, Version 1 = 72.8% in Ohio



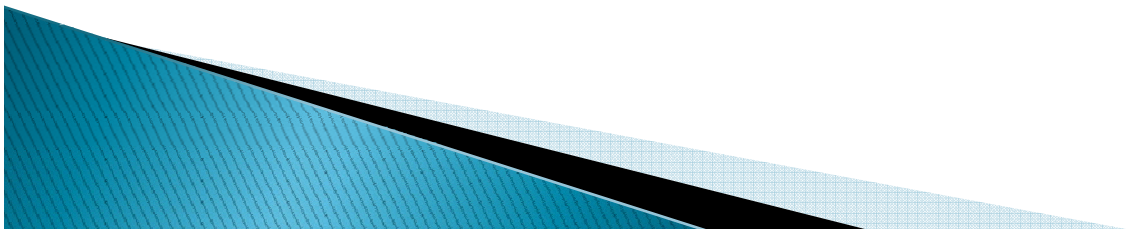
# Three-Year Success Measures for First-Time, Full-Time, Degree-Seeking Students at Ohio's Two-Year Campuses

Fall 2005 Entering Cohort

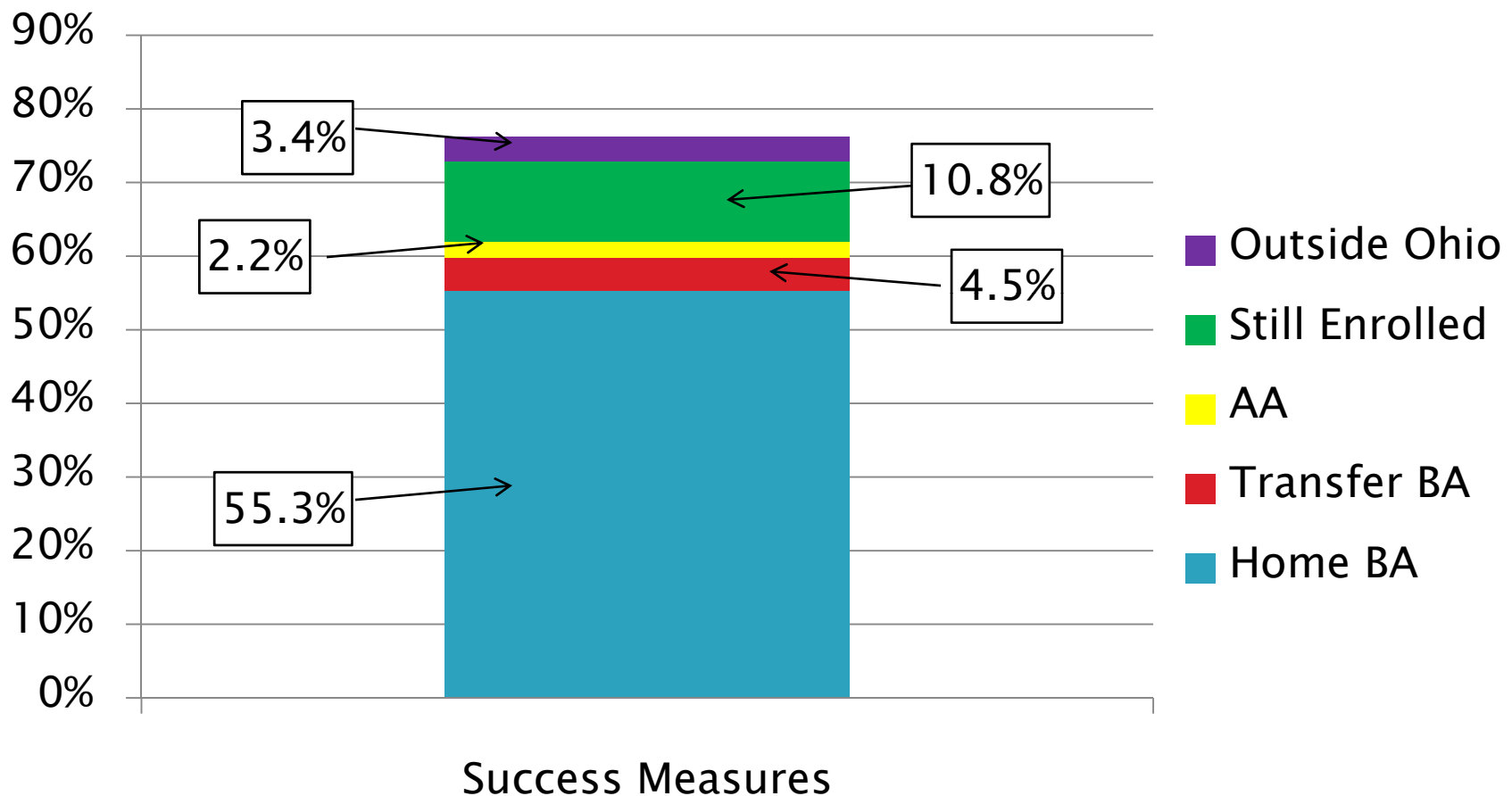
Sector   Institution	Full-Time Students in Fall 2005 Cohort	Earned degree by end of third year	Persisting at same institution in FY 2008	Persisting at a different institution in FY 2008	Total 3-year success rate
Community Colleges	5,845	7%	37%	9%	53%
State Community Colleges	5,449	9%	33%	11%	53%
Technical Colleges	3,085	16%	28%	7%	52%
University Regional Campuses	7,674	9%	42%	13%	64%
Two-Year Total	22,053	10%	36%	10%	56%

# That's still not the whole story

- ▶ We do not regularly or uniformly take into account the movement of students across state borders
- ▶ The National Student Clearinghouse provides one data source to extend our analysis
- ▶ We've matched former Ohio enrollees with students enrolled in or receiving a degree from an institution outside of Ohio
- ▶ The result?



# Measuring Academic Success, Version 2 = 76% using state + nat'l data



# For more detail

- ▶ **Ohio's Ten-Year Strategic Plan:**

<http://www.uso.edu/strategicplan/>

- ▶ **Momentum points – Washington State Version:**

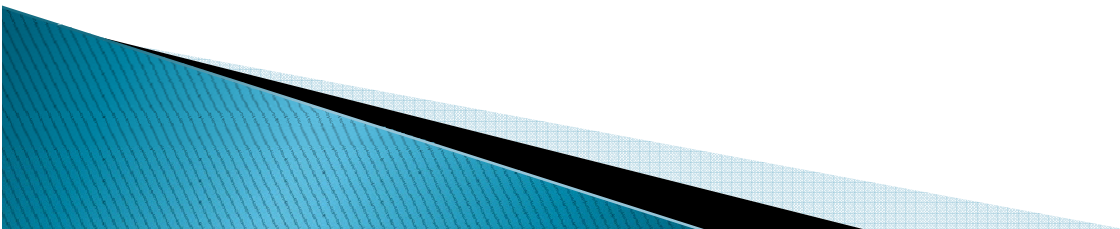
[http://www.sbctc.ctc.edu/college/education/resh07-1\\_mtg\\_wa\\_st\\_needs\\_for\\_an\\_educ\\_citizenry\\_and\\_vital\\_econ.pdf](http://www.sbctc.ctc.edu/college/education/resh07-1_mtg_wa_st_needs_for_an_educ_citizenry_and_vital_econ.pdf)

- ▶ **Momentum points -- CCRC general description:**

<http://ccrc.tc.columbia.edu/Collection.asp?cid=15>

- ▶ **Ohio formula descriptions and data**

[http://regents.ohio.gov/financial/selected\\_budget\\_detail/1011\\_budget.php](http://regents.ohio.gov/financial/selected_budget_detail/1011_budget.php)



# Thank you!

- ▶ Welcome your questions and observations

