

Performance Funding Dilemma: Developmental Education

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Questions to think about:

Is developmental education changing at your college?

What variables does your state use for performance funding?

Where does your state get data for performance funding formulas?

How are needed changes or updates to performance funding criteria and metrics accomplished?

Session Outline

- History of Performance Funding in Missouri
- Using Data from the NCCBP
- Innovations in Developmental Education
- Formation of the Developmental Education – Performance Funding Task Force
- Suggested New Metrics
- Testing of the Potential Metrics
- Final Decisions



Performance Funding in MO

- MO first explored performance funding in 1989
- First formal performance funding was done in FY 1993
- 1993-2011 state funding situation characterized by core cuts in bad years and no increases in better years resulted in performance funding being essentially inactive
- 2011 the MO Commissioner of Higher Education established the first Performance Funding Task Force
- Fall 2012 Community Colleges reported on metrics

Key Characteristics of MO CC Measures

1. Reliance on existing and externally validated data
2. Alignment with established statewide goals
3. Being straightforward in nature and easily understood



National Community College
Benchmark Project

Current MO CC performance measures:

1. 5 Performance Indicators
2. Three-year rolling average used for metrics
3. Success defined for each institution individually

Improvement over that institution's performance from previous year or maintenance of a high level of performance based on benchmarks ("sustaining excellence")

Student Success and Progress Measures

1. Three-year completion rate

- First-time, full-time students
- Completion of a degree or certificate of at least one year
- Transfers to a four-year institution



Increase Degree Attainment & Quality of Student Living

4. Percentage of career/technical graduates who pass their required licensure/certification examination.



Financial Responsibility and Efficiency



5. Institution-specific measures

Examples include:

- Tuition and fees as a percent of median household income in local MSA
- Expenditures per credit hour completed
- Credit hours completed per \$100,000 of state appropriations

Changes

2014

- Efficiency measure changes by some institutions
- Request by CBHE to add a 6th measure on transfer degree graduates
- 6th measure is on hold pending final approval and funding

In 2015, CCs asked to propose changes to the Developmental Education measures. *WHY???*

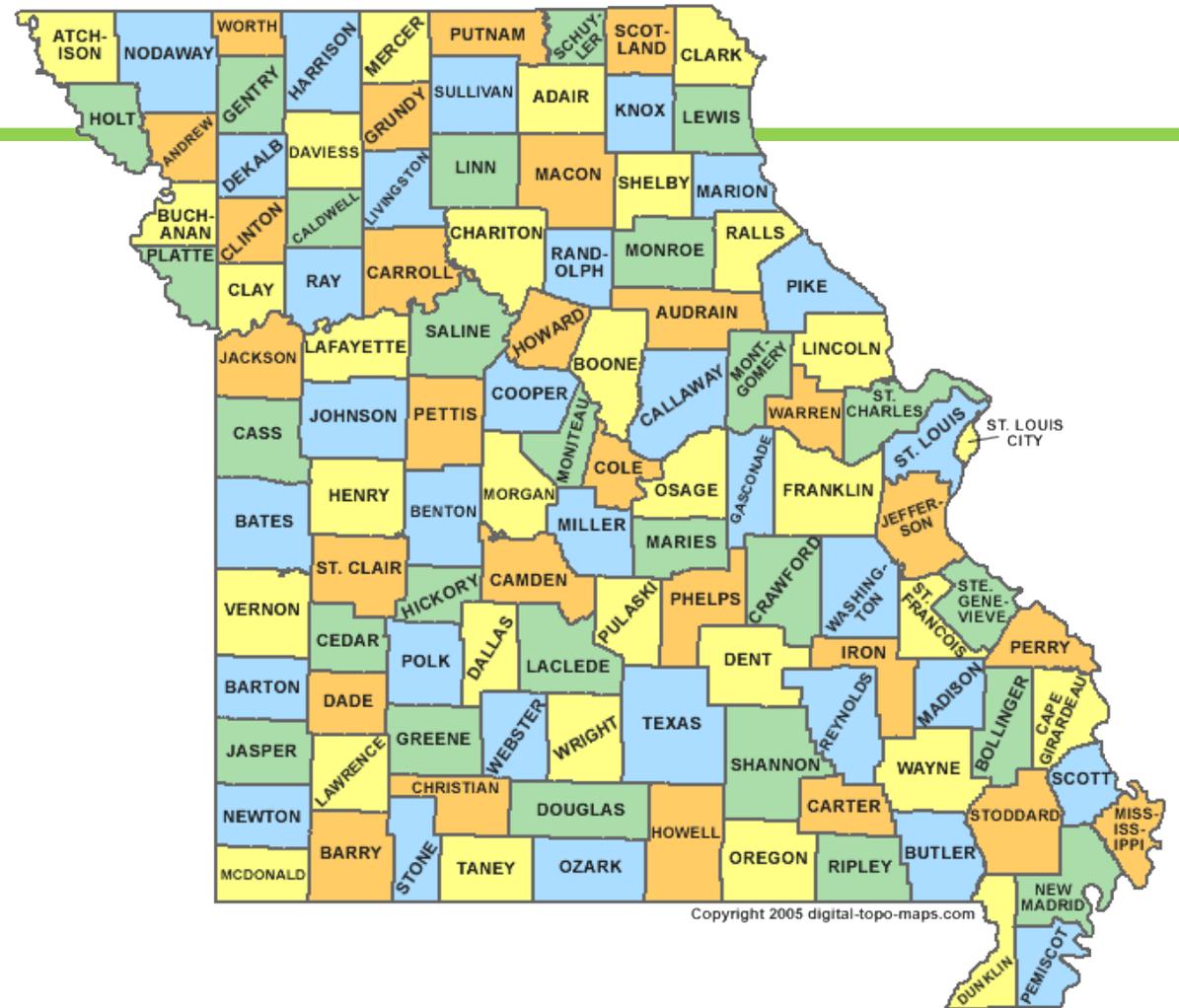
Why make changes so soon?

- Many of MO's CCs implemented innovative instructional methods
E.g., Boot camps, on-line refreshers before placement testing, accelerated learning programs, dual credit and developmental courses or companion classes, modular courses
- Goal to reduce the use of ineffective developmental education practices and accelerate student success
- Innovative approaches did not fit within the structure of the two performance funding measures for developmental education – CCs could be financially penalized while achieving better outcomes for students!

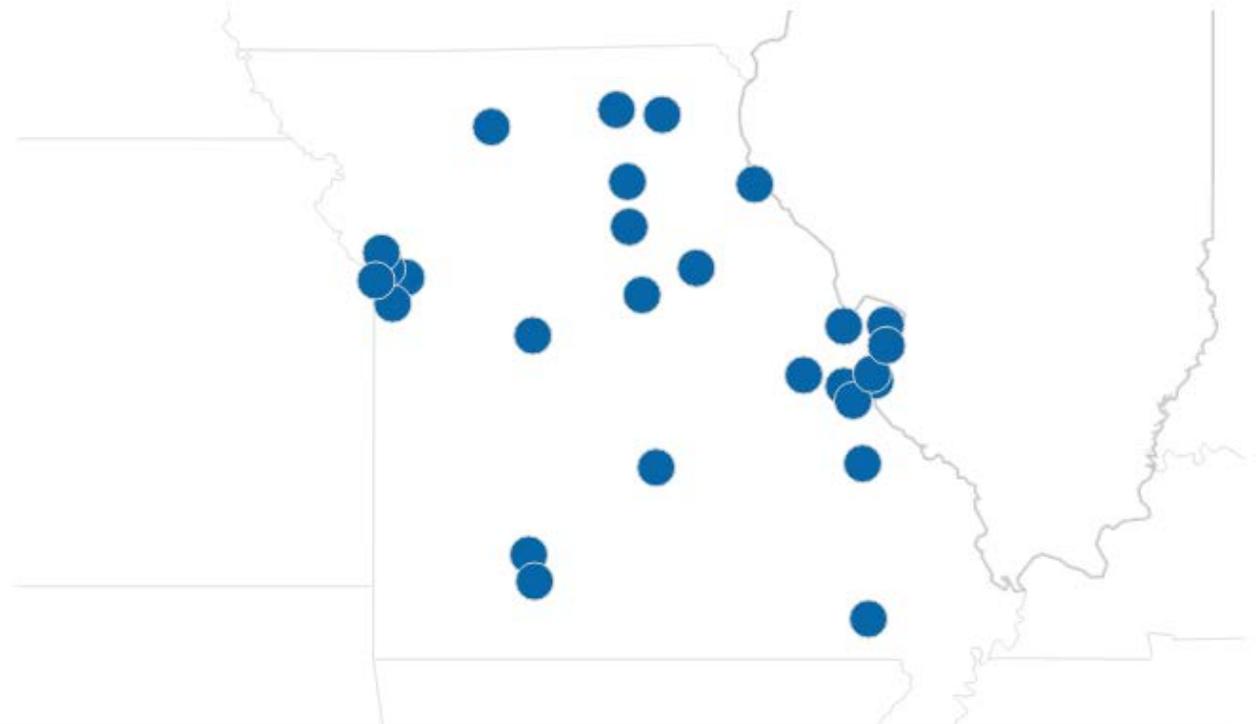
The Task Force

Key to the success of the Task Force was having participation from:

- All twelve of Missouri's Community Colleges
- Missouri Department of Education
- National Higher Education Benchmarking Institute



Process was facilitated by:



Where Missouri's community colleges unite for advocacy, education, information, and networking.



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Philosophical Background Discussion

- Dev. Ed. does not need to be a specific performance funding metric. The performance of students in dev. ed. is represented within broader metrics, such as success in gateway courses and persistence.
- CCs have many other purposes and missions besides remediation, and significant numbers of students never enter remedial courses.
- Broadening the performance measures beyond the current heavy emphasis on developmental education allows community colleges to target other areas for improvement.

Evaluated Several Benchmarks

*NCCBP Form 4**

*NCCBP Form 4**

NCCBP Form 12

*NCCBP Form 11**

NCCBP Form 11

NCCBP Form 7

NCCBP Form 8

NCCBP Form 9

NCCBP Form 9

1. Fall to fall persistence
2. Fall to spring persistence
3. Successful completion of all credit hours
4. All student performance on gateway math course(s)
5. All student performance on gateway English course(s)
6. All college-level course enrollee success rate
7. All developmental-level course enrollee success rate
8. Gateway English success rate of students who completed highest developmental English
9. Gateway math success rate of students who completed highest developmental math

NCCBP: Potential Form Changes

Term to Term Persistence Rates *(NCCBP Form 4)*

- Currently collects data on all students
- Potential change to breakout full-time and part-time students.

Student Performance in Gateway Math Course *(NCCBP Form 11)*

- Currently measures College Algebra
- Potential change to include other gateway math courses

Testing

Before these recommendations were made the colleges tested them out.

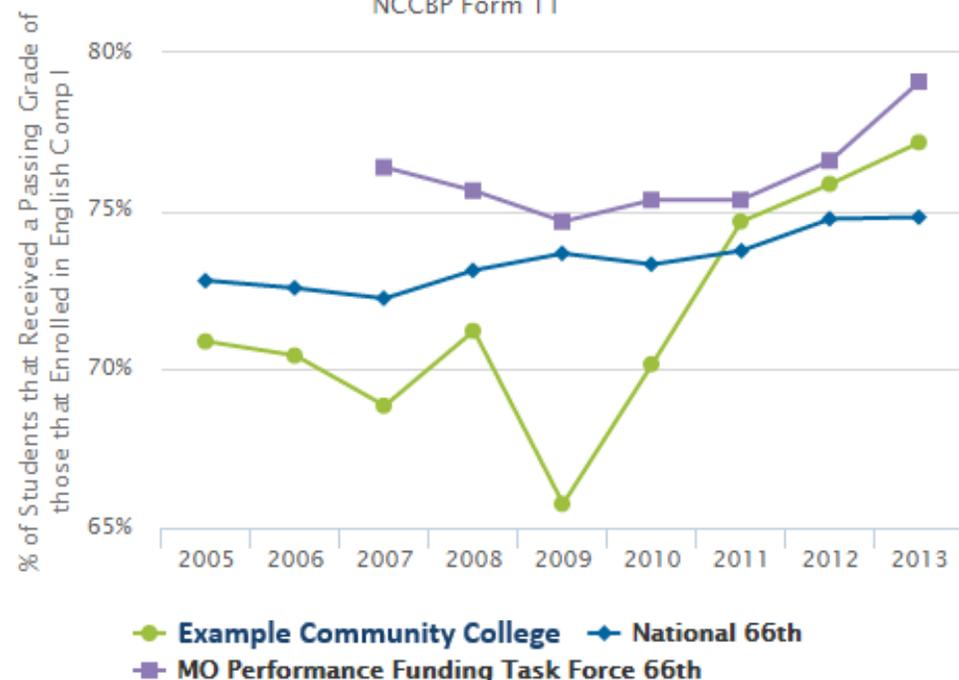
Institution Name:	Example Community College			
Performance of all students in gateway math and english courses (NCCBP Form 11)	Report Year			
	2012	2013	2014	2015
English Comp I - Enrollee Success Rate	70%	71%	72%	73%
College Algebra - Enrollee Success Rate	48%	49%	50%	51%
Performance of a "developmental cohort" (students with an ACT score below college level) in gateway math and english courses	Report Year			
	2012	2013	2014	2015
Gateway Math	N/A	N/A	N/A	N/A
Gateway English	N/A	N/A	N/A	N/A
Term completion for all students (NCCBP Form 7, 8 & 12)	Report Year			
	2012	2013	2014	2015
Credit College-level (Form 7) - Enrollee Success Rate	67%	66%	65%	64%
Developmental Math (Form 8) - Enrollee Success Rate	42%	44%	45%	44%
Developmental Writing (Form 8) - Enrollee Success Rate	70%	71%	72%	73%
Developmental Reading/Writing (Form 8) - Enrollee Success Rate				
Developmental Reading (Form 8) - Enrollee Success Rate	67%	66%	65%	64%
% Enrollee Success (Form 12)	70%	71%	72%	73%
Persistence Rate (NCCBP Form 4)	Report Year			
	2012	2013	2014	2015
Fall-fall persistence rate	48%	49%	50%	51%
Next-term persistence rate	70%	68%	66%	68%

MISSOURI COMMUNITY COLLEGES PERFORMANCE FUNDING TASK FORCE

These charts were developed for the Developmental Education -- Performance Funding Task Force which is exploring alternatives to current KPIs.

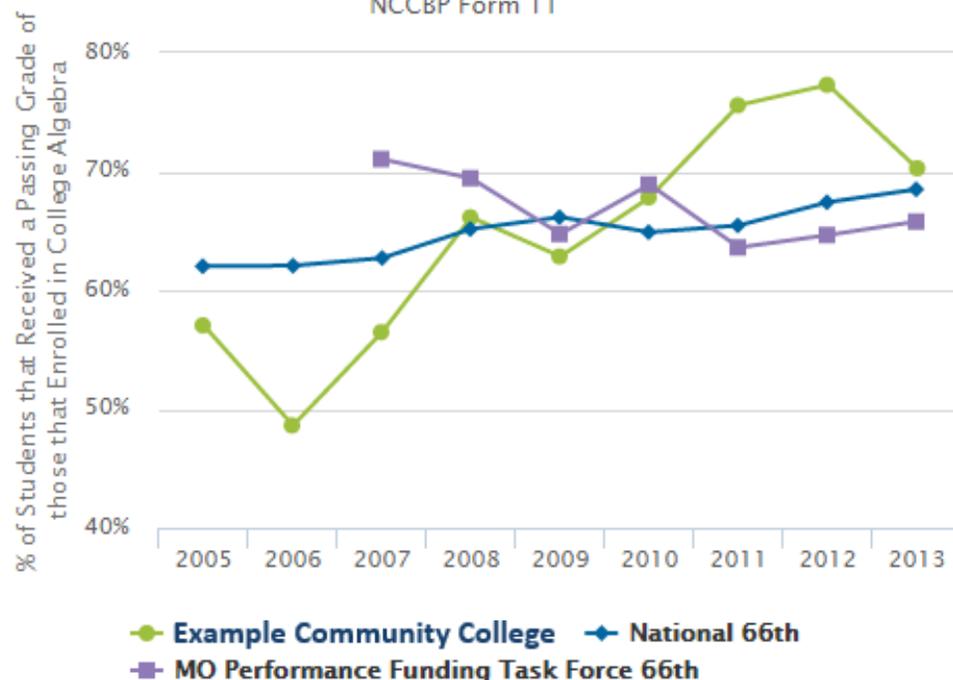
English Comp I – Enrollee Success Rate

NCCBP Form 11



College Algebra – Enrollee Success Rate

NCCBP Form 11



Final Recommendations

- Jan. 2016, the Missouri Community College Association presented the final report from the task force to the state.
- The report included the recommendation that a “menu” of performance funding measures be used that allowed each college to select the two which best suits their objectives.
- Pending approval from the Missouri Coordinating Board of Higher Education, institutions can change metrics as early as July 1, 2016.

Final Recommendations

1. a.) Fall to fall persistence (*NCCBP Form 4*)* **or**
b.) Fall to spring persistence (*NCCBP Form 4*)*.
2. a.) Successful completion of all credit hours (*NCCBP Form 12*) **or**
b.) All college-level course enrollee success rate (*NCCBP Form 7*)
3. All student performance on gateway math course(s) (*NCCBP Form 11*)*.
4. All student performance on gateway English course(s) (*NCCBP Form 11*)*.
5. All developmental-level course enrollee success rate (*NCCBP Form 8 combining math/English/reading*).

NCCBP

- An important consideration in the accountability process is to measure Missouri colleges against national benchmarks.
- Through their participation in this Task Force, the Benchmarking Institute agreed to collect the suggested measures in the NCCBP.
- These changes to NCCBP forms will facilitate additional innovation in the future, while continuing to provide reliable comparative benchmark data for Missouri's colleges.

Conclusions

- State performance funding criteria need to be **flexible** to keep up with community college transformations
- Having a state community college association to **facilitate** performance funding issues is very helpful
- **Partnering** with the NHEBI helped get changes to the benchmarks in support of MO's performance funding metrics
- Performance funding works best when colleges have **input** in the criteria
- A **"menu"** of measures helps make performance funding more equitable for colleges

Questions?



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