



College Success Institute

SSI FUNDING FORMULA UPDATE & INSTITUTIONAL ANALYSIS

FY 2018-19 FORMULA DETAILS

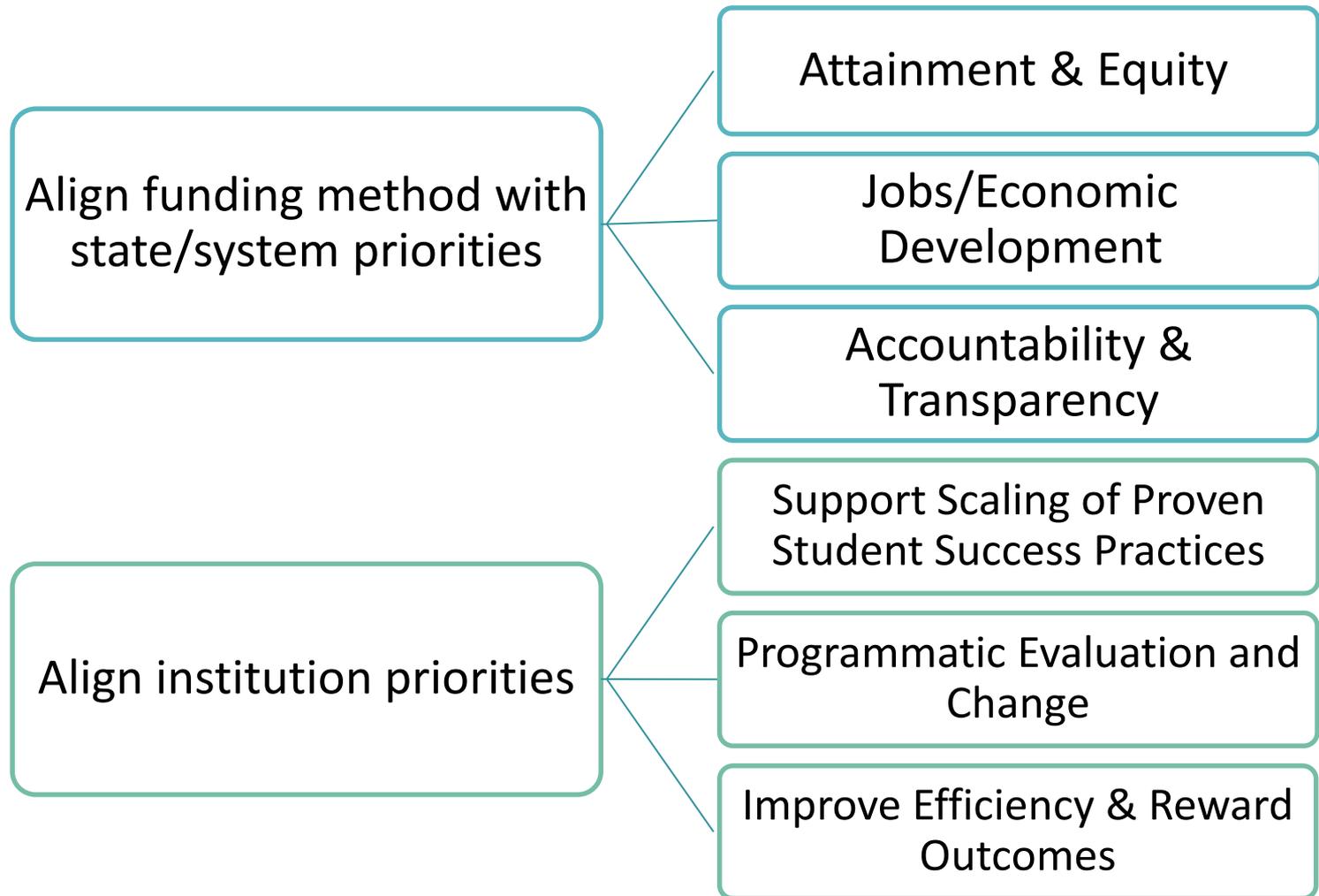
NEXT STEPS

INSTITUTIONAL ANALYSIS

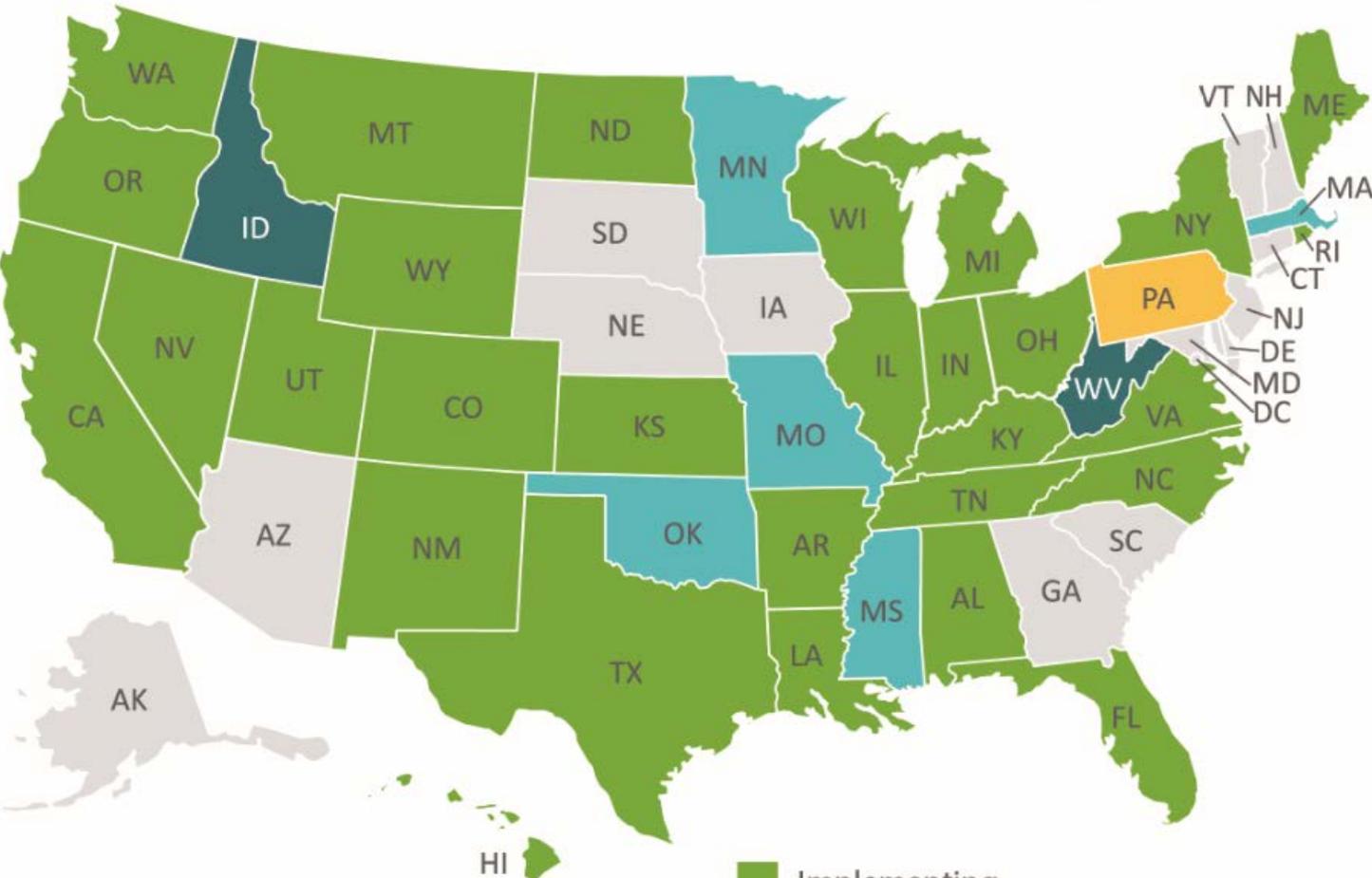
National Context

RATIONALE, STATE TRENDS, FUNDING

Policy Rationale for Funding for Outcomes



Outcomes-Based Funding in States in FY 2019



PA: Using a transitional model in FY19 as a new performance funding model is developed.

- Implementing
- Developed/Not Implementing
- Developing
- Implementing & Developing

Data collected as of January 2019

OBF Typology

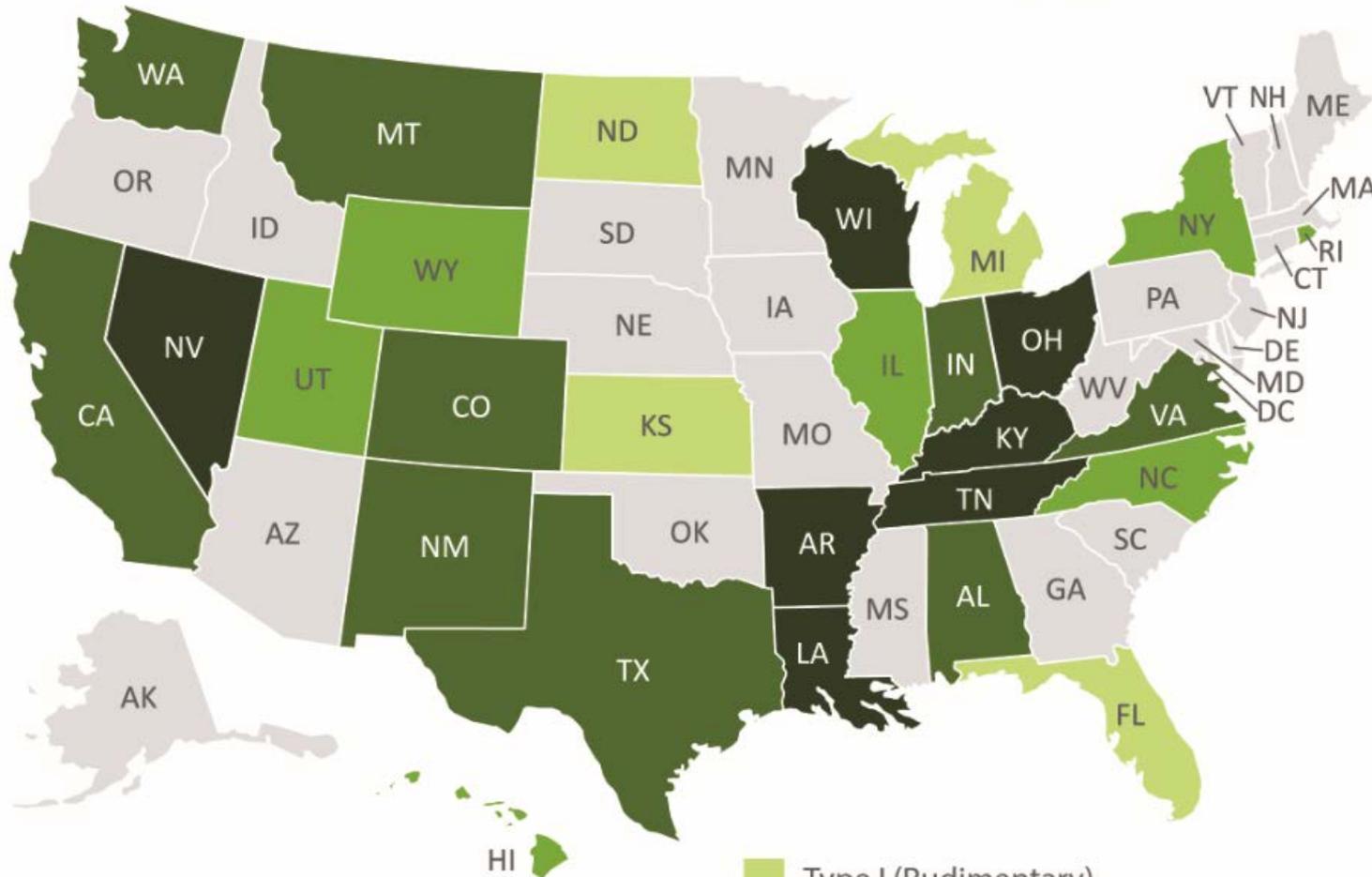
State funding systems vary significantly in design, focus and sophistication. These range from historical or “base-plus” model to formula driven enrollment-based and outcomes-based funding. The latter creates incentives typically tied directly to state goals.

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
- Recurring/Base funding
- *High level of state funding (25% or greater)*
- Differentiates by institutional mission
- Total degree/credential completion included
- Outcomes for underrepresented students prioritized
- *Formula driven/incentives continuous improvement*
- *Sustained for two or more consecutive fiscal years*

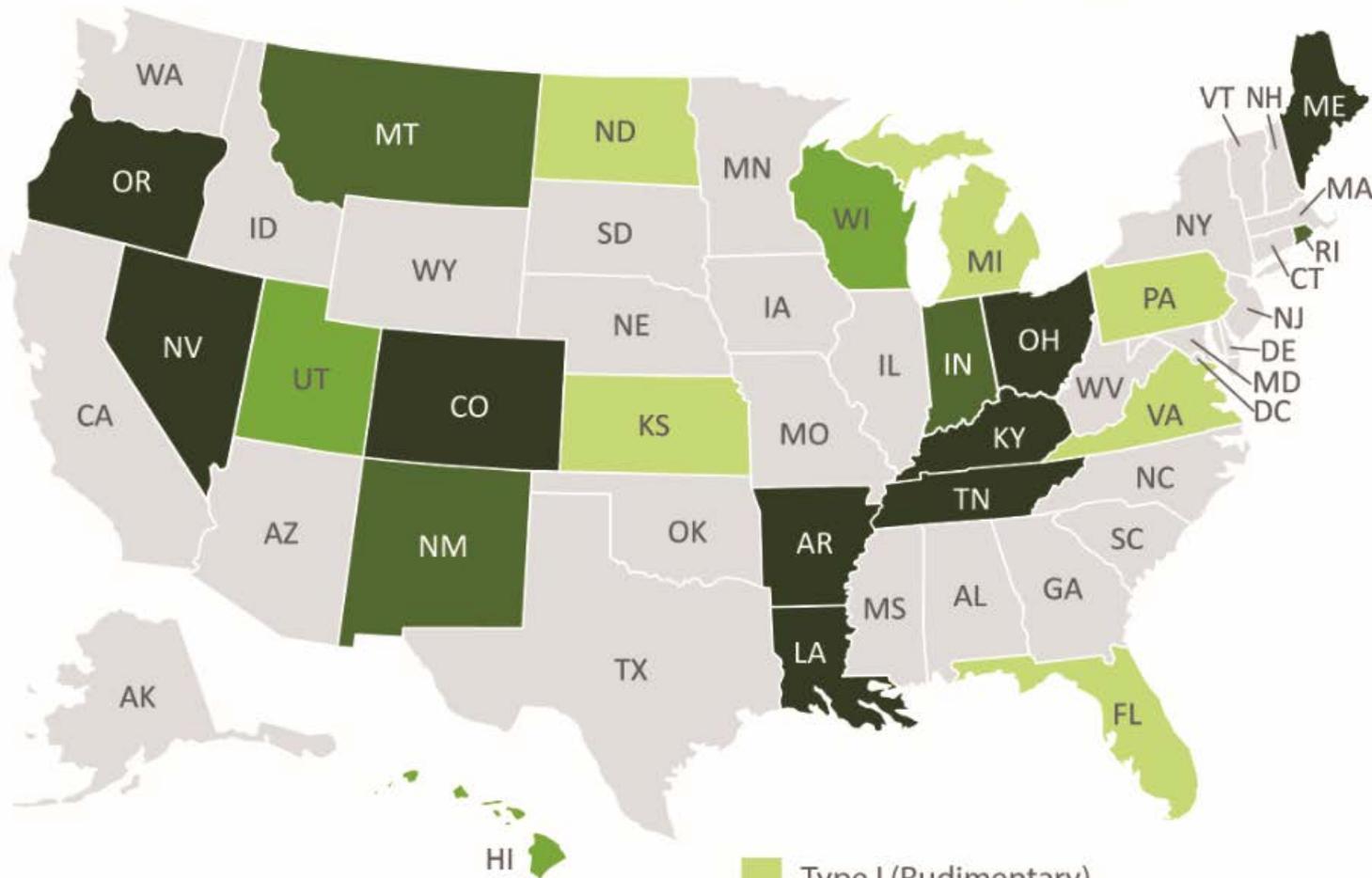
Outcomes-Based Funding in Two-Year Sector by Type in FY 2019



- Type I (Rudimentary)
- Type II
- Type III
- Type IV (Advanced)

Data collected as of January 2019

Outcomes-Based Funding in Four-Year Sector by Type in FY 2019



PA: Implementing for PASSHE universities only. Using a transitional model in FY19 as a new performance funding model is developed.
ME: Model will be phased out after FY19.

- Type I (Rudimentary)
- Type II
- Type III
- Type IV (Advanced)

Data collected as of January 2019

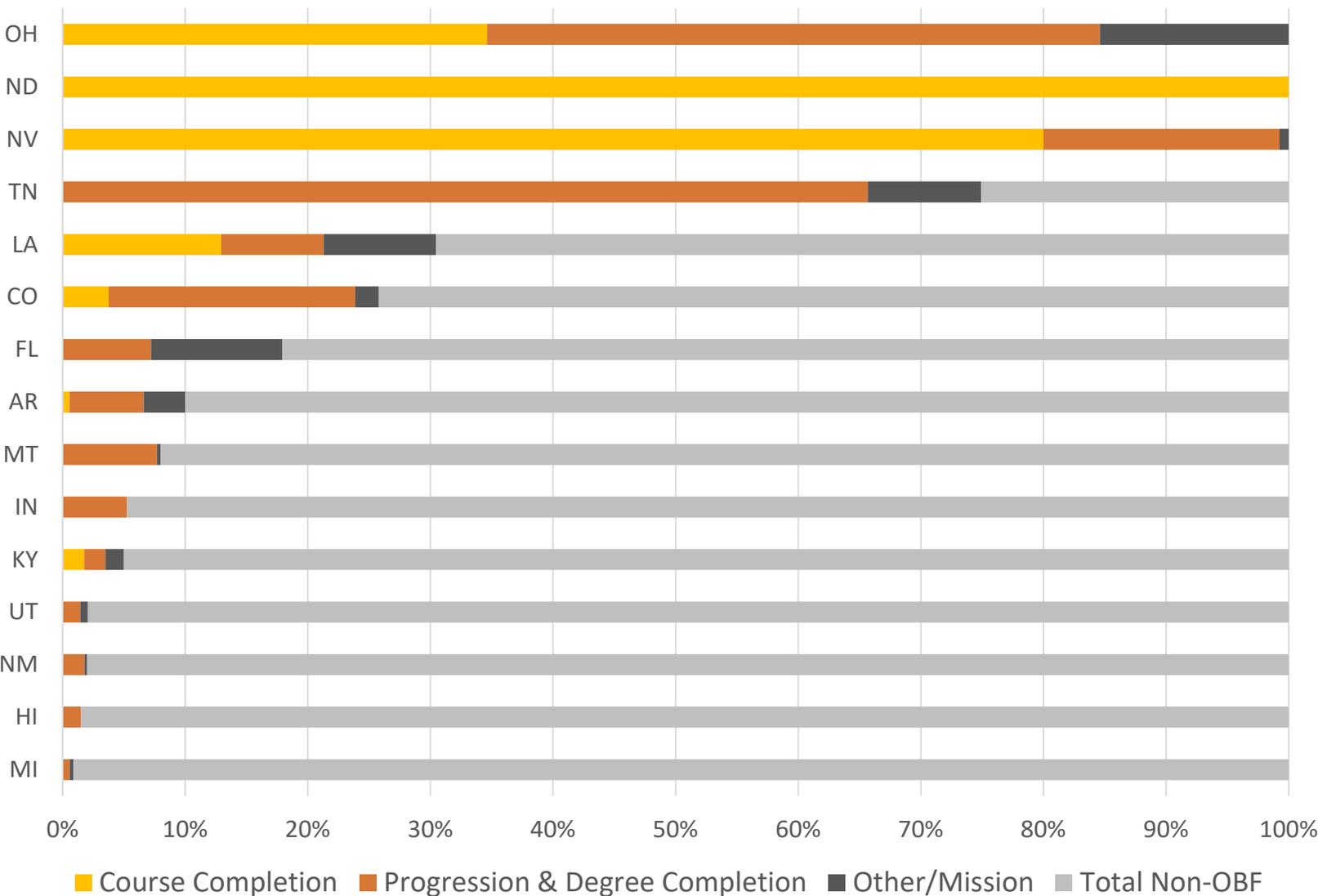
Funding Associated with OBF Models

- Wide variation in funding in scope, structure and sophistication in state funding models
- Outcomes funding formulas are comprised of four general components:
 - Progression and degree completion
 - Course completion
 - Mission funding
 - Non-OBF/other funding

In many states outcomes funding remains a small portion of state support to institutions

Outcomes-Based Funding in Two and Four-year Sectors Combined as Percentage of Overall FY18 State Funded Institutional Support

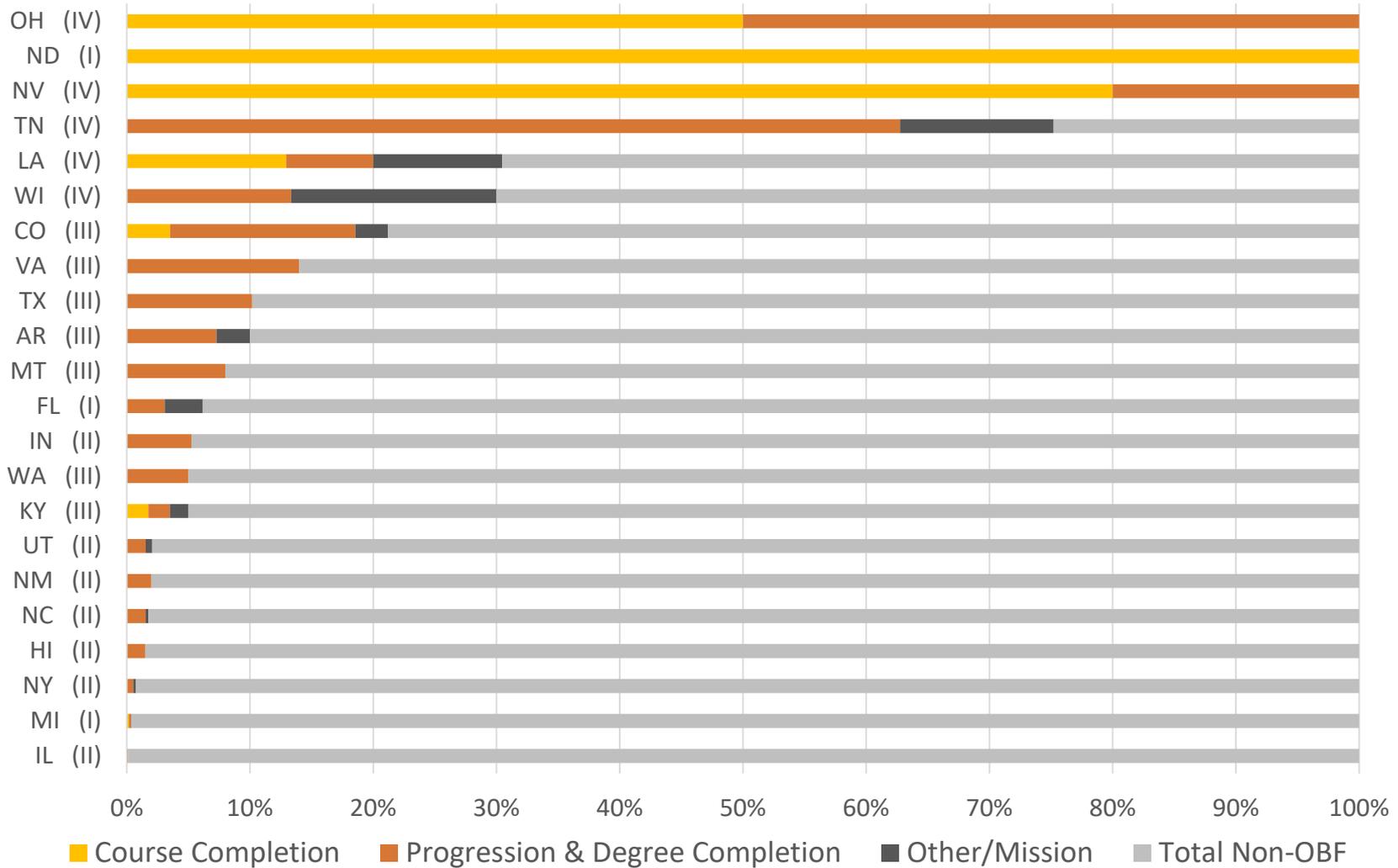
By course completion, progression/degree completion and mission components



Outcomes-Based Funding in 2-Year Sector as Percentage of Overall Sector

FY 2018 State-Funded Institutional Support

By course completion, progression/degree completion and mission components



Ohio SSI

TIMELINE, FY 2018-19 MODEL, NEXT STEPS

Guiding Principles of the 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

Ohio Community College Formula

Recent 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

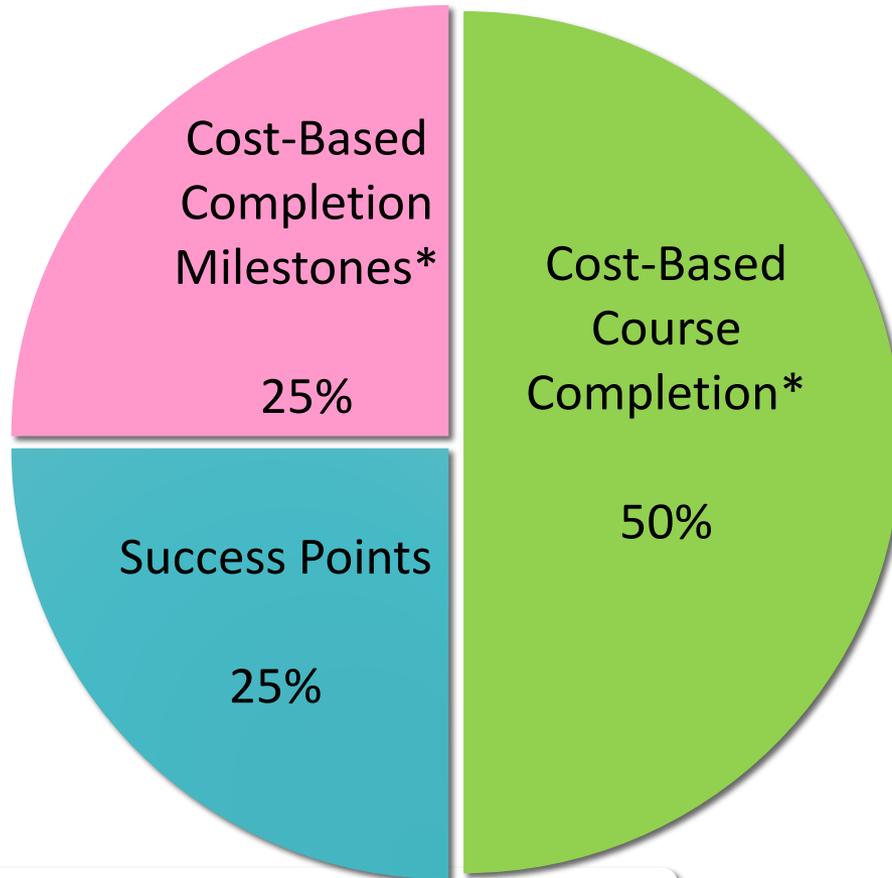
No stop loss

FY 2018 & FY 2019 Overview

The fiscal year 2018 & 2019 SSI funding formula maintained the general construct, component breakdown and weighting structure as was used in FY 2017. The formula still consists of three components:

1. Course Completions (50%)
2. Success Points (25%)
3. Completions (25%)

FY 2018 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 18 & FY 19)

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 a college-level math course (1 point)
- # of Students completing developmental education English & enrolling in a 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)

Of Note: Developmental Education

There have been discussions in the past year about phasing out the use of developmental education in the success points component in favor of a metric that is more in-line with current student success best practices.

Some colleges have already begun to move away from developmental education, in favor of co-requisite education or other methods that get students more quickly into credit bearing coursework.

Completion Milestones (25%)

Associates
Degree
Completions

Long-term
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

Of Note: Academically Underprepared Access Category

- **Remediation Free Standards**

- Phased-in based on Ohio Remediation Free Standards.
- This means only students first enrolled in fall of 2013 can be identified as academically underprepared.

- **Math-Only**

- Due to some flexibility in the standards for English, the FY 2018 and 19 funding formula will continue to be based only on the mathematics standards.

- **Weighting Structure:**

- Flat Weight for Course Completions: 15 percent
- Number of Categories for Completion Milestones:
 - One category: 25 percent
 - Two categories: 66 percent
 - Three categories: 150 percent
 - Four categories: 200 percent

Of Note: Certificates

30+ Credit Hour Certificates

FY 2018 was first year this component was fully incorporated:

- Used most recent data in first year (FY 2015) of formula (data from FY 2014);
- Use of actual data for student success points and completion milestones formula components beginning in FY 2016; and
- Use of three-year average results in:
 - 1/3 of awarded certificates counted in FY 2015 & FY 2016
 - 2/3 of awarded certificates counted in FY 2017
 - 100% of awarded certificates counted in FY 2018

FY 2018-19 Data

Component	FY 2018	FY 2019
<p>Course Completions (50% of SSI) <i>1st half distribution includes projected data</i></p>	<p>1st half uses projected data for spring FY 2017 (actual for summer and fall). Final SSI actual data from FY 2015, FY 2016, FY 2017</p>	<p>1st half uses projected data for spring FY 2018 (actual for summer and fall). Final SSI actual data from FY 2016, FY 2017, FY 2018</p>
<p>Success Points (25% of SSI) <i>No longer using projected data; one year lag in data.</i></p>	<p>Actual data from FY 2014, 2015 and 2016</p>	<p>Actual data from FY 2015, 2016 and 2017</p>
<p>Completion Milestones (25% of SSI) <i>No longer using projected data; one year lag in data.</i></p>	<p>Actual data from FY 2014, 2015 and 2016</p>	<p>Actual data from FY 2015, 2016 and 2017</p>

Next Steps

Priorities for Review

1. Potential Revisions for FY 2020-2021
 - Subsidy eligibility check for Success Points and Completion Milestones
 - Academic Preparation Access Category
 - Developmental Education Success Points
2. Further Improve Data Integrity
3. Additional Policy Issues:
 - Explore inclusion more direct workforce related metrics
 - Evaluate existing model to understand relation to additional policy priorities and goals
 - Bachelor's degrees awarded at Ohio community colleges
4. Continuous Improvement & Best Practices

Institutional SSI Analysis

FY15 – FY19 Trend Analysis

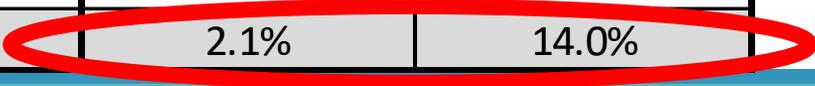
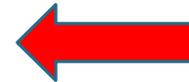
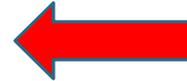
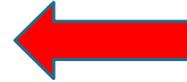
Purpose: To help institutions gain a better understanding of the SSI, the reasons for changes in funding, and to identify areas for potential improvement.

The analysis is divided into three sections:

1. Changes in funding, by SSI component
2. Changes in outcomes, total and by access category
3. Overview of SSI components.

SSI Funding Trends

	Example College	
	1 Yr Change (FY18 to FY19)	5 Yr Change (FY15 to FY19)
Course Completions	4.1%	19.8%
Course Completions Total	4.2%	19.1%
Course Completions Access	2.9%	28.4%
Success Points	2.8%	12.2%
Credit Hours Totals	4.1%	17.0%
12 Credit Hours	3.0%	22.9%
24 Credit Hours	3.3%	11.0%
36 Credit Hours	7.4%	14.8%
DEV Success Points	-7.4%	-16.8%
Dev. Ed English Success	-4.0%	-22.2%
Dev. Ed Math Success	-9.5%	-12.9%
Completion Milestones	-5.8%	-1.7%
Associates Total	-17.6%	-27.7%
Associates Access	24.8%	16.8%
Certificates Total	-17.3%	132.1%
Certificates Access	41.8%	379.2%
Transfers Total	-8.0%	2.2%
Transfers Access	-20.7%	7.7%
Total Funding	2.1%	14.0%



	Example College		System Total	
	1 Yr Change (FY18 to FY19)	5 Yr Change (FY15 to FY19)	1 Yr Change (FY18 to FY19)	5 Yr Change (FY15 to FY19)
Course Completions	4.1%	19.8%	0.0%	8.9%
Course Completions Total	4.2%	19.1%	0.1%	8.2%
Course Completions Access	2.9%	28.4%	-1.3%	15.5%
Success Points	2.8%	12.2%	0.0%	8.9%
Credit Hours Totals	4.1%	17.0%	1.3%	13.9%
12 Credit Hours	3.0%	22.9%	3.0%	17.6%
24 Credit Hours	3.3%	11.0%	0.0%	12.0%
36 Credit Hours	7.4%	14.8%	-0.1%	9.5%
DEV Success Points	-7.4%	-16.8%	-5.3%	-8.5%
Dev. Ed English Success	-4.0%	-22.2%	-12.5%	-22.3%
Dev. Ed Math Success	-9.5%	-12.9%	-0.5%	2.2%
Completion Milestones	-5.8%	-1.7%	0.0%	8.9%
Associates Total	-17.6%	-27.7%	-8.6%	-6.8%
Associates Access	24.8%	16.8%	38.4%	64.2%
Certificates Total	-17.3%	132.1%	-8.1%	183.4%
Certificates Access	41.8%	379.2%	34.7%	377.8%
Transfers Total	-8.0%	2.2%	-15.7%	-22.9%
Transfers Access	-20.7%	7.7%	-18.4%	-6.9%
Total Funding	2.1%	14.0%	0.0%	8.9%

	Comparison to System	
	1 Yr Change (FY18 to FY19)	5 Yr Change (FY15 to FY19)
Course Completions	Above	Above
Course Completions Total	Above	Above
Course Completions Access	Above	Above
Success Points	Above	Above
Credit Hours Totals	Above	Above
12 Credit Hours	Above	Above
24 Credit Hours	Above	Below
36 Credit Hours	Above	Above
DEV Success Points	Below	Below
Dev. Ed English Success	Above	Above
Dev. Ed Math Success	Below	Below
Completion Milestones	Below	Below
Associates Total	Below	Below
Associates Access	Below	Below
Certificates Total	Below	Below
Certificates Access	Above	Above
Transfers Total	Above	Above
Transfers Access	Below	Above
Total Funding	Above	Above

	Example College	
	1 Yr Change (FY18 to FY19)	5 Yr Change (FY15 to FY19)
Course Completions	\$262,047	\$1,100,263
Course Completions Total	\$245,796	\$971,358
Course Completions Access	\$16,252	\$128,905
Success Points	\$71,373	\$285,787
Credit Hours Totals	\$93,622	\$342,335
12 Credit Hours	\$31,342	\$197,714
24 Credit Hours	\$23,266	\$71,757
36 Credit Hours	\$39,013	\$72,864
DEV Success Points	(\$22,249)	(\$56,547)
Dev. Ed English Success	(\$4,608)	(\$31,530)
Dev. Ed Math Success	(\$17,641)	(\$25,017)
Completion Milestones	(\$109,182)	(\$30,487)
Associates Total	(\$162,167)	(\$291,105)
Associates Access	\$85,972	\$62,343
Certificates Total	(\$34,016)	\$92,307
Certificates Access	\$36,064	\$96,873
Transfers Total	(\$21,244)	\$5,299
Transfers Access	(\$13,790)	\$3,796
Total Funding	\$224,239	\$1,355,564

Notes on Funding Changes



Funding changes are not completely driven by raw, annual, outcome production. Other factors that may influence funding include:

- Changes in the outcomes of other colleges.
- Course completion and completion milestones changes by cost category.
- Changes to the program costs used in SSI calculations.
- Phase-in of certificates.
- The use of a three-year average of data for all components
- Changes to the number of access categories identified for completion milestone completers.

SSI Outcome Trends

Outcome Analysis

For each SSI outcome, the document shows trends in:

1. Your college's production
 - Total and by access category
 2. Your college's share of the system's production
 - Total and by access category
 3. Your college's production per student
 - Total and by access category
- Displays data from 2012 to the most recent year available.

Course Completions Example

Total Production	Total Completed FTE	At-Risk Completed FTE	Non-At-Risk Completed FTE	Minority Completed FTE	Adult Completed FTE	Pell Completed FTE
2012	2,448	2,044	403	218	1,058	1,296
2013	2,137	1,710	427	194	862	1,058
2014	2,058	1,550	508	193	743	926
2015	2,041	1,376	665	205	662	829
2016	1,945	1,321	623	201	621	747
2017	1,947	1,300	647	188	627	657
2018	1,924	1,283	641	219	634	559
7 Yr # Δ	(524)	(762)	238	2	(424)	(737)
7 Yr % Δ	-21.4%	-37.2%	58.9%	0.7%	-40.1%	-56.9%

Course Completions Example

Share of System Total	Total Completed FTE	At-Risk Completed FTE	Non-At-Risk Completed FTE	Minority Completed FTE	Adult Completed FTE	Pell Completed FTE
2012	2.3%	2.3%	2.5%	1.0%	2.9%	1.9%
2013	2.3%	2.2%	2.8%	1.1%	2.9%	1.8%
2014	2.2%	2.0%	3.1%	1.0%	2.6%	1.6%
2015	2.4%	2.1%	3.3%	1.1%	2.7%	1.6%
2016	2.3%	2.0%	3.5%	1.2%	2.9%	1.6%
2017	2.4%	2.1%	3.6%	1.1%	3.2%	1.5%
2018	2.4%	2.2%	3.3%	1.3%	3.5%	1.5%
7 Yr PP Δ	0.1%	-0.1%	0.8%	0.3%	0.7%	-0.4%

Course Completions Example

Completion Rate	Total Completion Rate	At-Risk Completion Rate	Non-At-Risk Completion Rate	Minority Completion Rate	Adult Completion Rate	Pell Completion Rate
2012	90.6%	89.5%	96.0%	86.7%	92.0%	86.3%
2013	89.8%	88.3%	96.3%	84.0%	90.1%	85.0%
2014	91.1%	89.6%	95.8%	86.5%	91.8%	86.1%
2015	92.5%	90.8%	96.3%	89.9%	93.8%	88.1%
2016	93.6%	92.2%	96.6%	91.3%	94.8%	89.5%
2017	94.3%	93.2%	96.8%	90.4%	96.2%	90.3%
2018	93.1%	91.5%	96.5%	89.3%	94.7%	87.8%
7 Yr PP Δ	2.5%	1.9%	0.4%	2.6%	2.7%	1.4%

Team Discussion

1. Funding

- Which SSI components had the most significant funding changes?
- How do funding changes compare to the system changes?

2. Outcomes

- Which outcomes have seen significant increases/decreases in production?
- For each component, has your college's share of system production increased/decreased?
- For component, has your college's production become more/less efficient?
- What is driving these trends?
- How do these trends vary by student type?

3. Access Populations

- What student populations does your 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?

4. Summative Analysis

- What patterns do you see within or across components?
- Based on data and SSI outcomes, what are the priority areas for additional analysis?
- What additional data would be helpful?
- What other campus stakeholders need to be engaged?

Trend Analysis Workbook

Detailed breakdown of:

1. SSI Funding Trends
 2. SSI Outcome Production Trends
 3. SSI Outcome Rates Trends
 4. SSI Model Cost Trends
- Interactive charts
 - Institution-to-system comparisons