Student Success Leadership Institute

SSI FUNDING FORMULA UPDATE & INSTITUTIONAL ANALYSIS

FY 21 FORMULA DETAILS

NEXT STEPS

INSTITUTIONAL ANALYSIS

February 11, 2021

Ohio SSI

TIMELINE, FY 2020-21 MODEL, NEXT STEPS

FY 2021 Framework Summary

Overview of FY 2021 SSI

Pie chart:
- Cost-Based Completion Milestones* — 25%
- Success Points — 25%
- Cost-Based Course Completions* — 50%

* Access Category Weights Applied

- **ADULT:** Age 25 or older at time of first enrollment at that college

- **LOW-INCOME:** Pell-eligible ever in college

- **MINORITY:** African American, Hispanic, Native American

- **ACADEMICALLY UNDERPREPARED:** using remediation free standards, math only for FY 20 & FY 21

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*

Uses 2018, 2019, 2020 data
Excludes out-of-state students

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)

Uses 2017, 2018, 2019 Data
Excludes out-of-state students

Of Note: Developmental Education

To better align with student success best practices, OACC member colleges have endorsed changes to the developmental education metrics in the success points component of the SSI. If adopted, beginning in fiscal year 2022 the current developmental education metrics will be replaced with completion of college level English within the first 30 college credit hours and completion of college level mathematics within the first 30 college credit hours. Some colleges have already begun to redesign developmental education in favor of co-requisite education or other methods that get students more quickly into credit bearing coursework. The proposed changes are meant to reinforce these student success and equity-based reforms.

FY 22 and Beyond: Success Points (25%)

OACC
OHIO ASSOCIATION OF
COMMUNITY COLLEGES

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)

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

Uses 2017, 2018, 2019 Data
Excludes out-of-state students
Degrees or certificates are multiplied by 0.5, if there is a prior award at the same level since FY 2010

Next Steps

Priorities for Review

1. *Policy Areas and Formula Components*

   - Workforce related metrics
   - Academic preparation access category

2. *Further Improve Data Integrity*

   - Monitor unusual or inconsistent data issues that may be a result of the COVID-19 pandemic and disruption

3. *Additional Policy Issues*

   - 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*

   - Funding Model 101: Tuesday, March 9, 1:00 PM ET

Institutional SSI Analysis
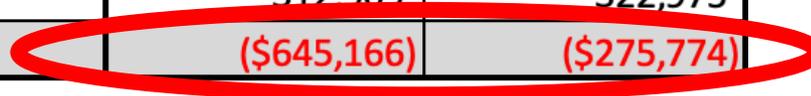
FY15 – FY21 Trend Analysis

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

	Sample College	
	1 Yr Change	5 Yr Change
Course Completions	($334,846)	$83,162
Course Completions Total	($303,360)	$170,745
Course Completions Access	($31,486)	($87,583)
Success Points	($32,237)	$77,142
Credit Hours Totals	($21,572)	$246,539
12 Credit Hours	$46,896	$209,831
24 Credit Hours	($22,358)	$31,099
36 Credit Hours	($46,110)	$5,609
DEV Success Points	($10,665)	($169,397)
Dev. Ed English Success	($7,215)	($85,704)
Dev. Ed Math Success	($3,450)	($83,693)
Completion Milestones	($278,084)	($436,079)
Associates Total	($192,815)	($338,040)
Associates Access	($49,300)	($301,274)
Certificates Total	($44,059)	$64,062
Certificates Access	($13,248)	$21,542
Transfers Total	$8,829	$94,657
Transfers Access	$12,509	$22,975
Total Funding	($645,166)	($275,774)

OACC
OHIO ASSOCIATION OF
COMMUNITY COLLEGES

	Sample College		System Total	
	1 Yr Change (FY20 to FY21)	5 Yr Change (FY17 to FY21)	1 Yr Change (FY20 to FY21)	5 Yr Change (FY17 to FY21)
Course Completions	-5.1%	2.8%	-3.4%	-1.5%
Course Completions Total	-4.6%	4.7%	-3.3%	-0.5%
Course Completions Access	-10.5%	-15.7%	-4.3%	-10.0%
Success Points	1.4%	9.6%	-3.4%	-1.5%
Credit Hours Totals	3.8%	19.0%	-2.3%	5.4%
12 Credit Hours	4.6%	30.2%	-2.3%	10.4%
24 Credit Hours	1.5%	13.6%	-2.3%	3.0%
36 Credit Hours	5.5%	6.3%	-2.3%	-0.8%
DEV Success Points	-9.7%	-22.8%	-9.0%	-26.3%
Dev. Ed English Success	4.4%	-33.2%	-9.1%	-40.0%
Dev. Ed Math Success	-16.1%	-15.2%	-8.9%	-16.2%
Completion Milestones	-6.7%	-12.8%	-3.4%	-1.5%
Associates Total	-10.9%	-16.8%	-7.1%	0.2%
Associates Access	-9.7%	-29.6%	-2.4%	-16.4%
Certificates Total	-18.4%	4.0%	4.6%	78.5%
Certificates Access	-11.7%	26.8%	7.9%	45.0%
Transfers Total	3.7%	-0.3%	-0.9%	-5.8%
Transfers Access	14.5%	32.1%	4.3%	11.6%
Total Funding	-3.8%	0.0%	-3.4%	-1.5%

	Comparison to System	
	1 Yr Change (FY20 to FY21)	5 Yr Change (FY17 to FY21)
Course Completions	Below	Above
Course Completions Total	Below	Above
Course Completions Access	Below	Below
Success Points	Above	Above
Credit Hours Totals	Above	Above
12 Credit Hours	Above	Above
24 Credit Hours	Above	Above
36 Credit Hours	Above	Above
DEV Success Points	Below	Above
Dev. Ed English Success	Above	Above
Dev. Ed Math Success	Below	Above
Completion Milestones	Below	Below
Associates Total	Below	Below
Associates Access	Below	Below
Certificates Total	Below	Below
Certificates Access	Below	Below
Transfers Total	Above	Above
Transfers Access	Above	Above
Total Funding	Below	Above

OACC
OHIO ASSOCIATION OF
COMMUNITY COLLEGES

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 2015 to the most recent year available.

Associate Completions Example

Total Production	Total Associates	Access Associates	Non-Access Associates	Minority Associates	Adult Associates	Pell Associates
2016	302	258	44	13	112	236
2017	290	237	53	11	77	214
2018	300	240	60	8	80	195
2019	265	214	51	11	59	178
2020	279	227	52	13	52	178
5 Year # Change	(23)	(31)	8	1	(60)	(59)
5 Year % Change	-7.6%	-12.0%	18.2%	4.0%	-53.4%	-24.8%

Associate Completions Example

Share of System Total	Total Associates	Access Associates	Non-Access Associates	Minority Associates	Adult Associates	Pell Associates
2016	2.5%	2.4%	3.2%	1.1%	2.2%	2.4%
2017	2.6%	2.5%	3.4%	1.2%	2.1%	2.6%
2018	2.3%	2.3%	2.7%	1.2%	1.8%	2.4%
2019	2.0%	1.8%	2.7%	0.8%	1.5%	1.9%
2020	1.9%	1.8%	2.4%	0.7%	1.4%	1.8%
5 Year PP Change*	-0.6%	-0.5%	-0.8%	-0.4%	-0.9%	-0.6%

Associate Completions Example

Associates per 100 Total FTE	Total Associates per 100 Total FTE	Access Associates per 100 Total FTE	Non-Access Associates per 100 Total FTE	Minority Associates per 100 Total FTE	Adult Associates per 100 Total FTE	Pell Associates per 100 Total FTE
2016	17.7	15.1	2.6	0.7	6.5	13.8
2017	17.0	13.9	3.1	0.6	4.5	12.5
2018	17.9	14.3	3.6	0.4	4.8	11.6
2019	16.6	13.4	3.2	0.7	3.7	11.2
2020	18.5	15.0	3.4	0.9	3.4	11.8
5 Year # Change	0.8	(0.0)	0.9	0.1	(3.1)	(2.0)
5 Year % Change	4.7%	-0.3%	33.9%	17.8%	-47.2%	-14.8%

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

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 each component, has your college's production become more/less efficient?
   - What is driving these trends?
   - How do these trends vary by student type?

Discussion, continued

3. Access Populations
- What student populations does your institution primarily serve, and are these students successful in course completion, transfer, degree and 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?