Performance-based funding: Overview and Update

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Agenda

- Present overview
- Review OPC’s proposed measures for CCRI
- Gather the input we need to provide to OPC
- Outline next steps in the process
- Identify 6 - 10 volunteers to work on our internal work group
Performance-based funding overview

What is it and where does it stand?
• State legislation that is being put in place to allocate a portion of higher education funding based on performance indicators
• Currently a bill on the RI House floor (H7428), introduced last session and reintroduced 1/29/16
• Office of the Postsecondary Commissioner requires our input now in order to define measures

Why is Rhode Island pursuing it?
• The purpose of incorporating performance-based measures into the RI funding formula is to “promote alignment between the state’s priorities for higher education and institutional policy and practice.”
Other elements worth noting for RI PBF

PBF financial implications

- Performance-based funding will only impact funds above and beyond the E&G (education and general) funds that CCRI receives from the State today. It will not take away from the base of funding that we receive today.
- A standardized funding formula is also part of the proposed legislation, which is separate, but related, to PBF metrics.

CCRI’s role in defining PBF

- CCRI has an opportunity to shape the framework used to measure our success by proposing a draft set of measures to OPC on 2/16.
The measures proposed by OPC

For **CCRI**, proposed measures include:

1) Number and percentage of associate’s degrees awarded to first-time full-time students within 2 and 3 years; achievement of incremental milestones toward completion for part-time students;

2) Number of industry recognized certificates, with additional weights for those in high-demand, high-wage fields;

3) One measure determined by CCRI in coordination with the Commissioner;

4) Any other measures deemed appropriate by the Council.
Key elements we must propose to OPC

1. Incremental milestones toward completion for part-time students (part of measure #1)

2. One or two measures that best serve our mission and student population (e.g. transfer rates, completion of developmental coursework, total degrees awarded)

3. Quantitative goals for each measure

4. Weighting (%) to apply to each measure
ALP: Accelerated Learning Program

- Co-requisite remediation model (ENG1005 pursued simultaneously with ENG1010) piloted AY2014 – 2015
- Courses designed to assist students who require additional support to enroll and proceed through the “gateway” course in a timely manner.
- The results of the pilot at CCRI are consistent with the findings from Community College of Baltimore County and other institutions using the ALP model:
  - Significantly more students reach their goal of completing the Gateway English course, thereby allowing them to graduate/complete their core coursework; and,
  - Students do as well, or better, in the Gateway course as students who take a stand-alone developmental education course prior to entering a college-level class.
- Goal is to scale and invest in programs like ALP that enhance our ability to serve our students and our mission
Next steps

- Two working group meetings this week:
  - Wednesday 3:30PM
  - Friday 11:00AM
  - Identify faculty volunteers to participate in this working group (6 – 10 people representing different divisions)

- Vice President of Academic Affairs and Vice President of Student Affairs/Chief Outcomes Officer will propose our measures, weighting and logic to the Office of the Postsecondary Commissioner on 2/16

- Questions? Comments?