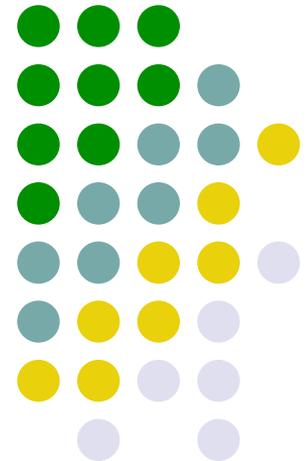


Performance-based funding: Overview and Update

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February 9, 2016



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?