

U.S. Department of Education
Committee on Measures of Student Success
Background Information on External Student Success Efforts

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Introduction

Across the country, increased attention is being paid to two-year degree-granting institutions. Against the backdrop of the Obama Administration's 2020 goal to reestablish the United States as the best educated and most competitive workforce in the world, organizations, foundations, state systems, universities, and other groups are focusing efforts on increasing enrollment and success at two-year colleges.

This document provides a scan of current efforts related to student success at two-year colleges. For each initiative, a short description, information on definitions of student success, definitions of completion, and links to web sources are provided. Much of the content comes directly from the websites of the various initiatives listed.

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Table of Contents

The Access to Success Initiative	3
Achieving the Dream: Community Colleges Count (ATD).....	4
Association of American Colleges & Universities (AAC&U).....	5
Community College Learning Assessment (CCLA).....	6
Community College Policy Center.....	7
Community College Survey of Student Engagement (CCSSE).....	8
Complete College America.....	10
Education Commission of the States (ECS).....	11
Gates Foundation Project.....	12
Incentive-based funding by states.....	13
Indiana.....	15
Midwestern Higher Education Compact.....	16
Ohio.....	17
Tennessee.....	18
Texas.....	19
Washington.....	20
The League for Innovation in the Community College.....	21
The Lumina Foundation.....	22
National Center for Higher Education Management Systems (NCHEMS).....	23
NGA Student Outcome Metrics.....	24
National Student Clearinghouse.....	26
Pathways to College Network (PCN).....	27
Recommendations about P-20 systems.....	28
Recommendations from state systems using Peter Ewell.....	29
State Higher Education Executive Officers (SHEEO).....	30
Voluntary Framework of Accountability (VFA).....	31
Voluntary System of Accountability (VSA).....	32

Initiative	Description	Measure 1: Definition of Student Success	Measure 2: Definition of Completion/Graduation	Other
<p>The Access to Success Initiative (A2S)</p> <p>http://www.edtrust.org/issues/higher-education/access-to-success</p> <p>http://www.nashonline.org/System%20Profiles/NASH-EdTrust.BaselineReport.pdf</p> <p>http://www.edtrust.org/sites/edtrust.org/files/access2success/A2SBaselineReportAppendix.pdf</p>	<p>The Access to Success (A2S) initiative is a partnership between the National Association of System Heads (NASH) and the Education Trust. The initiative works with 24 public higher education systems who have pledged to cut the college attendance and completion gaps in half for low-income and minority students by 2015.</p> <p>Participating A2S systems delineate their own baselines from which to measure success and do not use the rates of current performance as a comparison. Creating metrics for measuring student progress and completion that would work for different types of students, institutions, and state contexts is a core part of the A2S initiative.</p> <p>Low-income and minority students enrolled in two-year colleges are overrepresented relative to the number of low-income and minority high school graduates in the A2S initiative.</p> <p>A2S leaders committed to increasing transfer rates within their system as a priority to ensure greater success for those students wishing to earn a bachelor's degree who enter at a two-year college.</p>	<p>The metrics used to measure student success are:</p> <ul style="list-style-type: none"> • Access. Do the students entering higher education in a particular system represent the socio-economic and racial/ethnic diversity of the state's high school graduates? • Success. How do success rates of low-income and minority students compare with other students in the system? • Access + Success. Do the system's graduates reflect the diversity of the state's high school graduates? <p>Student success measures for two-year college participants in the A2S initiative include transfer to bachelor's program, earn certificate, and earn associate's degree. It is estimated that only 7% of minority students who enter two-year colleges in A2S systems earn a bachelor's degree from a system institution within 10 years of entering higher education.</p> <p>The "Associate's Cohort" is defined as a group of entering students ages 18-34 (including first-time, transfer, full-time, and part-time) who seek to earn an associate's degree. Most are enrolled at two-year colleges, though some are enrolled at four-year institutions.</p>	<p>The A2S data is different from IPEDS in that it collects data about transfer and part-time students. The A2S data seeks to fill a gap in IPEDS data by providing more information about an under researched student population.</p> <p>A2S data tracks transfers within a system, giving a better representation of graduation rates for that system than individual institution graduation rates. Further, A2S collects data on part-time and transfer students and reports the percentage of students still enrolled a year after the success-rate measure.</p> <p>The A2S transfer data is more complete than IPEDS as the metrics specify if a student has transferred to an associate's or bachelor's program. Finally, the A2S data shows the number of students who earn degrees by income status.</p>	

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<p>Achieving the Dream: Community Colleges Count (ATD)</p> <p>http://www.achievingthdream.org/</p>	<p>ATD is a multiyear national initiative to help more community college students succeed, particularly student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Too many students leave community colleges without earning a certificate or degree, or without transferring to continue their studies.*</p> <p>*Source: http://www.achievingthdream.org/aboutatd/default.tp</p> <p>ATD is a network of 22 states and 100 institutions committed to student success with these partners:</p> <ul style="list-style-type: none"> • The American Association of Community Colleges (AACC) • The Community College Leadership Program (CCLP) • The Community College Research Center (CCRC) • Jobs for the Future • Knowledge Works Foundation • The Lumina Foundation for Education • MDC • MDRC • Nellie Mae Education Foundation • Public Agenda • Houston Endowment, Inc. • The Heinz Endowments • College Spark Washington 	<p>ATD works both with community colleges and with state and federal policymakers to make changes that benefit student success. ATD aims to retain access for traditionally underserved populations, while increasing the percentage of students who accomplish the following:</p> <ul style="list-style-type: none"> • Successfully complete courses; • Advance from remedial to credit-bearing courses; • Enroll in and successfully complete gatekeeper courses; • Enroll from one semester to the next; and • Earn degrees and/or certificates. <p>ATD outlines principles and practices for measuring and evaluating student success. For more information, visit: http://www.achievingthdream.org/CAMPUSTRATEGIES/GUIDES/default.tp.</p> <p>ATD offers not only logic for using a longitudinal cohort analysis, but also provides tips and ideas for shaping a cohort. Details are available here: http://www.achievingthdream.org/docs/guides/ATD_Longitudinal-Cohort-Analysis.pdf.</p>	<p>A substantially higher proportion of students at ATD colleges accomplish success (as defined by the five areas to the left) within four to eight years compared to non-ATD colleges with no reduction in enrollment for traditionally underserved populations.</p> <p>ATD developed a logic model (http://www.achievingthdream.org/images/index03/LogicModelAug2005.pdf) to outline the context, challenges, strategic approach, work outcomes, and student outcomes to guide their work.</p>	

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<p>Association of American Colleges & Universities (AAC&U)</p> <p>Developing a Community College Student Roadmap</p> <p>http://www.aacu.org/roadmap/index.cfm</p>	<p>In a project funded by MetLife, AAC&U has created a program designed to help community colleges create robust and proactive programs of academic support—tied to expected learning outcomes—that engage students at entrance and teach them, from the outset, how to become active partners in their own quest for educational success.*</p> <p>*Source: http://www.aacu.org/roadmap/index.cfm</p> <p>The “Roadmap Project” goes beyond access and is based on the tenet that success is also measured by what students actually learn. This Project expands the Liberal Education and America’s Promise (LEAP) work from four-year colleges to community colleges.</p>	<p>Twelve campuses were selected to be leadership institutions which will work to take what are often isolated and independent student success efforts and create an integrated roadmap to support both student persistence and higher levels of academic achievement.*</p> <p>Those institutions are:</p> <ul style="list-style-type: none"> • Eugenio María de Hostos Community College (NY) • Gainesville State College (GA) • Georgia Perimeter College (GA) • Lane Community College (OR) • Miami Dade College (FL) • Middlesex Community College (MA) • Mt. San Antonio College (CA) • Northern Virginia Community College (VA) • Prince George's Community College (MD) • Queensborough Community College (NY) • Salt Lake Community College (UT) • Tidewater Community College (VA) <p>*Source: http://www.aacu.org/roadmap/index.cfm</p>		

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<p>Community College Learning Assessment (CCLA)</p> <p>http://www.cae.org/content/pro_communitycollege.htm</p>	<p>To better meet the needs of community colleges, the Council for Aid in Education (CAE) adapted its College Learning Assessment (CLA), an instrument designed to measure an institution’s contributions to student’s higher order thinking skills and abilities.</p> <p>The CCLA utilizes a value added approach to measure student learning and is encouraged to be used in combination with the CLA for institutions that have articulation agreements to aid in determining student readiness for transferring.</p> <p>The CCLA utilizes a cross-sectional design and measures 100 entering students and 100 exiting students. Entering students are defined as “college-ready,” they should be English-proficient and not enrolled in remedial courses. They are further defined as first-time, full-time freshman. Exiting students cannot be transfer students and are defined as having earned more than 75% credits necessary for a two-year degree or 75% credits necessary to transfer to a four-year institution with Junior status.</p> <p>CAE also administers the College Work Readiness Assessment (CWRA) for high schools.</p>			

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<p>Community College Policy Center</p> <p>http://www.communitycollegepolicy.org/</p>	<p>The Academy for Educational Development (AED), Iowa State University, and the Education Commission of the States (ECS) joined together to reconstitute the Community College Policy Center, which is a national policy clearinghouse that will provide critical support to state and federal policymakers and community college leaders as a one-stop resource for information and policy research focused on how states can fully leverage their community colleges as engines of economic development and educational opportunity.*</p> <p>*Source: http://www.communitycollegepolicy.org/?p=1</p>			

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<p>Community College Survey of Student Engagement (CCSSE)</p> <p>More information is available on the CCSSE website: http://www.ccsse.org/</p>	<p>CCSSE was established in 2001 and is housed in the Community College Leadership Program at The University of Texas at Austin to measure student engagement at community colleges.</p> <p>The Center for Community College Student Engagement was one of six community college leadership organizations to sign the pledge committed producing 50% more students with high quality degrees and certificates by 2020. The document can be found here: http://www.aacc.nche.edu/newsevents/News/articles/Documents/callaction_04202010.pdf.</p> <p>The pledge looks beyond access and commits to a “success and completion agenda”.</p>	<p>CCSSE is built upon the premise that student engagement positively influences student success, specifically, student learning, persistence, and academic achievement. CCSSE conducted a validation study to support this claim for two-year colleges as existing literature and research has previously been focused on four-year colleges.</p> <p>The study showed that active and collaborative learning was the most consistent predictor of student success, linked with higher grades, higher course completion measures, long-term persistence, and degree completion. Active and collaborative learning also correlated with credit accumulation, degree completion, and credit completion ratio.</p> <p>Further, student effort (time on task, use of student services, and preparation) is predictably related to retention and moderately predictive of academic measures. Through this analysis, student effort seems to be best related to persistence with an effect on academic performance.</p> <p>Additionally, the validation study produced</p>	<p>Many of the definitions for terms relating to retention were developed for retention efforts at four-year colleges and universities. Frequently, these definitions are too narrow for community colleges. An example of this is the traditional definition for retention, which bases the definition on the length of time it takes a student to graduate. However, a definition based on degree completion is problematic for community colleges because graduation is not necessarily the goal of every community college student.*</p> <p>*Source: http://www.ccsse.org/publications/retentionfacts.cfm</p>	<p>Peter Ewell chairs the National Advisory Board. Participation in CCSSE seems to be on the decline, with a high of 316 colleges participating in 2008, 241 colleges in 2010, and currently 91 for 2011.</p>

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CCSSE (cont)		<p>results that showed a strong relationship between academic challenge and academic outcomes, but little relationship between academic challenge and persistence.</p> <p>The validation study showed a positive relationship between student-faculty interaction and student outcomes, though the findings were inconsistent amongst the three external sources of data.</p> <p>Finally, the support for learners benchmark, which measured students' perceptions of campus and the use of advising and counseling, had a positive relationship with persistence, but little connection to academic outcomes.</p>		

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<p>Complete College America</p> <p>http://www.completecollege.org</p>	<p>Complete College America aims to “significantly increase” degree completion or credentialing for Americans and to close the attainment gap for underrepresented populations.</p> <p>The sole focus of Complete College America is to increase the college completion rate by focusing on the states through policy change and consensus among state leaders, higher education, and the national education policy community.</p> <p>Further, while access to college has increased, completion has remained flat. Complete College America is working with states to improve completion rates.</p>	<p>Completion is defined as degree attainment or credentialing</p> <p>Strategies offered to achieve this goal:</p> <ul style="list-style-type: none"> • State policy change to facilitate enhanced college completion • Policies and practices that allow for ease of transfer to aid students to degree attainment or credentialing • Accountability, transparency, and systemic change 	<p>Use of IPEDS data to define completion focusing on statistics for full-time bachelor’s degree completion within six years and full-time associate’s degree within three years.</p> <p>Completion is defined as degree attainment (bachelors or associates) as well as “credentials with value to the labor market.”</p>	

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<p>Education Commission of the States (ECS)</p> <p>www.ecs.org</p>	<p>ECS's mission is to help states develop effective policy and practice for public education by providing data, research, analysis and leadership; and by facilitating collaboration, the exchange of ideas among the states and long-range strategic thinking.*</p> <p>*Source: http://www.ecs.org/ecsmain.asp?page=/html/aboutECS/mission.asp</p> <p>ECS supports and participates in various networks for legislators, legislative aides, governors' education policy aides and others to promote the sharing of information, ideas and resources at the state and national levels. ECS is also working on a number of initiatives in partnership with other organizations, including the American Association of School Administrators, the National Conference of State Legislatures, the Council of Chief State School Officers and Just for the Kids.*</p> <p>*Source: http://www.ecs.org/ecsmain.asp?page=/html/aboutECS/mission.asp</p>	<p>ECS published a compilation of research studies on postsecondary student success, particularly persistence and completion with information on community college transfer rates. The first study summarized showed a relationship between academic intensity of credits taken at a community college and the likelihood of transferring to four-year institution. The second study compares the completion of students who enrolled at community colleges to similar students who enrolled at four-year institutions in Ohio. The other studies are focused on four-year colleges more than two-year institutions. The summary can be found here: http://www.ecs.org/clearinghouse/87/25/8725.pdf.</p>	<p>ECS defines completion as: Broadly defined, completion refers to the progress students make toward completing postsecondary degrees and certificates in a timely manner. Embedded in this topic are issues of retention (keeping students in college), persistence (moving them through the system in a timely fashion) and graduation (the awarding of a degree or certificate once all requirements are completed).</p> <p>While getting students into college is important, helping them finish their degree work in no more than five or six years is just as vital to the economic and social health of the nation.*</p> <p>*Source: http://www.ecs.org/ecsmain.asp?page=/html/aboutECS/mission.asp</p>	<p>ECS and the National Center for Teacher Transformation (NCTT) collaborated on a project to produce an issue paper called <i>Community Colleges and Teacher Preparation: Roles, Issues, and Opportunities</i> in 2007 with funding support from the US Department of Education. The report can be found here: http://www.ecs.org/clearinghouse/74/01/7401.pdf.</p>

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<p>Gates Foundation Project</p> <p>http://www.gatesfoundation.org/postsecondaryeducation/Pages/default.aspx</p>	<p>The Postsecondary Education Project seeks to explore mechanisms for increasing the number of American with a postsecondary degree (associates or bachelor's) or certificate. The Postsecondary Education Project seeks to not only increase enrollment, but also focuses on completion.</p> <p>The Postsecondary Education Project seeks to advance their vision by supporting initiatives in the following three areas:</p> <ul style="list-style-type: none"> • Improve the performance of the postsecondary education system; • Support young adult success; or • Encourage US leaders to commit to helping students complete their degrees. <p>While the Foundation does not have a preference for the type of institution it supports, a short term focus is on community colleges given the amount of low-income students in which they enroll and the low levels of philanthropic dollars they receive.</p>	<p>Postsecondary education can be a bachelor's degree, an associate's degree, or a certificate. Our goal is to help double the number of low-income adults who earn a college degree or credential with genuine marketplace value by age 26.*</p> <p>*Source: http://www.gatesfoundation.org/postsecondaryeducation/Pages/default.aspx</p>		

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<p>Incentive-based funding by states.</p> <p>Several states are developing funding systems for community colleges that would reward improvements in outcome measures. Such efforts exist in Washington, Ohio, Indiana, and Tennessee amongst others, what are they?</p> <p>http://www.ccleague.org/i4a/pages/Index.cfm?pageID=3444</p> <p>http://ccrc.tccolumbia.edu/Collection.asp?cid=9</p>	<p>Tennessee was the first state to adopt performance-based funding in 1979 and beginning in 1995 nine more states began adopting this approach. By 1998, all but five states either adopted this approach or indicated a plan to within five years.</p> <p>Performance funding or performance-based funding involves a formula to tie a specific amount of money to specified indicators. This is usually a strict allocation following the formula and represents a small percentage of the overall budget. Performance budgeting, however, is more flexible though less clear as it is a subjective process. Performance budgeting allows legislatures to determine the appropriations in the budget process based on subjective measures which gives them more control over altering the institution's bottom line. California and several other states employ the performance budgeting model.</p> <p>States employ this type of funding to inform customers about higher education and/or to allocate resources.*</p> <p>*Source: http://www.ccleague.org/i4a/pages/Index.cfm?pageID=3444</p>	<p>In 1999, the most common performance measures for consumers were graduation rates, degrees awarded, admissions standards, and transfer rates. The most common performance measures for accountability were reported as:</p> <ul style="list-style-type: none"> • Graduation rates – 32 states • Transfer rates – 25 states • Faculty workload/productivity – 24 states • Follow-up satisfaction surveys – 23 states • Amount of external/research funds received – 23 states • Remediation – 21 states • Pass rates on professional licensure exams – 21 states • Degrees awarded – 20 states • Placement data on graduates – 19 states • Total student credit hours – 18 states • Number and percent of accredited programs – 13 states* <p>*Source: http://www.ccleague.org/i4a/pages/Index.cfm?pageID=3444</p>	<p>Kallison & Cohen (2009) offer a multifaceted approach for states as they consider higher education accountability. They offer advantages and limitations for each strategy. They suggest:</p> <ul style="list-style-type: none"> • Use existing instruments (such as CLA, CAAT, or MAPP) to measure the attainment of the more global goals of higher education such as problem-solving and writing skills • Use performance reporting on input, output, and outcome measures, examples include student-faculty ratios, expenditures per full-time student equivalent, and graduation rates • Determine if institutional practices that have been empirically linked to student learning and success such as student engagement opportunities are followed at the institution 	

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Incentive-funding Overview (cont)	<p>The 1990s appear to have been the peak of performance-based funding; recent research by the Community College Research Center (CCRC) examines those systems that have sustained, those that have lapsed, and those that have revived. Interestingly, while performance funding and budgeting has decreased, performance reporting is nearly universal (Dougherty, 2010).*</p> <p>*Source: http://ccrc.tc.columbia.edu/Publication.asp?uid=755 </p>		<ul style="list-style-type: none"> • Use scores from graduates on licensure exams in professional fields • Collect and evaluate representative samples of student work collected at milestone points during the course of the students' program of study, including a senior capstone project • Conduct post graduate alumni and employer surveys that seek input about how well the graduates' institutions prepared them for the workplace* <p>*Source: Kallison, J.M., & Cohen, P. (2009). A new compact for higher education: Funding and autonomy for reform and accountability. <i>Innovative Higher Education</i>, 35(1), 37-49, doi: 10.1007/s10755-009-9123-2.</p>	

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<p>Indiana</p> <p>http://www.in.gov/che/</p> <p>http://www.in.gov/che/2349.htm</p>	<p>In 2007, Indiana launched the “Reaching Higher” campaign to increase the number of Indiana residents who complete college. With increasing national and international competition, the economic well-being of Indiana’s citizens and the quality of life of the state’s communities are tied directly to the strength of public education. Ensuring that Indiana’s citizens receive a high-quality education is an economic imperative and a moral obligation.</p> <p>To thrive as a state and as individuals, all Hoosiers will need to achieve a depth and breadth of education never seen in the state’s history.*</p> <p>*Source: http://www.in.gov/che/2349.htm</p>	<p>To meet the Reaching Higher objective, the Indiana Commission for Higher Education adopted Reaching Higher: Strategic Initiatives for Higher Education in Indiana with specific recommendations in six key focus areas:</p> <ul style="list-style-type: none"> • Moving from access to success • Making college affordable • Preparing K-12 teachers, school leaders, and students for college success • Focusing the role of community colleges • Strengthening Indiana’s major research universities • Embracing accountability for results* <p>*Source: http://www.in.gov/che/2349.htm</p>	<p>As proven with access, <i>financial incentives can be powerful motivators</i> — especially applied consistently over time.</p> <p>Outcomes-based incentives should gradually replace the current enrollment-based incentive. By doing so, the state will send a strong message of the importance and expectation of increasing college completion. These outcomes-based incentives include:</p> <ul style="list-style-type: none"> • Credit-completion growth incentive • Degree growth incentive • On-time graduation rate incentive • Transfer incentive • Premium for low-income students <p>The end goal of increasing college completion without diminishing quality should become the guiding principal.*</p> <p>Source: http://www.in.gov/che/files/3-College_Completion-7-7.pdf</p>	

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<p>Midwestern Higher Education Compact</p> <p>http://www.mhec.org/pdfs/0209completionbasedfunding.pdf</p>	<p><i>Midwestern Higher Education Compact</i> The Midwestern Higher Education Compact (MHEC) is one of four statutorily-created interstate compacts founded in 1991 and serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin.</p> <p>MHEC prepared a report in February, 2009 on completion-based funding of higher education. In their report, the authors provided an overview of the international context for outcomes-based funding in countries like Australia, Canada, England, Spain, and Sweden as well as a national context with overviews of nine states. Further, MHEC has several publications and presentations with information on performance funding here: http://www.mhec.org/PublicationsPresentations.</p>			

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<p>Ohio</p> <p>http://survey.csuprojects.org/uploads/Pr/gb/Prgbr6QiMCZ7XcFIDWmIQ/Adopting-Performance-Based-Funding.pdf</p> <p>http://regents.ohio.gov/financial/hefsc/index.php</p>	<p>The Inter-University Council (IUC) submitted a report to the Ohio Board of Regents with recommendations for outcome-based funding. Those recommendations included the following major categories of activities:</p> <ul style="list-style-type: none"> • Enrollment - Course Completions • Degree Attainment • Doctoral Education Funding • Research Funding • Medical Education Funding • Mission-specific Goals • Regional Campuses* <p>*Source: http://www.rpia.ohio-state.edu/Univ-system/docs/Compiled%20funding%20re cs%20-%20FINAL.doc</p> <p>Additionally, the IUC recommended adding, non-formula, funding incentives including a “2 to 4” Transfers Reward. This would be a separate award for Ohio public institutions that have students who transfer to or from another institution towards a four-year degree.</p>		<p>In the 2009 performance-based funding formula proposed in the Ohio legislature community colleges do not have incentives for completion, but rather increased enrollment in STEM fields and FTE equivalents.</p>	

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<p>Tennessee</p> <p>http://www.state.tn.us/thecc/Divisions/Fiscal/funding_formula_presentation.html</p> <p>http://www.tn.gov/moa/about.shtml</p>	<p>The Complete College Tennessee Act of 2010 includes a provision for an outcomes-based funding formula model. THEC, in conjunction with UT, TBR and state government representatives, will develop the model to be used for the 2011-12 budget cycle.*</p> <p>*Source: http://www.state.tn.us/thecc/Divisions/Fiscal/funding_formula_presentation.html</p>	<p>Performance Funding is designed to stimulate instructional improvement and student learning as institutions carry out their respective missions. Performance Funding is an incentive for meritorious institutional performance and provides a means of assessing the progress of public funded higher education. The Performance Funding Advisory Committee will evaluate the current Performance Funding standards and recommend new standards for the 2010-15 cycle. The 2010-15 cycle will represent the seventh cycle since the performance funding program was initiated in 1979. The Advisory Committee is composed of institutional and governing board staff.*</p> <p>*Source: http://www.tn.gov/moa/strGrp_prefFund.shtml</p> <p>There is a separate funding point calculation system for two- and four-year institutions. The two-year institutions points are based on the number of degrees conferred, certificates earned, job placements, remedial and developmental success, first time students, adult student enrollment, and transfers out to university.</p>	<p>Making Opportunity Affordable—Tennessee (MOA-TN) is focused on increasing the productivity of state higher education systems -- specifically, increasing the number of degrees and certificates produced within available resources.</p> <p>Even if Tennessee were to reach the best performing states in the performance of the traditional age population, degree attainment goals will not be reached. It is only through enrolling and graduating more adult students that the state can meet such goals. To that end, MOA-TN will incorporate an Adult Strategies Group to recommend a comprehensive set of integrated strategies to address the needs of adult students.*</p> <p>*Source: http://www.state.tn.us/thecc/complete_college_tn/complete_college_tn.html#frc</p>	

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<p>Texas</p> <p>http://webcache.googleusercontent.com/search?q=cac he:jsdiKk0CX P0J:www.thecb.state.tx.us/index.cfm%3Fobjectid%3DC4E09A37-BBC8-0638-C7F3A0C937BFA4AD+community+college+outcomes-based+funding&cd=8&hl=en&ct=clnk&gl=us&client=safari</p> <p>http://www.thecb.state.tx.us/</p>	<p>In 2009, the Community and Technical College Formula Advisory Committee of the Texas Higher Education Coordinating Board (THECB) drafted possible incentives for outcomes-based funding for Texas. Workgroups were formed to investigate outcomes-based funding as well as developmental ed, hold harmless, and critical needs.</p> <p>Through the “Closing the Gap” program, THECB identified its priorities:</p> <ul style="list-style-type: none"> • Participation. Enroll an additional 630,000 students by 2015 • Success. Award 210,000 degrees, certificates, and other identifiable student successes by 2015 • Excellence. By 2015, substantially increase the number of nationally recognized programs and service. • Institutional efficiency and effectiveness. 	<p>Key measures of student success for community colleges include:</p> <ul style="list-style-type: none"> • Graduation and persistence rates. First-time, full-time students who have graduated and who are still enrolled after 6 years. • 3-, 4-, and 6-year graduation rates. First-time, full-time credential-seeking undergraduates who have graduated. • Number of degrees and certificates awarded. Number of awards, certificates by type, core completers and field of study completers. • Transfers to a senior institution. Students who are first-time two-year college enrollees who are not concurrently enrolled are tracked through transfer to a senior institution. • Developmental Education. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.* <p>*Source: http://www.txhighereddata.org/Interactive/Accountability/CC_Success.cfm?FICE=445566</p>	<p>Graduation and completion for community colleges is compiled as follows:</p> <ul style="list-style-type: none"> • Graduation and persistence rates. First-time, full-time students who have graduated and who are still enrolled after 6 years. • 3-, 4-, and 6-year graduation rates. First-time, full-time credential-seeking undergraduates who have graduated. • Number of degrees and certificates awarded. Number of awards, certificates by type, core completers and field of study completers.* <p>*Source: http://www.txhighereddata.org/Interactive/Accountability/CC_Success.cfm?FICE=445566</p>	

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<p>Washington</p> <p>http://www.hceb.wa.gov/</p> <p>http://www.sbctc.edu/index.aspx</p> <p>http://www.sbctc.ctc.edu/college/e_studentachievement.aspx</p>	<p>The State Board of Community and Technical Colleges (SBCTC) has identified three goals as a guide for the future:</p> <ul style="list-style-type: none"> • Economic demand • Student success • Innovation* <p>*Source: http://www.sbctc.ctc.edu/general/associationstudy.aspx</p> <p>The Student Achievement Initiative is a new performance funding system for community and technical colleges. Its purposes are to both improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year, and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students. It represents a shift from funding entirely for enrollment inputs to also funding meaningful outcomes.*</p> <p>*Source: http://www.sbctc.ctc.edu/college/e_studentachievement.aspx</p>	<p>In the ten year plan, SBCTC defines student success as the goal to achieve increased educational attainment for all residents of the state. Specifically:</p> <ul style="list-style-type: none"> • Enroll more underserved populations • Improve academic achievement for all students • Ensure affordability and accessibility • Provide smooth transitions from K-12 to colleges to universities • Expand the pipeline to associate and bachelor's degrees, particularly in science, math, engineering, and health sciences <p>Through a partnership with the CCRC, the college system has been able to identify key academic benchmarks that students must meet to successfully complete degrees and certificates.</p> <ul style="list-style-type: none"> • Building towards college-level skills • First year retention (earning 15 then 30 college level credits) • Completing college-level math • Completions (degrees, certificates, apprenticeship training)* <p>*Source: http://www.sbctc.ctc.edu/college/e_studentachievement.aspx</p>		

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<p>The League for Innovation in the Community College</p> <p>http://www.league.org/</p>	<p>The League is an international organization dedicated to catalyzing the community college movement. We host conferences and institutes, develop Web resources, conduct research, produce publications, provide services, and lead projects and initiatives with our member colleges, corporate partners, and other agencies in our continuing efforts to make a positive difference for students and communities.*</p> <p>*Source: http://www.league.org/league/about/about_main.htm</p>	<p>The League has published several documents and monographs related to student learning in community colleges. For more information, visit http://www.league.org/league/about/learn_init.htm.</p>		

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<p>The Lumina Foundation</p> <p>http://www.luminafoundation.org/our_work/</p>	<p>The Lumina Foundation seeks to increase the percentage of Americans with high-quality postsecondary degrees and credentials to 60 percent by 2025. This means we must produce 16 million more graduates than we will at current rates. Lumina works with various stakeholders and partners by focusing on three critical outcomes:</p> <ul style="list-style-type: none"> • Student preparedness. Students are prepared academically, financially, and socially for success in education beyond high school. • Student success. Higher education attainment rates improve significantly. • Productivity. Higher education productivity increases to expand capacity and serve more students.* <p>*Source: http://luminafoundation.org/our_work/</p>	<p>Lumina focuses on the following priority strategies:</p> <ul style="list-style-type: none"> • Advocate for the redesign, rebranding and improvement of developmental education. • Promote strategies that improve attainment of high-quality degrees and certificates, particularly by traditionally underrepresented students. • Explore the development of alternative pathways and credentials. • Implement stronger transfer and articulation systems that keep students moving toward completion of degrees and credentials. • Advocate for the use of quality data in higher education, through universal nationally linked state student record data systems that follow students to the workforce, as well as data that facilitate alignment of higher education and the workforce. • Define and measure student learning outcomes and align them with workforce needs.* <p>*Source: http://www.luminafoundation.org/our_work/student_success/student_success.html</p>	<p>The Lumina Foundation's "Big Goal" is to increase the percentage of Americans with high-quality, two- or four-year college degrees and credentials from 39 percent to 60 percent by 2025, an increase of 23 million graduates above current rates.*</p> <p>*Source: http://www.luminafoundation.org/our_work/our_goal.html</p>	

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<p>National Center for Higher Education Management Systems (NCHEMS) and Peter Ewell</p> <p>http://www.nchems.org/</p> <p>http://www.higheredinfo.org/</p>	<p>The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit (501)(c)(3) organization whose mission is to improve strategic decision making in higher education for states and institutions in the United States and abroad.*</p> <p>*Source: http://www.nchems.org/</p>	<p>The NCHEMS Information Center (http://www.higheredinfo.org/) provides resources for policymakers and analysts on a variety of topics, including student success. The site also has data from the American Community Survey and the Census.</p> <p>The Center for State Policy and Student Progression (C2SP) provides a central resource for policy makers to understand and shape increasingly complex patterns of student flow into and through postsecondary education in order to maximize educational attainment and appropriate employment for students drawn from all income and demographic backgrounds.</p> <p>C2SP focuses on three areas:</p> <ul style="list-style-type: none"> • Increase the <i>knowledge base</i> associated with state practices to promote student success. • Develop tools to help states enhance their <i>policy information infrastructures</i> on student progression. • Develop and disseminate "<i>good practice</i>" for state policy to promote student progress and success.* <p>*Source: http://nchems.org/c2sp/</p>	<p>NCHEMS reports data using the IPEDS database on its NCHEMS Information Center, particularly the 150% graduation rate reporting.</p>	<p>Peter Ewell and colleagues have several publications related to student outcomes and learning outcomes.</p> <p>http://www.nchems.org/pubs/search.php</p> <p>http://www.earningoutcomesassessment.org/documents/PeterEwell_005.pdf</p>

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<p>NGA Student Outcome Metrics: A summary of the report is available here:</p> <p>http://www.subnet.nga.org/ci/1011/C-2-C-MetricsReport.pdf. This was in partnership with Complete College America.</p> <p>Additional information is available here: http://www.subnet.nga.org/ci/1011/</p>	<p>The National Governors Association (NGA) identified common metrics for measuring college completion with which states are encouraged to collect data from higher education institutions to share publicly.</p> <p>Using these measures creates “comparable, reliable metrics [that] are essential for states under current fiscal constraints. Information on the progress toward, and degree completion of, all students in higher education allows state leaders to gauge whether policies are successful and helps inform future funding decisions.” Further, the context metrics assure that states do not sacrifice access for completion.</p> <p>The PDF of the full, final report is available here: http://www.nga.org/Files/pdf/1007COMMONCOLLEGEMETRICS.PDF</p>	<p>Student success is defined as college completion.</p> <p>Those common metrics fall under two categories, outcomes and progress.</p> <p>The outcome measures are:</p> <ul style="list-style-type: none"> • Degrees and certificates awarded. Annual number and percentage of certificates, associate degrees, and bachelor’s degrees. • Graduation rates. Annual number and percentage who complete within normal time (2 or 4 years) and extended time (3 or 6 years). • Transfer rates. Annual number and percentage of students who transfer from a two-year to a four-year institution. • Time and credits to degree. Average length of time in years and average number of credits that graduating students took to earn a certificate, associate degree, or bachelor’s degree. <p>The progress metrics are:</p> <ul style="list-style-type: none"> • Enrollment in remedial education. Number and percentage of first-time undergraduates who enroll in remedial math, English, or both. • Success beyond remedial education. Number and percentage of first-time undergraduates who complete a 	<p><i>Completion rate:</i> The percentage of individuals who complete a certificate or degree (e.g., associate and bachelor’s).</p> <p><i>Attainment rate:</i> The percentage of a population that has obtained a certificate or degree.</p> <p><i>Productivity:</i> Awarding more higher education certificates and degrees within the same resources, while maintaining quality.*</p> <p>*Source: http://www.nga.org/Files/pdf/1007COMMONCOLLEGEMETRICS.PDF, p. 7</p>	<p>The Complete to Compete report troubles IPEDS data in that it does not account for part-time students and transfer students as well as its inability to disaggregate low-income and remedial students.</p> <p>Further, the NGA Complete to Compete report recommends states also collect context metrics:</p> <ul style="list-style-type: none"> • Enrollment. Total first-time undergraduates

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NGA (cont)		<p>remedial course in math, English, or both and complete a college-level course in the same subject.</p> <ul style="list-style-type: none"> • Success in first-year college courses. Number and percentage of first-time undergraduates who complete entry-level college math and English in the first two consecutive years of enrollment. • Credit accumulation. Number and percentage of first-time undergraduates who complete 24-credits for full-time students and 12-credits for part-time students in their first year. • Retention rates. Number of first-time undergraduates who consecutively enroll fall-to-spring and fall-to-fall in higher education. • Course completion. Percentage of credit hours completed out of those attempted during an academic year. 		<p>duates enrolled in higher education .</p> <ul style="list-style-type: none"> • Completion ratio. Annual ratio of certificates and degrees awarded per 100 FTE students. • Market penetration. Annual ratio of certificates and degrees awarded relative to the state's population with a high school diploma.

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<p>The National Student Clearinghouse</p> <p>http://www.studentclearinghouse.org/</p>	<p>The National Student Clearinghouse collects and verifies enrollment and completion data for participating two- and four-year higher education institutions.</p> <p>NSC maintains a data warehouse (http://www.studentclearinghouse.org/colleges/Tracker/pdfs/SearchOptions.pdf) called StudentTracker that allows for analyses of current students who are concurrently enrolled as well as former students (both alumni and those who withdrew/transferred), former prospective students, current applicants, and sibling/parent data. Further, StudentTracker has data on enrollment of students as well as data on the institutions at which students expressed an interest in attending and transfer data.</p> <p>StudentTracker is compatible with College Portrait and <u>VSA</u> (http://www.studentclearinghouse.org/colleges/Tracker/vsa.htm) through cohort queries.</p> <p>There is also more data available through the research arm of the National Student Clearinghouse. (http://research.studentclearinghouse.org/)</p>	<ul style="list-style-type: none"> • Time to degree study. Using the data in the National Student Clearinghouse warehouse, researchers provided a descriptive analysis of 2005-2006 bachelor’s degree recipients from four-year institutions including time to degree (within 6 years) and transfers from two-year institutions. • Concurrent enrollment. Also available is a case study examining concurrently enrolled students at multiple institutions including the types of institutions, completion, and graduation data. • VSA. Through StudentTracker, a College Portrait compatible query can be run on participating institutions to examine: students retained/graduated from submitting institution, students retained/graduated from an external institution, results for two-year and four-year schools, and four to six year graduation outlook. 	<p>The National Student Clearinghouse uses 150% time to degree as the commonly reported rate (6 years for a four-year institution and 3 years for a two-year institution).</p>	

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<p>Pathways to College Network (PCN)</p> <p>http://www.pathwaystocollege.net/</p>	<p>The Pathways to College Network is an alliance of national organizations that seeks to advance college access and success for underserved students. PCN is directed by the Institute for Higher Education Policy (IHEP). The PCN focuses on three ideas: increasing knowledge, supporting action, and raising awareness.</p>	<p>Pathways promotes access and success for underserved students and published the following six principles to guide education leaders:</p> <ul style="list-style-type: none"> • All students must be challenged by high expectations; • Provide a range of college-preparatory courses for underserved populations; • Embrace social, cultural, and learning-style differences and create learning environments and activities for underserved students; • Involve leaders at all levels to facilitate transitions for postsecondary achievement; • Maintain sufficient financial and human resources to enable underserved students to prepare for, enroll, and succeed in college; and • Assess policy, program, practice, and institutional effectiveness regularly.* <p>*Source: http://www.pathwaystocollege.net/uploadedFiles/Pathways To College Network/About Us/Pathways Publications/SharedAgenda FullReport.pdf</p>		

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<p>Recommendations about P-20 systems in the federal program of funding enhancements around those systems</p> <p>http://www.house.leg.state.mn.us/hrd/pubs/k16educ.pdf</p> <p>http://www.dataqualitycampaign.org/resources/details/92</p> <p>http://hspc.org/topics/p-20/full_report_executive_summary1.pdf</p> <p>http://www.ecs.org/html/issue.asp?issueID=76</p>	<p>There is an increased effort to better link K-12 (or P-12) with postsecondary education to aid in a more seamless transition to college, reduce remedial education, and increase access to higher education. States such as Minnesota are implementing K-16 initiatives in this area.</p> <p><i>A Seamless System</i> A seamless elementary, secondary, and post-secondary education system seeks to increase student access to and success in attaining higher education by integrating the goals of the two existing education systems. Different components may comprise a seamless system.</p> <p>Configuration Starting Point End Goal</p> <ul style="list-style-type: none"> • P-14 Pre-School Two-Year Degree • P-16 Pre-School Four-Year Degree • P-20 Pre-School Graduate Degree • K-14 Kindergarten Two-Year Degree • K-16 Kindergarten Four-Year Degree • K-20 Kindergarten Graduate Degree* <p>*Source: http://www.house.leg.state.mn.us/hrd/pubs/k16educ.pdf p. 2</p>	<p>The Human Services Policy Center (HSPC) defines student success through student performance objectives:</p> <ul style="list-style-type: none"> • Participation/Engagement. Participation and engagement occur at various levels; access is not enough, a student must actively participate in his/her education. • Attainment. Degree or certificate attainment from a secondary or postsecondary institution with an academic or vocational orientation. • Accomplishment. Demonstrable competencies in the areas of social-emotional, cognitive, occupational, and citizenship development.* <p>*Source: http://hspc.org/topics/p-20/Indicator-Matrix.aspx and http://hspc.org/topics/p-20/full_report_executive_summary1.pdf p. 6</p>	<p>Degree attainment is not seen as the final outcome as degree completion can occur without accomplishing various learning outcomes. (According to HSPC.)</p>	

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<p>Recommendations from state systems using Peter Ewell and co-authors have done a catalogue</p> <p>http://www.ecs.org/html/IssueSection.asp?issueid=26&s=What+States+Are+Doing</p> <p>http://www.luminafoundation.org/publications/Critical_Connections_Web.pdf</p> <p>http://www.nchems.org/pubs/docs/NCHEMS%20NSC%20Draft%20Report%20September%202009.pdf</p>	<p>Ewell and Boeke (2007) compiled a report on state-level SUR data and provided recommendations, which can be found here: http://www.luminafoundation.org/publications/Critical_Connections_Web.pdf.</p>		<p>NCHEMS, Lumina, and the National Center for Public Policy and Higher Education (NCPPE) partnered with the National Student Clearinghouse (NSC) to link databases to track students across institutions. In a 2009 report Ewell and Kelly released findings from a cohort study using NSC that showed higher graduation rates than comparable IPEDS data due to the ability to track transfers both in and across state lines.*</p> <p>*Source: http://www.nchems.org/pubs/docs/NCHEMS%20NSC%20Draft%20Report%20September%202009.pdf</p>	

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<p>State Higher Education Executive Officers (SHEEO)</p> <p>http://www.sheeo.org/</p>	<p>SHEEO was created in 1954 to aid its members and the states develop and sustain excellent systems of higher education.</p> <p>The SHEEO/NCES Network allows for data to be shared between the interdependent entities at the federal and state level.</p> <p>Current SHEEO projects include:</p> <ul style="list-style-type: none"> • Seminars on assessing collegiate learning; • Seminars on building data systems and using a unit record system; • Seminars on assisting board members in using accountability to improve performance; and • Providing support for K-16 initiatives through increased communication and collaboration with postsecondary education and America’s high schools. 	<p>SHEEO is a partner with the US Department of Education, the Council of Chief State School Officers (CCSSO), and the Data Quality Campaign with funding from the Bill & Melinda <u>Gates Foundation</u> in promoting common data standards between and among high schools and postsecondary institutions.*</p> <p>*Source: http://www.sheeo.org/cds/CDS-StatementofPurpose.pdf</p>		

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<p>Voluntary Framework of Accountability (VFA)</p> <p>http://www.aacc.nche.edu/Resources/aaccprograms/vfa/Pages/default.aspx</p> <p>http://www.pb.org/newsroom/bb/education/jan-june10/colleges_04-20.html</p>	<p>The VFA is a collaboration between the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), and the College Board that is designed to measure outcomes and processes specific to community colleges and is funded by the Lumina Foundation and the Bill and Melinda <u>Gates Foundation</u>.</p> <p>The VFA is a call to action for community colleges to demonstrate measurable outcomes. While the rates of access to higher education have increased, completion and success rates have been neglected.</p> <p>In a three-phase implementation, the VFA seeks to create a national framework for reporting common measures of success for community colleges.</p>	<p>Phase II of the VFA implementation plan is focused on gathering information to make the vision a reality. Comprised of a steering committee and three working groups, Phase II will be in process from 2009-2011. The working groups are:</p> <ul style="list-style-type: none"> • Student persistence and completion measures. This working group is focusing on both traditional measures such as retention, transfer, and completion as well as other metrics to identify student progress toward completion such as reaching credit milestones. • Workforce, economic, and community development metrics. This working group is researching and identifying metrics to measure this critical component of community college missions. • Universal community college buy-in marketing plan. This working group reviews both positive and negative reactions to the VFA and develops marketing messages to encourage participation. This group will also collaborate on the benchmarking capacity of the measures and inform the conceptual development and layout of the VFA. 	<p>The first working group focuses on student persistence and completion measures including more traditional metrics such as retention, transfer, and completion. Other metrics will be explored to identify ways to measure student progress toward completion such as reaching credit milestones. *</p> <p>*Source: http://www.aacc.nche.edu/Resources/aaccprograms/vfa/Pages/phase2.aspx</p>	

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<p>Voluntary System of Accountability (VSA)</p> <p>http://www.voluntarysystem.org/index.cfm</p>	<p>Sponsored by the Association of Public and Land-grant Universities (APLU) and the Association of State College and Universities (AASCU), the VSA began with start-up funds from the Lumina Foundation and is sustained by fee contributions from participating institutions.</p> <p>The initiative is for public, four-year higher education institutions to report basic, comparable information about the undergraduate student experience to key constituents via College Portrait, a web report, to allow for ease of comparison across institutions.</p>	<p>The College Portrait provides information about student and campus characteristics, cost of attendance, success and progress rates, campus safety, class size, student experiences on campus, and student learning outcomes.</p> <p>The student learning outcomes measures are a composite of several instruments in existence using a value-added approach. For details, visit http://www.voluntarysystem.org/docs/cp/LearningOutcomesInfo.pdf.</p>	<p>The success and progress (S&P) measure use National Student Clearinghouse data to calculate student progress through the higher education system. The S&P rate is NOT intended to match or correspond with IPEDS data as it examines first-time, full-time undergraduates and full-time transfer cohorts. Using end-of-term data and concurrently enrolled students, the S&P rate calculates graduation rates for two- and four-year institutions. It will often be similar to IPEDS data, but not exact as the rate only includes matched data from the National Student Clearinghouse. Students who complete a two-year degree and re-enroll in a four-year institution will not be double-counted. For more information on the methodology, visit http://www.voluntarysystem.org/docs/cp/SP_Methodology.pdf.</p>	