

**Executive Council/President's Council Meeting
Performance Funding Metrics
September 16, 2014, Casper College**

Proposed Implementation Timeline

Distribution of Variable Funding Based on Performance						
Details	FY15	FY16	FY17	FY18	FY19	FY20
% of Variable Funding	15% on volume of course completions	20% on weighted, successfully completed SCH's Learning Year #1	25% on weighted, successfully completed SCH's, Learning Year #2	70% Participation (current average weighted SCH's enrolled) 15% Progress (see metrics below) 15% Performance and Placement (see metrics below)	60% Participation (current average weighted SCH's enrolled) 20% Progress (see metrics below) 20% Performance and Placement (see metrics below)	50% Participation (current average weighted SCH's enrolled) 25% Progress (see metrics below) 25% Performance and Placement (see metrics below)

For FY16 and FY17

For FY16 and FY17, we agreed to use the same calculation of average weighted student credit hours (SCH's) that is currently used as the enrollment metric in the allocation formula as the "course completion" metric in the distribution of the portion of variable funding. This allows for continuity in the methodology for enrollment, but in this case the percentage of variable funding for that fiscal year will be distributed based on successfully completed weighted SCH's.

Participation Metrics – Average Weighted SCH's

Continue to use the current average weighted SCH's to allocate the portion of variable funds for participation. We all felt that our ability to get students to participate (our access mission) is a performance measure.

Progress Metrics

1. Successfully Completed, Weighted Student Credit Hours – The number of successfully completed (A, B, C, or P Grades) student credits hours weighted according to level (Level I, Level II, Level III).
2. Credit Accumulation Milestones – Two Options (model both)
 - a. Raw Number - The # of all students (degree-seeking?) in an academic year that successfully accumulate 12, 24, and 36 credit hours. Students may be counted more than one time in an academic year (e.g., student earning 12 credits in fall term, and another 12 in the spring).
 - b. Percentage - The proportion of all degree-seeking students in an academic year that earn credits within that year placing them at or beyond 12, 24, or 36 credit hours. Students are only counted when they begin the year below the credit threshold and finish it having passed one or more thresholds (potential to have students be counted twice in an academic year – need to consider how that impacts the student cohort for this measure).

Performance Metric

1. Credentials Produced – Two Options (model both)
 - a. Raw Number – The # of credentials earned by students/awarded by the college in an academic year. Include the aggregate total of all credential types. Also model or break out number of credentials earned by students at the following levels (all reported to IPEDS):
 - i. Associate Degrees
 - ii. Certificates of More Than One Year
 - iii. Certificates of Less Than One Year
 - b. Credential Production Rate – The ratio of the number of all credentials awarded during an academic year to the annualized FTE enrollment from degree-seeking students for the same year, as a percent. May also want to consider modeling only associates degrees and certificates of more than one year.

Placement Metric

1. Student Transfer – Two Options (model both)
 - a. Raw Number – the # of students who earn at least 12 college-level credits within an academic year at a community college and successfully enroll at another institution (get data from the National Student Clearinghouse). Once we have solid job placement data we can focus this metric on students in transfer-related programs only and transfer to a four-year institution. The appropriate placement metric for students in applied/workforce programs is probably job placement. Some other things to consider modeling or disaggregating:
 - i. Just the number of students who matriculate to a four-year institution.
 - ii. Just the number of students who matriculate to a two-year institution.
 - iii. Only consider students who earn at least 12 credits and do not enroll at the same institution but matriculate to a different one (not sure this will capture Casper's or LCCC's numerous students concurrently enrolled at the CC and UW).
 - b. Transfer Rate – The proportion of degree-seeking (?) students enrolled at a community college during an academic year who have completed at least 12 credits at college-level and enroll at another institution of higher education in the subsequent fall (again, data from the Clearinghouse). We may want to model this as above:
 - i. Just the number of students who matriculate to a four-year institution as the numerator.
 - ii. Just the number of students who matriculate to a two-year institution as the numerator.
 - iii. Only consider students who earn at least 12 credits and do not enroll at the same institution but matriculate to a different one (not sure this will capture Casper's or LCCC's numerous students concurrently enrolled at the CC and UW).