

July 9, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: 2013-2014 USHE Performance Funding Allocations

Background

During the 2013 legislative session, \$1M in one-time funding was allocated for performance funding, to be focused on efforts to increase completions to reach the goal of 66% of adult population aged 25-34 having some form of post-secondary education credential by the year 2020. The Board of Regents has approved guidelines, time-lines, and group allocation amounts. This document meets the intent of the legislation as proposed by Senator Urquhart, and has the agreement of the USHE institutional Presidents.

Issue

According to the adopted time-line, each institution has submitted specific measures, metrics, current data, benchmarks, and results. Institutions that have completed or made significant progress toward achieving one or more of the specified measures have been awarded amounts based on the percentage of the goal achieved. Of the \$1M appropriated by the Legislature, all but \$143,100 has been allocated. This remaining amount will be carried forward into 2014-2015 and allocated proportionately towards institutional 2014-2015 goals.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional allocations.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

**Utah System of Higher Education
Performance Funding, 2013-2014
June 2014 – Results & Institutional Allocations**

During the 2013 Legislative Session, Senator Steve Urquhart proposed and the Legislature funded an initial \$1 million in one-time performance funding as a pilot funding mechanism to address the most urgent needs in reaching the USHE’s 66% goal. During that same Session, the USHE institutional Presidents proposed the following core performance measures, which emphasize completions, be used for any performance funding dollars allocated:

- a. 1st year to 2nd year retention
- b. Increased completion rates (transfer counts towards completion)
- c. Acceleration in fulfilling the general education math requirement (such as requiring at least one math class during the first two semesters)
- d. Increase in graduate education (as applicable by institutional mission)
- e. Transition from developmental math to successful completion of college math course

Intent language with the legislative funding included (but did not limit selection to) the performance measures listed above. These were the core performance measures from which each institution selected goals appropriate for mission and student mix. In July of 2013, each institutional President submitted their final list of FY13-14 core performance measures, specific measures, current data, and benchmarks to the Commissioner’s Office. The Board of Regents reviewed and approved the lists in September of 2013.

The next step in this initial year process was for the institutions to provide the data on their performance to the Commissioner no later than June 1, 2014. The Board of Regents would then allocate performance funding to each institution, to be released by July 1, 2014, based on completion or significant progress toward achieving one or more of the specified measures. Money allocated would be based on the degree to which the measure(s) are met, e.g., if 100% achieved (or surpassed) 100% will be allocated; if 50% achieved, 50% will be allocated, etc. For institutions with more than one measure, the funding allocation will be divided accordingly.

Four allocation models were considered with input from each president as well as Senator Urquhart. Based on that input, the Commissioner ultimately recommended and the Board of Regents approved the following potential distribution amounts for FY14 (with the amounts representing 100% allocations):

Group I	Group II	Group III
UU \$200,000	WSU \$120,000	SUU \$80,000
USU \$200,000	UVU \$120,000	DSU \$80,000
	SLCC \$120,000	Snow \$80,000

- Time-Line:
- May 24, 2013: Regents adopt resolution or policy containing guidelines.
 - July 1, 2013: Specific measures, current data, and benchmarks submitted by the institutional President to the Commissioner’s Office.
 - September 1, 2013: Commissioner’s Office finalizes and approves proposed measures and benchmarks.
 - June 1, 2014: Institutions provide Commissioner’s Office with report on meeting approved benchmarks.
 - July 1, 2014: Commissioner’s Office allocates performance funding. Unallocated funds will be carried forward to next year for future allocation.

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
University of Utah	a. Retention	Initial focus is on retention of first to second year for first time, full time freshmen. Supporting programs: student learning outcomes, proactive intervention for students at risk, integrated general education	First time, full time freshmen cohorts: Fall 2007 83.4% Fall 2008 82.8% Fall 2009 85.0% Fall 2010 86.5% Fall 2011 87.6%	One-year Goal: 88.5% Result: 88.4% Goal: 89% Achieved Awarded: \$44,500
	b. Completion	Focus on increased 4 and 6 year graduation rates for first time, full time freshmen. Supporting programs: strategic enrollment management, Futures scholarships, mandatory advising	First time, full time freshmen cohorts 6 year graduation rates: 2010 56.9% 2011 55.3% 2012 58.9%	One-year Goal: 58.9% The median over the three year period is 56.9%. Our goal is to stabilize the completion rate and avoid reductions and then to increase over the next five years Result: 60% Goal: 100% Achieved Awarded: \$50,000
	c. Accelerate GE Math Requirement	Grade of C or higher in Math 1010 Supporting programs: pilot program involving flipped classrooms	FY2013 71% success rate FY2010 below 60%	One-year Goal: 75% Result: 73% Goal: 50% Achieved Awarded: \$50,000
	d. Increase graduate education	Long-term focus is on increasing 6-year doctoral completion rate. Supporting programs: Mentorship best practice resources for faculty and career counseling	Three-year running average: FY 2007 58.6% FY 2008 60.0% FY 2009 58.1% FY 2010 58.6% FY 2011 60.0% FY 2012 60.3%	One- year Goal: 60.3% Stabilize the completion rate and then increase over the next five years Result: 61% Goal: 100% Achieved Awarded: \$50,000

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Utah State University	c. Accelerate GE Math Requirement	New merged math courses that teach necessary algebra and statistical instruction, which will replace costly and time consuming pre-requisite courses. Development of new math refresher courses, and online open entry/exit and condensed term courses. New director to develop and evaluate new systems	Pass rates for the following math courses: 2010-11 Math 0900: 48% 2012-13 Math 0990: 53% 2012-13 Math 1010: 55%	Improve pass rates for math courses using new merged model and/or open-entry/exit formats: 58% first year Result: 69% Goal: 100% Achieved Awarded: \$200,000
Weber State University	a. Retention	Retention rates compared to peers selected by Regents	WSU was in the upper half of peers in 2010 (the most recent year with complete peer data)	WSU will still be in the 50 TH percentile or higher of peer institutions in the most recent year with complete peer data Result: 74% Goal: 100% Achieved Awarded: \$40,000
	b. Completion	Three-year moving average of total degrees awarded	Three-year moving average was 3,998 degrees awarded in 11/12	Three-year moving average ending in 2012-13 degrees awarded will exceed 4,000 Result: 4,177 Goal: 100% Achieved Awarded: \$40,000
	c. Accelerate GE Math Requirement	Three-year moving average of those successfully completing Math 0950, 0990 and 1010	Three-year moving average was 2,950 students passing developmental math in 11/12	Three-year moving average ending in 2012-13 the number of students passing developmental math will exceed 2,950 Result: 3,127 Goal: 100% Achieved Awarded: \$40,000

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Snow College	c. Accelerate GE Math Requirement	<p>Compare the average time to successful completion (passing grade of C- or higher) of Math 1050 by first-time freshman students (excluding high school students)</p> <p>The number of concurrent enrollment students successfully (passing with a grade C- or higher) taking Math 1050</p>	<p>4-year average of successful Math 1050 completion is 1.1 years (a little over two semesters).</p> <p>4-year growth average for concurrent enrollment students successfully taking Math 1050 is 0%</p>	<p>Reduce the time to successful completion to 1.0 (full year) or two full semesters</p> <p>Result: 1.0 Goal: 100% Achieved Awarded: \$26,800</p> <p>A 5% increase in the number of concurrent enrollment students successfully taking Math 1050</p> <p>Result: 0% (In Process for Fall) Goal: 0% Achieved Awarded: \$0</p>
	e. Transition from developmental to successful completion of college-level math class	Average time to completion of college level math by developmental math students (first-time freshman, excluding high school students)	The 4-year average time to completion of college math by first-time freshman students taking developmental math is 2.0 years (4 semesters)	<p>Reduce the time to college math completion by first-time freshman students taking developmental math by 1 full semester (1.5 years)</p> <p>Result: 3 semesters Goal: 100% Achieved Awarded: \$26,800</p>
Southern Utah University	c. Accelerate GE Math Requirement	Percentage of freshman successfully completing Math GE Requirement during freshman year	55.5% (four-year average from 2009-10 through 2012-13)	<p>60%</p> <p>Result: 58.6% Goal: 69% Achieved Awarded: \$55,200</p>

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Dixie State University	c. Accelerate GE Math Requirement	Compare between the average number of semesters that freshman students have traditionally taken to prepare for GE Math, and the average number of semesters under the new system. Student personal progress notebooks. Total hours spent in lab with tutors. Average time to complete based on ACT score ranges	Math 0920 1,165 students with 2.17 GPA. 39% D+,F, or dropped Math 0990 1,202 students with 1.96 GPA, 32% D+,F, or dropped	Average time shortened by at least one semester Act Score 0-12 (3 semesters) Act Score 13-17 (2 semesters) Act Score 18-22 (1 semester) Act Score 23-28 (1 semester) Result: In Process for Fall Goal: 0% Achieved Awarded: \$0
	Accelerate GE English Requirement	Compare between the average number of semesters students have traditionally taken to prepare for GE English, and the average number of semesters under the new system. Two hour lab time each week, by the same instructor.	Out of 27 “traditional” students in these classes, 63% achieved a C or better grade. Out of 17 development students, 82% achieved a C or better grade.	Average time shortened by at least one semester Act Score 0-15 (3 semesters) Act Score 16-18 (2 semesters) Act Score 19+ (2 semesters) Result: Shortened by 1 Sem. Goal: 100% Achieved Awarded: \$26,800
	First-year Advising Program	Target at-risk students by high school GPA, standardized test scores, adjusted gross income, first-generation status, parental education, race/ethnicity, and Fall 2014 intentions	First year retention rate of 28%	First year retention rate 5-8% above current rate (33%-36%). Compare HS GPA vs College Follow-up survey of intentions Spring 2014 enrollment Result: 48% (20% Increase) Goal: 100% Achieved Awarded: \$26,800

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
Utah Valley University	d. Accelerate GE Math Requirement	Percent of students who have completed the Quantitative Literacy requirement by the end of their Sophomore year (excludes high school concurrent enrollment students; class standing measured at beginning of Spring Term with completion measured at Spring Semester end of term)	Spring 2008: 39.8% Spring 2009: 39.0% Spring 2010: 41.2% Spring 2011: 41.4% Spring 2012: 41.0% Spring 2013: 44.1%	Spring 2014: 45.0% Result: 45.5% Goal: 100% Achieved Awarded: \$120,000
Salt Lake Community College	e. Transition from developmental to successful completion of college-level math class	Average time (of the cohort) to transition into and successfully complete Math 1010 or 1020 with a "C" or above Percent of students in the cohort who successfully complete Math 1010 or 1020 with a "C" or above	June 2013 benchmark of two years June 2013 benchmark of 23%	Less than or equal to 4 academic semesters Result: 1.6 semesters Goal: 100% Achieved Awarded: \$60,000 5% increase or 28% Result: 20% Goal: 0% Achieved Awarded: \$0