UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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July 22, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2014-2015 USHE Performance Funding Allocations

Background

During the 2014 legislative session, $1.5M in one-time funding was allocated for performance funding, to be focused on efforts to improve retention, increase completion rates, fulfill developmental and general education math requirements, and participation in graduate education. The Board of Regents has approved guidelines, time-lines, and group allocation amounts.

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 $1.5M appropriated by the Legislature and $143,100 carried forward from 2013-2014, all but $239,000 has been allocated or reserved. This remaining amount will be carried forward into 2015-2016 and allocated proportionately towards institutional 2015-2016 goals.

Commissioner's Recommendation

The Commissioner recommends the Regents approve each institution's allocations.

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David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

THE UNIVERSITY OF UTAH UtahStateUniversity WEBER STATE UNIVERSITY SUU SOUTHERN UTAH UNIVERSITY SNOW COLLEGE DSU DIXIE STATE UNIVERSITY UVU UTAH VALLEY UNIVERSITY Salt Lake Community College

Utah System of Higher Education
Performance Funding, 2014-2015
June 2015 – Results & Institutional Allocations

During the 2014 Utah Legislative Session, Senator Urquhart proposed and the Legislature funded a second year of performance funding of $1.5 million (one-time) for 2014-15, to address the most urgent needs in reaching the 66% goal. During the same Session, the USHE institutional Presidents proposed the following core performance measures emphasizing 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. Rapid transition of students from developmental math to successful completion of college math course
e. Increase in graduate education (as applicable by institutional mission)

Intent language with the legislative funding in the second year included (but did not limit selection to) the performance measures listed above.   Each institution selected core measures appropriate for mission and student mix, and as determined by the institution as having the greatest effect on moving the needle on performance measures. On June 15, 2014, each institutional President submitted the final list of 2014-15 core performance measures, specific measures, current data, and benchmarks to the Commissioner's Office. The Board of Regents reviewed and approved the lists at the July 18, 2014 Board meeting.

The next step was for the institutions to provide the data on their performance to the Commissioner no later than June 1, 2015. The Board of Regents would then allocate performance funding to each institution, to be released by August 31, 2015, 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. The Commissioner recommends to the Board of Regents the following distribution (with the amounts representing 100% allocations):

Group I	Group II	Group III
UU $328,620	WSU $197,170	SUU $131,450
USU $328,620	UVU $197,170	DSU $131,450
	SLCC $197,170	Snow $131,450
Includes 2013-14 carry forward of $143,100		

Time-Line: May 16, 2014: Regents approve 2014-15 guidelines.
June 15, 2014: Specific measures, current data, and benchmarks submitted by the institutions to the Commissioner's Office.
July 18, 2014: Board of Regents approves proposed measures and benchmarks.
June 1, 2015: Institutions provide Commissioner's Office with report on meeting approved benchmarks.
Aug. 31, 2015: Commissioner's Office allocates 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 (2015)
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% Fall 2012 88.4%	One-year Goal: 88.5% **Result: Fall 2013 88.7%** **Goal: 100% Achieved** **Awarded: $82,155**
	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% 2013 60.0%	One-year Goal: 60.8% **Result: 2014 62.2%** **Goal: 100% Achieved** **Awarded: $82,155**
	c. Successful completion of college math course	Grade of C or higher in Math 1050 Supporting programs: pilot program involving flipped classrooms	2011-2012 64.3% 2012-2013 65.5% 2013-2014 71.8% Three year running average: 67.2%	One-year Goal: 67.7% **Result: 2014-2015 66.8%** **Three year running average of 68.0%** **Goal: 100% Achieved** **Awarded: $82,155**
	e. 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 of number of degrees: FY2009 2,196 FY2010 2,243 FY2011 2,277 FY2012 2,370 FY2013 2,518	One- year Goal: 2,550 **Result: FY2014 2,569** **Goal: 100% Achieved** **Awarded: $82,155**

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 (2015)
Utah State University	Recruitment and Enrollment	Management of communication with prospective domestic freshman students to increase applications, enrollment, and % of applicants who enroll (yield)	Yield percentages from AAA: Fall 2013: 33.10% Fall 2012: 38.60% Fall 2011: 38.50% Fall 2010: 40.60% Fall 2009: 41.90% Fall 2008: 43.90%	Increase applications by 5% and increase yield (applicants who enroll) by 1% **Result: In process** **Goal: 0% Achieved** **Awarded: $0 ($328,620 will be reserved for implementation of the new system with results evaluated June 2016)**
Weber State University	a. Retention	First-Year Retention rates as reported to IPEDS	WSU's First Year Retention rate for the Fall 2012 to Fall 2013 was 68%	WSU will increase the First Year Retention Rate by 1.0 percentage point, or more, so the retention rate for Fall 2013 to Fall 2014 will be 69 percent or higher **Result: Fall 2014 59%** **Goal: 0% Achieved** **Awarded: $0**
	b. Completion	Three-year moving average of total degrees awarded. A three-year average is used to control for random, year-to-year fluctuations	Three-year moving average was 4,177 degrees awarded in 2012-13	Three-year moving average ending in 2013-14 will increase by 5 percent, or more, so total degrees awarded will exceed 4,386 **Result: 2013-14 4,346** **Goal: 80.9% Achieved** **Awarded: $53,140**

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 (2015)
Weber State University (Continued)	c. Accelerate GE Math Requirement	Three-year moving average of those successfully completing Math 0950, 0990 and 1010	Three-year moving average was 3,127 students passing developmental math in 2012-13	The three-year moving average ending in 2013-14 will increase by 5 percent, or more, so the number of students passing developmental math will exceed 3,283 **Result: Three year moving average was 3,356 Goal: 100% Achieved Awarded: $65,720**
Southern Utah University	Transition from developmental math to successful completion of college math course	Percentage of first-time students who successfully complete remedial math in their first year and also successfully complete a Math GE course with their first two years	30.9% (five-year average for Fall 2008 to Fall 2012 cohorts)	35% **Result: 36.5% of the students who completed remedial math in their first year successfully completed their Math GE course within their second year Goal: 100% Achieved Awarded: $131,450**
Snow College	c. Accelerate GE Math Requirement	Compare the average time to successful completion (passing with a C- or higher grade) of Math 1050 by first-time freshman students (excluding high school)	4-year average of successful Math 1050 completion is .67 years (a little over one semester)	Decrease the average time for successful Math 1050 completion from .67 years to .6 years over the next three years by the following: The Math committee will consider Pedagogies for teaching 1050; Properly placing students in appropriate levels of math. Experiment with pedagogies through the ILearn program for advanced placement to Math 1050 **Result: 0.57 years Goal: 100% Achieved Awarded: $43,820**

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 (2015)
Snow College (Continued)	c. Accelerate GE Math Requirement	The number of concurrent enrollment students successfully (passing with C- or higher grade) taking Math 1050	4-year growth average for concurrent enrollment students successfully taking Math 1050 is 0%	A 5% increase in the number of concurrent enrollment students successfully taking Math 1050. We will add 1050 sections to concurrent enrollment IVC **Result: 0% increase** **Goal: 0% Achieved** **Awarded: $0**
	Transition from developmental to successful completion of college-level math	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 1.67 years (approximately 3 semesters)	Reduce the time it takes to complete developmental math to less than three sem. With the USHE completion grant, we will compile a database of 120 projects where students engage in everyday math. Professors will also be trained on best practices for project use in developmental math, which will allow students to reach a level of proficiency that will enable them to move into Math 1030 and 1040 in one semester **Result: 1.52 years** **Goal: 88.2% Achieved** **Awarded: $38,660**

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 (2015)
Dixie State University	Expansion of First Year Peer Mentor Program	Target at-risk students by HS GPA, ACT/SAT test scores, parental education, ethnicity, and AGI. Assign peer mentors to each student with a strict communication plan. Test retention rate against sample population not receiving treatment	Fall 2012-2013 retention rate is 19.4% higher in targeted at-risk pool as compared to sample study of similarly indexed students	Increase fall-to-fall retention rate of targeted at-risk students by 3% as compared to a similarly indexed sample group **Result: 7% increase or 26.4% Goal: 100% Achieved Awarded: $43,817**
	Implementation of First & Second Year Advisement Model	All students with < 30 credits assigned a "first year advisor." All students with > 30 credits and < 60 credits assigned a "second year advisor." Test to see quantity of students with appointment	37% of students with <= 30 credits received appointment during 2013-2014 year. 45% of students with > 30 credits and <= 60 credits received appointment during 2013-2014 year	**Result: 48% of 2014-15 students with <=30 credits, and 49% of students with >30 credits and <=60 credits met with their advisor Goal: 100% Achieved Awarded: $43,817**
	Shorten the Math Course Requirement pipeline and Implement Supplemental Instruction in Transitional Math	Number of students going from Math 0900 directly into Math 1000 rather than from Math 0920 to Math 0990 to Math 1010 Implement a supplemental instruction model in Transitional Math courses	639 students enrolled in Spring 2014 Math-1000 course New program - Preliminary pipeline data available Fall 2014	Increase pass rate (C or better) by 5% over prior year **Result: Pass rate in Math 1000 (Fall 2014) was 49% and Math 0990/1010 (Fall 2013) was 47%. Increase of 2%. Goal: 40% Achieved Awarded: $8,766** Shorten the pipeline of target population taking 3 math courses to 2 courses by 5% **Result: Fall 2013, 1,510 students enrolled in Math 0920/0990/1010. Fall 2014 1,177 students enrolled in Math 0900/1000. 22% decline Goal: 100% Awarded: $21,910**

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 (2015)
Utah Valley University	b. Increased completion rates	Total number of certificates, diplomas, and degrees awarded	Three year rolling average: 2008-09 to 2010-11: 3,789 2009-10 to 2011-12: 4,162 2010-11 to 2012-13: 4,453	2011-12 to 2013-14: 4,700 **Result: 4,804** **Goal: 100% Achieved** **Awarded: $98,585**
	c. Acceleration in fulfilling the general education math requirement	Percent of students who have completed the Quantitative Literacy requirement by the end of the Spring Semester of their Sophomore year (excludes high school concurrent enrollment students; class standing measured at beginning of Spring Term)	Three year rolling average: 2008-2010: 46.8% 2009-2011: 47.5% 2010-2012: 48.1% 2011-2013: 49.4% 2012-2014: 50.7%	2013-2015: 51% **Result: 53%** **Goal: 100% Achieved** **Awarded: $98,585**
Salt Lake Community College	d. Rapid transition of students from developmental math to successful completion of college math course	Average GPA of the transitioning cohort in Math 1010 Percent of students in the transitioning cohort who successfully complete Math 1010 with a "C" or above	Current Average GPA of the transitioning cohort in Math 1010 is 2.12 Current Pass Rate of the transitioning cohort in Math 1010 is 52%	Increase the Average GPA for the cohort transitioning in Math 1010 to $\geq$ 2.5 **Result: 2.00** **Goal: 0% Achieved** **Awarded: $0** Increase the pass rate of the transitioning cohort in Math 1010 to $\geq$ 60% **Result: 60%** **Goal: 100% Achieved** **Awarded: $98,590**