

Performance Indicators Task Force Proposal and Recommendations

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Introduction

Article 2, Part,2, Section 242 of Public Act 154 of 2005 established a Community College Task Force "to review, evaluate, discuss, and make recommendations regarding performance indicators to be utilized in future budget years to guide decisions regarding state funding to community colleges." (See Appendix A) It was charged with submitting a report to the House and Senate Appropriations Subcommittees on Community Colleges, the House and Senate Fiscal Agencies, and the State Budget Director on:

1. The *most appropriate and reliable performance indicators* to be utilized to guide decisions on state funding to community colleges
2. The *most efficient methodology for connecting state funding to those indicators.*

The Task Force was formed in October, 2005. Eight members were appointed to the group, two members of the Michigan House of Representatives, two members of the Michigan Senate, and four members representing Michigan's 28 community colleges; and one from each of four groups defined in the activities classification structure data book (Appendix B).It met six times over a five-month period to discuss issues related to its legislative charge.

The group's deliberations produced a model designed to fulfill the state's desire for a mechanism to measure community colleges' performance while sustaining the viability of Michigan's 28 community colleges.

Mission of Community Colleges

Although the role of community colleges in the 21st century is evolving, the mission remains constant. Community colleges are a value added proposition because they are accessible and affordable, because they are an engine of local economic development, and because they are an essential part of the education pipeline. The following attempts to reduce the mission statements of 28 community colleges to three categorical functions. (Appendix C – Mission Crosswalk)

Access and Affordability

Community colleges provide more economical choice by receiving local property tax revenue which allows community colleges to offer a 61% savings per credit hours over universities, for those persons seeking post-secondary education. Local colleges with an inclusive admission policy, provide comprehensive educational services which enhance occupational or transfer opportunities.

Transfer Function

The role of community colleges in the "educational pipeline" to baccalaureate, graduate, and professional degrees is critical. The state (nor its citizens) would be able to achieve full educational potential without the more than 420,000 persons in Michigan's community colleges.

Economic Development

The preparation of a trained workforce, the retraining of displaced workers, the reintroduction of individuals to the world of work, the contribution to life-long learning, are all part of this mission element. Assisting in the development of economic opportunities within the local community and preparing individuals for “horizon jobs” continues this thrust.

Research reinforces the powerful contribution community colleges make in the attainment of postsecondary education. Consider the following data from a recent report issued by the U.S. Department of Education (Adelman, 2005).

- Completion of at least 10 credits at a two- or four-year college results in a 5-8% increase in earnings.
- More than 60% of traditional-age undergraduates attend more than one institution at a time.
- 40% of traditional age students begin their college careers at community colleges.
- 60% of students age 24 and older begin their college careers at community colleges.
- 25% of students who begin college at four-year institutions transfer back to community colleges.
- Over a 30-year period, enrollment in community colleges by the lowest socio-economic quartile increased from 44-55%.

Performance Indicator Research and Review

Through research and discussion, the Task Force investigated trends in performance accountability funding. The number of states using performance funding is in decline because states do not have enough money to support the system. Performance accountability systems used by states to fund higher education do not provide consistent evidence of improvement (Burke & Minassians, 2003). With this knowledge, the team worked to avoid some of the risks and pitfalls inherent in performance-based funding.

The group considered, reviewed, and discussed the viability of a number of possible indicators and metrics that might be used in a performance-based funding model. Seventeen metrics were reviewed by the committee directly. (Appendix D)

Three categorical indicators were agreed upon with a number of metrics that could be applied in each category to verify performance. Therefore:

The recommendation of this Task Force is to adopt a funding formula that consists of three indicator categories and a number of metrics to verify the indicators.

The following table contains the **RECOMMENDED** formula model accompanied by the cost to the state to meet that obligation.

Recommended Proposal

The recommended model assumes the desirability of eventually restoring the \$40 million loss that community colleges experienced since 2001. For illustrative purposes this model involves restoring half that amount or \$20 million. **This is a first-year funding formula** with recommended distribution percentages based on a 50/50 split of the \$20 million dollars between sustaining the system by growing each institution's base and allocating funds by a performance-based model. **This exhibit shows the total dollar impact of implementing this formula.**

Performance Indicators for Community Colleges Suggested Model	First-Year System Amount (Detailed in Exhibit 2)
<p>1. Enrollment and Business Efficiency Funding weight based on:</p> <p>17.5% ✓ Total number of student contact hours as measured by a running two-year average</p> <p> ✓ Proportion of GOF allocated for administrative costs based on ACS definition</p>	\$3,500,000**
<p>17.5% 2. Completion Funding weight based on:</p> <p> ✓ The number of successful course completions (passing grade or credit given)</p> <p> ✓ Subtotals of course completions in high cost areas</p> <p> ✓ Total number of graduates, two-year average (IPEDS or better data)</p>	\$3,500,000**
<p>15% 3. Local Strategic Value This is an illustrative list; other items may be added. A college could meet this performance objective by addressing three metrics from the total list. (See Appendix E)</p> <p> ✓ Number of continuing education students</p> <p> ✓ Number of cooperative arrangements with baccalaureate institutions including, where applicable, university centers</p> <p> ✓ Number of strategic partnerships with businesses</p> <p> ✓ College sponsored Arts and Culture</p>	\$3,000,000**
<p>System Sustainability After four years of budget reductions, it is imperative that the community college system in Michigan achieve and maintain stability. The 2005-06 college allocations should be considered minimum base funding and allocated in their entirety to each college. Further, this base should be increased by an inflationary factor each year.</p>	\$275,104,700*
Total First Year System Amount	\$295,104,700

* Current total community college appropriation (excludes categoricals)

** These amounts demonstrate how \$10 million, of the \$20 million requested, would apply to performance indicators.

Calculation of System Distributions

Data Sources: ACS 2003-2004 Data Book and Companion Table 13 and IPEDS Awards Reports 2002-03 & 2003-04

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	2001-02	2005-06	Reduction in Annual Funding Since 2001-02	50% Distribution Proportionate to Column (2)	Proportion of 2 Year Average CHES	Proportion of 2 Year Average Degrees & Certificates	Local Strategic Value Proportionate to Column (2)	Total Projected Distribution	Remaining Reduction in Annual Funding Since 2001-02
Alpena	\$ 5,311,973	\$ 4,777,100	\$ 534,873	\$ 173,647	\$ 36,142	\$64,526	\$52,094	\$5,103,509	\$208,464
Bay de Noc	5,129,944	4,618,500	511,444	\$ 167,882	\$ 46,180	\$71,584	\$50,364	\$4,954,510	\$175,434
Delta	14,813,864	12,917,100	1,896,764	\$ 469,534	\$177,696	\$214,416	\$140,860	\$13,919,606	\$894,258
Glen Oaks	2,485,512	2,167,100	318,412	\$78,774	\$ 27,750	\$44,810	\$23,632	\$2,342,066	\$143,446
Gogebic	4,365,123	3,951,500	413,623	\$ 143,636	\$ 19,288	\$31,442	\$43,091	\$4,188,957	\$176,166
Grand Rapids	18,633,380	16,247,500	2,385,880	\$ 590,593	\$232,408	\$175,431	\$177,178	\$17,423,110	\$1,210,270
Henry Ford	22,708,494	19,800,700	2,907,794	\$ 719,751	\$205,052	\$212,512	\$215,925	\$21,153,940	\$1,554,554
Jackson	12,570,441	10,960,800	1,609,641	\$ 398,423	\$ 96,139	\$87,156	\$119,527	\$11,662,044	\$908,397
Kalamazoo	12,825,971	11,183,600	1,642,371	\$ 406,522	\$170,185	\$157,843	\$121,956	\$12,040,106	\$785,865
Kellogg	10,076,975	8,786,700	1,290,275	\$ 319,395	\$ 98,365	\$127,746	\$95,818	\$9,428,024	\$648,951
Kirtland	3,058,415	2,666,800	391,615	\$96,938	\$ 30,926	\$53,511	\$29,081	\$2,877,255	\$181,160
Lake Michigan	5,423,461	4,728,900	694,561	\$ 171,895	\$ 78,937	\$64,937	\$51,568	\$5,096,238	\$327,223
Lansing	32,223,042	28,097,100	4,125,942	\$ 1,021,324	\$302,582	\$398,809	\$306,397	\$30,126,212	\$2,096,830
Macomb	34,381,003	29,978,600	4,402,403	\$ 1,089,716	\$368,467	\$435,778	\$326,915	\$32,199,476	\$2,181,527
Mid Michigan	4,586,420	3,999,100	587,320	\$ 145,366	\$ 53,460	\$42,121	\$43,610	\$4,283,657	\$302,763
Monroe	4,462,223	3,890,800	571,423	\$ 141,430	\$ 63,312	\$56,983	\$42,429	\$4,194,954	\$267,269
Montcalm	3,227,530	2,814,300	413,230	\$ 102,299	\$ 26,266	\$34,242	\$30,690	\$3,007,797	\$219,733
Mott	16,291,459	14,205,400	2,086,059	\$ 516,363	\$184,025	\$121,585	\$154,909	\$15,182,282	\$1,109,177
Muskegon	9,271,134	8,083,900	1,187,234	\$ 293,848	\$ 88,721	\$62,398	\$88,154	\$8,617,021	\$654,113
North Central	3,140,212	2,738,100	402,112	\$99,529	\$ 31,946	\$23,600	\$29,859	\$2,923,034	\$217,178
Northwestern	9,460,166	8,248,900	1,211,266	\$ 299,846	\$ 83,481	\$55,564	\$89,954	\$8,777,745	\$682,421
Oakland	21,687,988	18,910,900	2,777,088	\$ 687,407	\$318,648	\$255,417	\$206,222	\$20,378,594	\$1,309,394
Saint Clair	7,264,610	6,334,300	930,310	\$ 230,251	\$ 77,036	\$135,998	\$69,075	\$6,846,661	\$417,949
Schoolcraft	12,728,740	11,098,900	1,629,840	\$ 403,443	\$178,693	\$49,889	\$121,033	\$11,851,957	\$876,783
Southwestern	6,832,843	5,958,000	874,843	\$ 216,572	\$ 50,191	\$85,176	\$64,972	\$6,374,911	\$457,932
Washtenaw	12,937,228	11,280,600	1,656,628	\$ 410,048	\$218,985	\$292,908	\$123,014	\$12,325,555	\$611,673
Wayne	17,223,721	14,582,200	2,641,521	\$ 530,060	\$210,546	\$117,365	\$159,018	\$15,599,189	\$1,624,532
West Shore	2,382,344	2,077,300	305,044	\$75,509	\$ 24,759	\$26,251	\$22,653	\$2,226,473	\$155,871
TOTAL	\$315,504,216	\$275,104,700	\$40,399,516	\$10,000,000	\$3,500,185	\$3,500,000	\$3,000,000	\$295,104,885	\$20,399,331

Explanation

Columns appearing on the previous page are calculated as follows:

Column	Explanation								
1)	2001-02 community college base appropriation from that fiscal year.								
2)	2005-06 community college base appropriation from that fiscal year.								
3)	Reduction in state appropriations to community colleges over the period from 2001-02 to 2005-06.								
4)	Prorate 50% of the \$20 million increase according to the percentage of system funding each college has in column 2.								
5)	Allocate 17.5% of the \$20 million increase based on each college's share of the two-year CHES average.								
6)	<p>Allocate 17.5% of the \$20 million increase based on each college's share of the weighted Degree and Certification production. Weighting is accomplished by the following:</p> <table style="margin-left: 40px;"> <tr> <td>General and Business</td> <td>1</td> </tr> <tr> <td>Natural Sciences</td> <td>2</td> </tr> <tr> <td>Engineering/Technology</td> <td>4</td> </tr> <tr> <td>Health</td> <td>4</td> </tr> </table> <p>The Senate and House Appropriations Subcommittees on Community Colleges should consider using a two-year average to smooth year-to-year variability.</p> <p>These categories are derived from Federal CIP (Classification of Instructional Programs) Codes. (See Appendix F)</p>	General and Business	1	Natural Sciences	2	Engineering/Technology	4	Health	4
General and Business	1								
Natural Sciences	2								
Engineering/Technology	4								
Health	4								
7)	Allocate 15% of the \$20 million increase to Local Strategic Value. In this example it is distributed proportionate to the base funding amounts.								
8)	Total of all distributions in the first year.								
9)	Lists the amount of the reduction in column (3) that is still unfunded.								

The proposed model provides the following advantages and disadvantages:

Advantages

1. Considers and supports the mission of community colleges.
2. Does not redistribute base funding from one community college to another.
3. Recognizes that variable revenue sources are insufficient in and of themselves to support all of the individual colleges.
4. Links performance in Enrollment and Degree/Certificate Generation with funding.
5. Links funding to local strategic initiatives which are critical to regional economic development.
6. Supports the attainment of Michigan's education and economic goals.

Disadvantages

1. It does not provide clear planning parameters for colleges in the way that a fixed payment for a defined "unit result" does.
2. It does not provide guidance for future aggregate state funding responsibilities.
3. It does not take into consideration the loss of property tax revenue that some community colleges experience as a result of government-owned land within their community college districts.

Conclusion

The Task Force recommends the adoption of the proposed funding formula by the full House and Senate Appropriations Committees. The Task Force believes the proposed formula moves the state in a new direction and positions Michigan to be in the forefront of states facing difficult funding challenges.

There are certain details that the committee realizes have not yet been addressed. These issues include:

1. Developing standardized definitions of metrics and identifying a checklist of acceptable "local strategic value activities."
2. Developing and defining a data collection and reporting process.
3. Revisiting the formula on an annual basis to determine overall effectiveness, weaknesses, and opportunities for improvement.
4. Whether the state should gradually transition to full performance-based funding.

All members of the Community College Task Force recognized the importance of this work and the weighty responsibility accompanying it. This report is submitted with the full belief that a funding architecture built on equity, sustainability, and accountability will ensure that Michigan's community colleges can fulfill their role as vital and dynamic contributors to Michigan's 21st century higher education enterprise.

Appendix A: Public Act No. 154, Enrolled House Bill No. 4831, Article 2 Community Colleges, Part 2 Provisions Concerning Appropriations, Section 242

Sec. 242. (1) A task force shall be formed by October 15, 2005 to review, evaluate, discuss, and make recommendations regarding performance indicators to be utilized in future budget years to guide decisions regarding state funding to community colleges. The task force shall consist of the following members:

(a) Two members of the Michigan house of representatives. One member shall be designated by the speaker of the house, and 1 member shall be designated by the house minority leader.

(b) Two members of the Michigan senate. One member shall be designated by the senate majority leader, and 1 member shall be designated by the senate minority leader.

(c) Four representatives of Michigan public community colleges. The Michigan community colleges association shall designate 1 representative from each of the 4 groups described in the activities classification structure data book published by the department of labor and economic growth under section 501.

(2) The task force described in subsection (1) shall consider at least all of the following performance indicators for community colleges in performing its duties under subsection (1):

(a) Total number of degrees and certificates awarded and subtotals of degrees and certificates awarded in high-cost areas.

(b) Total number of student contact hours provided and subtotals of student contact hours provided in high-cost areas.

(c) Expenditures for administration as a percentage of total operating fund expenditures.

(d) Licensure, certification, and registry exam pass rates and the number of individuals obtaining licensure or certification or passing a registry exam.

(e) Degree and certificate completion rates.

(f) Student transfer rates.

(g) Performance at transfer institutions.

(h) Student goal attainment.

(i) Placement and wage rates.

(j) Number of dual enrollment participants.

(k) Number of individuals participating in employer-sponsored training.

(3) The task force described in subsection (1) shall submit a report containing its findings and recommendations on the following topics to the house and senate appropriations subcommittees on community colleges, the house and senate fiscal agencies, and the state budget director by February 1, 2006:

(a) The most appropriate and reliable performance indicators to be utilized to guide decisions on state funding to community colleges.

(b) The most efficient methodology for connecting state funding to those indicators.

(4) The department of labor and economic growth shall work with the task force to establish mechanisms to collect and verify data for any indicators that the task force recommends but for which reliable data are not currently available.

(5) It is the intent of the legislature that state funding to community colleges will be based partially or wholly on performance indicators in future budget years.

Appendix B: Community College Task Force Members

Representative Darwin Booher – Chair
102nd House District

Dr. Conway Jeffress
President, Schoolcraft College

Senator Ron Jelinek
21st Senate District

Dr. Albert Lorenzo
President, Macomb Community College

Mr. Timothy Nelson
President, Northwestern Michigan College

Representative Michael Sak
76th House District

Senator Michael Switalski
10th Senate District

Dr. Gary Wheeler
President, Gogebic Community College

Appendix C: Study of Michigan Community Colleges' Missions, Visions, Values and Goals

Community College	City	Size	Access	Affordability	Economic Development	Transfer Function
Alpena Community College	Alpena	1,853			X	X
Bay de Noc Community College	Escanaba	2,355			X	X
Delta College	University Center	10,459	X		X	X
Glen Oaks Community College	Centreville	1,493	X		X	X
Gogebic Community College	Ironwood	959	X	X	X	X
Grand Rapids Community College	Grand Rapids	14,144			X	X
Henry Ford Community College	Dearborn	12,712			X	
Jackson Community College	Jackson	5,837	X		X	X
Kalamazoo Valley Community College	Kalamazoo	10,634	X		X	
Kellogg Community College	Battle Creek	5,647	X		X	
Kirtland Community College	Roscommon	1,873	X		X	X
Lake Michigan College	Benton Harbor	4,155	X		X	
Lansing Community College	Lansing	19,471	X	X	X	
Macomb Community College	Warren	20,471	X	X	X	X
Mid Michigan Community College	Harrison	3,232	X	X	X	X
Monroe County Community College	Monroe	4,177			X	X
Montcalm Community College	Sidney	2,080			X	X
Mott Community College	Flint	10,328	X	X		X
Muskegon Community College	Muskegon	4,797	X		X	X
North Central Michigan College	Petoskey	2,699	X		X	
Northwestern Michigan College	Traverse City	4,609			X	X
Oakland Community College	Bloomfield Hills	24,296	X	X	X	X
Schoolcraft College	Livonia	10,213	X		X	
Southwestern Michigan College	Dowagiac	2,777	X	X		
St. Clair County Community College	Port Huron	4,193	X	X	X	
Washtenaw Community College	Ann Arbor	12,022	X	X	X	X
Wayne County Community College	Detroit	11,858			X	X
West Shore Community College	Scottville	1,320	X	X	X	

71%

36%

93%

69%

Appendix D: Performance Indicators Examined

Performance Indicator		Accepted	Rejected	Reason
1.	Degree/Certificates Awarded	X (w/ weights)		Is part of current data collection
2.	Student Contact Hours	X		Is a true measure of enrollment
3.	Expenditures for administration as % of total operating fund expenditures	X		Is a relevant expectation
4.	Licensure, certification, registry exam pass rates		X	
5.	Degree/Certificate Completion Rates		X	Ignores nature of community college market Covered in # 1
6.	Student transfer rate		X	Ignores student goals Difficult to measure with accuracy
7.	Performance at transfer institution		X	Not within the control of the community college
8.	Student goal attainment		X	A constant moving target Multiple goals per student changing over time Cannot measure
9.	Placement and wage rates		X	More a reflection of job markets and availability
10.	Number of dual enrollments		X	Metric would increase need for capacity funding Not a quality measurement
11.	Number of individuals participating in employer-sponsored training		X	Responsibility of employer
12.	Class size		X	No correlation to improved learning Would increase cost of operations
13.	Percentage of population served within the district		X	Cannot be standardized because of diversity of districts Would produce cannibalization of markets with no discernable quality improvement
14.	Course availability		X	Not a measurable metric Is a business decision based on a number of variables
15.	Degrees in critical fields		X	Covered in #1 Strategic investment
16.	Enrollment in non-credit/non-traditional class	X		Part of local strategic value
17.	Research funds		X	Is outside the current mission Should be part of a strategic investment fund

Appendix E: Possible Metrics

Additional Possible Metrics for Local Strategic Value Community College Funding Taskforce

1. Demonstrate economic value through an economic impact study completed during the past four years
2. Operates a public community radio or television station
3. Partner (either in-kind or direct) in technology transfer or incubation activities
4. Has shared facilities use agreements with regional K-12 organizations
5. Operates an MTEC or advanced technology center
6. Active with local workforce development agencies
7. Operates a University Center
8. Operates a museum or cultural center
9. Operates a community or conference center
10. Has active partnership with local hospital(s)
11. Has active partnership with local businesses
12. Operates a business training/consulting organization
13. Has active partnerships with regional high schools, ISDs , or career tech centers
14. Has active dual enrollment programs
15. Provides college reentry programs (e.g. *Return to Learn*)
16. Operates a regional Procurement Technical Assistance Center

Appendix F: Federal CIP (Classification for Instructional Programs) Code Prefixes

The following table shows the Federal CIP (Classification for Instructional Programs) code prefix and major areas assigned to the weighted degree and certificate calculations used in the proposed model for community college based funding.

General Category

01-Agriculture, agriculture operations, and related sciences.
04-Architecture and related services.
05-Area, ethnic, cultural, and gender studies.
09-Communication, journalism, and related programs.
13-Education.
16-Foreign languages, literatures, and linguistics.
19-Family and consumer sciences/human sciences.
23-English language and literature/letters.
24-Liberal arts and sciences, general studies and humanities.
25-Library science.
27-Mathematics and statistics.
30-Multi/interdisciplinary studies.
31-Parks, recreation, leisure, and fitness studies.
38-Philosophy and religious studies.
39-Theology and religious vocations.
42-Psychology.
43-Security and protective services.
44-Public administration and social service professions.
45-Social sciences.
50-Visual and performing arts.
50.04 Design and Applied Art
54-History

Business Category

11-Computer and information sciences and support services.
12-Personal and culinary services.
22-Legal professions and studies.
52-Business, management, marketing, and related support services.

Natural Science Category

03-Natural resources and conservation.
26-Biological and biomedical sciences.
40-Physical sciences.

Engineering and Technology Category

10-Communications technologies/technicians and support services.
14-Engineering.
15-Engineering technologies/technicians.
29-Military technologies.
41-Science technologies/technicians.
46-Construction trades.
47-Mechanic and repair technologies/technicians.
48-Precision production.
49-Transportation and materials moving.

Health Category

51-Health professions and related clinical sciences.

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