

Illinois Community College Board

WHAT ARE THE MEASURES FOR COMMUNITY COLLEGE PERFORMANCE FUNDING?

Beginning in fiscal year 2013, the Illinois public higher education budget includes a statutorily performance based component. Community college performance funding measures, see inset box at right, were developed by a diverse group of representatives from the system. As outlined in [Public Act 97-320](#), the measures reward community college and public university performance for advancing success of students who are academically or financially at risk and focus on increasing college course, certificate, and degree completion. The community college

metrics recognize the distinctive mission of these colleges through factors such as progress through key academic milestones, transfer to a baccalaureate institution, and degree completion. A total of \$360,000 is dedicated to community college performance funding. Additional information about the community college measures for the fiscal year 2013 performance based funding appear in the following paragraphs.

Community College Performance Measures for Performance Based Funding

1. Degree & Certificate Completion
2. Degree & Certificate Completion of At Risk Students
3. Transfer to a 4-year Institution
4. Developmental Advancement
5. Momentum Points
6. Transfer to a Community College

Degree & Certificate Completion

This measure provides a count of the number of community college degree or certificates awarded. In FY2009, 26,460 degrees and 26,593 certificates were earned. The largest number of degrees awarded were Associate in Applied Science (N = 10,213) and the Associate in Arts (N = 8,888). Most certificates awarded were of one year or less (N = 20,667). In FY2008, 25,130 degrees and 26,185 certificates were earned. A total of \$30,000 is allocated based on the one-year change in the number of degrees awarded from FY08 to FY09. A total of \$30,000 is allocated based on the one-year change in the number of certificate awarded from FY08 to FY09. Total allocation for this metric is \$60,000. The data source is the ICCB Annual Enrollment and Completion (A1) submission. This metric is also collected for Complete College America Outcome Metric One Degree Production and available on the ICCB Complete College America Web Portal.

Degree & Certificate Completion of At-Risk Students

This metric measures how many at-risk (economically disadvantaged or enrolled in pre-college developmental courses) students completed a community college degree or certificate. In FY2009 14,997 degrees and certificates were awarded to Pell Eligible students, and 2,977 degrees and certificates were awarded to students with Remedial Hours. In FY2008 13,140 degrees and certificates were awarded to Pell Eligible students, and 3,064 degrees and certificates were awarded to students with Remedial Hours. A student was counted as at-risk if Pell Eligible or if Remedial in the fiscal year of completion or the previous two fiscal years. The student could be counted as both Pell Eligible and Remedial. A total of \$60,000 is allocated based on the one-year change in at-risk student degrees and certificates awarded from FY08 to FY09. The data source for students with remedial hours is the ICCB Annual Enrollment and Completion (A1) submission. Economically disadvantaged (Pell Eligible) students were captured through a data match between the ICCB Annual Enrollment and Completion (A1) submission and Illinois Student Assistance Commission financial aid records. This metric is also collected for Complete College America Outcome Metric One Degree Production and available on the ICCB Complete College America Web Portal. More accurate economically disadvantaged (Pell Eligible) student data was captured through the ICCB and ISAC data match than what is available on the ICCB Complete College America Web Portal.

Transfer to a 4-year Institution

This metric measures how many students transfer from a community college to a four-year campus within three years. For FY2010 data, nearly three in ten first-time, full- and part-time students entering in Fall 2006 transferred to a four-year institution by Fall 2010 (N = 11,389/40,807, or 27.9 percent). Compared to the FY2010 data, the FY2009 data has a slightly higher number of first-time, full- and part-time students entering in Fall 2005 that transferred to a four-year institution by Fall 2009 (N = 11,763/42,478, or 27.7 percent). A total of \$60,000 is allocated based on the FY09 to FY10 one-year change in full- and part-time first-time students that transfer to four-year institutions. The data sources are the ICCB Fall Enrollment (E1) and Annual Enrollment and Completion (A1) submissions and the National Student

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Clearinghouse (NSC). This metric is also collected for Complete College America Outcome Metric Three Transfer Out and available on the ICCB Complete College America Web Portal.

Developmental Advancement

This metric measures how many underprepared students transition from remedial/developmental education to college-level coursework. For the FY2009 data, 56.8 percent of FY2008 students that had remedial hours and then returned in FY09 advanced to college-level work (N = 33,385/58,825). For the FY2008 data, 56.8 percent of FY2007 students that had remedial hours and then returned in FY2008 advanced to college-level work (N = 32,460/57,107). A total of \$60,000 is allocated based on the FY2008 to FY2009 one-year change in percentage of remedial students who advance to college-level courses. The data source is the ICCB Annual Enrollment and Completion (A1) submission. This metric is also collected as a Performance Measure for Higher Education (6M3).

Momentum Points

Momentum Points consist of three separate measures: 1) first-time, full-time students completing 24 credit hours in first academic year and first-time, part-time students completing 12 hours in first academic year, 2) Adult Education participants advancing to college-level coursework, and 3) Adult Education participants achieve an Educational Functioning Level gain. A total of \$60,000 is allocated based on a one-year change for the combined Momentum Points metrics.

1) In FY2009, overall 42.0 percent of full-time, first-time degree- or certificate-seeking students accumulated 24 credit hours (N = 11,756), while 29.0 percent of part-time degree- or certificate-seeking students accumulated 12 credit hours (N = 4,251). In FY2008, 41.3 percent of full-time, first-time degree- or certificate-seeking students accumulated 24 hours (N = 11,351), while 28.9 percent of part-time first-time degree- or certificate-seeking students accumulated 12 credit hours (N = 3,973). The allocation is based on the FY2008 to FY2009 one-year change in number of full- and part-time first-time students accumulating 24 hours (for full-time) or 12 hours (for part-time). The data sources are the ICCB Fall Enrollment (E1) and Annual Enrollment and Completion (A1) submissions. This metric is also collected for Complete College America Progress Metric Four Credit Accumulation and available on the ICCB Complete College America Web Portal.

2) In FY2010 just over one-fourth of adult education participants who separated from the program entered postsecondary education or training (N = 1,252). In FY2009, less adult education participants separated from the program and entered postsecondary education or training (N = 962). The allocation is based on the FY2009 to FY2010 one-year change in the rate of participants separating from the program and entering education or training. The data sources are the Data And Information System Illinois (DAISI) and ICCB Annual Enrollment and Completion (A1) submission. This metric is also collected annually for the Federal Accountability System (National Reporting System) for Adult Education.

3) In FY2010, overall 35.2 percent of Adult Education participants (N = 77,650) achieved an Educational Functioning Level gain (N = 27,347). In FY2009, overall 34.9 percent of Adult Education participants (N = 76,000) achieved an Educational Functioning Level gain (N = 26,561). The allocation is based on the FY2009 to FY2010 one-year change in the rate of participants that achieve an Educational Functioning Level gain. The data source is the Data And Information System Illinois (DAISI).

Transfer to a Community College

The component measures how many community college students laterally transfer to a two-year institution within three years of entry (not including intra-district transfers). For FY2010 data, nearly one in seven first-time, full- and part-time students entering in Fall 2006 transferred to a two-year institution by Fall 2010 (N = 6,771/40,807, or 16.6 percent). Compared to the FY2010 data, the FY2009 data has a slightly higher rate of first-time, full- and part-time students entering in Fall 2005 that transferred to a four-year institution by Fall 2009 (N = 7,144/42,478, or 16.8 percent). A total of \$60,000 is allocated based on the FY09 to FY10 one-year change in full- and part-time, first-time students that transfer to two-year institutions (not including intra-district transfers). The data sources are the ICCB Fall Enrollment (E1) and Annual Enrollment and Completion (A1) submissions and the National Student Clearinghouse (NSC).