



CENTRAL WASHINGTON UNIVERSITY

EASTERN WASHINGTON UNIVERSITY

THE EVERGREEN STATE COLLEGE

UNIVERSITY OF WASHINGTON

WASHINGTON STATE UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

WASHINGTON STATE

*Council of*  
**Presidents**

**Paul Francis**

Executive Director

Council of Presidents

# About COP

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COP is a voluntary association of Washington's six public baccalaureate degree granting college and universities. We strive to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. We foster coordination and collaboration among the public baccalaureates as well as with myriad other educational partners, both in Washington and nationally.



**President Jim Gaudino, President Elson Floyd, President Bruce Shepard, President T. Les Purce, President Rodolfo Arévalo, and President Michael Young**

# Washington's Public Baccalaureate Institutions

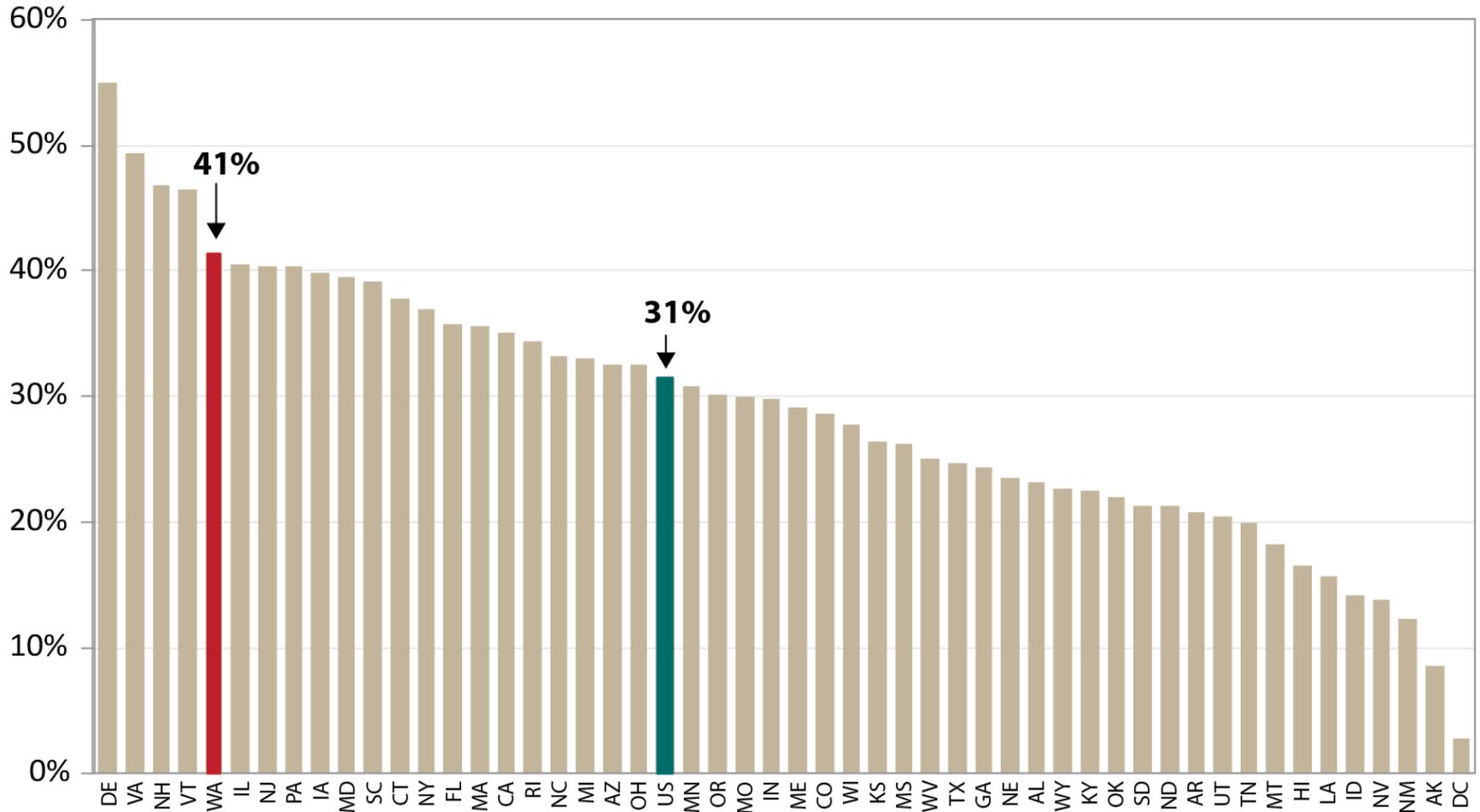


- 87% of undergrads are Washington residents
- Average 2012-13 FTE enrollment of 105,112

- Presence in all 39 counties
- 4 branch campuses: UW Bothell, UW Tacoma, WSU Tri-Cities, WSU Vancouver
- WSU Spokane – Health science campus with partners EWU and UW
- University centers and academic partnerships with 21 community and technical colleges
- Nearly one third of undergraduates are low income
- 37% of entering students are transferring from another institution

# Washington's Public Baccalaureate Institutions Have the *5<sup>th</sup> Best 4-year Graduation Rates* in the Nation

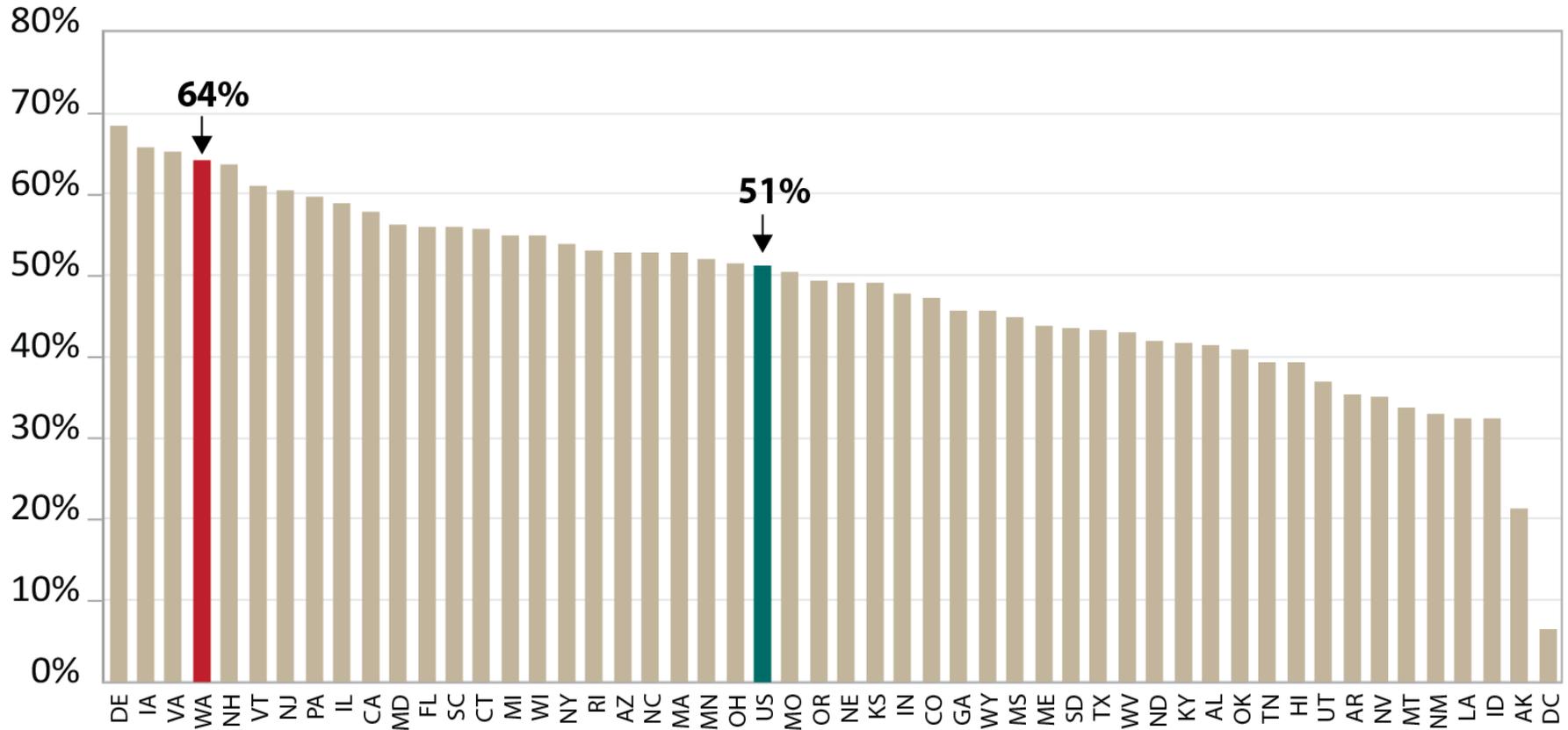
Percent of Fall 2004 freshman cohort graduating with a bachelor's degree within 4 years, public institutions



Source: U.S. National Center for Education Statistics Integrated Postsecondary Education Data System preliminary data downloaded September 16, 2012

# Washington's Public Baccalaureate Institutions Have the **4<sup>th</sup> Best 5-year Graduation Rates** in the Nation

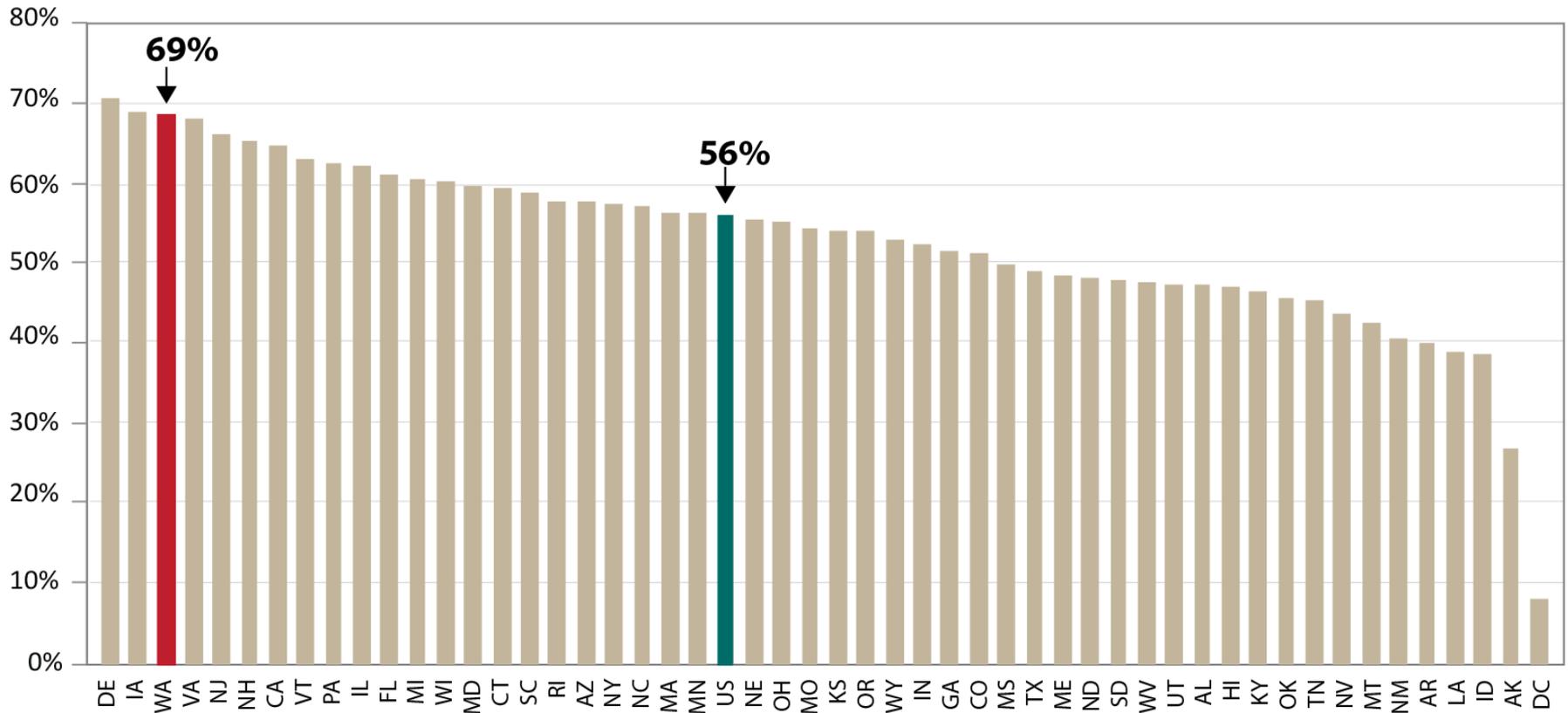
Percent of Fall 2004 freshman cohort graduating with a bachelor's degree within 5 years, public institutions



Source: U.S. National Center for Education Statistics Integrated Postsecondary Education Data System preliminary data downloaded September 16, 2012

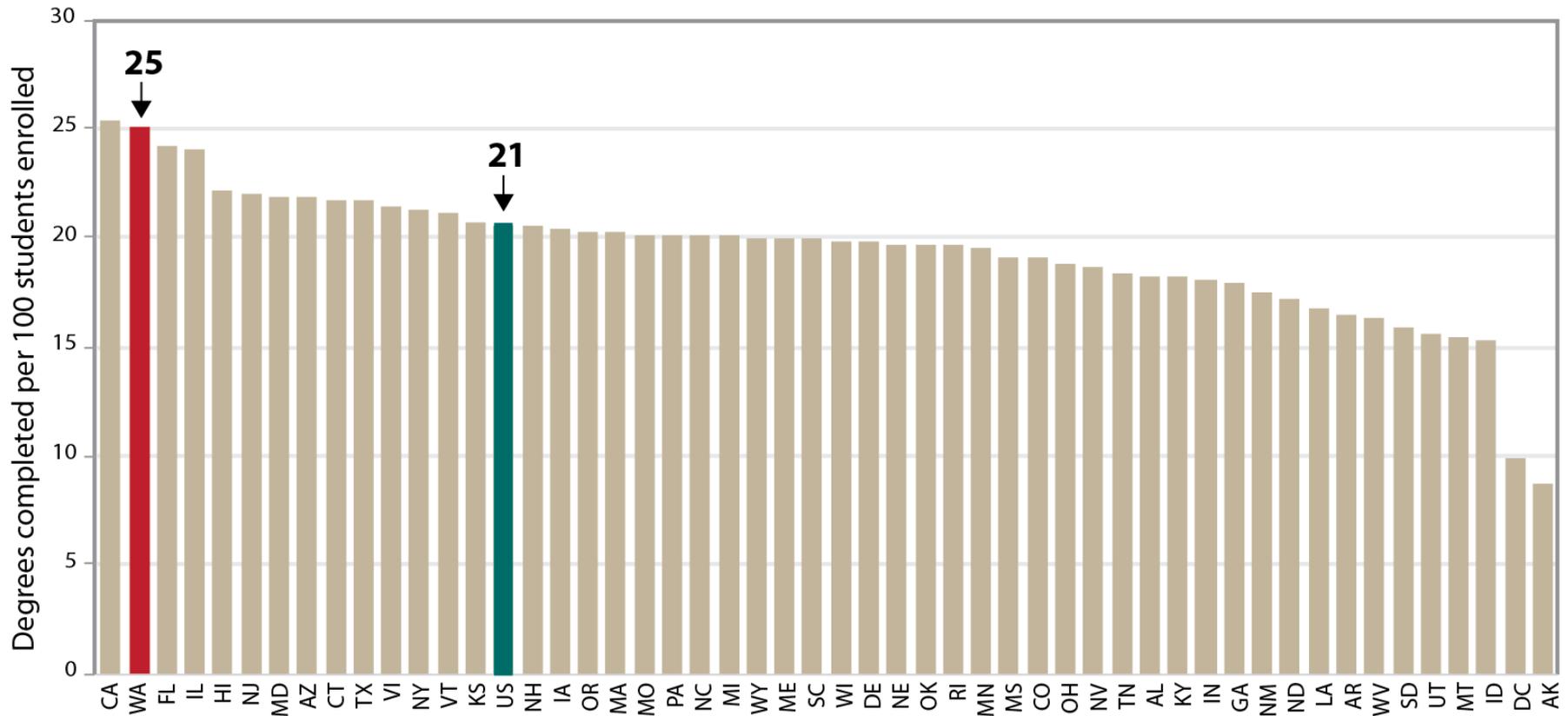
# Washington's Public Baccalaureate Institutions Have the *3<sup>rd</sup> Best 6-year Graduation Rates* in the Nation

Percent of Fall 2004 freshman cohort graduating with a bachelor's degree within 6 years, public institutions



Source: U.S. National Center for Education Statistics Integrated Postsecondary Education Data System preliminary data downloaded September 16, 2012

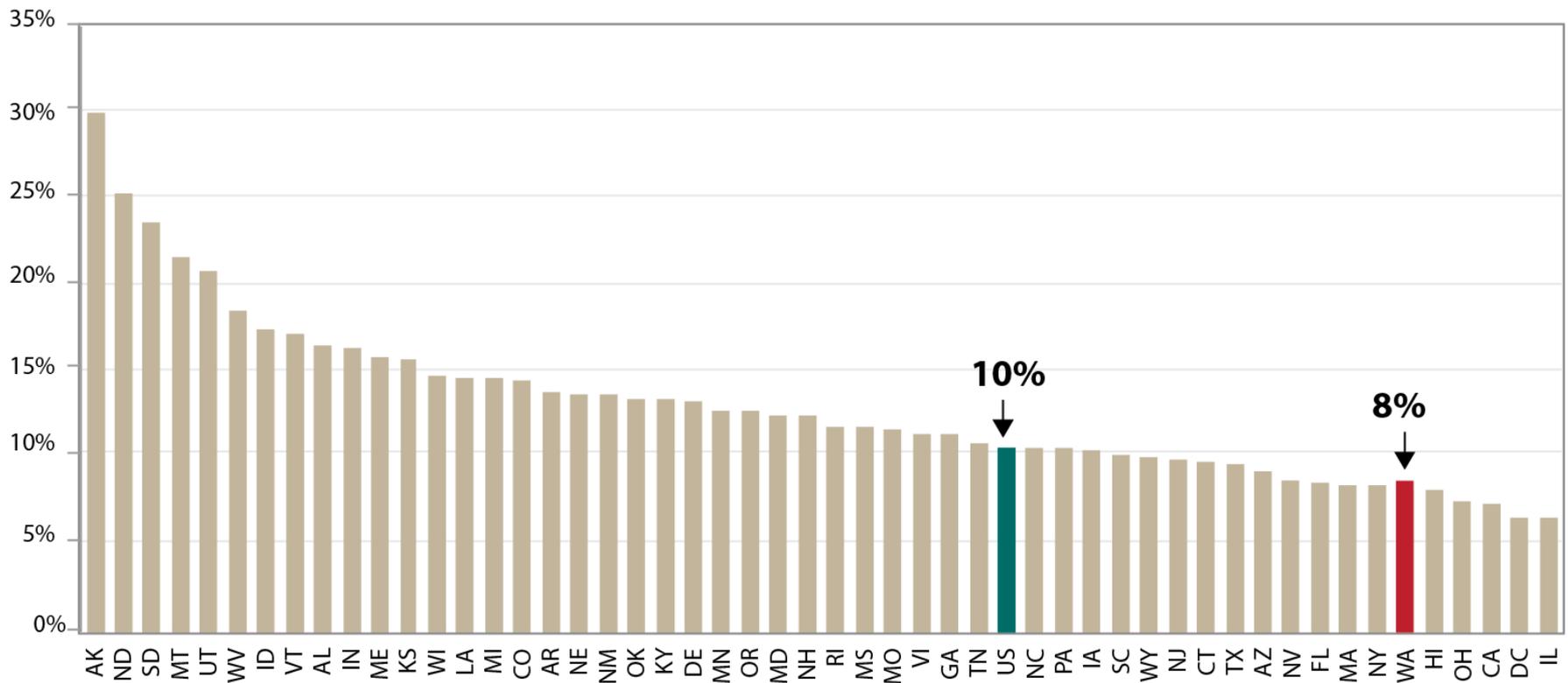
# Washington's is 2<sup>nd</sup> in the Nation in Bachelor's Degrees Produced Per 100 FTE Students at Public Baccalaureates



Source: U.S. National Center for Education Statistics Integrated Postsecondary Education Data System preliminary data downloaded September 16, 2012

# Washington Ranks **46<sup>th</sup>** in Participation in 4-year Public Higher Education at the Undergraduate Level

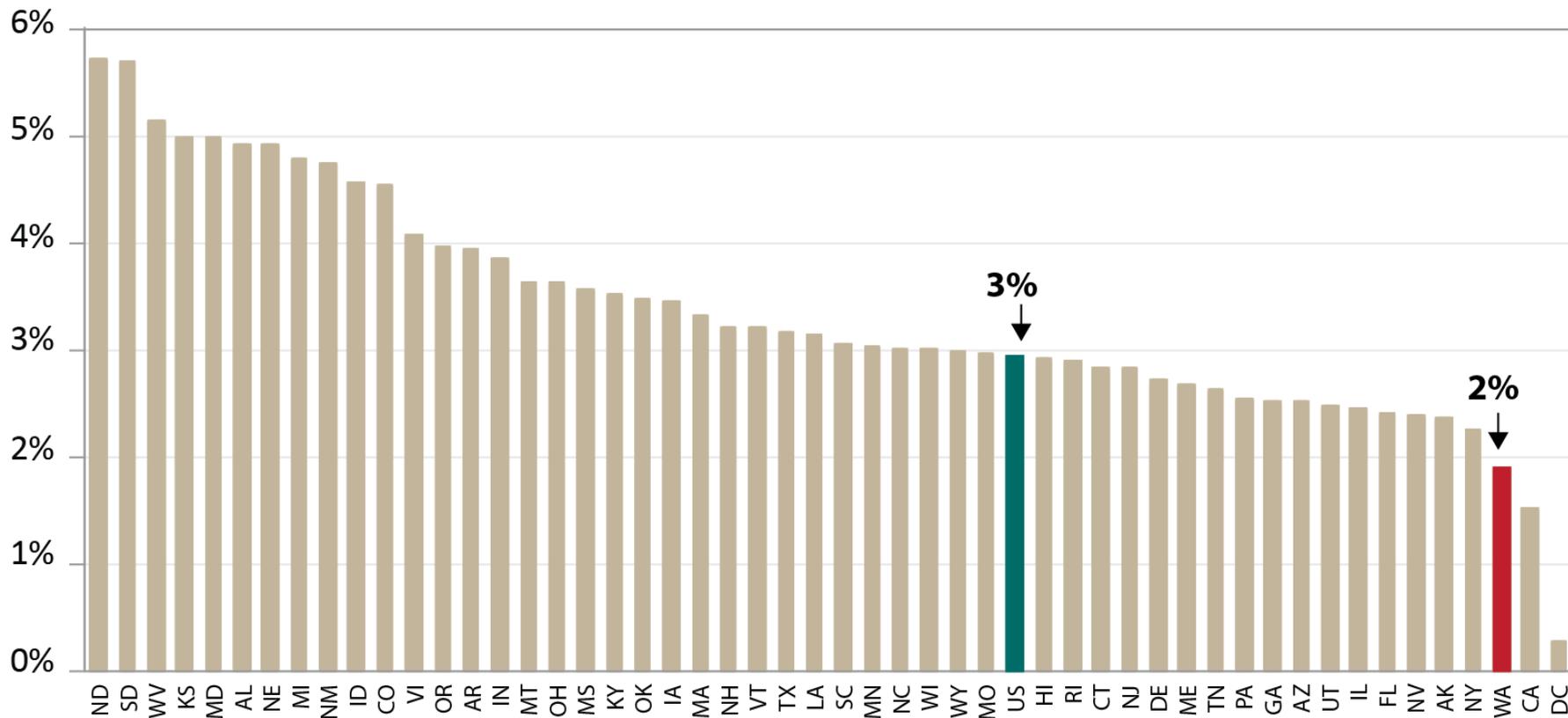
Public undergraduate 4-year participation rates based on the population age 20-34, 2010-11.



Source: Public baccalaureate or higher institutions only 2010-11 IPEDS enrollment and completion data

# Washington Ranks *49th* In Participation In Public Graduate Education

Public graduate participation rates based on the population age 20-34, 2010-11.

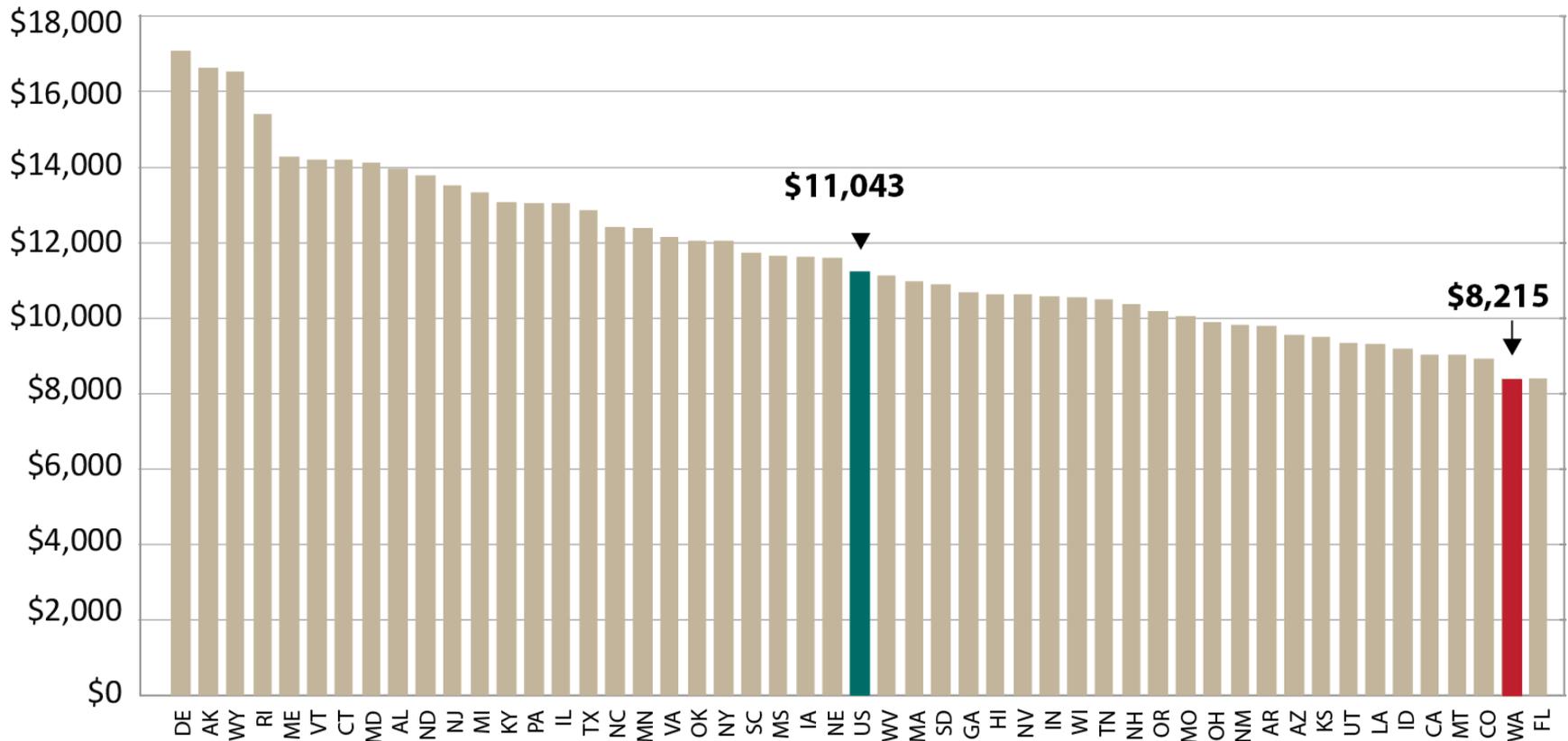


Source: 2010-11 IPEDS enrollment and completion data, public baccalaureate or higher institutions only

# Washington Ranks **49th** In Per Student Funding

(Constant Adjusted 2012 Dollars)

- Total educational revenue is the sum of educational appropriations and net tuition excluding net tuition revenue used for capital debt service.
- Adjustment factors, to arrive at constant dollar figures, include Cost of Living Adjustment (COLA), Enrollment Mix Index, and Higher Education Cost Adjustment. COLA is not a measure of inflation over time



Source: "State Higher Education Finance: FY 2012"; State Higher Education Executive Officers (SHEEO)

Performance Incentive Funding Task Force • August 20, 2013

# What is the Role for the Public Baccalaureates in Washington?

- Expand access to high-quality baccalaureate and graduate education
- To advance knowledge in the public interest through research across a variety of academic disciplines
- Serve the public and enrich the communities in which they reside
- Address critical regional, state ,and local workforce needs
- Promote interdisciplinary learning and critical thinking skills to affect global change
- To be excellent stewards of public resources





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# Prior Data Challenges

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- Multiple accountability initiatives across state agencies.
- Many differing institutional performance metrics with varying methodologies.
- Inefficient use of staff time.
- Data not easily understandable nor available to the general public.



# A New Vision: “Complete to Compete”

- 2010 initiative of the National Governors Association, chaired by Governor Christine Gregoire.
- Recommended a set of 10 outcome and progress metrics that all states should collect and publicly report, including:
  - Retention rates
  - Graduation rates
  - Time and credits to degree
  - Degrees and certificates awarded
- Goal of the initiative is to increase college completion while improving higher education productivity.



# State Action: HB 1795 (2011)

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- Established Complete to Compete as the performance measurement system for Washington's public baccalaureates.
- Included all 10 of the Complete and Complete metrics and more.
- Directed OFM and the six public baccalaureates to collaborate to display the performance data in a dashboard format.
- Required annual update (December 1).
- The source of the data is the Public Centralized Higher Education Enrollment System, which stores public, four-year institutional enrollment data from 1998-99 through the current academic year.

# Dashboard History

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- Close collaboration between OFM, the Department of Enterprise Services (DES), and the public baccalaureates.
- First version unveiled in December 2011.
- In 2012 DES staff organized a number of usability sessions to refine the dashboard's look and functionality.
- New and more detailed version debuted in December 2012.
- Accomplished with no state funding! (Funded by a 2009 American Recovery and Reinvestment Act P-20W longitudinal data system grant.)

# Washington: A National Leader

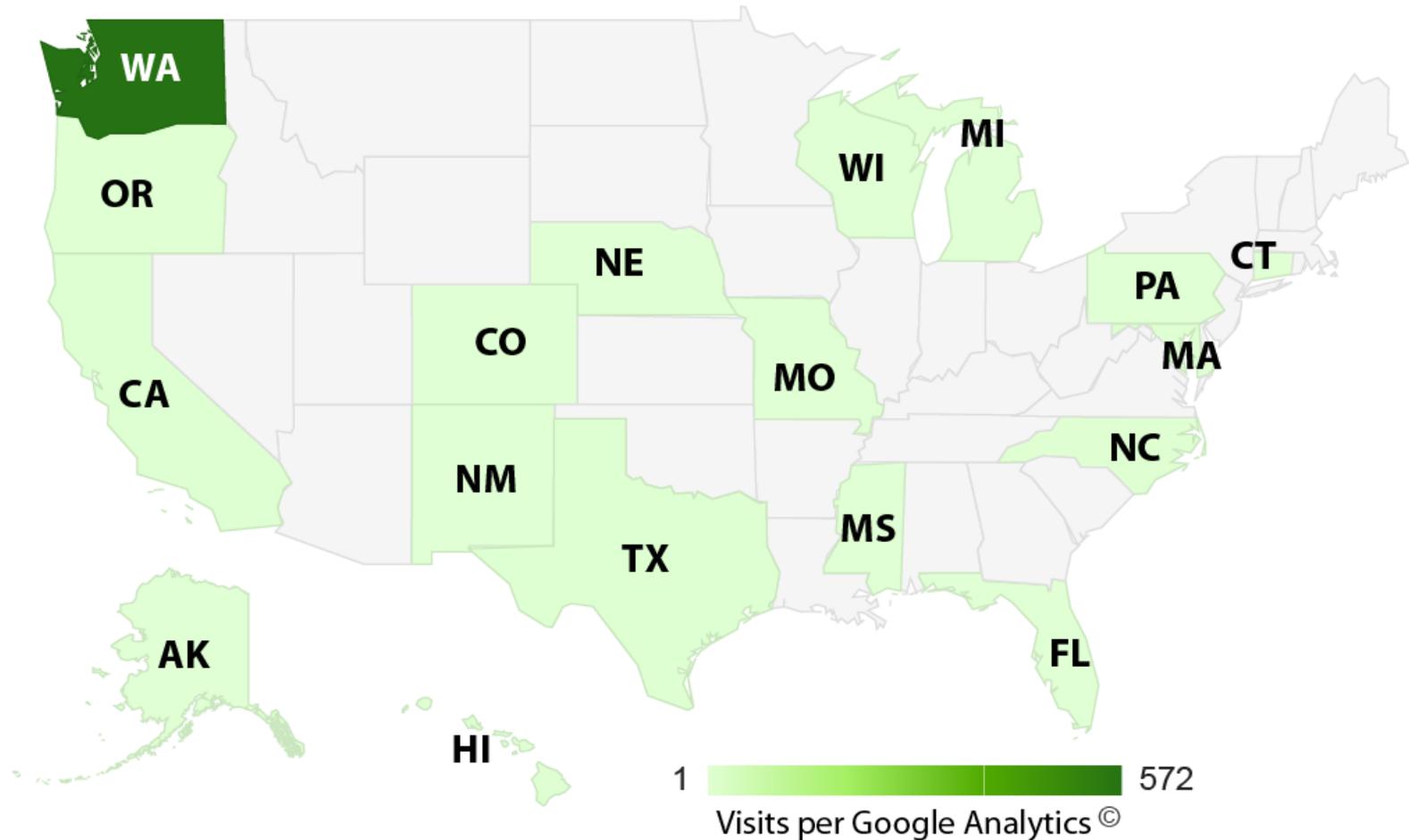
- Dashboard advantages include:
  - Standardized calculations and the display of metrics.
  - Expanded data availability.
  - Higher quality policy research.
  - Increased dialogue between educators, researchers, and policymakers.
  - Improved public understanding of higher education performance.



Statewide Public Four-Year Dashboard: [www.ofm.wa.gov/4yeardashboard](http://www.ofm.wa.gov/4yeardashboard)

# Google Analytics of Dashboard 12/25/12 to 1/24/2013

615 Total National Visits



# Performance Plans – HB 1795

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- Required biennially, beginning Sept. 1, 2011
- Negotiated with OFM; available at [www.ofm.wa.gov](http://www.ofm.wa.gov)
- Include expected outcomes on these four measures:
  - (1) time and credits to degree;
  - (2) retention and success of students from low-income, diverse, or underrepresented communities;
  - (3) baccalaureate degree production for resident students; and
  - (4) degree production in high-employer demand programs of study .



# Performance Plan Example: Institution Profile

## WSU Profile

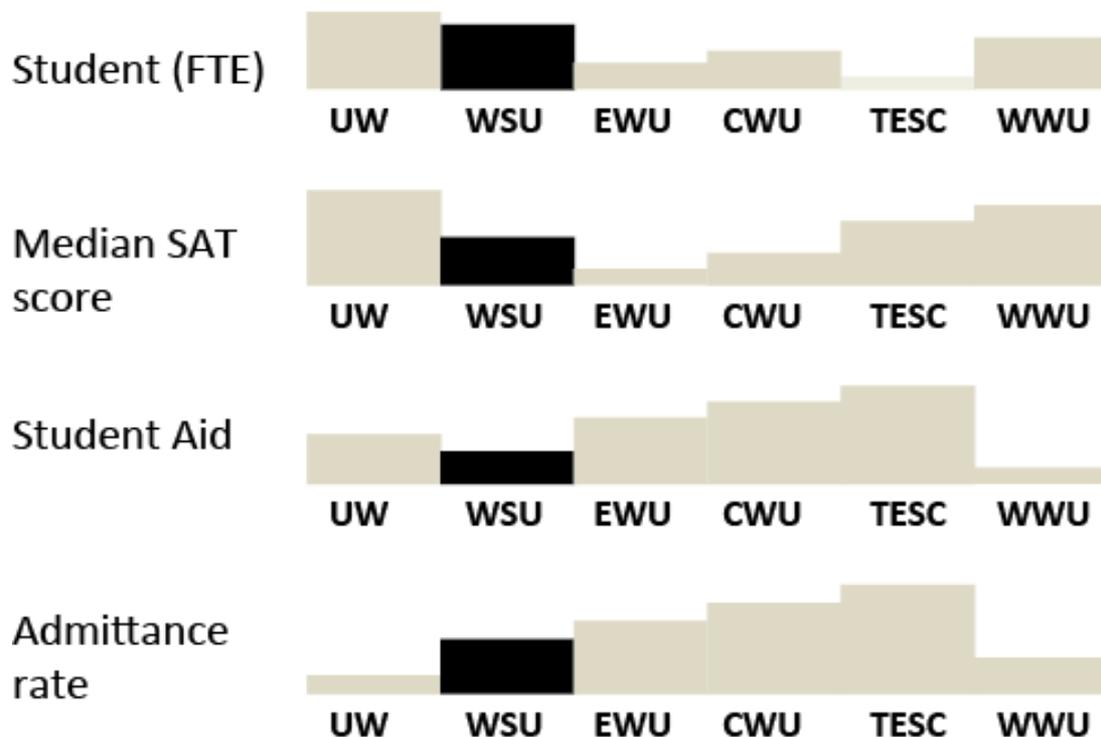
### Student Enrollment

- Undergraduate: 19,807
- Graduate: 3,714

Median SAT score, 2011: 1095

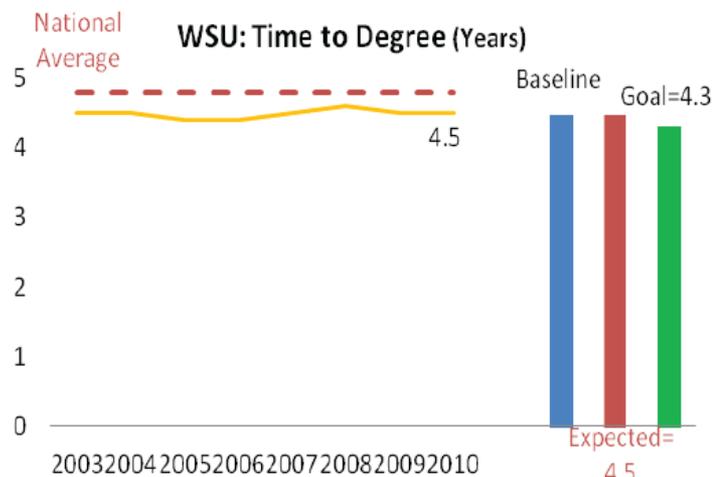
Percentage of Pell-Eligible Undergraduates: 34%

“With over 27,000 undergraduate, graduate, and professional students at four campuses and online; 7 agricultural research centers, extension services in all 39 counties; and over \$300 million in total research and development expenditures, WSU serves students, families, business, and industry throughout the state.”



# Performance Plan Example: Time to Degree

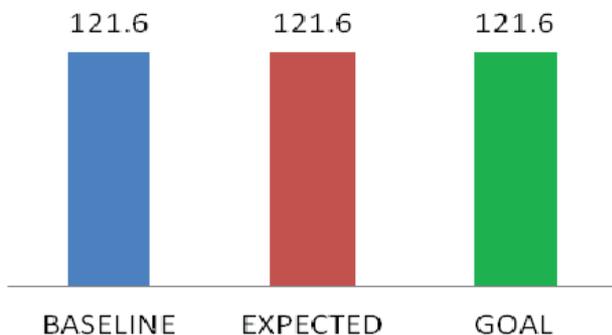
## Time and Credits to Degree



**Time to degree (full-time, first-time students)**  
Measures number of years students take to complete degrees. Lower time to degree indicates better performance.

- WSU's average time to degree of 4.5 years is slightly better than the national average of 4.8 years. The goal is a reduction in time to degree to 4.4 years

## WSU: Credits to Degree (Semester)

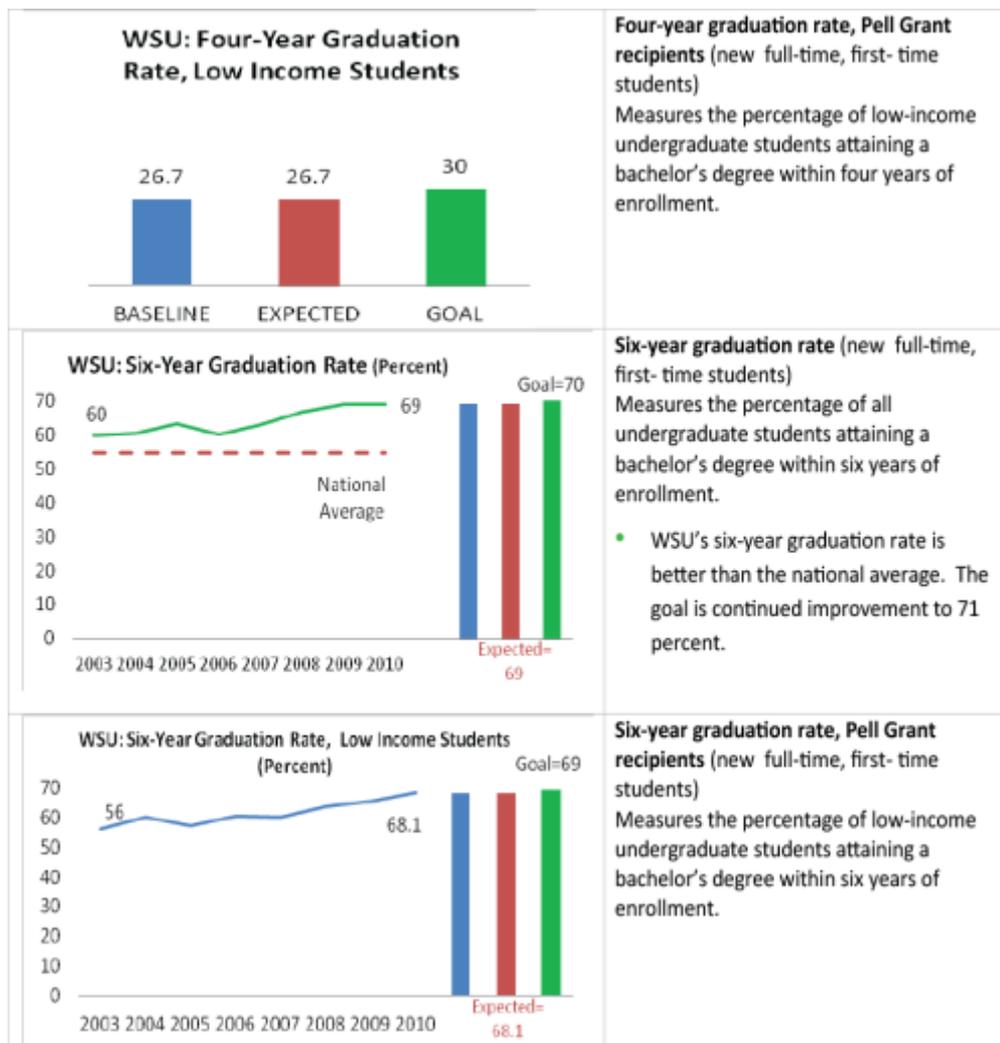


**Credits to degree (full-time, first-time students).**  
Measures total credits earned by students graduating with a degree, a measure of how efficiently earned credits translate to degree attainment. A degree requires 120 semester credits for graduation. Lower credit to degree indicates better performance.

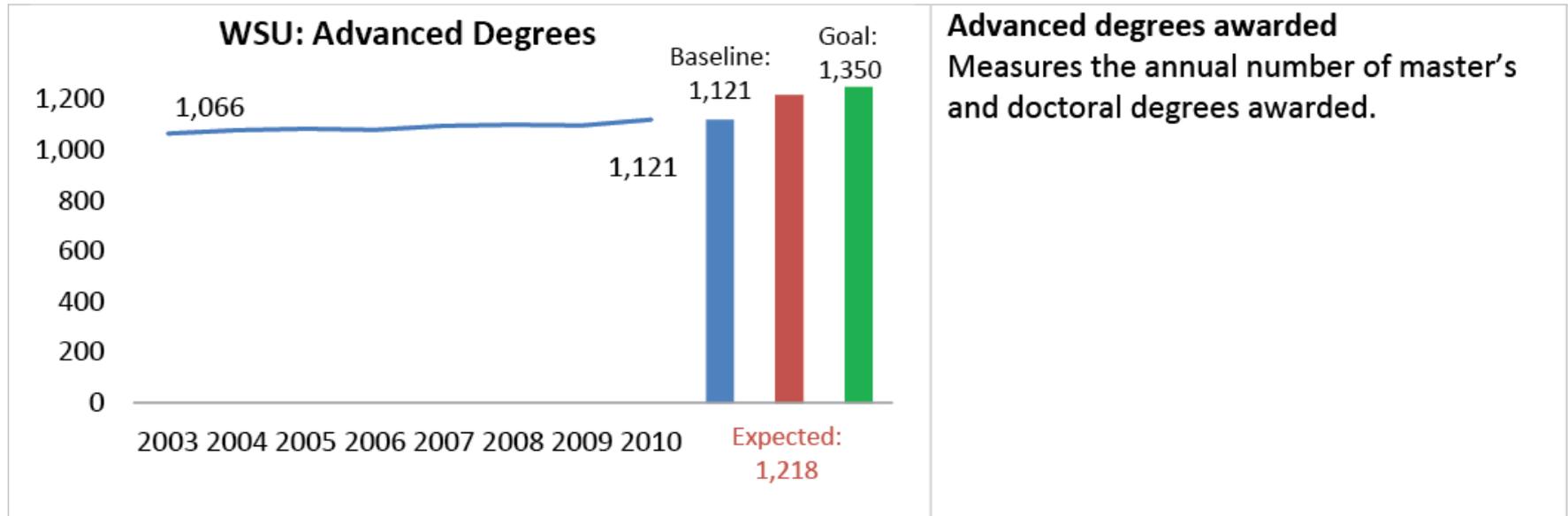
# Performance Plan Example: Retention

Student Retention and Success	
<p><b>WSU: Freshman Retention Rate (Percent)</b></p> <p>2003 2004 2005 2006 2007 2008 2009 2010</p> <p>Expected= 83.8</p>	<p><b>Retention rate (fall-to-fall, new full-time, first-time students)</b> Measures the percentage of all entering freshmen returning in the fall of their sophomore year, a measure of student persistence.</p> <ul style="list-style-type: none"> <li>WSU's freshman retention rate of 83.8 percent is better than the national average. The goal is further improvement to 85.0 percent.</li> </ul>
<p><b>WSU: Low Income Student Retention</b></p> <p>2003 2004 2005 2006 2007 2008 2009 2010</p> <p>Expected= 80.1</p>	<p><b>Retention rate, Pell Grant recipients (fall-to-fall, new full-time, first-time students)</b> Measures the annual percentage of low-income students continuing toward degree completion. WSU's goal is to improve the low-income student retention rate from 81.5% to 82.0%.</p>
<p><b>WSU: Four-Year Graduation Rate (Percent)</b></p> <p>2004 2005 2006 2007 2008 2009 2010</p> <p>Expected= 39.1</p>	<p><b>Four-year graduation rate (new full-time, first-time students)</b> Measures the percentage of all undergraduate students attaining a bachelor's degree within four years of enrollment.</p> <ul style="list-style-type: none"> <li>WSU's current four-year graduation rate is better than the national average. The goal is further improvement to 40.0 percent.</li> </ul>

# Performance Plan Example: 4 Year Graduation Rate -- Low Income Students



# Performance Plan Example: Advanced degrees



# Accreditation

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- Voluntary process of recognizing educational institutions for maximum educational effectiveness including: performance, integrity, and quality.
- Comprehensive full-scale evaluation every ten years. Accrediting decisions made by the representatives elected by the membership, including representatives of the public. ***Accrediting decisions are not made by the staff of an accrediting association.***
- Institutional goals proven to be soundly conceived, educational programs intelligently devised, purposes accomplished; institution is organized, staffed, and supported to merit confidence from educational community as well as the public.
- Associations are not associated with local, state, or federal government, although agencies rely on accreditation in making student loan monies and institutional funds available.
- Aids in the transfer of collegiate credit.

# Accreditation Evaluation Committee

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- Comprised of volunteers from accredited institutions.
- Periodic reevaluation (reaffirmed in accreditation) after a visit by peer evaluators.
- Provides expert criticism, suggestions, recommendations and judgments of the accrediting body.
- Institutions are encouraged toward continued self-study and improvement upon completion.

Accreditation reports online at:

[http://www.councilofpresidents.org/index-1\\_members.html](http://www.councilofpresidents.org/index-1_members.html)

# Other Key Performance and System Initiatives

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- 10-Year Roadmap for Higher Education (*Washington Student Achievement Council*)
- Performance Audit of Institutional Tuition-Setting Authority (*Joint Legislative Audit and Review Committee*)
- Performance Audit of Performance Incentive Funding (*Washington State Auditor*)
- Washington State Quality Award (*Washington State Quality Award Program*)
- Results Washington (*Governor Inslee*)
- Operating and Capital Budget Requests (*Office of Financial Management*)



Performance Incentive Funding Task Force • August 20, 2013

**Aligning Appropriations and Performance:  
A Brief History of Performance Funding in Washington**

Incentive Funding Task Force

August 20<sup>th</sup>, 2013

# What's the Point?

- For the State, Incentive Funding can be a way to:
  - “Make the case” for higher education appropriations (change perception of higher ed accountability)
  - Change incentives for institutions and align them to state goals
  - Reward innovation/improvement
  - Quid pro quo – regulatory freedom/budget increases in exchange for performance
- Way to focus on long-term change in a two-year budget environment
  - Cannot bind a future legislature, but goals or measures not tied to appropriations can be forgotten or duplicative

- This presentation focuses on state efforts
- Institutions routinely allocate funding based on metrics like increases in graduates/enrollments, improvement, efficiency, etc.
- Incentive funding can be linked to or distinct from peer funding goals
- Lots of effort in measuring performance and disseminating performance metrics, but many are not incentive *funding* efforts (eg. Dashboard)

# History

- “Huff Measures” of 1997-99: 2% of appropriations withheld until institutions met performance targets in five metrics
  - Total of \$10.7m for the 4-years
  - Abandoned after one biennium.
- Performance Contracts: 2004 and 2008
  - Funding not directly linked to performance, but contracts were a pledge by the state to increase funding in return for increased performance in a variety of metrics
    - 2004 effort foundered after gubernatorial transition
    - 2008 effort foundered due to recession and loss of revenue
    - Model tied funding increases to peer institution averages

# History (cont.)

- Other examples of incentive funding concepts that were not enacted/tied funding and performance more loosely include:
  - Performance funding concept (Tennessee model) 2012
  - Performance plans/HB 1795 (2011-12)
  - \$5m Degree Completion Incentive Pool at HECB (2010-11)
  - 2005-07 Biennial Budget proviso metrics

# Lessons Learned

- Buy-in from institutions, state and stakeholders
  - Faculty, finance/business office
  - Metrics that “feel” right to everyone, not just legislators
  - Don’t change metrics/system every two years
  - Institutional differences are valued, not punished
- Incentive needs to be large enough to matter
  - Ideally would be additive, not a cut-and-return
  - How does it affect compensation?
  - Balance volatility
- Keep it simple
  - Focus should be on broad goals
  - Keep metrics from becoming too numerous/specific
- TN, PA, IN, and Washington’s SBCTC all had existing allocation systems separate from the legislative budget
  - Washington would need to create such a system, not merely replace an existing system
  - This barrier is not insurmountable, but it is a challenge

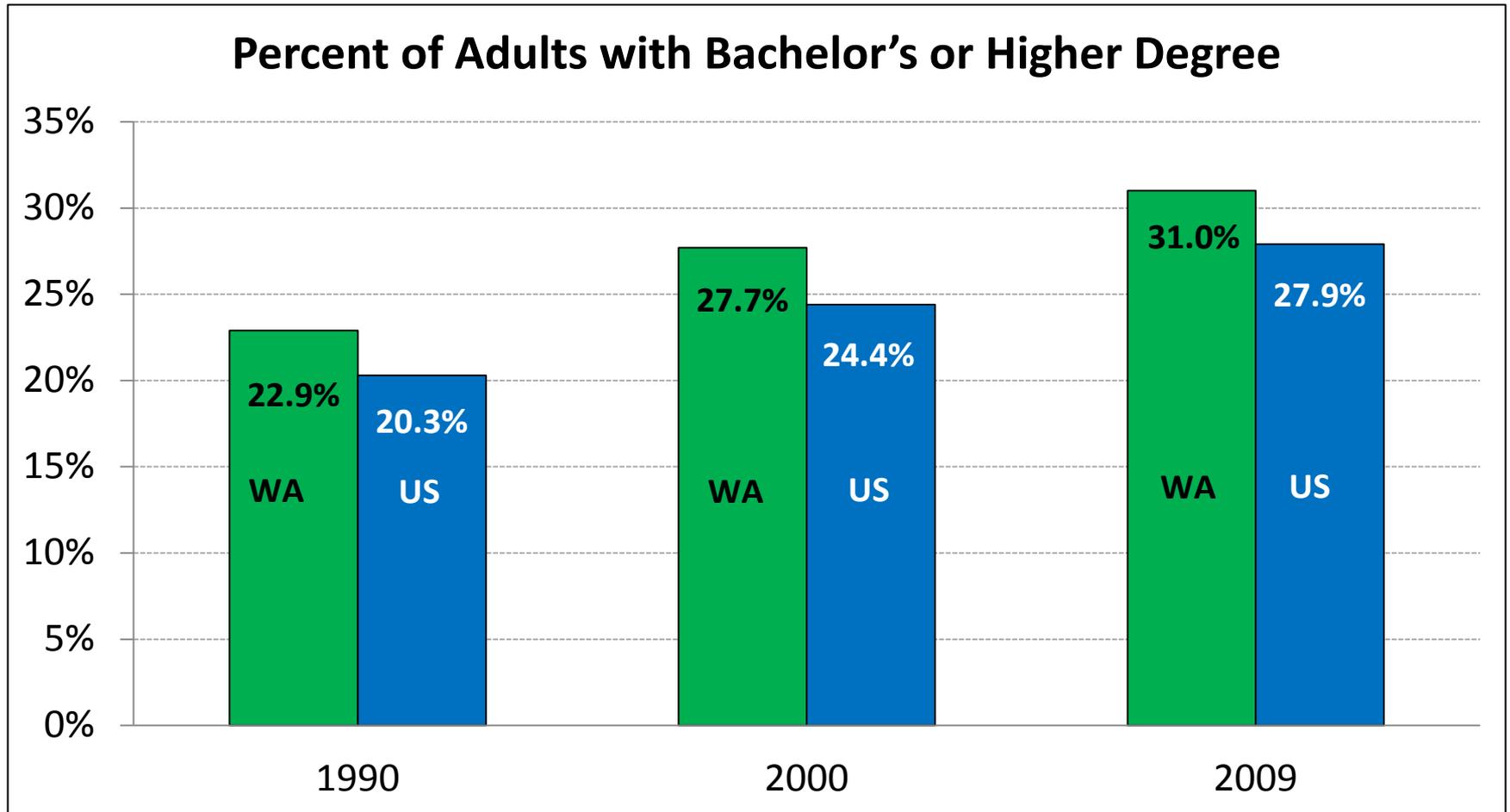
# Demographic Issues in Washington Public Higher Education

Melissa Beard

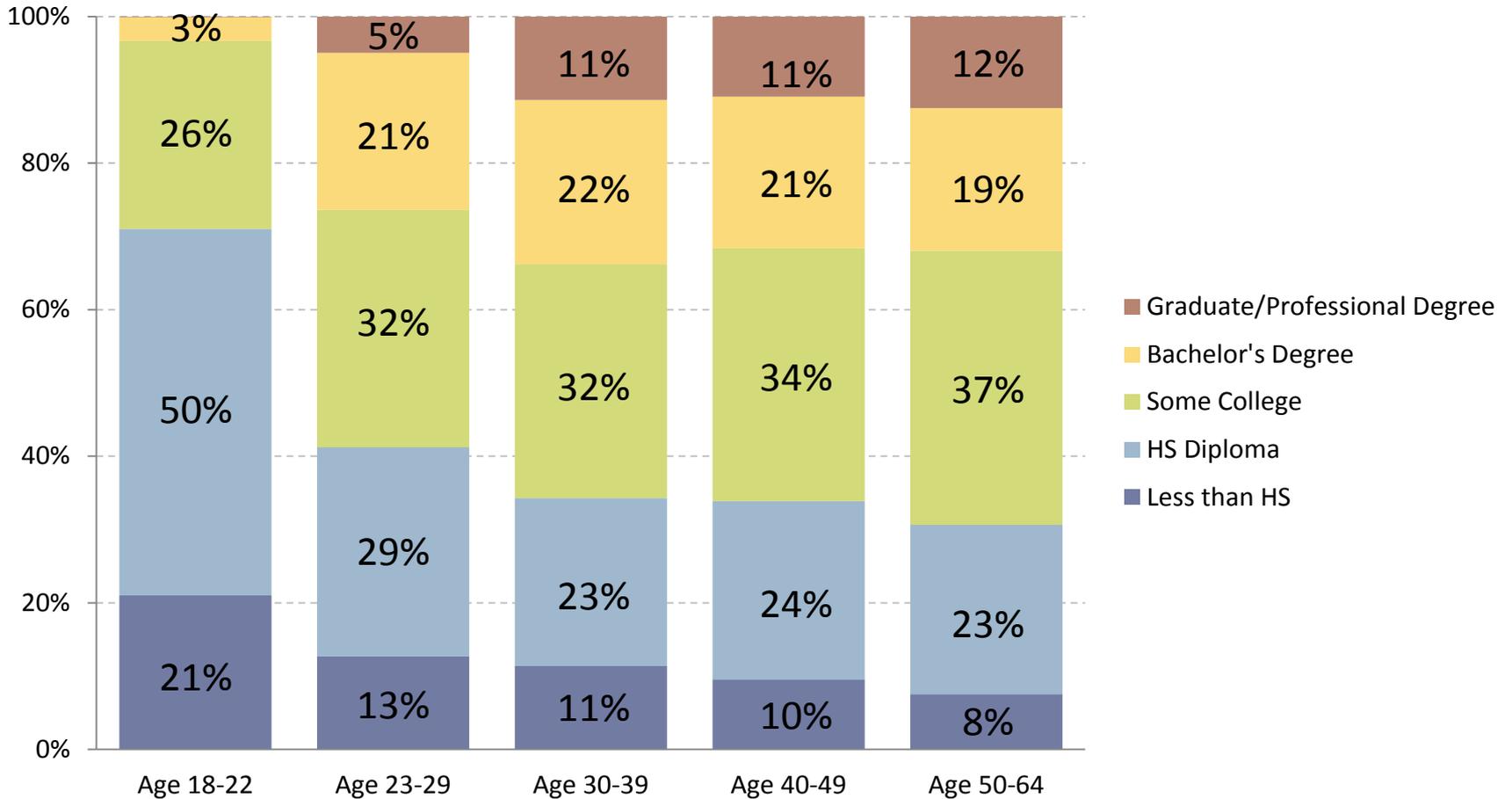
Office of Financial Management Forecasting Division  
Education Research & Data Center

August 20, 2013

Although Washington has a relatively low percent of the population participating in higher education compared with other states, net in-migration of well-educated persons results in a population with higher than average educational attainment. Washington consistently ranks high in the percent of adults (age 25+) with a bachelor's or higher degree.



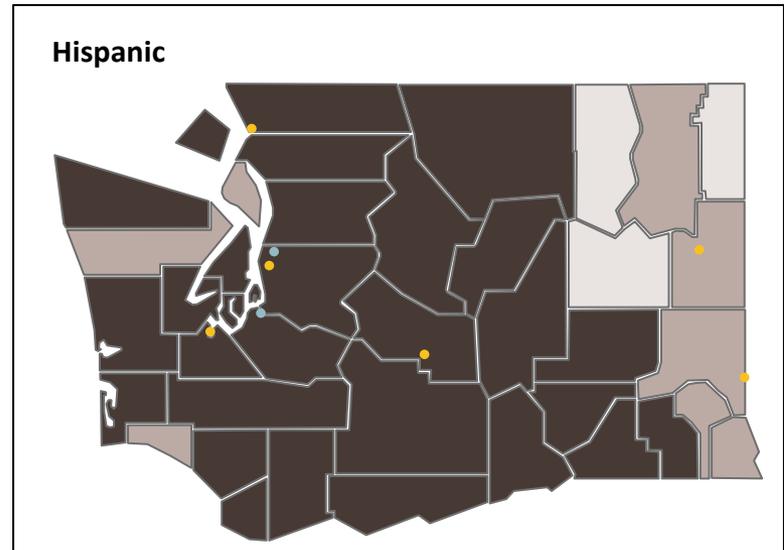
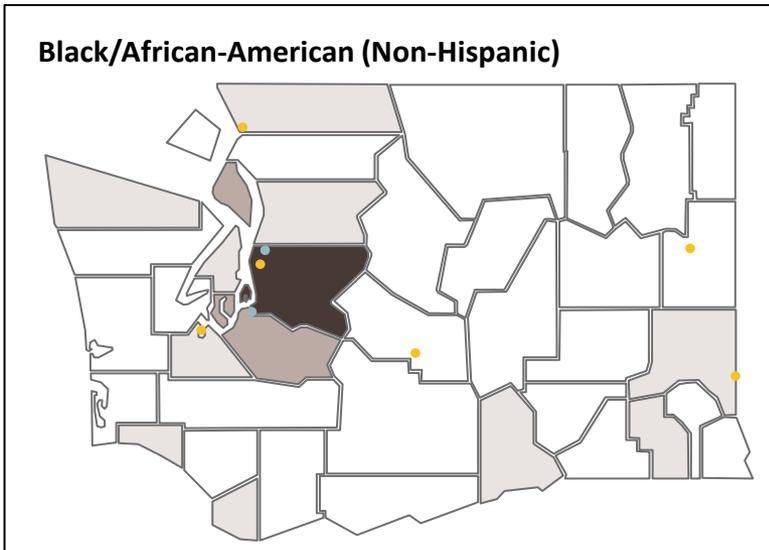
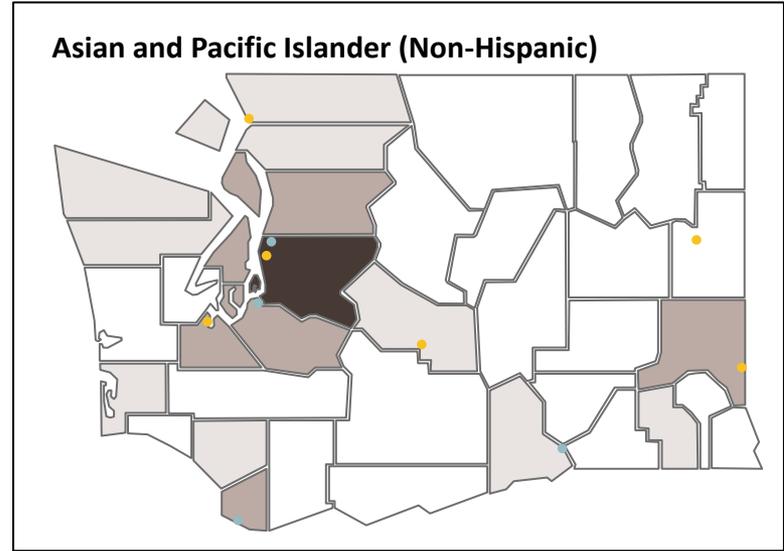
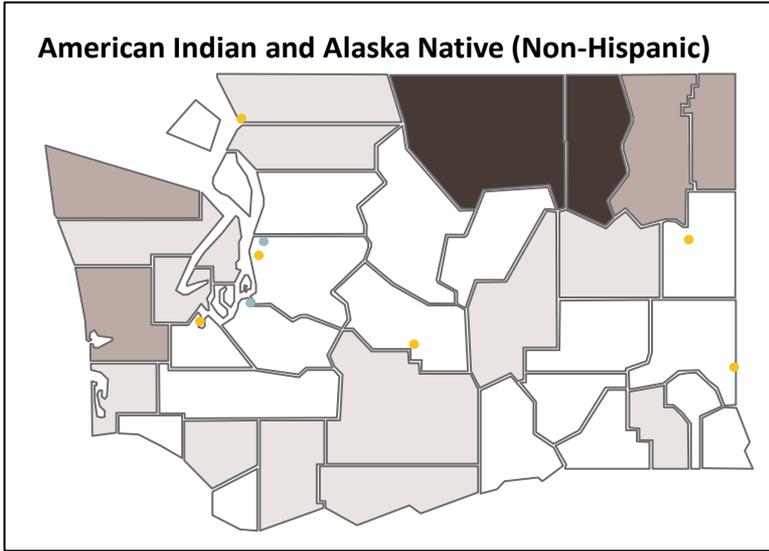
# Educational Attainment of Washington Residents Ages 18-64 Not Enrolled in Postsecondary Education



# Current public K-12 enrollment provides a preview of the race and ethnic characteristics of the future college-age population.

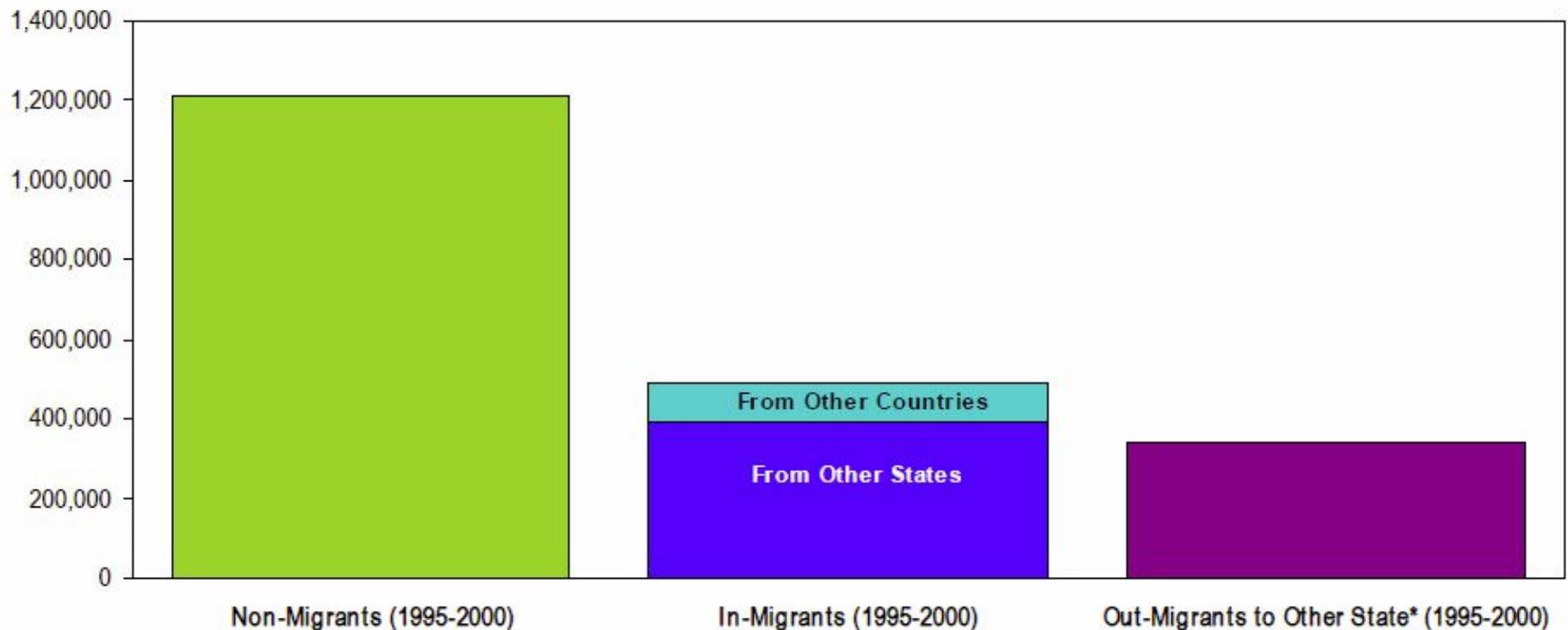
Percent of County Population:  10% or more     5 to 9%     2 to 5%     Less than 2%

Public Baccalaureate Institutions: Main Campus ●    Branch Campus ●



The Census Bureau's Public Use Microdata Sample allows us to examine the characteristics of in-migrants and out-migrants in some detail.

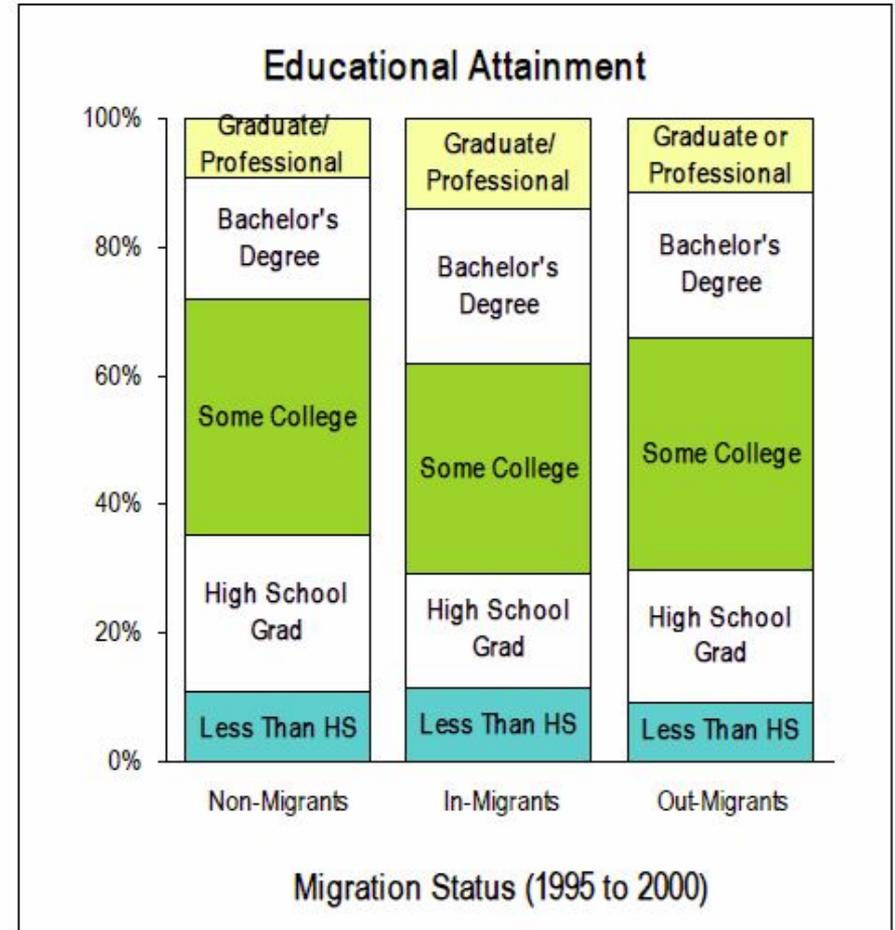
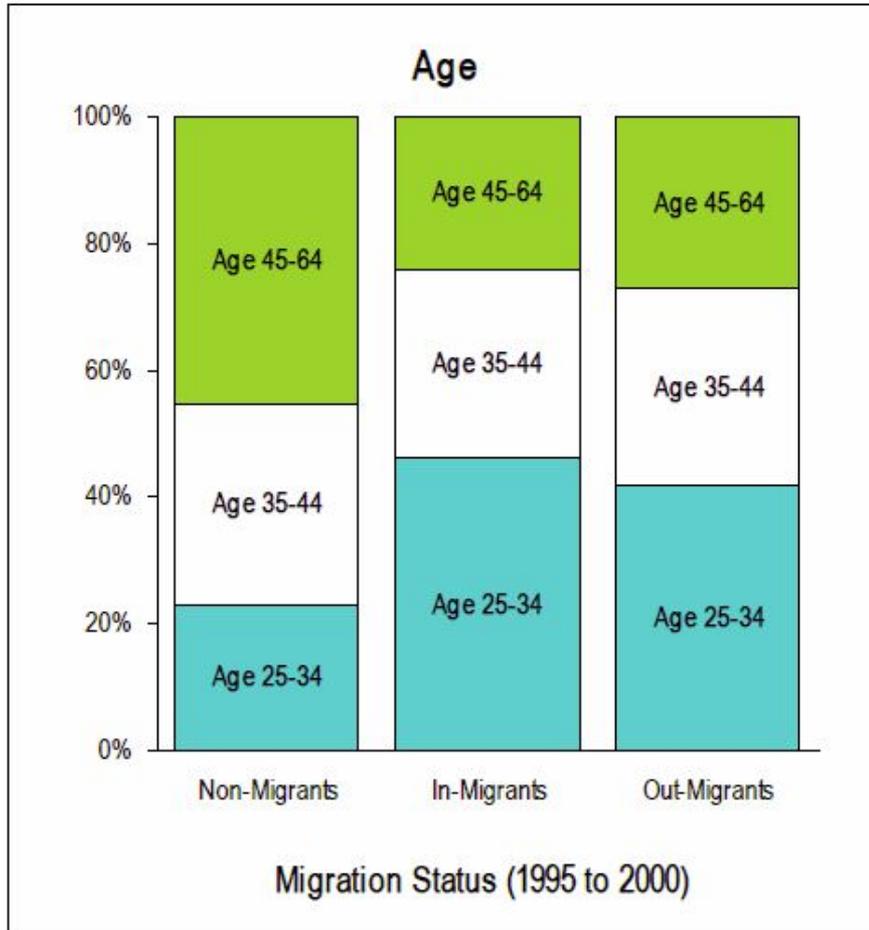
Washington Age 25-64 Population by Migration Status  
1995-2000



\*No data for migrants to other countries.

\*Note: Persons classified as "non-migrants" for the 1995-2000 period may actually have been in-migrants at some earlier date.

Working-age Washington in-migrants between 1995 and 2000 were younger and had higher educational attainment than those who resided here in 1995 and 2000. Approximately 38% of the in-migrants had a bachelor's or higher degree compared with 28% of the non-migrants.



There were high numbers of in-migrants to Washington between 1995 and 2000 from the other West Coast states. Mexico topped the list of countries providing in-migrants to the state.

In-Migrants (1995-2000)	Age 25-34	Age 35-44	Age 45-64
10,000 or more	California, Oregon, MEXICO	California, Oregon	California, Oregon
5,000 – 9,999	Texas, Idaho, New York, Arizona, Florida	Texas	--
2,500 -- 4,999	Utah, Hawai'i, Colorado, Illinois, Virginia, JAPAN, Montana, CANADA, GERMANY, Massachusetts, Alaska, Michigan, Georgia, Pennsylvania, INDIA, Ohio, North Carolina	Idaho, Colorado, Alaska, Arizona, New York, MEXICO, Florida, CANADA, Hawai'i, Virginia, JAPAN, Illinois	Texas, Idaho, Colorado, Arizona, Alaska, Florida

Out-Migrants* (1995-2000)	Age 25-34	Age 35-44	Age 45-64
10,000 or more	California, Oregon	California, Oregon	California, Oregon
5,000 – 9,999	Texas, Idaho, Arizona, Colorado	Texas, Arizona, Idaho	Arizona, Idaho
2,500 -- 4,999	Florida, Montana, New York, Nevada, Minnesota, Georgia, Virginia, North Carolina, Illinois	Florida, Colorado, Montana, Nevada, Georgia, Virginia, Alaska	Texas, Nevada, Florida, Montana, Colorado

\*Information is not available for out-migrants to other countries.

# The proportion of students with financial aid has been increasing

