

A Briefing on the Post-Secondary Quality Education Commission

and

Incorporating Outcome-based Measures into the Community College Support Fund

Presented to:

House Higher Education and Workforce Development Committee

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Postsecondary Quality Education Commission (PSQEC)

- Governor Kulongoski created the PSQEC through Executive Order in August 2007:
 - To direct the work necessary to complete a Post-Secondary Quality Education Model to be used by state policy makers
 - 11 Commission members were appointed by the Governor
 - OSU President Ed Ray and Lane CC President Mary Spilde served as co-chairs
 - The Commission charge:
 - Identify particular needs of community college and university students
 - Study the impact of part-time faculty on program quality and student success
 - Determine values encompassing the mission of post-secondary education
 - Solicit input from educators and education policy experts in developing the model
 - Develop the model based on research, data, public input and experience
 - Communicate with stakeholders regarding model development

Postsecondary Quality Education Commission (PSQEC)

Commission work-

- Adopted the educational attainment goals of 40/40/20
- Reviewed education goals and policy work in other states
- Developed a set of recommendations for use in the 2009-11
- Conducted a literature review of studies on the effect of full and part time faculty on instructional quality and student success
- Created a conceptual framework for the PSQEC
- Initiated model development beginning with the ‘pipeline’ to estimate the number of degrees needed to achieve the 40/40/20

Postsecondary Quality Education Commission (PSQEC)

- The Model:
 - Focus on results, including degrees, certificates and other measures of successful completion
 - Calculate the number of students that must be educated to meet state goals
 - Identify gaps along the educational pipeline and ‘levers’ to ramp up educational attainment
 - Provide for scenarios building to a variety of ‘what if’ questions
 - Demonstrate the need for investment and policy changes to attain the desired outcomes
 - Estimate the costs and benefits of policy proposals

Postsecondary Quality Education Commission (PSQEC)

- How the PSQEC differs from the QEM

Goals:

QEM are set in statute

PSQEC are the 40/40/20 goals

Quality:

Capacity to meet standards

Degree/certificate production

Structure:

Prototype schools

Degree/certificate achievement

Student Enrollment:

Mandated population

Discretionary enrollment

Funding Sources:

Heavily state funded

Little state funding with alternate sources

Data:

Database Initiative

System resources

Postsecondary Quality Education Commission (PSQEC)

Commission Recommendations for 2009-11

- Strongly endorsed expansion of the Oregon Opportunity Grant
- Available funds should be targeted in three areas:
 - Strategies to expand the number of Oregonians participating in the post-secondary system in collaboration with K-12
 - Strategies to offer additional support targeted to increase retention and persistence of students in community colleges and universities through the second year
 - Strategies to increase completion rates to a 2-year degree, a certificate, or a 4- year degree
- Investment in effective programs to address the strategies
- A uniform definition for less than full-time faculty be adopted
- Continuation of funding for the Commission by the Legislature

Postsecondary Quality Education Commission

PSQEC

National Center for Education Management Systems (NCHEMS) developed “Student Flow” Model (2010)

- Assist public postsecondary education with developing strategies to contribute to reaching 40/40/20
- Model assesses the impact of improved performance on:
 - Input rates (students entering college)
 - High school graduation, college-going directly from high school, college participation rates of adults 20-24 and 25-49
 - Throughput rates (students who complete college)
 - First-to-second year retention, transfer from two- to four-year institutions, completion of certificates and degrees

Community College Outcome-Based Design Principles

- Getting agreement on the goals first
- Do not construct the outcome metrics too narrowly
- Design the distribution model to promote mission differentiation
- Include provisions that reward success for serving underserved/underrepresented populations
- Limit the numbers of outcomes to be ‘rewarded’
- Choose metrics that are unambiguous and difficult to game

Community College Outcome-Based Implementation Principles

- Make the pool of outcome pool of money enough to command attention
- Reward continuous improvement, not attainment of a fixed goal
- Include a phase-in provision
- Use a stop-loss provision for colleges to adapt to the new distribution model
- Continue outcome based funding in good times and bad
- Put in place a rigorous (outcomes-based) approach to assessing quality and monitor results on an ongoing basis
- Involve college representatives at each stage of the process

Community College Outcome-Based Metrics

- The number of Associate Degrees
- The number of certificates/credentials
- The number of transfers to 4-year institutions after accumulating 30 quarter credits hours (QCH)
- Momentum points for:
 - Successful completion of first college-level math course
 - Successful completion of first college-level writing course
 - Successful completion of 15 college-level credits
 - Successful completion of 30 college-level credits
- Total college credit hours completed
- Extra weight for success of underrepresented students

Community College Outcome-Based Model Draft Timeline

- **Spring 2013** - SBE and OCCA discussion on proposed principles for design & implementation
 - SBE discussion on principles for design, implementation & proposed timeframe for Oregon Administrative Rule (OAR) development
 - SBE reviews first draft of OAR narrative and mechanics
 - Notice of public comment
 - SBE reviews public comment received and incorporates changes to OAR as appropriate
- **Summer** – Open for public comment
- **Fall 2013** - SBE reviews public comment – final draft of OAR for review & adoption
- **Fall 2014** - the first year of distribution

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