Washington State’s Student Achievement Initiative
Measuring Student Progress and Rewarding Community and Technical College Performance

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Agenda

- Initiative purpose
- Principles used for the measures and reward funds
- College performance results
- Funding model
- Initial evaluation results
Purposes:

• Improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year

• Provide financial incentives to colleges for increasing the levels of achievement attained by their students

Represent a shift from funding entirely for enrollment inputs to also funding meaningful outcomes
34 Community and Technical Colleges across the state

470,000 headcount students (all funds 2009-10)

Three system missions: professional technical, transfer and adult basic education

• 190,000 professional technical students, including 18,600 worker retraining and 10,146 apprentices
• 130,000 academic transfer students
• 66,000 basic skills students
• 18,800 Running Start students
Student Characteristics – Fall 2010

- Median age 26 years
- 56% female
- 36% students of color compared to 25% for state population
- 30% are parents
- 44% working, another 28% looking for work (10% higher than start of recession)
- 52% enroll part-time; 48% enroll full-time
- One in three take at least one class via eLearning
State Board’s Vision

Build strong communities, individuals and families, and achieve greater global competitiveness and prosperity for the state and its economy by raising the knowledge and skills of the state’s residents.
State Board’s Goals

• Economic Demand – Strengthen state and local economies by meeting the demands for a well educated and skilled workforce

• Student Success – Achieve increased educational attainment for all residents across the state

• Innovation – Use technology, collaboration and innovation to meet the demands of the economy and improve student success
Getting Started and Design Principles

• Guided by college system task force

• Planning phase involved Community College Research Center (CCRC) and other experts

• Recognize students in all mission areas (including adult basic education and developmental education)

• Reflect diverse communities served by colleges
Principles continued…

• Measures are **simple, understandable, and meaningful** to colleges, students and policy makers

• Measures **can be influenced by the colleges on timely basis** – data are collected in **real time**

• Measures are **critical progression steps that move students forward, no matter where they start**, towards greater achievement and completion
Achievement Measures

Four categories of measures:

1. Momentum points that build towards college-level skills
   - Significant adult literacy or English language proficiency test score gains
   - Earning GED or high school diploma
   - Passing pre-college writing or math courses
Achievement Measures continued…

2. Momentum points that build to Tipping Point and beyond
   - Earning first 15 college level credits (quarters)
   - Earning first 30 college level credits

3. Earning college level credits in math
   - Computation requirements for applied degrees
   - Quantitative reasoning requirements for transfer degrees
Achievement Measures continued…

4. Completions

- Certificates (at least one year of college)
- Associate degrees (technical and transfer)
- Apprenticeship training
Logic Model for Community & Technical Colleges

**Student Success**

**Community and Technical College Span of Influence**

**Inputs**

The College system spends state, federal and private funds to support community and technical college enrollments, programs and activities.

Measure:
- Total budget expenditures in current and constant dollars.

**Activity**

SBCTC can provide all Washingtonians access to 2-year post secondary education.

Measures:
- Rate of participation in CTC system
- Number of Adult Literacy enrollments in community and technical colleges

**Intermediate Outcomes**

Pre college-level students can become college ready.

Measures (Pre-College Achievement Points):
- Number of times adult literacy students make nationally recognized standardized test gains in math or English as measured by pre- and post testing or by earning a GED
- Number of remedial math and English courses students pass with a qualifying grade to advance toward college-level work

College level students can make progress toward earning a degree or certificate

Measures (College-Level Achievement Points):
- Number of students completing the first 15 and 30 college credits
- Number of students completing the first 5 college-level math credits and...

**Tipping Point**

Students can earn degrees or certificates or complete apprenticeship training.

Measure (Tipping Point):
- Number of students earning certificates backed by at least one year of college, earning 2-year degrees or completing apprenticeships

**Ultimate Outcome**

Washington’s community and technical college students achieve increased levels of educational attainment to get jobs or transfer to 4-year institutions.

Measures:
- Number of students who leave workforce programs for employment
- Number of students who transfer to 4-year institutions

Washington’s unemployment is reduced and its community and economic vitality is improved.

Impact
Getting started

• 2006-07 baseline data established
• 2007-08 learning year for colleges
• 2008-09 first performance year – awards distributed Oct 2009
• 2009-10 second performance year – awards distributed Oct 2010

Each college measured for total net improvement over previous period
Colleges have made promising gains each year

Annual Student Achievement Points

- Baseline Year 2006-07
- Learning Year 2007-08
- Performance Year 2008-09
- Performance Year 2009-10

- Completions
- College Math
- 30 College Credits
- 15 College Credits
- Pre-College
- Basic Skills
So far, total achievement has increased 31% compared to 5% more students enrolled

Last year:

• 90% of growth was due to more achievement per student
• 10% of growth was due to more students
• Promising evidence that students are progressing further and faster
# Student Achievement Measures

## Points that Build Momentum

<table>
<thead>
<tr>
<th></th>
<th>Total Headcount</th>
<th>Basic Skills</th>
<th>College Readiness</th>
<th>1st 15 Credits</th>
<th>1st 30 Credits</th>
<th>Quantitative/Computation</th>
<th>Certificate, Degree, Apprentices</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2006-07 Baseline</strong></td>
<td>467,809</td>
<td>70,950</td>
<td>61,581</td>
<td>60,422</td>
<td>45,385</td>
<td>33,989</td>
<td>22,932</td>
<td>295,259</td>
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<tr>
<td><strong>2008-09</strong></td>
<td>486,927</td>
<td>94,796</td>
<td>73,652</td>
<td>70,127</td>
<td>52,300</td>
<td>36,000</td>
<td>25,544</td>
<td>352,419</td>
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<tr>
<td>% Change from Baseline</td>
<td>4%</td>
<td>34%</td>
<td>20%</td>
<td>16%</td>
<td>15%</td>
<td>6%</td>
<td>11%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>2009-10</strong></td>
<td>489,932</td>
<td>108,219</td>
<td>87,713</td>
<td>73,846</td>
<td>57,132</td>
<td>39,486</td>
<td>27,949</td>
<td>394,345</td>
</tr>
<tr>
<td>1 Year % Change</td>
<td>1%</td>
<td>14%</td>
<td>19%</td>
<td>5%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Funding Principles

• Each college measured for total improvement (point gains) against own performance, not against other colleges
• No targets, no ceiling on achievement gains
• All gains rewarded
• Rewards remain in base allocation to sustain and grow practices that advance students further, faster
Funding Model

- Grow rewards over time
- Initial funding a combination of $4 million ($65,000 per college) student persistence appropriation; $3.5 million Legislative proviso; and $1.6 million one-time grants, Gates and Ford Foundations
- 2011-13 request – $10.8 million
Increase from $30 per point in 2009 to $145 per point in 2013

Funding Model Projected to 2013

- Seed Money
- Prior Awards Added to Base
- New Awards
Community College Research Center, Columbia University, multi-year evaluation through 2013 (Gates funded)

- Initial (2010) results promising
- Confirmed our reasoned approach – to make progress toward their educational goals, students must remain enrolled long enough, accumulate college-level credits to achieve a certificate or degree
- Measuring right things to get scale (point growth) and efficiency (points per student)
2010 Evaluation Results

• Student Achievement measures provide common language to talk about annual student progress

• Achievement points provide valuable global look across all three community and technical college missions

• In current economy, critical time to focus on student achievement for all students
More to be done and understood

• How to move Student Achievement deeper into colleges everyday practices and operations?
  ✓ Cohort data base
  ✓ Governance Institute for Student Success

• Are colleges able to learn and share evidence-based practices for continuous improvement?
  ✓ Annual Transitions Summit
  ✓ Transforming Precollege Education Initiative

• What is the relative influence of performance funding versus the measures themselves?
  ✓ CCRC evaluation