

Connecticut Outcomes-Based Funding Model



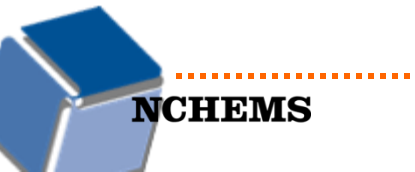
Outcomes-Based Funding Task Force
Hartford, Connecticut
October 30, 2015



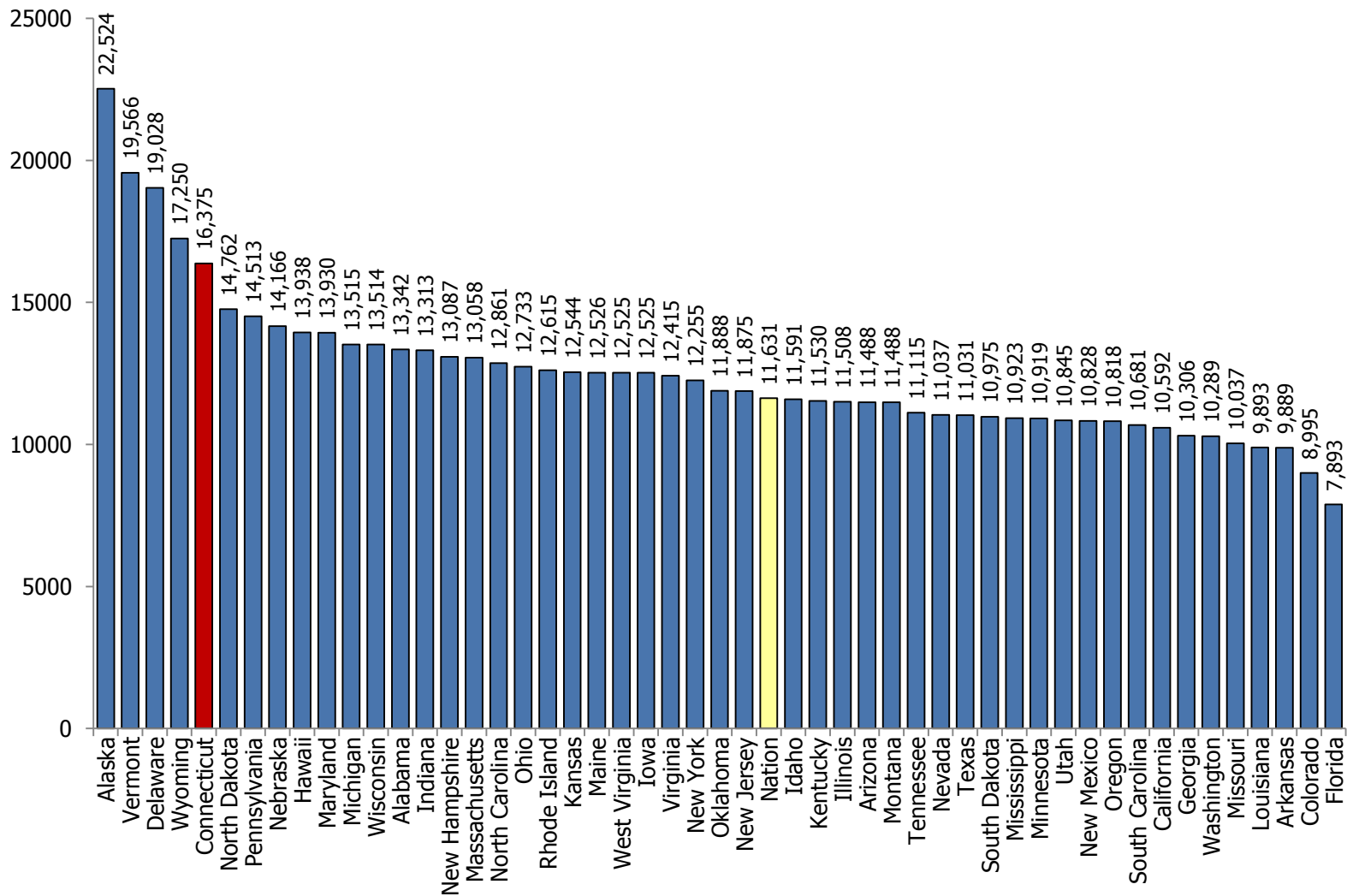
NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301

Background Data

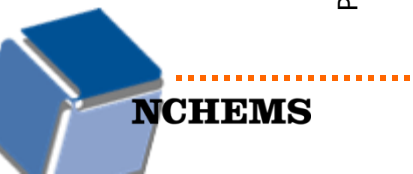
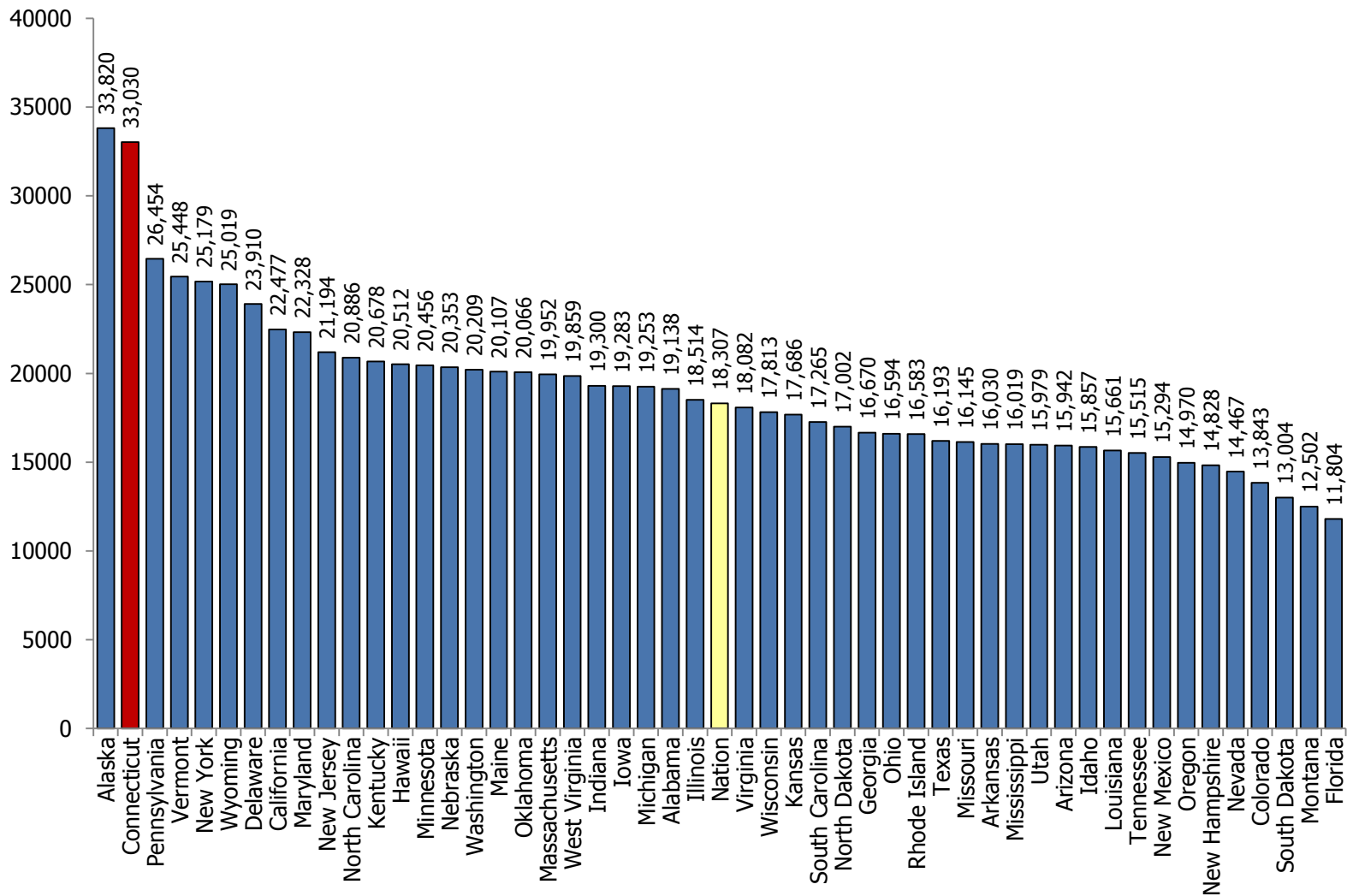


Funding per FTE Student, Public Total, 2013



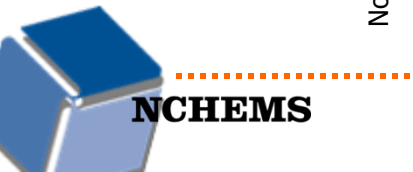
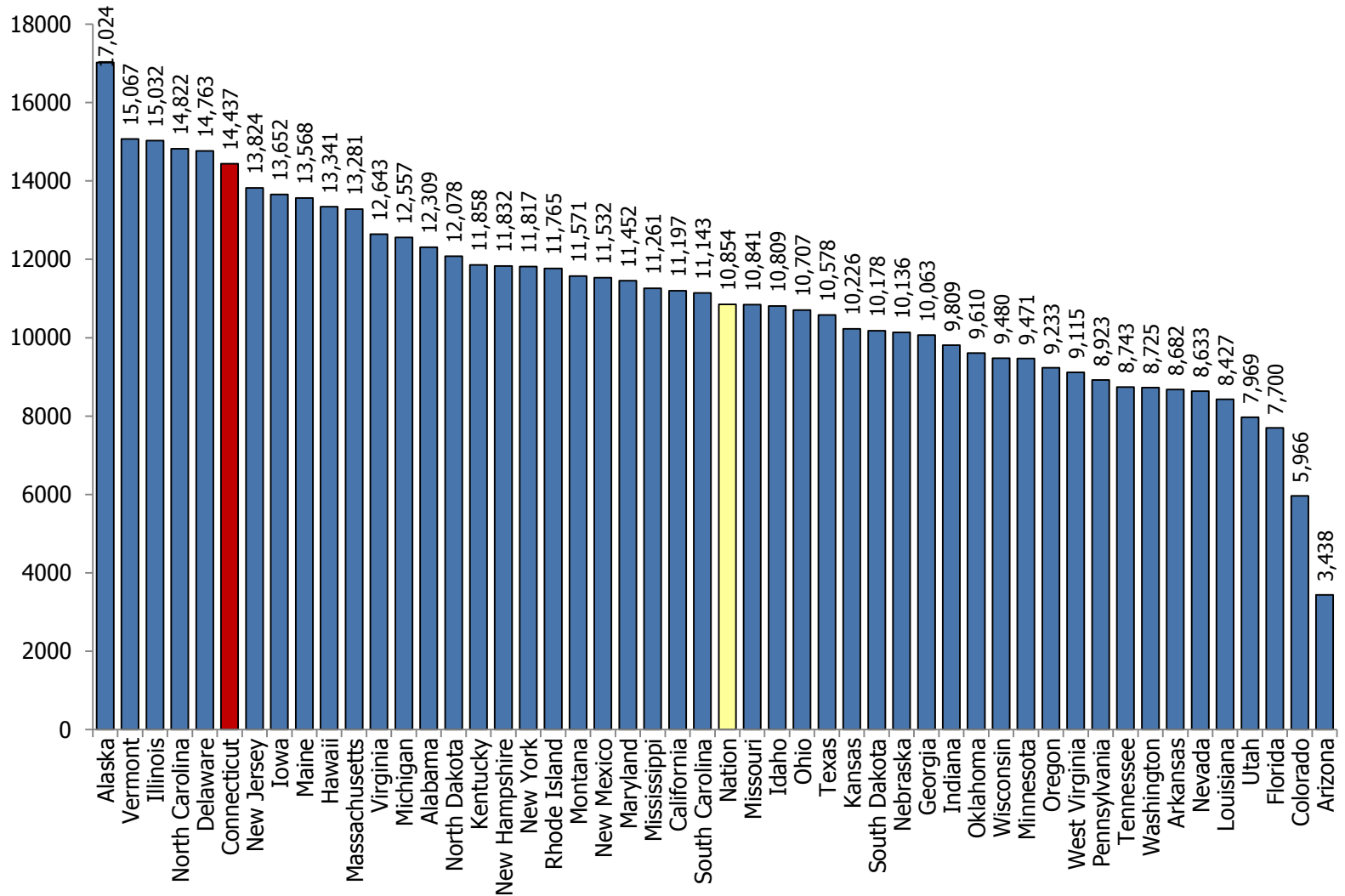
Sources: NCES, IPEDS Completions Files; Academic Years ,2012-13; Academic Year Instructional Activity Files, 2012-13; Finance Files; GASB, FASB, and Private-for-profit Finance Files 2012-13.

Funding per FTE Student, Public Research, 2013



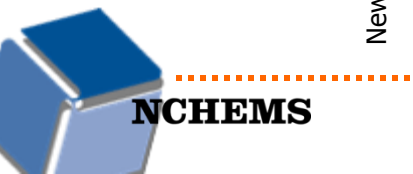
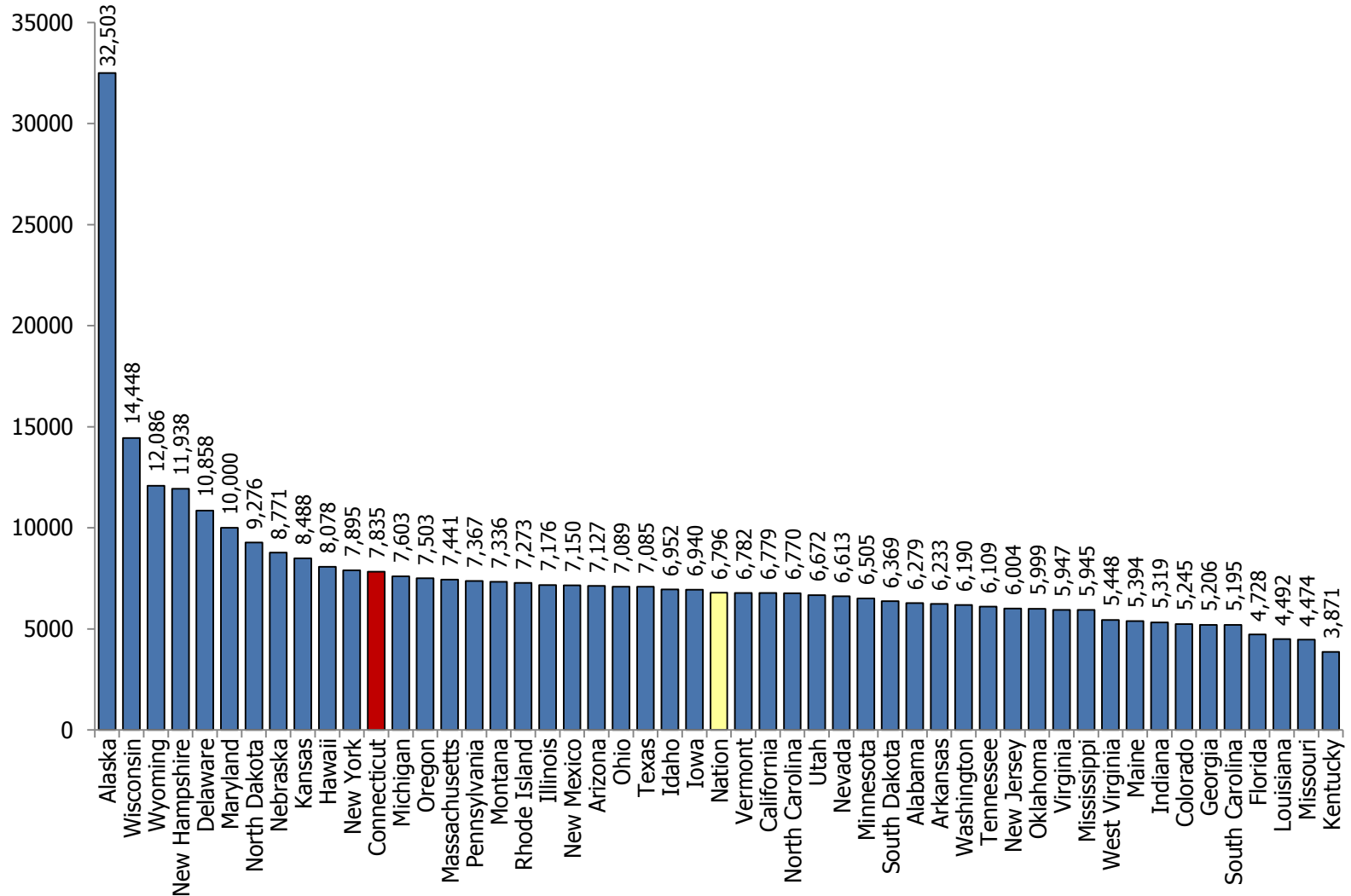
Sources: NCES, IPEDS Completions Files; Academic Years ,2012-13; Academic Year Instructional Activity Files, 2012-13; Finance Files; GASB, FASB, and Private-for-profit Finance Files 2012-13.

Funding per FTE Student, Public Bachelors & Masters, 2013



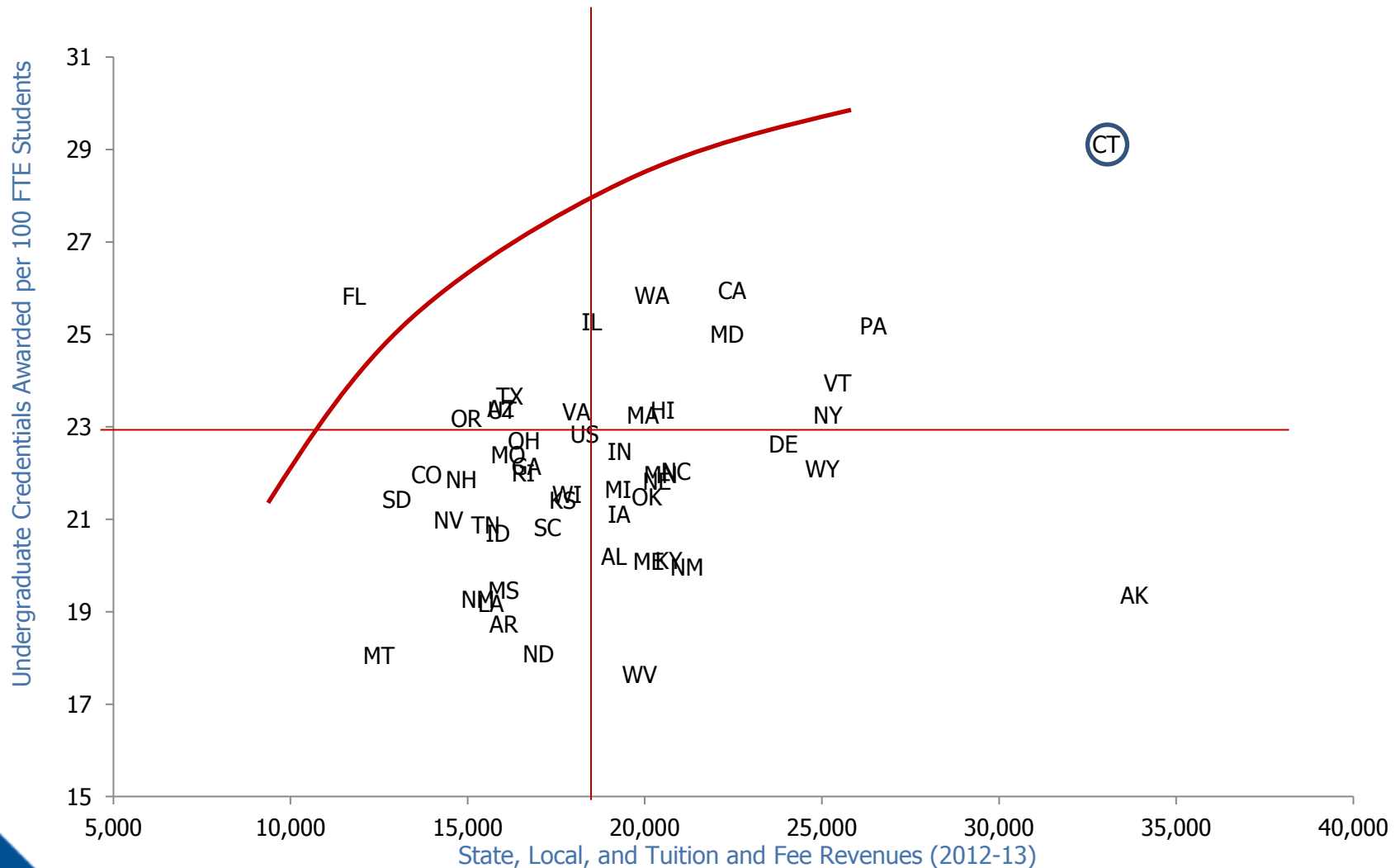
Sources: NCES, IPEDS Completions Files; Academic Years ,2012-13; Academic Year Instructional Activity Files, 2012-13; Finance Files; GASB, FASB, and Private-for-profit Finance Files 2012-13.

Funding per FTE Student, Public 2-Year, 2013

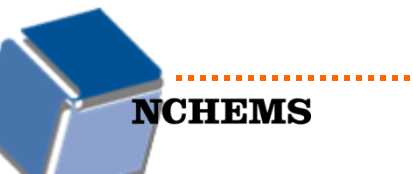
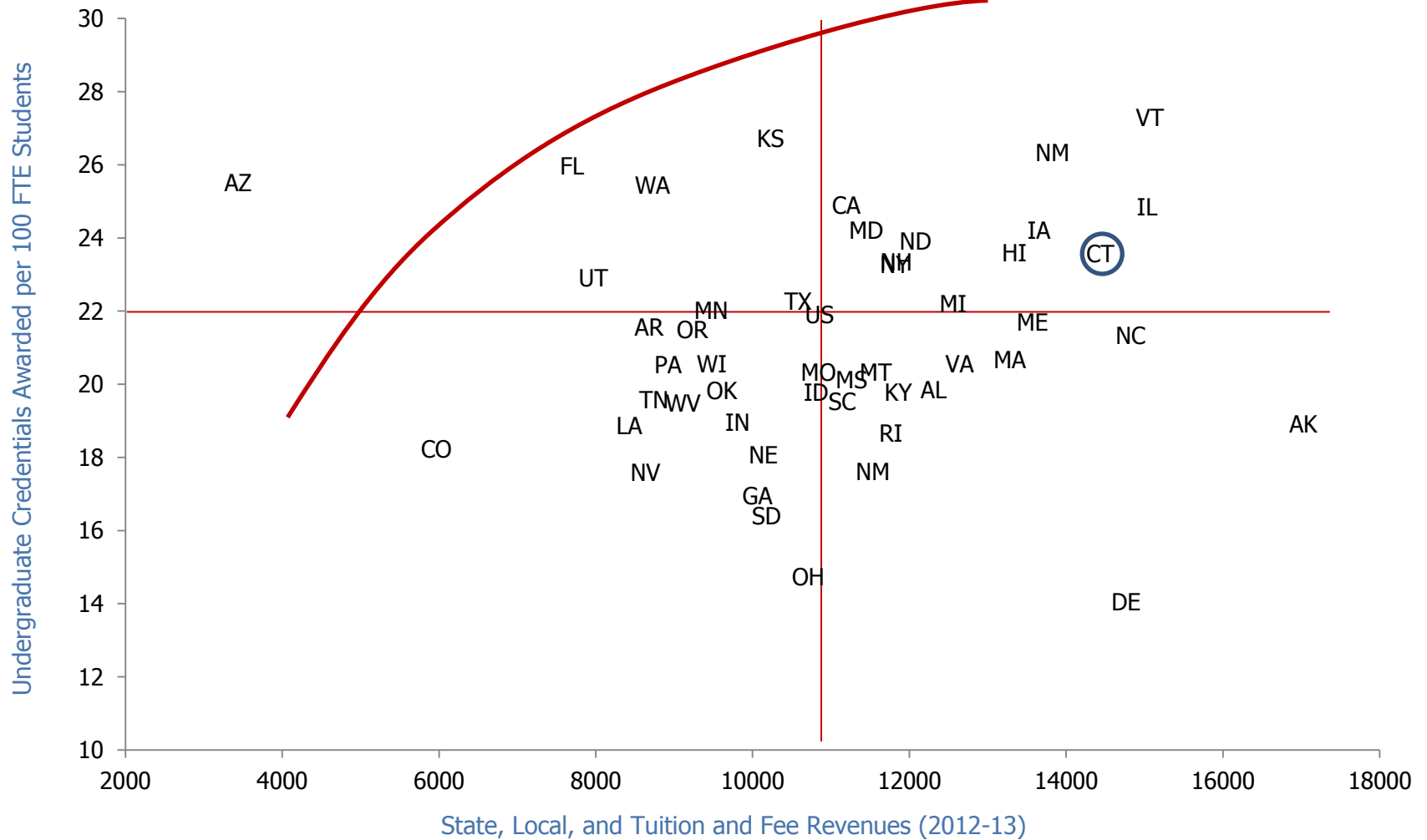


Sources: NCES, IPEDS Completions Files; Academic Years ,2012-13; Academic Year Instructional Activity Files, 2012-13; Finance Files; GASB, FASB, and Private-for-profit Finance Files 2012-13.

Public Research Universities: Undergraduate Credentials per 100 FTE Undergraduates and Total Funding per FTE Student, 2012-13

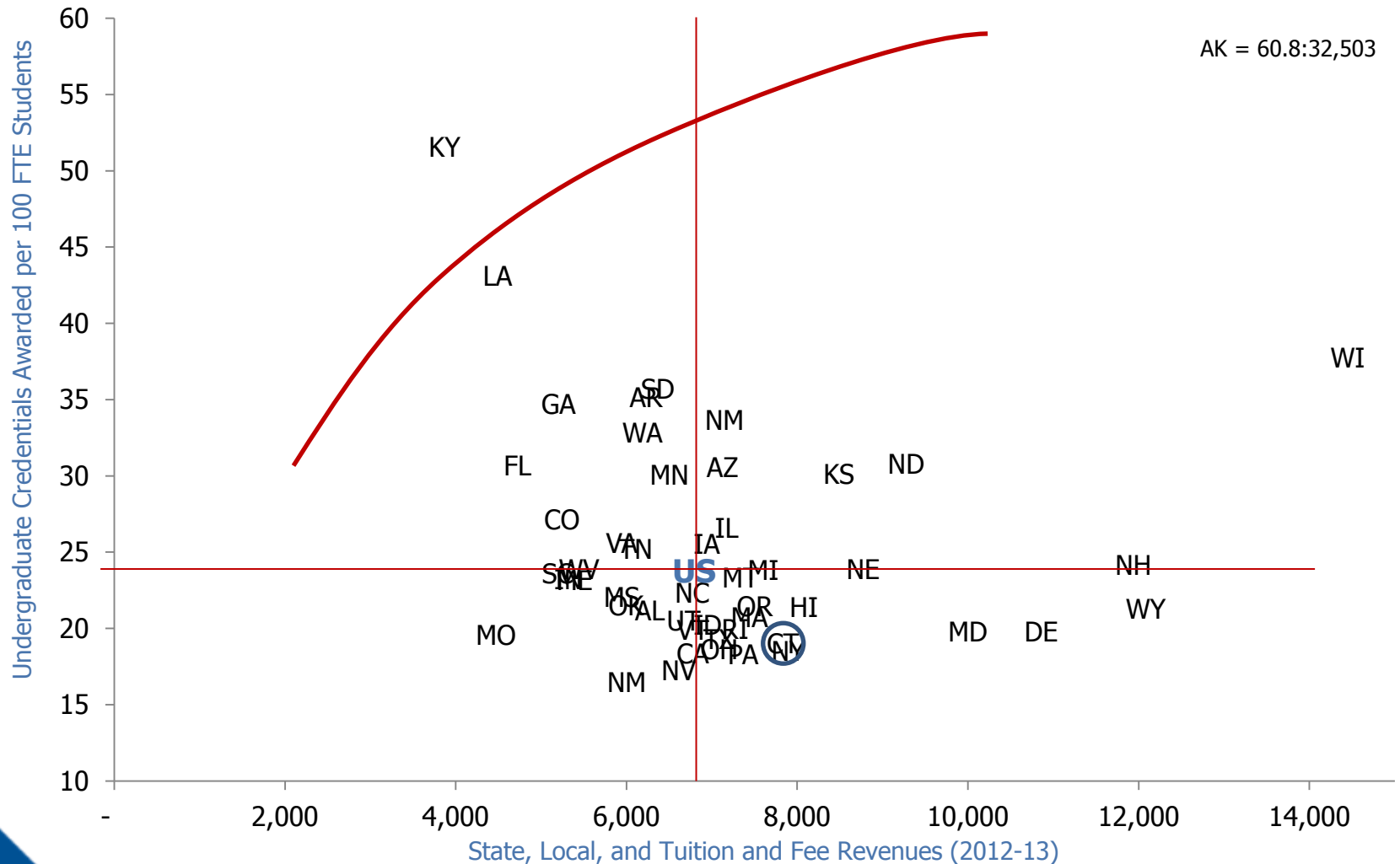


Public Bachelors & Masters Institutions: Undergraduate Credentials per 100 FTE Undergraduates and Total Funding per FTE Student, 2012-13

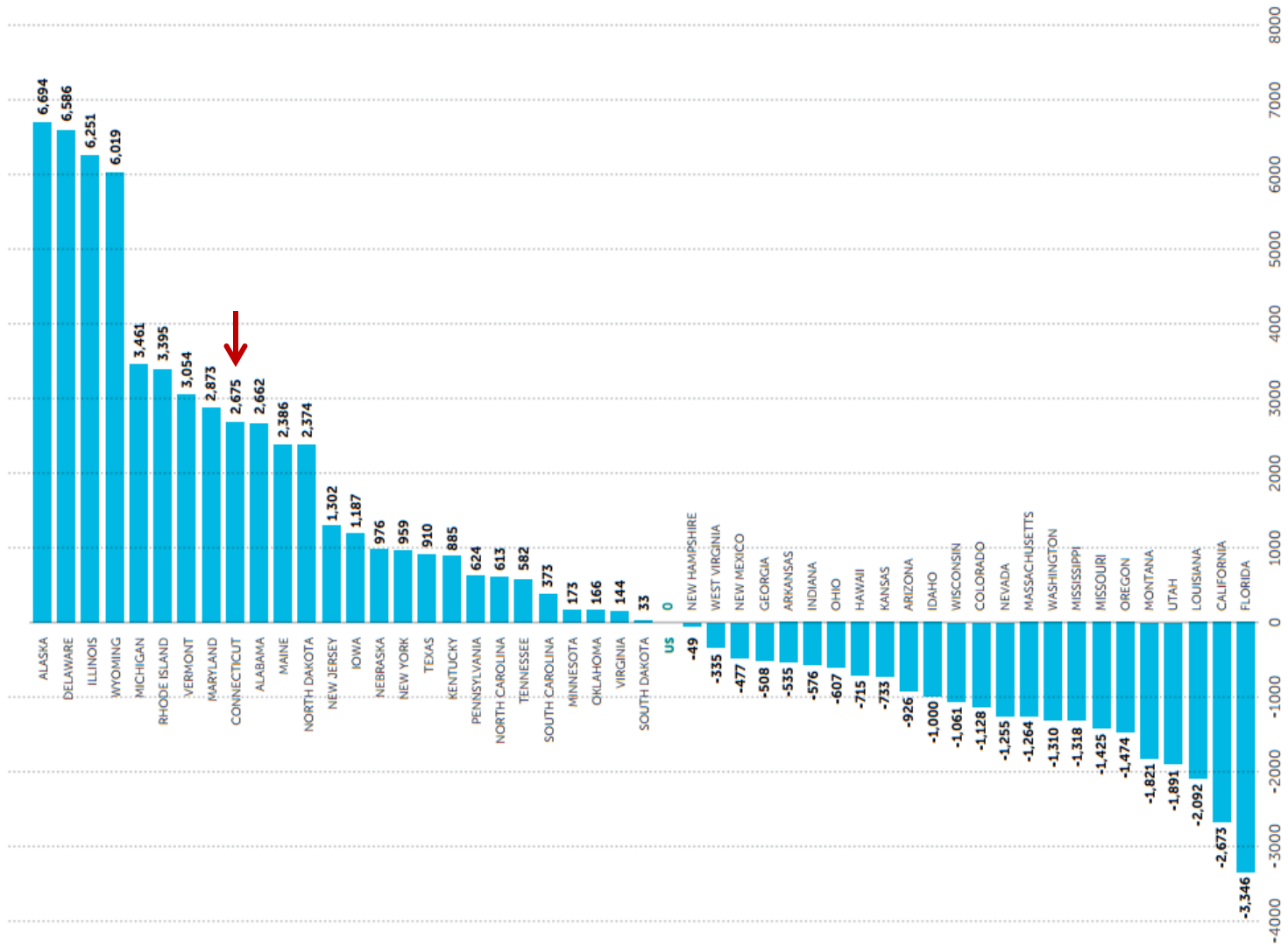


Sources: NCES, IPEDS Completions Files; Academic Years ,2012-13; Academic Year Instructional Activity Files, 2012-13; Finance Files; GASB, FASB, and Private-for-profit Finance Files 2012-13.

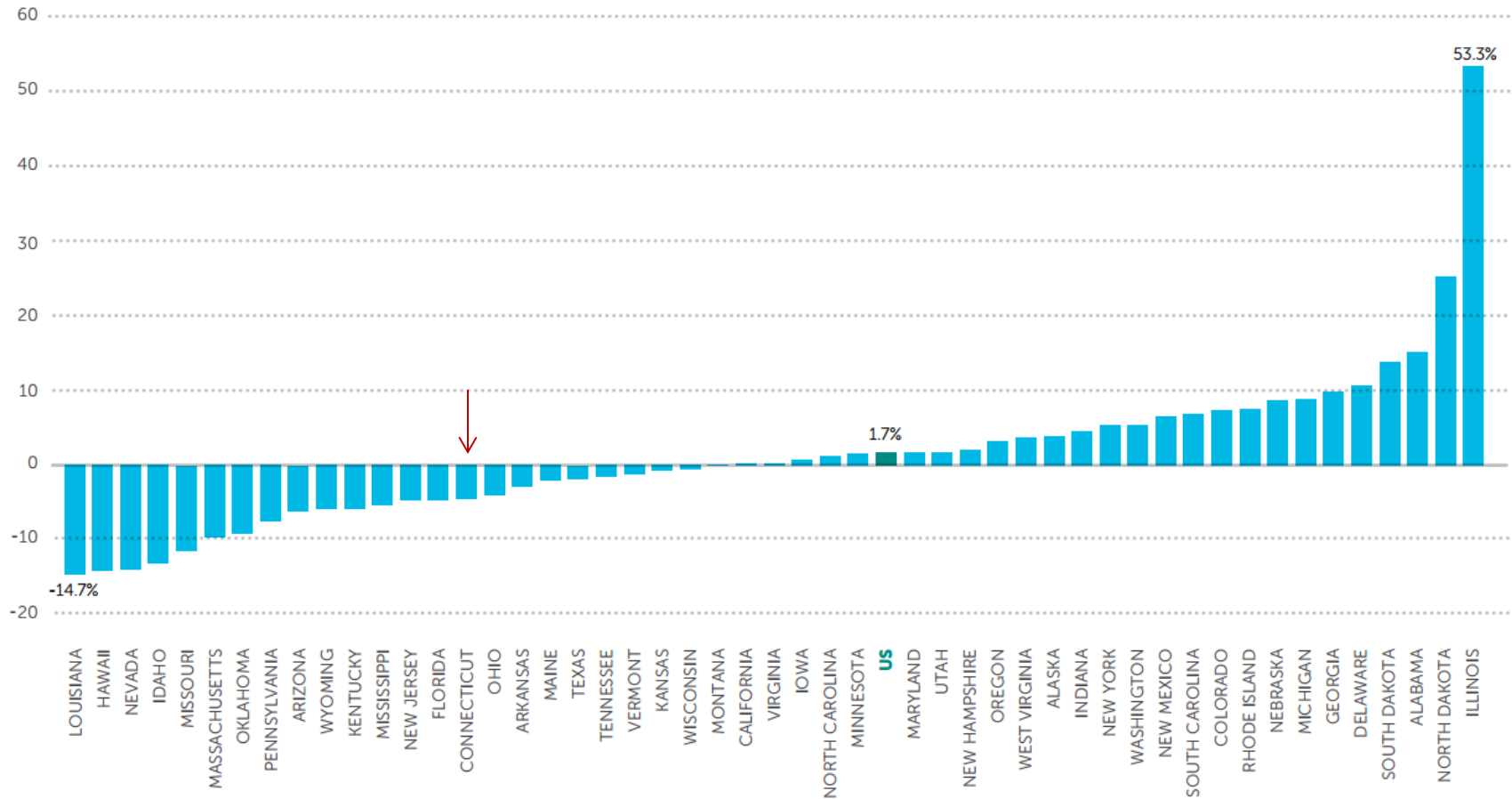
Public Two-Year Institutions: Undergraduate Credentials per 100 FTE Undergraduates and Total Funding per FTE Student, 2012-13



Total Educational Revenue Per FTE State Differences From U.S. Average, Fiscal 2014



Total Educational Revenue Per FTE Percent Change by State, Fiscal 2009-2014

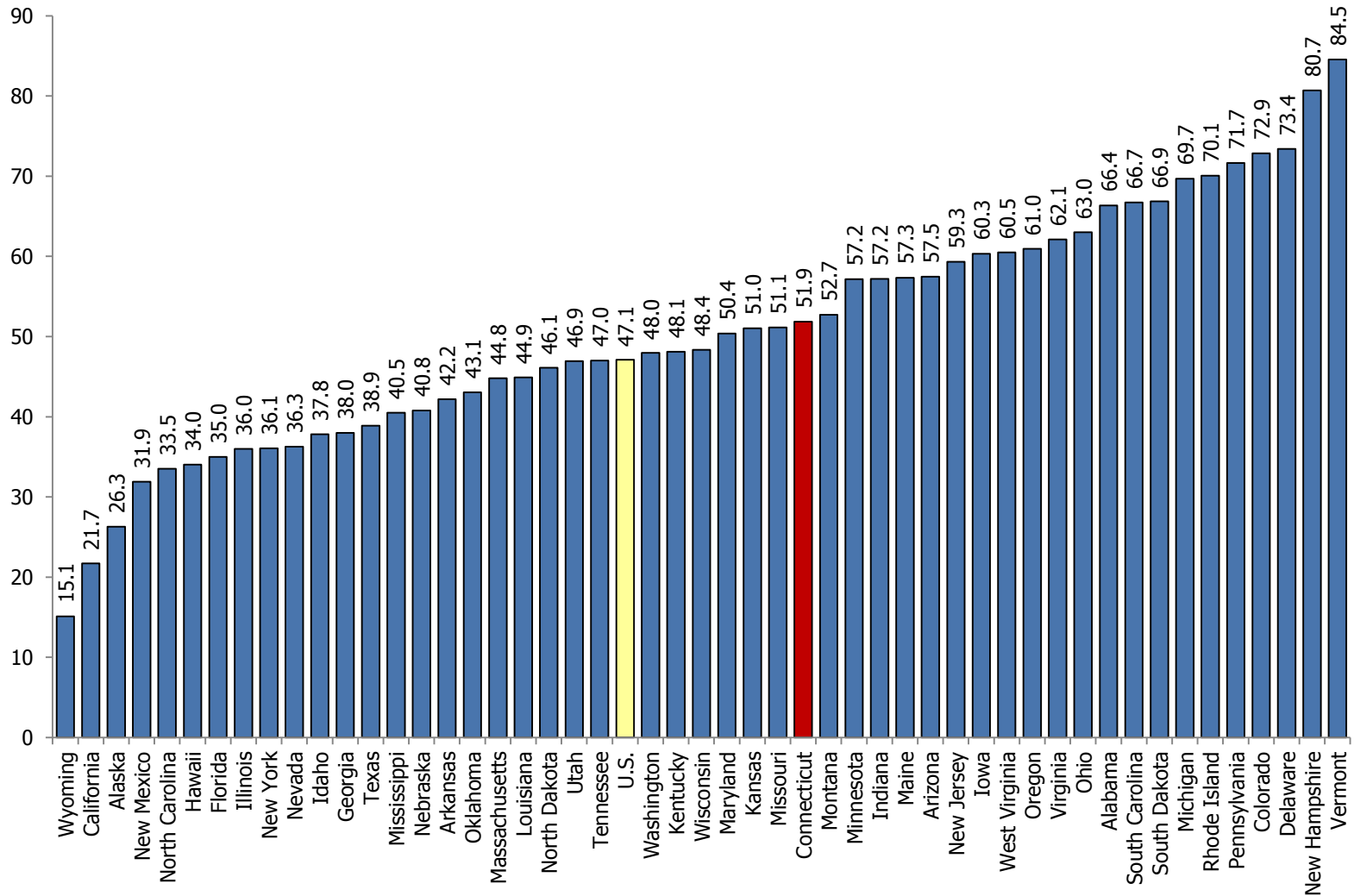


NOTE: Dollars adjusted by 2014 HECA, Cost of Living Adjustment, and Enrollment Index; total educational revenue excludes net tuition revenue used for capital debt service.

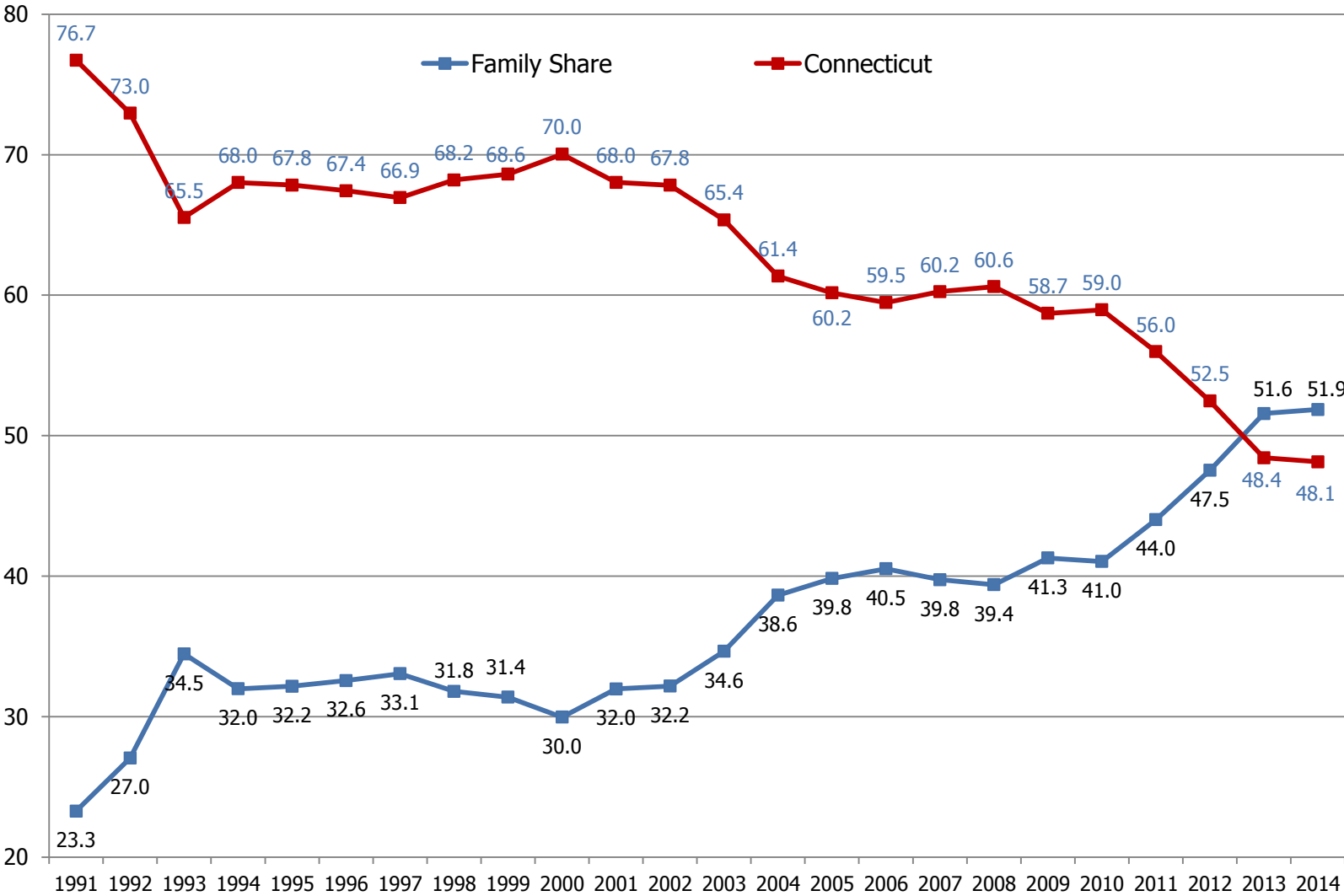


Source: SHEEO SHEF FY 2014

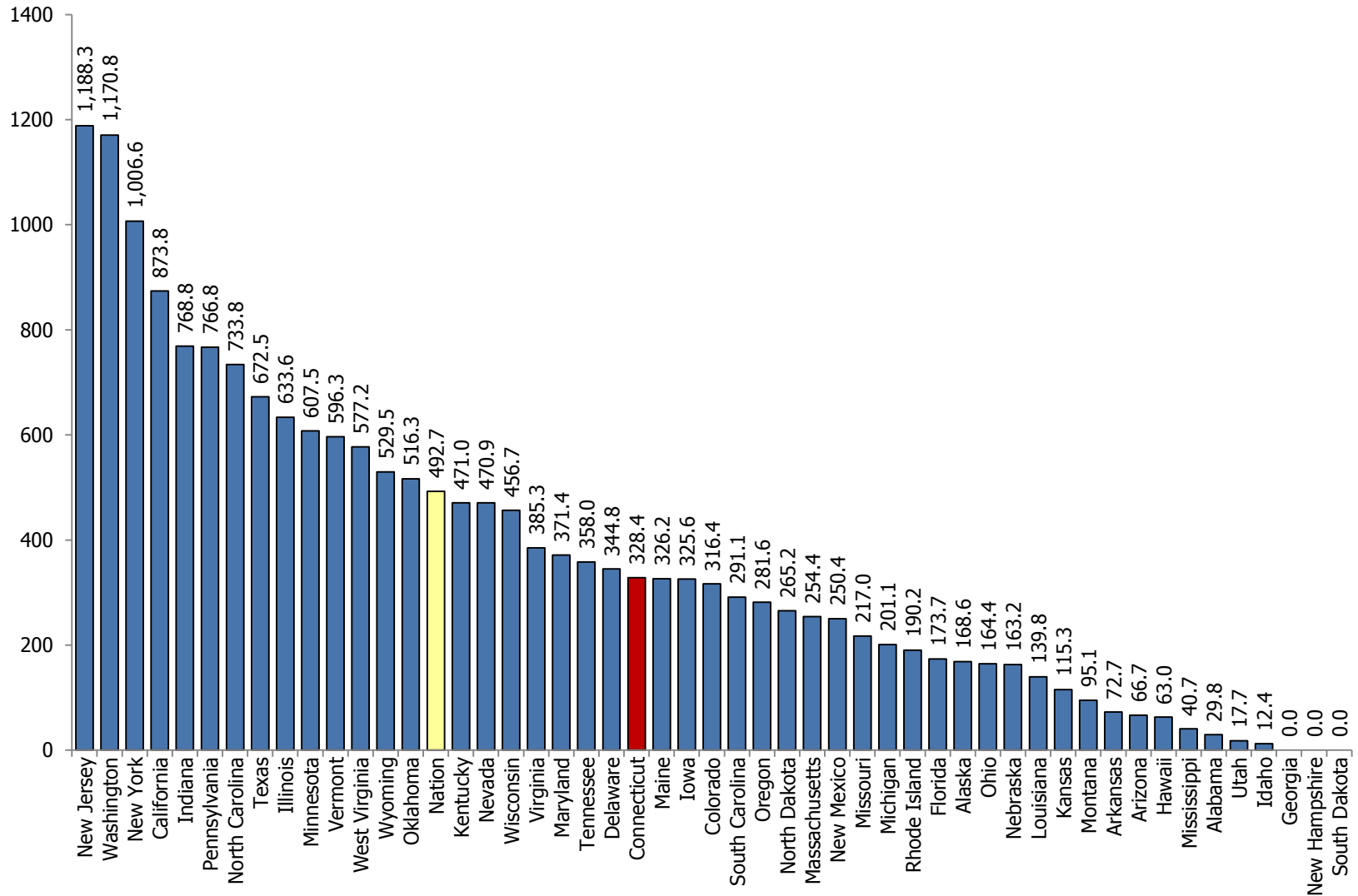
Net Tuition as a Percent of Public Higher Education Total Educational Revenue by State, FY 2014



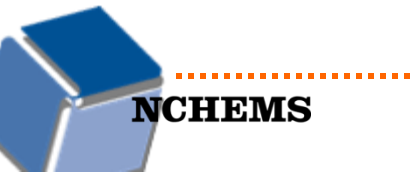
Family Share of Public Higher Education Operating Revenues



Estimated Need-based Undergraduate Grant Dollars per Undergraduate FTE, by State, 2012-13



Design of the Funding Model



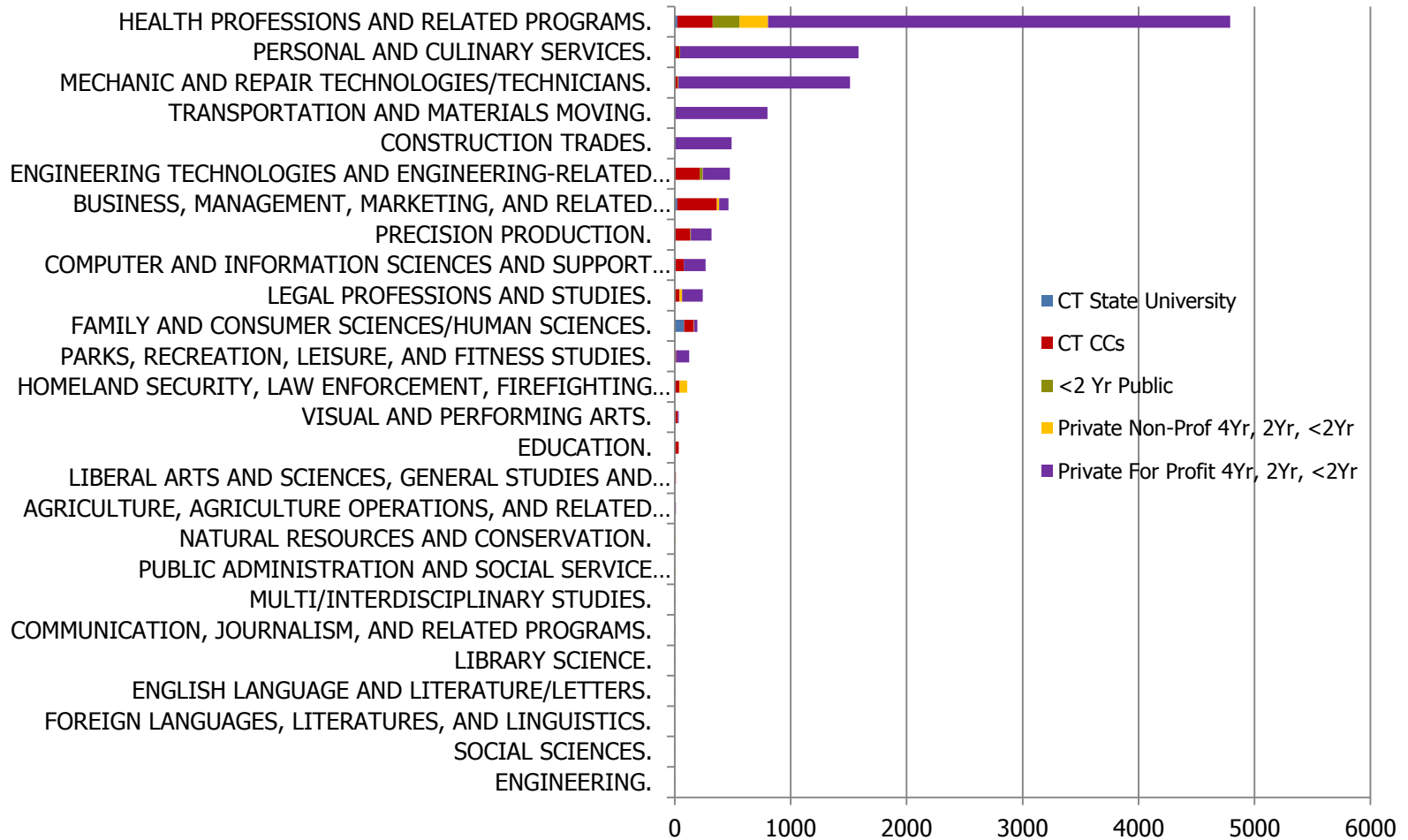
Connecticut Outcomes-Based Funding Model

- One of three components of State's model for institutional Funding
 - Base funding
 - Investment Fund
 - Performance/outcomes

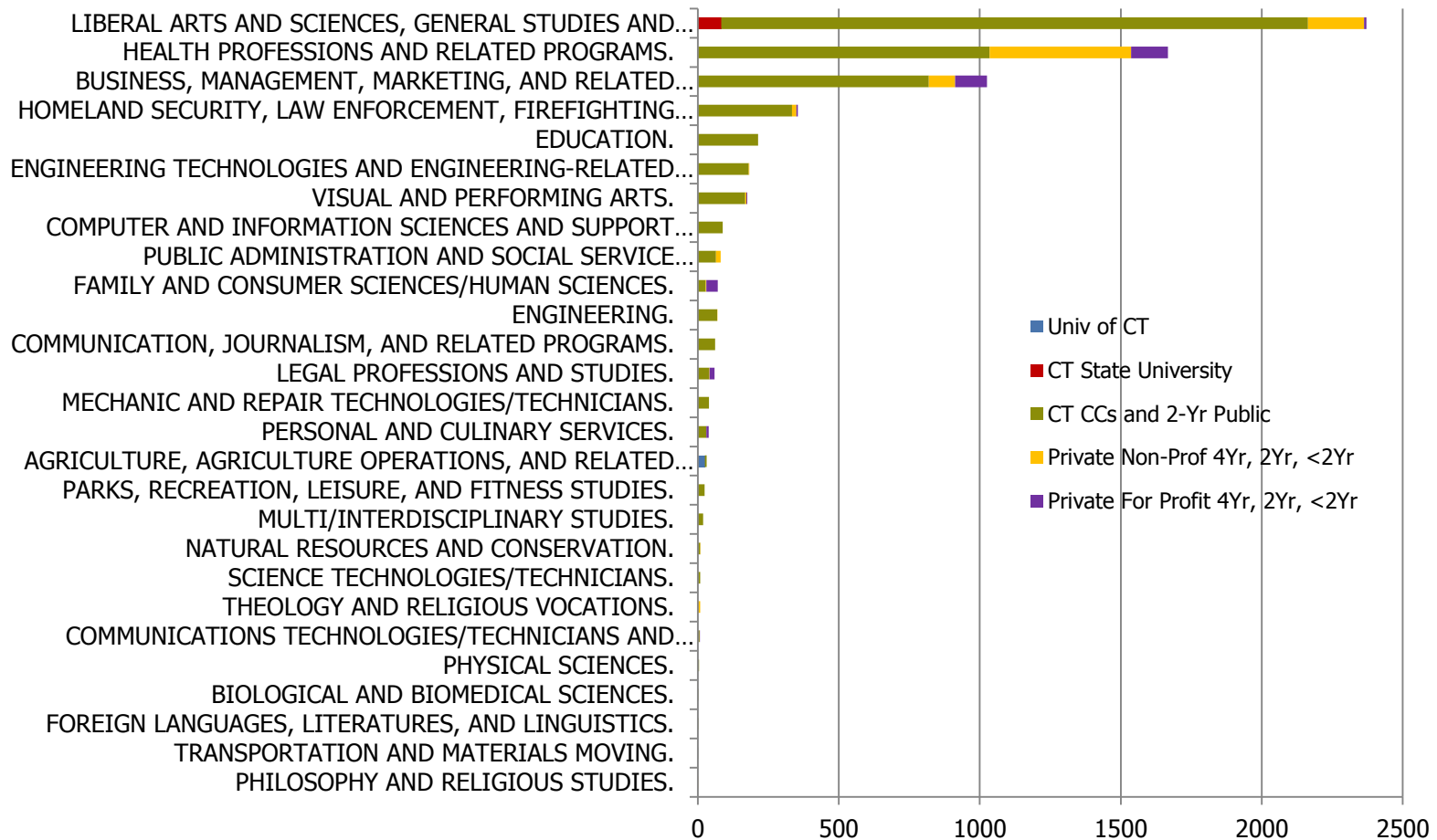
Minimum Requirements for Outcomes-based Component Specified in Statute

- Rewarding public and independent institutions for
 - Increasing number of degrees awarded to residents of the state
 - special emphasis on
 - Areas with workforce shortages
 - Students from underrepresented populations
 - Increasing business activity in state through research
- Rewarding public institutions for increasing their productivity
 - Decreasing cost of earning a degree

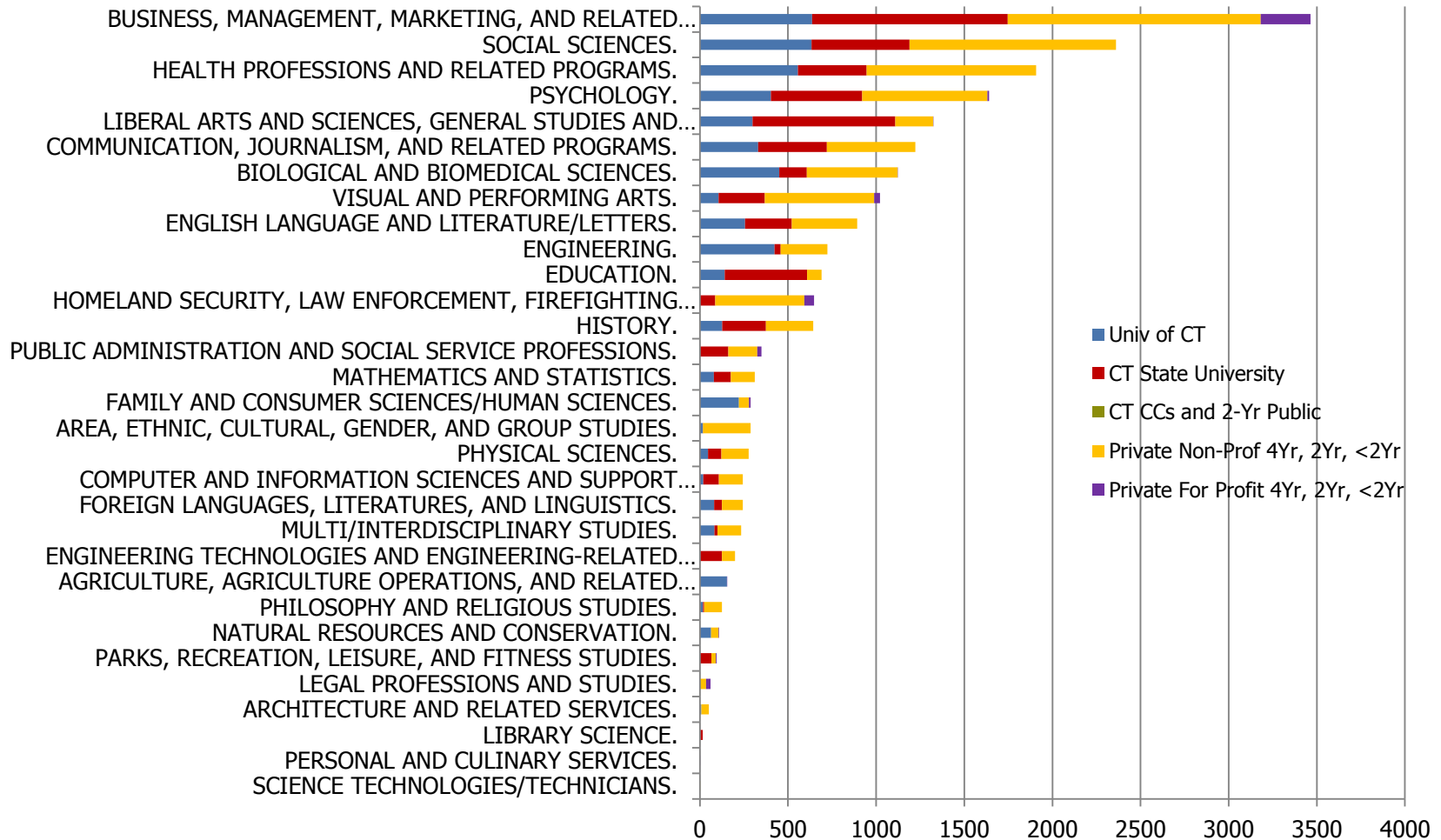
CERTIFICATES - Completions for Connecticut Institutions, 2011-12, Includes Less than 1 Year and One to Two Year Awards



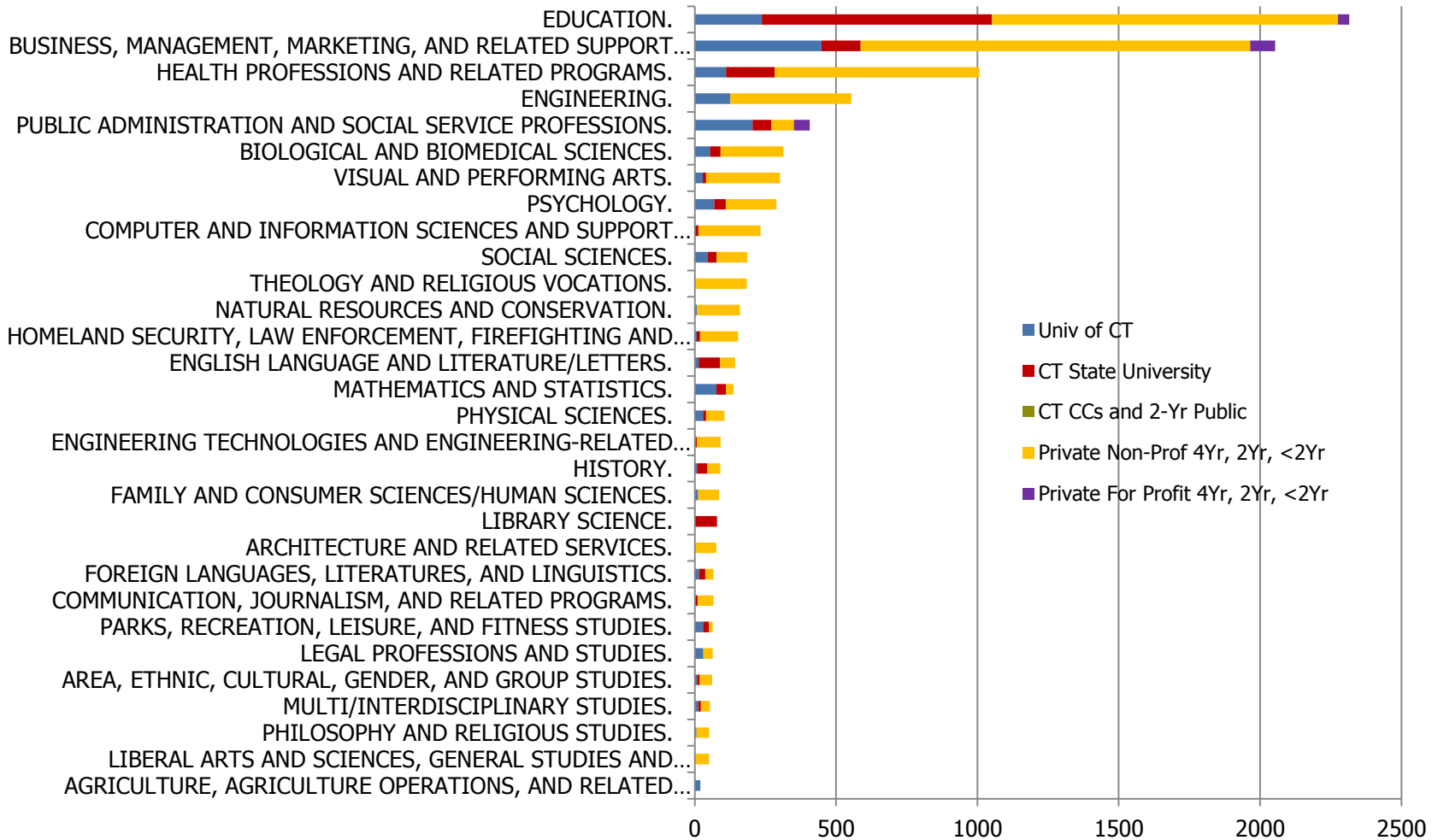
ASSOCIATES - Completions for Connecticut Institutions, 2011-12, Includes Associates and 2-4 Year Awards



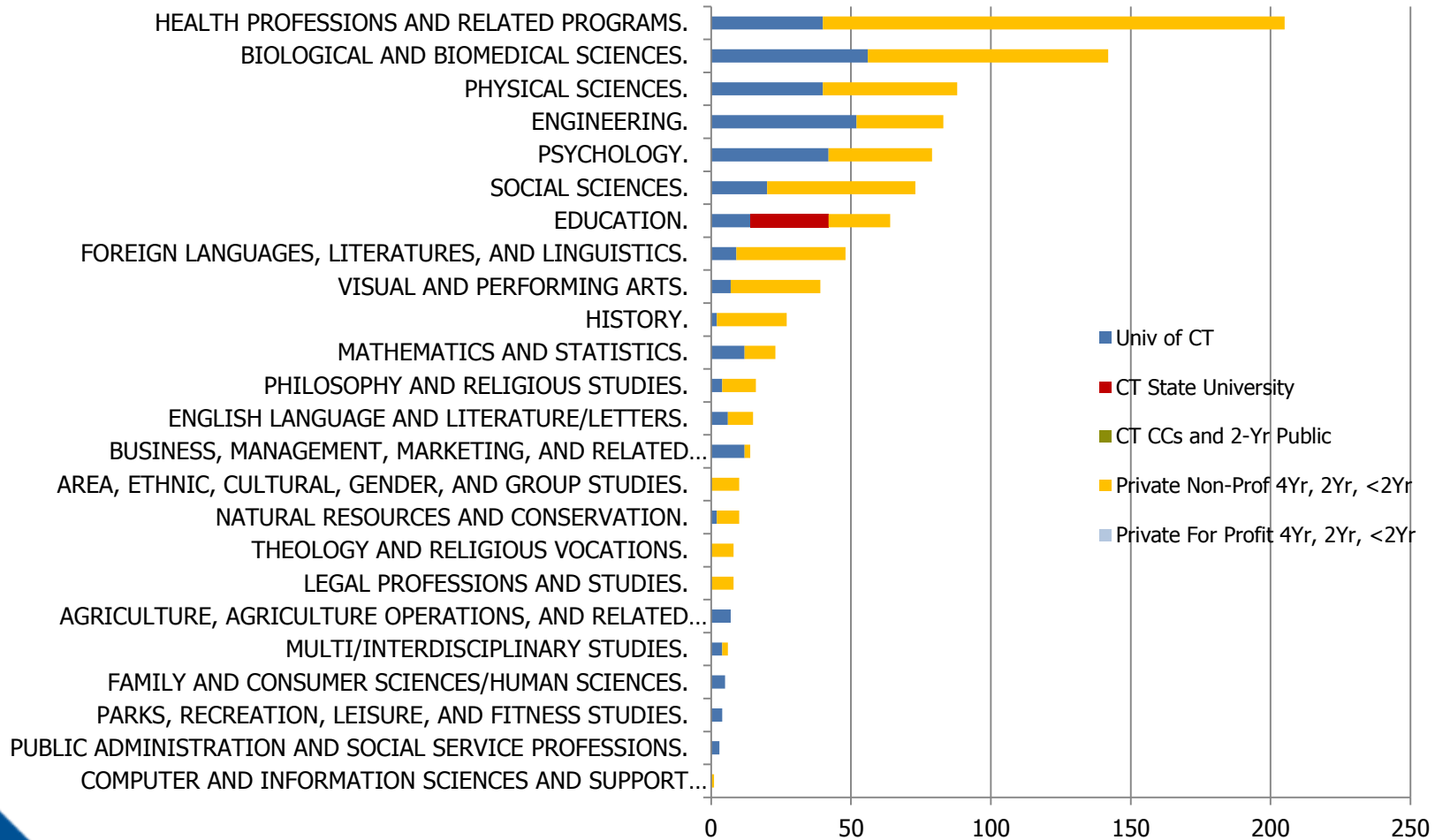
BACHELOR - Completions for Connecticut Institutions, 2011-12



MASTERS - Completions for Connecticut Institutions, 2011-12



DOCTORATES - Completions for Connecticut Institutions, 2011-12



Design Principles

- For Four-year institutions
 1. Increase in number of degrees produced – most recent year relative to average of prior three years
 - Baccalaureate
 - Masters
 - Doctoral & First Professional
- For Two-Year institutions
 2. Increase in number of degrees produced – most recent year relative to average of prior three years
 - Associates
 - Certificates in selected fields
 - Transfers with at least 30 credits to an in-state four-year institution
- For ALL institutions
 3. Value of a completion is weighted 1.5(?) for awards in workforce shortage areas as defined by the Planning Commission
 4. Value of a completion is weighted 1.5 (?) for awards to students from underrepresented populations as defined by the Planning Commission
 - Low income/Pell recipients (?)
 - Minorities (?)

Design Principles

- For all Research Universities
 5. Increase in dollar value of externally funded research - must recent year relative to average of prior three years
 - Value of 2.0 (?) is applied to research funds received from in-state funders
 6. Other measures of contributions to economic vitality?
 - Licensure revenues?
 - Employment in in-state spin-off companies?
- For all Public Institutions
 7. Decreases in (tuition & fee plus state appropriation) revenues per completion. Where completer is defined as:
 - Degree recipient for 4-year institutions
 - Degree recipient, certificate recipient (in selected fields), or transfer with 30 or more credits for 2-year institutions
 8. Increase in number of undergraduate completers per 100 FTE UG enrollees

Implementation Principles

1. Performance scores/allocations are calculated separately for each institution
2. Results are aggregated for
 - UCONN
 - CSUC – 4-Year
 - CSUC – 2-Year
 - Charter Oak
3. Allocations are made at the aggregate level to the appropriate governing board
4. Governing boards make allocations to institutions