

WASHINGTON STATE

Council of Presidents



House Education Appropriations Work Session
September 25, 2012

Jane Sherman, Interim Executive Director
The Council of Presidents

Performance/Accountability

ESSHB 1795

Performance/Accountability Topics - ESSHB 1795

1. **Government-University Partnership
Project for Effectiveness and Efficiency –
GUPPEE**
2. **Accountability and Monitoring
System**
3. **Performance Plans**

Government-University Partnership Project for Effectiveness and Efficiency - GUPPEE

Efforts to date:

- Established project structure with higher education institutions, COP, OFM and Governor's Office;
- Priorities developed to pursue items to increase efficiency and effectiveness for higher education institutions;
- Follow up with selected agencies initiated. Higher Ed institutions leading discussions on rules, regulations and reporting with other agencies;
- ***November 15 report to legislature*** will highlight improvements made to date, anticipated improvements from recent changes, and goals for further action during coming years.

Government-University Partnership Project for Effectiveness and Efficiency -- continued

Initiatives in process:

- Rules, regulations and process reviews underway, including:
 - Year end financial reporting (partnership with OFM)
 - Sponsored project billing (planned LEAN project with various agencies and Governor's Office)
 - Emissions reporting to Department of Ecology simplified

- Potential requests to reintroduce prior legislation:
 - Electronic authorizations (SB 6069)
 - Capital project review thresholds (HB 2735)

- Potential requests for new legislation:
 - Reauthorization of alternate public works contracting
 - Possible relief from duplicative reporting if statutory changes required

Government-University Partnership Project for Effectiveness and Efficiency – continued

Increased efficiencies and effectiveness from flexibility provided by HB 2585 (metrics to validate under development):

- **Travel:** All institutions have implemented various alternatives for arranging and reimbursing travel costs such as: increased departmental travel cards for more immediate action; options for most effective means of booking travel; improved internal authorizations;
- **Procurement Bid Limits:** All institutions have implemented the higher bid limits, resulting in more rapid award of competitive solicitations within the new limits;
- **Maintenance contracts:** All institutions will assess maintenance contracts for risks and benefits of longer terms, and issue longer term contracts when in best interests of the institution;
- **Mandatory Direct Deposit:** Several institutions will implement direct deposit or alternatives, such as payroll cards in 2013; others are looking at benefits and costs to change.

Accountability and Monitoring System – ESSHB 1795

To *provide consistent, easily understood data* . . . within Washington and [compared with] other states . . . data must be *reported to the education data center annually by December 1st*, and at a minimum include [the following, and must] be *disaggregated by race and ethnicity, gender, state and county of origin, age, and socioeconomic status*:

- Bachelor's degrees awarded;
- Graduate and professional degrees awarded;
- 4 YR Graduation rates
- 6 YR Graduation rates
- Transfer rates
- Time and credits to degree
- Enrollment in remedial education
- Success beyond remedial education
- Credit accumulation
- Retention rates
- Course completion
- Program participation
- Annual enrollment
- Annual first-time enrollment
- Completion ratio
- Market penetration
- Student debt load

Performance Plans – HB 1795

- Required biennially, beginning Sept. 1, 2011
- Negotiated with OFM; available at www.ofm.wa.gov
- Include expected outcomes on at 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

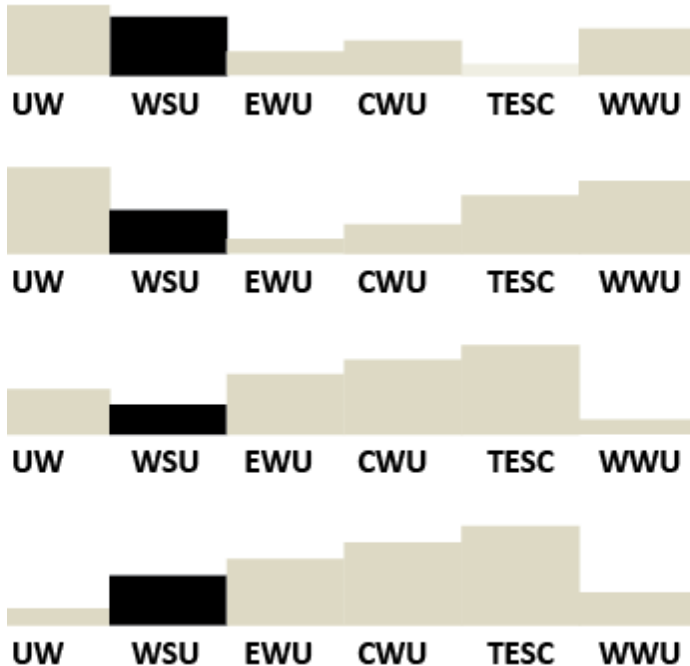
Student Enrollment:

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

Median SAT score, 2011: **1095**

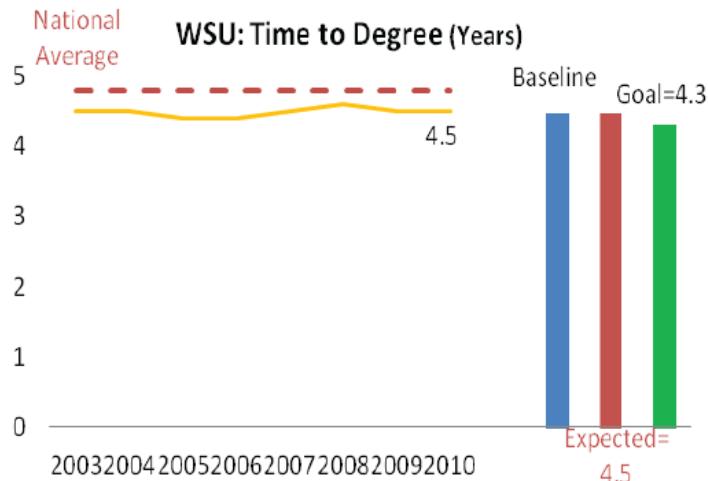
Percentage of Pell-Eligible Undergraduates: **34.4%**

“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

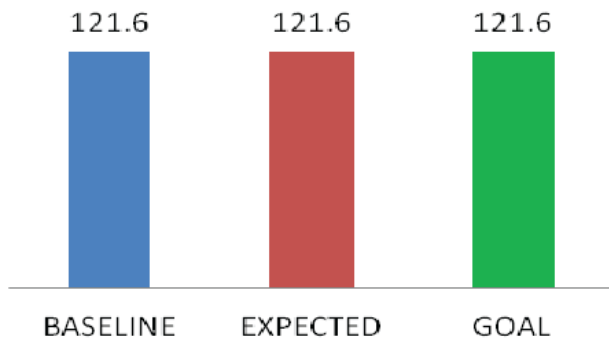
Time and Credits to Degree



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

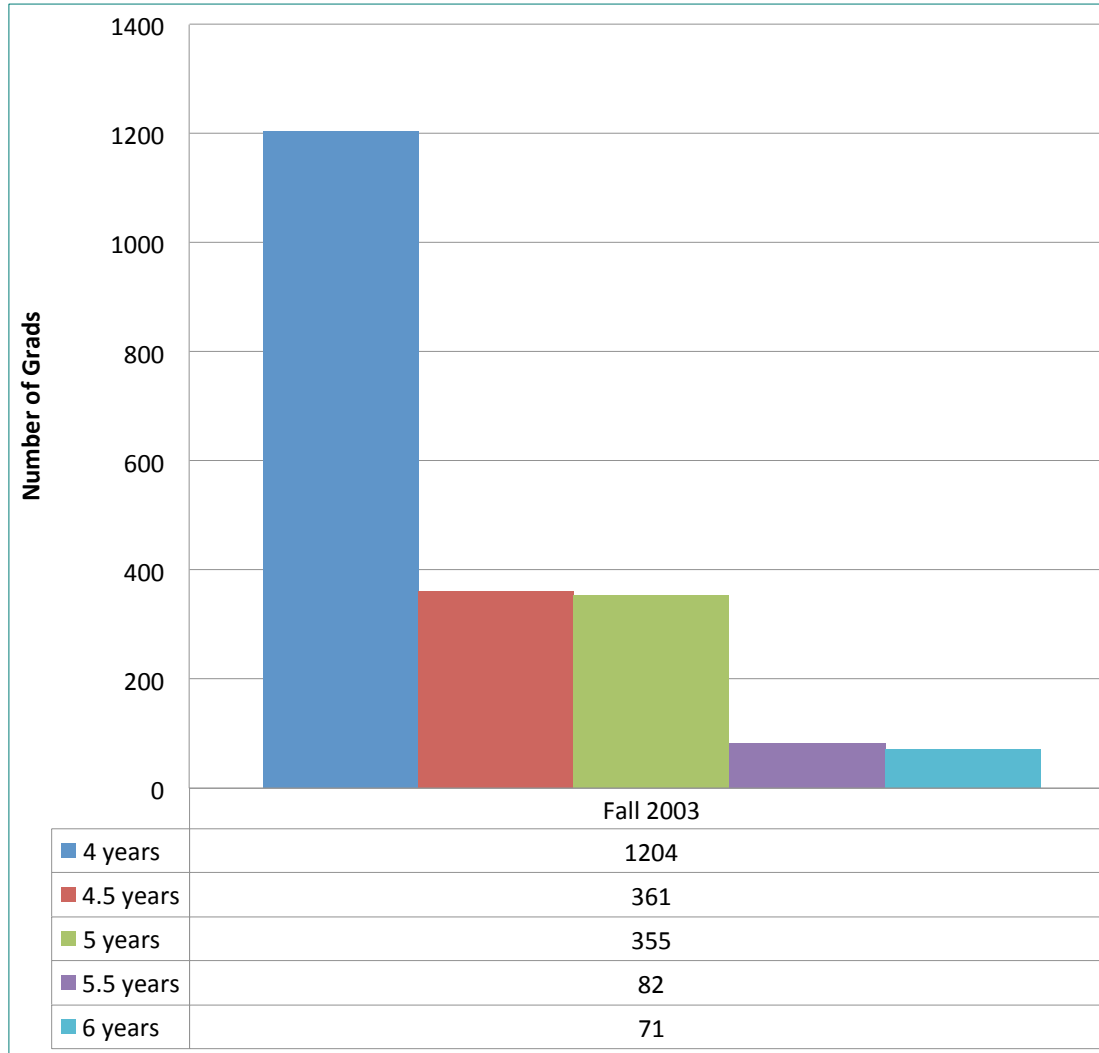
- WSU's average time to degree of 4.5 years is slightly better than the national average of 4.8 years. The goal is a reduction in time to degree to 4.4 years

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.

Time-to-Degree example -- WSU Pullman



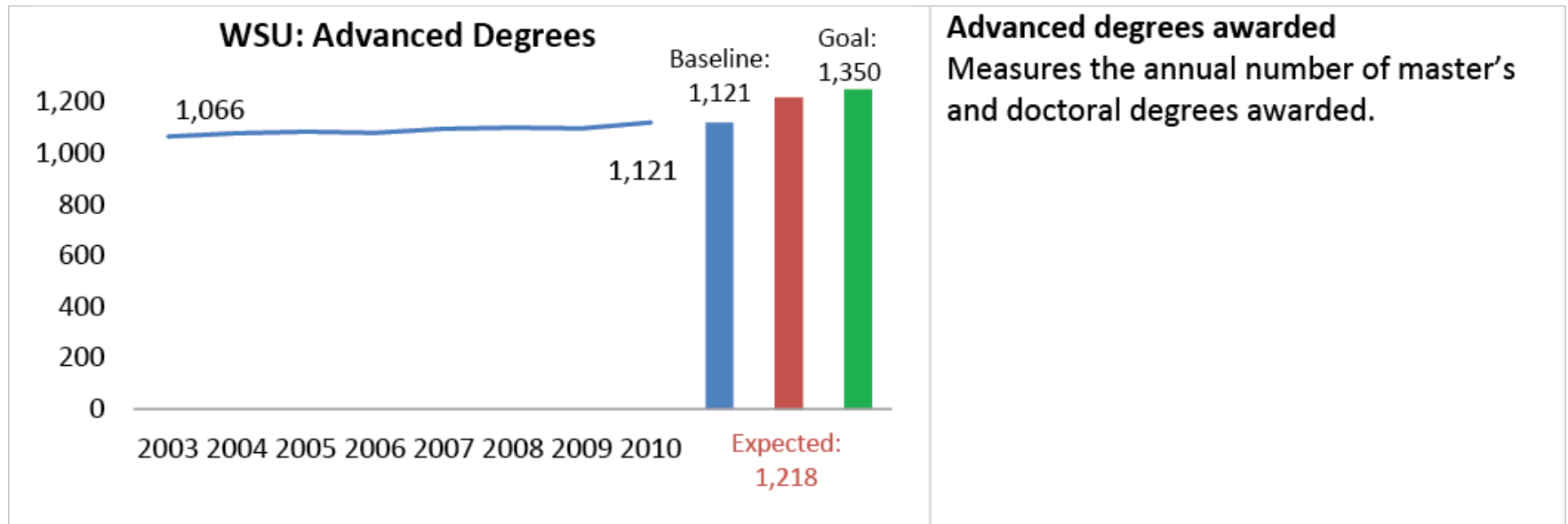
Performance Plan Example: Retention

Student Retention and Success	
<p style="text-align: center;">WSU: Freshman Retention Rate (Percent)</p> <p>2003 2004 2005 2006 2007 2008 2009 2010</p> <p>Expected= 83.8</p>	<p>Retention rate (fall-to-fall, new full-time, first-time students) 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"> WSU's freshman retention rate of 83.8 percent is better than the national average. The goal is further improvement to 85.0 percent.
<p style="text-align: center;">WSU: Low Income Student Retention</p> <p>2003 2004 2005 2006 2007 2008 2009 2010</p> <p>Expected= 80.1</p>	<p>Retention rate, Pell Grant recipients (fall-to-fall, new full-time, first-time students) 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 style="text-align: center;">WSU: Four-Year Graduation Rate (Percent)</p> <p>2004 2005 2006 2007 2008 2009 2010</p> <p>Expected= 39.1</p>	<p>Four-year graduation rate (new full-time, first-time students) Measures the percentage of all undergraduate students attaining a bachelor's degree within four years of enrollment.</p> <ul style="list-style-type: none"> WSU's current four-year graduation rate is better than the national average. The goal is further improvement to 40.0 percent.

Performance Plan Example: 4 yr. Graduation rate Low Income Students

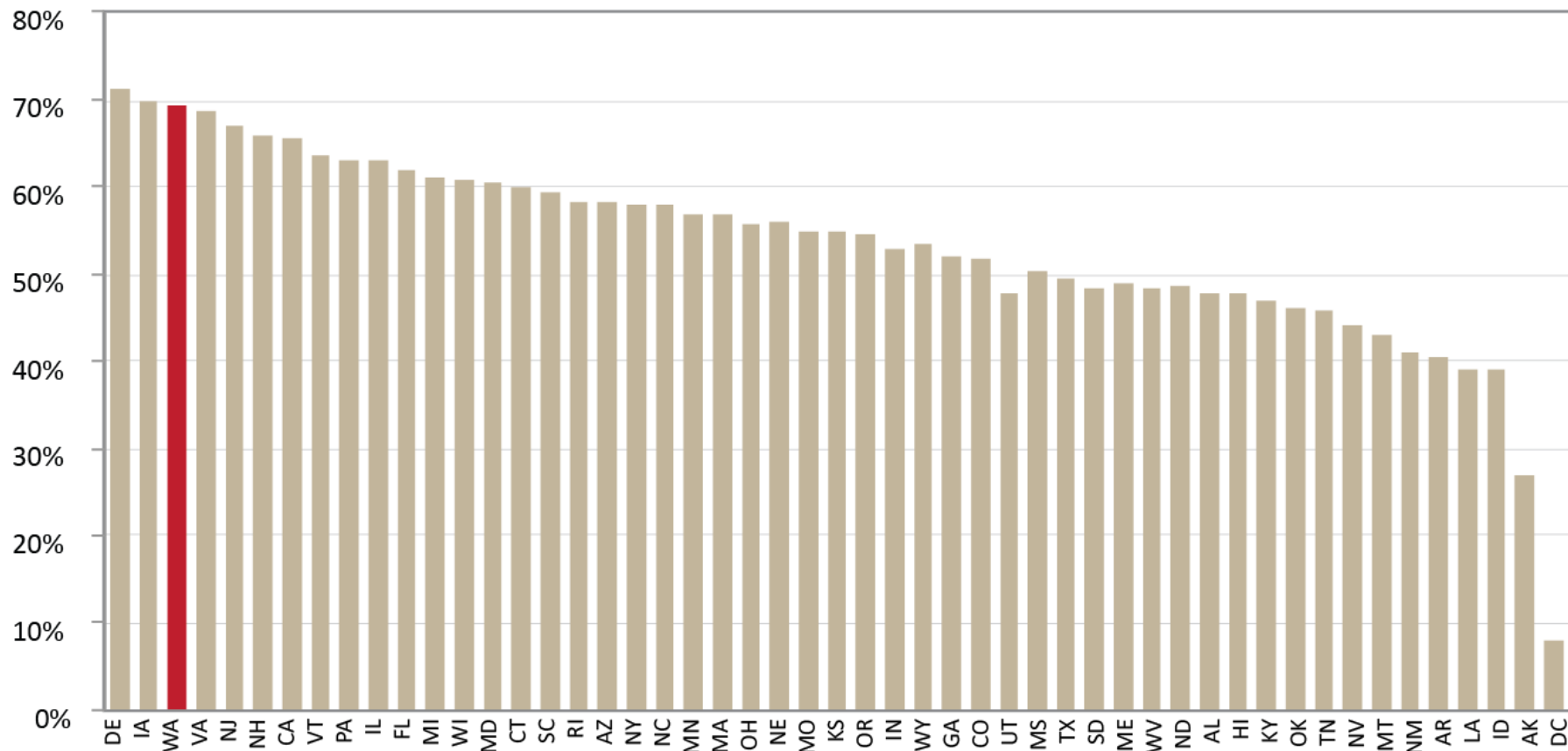
<p>WSU: Four-Year Graduation Rate, Low Income Students</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>BASELINE</td> <td>26.7</td> </tr> <tr> <td>EXPECTED</td> <td>26.7</td> </tr> <tr> <td>GOAL</td> <td>30</td> </tr> </tbody> </table>	Category	Value	BASELINE	26.7	EXPECTED	26.7	GOAL	30	<p>Four-year graduation rate, Pell Grant recipients (new full-time, first-time students) Measures the percentage of low-income undergraduate students attaining a bachelor's degree within four years of enrollment.</p>										
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Performance Plan Example: Advanced degrees



Washington's public baccalaureate institutions have the *3rd best 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

Transfer and Articulation – ESSHB 1795

- A number of transfer related measures are contained in HB 1795, all of which have been implemented.
- Transfer students and freshman-entry students in Washington complete their bachelor's degrees with nearly the same number of accumulated credits.
- **72%** of transfer students with an associate's degree graduate in three years – a **15% increase** from the period from 1997-98 through 2001-02.
- In 2009-10, nearly **19,000** Washington community and technical college students transferred to four-year institutions in the state. Nearly 70 percent enrolled at public four-year institutions.

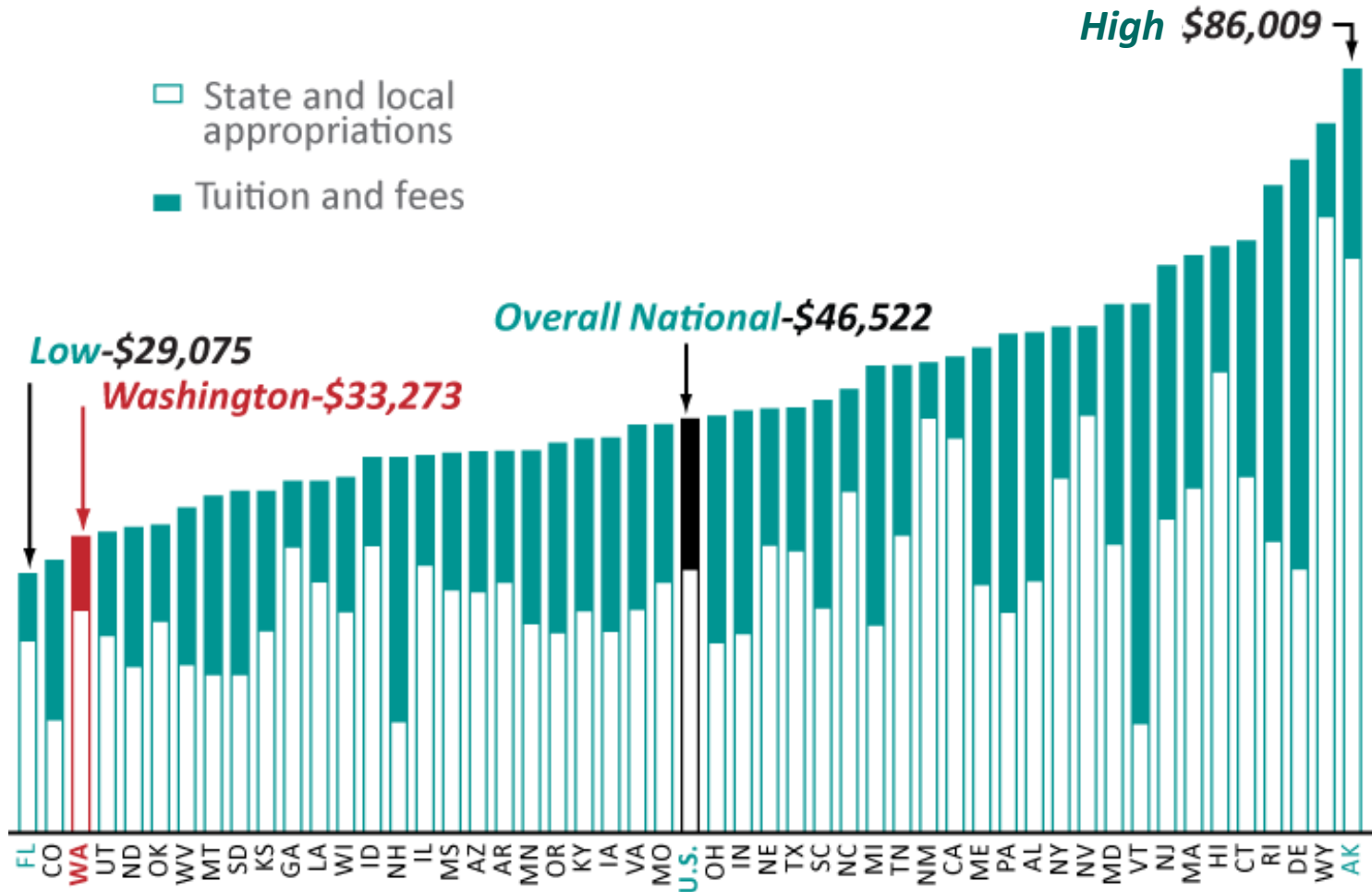
High-employer demand programs of study

Since 2002-03, our institutions have produced **35%** more baccalaureate degrees in high demand fields of study. By comparison, total public baccalaureate degree growth over the period was **11%**.

Academic Year								
Instructional Program Areas	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Engineering	875	867	849	901	905	922	983	1007
Engineering Technologies and Technicians	155	200	189	198	219	230	259	256
Computer and Info Sciences	470	526	486	409	427	371	386	471
Math, Biological and Physical Sciences	1,483	1,476	1,632	1,664	1,854	1,843	1,965	2,066
Allied Health & Health Sciences	759	830	897	982	1,074	1,131	1,281	1,279
Public Baccalaureate Total	3,742	3,899	4,053	4,154	4,479	4,497	4,874	5,079

Source: Government Management Accountability and Performance data

Funding per degree or certificate



Source: SHEEO State Higher Education Finance Survey 2008, NECS< IPEDS Completion Survey; U.S. Census Bureau, American Community Survey, Public Use Microdata Samples