System Redesign Phase 2
Student Success Task Group

Meeting Agenda
November 8, 2018
2:00-4:00 p.m.

1. Task Group Orientation

   a. Introductions
   b. Expectations
      i. Review Charge
      ii. Further guidance from Chancellor
   c. Common starting point
      i. System webinars on availability of System data
   d. Method of Operation
      i. SharePoint site
      ii. Future meeting dates

2. *Overview to Measuring Student Success in Higher Education*

   a. System's history with student success measures
   b. Growing national consensus on student success measures:

   "Leading with Data" speaks in lay terms to how higher ed leaders are using data to drive continuous institutional improvement
   http://www.ihep.org/sites/default/files/uploads/postsecdata/docs/resources/ihep_leading_with_data_-_final.pdf

   "Answering the Call" provides an overview of the national standard measurement framework developed by the postsecondary data collaborative: https://postsecondary.gatesfoundation.org/wp-content/uploads/2016/02/AnsweringtheCall.pdf

3. Next Steps

    a. Reading materials
        i. Measurement framework developed by the national [postsecondary data collaborative](#)
        ii. Goal setting: University of North Carolina, [Setting System Goals for Affordability and Efficiency](#)
    b. Questions, suggestions
    c. Next meeting

System Redesign – Phase 2
Overview

Purpose: The next phase of the System Redesign will put in place the tools that we will need as leaders to manage and grow our enterprise including:

- A shared understanding of the role the System plays in supporting student success and university success—one that will consistently guide how we address governance, policy, resource planning, and other System issues.
- System goals, with targets for student success and university success.
- University strategies, with goals and targets aligned with System goals.
- University resource plans that are aligned with and designed to advance university strategies and to assist presidents in leading their universities to achieve those strategies, and that are developed according to a common accountability framework.
- A consistent and integrated approach to tuition setting and the allocation of state funding—an approach that is tied directly to and grows out of the above.
- Transparency and inclusiveness in decision-making, strategic directions, and accountability reporting that encourage a new culture of shared understanding of and support for students, universities, and the System.

Approach: We will continue to use the task group structure that has guided the System Redesign efforts thus far, including the use of the website as a clearinghouse of information and a collection point for feedback from students, faculty, staff, trustees, legislators, and all stakeholders. Task groups will include students, faculty, staff, presidents, trustees, and Board members and will be staffed by OOC staff.

Timeline: January 17, 2019–task group recommendations presented to the Board for affirmation.

Student Success Task Group

Purpose: To recommend to the Board for consideration two or more student success measurement frameworks to guide the establishment of System goals, university strategies, and associated resourcing plans. The adopted measurement framework will also inform development of a methodology for allocating the state appropriation and the accountability framework that will be used to evaluate individual and institutional performance and ensure and support continuous improvement. For each measurement framework that is proposed, the task group will recommend a core set of measures around which the System should set goals, identify strengths and potential weaknesses of the framework and the goal setting recommendations, as well as any implications with respect to how adoption of the framework and goals will inform how we think about the System's role, its governance, strategies, and resource planning approaches, etc.

In developing recommendations, the task group will:
- Review the System's data resources and capabilities.
- Review and consider emerging best practices in higher education.
- Recommend measures that enable the System to gather and report on university and System progress in a consistent way, while providing each university the flexibility needed to chart the course that best suits the needs of its students and the community it serves.
- Recommend what measures the System ought to set goals around.
- Consider the measures—at both the university and System levels—as an opportunity to guide and report on ongoing strategic discussions about student success, such as: who are our students? who ought they be? what is meant by "student success"? what level of success is expected of students? how do we support them in achieving success?
- Adopt a disaggregated approach that recommends data be collected for specific student groups (e.g. at different income levels, by race/ethnicity, etc.), enabling us to understand and enhance support for the success of all students.

Student-Centered Metrics Used by the State System

System Accountability

The State System's System Accountability Plan (SAP) in use from 2003-04 through 2011-12 was rooted in the values of the System as identified in goals from *Leading the Way*, the 2004-2009 State System's Strategic Plan. The Plan provided a means of reporting on performance outcomes in key areas related to student achievement, university excellence, and operational efficiency.

Performance Funding

The State System's 2012-2017 Performance Funding Program was designed to measure the outcomes of the State System University's efforts in the success of our students, comprehensive access to opportunity, and stewardship of our resources in service to the Commonwealth's communities and regions.

Student-Centered metrics used within both the System Accountability and Performance Funding plans can be categorized into five groups:

1. Completions
2. Persistence
3. Graduation Rates
4. Access/Enrollment
5. Student Assessment/High-Impact Practices.

1. Completions

Completions or awards, were measured in multiple ways, looking at total number of completions, completions by program type, and as a ratio of awards per full-time equivalent (FTE) enrollment. Completions were also analyzed by race/ethnicity, federal Pell Grant recipient status, and transfer status.

Completion Measures used in System Accountability/Performance Funding

- Degrees Conferred
- Science, Technology, Engineering, Math and Health Profession (STEM-HP) Degree Recipients
- Undergraduate Degrees Awarded per 100 FTE (Full Time Equivalent students)

2. Persistence

Persistence and retention were measured by looking at the percentage of students who returned for their second, third, and fourth years. Measures included analyses comparing second-year persistence rates by race/ethnicity.

Persistence Measures used in System Accountability/Performance Funding
- Second-Year Retention
- Third-Year Persistence
- Fourth-Year Persistence
- Closing the Freshmen Second-Year Persistence Rate Gap for Non-majority Students

Graduation Rates

Graduation rates were measured by looking at the gaps between completion percentages of students based on race/ethnicity and socioeconomic status. Graduation rates were analyzed for both first-time freshmen and transfer student cohorts.

Graduation Rates Measures used in System Accountability/Performance Funding

- Closing First-Time Freshmen Achievement Gaps by race/ethnicity and Pell-recipient status
- Closing Transfer Student Achievement Gaps by race/ethnicity and Pell-recipient status

3. Access/Enrollment

Access/Enrollment was measured by looking at the gaps between enrollment percentages of students based on race/ethnicity and socioeconomic status. Enrollments were analyzed for both first-time freshmen and transfer student cohorts. Additional access/enrollment measures examined the enrollment trends of certain subpopulations of interest including international students and students enrolled in distance education courses.

Access/Enrollment Measures used in System Accountability/Performance Funding

- Closing the First-Time Freshmen Access Gaps by race/ethnicity and Pell-recipient status
- Closing Transfer Student Access Gaps by race/ethnicity and Pell-recipient status
- Increasing the Number of International Students
- Increasing the Number of Students Enrolled in Distance Education Courses
- Increasing the Number of Students Enrolled in Study Abroad Programs

4. High-Impact Practices/Student Assessment

High-Impact Practices/Student Assessment was measured by looking at students' critical thinking and writing test scores as well as participation in nationally recognized activities identified as high-impact practices (HIPs). HIPs include a variety of activities that have been demonstrated to improve student engagement, persistence and degree completion including student research, internships, study abroad, etc.

High-Impact Practices/Student Assessment Measures used in System Accountability/Performance Funding

- Senior CLA, CAAP, or ETS Proficiency Profile Scores
- Number of Students Participating in Research with a Faculty Member
- Percent of Freshmen Participating in First-Year Experiences
- Percent of Seniors Participating in High-Impact Practice Activities