

Illinois Community College Board

WHAT ARE THE FISCAL YEAR 2017 MEASURES FOR COMMUNITY COLLEGE PERFORMANCE FUNDING?

Beginning in fiscal year 2013, the Illinois public higher education budget is statutorily required to include a performance based component in the annual funding allocations. Community college performance funding measures, see inset box at right, were developed by a group of representatives from the system. As outlined in [Public Act 97-320](#), the measures award community college performance for advancing success of students who are academically or financially at risk and focus on increasing college course, certificate, and degree completion. The community college metrics recognize the unique mission of the colleges through factors such as progress through key academic milestones, transfer to a baccalaureate institution, and degree completion. A total of \$360,000 was appropriated for performance funding in fiscal years 2013 and 2014, and the grant was eliminated the following two years. Additional information about each measure and the source of data follows.

Community College Measures for Performance Based Funding

1. Degree & Certificate Completion
2. Degree & Certificate Completion of At Risk Students
3. Transfer to a 4-year Institution
4. Developmental Advancement
5. Momentum Points
6. Transfer to a Community College

1. Degree & Certificate Completion

This measure provides an unduplicated count of the number of community college degree or certificates awarded. The data source is the ICCB Annual Enrollment and Completion (A1 & A2) submissions. This metric is also collected for Complete College America Outcome Metric One Degree Production and available on the ICCB Complete College America Web Portal. High School Equivalency completers, Basic Skills, and Vocational Skills Certificates are not included.

2. Degree & Certificate Completion of At-Risk Students

This metric measures how many at-risk students completed a community college degree or certificate. At-risk students are defined as those that are economically disadvantaged or enrolled in pre-college developmental courses. Pell eligibility is used to determine economic disadvantaged students. The student could be counted as both Pell eligible and remedial. The data source for students with remedial hours is the ICCB Annual Enrollment and Completion (A1 & A2) submissions. Economically disadvantaged (Pell Eligible) students are determined by a data match between the ICCB Annual Enrollment and Completion (A1 & A2) submissions and Illinois Student Assistance Commission financial aid records. This metric is also collected for Complete College America Outcome Metric One Degree Production and available on the ICCB Complete College America Web Portal. High School Equivalency completers, Basic Skills, and Vocational Skills Certificates are not included.

3. Transfer to a 4-year Institution

This metric measures how many students transfer from a community college to a four-year campus within three years. The data sources are the ICCB Fall Enrollment (E1) and Annual Enrollment and Completion (A1 & A2) submissions and the National Student Clearinghouse (NSC). This metric is also collected for Complete College America Outcome Metric Three Transfer Out and available on the ICCB Complete College America Web Portal.

4. Developmental Advancement

This metric measures how many underprepared students transition from remedial/developmental education to college-level coursework. A one-year change in percentage of remedial students who advance to college-level courses is calculated. The data source is the ICCB Annual Enrollment and Completion (A1) submission.

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5. Momentum Points

Momentum Points consist of three separate measures: 1) first-time, full-time students completing 24 credit hours in their first academic year and first-time, part-time students completing 12 hours in their first academic year, 2) Adult Education students advancing to college-level coursework, and 3) Adult Education students achieving an Educational Functioning Level Gain. The data sources are the ICCB Fall Enrollment (E1), Annual Enrollment and Completion (A1) submissions, and Data and Information System Illinois (DAISI). Components of the metric are also collected for Complete College America Progress Metric Four Credit Accumulation and the Federal Accountability System (National Reporting System) for Adult Education.

6. Transfer to a Community College

The transfer component measures how many community college students laterally transfer to a two-year institution within three years of entry (not including intra-district transfers). The data sources are the ICCB Fall Enrollment (E1) and Annual Enrollment and Completion (A1 & A2) submissions and the National Student Clearinghouse (NSC).

Detailed data and additional information on Illinois Community College Board Performance Based Funding is located on its website at <https://www.iccb.org/>.