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GOING FOR THE GOLD¹

“Make no mistake, I support the idea of performance funding because moving from bronze to gold would give us the ability to gain \$3.4 million in additional resources.”—Dr. Ken Atwater

Dr. Ken Atwater, President of Hillsborough Community College (HCC), saw the email flash across his monitor, “2018-19 Performance Funding: Hillsborough Community College” sent from the Chancellor of the Florida College System (FCS). The email was 12 months in the making. In 2015, the Florida Legislature created the first performance funding-based incentive program in its General Appropriations Act (Laws of Florida Ch. 2015-232. (n.d.)). Proviso language required the State Board of Education to allocate performance funds pursuant to a performance funding model. The performance model had four performance funding metrics: retention, graduation, wages and job placement (see Exhibit 1).

This one message would answer a burning question that had been lingering in the college’s top administrators’ minds: Where would the college land in another year of performance funding? Atwater contemplatively read the email, “A Bronze ranking, again.” This Bronze designation meant the college was not eligible for new state distributed performance funds—meaning almost \$2 million would not be appropriated to HCC. Atwater asked himself “what needs to be done so HCC is eligible for this funding?”

The 2015 Florida Legislature inserted language into its General Appropriations Act creating the FCS’ performance funding-based incentive program. The direction of millions of dollars distributed throughout Florida colleges had been determined including a final ranking of Gold, Silver, Bronze or Purple for each college, with Gold being the highest ranking. This ranking determined whether HCC received millions in new dollars; money that in an environment of budget cuts to the entire FCS over the last two years would be extremely important to the students, faculty, and administrators across Hillsborough County.

Atwater knew the college needed to improve its score, thus allowing HCC to move into a Silver or Gold category. The improvement in the score to gain the additional dollars boiled down to concentrated efforts towards providing the best education for students while equipping faculty with the right resources to improve effectiveness. Atwater thought, “Easier said than done. I am faced with the proverbial chicken before the egg or egg before the chicken. I may need funding to make the necessary changes to improve the scores. However, without the necessary changes to show improvement in scores, we will not receive the funding.”

Regardless of the dilemma, the question had to be asked, “What strategies should be implemented to increase scores in the four performance metrics that the college would be judged on? Should the college expand tracking of the cohort of students that is examined? Should new student success initiatives be rolled out to help students?” Atwater wanted answers. He had approximately two million reasons why.

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Higher Education in the United States

The United States has valued education since its inception. One of the founding fathers, George Washington, said “the best means of forming a manly, virtuous, and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail” (Washington, Lucas, 1999). In the US, the education system is decentralized as a result of the Tenth Amendment of the US Constitution, stating that any power not given to the federal government is given to the people or the states. Consequently, the overall jurisdiction to create and administer public schools was appropriated to the states. According to U.S. News & World Report, The United States was ranked #2 for the Best Countries for Education (McPhillips, 2018).

Origins

The United States had a postsecondary education system that was widespread and diverse. Establishment of the first universities dated back to the colonial era. According to the National Center for Education Statistics, the number of students projected to attend colleges and universities in fall 2018 was 19.9 million. Approximately 6.7 million students attended 2-year institutions and 13.3 million attended 4-year institutions in fall 2018. There were more than 600 public and 1,700 private, four-year colleges and universities in the United States (NCES, 2016).

The United States established the community college system in 1933. Community colleges generally attempted to be responsive to the community in which they operated. Specifically:

Community colleges (sometimes called junior colleges) fulfill several key missions: (a) form a transitional academic link between high school and the university; (b) offer vocational and technical training; (c) provide adult and community education services; and (d) serve the education and training needs of local employers. They generally offer two-year degree programs leading to the associate degree, as well as short certificate and diploma programs in a variety of academic and vocational fields. There are approximately 1,100 public and 700 private two-year colleges in the United States. (Education in the United States: A Brief Overview, 2007)

In most states, the state constitution addressed the subject of education and the state legislature had the preeminent authority over education topics. The state legislature delegated a significant amount of policy making authority to the state board of education. State boards of education were bodies of citizens appointed by the legislature or governor (or popularly elected, depending on the state). The state board was responsible for approving statewide education policies and determining budget priorities.

The Florida Legislature established the Community College Council in 1955 to recommend long-range plans for development of a system of junior colleges strategically situated across the state. The Council recommended that 28 community junior colleges be established to put higher education within easy commuting distance of virtually all Florida residents.

Hillsborough Junior College (HJC) became the 27th educational institution to be organized under the master plan. The College was founded on October 4, 1967, when Governor Claude Kirk appointed a Junior College Advisory Committee to the Hillsborough County Board of Public Instruction. Dr. R. William Graham was appointed the founding president in March 1968 (HCC Factbook, 2018). Jurisdiction was then transferred from the public school system to an appointed board of trustees, and in July 1968, the Advisory Committee became HJC’s first official Board of Trustees.

Florida's Higher Education System

Florida's public higher education system consisted of the State University System of Florida and the Florida College System. Florida had 12 public four-year universities and 28 public community and state colleges. The State University System of Florida was overseen by a Chancellor and governed by the Florida Board of Governors. The Florida Board of Governors was a governing board made up of seventeen members. There were fourteen voting members appointed by the governor as well as the Florida Commissioner of Education, the Chair of the Advisory Council of Faculty Senates, and the President of the Florida Student Association. The Board appointed a Chancellor who served as the system's Chief Executive Officer.

Florida College System institutions were governed by local Boards of Trustees who were appointed by Florida's Governor and confirmed by the Florida Senate. Florida Statute dictated that HCC's Board of Trustees consist of five members who reside in Hillsborough County. An ex-officio Student Trustee also served on the Board. The 28 colleges were coordinated under the jurisdiction of the State Board of Education (SBE). The SBE was a board composed of members appointed by the Florida Governor and confirmed by the Florida Senate. The role of the SBE was to guide and direct public K-12 education and the Florida College System.

The mission of the State Board of Education was:

Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality, efficient services

(Florida Department of Education, n.d.)

A Florida College System institution's associate degree could be transferred to any of the State University System's 12 universities thanks to Florida's Statewide 2+2 Articulation Agreement.

Established in 1971, Florida's Statewide 2+2 Articulation Agreement provides the foundation for the associate in arts degree as the most direct means of transferring from a Florida college to one of the 12 state universities to earn a baccalaureate degree. Articulation ensures that students receive credit for comparable coursework without unnecessary repetition when transferring from one institution to another.

(Solodev, n.d.)

Florida colleges had two primary funding sources. Approximately 50% was an appropriation from the Florida Legislature. \$1.2 billion was appropriated to the college system in the 2018/19 fiscal year. The other 50% was from tuition charged.

In 2015, the Florida Legislature created the first performance funding-based incentive program in the General Appropriations Act (Laws of Florida Ch. 2015-232. (n.d.)). Proviso language required the State Board of Education to allocate these funds pursuant to a performance funding model. The performance model had four performance funding metrics: retention, graduation, wages and job placement (see Exhibit 1).

In determining funding, all performance metrics were weighted equally with a maximum potential of 10 points each for a total maximum of 40 points. An institution must have earned at least 20 points to maintain its base funding. College performance fell into one of four categories; Purple, Bronze, Silver, and Gold: (see Exhibit 2).

But how does HCC move from Bronze to Silver or Gold? Dr. Atwater had ideas but as he was known to say, "*The devil is in the details*".

Hillsborough Community College (HCC)

HCC served more than 43,000 students annually. HCC provided academic offerings including associate in arts degree transfer tracks for those wanting the freshman and sophomore foundation of a bachelor's degree, as well as an associate in science programs and short-term certificate and vocational programs for those wanting advanced skills needed for direct employment. With nearly 2,300 people employed, HCC had an annual budget of \$164 million. 84% of HCC graduates remained in Hillsborough County and contributed more than \$1.1 billion annually to the local economy.

HCC was governed by a local District Board of Trustees, comprising of 5 members (District Board of Trustees. n.d). The board embodied a culture that resonated within HCC and the general Tampa Bay area. Local citizens with diverse backgrounds and from different industries were appointed by the Governor of Florida to volunteer their services on the Board. They had the "authority to adopt rules and procedures on issues related to the fulfillment of the college's mission, including but not limited to, governance, curriculum and instruction, programs, building, budget and finance, and personnel." (District Board of Trustees. n.d.). Dr. Atwater reported directly to the Board of Trustees and was their only employee.

Mission

HCC's mission, as described on their web-site, was to deliver teaching and learning opportunities that empowered students to achieve their educational goals and become contributing members of the local community and global society. Their vision was to excel in proactively responding to the evolving educational needs of their students, staff, workforce, and community through assessment and continuous improvement.

HCC's 8 core values, also declared on their website, were student success, community service, diversity and inclusion, sustainability, integrity, innovation, accountability, and professional development.

Institution Model and Performance Indicators

HCC's institutional model revolved around their student lifecycle; further showing their commitment to student success. There were eight Internal Accountability Key Performance Indicators (see Exhibit 3) that were measured for each stage of their student life cycle. The Florida Legislature further dictated that each

institution be measured by four statutorily mandated performance metrics that directly impacted performance funds. They were 1) retention 2) completion 3) job placement/continuing education, and 4) completer wages (see Exhibit 4).

Performance Measures

On four metrics for FY 2018-19, HCS performed below the FCS in retention and completion. HCC performed above the FCS in employment. In addition, HCC achieved high performance in completer wages as compared to local service area wages. Performance over 100% received maximum performance funding points. (see Exhibit 5).

“Hillsborough Community College maxes out in the wages and placement metrics. We put a heavy focus on workforce training and that's why we do well in these categories. For example, we instituted a welding program which resulted in 55 graduates and they had 200 jobs waiting for them. Our challenges are in the retention and graduation categories”. –Dr. Ken Atwater

Allocation of Performance Funding Points

Similar to FY 2017-18, for FY 2018-19 HCC remained in the “Bronze” funding category where base funding was restored but no performance funding was awarded.

A Bronze designation required earning between 20 points and points equated to one standard deviation below the mean of the Florida College System (29.02 for FY 2018-19). Five colleges were designated Bronze: Florida Keys, Gulf Coast, HCC, Miami-Dade, and Pensacola State College. A maximum of 40 points could be earned across the four measures.

HCC received a total of 22.56 performance funding points. This was virtually unchanged from the prior year total of 22.54 points. Most of the points earned by HCC were by virtue of excellent performance on the job placement and completer wages (19.56) metrics. The remaining three points were generated by performance on the measures of student retention and completion (see Exhibit 6).

Collaborate versus Compete

Dr. Atwater believed that the colleges in the area should not compete. The ultimate focus was on graduation and student success. As a result, he supported collaboration between Tampa Bay area colleges regardless of the service area. Out of respect for each institution, colleges routinely communicated new program goals and requested permission to offer programs outside their service area.

Leadership

Dr. Atwater’s leadership style was one where he was heavily engaged in the Institution's activities. He did not have a Chief of Staff like many other colleges. Dr. Atwater preferred to work with his 14 direct reports to brainstorm and generate innovative ideas. He implemented four pillars when he became the president of Hillsborough Community College comprising of Collaboration, Technological Advancement, Student Success, and Customer Service. Dr. Atwater successfully increased the graduation rate by 50% from 3,000 to 6,000 students between 2010 to 2018.

“The hardest part is getting the right people into the right job. I have 14 people reporting directly to me instead of a chief of staff like most other colleges. I could have a chief of staff like others,

but this is how I stay so close to everything. It's important to spend a lot of time on getting the right people, a lot of time!"--Atwater

How does Dr. Atwater Get HCC to the Next Level?

Cohort Tracking

The Florida Department of Education (FDOE) sent HCC documentation detailing the model's methodology and the cohorts used. The familiarity with the models and knowledge of the cohorts selected allowed HCC to recreate or duplicate the performance metrics determined by FDOE. Reproducing the data and understanding how it was calculated enabled HCC to review past trends and predict future performance patterns. (see Exhibit 7)

The measurements were based on students enrolled in the fall term. These students were full-time students and enrolled in college for the first time. These students were grouped into the first time in college (FTIC) cohort. Completion and retention rates were calculated based only on the full-time FTIC students. Lower retention and completion scores contributed to HCC's Bronze rating the previous two years.

Performance funding cohort tracking of HCC students upon admission to the college identified current and future students that contributed to the performance metrics. Tracking provided an opportunity to proactively intervene with institutional strategies, improving student performance and the ability to obtain a credential from the college. Student tracking allowed teachers to identify students that needed additional assistance and allowed for targeted program development that would directly address their needs. Designated tutors and advisors were made available to the cohort as a resource for guidance on program completion and graduation.

Software

HCC used insights generated by SAS-Business Intelligence (BI) tools for long-term and short-term goals and across organizational tasks. SAS-BI's role was to integrate data spread all over the organization providing users with self-service reporting and analysis. HCC used SAS-BI software to develop and create innovative programs that tracked and predicted student performance. SAS-BI was used across platforms to create multiple programs for HCC to address retention and graduation metrics. Since spring 2011, these SAS-BI programs helped add 5,121 additional completions to HCC's total completions that may not have otherwise occurred. (see Exhibit 8)

Advancement of Auto Graduation, Reverse Graduation, and Near Graduation programs

Data and feedback from HCC student surveys indicated that many students who completed courses necessary for certification or graduation were unaware of their completion status. HCC used SAS-BI as an innovative method to identify and reward those students who have met requirements for degree obtainment as well as students enrolled who were close to completing a degree; these processes were called Auto Graduation, Reverse Graduation and Near Graduation.

Auto Graduation allowed HCC to automatically award a degree or certification to students who unknowingly met graduation requirements. These students would then be included in federal and state data reporting that was used by FDOE to calculate their performance data.

Reverse graduation was a similar method of awarding students with an automatic credential:

“In spring 2013, HCC entered into a reverse-transfer memorandum of understanding with the University of South Florida (USF) and four sister state colleges to support completion efforts in the Tampa Bay region. Under the agreement, HCC students and the other state college students who transfer to USF prior to completing an associate in arts degree are reverse-awarded their associate degrees when they successfully complete the required courses at USF.” (Atwater, 2015)

Near Graduation was developed through SAS-BI to identify students enrolled or formerly enrolled and close to completing a degree. This analysis enabled advisers and staff the ability to contact students and inform the student they were “near graduation.” Advisers would then offer information and guidance towards completing a degree program. (Atwater, 2015)

Implementation of the Quality Enhancement Plan, *Start2Finish*

The HCC Quality Enhancement Plan (QEP) committee investigated data from SAS-BI which indicated high rates of attrition among First-Time-In-College (FTIC) students. The committee determined an extended advising of FTICs within a success course was necessary. The “Start2Finish” QEP was developed to improve retention and completion among FTIC students by employing additional advising, curricular, and co-curricular strategies during the students’ first year. It primarily targeted Associate of Arts (AA) degree-seeking students. It would become a focus of faculty-advisor teamwork to aid academic planning that aligned students’ aptitudes, career interests, and life goals. In addition to the early development of an academic plan, FTIC students would acquire college navigation skills and learn about college support services. Moreover, students would engage with the college community, participating in co-curricular activities related to their academic and career goals. HCC conducted a pilot of the program in the Spring semester of 2017; the initial findings by students was that the course made them feel more confident that they could stay on track and graduate college. (The Quality Enhancement Plan. (n.d.)).

Start2Finish addressed FTIC students by improving their knowledge of support services and outlining a path aligned with their goals and interests towards successful completion of their classes and programs. It also improved student retention and led to higher graduation rates; both of which were performance funding measures that HCC needed to improve. (The Quality Enhancement Plan. (n.d.)).

Expansion of FUSE

Many students enrolled in HCC for the numerous degree options, certifications, and credentials that the institution offered. Potential students also enrolled in HCC as a gateway to the University of South Florida (USF) because of its affordability compared to other state universities or private options that offered the same or similar programs. They would then transfer over to USF. The FUSE program was created with these types of students in mind to address their educational goals as well as to increase retention and graduation rates. (see Exhibit 9)

FUSE was a guaranteed admissions program between the University of South Florida and eight Florida College System institutions including HCC. The ultimate goal was to provide seamless pathways to get both an associate degree and a USF baccalaureate degree. Students who met the criteria of the program would be identified, co-advised and tracked as FUSE students and would be guaranteed admission to USF upon successful completion of the associate degree. A FUSE student would not just be admitted into USF, the student would also be enrolled in their specific degree program. FUSE students had to graduate within three years of enrollment and meet minimum test score requirements. Students choosing to join

FUSE would transition from one school to USF with a greater sense of belonging to both HCC and USF. The expansion of FUSE would also identify more students who were seeking admission to USF. These students would have been selected because of their high likelihood of completing the HCC associate degree and acceptance into USF. (FUSE. (n.d.))

The Politics of Performance Funding

Dr. Atwater realized the \$2 million that the college was fighting for in performance funding was a small percentage of the college's total budget of \$164 million. However, the attention that performance funding received at the state level and back home at the Board of Trustees level were optics that Dr. Atwater needed to consider.

He also needed to consider how much in administrative resources that he wanted to commit for this task. The college had a number of new initiatives and proven successes that all needed additional resources. Performance funding was a new priority given to him by his board and he needed to act on that direction.

Dr. Atwater also needed to be cognizant of the political ramifications. Each year, the college had to advocate for additional resources in Tallahassee during the annual legislative session. Performance funding had consistently been a priority of the House and Senate administrations and the Governor's office. Dr. Atwater needed to show how he was addressing HCC's performance in some way, but performance funding is not his only priority.

“Our top priority will always be our students. Any dollars the college can obtain are important and we should strive to obtain them since it means additional resources for students. New resources can be used for more than just an 18-year-old graduating from high school and entering college for the first time. These new dollars can be used for the single mom who is coming back to school to better her life for her and her child. The resources can also be used for somebody who wants to change their career and needs the credential to start a new journey. --Atwater

The Decision

After receiving his second straight Bronze performance funding rating, Dr. Atwater wanted to press forward with some game-changing initiatives. Dr. Atwater's objective was to find ways to increase the college's performance in 2 of the 4 metrics the college had historically rated lowest, retention and graduation. However, Dr. Atwater wanted to continue the volume of graduates the college had produced over the past 8 years while serving as HCC's president. Dr. Atwater was challenged with several different options that presented advantages and disadvantages but poised the administration to influence positively HCC's performance funding rating. Dr. Atwater stood in front of the window of his office overlooking downtown Tampa while considering the following options:

- **Performance Funding Student Tracking** would help with identifying past trends along with future projections. SAS-BI would also improve the precision of the projections, monitoring and targeting the correct students to get the biggest return on investment. A drawback of this strategy would include the additional resources needed such as tutors and advisors to help guide the students towards completion.
- **Advancement of auto-graduation, near-graduation, and reverse graduation** were additional processes that would help increase graduation and retention through the assistance of SAS-BI

tools. These tools would identify students that were either eligible for graduation or close to completion and provide them with a clear path to get their degree, positively impacting HCC's graduation rate. This strategy had its benefits but would present challenges including the manpower needed to run the models, locate and identify the students that fell under these guidelines and offer a tailored roadmap for their completion.

- **Implementation of the Quality Enhancement Plan, Start2Finish**, would give FTIC's the skills to navigate college successfully and provide support services that would presumably increase retention and graduation rates during the student's first year. Students felt like the course gave them the confidence to stay on track and graduate. However, with limited resources, additional faculty workload, and the need for additional advisors, would this improve retention and higher graduation rates enough to justify the costs?
- **Expansion of FUSE** would identify more students seeking admission to USF. Students would be guaranteed admission into USF after completing an AA at HCC. Since these students were typically high performing students, HCC would benefit due to increased completion and retention times. The college would incur additional costs for additional advisors and student monitoring.

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Biographies



Eric Johnson is the Director of Community and Government Relations at Hillsborough Community College in Tampa, FL where he develops and executes the college's agenda at the federal, state and local levels. He is charged with strengthening relationships with elected officials, governmental agencies, business leaders and the community while increasing support for the college. Johnson was honored by the Tampa Bay Business Journal with their "Up and Comer" award in 2016 recognizing him for his leadership in the Tampa Bay region. He was also selected as a member of Leadership Florida in 2018. Johnson graduated from Florida State University with a Bachelor of Arts in Political Science and will complete his Master of Business Administration at the University of South Florida in 2019.



Lanell Menezes is a Business Manager at Mettler Toledo - a global solutions provider, where he generates and steers business development and growth strategies, specifically focused on X-ray Product Inspection Technology within the Americas. Lanell graduated from Robert Morris University with a Bachelor of Science in Software Engineering and a Masters in Engineering Management. He has also completed his Master's Thesis in Robotics and Automation and is Project Management Professional (PMP®) certified. He will be completing his Master of Business Administration at the University of South Florida in 2019.



Tim Routier has 15 years in management with Verizon Wireless. He is the business telesales supervisor and oversees more than a dozen representatives and a department of 100 employees. He is in charge of hiring, motivating, coaching and training representatives. Tim earned a Bachelor of Science degree in Business Administration from the American International College in Springfield, Massachusetts, in 2002 and will be completing his Executive MBA from the University of South Florida in 2019.



Mikaela Walter's proficiency with numbers is satisfying the hunger of customers all over. She is a managing partner in a local full-service restaurant concept, 3 Square Restaurant Group that currently operates four restaurants in the West Central Florida region. Previously, she worked 10 years for Square One Development, a local 10-restaurant group concept. Walter graduated from the University of South Florida in 2000 with a bachelor's degree in accounting.



Keith White is in the business of taking care of sick and injured people and those recovering from medical procedures. He is a health science specialist with the James A. Haley Veterans Hospital in Tampa and director of Whole Life Home Health, a company that provides health-care services for people in their own homes. In his role at the James A. Haley Veterans Hospital, he conducts research for veterans with traumatic brain injuries. White earned a medical doctorate in 2005 from the Chicago Medical School in Chicago, Illinois, and a bachelor's degree in psychology in 1993 from Williams College in Williamstown, Massachusetts.

Exhibit 1: Florida Performance Funding

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Brief: Florida College System Performance Funding at HCC

9/1/2017

This brief will summarize the Florida College System (FCS) performance funding system and Hillsborough Community College's (HCC) standing. Components covered include history, a description of the performance metrics; the allocation of performance funding points; HCC's most current standing; and institutional strategies to improve performance leading to higher funding levels.

History

The first performance funding based incentive program for the Florida College System was created in 2015 as proviso in the General Appropriations Act. The final appropriations bill included a \$40 million performance fund consisting of \$20 million in new funds and \$20 million withheld from the colleges' base funding to be redistributed based on performance. The proviso language required the State Board of Education to allocate these funds pursuant to a performance funding model. For fiscal year 2017-18 total performance funding totaled \$60 million consisting of \$30 million in new funds (referred to as "state investment") and \$30 million withheld from institutional base funding (referred to as "institutional investment").

Performance Metrics

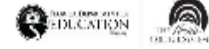
There are four performance funding metrics.

1. **Retention Rates:** The percentage of an entering fall cohort of full and part-time students that re-enroll in the subsequent fall. The cohort consists of First Time in College (FTIC), credit and non-credit (e.g. PSAV) students.
2. **Completion Rates:** The percentage of an entering fall cohort of FTIC, full-time students that graduate within two defined periods of time – 150% (e.g. three years for an associate degree) and 200% (e.g. four years for an associate degree). The cohort includes credit and non-credit students. This measure is also disaggregated for those students receiving a Pell grant at any time during the tracking period.
3. **Job Placement:** The percentage of graduates (credit and non-credit) that are employed or continuing their education within a year of graduation.
4. **Entry Level Wages:** A percentage comparison of the average wage of graduates within a year of graduation to the entry-level wages of the service area. One hundred percent (100%) would indicate that average graduates' wages were equivalent to entry level wages.

Source: Internal HCC memo

Exhibit 2: Florida College System

Florida College System: 2017-18 Performance Funding Model College Listed Alphabetically by Category



Category	Purple	Bronze	Silver	Gold
Funding Received	Base funds restored if improvement plan is successful. Not eligible for state investment dollars.	Base funds restored. Not eligible for state investment dollars.	Base funds restored and prorated share of state investment	Base funds restored, prorated share of state investment, portion of Purple and Bronze share of state investment, portion of Purple base funds if not restored through improvement plan.
Colleges	No Colleges	<ul style="list-style-type: none"> • College of Central Florida • Hillsborough Community College • Northwest Florida State College • Pasco-Hernando State College • Pensacola State College • Polk State College 	<ul style="list-style-type: none"> • Broward College • Daytona State College • Florida Gateway College • Florida Keys Community College • Florida State College at Jacksonville • Florida SouthWestern State College • Gulf Coast State College • Indian River State College • Lake-Sumter State College • Miami Dade College • North Florida Community College • State College of Florida, M-S • St. Johns River State College • St. Petersburg College • Tallahassee Community College 	<ul style="list-style-type: none"> • Chipola College • Eastern Florida State College • Palm Beach State College • Santa Fe College • Seminole State College of Florida • South Florida State College • Valencia College
Category Point Ranges	Less than 20 Points	20.0 to 26.46 points	26.47 to 37.02 points	37.03 to 40.0 points

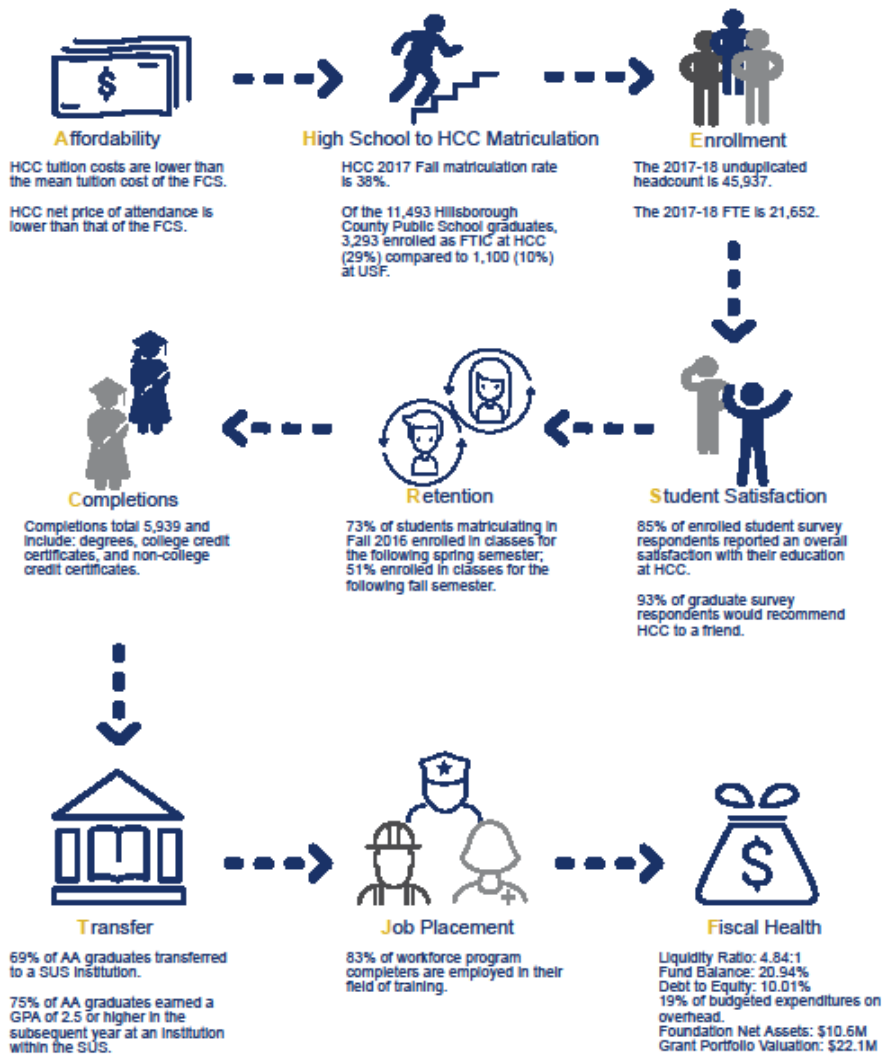
Source: Florida Department of Education

Exhibit 3: Key Performance Indicators



HCC

**Key Performance Indicators
Student Life Cycle Model**



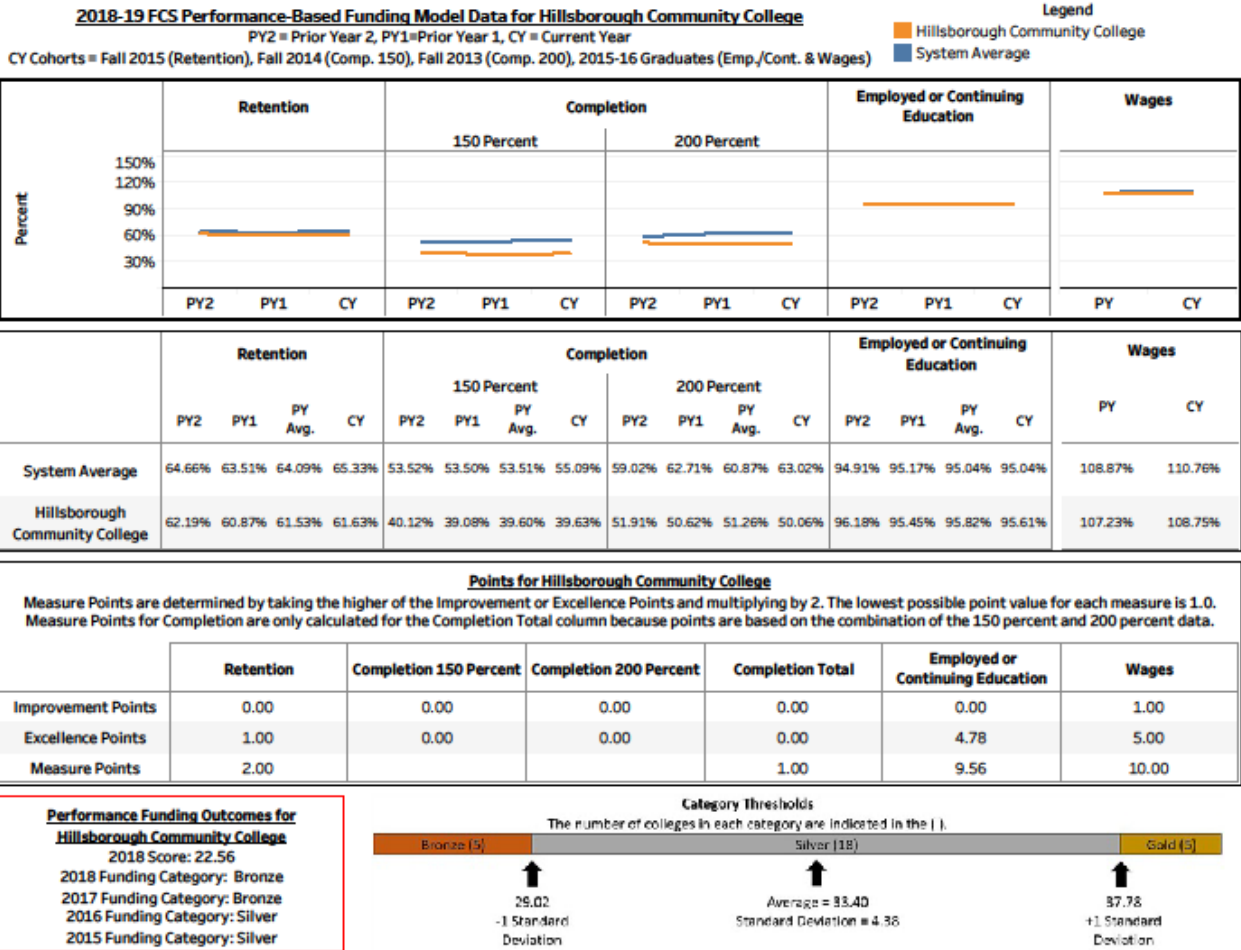
Source: Hillsborough Community College

Exhibit 4: 2017-18 Performance Funding



Source: Florida Department of Education

Exhibit 5: HCC Performance Funding Model



Source: Florida Department of Education

Exhibit 6: FY 2018-19 Performance Funding Results

Update: FY 2018-19 Performance Funding for HCC

7/12/18

Received this week from the Florida College System are fiscal year 2018-19 results for Hillsborough Community College and the FCS on each of four performance metrics. The metrics are 1) retention, 2) completion (150% and 200%), 3) job placement/continuing education, and 4) completer wages. This brief will summarize HCC performance compared to the FCS, allocation of performance funding points, performance funding dynamics and implications for HCC, budgetary impact, and next steps. This paper presumes a reading of a prior brief that synopsized the FCS Performance Funding System.

Performance

The table below displays HCC performance compared to that of the FCS on the four metrics for FY 2018-19. Note that HCC performed below the FCS in retention and completion. HCC performed above the FCS in employment. Also HCC achieved high performance in completer wages as compared to local service area wages. Performance over 100% receives maximum performance funding points.

Performance Measure	HCC (%)	FCS (%)
1. Retention (percent FITC retained fall to fall)	61.63	65.33
2. Graduation (percent of FTIC graduated)		
Graduation 150%	39.63	55.09
Graduation 200%	50.06	63.02
3. Employment	95.61	95.04
4. Completer Wages	108.75	110.76

Allocation of Performance Funding Points

Like the prior fiscal year, for FY 2018-19 HCC will remain in the "Bronze" funding category in which all base funding is restored (institutional investment) but no performance funding (state investment) is awarded. This was anticipated based on internal projection models.

A Bronze designation requires earning at least 20 points but less than points equated to one standard deviation below the mean of the Florida College System (29.02 for FY 2018-19). Five colleges were designated Bronze: Florida Keys, Gulf Coast, HCC, Miami-Dade, and Pensacola. A maximum of 40 points can be earned across the four measures.

HCC received a total of 22.56 performance funding points. This is virtually unchanged from the prior year total of 22.54 points. Most of the points earned by HCC were by virtue of performance on the two employment metrics of job placement and completer wages (19.56). The remaining three points were generated by performance on the measures of student retention and completion.

Performance Dynamics and Implications for HCC

As established above, HCC was virtually unchanged in its performance funding points from FY 2017-18 (22.54) to FY 2018-19 (22.56). However during the same time, the FCS mean of performance points increased from 31.74 to 33.40. Further still, the standard deviation surrounding the mean tightened from 5.28 points to 4.38. Translation: assuming some level of stasis, if the past is an indicator of future

Source: Internal HCC memo

Exhibit 7: Performance Funding Projections

Performance Funding Projections: 2018-19 Funding

Introduction

The performance funding (PF) that HCC will receive in summer 2018 is based on cohorts that ended during 2016-17. There are four metrics included in the PF model: retention, completion, job placement and wages. The current paper will explain the methodology for arriving at projections of our retention and completion rates. The State of Florida does not release enough information for an institution to project their job placement or wage information.

While there is currently nothing the institution can do to impact the money that will be received summer 2018, we can estimate if we will receive either improvement or excellence points for retention and completion. If the institution were to remain the same or decrease their retention or completion rate, then there is a good chance that HCC will remain in the bronze funding category. If retention or completion rates were to improve, then there is a chance HCC could move into the silver category.

Model Assumptions

The current projections model makes two assumptions that impact both retention and completion estimations. First, it is assumed that the model from the 2017-18 funding year will remain the same for the 2018-19 funding year. There are proposals to change the model. It cannot be known if and how the model will be changed, thus all projections will be based on last year's model. Second, it is assumed that the performance of the other 27 Florida colleges will remain the same. There are portions of the model where an institution can earn excellence points by performing one standard deviation above the mean of the Florida College System on a performance metric. It cannot be known how the other colleges will perform, thus the projections will assume consistent performance.

Cohort Estimation Methodology

The Florida Department of Education provides documentation on the performance funding model methodology (Appendix A). They also release the actual cohorts that were used in calculating retention and completion metrics after the funding has been allocated. Moreover, the final metrics are released for all 28 Florida colleges (Appendix B). It was these three pieces of information that were used in generating local projections for future performance funding metrics.

The first step in projecting a metric is to replicate the cohort used in previous year's performance funding. Because the FLDOE releases the cohorts from a previous year's funding and documentation of how metrics were calculated, that information can be used to determine the composition of a cohort that will be used in the upcoming year. Upon examining the previous cohorts, it was determined that a cohort is comprised of students enrolled during a fall term who are seeking some sort of credential (credit or non-credit). These students can be full- or part-time in the case of retention, but only full-time students are considered for the 150% and 200% completion metrics.

These students fall into one of four categories:

- Identified as FTIC in a preceding summer term, and enrolled in the fall term as a continuing student
- Identified as FTIC on the fall beginning-of-term (BOT) student file
- Identified as FTIC on the fall end-of-term (EOT), but not fall BOT student file
- A former dual-enrolled student who is enrolled in a fall term for the first time as an undergraduate (these students are not classified as FTICs)

Prepared by the Office of Information Management & Reporting, 01/17/18

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Source: Internal HCC memo

Exhibit 8: Auto-Graduation by Term

Total Number of Students Auto-Graduated by Term

	11/SP	11/SU	11/FA	12/SP	12/SU	12/FA	13/SP	13/SU	13/FA	14/SP	14/SU	14/FA	15/SP	15/SU	15/FA	16/SP	16/SU
A.A.	55	31	42	114	50	66	110	69	82	152	84	145	70	47	78	47	37
A.S./A.A.S.	n/a	n/a	12	7	3*	21	7	22	14	24	16	16	18	10	2	9	11
Certificates	99	63	123	194	143	316	264	70	121	402	84	117	192	98	140	134	31
TOTAL	154	94	177	315	196	403	381	161	217	578	184	278	280	155	220	190	79

Total Number of Students Auto-Graduated by Term, cont.

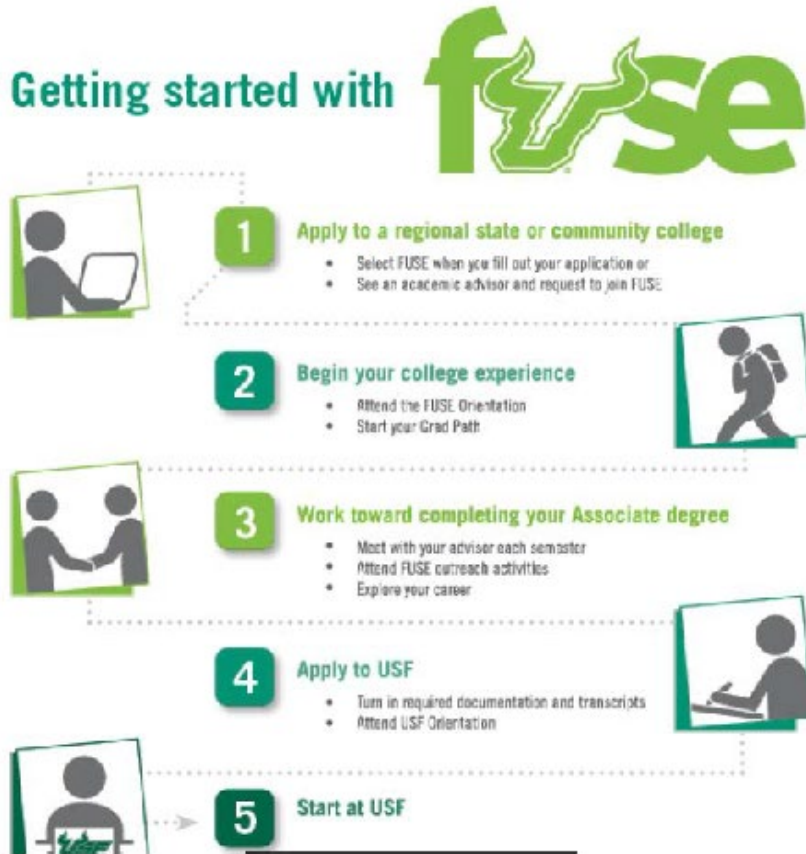
	16/FA	17/SP	17/SU	17/FA*	TOTAL
A.A.	62	41	10	76	1,468
A.S./A.A.S.	4	11	10	7	224
Certificates	175	239	132	292	3,429
TOTAL	241	291	152	375	5,121

*These values are estimates; All degrees will not be processed until the end of the Spring 2018 term.

**Processes at the time would not allow for an exact number of AS/AAS degrees; This value is an estimate.

Source: Internal HCC memo

Exhibit 9: FUSE Program Steps



Source: University of South Florida