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Higher Education Scorecards, Performance Based Metrics, and Faculty Compensation

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**National Center for the Study of Collective Bargaining
In Higher Education and the Professions
42nd Annual National Conference**



**Thinking about Tomorrow: Collective Bargaining
and Labor Relations In Higher Education.**

**Higher Education Scorecards,
Performance Based Metrics,
and Faculty Compensation**

Alan D. Phillips

Vice President for Administration and Finance
Northern Illinois University

Higher Education Scorecards



- Higher Education Opportunity Act College Scorecard
- Illinois Report Card
- Illinois College Choice Reports Act
- Performance Based Funding

Higher Education Opportunity Act College Scorecard

Phillips, Higher Education Scorecards, Performance-Based Metrics, and Faculty



- The College Scorecard was designed by the U.S. Department of Education to provide better information to students and parents about college affordability and value.
- Each scorecard includes five key pieces of information about a college: Costs, Graduation Rate, Loan Default Rate, Median Borrowing, and Employment.
- Users can search for a college by name or by selecting factors that are important to the student's college search (e.g., programs or majors offered, awards offered, location, undergraduate enrollment size, campus setting, etc.).

Journal of Collective Bargaining in the Academy, Vol. 6, Iss. 10 [2015], Art. 14

College Scorecard

University of Illinois at Urbana-Champaign (Illinois)

Champaign, IL
Primarily bachelor's degree granting
Undergraduate enrollment: 32,281

Back to Search More Information Print Profile


Costs



\$16,495 / yr

What does it typically cost to attend Illinois?
The average net price for undergraduate in-state students is \$16,495 per year. Net price is what undergraduate students pay after grants and scholarships (financial aid you don't have to pay back) are subtracted from the institution's cost of attendance.
The average net price has increased 5.2% from 2008 to 2010.
[Click here to see listings of changes in college costs.](#)
[Click here to go to the Net Price Calculator for a better estimate of what your costs would be.](#)

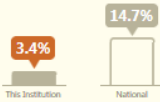
Graduation Rate



84%

What percentage of students graduate?
84% of full-time students received their bachelor's degree within 6 years. Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates that attend this institution.


Loan Default Rate



3.4% **14.7%**

Are students able to repay their loans after they graduate?
3.4% of borrowers defaulted on their Federal student loans within three years of entering repayment.


Median Borrowing



\$273.94 / mo

What is the typical amount borrowed for a student's undergraduate study?
Families typically borrow \$23,804 in Federal loans for a student's undergraduate study. The Federal loan payment over 10 years for this amount is approximately \$273.94 per month. Your borrowing may be different.
To learn about loan repayment options, go to: <http://studentaid.ed.gov/repay-loans/understand/plans>

Employment



What kinds of jobs do students have when they graduate?
The U.S. Department of Education is working to provide information about the average earnings of former undergraduate students at Illinois who borrowed Federal student loans. In the meantime, ask Illinois to tell you about how many of its graduates get jobs, what kinds of jobs they get, and how much those graduates typically earn.
Visit <http://www.mynedmove.org> to explore what potential careers a particular postsecondary program or major prepares you to enter. The site has information about current earnings and potential growth in those occupations.

Illinois Report Card (K-12)



- The Illinois State Board of Education annually releases a School Report Card that shows how each school, district, and the state is performing on a wide range of educational goals.
- The Illinois State Board of Education collects most of the data reported on the School Report Card from school districts through data systems , or principals can directly enter school highlights at illinoisreportcard.com.
- School districts must publish their school and district report cards in the manner listed below.
 - Present the report cards at a regular school board meeting.
 - Make the report cards available to local media (a “newspaper of general circulation serving the district”).
 - If districts maintain a website they must post the At-a-Glance report cards on their website and send a written notice to parents notifying them of the report cards’ availability.
 - If districts do not maintain a website they must send a printed At-a-Glance report card home with each student.

Illinois Report Card (K-12)



Stay Informed and Get Engaged

Welcome to [IllinoisReportCard.com](http://www.illinoisreportcard.com), your source for information about public schools across Illinois. This new online school report card goes beyond test scores to present a complete view of your schools. The information here will help you be an informed partner in your child's education.

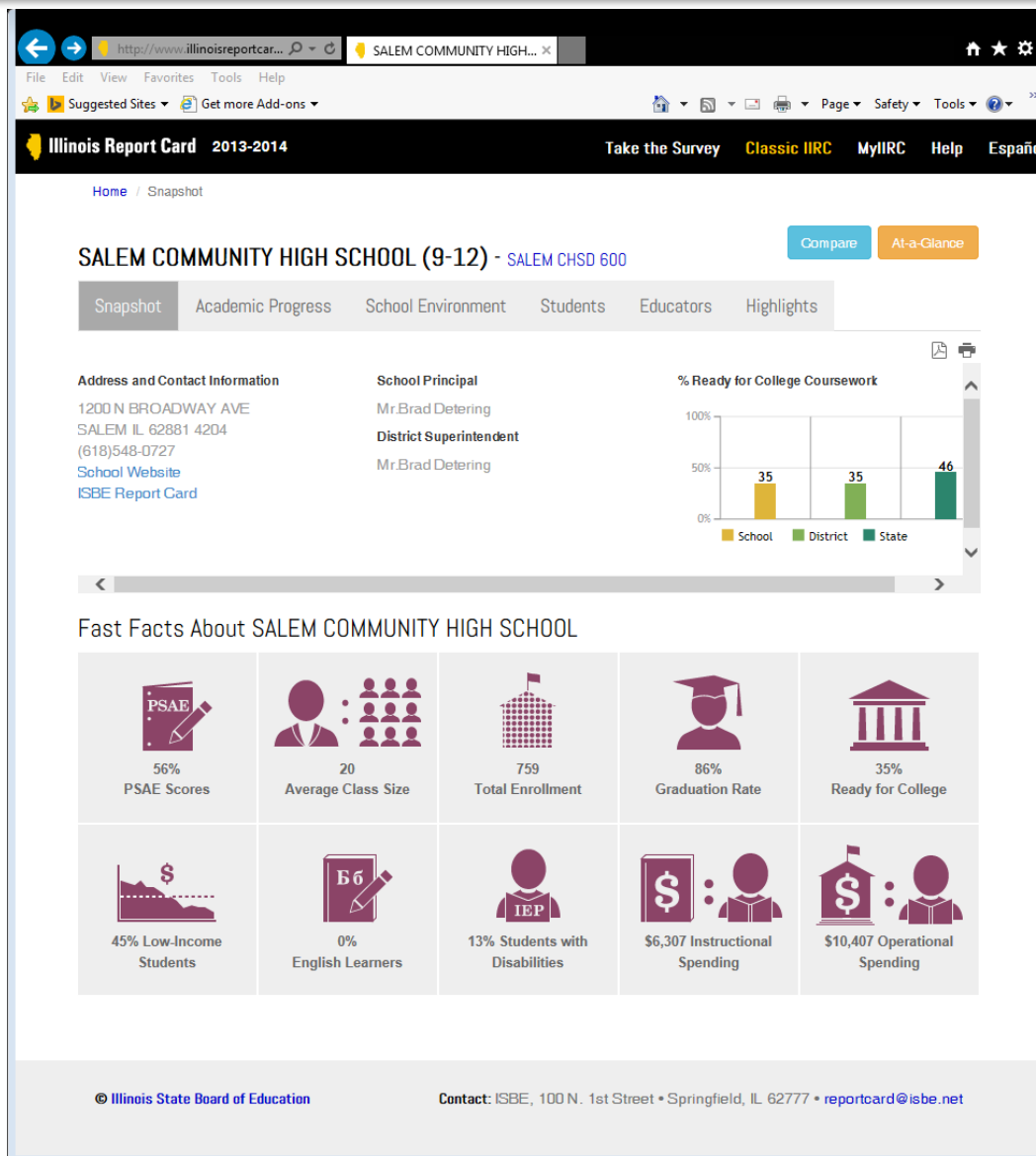
Classic IIRC, a source of additional Illinois educational data, is available by clicking on the "Classic IIRC" link in the top banner of this screen.

Video Overview

Fast Facts About Illinois Schools [\[View State Profile\]](#)

<p>59% ISAT Scores</p>	<p>54% PSAE Scores</p>	<p>86% Graduation Rate</p>	<p>46% Ready for College</p>	<p>12% Student Mobility</p>
<p>52% Low-Income Students</p>	<p>2,046,857 Total Enrollment</p>	<p>863 Districts</p>	<p>3,794 Schools</p>	<p>130,066 Teachers</p>

Illinois Report Card (K-12)



Illinois At-A-Glance Report Card 2013-2014

For more information, visit IllinoisReportCard.com

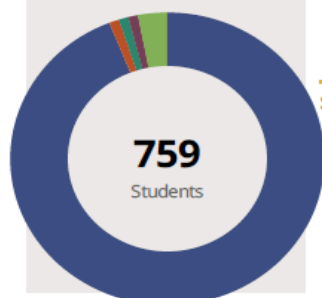
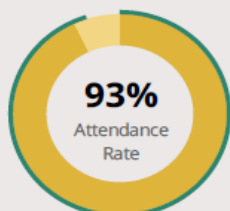
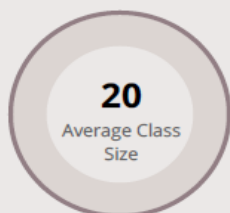
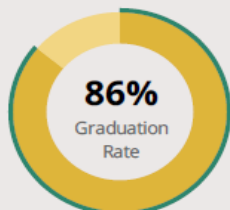
SALEM COMMUNITY HIGH SCHOOL

1200 N BROADWAY AVE SALEM, IL 62881 4204 (618) 548-0727

Grades: 9-12
District: SALEM CHSD 600

Principal: Mr. Brad Detering
Superintendent: Mr. Brad Detering

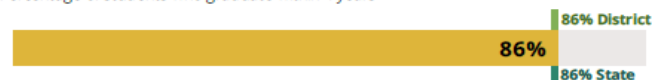
FAST FACTS



College Readiness

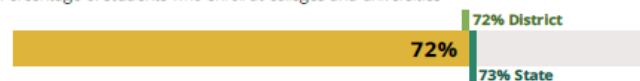
Graduation Rate

Percentage of students who graduate within 4 years



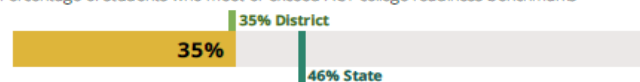
Post-Secondary Enrollment

Percentage of students who enroll at colleges and universities



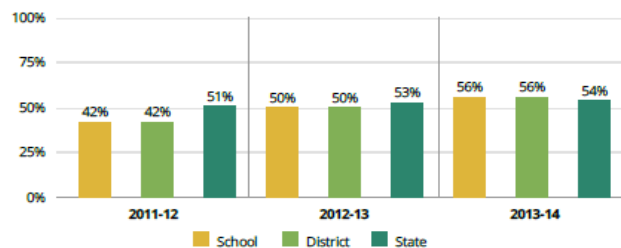
Ready for College Coursework

Percentage of students who meet or exceed ACT college readiness benchmarks



Academic Success

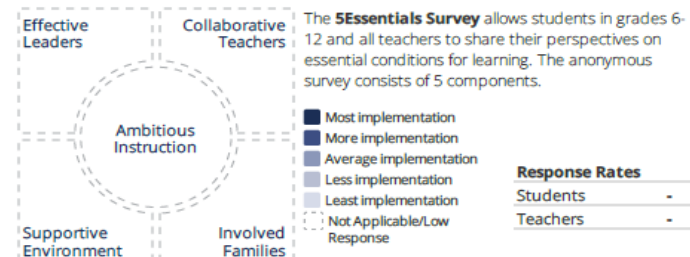
The percentage of students who meet or exceed standards on the Prairie State Achievement Exam (PSAE).



Student Characteristics

White	94%	Low Income	45%
Black	0%	English Learners	0%
Hispanic	1%	With Disabilities	13%
Asian	1%	Homeless	8%
American Indian	1%		
Two or More Races	3%		
Pacific Islander	0%		

School Environment



Response Rates

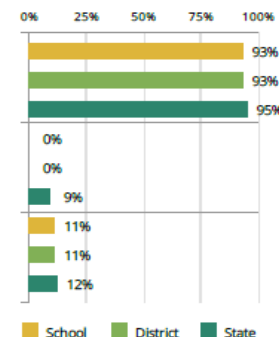
Students	-
Teachers	-

- Effective Leaders**
Do principals and teachers implement a shared vision for success?
- Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Ambitious Instruction**
Are the classes challenging and engaging?
- Supportive Environment**
Is the school safe, demanding, and supportive?
- Involved Families**
Does the entire staff build strong external relationships?

Student Attendance and Mobility

Attendance Rate

Rate at which students are present, not including excused or unexcused absences



Chronic Truancy Rate

Percentage of students who have been absent without valid reasons for 5% or more of regular school days

Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates

SALEM COMMUNITY HIGH SCHOOL

School Highlights

Academic Courses

Algebra II, Anatomy and Physiology, AP Calculus AB, AP Calculus AB, Automotive Technician I, Automotive Technician II, Biology-Advanced Studies, Business Computer Applications, Chemistry-Advanced Studies, Child Development and Parenting, Computer Math with Algebra, Construction Trades I, Construction Trades II, Energy Utilization Technology, English/Language Arts III (11th grade), English/Language Arts IV (12th grade), Nursing Assistant, Physics, Pre-Calculus, Psychology, Public Speaking, Spa...

Career Development Courses and Programs

Agricultural Business Management, Agricultural Mechanics and Technology, Audio/Video Production I, Audio/Video Production II, Automotive Technician I, Automotive Technician II, Basic Agricultural Science, Basic Horticultural Science, Biological Science Applications in Agriculture - Plants, Business and Technology Concepts, Cabinetmaking & Millwork I, Child Development and Parenting, Commercial & Advertising Art I, Commercial & Advertising Art II, Communication Technology, Computer Concepts an...

Physical Education, Heath and Wellness

Athletics

Other Programs and Activities

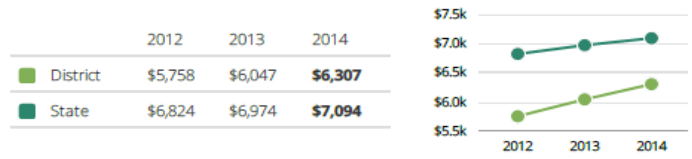
School Personnel Resources
Special Education Teacher

School Awards

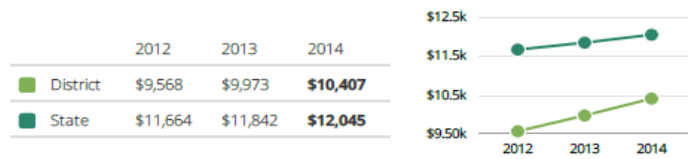
Facilities

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.



Operational Spending per Pupil includes all costs for overall operations in this school's district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.



Educator Measures

In the last six years, **2 principal(s)** have led this school. In the last three years, an average of **91% of teachers** return to this school from one year to the next.

Measures of teacher attendance and proficiency will be added to this report in 2015.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

College Choice Reports



- In 2012 the Illinois House of Representatives initiated legislation that would have required public and private colleges and universities to publish annual “College Choice Reports” with key student and institutional data to make it easier for students and families to identify high-quality, affordable higher education institutions.
- These reports were to be similar in nature to the Illinois Report Card (K-12), but were to be for Illinois higher education institutions.
- The College Choice Reports were to contain information such as degree and certificate completion rates, net costs, debt loads, loan default rates, and retention and job placement outcomes, and were to provide students with the information they needed to easily compare institutions and to choose high-quality, affordable, higher education paths to good-paying jobs.
- Although the legislation was never signed into law, it is very likely we will see it again as legislators are increasingly focused on more and better ways to ensure higher education accountability and improve performance.

Performance Based Funding in Illinois



- Performance funding legislation was signed into law in 2011, and beginning in FY13, the Illinois Board of Higher Education budget recommendations were to include allocations to public colleges and universities based upon performance metrics designed to promote and measure student success.
- The performance based funding legislation also directed the Illinois Board of Higher Education to:
 - Focus on the fundamental goal of increasing completions.
 - Reward the performance of institutions in advancing the success of students who are:
 - Academically or financially at risk.
 - First generation students.
 - Low-income students.
 - Students traditionally underrepresented in higher education.
 - Recognize and account for the differentiated missions of institutions of higher education.
 - Maintain the quality of degrees, certificates, courses, and programs.
 - Recognize the unique and broad mission of public community colleges.

Performance Funding Steering Committee



- The Lieutenant Governor
- The Governor's Deputy Chief of Staff for Education
- Six State Legislators
- Four Public University Presidents
- Two Community College Presidents
- The President of the Federation of Independent Illinois Colleges and Universities
- The Executive Director of the Illinois Board of Higher Education (IBHE)
- The Chair of the IBHE Faculty Advisory Committee
- The Executive Director of the Illinois Community College Board
- The Executive Director of the Illinois Student Assistance Commission
- The Executive Director of the Illinois Community College Trustees Association
- The President of the Illinois Business Roundtable
- The Chair of the Illinois Committee on Black Concerns in Higher Education
- The Chair of the Illinois Latino Council on Higher Education
- The President of Women Employed
- The President of the Illinois Federation of Teachers (IFT)
- A Representative from the Illinois Education Association/National Education Association



Performance Funding Model Steps

Step 1 – Identify the performance measures or metrics that support the achievement of the state goals.

Step 2 – Collect the data on the selected performance measures.

Step 3 – Award an additional premium for the production of certain desired outcomes such as completions by underserved or underrepresented populations

Step 4 – Normalize (scale) the data, if necessary, so it is comparable across variables.

Step 5 – Weight each of the Performance Measures to reflect the priority of the Measure to the mission of the institution.

Step 6 – Calculate the Total Performance Value.

Step 7 – Use the final Weighted results (or Total Performance Value) - excluding high cost entities - to distribute performance funding.

Performance Measures



Measure

- Bachelors Degrees
- Masters Degrees
- Doctoral and Professional Degrees
- Undergraduate Degrees per 100 FTE
- Research and Public Service Expenditures
- Graduation Rate - 150% of Time*
- Persistence-Completed 24 Semester Hours in One Year*
- Cost per Credit Hour
- Cost per Completion

*Incorporate transfers per the transfer category definitions below:
(i.e. 30 or fewer credits, 31 to 59 credits, or 60 or more credits).

Sub-Categories



Sub-Category

- Low Income (Eligible for Financial Aid)
- Adult (Age 25 and Older)
- Hispanic
- Black, non-Hispanic
- STEM & Health Care



Performance Funding Model Steps

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Performance Funding Model



- The model effectively balances the competing goals of increasing completions while rewarding institutions for improving the success of underserved populations.
- All steps are identical at each university, and each institution's formula is calculated independently
- The model accounts for each institution's unique mission by adding a weight to each measure.
- Funds are distributed on a pro rata basis according to each institution's formula calculation.
- The formula calculation for each institution will change each year based on annually updated data.
- The model is not prescriptive in how to achieve excellence and success (what, not how).
- The initial allocations have been relatively small to provide time to work out the issues associated with performance funding and refine the model, and to provide time for the data (which may be several years old) to catch up with the model.

Implications



- As higher education funding becomes more scarce, it will be managed more intently, and as a result, there will be a much greater focus on accountability and performance both at the state as well as at the institution level.
- Legislators will be more concerned about the return on investment of state funding and will allocate more of the state funding to higher education institutions based on performance (i.e. increasing completions, serving underserved populations, reducing costs, and increasing efficiencies).
- The use of higher education report cards and performance funding allocation models will become more prevalent as will the development and tracking of internal measures of performance.
- Longitudinal databases will be developed to collect and track key measures and metrics and will be used to facilitate the assessment of performance.

Implications



- Currently, performance funding models and report cards only assess performance at the institution level, but they will create an environment within the institution where higher level of performance are expected, and minimum levels of performance are required and established.
- This will put increased pressure on departments and units within an institution to perform and may result in the establishment of minimum levels of performance for those departments, or even for the individuals within those departments. (i.e. The National Study of Instructional Costs and Productivity - (Delaware Cost Study) and the Higher Education Research and Development (HERD) Survey).
- The Delaware Cost Study is used for comparative analysis of faculty teaching loads, direct instructional costs and separately budgeted scholarly activity at the level of academic discipline and the HERD Survey provides current and historical trends on the amounts and types of research and development activities at U.S. colleges and universities.
- Outcomes will begin to more directly impact how limited resources are allocated.
- Program Prioritization, Process Reengineering, and other initiatives will be implemented to help ensure the best possible use is made of increasingly limited resources.



Questions?