



Postsecondary Education Funding

Course or Program Completion Metrics: Does the state’s funding model require a metric related to course or program completion, provide an option to include a metric related to course or program completion, or not address course or program completion at all?

July 2020

View the full 50-State Comparison: Postsecondary Education Funding [here](#).

STATE ▲	POLICY APPLIES TO:	COURSE OR PROGRAM COMPLETION METRICS	DEVELOPMENTAL EDUCATION/ REMEDIAL COURSES	CREDIT HOURS ENROLLED PER STUDENT	CREDIT HOURS COMPLETED PER STUDENT	CREDIT HOURS ACCUMULATED PER STUDENT	YEAR-TO-YEAR RETENTION	COMPLETION/ GRADUATION RATES	TIME-TO-DEGREE	DEGREES/ CERTIFICATES PER FTE	ONLINE/ DISTANCE EDUCATION
Alabama	2-year and/or technical colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Alabama	4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Alaska	University of Alaska System (Oversees budget requests for 2- and 4-year institutions)	Required to be included in the funding model						Contribute to economic development by increasing STEM graduates and doubling health professions graduates increase completions overall and increase completion rate decrease cost per completion			
Arizona	2-year and/or technical colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									

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Arizona	4-year institutions	No statute, rule/regulation, agency policy, or budget bill addressing higher education funding in place for this sector in this state									
Arkansas	2-year and/or technical colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Arkansas	4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
California	California Community College System	Required to be included in the funding model	Student Success Allocation: Provides extra funding to institutions for each student who successfully completes both transfer-level mathematics and English courses within the student's first academic year of enrollment, based on the three-year rolling average	Base Allocation: Provides funding for each credit FTE student (\$3,727 in 2018-19). FTE is based on three-year rolling average.	Student Success Allocation: Provides extra funding to institutions for each student who successfully completes nine or more career technical education units, based on the three-year rolling average	Student Success Allocation: Provides more funding to institutions that have students who have completed 12 or more semester units, or the equivalent, in the community college district in the year prior to the prior year.		Student Success Allocation: Provides extra funding to institutions for the number of associates and baccalaureate degrees awarded over a three year period.			
California	California State University System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
California	University of California System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Colorado	All state/public postsecondary institutions	Required to be included in the funding model					Retention rate is a performance metric	Credential completion is a performance metric	Percent of first-time full-time students graduating within 100% of program length is a performance metric		

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Connecticut	Regional Community/Technical Colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Connecticut	Connecticut State University	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Connecticut	University of Connecticut	No statute, rule/regulation, agency policy, or budget bill addressing higher education funding in place for this sector in this state									
Connecticut	Charter Oak State College	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Delaware	University of Delaware	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Delaware	Delaware State University	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Delaware	Delaware Technical and Community College	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
District of Columbia	Community College of the District of Columbia	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
District of Columbia	University of the District of Columbia	Not mentioned in statute, rule/regulation, agency policy, or budget bill									

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Florida	Florida College System	Required to be included in the funding model	The allocation of funds for Florida College System institutions shall be based on advanced and professional disciplines, developmental education, and other programs for adults.								
Florida	University of Florida and Florida State University	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Georgia	Technical College System of Georgia	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Georgia	University System of Georgia	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Hawaii	University of Hawaii System (Oversees budget requests for 2- and 4-year institutions)	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Idaho	All public 2-year and 4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Illinois	2-year and/or technical colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Illinois	4-year institutions	Required to be included in the funding model			increasing completion is specified in statute as part of the performance metrics			Increasing completion is specified in statute as part of the performance metrics			

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Indiana	Institutions under the Commission for Higher Education (Oversees budget requests for 2- and 4-year institutions)	Required to be included in the funding model					Student persistence metric within performance funding model	Overall degree completion metric within performance funding model "at-risk" degree completion metric within performance funding model on-time graduation rate metric within performance funding model			
Iowa	Community Colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Iowa	4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Kansas	Technical Colleges (coordinated by the Board of Regents)	Required to be included in the funding model						Number of students receiving a GED while enrolled, number of students receiving a CTE credential from the institution, and the number of enrolled students concurrently pursuing a GED and CTE credential			
Kansas	Public Colleges and Universities (governed by the Board of Regents)	Not mentioned in statute, rule/regulation, agency policy, or budget bill									

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Kentucky	Kentucky Community and Technical College System (KCTCS)	Required to be included in the funding model	Thirty-five percent (35%) of total KCTCS institution allocable resources shall be distributed based on each college's share of total student success outcomes produced, including but not limited to: 1. Certificate, diploma, and associate degree production; 2. Numbers of students progressing beyond fifteen (15), thirty (30), and forty-five (45) credit hour thresholds; 3. Science, technology, engineering, math, and health credentials production; 4. Production of high-wage, high-demand, industry credentials as determined using occupational outlook data and employment statistics wage data provided by the Department of Workforce Investment in the Education and Workforce Development Cabinet; 5. Production of industry credentials designated as targeted industries by the Education and Workforce Development Cabinet; 6. Credentials earned by low-income students, underprepared students, and underrepresented minority students; and 7. Transfers to four (4) year institutions			Thirty-five percent (35%) of total KCTCS institution allocable resources shall be distributed based on each college's share of total student credit hours earned, weighted to account for cost differences by academic discipline		Thirty-five percent (35%) of total KCTCS institution allocable resources shall be distributed based on each college's share of total student success outcomes produced, including but not limited to: 1. Certificate, diploma, and associate degree production; 2. Numbers of students progressing beyond fifteen (15), thirty (30), and forty-five (45) credit hour thresholds; 3. Science, technology, engineering, math, and health credentials production; 4. Production of high-wage, high-demand, industry credentials as determined using occupational outlook data and employment statistics wage data provided by the Department of Workforce Investment in the Education and Workforce Development Cabinet; 5. Production of industry credentials designated as targeted industries by the Education and Workforce Development Cabinet; 6. Credentials earned by low-income students, underprepared students, and		Thirty-five percent (35%) of total KCTCS institution allocable resources shall be distributed based on each college's share of total student success outcomes produced, including but not limited to: 1. Certificate, diploma, and associate degree production; 2. Numbers of students progressing beyond fifteen (15), thirty (30), and forty-five (45) credit hour thresholds; 3. Science, technology, engineering, math, and health credentials production; 4. Production of high-wage, high-demand, industry credentials as determined using occupational outlook data and employment statistics wage data provided by the Department of Workforce Investment in the Education and Workforce Development Cabinet; 5. Production of industry credentials designated as targeted industries by the Education and Workforce Development Cabinet; 6. Credentials earned by low-income students, underprepared students, and	

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								underrepresented minority students; and 7. Transfers to four (4) year institutions			
Kentucky	Public Universities	Required to be included in the funding model			Thirty-five percent (35%) of total university allocable resources shall be distributed based on each university's share of sector total student credit hours earned	35% of resources distributed on Bachelor's degree production, measured for (among other options) Bachelor's degrees per 100 FTE students, numbers of students progressing past 30, 60, 90 credit hours, STEM degree production, Bachelor's degrees earned by low-income or minority students		35% of resources distributed on Bachelor's degree production, measured for (among other options) Bachelor's degrees per 100 FTE students, numbers of students progressing past 30, 60, 90 credit hours, STEM degree production, Bachelor's degrees earned by low-income or minority students			
Louisiana	Louisiana Community and Technical College System	Required to be included in the funding model			Included in outcomes model	Included in outcomes model			Included in outcomes model		
Louisiana	4-year institutions	Required to be included in the funding model			Included in outcomes model	Included in outcomes model			Included in outcomes model		
Maine	Community Colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Maine	University of Maine System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Maryland	Universities and 4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Maryland	Community colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									

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Massachusetts	2-year and/or technical colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Massachusetts	4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Michigan	Community Colleges	Required to be included in the funding model			Included in the weighted student contact formula.			Included in performance completion improvement, performance completion number, and completion rate.		Included in performance completion improvement, performance completion number, and completion rate.	
Michigan	Universities	Required to be included in the funding model						6-year graduation rate is factored into the Comparison with Carnegie classification Peers metrics.		Total degree completions is factored into the Comparison with Carnegie classification Peers metrics.	
Minnesota	University of Minnesota System and the Minnesota State Colleges and Universities System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Mississippi	Mississippi Institutions of Higher Learning System	Required to be included in the funding model			Included in performance measures but not directly tied to funding amount.					Included in performance measures but not directly tied to funding amount.	
Mississippi	Community and Junior Colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Missouri	Community and technical colleges	Required to be included in the funding model			Included in performance measures for community colleges.			Included in performance measures for technical colleges.		Included in performance measures for technical colleges. Included in performance measures for community colleges.	

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Missouri	Four-year institutions	Required to be included in the funding model		No more than ten percent of any increase in core state appropriations can be distributed based on full-time equivalency enrollment or credit hours.						Included in performance measures.	
Montana	Community College System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Montana	Montana University System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Nebraska	Community Colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Nebraska	Nebraska State College System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Nebraska	University of Nebraska	Not mentioned in statute, rule/regulation, agency policy, or budget bill									

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Nevada	Nevada System of Higher Education (2-year institutions)	Required to be included in the funding model	Included metric in performance pool funds: Gateway Course Completers - The total number of students (unduplicated) who successfully completed a college-level English or mathematics course (grade C- and above) in the reporting year.		The Base Formula allocates funds based on completed courses by student credit hours for resident students only. Student credit hours are weighted by discipline clusters and cost (Weighted Student Credit Hours).					The following metrics are included in the performance pool funding: (1) The total number of 1 to 2 year certificates awarded; (2) Total number of associate's, bachelor's, master's, and doctoral degrees; (3) Awards per 100 FTE - the number of bachelor's, master's and doctoral awards per 100 FTE (for degree-seeking students only) at 4-year institutions; (4) Economic Development - Stem and Allied Health Grads: Total number of certificates (including skills certificates), associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP codes for STEM and health professionals as identified by NCHEMS for the NGA metrics; (5) Economic Development - Skill Certificates: Total number of certificates of 9 to 29 credits that provide preparation necessary to take state, national and/or industry recognized certification or licensing examinations.	

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Nevada	Nevada System of Higher Education (4-year institutions)	Required to be included in the funding model	Included metric in performance pool funds: Gateway Course Completers - The total number of students (unduplicated) who successfully completed a college-level English or mathematics course (grade C- and above) in the reporting year.							The following metrics are included in the performance pool funding: (1) The total number of 1 to 2 year certificates awarded; (2) Total number of associate's, bachelor's, master's, and doctoral degrees; (3) Awards per 100 FTE - the number of of bachelor's, master's and doctoral awards per 100 FTE (for degree-seeking students only) at 4-year institutions; (4) Economic Development - Stem and Allied Health Grads: Total number of certificates (including skills certificates), associate's, bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP codes for STEM and health professionals as identified by NCHEMS for the NGA metrics: (5) Economic Development - Institution Selected Discipline: Total number of bachelor's, master's, or doctoral degrees awarded (first professional awards are excluded) in an academic year based on CIP code selected by the institution which aligns with the state's economic development plan.	

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New Hampshire	Community College System of New Hampshire	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
New Hampshire	University System of New Hampshire	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
New Jersey	2-year and/or technical colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
New Jersey	4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
New Mexico	Community Colleges	Required to be included in the funding model	Included in institution-specific performance metrics.		Included in performance metrics		Included in institution-specific performance metrics.	Included in institution-specific performance metrics.	Included in institution-specific performance metrics.	Included in performance metrics: 3 year rolling average of the total number of certificates and degrees awarded, with bonuses for science, technology, engineering, math, and health degrees and degrees awarded to financially at-risk student	
New Mexico	Comprehensive University Sector and Research Institutions	Required to be included in the funding model			Included in performance metrics		Included in institution-specific performance metrics.	Included in institution-specific performance metrics.	Included in institution-specific performance metrics.	Included in performance metrics: 3 year rolling average of the total number of certificates and degrees awarded, with bonuses for science, technology, engineering, math, and health degrees and degrees awarded to financially at-risk student	
New York	State University of New York	Not mentioned in statute, rule/regulation, agency policy, or budget bill									

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New York	The City University of New York	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
New York	Community Colleges	Required to be included in the funding model								Included in incentive funds metrics.	
North Carolina	North Carolina Community College System	Required to be included in the funding model	Included in performance measures				Included in performance measures	Included in performance measures		Included in performance measures	
North Carolina	University of North Carolina System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
North Dakota	North Dakota University System (2-year and 4-year institutions)	Required to be included in the funding model			Weighted student credit hour completions make up the bulk of base funding amounts for all institutions.						

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Ohio	Community and Technical Colleges	Required to be included in the funding model			50% of the State Share of Instruction is allocated through the course completion metric. The Dept. of Higher Ed. calculates the course completion subsidy based on the prior three-year average FTE's that successfully complete each course multiplied by the "model reimbursement cost". The state funding level is found by taking the sum of the earnings by the uniform state share--a percentage that allocates the state appropriation for course completions.	25% of the State Share of Instruction is allocated through the Success Points metric. Community colleges earn success points for each student that reaches the following credit hour benchmarks: 12, 24, and 36. Completing developmental math or English, within one year of completing college-level math or English, also grants success points. Each community college receives its share of Success Points multiplied by 25% of the State Share of Instruction allocated to each sector (tech vs community).				25% of the State Share of Instruction is allocated to degree completion. Each course is assigned to one of the 26 cost models based on subject area and level of instruction. Weights are added to the STEM and graduate-level models to hold them harmless. The calculation finds the cost of degrees using the statewide average cost for each course taken: the summed and averaged total cost of courses taken by students earning a degree over three years.	

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Ohio	Universities and Regional Campuses	Required to be included in the funding model			30.3% of the State Share of Instruction is allocated through the course completion metric. The Dept. of Higher Ed. calculates the course completion subsidy based on the prior three-year average FTE's that successfully complete each course multiplied by the "model reimbursement cost". The state funding level is found by taking the sum of the earnings by the uniform state share--a percentage that allocates the state appropriation for course completions.					50% of the State Share of Instruction is allocated to degree completion. Each course is assigned to one of the 26 cost models based on subject area and level of instruction. Weights are added to the STEM and graduate-level models to hold them harmless. The calculation finds the cost of degrees using the statewide average cost for each course taken: the summed and averaged total cost of courses taken by students earning a degree over three years.	
Oklahoma	Oklahoma State System of Higher Education, (Oversees budget requests for 2- and 4-year institutions)	Option to be included in the funding model			increases in the number of students earning 24 hours of college level credit in the first academic year		increases in retention from freshman to sophomore year of first-time full-time students	increases in first time full time graduation rate		increases in non-cohort total of degrees and certificates conferred by an institution in an academic year	
Oregon	Community colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Oregon	Public Universities and the Oregon Health Sciences University	Required to be included in the funding model			Student credit hour completions are part of the activity funding category.					Degree and Certificate completions by: - level - transfer status - priority degree areas are part of the completion funding	

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Pennsylvania	Pennsylvania's State System of Higher Education	Required to be included in the funding model		Instructional costs are calculated by full time equivalent students and weighted by instructional division. FTE is calculated by total credit hours attempted, divided by 30.							
Pennsylvania	Community colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Rhode Island	Community College of Rhode Island	Required to be included in the funding model				Percent of first-time, part-time cohort earning 12+ credits in the first year			Percent of first-time, full-time cohort graduating in 2 years % first-time, full-time cohort graduating in 3 years	Total certificates and associate degrees awarded See also transfer metric Workforce development variable include: % high-demand, high-wage certificates awarded % high-demand, high-wage associate degrees awarded	
Rhode Island	Rhode Island College	Required to be included in the funding model				Percentage of first-time, full-time freshmen and first-time, full-time First Generation students who accumulate 30 credits within their first year		Four-year and six-year graduation rates for first-time, full-time freshman cohort	Percentage of full-time transfer students entering with 61-90 credits who complete within two and four years		

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Rhode Island	University of Rhode Island	Required to be included in the funding model			Percent of full-time first time cohort completing 90 credits within three years			Total degree and certificate completions	Four-year and six-year graduation rates for first-time, full-time freshman cohort Four-year and six-year graduation rates for first-time, full-time freshmen who identify within historically underrepresented racial/ethnic group Four-year and six-year graduation rates for first-time, full-time freshmen who are recipients of federal Pell grants	Undergraduate degree completions per 100 FTE	
South Carolina	South Carolina Technical College System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
South Carolina	South Carolina Commission on Higher Education (Oversees budget requests for 2- and 4-year institutions)	Option to be included in the funding model				Graduates' achievements performance measures include credit hours earned of graduates		Graduates' achievements performance measures include graduation rate			
South Dakota	South Dakota Board of Regents, 4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
South Dakota	South Dakota Technical Institute System	Required to be included in the funding model		Formula is based on FTE students, and 1 FTE equals 30 credit hours of instruction							
Tennessee	Tennessee Board of Regents System, 2-year institutions	Required to be included in the funding model				Students accumulating 12, 24 and 36 credit hours				Awards per 100 FTE Total Associates degrees awarded 1-2 year certificates awarded <1 year certificated awarded	
Tennessee	University of Tennessee System and other 4-year institutions	Required to be included in the funding model				Students accumulating 30, 60 and 90 credit hours			6 year graduation rate	Degrees per 100 FTE Total degrees awarded by level (AA, BA, MA and terminal)	

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Texas	Community Colleges	Required to be included in the funding model									Included in Contact Hours component
Texas	General Academic Institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Texas	Health-Related Institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Texas	Technical Colleges	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Texas	Lamar State	Required to be included in the funding model									Included in Contact Hours component
Utah	Utah System of Higher Education (Oversees budget requests for 2- and 4-year institutions)	Required to be included in the funding model		The institution's prior year share of full-time equivalent enrollment. Full time is defined as the number of credit hours the board determines is full-time enrollment for a student.						Total certificates/degrees awarded (completion metric) Total certificates/degrees awarded to underserved students defined as Pell-eligible at entry Degrees/certificates awarded per FTE (institutional efficiency)	
Utah	Technical Colleges	Required to be included in the funding model						Number of graduates per 900 membership hours (institutional efficiency metric)		Total certificates awarded (completion metric) Secondary student certificate completions (dual enrollment)	
Vermont	University of Vermont	No statute, rule/regulation, agency policy, or budget bill addressing higher education funding in place for this sector in this state									

STATE ▲	POLICY APPLIES TO:	COURSE OR PROGRAM COMPLETION METRICS	DEVELOPMENTAL EDUCATION/ REMEDIAL COURSES	CREDIT HOURS ENROLLED PER STUDENT	CREDIT HOURS COMPLETED PER STUDENT	CREDIT HOURS ACCUMULATED PER STUDENT	YEAR-TO-YEAR RETENTION	COMPLETION/ GRADUATION RATES	TIME-TO-DEGREE	DEGREES/ CERTIFICATES PER FTE	ONLINE/ DISTANCE EDUCATION
Vermont	Vermont State College System	Required to be included in the funding model								Three-year average total number of degrees and certificates awarded with various weights for certificates, AA, BA and MA degrees.	
Virginia	Virginia Community College System	Option to be included in the funding model					The Governor may consider and recommend incentives for increased retention rates	The Governor may consider and recommend incentives for increased degree completions for Virginia residents with partial degree completion, as well as increased graduation rates	The Governor may consider and recommend incentives for increased degree completion in a timely manner		The Governor may consider and recommend incentives for technology-enhanced instruction, including course redesign, online instruction, and resource sharing among institutions
Virginia	4-year institutions	Option to be included in the funding model					The Governor may consider and recommend incentives for increased retention rates	The Governor may consider and recommend incentives for increased degree completions for Virginia residents with partial degree completion, as well as increased graduation rates	The Governor may consider and recommend incentives for increased degree completion in a timely manner		The Governor may consider and recommend incentives for technology-enhanced instruction, including course redesign, online instruction, and resource sharing among institutions
Washington	Washington Community and Technical College System	Required to be included in the funding model	Points awarded for college readiness include successful completion of remedial English or math and successful completion of college level English or math Additional points are awarded to other milestones if the student began in remedial courses		Points awarded for basic skills improvement include completion of 6 college level credits Points are awarded for completing 15 and 30 credits		Points are awarded for student retention			Points are awarded for certificates that require at least 20 credits and degrees.	

STATE ▲	POLICY APPLIES TO:	COURSE OR PROGRAM COMPLETION METRICS	DEVELOPMENTAL EDUCATION/ REMEDIAL COURSES	CREDIT HOURS ENROLLED PER STUDENT	CREDIT HOURS COMPLETED PER STUDENT	CREDIT HOURS ACCUMULATED PER STUDENT	YEAR-TO-YEAR RETENTION	COMPLETION/ GRADUATION RATES	TIME-TO-DEGREE	DEGREES/ CERTIFICATES PER FTE	ONLINE/ DISTANCE EDUCATION
Washington	4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
West Virginia	West Virginia Community and Technical College System	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
West Virginia	West Virginia Higher Education Policy Commission, 4-year institutions	Not mentioned in statute, rule/regulation, agency policy, or budget bill									
Wisconsin	University of Wisconsin System (Oversees budget requests for 2- and 4-year institutions)	Required to be included in the funding model				Undergraduates who have achieved 30 and 90 credit hours				Degrees awarded per 100 FTE students Undergraduate degrees awarded Post-baccalaureate degrees awarded	
Wisconsin	Wisconsin Technical College System	Required to be included in the funding model	Transition of adult students from basic education to skills training number and success rate of adult students served by basic education courses, adult high school or English language learning courses							See credentials awarded in high-demand field	
Wyoming	Wyoming Community College System	Required to be included in the funding model		Weighted credit hour volume is calculated every year	Weighted, completed credit hour is calculated every year			Program completion volume is calculated every year			
Wyoming	University of Wyoming	Not mentioned in statute, rule/regulation, agency policy, or budget bill									