

From 2014-2016, Research for Action (RFA) conducted a comparative, mixed methods study in Indiana, Tennessee and Ohio to: examine OBF state-level policy formation and implementation; explore institutional-level implementation and identify contextual factors that affect it; and utilize Interrupted Time Series analysis with Statewide Longitudinal Data Systems to examine student-level effects. All analyses have been member-checked with officials in each state to ensure that our results are both comprehensive and accurate. This research was supported with grants from the Lumina Foundation and the Bill and Melinda Gates Foundation.

Student-Level Outcomes in Tennessee and Indiana

- Overall, full-time students do significantly better under OBF in terms of:
 - Credit accumulation in both 2- and 4-year sectors (TN)
 - Certificate completion (TN)
 - Degree completion (100% and 150%) in both the 2-year (TN) and 4-year (IN, TN) sectors
 - Declaring and obtaining a high impact degree in the 4-year sector (IN)
- We see significant positive impact on full-time Tennessee Pell students on: 150% degree completion; certificate completion; and 12 credit accumulation.
- We see significant positive impact on full-time Underrepresented Minorities (URM) on: 24 credit accumulation and certificate completion.
- Part-time students in Tennessee’s 2-year sector experienced the following negative effects:
 - Significant negative impacts on credit accumulation and transfer for all part-time students
 - Significant negative impact on credit accumulation and transfer for part-time Pell and URM students in

Table 1. Evidence of Significant Impact of OBF Policies in Tennessee and Indiana on Key Student Outcomes

OUTCOME	TENNESSEE	INDIANA (FOUR-YEAR ONLY)
Degree 100% Time (On-Time)	+ Impact: All 4-Year	+ Impact FT
Declaring High-Impact Major	Not in Formula	+ Impact FT
Obtaining High-Impact Degree	Not in Formula	+ Impact FT
Degree 150% Time	+ Impact for 2-Year FT: All, Pell - Impact for 2-Year PT: All, Pell	Not in Formula
4-Year Credit Benchmarks (24/48/72)	<u>Full-Time</u> + Impact 24 Credits: All, URM + Impact 48 Credits: All	Unable to Measure
2-Year Credit Benchmarks (12/24/36)	<u>Full-Time</u> + Impact 12 Credits: All, Pell + Impact 24 Credits: All <u>Part-Time</u> - Impact 12 Credits: All - Impact 24 Credits: All, Pell, URM - Impact 36 Credits: All, Pell, URM	Unable to Measure
Certificate in 2 years	+ 2-year FT: All, Pell, URM	Unable to Measure
Transfer	- 2-year PT: All, Pell	Not in Formula

All results in this table are significant at .05 level or above.

Policy Formation and Implementation

All 14 institutions included in our study exhibited increased alignment to OBF outcomes after policy implementation. However, variation in the amount of alignment was related to factors such as the degree to which policy formation included clear messaging and broad institutional involvement. Policy implementation was affected by the degree of formula stability and mission differentiation; and institutional capacity and leadership.

Full results are available in a set of forthcoming reports, technical appendices and briefs.