

Performance Funding Comparison: Arizona and Florida

	Arizona	Florida												
Funding Allocated	For FY 2017, \$5 million was approved for the performance funding model.	For 2017-2018, the current appropriation of \$520 M includes \$245 M for state investment and \$275 M for institutional investment. Florida has not provided funding based on enrollments since 2007-2008. Rather, funding is based primarily on performance and the allocation of dollars towards special university initiatives.												
Eligibility	All institutions are eligible. The Arizona legislature requires The allocation model be similar to that used in the previous fiscal year.	Starting in 2016-2017, institutions must score 51 points and not be in the bottom three to be eligible for new funding. For fiscal years 2014-2015 and 2015-2016, universities were required to score 26 points or more and not be in the bottom three to be eligible for new funds.												
Guiding Principles	<p>Arizona's Performance Funding Model is predicated upon two primary performance goals:</p> <ul style="list-style-type: none"> ❖ Increasing annual production of degrees by 50% by 2020 ❖ Doubling research and public services expenditures by 2020 	<p>The Florida model has four guiding principles:</p> <ol style="list-style-type: none"> 1. Use metrics that align with SUS Strategic Plan goals 2. Reward excellence or improvement 3. Have a few clear, simple metrics 4. Acknowledge the unique mission of the different institutions 												
Metrics	<p>Three components:</p> <ul style="list-style-type: none"> ❖ Increases in degrees awarded ❖ Increases in completed student credit hours ❖ Increases in externally generated research and public service funding 	<p>The Florida 10-Metric Model:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 5px;">1. Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 year after graduation</td> <td style="width: 50%; padding: 5px;">2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation</td> </tr> <tr> <td style="padding: 5px;">3. Net Tuition and Fees per 120 Credit Hours</td> <td style="padding: 5px;">4. Six Year Graduation Rate (Full-time and Part-time FTIC)</td> </tr> <tr> <td style="padding: 5px;">5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)</td> <td style="padding: 5px;">6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)</td> </tr> <tr> <td style="padding: 5px;">7. University Access Rate (Percent of Undergraduates with a Pell-grant)</td> <td style="padding: 5px;">8a. Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded)</td> </tr> <tr> <td style="padding: 5px;">8b. Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric)</td> <td style="padding: 5px;">9. Board of Governors Choice</td> </tr> <tr> <td colspan="2" style="padding: 5px;">10. Board of Trustees Choice</td> </tr> </tbody> </table>	1. Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 year after graduation	2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	3. Net Tuition and Fees per 120 Credit Hours	4. Six Year Graduation Rate (Full-time and Part-time FTIC)	5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	7. University Access Rate (Percent of Undergraduates with a Pell-grant)	8a. Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded)	8b. Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric)	9. Board of Governors Choice	10. Board of Trustees Choice	
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<p>Weighting and Improvement Scores</p>	<p>Added weight may be given to degrees related to science, technology, engineering and mathematics, as well as other high-value degrees that are in short supply or are essential to the state's long-term economic development strategy.</p> <p>Each university is given added weight based on their individual missions.</p>	<p>Presently the Florida 10-Metric Model is not weighted but the Board reserves the option to weight specific metrics such as the Six Year Graduation Rates and the Academic Progress Rate.</p> <p>Improvement points are determined after reviewing data trends for each metric. If the improvement score is higher than the excellence score, the improvement points are counted. This can result in a university scoring lowest in one metric but getting the most points for that metric because of their improvement in the metric.</p>
<p>Institutional Control</p>	<p>Arizona institutions do not have control over appropriation levels or choice of metrics. There is an adjustment made to address institutional mission in the form of weighting of data, for example, the weight ensures an institution with less of research focus is not unduly penalized in the Increases in External Research and Public Service Funding metric.</p>	<p>Florida institutions also do not have control over appropriation levels and institutions can control performance on outcomes within reason. However, the Florida 10-Metric Model does give institutions some control given that there is a metric chosen by institutional boards as part of the model.</p>

<https://www.azleg.gov/jlbc/17baseline/unibor.pdf>

<https://public.azregents.edu/Shared%20Documents/09-24-2014%20Item%2001%20PPT%20ABOR%20Universities%20PFM%20BF%20Cmt%20v.3.0.pdf>