

## Performance Funding Comparison: Missouri and Florida

	Missouri	Florida				
<b>Funding Allocated</b>	Universities received new funding through the performance funding formula for fiscal years 2014 through 2017. Although performance items were reported and compiled for Fiscal Year 2018, no new funds were appropriated to institution operating budgets for that year.	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.				
<b>Eligibility</b>	Institutions are eligible if they improve over the previous year's performance (a three-year rolling average) or where applicable sustain performance relative to an external benchmark.	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.				
<b>Guiding Principles</b>	<ol style="list-style-type: none"> <li>1. Reliance on existing, and externally validated data</li> <li>2. Alignment with established statewide goals</li> <li>3. Straight-forward in nature and easily understood</li> </ol>	<ol style="list-style-type: none"> <li>1. Use metrics that align with SUS Strategic Plan goals</li> <li>2. Reward excellence or improvement</li> <li>3. Have a few clear, simple metrics</li> <li>4. Acknowledge the unique mission of the different institutions.</li> </ol>				
<b>Metrics</b>	<p>Metrics for 4-year institutions</p> <ul style="list-style-type: none"> <li>❖ <b>Student Success &amp; Progress</b> (institutions choose one):  <ol style="list-style-type: none"> <li>a) Freshman to Sophomore Retention or</li> <li>b) First-time, full-time freshmen successfully completing 24 hours in their first academic year</li> </ol> </li> <li>❖ <b>Increased Degree Attainment</b> (institutions choose one):  <ol style="list-style-type: none"> <li>a) Total degrees awarded or</li> <li>b) Six-year cohort graduation rates</li> </ol> </li> <li>❖ <b>Quality of Student Learning</b> (institutions choose one):</li> </ul>	<p style="text-align: center;"><b>Florida's 10-Metric Model:</b></p> <table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 year after graduation</li> </ol> </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> <li>2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>3. Net Tuition and Fees per 120 Credit Hours</li> </ol> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>4. Six Year Graduation Rate (Full-time and Part-time FTIC)</li> </ol> </td> </tr> </tbody> </table>	<ol style="list-style-type: none"> <li>1. Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 year after graduation</li> </ol>	<ol style="list-style-type: none"> <li>2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation</li> </ol>	<ol style="list-style-type: none"> <li>3. Net Tuition and Fees per 120 Credit Hours</li> </ol>	<ol style="list-style-type: none"> <li>4. Six Year Graduation Rate (Full-time and Part-time FTIC)</li> </ol>
<ol style="list-style-type: none"> <li>1. Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 year after graduation</li> </ol>	<ol style="list-style-type: none"> <li>2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation</li> </ol>					
<ol style="list-style-type: none"> <li>3. Net Tuition and Fees per 120 Credit Hours</li> </ol>	<ol style="list-style-type: none"> <li>4. Six Year Graduation Rate (Full-time and Part-time FTIC)</li> </ol>					

	<p>a)Improvements in assessments of general education, b)Improvements in assessments in the major field, or c)Improvements on Professional/occupational licensure tests</p> <ul style="list-style-type: none"> <li>❖ <b>Financial Responsibility &amp; Efficiency</b> (institutions choose one): <ul style="list-style-type: none"> <li>a)Percent of total education &amp; general expenditures expended on the core mission (instruction, research, and public service), or b)Increase in education revenue (state appropriations plus net tuition revenue) per full-time equivalent student at or below the increase in the consumer price index</li> </ul> </li> <li>❖ <b>Mission specific measure:</b> Addressed with institution-specific measures</li> <li>❖ <b>Graduate Outcomes:</b> students are counted if employed full or part time, in a volunteer/service program, serving in military, or continuing their education six months following graduation</li> </ul>	<p><b>5.</b> Academic Progress Rate (2nd Year Retention with GPA Above 2.0)</p>	<p><b>6.</b> Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)</p>
		<p><b>7.</b> University Access Rate (Percent of Undergraduates with a Pell-grant)</p>	<p><b>8a.</b> Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded)</p>
		<p><b>8b.</b> Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric)</p>	<p><b>9.</b> Board of Governors Choice</p>
		<p><b>10.</b> Board of Trustees Choice</p>	
<p><b>Weighting and Improvement Scores</b></p>	<p>In order to recognize their growing importance in the workforce, the model incorporates a special weighting factor for STEM, Health and Allied Health completions into any existing measure where applicable and appropriate, including measures that involve actual degree completions and total degree production.</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>	

<b>Institutional Control</b>	Missouri's model offers 4-year institutions choice among 2-3 alternatives for 4 of the metrics. In addition, institutions may choose the fifth metric, which is subject to Board approval.	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.
------------------------------	--	--

<https://dhe.mo.gov/PerformanceFunding.php>

<https://dhe.mo.gov/documents/PerformanceFundingPublicationVo42017.pdf>