

## Performance Funding Comparison: Ohio and Florida

	<b>Ohio</b>	<b>Florida</b>
<b>Funding Allocated</b>	The State Share of Instruction (SSI) is Ohio's primary mechanism of subsidizing the instructional costs at Ohio's public institutions of higher education for the purpose of reducing the cost of tuition for Ohio residents. SSI funding in each fiscal year is allocated to public institutions according to a performance-based funding formula. The university allocation for FY 2018 was \$1.5 billion.	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>	All institutions receive funding through the performance-based funding formula.	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. Incentivize improved graduation rates, number of graduates, and time it takes in order to produce workforce-ready students</li> <li>2. Strengthen ability to respond to new or increased workforce development opportunities in the state</li> <li>3. Raise participation rates in higher education among high school graduates</li> <li>4. Attract the best and brightest students from Ohio and elsewhere to learn and work in Ohio</li> <li>5. Encourage institutions to attract, prepare, and graduate non-traditional and at-risk students</li> <li>6. Ensure that college is affordable for students and families</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>

<p><b>Metrics</b></p>	<p>Ohio's metrics for four-year institutions:</p> <ul style="list-style-type: none"> <li>❖ Course Completions (completed FTE) which comprises approximately 30% of the distribution;</li> <li>❖ Degree Completion which allocates 50% of the distribution</li> <li>❖ Set Asides, if applicable <ul style="list-style-type: none"> <li>a. Medical model</li> <li>b. Research Doctoral</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Florida's 10-Metric Model:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>1.</b> 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;"> <b>2.</b> Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation </td> </tr> <tr> <td style="padding: 5px;"> <b>3.</b> Net Tuition and Fees per 120 Credit Hours </td> <td style="padding: 5px;"> <b>4.</b> Six Year Graduation Rate (Full-time and Part-time FTIC) </td> </tr> <tr> <td style="padding: 5px;"> <b>5.</b> Academic Progress Rate (2nd Year Retention with GPA Above 2.0) </td> <td style="padding: 5px;"> <b>6.</b> Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) </td> </tr> <tr> <td style="padding: 5px;"> <b>7.</b> University Access Rate (Percent of Undergraduates with a Pell-grant) </td> <td style="padding: 5px;"> <b>8a.</b> Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded) </td> </tr> <tr> <td style="padding: 5px;"> <b>8b.</b> Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric) </td> <td style="padding: 5px;"> <b>9.</b> Board of Governors Choice </td> </tr> <tr> <td colspan="2" style="padding: 5px; text-align: center;"> <b>10.</b> Board of Trustees Choice </td> </tr> </table>	<b>1.</b> Percent of Bachelor's Graduates Employed (\$25,000+) and/or Continuing their Education Further 1 year after graduation	<b>2.</b> Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	<b>3.</b> Net Tuition and Fees per 120 Credit Hours	<b>4.</b> Six Year Graduation Rate (Full-time and Part-time FTIC)	<b>5.</b> Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	<b>6.</b> Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	<b>7.</b> University Access Rate (Percent of Undergraduates with a Pell-grant)	<b>8a.</b> Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded)	<b>8b.</b> Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric)	<b>9.</b> Board of Governors Choice	<b>10.</b> Board of Trustees Choice	
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<p><b>Weighting and Improvement Scores</b></p>	<p>Ohio's model includes weighting among its metrics for four-year institutions.</p> <ul style="list-style-type: none"> <li>❖ More weight is given for degree completions (50%) than course completions (30%) and doctoral and medical (20%).</li> <li>❖ STEM and graduate Weights for degree completion and At-Risk weights at the student-level.</li> </ul>	<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>	Overall allocations are determined by the Governor and Legislature. Ohio institutions do not have any control over appropriation levels and do not have any choice of metrics.	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.
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