

## Performance Funding Comparison: Indiana and Florida

	Indiana	Florida												
<b>Funding Allocated</b>	The Indiana Commission for Higher Education allocated \$1.2 billion in FY 2018 and FY 2019.	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 are eligible for performance based funding.	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. Promote improvement</li> <li>2. Encourage innovation</li> <li>3. Drive greater operating efficiency</li> <li>4. Ensure better return on investment</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><u>Completion Metrics</u></p> <ul style="list-style-type: none"> <li>❖ Overall Degree Completion</li> <li>❖ On-Time Graduation Rate</li> <li>❖ At-Risk Degree Completion</li> <li>❖ High-Impact Degree Completion</li> </ul> <p><u>Progress Metrics</u></p> <ul style="list-style-type: none"> <li>❖ Student Persistence</li> <li>❖ Remediation Success</li> </ul>	<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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<b>Weighting and Improvement Scores</b>	Weighting is as follows: Overall completion (40%) On-time completion (30%) At-Risk Completion (20%) High-Impact Completion (8%) Student Persistence (1%) Remediation Success (1%)	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.  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.
<b>Institutional Control</b>	Indiana institutions do not have control over appropriation levels and institutions can control performance on outcomes within reason.	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://www.in.gov/che/3148.htm>

<https://www.in.gov/che/files/Performance%20Funding%20FAQ%20FINAL.pdf>

[https://www.in.gov/che/files/OperatingTotalFunding\\_20172019.pdf](https://www.in.gov/che/files/OperatingTotalFunding_20172019.pdf)