

CBHE Performance Funding Model

Technical Notes

Public Four-year Institution Performance Measures

Student Success and Progress

1. Completions per student FTE

Methodology:

All degrees and certificates awarded in an academic year divided by 12-month FTE as calculated by IPEDS. 12-month FTE is the sum of total enrolled undergraduate credit hours / 30 plus total enrolled graduate credit hours / 24 plus total estimated professional FTE (reported directly in IPEDS by institutions with professional programs). Degrees awarded as a result of cooperative/collaborative programs can be reported by both institutions provided there is a signed agreement by officials from all participating institutions and that at least 25 percent of the program content or support be offered or funded by any collaborating partner in order to participate.

Degrees and certificates awarded will be weighted x 1.5 if awarded in STEM and health fields as previously defined for performance funding, and x 1.5 if the completer was ever Pell eligible at the institution in the course of pursuing the awarded credential. A degree or certificate awarded can be weighted for Pell and STEM/health, e.g. effectively at x 2.0. Final ratio is multiplied by 100 and rounded to tenths. An example to illustrate the weighting process is provided below.

AY 2016 graduates =500 in all fields, 30 in STEM fields and 26 as Pell eligible.

Total number of weighted graduates counted for performance funding would be $500 + (30 * 0.5) + (26 * 0.5) = 500 + 15 + 13 = 528$.

STEM Fields for Missouri Performance Funding (by CIP code):

01-Agriculture, agriculture operations and related sciences

03-Natural resources and conservation

10- Communication technologies/technicians and support services

11- Computer information sciences and support services

13- Education (STEM-related: 13.0603, 13.1309, 13.1311, 13.1316, 13.1319, 13.1320, 13.1321, 13.1322, 13.1323, 13.1329, 13.1335)

14- Engineering

15- Engineering technologies and engineering-related fields

21- Technology education/industrial arts

26-Biological and biomedical sciences

27-Mathematics and statistics

29-Military technologies and applied sciences

30- Interdisciplinary Studies (STEM-related: 30.0101, 30.0601, 30.0801, 30.1001, 30.1801, 30.1901, 30.2501, 30.3201)

40- Physical sciences

41- Science technologies/technicians

47-Mechanic and repair technologies/technicians

Health and Allied Health Fields for Missouri Performance Funding (by CIP code):

51-Health and Allied Health

Improvement / Sustained Excellence:

Improvement is based on change between three years sum of total weighted completions divided by three years sum of FTE, compared to the prior three years. Sustained excellence is reached if the most recent three years' ratio is at or greater than 25.0. This is based on the general presumption that a quarter of incoming undergraduates will ideally graduate each year. The ideal sustained excellence benchmark will be re-evaluated in the future.

2. Percent of students meeting or exceeding identified threshold on one of the following assessments (permanent selection based on historical usage)

- General Education Assessment
- Major Field Assessment
- Professional/Occupational Licensure Exam

Methodology:

The number of completers during the reported fiscal year who had taken:

A nationally normed or nationally recognized assessment of general education and scored at or above the 50th percentile; or earned a passing score if the assessment is scored pass/fail, or,

A nationally normed or nationally recognized assessment in the major field and scored at or above the 50th percentile; or earned a passing score if the assessment is scored pass/fail, or,

A nationally normed or national- or state-recognized assessment of professional or occupational licensure and scored at or above the 50th percentile; or earned a passing score if the assessment is scored pass/fail. Licensure assessments that are pervasively expected in order for an individual to work in the occupational field or profession should be included.

The institution's annual success rate will be the number of completers who passed the relevant exam divided by the number of students tested. Sampling is not permitted, although nationally normed or nationally recognized pass/fail major field assessments may not be available or utilized in all majors. The number of students assessed and passing should also mirror data reported on the Performance Indicators Survey. Include all levels of students/awards in professional/occupational licensure. The inclusion of assessments of teacher and educator certification is under review but remain excluded until further notice, including MOGEA as a general education assessment for education majors.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of successful students divided by the prior three years sum of assessed students, compared to the most recent three years sum of successful students divided by the prior three years sum of assessed students.

Sustained excellence for general education and major field assessments is set based on the institution's admissions selectivity category: open admissions (50 percent), moderately selective (60 percent) and selective / highly selective (70 percent). Sustained excellence for professional licensure is set at 90 percent.

Efficiency and Affordability

3. Core expenditures as percent of total expenditures

Methodology:

Core expenditures are annual fiscal year totals for Instruction, Research, and Public Service, as reported on the IPEDS Finance survey. Total expenditures are annual fiscal year totals for Instruction, Research, Public Service, Academic Support, Student Services, and Institutional Support.

The institution's annual ratio will be core divided by total expenditures.

Improvement / Sustained Excellence:

Improvement is based on the prior three years sum of core expenditures divided by the prior three years sum of total expenditures, compared to the most recent three years sum of core expenditures divided by the most recent three years sum of total expenditures. Improvement is defined as an increase of the most recent three year ratio of core expenditures to total expenditures compared to the prior three years.

Sustained excellence will be a rate greater than the 66th percentile rate for peer institutions, similarly calculated for the most recent three-year period.

4. Change in operating salary expenditures compared to median household income

Methodology:

Operating salary expenditures are as reported annually to MDHE as part of the budget process via the Current Funds Revenues and Expenditures Report. Salary expenditures will be included as reported in the following categories:

General Operations: The general operations fund is where the majority of the instructional and public service activities are budgeted and accounted for. This is the part of the institution's budget that is funded primarily by tuition and fees and state appropriations for operations.

Other Unrestricted Educational and General (E&G): Other Unrestricted Current Funds are self-supporting activities or cost centers that include tuition and fees from continuing education activities and activities of service operations. This is an optional column on the form. Many institutions may account for these activities in their Operation Funds.

12-month FTE is as calculated by IPEDS. 12-Month FTE is the sum of total enrolled undergraduate credit hours / 30 plus total enrolled graduate credit hours / 24 plus total estimated professional FTE (reported directly in IPEDS by institutions with professional programs).

The institution's annual ratio will be the current year's salary expenditures divided by the corresponding years' 12-month FTE.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of operating salary expenditures divided by the prior three years sum of 12-Month FTE, compared to the most recent three years sum of operating salary expenditures divided by the most recent three years sum of 12-month FTE. The percent difference between the prior and current three-year ratios must not exceed the rate of change between the prior three years average Missouri median household income and the most recent three years average Missouri median household income. Median household income will be as reported annually in the U.S. Census Bureau's American Community Survey (one-year estimates).

5. Change in net tuition and fee revenue collected from Missouri resident degree-seeking undergraduates compared to median household income

Methodology:

Tuition and required fees include all of the following: tuition (undergraduate courses only), college-specific fees, supplemental course-specific fees, program-specific fees, other enrollment fees, and student service fees assessed in addition to tuition. These include but are not limited to recreation center fees, health center fees, facility fees, athletic fees, and technology / computer usage fees, excepting computers or similar equipment required for purchase and subsequently owned by the student. Fees approved by student initiatives are included. These fees are included regardless of where the student fees are allocated. Tuition and fees do not include room and board, books, or required special equipment, tools, and supplies.

Tuition and fees are net of (reduced by) institutional aid only. Institutional aid includes all aid awarded to the student by the University/College only from University/College funds.

Institutional aid does not include the following: Pell Grants; state awards such as Bright Flight, A+, and Access; foundation scholarships, third party scholarships; employee and dependent fee waivers; and student loans.

The institution should calculate annual totals of net tuition and required fee revenue, as defined above, as collected from Missouri resident undergraduate degree-seeking students. (Degree-seeking should remove dual credit students.) Residency should be as recorded for tuition purposes (it may or may not also be the student's geographic origin). Please provide some additional narrative if estimation is required to apportion resident fees.

12-Month FTE are calculated as total enrolled undergraduate credit hours / 30 for Missouri resident undergraduate degree-seeking students. Net tuition and required fee revenue and student FTE should be at census for each term during the reported year.

The institution's annual ratio will be the current year's net tuition and required fee revenue divided by the corresponding year's 12-month FTE.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of net tuition and required fee revenue divided by the prior three years sum of 12-Month FTE, compared to the most recent three years sum of net tuition and required fee revenue divided by the most recent three years sum of 12-Month FTE. The percent difference between the prior and current three-year ratios must not exceed the rate of change between the prior three years average Missouri median household income and the most recent three years average Missouri median household income. Median household income will be as reported annually in the U.S. Census Bureau's American Community Survey (one-year estimates).

Graduate Outcomes

6. Student Success After Graduation

Methodology:

Institutions will administer the First Destination Survey developed by the National Association of Colleges and Employers (NACE) or an equivalent instrument. Institutions will attempt to contact associate and bachelor's degree completers for the prior year's summer, fall, and spring terms, e.g. summer 2016, fall 2016, and spring 2017 for fall 2017/ FY 2019 performance funding reporting. Data collection should be in accordance with [NACE Standards and Protocols](#). Data may also be collected by legitimate indirect means, as described in NACE's Guiding Principles or under Targeted Knowledge Rates.

The institution's annual success ratio will be the total number of students employed full-time, participating in a volunteer or service program (e.g., Peace Corps), serving in the U.S. military, or enrolled in a program of continuing education, divided by the total number of students whose status was known.

Improvement / Sustained Excellence:

Students will be counted as successful if employed full-time, participating in a volunteer or service program (e.g., Peace Corps), serving in the U.S. military, or enrolled in a program of continuing education. Improvement will be measured via year-to-year change until such time as data are available to compare two three-year rolling averages. The annual success ratio will be the total number of completers reporting these statuses divided by the number of completers contacted or otherwise accounted for.

Institutions must collect career outcomes information on 60 percent of degree completers surveyed in the most recent year in order to succeed on this measure, regardless of the reported annual success ratio. Institutions will meet the measure if the current annual success ratio improves compared to the immediate prior year or via sustained excellence if their annual success ratio rate meets or exceeds 75

percent in the most recent year (until rolling averages are available). This threshold approximates the average national career outcomes rate for the bachelor's degree NACE survey for 2014-2016, minus part-time employment.

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Public Community College and MSU – West Plains Performance Measures

Student Success and Progress

1. Three-year completion rate for FTFT entering students (including transfer to four-year institution)

Methodology:

Successful completers / transfers will be the total number of first-time full-time degree- and certificate-seeking students who earned a credential within three years, from the most recent fall cohort as reported to the National Community College Benchmark Project, plus the total number of non-completers who transferred to public and private four-year institutions within three years (NCCBP Form 2). The entering cohort will be the unduplicated credit headcount of first-time, full-time degree- and certificate-seeking students, from the most recent fall cohort as reported to the National Community College Benchmark Project (NCCBP Form 2).

The institution's annual ratio will be the number of completers plus transfers, divided by the total number of students in the entering fall cohort.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of completers and transfers divided by the prior three years sum of entering cohorts, compared to the most recent three years sum of completers and transfers divided by the prior three years sum of entering cohorts.

Sustained excellence for this measure is set at the 66th percentile of performance during the most recent reporting year of NCCBP-participating institutions.

2. Percent of attempted credit courses successfully completed

Methodology:

Institutions will report the total number of A, B, C, P, D, F and W grades (or their institutional equivalents) at the end of the most recent fall term reported to the NCCBP (Form 12). Institutions include +'s and -'s in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades). Do not include incompletes and audits. Include grades in credit distance learning classes and grades in credit developmental/remedial courses.

The institution's annual ratio will be the number of A, B, C, and P grades, divided by the total number of A, B, C, P, D, F and W grades.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of A, B, C, and P grades divided by the prior three years sum of A, B, C, P, D, F and W grades, compared to the

most recent three years sum of A, B, C, and P grades divided by the prior three years sum of A, B, C, P, D, F and W grades.

Sustained excellence for attempted credit courses successfully completed is set based on 66th percentile of performance during the most recent reporting year of NCCBP-participating institutions.

3. Percent of degree and certificate completers who pass required licensure/certification exam

Methodology:

The number of completers during the reported fiscal year who had taken a nationally normed or national- or state-recognized assessment of professional or occupational licensure and scored at or above the 50th percentile; or earned a passing score if the assessment is scored pass/fail. All licensure assessments which are pervasively expected to work in the discipline should be included.

The institution's annual success rate will be the number of completers who passed the licensure exam divided by the number of students tested. The number of students assessed and passing should mirror what is reported on the Performance Indicators Survey. Include all levels of students / awards in professional / occupational licensure. Assessments of teacher and educator certification are excluded until further notice.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of successful students divided by the prior three years sum of assessed students, compared to the most recent three years sum of successful students divided by the prior three years sum of assessed students.

Sustained excellence for professional licensure is set at 90 percent.

Efficiency and Affordability

4. Non-core expenditures as percent of total expenditures

Methodology:

Non-core expenditures are annual fiscal year totals for Research, Public Service, and Institutional Support, as reported on the IPEDS Finance survey. Total expenditures are annual fiscal year totals for Instruction, Research, Public Service, Academic Support, Student Services, and Institutional Support.

The institution's annual ratio will be non-core divided by total expenditures.

Improvement / Sustained Excellence:

Improvement is based on the prior three years sum of non-core expenditures divided by the prior three years sum of total expenditures, compared to the most recent three years sum of non-core expenditures divided by the most recent three years sum of total expenditures. Improvement is defined as a reduction of the most recent three year ratio of non-core expenditures to total expenditures compared to the prior three years.

Sustained excellence will be a rate lesser than the 66th percentile rate for peer institutions (public two-year degree-granting, Title-IV-participating institutions in the states and D.C.) for the most recent three-year period.

5. Tuition and fee as percent of median family income (by service area)

Methodology:

Tuition and fee charges are base annual tuition and required fees for in-district full-time students. Full-time is defined as 30 credit hours. In-district tuition and fees are as reported to NCCBP (Form 2) in the most recent available year.

Service region median household income is as reported to NCCBP (Form 1) in the most recent available year.

The institution's annual ratio will be annual in-district tuition and fees as a percentage of service region median household income.

Improvement / Sustained Excellence:

Improvement is based on the ratio of the prior three years' average in-district tuition and fees as a percentage of the prior three years' average service region median household income, compared to the ratio of the most recent three years' average in-district tuition and fees as a percentage of the most recent three years' average service region median household income. Improvement is defined as a decrease in the most recent three ratio compared to the prior three years.

Sustained excellence will be a rate less than that of the national median in-district tuition and fees as a percentage of the national median service region median household income for the current year.

Graduate Outcomes

6. Student success after graduation

Methodology:

The community colleges and Missouri State University – West Plains will report graduate follow-up data following a three-step process.

First, the institutions will follow up on career and technical education graduates completing degrees and certificates during an academic year via Perkins / 180-Day graduate surveys.

Successful completers will be those found within six months of completion as attending a four-year institution, competitively employed, or serving in the military.

Second, the institutions will submit all completers of degree and certificate programs for the same academic year from remaining / transfer programs to the National Student Clearinghouse. Successful completers will be those found as enrolled at a four-year institution within one year of completion.

Third, institutions will provide to DHE a list of transfer program completers not found as enrolled at a four-year institution within one year of completion. This list will also include those completers not found at all in Clearinghouse data as well as those only found as re-enrolled in a two-year institution, and those remaining Unknown after Perkins / 180-Day reporting. DHE staff will query state wage records. Successful completers will be those found as employed within two quarters of completion or re-enrolled in a two-year institution (but only if not found in wage records.) Some additional discussion is required regarding a wage threshold which will represent full-time employment.

Improvement / Sustained Excellence:

Improvement will be measured via year-to-year change until such time as data are available to compare two three-year rolling averages. The outcomes rate will be the total of completers reporting a successful status, as detailed above, divided by the number of completers contacted or otherwise accounted for.

Institutions must meet a minimum knowledge rate of at least 60 percent of degree and certificate completers in the most recent year in order to be considered successful, regardless of the reported outcomes rate. The knowledge rate is the percentage of certificate and associate's degree completers for reported year whose status is known via Perkins survey, the National Student Clearinghouse, or state wage records. Institutions will meet the measure if the current outcomes rate improves compared to the immediate prior year or via sustained excellence if their outcomes rate meets or exceeds 75 percent in the most recent year (until rolling averages are available).

State Technical College Performance Measures

Student Success and Progress

1. Three-year completion rate for FTFT entering students

Methodology:

All degree and certificate completers within 150 percent time (Normal Time) for the most recent available data year, divided by the incoming adjusted cohort of first-time, full-time degree- and certificate seeking students, as reported on the IPEDS Graduation Rate Survey.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of degree and certificate completers divided by the prior three years sum of adjusted cohorts, compared to the most recent three years sum of degree and certificate completers divided by the prior three years sum of adjusted cohorts.

Sustained excellence will be a rate greater than the 66th percentile rate for peer institutions, similarly calculated for the most recent three-year period.

2. Completions per student FTE

Methodology:

All degrees and certificates awarded in an academic year divided by 12-month FTE as calculated by IPEDS. 12-month FTE is the sum of total enrolled undergraduate credit hours / 30 plus total enrolled graduate credit hours / 24 plus total estimated professional FTE (reported directly in IPEDS by institutions with professional programs).

Degrees and certificates awarded will be weighted x 1.5 if awarded in STEM and health fields as previously defined for performance funding, and x 1.5 if the completer was ever Pell eligible at the institution in the course of pursuing the awarded credential. A degree or certificate awarded can be weighted for Pell and STEM/health, e.g. effectively at x 2.0. Final ratio is multiplied by 100 and rounded to tenths. An example to illustrate the weighting process is provided below.

AY 2016 graduates =500 in all fields, 30 in STEM fields and 26 as Pell eligible.

Total number of weighted graduates counted for performance funding would be $500 + (30 * 0.5) + (26 * 0.5) = 500 + 15 + 13 = 528$.

STEM Fields for Missouri Performance Funding (by CIP code):

01-Agriculture, agriculture operations and related sciences

03-Natural resources and conservation

10- Communication technologies/technicians and support services

11- Computer information sciences and support services

- 13- Education (STEM-related: 13.0603, 13.1309, 13.1311, 13.1316, 13.1319, 13.1320, 13.1321, 13.1322, 13.1323, 13.1329, 13.1335)
- 14- Engineering
- 15- Engineering technologies and engineering-related fields
- 21- Technology education/industrial arts
- 26-Biological and biomedical sciences
- 27-Mathematics and statistics
- 29-Military technologies and applied sciences
- 30- Interdisciplinary Studies (STEM-related: 30.0101, 30.0601, 30.0801, 30.1001, 30.1801, 30.1901, 30.2501, 30.3201)
- 40- Physical sciences
- 41- Science technologies/technicians
- 47-Mechanic and repair technologies/technicians

Health and Allied Health Fields for Missouri Performance Funding (by CIP code):

51-Health and Allied Health

Improvement / Sustained Excellence:

Improvement is based on change between three years sum of total weighted completions divided by three years sum of FTE, compared to the prior three years. Sustained excellence is reached if the most recent three years' ratio is at or greater than 25.0.

3. Students passing a major field assessment

Methodology:

The number of completers during the reported fiscal year who had passed a Technical Skill Attainment exam, as reported in Core Indicator 1 for Perkins Career and Technical Education. Data reported to DESE are filtered for number taking and passing technical skill assessments among program completers rather than exiters (i.e. including withdrawals).

The institution's annual success rate will be the number of completers who passed a Technical Skill Attainment exam divided by the number of students tested.

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of successful students divided by the prior three years sum of assessed students, compared to the most recent three years sum of successful students divided by the prior three years sum of assessed students.

Sustained excellence for Technical Skill Attainment is set at 60 percent, which mirrors sustained excellence for major field assessment at moderately selective institutions.

Efficiency and Affordability

4. Core expenditures as percent of total expenditures

Methodology:

Core expenditures are annual fiscal year totals for Instruction, Research, and Public Service, as reported on the IPEDS Finance survey. Total expenditures are annual fiscal year totals for Instruction, Research, Public Service, Academic Support, Student Services, and Institutional Support.

The institution's annual ratio will be core divided by total expenditures.

Improvement / Sustained Excellence:

Improvement is based on the prior three years sum of core expenditures divided by the prior three years sum of total expenditures, compared to the most recent three years sum of core expenditures divided by the most recent three years sum of total expenditures. Improvement is defined as an increase of the most recent three year ratio of core expenditures to total expenditures compared to the prior three years.

Sustained excellence will be a rate greater than the 66th percentile rate for peer institutions, similarly calculated for the most recent three-year period.

5. Tuition and fee as percent of median household income

Methodology:

Tuition and fee charges are based on annual tuition and required fees for in-state full-time students. Full-time student is defined as attempting 30 credit hours.

The institution's annual ratio will be annual in-state tuition and fees as a percentage of statewide median household income.

Improvement / Sustained Excellence:

Improvement is based on the ratio of the prior three years' average in-state tuition and fees as a percentage of the prior three years' average statewide median household income, compared to the ratio of the most recent three years' average in-state tuition and fees as a percentage of the most recent three years' average statewide median household income. Improvement is defined as a decrease in the most recent three ratio compared to the prior three years.

Sustained excellence will be a rate less than that of the national median in-state tuition and fees for public degree-granting two-year institutions as a percentage of the national median household income for the current year. Median household income will be as reported annually in the U.S. Census Bureau's American Community Survey (one-year estimates).

Graduate Outcomes

6. Student success after graduation

Methodology:

State Technical College will follow up on all or 100% of career and technical education graduates completing degrees and certificates during an academic year via Perkins / 180-Day graduate surveys. Successful completers will be those found within six months of completion as employed or serving in the military, or enrolled in continuing education

Improvement / Sustained Excellence:

Improvement is based on rate of change between the prior three years sum of completers employed, serving in the military, or enrolled in continuing education divided by the prior three years sum of completers whose status is known, and the most recent three years sum of completers employed, serving in the military, or enrolled in continuing education divided by the most recent three years sum of completers whose status is known.

Sustained excellence will be met if the outcomes rate meets or exceeds 75 percent for the most recent three-year period.

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