

Chapter XIX: FUNDING FOR RESULTS

Funding for Results

This is not a separate assessment instrument, but it allows the university to set goals (with results drawn from other assessment instruments). Meeting the goals provides money, depending on the amount provided by the legislature. The money usually goes to faculty grants and assessment projects.

The following document provides additional information.

FUNDING FOR RESULTS

WHAT IS FUNDING FOR RESULTS?

The Missouri Coordinating Board for Higher Education (CBHE) began a state-level Funding For Results (FFR) initiative in 1990. During 1998, the board adopted the following nine principles to guide FFR as it continues to evolve.

- (1) Emphasize priorities established by previous planning efforts
- (2) Be concise and easily understood
- (3) Involve only a limited number of measures
- (4) Make maximum use of existing data resources
- (5) Promote and acknowledge results
- (6) Include sector-specific, i.e., two- and four-year and mission specific elements
- (7) Establish assurance of quality graduates from Missouri's public colleges and universities
- (8) Represent only a small proportion of an institution's total state appropriation
- (9) Motivate institutions to engage in continuous quality improvement

Since 1991 CBHE recommendations have included a small performance-base budget allocation. In FY 1994, .5 percent of the higher education budget for public four-year institutions came from the state's FFR program. Since FY 1996, the General Assembly has approved a higher education budget with 2 percent of the funds allocated to institutions according to FFR. It is also important to note that Governor Mel Carnahan has strongly endorsed the use of performance-base funding for higher education for at least a small part of the budget. "Institutions should be rewarded for success in achieving desired results...rewarding not just degree productivity but rather degrees awarded to students who have been tested for what they have learned."

WHAT ARE THE COMPONENTS OF THE STATE-WIDE FFR PROGRAM?

The CBHE approved the following FFR elements to be part of its FY 2000 budget recommendation.

Public Two- and Four-year Sectors

- Assessment of Graduates
- Success of Underrepresented Groups
- Performance of Graduates
- Attainment of Freshmen Success Goals
- Successful Transfer
- Campus Teaching/learning Improvement Projects

Public Four-year Only

- Quality of Prospective Teachers
- Quality of New Undergraduate Students
- Quality of New Graduate Students
- Attainment of Graduation Goals

Public Two-year Institutions Only

- Degree/Certificate Productivity
- Successful Job Placement

WHAT IS THE CAMPUS LEVEL FFR MODEL?

In 1995 with the assistance of a Fund for the Improvement of Post-secondary Education (FIPSE) grant, the CBHE encouraged public institutions to propose a Campus Level FFR Model as an additional component of the state-wide FFR program. To qualify institutions annually submit a locally developed model to the CBHE.

To qualify, the University had to develop a model specifically connected to teaching and learning and to the institution's mission. Truman consequently adopted a Campus Level FFR Model with these components:

(1) Performance in the major is assessed by:

- (a) percent of students scoring above the 80th percentile on the senior exam,
- (b) percent of students scoring above the 50th percentile on the senior exam, and
- (c) percent of students going on to graduate or professional school.

The University's goal is to achieve a 1 percent improvement in (a) and (b) through FY 2000 and a 40 percent graduate/professional school placement rate.

(2) Performance in the liberal arts and sciences as assessed by the quality of student portfolio interdisciplinary entries. The University goal established in FY 1996 was to continue to develop the process for inter-rater reliability on the interdisciplinary component of the university liberal arts and sciences portfolio and to increase student participation 5 percent each year beginning with 1997-98.

(3) Further development of a liberal arts and sciences culture as measured by an index of six questions on the Graduating Student Questionnaire (GSQ). The University's goal which was defined in FY 1996 was to establish base-line data for the six question index and to project specific goals for University performance through FY 2000.

For each goal which is successfully achieved, \$20,000 of additional grant money is made available to Faculty and Students.