

Chapter XVIII: 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 provides additional information.

WHAT IS FUNDING FOR RESULTS?

The Coordinating Board for Higher Education (CBHE) began a state-level Funding For Results (FFR) initiative in 1990. Many states using performance-based funding programs restrict and earmark how institutions use the funds. In contrast, CBHE said that in Missouri these funds would:

- (1) be a reward for improvement and recognition of quality performance,
- (2) be in addition to the existing state higher education funding formula,
- (3) be a small percent of the total higher education budget, and
- (4) be unrestricted allocations to colleges and universities.

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 state rewards institutions for components such as:

- (1) assessing students using nationally recognized tests,
- (2) performance on a general education exam,
- (3) performance on an exam in the major field,
- (4) the number of degrees conferred to African-American, Hispanic, or Native-American students,
- (5) the quality of students admitted to teacher education programs,

- (6) performance of teacher education graduates on the National Teacher Exam,
- (7) the quality of students admitted to graduate or professional programs, and
- (8) graduation rates.

The funds that universities receive each year become part of the University's base budget. This means that dollars received from FFR are not just one-year appropriations. Rather, they become part of the base budget used in each of the following years. Thus, FFR is expected to be our primary source of new dollars.

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 is 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.

Coordinating Board for Higher Education
Funding for Results: 4 - Year Institutions
(Funds Requested / Funds Appropriated*)

