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DATE:July 29, 2010

SUBJECT: 2010-15 Performance Funding Program: Quality Assurance

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Tennessee Higher Education Commission's Performance Funding Program has been in operation for over thirty years. It is nationally recognized as a successful statewide supplemental funding incentive to encourage continuous improvement of programs and services. All public universities and community colleges have been able to "earn" additional funds (up to 5.45 percent of the institution's state funding) on the basis of quality improvement as measured by a common set of indicators.

The incentive has encouraged institutions to build comprehensive evaluation systems whereby they can reliably measure student learning. Over the years, Tennessee institutions have developed a culture of continuous improvement and comfort with assessment that serves them in good stead with their institutional accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools, and with specialized accreditors, such as those in engineering, business, law, medicine, nursing, and teacher preparation.

The 2010-15 Performance Funding standards reflect the professional judgment of the Advisory Committee with representation from institutions and University of Tennessee and Tennessee Board of Regents system staff. The Scoring Sub-Committee has been responsible for developing metrics and scoring mechanisms and providing operational strategies in the development of the 2010-15 standards. The Commission staff expresses appreciation for the contributions of both committees.

2010-15 Performance Funding Program: Quality Assurance

Accountability Instrument for the Master Plan. The Performance Funding Incentive Program serves an accountability instrument for each five-year Master Plan and tracks measures THEC is statutorily required to report annually to the Tennessee General Assembly.

Quality Assurance Companion to the Funding Formula. For the 2010-15 cycle, the Performance Funding Program will also serve as the quality assurance component of the new productivity-focused higher education Funding Formula. In previous Performance Funding five-year cycles, some 60 percent of Performance Funding dollars available were awarded on the basis of productivity (student retention and graduation rates). For 2010-15, these productivity measures have been ceded to the productivity-based Funding Formula, and 100 percent of Performance Funding points are now dedicated to quality assurance. Thus, the 2010-15 Performance Funding Program reinforces the Funding Formula but does not duplicate its purpose.

Quality of Student Learning. The Performance Funding standards measure student learning and quality of programs and services against annual improvement targets. For example, institutions strive to improve student learning as evidenced in scores on national tests of general education, major fields, and licensure administered to graduating students. Institutional score averages are measured against national score averages for same-type institutions and points are awarded accordingly.

Quality of Student Support and Success. The Standards also measure quality through accreditation of programs eligible for accreditation, results of academic program reviews by teams of peer evaluators, survey evidence of student and alumni satisfaction with the quality of the institution, and employer satisfaction with the work-readiness of graduates.

Diversity and Opportunity. The 2010-15 Standards also measure institutional quality through the success of targeted subpopulations each institution seeks to attract and graduate in accord with its particular mission goals. These subpopulations expand the college-going pool and include students who are adults, low income, African-American, Hispanic, first-generation college-goers, students from underserved counties, and those entering high need fields (such as health care, science, technology, engineering, and math).

2005-10 Performance Funding Cycle	2010-15 Performance Funding Cycle
 Defining Features Served as Master Plan assessment 	 Defining Features Serves as Master Plan assessment
mechanism	mechanism
 Capitalized on availability of national 	Serve as funding formula quality assurance
benchmarking tools (NSSE, IPEDS, CSRDE,	piece
Delaware/Kansas Cost Study)	Retains traditional quality assurance
Recognized SACS process for Quality	measures to document sustained quality
Enhancement Plan (QEP)	• Keeps emphasis on national benchmarking
• Used new institutional formula peer set	• Keeps QEP as peer review and qualitative
• Integrated campus strategic planning, system	measure
planning and Master Plan	• Places greater emphasis on student learning
Stressed transfer success	and evaluation of academic programs
Emphasized employer feedback	• Continues to use faculty peer teams for
 Placed greater emphasis on student 	assessment evaluation
persistence	• Simplifies standards and makes institutional
	reporting easier and transparent (no pilot
	assessments or planning initiatives)
	• Relies on existing data collection systems for
	degree productivity
Standard One	Standard One – Quality of Student Logranize and Engrangement (75%)
Student Learning & Outcomes (35% - 40%)	Learning and Engagement (75%)
A. General Education (15)B. Major Field Assessment (10)	A. General Education (15 points)
C. Accreditation and Program Review (10-15)	B. Major Field Assessment (15 points)C. Academic Programs: Accreditation and
C. ACCICULTATION and Frogram Keylew (10-10)	Evaluation ¹
Standard Two	(15 points community colleges and 25 points
Student Satisfaction – 10%	universities)
	D. Satisfaction Surveys – NSSE and CCSSE,
Standard Three	Alumni and Employer ²
Student Persistence – 15%	(10 points)
(retention and graduation rates)	E. Job Placement (10 points community colleges
	only)
Standard Four	F. Assessment Implementation – QEP and SLI
State Master Plan Priorities (20% - 25%)	(10 points)
A. Institutional Strategic Planning Goals (5)	
B. State Strategic Planning Goals (10)	¹ Institutions will have the flexibility to review programs on a five to seven-year cycle in accord with specialized accrediting
C. Transfer and Articulation (5 – universities	agencies' length of award.
only) D. Job Placement (10 – community colleges only)	² Alumni and Employer Satisfaction Projects will focus on
D. Job Placement (10 – community coneges only)	surveying and/or interviewing the specified group. In the fifth year a summary report for all surveys and projects is
Standard Five	required.
Assessment Outcomes (15%)	
A. Assessment Pilot (5)	Standard Two – Quality of Student Access
B. Assessment Implementation (10)	and Student Success (25%)
	Subpopulations: ¹ Adult, ² Low-income, ³ African
	American, ⁴ Hispanic, ⁵ Males, ⁶ High Need
	Geographical Area, ⁷ STEM, ⁸ Health, ⁹ High
	Need ¹⁰ Institutional Selection ¹¹ CC Transfers
	with24 SCH to Universities ¹² AA/AS/AST Transfers and ¹³ TN Community College
	Graduates who Complete Bachelor's degrees
	Graduates who complete Bachelor's degrees
	* Institutions will select 5 subpopulations that are

Standard Two - Quality of Student Access and Student Success (25%) Student success is defined as credential completion (certificates, Associate and Bachelor's degrees) whic unifying goal of the Public Agenda, the Outcomes-based formula and the Performance Funding incentiv program. Institutions will select 6 of the 13 student sub-populations to focus on student success. Evaluation: Rolling average (rates of previous 3 years) compared with current year Each sub-population valued at each for a total of 25 maximur outpact at time degree was earned 1. Adult over at time degree was earned Annual Report of Graduates it rates of previous 3 years) compared with current year 2. Low Income Pell Eligible Track Aduates 3. African American Ethnicity field: Hispanic Annual Report of Graduates it reach for a total of 25 maximur TSAC FAFSA data 4. Hispanic Ethnicity field: Hispanic Annual Report of Graduates it reach of a data sciences 5. Males Gender field: Male Annual Report of Graduate Regineering and Mathematics (STEM) Student Major Field – STEM Disciplines Annual Report of Graduate Regineering - CIP Code 03 Natural Resources - CIP Code 03 Natural Resources - - CIP Code 10 Regineering - CIP Code 20 Natural Resources - - CIP Code 10 Regineering Annual Report of Graduate Natural Report of Graduate Student Major Field – Health Discipline - CIP Code 23	Student success is defined as credential completion (<i>certificates, Associate and Bachelor's degrees</i>) which is the unifying goal of the Public Agenda, the Outcomes-based formula and the Performance Funding incentive		
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