

Performance Funding

Review & Discussion

- History, Goals, & Objectives
- Pros/Cons (after 5 years)
- Next Steps (Remove it, Leave it, Improve it)
- Campus Specific Request - MSUB

History

- In May 2013, the MUS adopted a performance funding model to augment the university system's allocation methodology for distributing state appropriations to campuses.
 - This first version of the MUS performance funding model allocated \$7.5M of state dollars in FY 2015, approximately 5% of total state appropriations.
 - Two basics metrics utilized – Retention & Completion

- For FY 2016 and beyond, the MUS developed and implemented a more detailed and diverse performance model.
 - 8% of state appropriations allocated (\$15M each year, FY16 – FY19)
 - [MUS Performance Funding Model](#) details

Goals

- 1) Utilize performance funding as a strategy to help increase the percentage of the population with a higher education credential. ***Increase degree production.*** [Dashboard](#)
- 2) Incentivize campuses to improve student success and attainment of outcomes. ***Focus on output as well as input.*** [PF Metrics Dashboard](#)
- 3) Connect finances with outcomes. ***Pay for what we value.***

Objectives

- 1) Increase success of ***under-represented*** student populations (ex. economically disadvantaged, American Indian, and veterans);
- 2) Increase ***early college access*** for Montana high school students;
- 3) Improve ***student success in freshmen year*** (ex. freshmen/sophomore retention, improve success of students in developmental courses);
- 4) Increase the number of students ***transferring*** from 2-year to 4-year campuses;
- 5) Increase the number of students completing ***degree and certificates***, particularly in niche program areas with significant economic impact to Montana; and
- 6) Grow ***graduate education*** and ***research*** capacity consistent with institutional missions.

Pros/Cons

➤ Pros

- Solidifies a consistent set of system metrics
- Communicates what Regents value
- Demonstrates accountability and transparency
- Aligns metrics with institutional mission categories

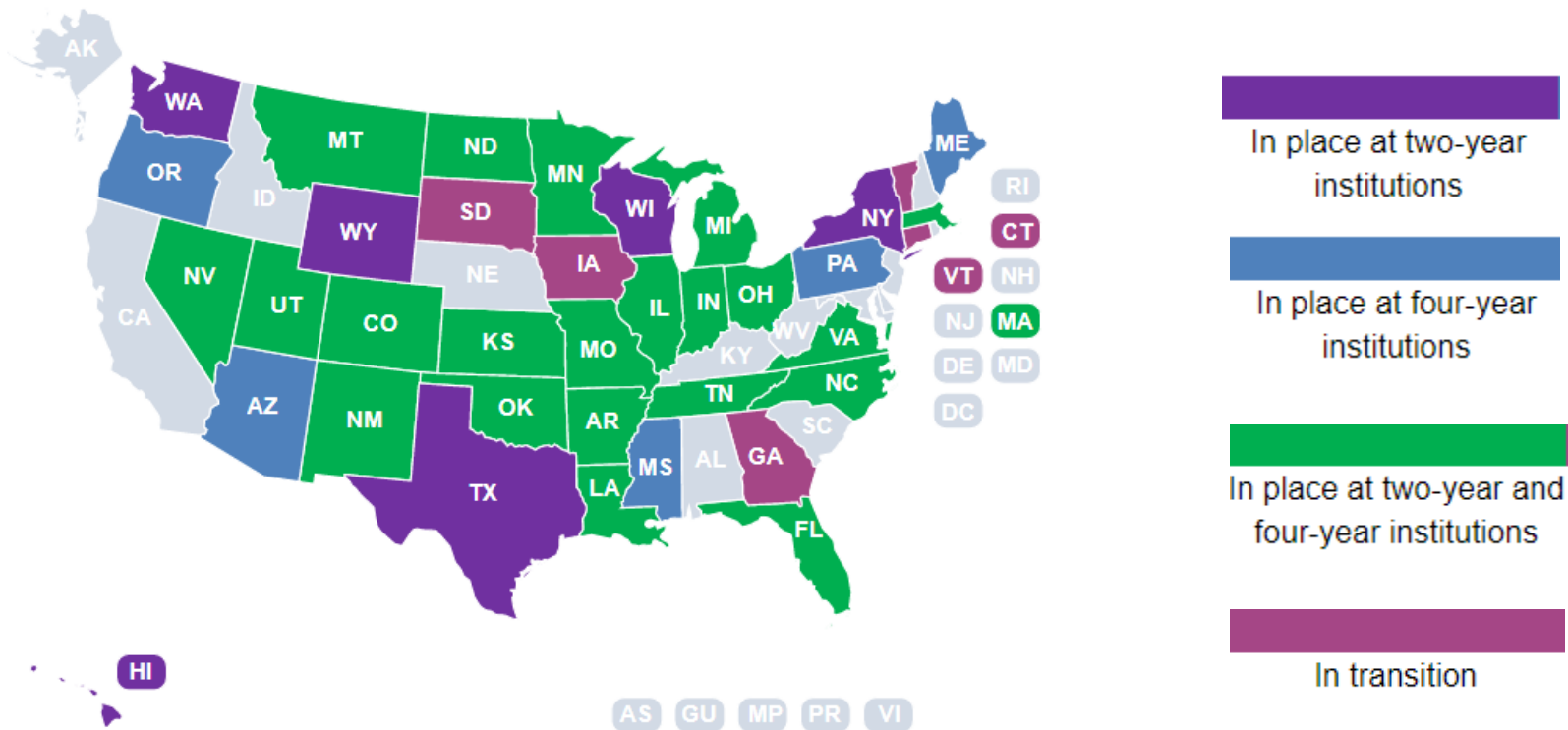
➤ Cons

- Relies on carve-out funds, not supplemental
- Under-represented/at-risk metrics often do not drive funding
- Campuses with declining enrollment for multiple years struggle to increase completions
- Direct/conclusive connection between PF and improvement is difficult to establish

Next Steps

Remove it, Leave it, Improve it

Discussion...



Campus Specific

MSU Billings Request

Recommendation:

- Remove graduate degree completion metric (-10% weight).
- Modify definition and calculation of remedial success to account for co-requisite courses.
 - The number of first-time freshmen enrolling in at least one remedial **and/or enhanced** Writing or Math course during their first academic year and ~~continuing on to~~ completion of a college level Writing or Math course within two academic years from any campus within MUS.
- Include dual enrollment metric for MSUB university campus, as well as City College
 - Dual enrollment course offerings are split between the two campuses