

Performance Funding Metrics

Proposed Metrics for FY16 and FY17

	Flagships MSU & UM	4-year Regional UMW, MT Tech, MSUB, MSUN	2-year Colleges Missoula, Great Falls, Highlands, Helena, City, Gallatin
<u>METRICS</u>			
Undergraduate Degrees & Certificates Awarded	X	X	X
Retention Rates	X	X	X
Early College Enrollment (Dual Enrollment)			X
Graduate Degrees & Certificates Awarded	X		
Research Expenditures	X		
2-year College Menu (select two) Transfer to MUS 4-year Success in Developmental Education Momentum Points - Credit Accumulation Licensure/National Exam Pass Rate			X
Underrepresented/At Risk Populations 1) American Indians 2) Pell Recipients 3) Veterans 4) Non-traditional Students (25+ yrs.)	Weights for underrepresented/at risk populations will be applied within the following metrics: 1) Undergraduate Degrees & Certificates Awarded, 2) Retention Rates, and 3) Graduate Degrees & Certificates Awarded. Weights will be determined in the allocation methodology development process. Where historical data indicates that a campus has a small, fluctuating population within a given subcategory, that campus may choose to opt out of weighting that subcategory.		

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DEFINITIONS

*Indicates items where additional data collection or definition is required before measurement

METRICS	DEFINITIONS
Undergraduate Degrees & Certificates Awarded	Annual number of undergraduate degrees and certificates awarded. Includes two and four degrees, as well as one-year certificates (CAS) and less than one-year certificates (16 to 29 credits, Cert of Technical Studies - CTS*) awarded at 2-year colleges. This metric will directly support the statewide goal of increasing the population with college credentials.
Retention Rates	Fall to Fall retention rates for 4-year Colleges, Fall to Spring retention rates for 2-year Colleges. The cohort will include all incoming undergraduates: new full- and part-time first-year students as well as new full- and part-time transfer students to better represent changing demographics, more fully reflect the campus missions, and will help the MUS better serve and track both large and small (underrepresented) student population groups, not just the traditional student; students will be considered retained if they return to any campus system-wide or earn a degree or certificate within the first year.
Early College Enrollment (Dual Enrollment)	Annual number of high school students (age 19 or younger) enrolled in at least one college class; fall term unduplicated number plus spring term unduplicated number.
Graduate Degrees & Certificates Awarded	Annual number of graduate degrees and certificates awarded, including graduate-level certificates*, masters, 1st professional, and doctoral degrees. The awarding of graduate degrees represents the fulfillment of one of the core missions of the flagship institutions.
Research Expenditures	Annual expenditures for research from all sources except current unrestricted funds (tuition and state support). University research improves undergraduate and graduate education through engagement in the research process, contributes to the discovery of new knowledge, and enhances economic development for the state. Options for weighting this metric include: a) institutional research expenditures with no benchmark; b) weighting the expenditures by the number of tenure track/tenured faculty FTE; c) weighting the expenditures by considering changes in student enrollment; d) weighting the metric using an external benchmark such as changes to annual funding amounts from federal agencies.
2-year College Menu	2-year Colleges will select two metrics from the following menu:
Transfer to MUS 4-year	Number of students earning at least 12 credits in their first academic year that transfer to a 4-year MUS campus by the end of their second year of enrollment.
Success in Developmental Education	Total number of students who complete college level English and/or Math courses with a grade of C- or higher after completing a developmental course.
Momentum Points - Credit Accumulation	First-time, full-time students completing 24 or more credit hours within their first academic year AND first-time, part-time students completing 12 or more credit hours within their first academic year.
Licensure/Exam Pass Rate	Pass rates on licensure exams in selected programs (ex. Nursing).
Underrepresented/At Risk Populations (Weighted Subcategories)	There will be special weighting in the allocation model of successes by specific access groups, specifically Pell-eligible students, American Indian students, non-traditional age students, and veterans. Weights will be determined in the design of the allocation model for completion and retention metrics for both undergraduate and graduate students.

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Ongoing Discussions/Comments

Flagship

1. Will there be an opportunity to review the model and revisit additional metrics after the first biennium?
2. As state and national data gathering and processing methods become more sophisticated and consistent, additional metrics that more fully connect outcome measurements to measures of quality may be considered, including: 1) measures of scholarly productivity that go beyond research dollars, 2) measures of the integration of discovery, learning and outreach activities that demonstrate value-added benefits of service to the community and to Montana, and 3) post-graduate success as indicated by employment or subsequent graduate enrollment.

2-year

1. Consider, during next review cycle, using National Clearinghouse Data to capture two-year college students who transfer to private, 4-year institutions or out-of-state institutions due to lack of access to a public, 4-year institution in their communities. These students contribute to the metric of a more educated population and workforce in the State of Montana.
2. Expand MUS bachelor and graduate degree offerings, both onsite and online, in communities that do not have a public, 4-year institution.
3. Increase transfer success, among and between MUS institutions, through a focus on common course learning outcomes developed by faculty.