

**Tennessee Higher Education Commission
2010-15 Performance Funding Cycle
Advisory Committee**

Meeting Agenda
**Wednesday, June 30, 2010
10:00 a.m.
Conference Call**

Members

Jack Armistead TTU	Ken Looney TSU	Randy Schulte TBR	Ellen Weed Nashville
Todd Diacon UT	Susan D. Martin UT Knoxville	Paula Myrick Short TBR	Anthony Wise Pellissippi
Susan E. Graybeal Northeast	Dan Poje Univ of Memphis	Janet Smith Columbia	Bonnie Yegidis UT
Bill Kirkwood ETSU	Tom Rakes UT Martin	Mary Tanner UT Chattanooga	

Conference Call Numbers

THEC Conference Call Number: 1-866-531-9321 (pin number 5477)
Local number: 253-4881 (No pin required)

Discussion Items

Review of Proposed Standards 2010-15 Performance Funding Cycle

Standard One – Student Learning and Engagement (75%)

- A. General Education (15 points)
- B. Major Field Assessment (15 points)
- C. Academic Programs: Accreditation and Evaluation (15 community colleges and 25 universities)
- D. Satisfaction Surveys – NSSE and CCSSE, Alumni and Employer (10 points)
- E. Job Placement (10 points community colleges only)
- F. Assessment Implementation – QEP and SLI (10 points)

Standard Two – Student Success: Degree Productivity (25%)

Select 5 of the 11 Student Subpopulations: ¹Adult, ² Low-income, ³ African American, ⁴ Hispanic, ⁵ Males, ⁶ High Need Geographical Area, ⁷ STEM, ⁸ Health, ⁹ CC Transfers with 24 SCH to Universities ¹⁰ AA/AS/AST Transfers and ¹¹ TN Community College Graduates who Complete Bachelor's degrees

**Tennessee Higher Education Commission
2010-15 Performance Funding Cycle
June 30, 2010 Advisory Committee Meeting**

2005-10 Performance Funding Cycle	2010-15 Performance Funding Cycle (PROPOSED)
<p>Defining Features</p> <ul style="list-style-type: none"> • Serves as Master Plan assessment mechanism • Capitalizes on availability of national benchmarking tools (NSSE, IPEDS, CSRDE, Delaware/Kansas Cost Study) • Recognizes SACS process for Quality Enhancement Plan (QEP) • Uses new institutional formula peer set • Integrates campus strategic planning, system planning and Master Plan • Continues to stress transfer success • Continues to emphasize employer feedback • Places greater emphasis on student persistence 	<p>Defining Features</p> <ul style="list-style-type: none"> • Serves as Master Plan assessment mechanism • Emphasis on increased degree production (2010-15 Master Plan, Making Opportunity Affordable, and Outcomes Based Formula) • Retains traditional quality assurance measures to document sustained quality • Keeps emphasis on national benchmarking • Keeps QEP as peer review and qualitative measure • Places greater emphasis on student learning and evaluation of academic programs • Continues to use faculty peer teams for assessment evaluation • Simplifies standards and makes institutional reporting easier and transparent (no pilot assessments or planning initiatives) • Relies on existing data collection systems for degree productivity
<ul style="list-style-type: none"> ■ Standard One – Student Learning & Outcomes (35% - 40%) <ul style="list-style-type: none"> A. General Education (15) B. Major Field Assessment (10) C. Accreditation and Program Review (10-15) ■ Standard Two – Student Satisfaction – 10% ■ Standard Three – Student Persistence – 15% (retention and graduation rates) ■ Standard Four – State Master Plan Priorities (20% - 25%) <ul style="list-style-type: none"> A. Institutional Strategic Planning Goals (5) B. State Strategic Planning Goals (10) C. Transfer and Articulation (5 – universities only) D. Job Placement (10 – community colleges only) ■ Standard Five – Assessment Outcomes (15%) <ul style="list-style-type: none"> A. Assessment Pilot (5) B. Assessment Implementation (10) 	<ul style="list-style-type: none"> ■ Standard One – Student Learning and Engagement (75%) <ul style="list-style-type: none"> A. General Education (15 points) B. Major Field Assessment (15 points) C. Academic Programs: Accreditation and Evaluation (15 community colleges and 25 universities) D. Satisfaction Surveys – NSSE and CCSSE, Alumni and Employer (10 points) E. Job Placement (10 points community colleges only) F. Assessment Implementation – QEP and SLI (10 points) ■ Standard Two – Student Success: Degree Productivity (25%) Subpopulations: ¹Adult, ²Low-income, ³African American, ⁴Hispanic, ⁵Males, ⁶High Need Geographical Area, ⁷STEM, ⁸Health, ⁹CC Transfers with 24 SCH to Universities ¹⁰AA/AS/AST Transfers and ¹¹TN Community College Graduates who Complete Bachelor's degrees <p>Institutions select 5 subpopulations.</p>

2010-15 Performance Funding Cycle (PROPOSED)**2010-15 Performance Funding Cycle (PROPOSED)****Defining Features**

- Serves as Master Plan assessment mechanism
- Emphasis on increased degree production (2010-15 Master Plan, Making Opportunity Affordable, and Outcomes Based Formula)
- Retains traditional quality assurance measures to document sustained quality
- Keeps emphasis on national benchmarking
- Keeps QEP as peer review and qualitative measure
- Places greater emphasis on student learning and evaluation of academic programs
- Continues to use faculty peer teams for assessment evaluation
- 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 – Student Learning and Engagement (75%)

- A. General Education (15 points)
- B. Major Field Assessment (15 points)
- C. Academic Programs: Accreditation and Evaluation (15 community colleges and 25 universities)
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- E. Job Placement (10 points community colleges only)
- F. Assessment Implementation – QEP and SLI (10 points)

■ Standard Two – Student Success: Degree Productivity (25%)

Subpopulations: ¹Adult, ²Low-income, ³African American, ⁴Hispanic, ⁵Males, ⁶High Need Geographical Area, ⁷STEM, ⁸Health, ⁹CC Transfers with 24 SCH to Universities ¹⁰AA/AS/AST Transfers and ¹¹TN Community College Graduates who Complete Bachelor's degrees

Institutions select 5 subpopulations.

2005-10 Performance Funding Standards Eliminated

- Assessment Pilot (5 points)
- Transfer and Articulation (5 points – universities only)
- Retention and graduation rates (15 points)
- Institutional Strategic Planning Goals (5 points) *
- State Strategic Planning Goals (10 points) *

- 40 points

2010-15 Performance Funding Point Increase

- Major Field Assessment (10 to 15 points)
- Undergraduate Program Review (5 to 10 points)
- Graduate Program Review (5 to 10 points)

+ 15 points

2010-15 Performance Funding New Standard

- Degree Productivity (25 points)

+ 25 points

*** Focus on 2010-15 Master Plan: increased degree production**

2010-15 Performance Funding Cycle
Recommended Changes by Scoring Sub-Committee
2010-15 Performance Funding Cycle (PROPOSED)

■ Standard One – Student Learning and Engagement (75%)

■ General Education (15 points)

- Scoring Years 1-3 – national norm comparison only (15 points)
- Scoring Years 4-5 – national norm comparison (10 points) and institutional improvement (5 points)
- Removal of mid-cycle assessment change
- Development of General Education Selection form for ease of reporting assessment
- Updates to General Education Test: removal of Work Keys and name change for ETS – MAPP to ETS Proficiency Profile

■ Major Field Assessment (15 points)

- Revised scoring table (10 to 15 points)
- Pass rates (licensure programs) and standardized tests compared only to national norms
- Development of New Test Construction Plan

■ Academic Programs: Accreditation and Evaluation (15 points community college and 25 points universities)
Accreditation (5 points)

- No proposed changes

Program Evaluation

- Proposed schedule for frequency of program evaluation
 - Less than 50 academic programs – 5 years
 - 50+ programs – 7 years
 - 100+ programs – 10 years

Program Review – Undergraduate (10 points)

- Adopted TBR’s proposal regarding embedded certificates
 - Exemption for embedded certificates from conducting separate program evaluations.
- Revised scoring table to reflect point increase and differentiation of performance
- Modified evaluation checklist for Academic Audit to incorporate follow-up

Program Review – Graduate (10 points universities only)

- Revised scoring table to reflect point increase
- Removed “objective standards” from the program review checklist and evaluation based solely on qualitative standards
- Modified evaluation checklist for Academic Audit to incorporate follow-up

■ Satisfaction Studies (10 points)

- Revised calendar
 - Year 1 – NSSE/CCSSE
 - Year 2 – Alumni Survey and Employer Proposal
 - Year 3 – Employer Satisfaction Project
 - Year 4 – NSSE/CCSSE
 - Year 5 – Comprehensive Satisfaction Studies Report (*new*)
- Modified calendar to survey alumni only once during 5-year cycle (no proposed changes to administration)
- Revised peer selection for NSSE survey where universities select 6 peers from pool of SREB universities within the same Carnegie classification
- Created scoring rubric for the Satisfaction Studies report using the Primary Trait Analysis by Ad-hoc Committee

■ Job Placement (10 points community colleges only)

- No proposed changes

■ Assessment Implementation (10 points)

- Revised evaluation from holistic to Primary Trait Analysis
 - Primary Trait Analysis -- process of scoring by defining specified traits (characteristics) to be assessed and then developing a rubric for each trait. Separate scores are given for each trait and combining them provides a summary score.
- Created scoring rubric using PTA by Ad-hoc Committee.
- Aligned Student Learning Initiative (SLI) with SACS Core Requirement 2.12 (“*student learning and/or the environment for student learning*”)

2010-15 Performance Funding Cycle (PROPOSED)

■ Student Success - Degree Productivity (25%)

Student success is defined as credential completion (*certificates, Associate and Bachelor's degrees*) which is the unifying goal of the Master Plan, the funding formula and the Performance Funding incentive program.

Institutions will select 5 of the 11 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 5 points each for a total of 25 maximum points.
Sub-population	Definition	Data Source
1. Adult	Year of Birth Field: Age 25 and over at time degree was earned	Annual Report of Graduates
2. Low Income	Pell Eligible	Annual Report of Graduates linked with TSAC FAFSA data
3. African American	Ethnicity field: African American	Annual Report of Graduates
4. Hispanic	Ethnicity field: Hispanic	Annual Report of Graduates
5. Males	Gender field: Male	Annual Report of Graduates
6. High Need Geographical Area	County of Permanent Residence Field	Annual Report of Graduates and Educational Needs Index http://educationalneedsindex.com/ to support geographical focus
7. Science, Technology, Engineering and Mathematics (STEM)	Student Major Field -- STEM Disciplines <ul style="list-style-type: none"> ▪ CIP Code 01 Agriculture ▪ CIP Code 03 Natural Resources ▪ CIP Code 11 Computer and Information Sciences ▪ CIP Code 14 Engineering ▪ CIP Code 15 Engineering Technologies ▪ CIP Code 26 Biological and Biomedical Sciences ▪ CIP Code 27 Mathematics and Statistics ▪ CIP Code 40 Physical Sciences 	Annual Report of Graduates
8. Health	Student Major Field -- Health Discipline <ul style="list-style-type: none"> ▪ CIP Code 32 Health Professions 	Annual Report of Graduates
9. CC Transfers with 24 SCH to Universities	Student transfers with 24+ SCH	Enrollment Report
10. AA/AS/AST Transfers	Community college graduates (AA/AS/AST) who enroll at a university the following fall term	Match Report of Graduates for Community Colleges with University Enrollment Report
11. TN Community Graduates who complete Bachelor's Degree	Bachelor's graduates who previously earned associate degree	Match Report of Graduates for Universities with previous Graduate Reports for Community Colleges
Community college sub-population only	University sub-population only	