January 17, 2014

RE: Performance Based Funding Model

Dear Two-Year College Presidents, CEOs, and Deans:

As per our conversations Thursday morning, below is Version 3 of the Goal and Objectives for the long-term performance based funding model. Knowing that the Two-Year College Focus Groups have not yet occurred, the information below is still in draft form.

In addition to providing you this information, we need your assistance in recommending additional Two-Year College faculty and staff to help develop metrics for each objective from the perspective of the Two-Year institutional mission. Similar work will be occurring from the mission perspectives of the flagship and four-year universities.

The work will involve developing no more than 10 metrics (in total for the six objectives) significant and relevant for each of the institutional types and narrowing those lists to 5 to 7 per institution type to take as a draft to the Board of Regents at the March 2014 meeting.

Current two-year college staff and faculty involved in this work are: Dr. John Cech, Deputy Commissioner of Higher Education for Two-Year Colleges; Dr. Susan J. Wolff, CEO/Dean Great Falls College MSU; Dr. Elizabeth Stearns-Sims, Associate Dean of Student Services, Helena College University of Montana; Dr. Denise Runge, CAO Helena College University of Montana; and Bruce Brumley, computer systems faculty at City College of MSU Billings.

We will want to ensure there is broad discipline, functional, and geographic expertise on the team. The time frame of the work will be somewhat intense through February. Please send your recommendations to us no later than January 22nd.

Goal:
Utilize performance funding as a strategy to help reach the State’s goal of increasing the percentage of the population with a higher education credential from 40% to 60%.

Objectives:
The primary objective of performance funding is to improve student learning and attainment outcomes. To help guide the MUS Performance Funding initiative and the development of outcome metrics, six priority target areas have been identified. The target areas are intended to drive metrics that vary by institutional type, as well as promote mission differentiation and innovative institutional-level strategies.

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 remedial students);
4. Increase the number of students transferring from 2-year to 4-year campuses;
5. Increase the number of students completing degree and certificate programs, particularly in niche program areas with significant economic impact to Montana; and
6. Grow graduate education and research capacity consistent with institutional missions.

Helpful links to this work are:

- Link to Complete College America metrics: http://www.mus.edu/CCM/progress-and-outcomes.asp
- Links to document providing descriptions of models in other states, as of October 2013:

Sincerely,

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