

AGENDA
Tennessee Higher Education Commission
Formula Review Committee (FRC)
May 17, 2010
10:00 a.m. to 12:00 p.m. Central; 18th Floor THEC Boardroom

- **Welcome**

- **Discussion of Data Definitions for Formula Outcomes**

- **Q&A with Data Experts**
 - **Chris Brewer – THEC, Director of Student Information Systems**
 - **Jolene Clark – UT, Management Specialist II in the Office of Strategic Planning & Operations**
 - **Greg Schutz – TBR, Director of Institutional Effectiveness and Assessment**

- **Discussion of Single vs. Individual CC Weight Factors**

- **Review of Institutional Priorities on Student Sub-populations**

- **Use of Student Sub-populations in Formula Model**

- **Model Calibration & Phasing**

- **Other Issues**

- **Adjourn**

**Tennessee Higher Education Commission
Formula Review Committee (FRC)
May 17, 2010
Suggested Data Definitions for Formula Outcomes
Revised to Include System Feedback**

DRAFT

The following is an overview of suggested data sources and issues related to the preliminary outcomes that have been identified for inclusion in the outcomes-based formula model. The FRC is considering using a three-year moving average of each outcome metric.

Community Colleges

- Associates Degrees – Number of degrees conferred during all semesters of the prior academic year.
 - Data Source: THEC (Currently published in annual *THEC Fact Book*, available at <http://thereports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>)

- Certificates – Number of certificates conferred during all semesters of the prior academic year.
 - Data Source: THEC (Currently published in annual *THEC Fact Book*, available at <http://thereports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>)

- Graduates per FTE – Number of associates degrees and certificates conferred during all semesters of the previous academic year divided by year-round end-of-term FTE generated during the previous academic year.
 - End-of-term Year-round FTE: Sum of undergraduate credit hours produced after grades have been posted for summer, fall, and spring semesters, divided by 15.
 - The ability of data systems to separate degree seeking FTE from non-degree seeking FTE remains in question.

- Remedial Success – Number of students who took any remedial or developmental course or instruction who then successfully completed college level courses within three years.

- THEC data systems are not currently able to determine if the subsequent completion of college level courses is in the deficient area.
 - This metric is similar to data currently published in THEC's annual *Statutory Data Report*, available at <http://thcreports.state.tn.us/GleamStatReports/2009StatutoryDataReport.pdf>.
- Job Placements – The number of graduates, eligible for placement in a job related to the field in which they received their degree, who were placed.
 - The calculation will follow the methodology used for Performance Funding.
 - Data Source: THEC (Currently published in annual *Statutory Data Report*, available at <http://thcreports.state.tn.us/GleamStatReports/2009StatutoryDataReport.pdf>)
- Transfer Activity – The number of students who transferred out to any public, private or out-of-state institution who had accumulated at least 12 student credit hours at the transferring institution.
 - Data Issue: THEC can currently track transfers within the public sector, and hopes to track students to TN private institutions with assistance from TICUA or to out-of-state institutions using the National Student Clearinghouse. TICUA has a strong commitment to supporting the data collection effort.
 - The goal is to include transfers to the TTCs as well, data permitting.
 - The National Student Clearinghouse currently tracks more than 92 percent of post-secondary students nationwide. A list of participating schools can be found at: <http://www.studentclearinghouse.org/default.asp>
 - Public data is currently published in the *THEC Fact Book* available at <http://thcreports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>
- Student Progression – Number of students who pass the 12 and /or 24 and/or the 48 cumulative student credit hour benchmarks during the prior academic year (regardless of where he or she earned the hours). This would roughly coincide with the lottery scholarship benchmarks.
 - Students passing multiple benchmarks in the same academic year will count as multiple outcomes.
 - Since the formula looks back at the prior academic year, we do not anticipate problems concerning the delayed accounting of transfer credits.

- Remedial and developmental hours will count toward the student progression benchmarks.
- Workforce Training –Per the preliminary recommendation from TBR, the number of total continuing education units awarded annually.

Universities

- All Degree Data (Associates, Bachelors, Masters, Ed. Specialist, Professional, Doctoral) – Number of degrees conferred during the prior academic year (all semesters).
 - Data Source: THEC (Currently published in annual *THEC Fact Book*, available at <http://thereports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>)
- Graduates per FTE – Number of associates and bachelors degrees conferred to undergraduates during all semesters of the previous year, divided by year-round end-of-term FTE generated during the previous year.
 - End-of-term Year-round FTE: Sum of undergraduate credit hours produced after grades have been posted for summer, fall, and spring semesters, divided by 15.
- Transfer Activity – The number of students who transferred out to any public, private or out-of-state institution who had accumulated at least 12 student credit hours at the transferring institution.
 - Data Issue: THEC can currently track transfers within the public sector, and hopes to track students to TN private institutions with assistance from TICUA or to out-of-state institutions using the National Student Clearinghouse. TICUA has a strong commitment to supporting the data collection effort.
 - The goal is to include transfers to the TTCs as well, data permitting.
 - The National Student Clearinghouse currently tracks more than 92 percent of post-secondary students nationwide. A list of participating schools can be found at: <http://www.studentclearinghouse.org/default.asp>
 - Public data is currently published in the *THEC Fact Book* available at <http://thereports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>

- Student Progression –Number of students who pass the 24 and/or 48 and/or 72 and/or 96 cumulative student credit hour benchmarks during the prior academic year (regardless of where he or she earned the hours). This would coincide with the lottery scholarship benchmarks.
 - Students passing multiple benchmarks in the same academic year will count as multiple outcomes.
 - Since the formula looks back at the prior academic year, we do not anticipate problems concerning the delayed accounting of transfer credits.

- Research & Service –Funding for sponsored programs (research, service, etc.).
 - The outcome is intended to measure the scope of institutions’ research and service missions as a way to recognize mission differentiation.

Proposed Formula Outcomes Community Colleges

Student Progression

Definition: Number of students who pass the 12 and /or 24 and/or the 48 cumulative student credit hour benchmarks during the prior academic year. This would roughly coincide with the lottery scholarship benchmarks.

- Students passing multiple benchmarks in the same academic year will count as multiple outcomes.
- Since the formula looks back at the prior academic year, we do not anticipate problems concerning the delayed accounting of transfer credits.
- Remedial and developmental hours will count toward the student progression benchmarks.

Data Source: To be determined.

Student Progression						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC						
CLSCC						
COSCC						
DSCC						
JSCC						
MSCC						
NASCC						
NESCC						
PSCC						
RSCC						
STCC						
VSCC						
WSCC						

Associate's Degrees

Definition: Number of degrees conferred during the prior academic year (all semesters).

Data Source: *THEC Fact Book*, available at http://www.state.tn.us/thec/Divisions/PPR/research/fact_book.html

Associate's Degrees						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC	635	636	692	652	617	-3%
CLSCC	291	291	252	277	291	0%
COSCC	534	517	526	472	483	-10%
DSCC	235	227	215	187	213	-9%
JSCC	449	438	419	470	462	3%
MSCC	426	395	409	404	460	8%
NASCC	495	501	527	501	529	7%
NESCC	481	492	535	536	635	32%
PSCC	672	645	635	652	670	0%
RSCC	682	659	671	620	617	-10%
STCC	725	809	745	733	609	-16%
VSCC	571	634	663	590	616	8%
WSCC	567	574	597	622	558	-2%

Proposed Formula Outcomes

Community Colleges

Certificates

Definition: Number of certificates conferred during the prior academic year (all semesters).

Data Source: *THEC Fact Book*, available at http://www.state.tn.us/thec/Divisions/PPR/research/fact_book.html

Certificates						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC	78	115	81	106	119	53%
CLSCC	73	75	77	45	64	-12%
COSCC	60	52	12	31	71	18%
DSCC	30	21	36	9	15	-50%
JSCC	9	53	23	25	43	378%
MSCC	14	-	10	-	-	0%
NASCC	157	145	104	123	121	-23%
NESCC	196	214	157	136	171	-13%
PSCC	18	21	30	30	3	-83%
RSCC	87	91	90	86	78	-10%
STCC	359	331	421	406	382	6%
VSCC	161	193	203	241	277	72%
WSCC	307	327	291	280	247	-20%

Transfer Activity

Definition: The number of students who transferred out to any public, private or out-of-state institution who had accumulated at least 12 student credit hours from the transferring institution.

-Data Issue: THEC can currently track transfers within the public sector, and hopes to track students to TN private institutions with assistance from TICUA or to out-of-state institutions using the National Student Clearinghouse. TICUA has a strong commitment to supporting the data collection effort.

-The goal is to include transfers to the TTCs as well, data permitting.

Data Source: Public data is currently published in the *THEC Fact Book* available at <http://thecreports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>

Total Fall Transfers Out to Public TN Institutions (Good Acad. Standing)						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC	431	385	391	463	308	-29%
CLSCC	221	215	219	203	160	-28%
COSCC	382	383	422	386	370	-3%
DSCC	211	200	170	194	185	-12%
JSCC	257	282	221	239	249	-3%
MSCC	356	383	338	447	397	12%
NASCC	456	558	480	500	463	2%
NESCC	343	350	278	320	185	-46%
PSCC	555	649	531	588	568	2%
RSCC	429	391	415	426	390	-9%
STCC	724	677	536	553	514	-29%
VSCC	619	600	614	665	471	-24%
WSCC	369	382	337	389	347	-6%

Proposed Formula Outcomes Community Colleges

Graduates per FTE

Definition: Number of associate's degrees and certificates awarded during the previous year (all semesters) divided by year round end-of-term FTE generated during the previous year.

-The data shown here is total degrees per fall FTE from the *THEC Fact Book*, available at

http://www.state.tn.us/thec/Divisions/PPR/research/fact_book.html

Data Source: To be determined.

Graduates per Fall FTE						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC	0.14	0.15	0.15	0.15	0.14	-1%
CLSCC	0.17	0.17	0.16	0.16	0.16	-7%
COSCC	0.19	0.18	0.18	0.17	0.18	-5%
DSCC	0.15	0.14	0.15	0.12	0.13	-13%
JSCC	0.17	0.19	0.16	0.17	0.18	6%
MSCC	0.18	0.17	0.16	0.15	0.16	-11%
NASCC	0.17	0.16	0.15	0.15	0.15	-10%
NESCC	0.20	0.22	0.21	0.20	0.22	10%
PSCC	0.14	0.13	0.13	0.13	0.12	-15%
RSCC	0.20	0.21	0.20	0.19	0.18	-8%
STCC	0.14	0.16	0.16	0.17	0.14	-4%
VSCC	0.16	0.18	0.19	0.19	0.19	19%
WSCC	0.23	0.24	0.23	0.23	0.20	-13%

Job Placements

Definition: The number of graduates, who were eligible for placement in a job related to the field in which they received their degree, who were placed.

-The calculation will follow the methodology used for Performance Funding.

Data Source: *THEC Fact Book*, available at

http://www.state.tn.us/thec/Divisions/PPR/research/fact_book.html

Job Placements						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC	349	388	391	424	407	17%
CLSCC	186	162	186	125	135	-27%
COSCC	260	264	227	222	158	-39%
DSCC	83	106	117	92	77	-7%
JSCC	215	209	204	246	246	14%
MSCC	60	60	74	74	74	23%
NASCC	331	384	343	312	268	-19%
NESCC	263	260	251	238	248	-6%
PSCC	196	198	175	168	190	-3%
RSCC	384	433	394	432	375	-2%
STCC	603	579	537	599	435	-28%
VSCC	295	297	338	344	335	14%
WSCC	521	509	489	508	467	-10%

Proposed Formula Outcomes Community Colleges

Workforce Training

Definition: Per the preliminary recommendation from TBR, the number of total continuing education units awarded annually.

Data Source: To be determined.

Workforce Training						
	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
CHSCC						
CLSCC						
COSCC						
DSCC						
JSCC						
MSCC						
NASCC						
NESCC						
PSCC						
RSCC						
STCC						
VSCC						
WSCC						

Remedial Success

Definition: Number of students who took any remedial or developmental course or instruction who then successfully completed college level courses within three years.

-THEC data systems are not currently able to determine if the subsequent completion of college level courses is in the deficient area.

-This metric is similar to data seen at right, currently published in THEC's annual *Statutory Data Report*, available at

<http://thereports.state.tn.us/GleamStatReports/2009StatutoryDataReport.pdf>

Data Source: To be determined.

Fall to Fall Remedial Success						
	2004-05	2005-06	2006-07	2007-08	2008-09	1 Year Change
CHSCC	1012	933	708	555	441	-21%
CLSCC	428	394	269	269	278	3%
COSCC	581	630	470	351	399	14%
DSCC	392	398	264	189	201	6%
JSCC	535	528	399	244	249	2%
MSCC	526	517	435	335	382	14%
NASCC	843	987	1,079	628	649	3%
NESCC	657	672	792	420	390	-7%
PSCC	914	809	616	602	478	-21%
RSCC	726	723	504	401	373	-7%
STCC	1842	1,749	1,134	861	888	3%
VSCC	1024	1,034	788	257	550	114%
WSCC	773	661	562	358	444	24%

Proposed Formula Outcomes Four-Year Institutions

Student Progression

Definition: Number of students who pass the 24 and/or 48 and/or 72 and/or 96 cumulative student credit hour benchmarks during the prior academic year. This would coincide with the lottery scholarship benchmarks.

-Students passing multiple benchmarks in the same academic year will count as multiple outcomes.

-THEC does not currently track the number of students who pass the 24/48/72/96 hour benchmarks. The data shown here are counts of sophomore, junior, and senior FTE

Data Source: To be determined.

Sophomore FTE

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	1,563	1,602	1,503	1,423	1,582	1%
ETSU	2,322	2,454	2,532	2,593	2,792	20%
MTSU	3,762	3,933	4,005	3,906	4,166	11%
TSU	1,652	1,645	1,696	1,696	1,724	4%
TTU	1,890	1,789	1,764	1,855	1,969	4%
UM	2,827	2,878	2,878	2,877	3,067	8%
UTC	1,622	1,560	1,718	1,856	2,075	28%
UTK	5,106	5,358	5,370	5,421	5,539	8%
UTM	1,337	1,367	1,419	1,562	1,627	22%

Senior FTE

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	880	933	1,014	898	900	2%
ETSU	1,335	1,358	1,384	1,576	1,618	21%
MTSU	2,830	2,897	2,938	2,995	3,125	10%
TSU	722	707	695	695	739	2%
TTU	995	1,005	1,083	1,132	1,209	21%
UM	1,878	1,807	1,807	1,934	1,948	4%
UTC	1,710	1,757	1,822	1,768	1,847	8%
UTK	2,738	2,602	2,737	3,005	2,852	4%
UTM	573	585	633	596	689	20%

Junior FTE

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	1,325	1,373	1,464	1,353	1,420	7%
ETSU	1,738	1,787	1,894	1,822	1,961	13%
MTSU	4,511	4,465	4,432	4,573	4,747	5%
TSU	1,305	1,311	1,307	1,307	1,273	-2%
TTU	1,482	1,626	1,816	1,898	1,968	33%
UM	2,989	3,001	3,001	3,157	3,301	10%
UTC	1,239	1,235	1,278	1,360	1,517	22%
UTK	3,646	3,988	4,189	4,308	4,571	25%
UTM	1,189	1,250	1,221	1,254	1,310	10%

Proposed Formula Outcomes Four-Year Institutions

Graduates per FTE

Definition: Number of associate's and bachelor's degrees conferred during the previous year (all semesters) divided by year round end-of-term FTE generated during the previous year.

-The data shown here is total degrees per fall FTE from the *THEC Fact Book*, available at http://www.state.tn.us/thec/Divisions/PPR/research/fact_book.html

Data Source: To be determined.

Degrees per Fall FTE

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	0.15	0.16	0.16	0.18	0.18	17%
ETSU	0.16	0.17	0.16	0.16	0.17	5%
MTSU	0.18	0.19	0.19	0.18	0.19	3%
TSU	0.15	0.15	0.15	0.15	0.16	8%
TTU	0.17	0.17	0.17	0.17	0.18	6%
UM	0.14	0.14	0.15	0.16	0.16	14%
UTC	0.16	0.15	0.15	0.15	0.15	-10%
UTK	0.16	0.16	0.15	0.15	0.17	2%
UTM	0.15	0.15	0.16	0.16	0.16	8%

Research & Service

Definition: Funding for sponsored programs (research, service, etc.).

-The outcome is intended to measure the scope of institutions' research and service missions as a way to recognize mission differentiation.

-THEC currently tracks unrestricted and restricted research expenditures through operating budgets .

Data Source: To be determined.

Research Expenditures (Restricted)

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	\$ 1,000,300	\$ 920,700	\$ 1,058,400	\$ 1,187,600	\$ 1,329,300	33%
ETSU	\$ 2,300,000	\$ 2,300,000	\$ 2,406,100	\$ 1,800,000	\$ 2,905,000	26%
MTSU	\$ 1,569,000	\$ 1,695,000	\$ 1,641,000	\$ 1,575,000	\$ 1,649,400	5%
TSU	\$ 11,806,500	\$ 10,949,600	\$ 10,009,600	\$ 8,642,100	\$ 7,782,600	-34%
TTU	\$ 8,200,000	\$ 7,500,000	\$ 8,000,000	\$ 10,750,000	\$ 10,700,000	30%
UM	\$ 20,300,000	\$ 22,445,900	\$ 28,300,000	\$ 29,750,000	\$ 28,909,000	42%
UTC	\$ 4,491,958	\$ 6,979,401	\$ 5,510,200	\$ 4,692,413	\$ 4,684,080	4%
UTK	\$ 70,000,000	\$ 69,010,700	\$ 66,534,700	\$ 67,600,000	\$ 64,998,900	-7%
UTM	\$ 65,000	\$ 435,700	\$ 163,028	\$ 141,564	\$ 99,100	52%

Proposed Formula Outcomes Four-Year Institutions

Degree Data

Definition: Number of degrees conferred during the prior academic year (all semesters) for Associate's, Bachelor's, Master's, Ed. Specialist, Professional, Doctoral

Data Source: *THEC Fact Book*, available at http://www.state.tn.us/thec/Divisions/PPR/research/fact_book.html

Bachelor's and Associate's Degrees

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU*	1,042	1,142	1,189	1,268	1,319	27%
ETSU*	1,627	1,715	1,698	1,693	1,878	15%
MTSU*	3,481	3,565	3,636	3,549	3,789	9%
TSU*	1,120	1,109	1,105	1,144	1,060	-5%
TTU	1,270	1,295	1,354	1,445	1,528	20%
UM	2,294	2,218	2,441	2,454	2,590	13%
UTC	1,204	1,121	1,116	1,258	1,256	4%
UTK	3,762	3,680	3,496	3,624	4,107	9%
UTM	835	890	958	998	1,018	22%

*Includes Associate's degrees

Masters/Ed Specialist Degrees

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	136	235	225	222	254	87%
ETSU	546	523	506	530	577	6%
MTSU	663	636	615	688	777	17%
TSU	462	436	371	444	426	-8%
TTU	652	822	705	684	804	23%
UM	903	842	867	886	872	-3%
UTC	391	370	379	400	404	3%
UTK	1,565	1,579	1,503	1,502	1,645	5%
UTM**	119	142	170	140	115	-3%

**Does not offer Educational Specialist degrees

Doctoral/Law Degrees

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	-	-	-	-	-	0%
ETSU	37	50	54	69	75	103%
MTSU	14	18	17	15	24	71%
TSU	46	48	46	50	60	30%
TTU	14	13	22	24	17	21%
UM***	269	213	225	251	276	3%
UTC	21	27	27	38	50	138%
UTK***	364	371	394	376	403	11%
UTM	-	-	-	-	-	0%

***Includes Law degrees; 2008-09 uses 2007-08 law degree data

Proposed Formula Outcomes Four-Year Institutions

Transfer Activity

Definition: The number of students who transferred out to any public, private or out-of-state institution who had accumulated at least 12 student credit hours from the transferring institution.

-Data Issue: THEC can currently track transfers within the public sector, and hopes to track students to TN private institutions with assistance from TICUA or to out-of-state institutions using the National Student Clearinghouse. TICUA has a strong commitment to supporting the data collection effort.

-The goal is to include transfers to the TTCs as well, data permitting.

Data Source: Public data is currently published in the *THEC Fact Book* available at <http://thereports.state.tn.us/GleamFactbook/2008-09FactBook.pdf>

Total Fall Transfers Out to Public TN Institutions (Good Acad. Standing)

	2004-05	2005-06	2006-07	2007-08	2008-09	5 Year Change
APSU	154	187	194	198	161	5%
ETSU	351	345	305	372	332	-5%
MTSU	601	632	568	597	577	-4%
TSU	146	213	146	167	170	16%
TTU	332	301	269	307	249	-25%
UM	301	328	301	304	329	9%
UTC	446	445	425	412	433	-3%
UTK	590	569	560	561	515	-13%
UTM	272	284	294	303	224	-18%

Overview

The removal of the Hold Harmless provision and the introduction of the new outcomes-based formula model will have simultaneous, but independent, effects on institutions. This example will illustrate the effects of each.

Outcomes Based Formula Model

Objective: Institutions' state appropriation recommendations will be determined by how they perform on a set of outcome metrics.

How it Works: Data is collected for a set of predetermined outcomes (i.e. degree production, transfer activity, etc). Points are awarded for each outcome by multiplying the data by a points-per-outcome scale. The points are then multiplied by mission specific outcome weights to determine an institution's total points. These points are then converted to dollars, most likely using a salary multiplier, and fixed costs and Performance Funding are added to determine the total formula calculation.

Note: In the first year of the new model, it is impossible to know whether the formula will produce a recommendation sufficient for an institution to operate. For this reason, it is important to align the total formula calculation with some realistic amount. One idea is to calibrate the model development to the prior funding formula. Essentially this allows each institution's new model recommendation to begin roughly where the old model ended.

Removal of the Hold Harmless

Objective: All institutions will receive the same percentage of the formula recommendations.

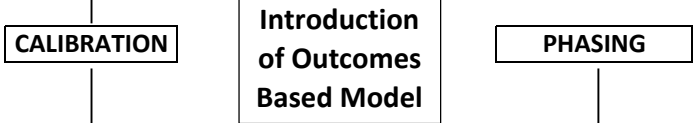
How it Works: Currently, there is a gap between an institution's formula recommendation and its actual state appropriation. These gaps vary in size among the institutions. In a hypothetical three-year phase-in process, each institution's gap between the formula recommendation and its actual state appropriations would be reduced by one third each year. Over the three-years, the percent funded levels for each institution will equalize, so that each institution is funded at the same level as all others.

Current Model

Hypothetical Instns	Current Model 2010-11 Rec	State Appr 2009-10	Percent Funded	Year 1/3 Phase In No Hold Harmless 2010-11	Percent Funded
Institution A	\$100	\$75	75.0%	\$76.7	76.7%
Institution B	\$200	\$180	90.0%	\$173.3	86.7%
Institution C	\$150	\$105	70.0%	\$110.0	73.3%
Total	\$450	\$360	80.0%	\$360.0	80.0%

1 - Removal of the Hold Harmless provision could be done independently of the outcomes-based model.

2 - Calibration is simply a design method to determine where the new model starts. The outcomes and weighting priorities can be calibrated to start at any point.



	New Model 2010-11 Rec	State Appr 2009-10	Percent Funded	Year 1/3 Phase In No Hold Harmless 2010-11 State Appr	Percent Funded
Institution A	\$104	\$75	72.1%	\$77.7	74.7%
Institution B	\$192	\$180	93.8%	\$171.2	89.2%
Institution C	\$154	\$105	68.2%	\$111.1	72.1%
Total	\$450	\$360	80.0%	\$360.0	80.0%

3 - The new model will be phased in over time (3 years here is illustrative only).

	New Model 2011-12 Rec	State Appr 2010-11	Percent Funded	Year 2/3 Phase In No Hold Harmless 2011-12 State Appr	Percent Funded
Institution A	\$110	\$78	70.7%	\$83.3	75.7%
Institution B	\$193	\$171	88.7%	\$157.8	81.7%
Institution C	\$157	\$111	70.7%	\$118.9	75.8%
Total	\$460	\$360	78.3%	\$360.0	78.3%

4 - As the new model is phased and the Hold Harmless provision is removed, the Percent Funded rates equalize.

	New Model 2012-13	State Appr 2011-12	Percent Funded	Year 3/3 Phase In No Hold Harmless 2012-13 State Appr	Percent Funded
Institution A	\$115	\$83	72.4%	\$88.1	76.6%
Institution B	\$195	\$158	80.9%	\$149.4	76.6%
Institution C	\$160	\$119	74.3%	\$122.6	76.6%
Total	\$470	\$360	76.6%	\$360.0	76.6%

5 - Institutions react differently to both the new model and to removal of the Hold Harmless provision.

Summary 2010-11 to 2012-13	New Model Rec Percent Change	State Appr Percent Change	Percent Funded (Orig)	Percent Funded (Final)
Institution A	10.6%	17.4%	75.0%	76.6%
Institution B	1.6%	-17.0%	90.0%	76.6%
Institution C	3.9%	16.7%	70.0%	76.6%
Total	4.4%	0.0%	80.0%	76.6%

6 - Neither institution B nor C performed well with the new model, but removal of the Hold Harmless provision impacts both significantly.