Performance Funding
2005-10 Cycle

July 2005

TENNESSEE
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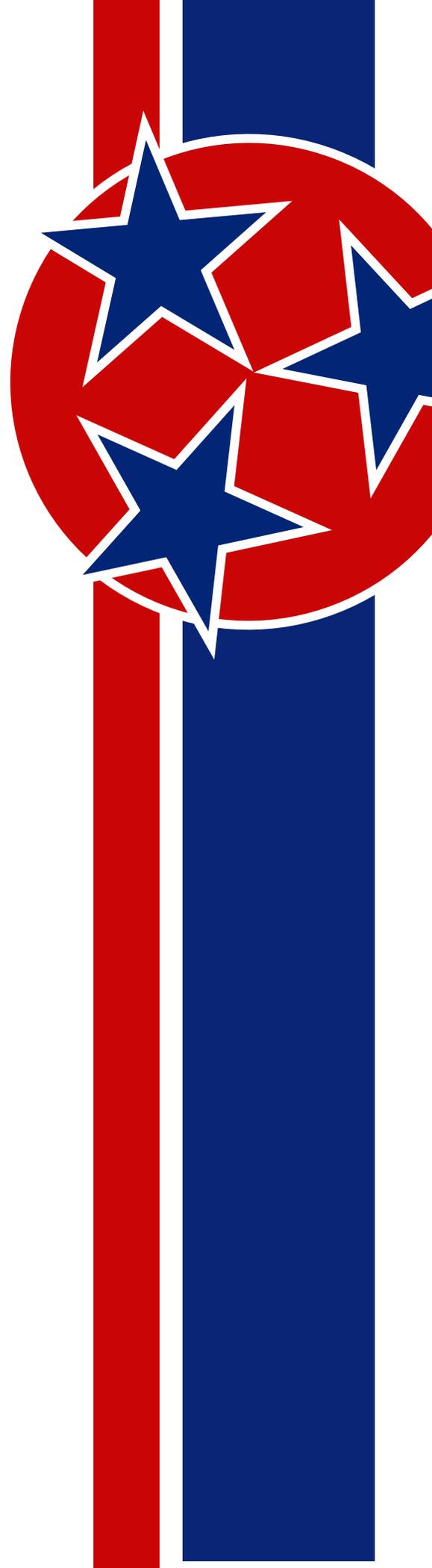
Performance Funding 2005-10 Cycle
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University of Tennessee

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Columbia State Community College

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Walters State Community College

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Total Points	**100**	**100**

General Provisions

1. These standards and provisions shall apply to public community colleges and universities in Tennessee.

2. Each institution shall annually conduct the assessment activities required by the performance funding standards and shall report the results to its governing board and to the Tennessee Higher Education Commission.

3. Reports are due to the governing boards by July 15 of each year and to the Tennessee Higher Education Commission by August 1.

4. All sampling plans must be submitted to and approved by the Tennessee Higher Education Commission.

5. Any external/supplemental data needed to complete institutional reports will be provided by the Commission.

6. All information provided as additional documentation in these standards must be included with the institution's completed Performance Funding Reporting Template.

7. The Performance Funding Reporting Template must be submitted electronically. Additionally, institutions must submit a bound document that addresses each performance funding standard.

Standard One - Student Learning Environment and Outcomes

1A. Student Learning: General Education

Points: **15** points

Purpose: This standard is designed to provide incentives to institutions for improvements in the quality of their undergraduate general education program as measured by the performance of graduates on an approved standardized test of general education.

Evaluation: Foundation testing is measured by the overall performance (mean score) of an institution. National norms will be drawn from the same population as the institution, e.g., for two-year institutions, the national norm will be drawn from all two-year institutions utilizing the particular instrument chosen by the institution.

Processes:

1. Institutions must use the California Critical Thinking and Skills Test (CCTST), College Basic Academic Subjects Examination (College BASE), Collegiate Assessment of Academic Proficiency (CAAP), Measure of Academic Proficiency and Progress (MAPP), WorkKeys or other general education assessment to measure performance for this indicator. Institutions which elect to use the College BASE, CAAP or MAPP are permitted to select from either the long or short versions of each test. Other general education assessments can be used if national normative data from the same population as the institution is available. Institutions must notify the Commission and governing board staff of its general education test decision by July 1, 2005.

2. Institutions may elect to switch testing instruments at the beginning of year three of the cycle. This adjustment must be approved by both the commission and governing board staffs. If an institution elects to switch instruments in year three, scoring will be adjusted based upon the same criteria used to derive scores for institutions who changed instruments at the onset of the cycle.

3. Testing for this standard will be applied to <u>all</u> undergraduate students who have applied for graduation (either at the associate or baccalaureate level). Students who are solely pursuing certificate degrees are excluded from testing. Four-year institutions should not test students in associate degree programs.

4. Students graduating in all terms of the academic year (summer, fall, and spring terms) are subject to be tested.

5. Institutions graduating more than 400 students in any year may apply to the Commission, through the governing boards, for permission to test a representative sample of graduates. At least 15% of the graduates must be tested if an institution chooses to sample, but in no case should fewer than 400 students be tested.   Furthermore, documentation is required demonstrating that the sample is statistically representative of the institution's graduates.

6. Institutions may exclude students from testing for "good cause." Good cause exemptions must be supported by documentation from the institution's chief academic officer. Exceptions should not be approved for simple inconvenience. This material should be available for review by Commission staff if needed.

7. A copy of the score notification letter from the testing company must accompany the Performance Funding Reporting Template.

Scoring: Performance on general education assessment will be evaluated by comparing the institutional average score for a given cycle year with the national average for that year. Institutions shall use the appropriate reference group based on the national average available for the general education assessment. (For example, if Tennessee State University elects to use the MAPP exam, their institutional average will be compared with the national norms for all other doctoral/research institutions.) This comparison is made by dividing the institutional average by its national average for that cycle year (no percent attainment may exceed 100%). This overall percentage will be rounded to the nearest whole percentage which will be compared with Table 1 to award points for the General Education standard.

Table 1: General Education Scoring Table

% Institution to Nat'l Avg	Below 70%	70% to 71%	72% to 73%	74% to 75%	76% to 77%	78% to 79%	80% to 81%	82% to 83%	84% to 85%	86% to 88%	89% to 91%	92% to 93%	94% to 95%	96% to 97%	98% to 99%	100%
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

References:

Appendix A – Overview of General Education Assessment Instruments

Standard One – Student Learning Environment and Outcomes

1B: Student Learning - Major Field Assessment

Points: **10** points

Purpose: This indicator is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Evaluation: A major field will be considered successful if the test score is either at or above a recognized norm or shows improvement over the institution's most recent test score (or a baseline score for new tests).   All programs will be reported once during the five-year cycle with the exception of licensure programs. All licensure programs will be reported annually.

Processes:

1. Prior to the beginning of the cycle, a list of approved major field tests will be developed by the Commission. During the cycle, tests may be submitted through the governing boards to the Commission for consideration for inclusion to the approved list.

2. In major areas in which national standardized tests are not available, or where faculty do not consider available tests appropriate, institutions may develop test instruments - either on a single campus or in concert with other institutions. If such tests are developed, plans should be made for pilot testing to provide for evaluation and to develop scores for subsequent comparison for scoring purposes.   The plan for test construction must include a schedule of activities, sampling procedures, and credentials of cooperating institutional staff or credentials of external consultants. These plans should be submitted to both the governing boards and Commission staff for prior approval.

3. If an institution develops a local test instrument, no more than 20% of the test content may be modified between testing cycles.   This ensures data continuity and comparability of results. A locally developed test that is changed by 20% or more will be treated as new test and must adhere to the same procedures as stated above.

4. Institutions must submit a testing schedule which ensures that approximately 20% of programs are tested each year. This schedule must be approved by the governing board and Commission staff. Each institution will notify the governing board and Commission of its testing schedule for all programs by October 15, 2005.

5. All licensure programs at the associate and baccalaureate level will be reported annually. Licensure programs include engineering, health and teacher education.

6. Scoring will be cumulative and new scores will be added in each succeeding year of the cycle.

7. In programs for which national norms are not appropriate, but for which pass rates are appropriate, comparisons may be made to those pass rates and prior institutional pass rates.

8. When a program is assessed for this standard, students graduating in the fall and spring terms must be tested. Exceptions for individual students (for good cause) must be approved by the chief academic officer. Exceptions should not be approved for simple inconvenience.

9. For purposes of this standard, a major field is defined as all programming at one degree level bearing the same name. For example, a B.A. and B.S. in Psychology would be considered as one field. Other closely related fields may be considered as one field at the request of the institution and the approval of the governing board and the Commission.

10. If both associate and baccalaureate degrees are offered in a field and if testing is appropriate to both levels (e.g., nursing), then all graduates at both levels must be tested and reported.

11. Programs will be exempt from the requirements of this standard if <u>any</u> of the following conditions exist:
   - Program is a certificate program.
   - Program is a performance-oriented program in the fine or performing arts.
   - Program is interdisciplinary, multidisciplinary, or self-designed to include several related fields.
   - Baccalaureate programs that have not generated an average of 10 students per year, or a minimum of 50 graduates during the time period 1999-00 to 2003-04. Associate programs that have not generated an average of 10 students per year or a minimum of 30 graduates during the time period 2001-02 to 2003-04.
   - Program is in phase-out or inactive status at the beginning of the cycle. If a program becomes inactive during the cycle, the scheduled program shall be exempt from the major field testing requirements.
   - New programs approved during the 2000-05 performance funding cycle that have not reached maturity will be exempt from the testing requirement. Program maturity for associate degree programs is a three year period after implementation; program maturity for baccalaureate programs is a five year period after implementation. New associate degree programs approved by the Commission after the 2005-10 cycle begins unless they are excluded due to one of the other exemptions and reaches program maturity during the cycle must be scheduled for testing. Since baccalaureate programs require five years to reach maturity, new baccalaureate programs that were approved after July 2005, would not mature until 2011 and thus would be exempt from the major field testing requirement.

11. Institutions may submit other programs for exemption through their respective governing board for consideration by the Commission.

12. A copy of the results from the scoring template must be included with the Performance Funding Reporting Template for each reported program.

Scoring:

Performance for major field assessment will be evaluated by comparing the program's average score with an external norm or institution's most recent test score. Each major field test should be compared to national norms or national pass rates when available. If national data are not available, then a comparison is made to the most recent test score (or a baseline score for new tests).

This comparison is made by dividing the institutional average by its comparison score average for that cycle year (no percent attainment may exceed 100%). This overall percentage will be rounded to the nearest whole percentage which will be compared with Table 2 to award points for the Major Field Assessment standard.

Table 2: Major Field Assessment Scoring Table

% Institution to Nat'l Avg	Below 70%	70% to 74%	75% to 78%	79% to 81%	82% to 84%	85% to 87%	88% to 90%	91% to 93%	94% to 96%	97% to 99%	100%
Points	0	1	2	3	4	5	6	7	8	9	10

References:

Appendix B – Major Field Tests

Standard One – Student Learning Environment and Outcomes
1C: Accreditation and Program Review

Points: **10** points for community colleges and **15** points for universities

Purpose: This assessment indicator is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

Evaluation: For those programs that are accreditable, evaluation will be based on the percentage of eligible programs which are accredited.   For those programs that are non-accreditable, evaluation will be based on a set of objective standards. All institutions with the exception of University of Memphis and UT Knoxville must evaluate each non-accreditable program at least once during the five year performance funding cycle. University of Memphis and UT Knoxville are required to evaluate their programs on a seven-year and 10-year cycle, respectively.

Processes – Accreditation:

1. Only programs which appear on the Tennessee Higher Education Commission's Academic Program Inventory are eligible under this standard. Options and concentrations are not covered under this standard, even if separately accredited.

2. A program is defined as eligible for the accreditation aspect of this indicator if there is a recognized agency which accredits programs for that field and degree level. Commission staff will maintain a list of approved accrediting agencies. The Commission reserves the right to determine if program accreditation is consonant with institutional mission and/or the state master plan for higher education.

3. Institutions or groups of institutions may petition the Commission through their respective governing boards to add or delete accrediting agencies from the approved list located in Appendix C. An agency may be added or deleted upon affirmation from a majority of the institutions affected by the nominated agency. If an accrediting agency is added to the approved list, current programs impacted by this decision will be exempt from achieving accreditation during the 2005-10 cycle. If an accrediting agency is removed from the list and the program accreditation expires before the 2005-10 cycle ends, the academic program will be subject to peer review during the 2005-10 cycle.

4. All academic programs should be considered for **accreditation**, unless they meet the following exceptions:

   - Have been approved by the Commission for fewer than three years for pre-baccalaureate programs and fewer than five years for baccalaureate and graduate programs , unless the program is accredited by a recognized agency;
   - Have been terminated or are being phased out by governing board action;
   - Have been placed on "inactive" status by the governing board;
   - Appropriate accrediting agency does not exist;
   - Have obstacles to accreditation because of program organization or curriculum.

5. Each institution will submit to the governing boards and Commission documentation in support of all accredited programs by October 15, 2005.

6. Proposals for changes in the eligibility of accredited programs must be submitted to Commission staff by January 1 of each year of the cycle.

7. If multiple programs are accredited by a single agency, each program counts separately for this indicator.

8. A program eligible for accreditation by more than one agency will be counted only once for this indicator, although all accreditation must be reported so that the Commission can maintain accurate accreditation information.

Scoring – Accreditation:

The number of accredited programs will be divided by the total number of accreditable programs to calculate the overall accreditation percentage. This percentage is used to generate points for this standard based on Table 3 Accreditation.

Table 3: Accreditation Scoring Table

Percent Accredited	Below 74%	75% to 81%	82% to 87%	88% to 93%	94% to 99%	100%
Points	0	1	2	3	4	5

Processes – Program Review:

1. All non-accreditable certificate and degree programs must be evaluated through the traditional program review or Academic Audit. The only exception is for non-accreditable programs that are in phase-out or inactive status at the beginning of the cycle. If a program becomes become inactive during the cycle, the scheduled program shall also be exempt. Institutions shall have the flexibility in determining which evaluation method is most suitable for the program review process.

2. The traditional program review must be conducted by at least one qualified out-of-state external reviewer. Selection of reviewers is subject to review by governing boards and Commission staff. The Academic Audit process must be conducted by the guidelines established by the Tennessee Board of Regents.

3. All programs approved by THEC as of November 2004 will be reviewed during the 2005-10 cycle. New programs approved after January 2005 and reaching program maturity during the 2005-10 cycle must be evaluated through program review. Program maturity for certificate and associate degree programs is defined as a three year period after implentation; program maturity for baccalaureate and graduate programs is a five year period after implentation. Prior to program maturity, new programs are subject to the annual Post-Approval Monitoring guidelines as set forth in THEC Academic Policy A1.1 for Academic Proposals.

4. Each institution will notify the board and Commission of its cycle of evaluations for all non-accreditable programs by October 15, 2005. This schedule must coincide with the five year Performance Funding cycle. Furthermore, all institutions with the exception of University of Memphis and UT Knoxville are required to review approximately 20% of their non-accreditable programs per year. University of Memphis is required to review approximately 15% of their non-accreditable programs per year. UT Knoxville is required to review 10% of their non-accreditable programs per year.

5. Scoring will be cumulative and new scores will be added in each succeeding year of the cycle.

6. For each non-accreditable program reviewed through the traditional peer review process, the completed summary evaluation sheet, narrative report and vitas of the external reviewer(s) must be included with the institution's performance funding reporting template.

7. For each non-accreditable program reviewed using the Academic Audit process, the completed summary evaluation sheet, narrative repot and list of audit team

members must be included with the institution's performance funding template. THEC reserves the right to request additional documentation related to accreditation and program review as needed.

8. Care must be taken in establishing the review schedule, for it is expected that the institution will strictly adhere to it. Requests for changes to the schedule must be approved by governing board and Commission staff by January 1 of the reporting year.

Scoring for Non-Accreditable Undergraduate Programs:

For non-accreditable undergraduate programs, scoring is accomplished by dividing the total number of successful standards met by the total number of scored standards, excluding those judged "Not Applicable." The resulting percentage will be applied to Table 4 to award points.

Table 4: Non-Accreditable Undergraduate Programs

Successful Standards	Below 50%	50% to 60%	61% to 70%	71% to 80%	81% to 90%	91% to 100%
Points	0	1	2	3	4	5

Scoring for Non-Accreditable Graduate Programs:

Graduate programs are evaluated in two parts: (1) objective standards and (2) qualitative standards. The objective standards are scored by averaging the objective standards met for all programs being evaluated. The resulting value is compared to Table 5 to determine the points awarded.

Table 5: Non-Accreditable Graduate Programs - Objective Standard

Average Objective Standards Met	0, 1 or 2	3 or 4	5	6	7	8
Points	0	0.5	1	1.5	2	2.5

The qualitative standards are scored by averaging the qualitative scores for all programs being evaluated. The resulting value is compared to Table 6 to determine the points awarded.

Table 6: Non-Accreditable Graduate Programs - Qualitative Standard

Average Qualitative Standards Met	Below 1	1 to 1.4	1.5 to 1.8	1.9 to 2.3	2.4 to 2.7	2.8 and Above
Points	0	0.5	1	1.5	2	2.5

The points awarded from the two tables above are summed to obtain the total points awarded for this indicator.

References:

Appendix C – Accrediting Agencies
Appendix D – Checklist for Assessment of Certificate and Associate Programs
Appendix E – Checklist for Assessment of Baccalaureate Programs
Appendix F – Checklist for Assessment of Graduate Programs
Appendix G – Academic Audit Checklist
Appendix H – THEC Academic Policy A1.1 – Academic Proposals

Standard Two – Student Satisfaction
Student, Alumni and Employer Surveys

Points: **10** points

Purpose: This indicator is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of undergraduate students, recent graduates, and regional and/or national employers of recent graduates.

Evaluation: In the 1st and 4th year of the cycle, institutions will administer a national student engagement survey to a representative sample of undergraduate students. In the 2nd and 5th year of the cycle, institutions will administer the Alumni Survey to all alumni who graduated two years before the survey is administered. In the 3rd year of the cycle, institutions must survey their local, regional, and national employers as applicable. The information gained from all three of these surveys will allow institutions to have a better gauge of internal and external perceptions of their various clientele groups.

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Processes and Scoring:

Student Engagement Survey

1. Institutions will administer a national student engagement survey to a representative sample of their undergraduate students. Universities will administer the *National Survey of Student Engagement (NSSE)* and community colleges will administer the *Community College Survey of Student Engagement (CCSSE).* Both versions explore the perceptions of students regarding the programs, services and environment of the institution.

2. Institutions should follow the most recent sampling procedures of NSSE and CCSSE, which will determine the number of surveys based on the institution's fall enrollment.

3. For the 2005-06 administration of the Student Engagement Survey, full points will be awarded if institutions administer the student engagement survey according to the guidelines established by NSSE and CCSSE. Universities will administer the survey using one of the following NSSE methods: paper, web+, or web-only. Community colleges will administer the CSSE survey to students in randomly selected classes. Class selection will be determined by CCSSE.

4. Scoring for the 2008-09 administration of the Student Engagement Survey will be determined after the first administration of NSSE and CCSSE.

Alumni Survey

1. Institutions will administer this survey to their recent alumni. There are two versions of this survey (2 and 4 year) to meet the unique needs of each classification. This survey gauges alumni perceptions of their college experience, provides information on employment history, and helps to assess the impact of educational programs and experiences from the perspective of recent alumni.

2. All undergraduate alumni shall be surveyed from an entire year (graduates from summer, fall and spring terms). During the 2006-07 administration, undergraduate alumni who earned degrees during 2004-05 will be surveyed. For the 2009-10 administration, undergraduate alumni who earned degrees during 2007-08 will be surveyed. Alumni known to be residing outside the United States should be excluded. Alumni are defined as individuals who have successfully completed an associate degree level program at a two-year institution or a bachelor's level program at a four-year institution. All other degree holders should be excluded from the survey.

3. In order for an institution to receive points for this indicator, institutions must follow the Total Design Method (Dillman 1978) in which there is an initial survey mail-out, a post-card follow-up, and a final mail-out of the survey to all non-respondents. This procedure should be documented and available for review by the Commission and governing board staff as needed. Institutions may also choose to follow a web-based survey design method. However, institutions should recognize that response rates and results may differ drastically between mail-out versions and web-based versions, even if the survey remains the same.

4. Due to the alignment of the Alumni Survey with the Student Engagement Survey, scoring for the 2006-07 administration will be based on the 20 survey items that overlap with the prior Alumni Survey. Scoring for the second administration of the Alumni Survey will be based on the comprehensive survey items since prior averages will be established with the 2006-07 survey administration.

5. Scoring for the *Alumni Survey* will be as follows: Success will be demonstrated by scoring at/above the institution's prior performance. Furthermore, if an institutional mean is at/above the state average or their prior average, the institution will receive a positive value (1) for the question item. Conversely, if the score is below each of the indicators listed above, the institution will receive a '0' value for the question item. For the questions to be used for scoring purposes, please refer to Appendix M for the Alumni Survey scoring templates.

Table 7: Alumni Survey Scoring Table for Community Colleges

Scoring Table 2006-07 Administration			Scoring Table 2009-10 Administration		
Number correct	% Successful	Points	Number correct	% Successful	Points
18-20	90.0%	10	42-46	91.3%	10
16-17	80.0%	9	38-41	82.6%	9
14-15	70.0%	8	34-37	73.9%	8
12-13	60.0%	7	31-33	67.4%	7
10-11	50.0%	6	26-30	56.5%	6
8-9	40.0%	5	20-25	43.5%	5
6-7	30.0%	4	16-19	34.8%	4
4-5	20.0%	3	11-15	23.9%	3
2-3	10.0%	2	8-10	17.4%	2
1	5.0%	1	4-7	8.7%	1
0	0.0%	0	0-3	0.0%	0

Table 8: Alumni Survey Scoring Table for Universities

Scoring Table 2006-07 Administration			Scoring Table 2009-10 Administration		
Number correct	% Successful	Points	Number correct	% Successful	Points
18-20	90.0%	10	44-48	91.7%	10
16-17	80.0%	9	40-43	83.3%	9
14-15	70.0%	8	36-39	75.0%	8
12-13	60.0%	7	32-35	66.7%	7
10-11	50.0%	6	27-31	56.3%	6
8-9	40.0%	5	21-26	43.8%	5
6-7	30.0%	4	17-20	35.4%	4
4-5	20.0%	3	12-16	25.0%	3
2-3	10.0%	2	8-11	16.7%	2
1	5.0%	1	4-7	8.3%	1
0	0.0%	0	0-3	0.0%	0

Employer Satisfaction Project

1. An outline of the proposed *Employer Satisfaction Project* must be submitted to the governing board and the Commission for approval by February 1, 2007. Proposals will be reviewed by Commission staff and an ad hoc group of performance funding coordinators from both 2-year and 4-year institutions.

   This proposal must include:

   - Rationale: Describe how the survey will assess the needs/opinions of regional employers of recent alumni.
   - Sampling Plan: Describe the sampling procedures used to generate valid results. Institutions may conduct mail surveys, telephone surveys, focus groups, or elite interviews with recognized employers of recent graduates.

2. If institutions choose to administer a survey, then the survey must include the following items (using the response categories: excellent, good, fair, needs improvement, poor):
   - Written communication skills
   - Oral communication skills
   - Ability to work with others
   - Potential to lead or guide others
   - Problem-solving skills
   - Ability to understand and use technical information
   - Work ethic
   - Adaptability/Flexibility

   If institutions do not administer a survey, and instead conduct focus groups or interviews, then the institution is not required to ask these exact questions, but should incorporate these themes into the research design.

3. The survey is to be implemented during the 3rd year of the cycle.

4. Full points for the Employer Satisfaction Project will be awarded if institutions implement their proposals as approved and provide a preliminary analysis of the results to THEC and the governing boards.

Calendar: Year 1: 2005-06
Administer Student Engagement Survey (CCSSE/NSSE)

Year 2: 2006-07
Administer Alumni Survey to 2004-05 graduating class
Employer Survey Proposal due February 1, 2007

Year 3: 2007-08
Implement Employer Survey Proposal

Year 4: 2008-09
Administer Student Engagement Survey (CCSSE/NSSE)

Year 5: 2009-10
Administer Alumni Survey to 2007-08 graduating class

References:

Appendix I – Community College Student Engagement Survey (www.ccsse.org/)
Appendix J – National Student Engagement Survey (www.indiana.edu/~nsse/)
Appendix K – Alumni Survey (community college version)
Appendix L – Alumni Survey (university version)
Appendix M – Alumni Survey Scoring Templates

Standard Three – Student Persistence

Community Colleges

Points: **15** points (5 for retention/persistence, 5 for student success and 5 for student persistence planning initiatives)

Purpose: This assessment indicator is designed to provide incentives for community colleges to improve the quality of their programs as evaluated by targeting specific strategies that contribute to students' success in achieving their educational goals.

Evaluation: Evaluation will be accomplished by comparing community college rates to national rates measured by the National Community College Benchmark project (www.nccbp.org). Community colleges will use selected measures related to student retention and graduation and appropriate to their mission.

Processes:

Retention and Persistence

1. Institutions will be evaluated internally and externally on their performance for the following measures regarding retention and persistence:

    - Proportion of students that enrolled the next fall term (fall to fall) and

    - Proportion of students that completed their degree within three years (external comparison) or six years (internal comparison).

2. For the internal comparison, institutions will compare their current performance with the most recent fall terms for retention and the three most recent years for persistence. For year 1 reporting of the retention indicator, comparison will be based on the retention rate average of fall terms 2001-2003 compared with the fall term 2004 cohort. For year 1 reporting of the persistence indicator, comparison will be based on the graduation rates from the fall 1996-1998 first-time, full-time (FTFT) freshmen compared with the fall 1999 FTFT freshmen.

3. For the external retention and persistence rate comparisons, institutions will compare their performance with their peers from the institutions participating in the National Community College Benchmark project. The peer criteria will include all public, single campus institutions based on enrollment ranges (less than 4000; 4000-7000; 7000-12000 and more than 12000. Peer criteria will remain constant during the cycle except for enrollment ranges.

Student Success

1. Institutions will choose four indicators and be evaluated on their performance regarding student success as measured by the National Community College Benchmark project. Institutions must notify the Commission and governing board of its selection of indicators by October 15, 2005.

    - Proportion of students that successfully (i.e., grades A, B, C, or P) completed college-level courses (Table 9C)

    - Proportion of students that successfully completed their English Composition I course (Table 15A)

    - Proportion of students that successfully completed their English Composition II course (Table 15B)

    - Proportion of students that successfully completed their College Algebra course (Table 15C)

- Proportion of students that successfully completed their developmental course and enrolled in a related college-level course (Table 12B)

- Proportion of students that successfully completed their developmental course and successfully completed a related college-level course (Table 12C)

- Cumulative first-year grade point average at transfer institution (Table 3A)

- Proportion of graduates and completers that achieved their educational objective (Table 8A)

- Proportion of leavers and non-completers that achieved their educational objective (Table 8B)

2. Revisions of indicators will be allowed only in the 3rd year of the cycle. Justifications for revision must be clearly documented and explained. Revisions must be approved by governing board and Commission staff.

3. Institutions will compare their performance with their peers from the institutions participating in the National Community College Benchmark project. The peer criteria will include all public, single campus institutions based on enrollment ranges (less than 4000; 4000-7000; 7000-12000 and more than 12000. Peer criteria will remain constant during the cycle except for enrollment ranges.

Scoring:

Retention/Persistence and Student Success

Progress toward indicators will be evaluated by comparing their benchmark (based on peer analysis) for a given cycle year with the institutional attainment level for that year. This comparison is made by dividing the institutional attainment value by its benchmark value for that cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals for the Retention/Persistence and Student Success standards to obtain an overall percent attainment. This overall percentage will be rounded to the nearest whole percentage which will be compared with Table 9 to award points for the Retention/Persistence and Student Success standards.

Table 9:   Retention/Persistence and Student Success

Goal Attainment	Below 80%	81% to 84%	85% to 89%	90% to 94%	95% to 98%	99% to 100%
Points	0	1	2	3	4	5

Processes:

Student Persistence Planning Initiatives

1. *Phase I:* For year 1, institutions will provide a self-assessment plan which details the significance of the study to qualitatively and/or quantitatively assess issues related to student persistence. The self-assessment plan must include the research objectives, methodology, sample and timeline/benchmarks. The self-assessment process will allow institutions to explore and identify major barriers to retention and graduation, evaluate interventions currently in place; and develop strategies to improve student persistence. Institutions will undertake the process of institutional research to assess student persistence and fully implement the aforementioned plan. Institutions will collect data for the first year of the cycle. Institutions will then move to Phase II of this indicator.

2. *Phase II:* Institutions will submit a comprehensive report of their findings in the second year of the cycle. The comprehensive report will include all findings, limitations, assessment tools or instruments, and data collection methods used to investigate student persistence. The report will contain goals and a timeline for the implementation of strategies to improve student persistence. Institutions must develop goals and benchmarks related to the areas selected from the Student Success indicator.

3. *Phase III:* During years three through five of the cycle, institutions must make significant improvements in each of the problem areas identified in the institutional self-assessment plan. Significant progress will be measured in relation to the predetermined benchmarks.

Scoring:

Student Persistence Planning Initiatives

- **Year 1:** Institutions will receive full points for the submission of all information related to Phase I of this indicator.

- **Year 2:** Institutions will receive full points for the submission of all information related to Phase II of this indicator.

- **Years 3-4:** Points will be awarded based upon the benchmark completion rate for the three goals identified in *Phase II*. This will be accomplished by dividing the goal's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals to obtain an overall percent attainment. This percentage will be compared to Table 10 to award points:

Table 10: Student Persistence Planning Initiative (Years 3 and 4)

Goal Attainment	Below 75%	76% to 84%	85% to 89%	90 to 94%	95% to 98%	99% to 100%
Points	0	1	2	3	4	5

- **Year 5:** For year five only, student persistence planning standard will be evaluated in two parts: (1) report and (2) attainment of the three goals identified in Phase II. A maximum of <u>two points</u> will be awarded for submission of the status report. The summary report should focus on the strategies implemented to achieve the three goals. The report should not exceed five pages.

A maximum of <u>three points</u> will be awarded based on the attainment of the three goals. This will be accomplished by dividing the goal's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals to obtain an overall percent attainment. This percentage will be compared to Table 11 to award points:

Table 11: Student Persistence Planning Initiative (Year 3 Only)

Goal Attainment	Below 50%	50% to 80%	81%-90%	91% to 100%
Points	0	1	2	3

Standard Three – Student Persistence

Universities

Points: **15** points (5 for retention, 5 for persistence to graduation and 5 for student persistence planning initiatives)

Purpose: This assessment indicator is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by targeting specific strategies that contribute to students' retention and graduation rates.

Evaluation: Evaluation will be accomplished by comparing institutional retention rates and graduation rates to institutional prior performance and external norms. For the institutional performance comparison, institutions will be compared by their average retention and graduation rates for the past three years. The external norm comparison will be the institutions funding peers utilizing IPEDS data.

Processes:

Retention

1. Institutions will be evaluated internally and externally on their performance for the following measures regarding retention:

    - Proportion of first-time, full-time (FTFT) freshmen who returned at any level the next fall term and

    - Proportion of African American FTFT freshmen who returned at any level the next fall term.

2. For the internal retention rate comparisons, institutions will compare their current performance with the three most recent fall terms. For year 1 reporting, comparison will be based on the retention rate average of fall terms 2001-2003 compared with the fall term 2004 cohort.

3. For the external overall retention rate comparison, institutions will compare their performance with the retention rates of their funding peers utilizing IPEDS data.

4. For the external African American retention rate comparison, institutions will compare their performance with the retention rates of their funding peers utilizing data from the Consortium on Student Retention Data Exchange (www.occe.ou.edu/csrde). Universities will be required to participate annually in this national database for student retention and persistence.

Persistence to Graduation

1. Institutions will be evaluated internally and externally on their performance for the following measures regarding persistence to graduation:

    - Proportion of FTFT freshmen who graduated from any Tennessee public institution within six years.

    - Proportion of African American FTFT freshmen who graduated from any Tennessee public institution within six years.

2. For the internal graduation rate comparisons, institutions will compare their current performance with the three most recent years. For year 1 reporting, comparison will be based on the graduation rates from the fall 1996-1998 FTFT freshmen compared with the fall 1999 FTFT freshmen.

3. For the external overall retention rate comparison, institutions will compare their performance with the graduation rates of their funding peers utilizing IPEDS data.

4. For the external African American graduation rate comparison, institutions will compare their performance with the graduation rates of their funding peers utilizing data from the Consortium on Student Retention Data Exchange (www.occe.ou.edu/csrde). Universities will be required to participate annually in this national database for student retention and persistence.

Scoring: *Retention and Persistence to Graduation*

Progress toward indicators will be evaluated by comparing their benchmark (based on peer analysis) for a given cycle year with the institutional attainment level for that year. This comparison is made by dividing the institutional attainment value by its benchmark value for that cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals for the Retention and Persistence to Graduation indicators to obtain an overall percent attainment. This overall percentage will be rounded to the nearest whole percentage which will be compared with Table 12 to award points for the Retention and Persistence to Graduation indicators.

Table 12: Retention and Persistence to Graduation Indicators

Goal Attainment	Below 80%	81% to 84%	85% to 89%	90% to 94%	95% to 98%	99% to 100%
Points	0	1	2	3	4	5

Processes:

Student Persistence Planning Initiatives

1. *Phase I:* For year 1, institutions will provide a self-assessment plan which details the significance of the study to qualitatively and/or quantitatively assess issues related to student persistence. The self-assessment plan must include the research objectives, methodology, and timeline. Institutions will undertake the process of institutional research to assess student persistence and fully implement the aforementioned plan. Institutions will collect data for the first year of the cycle. The self-assessment plan should not exceed five pages. Institutions will then move to Phase II of this indicator.

2. *Phase II:* Institutions will submit a comprehensive report of their findings in the second year of the cycle. The comprehensive report will include the following sections: introduction, problem statement, methodology, summary and interpretation of findings, and conclusions. Institutions must develop three goals related to student persistence. The report will contain goals and a timeline for the implementation of strategies to improve student persistence. The report should not exceed ten pages, including appendices.

3. *Phase III:* During years three through five of the cycle, institutions must make significant improvements in each of the problem areas identified in the institutional self-assessment plan. Significant progress will be measured in relation to the predetermined benchmarks.

Scoring: *Student Persistence Planning Initiatives*

- **Year 1:** Institutions will receive full points for the submission of all information related to Phase I of this indicator.

- **Year 2:** Institutions will receive full points for the submission of all information related to Phase II of this indicator.

- **Years 3-4:** Points will be awarded based upon the benchmark completion rate for the three goals identified in *Phase II*. This will be accomplished by dividing the goal's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals to obtain an overall percent attainment. This percentage will be compared to Table 13 to award points:

Table 13: Student Persistence Planning Initiative (Years 3 and 4)

Goal Attainment	Below 75%	76% to 84%	85% to 89%	90 to 94%	95% to 98%	99% to 100%
Points	0	1	2	3	4	5

- **Year 5:** For year five only, student persistence planning standard will be evaluated in two parts: (1) report and (2) attainment of the three goals identified in Phase II. A maximum of <u>two points</u> will be awarded for submission of the status report. The summary report should focus on the strategies implemented to achieve the three goals. The report should not exceed five pages.

A maximum of <u>three points</u> will be awarded based on the attainment of the three goals. This will be accomplished by dividing the goal's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals to obtain an overall percent attainment. This percentage will be compared to Table 14 to award points:

Table 14:   Student Persistence Planning Initiative (Year 3 Only)

Goal Attainment	Below 50%	50% to 80%	81%-90%	91% to 100%
Points	0	1	2	3

Standard Four – State Master Plan Priorities

4A. Institutional Strategic Planning Goals

Points: **5** points

Purpose: This indicator is designed to provide incentives for institutions to improve the quality of their academic programs and services by evaluating progress toward specific goals contained in their institutional strategic plan

Evaluation: Institutions have set strategic planning goals for 2005-2010. Standard 4A asks institutions to declare 2-4 measurable objectives supporting one or more of the institution's approved strategic goals for improving the quality of academic programs and services. At a minimum, therefore, an institution will declare two measurable objectives for a single strategic planning goal; or, the institution may place the 2-4 objectives under 1-4 different goals. Success will be measured by benchmark attainment for the declared objectives.

Processes:

1. Objectives must be stated in quantifiable terms with baseline and benchmarks for each year of the cycle. Objectives should have a clear statement of the overall change expected over the five-year cycle. Baseline values are to reflect conditions at the beginning of the cycle. Annual benchmarks should be reported as raw numbers and not percentages.

2. Deadline for submission of the 2-4 measurable objectives with baseline and annual benchmarks will be November 1, 2005. These objectives must be approved by both governing board and Commission staff. The institutional strategic plan goal or goals supported by the 2-4 objectives must be clearly referenced and indicated on the goal/objective submission form. Institutions must submit a copy of their strategic planning document.

3. Revision of objectives and benchmarks will be allowed <u>only</u> in the 3rd year of the cycle. Justifications must be based on factors outside of institutional control in order to be considered for revision. Revisions must be approved by governing board and Commission staff.

4. Goal/objective submission forms should be updated to reflect progress and must accompany the Performance Funding Reporting Template.

Scoring: Progress toward objective attainment will be evaluated by comparing the objective's benchmark for a given cycle year with the attainment in that year. This ratio is derived by dividing the attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment is averaged across all objectives for the indicator to obtain an overall percent attainment. This overall percentage will be rounded to the nearest whole percentage and compared to Table 15 to award points for this indicator.

Table 15: Institutional Strategic Planning Objectives Supporting Existing Goals

Goal Attainment	Below 80%	80% to 84%	85% to 89%	90% to 94%	95% to 98%	99% to 100%
Points	0	1	2	3	4	5

References:

Appendix N – Goal/Objective Submission Form for Institutional Strategic Planning

Standard Four – State Master Plan Priorities

4B. State Strategic Planning Goals

Points: 10 points

Purpose: This standard is designed to provide incentives for institutions to improve the quality of their academic programs and services by evaluating progress toward specific goals contained in the state strategic master plan, *"Creating Partnerships for a Better Tennessee: The 2005-2001 Master Plan for Tennessee Higher Education."*

Evaluation: The Master Plan goals are established and are listed below. Institutions will declare 4-8 measurable objectives supporting at least one goal from each of the four priority areas: Partnerships for (1) Access, (2) Student Preparation, (3) Affordability, and (4) Educational Excellence. The institution shall, at a minimum, declare 4 objectives, one for each of the 4 priority areas. Measurable objectives must state baseline and benchmarks for each year of the cycle:

> **1.0   PARTNERSHIPS FOR ACCESS**
> 1.1   Increase the rate and participation for specific populations (e.g., non-traditional students, workforce needs) and/or geographical areas enrolled in higher education.
> 1.2   Increase the number of African Americans and Hispanic students enrolled in higher education.
>
> **2.0   PARTNERSHIPS FOR STUDENT PREPARATION**
> 2.1   Increase the number of students in dual-enrollment programs. Dual enrollment programs allow high school students to enroll in college courses for credit prior to high school graduation.
>
> 2.2   Enhance academic success and student engagement of freshmen by creating and/or expanding first-year studies programs, learning communities, and academic support initiatives.
>
> **3.0   PARTNERSHIPS FOR AFFORDABILITY**
> 3.1   Promote affordability via an increased institutional focus on need-based financial aid.
> 3.2   Create partnerships that expand and diversify institutional revenues through a combination of state, student, federal and private revenue streams.
>
> **4.0   PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE**
> 4.1   Re-invigorate the centers and chairs of excellence/emphasis so that they enhance institutional and state priorities.
> 4.2   Increase extramural research and development funding through partnerships.

Processes:

1. Objectives must be stated in quantifiable terms with measurable benchmarks for each year of the cycle. Objectives should have a clear statement of the overall change expected over the five-year cycle. Baseline values are to reflect conditions at the beginning of the cycle. Annual benchmarks should be reported as raw numbers and not percentages.

2. The deadline for submission of objectives is November 1, 2005. Objectives must be approved by both governing board and Commission staff.

3. Revision of objectives and benchmarks will be allowed <u>only</u> in the 3rd year of the cycle. Justifications must be based on factors outside of institutional control in order to be considered for revision. Revisions must be approved by governing board and Commission staff.

4. Goal/objective submission forms should be updated to reflect progress and must accompany the Performance Funding Reporting Template.

Scoring: Progress toward goals will be evaluated by comparing the benchmark for a given cycle year with the attainment in that year. This ratio is derived by dividing the objective's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment is averaged across all objectives for the indicator to obtain an overall percent attainment. This overall percentage will be rounded to the nearest whole percentage and compared to Table 16 to award points for this indicator.

Table 16: State Strategic Planning Goals

Goal Attainment	Below 70%	70% to 74%	75% to 78%	79% to 81%	82% to 84%	85% to 87%	88% to 90%	91% to 93%	94% to 96%	97% to 98%	99% to 100%
Points	0	1	2	3	4	5	6	7	8	9	10

References:

Appendix O – Goal/Objective Submission Form for State Strategic Planning
Appendix P – Creating Partnerships for a Better Tennessee: The 2005-10 Master Plan for Tennessee Higher Education

Standard Four – State Master Plan Priorities

4C. Articulation and Transfer

Points: 5 points for universities only

Purpose: This indicator is designed to provide incentives for institutions to improve the efficiency and effectiveness of the processes of articulation and transfer and to increase the enrollment and retention of transfer students.

Evaluation: The following chart outlines the annual requirements for the Articulation and Transfer Standard:

Year	Articulation/Transfer Initiative	Transfer Indicators
2005-06	File Plan to Implement Articulation/Transfer Initiative in 2006-07, state expected 2010 outcomes, and project annual progress expectations for years 2-5 in measurable terms	Project annual quantitative benchmarks for 4 years of cycle, beginning 2006-07 for the following transfer indicators: 1. fall-to-fall retention of transfer students 2. overall number of transfer students 3. retention of at-risk transfer students (GPA lower than 2.5 at time of transfer)
2006-07	Benchmark attainment for 3 transfer indicators	
2007-08	Benchmark attainment for 3 transfer indicators	
2008-09	Benchmark attainment for 3 transfer indicators	
2009-10	Summary report on actual achievements of Articulation/ Transfer Initiative	Benchmark attainment for 3 transfer indicators

Articulation/Transfer Initiative
Year One: The plan to implement an Articulation/Transfer Initiative will be evaluated according to the following criteria:

1. It represents a major campus commitment as is evident in its change potential.
2. The initiative focuses on one or more of these indicators: fall-to-fall retention of transfers, overall number of transfers, and retention of at-risk transfers (GPA lower than 2.5 at time of transfer).
3. It will require broad campus engagement of faculty and staff.
4. Its expected outcome is projected from institutional self-assessment.
5. It declares clear annual expected progress benchmarks.

The Articulation/Transfer Initiative cannot duplicate the quality enhancement plan for improving student learning as outlined in Standard 5B for Assessment Outcomes.

Institutions must develop goals and benchmarks related to the [1] fall-to-fall retention of transfer students; [2] overall number of transfer students; and [3] retention of at-risk transfer students.

Benchmark Attainment for Transfer Goals

Years 2-5: Institutions reports and is evaluated on the achievement of projected accomplishment for the following transfer indicators:
1. Fall-to-fall retention of transfer students
2. Overall number of transfer students
3. Retention of at-risk transfer students (GPA lower than 2.5 at time of transfer)

Scoring: **Year 1:** Institutions will receive full points for submission of the Articulation/Transfer Initiative Plan. Goals and benchmarks for the transfer indicators must also be submitted.

Years 2 – 4: Points will be awarded based upon the benchmark completion rates for the three transfer indicators. This will be accomplished by dividing the goal's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals to obtain an overall percent attainment. This percentage will be compared to Table 17 to award points:

Table 17: Transfer Goals (Years 2-4)

Goal Attainment	Below 80%	80% to 84%	85% to 89%	90% to 94%	95% to 98%	99% to 100%
Points	0	1	2	3	4	5

Year 5: The articulation and transfer standard will be evaluated in two parts: (1) the articulation/transfer initiative and (2) attainment of the three transfer indicators. A maximum of two points will be awarded for submission of the summary report as specified above.

A maximum of three points will be awarded based on the attainment of the transfer indicators. This will be accomplished by dividing the goal's attainment value by its benchmark value for the cycle year (no percent attainment may exceed 100%). The resulting percent attainment will be averaged across all goals to obtain an overall percent attainment. This percentage will be compared to Table 18 to award points:

Table 18: Transfer Goals (Year 5 Only)

Goal Attainment	Below 50%	50% to 80%	81% to 90%	91% to 100%
Points	0	1	2	3

Standard Four – State Master Plan Priorities

4D. Job Placement

Points: **10** points for community colleges only

Purpose: The job placement standard is designed to provide incentives for community colleges to continue to improve job placement of their career program graduates.

Evaluation: Each major field career programs (technical certificate and A.A.S.) will be evaluated by the placement rate of its graduates.

Processes:

1. Institutions will conduct a survey of graduates each year to determine the number placed. Graduates from the spring, summer and fall terms within a calendar year will be surveyed through June 30 of the following year. For example, graduates from spring 2004, summer 2004 and fall 2004 will be surveyed through June 30, 2005 and the results will comprise the report for the first year of the 2005-10 cycle.

2. All career programs (technical certificates and A.A.S.) must be evaluated, except for university parallel, professional studies (RODP) and academic certificate programs.

3. Auditable records of survey results must be maintained for at least two years.

4. Following are permissible waivers for program completers:
   - Pursuing Further Education;
   - Medical Condition Preventing Work in Field of Study;
   - Family/Home Responsibilities;
   - Military Service; and
   - Volunteer/Religious Service.

   These waivers will be excluded from the total number of eligible program completers. Permissible waivers should be indicated on the job placement survey instrument. Institutions will provide a copy of the job placement survey instrument as part of the annual reporting requirement.

5. Institutions will be permitted up to a 5% maximum for non-respondents for all programs.

6. Although scoring is cumulative, institutions must report placement rates by program.

Scoring: The placement rate will be calculated by dividing the total number of students placed in fields related to training by the total number of eligible completers.
Scoring will be based on the overall placement rate for an institution. This placement ratio will be compared to Table 19 to award points on this standard.

Table 19: Job Placement Standard

Placement Rate	Below 64%	64% to 65%	66% to 67%	68% to 69%	70% to 71%	72% to 75%	76% to 78%	79% to 82%	83% to 86%	87% to 91%	92% to 100%
Points	0	1	2	3	4	5	6	7	8	9	10

Standard Five – Assessment Outcomes

5A: Assessment Pilot

Points: **5** points

Purpose: Pilot projects throughout the history of the performance funding program have allowed institutions the flexibility to explore various assessment initiatives. For the 2005-10 cycle, the focus of the Assessment Pilot standard will be devoted exclusively to the collection and usage of the National Study of Instructional Costs and Productivity (Delaware Study) and the National Study of Community College Instructional Costs and Productivity (Kansas Study).   This indicator is designed to provide incentives for institutions to use national benchmarking data in making institutional resource decisions.

Evaluation: Community colleges must utilize the Kansas Study and universities must use the Delaware I Study.

Scoring: Full points for this standard will be awarded annually if institutions complete the following:

- Participate annually in the data collection requirements of the Delaware I Study (quantitative) and Kansas Study by reporting on the following four indicators:

    - FTE students taught by FTE instructional faculty by discipline (CIP classification).

    - SCH by FTE faculty as a percentage of national norm by discipline.

    - Total organized class sections by FTE faculty: undergraduate, graduate and total.

    - Percentage undergraduate SCH taught by full-time faculty.

- Submit a report providing evidence of the usage of the Delaware/Kansas models for institutional planning and improvement.   Institutions shall have the flexibility of utilizing the questions outlined in the Tennessee Board of Regents' Academic Affairs Sub-Council report on the Delaware/Kansas Models in preparing this report and/or on other assessment research questions that are appropriate to institutional mission in preparing this report, per governing board approval. The report format should include the following sections: introduction, problem statement, summary of findings, interpretation of findings, and recommendations/conclusions. The report should not exceed ten pages, including narrative and appendices.

References:

      Appendix Q: Delaware/Kansas Model (TBR Academic Affairs Sub-Council)

5B: Assessment Implementation

Points: 10 points

Purpose: This indicator is designed to provide incentives for institutions to incorporate information obtained through institutional assessment activity which may include Performance Funding-related assessment into their Quality Enhancement Plans (QEP).   The new accreditation reaffirmation process of the Southern Association of Colleges and Schools (SACS) requires an institution to focus on a campus-determined course of action to improve student learning -- a Quality Enhancement Plan -- that is forward-looking, transformative, and based on external and internal measures. The QEP makes enhancement of student learning an ongoing rather than an episodic process, and enhancement of student learning is certainly not limited to the duration of a single QEP. Focused enhancement of student learning should be continuous as institutions are at all times engaged in various stages of one or more Quality Enhancement Plans. In many respects, the success of a QEP is a measure of the maturity and effectiveness of the institution's strategic planning, resource allocation, and assessment capabilities.

      This Performance Funding indicator is not intended as an evaluation of the caliber and strength of an institution's QEP; instead, it is an evaluation of the institution's processes for using assessment results, particularly those related to Performance Funding, to define and sustain the QEP. It is important to remember that the outcome of this Performance Funding evaluation should not be expected to influence the SACS peer review of the QEP.

Evaluation: Holistic evaluation training will be provided for two evaluator panels, one for community colleges and a second for universities, to ensure consistency in application of standard criteria to the review of annual reports. Training will occur prior to Year 1 evaluations, before Year 2 evaluation, and before Year 5 evaluation. (Refer to calendar section for outline of training sessions.) The panels will be constituted from a pool of individuals nominated by their presidents and selected by their governing board staff.

Processes: **Year 1**: The institution will conduct a self-study of its QEP needs and will project the stages of its engagement with one or more quality enhancement plans during the five years of the Performance Funding cycle. At the conclusion of 2005-06, an institution must report a plan (not to exceed 10 pages) to incorporate Performance Funding-related data and other institutional assessment results into its QEP processes, provide 2005-06 base year data, and state measurable goals and objectives with annual benchmarks for using assessment information to support the QEP. Obviously, institutions will be at different stages of QEP activity, dependent on accreditation reaffirmation cycles; therefore, the Standard 5 plans that institutions report will capture different segments of the QEP: early planning, or implementation, or post-QEP evaluation. The panels will evaluate the 2005-10 "snapshot" of each institution's incorporation of assessment results into QEP processes, and the evaluation criteria will take into account the various institutional calendars for QEP engagement. The panels will evaluate the First Year report according to the following criteria:

- Reflects a comprehensive institutional self-study of its processes for incorporating Performance Funding-related assessment information and other campus assessment activity into the QEP commitment.

- Presents base year data that clearly document the 2005-06 status of the assessment basis for the QEP.
- States specific expected Standard 5B outcomes for Year 5
- Declares specific and measurable objectives with quantitative and/or qualitative annual benchmarks.

Years 2-4: The institution will submit a narrative report (not to exceed 10 pages) in which it "makes the case," based on patterns of evidence, that it has met benchmarks for using information derived from Performance Funding-related assessment and other institutional assessment activity to drive the QEP. The annual report for Years 2-4 will focus on benchmark attainment for the specific stage of the QEP indicated by the institution's place in its reaffirmation cycle. The stages of QEP engagement may include using assessment results to (1) gain campus consensus on a QEP focus, (2) build the QEP, (3) implement the QEP, and (4) evaluate the QEP. The panels will evaluate reports for years 2-4 according to the following criteria:

- Make a case that the institution has met annual benchmarks.
- Provide documentation for this claim by identifying patterns of evidence emerging from the use of Performance Funding and other assessment information.
- Provide a summary update on the evolution of the QEP(s).

Year 5: In the fifth year of the cycle, institutions will report a summative evaluation (not to exceed 10 pages) of its five-year processes for incorporating Performance Funding-related and other institutional assessment results into its ongoing enhancement of student leaning through QEP activity. The panels will evaluate the summative report according to the following criteria.

- Makes the case, in a narrative summary, that the institution has reached its projected 5th year outcomes and/or provide explanations where outcomes have not been realized.
- Bases this claim on patterns of evidence.
- Projects continuing measures to use assessment results to support the QEP beyond the final year of the Performance Funding cycle.

Scoring: Points for this standard will be awarded annually based on the panel's evaluation of institutional responses to requirements for Year 1, Years 2-4, and Year 5.

Calendar:

Year 1: 2005-06

Fall 2005	Panelists selected and trained
January 2006	Panels holistically evaluate the 2004-05 Standard 4B reports for providing feedback to institutions
July 2006	Institutions submit First Year Report
September 2006	Panels holistically evaluate First Year Reports

Year 2: 2006-07

Fall 2006	Panels ensure rater reliability through retraining for holistic evaluation of Year 2-4 Reports
July 2007	Institutions submit Year 2 Reports
September 2007	Panels holistically evaluate Year 2 Reports

Year 3: 2007-08

July 2008	Institutions submit Year 3 Reports
September 2008	Panels holistically evaluate Year 3 Reports

Year 4: 2008-09
July 2009   Institutions submit Year 4 Reports
September 2009   Panels holistically evaluate Year 4 Reports

Year 5: 2009-10
Fall 2009   Panels ensure rater reliability through retraining for evaluation
                             of Year 5 Summary Report
July 2010   Institutions submit Summary Report
September 2010   Panels holistically evaluate Summary Report

References:

Principles of Accreditation, Commission on Colleges of the Southern
Association of Colleges and Schools
Handbook for Reaffirmation of Accreditation, Commission on Colleges of the
Southern Association of Colleges and Schools