**Outcomes - Based Funding Proposal: a working document** November 9, 2012

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**Dr. Sylvia Shurbutt (ACF Chair, and ACF rep from Shepherd University) says:**

"I think Paul [HEPC Chancellor Paul Hill] wants us to have discussion about the “working document” so that we can perhaps offer some input in shaping the final document.

I’ll get the ball rolling by saying that folks I’ve spoken with are worried about the implications for grade inflation.  Will there be administrative pressure to have stronger pass rates as well as retention rates to help our numbers and thus our funding?"

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**Dr. Sue Kelley (ACF rep from Fairmont State University) says:**

"Of course there will be grade inflation.  There already has been, as we well know, as well as softening of requirements for a degree.  I'm not sure the legislature, HEPC, LOCEA, or any of these groups truly understand the long-term consequences of pushing these trends.  I understand the trends are national among state schools, but just because everyone else is jumping off the bridge doesn't mean it's a good or safe thing to do."

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**Mr. Chuck Puckett (ACF rep from Southern WV Community and Technical College) says:**

"I’m beginning to think that I have some philosophical objections to “outcomes based funding”

-The formula looks good that you can, and should encourage everyone to get a degree in four years or two years.  That works really well if the students give up their jobs and their families to pursue the degree.  I find that most of my students just don’t have the luxury being able to give up everything but school.

- About 70% of the students at my school take at least one developmental course.  So, that means that about 70% of the students here come unprepared for college.  Argue if you may the validity of metrics used to measure college preparedness, or how twelve years of public school didn’t get them ready for college; we face 70% of the students coming the door are not ready to be here.  Now it seems we are being encouraged to fix that in even less time.  We are still being encouraged to crank them out in two years.

- Numbers can be used as a means to take an subjective idea, and make appear objective.  It’s not always easy to observe when someone is picking the numbers that show exactly what they want to show.  Many of those in the position to make decisions just see piles of numbers, and nothing else.  They are often willing to believe wholesale whatever the report writer says the report says if it has a bunch of numbers.  I am NOT making that accusation of the report, but it is something to look out for.

I wish philosophical points were easy to attach numbers too.  I might only be finding sympathetic (or maybe not) feelings amongst other faculty."

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**Dr. Jack Magan** raises this point (and I paraphrase):

This kind of metric is likely to have the unintended consequence of causing colleges to exclude marginal students, when our mission should be to reach out to and help such students succeed.

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Your thoughts?