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# **Florida Board of Education**

## **State Universities' Accountability Report**



**December 10, 2002**

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## Introduction

This 2002 Accountability Report is submitted pursuant to the requirements of Section 1008.46, Florida Statutes, which requires that the State Board of Education submit data on performance measures and standards after consultation with the Legislature and the Executive Office of the Governor. The full text of Section 1008.46 follows.

1008.46 State university accountability process.--It is the intent of the Legislature that an accountability process be implemented that provides for the systematic, ongoing evaluation of quality and effectiveness of state universities. It is further the intent of the Legislature that this accountability process monitor performance at the system level in each of the major areas of instruction, research, and public service, while recognizing the differing missions of each of the state universities. The accountability process shall provide for the adoption of systemwide performance standards and performance goals for each standard identified through a collaborative effort involving state universities, the Legislature, and the Governor's Office. These standards and goals shall be consistent with s. 216.011(1) to maintain congruity with the performance-based budgeting process. This process requires that university accountability reports reflect measures defined through performance-based budgeting. The performance-based budgeting measures must also reflect the elements of teaching, research, and service inherent in the missions of the state universities.

- (1) By December 31 of each year, the State Board of Education shall submit an annual accountability report providing information on the implementation of performance standards, actions taken to improve university achievement of performance goals, the achievement of performance goals during the prior year, and initiatives to be undertaken during the next year. The accountability reports shall be designed in consultation with the Governor's Office, the Office of Program Policy Analysis and Government Accountability, and the Legislature.
- (2) The State Board of Education shall recommend in the annual accountability report any appropriate modifications to this section.

History.-- s. 393, ch. 2002-387.

Fiscal and substantive staffs of the House of Representatives, the Senate, as well as the staff of the Education Policy Unit in the Executive Office of the Governor and the Office of Program Policy Analysis (OPPAGA) have been consulted with regard to this submission. It was agreed that the submission should include the following: the data on the performance measures included in the Fiscal year 2001-02 and 2002-03 Implementing Bills and the General Appropriations Acts. Except for the addition of four new measures for 2002-03,

the 2001-02 and 2002-03 accountability measures are the same. The new measures for 2002-03 are identified in the list below as well as within discussion of the universities' performance on them.

Performance measures and standards of performance are necessary components for an accountability system. Some are more informative than others. This report includes suggestions for improving those measures. Performance measures are of little consequence when there is neither a clear desired outcome in view nor any rewards or sanctions connected to the results of those measures.

Considerable work on performance measures was required for the Long Range Program Plan (LRPP) for 2003-08. The reader may wish to refer to that document for further discussion of performance measures.

The state universities were appropriated \$2.4 billion for the Fiscal year 2002-03 for the operations of the universities. The universities strive to be accountable for the efficient and effective delivery of services to the public. In addition to the performance measures enacted by the Legislature in both the General Appropriations Act and the Implementing Bill, the state universities are subjected to state and federal requirements relating to financial and program audits on a regular basis.

In addition to the accountability measures examined in this report, the Florida Board of Education established an Accountability Advisory Council and a Higher Education Funding Advisory Council to make recommendations on accountability and performance funding. The work of those two councils has not yet been completed.

### **Performance Measures in Fiscal Year 2002-03**

Output and outcome measures were adopted in the Fiscal year 2002-03 General Appropriations Acts and Implementing Bills relating to teaching, research, and public service functions of the state universities. In addition to the performance measures, a standard for each measure was also included in the General Appropriations Act and Implementing Bill. In general, the Legislature set the standards at levels just beyond the systemwide level of performance at the time the measure was established. The standards have been adjusted by the Legislature as performance has improved and data issues resolved. The measures for 2002-03 are:

## Instruction Program

1. Graduation rate of first-time-in-college (FTIC) students, using a 6-year rate
2. Retention rate of first-time-in-college (FTIC) students, using a 6-year rate
3. Graduation rate of AA transfer students, using a 4-year rate
4. Retention rate of AA transfer students, using a 4-year rate
5. Percentage of students graduating with total accumulated credit hours that are less than or equal to 115% of the degree requirement, disaggregating the data by FTIC and AA transfers
6. Pass rate on licensure/certification exams, for the first sitting
7. Of the prior year graduates remaining in Florida, the percentage employed at \$22,000 or more 1 year after graduation
8. Of those graduates remaining in Florida, the percentage employed at \$22,000 or more 5 years after graduation
9. Percentage of undergraduate students enrolled in graduate school upon completion of the baccalaureate
10. Number of baccalaureate degrees granted
11. Number of masters degrees granted
12. Number of professional degrees granted
13. Number of doctoral degrees granted
14. Of the total lower level instructional effort, the percentage of effort provided by faculty
15. Of the total upper level instructional effort, the percentage of effort provided by faculty
16. Of the total graduate level instructional effort, the percentage of effort provided by faculty
17. Percentage of qualified Florida students, those applicants meeting admission standards, admitted as FTIC students
18. Number/percent of student profile assessments who are out-of-state students
19. Percent of FTIC students admitted as student profile assessments
20. Number/percent of baccalaureate degree recipients who are found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list
21. Percent of undergraduate students at each university classified as out-of-state (new for 2002-03)
22. Number of undergraduate out-of-state students above 10% of all undergraduate students (new for 2002-03)
23. Percent of out-of-state students admitted who do not meet FBE admission standards (new for 2002-03)

## **Research Program**

- 24. Externally generated research and training grant funds (federal, state, local, business, and industry) per state-funded ranked faculty full-time equivalent
- 25. Average number of articles in Institute for Scientific Information publication count per ranked faculty

## **Public Service Program**

- 26. For IFAS only, the percent of public service projects where the beneficiary is satisfied or highly satisfied with the extension assistance
- 27. Of the total faculty effort allocated for public service, the percent devoted to public schools

## **Administration and Support Program**

- 28. Percent of Division of Colleges and Universities Administration and Support Costs and Positions compared to total State University System costs and positions (new for 2002-03)

# Fiscal Year 2002-03 Implementing Bill Performance Measures

**Measure:**

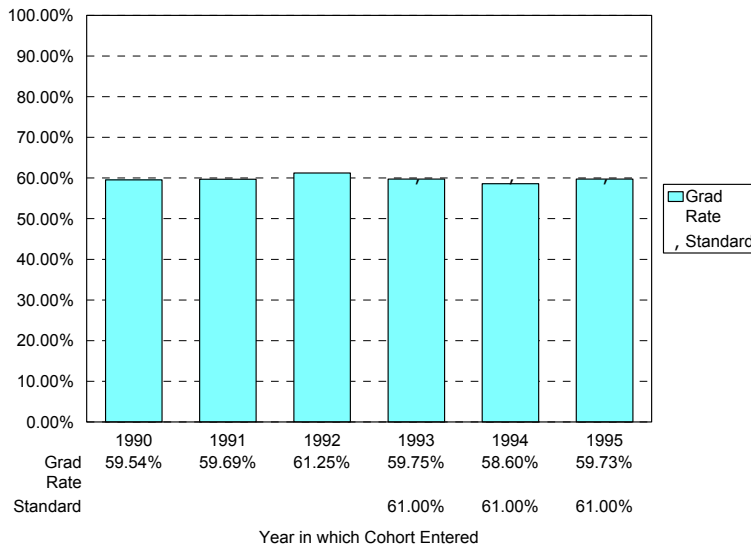
**Graduation rate for First-Time-In-College (FTIC) students, using a 6-year rate**

**Purpose of Measure:**

The 6-year FTIC graduation rate is calculated by tracking, over a period of six years, a cohort of first-time-in-college students who enter in either the Summer term or Fall term of a given year and determining how many of that original cohort graduated during the 6-year period.

This measure is designed to monitor the efficiency with which students progress towards degree completion.

**Figure 1.  
FTIC 6-Year Graduation Rates**



**Performance trend and current status:**

Figure 1 displays changes in the 6-year FTIC graduation rate along with the 2000-01, 2001-02 and 2002-03 performance standards.

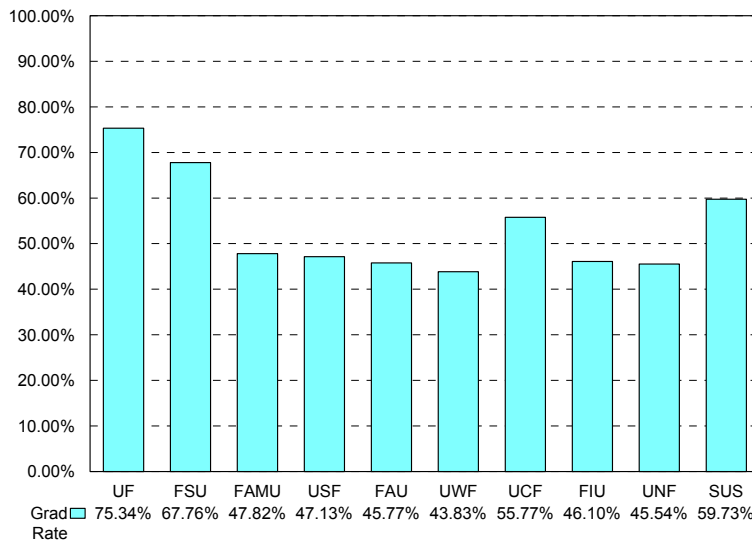
The standard for the FTIC graduation rate has remained at 61 percent over the past three years. Meanwhile, the actual FTIC graduation rate has declined slightly after reaching a 6-year high of 61.25 percent in 1998-99 (the cohort which entered in 1992). The most recent cohort, which entered in 1995, has a 6-year graduation rate of 59.73 percent.

The Systemwide average 6-year graduation rate of 59.73 percent for the 1995 cohort is 37.6 percent (16.33 percentage points) higher than the average 6-

year graduation rate of 43.40 percent for 430 masters and above public universities.<sup>1</sup>

Figure 2 depicts the most recent (1995 cohort) 6-year FTIC graduation rate data for each university. Note that Florida Gulf Coast University had not opened in 1995 and therefore, does

**Figure 2. FTIC 6-Year Graduation Rates University Performance, 1995 Cohort**



not yet have a 6-year graduation rate. Differences from one university to another reflect, in part, the differences from one freshman class to another including such things as the relative proportion of students who attend part-time due to work, family and other constraints on their time as well as their academic preparation prior to entering the university.

In particular, the proportion of students attending part-time has a very significant effect on the graduation rate. The higher the proportion of part-time students, the lower the graduation rate will be. The enrollment at the non-residential institutions (such as UCF, FAU and FIU with a high proportion of part-time students) of the System is growing at a faster rate than that of the residential institutions (such as UF and FSU with a relatively lower proportion of part-time students). As the proportion which residential institutions are of the System total becomes smaller and smaller, the Systemwide graduation rate may continue to decline unless it's offset by other factors such as the efforts of the Systemwide Retention Task Force which is exploring initiatives to improve retention and graduation rates.

A Systemwide Retention Task Force has been established to examine best practices and recommend procedures, programs and activities the universities can undertake to increase the percentage of students who are retained and ultimately graduate. Further, many of the universities, in recent years, have developed mentoring and many other programs to help students with academic

<sup>1</sup>Based on data from the web site (<http://nces.ed.gov/ipeds/pas/>) of the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) 1999 Graduation Rate Survey (GRS), the most recent nationwide graduation rate data readily available.

problems as well as social issues. The main focus of several such programs is to make the university campus more hospitable and to provide an environment in which students are more likely to succeed.

**Recommendation regarding continuing use of measure:**

Why is it important to measure six-year graduation rate? If, for personal reasons, a student takes eight years, should this fact reflect badly on the institution the student attends? More importantly, the issue for the state should be, how much does it cost the state for a student to complete a baccalaureate degree.

The six-year graduation rate measure and standard, as calculated, give us little information regarding institutional effort and performance. By not separating full time and part time students, one cannot readily compare institutional performance. The unique nature of each institution should be reviewed to determine if such differences warrant any institution being held to a different standard. National six-year graduation rate data, available through the National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), can be used to make comparisons with peer institutions.

This measure should be retained but modified to provide better data on institutional performance. There should be a standard high enough to be used as a goal for improvement if graduation rate is indeed an important measure.

## Performance Area: Instruction Program

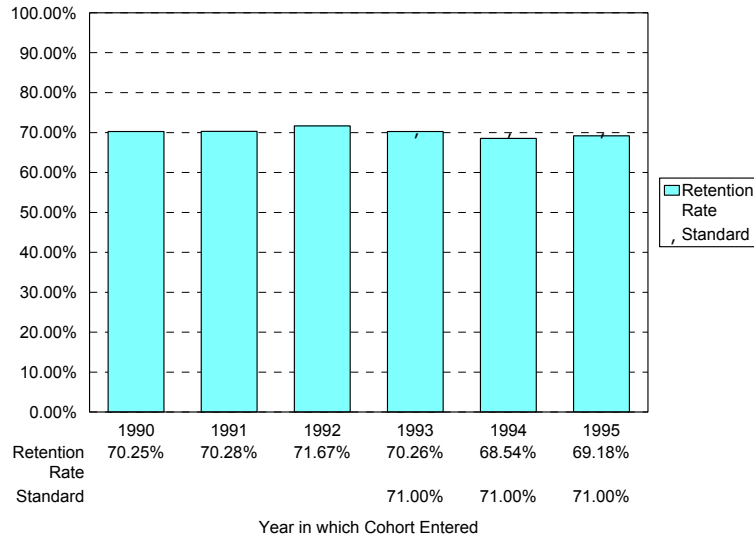
### Measure:

#### Retention rate for FTIC students, using a 6-year rate

### Purpose of Measure:

The 6-year FTIC retention rate is calculated by tracking, over a period of six years, a cohort of first-time-in-college students who enter in either the Summer term or Fall term of a given year and determining how many of that original cohort either graduated during the 6-year period or have re-enrolled in the Fall term six years after originally enrolling. This measure is designed to determine the extent to which students are either graduating or returning to complete their degree requirements.

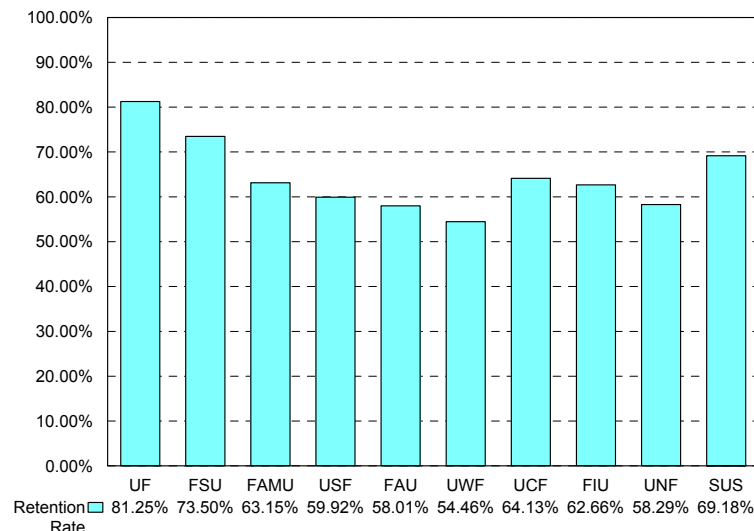
**Figure 3.**  
**FTIC 6-Year Retention Rates**



### Performance trend and current status:

Figure 3 displays the Systemwide 6-year FTIC retention rate. The standard for the FTIC retention rate has remained at 71 percent over the past three years. Meanwhile, the actual FTIC retention rate has

**Figure 4. FTIC 6-Year Retention Rates University Performance, 1995 Cohort**



declined slightly after reaching a 6-year high of 71.67 percent in 1998-99 (the cohort which entered in 1992). The most recent cohort, which entered in 1995, has a 6-year retention rate of 69.18 percent. Unfortunately, national data on retention, with which comparisons could be made, are not readily available.

Figure 4 depicts the 6-year FTIC retention rate of each university for the 1995 cohort. Note that Florida Gulf Coast University had not opened in 1995 and therefore, does not yet have a 6-year retention rate. Similar to the FTIC graduation rate, the retention rate varies from one university to another, in part, due to basic differences from one Freshman class to another but it is less affected by the proportion of students attending part-time than is the graduation rate. However, national studies have shown that part-time students tend to drop-out at higher rates than do full-time students. Thus, a larger proportion of part-time students in the System from one year to another could be partially responsible for declining retention rates.

As the proportion which residential institutions are of the System total becomes smaller and smaller, the Systemwide retention rate may continue to decline unless it's offset by other factors such as the efforts of the Systemwide Retention Task Force which is exploring initiatives to improve retention and graduation rates.

A Systemwide Retention Task Force has been established to examine best practices and recommend procedures, programs and activities the universities can undertake to increase the percentage of students who are retained and ultimately graduate. Further, many of the universities, in recent years, have developed mentoring and many other programs to help students with academic problems as well as social issues. The main focus of several such programs is to make the university campus more hospitable and to provide an environment in which students are more likely to succeed.

**Recommendation regarding continuing use of measure:**

Again, this measure should be calculated separating full time and part time students. Full time students should have graduated by the end of six years. If they have not, they should be counted as a failure to get the student through in a timely manner and not counted again on the positive side of the ledger. Part time students should be counted in this measure, but it isn't clear that a six-year persistence rate tells us much about the institution unless there are specific efforts in this arena. We should be clear on what is being measured.

An annual retention rate might be more useful for purposes of informing institutions and the System on how many students leave each year and why. If universities are to play a role in helping students remain in school and moving toward attainment of a degree, then annual tracking should be coupled with reasons, so they may take appropriate action. If such analysis is not conducted, then there is little reason for tracking the data.

## Performance Area: Instruction Program

### Measure:

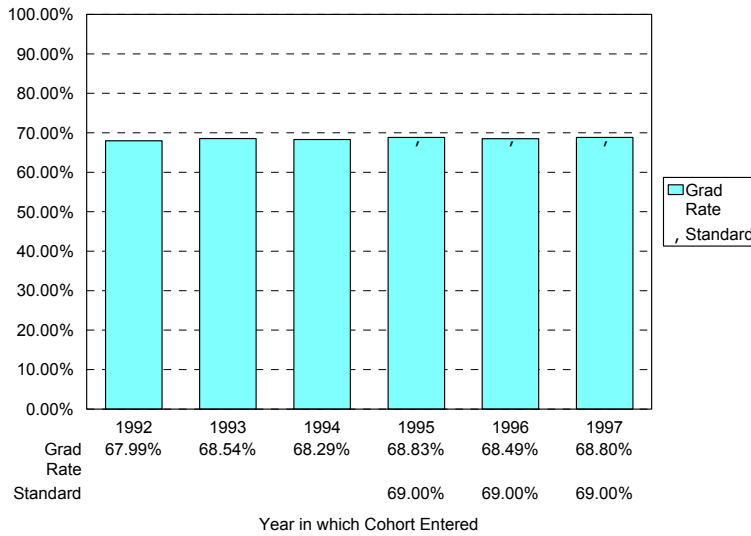
#### Graduation rate for AA-Transfer students, using a 4-year rate

### Purpose of Measure:

Similar to the FTIC graduation rate, the AA-Transfer graduation rate is calculated by tracking, over a period of four years, a cohort of students who have graduated from a Florida Community College with an Associate of Arts (AA) degree and

who enter a state university in either the Summer term or Fall term of a given year. The graduation rate is the percentage of the original cohort who have graduated during the 4-year period. This measure is designed to monitor the efficiency with which students progress towards degree completion.

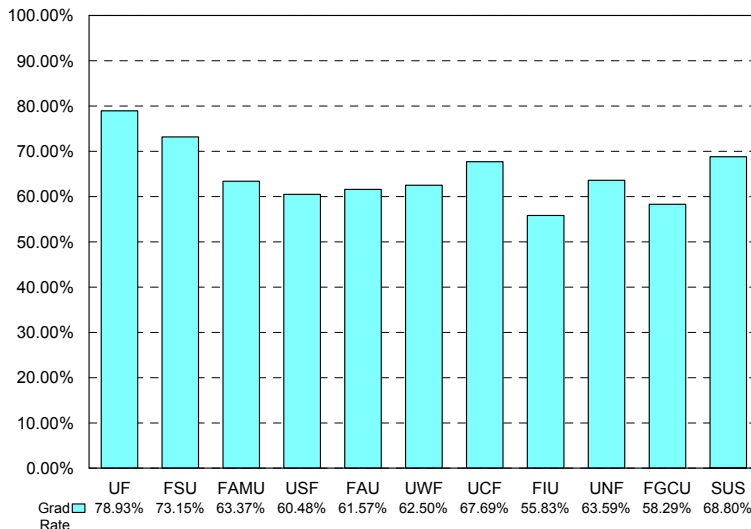
**Figure 5.**  
**AA-Transfer Graduation Rates**



### Performance trend and current status:

Figure 5 displays changes in the 4-year FTIC graduation rate along with the 2000-01, 2001-02 and 2002-03 performance standards. The standard for the AA-transfer graduation rate has remained at 69 percent over

**Figure 6. AA-Transfer Graduation Rates University Performance, 1997 Cohort**



the past three years. Meanwhile, the actual AA-transfer graduation rate has trended upward over the six-year period represented by the data, rising from 67.99 for the 1992 cohort to 68.80 percent for the 1997 cohort, an increase of 0.81 percentage points.

Figure 6 depicts the 4-year AA-transfer graduation rates of the 1997 cohort for the individual universities. Note that Florida Gulf Coast University opened in 1997 and therefore, this is the first year for FGCU to have a 4-year graduation rate.

As the proportion which residential institutions are of the System total becomes smaller and smaller, the Systemwide graduation rate may continue to decline unless it's offset by other factors such as the efforts of the Systemwide Retention Task Force which is exploring initiatives to improve retention and graduation rates.

A Systemwide Retention Task Force has been established to examine best practices and recommend procedures, programs and activities the universities can undertake to increase the percentage of students who are retained and ultimately graduate. Further, many of the universities, in recent years, have developed mentoring and many other programs to help students with academic problems as well as social issues. The main focus of several such programs is to make the university campus more hospitable and to provide an environment in which students are more likely to succeed.

A common core of prerequisites has been established, in conjunction with the Division of Community Colleges, to help assure that AA-transfer students will have the credit hours they need in appropriate areas when they transfer into a state university. Entering a state university with this set of prerequisites helps assure that AA-transfer students will graduate in a timely manner.

**Recommendation regarding continuing use of measure:**

The AA graduation rate has the same flaws as the six-year graduation rate for students entering as freshmen. Better defining the data should provide greater value as a guide to performance.

## Performance Area: Instruction Program

### Measure:

Retention rate for AA-Transfer students, using a 4-year rate

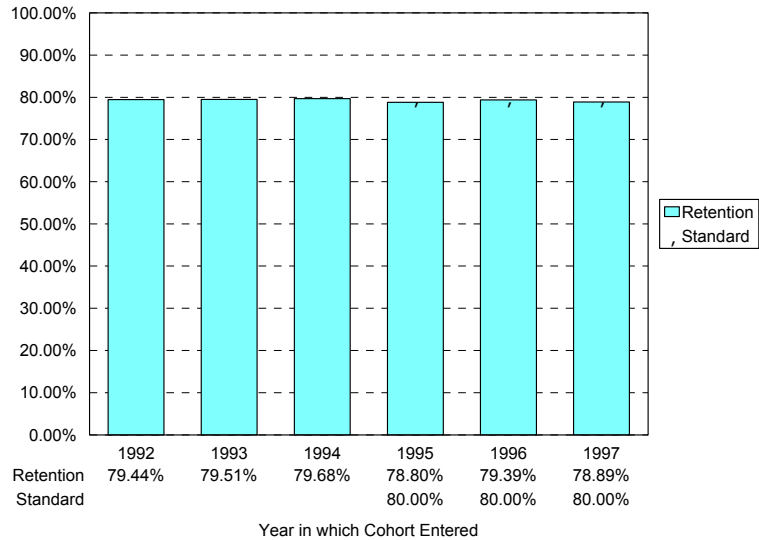
### Purpose of Measure:

The 4-year AA-transfer retention rate is calculated by tracking, over a period of four years, a cohort of students who have graduated from a Florida Community College with an Associate of Arts (AA) degree and who enter a state university in either the Summer term or Fall term of a given year. The retention rate is the percentage of the original cohort who either graduated during the 4-year period or has re-enrolled in the Fall term four years after originally enrolling. This measure is designed to measure the extent to which students are either graduating or returning to complete their degree requirements.

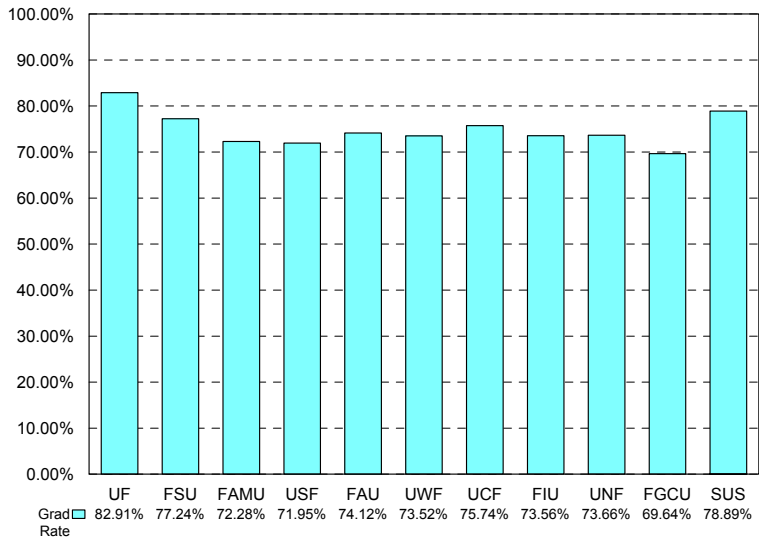
### Performance trend and current status:

Figure 7 displays changes in the 4-year AA-transfer retention rate over the past six years. The standard for the AA-transfer retention rate has remained at 80

**Figure 7.**  
**AA-Transfer Retention Rates**



**Figure 8. AA-Transfer Retention Rates University Performance, 1997 Cohort**



percent over the past three years. Meanwhile, the actual AA-transfer retention rate has hovered around 79 percent. The most recent cohort, which entered in 1997, has a 4-year retention rate of 78.89 percent.

As the proportion which residential institutions are of the System total becomes smaller and smaller, the Systemwide retention rate may continue to decline unless it's offset by other factors such as the efforts of the Systemwide Retention Task Force which is exploring initiatives to improve retention and graduation rates.

Figure 8 depicts the 4-year AA-transfer retention rate of the 1997 cohort for each university. Note that Florida Gulf Coast University open in 1997 and therefore, this is the first year for FGCU to have a 4-year retention rate. Similar to the AA-transfer graduation rate, the retention rate varies from one university to another, in part, due to basic differences from one cohort of AA-transfers to another.

A Systemwide Retention Task Force has been established to examine best practices and recommend procedures, programs and activities the universities can undertake to increase the percentage of students who are retained and ultimately graduate. Further, many of the universities, in recent years, have developed mentoring and many other programs to help students with academic problems as well as social issues. The main focus of several such programs is to make the university campus more hospitable and to provide an environment in which students are more likely to succeed.

A common core of prerequisites has been established, in conjunction with the Division of Community Colleges, to help assure that AA-transfer students will have the credit hours they need in appropriate areas when they transfer into a state university.

**Recommendation regarding continuing use of measure:**

Again, this measure should be calculated separating full time and part time students. Full time students should have graduated by the end of six years. If they have not, they should be counted as a failure to get the student through in a timely manner and not counted again on the positive side of the ledger. Part time students should be counted in this measure, but it isn't clear that a six-year persistence rate tells us much about the institution unless there are specific efforts in this arena. We should be clear on what is being measured.

An annual retention rate might be more useful for purposes of informing institutions and the System about how many students leave each year and why. If universities are to play a role in helping students remain in school and moving toward attainment of a degree, then annual tracking should be coupled with reasons, so they may take appropriate action. If such analysis is not conducted, then there is little reason for tracking the data.

## Performance Area: Instruction Program

### Measure:

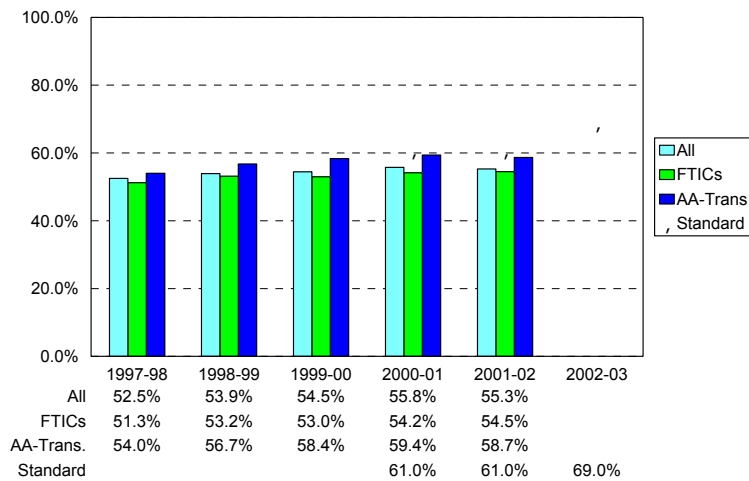
Percent of students graduating with total accumulated credit hours that are less than or equal to 115 percent of degree requirements, disaggregated by First-Time-In-College and AA-Transfers

### Purpose of Measure:

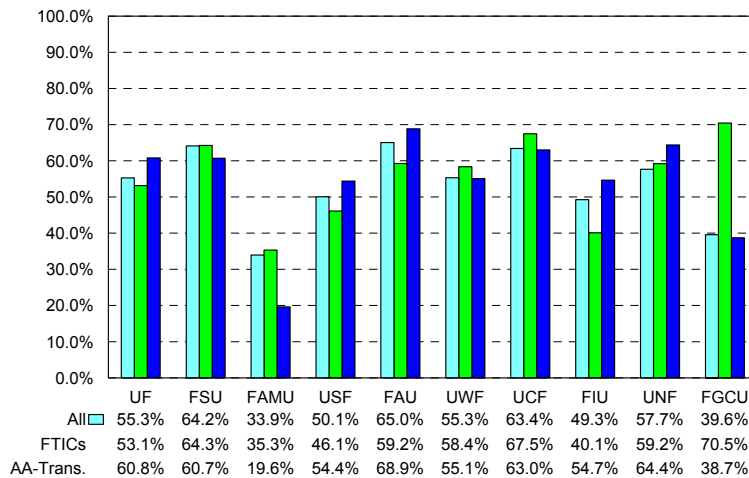
The percentage of students graduating with total accumulated credit hours that are less than or equal to 115 percent of degree requirements is a measure of the extent to which students are graduating without taking an excessive number of courses beyond those needed to graduate.

While there may be numerous reasons as to why students might take more courses than necessary to graduate, it is believed by some that such action is a waste of student's time and money and causes additional cost to the State. While there may be some additional cost to the State, the state universities believe that in most instances the additional quality of the students' overall educational

**Figure 9. Percentage of Students Graduating Within 115% of Degree Requirements**



**Figure 10. Percentage of Students Graduating Within 115% of Degree Requirements University Performance, 2001-02**



experience makes it worthwhile. Improvements in advising programs and procedures, along with the universities stressing to students the importance of graduating on time, have led to an increase in the percentage of students graduating within 115 percent of degree requirements.

**Performance trend and current status:**

As can be seen in Figure 9, the standard for the percentage of students graduating within 115 percent of degree requirements was increased to 69 percent after remaining at 61 percent for the prior two years and, unlike the measure, is not disaggregated by FTIC and AA-transfers. The actual percentage of students graduating within 115 percent of degree requirements has increased fairly steadily over the past several years, reaching a high in 2000-01 of 55.8 percent for all baccalaureate recipients and 59.4 percent for AA-transfers. Most of the excess hours are at the lower level, which is consistent with a larger percentage of AA-transfers than FTICs graduating within 115 percent of degree requirements. The percentage of FTIC students graduating within 115 percent of degree requirements was 54.5 percent in 2001-02.

Figure 10 displays, for each university, the percentage of students graduating in 2000-01 within 115 percent of degree requirements with separate bars for all baccalaureate recipients, FTICs and AA-transfers.

The universities have developed enhanced academic advising procedures to help students make better choices about appropriate academic majors as well as the courses they elect to take. Computerized advising systems allow students to “shop” academic majors to determine which majors best fit their desires along with the courses they have taken previously. Academic programs have, in some instances, been repackaged to make it possible for students to graduate in less than four years.

**Recommendation regarding continuing use of measure:**

The purpose of this measure is to show the efficiency with which students obtain degrees. In that students graduate without taking an excessive number of courses not required for graduation, it is a valid measure. The state universities, however, are concerned with the meaningfulness of this measure. While it measures efficiency, it does not measure quality. If anything, it may be detrimental to quality. Therefore, the state universities recommend that this measure be retained for information purposes but not be used as a performance measure.

## **Performance Area: Instruction Program**

### **Measure:**

**Pass rate on licensure/certification exams, for the first sitting**

### **Purpose of Measure:**

Data on licensure and certification examinations are maintained by several agencies and organizations outside of the purview of the state universities, including but not limited to, the Department of Business and Professional Regulation (DBPR), the Department of Education (DOE), the Agency for Health Care Administration (AHCA), and the American Bar Association (ABA). Consequently, the state universities have had great difficulty in trying to obtain such information. Several meetings and formal conversations have been held with various agencies responsible for licensure and certification data but the universities have been unsuccessful in obtaining information in some instances and consistent data in others.

In the case of teacher certification exams, the DOE is able to provide data on first-time examinees; however, the institution from which the examinee obtained his/her degree is a voluntary exam registration item. Consequently, only about 20 percent of the examinees report their institution and therefore DOE is unable to provide reliable data on state university graduates.

### **Performance trend and current status:**

Data are not readily available for this measure.

### **Recommendation regarding continuing use of measure:**

Performance on licensure examinations is the only real learner based measure contained in this report. It is an indication of how well students are prepared by the respective university program. However, its relevance is only to that program and not for the university as a whole. The extent to which an institution may have high or low passage rates across several programs may have bearing on the institution itself. Maximum effort should be made to acquire accurate data on this measure.

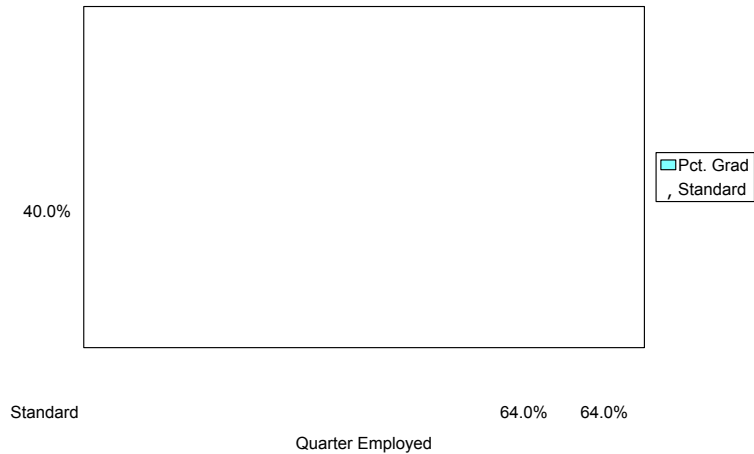
## Performance Area: Instruction Program

### Measure:

Of the prior year graduates remaining in Florida, the percent employed at \$22,000 or more, one year after graduation

### Purpose of Measure:

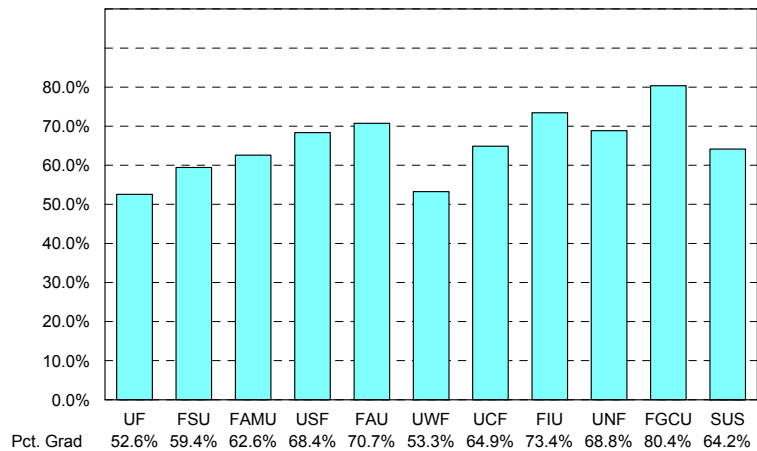
This performance measure is an attempt to determine the quality of baccalaureate graduates by using the employment market to establish their value within one year of obtaining their baccalaureate degree and then determining the percentage who are employed above \$22,000.



### Performance trend and current status:

The percentage of baccalaureate recipients who are employed in Florida earning \$22,000 or more, one year after graduation is displayed in Figure 11 for the System. The percentage has grown from 55.8 percent of the 1995-96 graduates found

a



employed earning at least \$22,000 in the Fall 1997 quarter to 64.2 percent of the 1999-00 graduates found earning at least \$22,000 in Fall 2001. During the 5-year period, the maximum observed value is 67.5 percent for the 1998-99 graduates in the Fall 2000 quarter.

This measure uses \$22,000 as the minimum salary because that is the minimum starting salary for K-12 teachers among the 67 counties of the state. The standard remains at 64 percent in 2001-02. Data for graduates of 2000-01 and beyond are not available at this time.

Figure 12 displays, for each university, the percentage of baccalaureate degree recipients employed in Florida who were earning at least \$22,000 one year after graduation.

In most of the major colleges and schools within the universities, advisory groups have been established to obtain feedback from private industry to learn what changes need to be made to academic programs such that the graduates are better suited to meet the needs of industry. Further, most, if not all, of the universities annually survey local governmental agencies and private businesses to determine the extent to which employers are satisfied with the graduates of the university.

**Recommendation regarding continuing use of measure:**

This measure is of little use in measuring institution performance. Not knowing how many students go on to graduate school or are employed out of state significantly reduces the reliability and usefulness of these data. More important measures would be employer and student satisfaction with graduates who go to work, and how many graduates are employed in fields in which their majors provided preparation. Such information will inform us as to how well our institutions are doing in preparing students for careers. Such information would require surveys, which the universities conduct annually.

Earning power, along with the measures mentioned above, are of interest and relevant as a measure of the competitiveness of graduates. Well-prepared graduates command higher salaries in the workplace. However, the salary base should be raised and a second higher salary added. These measures, like performance on licensure exams, provide performance information on specific programs and perhaps should be rotated over a period of time, covering all fields of study every five years. Thus, an institution with a large engineering program, for example, will not be unfairly compared with one with a large teacher preparation program.

## Performance Area: Instruction Program

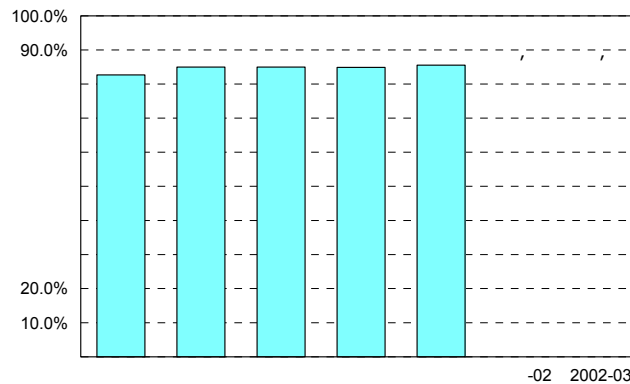
### Measure:

Of those graduates remaining in Florida, the percent employed at \$22,000 or more, five years following graduation

### Purpose of Measure:

This performance measure is an attempt to determine the quality of baccalaureate graduates by using the employment market to establish their value five years after obtaining their baccalaureate degree and then determining the percentage who are employed above \$22,000.

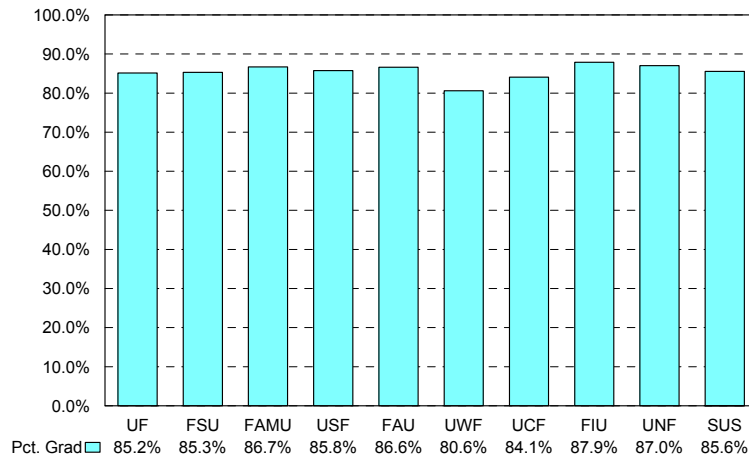
Figure 13.



### Performance trend and current status:

The percentage of baccalaureate recipients who are employed in Florida earning \$22,000 or more, five years after graduation is displayed in Figure 13. The percentage has increased from 82.7 percent of the 1991-92 graduates found employed earning

Figure 14. Baccalaureate Graduates Employed In Florida Percentage Earning at Least \$22,000 Five Years After Graduation University Performance, Fall 2001



at least \$22,000 in the Fall 1997 quarter to 85.6 percent of the 1995-96 graduates in the Fall 2001 quarter.

This measure uses \$22,000 as the minimum salary because that is the minimum starting salary for K-12 teachers among the 67 counties of the state. The standard has remained at 90 percent for the past two years. Data for 2000-01 are not available at this time.

Figure 14 displays, for each university, the percentage of baccalaureate degree recipients employed in Florida who were earning at least \$22,000 five years after graduation.

In most of the major colleges and schools within the universities, advisory groups have been established to obtain feedback from private industry to learn what changes need to be made to academic programs such that the graduates are better suited to meet the needs of industry. Further, most, if not all, of the universities annually survey local governmental agencies and private businesses to determine the extent to which employers are satisfied with the graduates of the university.

**Recommendation regarding continuing use of measure:**

This measure is more relevant than the one-year after graduation measure. Unfortunately, these data are too limited to be as valuable as they could be. This measure should be coupled with employer and student satisfaction with graduates who go to work, and how many graduates are employed in fields in which their majors provided preparation. Such information will inform us as to how well our institutions are doing in preparing students for careers. Such information would require surveys, which the universities conduct annually.

Earning power, along with the measures mentioned above, are of interest and relevant as a measure of the competitiveness of graduates. Well-prepared graduates command higher salaries in the workplace. However, the salary base should be raised and a second higher salary added. These measures, like performance on licensure exams, provide performance information on specific programs and perhaps should be rotated over a period of time, covering all fields of study every five years.

## Performance Area: Instruction Program

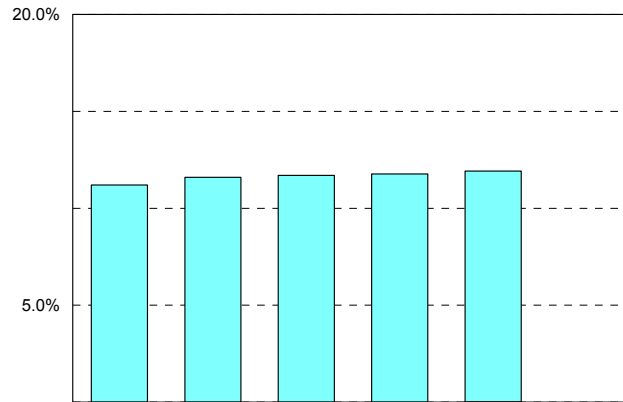
### Measure:

**Percent of undergraduates Enrolled in graduate school upon completion of the baccalaureate degree**

### Purpose of Measure:

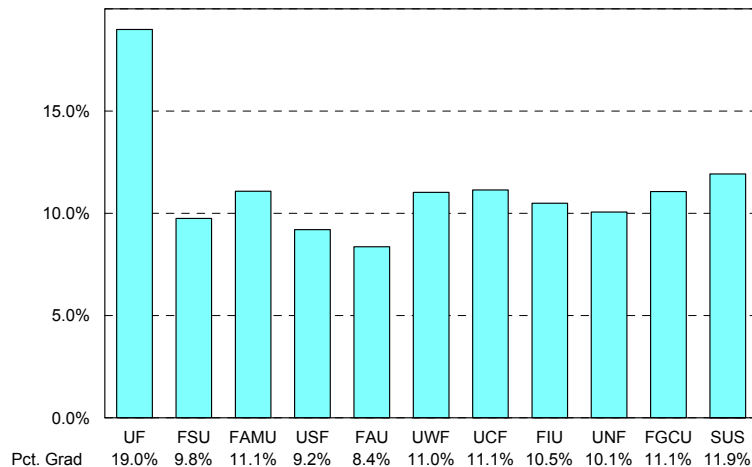
This measure is used to obtain an indication of the extent to which baccalaureate recipients are subsequently enrolling in Graduate School within the State University System. Ideally, it would be best to track

baccalaureate recipients into Graduate School both within the state universities and Florida and to universities outside of Florida. However, data from Florida private institutions and nationwide data to conduct such tracking are not readily available.



### Performance trend and current status:

Figure 15 provides information about the changes in this measure, for the overall System average, over the past 5 years. In 1997-98, 11.2 percent of the 1996-97 baccalaureate recipients enrolled in Graduate



School in a state university. The percentage has risen steadily, reaching 11.9 percent in 2001-02.

The 16 percent standard for 2000-01 and for 2001-02 for this measure were set using information from Florida Education Training and Placement Information Program (FETPIP) which includes all baccalaureate recipients who are enrolled in a university following receipt of their baccalaureate degree. Such data include students who could be seeking a second baccalaureate degree or are merely taking, for example, an art appreciation course for enjoyment. The data displayed represent baccalaureate recipients subsequently enrolled in graduate school in a state university. The standard was lowered to 12 percent in 2002-03 in recognition of this data situation.

Figure 16 displays, for each university, the percentage of baccalaureate degree recipients enrolled in graduate school in 2001-02 at in one of the state universities following receipt of their baccalaureate degree.

The Universities have, for several years, requested additional graduate waivers and improvement to graduate stipends to allow the universities to be more competitive with other universities in attracting bright baccalaureate graduates into graduate school.

**Recommendation regarding continuing use of measure:**

Percent of graduates entering graduate school can be an indicator of quality of instruction only if we know the percent of students who applied and were accepted. This measure tells us, of the students who aspired to a higher degree, most, some or few were well prepared for the next step. Otherwise, the data have little power to inform us on quality of undergraduate programs. The state universities recommend modifying this measure and devising mechanisms to begin collecting these data.

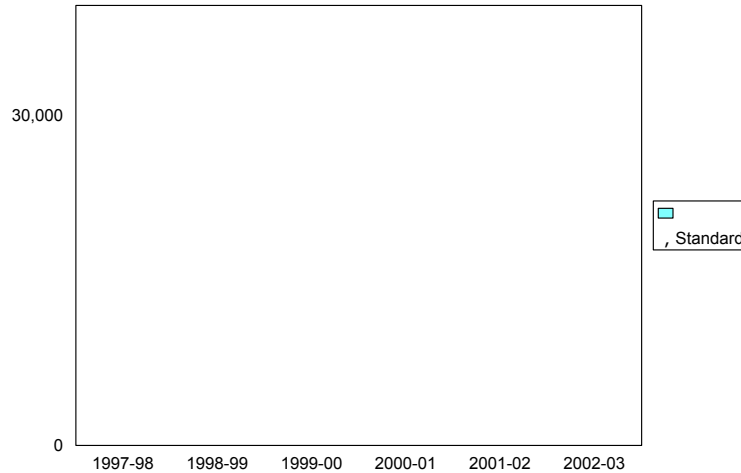
## Performance Area: Instruction Program

### Measure:

Number of degrees granted, baccalaureate

### Purpose of Measure:

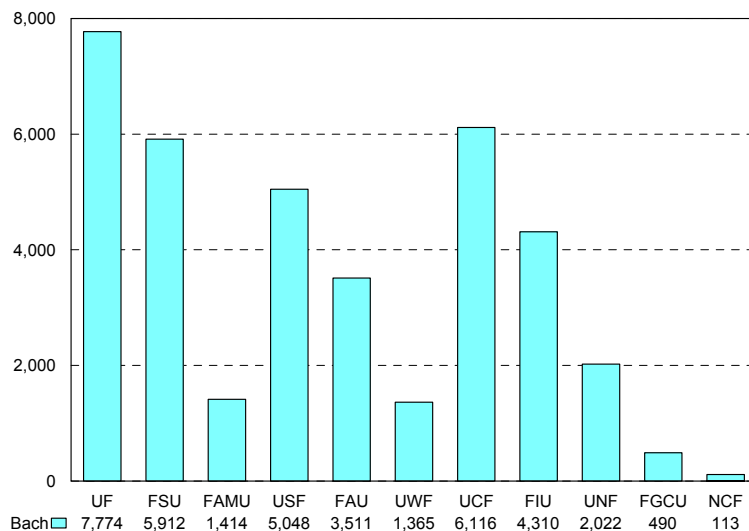
The number of baccalaureate degrees awarded is a measure of the level of production of the universities' undergraduate instructional programs. This performance measure directly measures one of the primary outputs of the state universities, degrees awarded.



### Performance trend and current status:

The number of baccalaureate degrees awarded in the state universities continues to increase at a fairly steady pace. Figure 17 displays the increase in baccalaureate degrees awarded over the past five years. Rising from 34,075 in 1997-98 to 38,075 in 2001-02, the number of baccalaureate degrees awarded annually has increased by exactly 4,000 (11.7 percent) over the 5-year period. However, during the time

**Figure 18. Baccalaureate Degrees Awarded University Performance, 2001-02**



period in which these graduates would likely be entering a state university (1991 through 1995), upper level Full-Time-Equivalent (FTE) enrollment grew by 12.8 percent. The standard has remained constant over the past three years at 37,982.

Figure 18 displays the number of baccalaureate degrees awarded by each of the individual institutions during 2000-01.

A five-year enrollment plan has been approved for each university help better manage enrollment. The universities have reduced the number of credit hours required for most degree programs to a maximum of 120 credit hours to. Summer course offerings have been increased and broadened to provide opportunities for students to attend year-around.

Many of the universities have requested additional funding to increase course and program offerings at selected disciplines. In addition, resources have been requested to improve student retention and expand student recruitment activities.

**Recommendation regarding continuing use of measure:**

Numbers of degrees awarded are important as a measure of how well we are progressing toward a more educated population. They should be measured as a percent of the population or increases couched in relation to population growth. Such measures help the state in planning access to higher education and should inform legislators as they make decisions on funding increased enrollment in universities and community colleges. The state universities recommend modifying this measure and devising mechanisms to begin collecting these data.

## Performance Area: Instruction Program

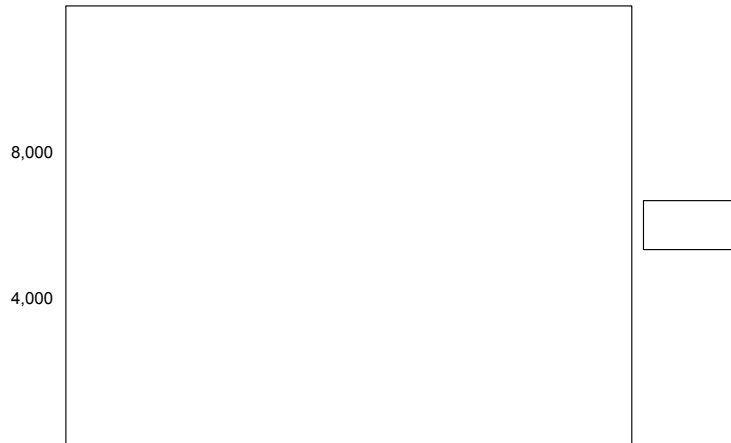
### Measure:

Number of degrees granted, masters

### Purpose of Measure:

The number of masters degrees awarded is a measure of the level of production of the universities' Beginning Graduate instructional programs. This performance measure directly measures one of the primary outputs of the state universities, degrees awarded.

Figure 19.

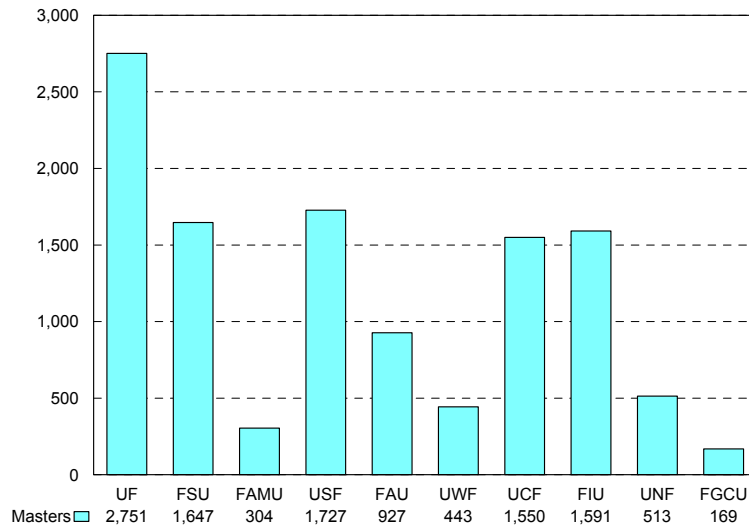


### Performance trend and current status:

The number of masters degrees awarded in the state universities continues to increase at a fairly steady pace. Figure 19 displays the increase in masters

Figure 20. Masters Degrees Awarded University Performance, 2001-02

degrees awarded over the past five years. Rising from 9,830 in 1997-98 to 11,622 in 2001-02, the number of masters degrees awarded annually has increased by 1,792 (18.2 percent) over the 5-year period. Masters degree production was substantially higher (18.2



percent) than Beginning Graduate headcount enrollment increases (16.8 percent) over the time period in which many of these masters graduates would have been entering graduate school (1994-95 through 1999-00). The standard has remained constant over the past three years at 11,008.

Figure 20 displays the masters degrees awarded by each state university in 2000-01.

A five-year enrollment plan has been approved for each university help better manage enrollment. Summer course offerings have been increased and broadened to provide opportunities for students to attend year-around.

Many of the universities have requested additional funding to increase course and program offerings at selected disciplines. In addition, resources have been requested to improve student retention and expand student recruitment activities.

**Recommendation regarding continuing use of measure:**

Numbers of degrees awarded are important as a measure of how well we are progressing toward a more educated population. They should be measured as a percent of the population or increases couched in relation to population growth. Such measures help the state in planning access to higher education and should inform legislators as they make decisions on funding increased enrollment in universities and community colleges.

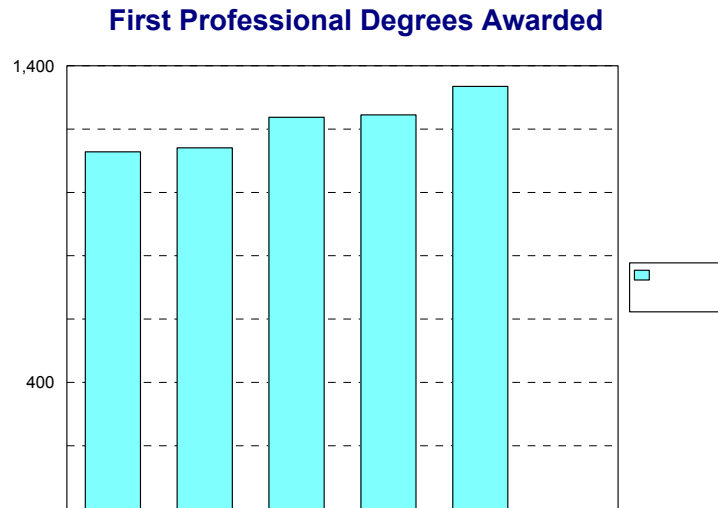
## Performance Area: Instruction Program

### Measure:

Number of degrees granted, professional

### Purpose of Measure:

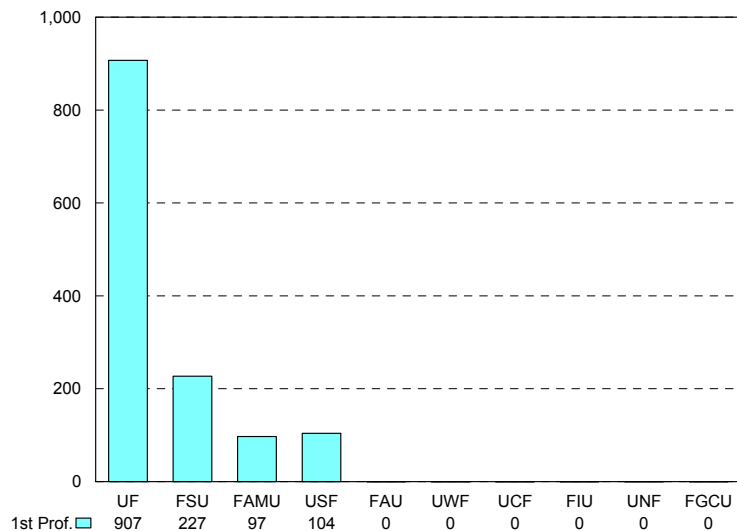
The number of professional degrees awarded is a measure of the level of production of the universities' professional instructional programs. This performance measure directly measures one of the primary outputs of the state universities, degrees awarded.



### Performance trend and current status:

The number of professional degrees (law, pharmacy, medicine, dentistry, and veterinary medicine) awarded in the state universities has steadily increased over the past five years. The medical programs tend to be limited by physical facilities in the number of students they can serve and thus, growth in them is somewhat constrained. The addition of the new medical program at FSU and the two new law schools at

**Figure 22. First Professional Degrees Awarded University Performance, 2001-02**



FAMU and FIU will cause additional growth in this measure in the near future. This performance measure directly measures one of the primary outputs of the state universities, degrees awarded.

Figure 21 displays the increase in first professional degrees awarded over the past five years. Rising from 1,128 in 1997-98 to 1,335 in 2001-02, the number of first professional degrees awarded annually has increased by 207 (18.4 percent) over the 5-year period. The standard has remained constant over the past three years at 1,170.

Figure 22 displays the first professional degrees award by the 10 state universities in 2001-02. Note that only UF, FSU, FAMU, USF and FIU were authorized in 2001-02 to award first professional degrees. The new law school at FIU will, in a few years, bring FIU into the group of universities granting first professional degrees. First professional degree production at FSU (new medical program) and FAMU (new law program) will likely increase faster in the near future.

A five-year enrollment plan has been approved for each university help better manage enrollment. Summer course offerings have been increased and broadened to provide opportunities for students to attend year-around.

**Recommendation regarding continuing use of measure:**

Numbers of degrees awarded are important as a measure of how well we are progressing toward a more educated population. They should be measured as a percent of the population or increases couched in relation to population growth. Such measures help the state in planning access to higher education and should inform legislators as they make decisions on funding increased enrollment in universities. However, since most professional programs are limited access, professional program enrollment growth will be minimal.

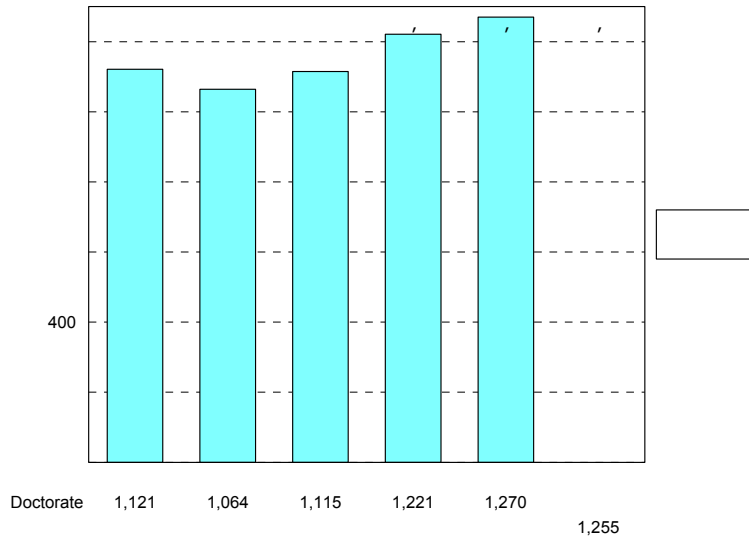
## Performance Area: Instruction Program

### Measure:

Number of degrees granted, doctoral

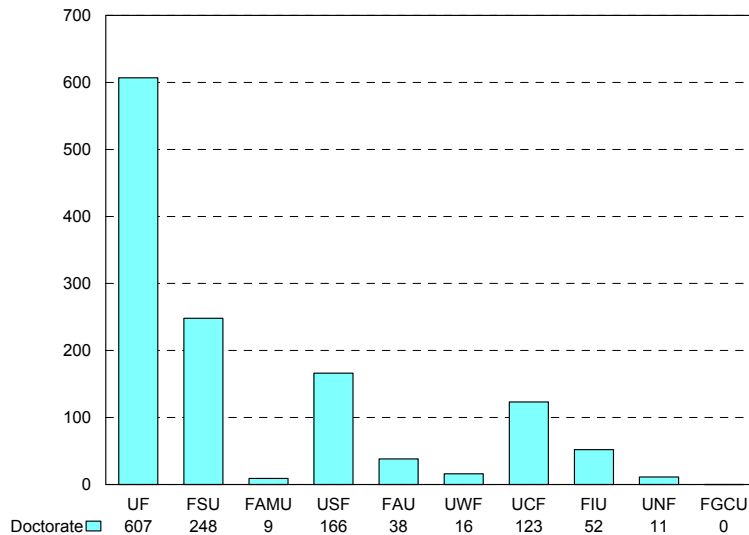
### Purpose of Measure:

The number of doctorate degrees awarded is a measure of the level of production of the universities' Advanced Graduate instructional programs. This performance measure directly measures one of the primary outputs of the state universities, degrees awarded.



### Performance trend and current status:

The number of doctorate degrees awarded in the state universities has fluctuated somewhat over the past five years. Nevertheless, the number awarded in 2001-02 is the highest ever. Figure 23 displays the changes in doctorate degrees awarded over the past five years. Rising from 1,121 in 1997-98 to 1,270 in 2001-02, the number of doctorate degrees awarded annually has increased by 149 (13.3 percent) over the 5-year



period. In comparison to enrollment increases, advanced graduate student headcount increased by 6.0 percent over the time period (1993-94 through 1997-98) when most of these doctorate graduates would have been entering a state university. The standard has remained constant over the past three years at 1,255.

Figure 24 displays the number of doctorate degrees awarded by the 10 state universities in 2000-01.

A five-year enrollment plan has been approved for each university help better manage enrollment. Summer course offerings have been increased and broadened to provide opportunities for students to attend year-around.

Many of the universities have requested additional funding to increase course and program offerings at selected disciplines. In addition, resources have been requested to improve student retention and expand student recruitment activities.

**Recommendation regarding continuing use of measure:**

Numbers of degrees awarded are important as a measure of how well we are progressing toward a more educated population. They should be measured as a percent of the population or increases couched in relation to population growth. Such measures help the state in planning access to higher education and should inform legislators as they make decisions on funding increased enrollment in universities and community colleges.

## Performance Area: Instruction Program

### Measure:

Of the total lower level instructional effort by level, the percent of effort provided by faculty

### Purpose of Measure:

This measure is calculated by determining the total amount of instructional effort provided to lower level courses and the percentage of that total provided by faculty. Graduate assistants, faculty adjuncts and other non-faculty employees provide the remainder of the lower level instructional effort. Data from the annual Expenditure Analysis report are used to make the calculations. It's purpose is to determine the extent to which students in lower level courses are being taught by regular faculty members as opposed to graduate assistants, faculty adjuncts or other instructional personnel.

### Performance trend and current status:

Although there has been some fluctuation in the level of performance on

percentage of Lower Level Instructional Effort Provided by Faculty

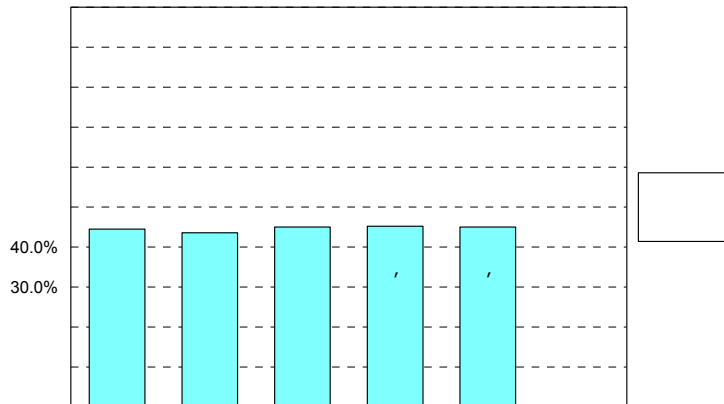
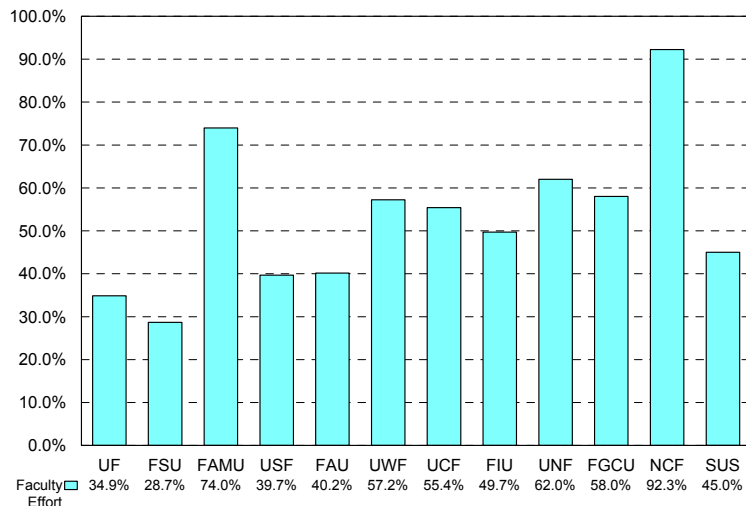


Figure 26. Percentage of Lower Level Instructional Effort Provided by Faculty University Performance, 2001-02



this measure, as can be seen in Figure 25, the general trend is upward. Starting in 1997-98, 44.5 percent of the total lower level instructional effort was provided by faculty. By 2001-02, the percentage had increased to 45.0 percent, an increase of 0.5 percentage points, or an increase of 1.1 percent. The standard remained at 35 percent for two years and then was increased to 45 percent in 2002-03.

Figure 26 displays the percentage of Lower level instructional effort provided by faculty at each of the 11 state universities in 2001-02.

**Recommendation regarding continuing use of measure:**

Faculty effort in lower, upper, and graduate levels reveals the percent of faculty contribution to instruction in those areas. The assumption is that faculty are preferred to graduate students or to adjunct faculty. This generalization may not be valid across the board. If such measures are important, there should be data collected on faculty, graduate student, and adjunct faculty performance before setting performance standards in this area. Perhaps a better approach is to drop these measures and replace them with measures of overall quality of programs. Institutions would then be responsible to determine if their mix and choices in this regard contribute to improved or reduced quality.

## Performance Area: Instruction Program

### Measure:

Of the total upper level instructional effort by level, the percent of effort provided by faculty

### Purpose of Measure:

This measure is similar to the one immediately preceding with the exception that this one applies to upper level courses. Here again, this measure is calculated by determining the total amount of instructional effort provided to upper level courses and the percentage of that total provided by faculty. Graduate assistants, faculty adjuncts and other non-faculty employees provide the remainder of the upper level instructional effort. Data from the annual Expenditure Analysis report are used to make the calculations. Its purpose is to determine the extent to which students in upper level courses are being taught by regular faculty members as opposed to graduate assistants, faculty

Percentage of Upper Level Instructional Effort

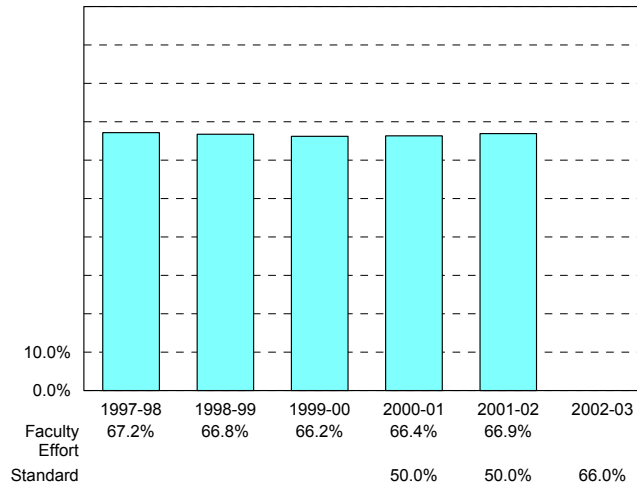
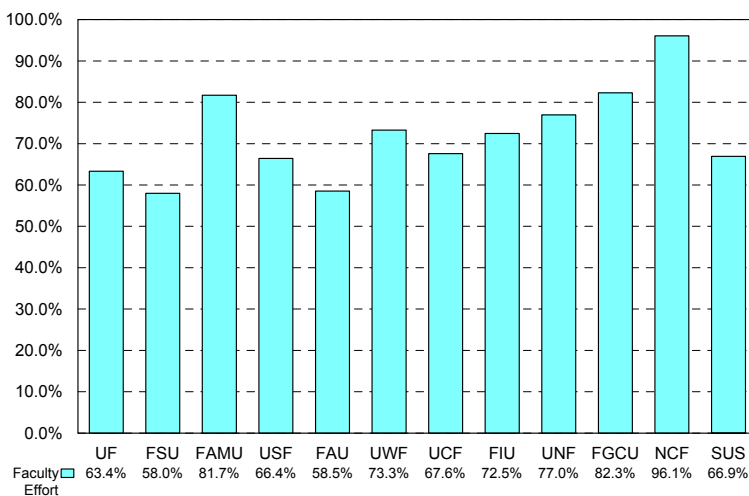


Figure 28. Percentage of Upper Level Instructional Effort Provided by Faculty  
University Performance, 2001-02



adjuncts or other instructional personnel.

**Performance trend and current status:**

Although there has been some fluctuation in the level of performance on this measure, the general trend over the last three years is upward. Starting in 1999-00, 66.2 percent of the total upper level instructional effort was provided by faculty (see Figure 27). By 2001-02, the percentage had increased to 66.9 percent. The standard remained at 50 percent for two years and then was increased to 66 percent in 2002-03.

Figure 28 displays the percentage of Upper level instructional effort provided by faculty at each of the 10 state universities in 2000-01.

**Recommendation regarding continuing use of measure:**

Faculty effort in lower, upper, and graduate levels reveals the percent of faculty contribution to instruction in those areas. The assumption is that faculty are preferred to graduate students or to adjunct faculty. This generalization may not be valid across the board. If such measures are important, there should be data collected on faculty, graduate student, and adjunct faculty performance before setting performance standards in this area. Perhaps a better approach is to drop these measures and replace them with measures of overall quality of programs. Institutions would then be responsible to determine if their mix and choices in this regard contribute to improved or reduced quality.

## Performance Area: Instruction Program

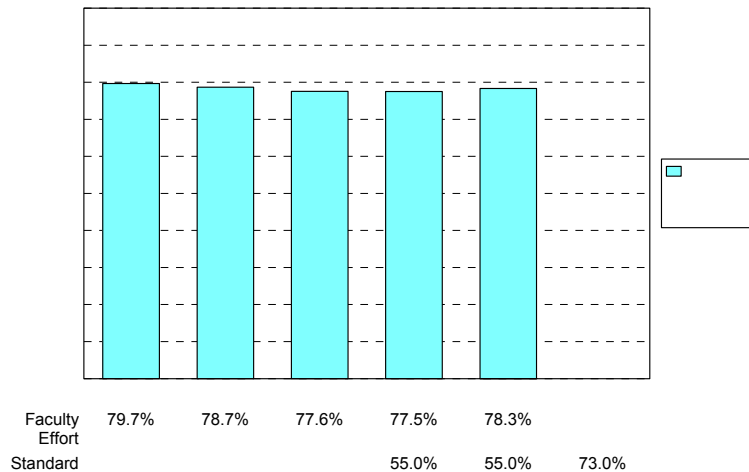
### Measure:

Of the total graduate level instructional effort by level, the percent of effort provided by faculty

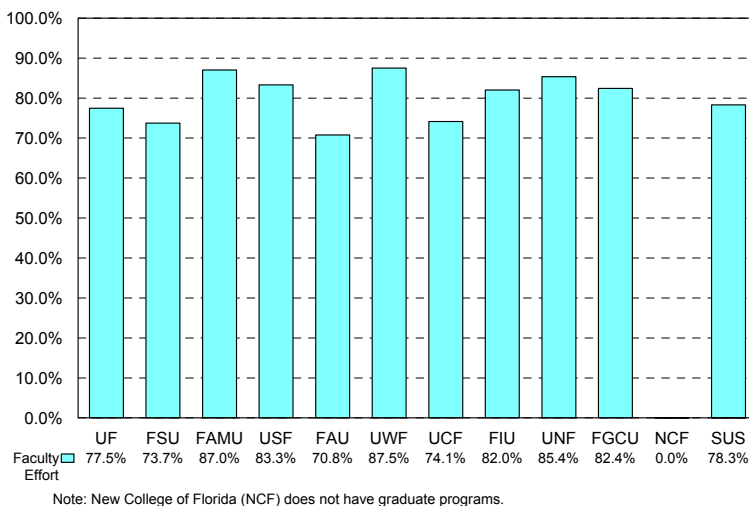
### Purpose of Measure:

This measure is similar to the two immediately preceding with the exception that this one applies to graduate level courses. Here again, this measure is calculated by determining the total amount of instructional effort provided to graduate level courses and the percentage of that total provided by faculty. Faculty adjuncts and other non-faculty employees provide most of the remainder of the upper level instructional effort. Data from the annual Expenditure Analysis report are used to make the calculations. It's purpose is to determine the extent to which students in graduate level courses are being taught by regular faculty members as opposed to faculty adjuncts or other instructional

**Figure 29.**  
**Percentage of Graduate Level Instructional Effort**



**Figure 30. Percentage of Graduate Level Instructional Effort Provided by Faculty**  
**University Performance, 2001-02**



personnel.

**Performance trend and current status:**

There has been some fluctuation in the level of performance on this measure. Starting in 1997-98, 79.7 percent of the total graduate level instructional effort was provided by faculty (see Figure 29). The subsequent year, the percentage of total Graduate instructional effort provided by faculty dropped to 78.7 percent. By 2001-02, the percentage was 78.3 percent, a decrease of 1.4 percentage points from the initial year. The standard remained at 55 percent for two years and then was increased to 73 percent in 2002-03.

Figure 30 displays the percentage of Graduate level instructional effort provided by faculty at each of the 10 state universities in 2000-01.

**Recommendation regarding continuing use of measure:**

Faculty effort in lower, upper, and graduate levels reveals the percent of faculty contribution to instruction in those areas. The assumption is that faculty are preferred to graduate students or to adjunct faculty. This generalization may not be valid across the board. If such measures are important, there should be data collected on faculty, graduate student, and adjunct faculty performance before setting performance standards in this area. Perhaps a better approach is to drop these measures and replace them with measures of overall quality of programs. Institutions would then be responsible to determine if their mix and choices in this regard contribute to improved or reduced quality.

## Performance Area: Instruction Program

### Measure:

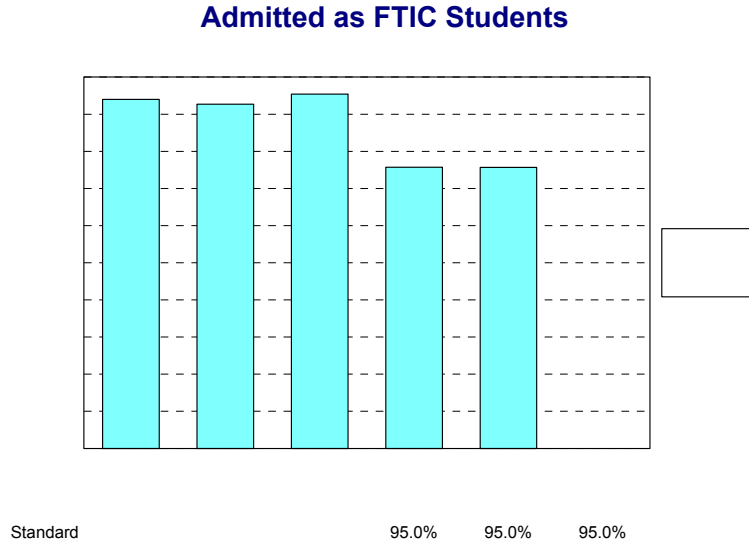
**Percent of qualified Florida students, those applicants meeting admission standards, admitted as FTIC students**

### Purpose of Measure:

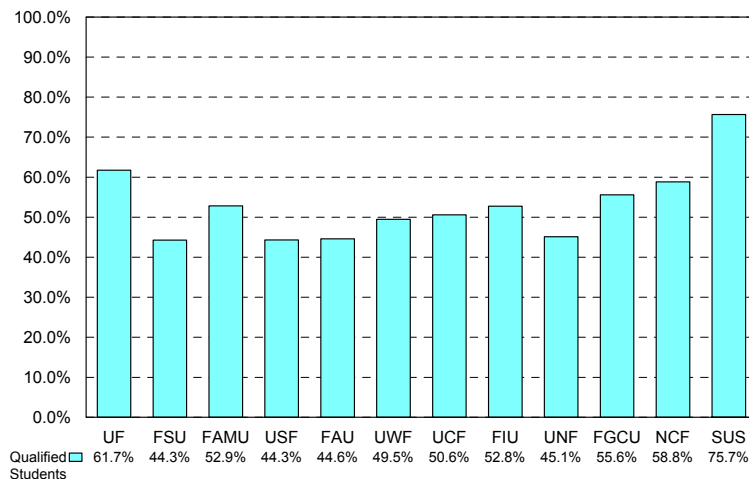
This measure is calculated by finding the total number of Florida FTIC applicants who met the Systemwide admissions standards, who were admitted, and finding the percentage of them who enrolled (see Figure 31).

This is a measure of the extent to which the universities are providing access to eligible students. Prior to 2000-01, the data reflect the percentage, which enrolled qualified Florida FTIC students are of the total FTICs enrolled during each specific year. Starting with 2000-01, the data reflect the percentage which the qualified FTIC Florida students who enrolled are of the qualified Florida FTIC students admitted.

The universities do not maintain data on all aspects of the qualifications of students who have applied but are not admitted; thus, it is not



**Figure 32. Percentage of Qualified Florida Students Admitted as FTIC Students University Performance, 2001-02**



possible to determine the percentage which the qualified admitted students are of all qualified students who applied.

**Performance trend and current status:**

In 2000-01 and 2001-02, the percentage that the qualified FTIC Florida students who enrolled are of the qualified Florida FTIC students admitted was 75.7 percent. The standard has remained at 95 percent over the past three years.

Figure 32 displays the percentage that the qualified Florida FTIC students who enrolled are of the qualified Florida FTIC students admitted at each of the 11 state universities in 2001-02.

**Recommendation regarding continuing use of measure:**

This is an input measure and has virtually nothing to do with the performance of the universities. Therefore, the state universities recommend that this measure be deleted.

## Performance Area: Instruction Program

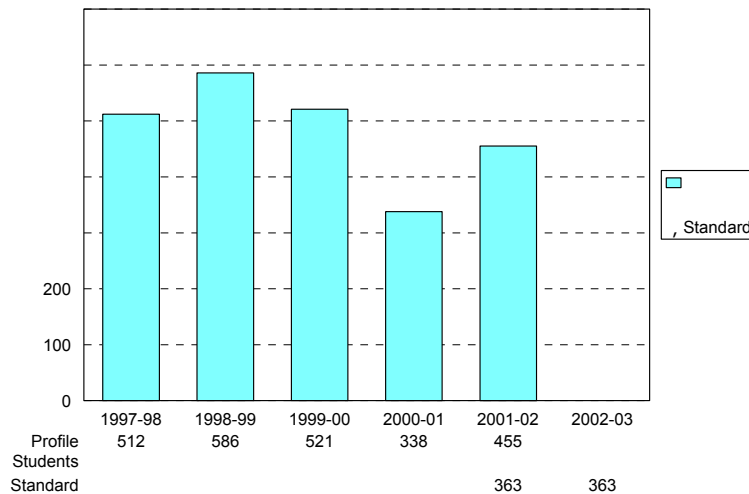
### Measure:

Number and percentage of profile assessment students who are out-of-state students

### Purpose of Measure:

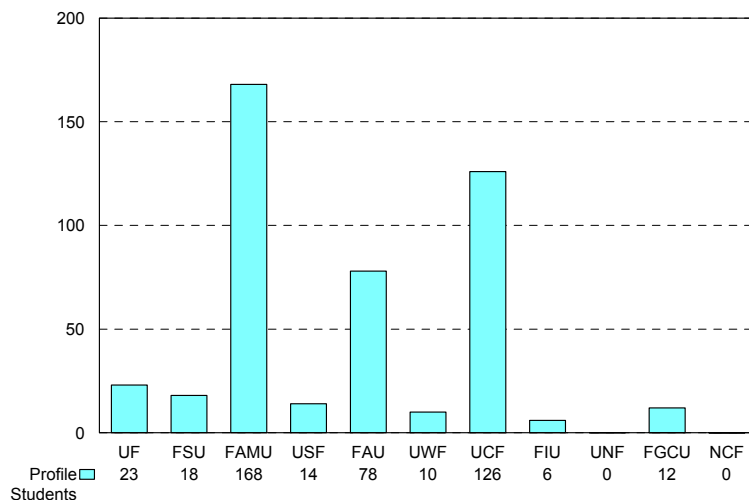
Prior to 2000-01, students who were admitted who didn't meet the Systemwide admissions standards were referred to as "Alternatively Admitted Students." Beginning in 2000-01, such students have been referred to as "Profile Assessment Students."

**Figure 33.**  
**Profile Assessment Students**



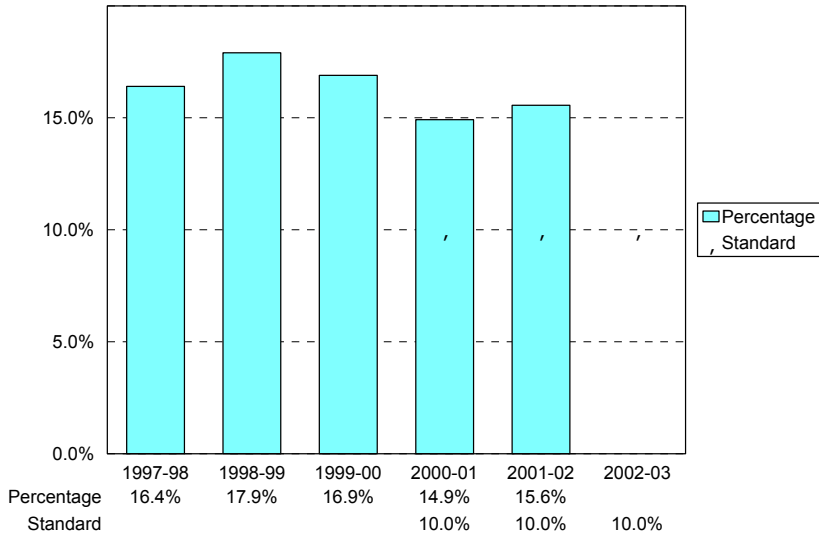
Notwithstanding the fact that such students do not, in the strictest sense, meet the Systemwide admissions standards, they are admitted because they have been judged to have an excellent probability of success in college and they generally have special talents (music, fine arts, athletics, or other academic prowess) that

**Figure 34. Profile Assessment Students Who are from Out of State University Performance, 2001-02**



enrich the diversity of the overall student body. The purpose of this measure is to determine the proportion of profile assessment students who are from out-of-state.

**Percentage of Profile Assessment Students Who are from Out of State**



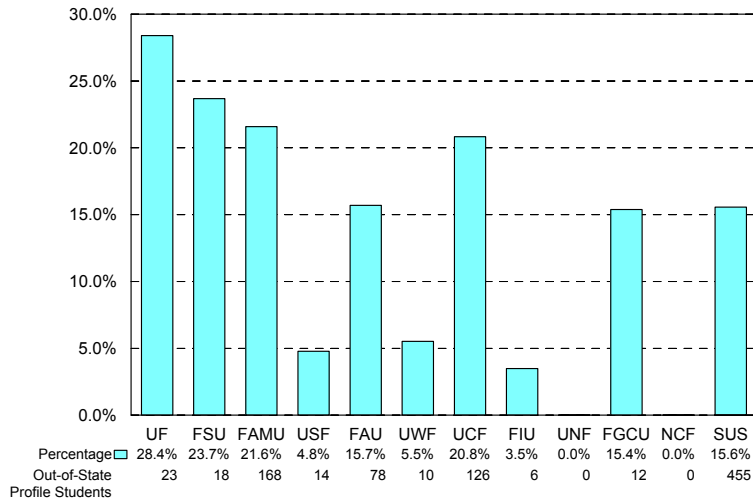
**Performance trend and current status:**

Figure 33 and Figure 34 depict the number of profile assessment students who are from out of state and Figures 35 and 36 depict the percentage of profile assessment students who are from out of state. Figure 36 also lists the number of out-of-state profile assessment students to give the percentages the appropriate context. The percentage of profile assessment students from out-of-state in 2001-02 was higher than the standards for 2000-01 and 2001-02.

It should be noted that there are two accountability measures dealing with this issue and the standards set for them are contradictory.

The first measure, “Percent of out-of-state students admitted who are (sic) do not meet FBE admission standards”, is a new measure for 2002-03 and has a standard of 0.0 percent. While this measure doesn’t

**Figure 36. Percentage of Profile Assessment Students Who are from Out of State University Performance, 2001-02**



specifically mention students admitted under profile assessment, undergraduate students who do not meet FBE admission standards are admitted under profile assessment. Therefore, it is evaluating admission of out-of-state profile assessment students. The second measure, “Number/percent of student profile assessments who are out-of-state students”, has been in use for several years and carries a standard of 10.0 percent.

**Recommendation regarding continuing use of measure:**

This is an input measure and has virtually nothing to do with the performance of a university. It provides information on admissions policies, which should be limited if the state wants to restrict profile assessment. Therefore, the state universities recommend that this measure be used only to monitor compliance with state policy. At a minimum, the discrepancy between the two seemingly duplicate measures needs to be resolved.

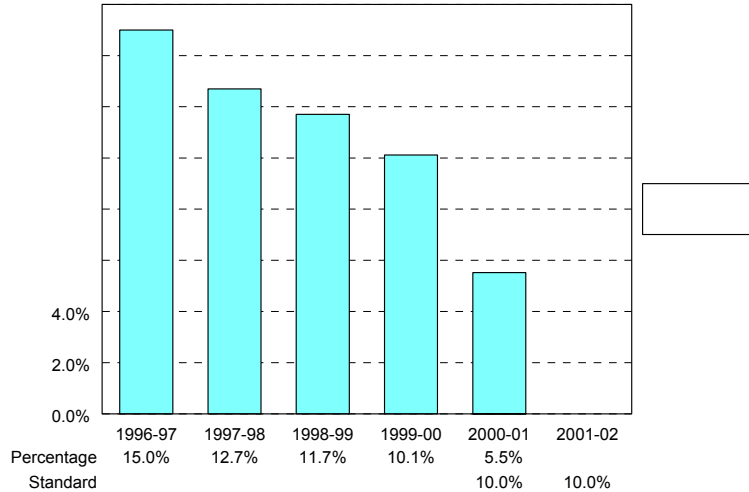
## Performance Area: Instruction Program

### Measure:

#### Percent of FTIC students admitted as student profile assessments

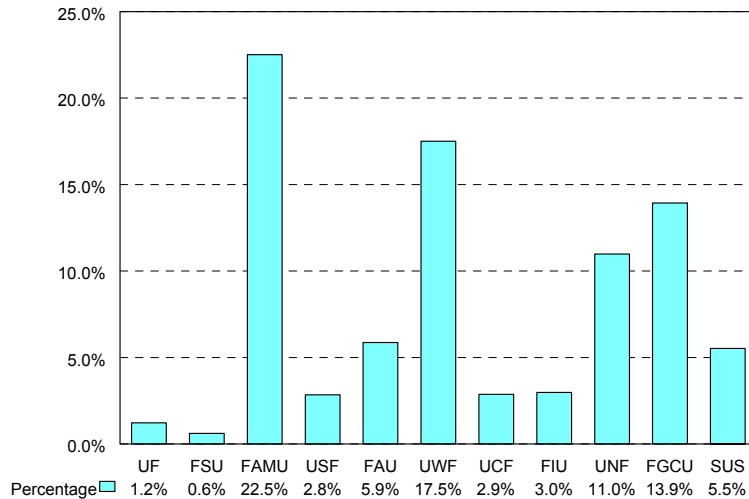
### Purpose of Measure:

This measure expresses FTIC profile assessment students as a percent of total FTICs. It measures the extent to which universities are admitting students who for one reason or another may not fully meet the Systemwide admissions standards.



Examples of situations in which students may not fully meet the Systemwide admissions requirements include students who may have excellent grades and test scores but may lack one unit of Foreign Language, students who may have good grades and all of the required academic units but may have difficulty taking standardized tests and students who have extraordinary talents (music, fine arts, athletics or others) but may

**Figure 38. Percentage of FTICs Admitted Who are Profile Assessment Students University Performance, 2000-01**



not have sufficiently high grades or test scores.

**Performance trend and current status:**

There is considerable fluctuation in this measure (see Figure 37), part of which is caused by a change in the manner in which the data are reported. In 1999-00, the last year of alternatively admitted students, the universities did not report whether admitted students were fully qualified; rather, they reported whether each student enrolled was fully qualified. Thus, the 1999-00 data reflect the percentage alternatively admitted students who were admitted and enrolled.

In 2000-01, because of a policy change that dropped the use of alternative admission of students and began using profile assessments to admit students who did not fully meet the Systemwide admissions standards, the data reflect the FTICs who were admitted using profile assessment as a percentage of all admitted FTIC students.

In 1996-97, the percentage of students alternatively admitted was 15.0 percent. Three years later, the percentage of alternatively admitted students had dropped to 10.1 percent. In 2000-01, the percentage of students admitted using profile assessment was 5.5 percent.

Figure 38 depicts, for each state university, the FTICs who were admitted using profile assessment as a percentage of all admitted FTIC students in 2000-01.

**Recommendation regarding continuing use of measure:**

This is an input measure and has virtually nothing to do with the performance of a university. It provides information on admissions policies, which should be limited if the state wants to restrict profile assessment. Therefore, the state universities recommend that this measure be used to monitor compliance with state policy.

## **Performance Area: Instruction Program**

### **Measure:**

**Number and percentage of baccalaureate degree recipients found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list**

### **Purpose of Measure:**

The Workforce Estimating Conference (WEC) created a list of high-tech or high-pay occupations. This measure asks how many of the baccalaureate degree recipients found employed in Florida are in such occupations and what percentage are they of the total baccalaureate degree recipients found employed in Florida. Unfortunately, the data necessary to answer those questions do not exist. The employment tracking that the Florida Education Training Placement Information Program (FETPIP) does is by standard industrial classification or by employer, not by occupation. Thus, we cannot tell if one of our baccalaureate Computer Science recipients found working for IBM is working as a Computer System Analyst or as a Janitor.

### **Performance trend and current status:**

FETPIP provided information on our baccalaureate recipients who majored in programs that roughly track some of the occupations on the WEC high-tech/high-pay list. Of the 17,955 baccalaureate recipients with a major similar to an occupation on the WEC list, 11,882 (66.2 percent) were found employed in Florida. Another 18.1 percent (3,243 baccalaureate recipients) were found enrolled in colleges and universities in Florida. Thus, 84.3 percent of the baccalaureate recipients with a major similar to occupations on the WEC list were found either employed in Florida or attending an institution of higher education in Florida.

Although these data are not exactly those sought by the measure, nonetheless, they provide an interesting view of selected state university graduates in important disciplines.

### **Recommendation regarding continuing use of measure:**

The lack of a direct link between occupations and academic programs makes this measure problematic. Unless better data collection methods can be established, this measure needs to be either revised or deleted.

## Performance Area: Instruction Program

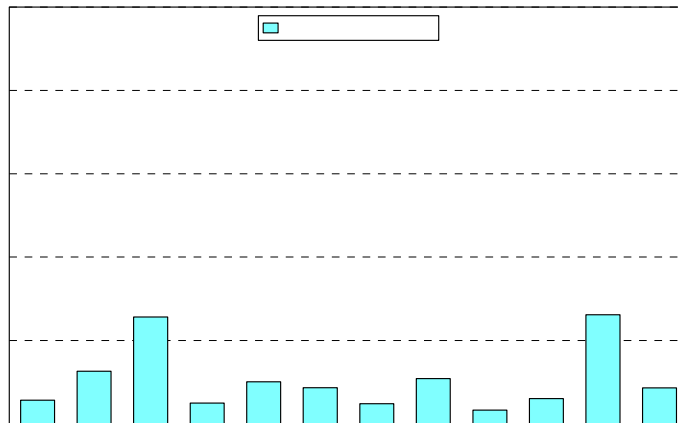
### Measure:

Percent of undergraduate students at each university classified as out-of-state

### Purpose of Measure:

This measure expresses out-of-state undergraduate students as a percent of total undergraduate students. It measures the extent to which universities are admitting undergraduate students from out-of-state.

Figure 39.



### Performance trend and current status:

Systemwide, the percentage of undergraduate students who are classified as out-of-state was 8.6 percent in 2001-02 (see Figure 39). That figure was well below the standard set at 10 percent. Five institutions (FSU, FAMU, FAU, FIU and NCF) exceed the 10 percent standard, although FAU (10.1 percent) and FIU (10.8 percent) were just barely over it.

This is the first year for this measure, therefore, trend data are not displayed.

### Recommendation regarding continuing use of measure:

This is an input measure and has virtually nothing to do with the performance of a university. It provides information on admissions policies, which should be limited if the state wants to restrict the number of out-of-state students served by our universities. Therefore, the state universities recommend that this measure be used only to monitor compliance with state policy.

## Performance Area: Instruction Program

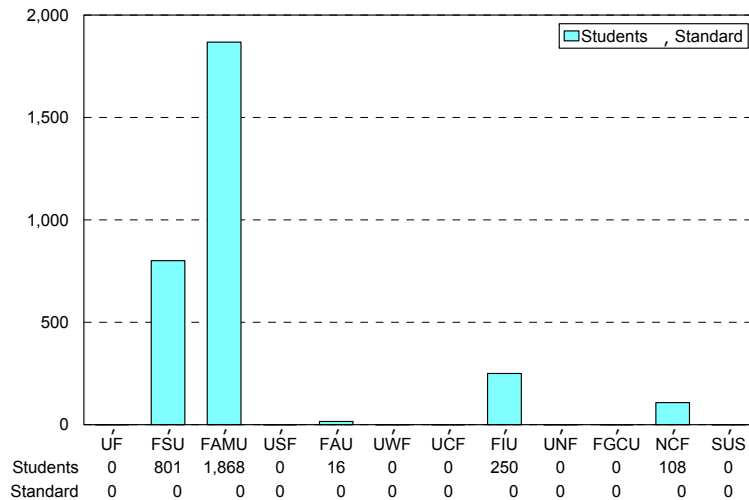
### Measure:

**Number of undergraduate out-of-state students above 10 percent of all undergraduate students**

### Purpose of Measure:

This is a measure of the extent to which out-of-state undergraduate students exceed the 10 percent standard of the previous measure. It measures the number of out-of-state students above the 10 percent threshold.

**Figure 40. Number of Undergraduate Out-of-State Students above 10% of all Undergraduate Students, 2000-01**



### Performance trend and current status:

Systemwide, the number of undergraduate out-of-state students above 10 percent of all undergraduate students was zero in 2001-02 (see Figure 40). That figure was consistent with the standard set at zero. Five institutions (FSU, FAMU, FAU, FIU and NCF) exceeded the zero student standard, although FAU (16 students) was just barely over it.

This is the first year for this measure, therefore, trend data are not displayed.

### Recommendation regarding continuing use of measure:

This is an input measure and has virtually nothing to do with the performance of a university. It provides information on admissions policies, which should be limited if the state wants to restrict the number of out-of-state students served by our universities. Therefore, the state universities recommend that this measure be used only to monitor compliance with state policy.

## Performance Area: Research Program

### Measure:

Externally generated research and training grant funds (federal, state, local, business, and industry) per state-funded faculty member

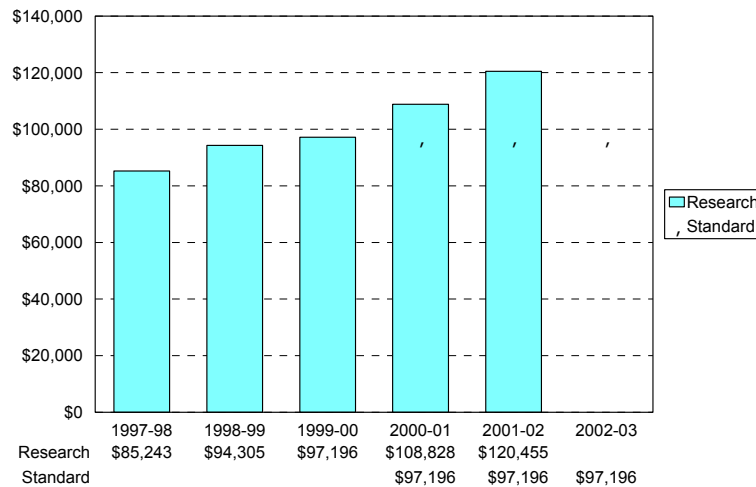
### Purpose of Measure:

Externally funded contracts and grants are an excellent indirect measure of the quality of a university's research program. New contracts and grants are more likely to be awarded to universities who have done excellent research in the past.

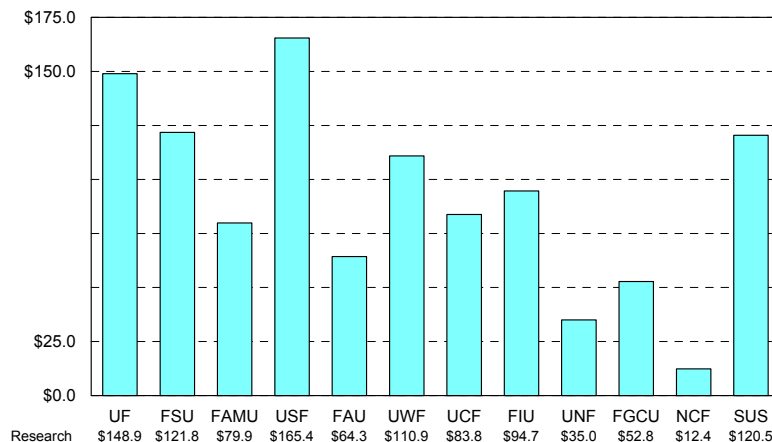
Governmental and private funding entities will not provide funding if they have been unsatisfied in the past with the research work provided by a university or if the university's research faculty does not have an excellent reputation.

This output measure is calculated by dividing total Contract and Grant expenditures by the number of state-funded ranked faculty. The result of the division is the

**Figure 41.**  
**Externally Generated Research and Training Grant Funds Per State Funded Ranked Faculty Member**



**State Funded Ranked Faculty Member University Performance, 2001-02**



average expenditures on research and training grants per state-funded faculty member.

**Performance trend and current status:**

The general trend of this performance measure is upward, indicating better performance (see Figure 41). Starting in 1997-98 at a value of \$85,243 and rising to \$120,455 in 2001-02, there has been, on average, an increase of \$35,212 (41.3 percent) per faculty member over the five-year period. The 2001-02 value is considerably above the standard (\$97,196) that has remained constant over the past three years.

Figure 42 depicts, for each university, the average externally funded research and training grants per ranked faculty member in 2001-02. It should be noted that variation from one university to another is, in part, the result of the maturity of the institution, the mix of academic programs offered by the institution, the maturity of those programs and the extent to which external research and training grants are available for the academic programs offered by each institution. For example, considerably more external funding is available for Engineering and medical research than is available for Fine and Applied Arts or the Humanities.

Several of the state universities are requesting funding to enhance their research programs, to help solve critical state problems and to obtain matching funds for specific Federally funded research projects. For example, UF is seeking funding to invest in new faculty positions in Medicine, Engineering and Life Sciences and to increase and retain post-doctoral fellows to engage in expanded research activities. FSU is requesting funds to enhance technology transfer for K-12 system teachers, including providing training and support for Internet course delivery and student research utilizing Internet resources. FSU is also seeking to establish a program in Bioinformatics to coordinate with programs in the College of Medicine and the Department of Biological Sciences and to enhance graduate education and research. Other examples include FAU's request for funding to continue its partnership in Marine Science with the Harbor Branch Oceanographic Institute and to add new research and teaching laboratories and upgrade existing labs in the areas of Physics simulation, Bioinformatics and Business technology. Still other examples includes UCF's request for funding to build infrastructure for research and graduate study in the fields of Bioengineering, Biophotonics, Biomaterials and Biochemistry as well as UWF's request for funds for Human and Machine Cognition.

**Recommendation regarding continuing use of measure:**

This measure is among those which the state universities feel appropriately gauges university performance. See the Summary section below for further discussion of such measures.

## Performance Area: Research Program

### Measure:

**Average number of articles in Institute for Scientific Information Publication Count per ranked faculty member**

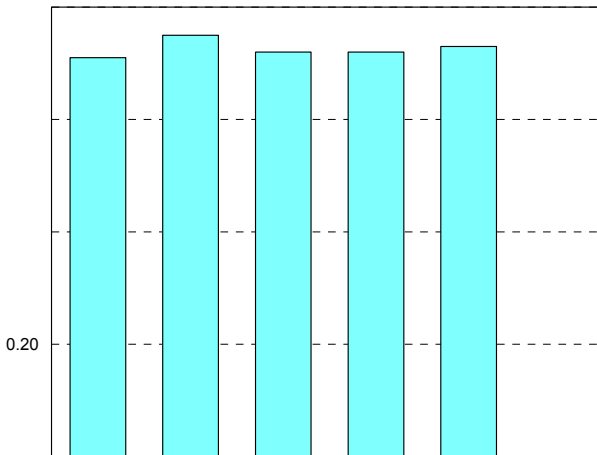
### Purpose of Measure:

The data on publications for this measure are from the Institute for Scientific Information (ISI) database and include only "articles." Excluded from the data are other similar publications such as abstracts of published items, art exhibit reviews, bibliographies, books, book reviews, fiction, creative prose, film reviews, music scores, poetry, theater reviews and several other types of publications. This measure is an indication of the extent to which universities are expanding the knowledge base by reporting on research results and other issues of importance.

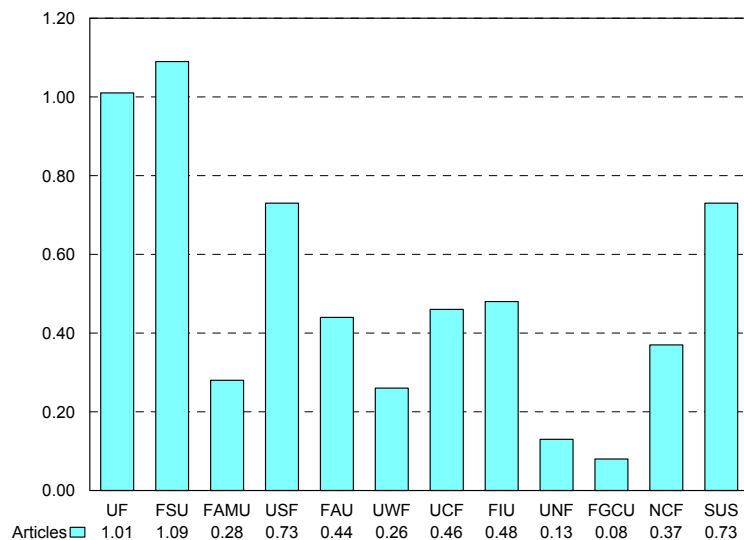
### Performance trend and current status:

Figure 43 displays the average number of articles published as listed in the ISI database per ranked faculty

**Articles Published per Ranked Faculty**



**Figure 44. Articles Published per Ranked Faculty University Performance, 2001-02**



member. Over the five-year period for which data are displayed, the measure is relatively stable. Each of the five years has a value slightly greater than the standard set for 2001-02, the first year for which a standard was established for this performance measure.

Figure 44 displays the average number of articles found in the ISI database per ranked faculty member for each of the 11 universities for 2001-02. Similar to the situation with respect to external research and training grants, the average number of articles per ranked faculty member is, in part, related to the maturity of the institution, the mix of academic programs offered by the institution, the maturity of those programs and the extent to which journal articles are a significant aspect of the academic programs offered by each institution. For example, journal articles are a more significant part of the overall academic program in the sciences and Engineering than they are for Fine and Applied Arts.

**Recommendation regarding continuing use of measure:**

This measure is among those which the state universities feel appropriately gauges university performance. See further discussion of such measures in the Summary section below.

## Performance Area: Public Service Program

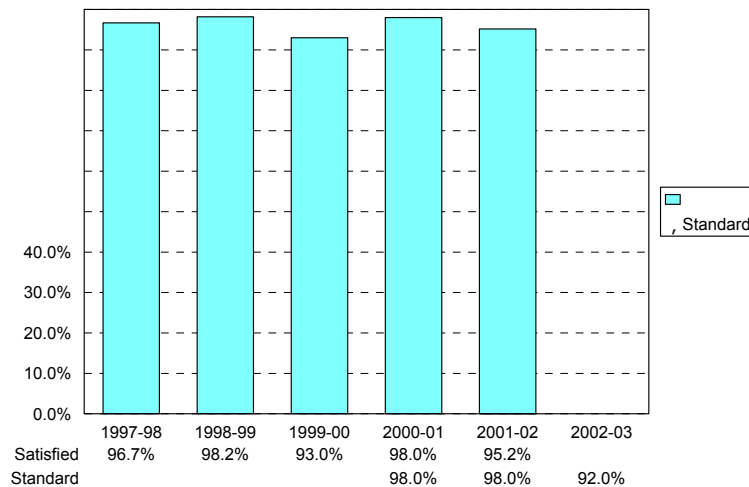
### Measure:

**For IFAS only, the percent of Public Service projects where the beneficiary is satisfied with the Extension assistance**

### Purpose of Measure:

This performance measure pertains only to the University of Florida's Institute of Food and Agricultural Science (IFAS) Cooperative Extension Service programs and the public service they render. The data for this measure come from an annual survey of

approximately one-fifth of the counties in the state. Each year the counties surveyed are rotated until they are all surveyed within a five-year period.



Due to the process used in which IFAS customers are surveyed in different counties from one year to the next and the general nature of surveys, IFAS requested that the standard be set at 92 percent, which is the new standard established by the Legislature for 2002-03.

### Performance trend and current status:

Although the measure fell in 1999-00 to 93.0 percent, it bounced back to 98 percent in 2000-01 before dropping slightly to 95.2 percent in 2001-02. The record of satisfied IFAS public service customers is very good (see Figure 45). Given that different areas of the state are surveyed each year and that the services provided change from year-to-year, the results of the surveys suggest that IFAS is well serving the needs of the State's citizens.

### Recommendation regarding continuing use of measure:

The Division of Colleges and Universities recommends that this measure be continued.

## Performance Area: Public Service Program

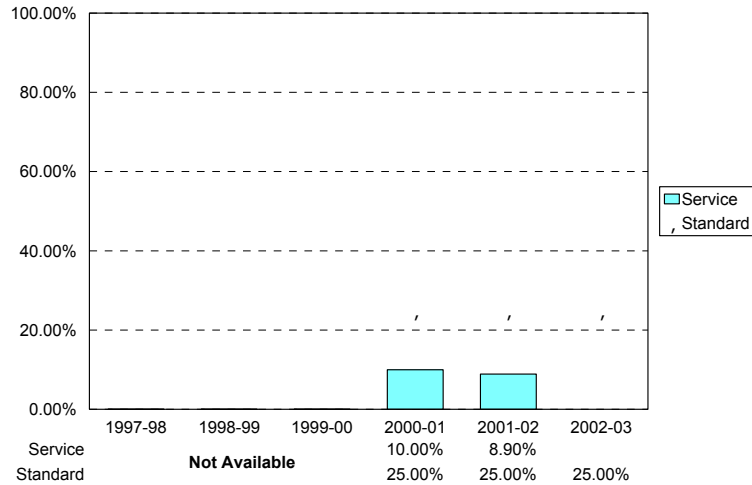
### Measure:

Of the total faculty effort allocated for Public Service, the percentage devoted to Public Schools

### Purpose of Measure:

This measure is designed to determine the extent to which faculty Public Service effort is being assigned and used to help K-12 public schools. The process for collecting data for this measure was not established until October 1999, nearly half way through the 1999-00 year. Thus, the first data available for this measure are for the 2000-01 year.

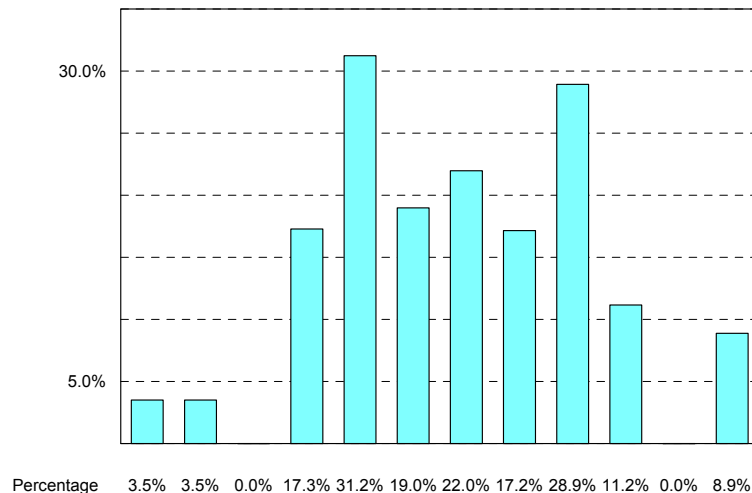
**Figure 46. Percentage of Faculty Effort Allocated to Public Service Which is Devoted to Public Schools**



### Performance trend and current status:

From the 2001-02 I&R Data File, there was a total of 290 faculty manyears of effort devoted to Public Service. In addition, there were 28 faculty manyears of effort devoted to performance of public service activities in the K-

**Figure 47. Percentage of Faculty Effort Allocated to**



12 system. The sum of these two totals 318 faculty manyears. Of that total, the 28 faculty manyears devoted to public service activities in the K-12 system amount to 8.9 percent of the total. For purposes of context, a total of 13,413 state-funded faculty manyears were expended in 2001-02; thus, Public Service is about 2.4 percent of the total. The standard for this measure, 25 percent, was established before the actual level of performance was known. FAMU and NCF did not report data for this measure.

**Recommendation regarding continuing use of measure:**

This was the second year in which these data were collected. Pending the results of collecting better data, the standard for this measure may need to be revised.

## **Performance Area: Administration and Support Program**

### **Measure:**

#### **Percent of Division of Colleges & Universities Administration and Support Costs and Positions Compared to Total State University System Costs and Positions**

**Purpose of Measure:** This measure is designed to examine the cost of Division-level administration in relation to the total operations of the division.

**Performance trend and current status:** In 2001-02, the Division of Colleges and University central administration expenditures were 0.40 percent of the total expenditures of the Division of Colleges and Universities. This was slightly more than the standard (0.39 percent) established for 2002-03.

This is a new measure for 2002-03, therefore, trend data are not displayed.

Given the recent total reorganization of the entire Department of Education and possible additional reorganization resulting from passage of constitutional Amendment 11, the standard for this measure may need to be revised.

**Recommendation regarding continuing use of measure:** The state universities feel that this measure is of limited value, especially since the magnitude of it is established almost exclusively at the discretion of the Legislature upon making their appropriation for the operation of the Division of Colleges and Universities (DCU) central office and for the universities. Therefore, DCU recommends that this measure be discontinued.

## Summary

A comprehensive accountability system requires fewer performance measures clearly related to the commonly accepted mission of higher education. Along with these come standards as well as rewards and consequences for performance. Other data should continue to be collected if useful in better understanding areas when improvement is needed.

The Florida Education Governance Reorganization Implementation Act includes performance measures to monitor the mission and goals of Florida's education enterprise. Some of the measures specified there (such as graduation and retention rates) correspond to those specified in the General Appropriations Act and Implementing Bill. As the Florida Board of Education develops the accountability process for all of education, those measures will be further defined and sharpened. The state universities recommend that the systemwide accountability measures listed below be considered with those in the Florida Education Governance Reorganization Implementation Act. These performance measures allow the Florida Board of Education to demonstrate to the Legislature and the citizens of the state that, in aggregate, the state universities are fulfilling their responsibilities along with the expectations placed on it. Until a more comprehensive accountability system is developed and implemented, nine measures are proposed to measure the aggregate performance of the universities. The nine recommended interim systemwide measures are presented below, organized within six of the nine accountability theme areas recommended by the FBOE's Accountability Advisory Council:

### **Students ready for and progressing to the next educational level**

1. State university graduation rate: 6-year graduation rate for full-time FTIC students and a 4-year graduation rate for full-time community college AA transfer students
2. State university retention rate: 6-year retention rate for full-time FTIC students and a 4-year retention rate for full-time community college AA transfer students

### **Credentials granted**

3. State university degrees granted per 100,000 Florida population: baccalaureate, masters, doctoral, and first professional

### **Initial employment and earnings of graduates**

4. Percentage of graduates found employed in Florida in no fewer than two salary levels, five years after graduation

### **Students achieving at high levels**

5. Pass rate on licensure or certification exams for first sitting

### **Return on investment / resource utilization efficiencies**

6. State university total sponsored research and development expenditures per ranked faculty member

### **Development, delivery, and/or application of new, innovative knowledge or instructional techniques**

7. Average number of articles in Institute for Scientific Information (ISI) publication count per ranked faculty member
8. Percentage of faculty effort devoted to Public Service and the percentage of faculty Public Service effort devoted to public schools
9. Customer service satisfaction measures