

Draft

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Florida Board of Education

State University System Accountability Report



December 14, 2001

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Introduction

This 2001 Accountability Report is submitted pursuant to the requirements of Section 240.214, Florida Statutes, which requires that the State University System submit data on performance measures and standards after consultation with the Legislature and the Executive Office of the Governor. The full text of Section 240.214 follows.

¹240.214 State University System accountability process.--It is the intent of the Legislature that an accountability process be implemented which provides for the systematic, ongoing evaluation of quality and effectiveness in the State University System. 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 the State University System, 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 institutions in the State University System.

- (1) By December 31 of each year, the Board of Regents 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 Board of Regents shall recommend in the annual accountability report any appropriate modifications to this section.

History.--s. 5, ch. 91-55; s. 23, ch. 94-230; s. 14, ch. 95-243; s. 25, ch. 95-392; s. 10, ch. 98-65; s. 3(7), ch. 2000-321; s. 74, ch. 2001-266.

¹Note.--Repealed January 7, 2003, by s. 3(7), ch. 2000-321, and shall be reviewed by the Legislature prior to that date.

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 Implementing Bill and the General Appropriations Act.

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 2002-07. The reader may wish to refer to that document for further discussion of performance measures.

The State University System was appropriated \$2.4 billion for the Fiscal year 2001-02 for the operations of the universities. The State University System strives 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 University System is subjected to state and federal requirements relating to financial and program audits on a regular basis.

Performance Measures in the Fiscal Year 2000-01 and 2001-02

Output and outcome measures were adopted in the Fiscal year 2000-01 and 2001-02 General Appropriations Acts and Implementing Bills relating to teaching, research, and public service functions of the state universities. The following performance measures were incorporated in the Fiscal year 2001-02 Implementing Bill and are identical with those from 2000-01 with the exception of the addition in 2001-02 of the following Instructional Outcome measure: 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.

In addition to the performance measures, a standard for each measure was also included in the General Appropriations Acts and Implementing Bills. In general, the Legislature set the standards at levels just beyond the systemwide level of performance at the time the measure was established.

Instruction Program

Outcome Measures

1. Graduation rate of first-time-in-college (FTIC) students
2. Retention rate of first-time-in-college (FTIC) students
3. Graduation rate of AA transfer students
4. Retention rate of AA transfer students
5. Percentage of students graduating within 115% of degree requirements
6. Pass rate on licensure examinations
7. Of those 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 baccalaureate graduates enrolling in graduate school
10. Percentage of lower level classes taught by faculty
11. Percentage of upper level classes taught by faculty
12. Percentage of graduate level classes taught by faculty
13. Number and percentage of qualified Florida students admitted as first-time-in-college (FTIC) students
14. Percentage of FTIC students admitted as student profile assessments
15. Percentage of FTIC profile assessment students admitted who are out-of-state students
16. 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

Output Measures

17. Number of baccalaureate degrees granted
18. Number of masters degrees granted
19. Number of professional degrees granted
20. Number of doctoral degrees granted

Research Program

Outcome Measures

21. Externally generated research and training grant funds per state funded ranked faculty full-time equivalent

Output Measures

22. Average number of articles in Institute for Scientific Information publication count per ranked faculty member

Public Service Program

Outcome Measure

23. For IFAS only, the percent of public service projects where the beneficiary is satisfied with the extension assistance

Output Measure

24. Of total faculty effort allocated for public service, the percent devoted to public schools

Fiscal Year 2001-02 Implementing Bill Performance Measures

Performance Area: Instruction Program

Measure:

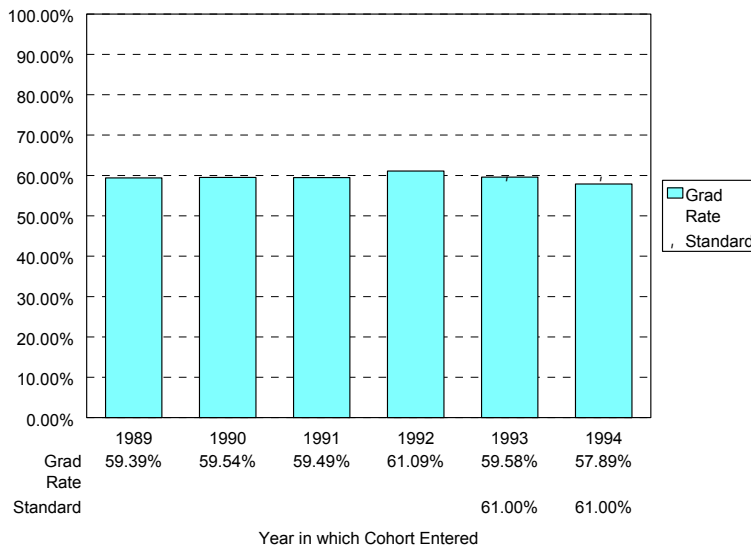
Graduation rate for First-Time-In-College (FTIC) students, using a 6-year rate

Purpose of Measure:

The 6-year FTIC graduation rate is calculated by tracking a cohort of first-time-in-college students, who enter in either the Summer term or Fall term of a given year, over a period of six years 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 and 2001-02 performance standards.

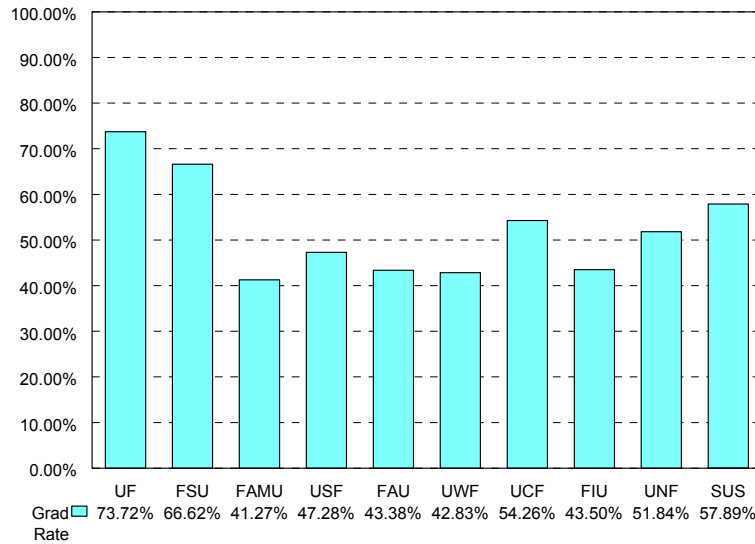
The standard for the FTIC graduation rate has remained at 61 percent over the past two years. Meanwhile, the actual FTIC graduation rate has declined slightly after reaching a 6-year high of 61.09 percent in 1998-99 (the cohort which entered in 1992). The most recent cohort, which entered in 1994, has a 6-year graduation rate of 57.89 percent.

The Systemwide average 6-year graduation rate of 57.89 percent for the 1994 cohort is 19.9 percent (9.62 percentage points) higher than the average 6-

year graduation rate of 48.27 percent for 443 Masters and above public universities.¹

Figure 2 depicts the most recent (1994 cohort) 6-year FTIC graduation rate data for each university. Note that Florida Gulf Coast University had not opened in 1994 and therefore, does

Figure 2. FTIC 6-Year Graduation Rates University Performance, 1994 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 (like 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 (like UF and FSU with a relatively lower proportion of part-time students). As the proportion which residential institutions comprise 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

¹Based 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) 1997 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? The issue for the state should more importantly, 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.

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

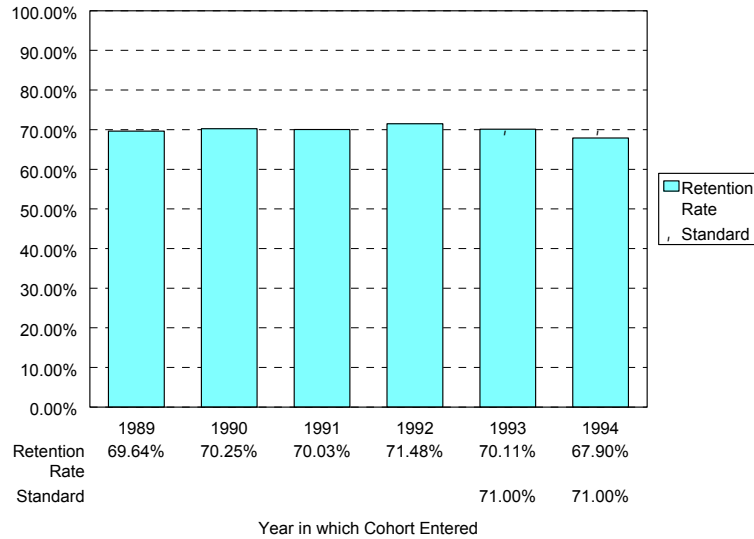
Measure:

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

Purpose of Measure:

The 6-year FTIC retention rate is calculated by tracking a cohort of first-time-in-college students, who enter in either the Summer term or Fall term of a given year, over a period of six years 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 measure the extent to which students are either graduating or returning to complete their degree requirements.

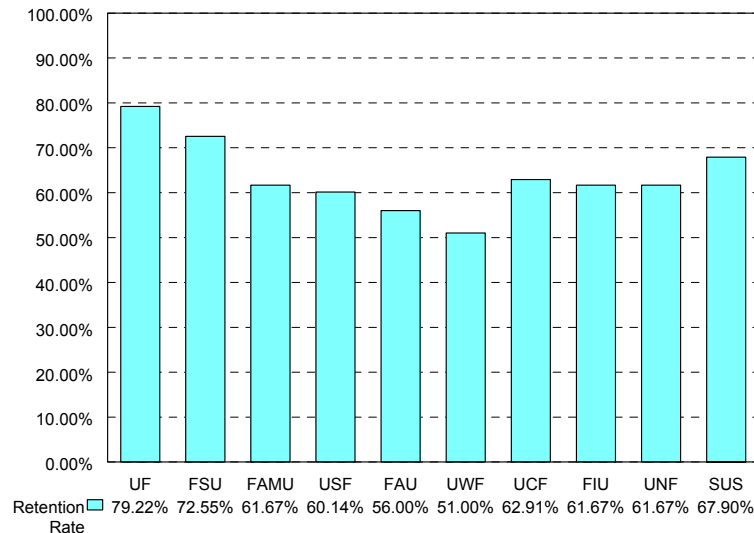
Figure 3.
FTIC 6-Year Retention Rates



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 two years. Meanwhile, the actual FTIC retention rate has

Figure 4. FTIC 6-Year Retention Rates University Performance, 1994 Cohort



declined slightly after reaching a 6-year high of 71.48 percent in 1998-99 (the cohort which entered in 1992). The most recent cohort, which entered in 1994, has a 6-year retention rate of 67.90 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 1994 cohort. Note that Florida Gulf Coast University had not opened in 1994 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 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 comprise 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 better 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:

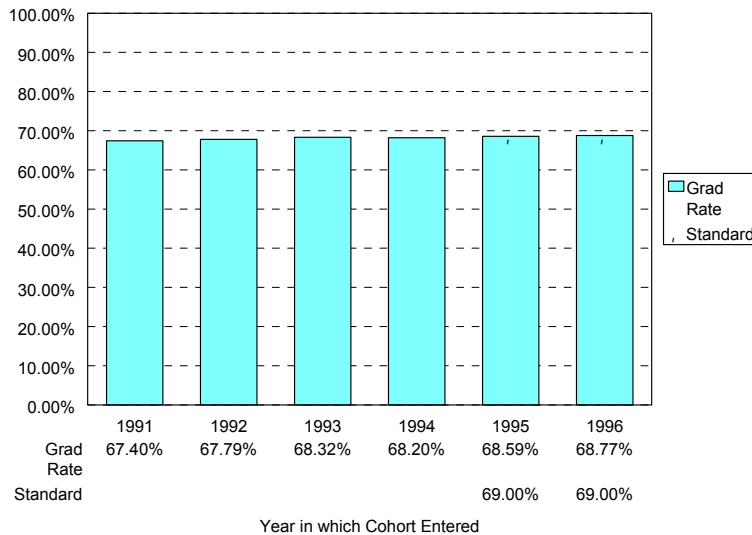
Graduation rate for AA-Transfer students, using a 4-year rate

Purpose of Measure:

Similar to the FTIC graduation rate, the AA-Transfer graduation rate is calculated by tracking a cohort of students, who have graduated from a Florida Community College with an Associate of Arts (AA) degree, who enter the SUS in either the Summer

term or Fall term of a given year, over a period of four years and determining how many of that original cohort graduated during the 4-year period. This measure is designed to monitor the efficiency with which students progress towards degree completion.

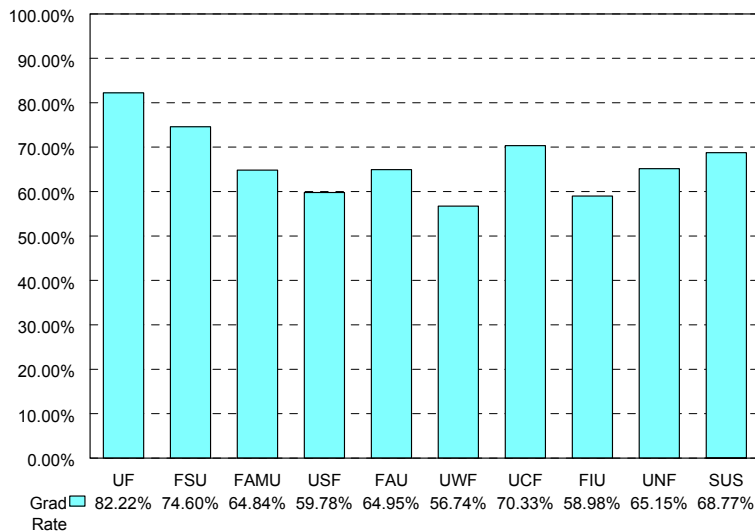
Figure 5.
AA-Transfer Graduation Rates



Performance trend and current status:

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

Figure 6. AA-Transfer Graduation Rates University Performance, 1996 Cohort



the past two years. Meanwhile, the actual AA-transfer graduation rate has continuously increased over the six-year period represented by the data, rising from 67.40 for the 1991 cohort to 68.77 percent for the 1996 cohort, an increase of 1.37 percentage points.

Figure 6 depicts the 4-year AA-transfer graduation rates of the 1996 cohort for the individual universities. Note that Florida Gulf Coast University had not opened in 1996 and therefore, does not yet have a 4-year graduation rate.

As the proportion which residential institutions comprise 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 an SUS institution.

Recommendation regarding continuing use of measure:

AA graduation rate is more of a measure of the condition of students moving through our universities. It has the same flaws as the six-year graduate rate for students entering as freshmen. Better defining the data should provide greater value as a guide to improvement.

Performance Area: Instruction Program

Measure:

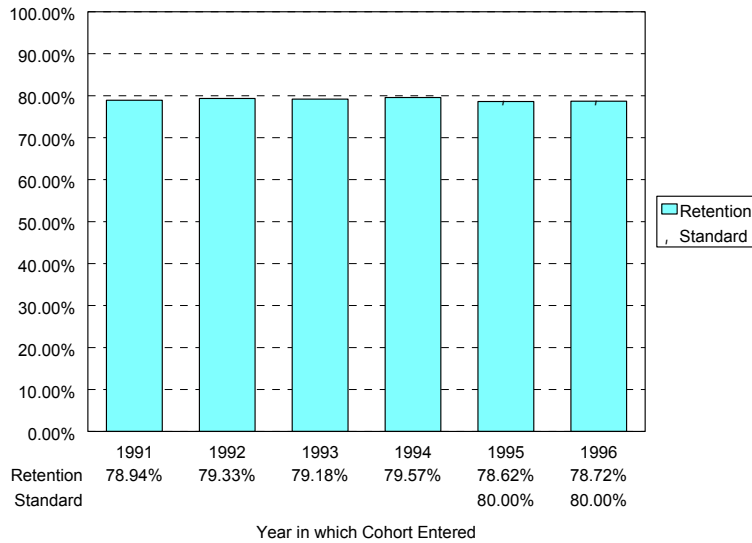
Retention rate for AA-Transfer students, using a 4-year rate

Purpose of Measure:

The 4-year AA-transfer retention rate is calculated by tracking a cohort of first-time-in-college students, who enter in either the Summer term or Fall term of a given year, over a period of four years and determining how many of that original cohort

either graduated during the 4-year period or have 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.

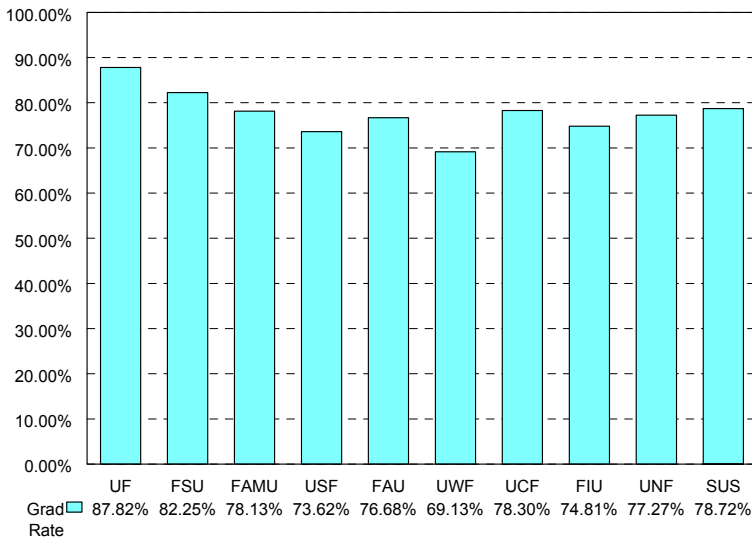
Figure 7.
AA-Transfer Retention Rates



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 percent over the past two years. Meanwhile, the actual AA-transfer

Figure 8. AA-Transfer Retention Rates University Performance, 1996 Cohort



retention rate has declined slightly after reaching a 6-year high of 79.57 percent in 1998-99 (the cohort which entered in 1994). The most recent cohort, which entered in 1996, has a 4-year retention rate of 78.72 percent.

As the proportion which residential institutions comprise 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 1996 cohort for each university. Note that Florida Gulf Coast University was not open in 1996 and therefore does not yet 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 an SUS institution.

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 better 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 measure.

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:

Percent of students graduating with total accumulated credit hours that are less than or equal to 115 percent of degree requirements

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 SUS believes that in most instances the additional quality of the students' overall educational experience makes it worthwhile. Improvements in advising programs and procedures along with the universities stressing to students the

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

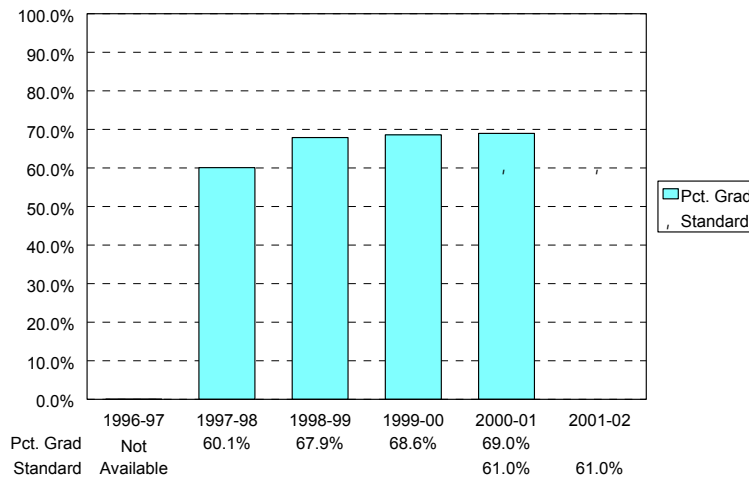
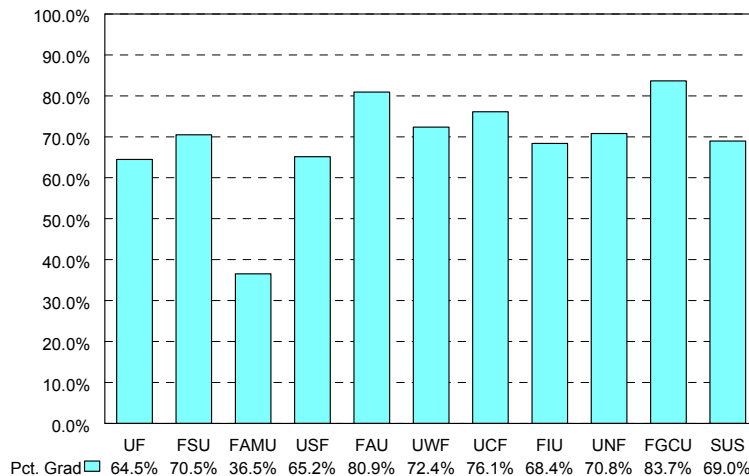


Figure 10. Percentage of Students Graduating Within 115% of Degree Requirements University Performance, 2000-01



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 has remained at 61 percent over the past two years. Meanwhile, the actual percentage has increased steadily over the past several years, reaching a high of 69.0 percent in 2000-01.

Figure 10 displays, for each university, the percentage of students graduating within 115 percent of degree requirements.

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 SUS, however, is 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 SUS recommends that this measure be retained as an efficiency measure but reviewed in light of current open door policy allowing special, non-degree-seeking students to take courses at the same tuition rate.

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 University System, 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 SUS has 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 SUS has 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 SUS 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 reflects on how well students are prepared by the relevant university program. However, its relevance is only to that program. Insofar as 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

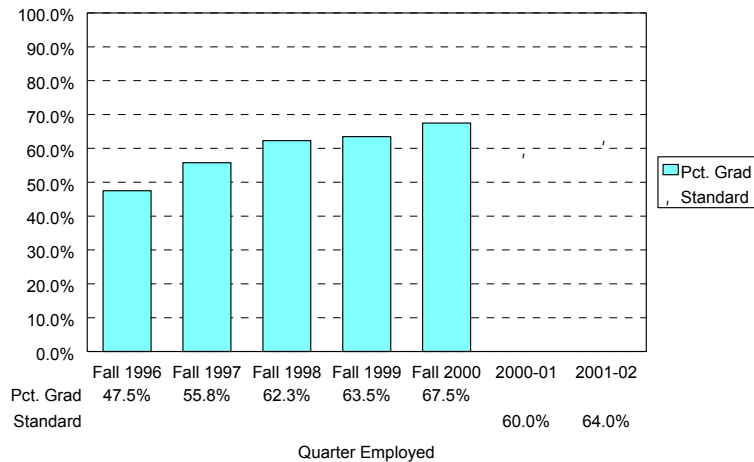
Measure:

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.

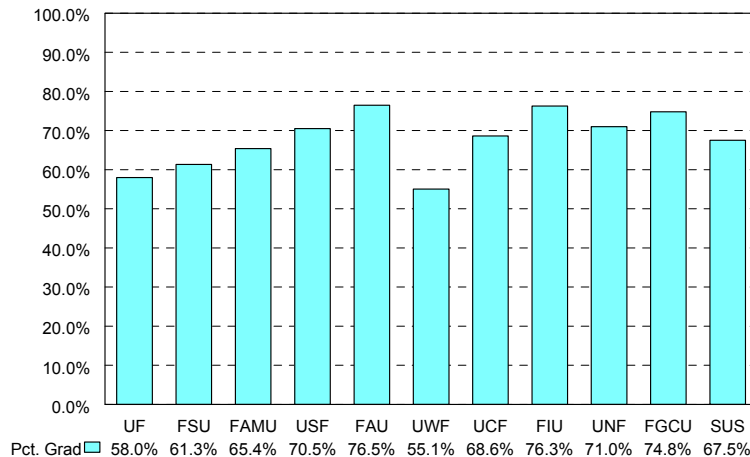
Figure 11. Baccalaureate Graduates Employed In Florida Percentage Earning at Least \$22,000 One Year After Graduation



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 47.5 percent of the 1995-96 graduates found employed earning at least \$22,000 in the Fall 1996 quarter to 67.5 percent of the 1999-00

Figure 12. Baccalaureate Graduates Employed In Florida Percentage Earning at Least \$22,000 One Year After Graduation University Performance, Fall 2000



graduates in the Fall 2000 quarter.

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.

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 increased from 60 percent in 2000-01 to 64 percent in 2001-02. Data for 2000-01 are not available at this time.

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 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 annual surveys, which the legislature should require.

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 compared 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.

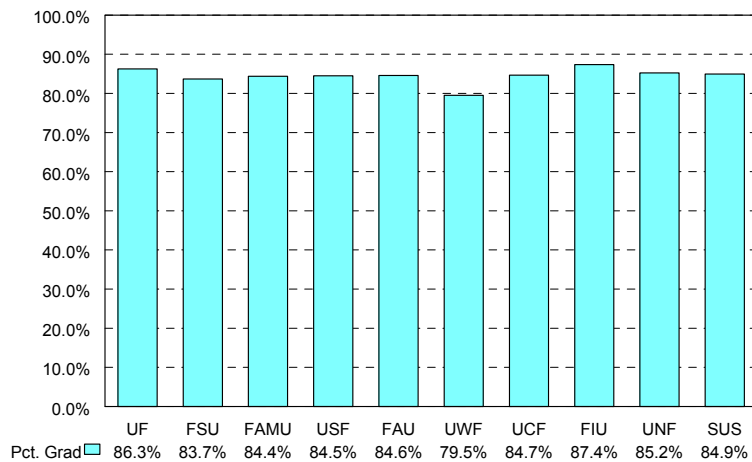
Figure 13. Baccalaureate Graduates Employed In Florida Percentage Earning at Least \$22,000 Five Years After Graduation



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 fluctuated from 82.7 percent of the 1992-93 graduates found employed earning at least \$22,000 in

Figure 14. Baccalaureate Graduates Employed In Florida Percentage Earning at Least \$22,000 Five Years After Graduation University Performance, Fall 2000



the Fall 1997 quarter to 84.9 percent of the 1995-96 graduates in the Fall 2000 quarter.

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.

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.

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 annual surveys, which the legislature should require.

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:

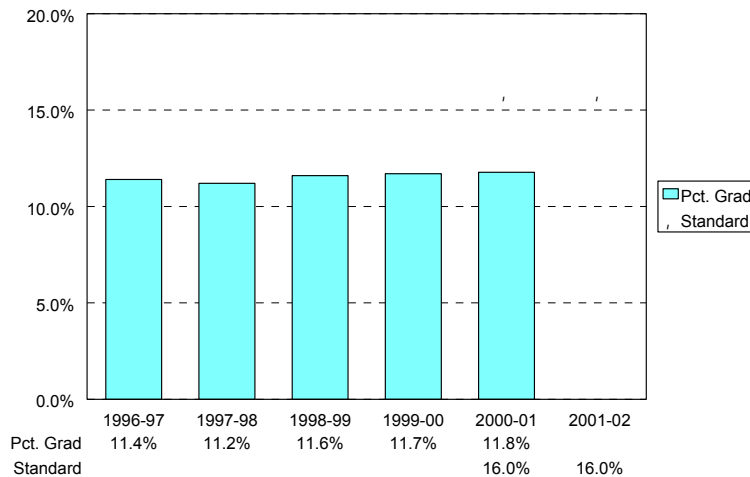
Percent of undergraduates Enrolled in graduate school upon completion of the Baccalaureate degree

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 SUS and Florida and to universities outside of Florida. However, neither data from Florida private institutions nor the nationwide data to conduct such tracking are readily available.

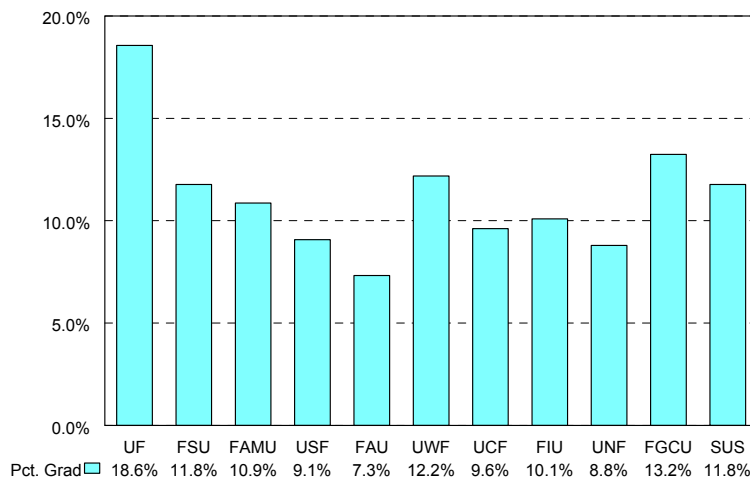
Figure 15. Percentage of Baccalaureate Recipients Enrolled in Graduate School



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 1996-97, 11.4 percent of the 1995-96 Baccalaureate recipients enrolled in Graduate

Figure 16. Percentage of Baccalaureate Recipients Enrolled in Graduate School University Performance, 2000-01



School in the SUS. After dropping in the subsequent year, the percentage has continued to rise, reaching 11.8 percent in 2000-01.

The 16 percent standards 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 the SUS.

Figure 16 displays, for each university, the percentage of Baccalaureate degree recipients enrolled in graduate school in 2000-01 at in one of the SUS institutions following receipt of their Baccalaureate degree.

The State University System has, 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 SUS recommends modifying this measure and devising mechanisms to begin collecting these data.

Performance Area: Instruction Program

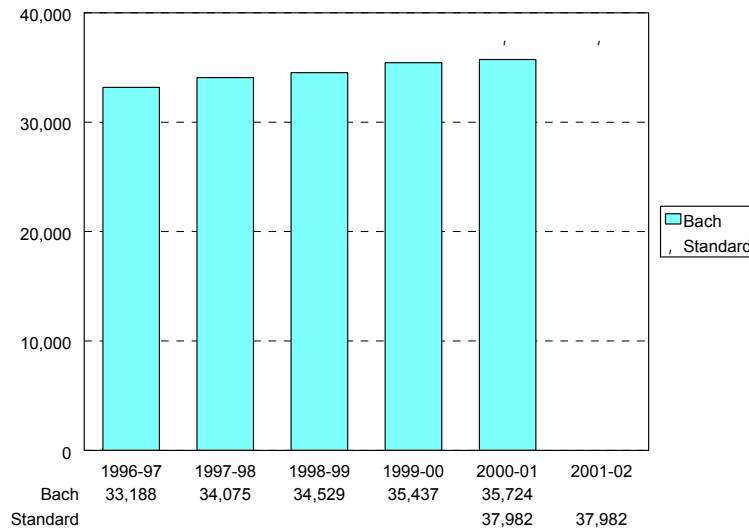
Measure:

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 SUS, degrees awarded.

Figure 17. Baccalaureate Degrees Awarded

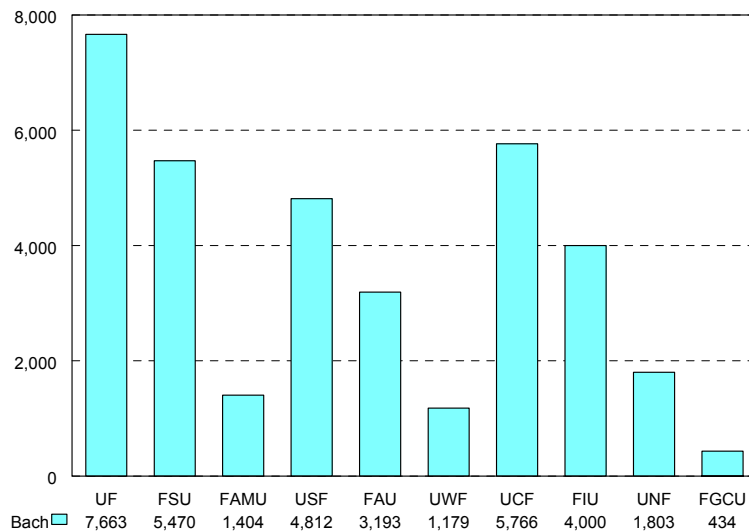


Performance trend and current status:

The number of Baccalaureate degrees awarded in the State University System continues to increase at a fairly steady pace. Figure 17 displays the increase in

Baccalaureate degrees awarded over the past five years. Rising from 33,188 in 1996-97 to 35,724 in 2000-01, the number of Baccalaureate degrees awarded annually has increased by 2,536 (7.6 percent) over the 5-year period. However, during

Figure 18. Baccalaureate Degrees Awarded University Performance, 2000-01



the time period in which these graduates would likely be entering the SUS (1990 through 1994), upper level Full-Time-Equivalent (FTE) enrollment grew by 11.3 percent. The standard has remained constant over the past two 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 SUS recommends modifying this measure and devising mechanisms to begin collecting these data.

Performance Area: Instruction Program

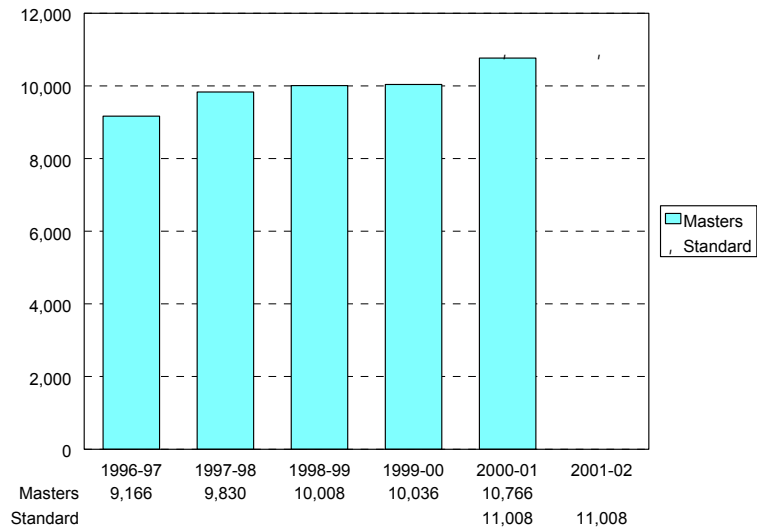
Measure:

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 SUS, degrees awarded.

Figure 19.
Masters Degrees Awarded

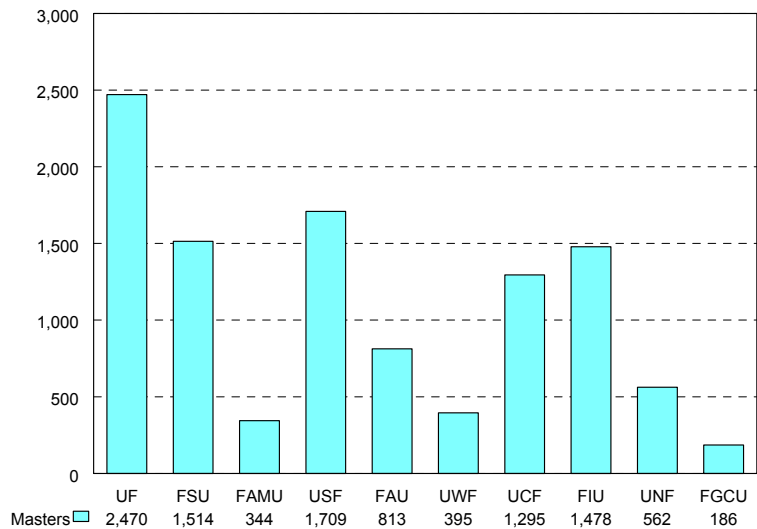


Performance trend and current status:

The number of Masters degrees awarded in the State University System continues to increase at a fairly steady pace. Figure 19 displays the increase in Masters degrees awarded over the past five years.

Rising from 9,166 in 1996-97 to 10,766 in 2000-01, the number of Masters degrees awarded annually has increased by 1,600 (17.5 percent) over the 5-year period. Masters degree production was substantially higher (17.5

Figure 20. Masters Degrees Awarded University Performance, 2000-01



percent) than Beginning Graduate headcount enrollment increases (13.0 percent) over the time period in which many of these Masters graduates would have been entering graduate school (1993-94 through 1998-99). The standard has remained constant over the past two years at 11,008.

Figure 20 displays the Masters degrees awarded by each SUS institution 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

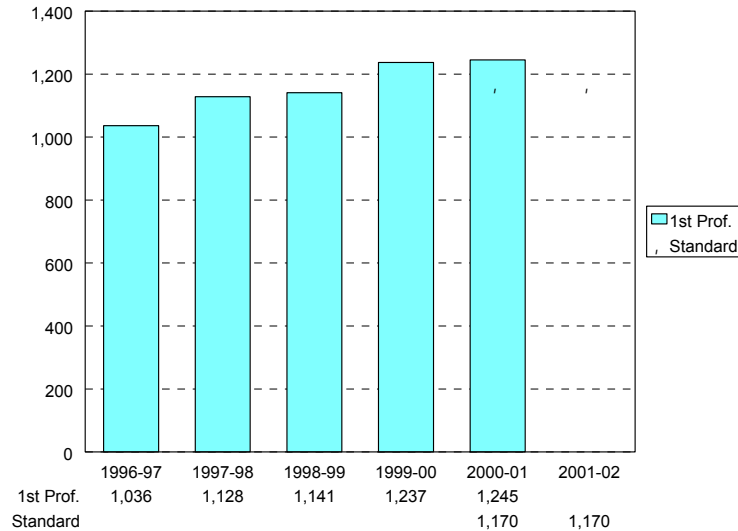
Measure:

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 SUS, degrees awarded.

Figure 21.
First Professional Degrees Awarded

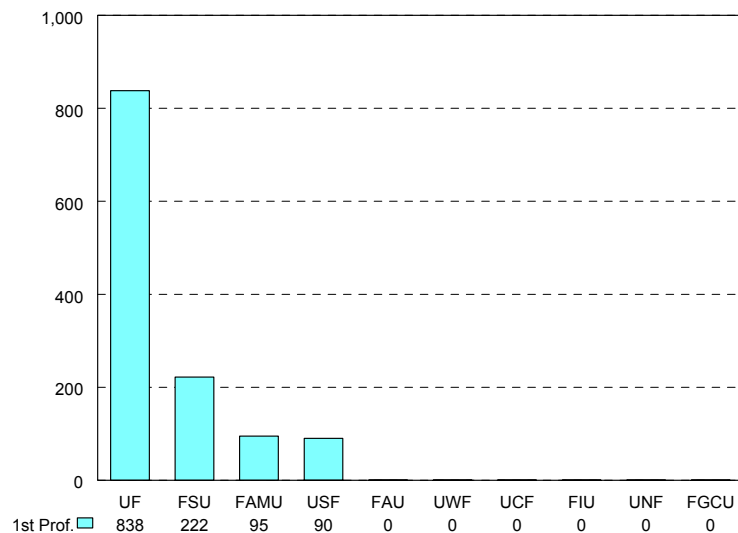


Performance trend and current status:

The number of Professional degrees (Law, Pharmacy, Medicine, Dentistry, and Veterinary Medicine) awarded in the State University System 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, 2000-01



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 SUS, degrees awarded.

Figure 21 displays the increase in First Professional degrees awarded over the past five years. Rising from 1,036 in 1996-97 to 1,245 in 2000-01, the number of First Professional degrees awarded annually has increased by 209 (20.2 percent) over the 5-year period. In comparison to enrollment, First Professional Medical Student headcount increased by 17.4 percent over the time period (1992-93 through 1996-97) when most of these First Professional graduates would have been entering the SUS. The standard has remained constant over the past two years at 1,170.

Figure 22 displays the First Professional degrees award by the 10 SUS institutions in 2000-01. Note that only UF, FSU, FAMU and USF were authorized in 2000-01 to award First Professional degrees. The new Law School at FIU will, in a couple of 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 and community colleges.

Performance Area: Instruction Program

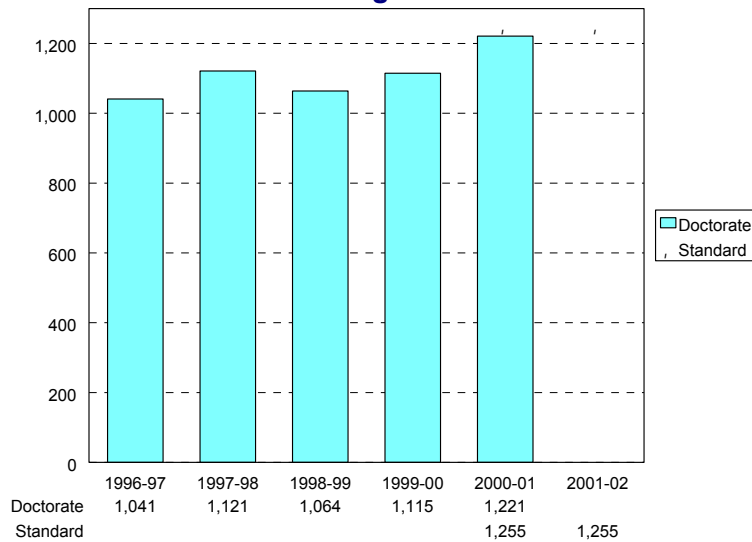
Measure:

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 SUS, degrees awarded.

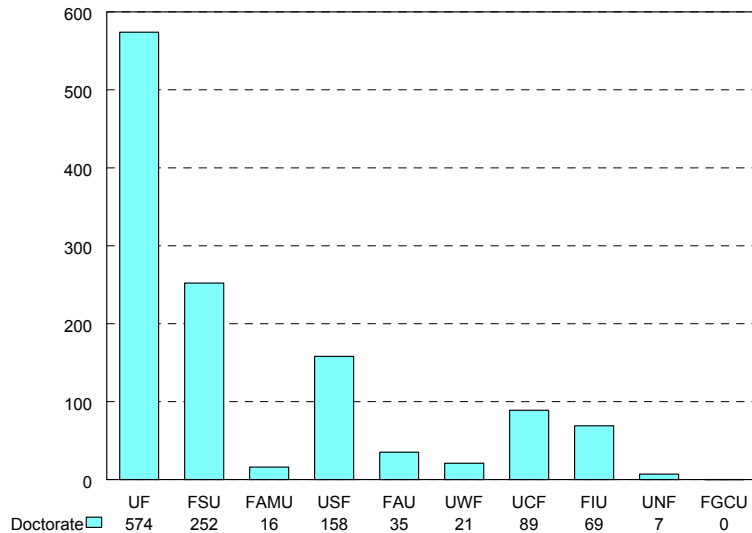
Figure 23. Doctorate Degrees Awarded



Performance trend and current status:

The number of Doctorate degrees awarded in the State University System has fluctuated somewhat over the past five years. Nevertheless, the number awarded in 2000-01 is the highest ever. Figure 23 displays the changes in Doctorate degrees awarded over the past five years. Rising from 1,041 in 1996-97 to 1,221 in 2000-01, the number of Doctorate degrees awarded annually has increased by 180 (17.3 percent) over the 5-year

Figure 24. Doctorate Degrees Awarded University Performance, 2000-01



period. In comparison to enrollment increases, Advanced Graduate student headcount increased by 12.8 percent over the time period (1992-93 through 1996-97) when most of these Doctorate graduates would have been entering the SUS. The standard has remained constant over the past two years at 1,255.

Figure 24 displays the number of Doctorate degrees awarded by the 10 SUS institutions 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.

Figure 25. Percentage of Lower Level Instructional Effort Provided by Faculty

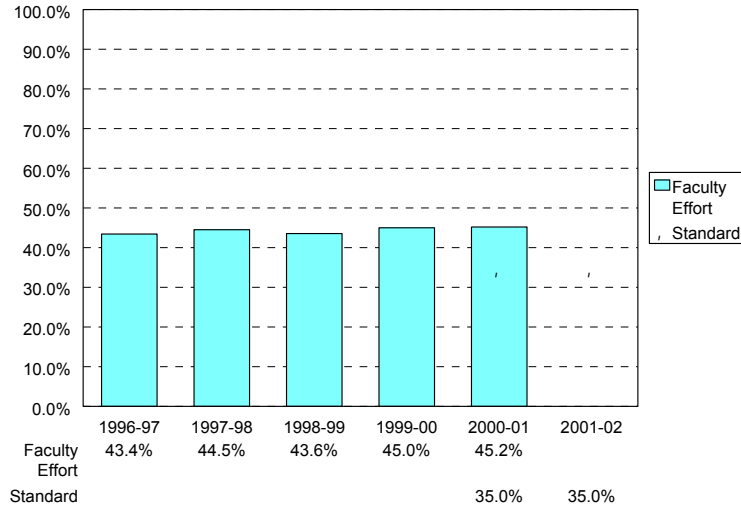
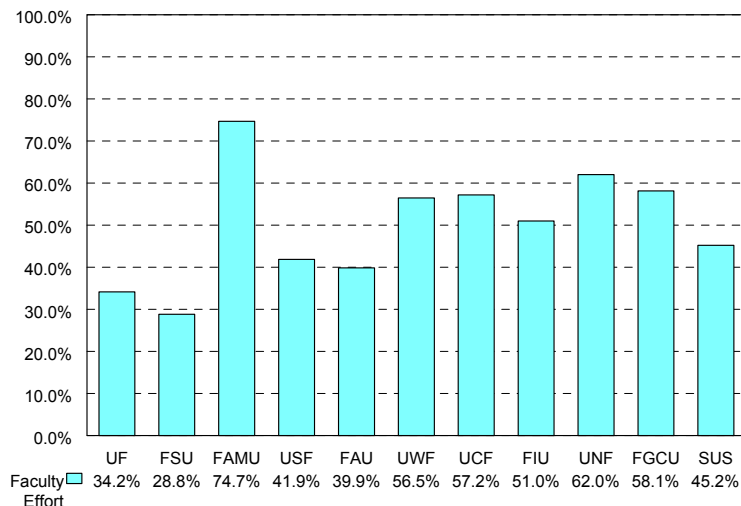


Figure 26. Percentage of Lower Level Instructional Effort Provided by Faculty University Performance, 2000-01

Performance trend and current status:

Although there has been some fluctuation in the level of performance on this measure, as can be seen in Figure 25, the general trend is upward. Starting in 1996-97, 43.4 percent of the total Lower Level



instructional effort was provided by Faculty. By 2000-01, the percentage had increased to 45.2 percent, an increase of 1.8 percentage points, or an increase of 4.1 percent. The standard has remained at 35 percent for the past two years.

Figure 26 displays the percentage of Lower level instructional effort provided by Faculty at each of the 10 SUS institutions 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, deferring to 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. It's 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 Adjuncts or other instructional personnel.

Performance trend and current status:

Although there has been some fluctuation in the level of

Figure 27.
Percentage of Upper Level Instructional Effort Provided by Faculty

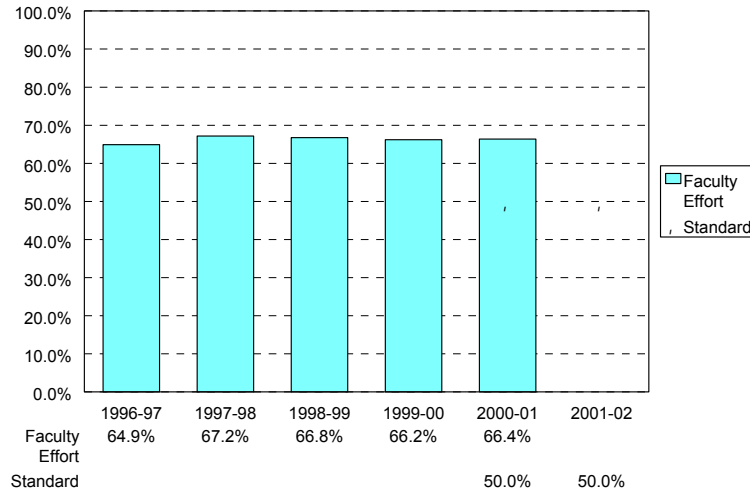
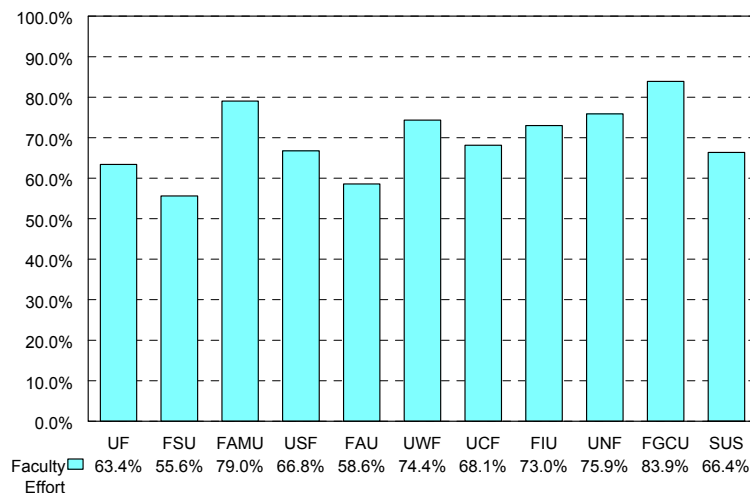


Figure 28. Percentage of Upper Level Instructional Effort Provided by Faculty University Performance, 2000-01



performance on this measure, the general trend is upward. Starting in 1996-97, 64.9 percent of the total Upper Level instructional effort was provided by Faculty (see Figure 27). By 2000-01, the percentage had increased to 66.4 percent, an increase of 1.5 percentage points, or an increase of 2.3 percent. The standard has remained at 50 percent for the past two years.

Figure 28 displays the percentage of Upper level instructional effort provided by Faculty at each of the 10 SUS institutions 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, deferring to 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 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 personnel.

Performance trend and current status:

There has been some fluctuation in the level of performance on this measure,

Figure 29. Percentage of Graduate Level Instructional Effort Provided by Faculty

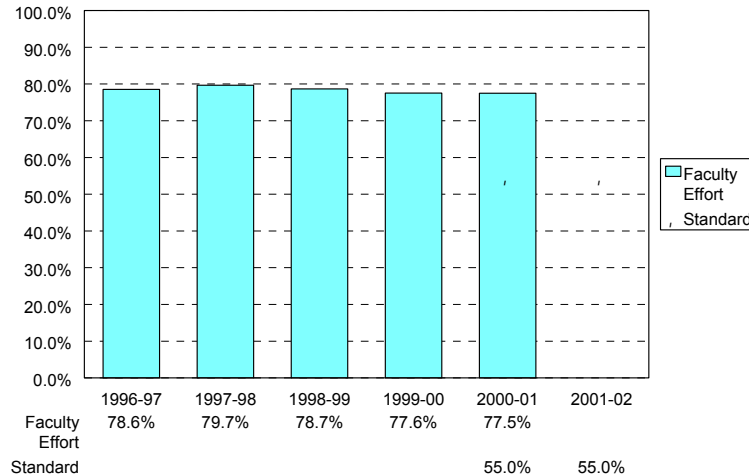
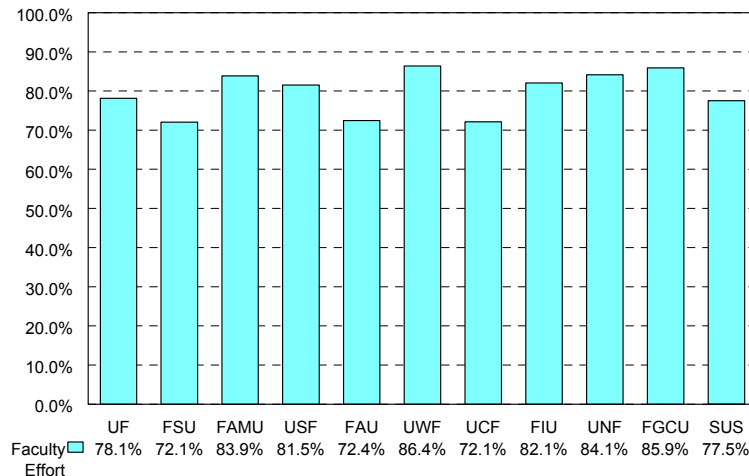


Figure 30. Percentage of Graduate Level Instructional Effort Provided by Faculty University Performance, 2000-01



however, the general trend is downward. Starting in 1996-97, 78.6 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 climbed to 79.7 percent. By 2000-01, the percentage was 77.5 percent, an decrease of 1.1 percentage points from the initial year. The standard has remained at 55 percent for the past two years.

Figure 30 displays the percentage of Graduate level instructional effort provided by Faculty at each of the 10 SUS institutions 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, deferring to 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 BOR 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. The 2000-01 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 possible to determine the percentage which the qualified admitted students are of all qualified students who applied.

Figure 31. Percentage of Qualified Florida Students Admitted as FTIC Students

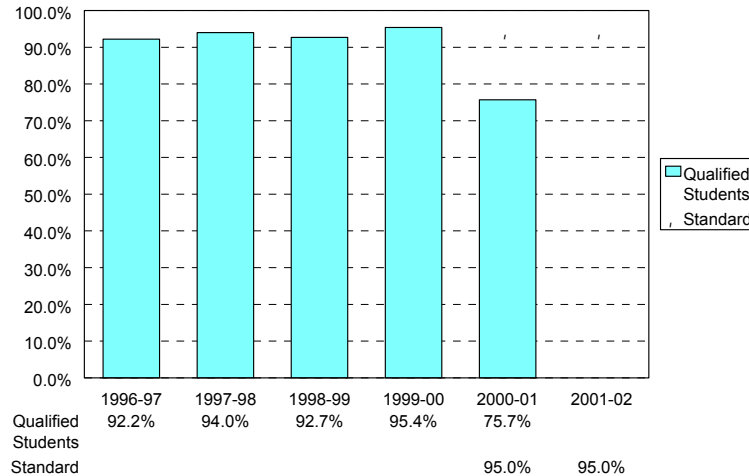
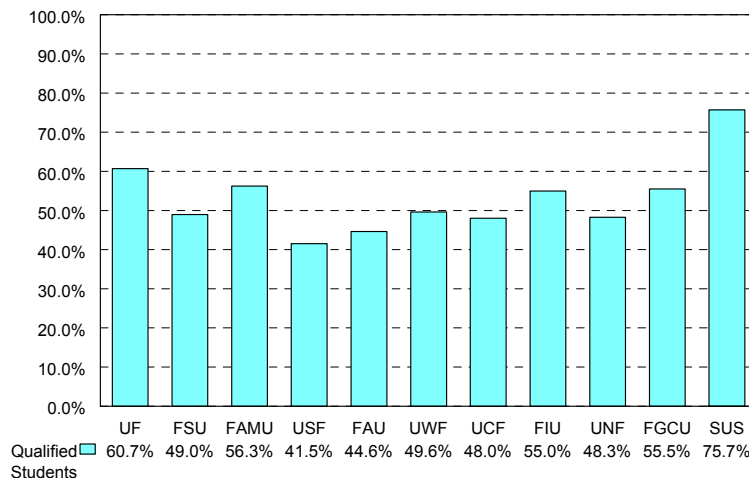


Figure 32. Percentage of Qualified Florida Students Admitted as FTIC Students University Performance, 2000-01



Performance trend and current status:

In 1996-97, the percentage of qualified Florida students admitted as FTICs was 92.2 percent. By 1999-00, the percentage had risen to 95.4 percent, 0.4 percentage points above the standard set for 2000-01 and for 2001-02.

Figure 32 displays the percentage which the qualified Florida FTIC students who enrolled are of the qualified Florida FTIC students admitted at each of the 10 SUS institutions in 2000-01.

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 SUS recommends that this measure be deleted.

Performance Area: Instruction Program

Measure:

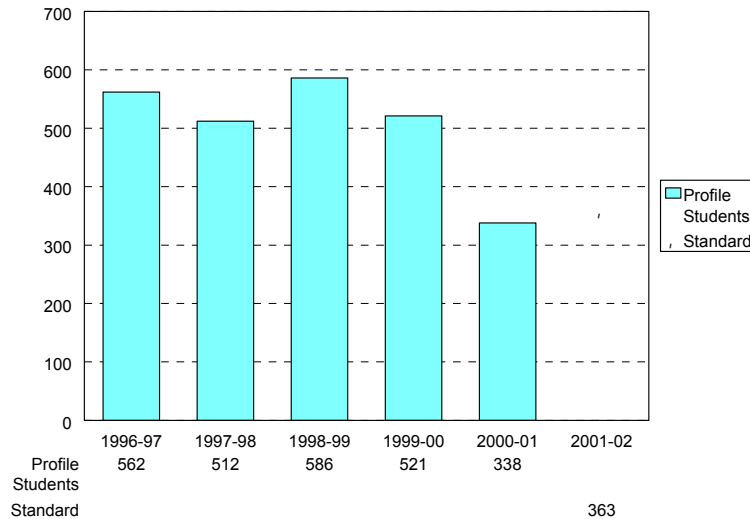
Number and percentage of profile assessment students who are out-of-state students

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."

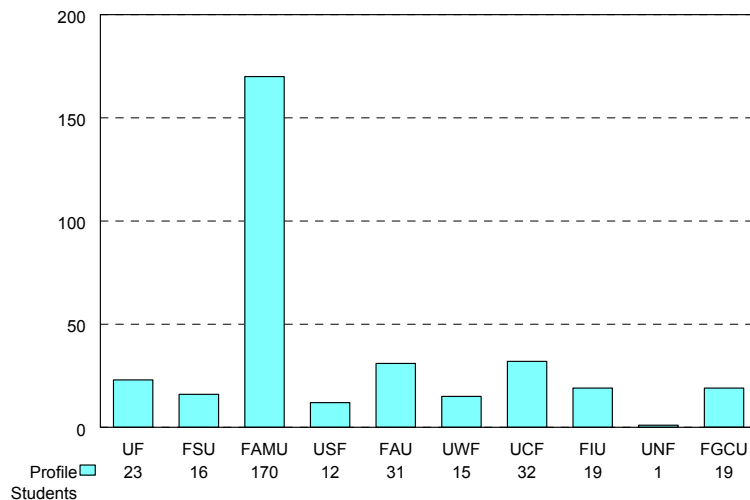
Beginning in 2000-01, such students have been referred to as "Profile Assessment Students."

Figure 33.
Profile Assessment Students Who are from Out of State



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 enrich the diversity of the overall student body. The purpose of this measure is to determine the proportion of profile assessment

Figure 34. Profile Assessment Students Who are from Out of State University Performance, 2000-01



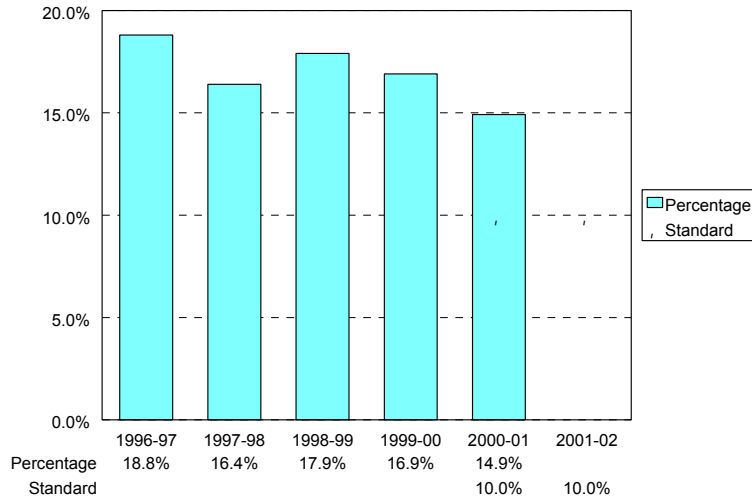
students who are from out-of-state.

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. The percentage of profile assessment students from out of state in 2000-01 was higher than the standards for 2000-01 and 2001-02.

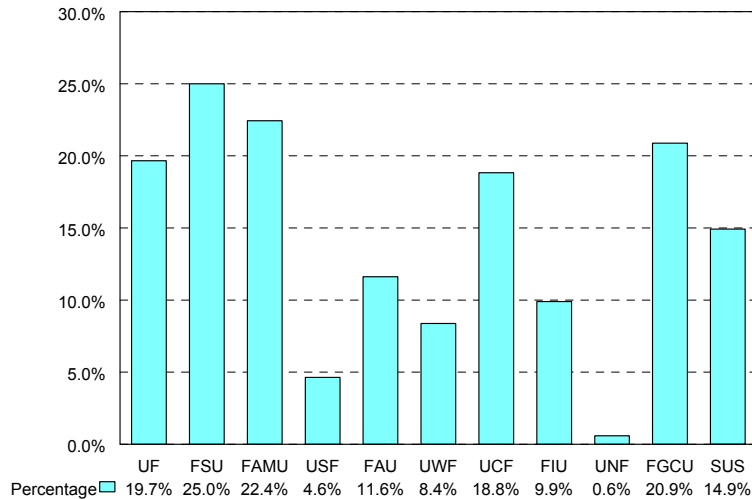
Figure 35. Percentage of Profile Assessment Students Who are from Out of State



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 SUS recommends that this measure be used to monitor compliance with state policy.

Figure 36. Percentage of Profile Assessment Students Who are from Out of State University Performance, 2000-01



Performance Area: Instruction Program

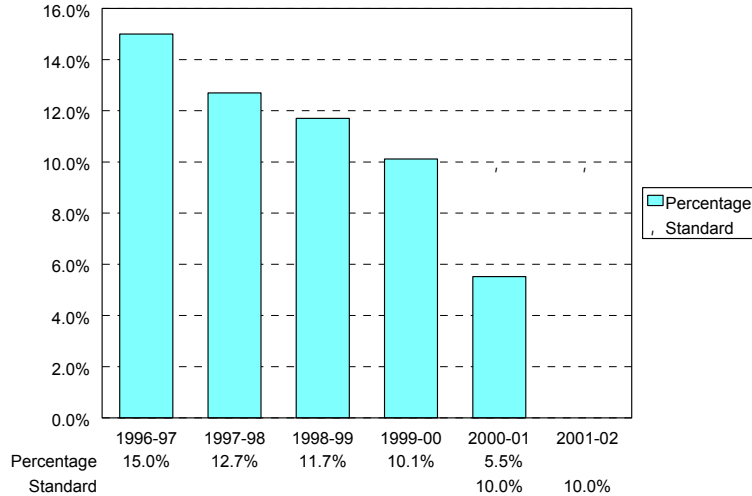
Measure:

Percent of FTIC students admitted as student profile assessments

Purpose of Measure:

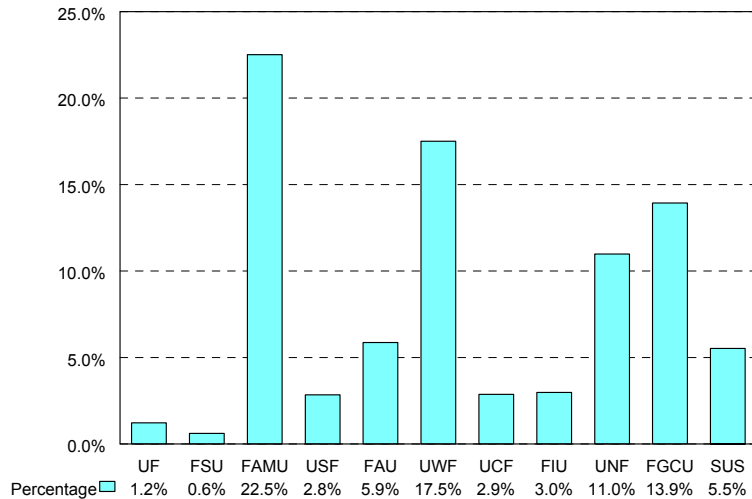
This measure expresses FTIC profile assessment students as a percent of total FTICs. It measures the extent to which universities are admitting students who for one reason or another may not fully meet the Systemwide admissions standards.

Figure 37.
Percentage of FTICs Admitted Who are Profile Assessment Students



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 not have sufficiently high grades or test scores.

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



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 university in the SUS, 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 SUS recommends 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. Interestingly, 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 System 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: 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 ranked Faculty. The result of the division is the average

Figure 39.
Externally Generated Research and Training Grant Funds Per State Funded Ranked Faculty Member

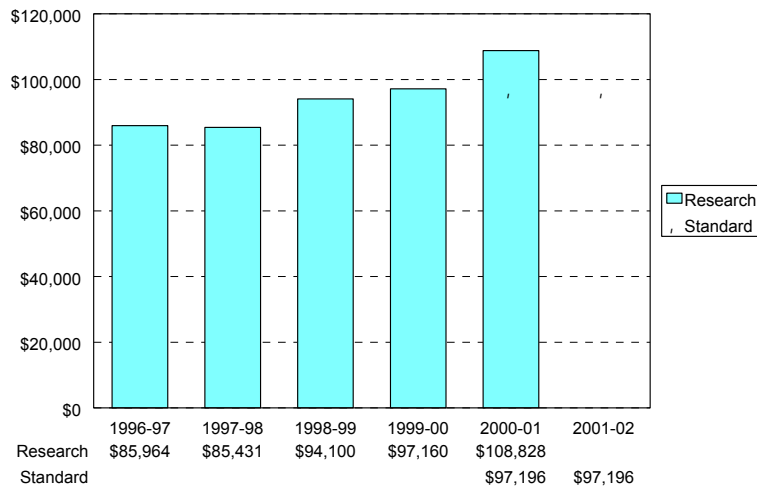
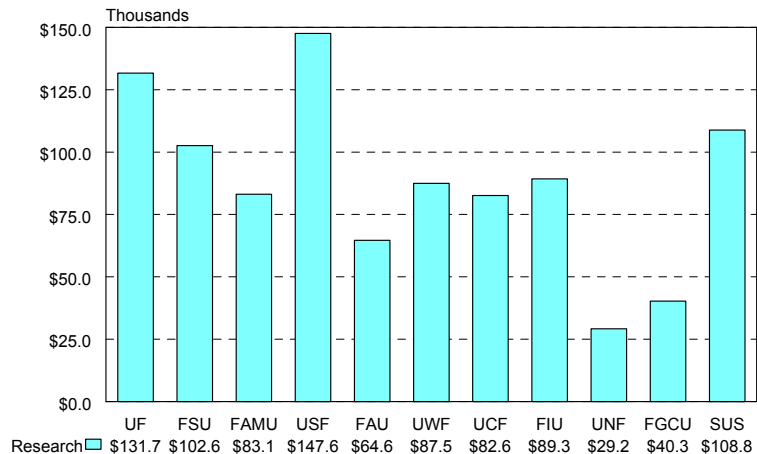


Figure 40.
Externally Generated Research and Training Grant Funds Per State Funded Ranked Faculty Member University Performance, 2000-01



expenditures on research and training grants per Faculty member.

Performance trend and current status:

The general trend of this performance measure is upward, indicating better performance (see Figure 39). Starting in 1996-97 at a value of \$85,964 and rising to \$108,828 in 2000-01, there has been, on average, an increase of \$22,864 (26.6 percent) per Faculty member over the five-year period. The 2000-01 value is considerably above the standard (\$97,196) established for that year and for 2001-02.

Figure 40 depicts, for each university in the SUS, the average externally funded research and training grants per ranked Faculty member in 2000-01. 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 institutions in the SUS 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 strengthen research and treatment in brain attack and brain traumatic injury and to support partnerships with governmental and private entities for nanotechnology research. FSU is requesting funds to expand Engineering and Nursing programs and FAMU is requesting funds to match National Science Foundation grants and to enhance Engineering technology equipment. Other examples include FAU's request for funding for a partnership in Marine Science with the Harbor Branch Oceanographic Institute, UWF's request for funds for Human and Machine Cognition, UCF's requests for nanoscience and technology as well as the Space Research Partnership.

Recommendation regarding continuing use of measure:

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

Performance Area: Research Program

Measure:

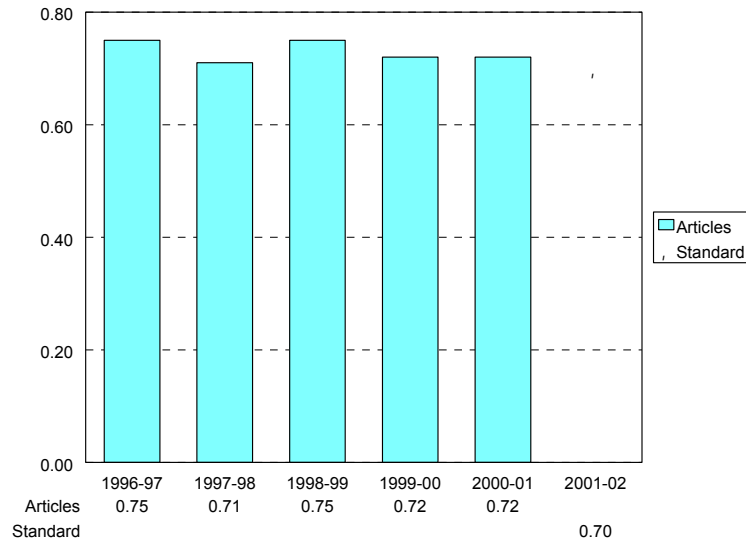
**Average number of articles in Institute for Scientific Information
Publication Count per ranked Faculty member**

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.

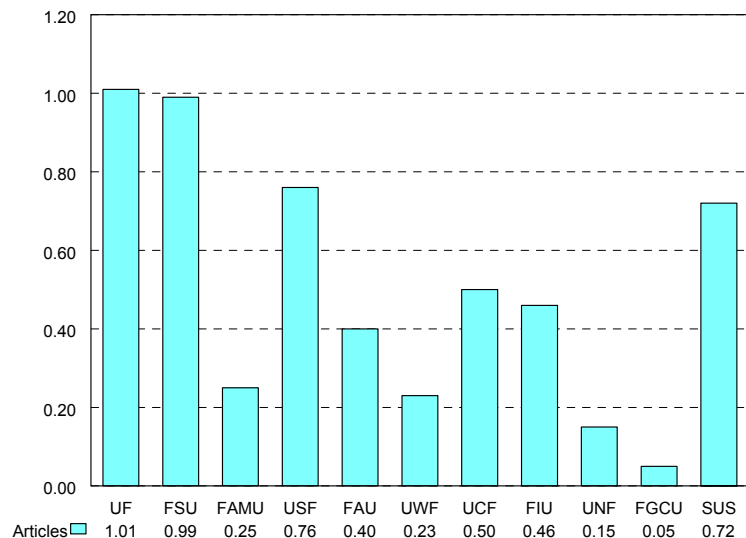
**Figure 41.
Articles Published per Ranked Faculty**



Performance trend and current status:

Figure 41 displays the average number of articles published as listed in the ISI database per ranked Faculty member. Over the five-year period for which data are displayed, the

**Figure 42. Articles Published per Ranked Faculty
University Performance, 2000-01**



measure is relatively stable. Each of the five years has a value slightly greater than the standard set for 2001-02, the first year in which a standard has been established for this performance measure.

Figure 42 displays the average number of articles found in the ISI database per ranked Faculty member for each of the 10 universities in the SUS for 2000-01. 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:

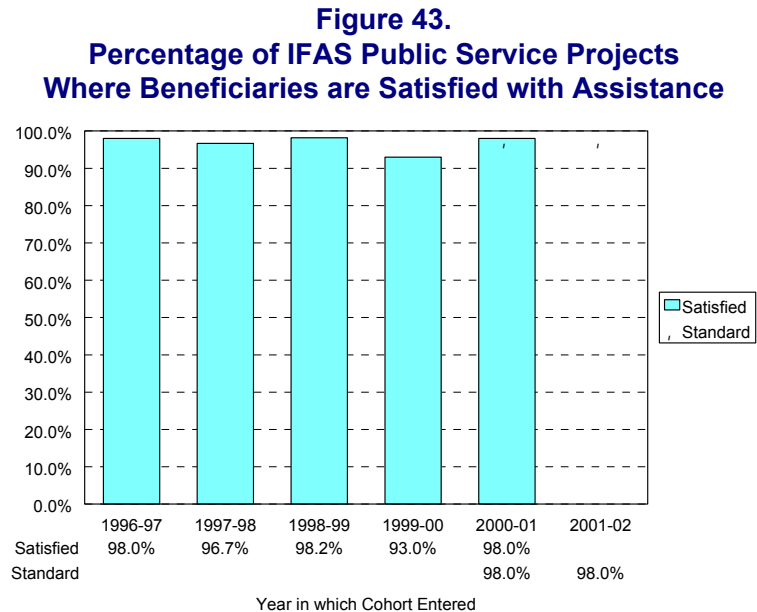
This measure is among those which the SUS feels appropriately gauges university performance. See further discussion of such measures in the Summary section below.

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 comes 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 has requested that, should this measure be retained, the standard be set at approximately 92 percent.

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. The record of satisfied IFAS public service customers is very good (see Figure 43).

Recommendation regarding continuing use of measure:

The SUS recommends that this measure be continued.

Performance Area: Public Service Program

Measure:

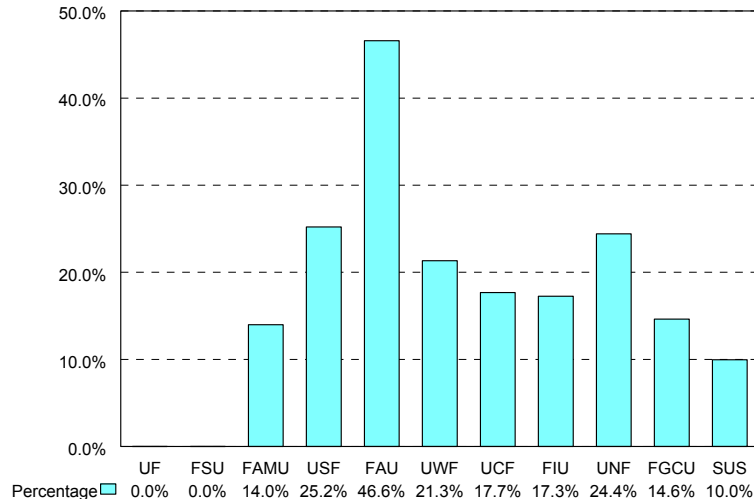
Of the total Faculty effort allocated for Public Service, the percentage devoted to Public Schools

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 44. Percentage of Faculty Effort Allocated to Public Service Which is Devoted to Public Schools University Performance, 2000-01



Performance trend and current status:

From the 2000-01 I&R Data File, there was a total of 212 Faculty manyears of effort devoted to Public Service. In addition, there were 23 Faculty manyears of effort devoted to performance of public service activities in the K-12 system. The sum of these two totals 235 Faculty manyears. Of that total, the 23 Faculty manyears devoted to public service activities in the K-12 system amount to 9.8 percent of the total. For purposes of context, a total of 8,400 Faculty manyears were expended in 2000-01; thus, Public Service is about 2.8 percent of the total. The 2001-02 standard for this measure was established at 25 percent. It should be noted that the standard was established before the current level of performance was known.

Recommendation regarding continuing use of measure:

This was the first year in which these data were collected. Pending the results of cleaning up the data, the standard for this measure may need to be revisited.

Summary

Some of the measures contained in the General Appropriations Act and Implementing Bill are appropriate to measure performance of the institutions in the State University System. 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 University System recommends 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 SUS is fulfilling its 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:

1. SUS 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. SUS 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
3. SUS degrees granted per 100,000 Florida population: Baccalaureate, Masters, Doctoral, and First Professional
4. Percentage of graduates found employed in Florida in no fewer than two salary levels, five years after graduation
5. Pass rate on licensure or certification exams for first sitting
6. SUS total sponsored research and development expenditures per ranked Faculty member

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