

BACK-UP MATERIALS: Potential Accountability Measures and Actions for the State University System of Florida

Measurement and Action Areas	Legislative and SBE Goals, and SBE Indicators and Strategic Imperatives	Provosts - 12/03/03	SUS 2003 GAA Accountability Measures	Extra Uhlfelder Discussion Items - 09/09/03	SUS Accountability Sector Team <u>Written</u> Report -12/16/03	FBOG Concurrence - 10/22/03 and/or [Presentation - 12/03/03]	Related Proposed FBOG Goals - 01/22/04	State Board of Education Approved Measures - 12/16/03
<p align="center">Access/ Diversity</p> <hr/> <p align="center">Enrollment and Graduation of Students From Underrepresented Population</p> <hr/> <p align="center">Admissions Based on Qualifications and Residency</p>	<p>Goal: Maximum Articulation and Access; Indicator: Evidence of Access</p> <p>SI#8: Achieving world-class, nationally recognized institutions of higher learning by improving access, funding, performance, and accountability.</p>		<p>Percent of qualified Florida students, those applicants meeting admission standards, admitted as FTIC students.</p> <p>Percent of out-of-state students admitted who do not meet Florida Board of Education admission standards.</p> <p>Percent of FTIC students admitted as student profile assessments.</p> <p>Number and percentage of profile assessment students who are out-of-state students.</p> <p>Percent of undergraduate students at each university classified as out-of-state.</p>	<p>Ratio of student-athlete graduation rates to total student body graduation rates.</p>	<p>Number of students applying, admitted, enrolled—disaggregated.</p> <p>Proportion of underrepresented populations among graduates at all levels.</p>	<p>Number of students applying, admitted, enrolled—disaggregated.</p> <p>Proportion of underrepresented populations among graduates at all levels.</p>	<p>[I.A. Increasing Access to and Production of Degrees</p> <p>I.A.5. Access/Diversity]</p>	<p>Number and percent of students from underserved populations who enroll in and complete a baccalaureate degree program. (“Underserved” includes Hispanic-American, African-American, economically disadvantaged, those who have a disability, plus those who enter or leave without being ready for the next educational level.)</p>
<p align="center">Retention Rates</p> <hr/> <p align="center">Retention of FTICs</p> <hr/> <p align="center">Retention of AA Transfers</p>	<p>Goal: Maximum Articulation and Access; Indicator: Evidence of Progression and Readiness</p>	<p>Freshmen Retention Rates.</p>			<p>First-to-second year retention rate for First-Time-in-College students (using IPEDS definition).</p>	<p>First-to-second year retention rate for FTICs.</p> <p>[On-going retention rates are</p>		

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Retention of Underrepresented Populations	SI#8: ...improving ... performance, and accountability.					reported for FTICs and AA transfers in the SUS Fact Book.]		
Graduation Rates	Goal: Maximum Articulation and Access Indicator: Evidence of Progression and Readiness	Four and Six-Year Graduation Rates for full-time FTICs.	Graduation rate for FTIC Students, using a 6-year rate.	Four-year graduation rates.	6-year cohort-based graduation rate (using IPEDS definition).	6-year graduation rates for full- and part-time FTIC cohorts.		Graduation rates for all entering students based on a 2-year and 4-year expectation; include provision for students who transfer in and out and for students who persist.
FTIC Graduation Rate	SI#8: ...improving ... performance, and accountability.	Two and Four-Year Graduation Rates for CC Transfers.	Graduation rate for AA transfer students, using a 4-year rate.		4-year cohort-based graduation rate for AA transfers.	4-year graduation rates for full- and part-time AA transfer cohorts.		
AA Transfer Graduation Rate		Graduation Rates for Minority Students (Four and Six-Year Graduation Rates for full-time FTICs and Two and Four-Year Graduation Rates for CC Transfers).				[On-going graduation rates are reported for FTICs and AA transfers in the SUS Fact Book.]		
Progression of Baccalaureate Students into Graduate School	Goal: Maximum Articulation and Access Indicator: Evidence of Progression and Readiness		Percent of undergraduates enrolled in graduate school upon completion of the baccalaureate degree.		Proportion of students who enroll in a graduate-level program within an appropriate timeframe.	Proportion of students who enroll in a graduate-level program within an appropriate timeframe.		

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<p align="center">Degree Production</p>	<p>Goal: Highest Student Achievement Indicator: Evidence of Student Achievement SI#8: ...improving access ... performance, and accountability.</p>		<p>Number of degrees granted, baccalaureate. Number of degrees granted, master’s. Number of degrees granted, professional Number of degrees granted, doctoral.</p>		<p>Number of degrees granted at all levels.</p>	<p>Number of degrees granted at all levels.</p>	<p>[I.A. Increasing Access to and Production of Degrees I.A.1. Bachelor’s I.A.2. Master’s I.A.3. Doctoral I.A.4. Professional I.A.5. Access/Diversity]</p>	
<p>External Assessments of Student Learning</p> <p>Grade 14 Exam</p> <hr/> <p>Grade 16 Exam</p>	<p>Goal: Highest Student Achievement; Indicator: Evidence of Student Achievement SI#8: ...improving ... performance, and accountability.</p>	<p>Use of the Graduate Record Examination, the LSAT (Law) Examination, the MCAT (Medical) Examination and the GMAT (Business) Examination to compare the scores achieved</p>		<p>Proportion of Students who take and pass the CLAST examination. Average scores on the Graduate Record Exam.</p>				<p>Number and percent of FTIC students who make learning gains as measured by an external assessment aligned with a previous assessment, or an exit test.</p>

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Graduate/ Professional School Entrance Exams		by our students against their SAT score as one indicator. We do not require these of every students but we simply measure the score of those who take them against their SAT.		Pilot subject test at Grade 16. Pilot writing test -Grade 16.				
Performance on Accreditation, Program Reviews, and Learning Assessment Systems	SI#8: Achieving world-class, nationally recognized institutions of higher learning by improving ... performance and accountability.	<p><u>Assessment</u> of SUS universities by the Southern Association of Colleges and Schools (SACS).</p> <p><u>Assessment</u> of individual departments and programs by professional accrediting bodies.</p> <p><u>Assessment</u> of programs not assessed by professional accrediting</p>				[Participation in <u>Learning Assessment System</u> -- process audits and individual learning profiles for each program—in conjunction with <u>7-year accreditation/program review cycle</u> .]		

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		bodies on a seven-year basis.						
Licensure Exams	Goal: Highest Student Achievement Indicator: Evidence of Student Achievement SI#8: Achieving world-class, nationally recognized institutions of higher learning by improving ... performance and accountability.	Level of achievement by our students on licensure examinations .	Pass rate on licensure/certification exams , for the first sitting.		Proportion of test takers who pass required licensure within a timeframe appropriate to the discipline.	Proportion of test takers who pass licensure tests within a time frame appropriate to the discipline.		
Graduate Earnings	Goal: A Skilled Workforce ; Indicator: Evidence of Employment and Earnings SI#8: ...improving ... performance, and accountability.		Of the prior year graduates remaining in Florida, the percent employed at \$22,000 or more, one year after graduation . Of those graduates remaining in Florida, the percent employed at \$22,000 or more, five years following graduation.		Proportion of bachelor graduates not enrolled in further education who are employed in Florida and earning above determined thresholds within 1 year of graduation .	Proportion of bachelor graduates not enrolled in further education who are employed in Florida and earning above determined thresholds within one year of graduation .		Number and percent of students whose earnings are within ranges established as appropriate for baccalaureate degree; categories and ranges identified by decisions of Workforce Estimating Conference.
Preparation for and Placement	SI#8: ...improving ... performance, and		Number and percentage of baccalaureate degree				[I.B. Meeting Statewide	

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in Targeted Occupations and Professions	accountability.		recipients found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list.				Professional and Workforce Needs: I.B.1. Critical Needs: Education I.B.2. Critical Needs: Health Professions I.B.3. Economic Development: Emerging Technologies I.B.4 Economic Development: High-Wage/High-Demand Jobs I.B.5. Educated Citizenry/ Workforce]	
Return on Investment	Legislative Goal: Quality, Efficient Services; Indicator: Evidence of Return on Investment SI#8: ...improving ... funding, performance, and accountability.				Return-on-investment index that captures the economic impact of the SUS on Florida.	Return-on-Investment index that captures the economic impact of the SUS on Florida.		Show university return on investment as a ratio of the educational outcome represented by earning a degree divided by the money used to achieve the

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								learning outcome.
Credit Hours to Degree	Goal: Quality, <u>Efficient Services</u> Indicator: Evidence of Return on Investment SI#8: ...improving ... performance, and accountability.		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.		Percent of graduates completing programs within 115% of required hours.	Percent of graduates completing programs within 115% of required hours.		
Research Expenditures From External Sources	Goal: Quality, Efficient Services; Indicator: Evidence of Return on Investment SI#8: ...improving ... funding, performance, and accountability.	Contract and Grant Expenditures. Federal Contract and Grant Expenditures.	Externally generated research and training grant funds (federal, state, local, business, and industry) per state-funded faculty member.		Research expenditures from external sources per ranked faculty member.	Research expenditures from external sources per ranked faculty.	[I.C. Building world-class academic research capacity and nationally recognized programs. I.C.2. <u>Research Expenditures – Contracts and Grants</u>]	
Customer Satisfaction	SI#8: ...improving ... performance, and accountability.	Surveys of graduating seniors, alumni, and employers at intervals of five,	For IFAS only, the percent of Public Service projects where the beneficiary <u>satisfied</u> with the extension assistance.			[Participation of SUS institutions in the <u>National Survey of Student Engagement</u> .]		

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<p align="center">Satisfaction of Alumni</p> <hr style="border-top: 1px dashed black;"/> <p align="center">Satisfaction of Employers</p>		<p>ten, and fifteen years to determine level of satisfaction of the undergraduate programs and students success in the private sector and in life generally.</p>				<p>[Monitoring and reporting on surveys of employer satisfaction with SUS graduates.]</p>		
<p align="center">Recognition of Programs/ Institutions</p>	<p>SI#8: Achieving world-class, nationally recognized institutions of higher learning by improving access, funding, performance, and accountability.</p>	<p>Citation Indices. Major National and International Awards.</p>	<p>Average number of articles in Institute for Scientific Information Publication Count per ranked faculty member.</p>				<p>[I.C. Building world-class academic research capacity and nationally recognized programs.</p> <p>I.C.1. Association of American Universities (AAU) Membership.</p> <p>I.C.2. Research Expenditures – Contracts and Grants</p> <p>I.C.3. National Research Council Rankings.</p> <p>I.C.4. Centers of</p>	

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							Excellence. I.C.5. Other Forms of National Recognition.]	
Student Course Loads				Number and percentage of students who carry 15-hour course loads.				
Faculty Instructional Effort			Of the total lower level instructional effort by level, the percent of effort provided by faculty. Of the total upper level instructional effort by level, the percent of effort provided by faculty. Of the total graduate level instructional effort by level, the percent of effort provided by faculty.	Number and percentage of tenured faculty who teach 3 courses per semester.				
Public Service			Of the total faculty effort allocated for Public Service, the percentage devoted to public schools.					