

**DRAFT  
GOALS  
OF INTEREST TO SUS/BOG  
STRATEGIC PLANNING**

#	SOURCE	LOCUS	OUTPUT GOALS	INPUT GOALS	PERFORMANCE METRIC GOALS
<b>NATIONAL/REGIONAL</b>					
1	Federal Department of Education 2002-2007 Strategic Planning – Strategic Goal 5 – Enhance the Quality of and Access to Postsecondary Education and Adult Education	National	5.1 Reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all.  5.5 Enhance the literacy and employment skills of American adults.	5.2 Strengthen accountability of postsecondary institutions. 5.3 Establish effective funding mechanisms for postsecondary education. 5.4 Strengthen Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities.	
2	Higher Education Reauthorization Act Goals (Reauthorizes 1965 Act)	National	<b>(SEE ATTACHMENT A for further details by goal)</b> <ul style="list-style-type: none"> <li>• Increase flexibility and local control.</li> <li>• Increase information and options for parents.</li> <li>• Improve the performance of all high school students.</li> <li>• Improve teacher and principal quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the quality of and access to postsecondary and adult education.</li> <li>• Strengthen accountability of postsecondary institutions.</li> <li>• Establish effective funding mechanisms for postsecondary education.</li> <li>• Strengthen HBCUs, HSIs, and TCUs.</li> <li>• Develop and maintain financial integrity and management and internal controls.</li> <li>• Manage information technology resources using electronic communication and record storage, to improve services for our customers and partners.</li> <li>• Modernize the Federal Student Aid programs and reduce their high-risk status.</li> <li>• Achieve budget and performance integration to link funding decisions to results.</li> </ul>	

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				<ul style="list-style-type: none"> <li>• Link Federal education funding to accountability for results.</li> <li>• Encourage the use of scientifically based methods within Federal education programs.</li> <li>• Leverage the contributions of community- and faith-based organizations to increase the effectiveness of Department programs.</li> </ul>	
3	Southern Association of Colleges and Schools (SACS) – Accreditation Standards	Regional	<b>NOTE:</b> SACS has significantly revised its accreditation process. It reduced the number of standards from over 450 to approximately 80. It grouped the standards in three major categories: 1) Core Requirements, 2) Comprehensive Standards, and 3) Federal Mandates. (SEE ATTACHMENT B , a 16-page overview of SACS accreditation, for a more complete explanation that has not been put into this table format.)		
4	Specialized accreditation through various recognized organizations for disciplines such as nursing, engineering, business, teaching, etc.		<b>NOTE:</b> Individual disciplines have distinct accreditation standards that are not enumerated in this table.		
<b>STATE</b>					
5	K-20 Legislative Policy 1000.02(1), F.S.	Statewide	<ul style="list-style-type: none"> <li>• To provide for the decentralization of authority to the schools, community colleges, universities, and other education institutions that deliver educational services to the public.</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students.</li> </ul>	

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				<ul style="list-style-type: none"> <li>• To promote enhanced academic success and funding efficiency of educational delivery systems by aligning responsibility with accountability.</li> <li>• To provide consistent education policy across all educational delivery systems, focusing on students.</li> <li>• To provide substantially improved articulation across all educational delivery systems.</li> <li>• To ensure that independent education institutions and home education programs maintain their independence, autonomy, and nongovernmental status.</li> </ul>	
6	K-20 Guiding Principles 1000.02(2), F.S.	Statewide		<ul style="list-style-type: none"> <li>• A coordinated, seamless system for kindergarten through graduate school education:</li> <li>• A system that is student-centered in every facet.</li> <li>• A system that maximizes education access and allows the opportunity for a high quality education for all Floridians.</li> <li>• A system that safeguards equity and supports academic excellence.</li> <li>• A system that provides for local operational flexibility while promoting accountability for student achievement and improvement.</li> </ul>	

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7	Mission of Florida's K-20 education system 1000.03(4), F.S.	Statewide		<ul style="list-style-type: none"> <li>To allow its students to increase their proficiency by allowing them the opportunity to expand their knowledge and skills through adequate learning opportunities in accordance with the mission statement and accountability requirements of 1008.31, F.S.</li> </ul>	
8	Priorities of Florida's K-20 education system 1000.03(5), F.S.	Statewide	<ul style="list-style-type: none"> <li>Learning and completion at all levels, including increased high school graduation rate and readiness for postsecondary education without remediation.--All students demonstrate increased learning and completion at all levels, graduate from high school, and are prepared to enter postsecondary education without remediation.</li> <li>Student performance.--Students demonstrate that they meet the expected academic standards consistently at all levels of their education.</li> <li>Educational leadership.--The quality of educational leadership at all levels of K-20 education is improved.</li> </ul>	<ul style="list-style-type: none"> <li>Alignment of standards and resources.--Academic standards for every level of the K-20 education system are aligned, and education financial resources are aligned with student performance expectations at each level of the K-20 education system.</li> <li>Workforce education.--Workforce education is appropriately aligned with the skills required by the new global economy.</li> <li>Parental, student, family, educational institution, and community involvement.--Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students. Therefore, the State of Florida cannot be the guarantor of each individual student's success. The goals of Florida's K-20 education system are not guarantees that each individual student will succeed or that each individual school will perform at the level indicated in the goals.</li> </ul>	

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9	State Legislation - - 4 goals of education	State Board of Education (1008.31(3), F.S.)	<ul style="list-style-type: none"> <li>• Highest Student Achievement</li> <li>• Skilled Workforce and Economic Development</li> </ul>	<ul style="list-style-type: none"> <li>• Seamless Articulation &amp; Maximum Access</li> <li>• Quality Efficient Services</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation or completion rates at all learning levels</li> <li>• Percentage of students who demonstrate readiness for the educational level they are entering</li> <li>• Number and percentage of students needing remediation</li> <li>• Percentage of Floridians who complete associate, baccalaureate, professional, and postgraduate degrees</li> <li>• Number and percentage of credits that articulate</li> <li>• Extent to which each set of exit-point requirements matches the next set of entrance-point requirements</li> <li>• Number and percentage of graduates employed in their areas of preparation</li> <li>• Percentage of Floridians with high school diplomas and postsecondary education credentials</li> <li>• Percentage of business and community members who find that Florida's graduates possess the skills they need</li> <li>• Cost per completer or graduate</li> <li>• Average cost per noncompleter at each educational level</li> <li>• Cost disparity across institutions offering the same degrees</li> <li>• Percentage of education customers at each educational level who are satisfied with the education provided</li> </ul>
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10	State Board of Education Strategic Plan - - 8 Imperatives	K-20	<ul style="list-style-type: none"> <li>• Increasing the Supply of Highly Qualified K-12 Instructors</li> <li>• Applying Existing Academic Standards at All Levels Consistently</li> <li>• Increasing Rates of Learning and Completion at All Levels, Especially in High School, and Raising the Proportion of K-12 Graduates, Particularly Low-Income and Minority Students, Who enter Postsecondary Education Without Remediation</li> </ul>	<ul style="list-style-type: none"> <li>• Improving the Quality of Educational Leadership at All Levels</li> <li>• Setting and Aligning Academic Standards for Every Level of the K-20 Education System</li> <li>• Appropriately Aligning the Workforce's Education With the Skill Requirements of the New Economy</li> <li>• Aligning Financial Resources With Performance Expectations at Each Level of the K-20 Education System</li> <li>• Achieving World-Class, Nationally Recognized Institutions of Higher Learning by Improving Access, Funding, Performance, and Accountability</li> </ul>	
11	State Comprehensive Plan, 187.201, F.S.		Does not actually speak to education <b>ATTACHMENT C</b> is the State Comprehensive Plan		
<b>HIGHER EDUCATION</b>					
12	State University System Master Plan 1998-2003	SUS	<ul style="list-style-type: none"> <li>• To increase degree production at all levels;</li> <li>• To solve critical problems in Florida;</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the quality of undergraduate education</li> <li>• To provide adequate access to undergraduate and graduate education;</li> <li>• To enhance graduate education and research;</li> <li>• To enhance public-private partnerships to preserve and improve quality within the SUS, and to better serve Florida business, industry and government;</li> <li>• To develop and implement creative and cost-effective programs to increase efficiency without sacrificing quality;</li> </ul>	<ul style="list-style-type: none"> <li>• By 2003, the State University System shall increase baccalaureate degree production to at least 93%, and master's and doctoral degree production to at least 85% of the national average (per 100,000 18-44 year-olds).</li> <li>• During the next five years, the SUS should work to increase state and local government support for university research and development by 25%, and industry support by 50%, while maintaining competitiveness in federal support.</li> </ul>

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				<ul style="list-style-type: none"> <li>• To establish a stable, reliable source of state funding;</li> <li>• To enhance public education at all levels;</li> <li>• To broaden education, research, and advisement support through the use of information technology;</li> <li>• To provide accessibility to state university programs and services for all students;</li> <li>• To increase on-campus residential opportunities for undergraduate students.</li> </ul>	<ul style="list-style-type: none"> <li>• It shall be an objective of the State University System to increase the capacity for on-campus residency for freshmen and sophomore students at state universities to 55% by 2003, and to 57% by 2010.</li> </ul>
13	<p>State University Accountability Process 1008.46 Performance-Based Budgeting Process 216.011(1)</p> <p>NOTE: K-20 accountability process was launched as a major project in August. In addition to K-20 overall accountability goals, each sector is developing goals and measures. It is premature to articulate the university sector goals emanating from that process in this document. However, the BOG Accountability Committee is trying to closely align with the K-20 and university sector goals.</p>	SUS			<p><b>Instruction Program</b></p> <ul style="list-style-type: none"> <li>• Graduation rate of first-time-in-college (FTIC) students, using a 6-year rate</li> <li>• Retention rate of first-time-in-college (FTIC) students, using a 6-year rate</li> <li>• Graduation rate of AA transfer students, using a 4-year rate</li> <li>• Retention rate of AA transfer students, using a 4-year rate</li> <li>• Percentage of students graduating with total accumulated credit hours that are less than or equal to 115% of the degree requirement, disaggregating the data by FTIC and AA transfers</li> <li>• Pass rate on licensure/certification exams, for the first sitting</li> <li>• Of the prior year graduates remaining in Florida, the percentage employed at \$22,000 or more 1 year after graduation</li> </ul>

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					<ul style="list-style-type: none"> <li>• Of those graduates remaining in Florida, the percentage employed at \$22,000 or more 5 years after graduation</li> <li>• Percentage of undergraduate students enrolled in graduate school upon completion of the baccalaureate</li> <li>• Number of baccalaureate degrees granted</li> <li>• Number of masters degrees granted</li> <li>• Number of professional degrees granted</li> <li>• Number of doctoral degrees granted</li> <li>• Of the total lower level instructional effort, the percentage of effort provided by faculty</li> <li>• Of the total upper level instructional effort, the percentage of effort provided by faculty</li> <li>• Of the total graduate level instructional effort, the percentage of effort provided by faculty</li> <li>• Percentage of qualified Florida students, those applicants meeting admission standards, admitted as FTIC students</li> <li>• Number/percent of student profile assessments who are out-of-state students</li> <li>• Percent of FTIC students admitted as student profile assessments</li> </ul>
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					<ul style="list-style-type: none"> <li>• 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</li> <li>• Percent of undergraduate students at each university classified as out-of-state (new for 2002-03)</li> <li>• Number of undergraduate out-of-state students above 10% of all undergraduate students (new for 2002-03)</li> <li>• Percent of out-of-state students admitted who do not meet FBE admission standards (new for 2002-03)</li> </ul> <p><b>Research Program</b></p> <ul style="list-style-type: none"> <li>• Externally generated research and training grant funds (federal, state, local, business, and industry) per state-funded ranked faculty full-time equivalent</li> <li>• Average number of articles in Institute for Scientific Information publication count per ranked faculty</li> </ul> <p><b>Public Service Program</b></p> <ul style="list-style-type: none"> <li>• For IFAS only, the percent of public service projects where the beneficiary is satisfied or highly satisfied with the extension assistance</li> <li>• Of the total faculty effort allocated for public service, the percent devoted to public schools</li> </ul>
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					<p><b>Administration and Support Program</b></p> <ul style="list-style-type: none"> <li>• Percent of Division of Colleges and Universities Administration and Support Costs and Positions compared to total State University System costs and positions (new for 2002-03)</li> </ul>
14	Higher Education Funding Advisory Council recommendations (12/02)	State	<ul style="list-style-type: none"> <li>• Increase the production of quality baccalaureate degrees to the national average using a creative and diverse delivery system. <ul style="list-style-type: none"> <li>○ Target critical needs.</li> <li>○ Increase fiscal resources.</li> <li>○ Encourage increased use of 2+2 process.</li> <li>○ Implement proven recruitment and retention strategies.</li> <li>○ Recover students who have left the system.</li> <li>○ Expand joint use agreements and other partnerships among community colleges and public, private, and independent universities.</li> <li>○ Approve community college baccalaureate programs in disciplines with critical shortages.</li> <li>○ Evaluate the need for establishing additional capacity by new institutions, branch campuses, distance learning, or other mechanisms; create a mechanism to publicize and advance efficiencies implemented by institutions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Allow tuition and fee flexibility to move to the national average of public institutions. <ul style="list-style-type: none"> <li>○ Proposals for increases should be tied to mission of the institutions and recognize state goals for improving quality and expanding access.</li> <li>○ Institutions should submit a tuition and fees plan for approval by SBE. Plans need not be limited to across-the-board increases.</li> <li>○ Allow different tuition levels for different programs.</li> <li>○ Use tuition rate incentives to encourage students to accelerate their progress.</li> <li>○ Charge more for excess hours beyond graduation requirements.</li> <li>○ Require institutions to fund need-based financial aid programs.</li> <li>○ Offer incentives for 2+2 and off-peak enrollment to make better use of staff and facilities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Award 15,000 degrees annually over and above the increases already expected in public, private, and independent institutions.</li> <li>• By 2008, increase by 15% the number of highly skilled graduates and placements in targeted career and technical programs.</li> <li>• Increase by 15% the number of adult general education graduates who pursue postsecondary education. <ul style="list-style-type: none"> <li>○ Requires an annual increase in enrollment of 12,000 students in career and technical education, and 15,000 students in adult education.</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>• Increase the production of quality graduates using a creative and diverse delivery system that includes all sectors and emphasizes targeted occupational areas.             <ul style="list-style-type: none"> <li>○ Include public, private, and independent delivery systems.</li> <li>○ Increase fiscal resources</li> <li>○ Increase recruitment efforts especially for:                 <ul style="list-style-type: none"> <li>▪ High school graduates in targeted fields using dual enrollment and established career paths</li> <li>▪ Recent high school dropouts</li> <li>▪ Unemployed and underemployed adults in high-skill technical education programs</li> <li>▪ Adult education students in high-skill technical education programs</li> </ul> </li> <li>○ Implement proven strategies for acceleration, recruitment, and retention; focus retention efforts on students early in postsecondary years</li> <li>○ Provide need-based financial assistance to non-traditional students</li> <li>○ Create a mechanism to publicize and advance efficiencies implemented by institutions</li> </ul> </li> <li>• Pursue a strategy of related, value-added projects to increase Florida's R&amp;D capacity and visibility in public, private, and independent sectors.</li> </ul>	<ul style="list-style-type: none"> <li>○ Offer block tuition rates.</li> <li>○ Refund out-of-state differentials for out-of-state students who obtain employment and remain in Florida after graduation.</li> <li>• Honor existing commitments and re-price and/or restructure future contracts to accommodate different tuition assumptions.             <ul style="list-style-type: none"> <li>○ Encourage participation in section 529 college savings programs.</li> <li>○ Commission a study to compare Florida's program with those of other states.                 <ul style="list-style-type: none"> <li>▪ Study must describe a transitional program; may recommend scholarship options for needy families and institution-based programs.</li> <li>▪ Study should be available for the 2003 Legislature.</li> </ul> </li> </ul> </li> <li>• Index Academic Scholarship to statewide average university tuition and required fees. Index remaining two awards to the statewide average community college tuition and required fees.             <ul style="list-style-type: none"> <li>○ Phase in changes to honor current expectations of current high school students.</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>○ Funding should allow the state to focus on both general research and development activities and specific programs.</li> <li>○ Efforts should build on existing institution strengths and foster collaboration between institutions and private interests.</li> <li>○ Implement the SBE Strategic Imperative Eight Programs of Prominence project and the Governor's Emerging Technology Commission Centers of Excellence Program.</li> <li>○ Target areas of critical need for increased baccalaureate production that will also have a positive impact on R&amp;D.</li> <li>○ Focus on individual strengths by institution and resist attempts to duplicate programs.</li> <li>○ Increase number of graduate students in targeted research fields, and increase their financial support including out-of-state fee waivers.</li> <li>○ Build on state assets such as oceanographic, environmental, and aerospace programs; proximity to Latin America; and health sciences.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use any savings realized because of changes in Bright Futures for need-based financial aid.</li> <li>○ Continue to offer both Bright Futures and the Florida Resident access Grant (FRAG) to eligible students at independent institutions.</li> </ul>	
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		<ul style="list-style-type: none"> <li>○ Increase collaboration among and between public nonpublic institutions, the private sector generally, and entities such as Enterprise Florida and the Florida Research Council.</li> <li>○ Use strengths of each university to improve technology transfer.</li> <li>○ Create mechanism to publicize and advance efficiencies implemented by institutions to create a Florida-wide R&amp;D picture.</li> <li>● Increase state financial aid available to students who have need.             <ul style="list-style-type: none"> <li>○ Require public institutions to create need-based programs and dedicate revenues of at least 20 percent of tuition and fee increases; encourage independent institutions to adopt the same policy.</li> <li>○ Use any savings realized because of this change for need-based financial aid.</li> <li>○ Provide need-based financial aid to students seeking technical certificates.</li> <li>○ Create a program of financial aid for non-traditional and part-time students.</li> </ul> </li> <li>● Meet statutory requirements in phases - - based on reasonable expectations - - and tie K-20 accountability to performance-based funding.</li> </ul>		
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			<ul style="list-style-type: none"> <li>○ Performance-based funding requirements for all systems should balance accountability requirements with sector goals.</li> <li>○ Include at least the following components of performance funding:             <ul style="list-style-type: none"> <li>▪ Combine K-20 and sector-specific performance expectations,</li> <li>▪ Recognize improved performance and sustained high performance, and</li> <li>▪ Provide initiative and incentive funding directly to institutions and students</li> </ul> </li> <li>○ Phase in the requirements based on reasonable expectations about meeting and reporting performance goals</li> <li>○ When an institution (or local educational agency) fails to earn all of the dedicated performance funds, require the institution to prepare an improvement plan for SBE approval, and then allow the use of the funds to implement the approved plan</li> <li>○ Budgets should reflect "student-centered" principle espoused by the SBE.</li> </ul>		
			<p>Minority Report also issued from Stan Tait - - Prepaid Tuition Program</p>		

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15	Board of Governors Goals	Public Universities	<p>Board of Governors adopted goals at the July 2003 meeting</p> <ul style="list-style-type: none"> <li>• Grant additional tuition authority and flexibility to the universities.</li> <li>• Develop a funding formula that recognizes the differing missions of the universities.</li> <li>• Develop strategic plan for Board of Governors and universities.</li> <li>• Develop accountability system for universities that supports the funding formula.</li> </ul>		
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