Table of Contents

Introduction

This 2003 Accountability Report is submitted pursuant to the requirements of Section 1008.46, Florida Statutes, which requires that the State Board of Education submit data on performance measures and standards after consultation with the Legislature and the Executive Office of the Governor. The full text of Section 1008.46 follows.

> 1008.46. State university accountability process.--It is the intent of the Legislature that an accountability process be implemented that provides for the systematic, ongoing evaluation of quality and effectiveness of state universities. It is further the intent of the Legislature that this accountability process monitor performance at the system level in each of the major areas of instruction, research, and public service, while recognizing the differing missions of each of the state universities. The accountability process shall provide for the adoption of systemwide performance standards and performance goals for each standard identified through a collaborative effort involving state universities, the Legislature, and the Governor's Office. These standards and goals shall be consistent with s. 216.011(1) to maintain congruity with the performance-based budgeting process. This process requires that university accountability reports reflect measures defined through performance-based budgeting. The performance-based budgeting measures must also reflect the elements of teaching, research, and service inherent in the missions of the state universities.
>
> (1) By December 31 of each year, the State Board of Education shall submit an annual accountability report providing information on the implementation of performance standards, actions taken to improve university achievement of performance goals, the achievement of performance goals during the prior year, and initiatives to be undertaken during the next year. The accountability reports shall be designed in consultation with the Governor's Office, the Office of Program Policy Analysis and Government Accountability, and the Legislature.
>
> (2) The State Board of Education shall recommend in the annual accountability report any appropriate modifications to this section.
>
> History.-- s. 393, ch. 2002-387.

The 2003 legislature appropriated $2.68 billion for the operations of the universities. The universities strive to be accountable for the efficient and effective delivery of services to the public. In addition to the performance measures enacted by the Legislature in both the General Appropriations Act and the Implementing Bill, the state universities are subject to state and federal requirements relating to financial and program audits on a regular basis. They must also meet the requirements of the various accrediting organizations to demonstrate performance in learning outcomes and program delivery.

Recommended Modifications

The 2003 Legislature passed HB 915, relating to K-20 accountability. The purpose was to make a unified accountability system for the K-20 education system that met with the accountability requirements of the "No Child Left Behind Act of 2001." Along with a methodology to measure achievement in various aspects of education, the legislation called for the development of a formula for performance-based funding.

To comply with the requirements of HB 915, the Commissioner of Education appointed an accountability task force that included a diverse group of members from all facets of education. This group was to make recommendations for the K-20 accountability system. With input from the Chancellors, sector task force groups were also appointed for the K-12, workforce education, community college, and university sectors. These sector task forces were to support the K-20 task force and create sector specific guiding principles for the development of accountability measures, sector appropriate accountability measures, and performance funding formulae.

A series of meetings were held between July and October of the K-20 task force and the sector task forces. Efforts to obtain a consensus on appropriate accountability measures were substantial. A final report on the process and outcome is published on the web site www.k20accountability.org. The Board of Governors is also reviewing performance measures for the universities.

With a goal of seeing the measures emanating from the K-20 Accountability Task force per statutory requirement, and those being considered by the Board of Governors merged into a cohesive and meaningful accountability system, the Division of Colleges and Universities recommends that, once finalized, the measures that emerge from these mutually important processes be substituted for the current GAA measures in order to avoid the diffusion of focus that stems from duplication.

Performance Measures in Fiscal Year 2003-04

Output and outcome measures were adopted in the fiscal year 2003-04 General Appropriations Act and Implementing Bill relating to teaching, research, and public service functions of the state universities. In addition to the performance measures, a standard for each measure was also included in the General Appropriations Act and Implementing Bill. In general, the Legislature set the standards at levels just beyond the systemwide level of performance at the time the measure was established. The standards have been adjusted by the Legislature as performance has improved and data issues resolved. The measures for 2002-03 are:

Instruction Program

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

Research Program

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

Public Service Program

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

Fiscal Year 2002-03 Implementing Bill
Performance Measures

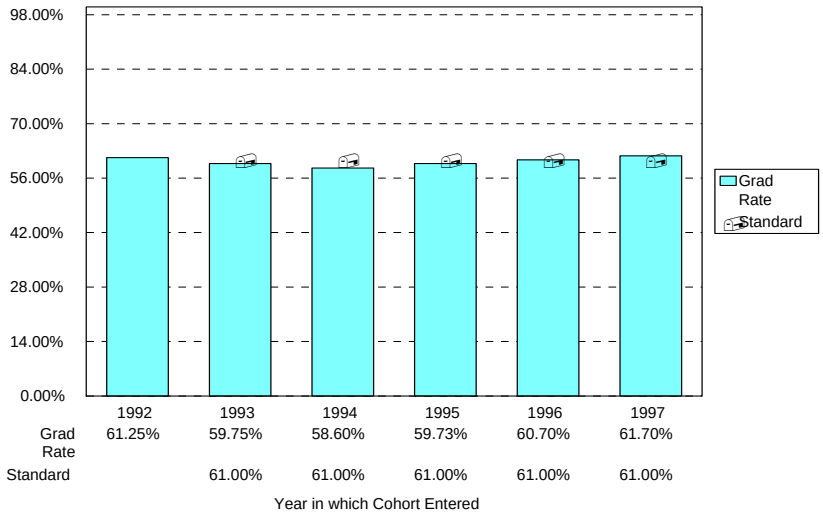
Measure:

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

Purpose of Measure:

This measure is designed to monitor the efficiency with which students progress towards degree completion. The six-year FTIC graduation rate is calculated by tracking, over a period of six years, a cohort of first-time-in-college students who enter in either the summer term or fall term of a given year and determining how many of that original cohort graduated during the six-year period.

Figure 1.
FTIC 6-Year Graduation Rates



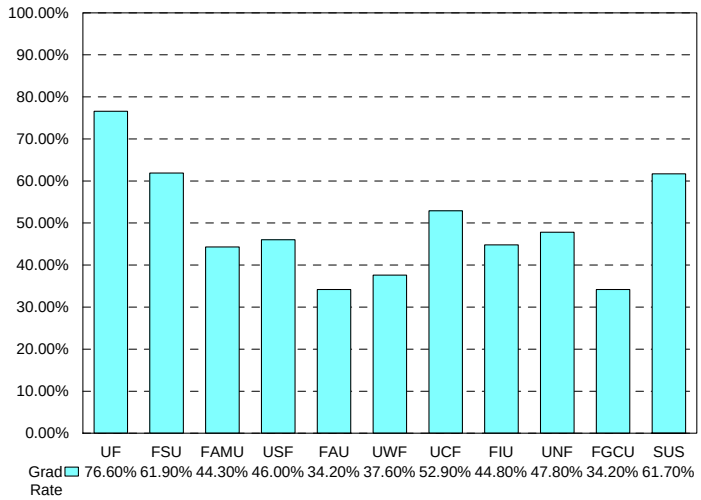
Performance trend and current status:

The standard for the FTIC graduation rate has remained at 61% over the past five years (see Figure 1). While the graduation rate for the State University System has fluctuated over the years, its range has been minimal, from a low of 58.6% for the 1994 cohort to a high of 61.7%, for the most recent cohort of 1997.

Figure 2 depicts the most recent (1997 cohort) six-year FTIC graduation rate data for each university.

Differences from one university to another reflect, in part, the differences from one

Figure 2. FTIC 6-Year Graduation Rates
University Performance, 1997 Cohort



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.

Many of the universities, in recent years, have developed mentoring, advising, 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.

Performance Area: Instruction Program

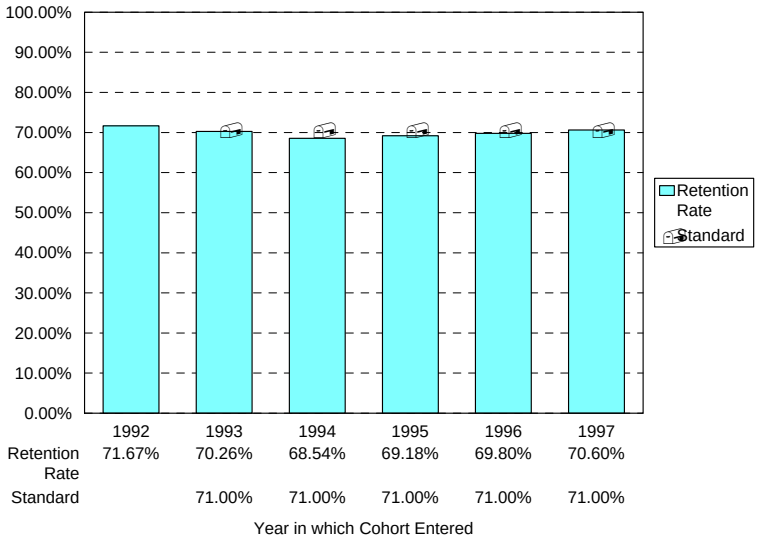
Measure:

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

Purpose of Measure:

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

Figure 3.
FTIC 6-Year Retention Rates



Performance trend and current status:

Figure 3 displays the system-wide six-year FTIC retention rate. The standard for the FTIC retention rate has remained at 71% over the years. Meanwhile, the actual FTIC retention rate has ranged from a low of 68.54% for the cohort 1994 to a high of 71.67% for the cohort 1992. The current retention rate of 70.6% is within that range.

Figure 4. FTIC 6-Year Retention Rates
University Performance, 1997 Cohort

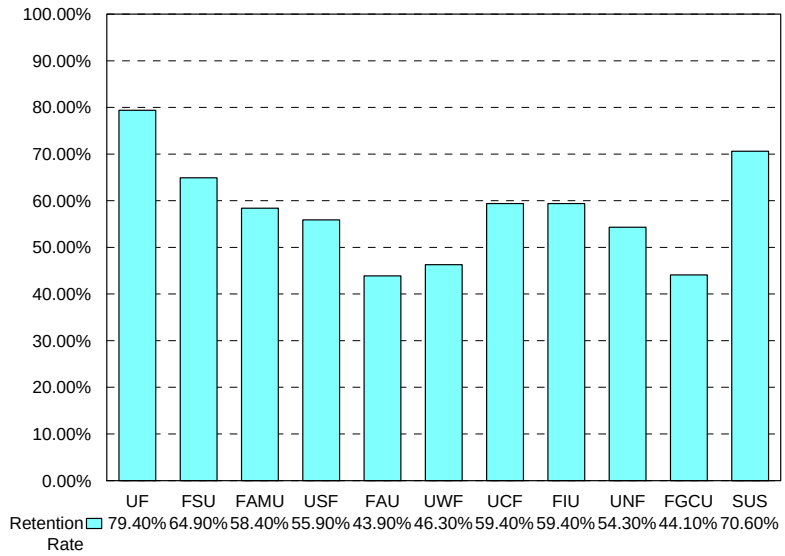


Figure 4 depicts the six-year FTIC retention rate of each university for the 1997 cohort. Florida Gulf Coast University had opened in 1996 and this is the first year for which a six-year retention rate can be documented. Similar to the

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. National studies, however, have shown that part-time students tend to drop-out at higher rates than do full-time students. Thus, a larger proportion of part-time students in the system from one year to another could be partially responsible for declining retention rates.

Many of the universities, in recent years, have developed mentoring, advising, 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.

Performance Area: Instruction Program

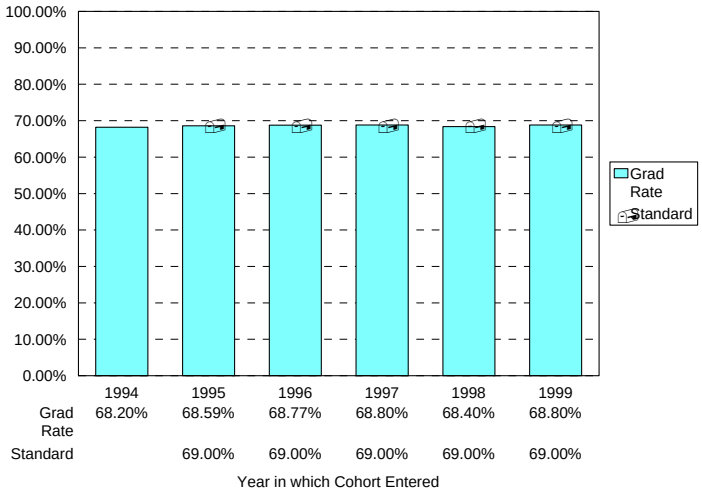
Measure:

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

Purpose of Measure:

This measure is designed to monitor the efficiency with which students progress towards degree completion. Similar to the FTIC graduation rate, the AA transfer graduation rate is calculated by tracking, over a period of four years, a cohort of students who have graduated from a Florida community college with an associate of arts (AA) degree and who enter a state university in either the summer term or fall term of a given year. The graduation rate is the percentage of the original cohort who has graduated during the four-year period.

Figure 5.
AA-Transfer Graduation Rates



Performance trend and current status:

Figure 5 displays changes in the four-year FTIC graduation rate along with the 2000-01 through 2003-04 performance standards. The standard for the AA transfer graduation rate has remained at 69% over the past five years. Meanwhile, the actual AA transfer graduation rate hovers between a low of 68.20% for the 1994 cohort to 68.80% for the most recent cohort.

Figure 6. AA-Transfer Graduation Rates
University Performance, 1999 Cohort

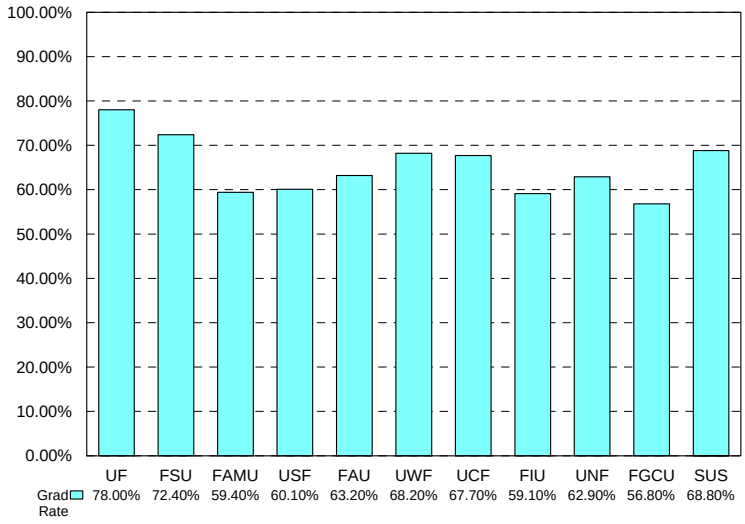


Figure 6 depicts the four-year AA transfer graduation rates of the 1999 cohort for the individual universities. As the proportion of residential students in

the system total becomes smaller and smaller, the system-wide graduation rate may continue to decline unless it is offset by other factors to improve retention and graduation rates.

Many of the universities, in recent years, have developed mentoring, advising, and many other programs to help students with academic problems as well as social issues. The main focus of several such programs is to make the university campus more hospitable and to provide an environment in which students are more likely to succeed.

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

Also, Florida has one of the most developed articulation systems for community college to university transfer of any other state. As procedures for articulation and common core of prerequisites are refined the graduation rate for AA transfers will likely continue to increase.

Performance Area: Instruction Program

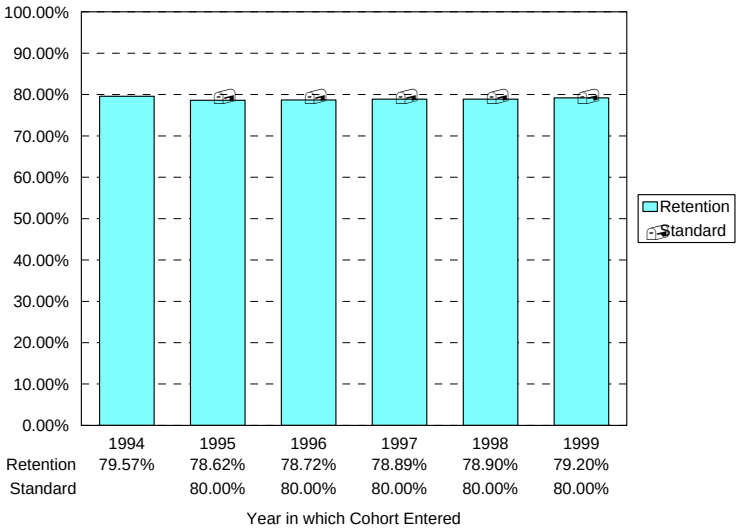
Measure:

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

Purpose of Measure:

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

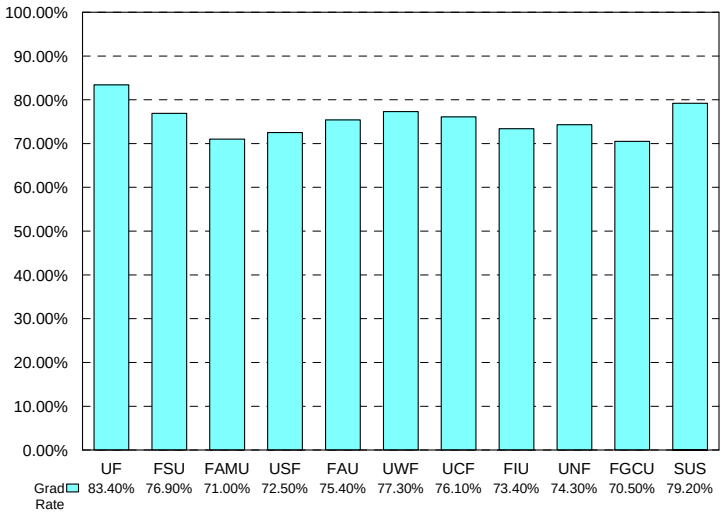
Figure 7.
AA-Transfer Retention Rates



Performance trend and current status:

Figure 7 displays changes in the four-year AA transfer retention rate over the past six years. The standard for the AA transfer retention rate has remained at 80% over the past years. Meanwhile, the actual AA transfer retention rate has hovered around 79%. The most recent cohort, which entered in 1999, has a four-year retention rate of 79.20%.

Figure 8. AA-Transfer Retention Rates
University Performance, 1999 Cohort



As the proportion which residential institutions are of the System total becomes smaller and smaller, the system-wide retention rate may continue to decline unless it is offset by other factors such as initiatives to improve retention and graduation rates.

Figure 8 depicts the four-year AA transfer retention rate of the 1999 cohort for each university. 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.

Many of the universities, in recent years, have developed mentoring and many other programs to help students with academic problems as well as social issues. The main focus of several such programs is to make the university campus more hospitable and to provide an environment in which students are more likely to succeed.

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

Also, Florida has one of the most developed articulation systems for community college to university transfer of any other state. As procedures for articulation and common core of prerequisites are refined the graduation rate for AA transfers will likely continue to increase.

Performance Area: Instruction Program

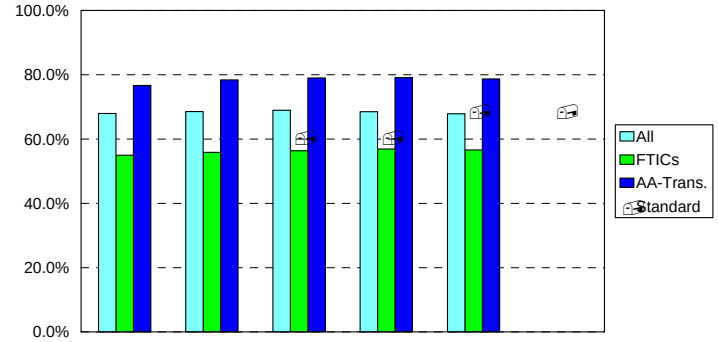
Measure:

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

Purpose of Measure:

The percentage of students graduating with total accumulated credit hours that are less than or equal to 115% 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.

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

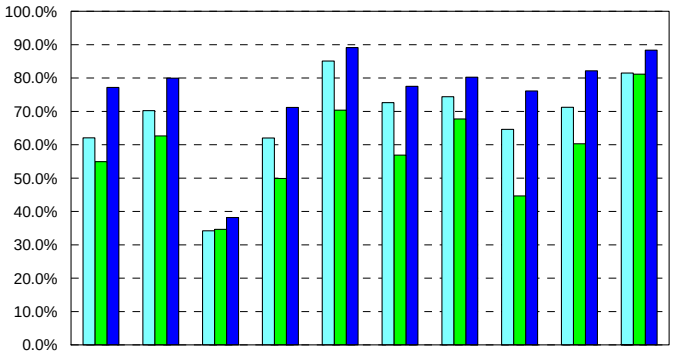


	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
All	67.9%	68.6%	69.0%	68.5%	67.9%	
FTICs	55.0%	55.9%	56.3%	56.9%	56.6%	
AA-Trans.	76.7%	78.4%	79.0%	79.1%	78.7%	
Standard			61.0%	61.0%	69.0%	69.0%

Performance trend and current status:

As can be seen in Figure 9, the standard for the percentage of students graduating within 115% of degree requirements was increased to 69% after remaining at 61% for the prior two years and, unlike the measure, is not disaggregated by FTIC and AA transfers. The proportion of FTIC students graduating with within 115% of degree requirements remained fairly constant at 56.6%. AA transfer students declined very slightly to 78.7% for the 2002-03 academic year. Overall, for the SUS, 67.9% of all students graduated within 115% of degree requirements.

Figure 10. Percentage of Students Graduating Within 115% of Degree Requirements University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU
All	62.1%	70.2%	34.2%	62.0%	85.1%	72.6%	74.4%	64.6%	71.2%	81.5%
FTICs	54.9%	62.7%	34.6%	49.9%	70.4%	56.9%	67.7%	44.7%	60.3%	81.1%
AA-Trans.	77.2%	80.0%	38.2%	71.2%	89.1%	77.5%	80.3%	76.1%	82.2%	88.3%

As discussed with AA transfer graduation and retention rates, efforts have been underway to improve the preparedness of students entering universities with the development of a common core of prerequisites. Since most of the

excess hours are at the lower level, better prepared AA transfer students are less likely to need additional coursework to complete their degree requirements. Future data will either bear out or refute this analysis. The universities have also 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.

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

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

Performance Area: Instruction Program

Measure:

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

Purpose of Measure:

Data on licensure and certification examinations are maintained by several agencies and organizations outside of the purview of the state universities, including but not limited to, the Department of Business and Professional Regulation (DBPR), the Department of Education (DOE), the Agency for Health Care Administration (AHCA), and the American Bar Association (ABA). Consequently, the Department of Education 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 Department of Education 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% of the examinees report their institution.

Performance trend and current status:

Data are not readily available for this measure.

Performance Area: Instruction Program

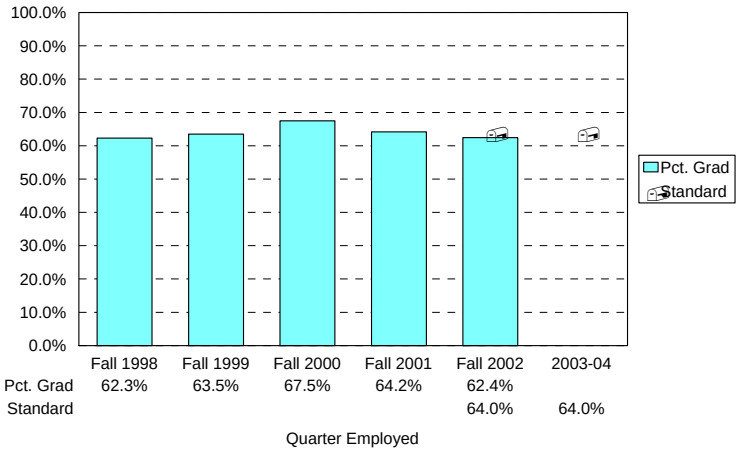
Measure:

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.

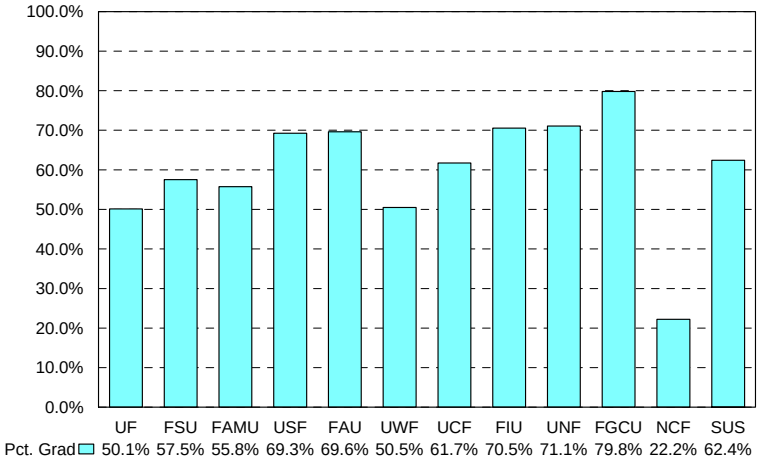
Figure 11.
Baccalaureate Graduates Employed In Florida
Percentage Earning at Least $22,000
One Year After Graduation



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 62.3% of the 1996-97 graduates found employed earning at least $22,000 in the fall 1998 quarter to 64.2% of the 1999-00 graduates found earning at least $22,000 in fall 2001. Graduates in 2000-01 saw earnings decline in fall 2002 where 62.4% earned at least $22,000. A recession that saw increases in the unemployment rate and layoffs is the mostly likely reason for the decline with graduates entering a difficult labor market.

Figure 12. Baccalaureate Graduates Employed In Florida
Percentage Earning at Least $22,000
One Year After Graduation
University Performance, Fall 2002



This measure uses $22,000 as the minimum salary because that was the minimum starting salary for K-12 teachers among the 67 counties of the state. The standard remains at 64% in 2002-03.

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. Variations within the state are likely caused by variations in the cost of living. More urban areas, particularly with commuter universities, such as FIU, USF, and FAU have a higher cost of living and, consequently, wages will be higher.

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 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.

Performance Area: Instruction Program

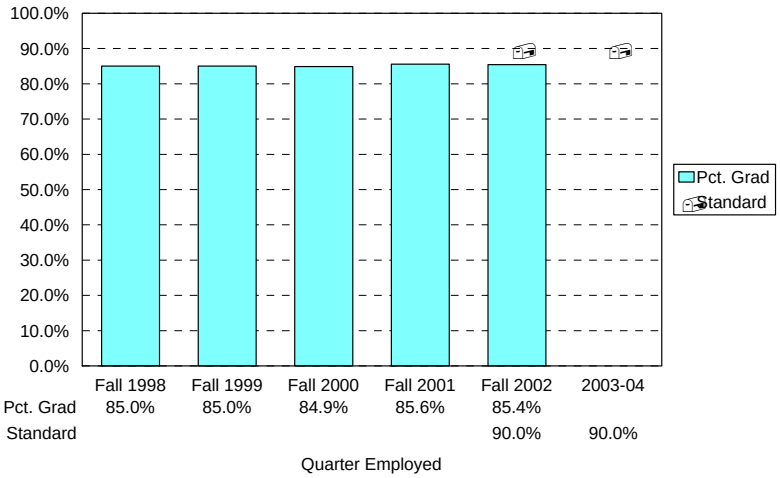
Measure:

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.

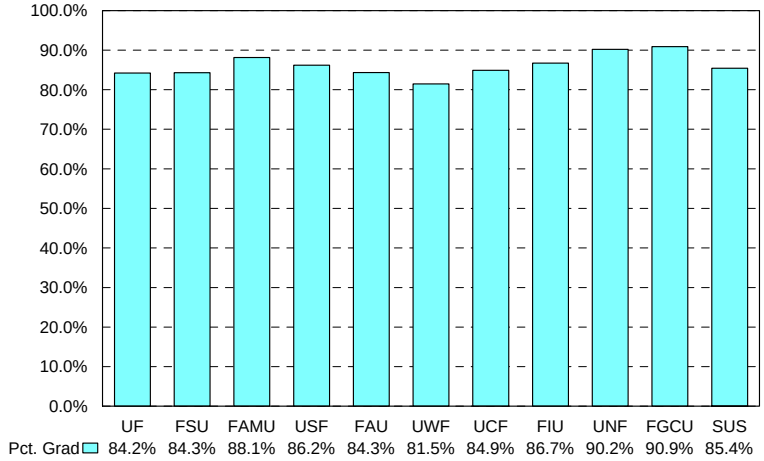
Figure 13.
Baccalaureate Graduates Employed In Florida
Percentage Earning at Least $22,000
Five Years After Graduation



Performance trend and current status:

The percentage of those baccalaureate recipients who are employed in Florida who earn $22,000 or more, five years after graduation, is displayed in Figure 13. The percentage has increased from 85.0% of the 1992-93 graduates found employed earning at least $22,000 in the fall 1998 quarter to 85.4% of the 1996-97 graduates in the fall 2002 quarter.

Figure 14. Baccalaureate Graduates Employed In Florida
Percentage Earning at Least $22,000
Five Years After Graduation
University Performance, Fall 2002



This measure uses $22,000 as the minimum salary because that was the minimum starting salary for K-12 teachers among the 67 counties of the state. The standard has remained at 90% for the past two years.

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. The wide range of differences among universities found one year following graduation has disappeared five years after graduation. Generally, the longer one is in the job market, experience, combined with the degree, is likely to increase overall wages above the minimum of $22,000.

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 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.

Performance Area: Instruction Program

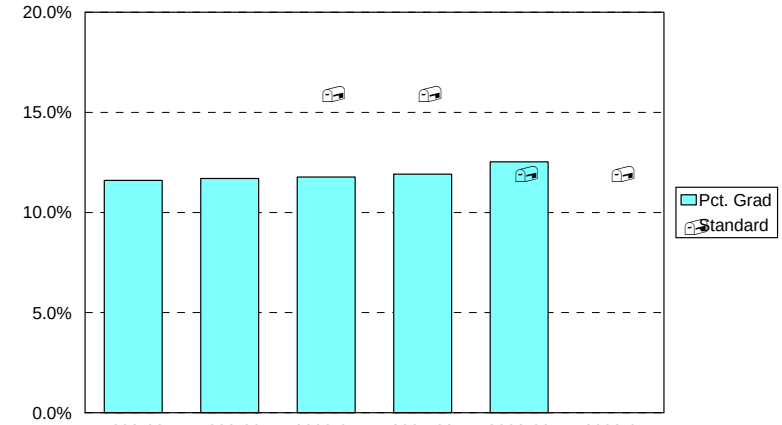
Measure:

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.

Figure 15.
Percentage of Baccalaureate Recipients Enrolled in Graduate School



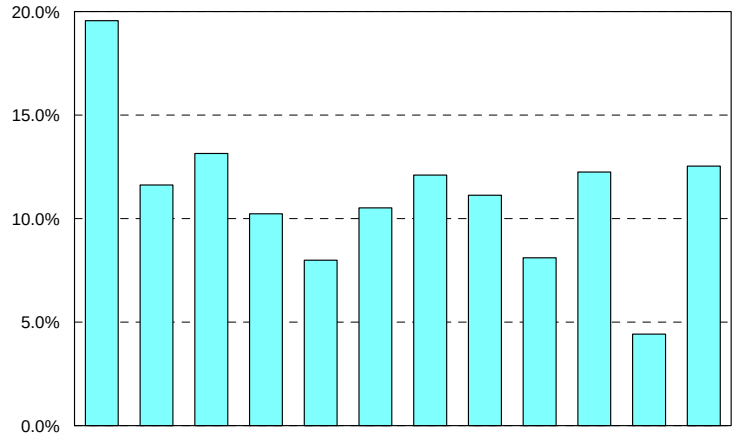
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Pct. Grad	11.6%	11.7%	11.8%	11.9%	12.5%	
Standard			16.0%	16.0%	12.0%	12.0%

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 1998-99, 11.6% of the 1997-98 baccalaureate recipients enrolled in graduate school in a state university. The percentage has risen steadily, reaching 12.5% in 2002-03.

The 16% standard for 2000-01 and for 2001-02 for this measure was set using information from the Florida Education Training and Placement Information Program (FETPIP) which included all baccalaureate recipients who enrolled in a university following receipt of their baccalaureate degree. Such data included students who could be seeking a second

Figure 16. Percentage of Baccalaureate Recipients Enrolled in Graduate School University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Pct. Grad	19.6%	11.6%	13.1%	10.2%	8.0%	10.5%	12.1%	11.1%	8.1%	12.2%	4.4%	12.5%

baccalaureate degree or are merely taking, for example, an art appreciation course for enjoyment. The data displayed represent baccalaureate recipients subsequently enrolled in graduate school in a state university. The standard was lowered to 12% in 2002-03 in recognition of this data situation.

Figure 16 displays, for each university, the percentage of baccalaureate degree recipients enrolled in graduate school in 2002-03 at one of the state universities following receipt of their baccalaureate degree. The University of Florida leads the others with 19.6% of its graduates continuing into graduate school. The remaining universities range from 4.4% for NCF to 13.1% for FAMU. As with earnings data, NCF has the lowest rate of all universities. Unfortunately, data for NCF is scarce given its recent separation from USF.

The rate of entry into graduate school is probably understated for all universities. For one, data only count students who graduate with a baccalaureate degree from the State University System who enter the SUS for graduate school. Data are unavailable for SUS graduates who enter a private college within the state or who leave the state to attend private or public universities. With graduate tuition waivers and stipends, students are have no economic incentive to remain in the state and can freely opt for any location.

Performance Area: Instruction Program

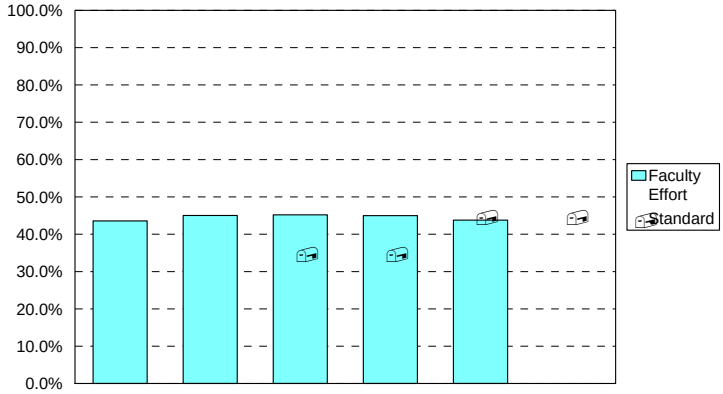
Measure:

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

Purpose of Measure:

The 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. 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.

Figure 17.
Percentage of Lower Level Instructional Effort Provided by Faculty



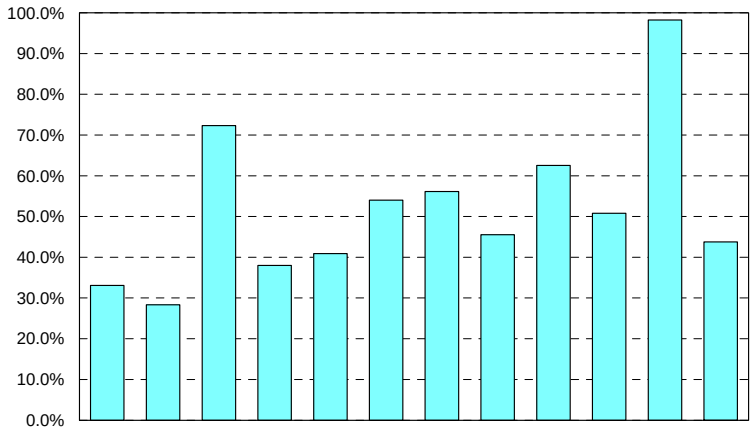
	1998-99	1999-00	2000-01	2001-02	2002-03*	2003-04
Faculty Effort	43.6%	45.0%	45.2%	45.0%	43.8%	
Standard			35.0%	35.0%	45.0%	45.0%

* 2002-03 are preliminary data

Performance trend and current status:

As can be seen in Figure 17, no general trend is discernible. Starting in 1998-99, 43.6% of the total lower level instructional effort was provided by faculty. By 2002-03, the percentage had increased to 43.8%. The standard remained at 35% for two years and then increased to 45% in 2002-03.

Figure 18. Percentage of Lower Level Instructional Effort Provided by Faculty University Performance, 2002-03*



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Faculty Effort	33.1%	28.3%	72.3%	38.0%	40.9%	54.0%	56.1%	45.6%	62.5%	50.8%	98.3%	43.8%

* 2002-03 are preliminary data

Figure 18 displays

the percentage of lower level instructional effort provided by faculty at each of the 11 state universities in 2002-03.

Performance Area: Instruction Program

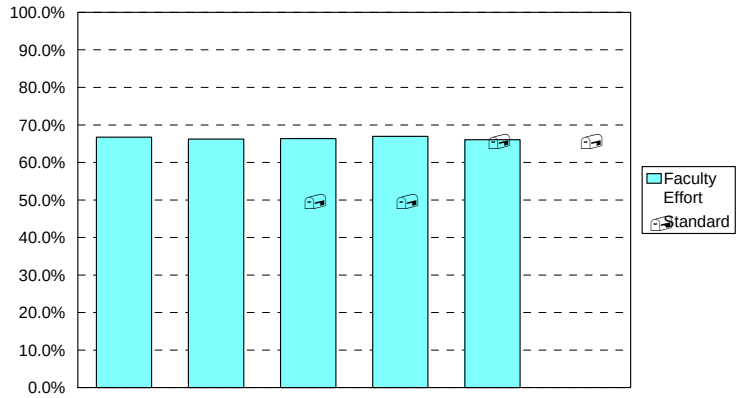
Measure:

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

Purpose of Measure:

The 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. 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.

Figure 19.
Percentage of Upper Level Instructional Effort Provided by Faculty



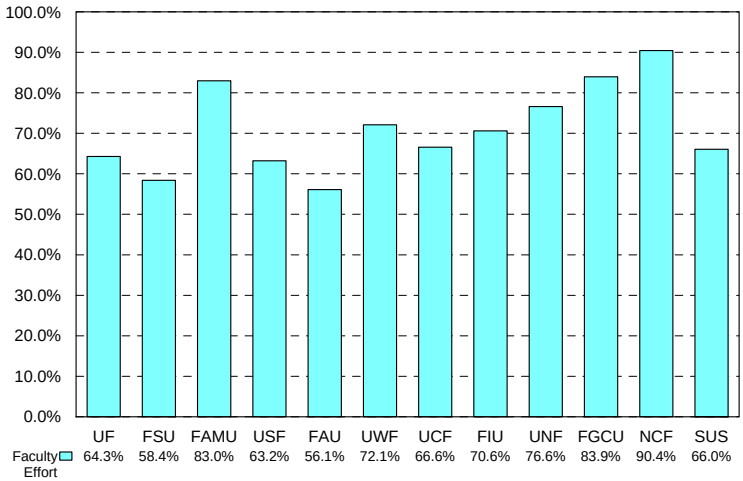
	1998-99	1999-00	2000-01	2001-02	2002-03*	2003-04
Faculty Effort	66.8%	66.2%	66.4%	66.9%	66.0%	
Standard			50.0%	50.0%	66.0%	66.0%

* 2002-03 are preliminary data

Performance trend and current status:

The percentage of upper level instructional effort provided by faculty has changed little over the five year period. In 1998-99, 66.8% of the total upper level instructional effort was provided by faculty (see Figure 19). By 2002-03, the percentage had changed to 66.0%. The standard remained at 50% for two years and then increased to 66% in 2002-03.

Figure 20. Percentage of Upper Level Instructional Effort Provided by Faculty University Performance, 2002-03*



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Faculty Effort	64.3%	58.4%	83.0%	63.2%	56.1%	72.1%	66.6%	70.6%	76.6%	83.9%	90.4%	66.0%

* 2002-03 are preliminary data

Figure 20 displays the percentage of upper level instructional effort provided by faculty at each of the state universities.

Performance Area: Instruction Program

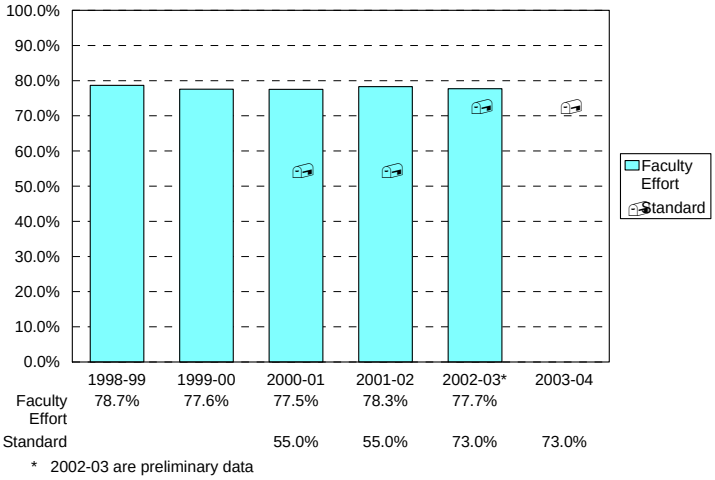
Measure:

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

Purpose of Measure:

The purpose is to determine the extent to which students in graduate level courses are being taught by regular faculty members as opposed to graduate assistants, faculty adjuncts or other instructional personnel. 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. 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.

Figure 21.
Percentage of Graduate Level Instructional Effort Provided by Faculty



	1998-99	1999-00	2000-01	2001-02	2002-03*	2003-04
Faculty Effort	78.7%	77.6%	77.5%	78.3%	77.7%	
Standard			55.0%	55.0%	73.0%	73.0%

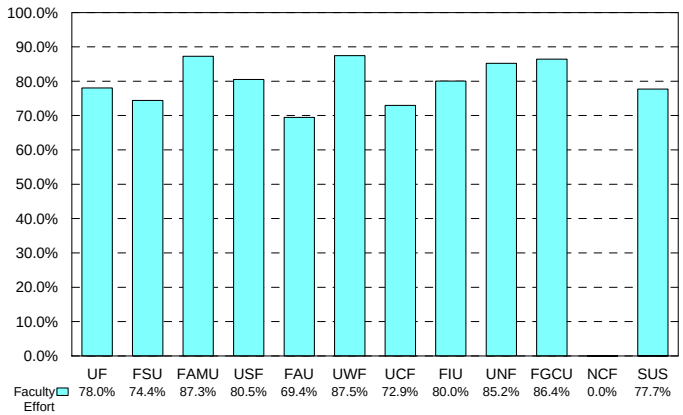
* 2002-03 are preliminary data

Performance trend and current status:

Very little change has occurred between 1998-99 and 2002-03. Starting in 1998-99, 78.7% of the total graduate level instructional effort was provided by faculty (see Figure 21). In the academic year 2002-03 the level was 77.7%. The standard remained at 55% for two years and then increased to 73% in 2002-03.

Figure 22 displays the percentage of graduate level instructional effort provided by faculty at each of the state universities.

Figure 22. Percentage of Graduate Level Instructional Effort Provided by Faculty
University Performance, 2002-03*



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Faculty Effort	78.0%	74.4%	87.3%	80.5%	69.4%	87.5%	72.9%	80.0%	85.2%	86.4%	0.0%	77.7%

* 2002-03 are preliminary data
Note: New College of Florida (NCF) does not have graduate programs.

Performance Area: Instruction Program

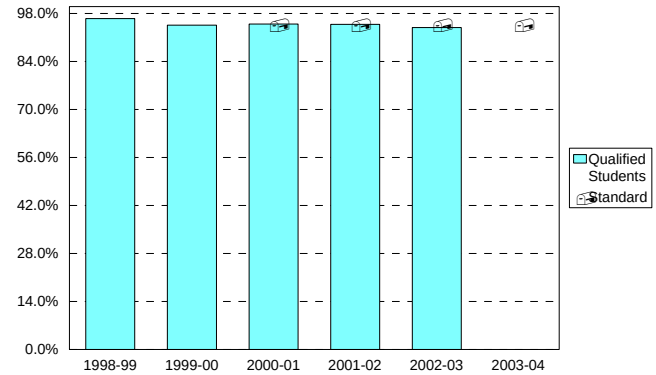
Measure:

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

Purpose of Measure:

This is a measure of the extent to which the universities are providing access to eligible students.

Figure 23.
Percentage of Qualified Florida Students Admitted as FTIC Students

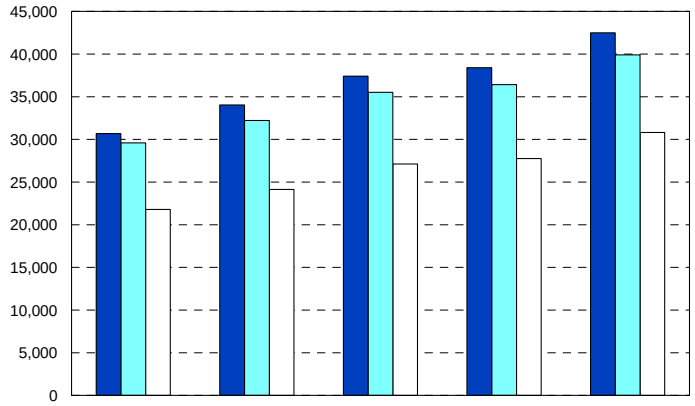


	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Qualified Students	96.5%	94.6%	94.9%	94.8%	93.9%	
Standard			95.0%	95.0%	95.0%	95.0%

Performance trend and current status:

The universities do not maintain data on all aspects of the qualifications of students who have applied but are not admitted. Core high school course data is not available for each applicant, but data on high school grade point average and admissions tests such as the SAT and ACT are available. Rule 6C-6.002 of the Department of Education includes a sliding scale for admission to state universities for those entering freshmen with less than a "B" average. This scale was used to evaluate those who applied to the State University System, those who were admitted, and those who enrolled. This method provides the best available data for determining which applicants were qualified to enter the SUS since core course work requirements are not available.

Figure 24. Qualified Florida FTIC Students Admitted, Applied, and Enrolled



	1998-99	1999-00	2000-01	2001-02	2002-03
Applied	30,677	34,042	37,414	38,411	42,482
Admitted	29,591	32,208	35,514	36,409	39,904
Enrolled	21,795	24,133	27,128	27,750	30,804

This method differs from the data used in the Accountability Report for 2002, but is a more direct representation of this measure.

Data for the academic year 1998-99 through 2002-03 are included in Figure 23. The percentage of qualified Florida residents admitted of those who applied

has declined 2.6 percentage points since 1998-99. The standard has remained at 95% over the past four years.

As can be seen from Figure 24, the number of FTIC students who applied, admitted, and subsequently enrolled continues to increase. In the last five years, the number of qualified FTIC applicants has changed by more than 38%.

Performance Area: Instruction Program

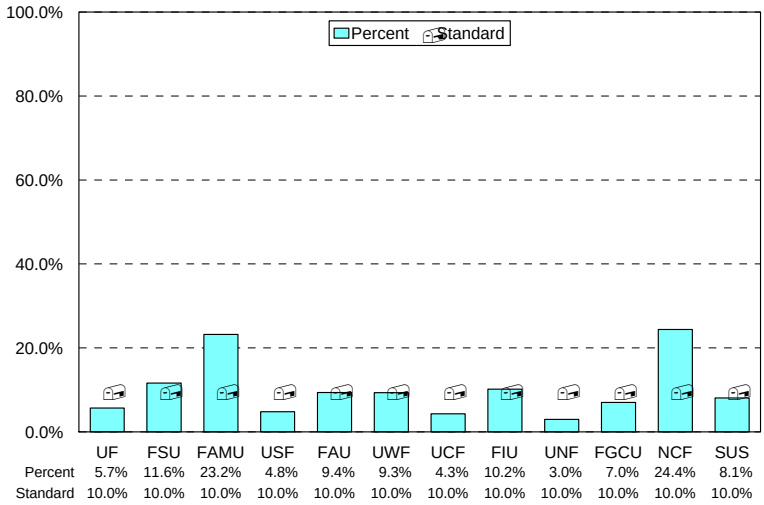
Measure:

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

Purpose of Measure:

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

Figure 25.
Percentage of Undergraduate Students Classified as Out-of-State, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Percent	5.7%	11.6%	23.2%	4.8%	9.4%	9.3%	4.3%	10.2%	3.0%	7.0%	24.4%	8.1%
Standard	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

Performance trend and current status:

System-wide, the percentage of undergraduate students who are classified as out-of-state was 8.1% in 2002-03 (see Figure 25). That figure was well below the standard set at 10%. Four institutions (FSU, FAMU, FIU and NCF) exceed the 10% standard, although FIU (10.2%) was just barely over it.

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

Performance Area: Instruction Program

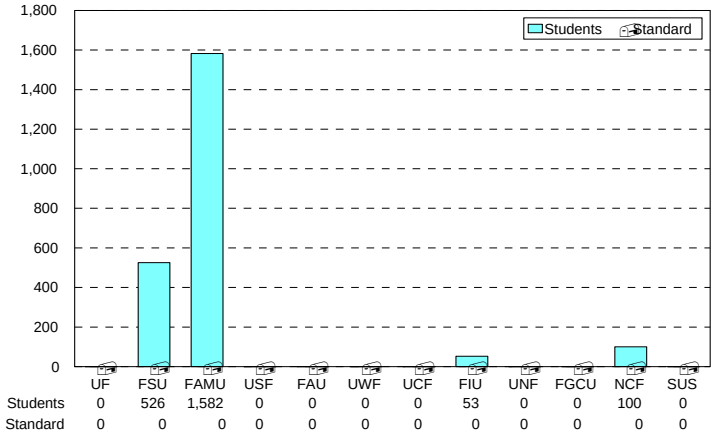
Measure:

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

Purpose of Measure:

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

Figure 26. Number of Undergraduate Out-of-State Students above 10% of all Undergraduate Students, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Students	0	526	1,582	0	0	0	0	53	0	0	100	0
Standard	0	0	0	0	0	0	0	0	0	0	0	0

Performance trend and current status:

System-wide, the number of undergraduate out-of-state students above 10% of all undergraduate students was zero in 2002-03 (see Figure 26). That figure was consistent with the standard set at zero. Four institutions (FSU, FAMU, FIU and NCF) exceed the zero student standard.

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

Performance Area: Instruction Program

Measure:

Percent of out-of-state students admitted who do not meet Florida Board of Education admission standards.

Purpose of Measure:

The purpose of this measure is to determine the proportion of profile assessment students who are from out-of-state. This is a duplicate of the measure "number/percent of student profile assessments who are out-of-state students." The data and any analysis will be presented in that section.

Performance Area: Instruction Program

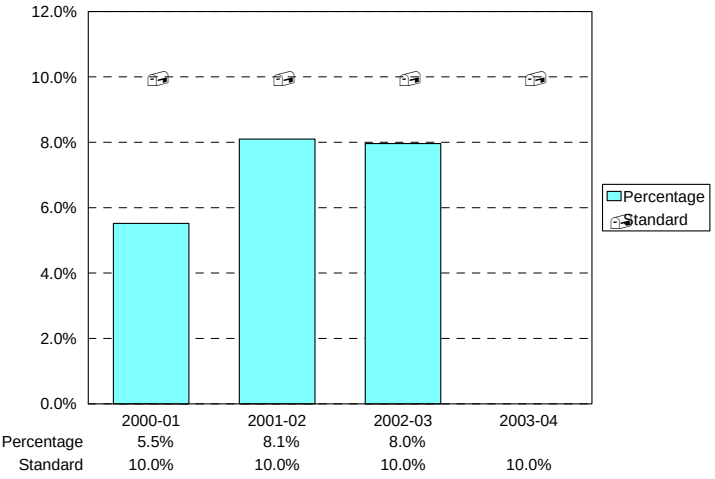
Measure:

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 SUS admissions standards.

Figure 27.
Percentage of FTICs Admitted
Who are Profile Assessment Students



Examples of situations in which students may not fully meet 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 difficultly 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.

Performance trend and current status:

In 2000-01, the percentage of students admitted using profile assessment was 5.5% (see Figure 27). Though the percentage of FTIC profile assessment students admitted into the SUS increased to 8.0% in 2002-03, it is still below the standard of 10%.

Figure 28. Percentage of FTICs Admitted
Who are Profile Assessment Students
University Performance, 2002-03

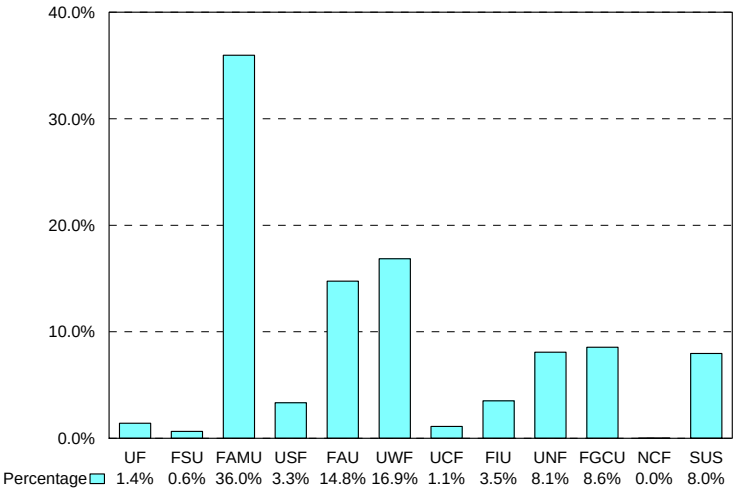


Figure 28 depicts, for each state university, the FTICs who were admitted using profile assessment as a

percentage of all admitted FTIC students in 2002-03. Most of the individual universities are below the 10% standard. Only, FAMU, FAU, and UWF exceed the 10%.

Performance Area: Instruction Program

Measure:

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

Purpose of Measure:

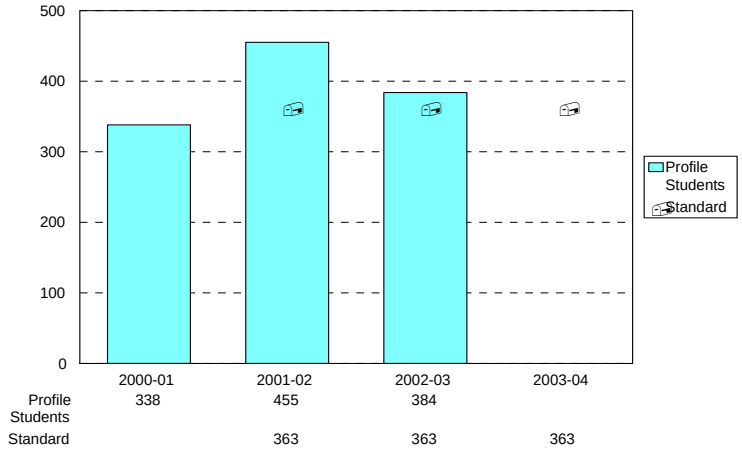
The purpose of this measure is to determine the proportion of profile assessment students, those who do not meet the minimum entry requirements, who are from out-of-state.

Performance trend and current status:

In 2000-01, a policy change dropped the use of alternative admission of students and began using profile assessment to admit students who did not fully meet the system-wide admissions standards. Because of the policy change, data are only being reported for the period 2000-01, with the new definition of profile assessment, to 2002-03, the most current year for which data are available.

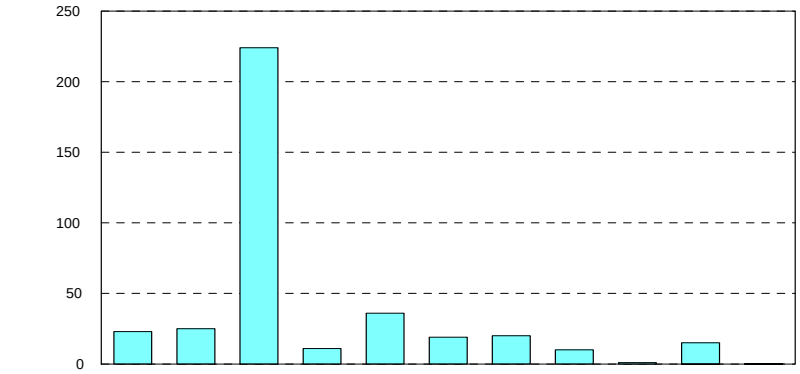
Figures 29 and 30 depict the number of profile assessment students who are from out-of-state. Though the number of profile assessment students rose in 2001-02, the number has decreased to 384, only 21 students above the standard of 363. Except for FAMU and FAU,

Figure 29.
Profile Assessment Students
Who are from Out-of-State



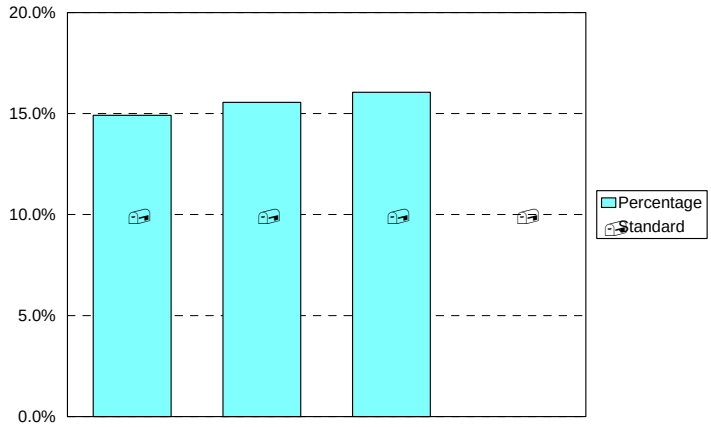
	2000-01	2001-02	2002-03	2003-04
Profile Students	338	455	384	
Standard		363	363	363

Figure 30. Profile Assessment Students
Who are from Out-of-State
University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF
Profile Students	23	25	224	11	36	19	20	10	1	15	0

Figure 31.
Percentage of Profile Assessment Students
Who are from Out-of-State

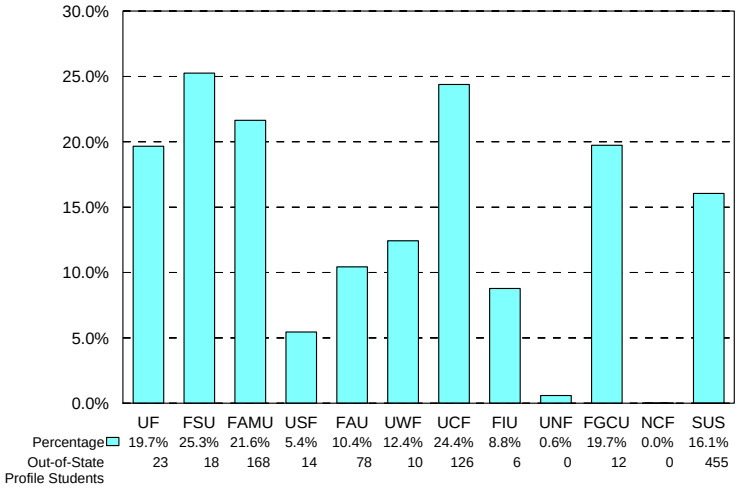


	2000-01	2001-02	2002-03	2003-04
Percentage	14.9%	15.6%	16.1%	
Standard	10.0%	10.0%	10.0%	10.0%

the remaining universities admit 25 or fewer out-of-state profile assessment students.

Figures 31 and 32 depict the percentage of profile assessment students who are from out-of-state. The SUS performance exceeds the standard by 6.1 percentage points. All universities except USF, FIU, UNF, and NCF exceeded the 10% standard.

Figure 32. Percentage of Profile Assessment Students Who are from Out-of-State University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Percentage	19.7%	25.3%	21.6%	5.4%	10.4%	12.4%	24.4%	8.8%	0.6%	19.7%	0.0%	16.1%
Out-of-State Profile Students	23	18	168	14	78	10	126	6	0	12	0	455

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:

This cannot be measured due to the lack of data.

Performance Area: Instruction Program

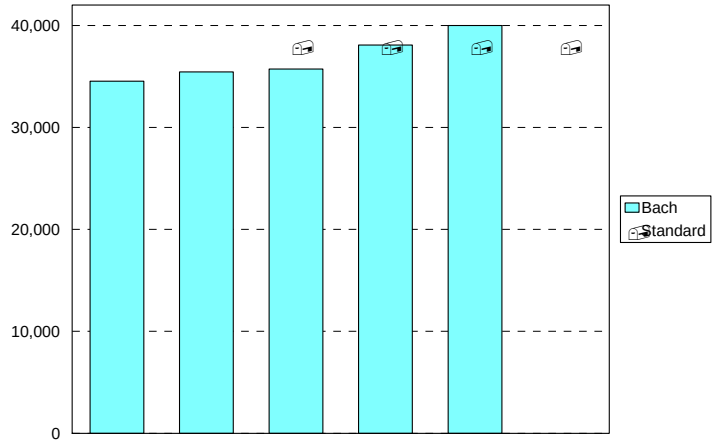
Measure:

Number of degrees granted, baccalaureate

Purpose of Measure:

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

Figure 33.
Baccalaureate Degrees Awarded

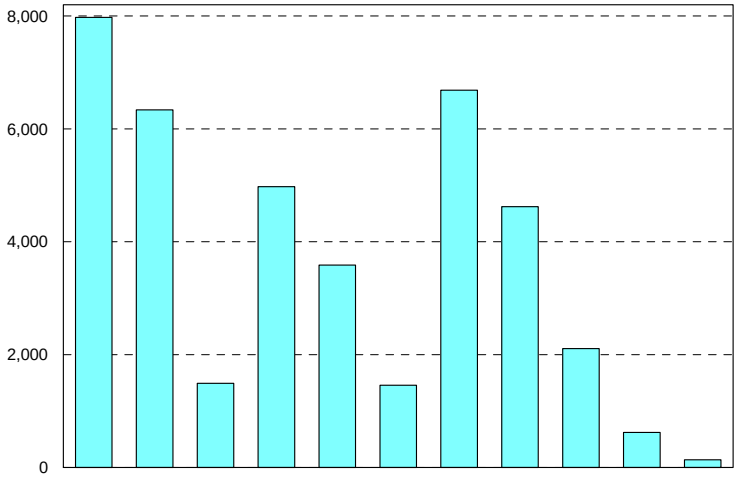


	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Bach	34,529	35,437	35,724	38,075	39,989	
Standard			37,982	37,982	37,982	37,982

Performance trend and current status:

The number of baccalaureate degrees awarded in the state universities continues to increase. Figure 33 displays the increase in baccalaureate degrees awarded over the past five years. Rising from 34,529 in 1998-99 to 39,989 in 2002-03, the number of baccalaureate degrees awarded annually has increased by 5,460 (15.8%) over the 5-year period. This is the second year in a row where the SUS exceeded the standard of 37,982 baccalaureate degrees.

Figure 34. Baccalaureate Degrees Awarded
University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF
Bach	7,975	6,335	1,492	4,975	3,587	1,457	6,684	4,621	2,107	621	135

Figure 34 displays the number of baccalaureate degrees awarded by each of the individual institutions during 2002-03. As expected, the degree production is highly correlated to headcount enrollment.

Performance Area: Instruction Program

Measure:

Number of degrees granted, masters

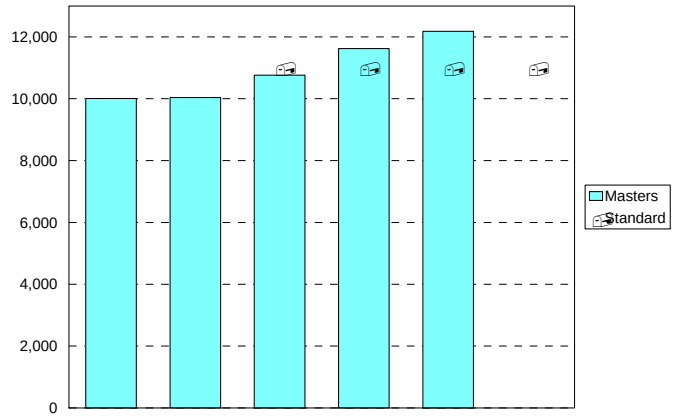
Purpose of Measure:

The number of masters degrees awarded is a measure of the level of production of the universities' beginning graduate instructional programs.

Performance trend and current status:

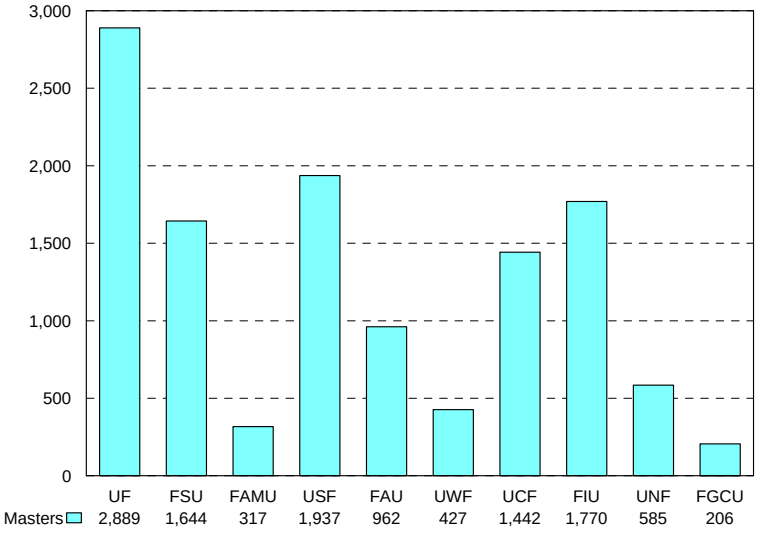
The number of masters degrees awarded in the state universities continues to increase at a steady pace. Figure 35 displays the increase in masters degrees awarded over the past five years. Rising from 10,008 in 1998-99 to 12,179 in 2002-03, the number of masters degrees awarded annually has increased by 2,171 (21.7%) over the 5-year period. The number of degrees awarded has exceeded the standard, 11,008, for the last two years.

Figure 35.
Masters Degrees Awarded



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Masters	10,008	10,036	10,766	11,622	12,179	
Standard			11,008	11,008	11,008	11,008

Figure 36. Masters Degrees Awarded
University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU
Masters	2,889	1,644	317	1,937	962	427	1,442	1,770	585	206

Figure 36 displays the number of masters degrees awarded by each state university in 2002-03.

Performance Area: Instruction Program

Measure:

Number of degrees granted, professional

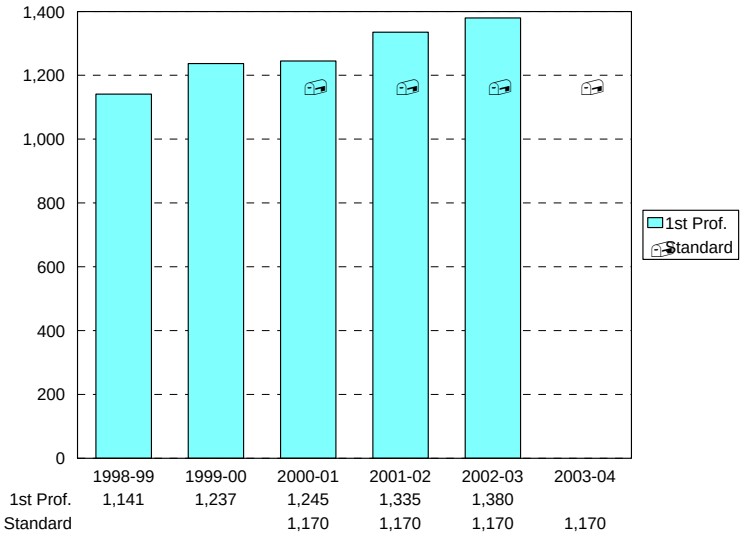
Purpose of Measure:

The number of professional degrees awarded is a measure of the level of production of the universities' professional instructional programs.

Performance trend and current status:

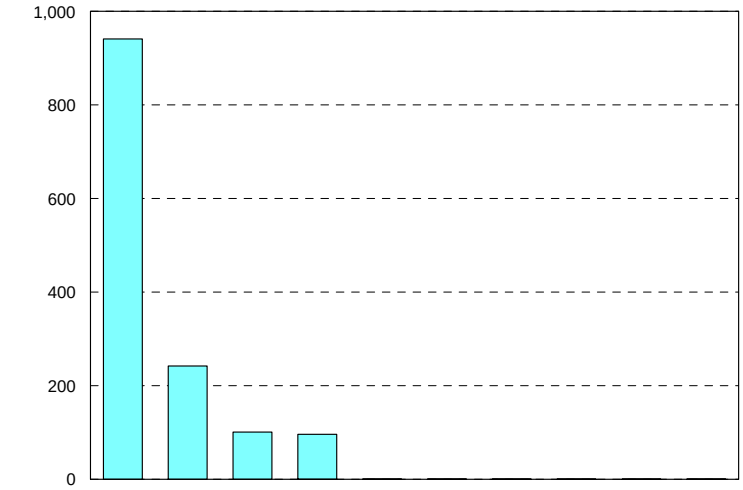
The number of professional degrees (law, pharmacy, medicine, dentistry, and veterinary medicine) awarded in the state universities has steadily increased over the past five years. The medical programs tend to be limited by physical facilities in the number of students they can serve and thus, growth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

Figure 37.
First Professional Degrees Awarded



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
1st Prof.	1,141	1,237	1,245	1,335	1,380	
Standard			1,170	1,170	1,170	1,170

Figure 38. First Professional Degrees Awarded
University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU
1st Prof.	941	242	101	96	0	0	0	0	0	0

Figure 37 displays the increase in first professional degrees awarded over the past five years. Rising from 1,141 in 1998-99 to 1,380 in 2002-03, the number of first professional degrees awarded annually has increased by 239 (20.9%) over the 5-year period. The standard has remained constant over the

past three years at 1,170 though the SUS has exceeded the standard since 1999-00.

Figure 38 displays the first professional degrees award by the 10 state universities in 2002-03. Note that only UF, FSU, FAMU, USF and FIU were authorized in 2002-03 to award first professional degrees. The new law school at FIU will, in a few years, bring FIU into the group of universities granting first professional degrees. First professional degrees at FSU (new medical program) and FAMU (new law program) will increase faster in the near future.

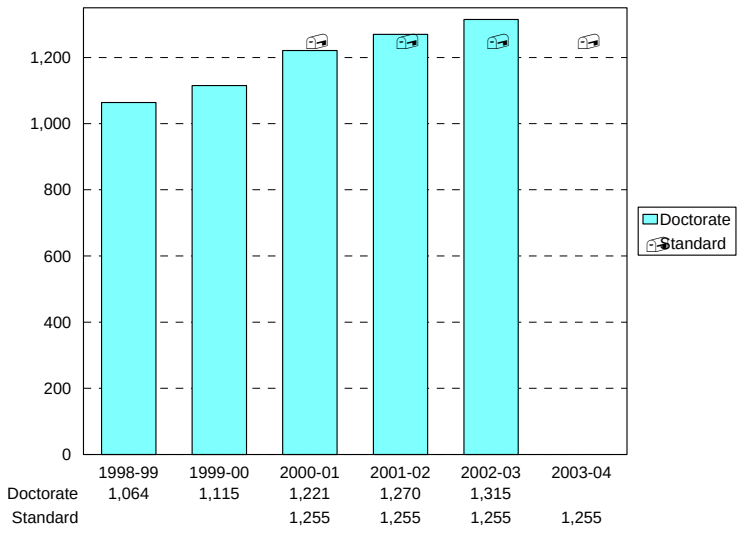
Performance Area: Instruction Program

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.

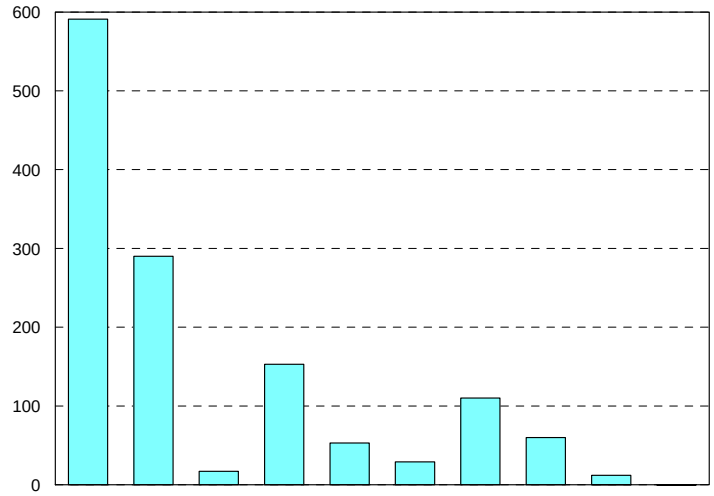
Figure 39.
Doctorate Degrees Awarded



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Doctorate	1,064	1,115	1,221	1,270	1,315	
Standard			1,255	1,255	1,255	1,255

Performance trend and current status:
The number of doctorate degrees awarded in the state universities continues to rise at a steady rate. The number of doctorates awarded in 2002-03 is the highest ever. Figure 39 displays the changes in doctorate degrees awarded over the past five years. Rising from 1,064 in 1998-99 to 1,315 in 2002-03, the number of doctorate degrees awarded annually has increased by 251 (23.6%) over the 5-year period. The SUS has exceeded the standard of 1,255 over the past two years.

Figure 40. Doctorate Degrees Awarded
University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU
Doctorate	591	290	17	153	53	29	110	60	12	0

Figure 40 displays the number of doctorate degrees awarded by the 10 state universities.

Performance Area: Research Program

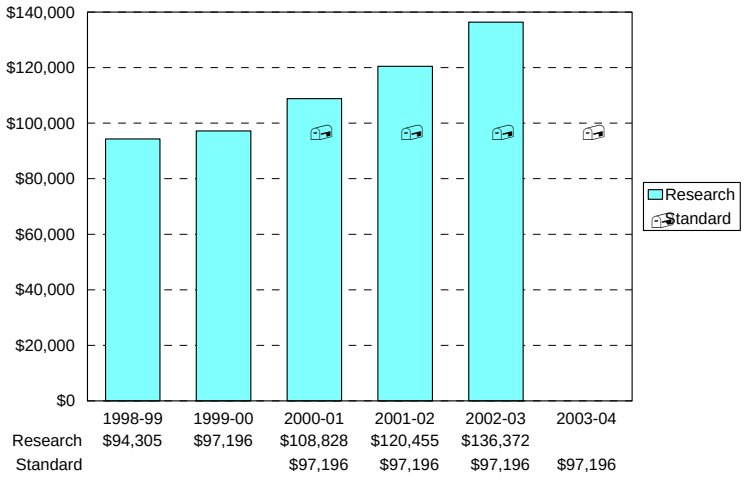
Measure:

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 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 a good reputation.

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



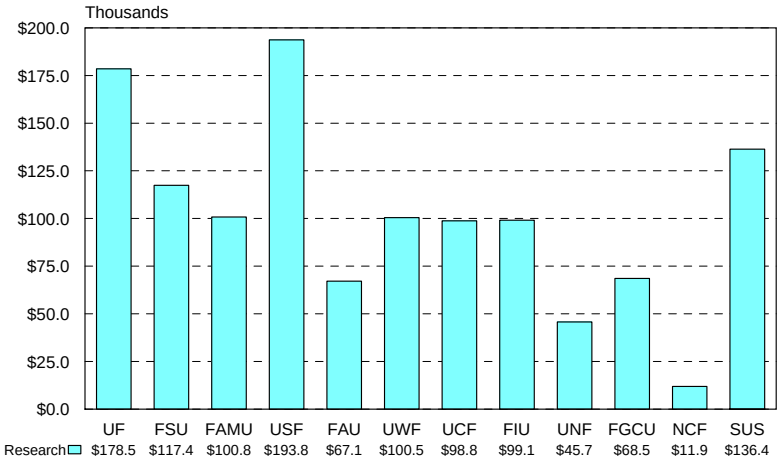
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Research	$94,305	$97,196	$108,828	$120,455	$136,372	
Standard			$97,196	$97,196	$97,196	$97,196

This output measure is calculated by dividing total contract and grant expenditures by the number of state-funded ranked faculty. The result of the division is the average expenditures on research and training grants per state-funded faculty member.

Performance trend and current status:

The general trend of this performance measure is upward (see Figure 41). Starting in 1998-99 at a value of $94,305 and rising to $136,372 in 2002-03, there has been, on average, an increase of $42,067 (44.6%) per faculty member over the five-year period. The value has equaled or

Figure 42.
Externally Generated Research and Training Grant Funds Per State Funded Ranked Faculty Member University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Research	$178.5	$117.4	$100.8	$193.8	$67.1	$100.5	$98.8	$99.1	$45.7	$68.5	$11.9	$136.4

exceeded the standard since 1999-00.

Figure 42 depicts, for each university, the average externally funded research and training grants per ranked faculty member in 2002-03. 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. UF and USF, with their medical schools, outperformed the other universities in contract and grant funding per ranked faculty member.

Performance Area: Research Program

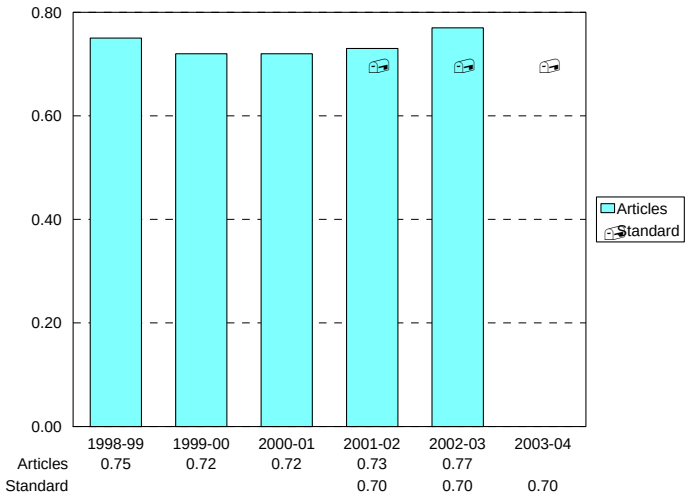
Measure:

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

Purpose of Measure:

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. 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.

Figure 43.
Articles Published per Ranked Faculty

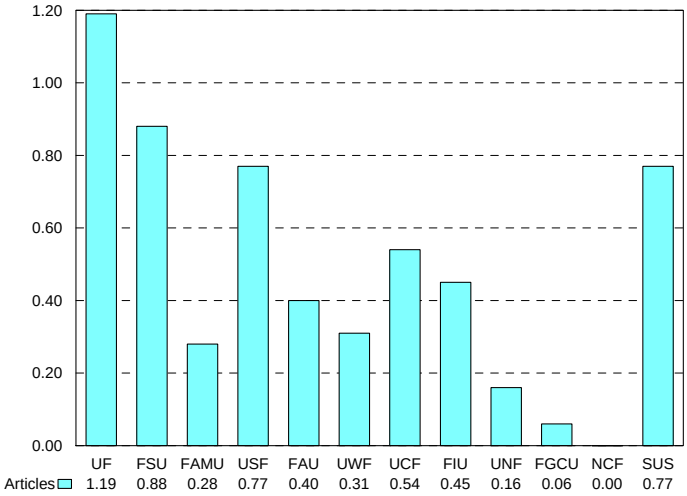


	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Articles	0.75	0.72	0.72	0.73	0.77	
Standard				0.70	0.70	0.70

Performance trend and current status:

Figure 43 displays the average number of articles published as listed in the ISI database per ranked faculty member. The measure has been steadily, albeit slowly increasing since 1999-00. In 2002-03 it reached its maximum of 0.77 articles per ranked faculty member.

Figure 44. Articles Published per Ranked Faculty
University Performance, 2002-03



	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF	FGCU	NCF	SUS
Articles	1.19	0.88	0.28	0.77	0.40	0.31	0.54	0.45	0.16	0.06	0.00	0.77

Figure 44 displays the average number of articles found in the ISI database per ranked faculty member for each of the 11 universities for 2002-03. 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.

Performance Area: Public Service Program

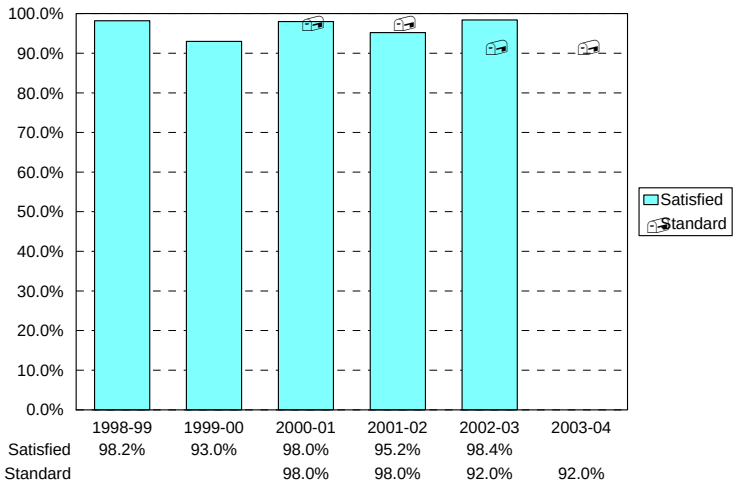
Measure:

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

Purpose of Measure:

This performance measure pertains only to the University of Florida's Institute of Food and Agricultural Science (IFAS) Cooperative Extension Service programs and the public service they render. The data for this measure come from an annual survey of approximately one-fifth of the counties in the state. Each year the counties surveyed are rotated until they are all surveyed within a five-year period.

Figure 45.
Percentage of IFAS Public Service Projects Where Beneficiaries are Satisfied with Assistance



	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Satisfied	98.2%	93.0%	98.0%	95.2%	98.4%	
Standard			98.0%	98.0%	92.0%	92.0%

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

Performance trend and current status:

Although the measure fell in 1999-00 to 93%, it bounced back to 98.4% in 2002-03. The record of satisfied IFAS public service customers is very good (see Figure 45). Given that different areas of the state are surveyed each year and that the services provided change from year-to-year, the results of the surveys suggest that IFAS is well serving the needs of the State's citizens.

Performance Area: Public Service Program

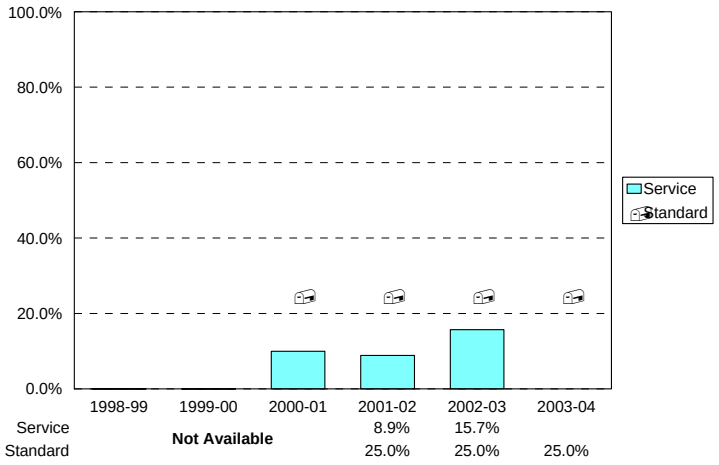
Measure:

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

Purpose of Measure:

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

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



Performance trend and current status:

From the 2002-03 data, a total of 285 faculty person-years of effort were devoted to public service. In addition, there were 53 faculty person-years of effort devoted to performance of public service activities in the K-12 system. The sum of these two totals 338 faculty person-years. Of that total, the 53 faculty person-years devoted to public service activities in the K-12 system amount to 15.7% of the total (see figure 46).

Figure 47. Percentage of Faculty Effort Allocated to Public Service Which is Devoted to Public Schools University Performance, 2002-03

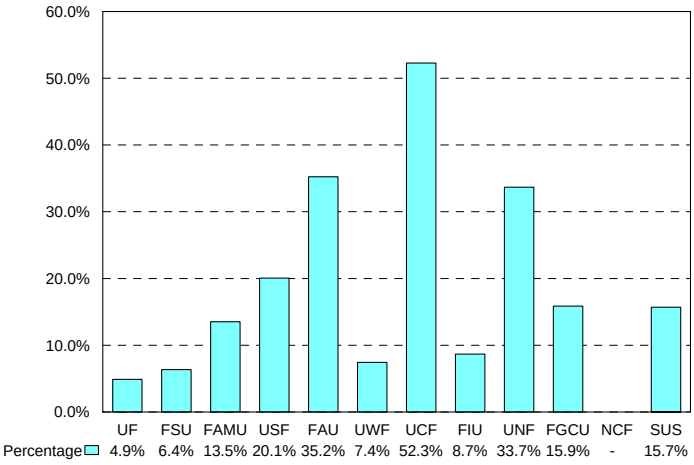


Figure 47 displays the faculty effort to public schools for each university. Three universities, FAU, UCF, and UNF exceeded the 25% standard.