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**APPENDIX C**  
**PERFORMANCE INDICATORS IN SELECT**  
**HIGHER EDUCATION SYSTEMS**

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***SYSTEMS***

Here are some examples of performance indicators that are currently being used by some higher education systems throughout the U.S.

***University of Wisconsin System***

- Student satisfaction surveys
- Alumni satisfaction surveys
- Faculty share of undergraduate instruction
- Faculty educational workload
- Research funding at doctoral institutions
- Sophomore competency test (writing and math)
- Graduation rate
- Post-graduation experience (education or workforce)
- Credits to degree
- State/university funding for instruction-related activities
- Rates of admission and access for Wisconsin high school graduates
- Retention of women and multicultural faculty and staff
- Tenure of women and multicultural faculty and staff
- Hiring and recruitment of women and multicultural faculty and staff
- Multicultural student enrollment and graduation rates
- Reporting and resolution of sexual harassment complaints
- Faculty retention and development
- Facilities maintenance
- Workplace safety
- Employer satisfaction with UW System graduates
- Continuing education/extension enrollment

## *New York - SUNY*

### *Funding Context:*

- Revenue by source
- Tuition rate trends
- State appropriation trends
- State appropriations per students
- NYS Public Higher Education Sector as a percentage of the state budget
- E&G expenditures per students
- Benchmark condition

### *Access to Undergraduate Education:*

- Admissions – applicants, acceptances
- Enrollment – total with breakdowns by race/ethnicity, gender, full-time/part-time, level, age, first-time, race/ethnicity of first-time, and transfer
- Student cost – cost of attendance, tuition and fees, room and board
- Graduation/retention – graduation rate relative to preparation and background, graduation of FTIC by race/ethnicity, transfer rates (by various characteristics), graduation rate of transfers (by various characteristics), total number of graduates, gender, time to degree, freshman to sophomore retention

### *Undergraduate Quality, Student and Institution:*

- Percentage of SUNY campuses with assessment plans in place
- Pass rates on certification exams (e.g., teachers, nurses)
- Student opinion surveys and national/sector norms – facilities, services, classes, environment, student growth/development
- Faculty opinion survey
- Size of classes
- Rank of instructors teaching courses

**New York – SUNY (Continued)**

***Competitiveness in Graduate Education and Research:***

- Enrollment by level or program
- Graduation – degrees granted by level
- Research – dollar value of sponsored programs, number of faculty grants/dollar volume per FT faculty, number of disclosures and patents
- Recognition – faculty and graduate student awards, faculty professional activities

***State Needs:***

- Workforce Development - graduates in specific programs, percentage of medical residencies in primary care, percentage of NYS graduates from SUNY in selected fields, non-credit registrations by field
- Sponsored research – dollar volume of sponsored programs, peer comparisons of economic development, number of licenses, sponsored programs per FTE

***Management:***

- Management - meeting enrollment goals, faculty contact hours, student-faculty and student-staff ratios, staffing trends, facilities evaluation, ethnicity and gender of staff, fundraising, faculty satisfaction, faculty workload by discipline

**South Carolina**

***Mission Focus:***

- Expenditure of funds to achieve institutional mission
- Curricula offered to achieve mission
- Approval of a mission statement
- Adoption of a strategic plan to support the mission statement
- Attainment of goals of the strategic plan

## **South Carolina (Continued)**

### ***Quality of Faculty:***

- Academic and other credentials of faculty
- Performance review system for faculty
- Post-tenure review for tenured faculty
- Compensation of faculty
- Availability of faculty to students
- Community and public service activities of faculty

### ***Instructional Quality:***

- Class size and student-teacher ratios
- Average number of credit hours taught by full-time faculty
- Ratio of full-time faculty as compared to other full-time employees
- Accreditation of degree-granting programs
- Institutional emphasis on quality of teacher education and reform

### ***Institutional Cooperation and Collaboration:***

- Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution and with the business community
- Cooperation and collaboration with private industry

### ***Administrative Efficiency:***

- Percentage of administrative costs as compared to academic costs
- Use of best management practices
- Elimination of unjustified duplication of waste in administrative and academic programs
- General overhead costs per FTE student

## **South Carolina (Continued)**

### ***Entrance Requirements:***

- SAT scores of student body
- High school class standing, GPA, and activities of student body
- Postsecondary non-academic achievements of student body
- Priority on enrolling in-state students

### ***Graduates; Achievements:***

- Graduation rate
- Employment rate for graduates
- Employer feedback on graduate examinations and certification tests
- Number of graduates who continue their education
- Credit hours earned of graduates

### ***User-Friendliness of Institution:***

- Transferability of credits to and from the institution
- Continuing education programs for graduates and others
- Accessibility to the institution of all citizens of the State

### ***Research Funding:***

- Financial support for reform in teacher education
- Amount of public and private sector grants

## **Colorado**

- Graduation rates and credits for degree (four-year institutions)
- Graduation rates and credits for degree (two-year institutions)
- Faculty instructional productivity

- Freshman persistence

**Colorado (Continued)**

- Achievement rates on licensure, professional, graduate school admission tests
- Lower division class size
- Approved and implemented diversity plan
- Institutional support costs (percentage of E&G expenditures)
- Institutional indicators (two selected by institution and approved by governing board)

**California State University System**

***Quality of Baccalaureate Degree Programs:***

- Assessment of student learning outcomes and achievement of core competencies (first three years)
- Report of academic program reviews that summarize assessment results and how they have been implemented to improve teaching and learning

***Access to the CSU:***

- TBA

***Progression to the Degree:***

- Percentage of students who progress from year to year
- The number of upper-division units completed by transfer students who are graduated as compared to the number of upper-division units completed by FTIC freshman who are graduated

***Graduation:***

- Graduation rates by relevant demographic and student characteristics

***Areas of Special State Need:***

- The number of credentials issued by the California Commission on Teacher Credentialing to candidates completing professional education requirements



***California State University System (Continued)***

***Relations with K-12:***

- The number of CSU faculty and students, the number of high schools, and the number of high school students involved in outreach efforts
- The percentage of regularly eligible students who are fully prepared in mathematics and English composition

***Remediation:***

- The percentage of students requiring remediation who complete remediation within one year

***Facilities Utilization:***

- The percentage of course enrollments occurring during evenings, weekends, summers, and other “off-peak” times

***University Advancement:***

- Annual Voluntary Support Report with indicators for funds raised via alumni, corporate, and foundation support
- Annual Special Revenues Report with indicators for funds raised via scholarships, bequests and revocable trusts, pledges, contacts, grants, property transfers, and endowment income
- Annual report on alumni participation as measured by formal membership in the alumni association and alumni program activity
- A goal to raise in private funds a sum equal to or greater than 10 percent of the university net general fund allocation

The following performance areas will be addressed through a four-year cycle, beginning with the first one in September 2000. Specific indicators were not yet available for these performance areas.

*Quality of Graduate and Post-Baccalaureate Programs*  
*Faculty Scholarship and Creative Achievement*

*Contributions to Community and Society*  
*Institutional Effectiveness*

## **Florida - State University System**

### ***University Measures:***

- Average hours in excess of degree requirements
- Baccalaureate degree production – degrees granted to FTE enrollment, FTIC graduation-retention index, 5-year change in FTIC and AA-transfer graduation rates
- Baccalaureate graduation and retention rates – FTIC who graduate from university of origin, FTIC students who graduate, AA-Transfers who graduate from university of origin, AA-transfers who graduate, FTIC minority students who graduate from university of origin, FTIC minority students who graduate, AA-transfer minority students who graduate from university of origin, AA-transfer minority students who graduate
- Integration of strategic plan, legislative budget request, and accountability
- Other - developed by the institution and reviewed by the Chancellor

### ***University Performance-Based Incentives:***

- Internal allocation procedures (varies by institution)
- Baccalaureate degrees granted

### ***Systemwide Measures:***

- Meet SUS enrollment plan
- FTIC graduation rates systemwide
- FTIC retention rates systemwide
- SUS total sponsored research and development expenditures per state-funded research expenditures
- University endowments and annual giving
- SUS degrees granted

**Ohio - Two-Year Colleges and Regional Campuses**

A range of career/technical programming preparing individuals for employment in a specific career at the technical or paraprofessional level.

- FTEs by program and service area

***Ohio - Two-Year Colleges and Regional Campuses (Continued)***

- Headcount of non-degree seeking students
- Headcount of students who completed degree programs
- Assessment of how well programs meet community needs\*
- Assessment of job placement rates and employer satisfaction\*

Commitment to an effective array of developmental educational services providing opportunities for academic skill enhancement.

- Use of entry-level placement assessment\*
- Developmental courses in reading, writing, and math\*
- Tutoring provided\*
- Advising provided\*
- Tracking systems used\*
- Intervention systems used\*

Partnerships with industry, business, government, and labor for the education and training of the workforce to enhance the economic development of the community.

- Number of employees/trainees served
- Number of organizations served
- Number of student credit hours contracted or arranged
- Number of student contact hours in non-credit courses and workshops contracted or arranged
- Number of consultant contracts other than training
- Evaluation of effectiveness and satisfaction of partnerships\*

***Non-credit continuing education:***

- Student contact hours in professional certification and recertification in non-credit and continuing education units
- Student contact hours in vocational and avocational programs for personal enrichments

- Community group utilization of campus facilities

\*Indicates that reporting is on a binary (yes/no) basis

**Ohio - Two-Year Colleges and Regional Campuses (Continued)**

***Non-credit continuing education (continued):***

- Assessment of community satisfaction with non-credit continuing education courses\*

College transfer programs for the first two years of a baccalaureate degree for students planning to transfer to four-year institutions.

- FTEs in general studies and pre-baccalaureate courses
- Headcount of students who completed transfer module
- Headcount of student transfer or relocation after 15 quarters/10 semester hours
- Headcount of students who received baccalaureate degree within six years
- Articulation and transfer agreements and programs\*
- Program or procedure for getting transfer student academic performance information from four-year institutions\*

Student access provided according to a convenient schedule and program quality provided at an affordable pace.

- Student FTEs in courses offered after 4:00 p.m. on weekdays
- Student FTEs in course offered on weekends
- Assessment of academic program quality\*
- Assessment of course scheduling relative to student demand

That student fees charged by any institution are as low as possible, especially if the institution is being supported by a local levy.

- Rate of market penetration for technical education
- Rate of market penetration for general studies and pre-baccalaureate
- Annualized tuition and fees
- Number of applications for financial aid
- Average amount of financial aid awarded to recipients

\*Indicates that reporting is on a binary (yes/no) basis

Community involvement in the decision-making process in such critical areas as course delivery, range of services, fees and budgets, and administrative personnel.

- Existence of a decision-making process that is responsive to community priorities\*
- Existence of a community advisory council for each major program/academic area\*
- Existence of a process to access community involvement\*

\*Indicates that reporting is on a binary (yes/no) basis