

**APPENDIX F**  
**DETAIL ON INTERNAL BENCHMARKING: GEORGIA-SPECIFIC**  
**PERFORMANCE MEASUREMENT**

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**■ INTRODUCTION AND BACKGROUND**

The commitment of the Board of Regents and the Governor's Office to institute performance measurement systems that address key components of their related strategic plans (i.e., BOR's *Access to Academic Excellence for the New Millennium*; the Governor's *State Strategic Plan for Georgia*) in an integrated fashion is demonstrated not only by this unique study, but by specific initiatives emanating from those plans. The Project Steering Committee asked that Project Scope I include recommendations for establishing performance indicators to track and measure progress by USG in meeting outcomes related to the State's Results-Based Budgeting (RBB) process and reported in the *State Strategic Plan*. This will further link USG and State vision and planning while creating a synergy to achieve results.

The 1998 *State Strategic Plan*, which is now being revised, outlined a vision for Georgia that included strategic initiatives for higher education in technology and distance learning, access to programs, and public/private partnerships primarily involving the four research universities. USG identified a number of components from its own strategic plan in response to the *State Plan*.

**■ STATE AND BOR INITIATIVES: ACHIEVING THE VISION**

During 1997, State agencies began identifying desired results for the State's F. Y. 1999 Results-Based Budget. Many of the initial "desired results" were input, process, and output indicators. Since this time, state agencies, including USG, have refined their programs' performance measures to emphasize measurement of outcomes. To reflect agencies' hard work and begin the process of linking RBB's desired results to the State Strategic Plan, these F.Y. 1999 performance measures were included in the 1998 State Strategic Plan in a section entitled "Desired Results to Achieve the Vision." The F.Y. 1999 measures included:

- Increase public-private partnerships in which representatives from research institutions and private industry work to develop programs by continuing research that will stimulate economic development.
- Increase the number of higher education degrees conferred.

- Increase the documented use of University System public service by local and regional communities and the private sector.

- Increase the total dollar value of grants and contracts for research and information from business, industry, and federal government sources.

USG identified these components from its own strategic plan in response to the *State Plan*:

- Admit a high quality diverse pool of students, insuring that the majority has the preparation necessary for college success.
- Insure that Georgians comprise the majority of students, with special emphasis on representation of minorities among successful graduates.
- Make teacher education a high priority, holding all programs for current and prospective teachers to high standards of quality, innovation, and technological advancement.
- Accommodate the needs of non-traditional learners in providing access, services, and instruction.
- Make available a wide range of choices through technology, including intra-USG, inter-agency, and special offerings for business and contract services.
- Create deep, rich partnerships with elementary and secondary schools through collaborative faculty development, dynamic, sustained pre-college programs and other projects.
- Maintain and expand contacts with business and government leaders and organizations to assist them in accomplishing their goals in an international environment.
- Provide students with opportunities for involvement with business and government to bring university system resources to bear on the State's economic development activities.
- Lead in developing Georgia's intellectual capital through instruction, research, and public service.

- Take an active role in work force development in all regions of Georgia, including appropriate data banks and forecasts.
- Commercialize the results of research projects, serve as an incubator for new and emerging businesses, and provide technical support to small businesses.

## ■ STRATEGIC INDICATORS/BENCHMARKING SYSTEM FOR GEORGIA-SPECIFIC PERFORMANCE MEASUREMENT

The consultants worked closely with the Project Steering Committee to develop a set of performance indicators that measure the extent to which USG is serving the State and its citizens and which link Results-Based Budgeting (RBB), the State's and the BOR's *Strategic Plans* to the operations of USG and its institutions. Once the new State Strategic Plan has been finalized, the revised plan will operationalize the Governor's emphasis on results accountability and specific statutory requirements for improved accountability in education. To address this emphasis on results, a list of results-based performance – or outcome -- indicators are being suggested to supplement the national indicators reported earlier in this chapter. The result is a system of Georgia-specific performance indicators. These recommended indicators incorporate the performance measures from the recent (May 2000) ICAPP (Intellectual Capital Partnership Program) commissioned survey of Georgia technology businesses to assess:

- the business climate in the State of Georgia;
- the quality of education in Georgia; and
- the current and future role of USG in economic and human resource development (particularly as related to technology businesses).

The results of this study can be found in the document, *TALENT AND TECHNOLOGY FOR THE NEW ECONOMY: A TAB Membership Study for ICAPP and the Governor's e-Government Initiative*.

The recommended indicators fall into these three categories, each of which speak to a core, mission-based activity of the System: instruction, research, and public service. At least one outcome measure is identified for each of the three categories. The performance measures are structured to address the key concerns of the general public, students, parents, and policymakers and are, of course, tied to the achievement of the BOR's strategic plan. While every attempt has been made to directly measure outcomes, the impact of some efforts cannot be easily measured. In these circumstances, other types of measures are used. Additionally, some measures have been suggested to provide a context for understanding other outcomes. Finally, it is unlikely that all the suggested indicators can be adopted for regular use. Therefore, it is important that USG select measures based upon a thorough evaluation of the degree to which each measure addresses results, or outcomes, and the estimated costs and benefits of using the measure.

Strategic indicators and corresponding performance measures are described in the sections below. We note that further refinement of these performance measures may be needed pending wider review by appropriate stakeholders.

## Instruction

The Board of Regents established the following major goals for the University System of Georgia with regard to instruction:

- increase the number of Georgia citizens with baccalaureate degrees; and
- improve the quality of graduates of the USG.

Two performance indicators are tied to achievement of these goals: (1) “production” of quality graduates/completers; and (2) assistance to students to meet their educational/workforce/life goals.

### **Production of Quality Graduates/"Completers"**

Production of quality graduates or completers is important not only as an indicator of the success of the instructional mission of the university system, but also of the success in carrying out the public service and research missions of the institutions. This indicator links to USG's F.Y. 1999 performance measures, which were included in the 1998 State Strategic Plan:

- *“Increase the number of higher education degrees conferred”;*
- *“Admits a high quality diverse pool of students, insuring that the majority has the preparation necessary for college success”;*
- *“Insures that Georgians comprise the majority of students, with special emphasis on representation of minorities among successful graduates”;*
- *“Makes teacher education a high priority, holding all programs for current and prospective teachers to high standards of quality, innovation and technological advancement.”*

These are the measures suggested to determine success on this indicator. Several of these measures are among those included in the survey of peer institutions.

- Has the number and quality of USG graduates improved?
  - Number of degrees conferred by type of degree

- Graduation rates by race/ethnicity for the USG
- Projected graduation rates by race/ethnicity for the USG, compared to actual graduation rates
- Percentage of applicable graduates who pass certification and licensure examinations
- Percentage of graduates who have advanced in their careers within two years of graduation

- Percentage of academic programs eligible for accreditation that are accredited
- Percentage of teacher preparation programs that are accredited by accreditation groups, including the National Council of Teachers of Mathematics and similar bodies

### **Assisting Students to Meet Their Educational/Career/Life Goals.**

Assisting students to meet their educational, career, or life goals is an important indicator of the success of the instruction mission of the USG. The USG identified the following linkages between their efforts and efforts described in the State Strategic Plan:

- *“Accommodates the needs of non-traditional learners in providing access, services and instruction”;*
- *“Provides students with opportunities for involvement with business and government”;*
- *“Leads in developing Georgia’s intellectual capital through instruction”;* and
- *“Takes an active role in work force development in all regions of Georgia, including appropriate data banks and forecasts.”.*

To determine whether the USG is assisting students to achieve their educational/career/ or life goals, the following measures are suggested.

- Are graduates of Georgia's universities and colleges adequately prepared for the workplace/educational/life goals?
  - Percentage of graduates/completers of two-year colleges who obtained employment in their occupational and vocational areas or transferred to four-year institutions within one year of graduation/completion.
  - Percent of graduates who obtained "professional/career" employment or pursued further education within one year of graduation.
  - Percentage of graduates' employers satisfied with Georgia graduates and their preparation for the workplace

- Percentage of graduates whose employers required remedial training or education (that is, training and educational courses that are not industry or job specific) for the graduate to adequately perform his or her job duties

Additional indirect measures of this indicator include the following:

- Percent of graduates one year after graduation who believe the USG adequately prepared them for the workplace/continuing education/life situation.
  - Percent of graduates five years after graduation who believe the USG adequately prepared them for the workplace/continuing education/life situation.
  - Percent of graduates ten years after graduation who believe the USG adequately prepared them for the workplace/continuing education/life situation.
- Do Georgia citizens have access to the educational programs and services of the USG?
    - Number of credit hours taken through distance education
    - Number of courses taught through interactive distance learning
    - Number of students enrolled in distance learning classes
    - Number of non-traditional students enrolled in distance learning
    - Number of non-traditional students enrolled
    - Percentage of entering students with CPC deficiencies
    - Percentage of entering freshmen with Learning Support Requirements
    - Percentage and number of students enrolled in distance learning courses who report that they would have been unable to take college courses if distance learning had been unavailable.
    - Percentage and number of students enrolled in distance learning courses who report that they are able to take the types of courses they need through distance learning.

## **Research**

Research programs at colleges and universities help create new knowledge and apply this knowledge to solving societal problems. In addition, research programs bring additional revenues to the State, which contribute to economic development and job creation.

One indicator relates to the research mission of the USG: Contribution to the State's well-being. This indicator links to the emphasis areas of the Regents' Strategic Plan:

- *“Maintains and expands contacts with business and government leaders and organizations to assist them in accomplishing their goals in an international environment”;*

- *“Provides students with opportunities for involvement with business and government to bring university system resources to bear on the state’s economic development activities”;*
- *“Leads in developing Georgia’s intellectual capital through research”;*
- *“Takes an active role in work force development in all regions of Georgia, including appropriate data banks and forecasts”;* and
- *“Commercializes the results of research projects; serves as an incubator for new and emerging businesses and provides technical support to small businesses.”*

### **Contribution to the State's Well-Being**

Contribution to the state’s economic development indicates the success of the University System related both to its public service mission and its research mission. Higher education plays a major role in developing the economy of the state by producing graduates, serving business needs, and developing research that can be transferred to business use. This indicator links to USG's F.Y. 1999 performance measures as reported in the 1998 State Strategic Plan:

- *“Increase the total dollar value of grants and contracts for research and information from business, industry, and federal government sources;”*
- *“Focus and prioritize research efforts to create new industries;”* and
- *“Expand public and private partnerships.”*

The centerpiece of the USG economic development program is Georgia’s Intellectual Capital Partnership Program (ICAPP). ICAPP is a direct economic development incentive that helps companies meet human resource needs by educating highly skilled workers. ICAPP provides an inventory of USG programs that allows businesses everywhere to access USG intellectual capital and expertise. In addition, ICAPP regional programs support collaboration among University System institutions and public-private organizations to find regional answers to specific regional economic development needs. Other economic development initiatives, such as Yamacraw, the Economic Development Institute (EDI), and the Georgia Research Alliance are also significant components of the state's economic development efforts.

These are the suggested measures to assess performance on the USG contribution to the state's well-being through its research programs.

- Has the USG contributed to the state's economic development through its programs?
  - Number of business spin-offs or technology transfer initiatives
  - Dollar value of research funding from Georgia businesses

- Percent of business leaders who rate the quality of Georgia's colleges and universities as “Excellent” “Very Good” or “Good”
  - Percent of businesses already operating in Georgia that rate the quality of Georgia's colleges and universities as “Excellent” “Very Good” or “Good”
  - Number of patents per full-time faculty member at the research universities
  - Percent of targeted businesses that rate as “Excellent” “Very Good” or “Good” the capacity of Georgia's universities to conduct quality research
  - Percent of targeted businesses already operating in Georgia that rate as “Excellent” “Very Good” or “Good” the capacity of Georgia's universities to conduct quality research
  - Percent of business leaders who rate the college and university system as one of the factors that make Georgia desirable for doing business
  - Percent of business leaders who rate the USG as one of Georgia’s three greatest weaknesses as a place to do business
  - Number of partnerships with private organizations/corporations
- Has research funding increased through the continuing efforts of the Georgia Research Alliance and other efforts to make Georgia a center of university research?
    - Amount of externally funded research
    - Percent of full-time faculty at the research universities receiving externally sponsored funds
    - Number of Start-up companies that "spin out" from university research
      - Percentage increase in amount of venture capital into the state.
      - Number of corporations relocating to Georgia.
      - Percentage increase in technology jobs.
      - Number of relationships between industries and GRA laboratories established
      - Amount of externally funded research
      - Percent of full-time faculty at the research universities receiving externally sponsored funds

## Public Service

The third primary mission of the USG is the provision of public service to improve the quality of life for all Georgia residents. Public service encompasses community and professional service, as well as economic development activities. To accomplish this mission, one indicator is suggested: Contribution to the State's Economic Development.

## Contribution to the State's Economic Development

Contribution to the state's economic development helps measure the System's performance in all three of its critical mission components: instruction, research, and public service. Higher education plays a major role in developing the economy of the state by producing graduates, serving business needs, and developing research that can be transferred to business use.

This indicator is linked to the BOR's *Strategic Plan* in the efforts to “*develop a highly trained workforce that serves as one of Georgia's assets in attracting new businesses.*” The public service mission of the USG also is linked to these areas of focus in the strategic plan:

- “*Provides students with opportunities for involvement with business and government to bring university system resources to bear on the state's economic development activities*”;
- “*Leads in developing Georgia's intellectual capital through public service;*” and
- “*Takes an active role in work force development in all regions of Georgia, including appropriate data banks and forecasts.*”

The USG also plays a major role in raising citizen participation in public service and volunteer activities, in voting, and in other civic events. *This USG role links to the F.Y. 1999 performance measure as reported in the 1998 State Strategic Plan to “increase in the documented use of University System public service by local and regional communities and the private sector.”*

These are the suggested measures to assess performance on this indicator.

- Has the USG contributed to the state's economic development and well-being through its Public Service mission?
  - Number of service agreements and contracts with local governments, business, and industry
  - Number of participants in agreements and contracts

- Annual dollar value of service agreements and contracts with local governments, business, and industry
- Number of collaborative arrangements with local school districts
- Number of joint uses of facilities

- Other measures of this indicator include the following:
  - Percent of Georgia businesses that looked outside Georgia to find employees with skills specific to their employment needs
  - Percent of Georgia businesses that used the institutions of the University System for: undergraduate degrees, graduate degrees, non-degree programs, professional training, expertise of faculty, institutional libraries, other facilities, cooperative education, internship programs, needs assessments, continuing education programs, or other. (Note: percentages would be determined for each category of use.)
  - Percent of Georgia businesses that were “very satisfied” or “somewhat satisfied” with the services received from the USG
  - Percent of Georgia businesses whose employees have enrolled in non-credit or continuing education courses
  - Percent of Georgia businesses that looked to institutions outside the USG to meet continuing education needs
  - Percent of businesses using the graduate placement services of a USG institution
  - Percentage of adults (who are not pursuing a career-related degree) participating in courses, seminars, or workshops sponsored by a USG university or college within the past 12 months
  - Percentage of targeted Georgia businesses that rate the University System of Georgia as one of the top sources that they would select for business consultation
  - Percentage of targeted Georgia businesses or other organizations that rate the University System of Georgia as one of the top sources for employee and/or management training
  - Percentage of businesses or other organizations that received training services from USG institutions for which the training resulted in improved productivity or performance 12 months after the training was provided
  - Percentage of Georgia residents who have attended a cultural event or lecture sponsored by a USG institution within the past 12 months
  - Percentage of Georgia residents who have taken non-credit or credit continuing education programs sponsored by a USG institution within the past 12 months