Not everything that can be counted counts, and not everything that counts can be counted.

- Sign hanging in Albert Einstein’s office at Princeton
The Accountability Environment

- Results Based Budgeting
- Strategic Planning
- Audits of state business practices and state agencies
- Governor’s Office of Educational Accountability
- Board leadership in Benchmarking and Accountability
Benchmarking Study

Objectives

- Increase System and institutional effectiveness and efficiency
- Develop baseline for future System and institutional performance evaluation
- Start a process to support the Governor’s and Regents’ long-term accountability agenda
Selection of Indicators Models

- Input, process, outcome
  - value added to departing students
- Resource efficiency and effectiveness
  - use of resources
- State need and return on investment
  - workforce preparation and training
- Customer need and return on investment
  - impact on individual needs (earning potential)
Selection of Indicators
Study Approach

- Best practices identified by experts
- Other states’ use of indicators
- Professional associations’ benchmarking
- Availability of data
Comparator Institutions

- Research Universities 48
- Regional & State Universities 60
- State Colleges 30
- Two-Year Colleges 57
Section of Comparators

- Criterion variables
- Selection (mission-related) variables
- Factor Analysis
  - Factor Scores
  - Distance Scores
- Inclusion of institution-specific peers
Categories of Indicators

- Academic
- Financial/Administrative
- Economic Development/Research
Academic Indicators

3 Groups

1. Who our students are
2. How the University System serves them
3. How successful and satisfied they are
Academic Indicators Group 1
Who our students are

- Enrollment by Level and Race/Ethnicity
- Percent of Students who are Part Time
- Average SAT Composite Score of Entering Students
- Percent of Entering Freshmen in Developmental/Learning Support Courses
- Average GRE, GMAT, LSAT, MCAT and VAT Scores of Entering Students
Academic Indicators

Group 2

How we serve them

- Freshman to Sophomore Retention Rates
- Percent of Undergraduate Credit Hours Taught by Tenured/Tenure Track Faculty
- Graduation Rates by Race/Ethnicity
Academic Indicators

Group 3

Success and Satisfaction

- Percent of Entering Freshmen who Complete Associate Degrees or Transfer to 4-Year Program
- Percent of Graduates Employed or Pursuing Further Education Within 1 Year of Graduation
- Performance of Graduates on GRE and Professional School Entrance Exams
- Measures of student, alumni, employer satisfaction
Financial/Administrative Indicators

- Unrestricted State Appropriations Plus Tuition Revenues Per FTE Student
- Institutional Support Expenditures as a Percentage of Total E&G Expenditures
- Unrestricted Instruction and Instruction-Related Expenditures per FTE Student
- Private Giving
Economic Development and Research Indicators

**Economic Development**

- Job Placement Rates of Students in Occupational/Vocational Programs
- Annual Continuing Education Programs and Contracts for Workforce Training
- Formal Ties to Business and Industry
Economic Development and Research Indicators (continued)

Research:
- Sponsored Research Expenditures per Full-Time Faculty Member
- Percent of Full-Time Faculty Receiving Externally Sponsored Funds
- Annual Income from Patents
Statistics are like bikinis.
What they reveal is suggestive, but what they conceal is vital.

- Aaron Levenstein
Indicators are inter-related. No single indicator tells the whole story.

Examples:

- 4-year Graduation Rates and Part-time Students
- 4-year Graduation Rates and 6-year Graduation Rates
What is a Normative Range?
Our Analysis will focus on Outliers.

- Which campuses are outside the range?
- Why?
- What can we learn - inside and outside USG - about best practices?
- How else could we improve performance?
Indicators Reviewed in October

- SAT Scores of Entering Freshmen
- Race & Gender of Students
- Part-Time Students
- Unrestricted State/Local Appropriations & Tuition Revenues per FTE Student
SAT Normative Range
Institutional/Sector Peers

- GIT Peers
- GSU Peers
- UGA Peers
- Regional/State Peers
- Two-Year Peers

Insufficient Data
Race/Ethnicity of Undergraduates: GIT

- White/Non-Hisp.: 724
- Hispanic: 28
- Asian: 115
- Native American: 2
- African-Amer./Non-Hisp.: 92
- Non-Res. Alien: 39

Above Normative Range
Race/Ethnicity of Undergraduates: GSU

- White/Non-Hisp.: 553
- Hispanic: 28
- Asian: 84
- Native American: 3
- African-American/Non-Hisp.: 309
- Non-Res. Alien: 22

Above Normative Range
Race/Ethnicity of Undergraduates: UGA

Within Normative Range
MCG is well within range at 54,827
Appropriations and Tuition Revenues Per FTE Student
Regional & State Universities

Normative Peers

CSU
SSU
SPSU

0  2,000  4,000  6,000  8,000  10,000  12,000  14,000
Appropriations and Tuition Revenues Per FTE Student
State Colleges and Peers

Dalton

Macon State

Normative Peers

0 2,000 4,000 6,000 8,000 10,000
Appropriations and Tuition Revenues
Per FTE Student
Two Year College Sector

- Two Year Peers – Uncertain Data
- USG Two-Year Average: $7,667
Issues for Further Consideration
and Board Strategic Planning

1. Revisit Regional and State SAT data after full implementation of admissions policy
2. Work with HBCUs to continue progress on SAT scores.
3. Opportunity for improvement in two sectors in minority enrollment
4. Address issue of low enrollment for African-American males.
5. Look further into how well USG institutions meet needs of part time and other non-traditional students.
6. Further review financial data and include among variables considered in developing annual allocation recommendations.

7. Study relationship between enrollment of part-time students and the funding per FTE student.
# Board Schedule for Benchmarking Analysis

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
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<tbody>
<tr>
<td>October</td>
<td>Who Our Students Are&lt;br&gt;How States Fund Higher Education</td>
</tr>
<tr>
<td>November</td>
<td>Retention and Graduation&lt;br&gt;Financial Data</td>
</tr>
<tr>
<td>January</td>
<td>How Institutions Function – Management Review</td>
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<tr>
<td>February</td>
<td>Graduate/Professional School, Employment and Beyond</td>
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<td>March</td>
<td>Economic Development</td>
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<tr>
<td>April</td>
<td>Research</td>
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<tr>
<td>May</td>
<td>Board Retreat&lt;br&gt;Developing Plans for Further Study and Action</td>
</tr>
<tr>
<td>June</td>
<td>Finalize and Approve Action Plans</td>
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</tbody>
</table>
All of the most important decisions are based on insufficient data.

- Sheldon Kopp