

*Report on  
State University System  
Accountability Measures  
Referenced in  
General Appropriations Act  
Implementing Bill*



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## Introduction

This 2005 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 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 Board of Governors and the eleven institutions of the State University System have worked to develop a stringent, transparent, and meaningful accountability system that reflects to the fullest extent possible the goals of the Board of Governors as stated in its Strategic Plan. This system has two sets of measure clusters. The first is that most salient academically-related set of measures—graduation rates, degrees produced, research expenditures etc.-- measures that have formed the core of accountability reporting since the early 1990s and many of which are included (and, to an extent, overshadowed by virtue of the number of measures) in the GAA Accountability Report. The second set of measures was created to explore management efficiency and fiscal accountability by “Identifying, developing, applying, and tracking measures of efficiency for purposes of ensuring fiscal accountability, reducing barriers to cost-effectiveness, and mandating best practices in management areas beyond the scope of traditional academic accountability.” These new and dynamic measures have the potential to make Florida a leader in moving forward toward a more relevant accountability system. For these reasons, it is recommended that the Board of Governors approved measures should be used in subsequent versions of any required accountability reporting structure in order to focus on what is clearly most important and to which are attached meaningful goals with targets.

## **Performance Measures in Fiscal Year 2005-06**

Output and outcome measures were adopted in the fiscal year 2005-06 General Appropriations Act and Implementing Bill related 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 2005-06 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 2005-06 Implementing Bill Performance Measures

## Performance Area: Instruction Program

### Measure:

**Graduation rate for First-Time-In-College (FTIC) students, using a six-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. Both full-time and part-time students are included.

### Performance trend and current status:

The standard for the FTIC graduation rate has remained at 61% since 1999. While the graduation rate for the State University System has fluctuated over the years, the range has been from a low of 58.8% for the 1994 cohort to a high of 62.0% for the 1997 cohort. The graduation rate for the most recent cohort of 1999 was 61.5% (figure 1).

Figure 2 depicts the most recent (1999 cohort) six-year FTIC graduation rate data for each university.

The six-year graduation rate is reduced both by students who leave—either by transferring to another university or dropping out of education altogether—and by students who take longer than six years.

Many students who leave the State University System finish elsewhere, either at private institutions or out-of-state (just as many transfer into the system from those institutions).

Some students who leave or who attend part-time may be successfully employed without a degree. In an economic downturn, however, there may be fewer opportunities for students who don't have degrees, leading to higher persistence and graduation rates. The resulting higher levels of current education and training may help drive economic growth in the next cycle. Still others may have personal reasons—illness, changes in family status, etc.—for leaving.



## **Performance Area: Instruction Program**

### **Measure:**

**Retention rate for First-Time-In-College (FTIC) students, using a six-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. Both full-time and part-time students are included.

### **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% since 1999. Meanwhile, the actual FTIC retention rate has ranged from a low of 68.8% for the cohort 1994 to a high of 71% for the current, 1999, cohort.

Figure 4 depicts the six-year FTIC retention rate of each university for the 1999 cohort.

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 such as adjusting to a campus environment. 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 Associate of Arts (AA)-transfer students, using a four-year rate**

### **Purpose of Measure:**

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

### **Performance trend and current status:**

Figure 5 displays changes in the four-year FTIC graduation rate. The standard for the AA-transfer graduation rate has remained at 69% over the past five years. The actual AA-transfer graduation rate has remained above the 69% standard except in 1998 when it was 68.5%. The most recent cohort, 2001, graduation rate was 69.8%.

Figure 6 depicts the four-year AA transfer graduation rates of the 2001 cohort for the individual universities

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.

## **Performance Area: Instruction Program**

### **Measure:**

**Retention rate for Associate of Arts (AA)-Transfer students, using a four-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. Both full-time and part-time students are included. 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.

### **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% since 1999. The actual AA transfer retention rate for the 2001 cohort is 79.7%. It has varied from a low of 79.2% to a high of 81.0%

Figure 8 depicts the four-year AA transfer retention rate of the 2001 cohort for each university. Like the AA transfer graduation rate, the retention rate varies from one university to another, in part due to differences among the cohorts of AA transfers.

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.

## **Performance Area: Instruction Program**

### **Measure:**

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

### **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% in 2002-03 after remaining at 61% for the prior years. The standard does not make the distinction between first-time-in-college (FTIC) and associate of arts (AA) transfer students. Due to resubmission of data from universities, historical data for this measure was adjusted in 2004. Please do not use data in prior accountability reports for historical data.

The proportion of FTIC students of all FTIC students completing within 115% of degree requirements in 2004-05 was 60.0%. The proportion of AA-transfer students completing within 115% of degree requirements increased to 79.1%. Overall for the SUS, 68.8% of all students graduated within 115% of degree requirements.

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. (Coursework taken at community colleges for AA-transfer students is not counted toward excess hours. Only the credit hours taken at the university to complete the degree requirements are counted.) 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 considering the courses they have taken previously.

Figure 10 displays, for each university, the percentage of students who graduated in 2004-05 within 115% of degree requirements with separate bars for all baccalaureate recipients, FTICs and AA-transfers.

## **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, the Department of Health, and the American Bar Association. 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 data.

### **Performance trend and current status:**

Some data is available on teacher certification exams. In October 1998, Congress enacted Title II of the Higher Education Act. Title II includes accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. The first report was required to be submitted to the U.S. Department of Education by October 7, 2001. No information is available about when the test takers graduated; therefore, the data include a mix of years from graduation. The first data submitted were for 1999-00.

For 1999-00, the SUS reported a 97.1% pass rate for teacher certification. By 2003-04 (the most recent year of data) the rate was 97.0% (see Figure 11).

Figure 12 displays the pass rate by university. It is noteworthy that UCF and FGCU had pass rates of 100%.

## **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.

### **Performance trend and current status:**

The percentage of SUS baccalaureate recipients who are employed in Florida and are earning \$22,000 or more one year after graduation is displayed in Figure 13. After peaking at 67.5% in fall 2000, the percentage of graduates earning \$22,000 declined to 61.9% in fall 2003. A recession that saw increases in the unemployment rate and layoffs is the most likely reason for the decline, with graduates entering a difficult labor market. According to the Bureau of Labor Statistics, the unemployment rate in 1999 was 3.9% with 295,956 people unemployed. By 2003 the unemployment rate had increased to 5.1% with 420,433 unemployed. New entrants to the labor market (such as graduating college students) are usually disproportionately affected by changes in the unemployment rate. A recovering economy saw the percentage of baccalaureate graduates earning \$22,000 rebound to 66.2% in fall 2004.

This measure used \$22,000 as the minimum salary because that was the minimum starting salary for K-12 teachers among the 67 counties of the state when these measures were instituted.

The percentage earning \$22,000 or more for fall 2004 increased to 66.2% which is a major improvement over the fall 2003 level of 61.9% (see figure 13).

Figure 14 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, higher wages.

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 be made to academic programs so that 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.

### **Performance trend and current status:**

The percentage of baccalaureate recipients who are employed in Florida earning \$22,000 or more, five years after graduation is displayed in Figure 15. The percentage has remained fairly level at around 85% since fall 2000. The fall 2004 percentage is 86.3.

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 when these measures were instituted. The standard has remained at 90% for the past three years.

Figure 16 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, extended job experience, combined with the degree, is likely to lead to 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 be 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.

### **Performance trend and current status:**

Figure 17 provides information about the changes in this measure, for the overall System average, over the past 5 years. In 2000-01, 11.8% of the 1999-00 baccalaureate recipients enrolled in graduate school in a state university. The percentage has changed little since that year, reaching 12.3% in 2004-05.

The 16.0% 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 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 18 displays, for each university, the percentage of baccalaureate degree recipients enrolled in graduate school in 2004-05 at one of the state universities following receipt of their baccalaureate degree. The University of Florida leads the others with 19.3% of its graduates continuing into graduate school. The remaining universities range from 7.1% for UNF to 13.5% for FAMU.

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 provided by private and out-of-state institutions, students 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.

### **Performance trend and current status:**

In 2000-01, 45.2% of the total lower level instructional effort was provided by faculty (Figure 19). By 2004-05, the percentage had decreased to 41.6%. The standard remained at 35% for two years and then increased to 45% in 2002-03.

Figure 20 displays the percentage of lower level instructional effort provided by faculty at each of the 11 state universities in 2004-05.

## **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.

### **Performance trend and current status:**

The percentage of upper level instructional effort provided by faculty has changed little over the five year period. In 2000-01, 66.4% of the total upper level instructional effort was provided by faculty (see Figure 21). By 2004-05, the percentage had marginally changed to 64.5%. The standard remained at 50% for two years and then increased to 66% in 2002-03.

Figure 22 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 graduate level instructional effort. Data from the annual expenditure analysis report are used to make the calculations.

### **Performance trend and current status:**

Very little change has occurred between 2000-01 and 2004-05. Starting in 2000-01, 77.5% of the total graduate level instructional effort was provided by faculty (see Figure 23). In the academic year 2004-05 the level was 75.9%. The standard remained at 55% for two years and then increased to 73% in 2002-03.

Figure 24 displays the percentage of graduate level instructional effort provided by faculty at each of the state universities.

## **Performance Area: Instruction Program**

### **Measure:**

**Percent of qualified Florida students, those applicants meeting admission standards, admitted as first-time-in-college students**

### **Purpose of Measure:**

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

### **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 Board of Governors 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.

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 2000-01 through 2004-05 are included in Figure 25. The percentage of qualified Florida residents admitted of those who applied has fallen to 90.8%, 4.1 percentage points, since 2000-01. The standard has remained at 95% over the past five years.

As can be seen from Figure 26, 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 increased by more than 24% since 2000-01 from 37,414 in 2000-01 to 46,472 in 2004-05.

## **Performance Area: Instruction Program**

### **Measure:**

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

### **Purpose of Measure:**

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

### **Performance trend and current status:**

For the four years for which this has been a measure, the SUS has not exceeded the 10% standard of undergraduate out-of-state students as a percentage of all undergraduate students. Since 2001-02 the rate has declined from 8.6% to 7.1% in 2004-05 (see Figure 27). The 7.1% figure was well below the standard set at 10%. Only two institutions (FAMU, and NCF) exceeded the 10% standard (see Figure 28).

## **Performance Area: Instruction Program**

### **Measure:**

**Number of undergraduate out-of-state students above 10% 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.

### **Performance trend and current status:**

System-wide, the number of undergraduate out-of-state students above 10% of all undergraduate students was zero in 2004-05 (see Figure 29). That figure was consistent with the standard set at zero. Two institutions (FAMU, and NCF) exceed the zero student standard.

In the four years for which this has been a measure, the SUS has remained below the 10% threshold.

## **Performance Area: Instruction Program**

### **Measure:**

**Percent of out-of-state students admitted who do not meet Florida Board of Education (FBE) admission standards**

### **Purpose of Measure:**

The purpose of this measure is to determine the proportion of out-of-state students who are profile assessment students. It measures the extent to which universities are admitting out-of-state students as first-time-in college who for one reason or another may not fully meet the SUS admissions standards.

### **Performance trend and current status:**

In 2000-01, data began being collected on profile assessment students, those students who did not fully meet the system-wide admissions standards. Due to a clarification on the measure, the data differ from that reported previously. The data reflect those first-time-in-college, out-of-state students who were admitted as profile assessment students as a percentage of all FTIC out-of-state students.

Out-of-state profile assessment students rose steadily from 2000-01 to 2002-03 reaching 7.2%. The rate dropped to 3.8% in 2003-04 only to rise slightly to 4.3% in 2004-05 (see Figure 30).

While all universities had some level of out-of-state profile assessment students, most were around one to two percent. FAMU's mission to provide educational opportunities for underserved populations resulted, in part, to a rate of 21.4%. FGCU came next at 14.7% (see Figure 31).



## **Performance Area: Instruction Program**

### **Measure:**

**Percent of first-time-in-college students admitted as student profile assessments**

### **Purpose of Measure:**

This measure expresses profile assessment students as a percent of total first-time-in-college (FTIC) students. It measures the extent to which universities are admitting students who for one reason or another may not fully meet the SUS admissions standards.

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 difficulty 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%. Though the percentage of FTIC profile assessment students admitted into the SUS increased to 8.1% in 2001-02, it has since declined to 3.4%, the lowest level since the data has been collected (see Figure 32).

Figure 33 depicts, for each state university, the FTICs who were admitted using profile assessment as a percentage of all admitted FTIC students in 2004-05. Most of the individual universities are below the 10% standard. Only FAMU exceeded 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 to 2004-05, with the new definition of profile assessment, the most current year for which data are available. The data reflect those profile assessment students who enrolled in a university.

Figures 34 and 35 depict the number of profile assessment students who are from out-of-state. Though the number of enrolled profile assessment students rose in 2001-02, the number has since decreased to 281, 82 students below the standard of 363. Except for FAMU, the remaining universities admitted 25 or fewer out-of-state profile assessment students.

Figures 36 and 37 depict the percentage of profile assessment students who are from out-of-state. The SUS performance exceeded the standard by 5.5 percentage points in 2004-05. All universities except FIU, UNF, and NCF exceeded the 10% standard. As can be seen in figure 27, the percentage of students classified as out-of-state declined from 8.6% in 2001-02 to 7.1% in 2004-05.

## **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 Florida Education Training Placement Information Program (FETPIP) tracks employment by standard industrial classification or by employer, not by occupation. Thus, we cannot tell if our baccalaureate computer science recipients who are found working to be working for IBM are working as computer system analysts or as personnel specialists.

### **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.

### **Performance trend and current status:**

The number of baccalaureate degrees awarded in the state universities continues to increase. Figure 38 displays the increase in baccalaureate degrees awarded over the past five years. Rising from 35,724 in 2000-01 to 43,304 in 2004-05, the number of baccalaureate degrees awarded annually has increased by 7,580 (21.2%) over the 5-year period. This is the fourth year in a row in which the SUS exceeded the standard of 37,982 baccalaureate degrees.

Figure 39 displays the number of first major, baccalaureate degrees awarded by each of the individual institutions in 2004-05.

## **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. This performance measure directly measures one of the primary outputs of the state universities: degrees awarded.

### **Performance trend and current status:**

The number of masters degrees awarded in the state universities continues to increase at a fairly steady pace. Figure 40 displays the increase in masters degrees awarded over the past five years. Rising from 10,766 in 2000-01 to 13,365 in 2004-05, the number of masters degrees awarded annually has increased by 2,599 (24.1%) over the 5-year period. The number of degrees awarded has exceeded the standard, 11,008, for the last four years.

Figure 41 displays the number of masters degrees awarded by each state university in 2004-05.

## **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 until 2003-04 where degree production leveled off to 1,370. The medical programs tend to be limited by physical facilities in the number of students they can serve and thus, growth in these programs is somewhat constrained. The addition of the new medical program at FSU and the two new law schools at FAMU and FIU caused additional growth in this measure with degree production increasing to 1,584 in 2004-05.

Figure 42 displays the increase in first professional degrees awarded over the past five years. The standard has remained constant over the past three years at 1,170 though the SUS has exceeded the standard since 2000-01.

Figure 43 displays the first professional degrees awarded by 10 state universities in 2004-05. Note that only UF, FSU, FAMU, USF and FIU were authorized in 2004-05 to award first professional degrees. The new law school at FIU has brought it into the group of universities granting first professional degrees. FAMU already granted pharmacy first professional degrees and FSU already granted law 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 doctoral degrees awarded is a measure of the level of production of the universities' Advanced Graduate instructional programs. This performance measure directly measures one of the primary outputs of the state universities: degrees awarded.

### **Performance trend and current status:**

The number of doctoral degrees awarded in the state universities continues to rise at a steady rate. The number of doctorates awarded in 2004-05 is the highest ever. Figure 44 displays the changes in doctorate degrees awarded over the past five years. Rising from 1,221 in 2000-01 to 1,518 in 2004-05, the number of doctorate degrees awarded annually has increased by 297 (24.3%) over the 5-year period. The SUS has exceeded the standard of 1,255 over the past four years.

Figure 45 displays the number of doctoral degrees awarded by 10 state universities in 2004-05.

## **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 that 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 an excellent reputation.

This output measure is calculated by dividing total contract and grant expenditures by the number of state-funded ranked faculty. The result 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 46), starting in 2000-01 at a value of \$108,828 and rising to \$145,145 in 2004-05. The value has exceeded the standard since 2000-01.

Figure 47 depicts, for each university, the average externally funded research and training grants per ranked faculty member in 2004-05. 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. As FSU's medical school grows, its contract and grant funding should increase as well.



## **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.

### **Performance trend and current status:**

Figure 48 displays the average number of articles published as listed in the ISI database per ranked faculty member. For 2004-05 the number of articles per faculty member increased to 0.83, well above the standard of 0.70.

Figure 49 displays the average number of articles found in the ISI database per ranked faculty member for each of the 11 universities for 2004-05. 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.

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:**

In 2005, no telephone survey was conducted, only the mail survey. As mentioned in the previous section, the survey has been inconsistent from year to year. The mail only survey differs from the telephone survey. While the measure appears to have dropped in 2005 to 94.4%, this is above the prior two years of mail surveys which were 93.0% in 2003 and 93.1% in 2004. Nevertheless, the record of satisfied IFAS public service customers is very good (see Figure 50). 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 serving well 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:**

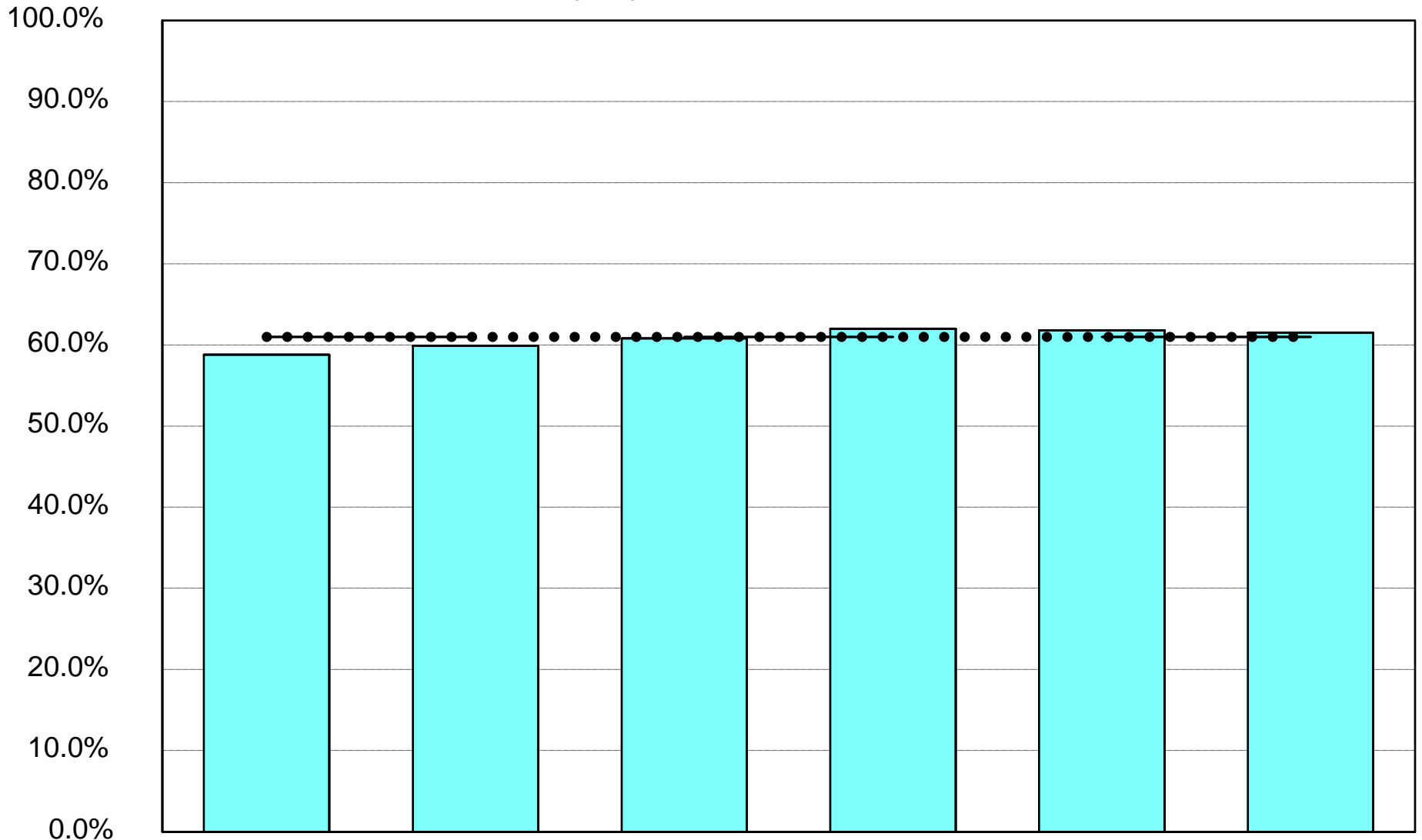
This measure is designed to determine the extent to which faculty public service effort is being assigned and used to help K-12 public schools. The process for collecting data for this measure was not established until October 1999, nearly halfway through the 1999-00 year. Thus, the first data available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

### **Performance trend and current status:**

In 2004-05, 10.1% of faculty effort in public service was devoted to public school (see figure 51).

Of the individual universities, UWF contributed the highest percentage (30.0%) to public schools followed by UCF with 25.6% (see Figure 52)

**Figure 1.**  
**First-Time-In-College 6-Year Graduation Rates**  
**State University System Performance**



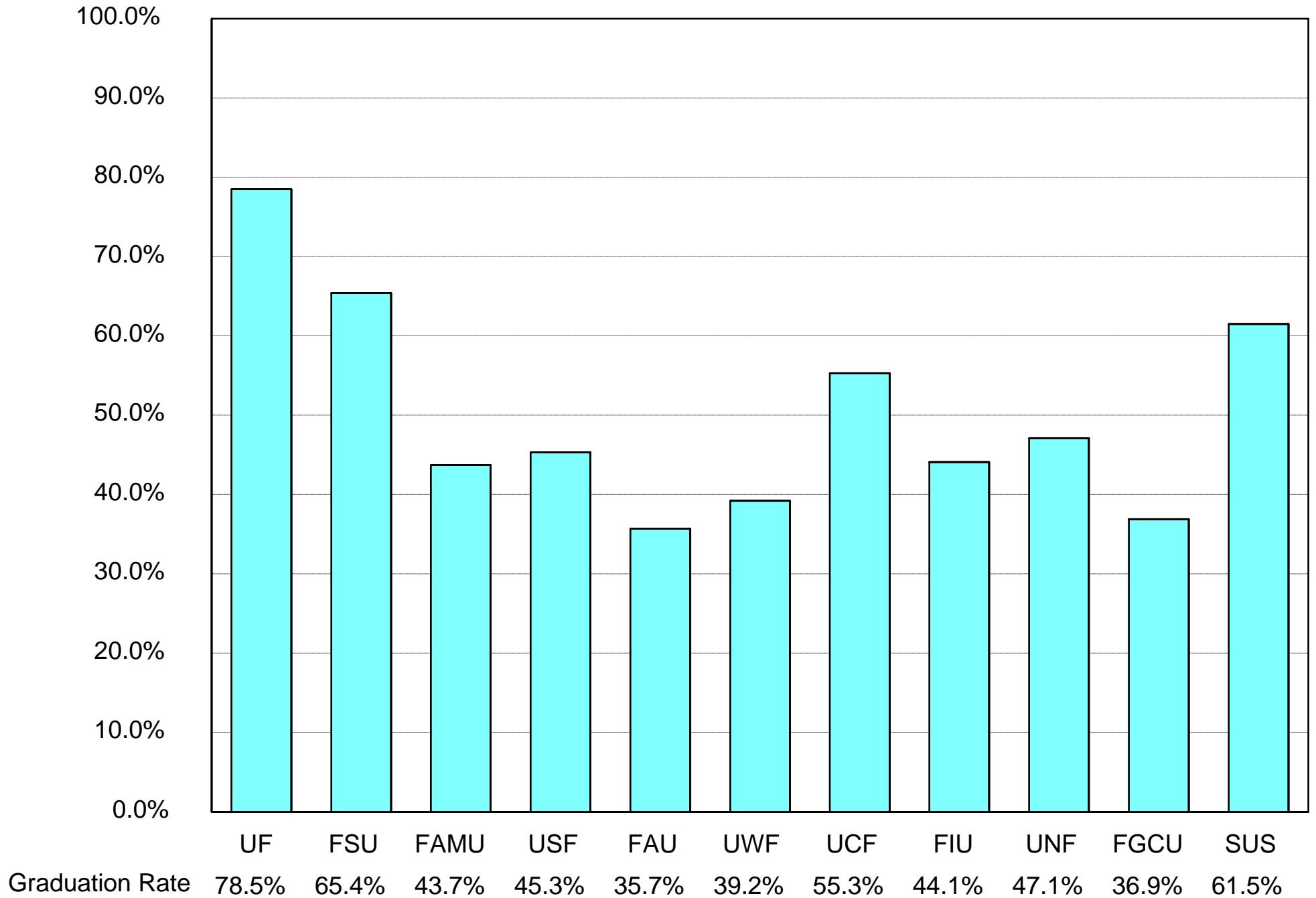
Graduation Rate

Standard

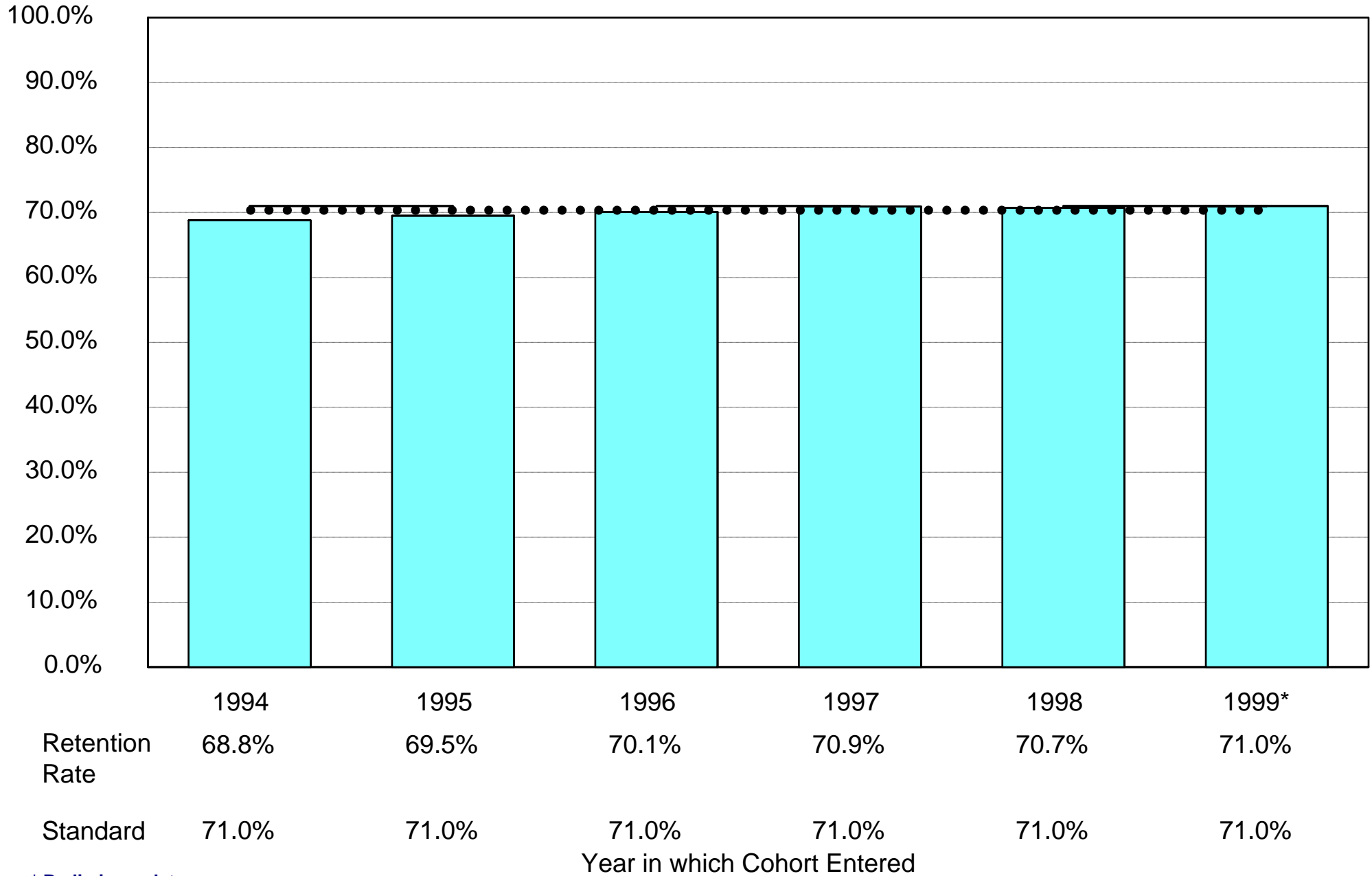
\* Preliminary data

Year in which Cohort Entered

**Figure 2. First-Time-In-College 6-Year Graduation Rates  
University Performance, 1999 Cohort**

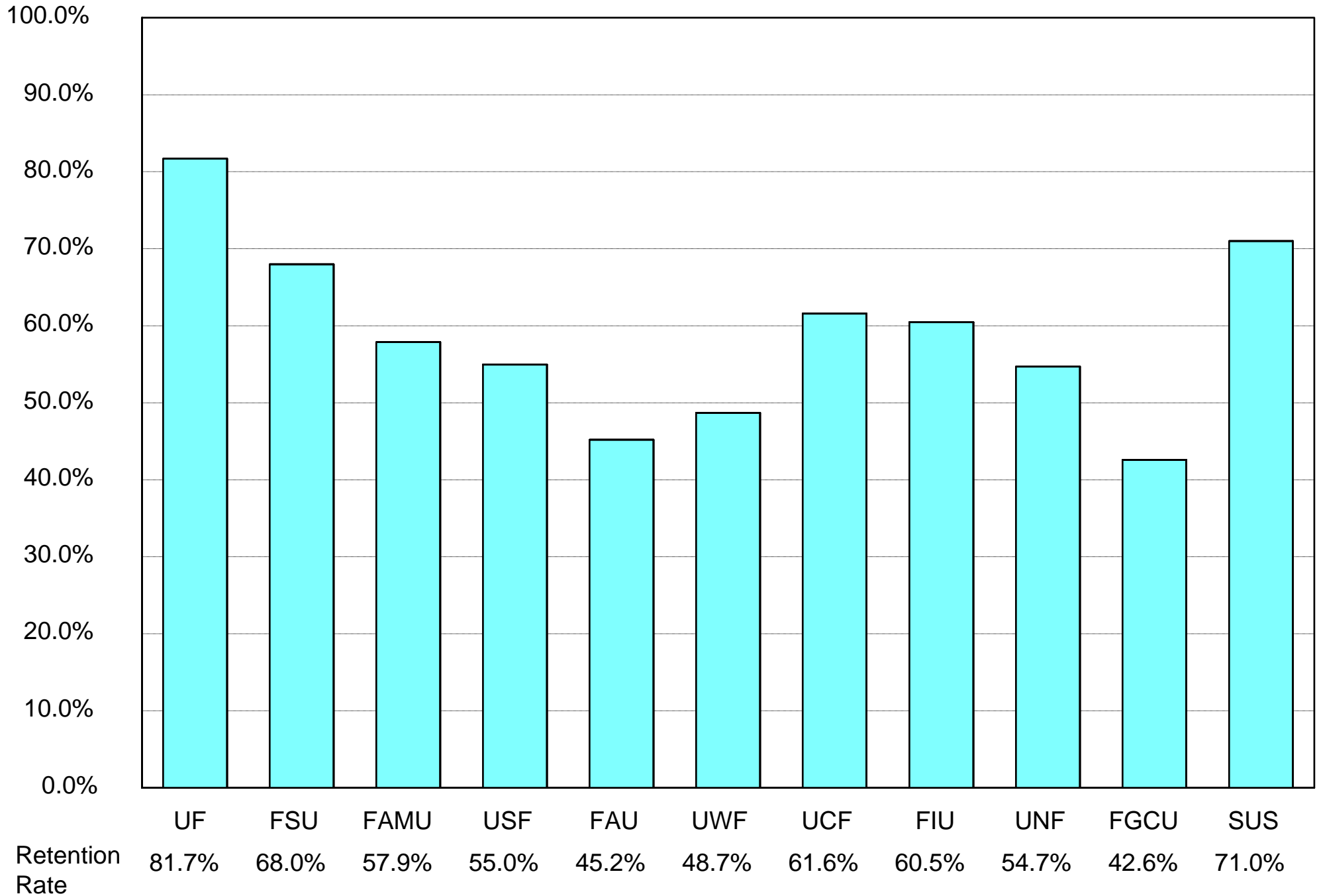


**Figure 3.  
First-Time-In-College 6-Year Retention Rates  
State University System Performance**

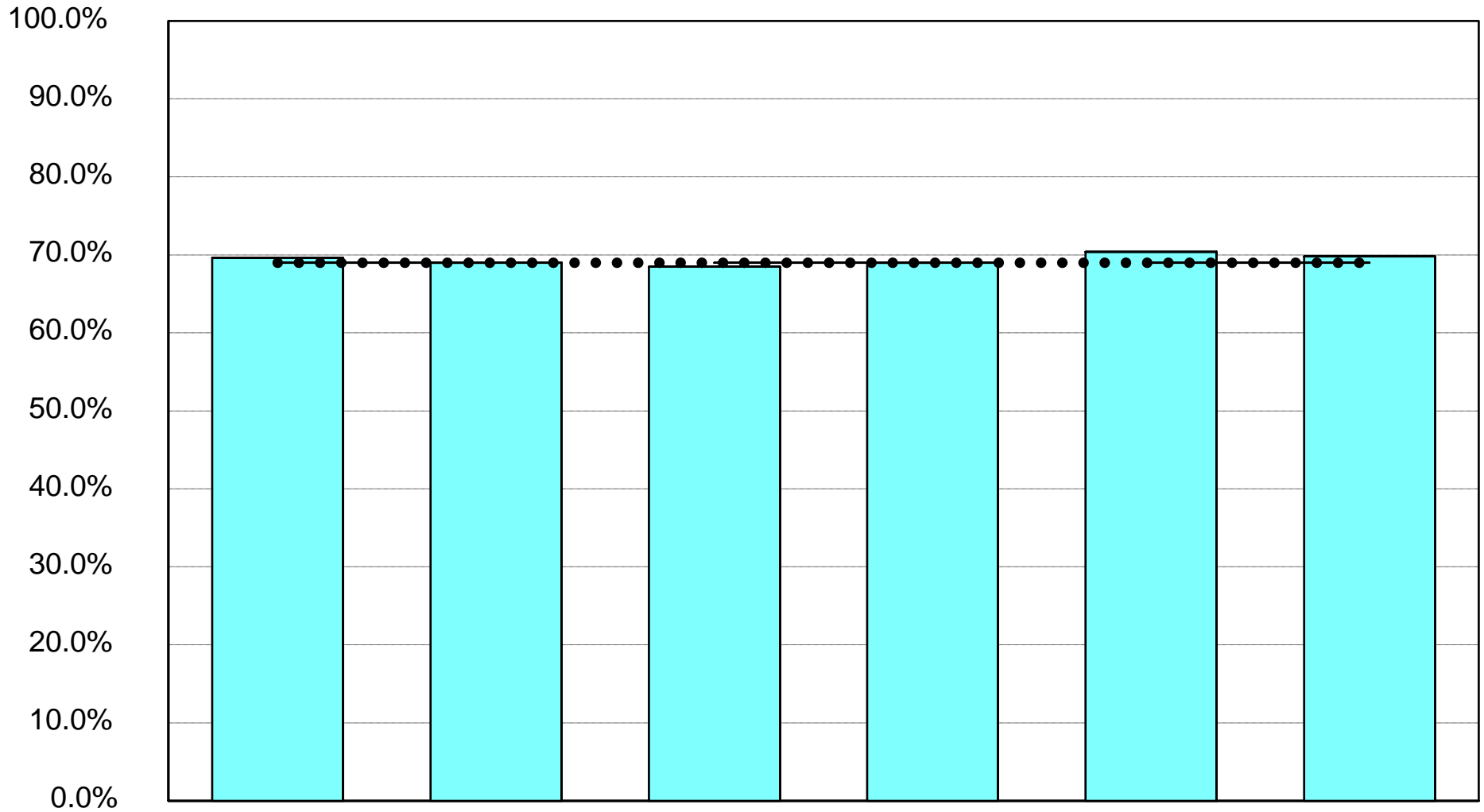


\* Preliminary data

**Figure 4. First-Time-In-College 6-Year Retention Rates  
University Performance, 1999 Cohort**



**Figure 5.  
Associate of Arts-Transfer Graduation Rates  
State University System Performance**



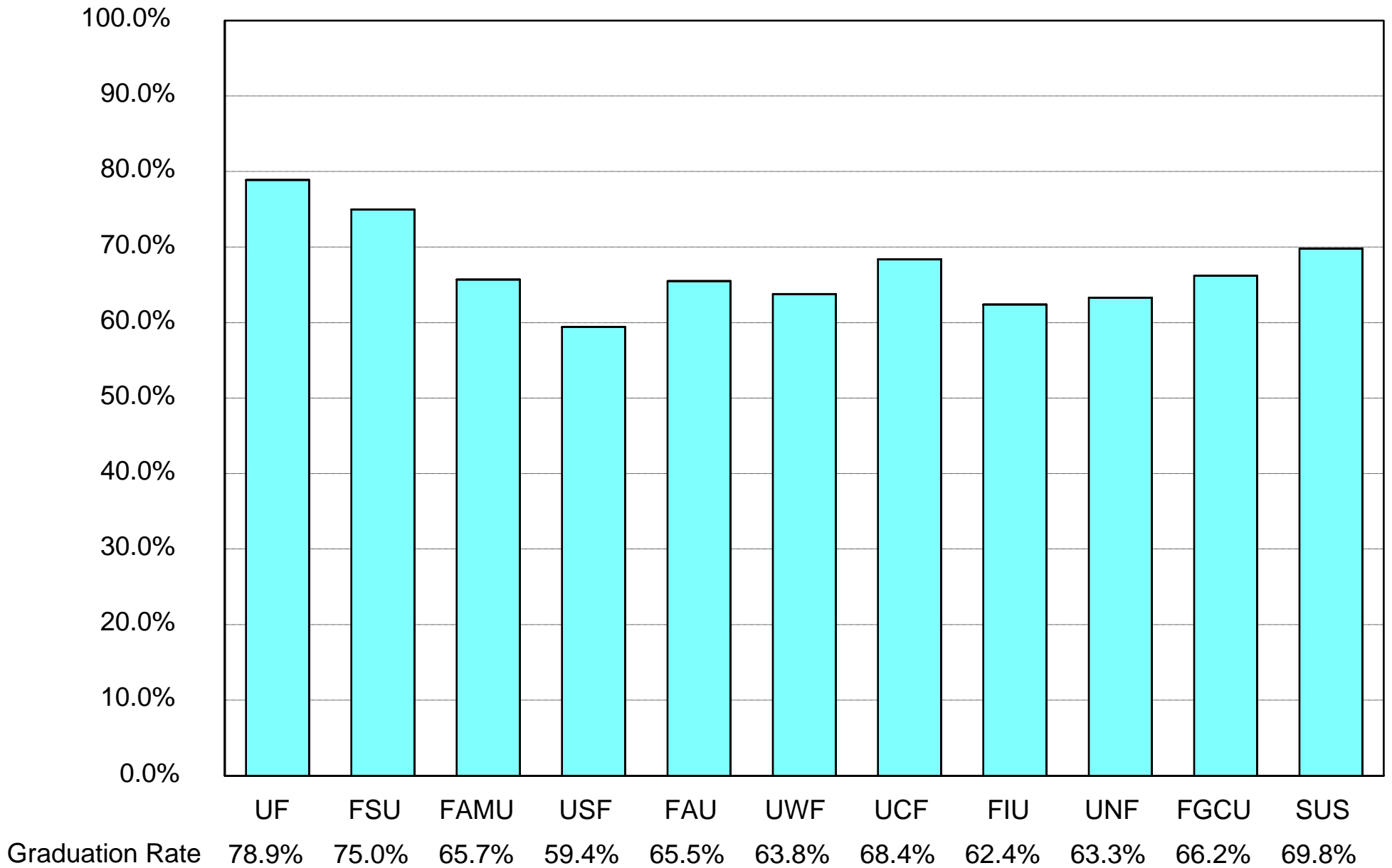
	1996	1997	1998	1999	2000	2001*
Graduation Rate	69.6%	69.0%	68.5%	69.0%	70.4%	69.8%
Standard	69.0%	69.0%	69.0%	69.0%	69.0%	69.0%

\* Preliminary data

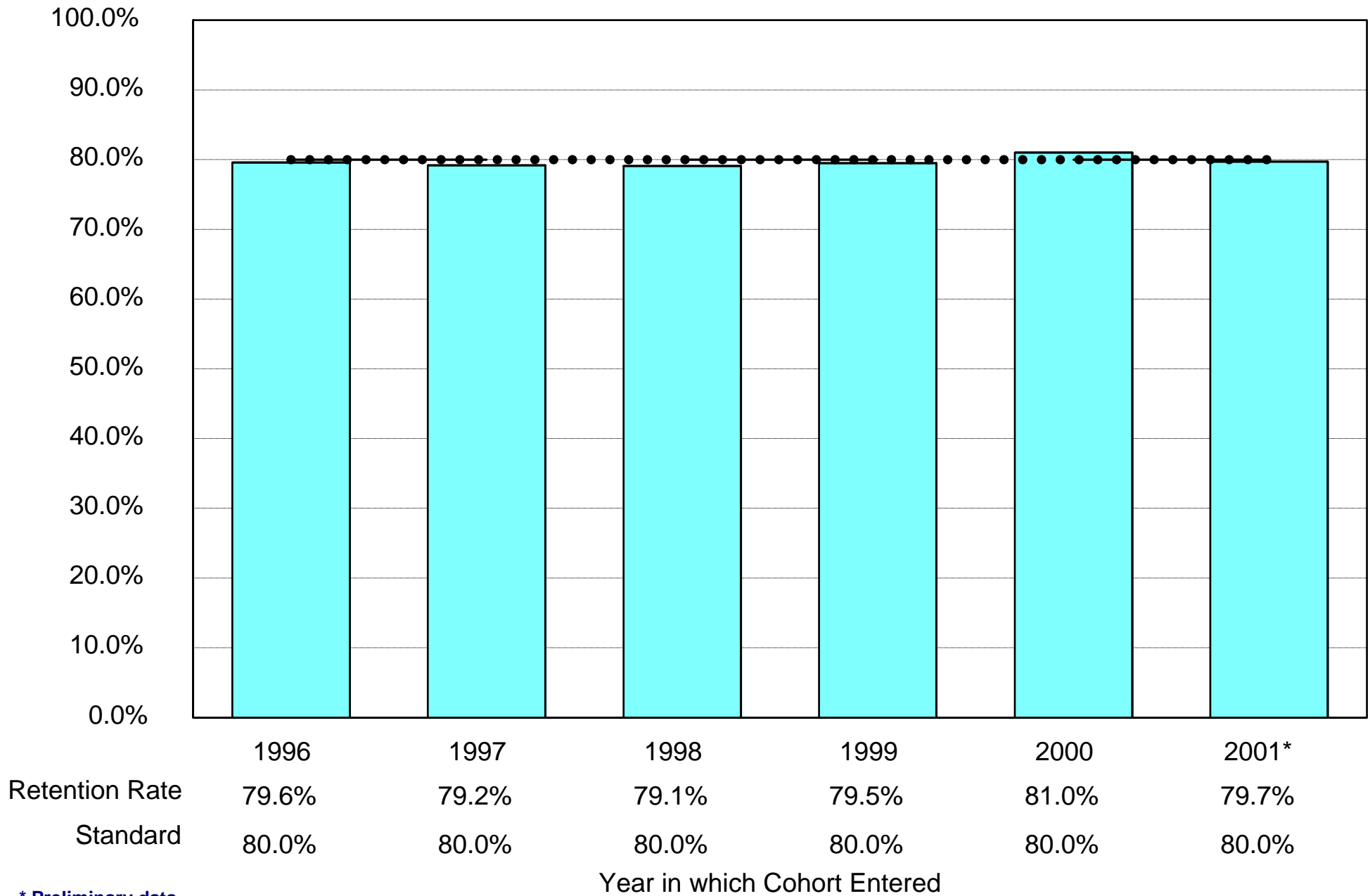
Year in which Cohort Entered



**Figure 6. Associate of Arts-Transfer Graduation Rates  
University Performance, 2001 Cohort**

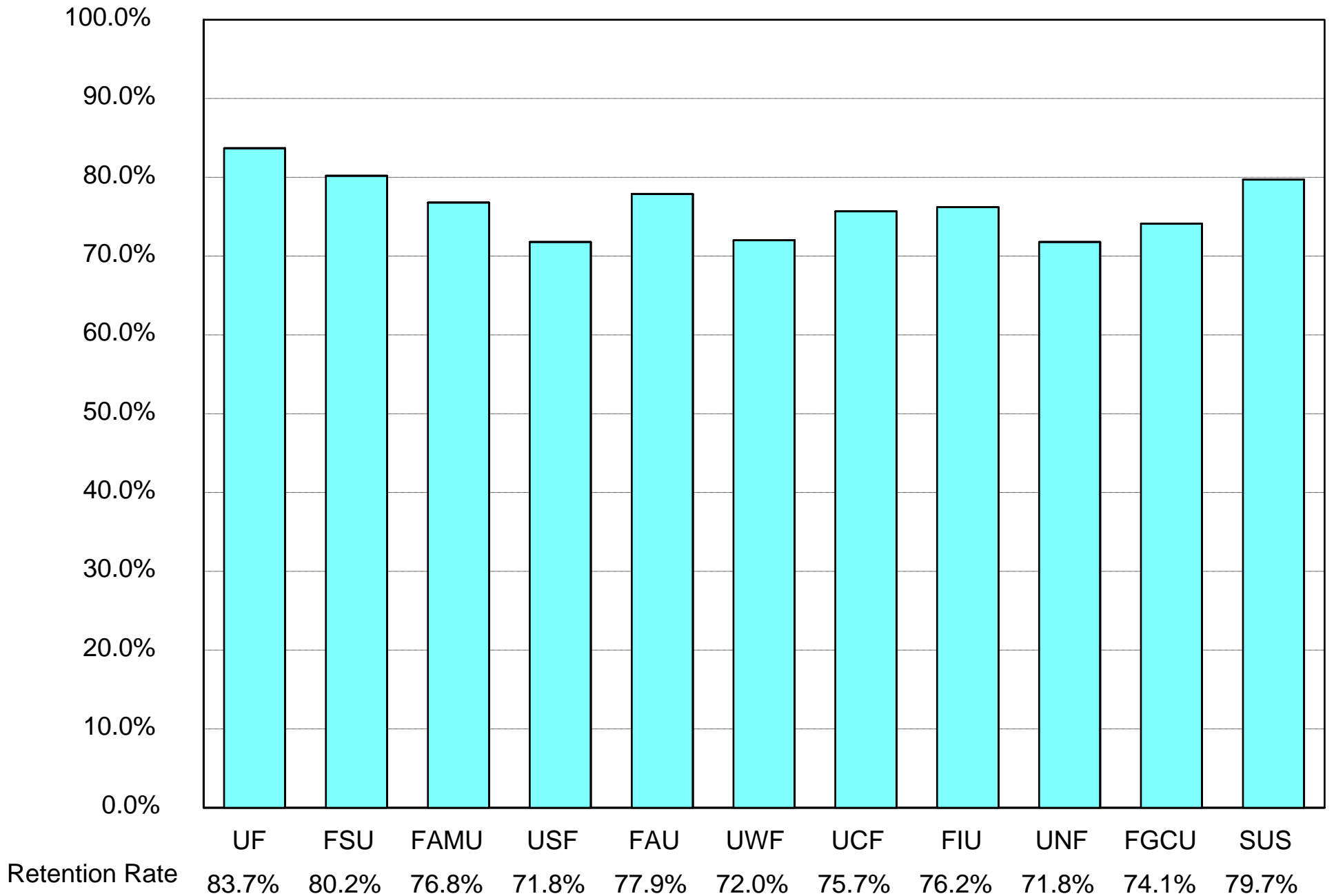


**Figure 7.**  
**Associate of Arts-Transfer Retention Rates**  
**State University System Performance**

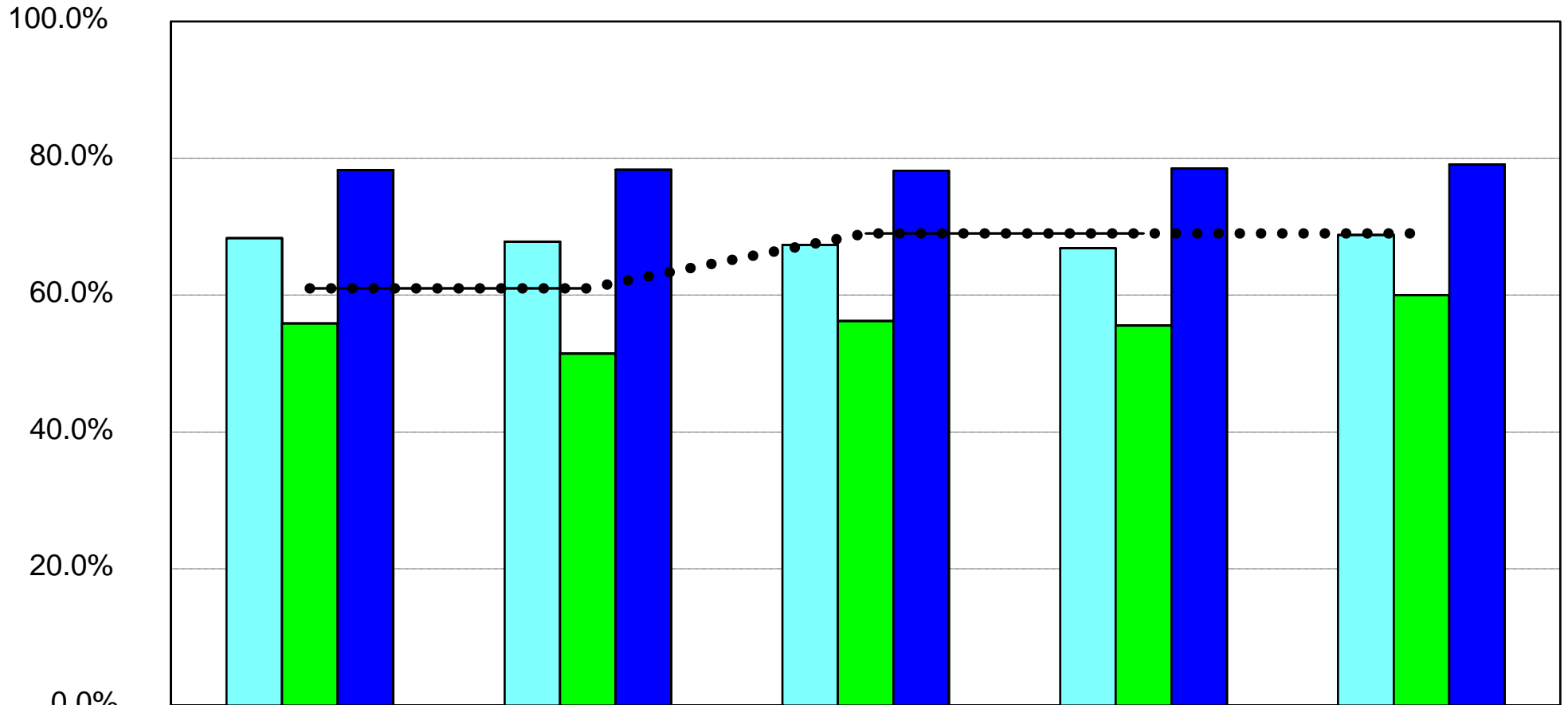


\* Preliminary data

**Figure 8. Associate of Arts-Transfer Retention Rates  
University Performance, 2001 Cohort**



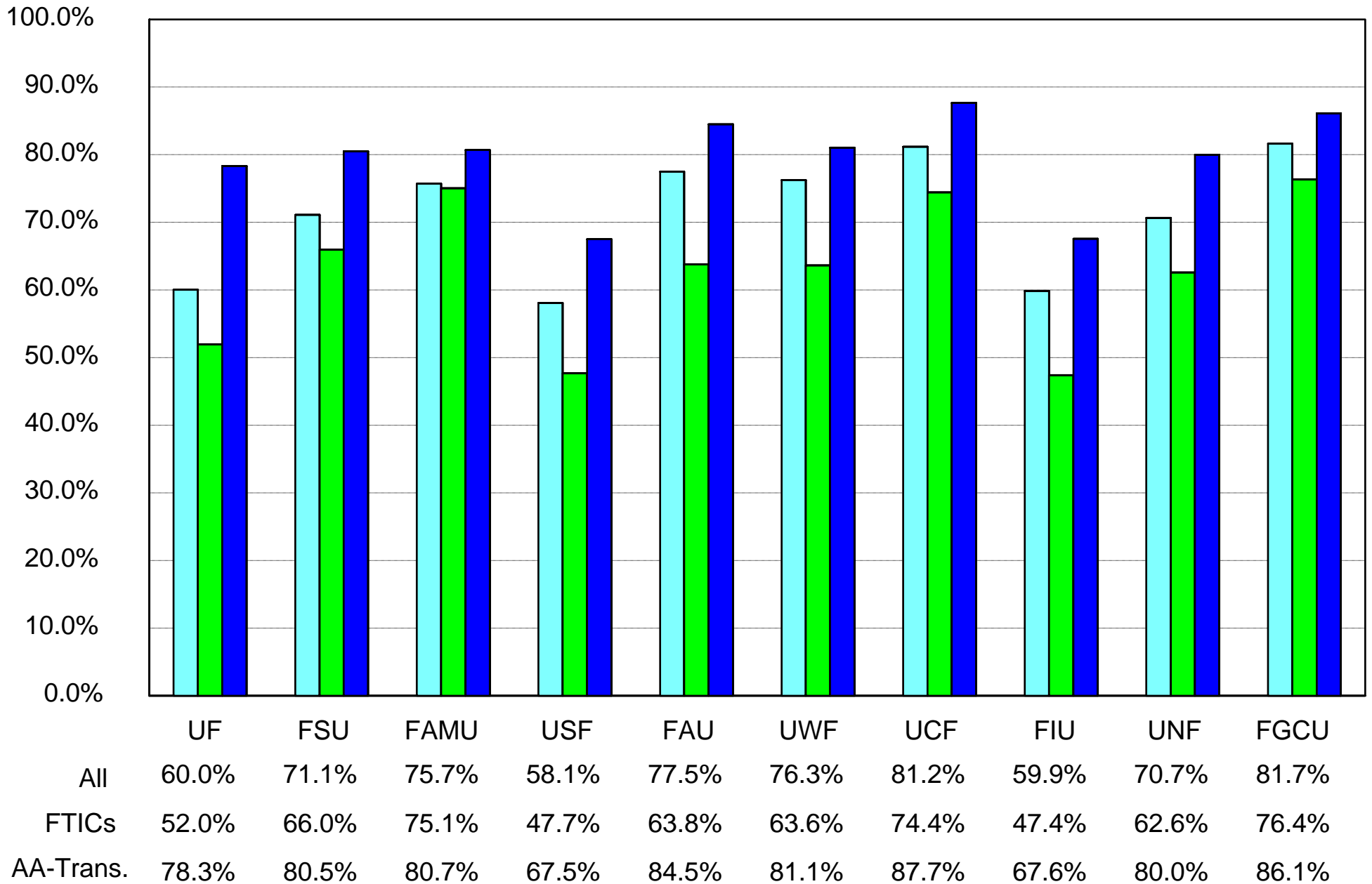
**Figure 9.**  
**Percentage of Students Graduating**  
**Within 115% of Degree Requirements**  
**State University System Performance**



	2000-01	2001-02	2002-03	2003-04	2004-05*
All	68.3%	67.8%	67.3%	66.8%	68.8%
FTICs	55.9%	51.4%	56.2%	55.5%	60.0%
AA-Trans.	78.3%	78.3%	78.1%	78.5%	79.1%
Standard	61.0%	61.0%	69.0%	69.0%	69.0%

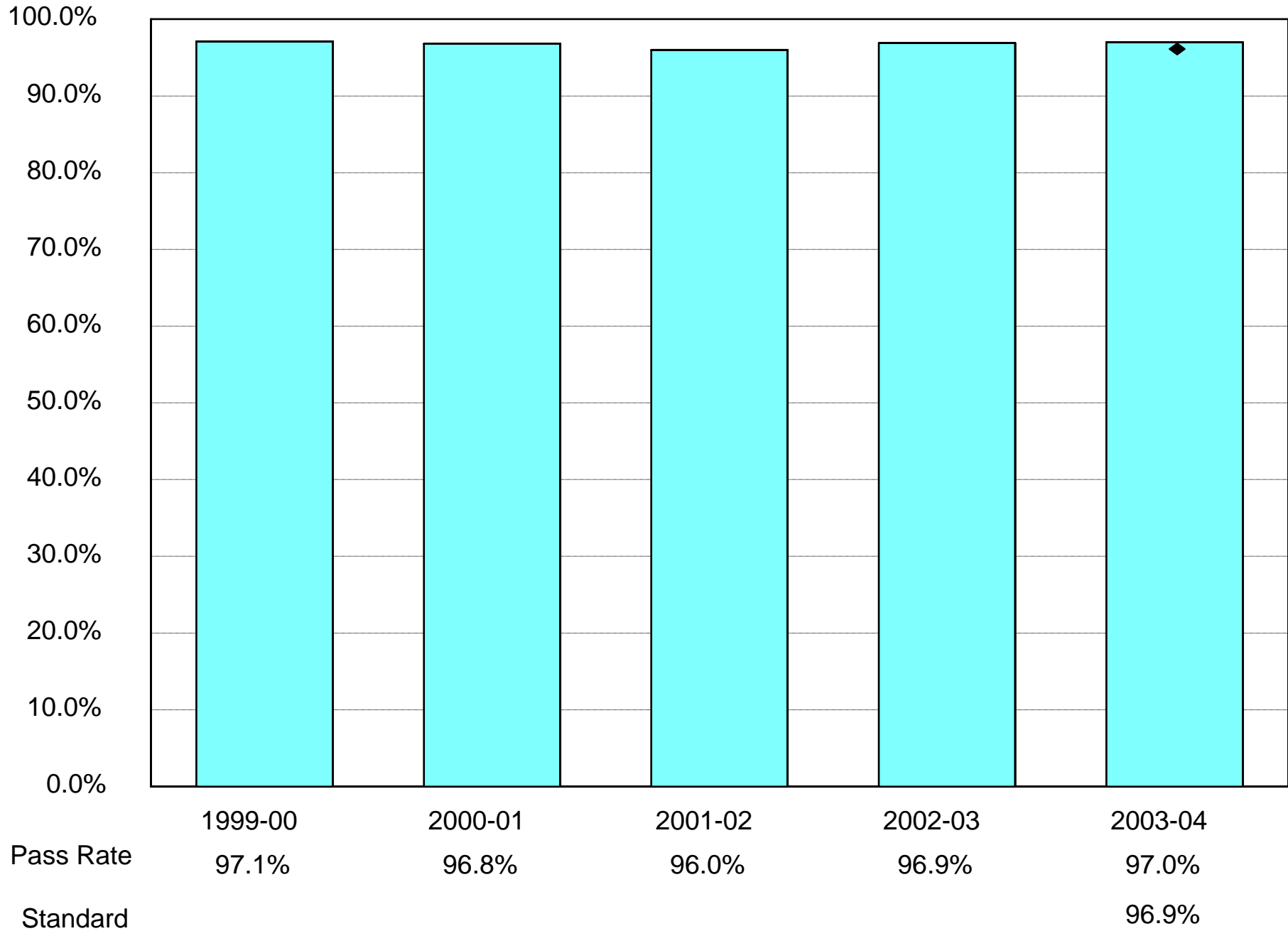
\* Preliminary data

**Figure 10. Percentage of Students Graduating  
Within 115% of Degree Requirements  
University Performance, 2004-05\***

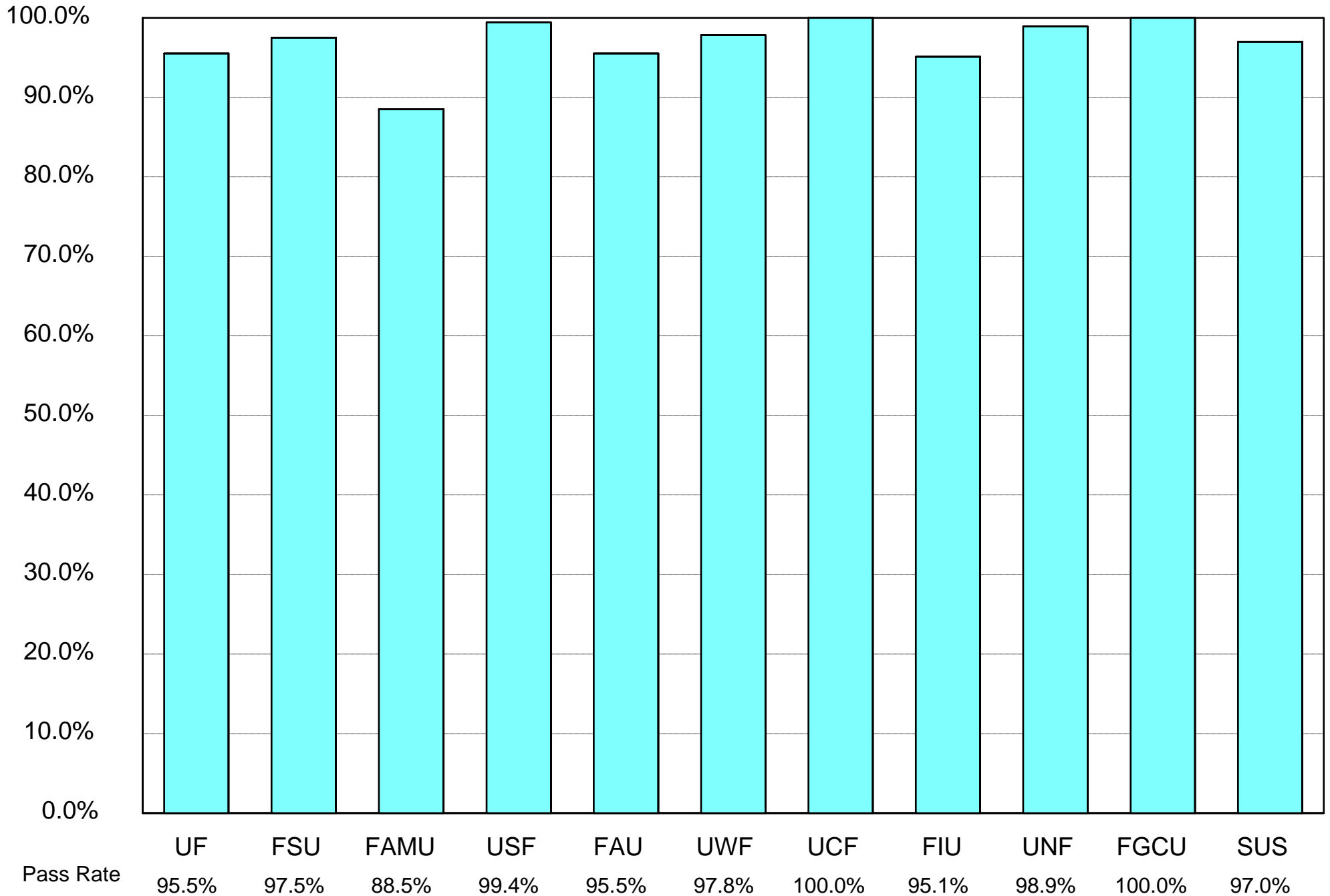


\* Preliminary Data

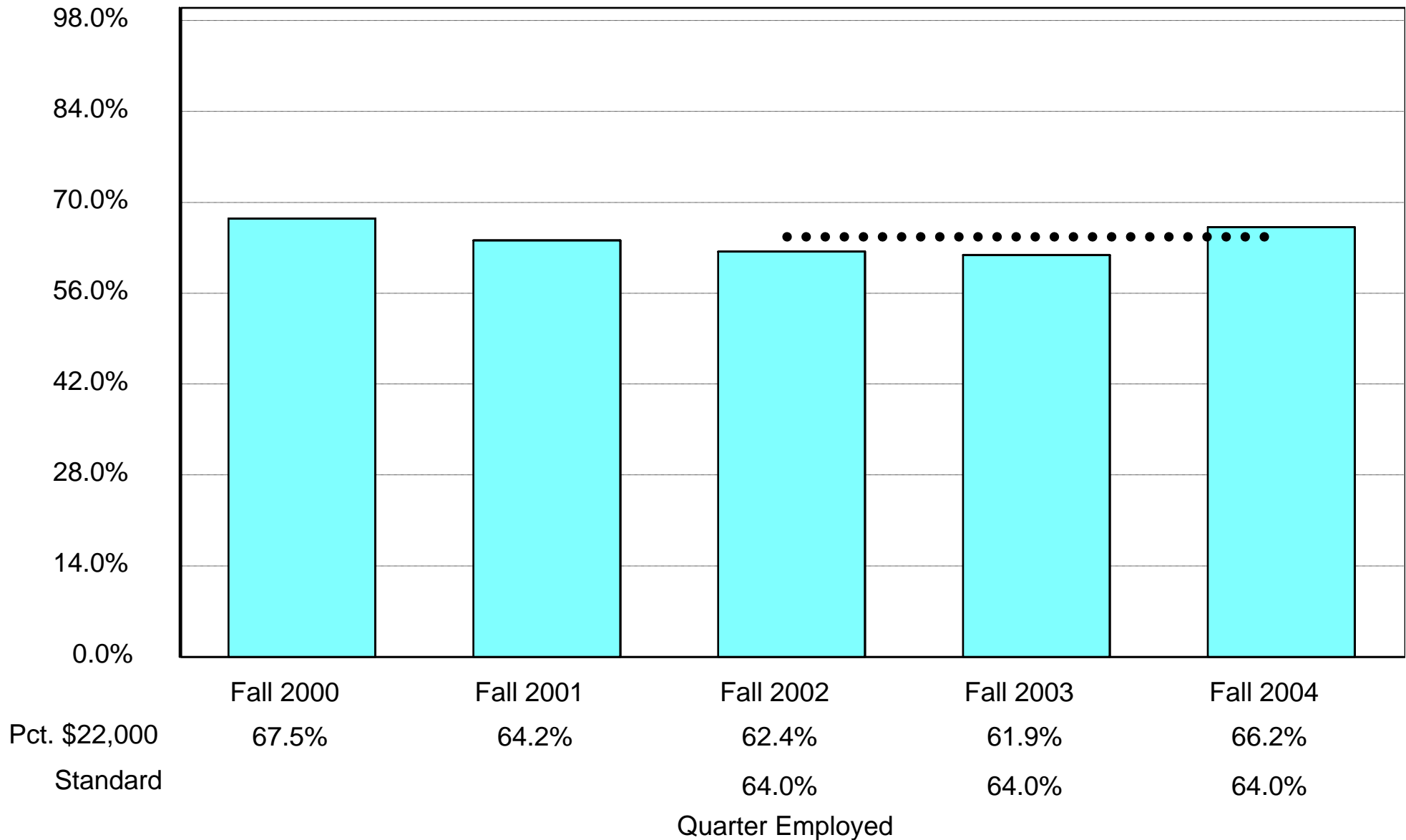
**Figure 11.**  
**Pass Rate for Teacher Certification**  
**State University System Performance**



**Figure 12. Pass Rate for Teacher Certification  
University Performance, 2003-04**

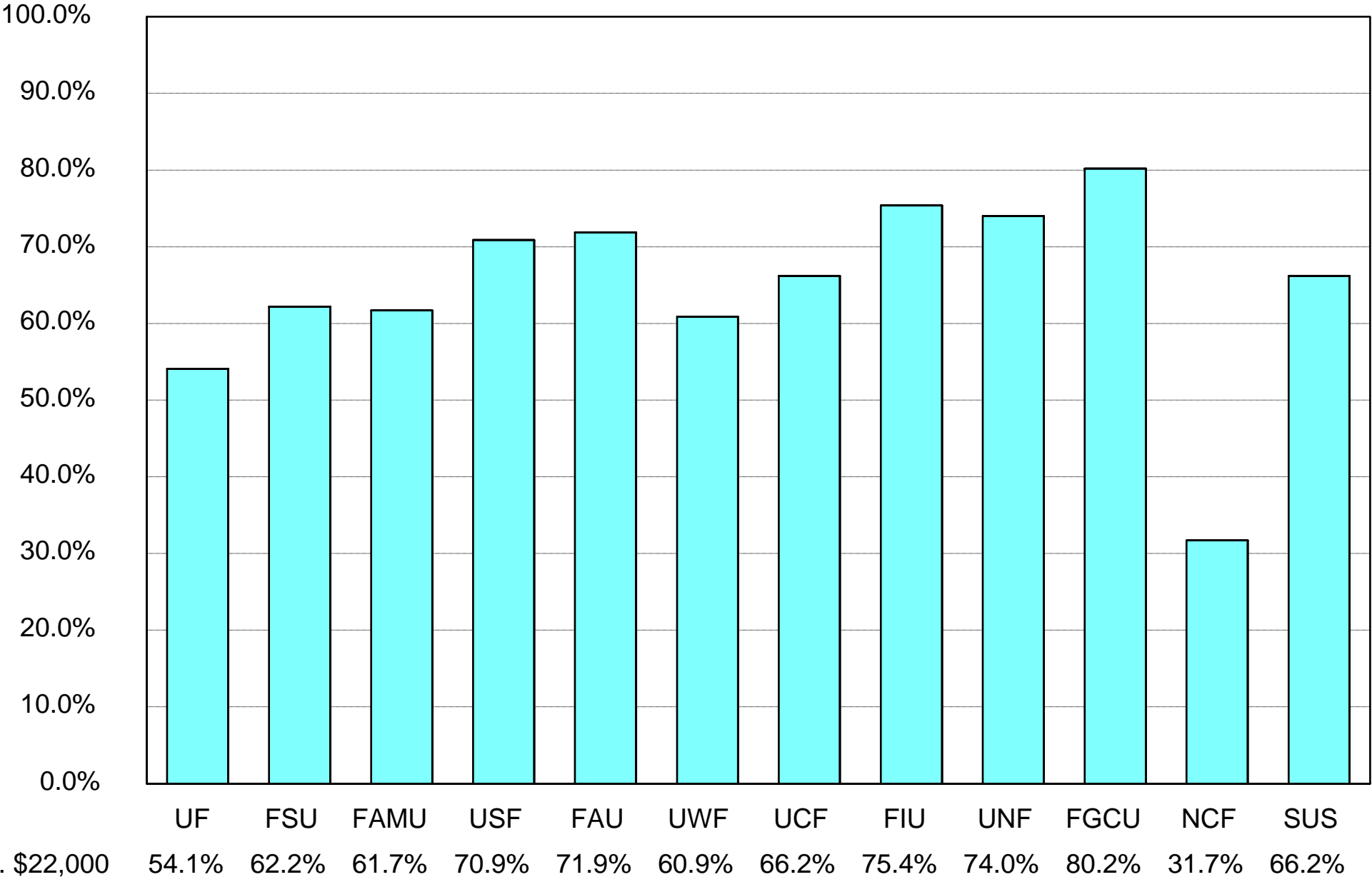


**Figure 13.  
 Baccalaureate Graduates Employed In Florida  
 Percentage Earning at Least \$22,000  
 One Year After Graduation  
 State University System Performance**



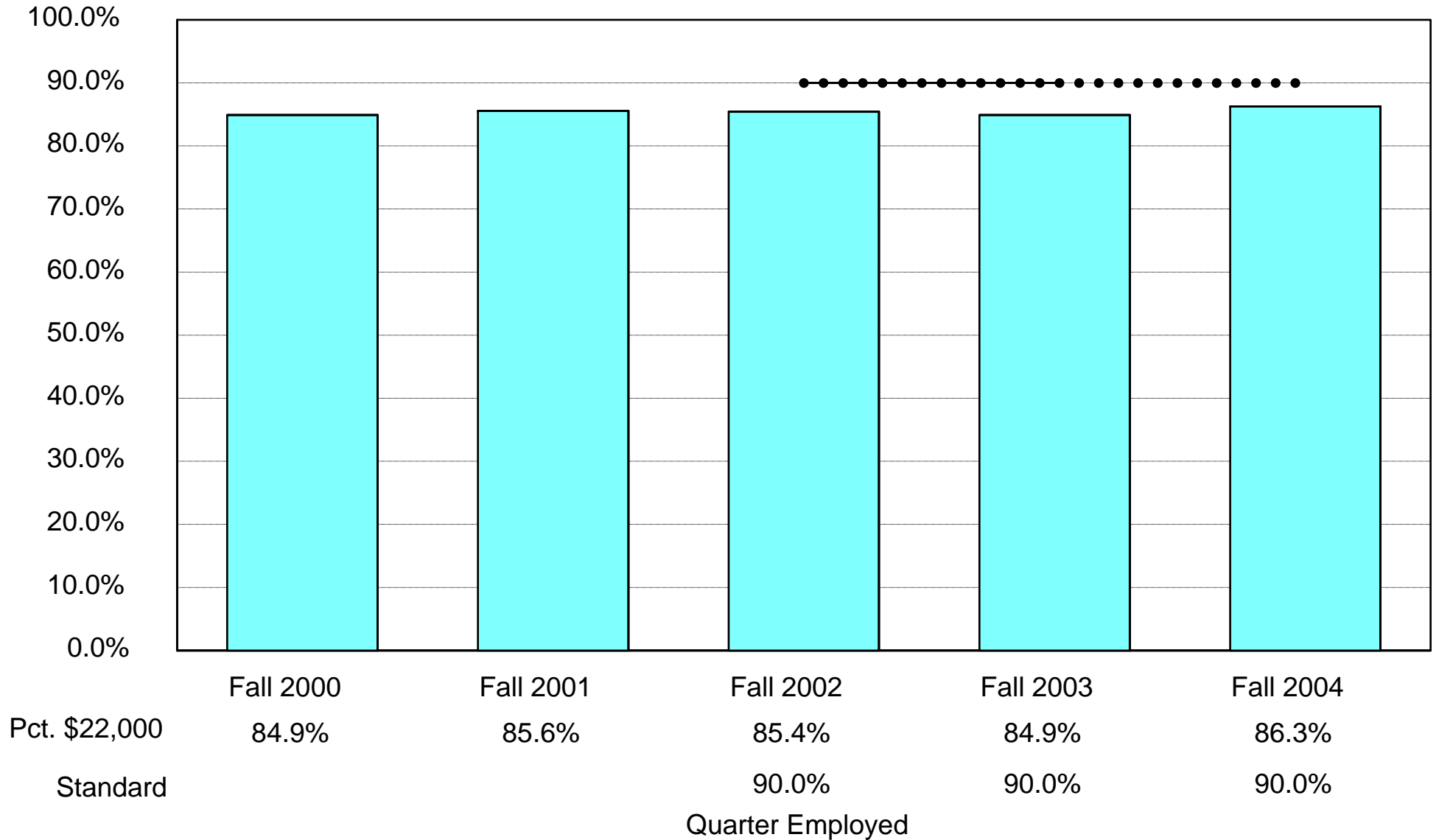


**Figure 14. Baccalaureate Graduates Employed In Florida  
Percentage Earning at Least \$22,000  
One Year After Graduation  
University Performance, Fall 2004**

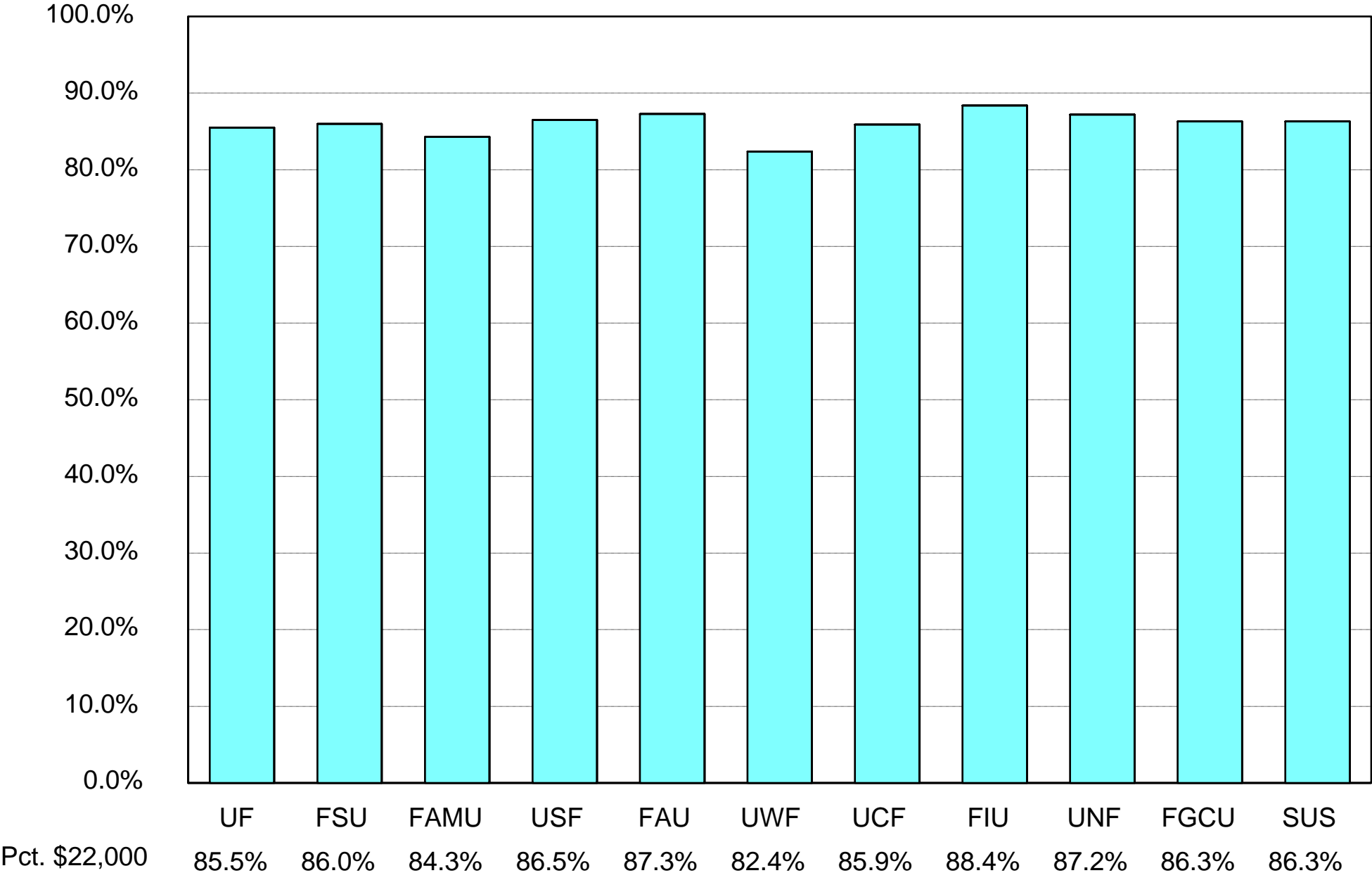


Pct. \$22,000

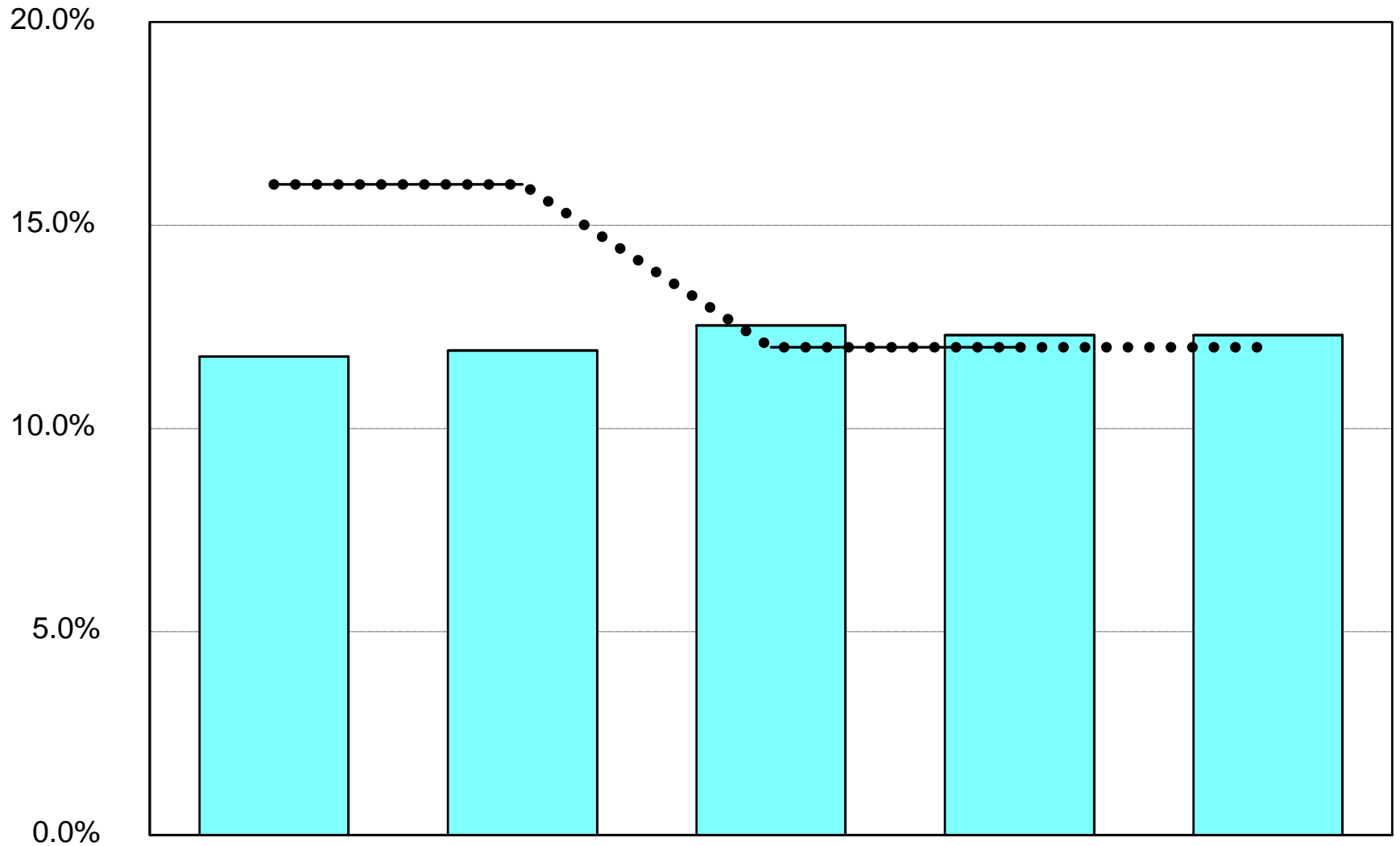
**Figure 15.  
 Baccalaureate Graduates Employed In Florida  
 Percentage Earning at Least \$22,000  
 Five Years After Graduation  
 State University System Performance**



**Figure 16. Baccalaureate Graduates Employed In Florida  
 Percentage Earning at Least \$22,000  
 Five Years After Graduation  
 University Performance, Fall 2004**



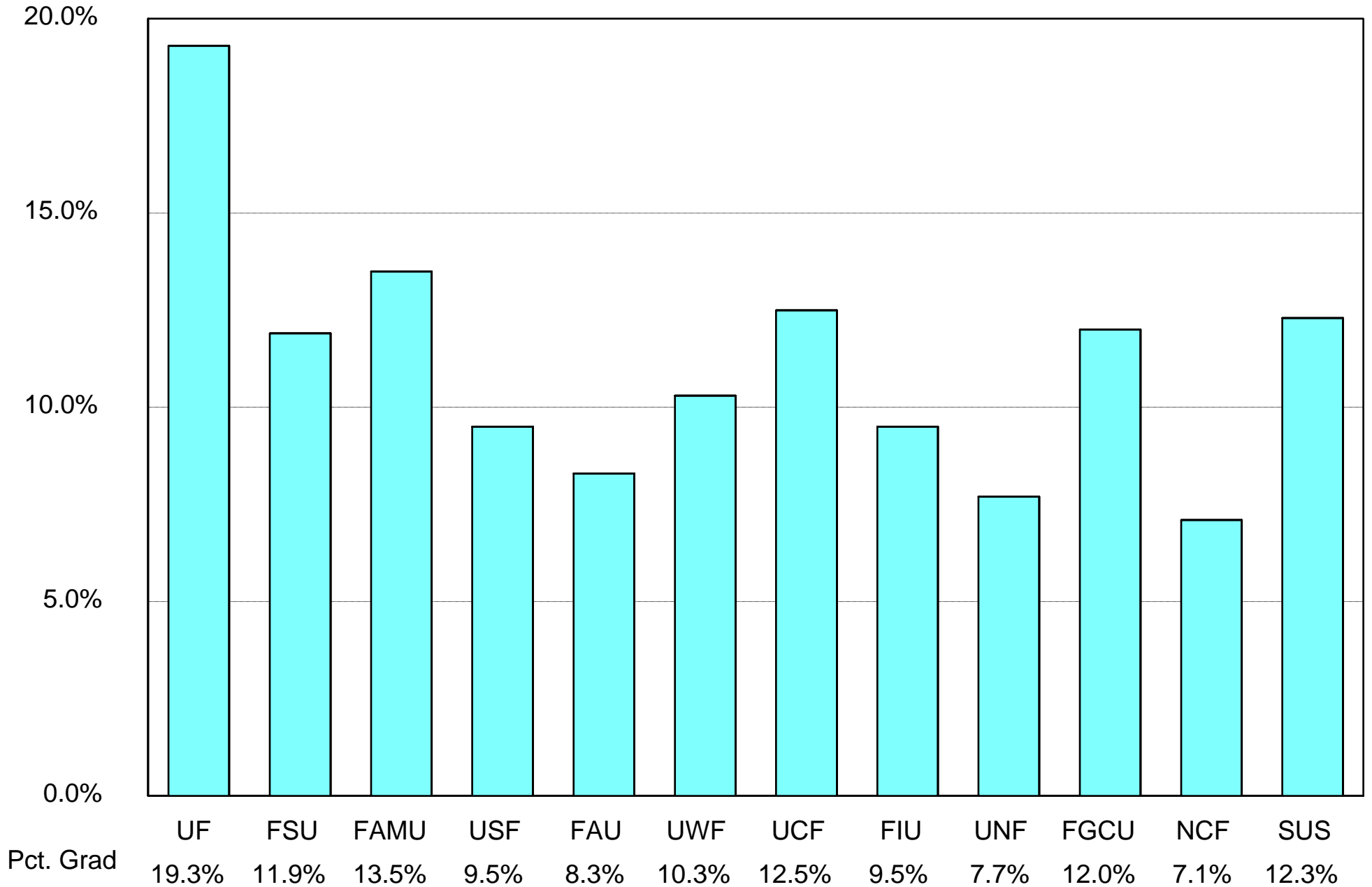
**Figure 17.  
 Percentage of Baccalaureate Recipients  
 Enrolled in Graduate School  
 State University System Performance**



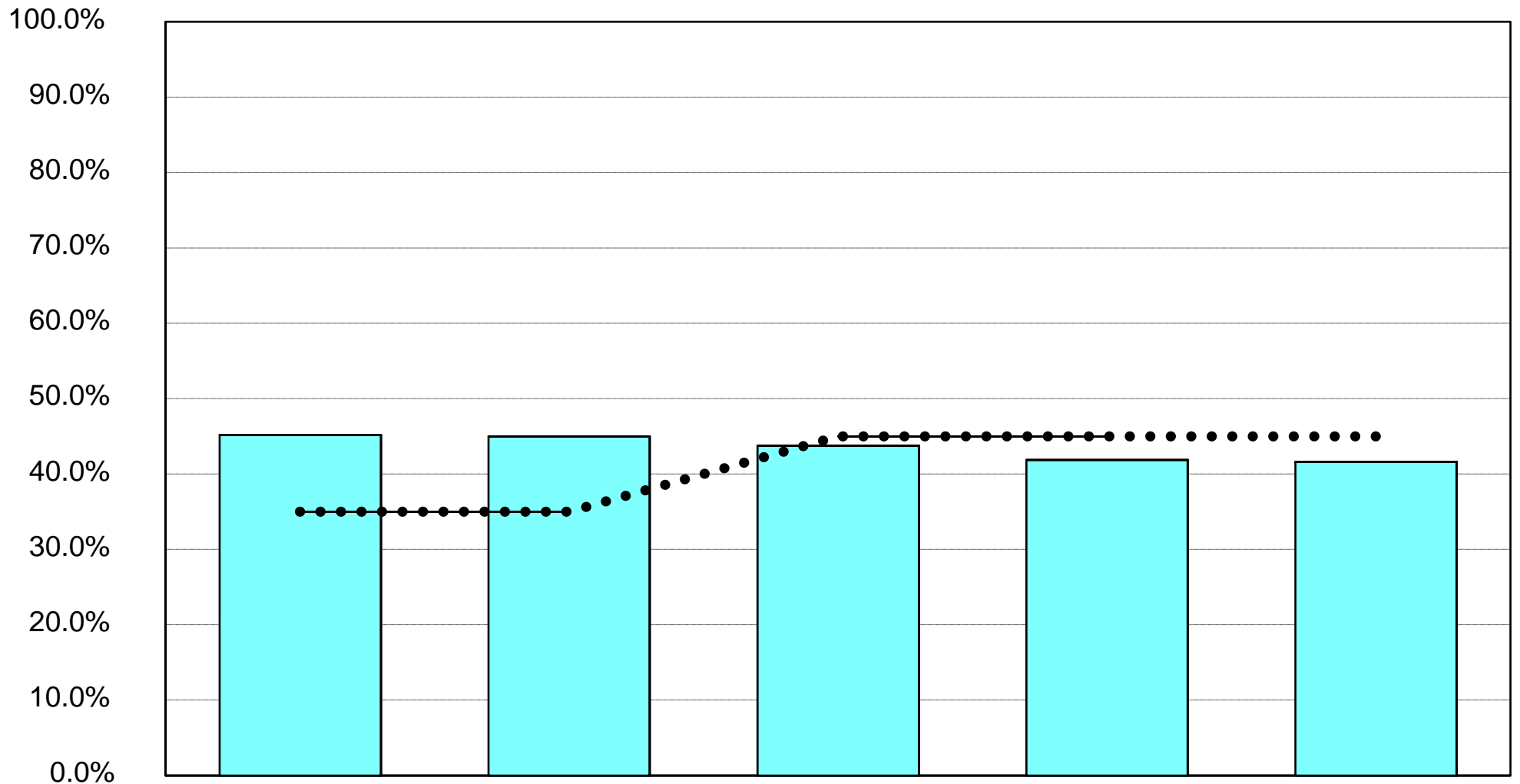
Pct. Graduate School  
 Standard

Year	2000-01	2001-02	2002-03	2003-04	2004-05
Pct. Graduate School	11.8%	11.9%	12.5%	12.3%	12.3%
Standard	16.0%	16.0%	12.0%	12.0%	12.0%

**Figure 18. Percentage of Baccalaureate Recipients  
Enrolled in Graduate School  
University Performance, 2004-05**

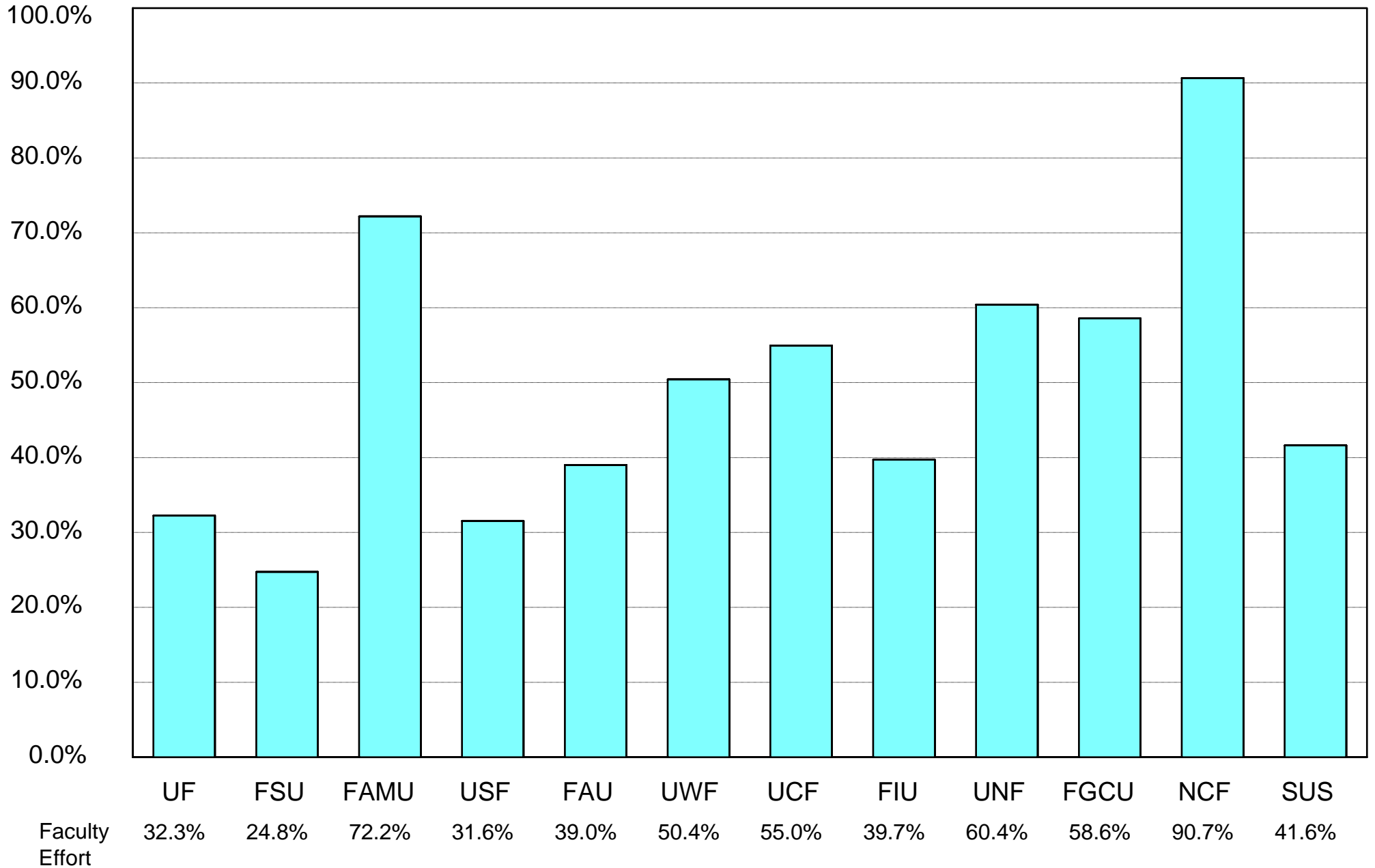


**Figure 19.**  
**Percentage of Lower Level Instructional Effort**  
**Provided by Faculty**  
**State University System Performance**

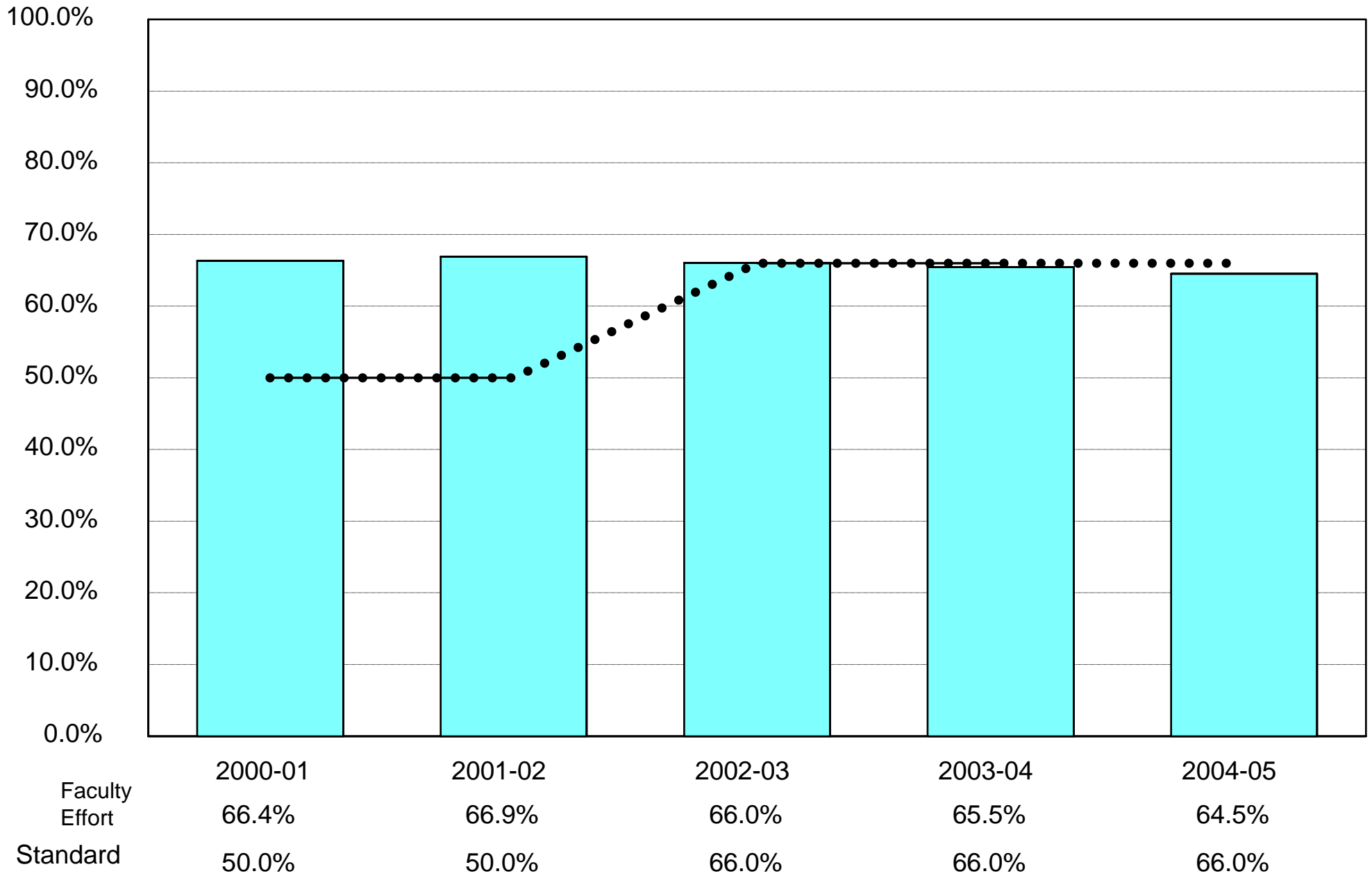


	2000-01	2001-02	2002-03	2003-04	2004-05
Faculty Effort	45.2%	45.0%	43.8%	41.9%	41.6%
Standard	35.0%	35.0%	45.0%	45.0%	45.0%

**Figure 20. Percentage of Lower Level Instructional Effort  
Provided by Faculty  
University Performance, 2004-05**

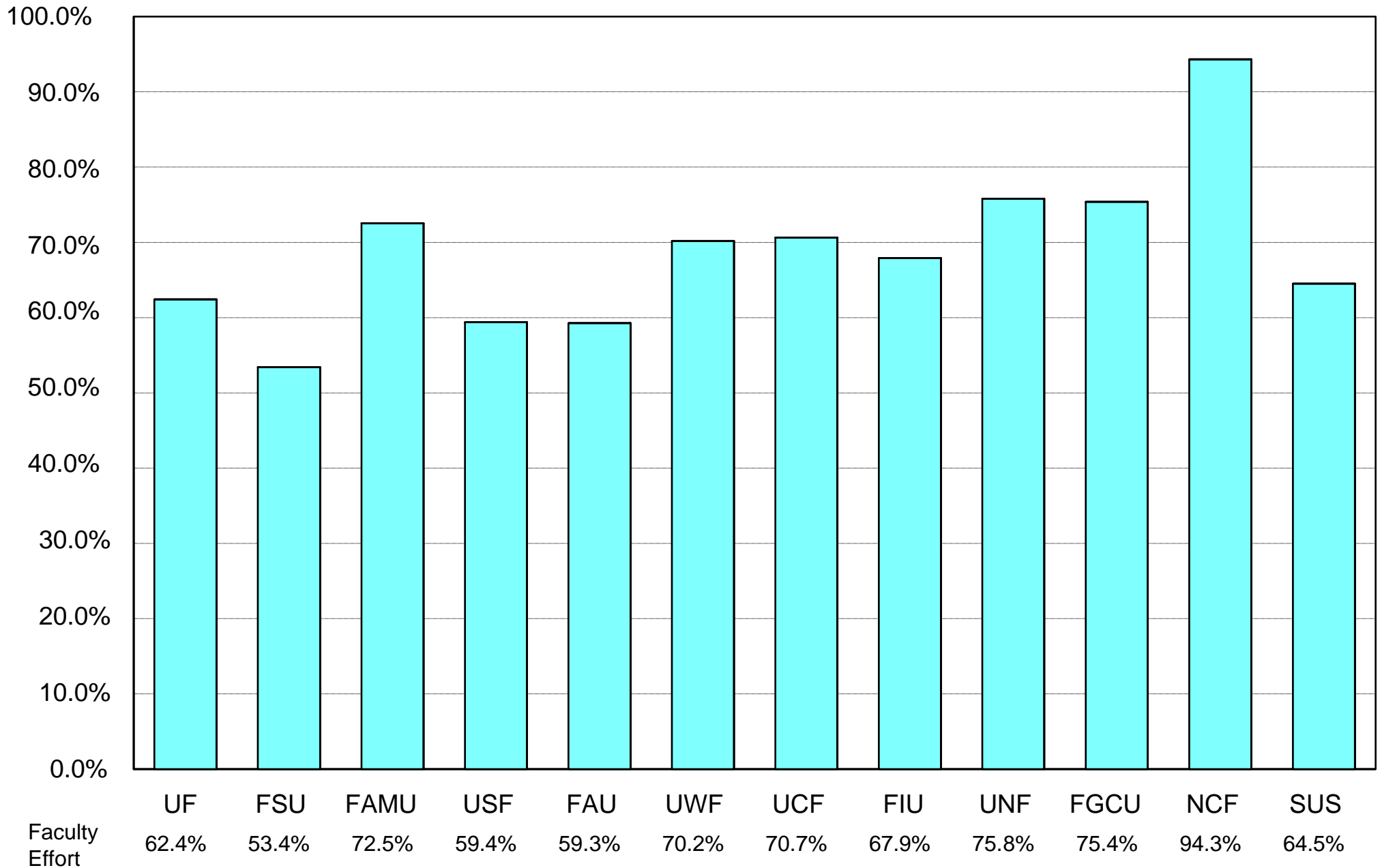


**Figure 21.**  
**Percentage of Upper Level Instructional Effort**  
**Provided by Faculty**  
**State University System Performance**

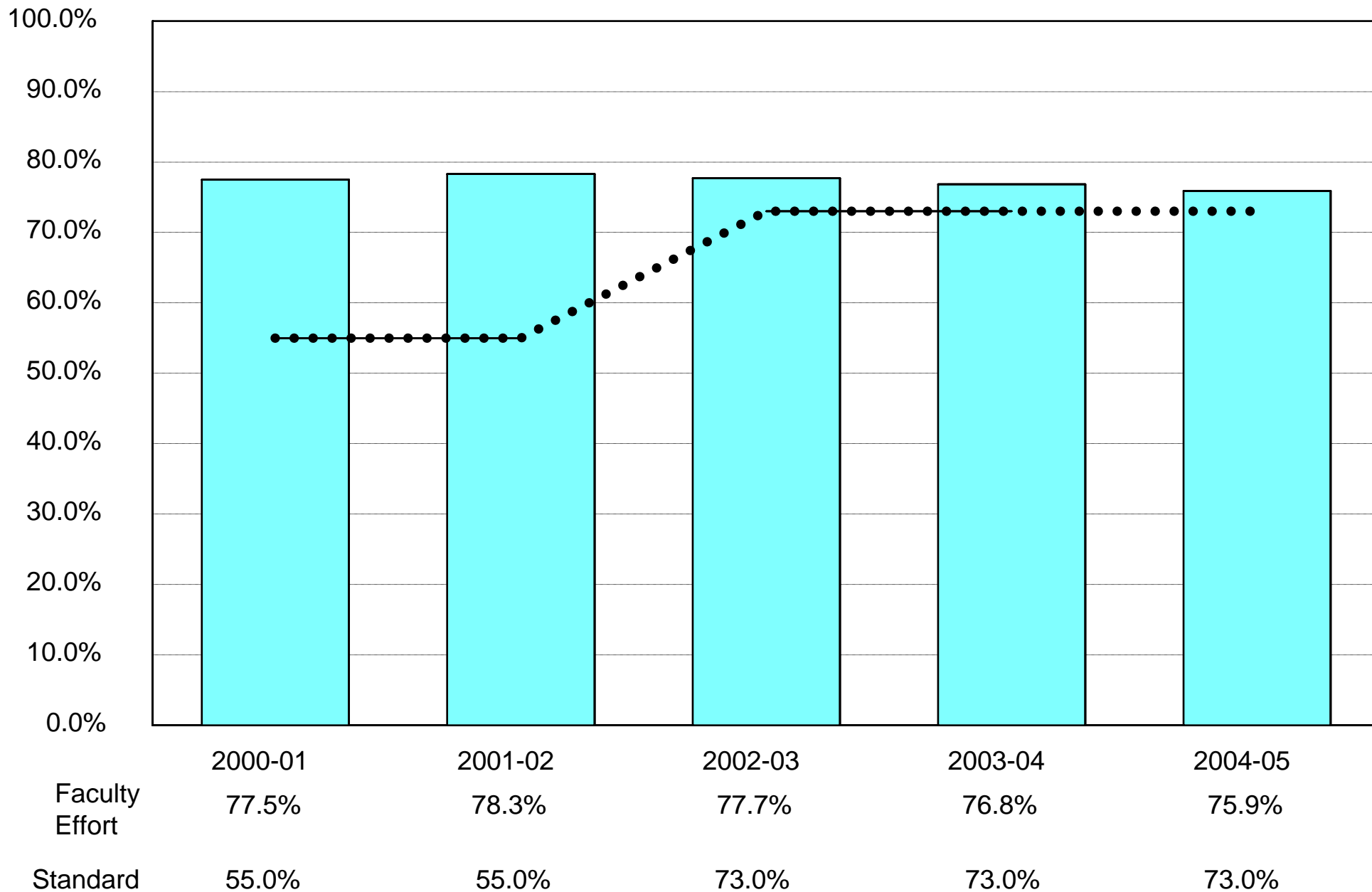




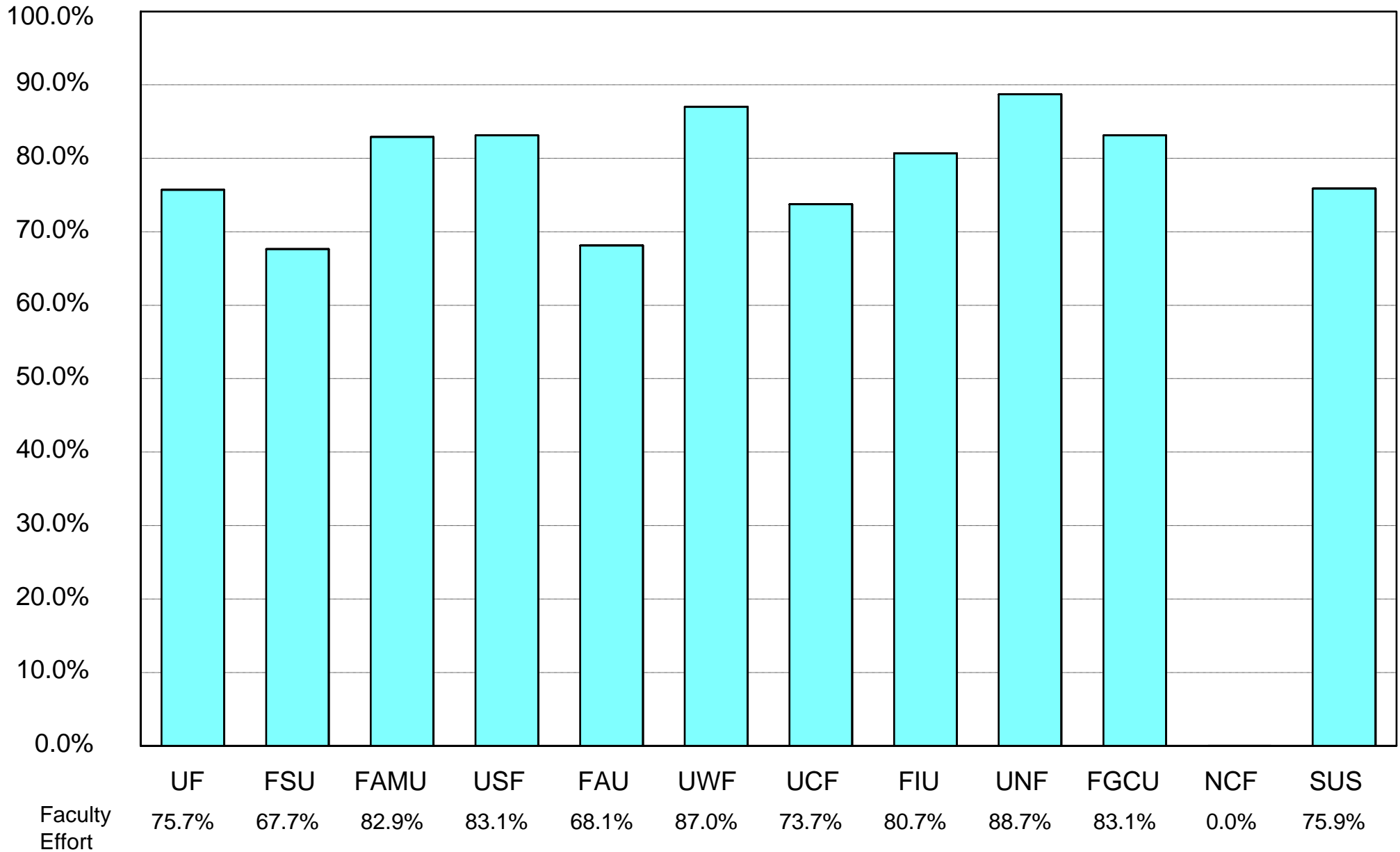
**Figure 22. Percentage of Upper Level Instructional Effort  
Provided by Faculty  
University Performance, 2004-05**



**Figure 23.  
 Percentage of Graduate Level Instructional Effort  
 Provided by Faculty  
 State University Performance**

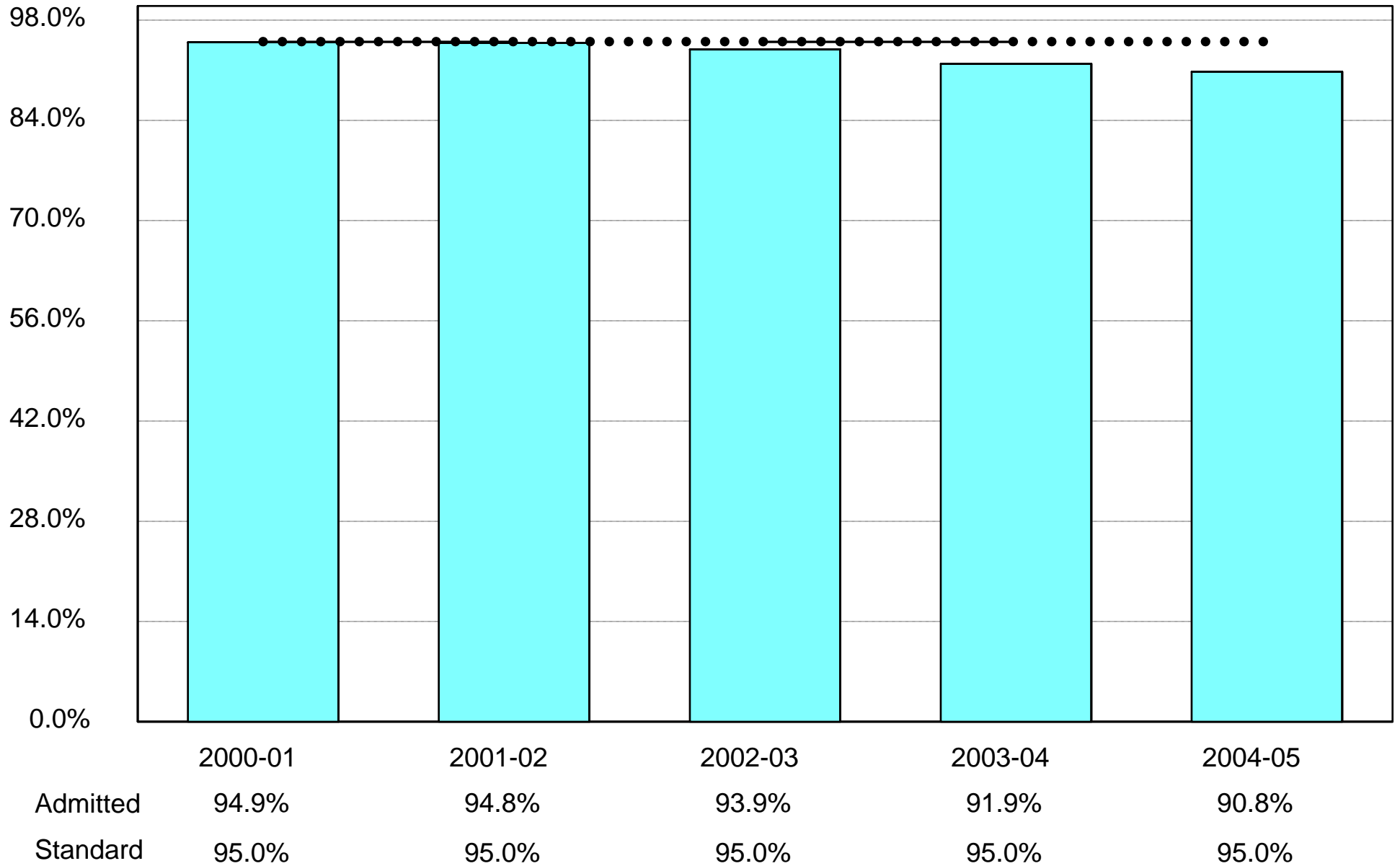


**Figure 24. Percentage of Graduate Level Instructional Effort  
Provided by Faculty  
University Performance, 2004-05**

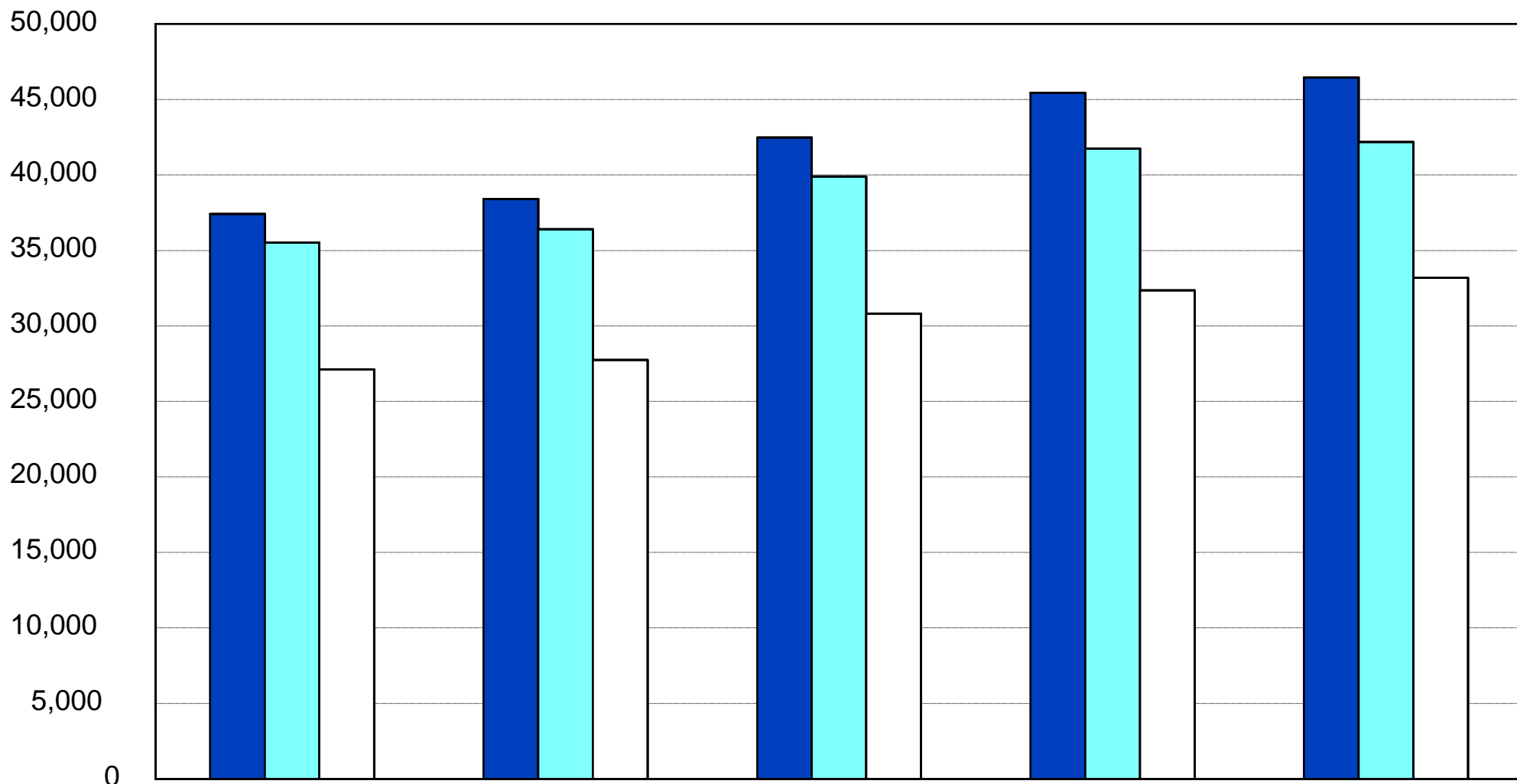


Note: New College of Florida (NCF) does not have graduate programs.

**Figure 25.  
 Percentage of Qualified Florida Students  
 Admitted as FTIC Students  
 State University System Performance**

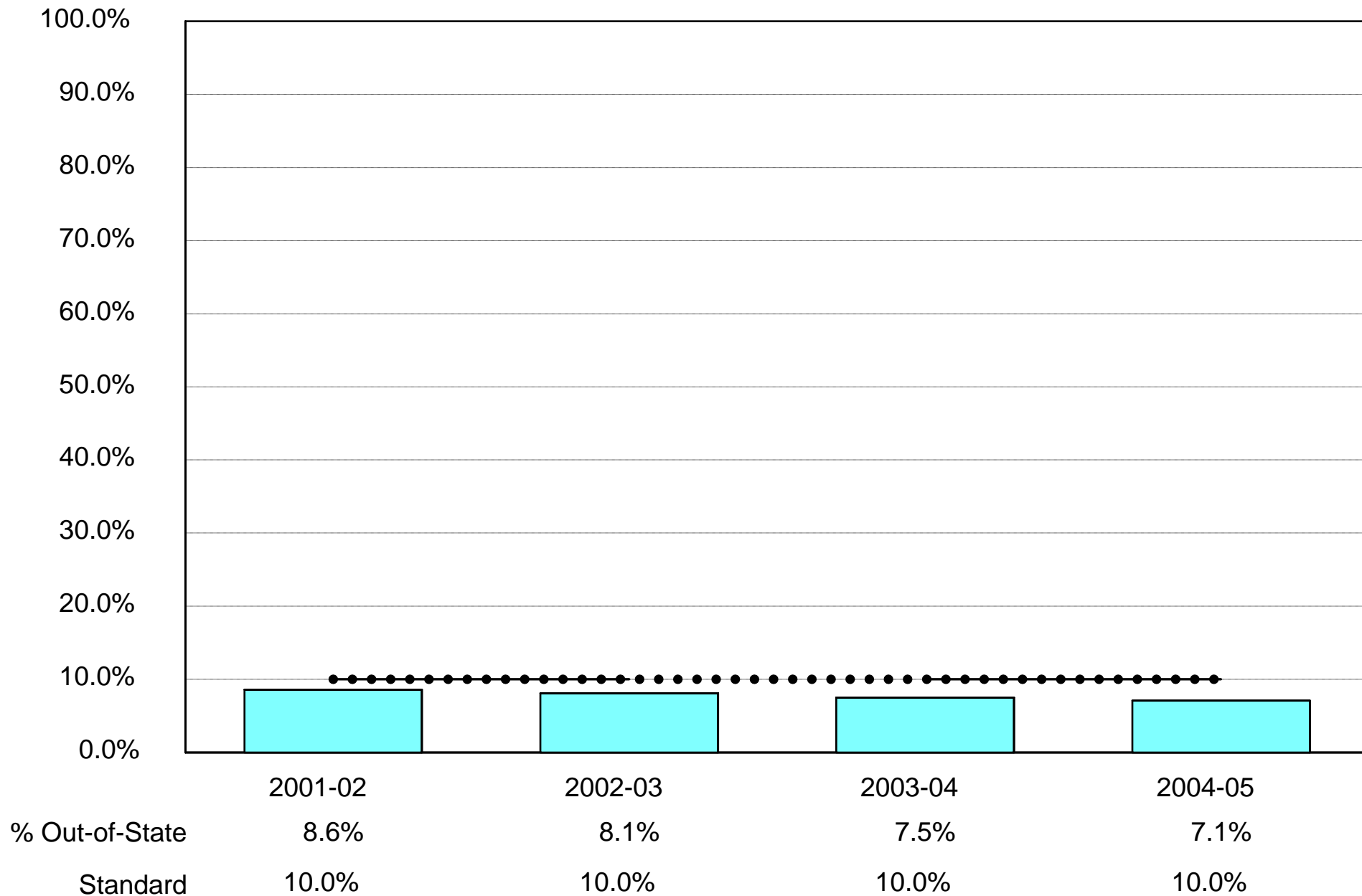


**Figure 26.  
Qualified Florida FTIC Students  
Applied, Admitted, and Enrolled  
State University System Performance**



	2000-01	2001-02	2002-03	2003-04	2004-05
Applied	37,414	38,411	42,482	45,439	46,472
Admitted	35,514	36,409	39,904	41,758	42,186
Enrolled	27,128	27,750	30,804	32,358	33,184

**Figure 27.**  
**Percentage of Undergraduate Students**  
**Classified as Out-Of-State**  
**State University System Performance**

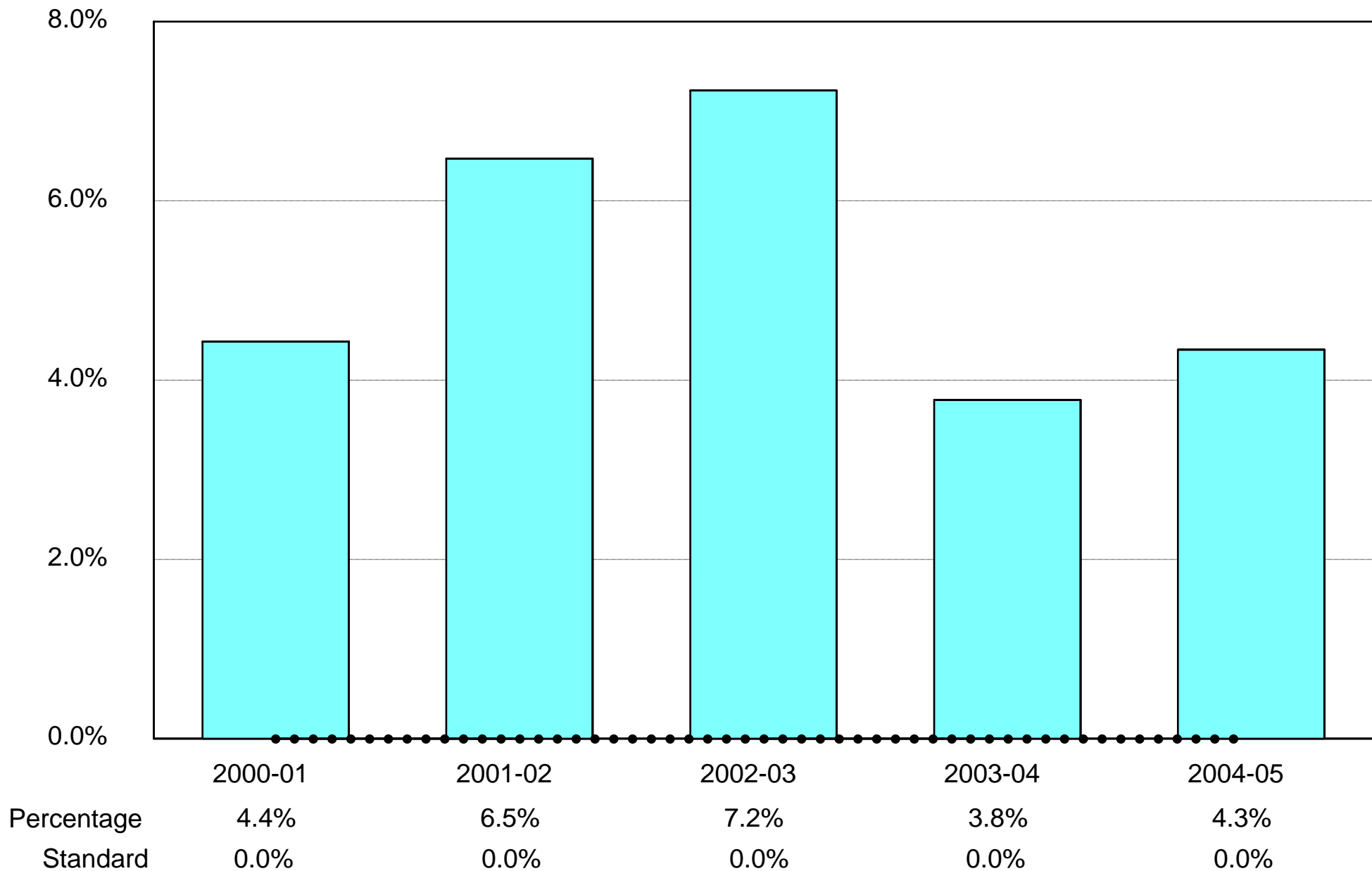




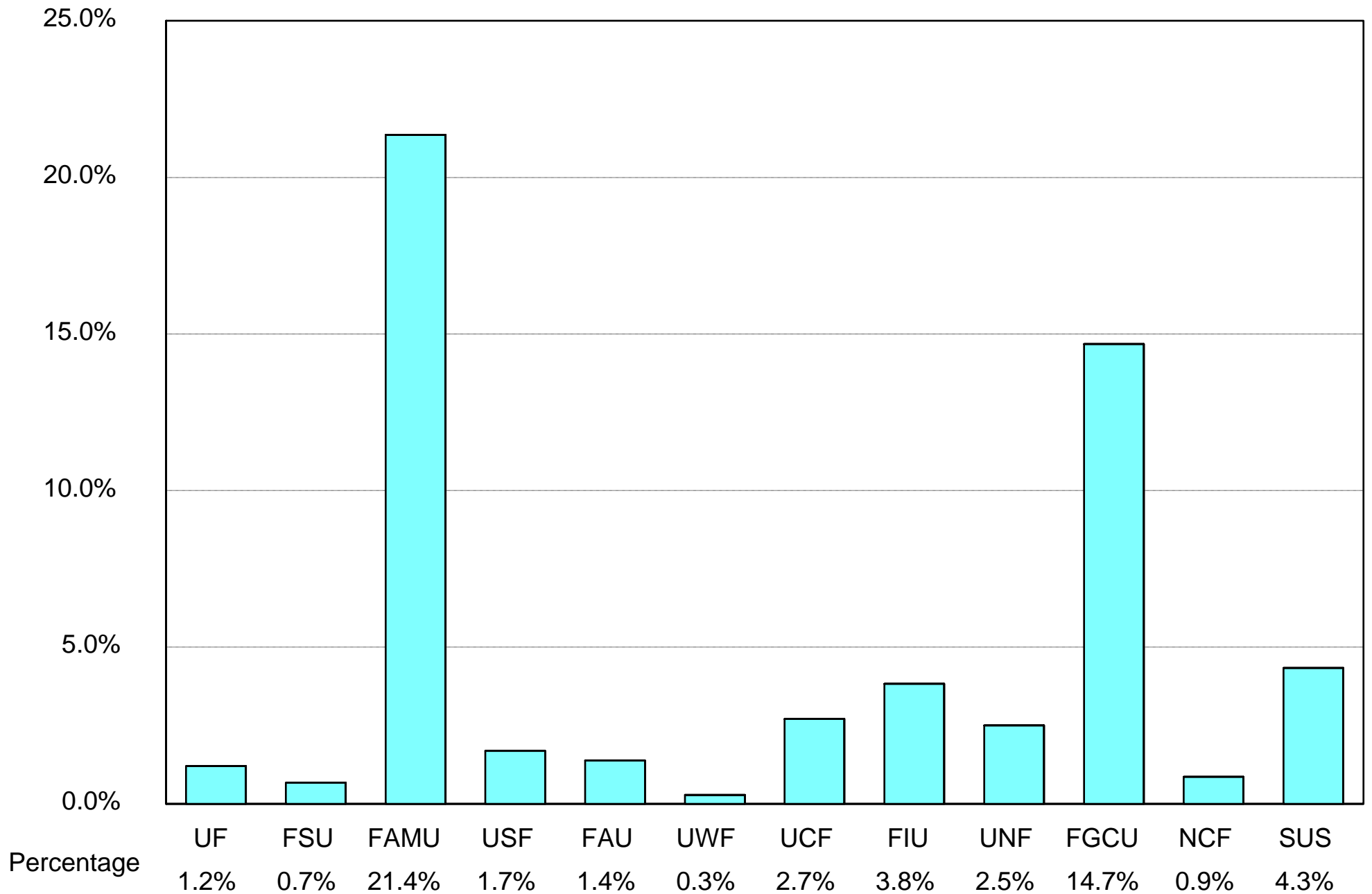




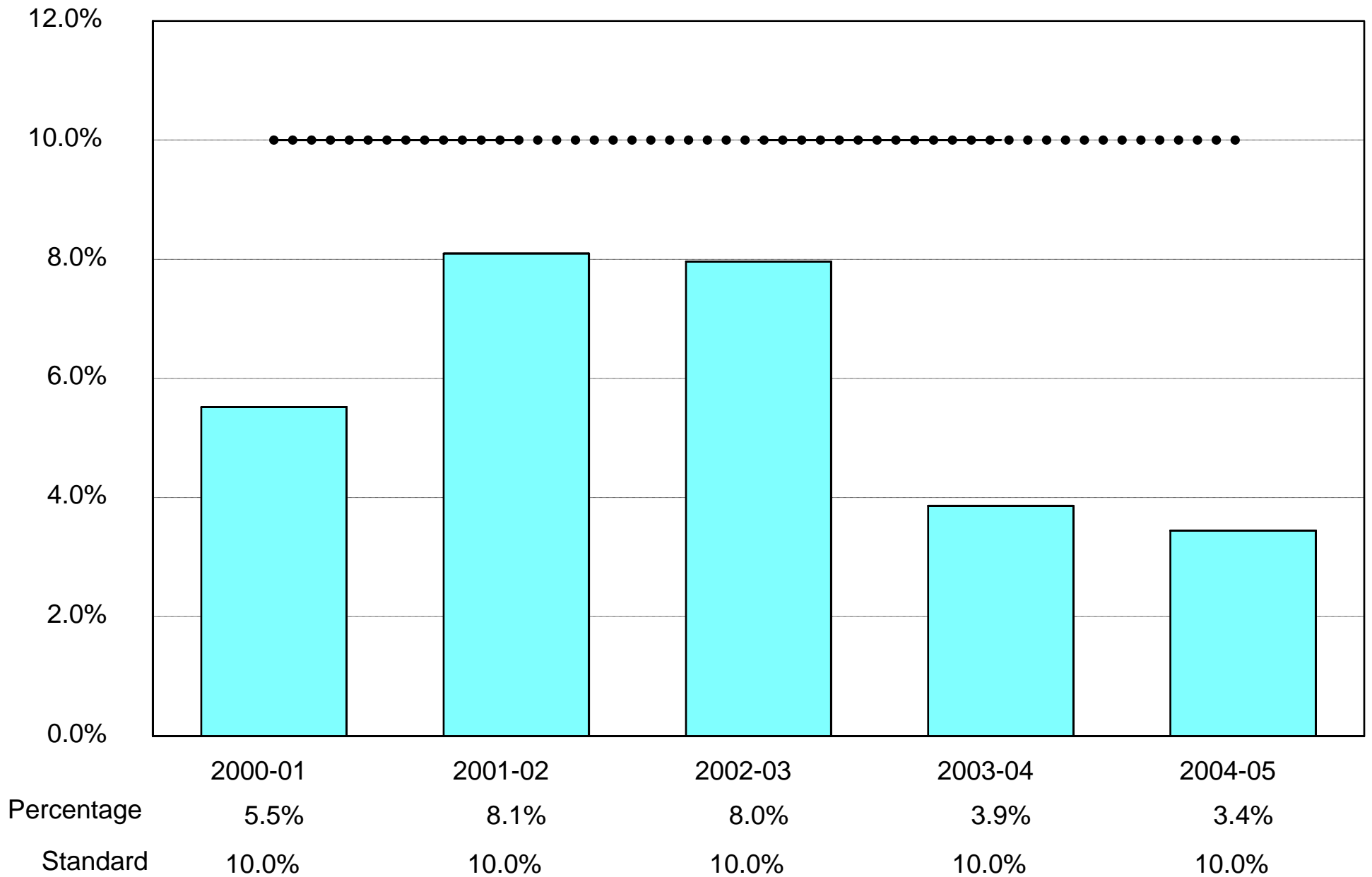
**Figure 30.**  
**Percentage of Out-Of-State Students Admitted Who Do Not Meet Florida Board of**  
**Education Admission Standards**  
**State University System Performance**



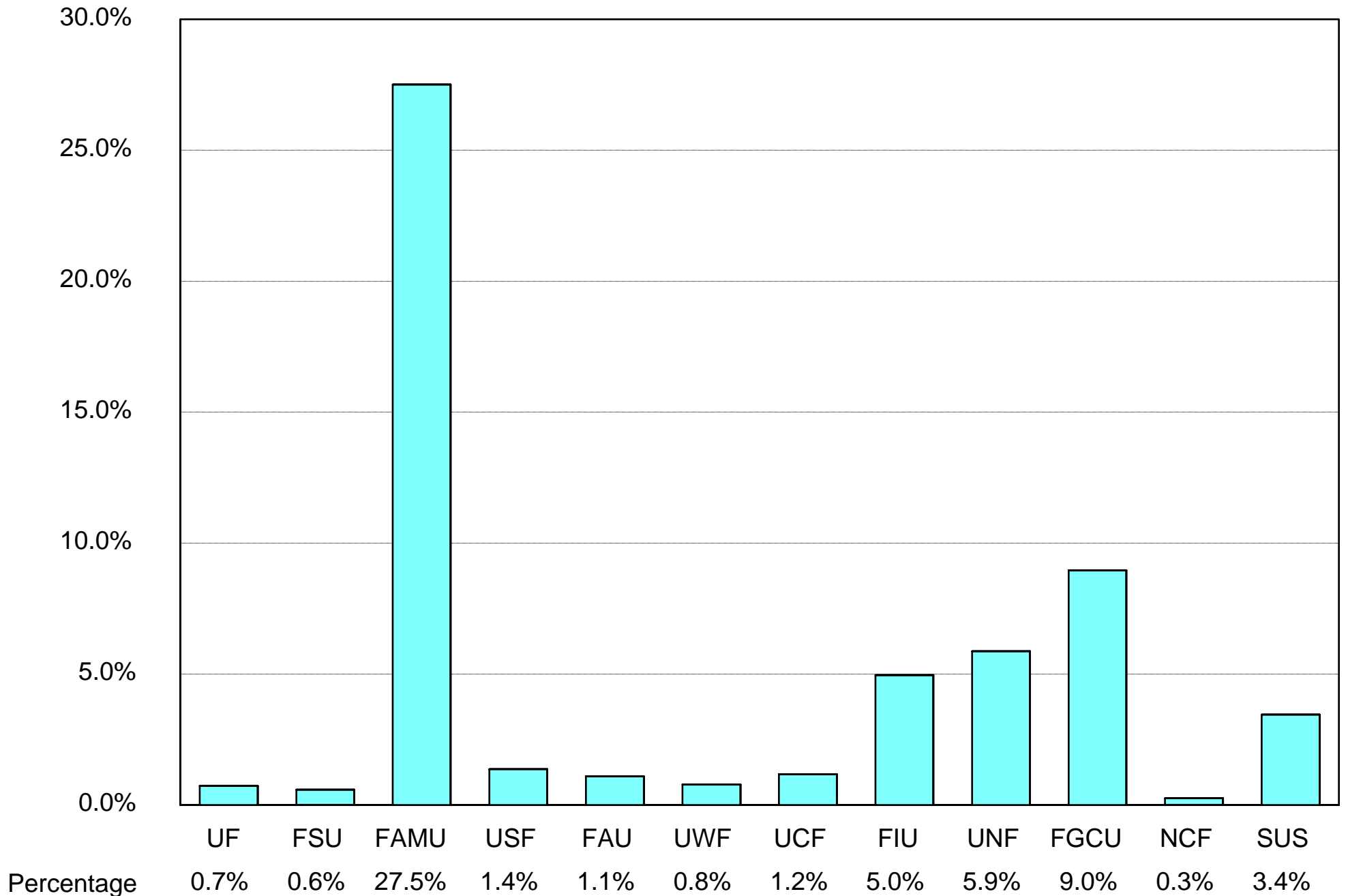
**Figure 31. Percentage of Out-Of-State Students Admitted Who Do Not Meet Florida Board of Education Admission Standards  
University Performance, 2004-05**



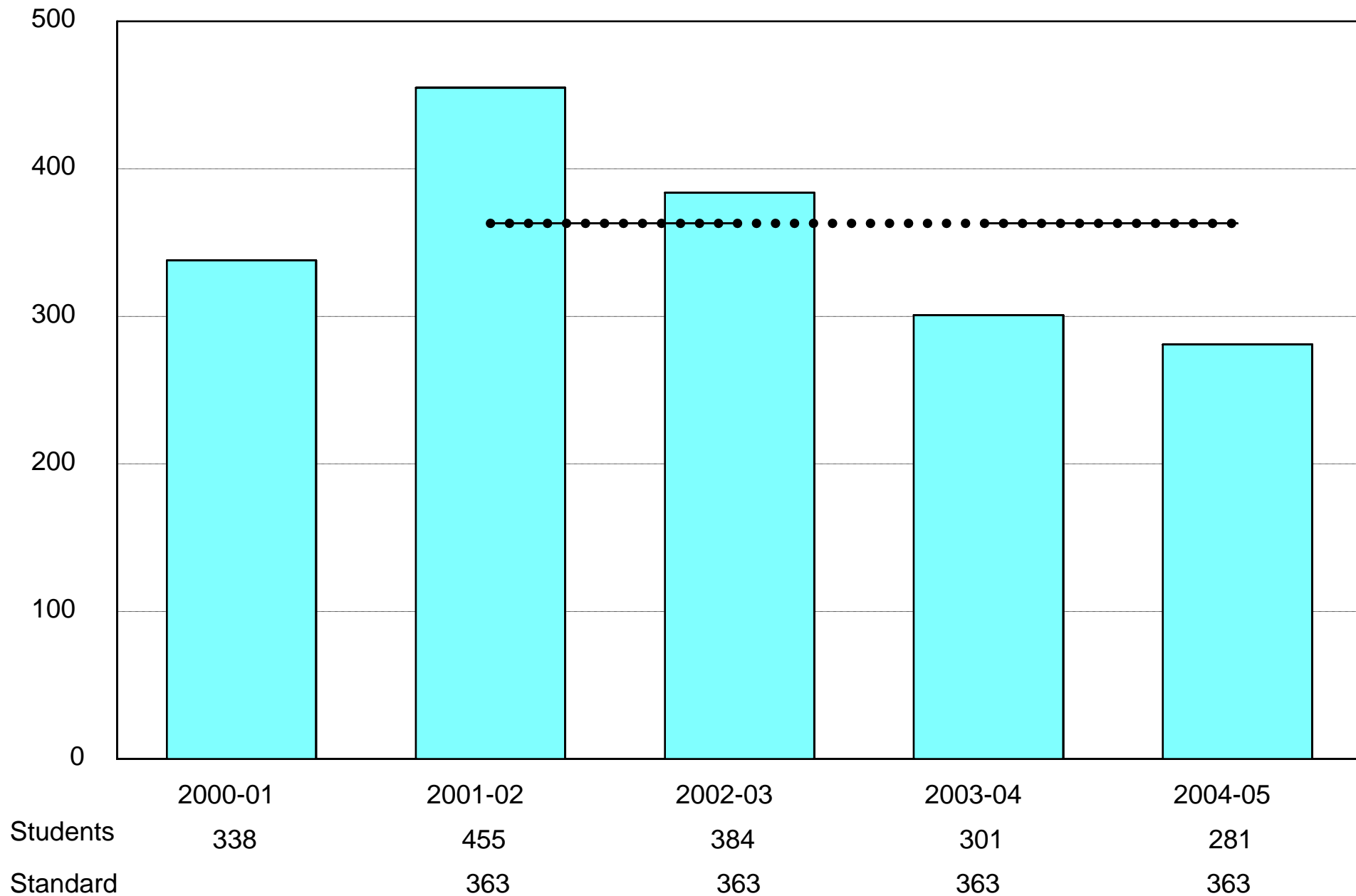
**Figure 32.**  
**Percentage of First-Time-In-College Students Admitted**  
**Who are Profile Assessment**  
**State University System Performance**



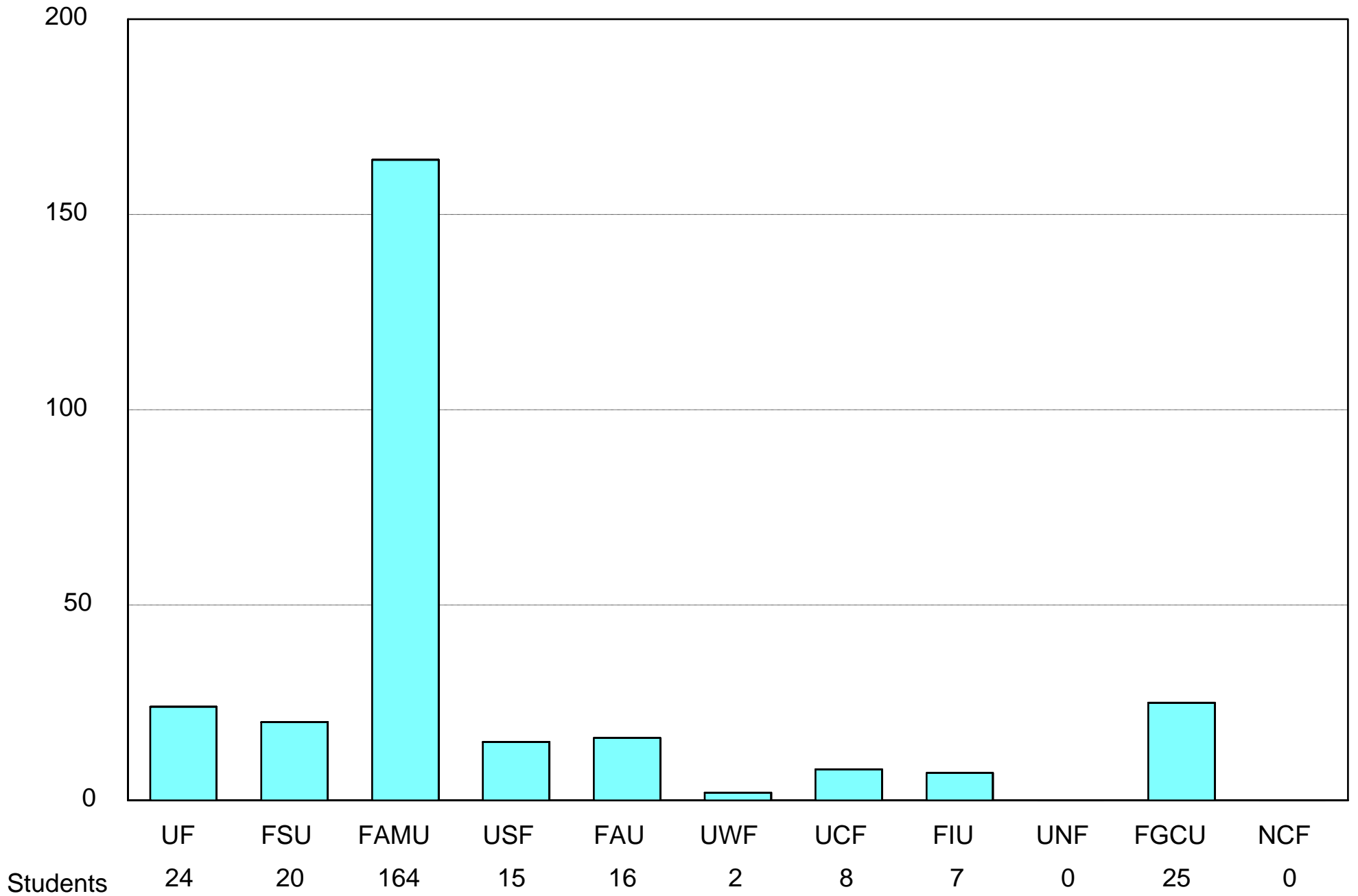
**Figure 33. Percentage of First-Time-In-College Students Admitted Who Are Profile Assessment University Performance, 2004-05**



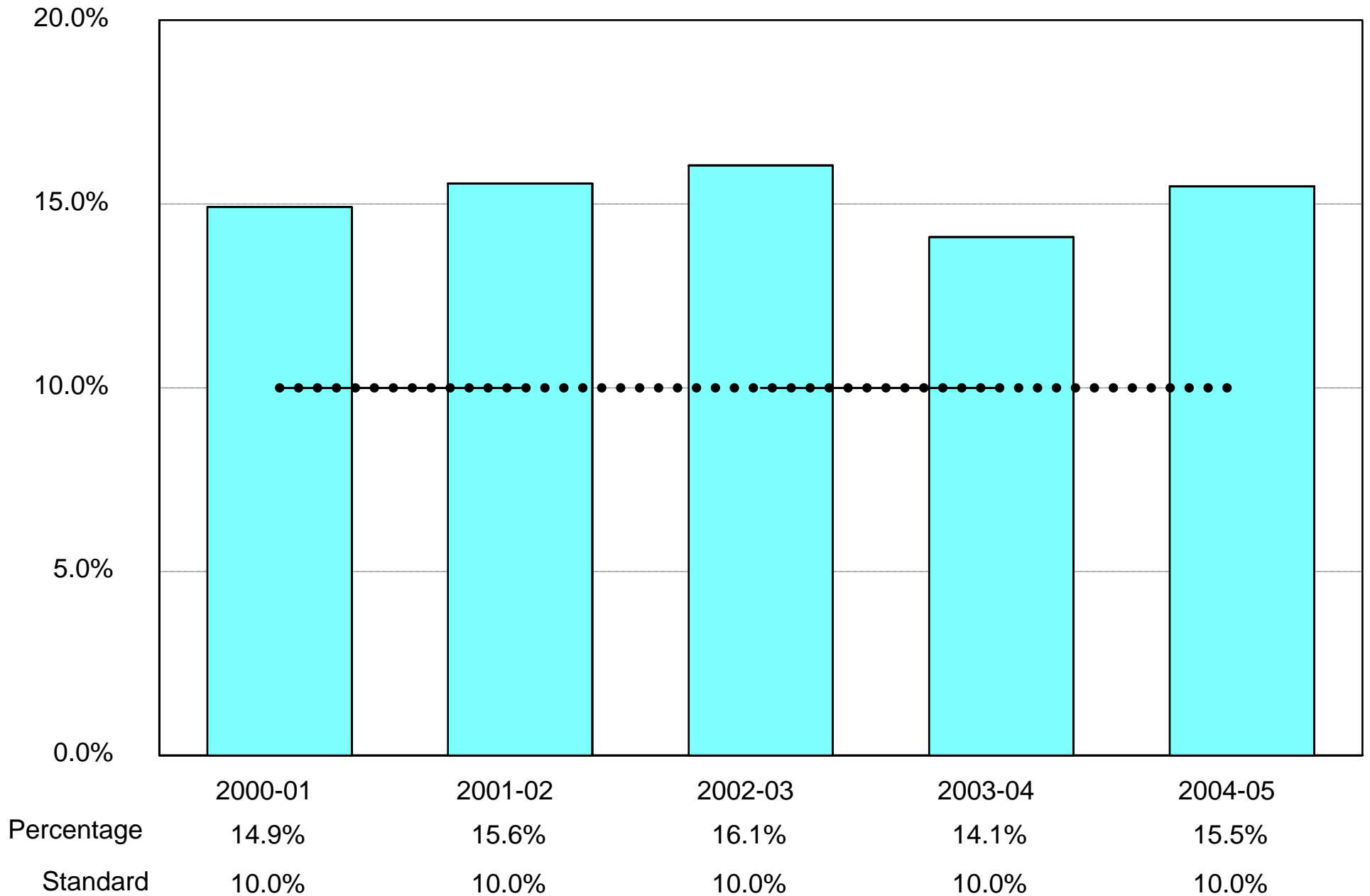
**Figure 34.**  
**Profile Assessment Students**  
**Who are from Out of State**  
**State University System Performance**



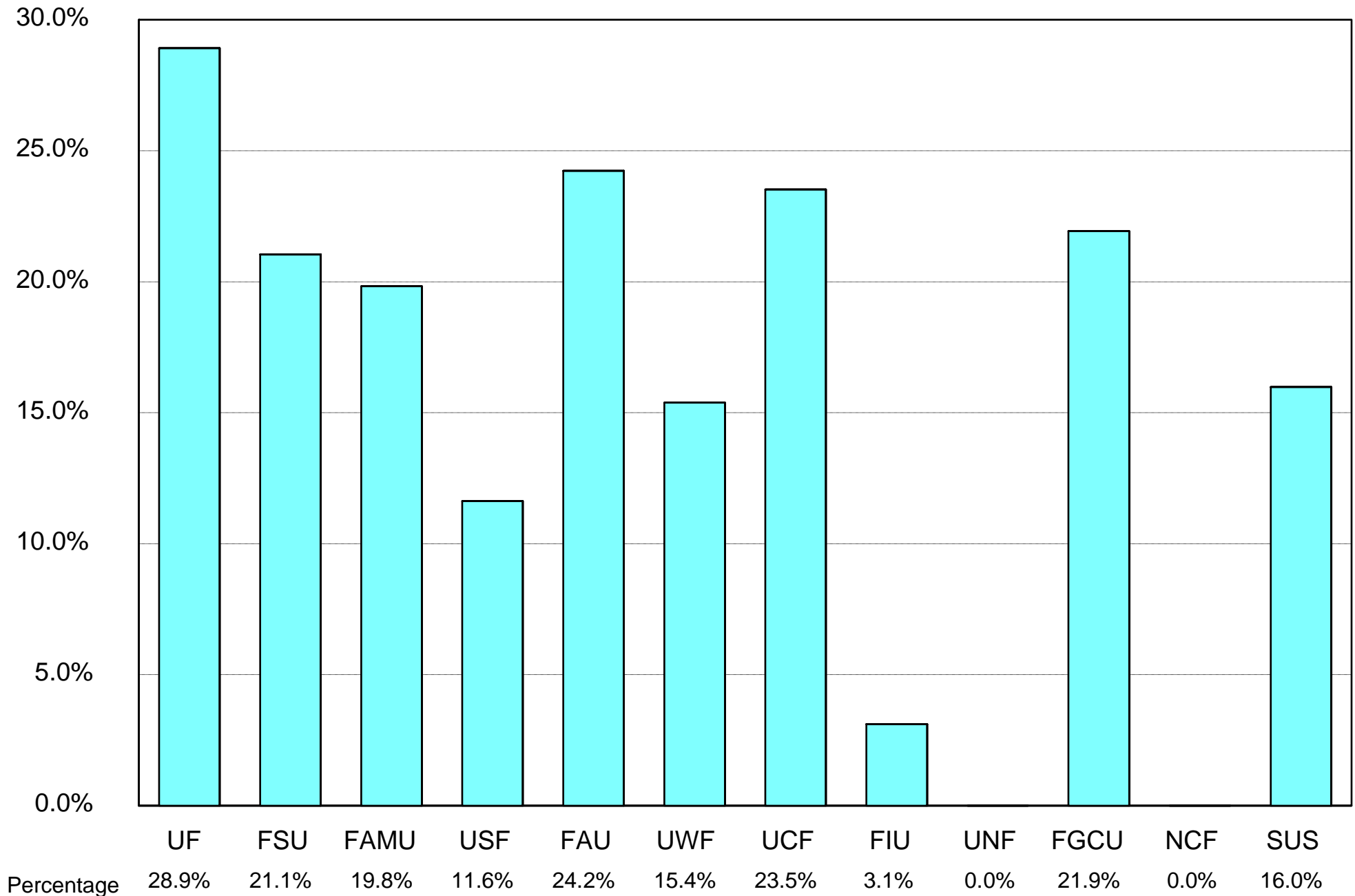
**Figure 35. Profile Assessment Students  
Who are from Out of State  
University Performance, 2004-05**



**Figure 36.**  
**Percentage of Profile Assessment Students**  
**Who are from Out of State**  
**State University System Performance**

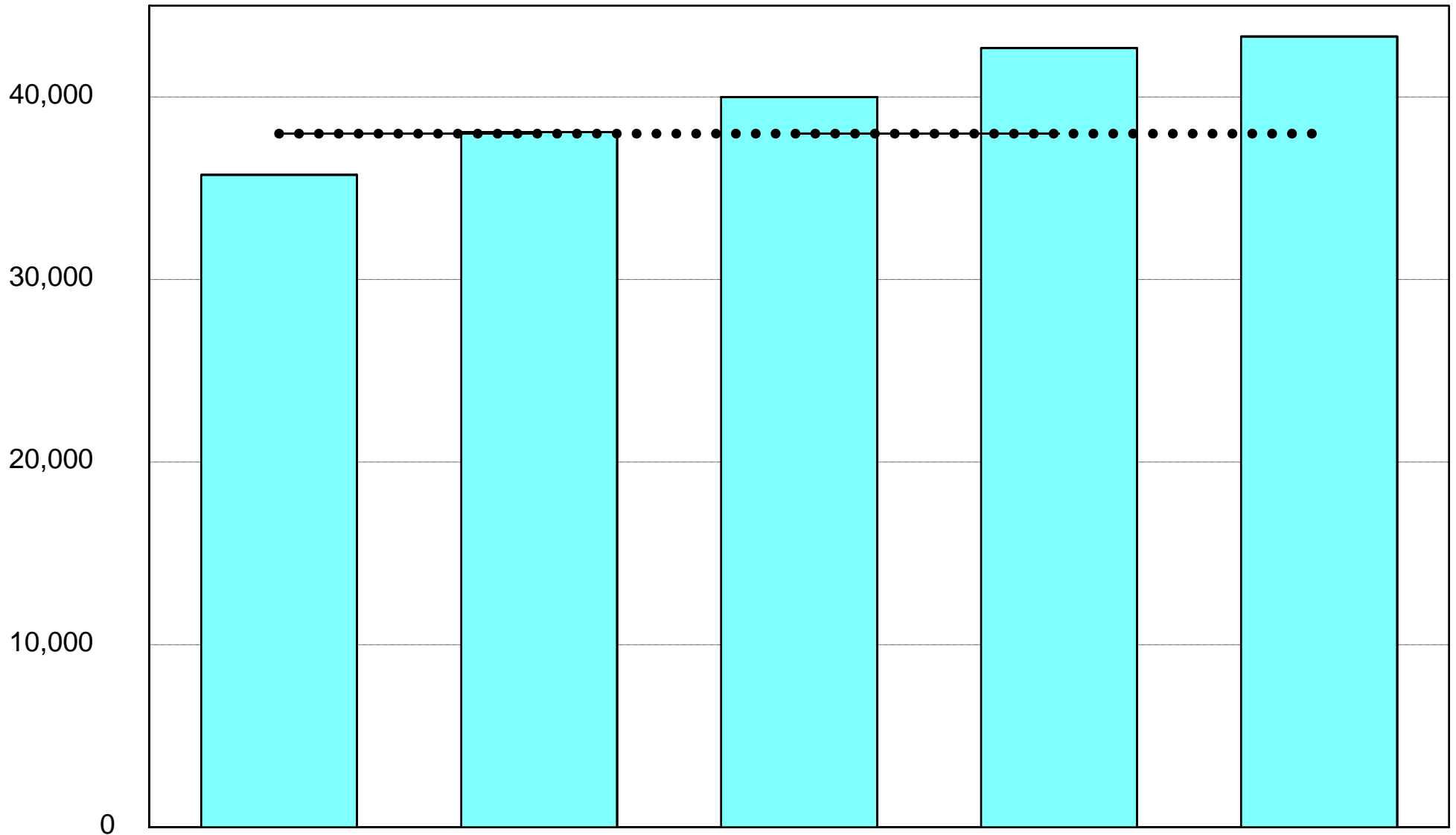


**Figure 37. Percentage of Profile Assessment Students  
Who are from Out of State  
University Performance, 2004-05**



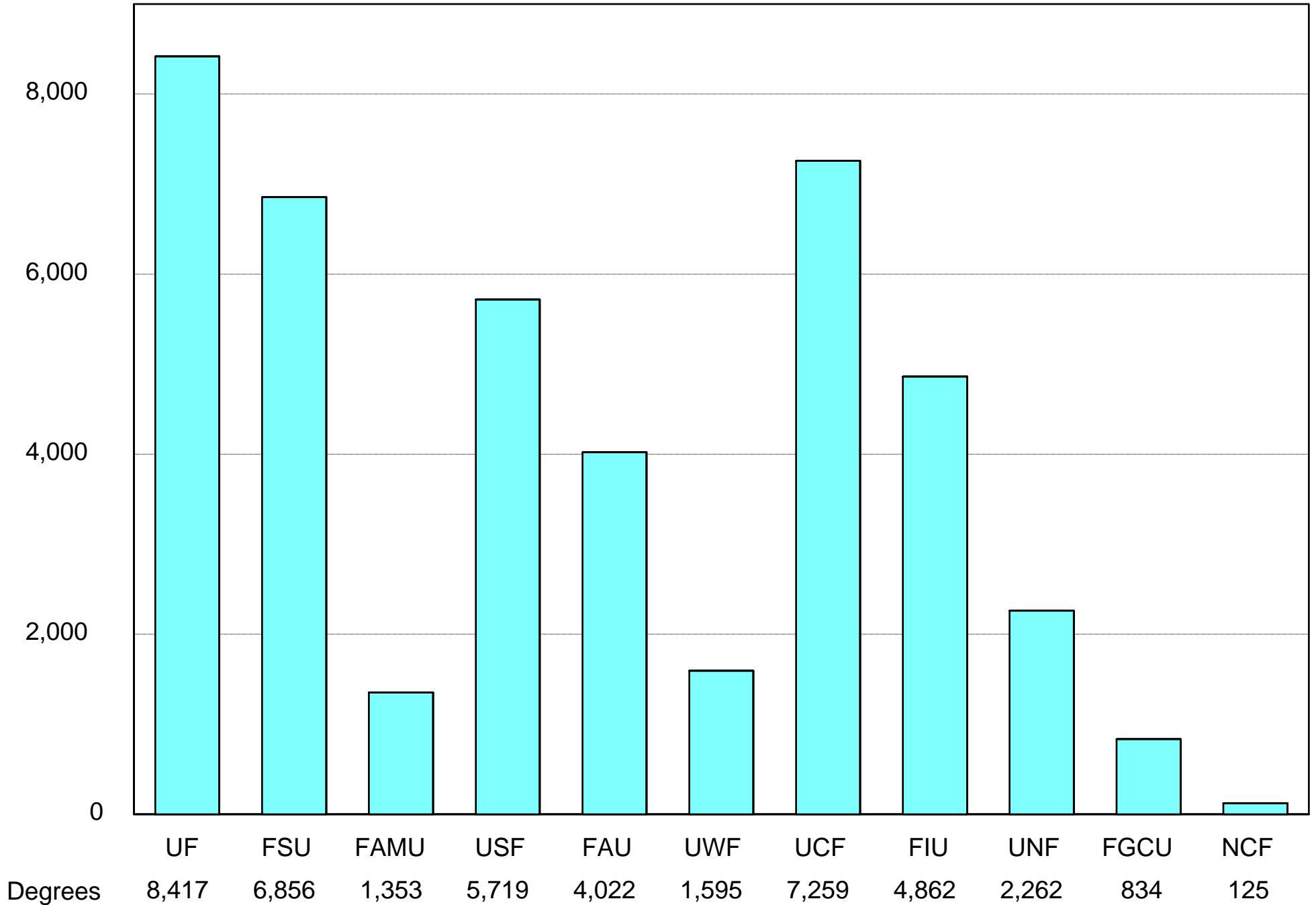


**Figure 38.**  
**Baccalaureate Degrees Awarded**  
**State University System Performance**

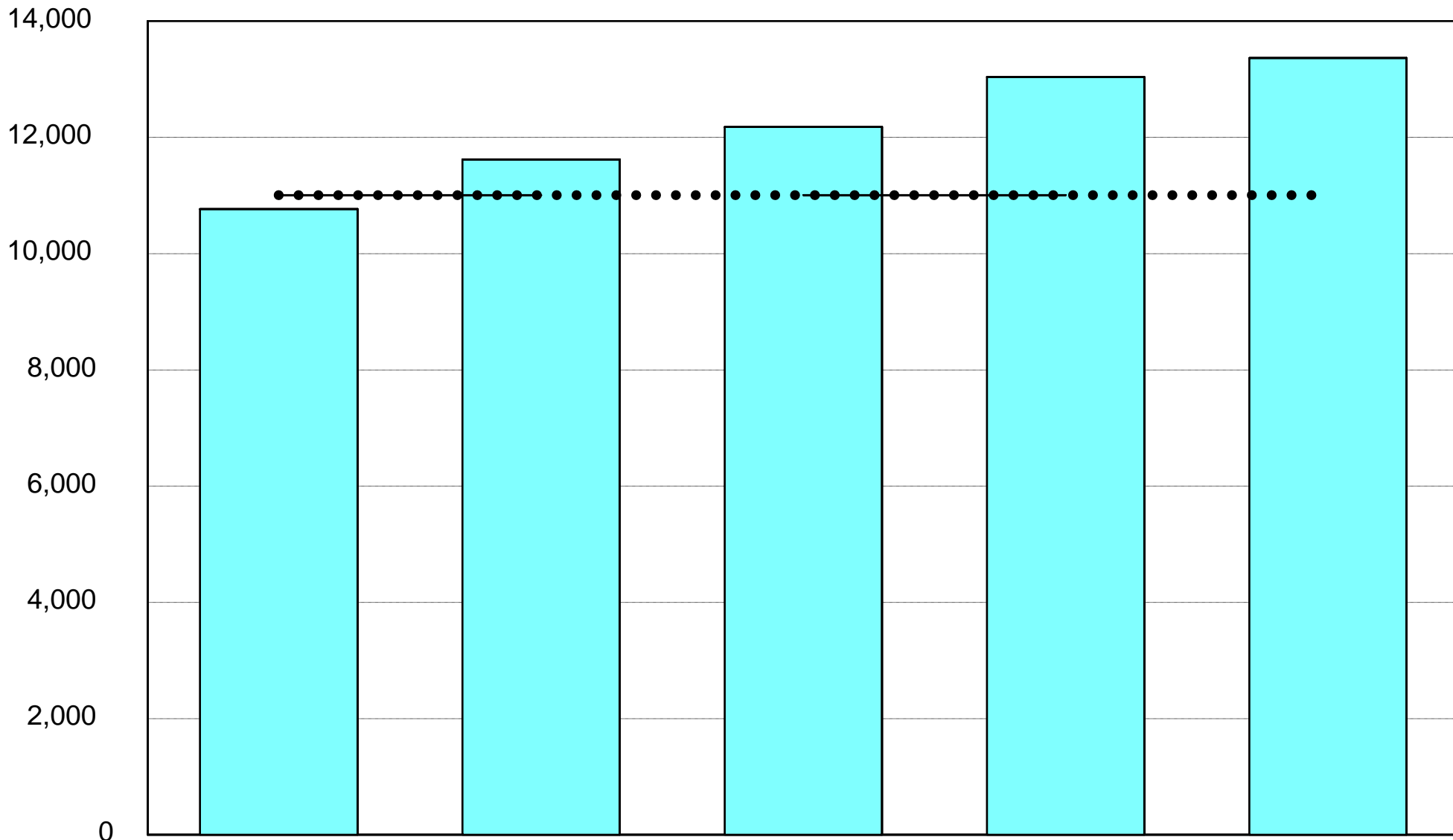


	2000-01	2001-02	2002-03	2003-04	2004-05
Degrees	35,724	38,078	39,989	42,680	43,304
Standard	37,982	37,982	37,982	37,982	37,982

**Figure 39. Baccalaureate Degrees Awarded  
University Performance, 2004-05**

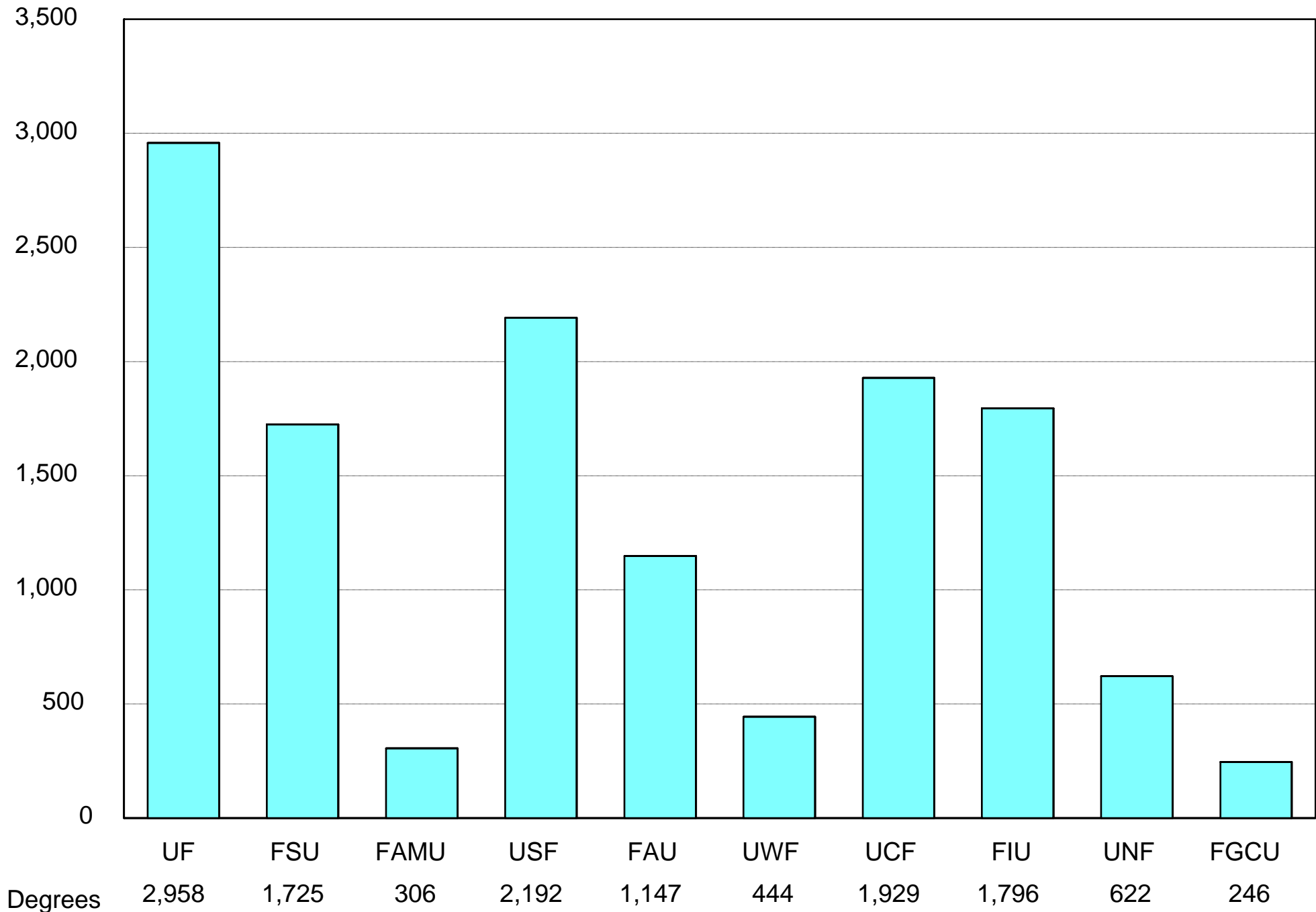


**Figure 40.  
Masters Degrees Awarded  
State University System Performance**

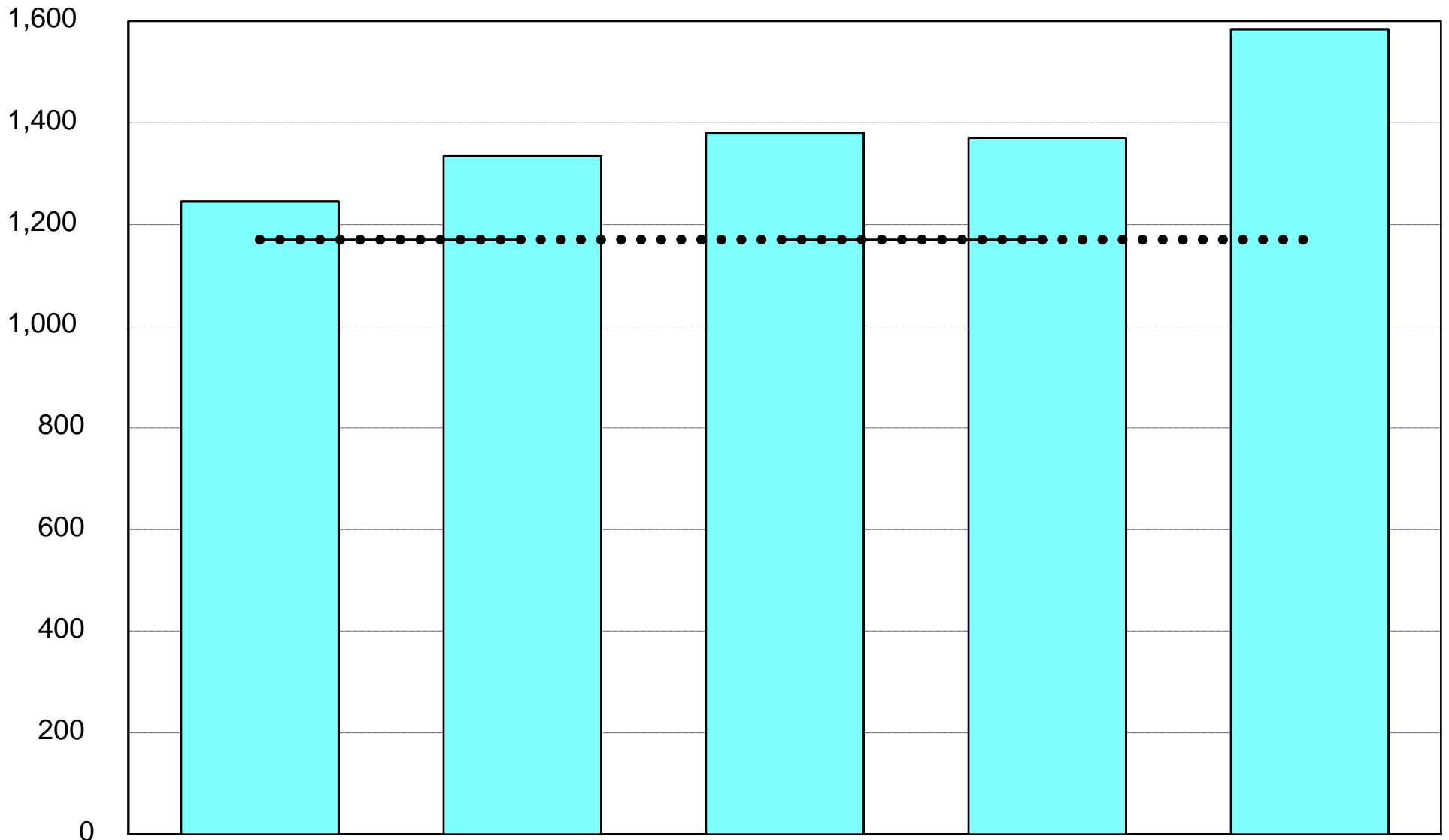


	2000-01	2001-02	2002-03	2003-04	2004-05
Degrees	10,766	11,623	12,179	13,040	13,365
Standard	11,008	11,008	11,008	11,008	11,008

**Figure 41. Masters Degrees Awarded  
University Performance, 2004-05**

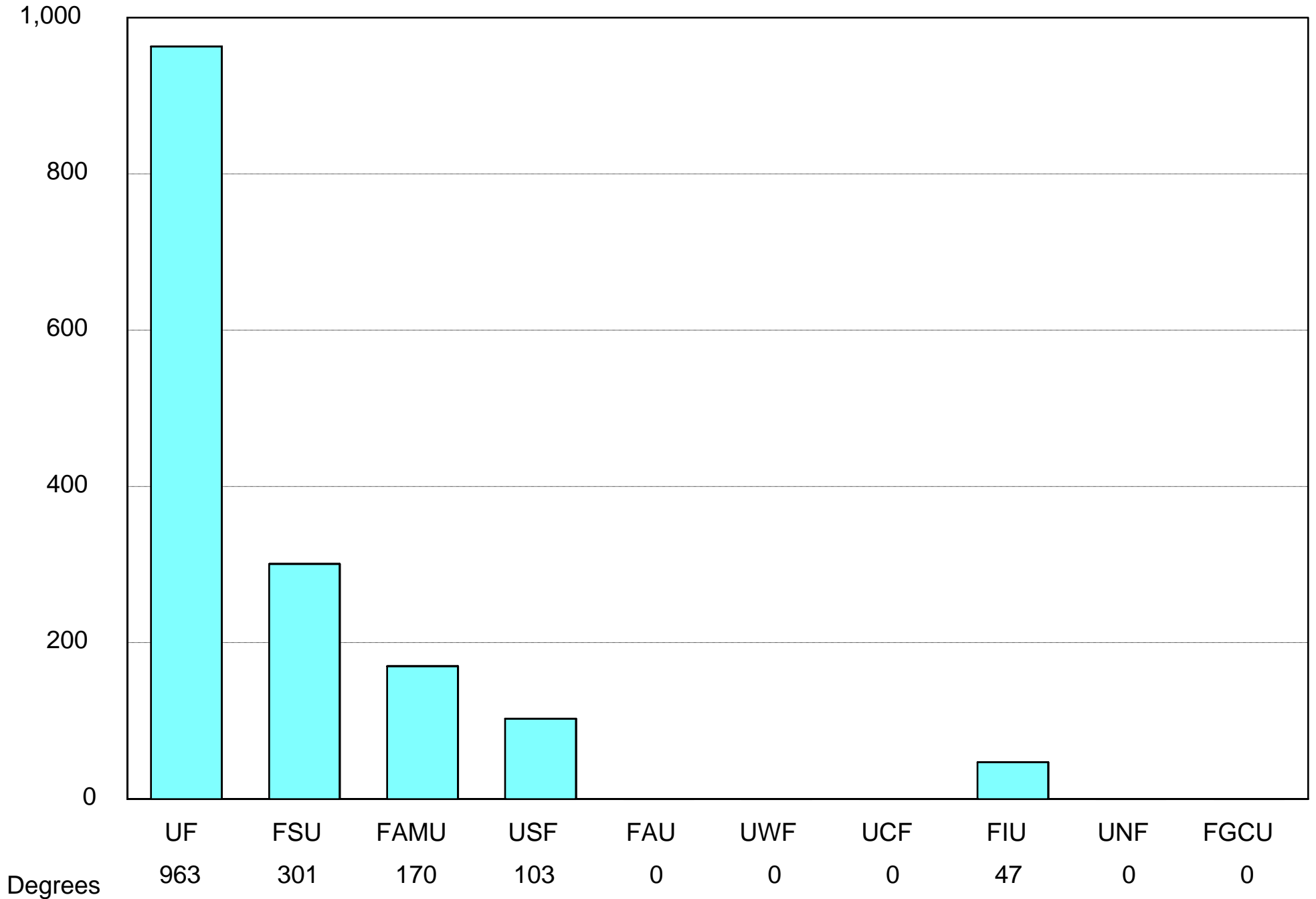


**Figure 42.**  
**First Professional Degrees Awarded**  
**State University System Performance**

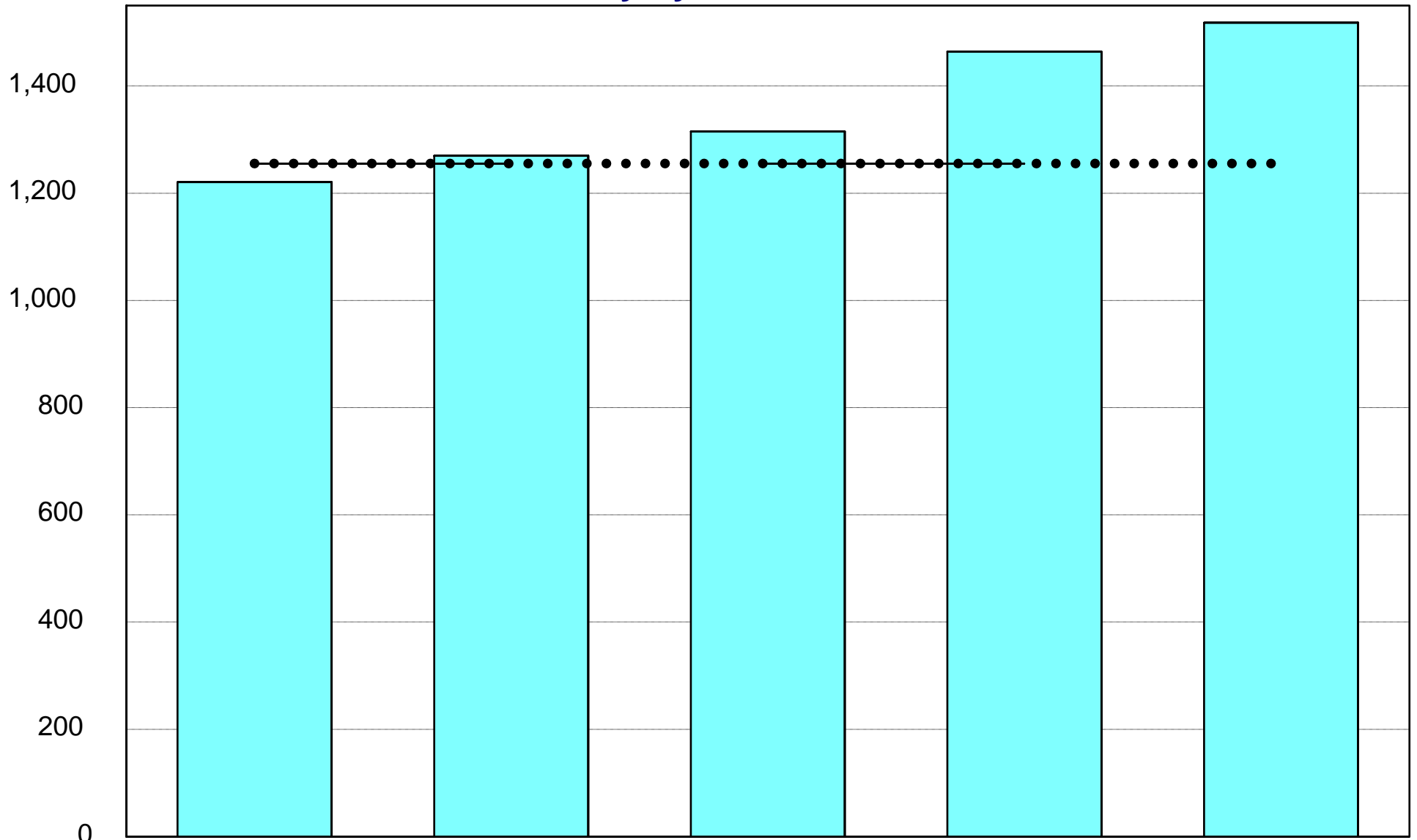


	2000-01	2001-02	2002-03	2003-04	2004-05
Degrees	1,245	1,335	1,380	1,370	1,584
Standard	1,170	1,170	1,170	1,170	1,170

**Figure 43. First Professional Degrees Awarded  
University Performance, 2004-05**

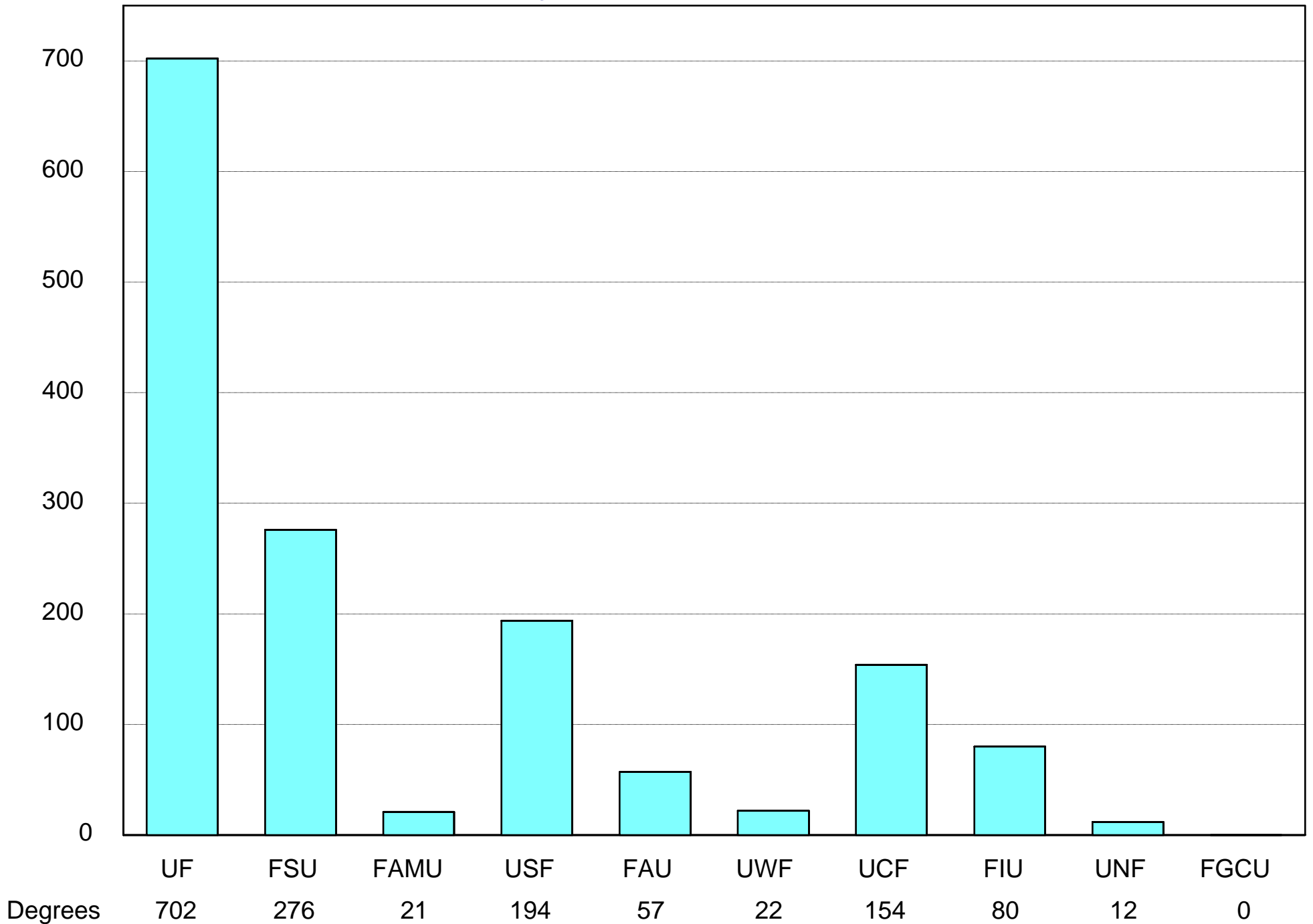


**Figure 44.  
 Doctoral Degrees Awarded  
 Staet University System Performance**



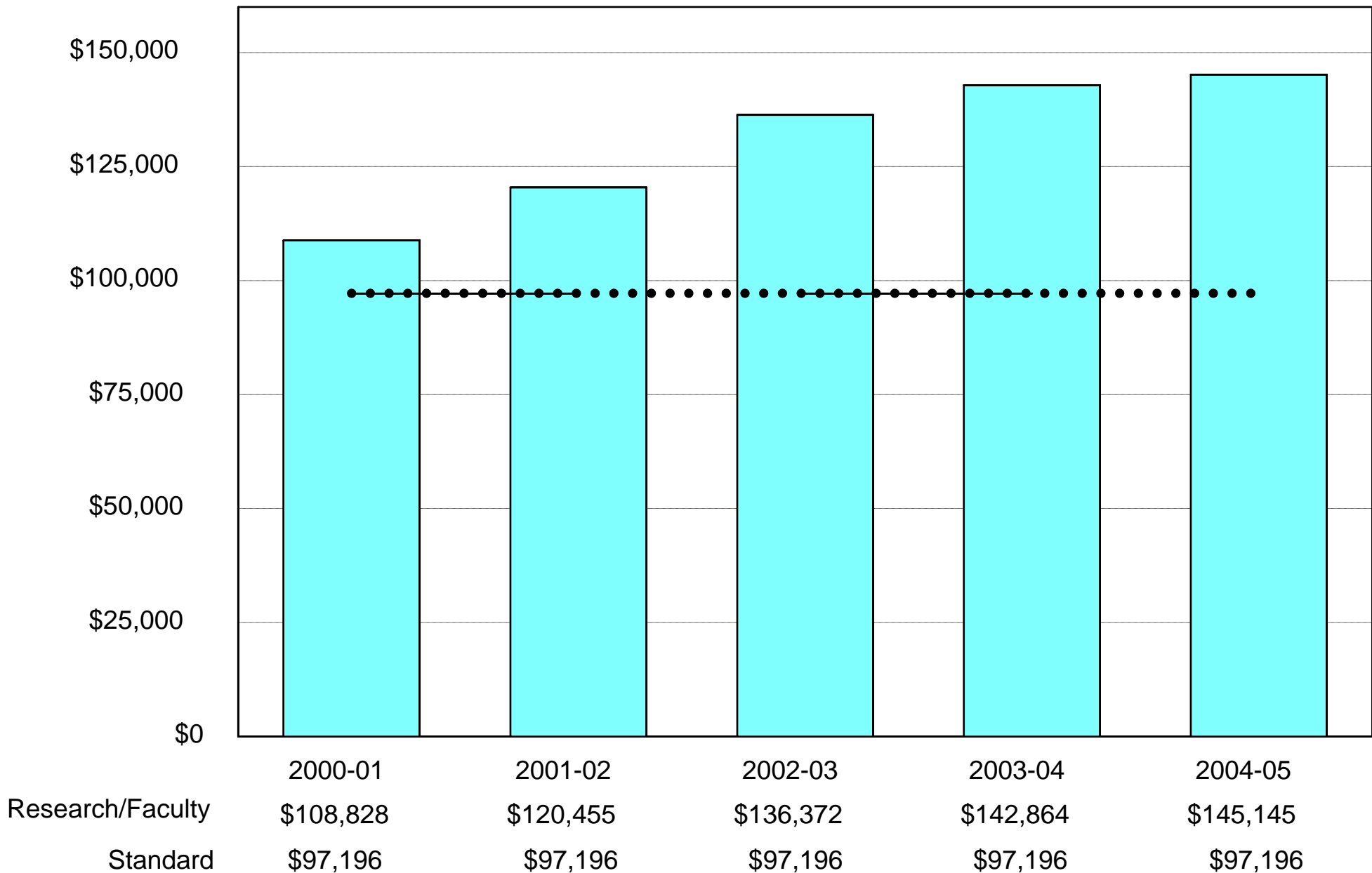
	2000-01	2001-02	2002-03	2003-04	2004-05
Degrees	1,221	1,270	1,315	1,464	1,518
Standard	1,255	1,255	1,255	1,255	1,255

**Figure 45. Doctoral Degrees Awarded  
University Performance, 2004-05**

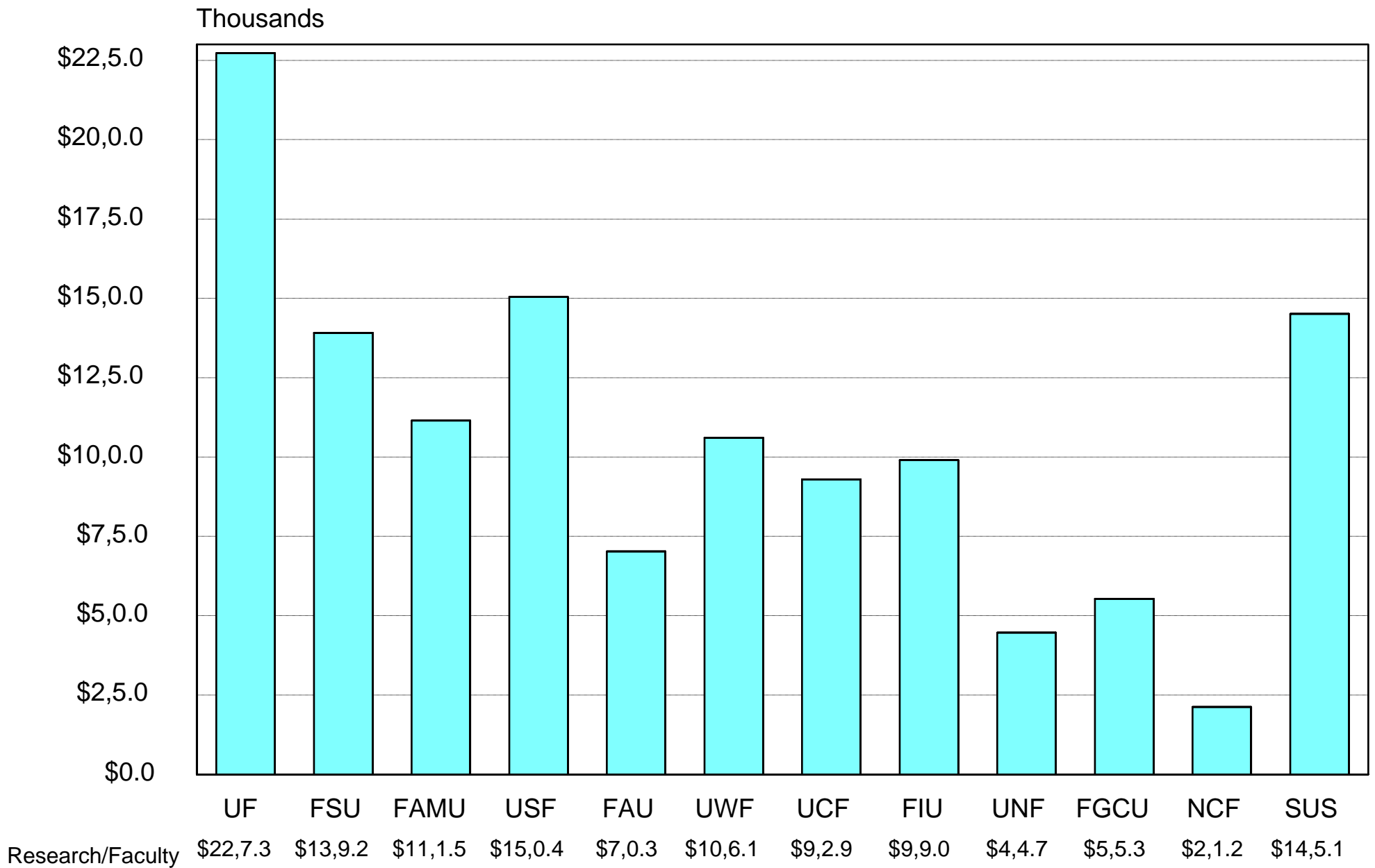




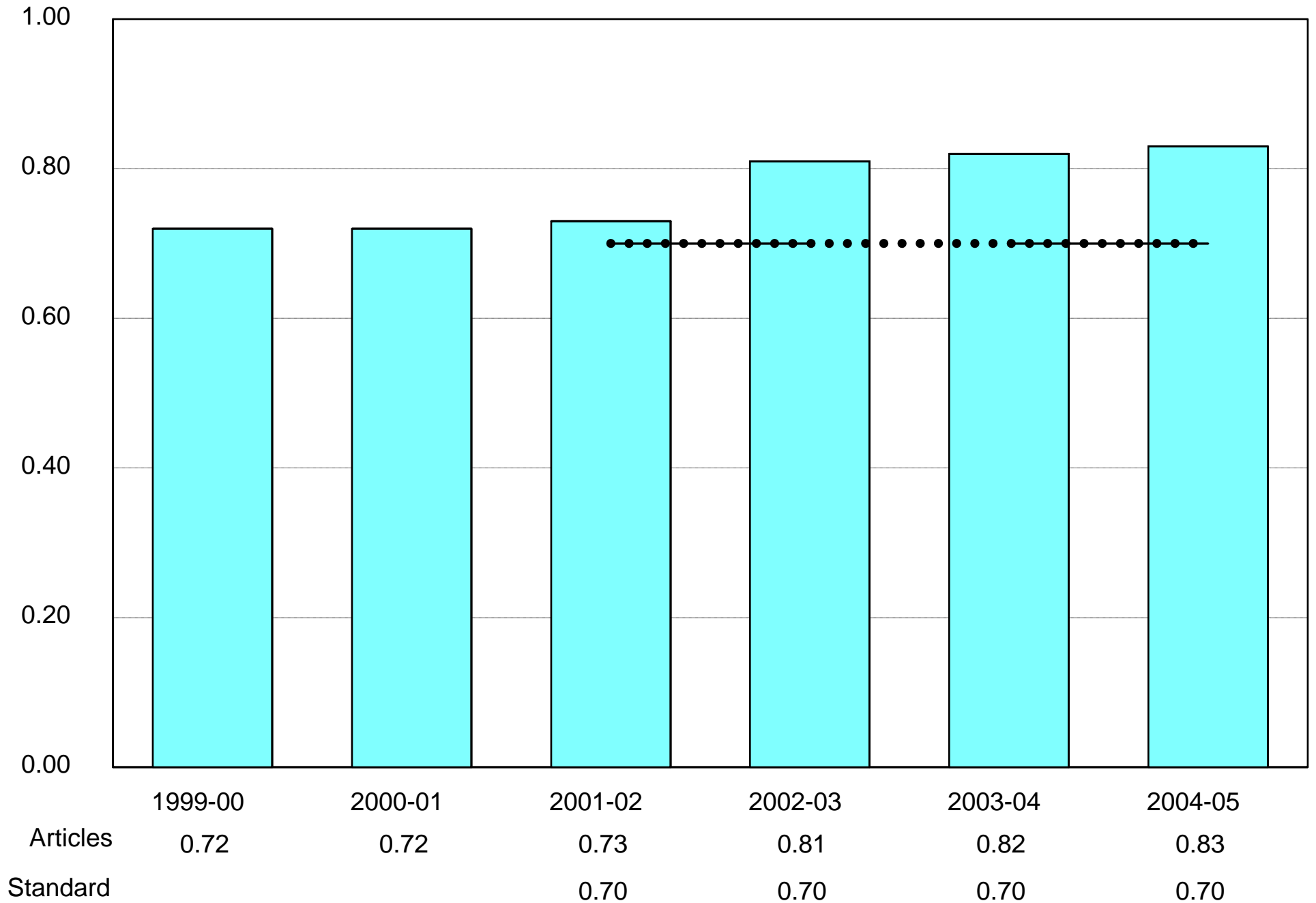
**Figure 46.**  
**Externally Generated Research and Training Grant Funds**  
**Per State Funded Ranked Faculty Member**  
**State University System Performance**



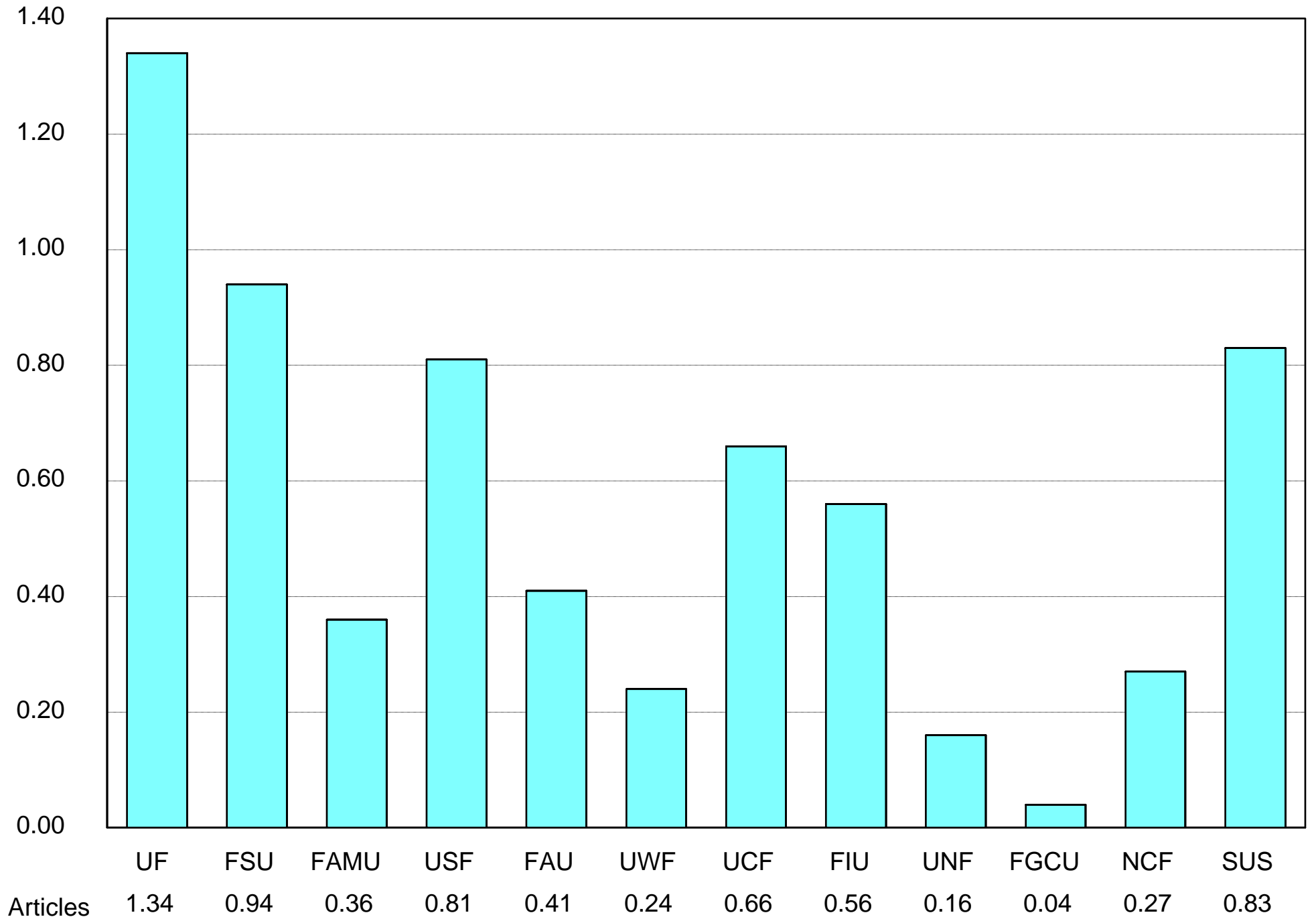
**Figure 47.**  
**Externally Generated Research and Training Grant Funds**  
**Per State Funded Ranked Faculty Member**  
**University Performance, 2004-05**



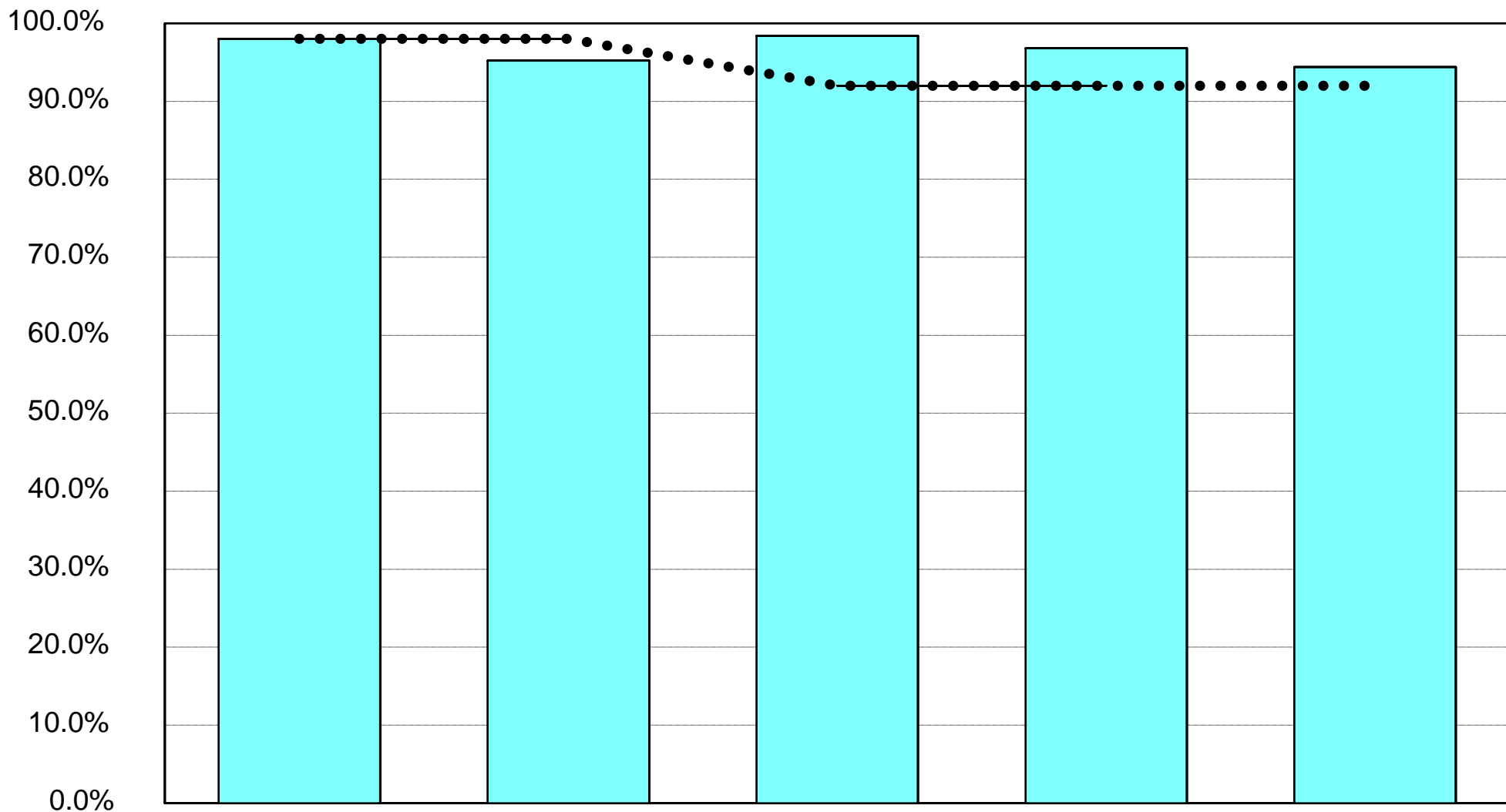
**Figure 48.**  
**Articles Published per Ranked Faculty**  
**State University System Performance**



**Figure 49. Articles Published per Ranked Faculty  
University Performance, 2004-05**

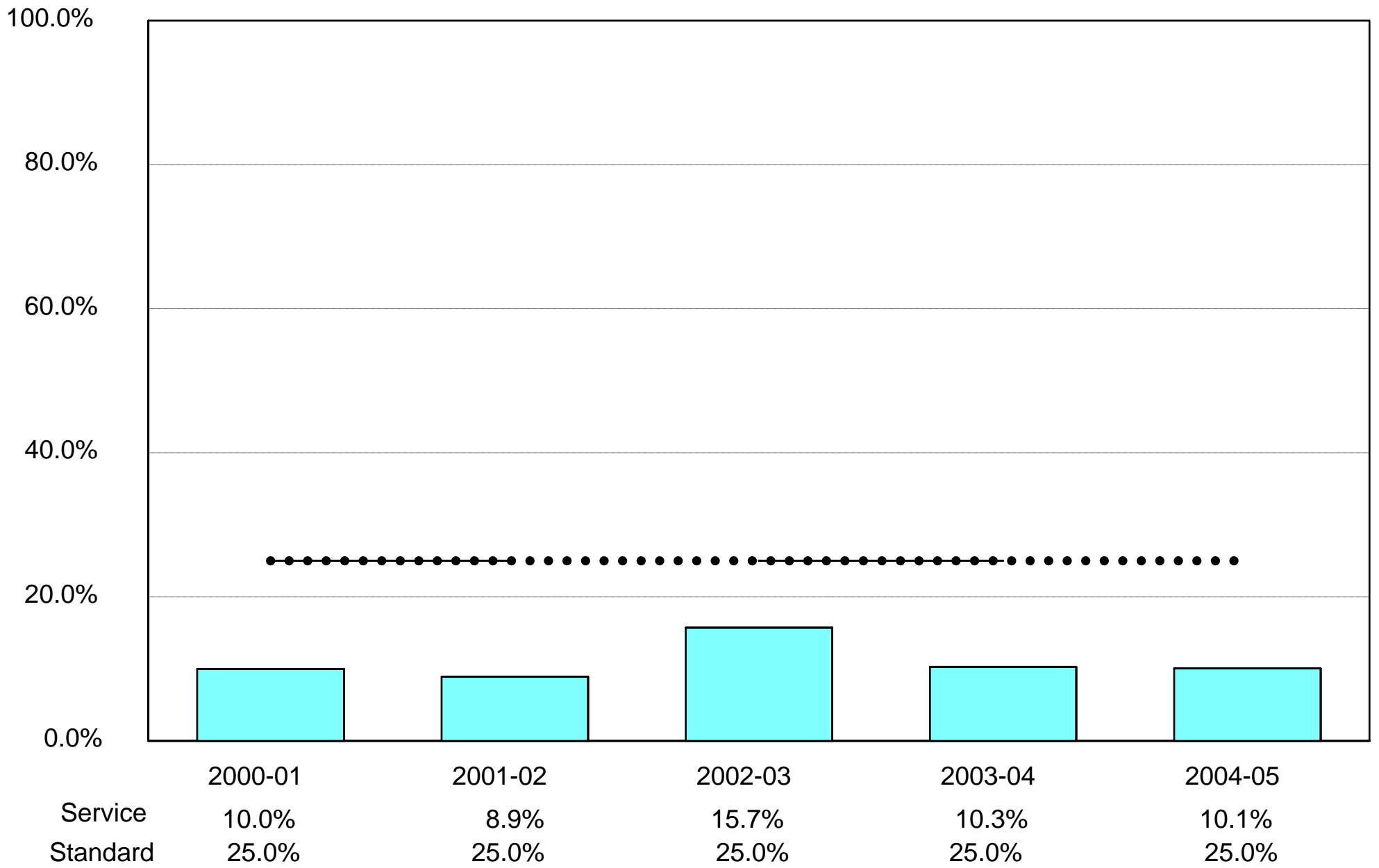


**Figure 50.**  
**Percentage of Public Service Projects**  
**Where Beneficiaries are Satisfied with Assistance**  
**Institute of Food and Agricultural Sciences**



	2001	2002	2003	2004	2005
Satisfied	98.0%	95.2%	98.4%	96.8%	94.4%
Standard	98.0%	98.0%	92.0%	92.0%	92.0%

**Figure 51.  
 Percentage of Faculty Effort Allocated to Public Service  
 Which is Devoted to Public Schools  
 State University System Performance**



**Figure 52. Percentage of Faculty Effort Allocated to Public Service Which is Devoted to Public Schools  
University Performance, 2004-05**

