

PERFORMANCE INDICATORS

THE LEGISLATION SET 37 PERFORMANCE INDICATORS DIVIDED INTO 9 CATEGORIES TO DETERMINE THE QUALITY OF HIGHER EDUCATION AT THE COLLEGES AND UNIVERSITIES.

I. MISSION FOCUS

- A. Expenditure of funds to achieve institutional mission
- B. Curricula offered to achieve mission
- C. Approval of a mission statement
- D. Adoption of a strategic plan to support the mission statement
- E. Attainment of goals of the strategic plan

II. QUALITY OF FACULTY

- A. Academic and other credentials of professors and instructors
- B. Performance review system for faculty to include student and peer evaluations
- C. Post-tenure review for tenured faculty
- D. Compensation of faculty
- E. Availability of faculty to students outside the classroom
- F. Community or public service activities of faculty for which no extra compensation is paid

III. INSTRUCTIONAL QUALITY

- A. Class sizes and student/teacher ratios
- B. Number of credit hours taught by faculty
- C. Ratio of full-time faculty as compared to other full-time employees
- D. Accreditation of degree-granting programs
- E. Institutional emphasis on quality teacher education and reform

IV. INSTITUTIONAL COOPERATION AND COLLABORATION

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

V. ADMINISTRATIVE EFFICIENCY

- A. Percentage of administrative costs as compared to academic costs
- B. Use of best management practices
- C. Elimination of unjustified duplication of and waste in administrative and academic programs
- D. Amount of general overhead costs

PERFORMANCE INDICATORS

VI. ENTRANCE REQUIREMENTS

- A. SAT and ACT scores of student body
- B. High school standing, grade point averages, and activities of student body
- C. Post-secondary non-academic achievement of student body
- D. Priority on enrolling in-state students

VII. GRADUATES' ACHIEVEMENTS

- A. Graduation rate
- B. Employment rate for graduates
- C. Employer feedback on graduates who were employed or not employed
- D. Scores of graduates on post-graduate professional, graduate or employment-related examinations and certification tests
- E. Number of graduates who continue their education
- F. Credit hours earned of graduates

VIII. USER-FRIENDLINESS OF INSTITUTION

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

IX. RESEARCH FUNDING

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

PLANNING STRUCTURE

AT ITS JULY 1996 MEETING, THE COMMISSION ESTABLISHED THE FOLLOWING PLANNING STRUCTURE:

I. Steering Committee

- A. The Planning and Assessment Committee of the Commission will serve as the Steering Committee.
- B. The Vice Chair of the Commission chairs the Planning and Assessment Committee.
- C. The Committee will seek input from the Council of Presidents of State Institutions, the council of board chairs of the various public institutions of higher learning, and the business community.
- D. The Steering Committee will meet prior to the task forces to develop a detailed time-line and a uniform format for the task force reports.
- E. Members
 - Roger Whaley, Chairman
 - David Maxwell
 - Bill Stern
 - 1st District Member

II. Task Forces - Composition

- A. Membership appointed by the Commission Chair upon appropriate recommendation
 - One representative of the Commission
 - Two representatives of the business community
 - One at-large representative
 - One faculty representative
 - Two representatives recommended by the Board chairs
 - One representative recommended by the Council of Presidents
- B. The Chair of the Commission on Higher Education will appoint a chair of each task force from the business community.¹
- C. The task forces will develop the measures to be used for all types of institutions, but benchmarks and application of the measures will be subsequently assigned to committees which may be constituted by type of institution.

¹In addition to the committee membership from the business community

PLANNING STRUCTURE

III. Task Force - Responsibilities

- A. The three task forces will develop measures for the performance indicators.

◆ ACADEMICS

- (1) Mission Focus
 - (B) Curricula offered to achieve mission
- (2) Quality of Faculty
 - (A) Academic and other credentials of professors and instructors
 - (B) Performance review system for faculty to include student and peer evaluations
 - (C) Post-tenure review for tenured faculty
 - (D) Compensation of faculty
 - (E) Availability of faculty to students outside the classroom
 - (F) Community and public service activities of faculty for which no extra compensation is paid
- (3) Instructional Quality
 - (C) Ratio of full-time faculty as compared to other full-time employees
 - (D) Accreditation of degree-granting programs
 - (E) Institutional emphasis on quality teacher education and reform
- (8) User-Friendliness of Institution
 - (A) Transferability of credits to and from the institution
- (9) Research funding
 - (A) Financial support for reform in teacher education
 - (B) Amount of public and private sector grants

◆ ADMINISTRATIVE MANAGEMENT

- (1) Mission Focus
 - (A) Expenditure of funds to achieve institutional mission
- (4) Institutional Cooperation and Collaboration
 - (A) Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community
 - (B) Cooperation and collaboration with private industry

PLANNING STRUCTURE

- (5) Administrative Efficiency
 - (A) Percentage of administrative costs as compared to academic costs
 - (B) Use of best management practices
 - (C) Elimination of unjustified duplication of and waste in administrative and academic programs
 - (D) Amount of general overhead costs
- (6) Entrance Requirements
 - (A) SAT and ACT scores of student body
 - (B) High school class standing, grade point averages, and activities of student body
 - (C) Post-secondary non-academic achievements of student body
 - (D) Priority on enrolling in-state students
- (8) User-Friendliness of Institution
 - (C) Accessibility to the institution of all citizens of the state

◆ PLANNING/INSTITUTIONAL EFFECTIVENESS

- (1) Mission Focus
 - (C) Approval of a mission statement
 - (D) Adoption of a strategic plan to support the mission statement
 - (E) Attainment of goals of the strategic plan
- (3) Instructional Quality
 - (A) Class size and student/teacher ratios
 - (B) Number of credit hours taught by faculty
- (7) Graduates Achievements
 - (A) Graduation rate
 - (B) Employment rate for graduates
 - (C) Employer feedback on graduates who were employed or not employed
 - (D) Scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests
 - (E) Number of graduates who continue their education
 - (F) Credit hours earned of graduates
- (8) User-Friendliness of Institution
 - (B) Continuing education programs for graduates and others