



BENCHMARKING

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



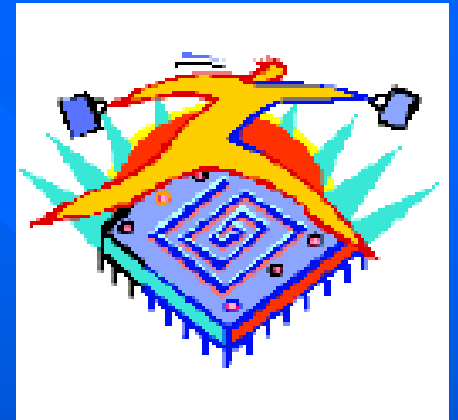
- Percent of Entering Freshmen who Complete Associate Degrees or Transfer to 4-Year Program
- Percent of Graduates Employed or Pursuing Further Education Within 1 Year of Graduation
- Performance of Graduates on GRE and Professional School Entrance Exams
- Measures of student, alumni, employer satisfaction

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

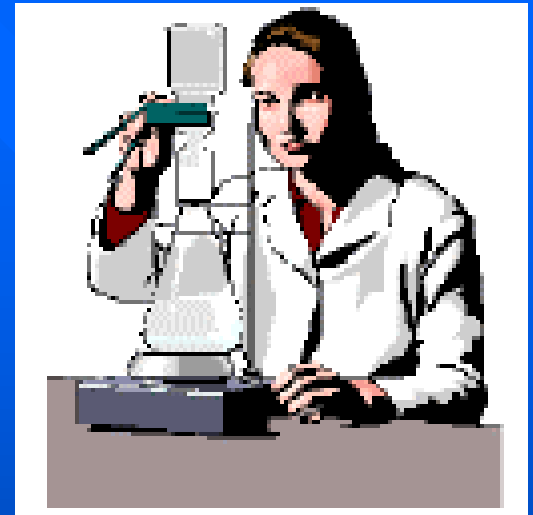
Economic Development and Research Indicators



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

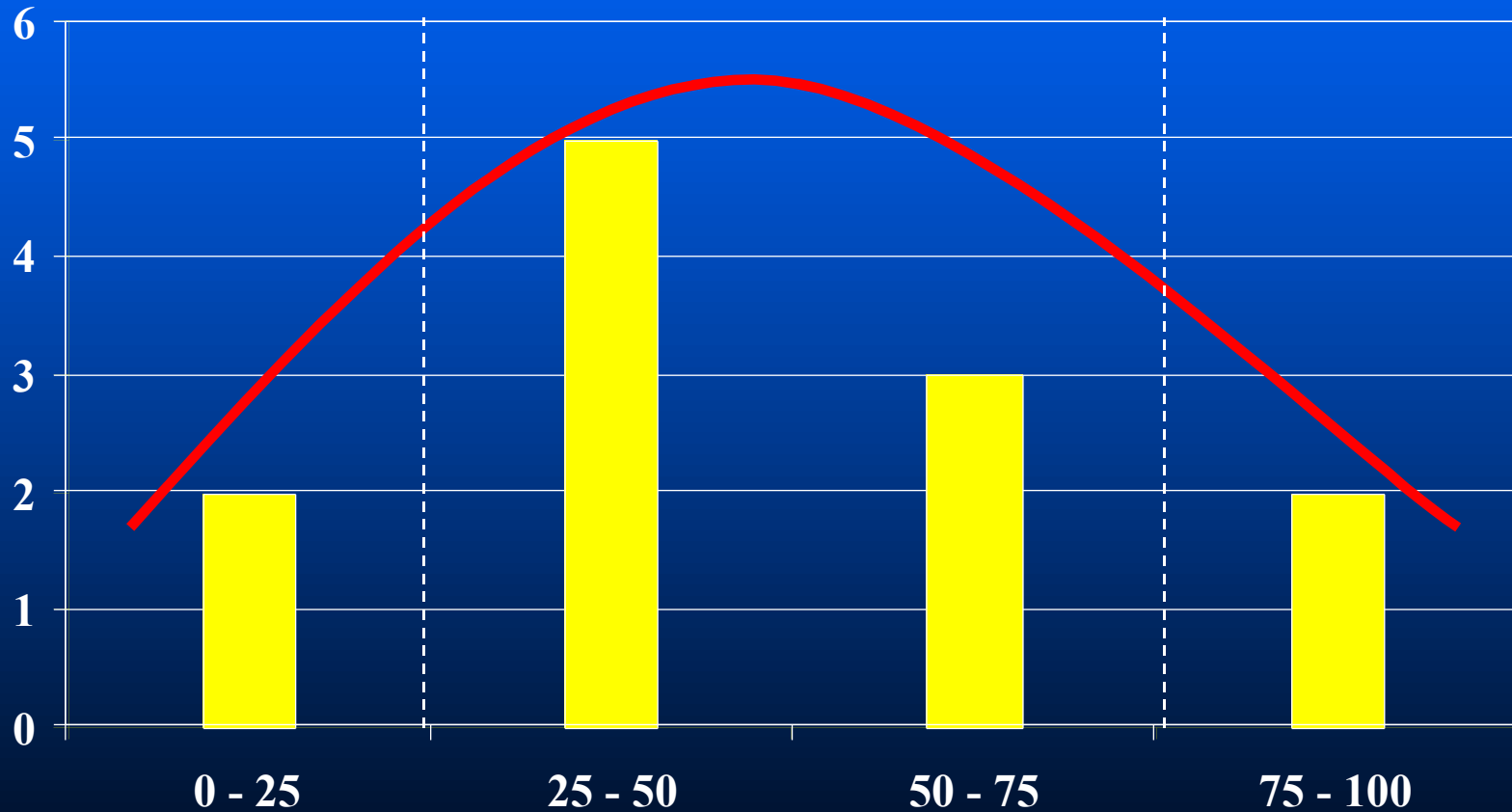
Indicators are inter-related.

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?



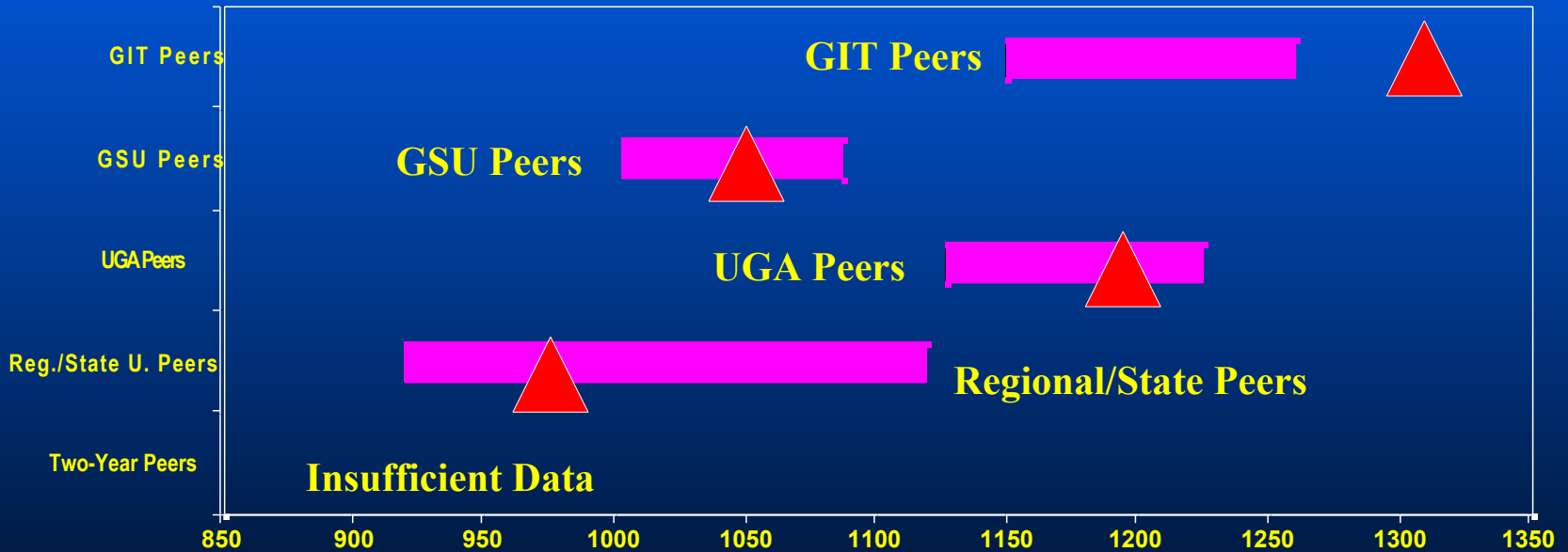
Our Analysis will focus on Outliers.

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

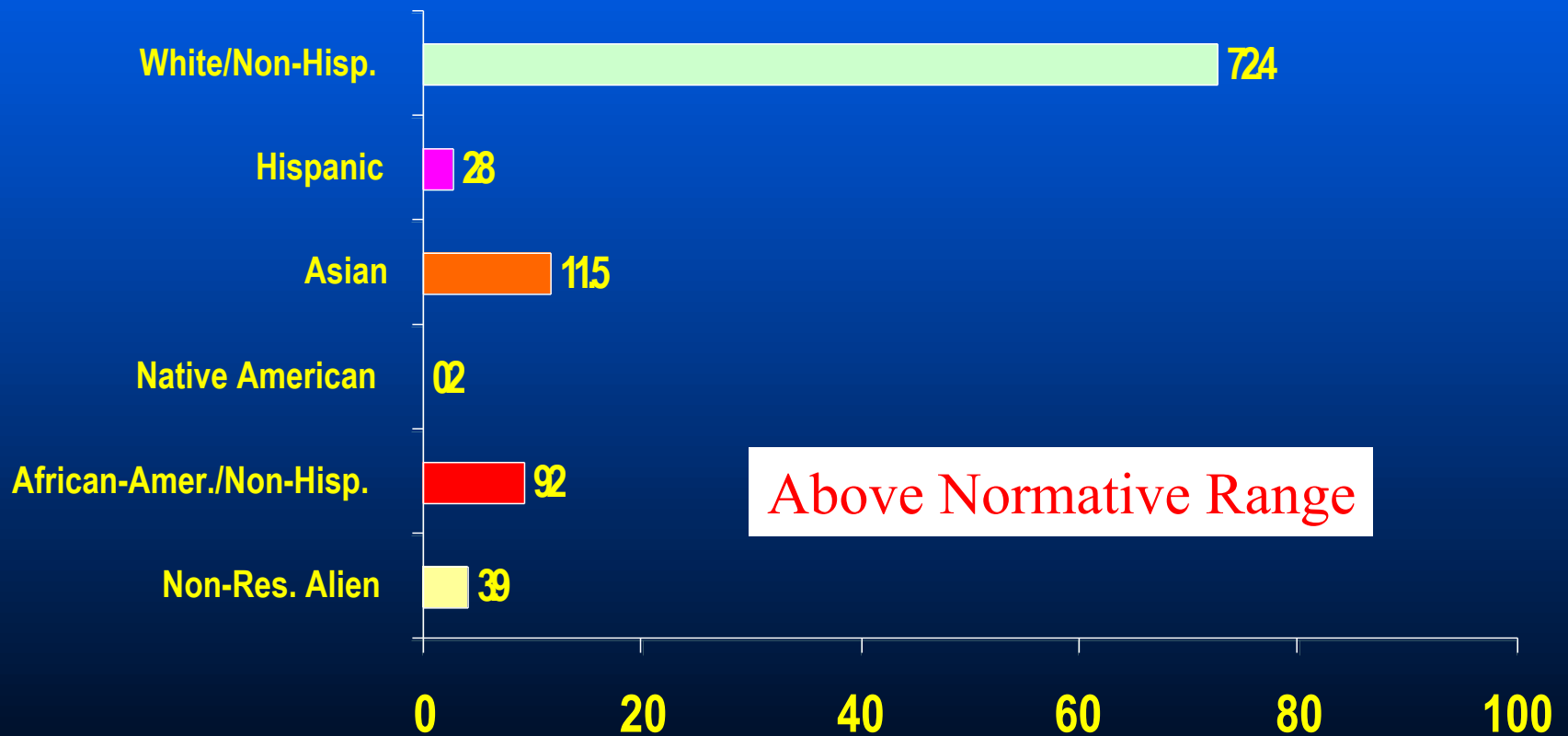
Indicators Reviewed in October

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

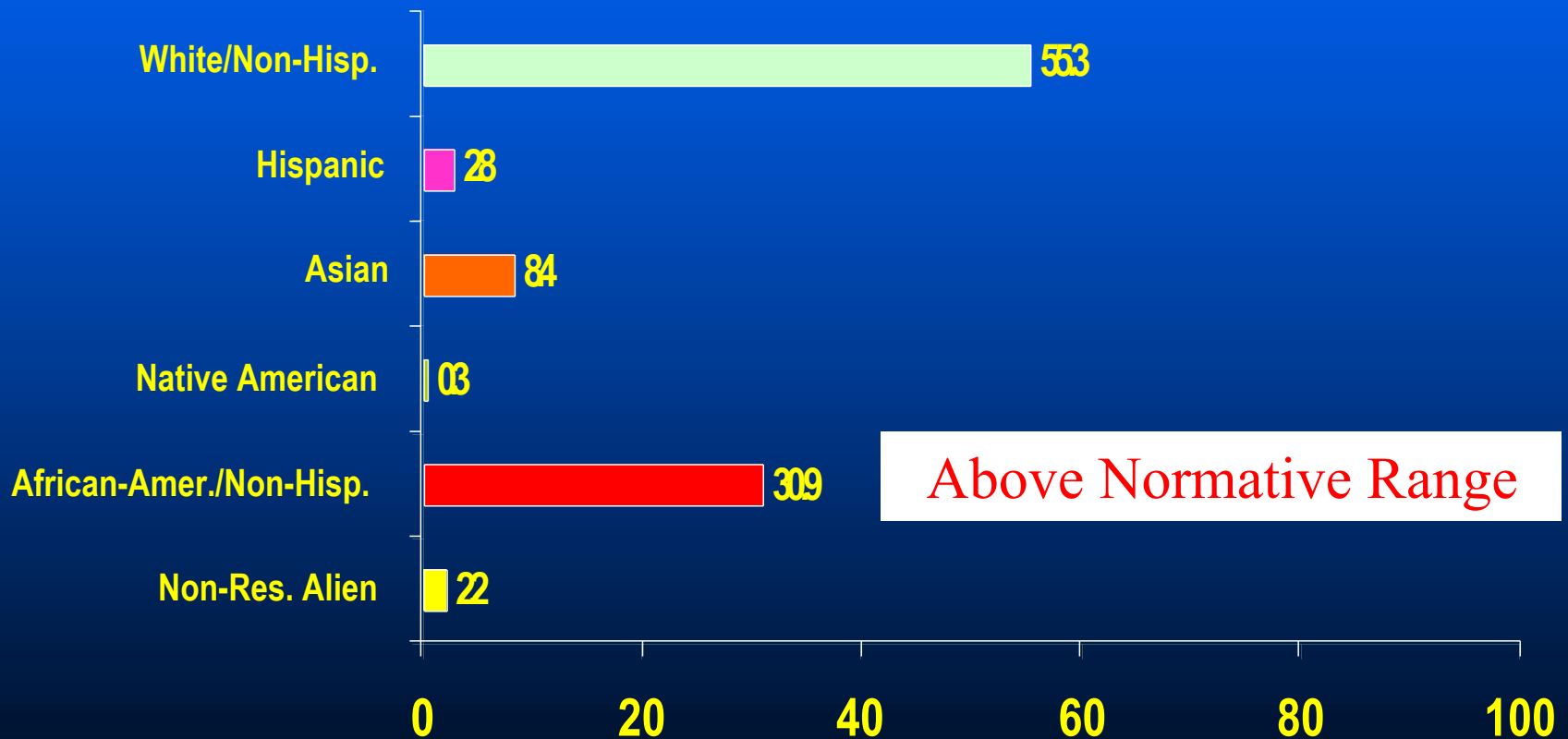
SAT Normative Range Institutional/Sector Peers



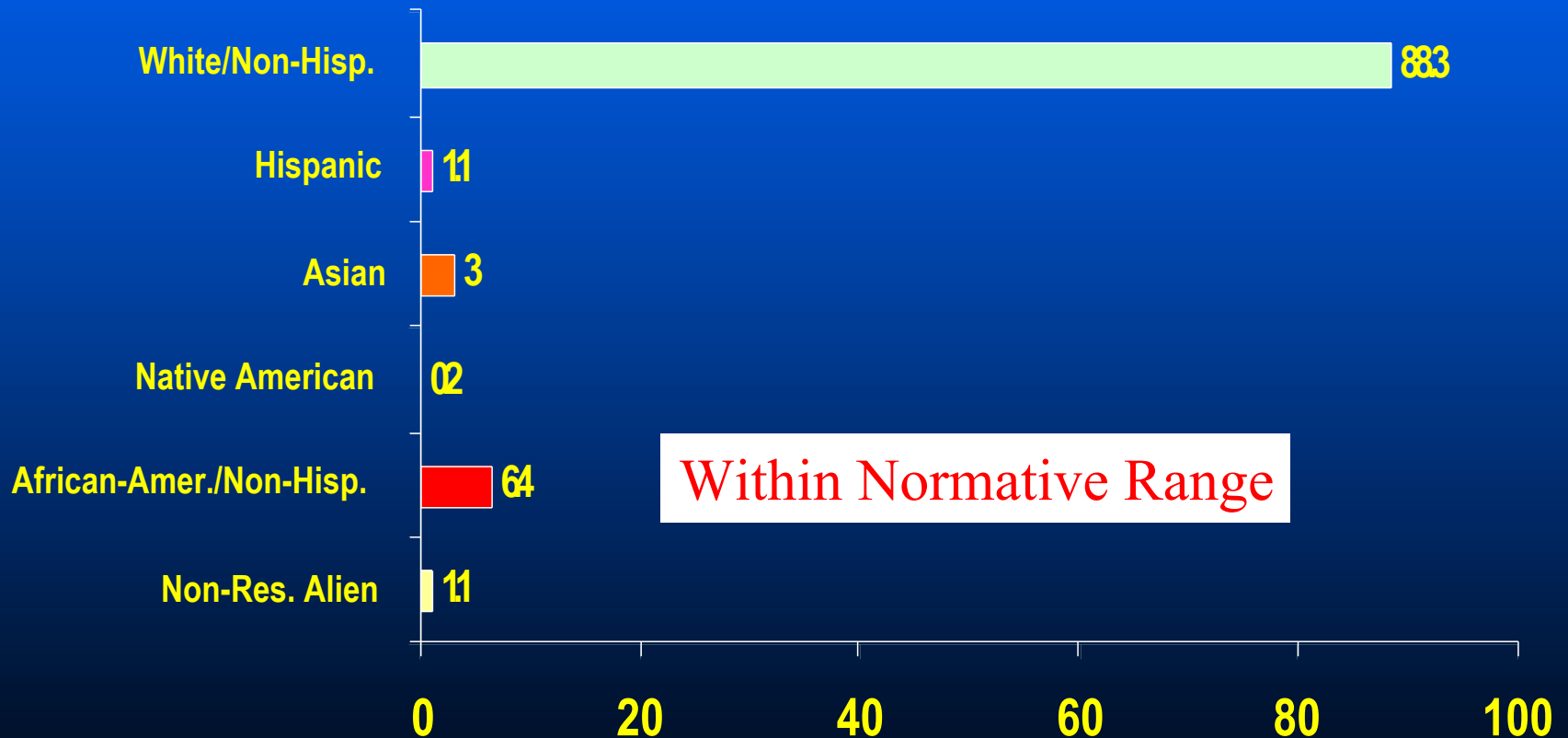
Race/Ethnicity of Undergraduates: GIT



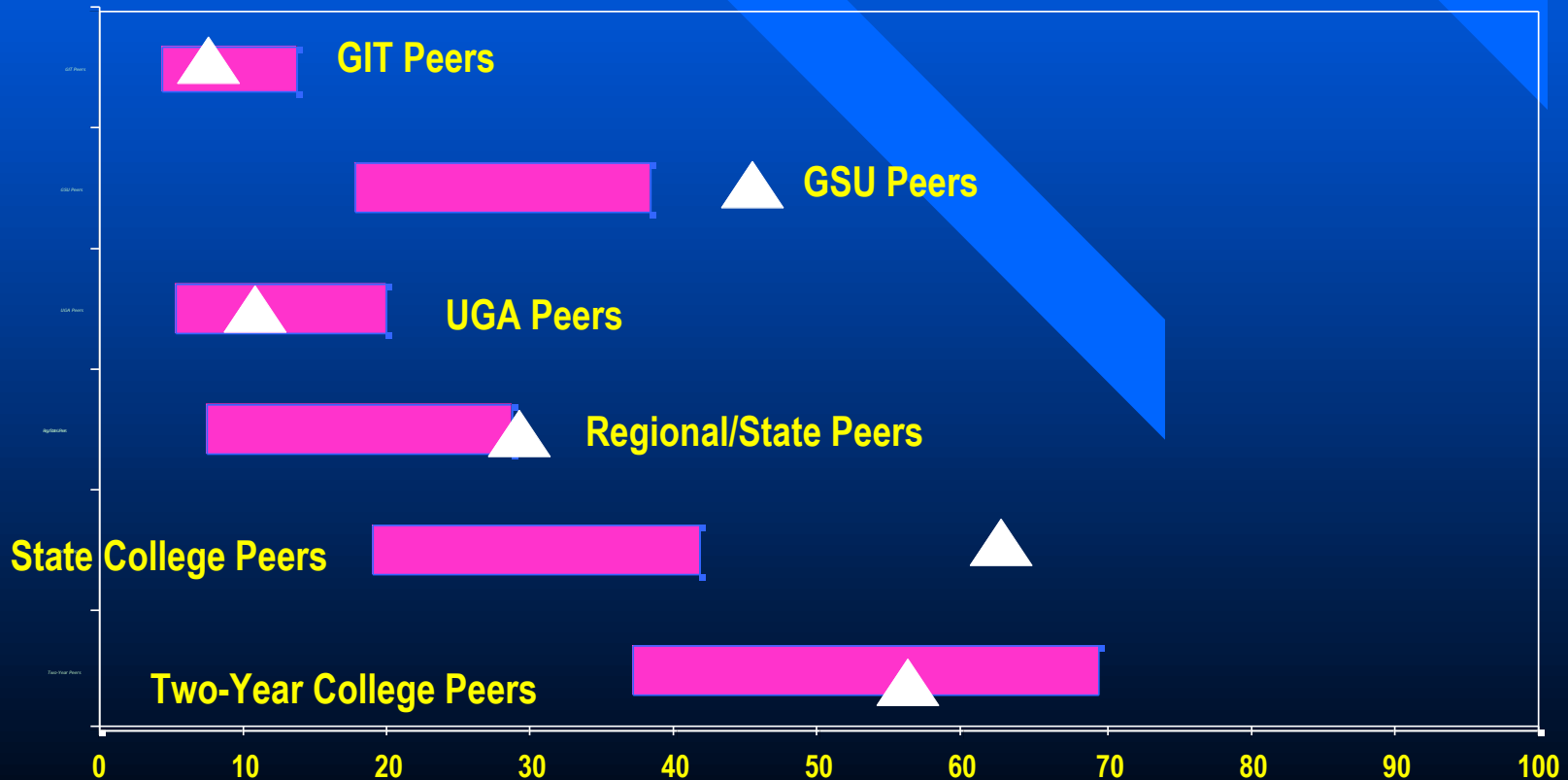
Race/Ethnicity of Undergraduates: GSU



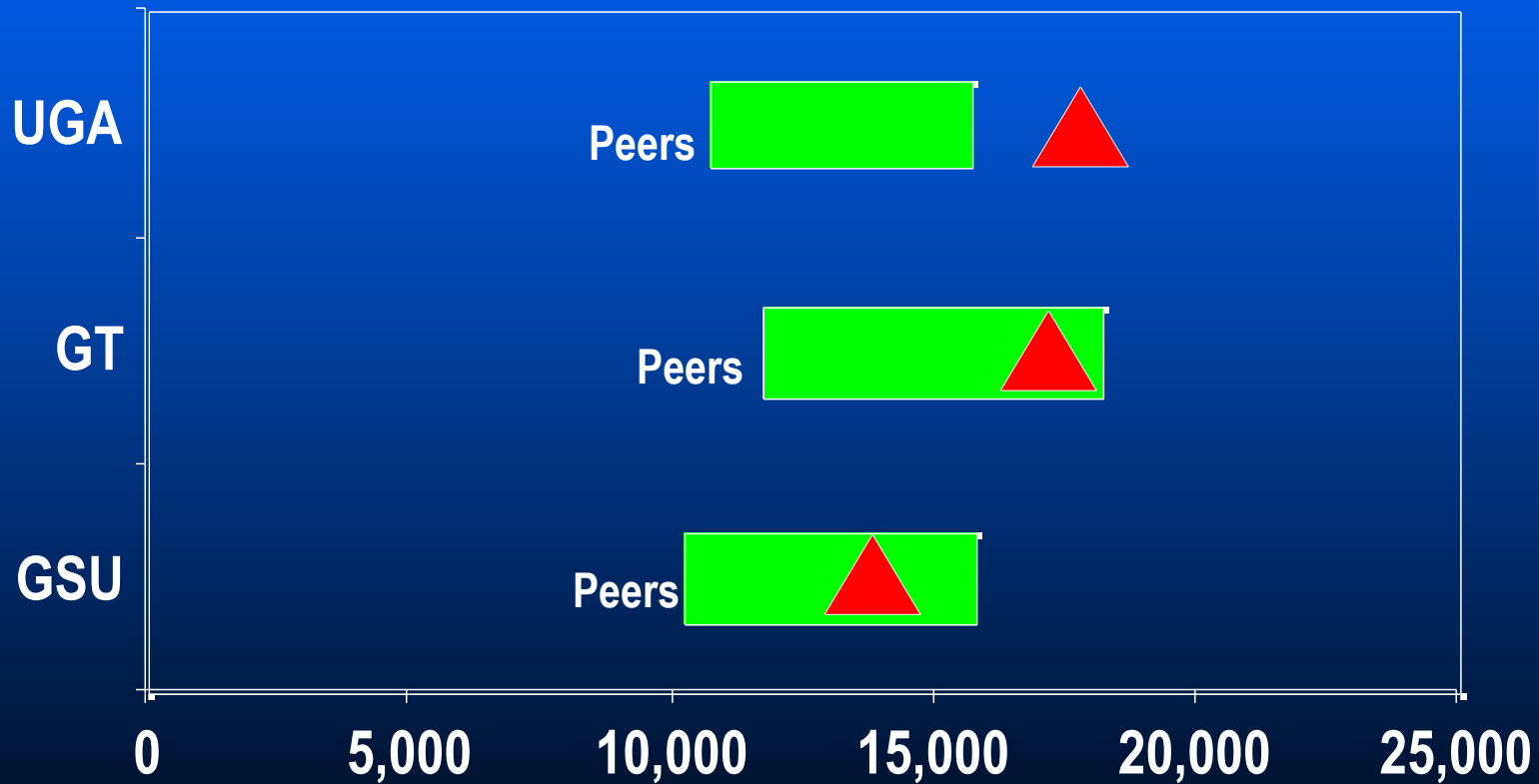
Race/Ethnicity of Undergraduates: UGA



Part-Time Undergraduates Normative Range of Peers

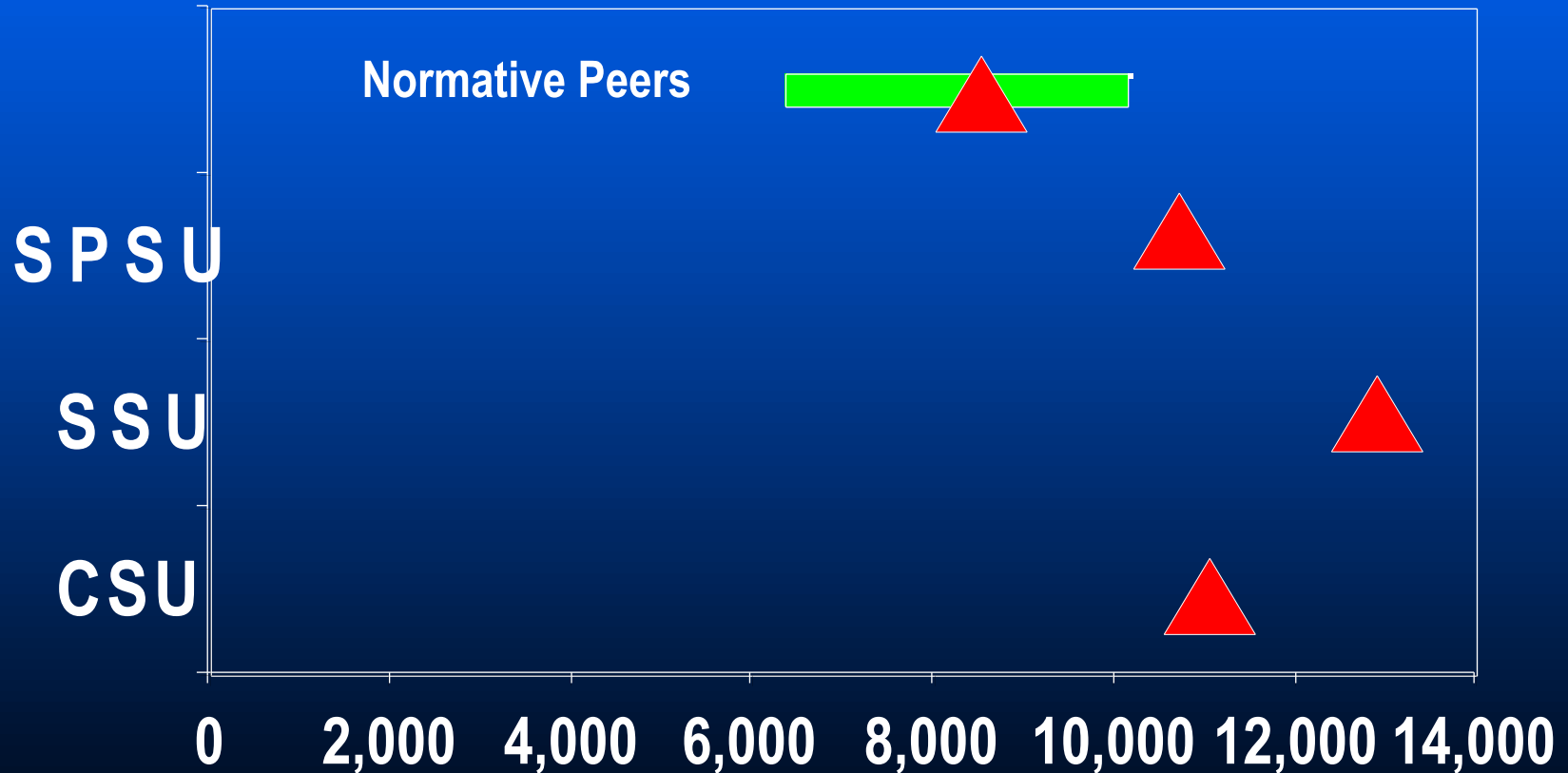


Appropriations and Tuition Revenues Per FTE Student Research Universities and Peers



MCG is well within range at 54,827

Appropriations and Tuition Revenues Per FTE Student Regional & State Universities



Appropriations and Tuition Revenues Per FTE Student State Colleges and Peers



Appropriations and Tuition Revenues Per FTE Student Two Year College Sector



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.

Issues for Further Consideration and Board Strategic Planning

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

October	Who Our Students Are How States Fund Higher Education
November	Retention and Graduation Financial Data
January	How Institutions Function – Management Review
February	Graduate/Professional School, Employment and Beyond
March	Economic Development
April	Research
May	Board Retreat Developing Plans for Further Study and Action
June	Finalize and Approve Action Plans

All of the most important decisions
are based on insufficient data.

- Sheldon Kopp