

THE PERFORMANCE EFFECTIVENESS PLAN OF NEW MEXICO'S UNIVERSITIES

Quality Indicators. The Council of University Presidents has identified a set of commonly agreed-upon indicators of university quality and effectiveness. These indicators are being used to measure the progress of New Mexico's universities in meeting statewide performance expectations for higher education. Focusing university and public attention on these indicators will promote the improvement of higher education and the achievement of our goals. The indicators of university quality include:

- Accessible and affordable university education
- Student progress and success in our universities
- Academic quality and a quality learning environment
- Effective and efficient use of resources
- Discovery and sharing of knowledge, research and innovation throughout New Mexico
 - Quality of research and creative activity
 - Service to New Mexicans
 - Economic impact

Performance Measures Common to All Six Universities. For each of the first four quality indicators listed above, a common set of performance measures has been selected to provide a means by which each of our universities can demonstrate its performance level. Although we are using common performance measures, each institution's performance level reflects its unique institutional mission, students and other constituencies, and the program and service mix it has developed in response to state and regional needs. Each institution is also using these measures to set goals for performance improvement in areas of institutional priority and concern.

Year First Reported in PEP

I. Accessible and Affordable University Education

- Tuition/required fee rates; comparative data on regional peers and per capita income 1998
- Financial aid awarded and average student costs 1998/2001
- Enrollment by race/ethnicity; comparative data on HS graduates, ACT takers 1998
- Transfer students from NM 2-yr and 4-yr institutions 1999

II. Student Progress and Student Success

- Freshman persistence rates -- fall to fall terms 1998
- Graduation rates at 6 years, together with those still enrolled 1998
- Degrees conferred by level and discipline 2000
- Transfer student completers 1999
- Placement rates of graduates -- employment and continuation of education 2000

	Year First Reported in PEP
III. Academic Quality and a Quality Learning Environment	
• Faculty/staff profile -- race/ethnicity, percent faculty with terminal degrees, comparative data on faculty salaries	1998
• Percent student credit hours taught by tenured/tenure-track faculty	1998
• External accreditations	1998
• Faculty role/contributions	1999
• Student satisfaction with undergraduate experience	2000
• Alumni assessment of institutional quality	2000
• Employers' satisfaction with NM university graduates	1999
• Pass rates on professional knowledge section of teacher licensure assessments	2001
IV. Effective and Efficient Use of Resources	
• Primary mission (instruction, research, public service) as percent of Educational and General expenditures; comparative data on peers	1998
• Institutional support (administrative costs) as percent of Educational and General expenditures; comparative data on peers	1998
• Flagging of low enrollment/low degree programs -- in cooperation with Commission on Higher Education (CHE)	2000 - For graduate programs

Mission-Specific Institutional Reporting. For three of the indicators of university quality and effectiveness, university priorities and performance are dependent on the mission of each institution, the populations it serves and the resulting undergraduate and graduate programs and services it provides. The performance measures for these indicators will be unique to each institution. The mission-specific quality indicators are:

V. Quality of Research and Creative Activity

Research collaboration in areas such as the environment; natural resources; high-technology materials; teaching excellence; cultural, performing and studio arts.

VI. Service to New Mexicans

Mission-specific programs and special projects in areas such as cooperative extension, distance education, extractive industries, health care, K-16 partnerships and business development.

VII. Economic Impact

Universities' economic impact in areas such as graduates' earning power, research grants and research support to the public and private sectors.

In addition, each university has developed an institutional "profile" on its mission, students and other constituencies. In future years universities also may develop additional mission-specific measures to demonstrate institutional performance goals and priorities not adequately covered in the common reporting measures on indicators of access, student success, quality and efficiency.

ACCOMPLISHMENTS: PLAN DEVELOPMENT AND IMPLEMENTATION

June 1998	Council of University Presidents (CUP) decides to develop joint accountability plan for the six universities
July 1998	Representatives from each of the six universities are appointed to the CUP Accountability Work Group (AWG) AWG reviews trends, status, and best practices of higher education accountability nationwide as well as issues and statewide expectations regarding higher education in New Mexico; identifies indicators of university quality and effectiveness and begins defining performance measures
August 1998	AWG completes scope and schedule of Performance Effectiveness Plan (PEP) as well as definition of performance measures to be reported in December 1998. PEP plan is presented for the first time; discussions are held with Legislative Finance Committee and Commission on Higher Education
December 1998	The Council of University Presidents publishes its first report on the Performance Effectiveness Plan, containing data already available at each institution, abbreviated institutional profiles and mission-specific reporting
Summer 1999	AWG completes definition of all remaining PEP performance measures under development, including the questions to be included on the employer, alumni and student satisfaction surveys
November 1999	Vendor completes first NM employer satisfaction survey on behalf of the CUP
December 1999	The Council of University Presidents publishes its second report on the Performance Effectiveness Plan, containing newly developed performance data, expanded institutional profiles and mission-specific reporting
AY 1999-2000	Each university conducts the first CUP alumni survey and graduating senior student satisfaction survey using a core of questions common to all six universities
October 2000	The Council of University Presidents publishes its third report on the Performance Effectiveness Plan including data on additional performance measures, results of the first cycle of CUP alumni placement and alumni and student satisfaction surveys, and the initial establishment of instructional goals by each of the six universities.
October 2001	The Council of University Presidents publishes its fourth report on the Performance Effectiveness Plan, which includes additional and enhanced performance measures, the first year of reporting on institutional progress toward instructional goals, and evaluative responses by each institution on its performance on the range of measures included in the Performance Effectiveness Plan.
2001 and beyond	Council of University Presidents' Performance Effectiveness Plan is fully implemented: C Annual reporting on common performance measures and institutions' progress in achieving goals C Annual mission-specific institutional reporting on progress toward goals based on institutional mission, clientele, program/service mix and priorities