Can We Really Trust Anyone Who Profits from Ranking Higher Education Institutions, or How Would One Evaluate Institutional Quality?

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Rating Institutional Quality

Although numerous quality ratings exist in today's media-centric environment (Money Magazine, and U.S. News and World Report, etc.), it is quite difficult to provide any reasonably meaningful estimates of institutional quality, either qualitative or quantitative. Global ratings of institutional "quality" abound, despite the fact that there is really no such thing as a university, but rather, nothing other than heterogeneous collections of programs and services that can vary substantially in both quality and reputation within the same school. Usually, quality is associated with inputs (students, funding, etc.), processes (faculty/student ratios, average class sizes, etc.) or outputs (graduates, highly cited scholars, research awards, patents developed, etc.). Some (e.g. U.S. News and World Report) add a ridiculously designed reputation measure, while others (NRC, 1995) use thoroughly considered and well constructed reputation methods. Unfortunately, as in all endeavors, the well-designed methods tend to be costly and time consuming and therefore, quite limited in scope, while the poorly-designed measures are comparatively easy to create and, for magazines at least, profitable, so they tend to occur annually and apply to all schools. So, how does one meaningfully asses the complex construct of institutional effectiveness or quality at pursuing their conjoint missions of education, research and community service. In this paper, several possibly useful measures are reported for community colleges and SUS institutions as examples of what such measures might report, although no attempt is made to create a single, global estimate of "quality," because that appears to be a totally inappropriate and meaningless aim.

Evaluation and Critiques of Public Rankings
The College Rankings Bibliography (http://www.library.uiuc.edu/edx/rankbib.htm) lists eight different ranking reports and provides a comparatively extensive critical bibliography relating to the various ranking methods.

On their Caution and Controversy page (http://tinyurl.com/dmsjz) they note that two organizations that do not rank schools, but rather give comparative information about schools, also provide discussion of how to assess the quality of schools and ranking services. The College Board offers "Rankings & Ratings", a discussion of the impact of rankings, while Peterson's presents "Considering College Quality", a discussion of assessing institutional quality. Peterson's (2005) also provides a document in which they explain why they don't believe in rankings. In this they note:

> Despite many people's attempts to quantify colleges according to certain characteristics, many educators agree that those characteristics do not add up to any meaningful measures of quality. Further, publishing such misleading information and making a national event of it encourages colleges to shade the truth and to focus on the wrong factors in accepting students.

Critiques of US News and World Reports Rankings
Clarke (2002) provides evidence substantiating criticisms of U.S. News regarding the annual changes in their rankings and the problem of false precision and

misunderstanding regarding comparisons among institutions that are inherent to assigning specific rankings and scores.

Machung (1995) compared U.S. News and World Reports ratings over a ten year period from 1983 to 1993. During this time the University of California-Berkeley dropped from the 5th ranked Research University to the 23rd. She compared rankings from 1992 from 1993, and although the top eight universities (e.g. Harvard, MIT, Yale, etc.) remained in essentially the same places, every university from 9 to 25 moved around, some substantially (the largest change was 10 places in one year). Of course, ten moved up and ten moved down. Her question was: Why so much change among huge universities that exhibit enormous stability on every major characteristic not only from year to year, but over long periods of time? After an analysis of U.S. News's methods the reason became obvious: THEY CHANGE THEIR RATING METHOD EVERY YEAR. As a result, although the relationship between Harvard and Stanford may remain the same on every variable from one year to the next, their U.S. News relative rankings will differ every year. She did not go so far as to suggest that this was done purely for the purpose of selling magazines, but that was certainly an implicit message.

Methods for Defining Quality

Generally, processes and outputs are considered preferable to inputs when defining an institution's quality. However, according to numerous researchers (Harvey, L. and Green, D., 1993; Astin, 1990; Barnett, 1988; CNAA, 1990) much of that which a student walks away from college with is already present in the individual at college entry, and the most highly rated schools may actually add little because they only enroll top quality prospects. Further, a student's relationships with faculty and other students may have a greater influence than coursework. For these reasons, an institution's selectivity will be included in quality ratings for SUS institutions. Because Florida public community colleges admit any student having a high school diploma, selectivity is not relevant.

The measures listed below were selected either because they were the only meaningful ones available (e.g. for community college quality), or because they have history

INPUTS – Not relevant for community colleges
<u>SUS Institutions</u> - Selectivity will be estimated using two variables:
 (1) Admitted students mean prior institution grade point averages (FTIC and CC Transfers), and
(2) Admitted students mean test scores (FTIC students).

PROCESSES
<u>SUS Institutions and Community Colleges</u>
(1) Faculty/Student ratio

OUTPUTS
<u>Community Colleges</u> –
(1) The "typical" percent of graduates who enroll at an SUS institution, and

(2) The average SUS GPA of students enrolled at SUS institutions.

<u>SUS Institutions</u> – measures that are appropriate for schools having engineering programs include
(1) Federal Research Expenditures (although this is heavily biased upwards for institutions having integral medical schools [USF, UF]) (The Center, 2000),
(2) National Research Council (NRC) ratings of Doctoral Programs (most recent 1995 – this is also biased upwards for institutions have more and varied doctoral programs and longer histories – NRC, 1995), and
(3) Faculty Awards granted, as a measure of the "quality" of an institutions faculty. This involves a select set of 24 prestigious awards that are granted to faculty (The Center, 2000). Appendix A contains a list of the included awards.
Another reasonably decent outcome measure is
(4) U.S. News and World Reports in their America's Best Colleges, provides an estimate of the difference between expected and actual graduation rates for FTIC students (expected being estimated from entering academic characteristics, among other factors – Astin, 1993a).

Measure Definitions and Sources
In this section, measures that do not derive directly from an external source (e.g. NRC, 1995) are defined and explained.

INPUTS – The following is not relevant for community colleges
<u>SUS Institutions Measures (1) and (2)</u> - Admitted students mean prior institution grade point averages (FTIC and CC Transfers) and test scores (FTIC students only), were computed separately by school from SUS master admissions files for years 1998, 1999, 2002, and the median of those years computed to provide an overall estimates.

PROCESSES 137351 – 1993 1997, 1999, 2002
<u>Community College and SUS Institutions - Measure (1)</u> - Faculty/Student ratio was computed using the IPEDS Peer Analysis System for a sample of relevant years, with total students divided by the total number of tenure and tenure track faculty for SUS institutions and total faculty for community colleges.

OUTPUTS
<u>Community Colleges</u> – Measures (1) and (2).

(1) Percent of Graduates Enrolling at an SUS Institution
The community college Articulation Report (SBCC, 1992, 1995, 1996, 1999, 2002) gives the total number of students from a specific community college that are enrolled at a specific SUS institution during a given fall semester (Table 8). These data can be used to estimate the percentage of graduates who enroll at an SUS institution. However, because the articulation/enrollment numbers include both graduates and transfers from several years, an analysis of SUS schools matriculation and enrollment tendencies was undertaken (Table 1) to determine when after leaving a community college such students enroll, and how long they tend to remain enrolled at an SUS institution. The left panel of Table 1 shows that among currently enrolled students; 83% matriculated

during their first year following community college, and approximately 97% had entered an SUS institution in the preceding four years (3 years ago). Among new enrollees, some 96% had left their community college no more than two years before. Regarding the percentage of SUS enrollees holding an associate degree, this ranges from approximately 55% in 1992 to approximately 75% in 2002.

Table 1
Enrollment of Community College Transfers at SUS Institutions by Year

SUS Enrollment Year	Enrolled	Cumulative	Last Year Enrolled in CC	Enrolled	Cumulative
	%	%		%	%
Current year	42%		Current year	83%	
Previous year	33%	75.1%	Previous year	11%	94%
2 Years	17%	91.6%	2 Years	2%	96%
3 Years	5%	97.0%	3 or more years	4%	100%
4 Years	2%	99.0%			
5 or more years	1%	100.0%			

Source: SUS MAF (2002), SUS SDCF (2002)

Because articulation agreements for transfers only related to holders of AA (not AS) degrees during the 1990s, estimates regarding the number of graduates at an institution assume that 90% of associate degree holders who transfer to an SUS institution hold an AA degree. From the statistics in Table 1, combined with degree completions and articulation data from the community colleges, it becomes feasible to estimate what percentage of AA/AS completers from a specific community college go on to attend an SUS institution.

Computation of Percent of Community College Graduates Enrolled in SUS Institutions
For a specific year, the number of SUS enrollees for a community college is multiplied by the appropriate percentage holding associate degrees (either AA or AS, these are not distinguished in the SUS data files) for the given year (from 55% in 1992 to 75% in 2002), and then, by 0.417 (which is the percent from a given year's community college population as shown in Table 1).

The number of graduates for a year equals all AA graduates reported, plus 10% of AS graduates (assuming that roughly 90% of SUS enrollees holding associate degrees during the 1990s held an AA rather than an AS).

The percent of graduates enrolled equals the number enrolled divided by the number of graduates as estimated using the above algorithms.

This percentage was computed from 1992 through 2002 and the median of the middle years (1995 through 2000) percentages for each school was used as a single estimate of enrollment percentage, largely because those proved the most stable estimates (some changes in reporting appear to have occurred in the Articulation Reports following the 2000 report).

(2) Enrolled Students GPA

Another possible measure of quality is the Grade Point Average (GPA) maintained by transfers while attending an SUS institution. This is reported in the Community College Articulation Report (Table 10, in SBCC, 1992, 1995, 1996, 1999, 2002). Average GPA for all students from a community college at all SUS institutions was used for this, although some bias occurs because different SUS institutions draw larger numbers of students from different community colleges (Table 2), and different institutions emphasize different disciplines, which tend to associate with different GPAs. Supporting the preceding statement is the fact that the mean GPA of community college transfers among SUS institutions in the 1999 report ranged from a high of 2.89 to a low of 2.66.

OUTPUTS –
<u>SUS Institutions</u> – all come directly from external sources.

Results

Primary Source Community Colleges for SUS Institutions

Institutions lacking engineering programs are excluded from these analyses (Florida Gulf Coast University [FGCU], New College of Florida [NCF] and the University of West Florida [UWF]). As Figure 1, sorted by primary source institution shows, two types of institutions exist in the SUS in the way they draw students from community colleges:

- Traditional Institutions (FAMU, FSU, UF), which draw a comparatively large number from their local community colleges, but have fewer than 40% of transfers coming from the primary two source institutions, and
- Metropolitan Institutions (FAU, FIU, UCF, UNF, USF), which tend to draw 60% or more from their two primary source community colleges.

The primary source institutions remain consistent over time; because proximity is the main factor in community college transfer decisions (Micceri & Wajeeh, 1998).

Table 2 shows the primary source community colleges for each SUS institution and for the SUS as a whole. In 1992, 70,441 community college transfers were enrolled in an SUS institution. This number increased to 73,894 in 2002 (4.9% increase). Not surprisingly, the larger community colleges (Miami-Dade, Valencia, Brevard, Hillsborough, Palm Beach and St. Petersburg) contribute more students to more SUS institutions than the smaller ones.

The table makes it clear that source schools for the several SUS institutions have changed little over the 10 year period between 1992 and 2002.

Comparing the left side of the table (traditional SUS institutions) with the right side (metropolitan institutions) shows that the traditional institutions draw students from several source schools (7 to 8) while the metropolitan institutions tend to draw from only a few (other than USF, four is the maximum). USF is something of a midpoint between the other metropolitan institutions and the traditional institutions, drawing 5% or more from six different community colleges.

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Several community colleges contribute more than 5% of an SUS school's transfers to more than one SUS institution. Clearly, the demographic surroundings of an SUS institution influence how many sources exist, and what percentage they tend to contribute. Miami-Data and Broward contribute to five institutions and Florida CC at Jacksonville contributes to four, while St. Petersburg and Valencia each contribute to three SUS institutions.

Figure 1

Percent of Students from Top Two Source Community Colleges - 2002

Institution	First	Second
FIU	83%	11%
UNF	63%	12%
UCF	43%	13%
UF	43%	6%
FAU	42%	40%
FAMU	36%	9%
USF	34%	25%
FSU	29%	7%

Percent of Students from Top Two Source Community Colleges - 1992

Institution	First	Second
FIU	84%	11%
UNF	75%	10%
FAU	41%	42%
UCF	40%	18%
UF	31%	8%
USF	30%	27%
FSU	29%	7%
FAMU	28%	12%
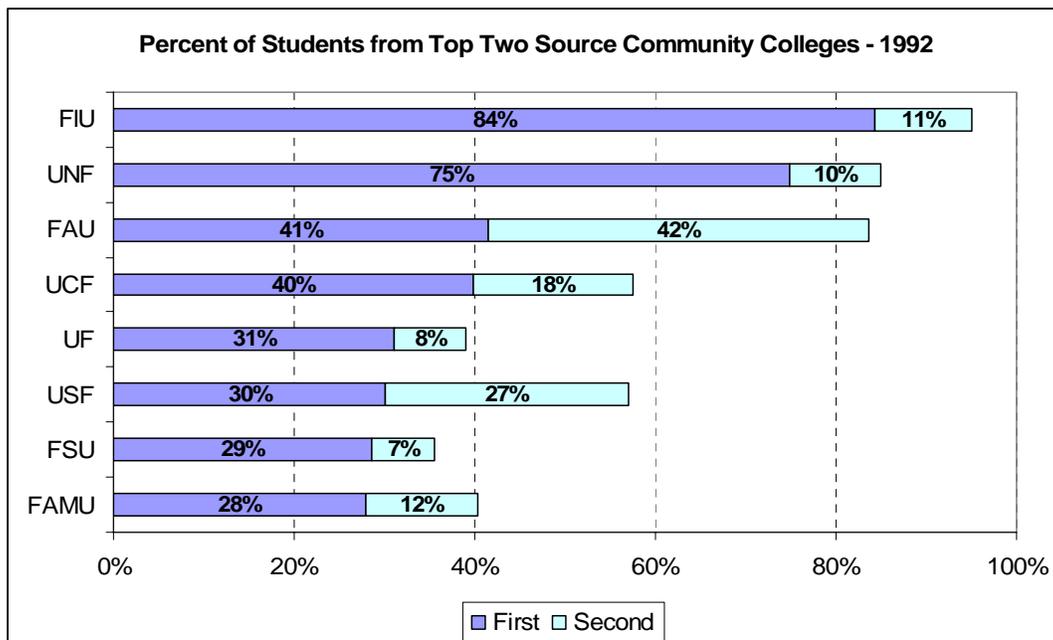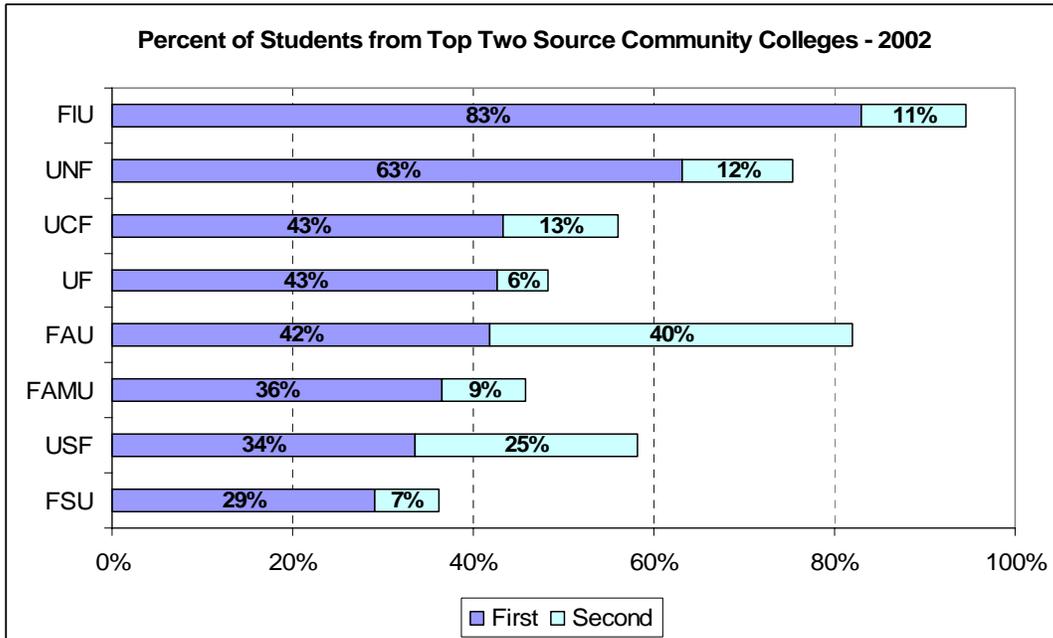
Table 2
Primary Source Community Colleges for SUS Institutions – 1992 and 2002

| | SUS | | Traditional | | | | | | Metropolitan | | | | | | | | | |
| | | | FAMU | | FSU | | UF | | FAU | | FlU | | UCF | | UNF | | USF | |
Year	2002	1992	2002	1992	2002	1992	2002	1992	2002	1992	2002	1992	2002	1992	2002	1992	2002	1992
Total	73,894	70,441	798	1,139	10,646	10,959	6,088	6,999	8,694	6,983	9,277	10,861	15,707	13,356	5,351	4,425	12,942	12,409
N of Sources	10	10	7	7	8	8	8	8	4	4	2	2	3	3	2	2	6	6
Brevard	4%	5%											13%	18%				
Broward	8%	8%	5%	5%	5%	5%	3%	5%	42%	41%	11%	11%						
Central Florida							5%	4%										
Chipola J.C,			5%	6%														
Edison																	3%	9%
Fla CC at Jax	6%	6%	6%	6%	4%	5%	3%	5%							63%	75%		
Gulf Coast					7%	7%												
Hillsborough	7%	6%															34%	27%
Indian River									8%	4%								
Manatee																	10%	11%
Miami-Dade	13%	16%	9%	12%	3%	6%	6%	7%	5%	6%	83%	84%						
North Florida			7%	5%														
Palm Beach	7%	6%			5%	4%	3%	5%	40%	42%								
Pasco-Hernando																	7%	4%
Polk																	5%	5%
St. Johns River															12%	10%		
St. Petersburg	6%	8%			4%	6%	3%	8%									25%	30%
Santa Fe	5%	5%	2%	5%			43%	31%										
Seminole													9%	12%				
Tallahassee	5%	5%	36%	28%	29%	29%												
Valencia	11%	9%			5%	3%	5%	4%					43%	40%				

All source community colleges contributing at least 5% of students to at least one institution in either 1992 or 2002.

Race-Ethnicity and Sex Distributions at Florida Community Colleges
Table 3 shows the 2002 fall enrollment by sex and race/ethnicity for each Florida Community College and the changes from fall 1992 to fall 2002. The most striking change is the 14.4% reduction in the percentage of white students. The 15% increase among minority students (including Aliens) is spread across all racial/ethnic groups (note that the missing 0.6% reflects an increase in the percentage of non-respondents to the race/ethnicity question). Females increased by 2.3%, and the total enrollment by 40,638 (13%). The may be compared with the increase in community college students who attend SUS schools of 4.9% (Table 2). The table makes it clear that although several schools enroll 10% or more Hispanic students, Miami-Dade, at 64% has by far the most Hispanic population. The percentage of female students ranges from 53% at Santa Fe Community College to 68% at Lake Sumter. Hispanic enrollment ranges from 64% at Miami-Dade to 2% at Chipola. Black enrollment ranges from 4% at Pasco-Hernando to 31% at Tallahassee. White enrollment ranges from 10% at Miami-Dade to 87% at Pasco-Hernando. Asian enrollment ranges from 1% at numerous institutions to 4% at FCC Jacksonville, Hillsborough, Okaloosa-Walton and Pensacola. Nonresident Alien percentages range from 0% at several institutions (Chipola, Indian River, Lake City, Okaloosa-Walton and St. Johns River) to 9% at Broward and 6% at Seminole.

Table 3
Florida Community College Enrollment by Race/ethnicity and Sex – 2002 - 1992

	Total	Female	Minority	Black	Hispanic	Asian	Alien	White
	Fall 2002 Enrollment							
TOTAL	352,983	61%	39%	17%	18%	3%	3%	59%
Change 92 to 02	40,638	2.3%	15.0%	6.7%	5.7%	0.9%	1.1%	-14.4%
Brevard	14,274	59%	17%	8%	6%	3%	1%	82%
Broward	29,548	63%	54%	28%	19%	3%	9%	41%
Central Florida	6,170	63%	20%	11%	6%	2%	1%	79%
Chipola	2,017	63%	22%	19%	2%	1%	0%	78%
Daytona Beach	11,519	61%	21%	11%	6%	2%	2%	78%
Edison	9,601	63%	21%	8%	9%	1%	2%	79%
FCC Jacksonville	22,886	61%	36%	23%	5%	4%	2%	66%
Florida Keys	1,476	62%	24%	8%	13%	1%	1%	76%
Gulf Coast	6,468	58%	17%	10%	3%	2%	1%	83%
Hillsborough	20,593	59%	40%	18%	17%	4%	1%	59%
Indian River	12,811	62%	20%	12%	5%	1%	0%	82%
lake City	2,518	63%	16%	11%	3%	1%	0%	85%
lake-Sumter	3,167	68%	17%	8%	5%	2%	1%	83%
Manatee	8,134	63%	19%	10%	5%	2%	2%	81%
Miami-Dade	54,682	62%	87%	21%	64%	1%	3%	10%
North Florida	1,242	68%	24%	22%	1%	1%	1%	75%
Okaloosa-Walton	6,639	59%	20%	11%	0%	4%	0%	84%
Palm Beach	21,587	61%	39%	21%	12%	3%	3%	60%
Pasco-Hernando	6,387	68%	14%	4%	6%	2%	1%	87%
Pensacola	10,524	61%	23%	15%	3%	4%	1%	77%
Polk	6,398	65%	22%	13%	7%	1%	4%	74%
St. Johns River	4,730	62%	16%	8%	4%	2%	0%	86%

	Total	Female	Minority	Black	Hispanic	Asian	Alien	White
St. Petersburg	22,507	61%	21%	10%	5%	3%	3%	78%
Santa Fe	13,664	53%	25%	12%	8%	3%	3%	73%
Seminole	11,046	58%	28%	11%	12%	3%	6%	68%
South Florida	2,470	62%	27%	11%	14%	1%	1%	73%
Tallahassee	11,427	54%	40%	31%	5%	1%	1%	61%
	Changes from 1992 to 2002							
TOTAL	40,638	2.3%	15.0%	6.7%	5.7%	0.9%	1.1%	-14.4%
Brevard	-61	3.6%	6.1%	2.1%	2.4%	1.2%	0.4%	-6.3%
Broward	5,181	3.3%	30.0%	16.5%	9.8%	0.9%	5.6%	-32.4%
Central Florida	629	1.9%	8.6%	3.8%	3.3%	1.1%	0.2%	-8.7%
Chipola	-827	12.7%	0.4%	1.4%	-0.8%	-0.1%	0.0%	-0.4%
Daytona Beach	569	1.8%	9.6%	4.6%	3.3%	0.2%	1.0%	-9.4%
Edison	682	3.0%	12.5%	4.7%	5.6%	0.6%	1.2%	-12.3%
FCC Jacksonville	1,911	5.5%	14.7%	8.4%	2.3%	0.8%	1.7%	-13.2%
Florida Keys	-551	4.0%	12.6%	4.4%	7.2%	-0.2%	0.4%	-12.4%
Gulf Coast	646	0.3%	6.3%	3.3%	1.4%	0.4%	1.0%	-5.9%
Hillsborough	1,456	0.6%	18.5%	8.6%	7.6%	1.9%	-0.2%	-18.0%
Indian River	37	-0.6%	9.3%	4.9%	3.1%	-0.6%	-0.3%	-7.3%
lake City	-192	8.4%	4.7%	1.6%	1.8%	0.1%	-0.7%	-2.9%
lake-Sumter	795	3.2%	9.1%	2.3%	4.2%	1.2%	0.5%	-8.8%
Manatee	-447	3.2%	12.9%	5.7%	4.1%	0.9%	-0.3%	-10.3%
Miami-Dade	4,602	2.9%	13.9%	4.2%	9.8%	-0.5%	-0.8%	-12.7%
North Florida	418	4.9%	4.5%	4.2%	-0.4%	0.3%	0.4%	-4.7%
Okaloosa-Walton	237	1.1%	7.2%	4.0%	-2.7%	1.4%	-0.3%	-2.9%
Palm Beach	3,122	4.2%	23.6%	12.8%	6.8%	1.3%	1.4%	-22.3%
Pasco-Hernando	1,189	3.4%	7.8%	1.3%	3.7%	1.0%	0.6%	-7.0%
Pensacola	-764	1.8%	6.9%	4.8%	1.6%	1.2%	0.2%	-6.9%
Polk	63	1.3%	10.0%	4.1%	5.0%	0.6%	3.4%	-13.4%
St. Johns River	1,448	1.4%	8.4%	3.2%	2.4%	1.1%	0.1%	-7.0%
St. Petersburg	2,397	0.2%	11.6%	5.1%	3.3%	1.9%	1.9%	-12.2%
Santa Fe	2,611	-0.6%	10.4%	3.6%	4.1%	1.2%	-0.4%	-9.0%
Seminole	3,245	2.9%	12.9%	4.9%	6.2%	0.5%	4.9%	-15.6%
South Florida	-295	4.0%	8.9%	-0.7%	8.2%	0.7%	0.2%	-8.7%
Tallahassee	2,477	0.5%	19.5%	15.5%	1.5%	0.4%	0.5%	-18.0%
Valencia	10,060	1.6%	23.2%	6.6%	10.7%	2.2%	1.7%	-21.4%

INPUTS – SUS Institutional Selectivity

Table 4 shows that for all input cases, UF ranks first, and that, generally, the rankings are consistent across all institutions for most variables, with the exceptions that in several cases FTIC and community college variable ranks differ. For example, FSU ranks 2nd on FTIC variables, and 5th on the community college variable, while USF ranks 5th on the FTIC variables, but 2nd on the community college variables. UCF also shows a difference, being 3rd for FTICs and 6th for community college students.

Table 4
Academic Entry Criteria Characteristics of Admitted Students to SUS Institutions – 1992 through 2002

	Mean Rank		FTIC				Transfer	
	FTIC	CC	SAT	Rank	GPA	Rank	GPA	Rank
UF	1	1	1211	1	3.72	1	3.11	1
FSU	2	5	1111	2	3.57	2	2.92	5
USF	5	2	1049	6	3.38	4	2.99	2
UNF	5.5	3	1073	4	3.21	7	2.96	3
UCF	3	6	1074	3	3.44	3	2.90	6
FIU	5	7	1067	5	3.33	5	2.90	7
FAU	6.5	4	1014	7	3.23	6	2.91	4
FAMU	8	8	981	8	3.18	8	2.84	8

PROCESSES

Faculty Student Ratio

Table 5 shows the median faculty/student ratios reported for the 28 community colleges for the years 1993, 1997, 1999 and 2002 sorted from lowest to highest (faculty numbers are reported to IPEDS only in alternate years to 2000, thus, 1996 data were not available so, 1997 were used).

Table 5
Community College Faculty/Student Ratio – Median of Four Years (1993, 1997, 1999, 2002)

	Faculty/Student Ratio	Rank
Chipola College	34.6	1
North Florida Community College	37.2	2
Pensacola Junior College	41.3	3
Lake City Community College	41.5	4
South Florida Community College	47.8	5
Daytona Beach Community College	50.0	6
Florida CC at Jacksonville	51.9	7
Santa Fe Community College	52.1	8
Polk Community College	53.8	9
Gulf Coast Community College	53.8	10
Miami Dade College	55.2	11
Manatee Community College	56.0	12
Central Florida Community College	56.4	13
Brevard Community College	56.9	14
Pasco-Hernando Community College	61.2	15
Seminole Community College	61.3	16
Florida Keys Community College	61.6	17
Tallahassee Community College	70.3	18
Broward Community College	73.9	19
Hillsborough Community College	77.2	20
St Petersburg College	77.9	21
Okaloosa-Walton College	87.2	22
Palm Beach Community College	91.0	23
Indian River Community College	95.4	24
Valencia Community College	101.1	25
Edison College	101.8	26

Table 6 shows the median faculty/student ratios reported for the eight relevant SUS institutions for the years 1993, 1997, 1999 and 2002 sorted from lowest to highest (faculty numbers are reported to IPEDS only in alternate years to 2000, thus, 1996 data were not available so, 1997 were used). These ranks are generally consistent with other rankings, with UF first and FSU second.

Table 6
SUS Faculty/Student Ratios – Median of Four Years (1993, 1997, 1999, 2002)

	Faculty/Student Ratio[1]	Rank
UF	18.0	1
FSU	32.3	2
FAMU	33.2	3
USF	34.5	4
FAU	34.7	5
UNF	44.9	6

[1] These use tenured and tenure earning faculty only for SUS institutions.

	Faculty/Student Ratio[1]	Rank
FIU	46.1	7
UCF	50.9	8

OUTPUTS - <u>Community Colleges</u> –
The "typical" percent of graduates who enroll at an SUS institution and the Average SUS GPA of Community College Transfers
Table 7 shows that percent of AA Graduates who go to a 4-year institution, the GPA of those enrolled in SUS institutions, and the percent of AA graduates employed, have sometimes substantially different ranks among the community colleges. Institutional mission, student characteristics and location are factors that appear to relate to these variables.

Table 7
Community College Articulation at Universities, GPA of Transfers to SUS Institutions and nonmilitary Employment – Median Percent of AA Graduates who Enroll in an SUS Institution from 1997-98 through 2002-03, and Mean GPA of all Transfers (1999)

	Attend University	Rank	SUS GPA	Rank	Employed	Rank
Tallahassee	73%	1	2.67	28	16%	26
Seminole	68%	2	2.86	10	15%	28
Gulf Coast	62%	3	3.01	2	16%	27
Broward	64%	4	2.86	9	19%	24
Chipola	60%	5	2.89	7	24%	8
Manatee	61%	6	2.89	8	20%	20
Valencia	62%	7	2.73	25	21%	19
Edison	60%	8	2.91	4	25%	4
Palm Beach	61%	9	2.84	14	22%	17
Indian River	60%	10	2.89	6	20%	21
Pensacola	56%	11	2.73	24	19%	25
Hillsborough	60%	12	2.74	23	24%	6
South Florida	60%	13	2.74	22	22%	14
Santa Fe	57%	14	2.76	21	23%	11
Daytona Beach	59%	15	2.93	3	20%	23
Okaloosa-Walton	54%	16	2.78	19	20%	22
Fla CC at Jacksonville	54%	17	2.71	26	24%	10
St. Petersburg	60%	18	2.82	16	23%	12
North Florida	51%	19	2.76	20	22%	16
Miami-Dade	57%	20	2.68	27	21%	18
Polk	61%	21	2.84	11	25%	5
Lake-Sumter	55%	22	3.02	1	23%	13
Brevard	53%	23	2.90	5	26%	3
St. Johns River	59%	24	2.84	15	28%	2

	Attend University	Rank	SUS GPA	Rank	Employed	Rank
Pasco-Hernando	56%	25	2.80	18	24%	7
Central Florida	56%	26	2.84	12	22%	15
Lake City	53%	27	2.84	13	24%	9
Florida Keys	39%	28	2.80	17	32%	1

Table 8 shows that although for some institutions, most of their graduates attend an SUS institution (Pensacola, Okaloosa-Walton, North Florida); others have a fairly substantial proportion that attend private institutions in Florida (Polk, South Florida, Lake City, Florida Keys).

Table 8
Median percent of AA Graduates attending an SUS Institution, or any 4-year Institution - 1997, 1999, 2000, 2002

	Any University	Rank	SUS	Rank
Tallahassee	73%	1	70%	1
Santa Fe	68%	2	65%	2
Broward	64%	3	59%	4
Valencia	62%	4	58%	7
Gulf Coast	62%	5	60%	3
Polk	61%	6	49%	21
Palm Beach	61%	7	57%	9
Manatee	61%	8	58%	6
Hillsborough	60%	9	55%	12
Edison	60%	10	58%	8
Seminole	60%	11	55%	13
Indian River	60%	12	57%	10
Chipola	60%	13	59%	5
St. John's	60%	14	51%	18
South Florida	59%	15	46%	24
Daytona	59%	16	55%	15
Miami-Dade	57%	17	49%	20
Saint Petersburg	57%	18	55%	14
Central Florida	56%	19	44%	26
Pensacola	56%	20	55%	11
Pasco-Hernando	56%	21	45%	25
Lake-Sumter	55%	22	49%	22
Okaloosa-Walton	54%	23	53%	16
Fla CC at Jacksonville	54%	24	51%	17
Lake City	53%	25	38%	27
Brevard	53%	26	49%	23
North Florida	51%	27	50%	19
Florida Keys	39%	28	30%	28

OUTPUTS - SUS Institutions
National Rating Variables
Table 9 shows the values and ranks on three generally recognized variables that may be used to rank the quality of doctoral higher education institutions. These are sorted by the combined ranks shown in the second column. Consistent with other measures, UF is first, FSU is tied for second with USF, and the other institutions fall below.

Table 9
National Criteria for Rating the Quality of Institutions

	Mean	Federal Research		Faculty Awards		NRC Ratings 1993	
	Rank	1999	Rank	1999	Rank	All Disciplines	Rank
UF	1.0	$106,510,000	1	25	1	3.21	1
FSU	2.7	$50,451,000	2	4	4	2.67	2
USF	2.7	$35,930,000	3	8	2	2.43	3
FIU	4.0	$14,243,000	5	7	3	NA	
FAMU	5.0	$15,726,000	4	1	6	NA	
FAU	5.7	$9,582,000	7	2	5	1.25	5
UCF	5.7	$13,502,000	6	0	7	1.97	4
UNF	7.5	$0	8	0	7	NA	

U.S. News and World Reports Ratings
Table 10 shows the average difference between expected and obtained graduation rates for the six "National Institutions" in the SUS as reported by U.S. News and World Report in their 1997 and 2000 America's Best Colleges editions. U.S. News uses four tiers for each type of institution they rate, and the third column shows the average tier rating for each institution in those two years. Note that UNF and FAMU are rated using different variables because they are not considered National Research Universities. Thus these ratings are not comparable across the two different types of institutions. However, one might note that the top ratings again are fairly consistent with other variables, with UF first, FSU second and the other institutions falling at various points below these.

Table 10
U.S. News and World Report – America's Best Colleges – Selected Measures - Median of 1997 and 2000 data sources

	Average	Median	Median
	Rank	Tier	Graduation Difference
National Universities			
UF	1	1.5	0%
FSU	2	2	0%
UCF	3	4	-1%
FIU	4	3	-3%
USF	5	3.5	-6%
FAU	6	4	-15%
Regional Universities			
UNF	NA	1.5	NA
FAMU*	NA	2	NA

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Appendix A

Faculty Awards http://thecenter.ufl.edu/sourcenotes2004.html

- American Council of Learned Societies (ACLS) Fellows, 2002 03
- Beckman Young Investigators, 2003
- Burroughs Wellcome Fund Career Awards, 2003
- Cottrell Scholars, 2003
- Fulbright American Scholars, 2003-04
- Getty Scholars in Residence, 2003-04
- Guggenheim Fellows, 2003
- Howard Hughes Medical Institute Investigators, 2000-01 (This award excluded this year as no awards were given)
- Lasker Medical Research Awards, 2003
- MacArthur Foundation Fellows, 2003
- Andrew W. Mellon Foundation Distinguished Achievement Awards, 2003
- National Endowment for the Humanities (NEH) Fellows, 2004
- National Humanities Center Fellows, 2003-04
- National Institutes of Health (NIH) MERIT (R37) and Outstanding Investigator (R35), FY 2003
- National Medal of Science and National Medal of Technology, 2002 (2003 data not available at time of publication)
- NSF CAREER awards (excluding those who are also PECASE winners), 2002 (2003 PECASE data not available at time of publication)
- Newberry Library Long-term Fellows, 2003-04
- Pew Scholars in Biomedicine, 2003
- Presidential Early Career Awards for Scientists and Engineers (PECASE), 2002 (2003 data not available at time of publication)
- Robert Wood Johnson Policy Fellows, 2003-04
- Searle Scholars, 2003
- Sloan Research Fellows, 2003
- US Secretary of Agriculture Honor Awards, 2003
- Woodrow Wilson Fellows, 2003-04