

## Community Colleges Accountability Measures

### **Participation – Key Measures:**

1. Enrollment: Number and percent of credit students enrolled on the fall census day with details of in-district, out-of-district, out-of-state, and dual credit.

Definition: Unduplicated fall headcount enrollment disaggregated by gender, ethnicity, full-time/part-time, academic/technical, age categories, and residency status (in-district, out-of-district, and out-of-state). Flex entry students are not included. The age is calculated using the year of enrollment minus the year of birth. Dual credit students are reported separately. CB will break out by all ethnicities so that LBB can show the groups they need.

Source: CBM001 (as certified by the institution)

2. Annual unduplicated enrollment including credit, non-credit, and dual credit students

Definition: Unduplicated annual headcount enrollment disaggregated by gender, ethnicity, academic/technical, age categories, and residency status (in-district, out-of-district, and out-of-state). The age is calculated using the year of enrollment minus the year of birth. Continuing education, flex-entry, dual credit and regular credit students are included. Credit, continuing education, and dual credit students are reported separately. The annual number is unduplicated based on a hierarchy where Tech-Prep supersedes Technical, which supersedes Continuing Education, which supersedes Academic. The numbers match the Institutional Effectiveness measures and standards.

Source: CBM001 and CBM00A (as certified by the institution)

### **Participation – Contextual Descriptors:**

3. Unduplicated enrollment including credit and non-credit students for each semester (fall, spring and summer semesters)

Definition: Unduplicated annual headcount enrollment disaggregated by gender, ethnicity, academic/technical and age categories. The age is calculated using the year of enrollment minus the year of birth. Continuing education, flex-entry, dual credit and regular credit students are included. It is reported separately for each semester. Each semester is unduplicated based on a hierarchy where Tech-Prep supersedes Technical, which supersedes Continuing Education, which supersedes Academic.

Source: CBM001 and CBM00A (as certified by the institution)

4. Service area representation: gap between the percentage of demographic groups in the service area and enrolled in the community college.

Definition: Service area representation is a difference of percentages: the percentage of students in an ethnic or gender group enrolled at a college minus the percentage of the group in the population of the college's service area. Enrollment is the unduplicated annual enrollment of students ages 18 to 54, excluding dual credit students. The enrollment is further unduplicated for aggregation to the college district, college group, and state levels. Population figures are derived from projections by ethnicity, gender, age (18 to 54), and county, produced by the Texas State Data Center. The service area is defined by a list of counties that each college serves. If a county is served by more than one college, that county's population is allocated to the colleges in consultation with the colleges. All but four counties are in a service area.

Source: Texas State Data Center and CBM001

4. Semester Credit Hours and Contact Hours: Annual number of undergraduate semester credit hours and contact hours for credit programs and annual contact hours for continuing education programs.

Definition: Total annual semester credit hours and contact hours, including non-fundable, from the CBM004 separated into academic, technical and continuing education contact hours.

Source: CBM004 and CBM00C (as certified by the institution)

5. Financial aid: Percent of credit students receiving Pell Grants by gender/ethnicity.

Definition: Percentage of undergraduate students who are receiving any amount of Pell grant as reported on the financial aid database. Matches the fall undergraduate enrollment by FICE and SSN to the FADS database and pulls all students who received Pell Grants. Calculate the percentage of the number of Pell grant students to the fall undergraduate enrollment. This is for prior year because FADS is not reported in time to match with current fall. Institutional scholarships are not captured in this measure.

Source: CBM001 and Financial Aid Database System (as certified by the institution)

6. Full-Time/Part-time Undergraduate Students: The number and percent of credential-seeking students.

Definition: Number and percent of credential-seeking students disaggregated by gender and ethnicity. Part-time is considered less than 12 semester credit hours. Full-time is considered 12 or more semester credit hours. Credential-seeking students are those with a code of 1=earn an associate's degree, 2=earn a certificate, 3=earn credits for transfer or 6=did not respond from the student intent field on the CBM001. Those coded as 4=job skills or 5=personal enrichment are not included. Dual enrollment is included only if they are credential-seeking. Flex entry students are not included.

Source: CBM001 (as certified by the institution)

7. First-time-in-College Full-Time/Part-time Undergraduate Students: The number and percent of first-time credential-seeking students.

Definition: Number and percent of first-time credential-seeking students disaggregated by gender and ethnicity. Part-time is considered less than 12 semester credit hours. Full-time is considered 12 or more semester credit hours. Credential-seeking students are those with a code of 1=earn an associate's degree, 2=earn a certificate, 3=earn credits for transfer or 6=did not respond from the student intent field on the CBM001. Those coded as 4=job skills or 5=personal enrichment are not included. Dual credit enrollment is not included because it is not considered first-time in college. Flex entry students are not included.

Source: CBM001 (as certified by the institution)

9. Non-funded and non-reported community college activities:

- a) contract training: number of enrollments and number of contact hours for a fiscal year  
Enrollment numbers are unduplicated annually illustrating the number of individuals served.  
The contact hours should be the total number of contact hours generated by contract training for the fiscal year in question.

- b) GED: number who enrolled, number who took the test, and number who passed the test.  
As there may be a difference in defining of the fiscal year between agencies, include the number of students that were reported for the period requested.

- c) Adult Basic Education: number of individuals enrolled as reported by institutions' ACES to TEA

The number of individuals enrolled in adult education program that is reported to TEA. Does not include ESL courses offered to adult/older students.

- d) Alternative Teacher Certification: number of enrollments and number of hours for a fiscal year  
Enrollment numbers are unduplicated annually illustrating the number of individuals served.  
The contact hours should be the total number of contact hours generated by alternative teacher certification program for the fiscal year in question.

Source: Institutions

### **Success – Key Measures:**

10. Graduation and Persistence: Percent of first-time, full-time, credential-seeking undergraduates

Definition: Percent of first-time, full-time credential-seeking undergraduates who have graduated or are still enrolled in Texas public and private higher education after six academic years by gender and ethnicity. Students transferred to out-of-state institutions are not included in this measure. Full-time is considered 12 or more semester credit hours. Prior to Fall 2000, the credential-seeking students are determined by matching to the CBM002 where the educational objective field does not equal 1 (non-degree). Beginning in Fall 2000, credential-seeking students are those with a code of 1=earn an associate's degree, 2=earn a certificate, 3=earn credits for transfer or 6=did not respond from the student intent field on the CBM001. Those coded as 4=job skills or 5=personal enrichment are not included.

IPEDS uses intent so tracking only credential-seeking is our matching measure.

Source: CBM001, CBM009, and CBM002 for historical intent (as certified by the institution)

11. Graduation Rate: Three, four and six-year graduation rate.

Definition: Three, four and six-year graduation rate of first-time, full-time credential-seeking undergraduates by gender and ethnicity. Prior to Fall 2000, the credential-seeking students are determined by matching to the CBM002 where the educational objective field does not equal 1 (non-degree). Beginning in Fall 2000, credential-seeking students are those with a code of 1=earn an associate's degree, 2=earn a certificate, 3=earn credits for transfer or 6=did not respond from the student intent field on the CBM001. Those coded as 4=job skills or 5=personal enrichment are not included.

Source: CBM001, CBM009 and CBM002 for historical intent (as certified by the institution)

12. Number of associate degrees, certificates by type, core completers and field of study completers by gender and ethnicity

Definition: The number and percent of awards by gender and ethnicity and by level of award. These numbers are duplicated, as a student may earn multiple awards during a school year. CB will break out by all levels so that LBB can use what they need.

Source: CBM009 (as certified by the institution)

13. Transfers: Percent of students who transfer to a senior institution.

Definition: Cohort of first-time students who started six years ago is followed. Those who attempted 30 college-level credit hours at the same institution/district before transferring to a university are attributed to an institution/district. Those who attempted 30 or more college-level credit hours at more than one community college/district before transferring to a university will appear in the statewide transfer rate. First-time undergraduates are tracked forward for 6 years by semester. The hours accumulate incrementally by semester. Once they reach the 30 college-level credit hours criteria, they are tracked from the following semester to the end of the 6 years to see if they enrolled in a senior institution.

Separate breakouts for those who are awarded core at a college.

Source: CBM001 (as certified by the institution)

14. Developmental education: The percent of under-prepared and prepared students who successfully complete a subject area college-level course (math, reading, and writing). Prepared students are given 1 year to successfully complete the college-level course. Under-prepared students are given 3 years if they testing above the deviation and 4 years if they tested below under deviation to successfully complete.

Definition: First-time summer/fall entering (non flex entry) undergraduates are tracked to determine whether they successfully complete a college-level course in each subject area. Students who record their student intent as 4 or 5 are not included. Students who were prepared (passed the TSI or were exempted) and who have not already received college credit in a subject area, are given 1 year to successfully complete a college-level course, under-prepared students (who were not TSI exempted and took and failed the initial TSI test) are given 3 years to successfully complete a college-level course in each subject area if they tested above the deviation, and 4 years if they tested below the deviation. Students recorded as entering college with subject area college credit, are reported as matriculating with college credit, however, if they are also reported as not TSI ready (failing above or below the standard deviation), attending developing education or attending or passing a college level they are reported in those categories as well. This is true for all developmental education accountability measures.

To “successfully complete” the first college level course the student must earn an A, B, or C in a related general education core curriculum course. The students who were deficient in all three areas are assessed as a separate group using the standards mentioned above. The undergraduates who could not be classified into any of the above categories were grouped separately as “unknown/not tested.”

Source: CBM001 and CBM002 (as certified by the institution)

### **Success – Contextual Variables:**

15. Persistence Rate: First-Time credential-seeking undergraduates who remain enrolled at your institution or another Texas institution after one and two academic years.

Definition: The percent of first-time credential-seeking students enrolled in at least 12 SCH, who remain enrolled after one and two academic years by gender, ethnicity and age. Credential-seeking students are those with a code of 1=earn an associate's degree, 2=earn a certificate, 3=earn credits for transfer, 6=did not respond or 7=earn a BAT degree. Those coded as 4=job skills or 5=personal enrichment are not included. The age is calculated using the year of enrollment minus the year of birth as of September of the year. If a student earned a CERT1, CERT2, Advanced Technology Certificate, Associates or Baccalaureate at any Texas public or private institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, then they remained in the cohort.

Source: CBM001 and CBM009

16. The number of degrees and certificates awarded in *Closing the Gaps* critical fields.

Definition: Include students in the same CIP codes as *Closing the Gaps* (CIP 11, 14, 15, 27, 40 and 30.01). The total number will include that same awards as *Closing the Gaps*, which includes students who graduate with a certificate 1, certificate 2, advanced technology certificate, associate's or bachelor's degree. Other completers such as enhanced skills certificates, core curriculum completers and field of study completers will be displayed as additional information, but are not included in the overall total.

Source: CBM009 (as certified by the institution)

17. Number of nursing and allied health degrees and certificates awarded.

Definition: Number of degrees and certificates awarded in nursing and allied health. Same CIPs as in *Closing the Gaps* (51.02, 51.06, 51.07 (at the BS or lower levels only), 51.08, 51.09, 51.10, 51.16 (nursing, not allied health), 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, 51.99). The total number will include that same awards as Closing the Gaps, which includes students who graduate with a certificate 1, certificate 2, associate's or bachelor's degree. Other completers such as enhanced skills certificates, core curriculum completers and field of study completers will be displayed as additional information, but are not included in the overall total.

Source: CBM009 (as certified by the institution)

18. Number of students taking the certification exams for teacher education and the pass rates by ethnicity and gender.

Definition: The number of initial certification tests passed divided by the number of tests taken from an institution. *LBB Method of Calculation: the total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams during the reporting period.*

Source: Texas Education Agency and/or State Board for Educator Certification as reported to the Legislative Budget Board (LBB)

19. Graduates status after graduation: Percent of graduates: by Academic (AA/AS), Technical (AAS), Certificates

Employed Only  
Employed and Enrolled (Senior Institution)  
Enrolled Only (Senior Institution)  
Not Found  
Enrolled at CTC

Definition: The percent of graduates employed or placed in military service in the 4<sup>th</sup> quarter of the calendar year in which the school year ends and/or enrolled in a Texas **senior** institution in the following fall semester after graduation by gender and ethnicity. The "Enrolled at CTC" was added so that all the categories would add up to the total. They were not at a senior institution, but do not belong in the not found category.

Source: CBM001, CBM009 (as certified by the institution), CB116, UI Wage Records, FEDES (USPS, OPM, and DOD)

20. Completers/Other Successes: Number of marketable skills awards

Definition: The number of marketable skills award completers by gender and ethnicity

Source: CBM00M (as certified by the institution)

21. Number of Associate of Arts in Teaching completers.

Definition: The number of Associates of Arts in Teaching completers by gender and ethnicity includes all of CIP code 130101 and CIP Code 30999901 where degree equals AAT.

Source: CBM009 (as certified by the institution)

22. Developmental education: The percent of under-prepared students who satisfied TSI obligation (math, reading, and writing). Under-prepared students who tested above the deviation are given 2

years to satisfy TSI obligation in the subject area and students who tested below the deviation are given 3 years.

Definition: Of the first-time summer/fall entering (non flex entry) undergraduates who took and failed the initial TSI test (and who were not TSI exempted nor have already received college credit for a course in the area), the percent that satisfied TSI requirements in 2 years if they tested above deviation or 3 years if they tested below the deviation in the subject area. Students who record their student intent as 4 or 5 are not included. The numbers of students enrolled in developmental education are presented for students who met TSI requirements and for those who did not. The undergraduates who were not found in the above categories in addition to the students who had a waiver status of "2" in a subject area were grouped separately as "unknown/not tested" in that subject area. The students who were deficient in all three areas are assessed as a separate group.

Source: CBM001 and CBM002 (as certified by the institution)

23. Developmental education: The percent of students who return the following fall.

Definition: Of the first-time summer/fall entering (non flex entry) undergraduates the percent who return the following fall at any public institution in the state. Students who record their student intent as 4 or 5 are not included.

Source: CBM001 (as certified by the institution)

#### **Excellence – Key Measures:**

24. Show those program whose graduates are required to pass a licensure exam to practice in the field, if the pass rate for each of the past three years is 90% or higher for three consecutive years (not a three-year average) and if the program has 15 or more graduates over the three year period. These are programs that have the licensure pass rates 90% and above for the last three years. This is not an average, but annual individual rates. The programs can be credit or noncredit.

Source: Institutions

#### **Excellence – Contextual Variables:**

25. Certification and Licensure: Licensure and certification rate on state or national exams.

Definition: LBB Measure: The percentage of students in a discipline requiring external certification or licensure who pass a licensure or certification exam during the reporting period. LBB Method of Calculation: the total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams during the reporting period.

Source: LBB

26. Contextual box for significant recognitions:

- Number of members in Phi Theta Kappa: the number of students that were enrolled in college during fiscal year and were active members of PTK
- Number of students in service learning programs
- Exemplary programs or citations (e.g., Star Award, IE recognition, SACS commendation, other accrediting bodies); Other national recognitions. Enter the programs offered during the fiscal year that were recognized.

Source: Institutions

#### **Institutional Efficiencies and Effectiveness – Key Measures:**

27. Administrative cost as a percentage of total expenditures

Definition: The data will be obtained from LBB. LBB method of calculation: the dollar amount of expenses for Institutional Support, less the results of service department operations during the fiscal year, divided by the total dollar amount of Total Expenses, less auxiliary enterprises and the results of service department operations during the fiscal year.

Source: LBB

28. Tuition and Fees Revenue for 30 SCH

*Definition*: Revenues from all tuition and fees charged a student taking 30 semester credit hours

Source: College Student Budget as certified by institutions to CB

**Institutional Efficiencies and Effectiveness – Contextual Variables:**

29. Faculty: Number and percent of faculty by gender and ethnicity.

Definition: The number and percent of full-time (teaching 80% or more)/part-time faculty by gender and ethnicity.

Source: CBM008 (as certified by the institution)

30. FTE student/FTE faculty ratio

Definition: CBM008 for FTE faculty - FTE faculty are instructional faculty reported on the CBM008 with rank codes 1-5 (or blank) and percent of time directly related to teaching greater than 0. Faculty members without a salary are included. For this measure, undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours where the SCH value is greater than zero. All enrollments (funded and not funded) are used.

Source: CBM008 and CBM004 (as certified by the institution)

31. Contact hours: Percent of contact hours taught in semester credit courses by instructors classified as full-time and part-time faculty.

Definition: Type of instruction is a lecture, lab, or practicum. Only contact hours where the CBM004 and CBM008 match by instructor SSN are used. Full-time and part-time are determined by percent of teaching time. Full-time faculty are those teaching 80% or more. Classes taught at an inter-institutional location are excluded.

Source: CBM004 and CBM008 (as certified by the institution)