

## **PARTICIPATION -- KEY MEASURES**

### **1. Enrollment**

Fall Headcount

Definition: Unduplicated fall enrollment by race/ethnicity, gender, age, full-time/part-time status, type major, enrollment status (in-district, out-of-district, and out-of-state) and dual credit. The student's age is as of September 1 of the year. Dual credit students are included in the total; flex entry students are not. The flex entry category includes fall flex entry students reported in the spring who were not enrolled as regular student in the fall.

Source: CBM001.

### **2. Annual Unduplicated Enrollment**

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

Definition: Unduplicated annual enrollment by race/ethnicity, age, residency/enrollment status (in-district, out-of-district, 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 in the enrollment. For level, the annual number is unduplicated based on a hierarchy where Tech-Prep supersedes Technical, which supersedes Continuing Education, which supersedes Academic.

Source: CBM001 and CBM00A.

## **PARTICIPATION -- CONTEXTUAL MEASURES**

### **3. Enrollment by Semester**

Enrollment by Semester

Definition: Unduplicated annual headcount by academic/technical/continuing education, age and race/ethnicity. 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. Each semester is unduplicated based on a hierarchy where BAT supersedes Technical/Tech-Prep, which supersedes Academic, which supersedes Continuing Education.

Source: CBM001 and CBM00A.

### **4. Gap between demographic groups in the area and enrollment.**

Gap between demographic groups in the area and enrollment.

Definition: The comparison between the demographic groups in the area and enrollment is a difference of percentages: the percentage of students in a race/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 state level. Population figures are derived from projections for residents of the service area, ages 18 to 54, produced by the Texas State Data Center.

Source: CBM001 and Texas State Data Center.

## **5. Semester Credit and Contact Hours**

### Annual Semester Credit and Contact Hours

Definition: Total annual undergraduate semester credit hours and contact hours, including non-fundable for continuing education programs by academic, technical and continuing education contact hours.

Source: CBM004 and CBM00C.

## **6. Financial Aid: Students Receiving Pell Grants**

### Financial Aid: Students Receiving Pell Grants

Definition: Percent 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. Institutional scholarships are not captured in this measure. This is for prior year because FADS is not reported in time to match with current fall.

Source: CBM001 and Financial Aid Database System.

## **7. Full-Time/Part-Time Undergraduate Students**

### Full-Time/Part-Time Undergraduate 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.

## **8. First-Time In College Students**

### First-Time In College 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.

## **9. Community College Activities: Non-funded and Non-reported**

### Community College Activities: Non-funded and Non-reported

Definition: Enrollment numbers are unduplicated annually illustrating the number of individuals served. Adult basic education does not include ESL courses offered to

adult/older students. As there may be a difference in how agencies define the fiscal year, include the number of students that were reported for the period requested.

Source: Institutions

## **SUCCESS -- KEY MEASURES**

### **10. Graduation and Persistence Rate**

First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.

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 race/ethnicity and gender. 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 therefore the matching measures is only credential-seeking.

Source: CBM001, CBM002 (for historical intent) CBM009.

### **11. 3, 4, and 6-Year Graduation Rates**

First-time, full-time entering, credential-seeking, undergraduates who have graduated.

Definition: First-time, full-time, credential-seeking undergraduates by gender and ethnicity who graduate within 3-, 4- or 6-academic-years. 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, CBM002 (for historical intent) CBM009.

### **12. Degrees and Certificates**

Number of awards, certificates by type, core completers and field of study completers.

Definition: Awards, certificates by type, core completers and field of study completers, race/ethnicity, level of award and gender. These numbers are duplicated, as a student may earn multiple awards during a school year. Degrees include associate and baccalaureate degrees.

Source: CBM009.

### **13. Transfers**

Transfers to a senior institution.

Definition: Students entering college for the first time at a two-year institution, who are

not concurrently enrolled at a 4-year institution, are tracked until they transfer to a four-year institution for the first time, or until they complete an award at the two-year institution. The hours shown are attempted hours, not necessarily completed hours, taken at the same institution where the student first enrolled. Only college-level hours are included in the counts; developmental education hours are not included. Students with invalid SSNs are not included.

Source: CBM001 and CBM009.

### **14. Developmental Education**

The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.

Definition: First-time summer/fall entering (non-flex entry) degree seeking undergraduates are tracked to determine whether they successfully complete a college-level course in each subject area (math, reading, writing). 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. 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 developmental education, or attending or passing a college level course, 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.

## **SUCCESS -- CONTEXTUAL MEASURES**

### **15. Persistence Rates**

Persistence Rates

Definition: First-time credential-seeking students enrolled in at least 12 SCH in a fall semester, who are enrolled the following fall or the second fall by race/ethnicity. 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. 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. Awards in Closing the Gaps Critical STEM Fields**

## Awards in STEM Fields

Definition: Includes students in the same CIP codes as the Closing the Gaps STEM fields: science, technology, engineering, and math (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.

## **17. Degrees and Certificates in Nursing**

### Awards in Nursing

Definition: Number of degrees and certificates awarded in nursing. The CIP codes for nursing are 5116 (2000 CIP Codes) and 5138 and 5139 (2010 Codes). 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:

## **18. Degrees and Certificates in Allied Health**

### Awards in Allied Health

Definition: Number of degrees and certificates awarded in Allied Health. The allied health CIPs, as in Closing the Gaps, are 51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 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.

## **19. Teacher Production and Certification**

### Teacher Production and Certification

Definition: The number of initial certification tests taken by students enrolled in Alternative Certification Programs at an institution passed divided by the number of tests taken by students from an institution. Specifically, 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: State Board for Educator Certification

## **20. Graduate Status After Graduation**

### Graduate Status After Graduation

Definition: Percent of graduates employed or placed in military service in the fourth quarter

of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas senior institution in the following fall after the school year in which the program year ends. Graduates who are employed and enrolled at a two-year institution are included in the "Employed Only" data. 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 and CBM009, Unemployment Insurance (UI) wage records and Federal Employment Database Exchange Service (FEDES) including records for United States Postal Services (USPS), Office of Personnel Management (OPM), Department of Defense (DOD), and CB 116

### **21. Marketable Skills Awards**

Marketable Skills Awards

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

Source: CBM00M.

### **22. Associate of Arts in Teaching Awards**

Associate of Arts in Teaching Awards

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

Source: CBM009.

### **23. Developmental Education**

The percent of underprepared students who satisfied TSI obligation within 2 years

Definition: Of the first-time summer/fall entering (non-flex entry) degree seeking undergraduates who took and failed the initial TSI test (math, reading, writing) and who were not TSI exempted, the percent who satisfied TSI requirements in 2 years are shown. 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.

### **24. Developmental Education**

The number and percent of underprepared and prepared 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 to any public institution in the state. Students who record their intent as '4' (new or better job/improve skills) or '5' (personal enrichment) are not included.

Source: CBM001 and CBM002.

## **25. Course Completion Rate for Undergraduate State Funded Semester Credit Hours**

Course Completion Rate for Undergraduate State Funded Semester Credit Hours

Definition: State-funded semester credit hours (SCH) at the end of the semester are divided by the SCH at the beginning of the semester to get the completion rate. SCH attempted by students who are reported as withdrawn or dropped are not included in the end of semester SCH. All other grade values, including incompletes and failures, are included as completed SCH.

Source: CBM00S, (CBM004 and CBM006 prior to fall 2011)

## **EXCELLENCE -- KEY MEASURES**

### **26. Licensure Rate**

Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field.

Definition: Pass rates for programs 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 licensure pass rates of 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 MEASURES**

### **27. Certification and Licensure**

Certification and Licensure

Definition: The percentage of students in a discipline requiring external certification or licensure who pass a licensure or certification exam during the reporting period. Calculated as 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: Legislative Budget Board.

### **28. Quality Enhancement Plan**

Quality Enhancement Plan, Including Reaffirmation Year

Definition: Quality Enhancement Plan Text Box: Summarize your institution's current QEP (or proposed Plan if one has never been approved) for SACS accreditation. The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. The QEP is required to be embedded within the institution's ongoing integrated institution-wide planning and evaluation process.

Source: Institutions

### **29. Excellent Programs**

Excellent Programs

Definition: Give the name, a short statement about program (limit 200 characters), and a link for more information.

Source:

### **30. Significant Recognitions**

Significant Recognitions

Definition: Number of students eligible for membership in Phi Theta Kappa, number of members in Phi Theta Kappa who were enrolled in college during the fiscal year and were active members of PTK, number of students in service learning programs, defined as an activity that helps to promote some improvement outside the college that correlates to or supports a learning outcome measure, exemplary programs or citations (e.g., Star Award, SACS commendation, other accrediting bodies); Other national recognitions. The programs offered during the fiscal year that were recognized by a state or nationally recognized entity. List will be limited to the 3 best, exemplary collaborative initiatives, such as activities that occur between colleges and local communities or school districts such as P-16 initiatives, college readiness programs, workforce initiatives, and other programs that encourage the transition of students from high school to the college campuses. Limit to 3 best programs.

Source: Institutions.

## **INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- KEY MEASURES**

### **31. Institutional Support**

Institutional support as a percent of total operating expenses.

Definition: The dollar value of current year Institutional Support expenses as reported in each district's Annual Financial Report divided by the dollar value of operating expenses (excluding depreciation and auxiliary) as reported in each district's Annual Financial Report.

Source: District Annual Financial Reports-Exhibit 2.

### **32. Tuition and Fees**

Tuition and fees for 30 SCH.

Definition: Average cost of tuition and fees for tuition and fees charged a student taking 30 semester credit hours.

Source: College Student Budget survey responses from institutions.

## **INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- CONTEXTUAL MEASURES**



### **33. Faculty**

#### Faculty

Definition: Number and percent of full-time (teaching 80% or more) and part-time faculty. This includes faculty teaching flex courses.

Source: CBM008.

### **34. FTE Student/FTE Faculty Ratio**

#### 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 (FTSEs) are calculated on 15 semester credit hours where the SCH value is greater than zero. All enrollments (funded and not funded) are used.

Source: CBM004 and CBM008

### **35. Contact Hours**

#### Contact Hours

Definition: Percent of contact hours taught by full-time and part-time faculty. Includes all contact hours for the fall semester for courses reported as lecture, lab or practicum that are not inter-institutional. Full-time faculty are those with 80% or more teaching time. Part-time are those less than 80%.

Source: CBM008 and CBM00S (CBM004 and CBM008 prior to fall 2011)

### **36. Funds by source divided by full-time equivalent students**

#### Funds by source divided by full-time equivalent students

Definition: Total revenue by major source as defined on the statement of revenues, expenses, and changes in net assets divided by full-time equivalent students. (For this measure, FTE students are determined using state funded hours only.)

Source: Institutions' Annual Financial Reports and CBM004

### **37. Expenditures per full-time equivalent students**

#### Expenditures per full-time equivalent students

Definition: Total operating expenses by NACUBO classification as included on the statement of revenues, expenses, and changes in net assets divided by full-time equivalent students. (For this measure, FTE students are determined using state funded hours only.)

Source: Institutions' Annual Financial Reports and CBM004

### **38. Financial Viability Ratio**

#### Financial Viability Ratio

Definition: Measures the availability of expendable net assets to cover long term debt

should the institution need to settle its obligations as of the balance sheet date. For additional information go to: <https://www1.thecb.state.tx.us/apps/CARAT/>.

Source: Institutions' Annual Financial Reports

## **MILESTONES -- KEY MEASURES**

### **39. Success Points**

#### Success Points

Definition: Success Points are awarded for the following: college readiness; completing 15 and 30 semester credit hours (SCH); transfer to a four-year institution; completing a first college-level course; degrees earned; and degrees earned in critical fields. For tracking readiness in math, reading and writing, only students who are not ready as FTUG can potentially qualify for a point. Only if the student was not ready when FTUG at either the same district or another district, but became ready for the first time at the same district as the cohort record in year measured, will the point be awarded. If an eligible student is reported ready for the first time by two districts in the same semester, each district receives credit. Points for completing 15 or 30 SCH are determined by accumulating a student's successfully completed SCH from 3 previous years, plus the year being measured. If the student reaches at least 15 or 30 completed SCH at same district as the cohort record for the first time in year measured, then a point is awarded. If a point was awarded in previous two prior fiscal years, no point is awarded. Transfer point is awarded to a student found enrolled for first time at public/private university in year measured who has a record of successfully completing at least 15 SCH at a two-year institution prior to university enrollment. The 15 SCH at the community college must be earned during the 3 years prior to the year found at a university for the first time. Points for first college level course in math, reading and writing are awarded to students passing the course at same district as the cohort record with a grade of "A", "B" or "C" in fiscal year measured. If an eligible student is reported as successfully completing a first college-level course for the first time by two districts in the same semester, each district receives credit. Points are awarded to students who complete a degree, certificate, or are a core curriculum completer (CCC). Points are awarded for degrees and certificates in critical fields in a Science, Technology, Engineering, or Math (STEM) or allied health major. Majors include CIPs "11" "14" "15" "27" "40" "3001" "5116" "5138" "5139" "5102" "5106" "5107" "5108" "5109" "5110" "5118" "5123" "5126" "5127" "5199" "5131" "5132" "5133" "5134" Unduplicated degrees and certificates awarded by the district in the fiscal year being measured are counted (one degree or award per student). Critical fields are given priority over non-critical fields. Weights are applied to points as follows: college ready math=1, reading=.5, writing=.5; successful completion of 15 SCH=1, 30SCH=1; transfer=2; first college-level math=1, read=.5, write=.5; degree or certificate (non-critical)=2, critical=2.25. For more details go to <http://www.txhighereddata.org/Interactive/Accountability/SuccessPoints.cfm>. Data was not collected for National student clearinghouse for FY2015. The FY2014 transfer proxy was used.

Source: CBM001, CBM002, CBM00S, CBM00N, CBM009 and National Student Clearhouse