

PARTICIPATION -- KEY MEASURES

1. Enrollment

Fall headcount

Definition: Unduplicated fall enrollment by race/ethnicity, gender, age, type major 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 a 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, type, residency/enrollment status, and dual credit. 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. Service Area Representation

Gap between the demographic groups in the area and enrollment.

Definition: 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. The service area for the Lamar State Colleges consists of the Texas counties that provide the largest numbers of students to the colleges. The state of Texas is the service area for the TSTCs.

Source: CBM001 and Texas State Data Center.

4. Annual Semester Credit Hours and Contact Hours

Annual Semester Credit Hours and Contact Hours

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

Source: CBM004 and CBM00C.

5. Students Receiving Pell Grants

Students Receiving Pell Grants

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 (FADS)

6. College Activities: Non-funded and Non-reported

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

7. First-time undergraduate enrollments

First-time undergraduate enrollments

Definition: First-time, credential-seeking students by race/ethnicity and gender. 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, 6-did not respond, and 7-earn a Bachelors of Applied Technology (BAT) degree 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.

SUCCESS -- KEY MEASURES

8. 3-, 4-, and 6-Year Graduation Rates

First-time, full-time, credential-seeking, undergraduates who have graduated from a Texas public or private higher education institution.

Definition: First-time, full-time, credential-seeking, undergraduates who have graduated from a Texas public or private higher education institution. Three, four and six-year graduation rate by level. 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. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

Source: CBM001, CBM002 (for historical intent), CBM009, and CBN00N.

9. Associate Degrees and Certificates

Awards, certificates by type, core completers and field of study completers.

Definition: Awards, certificates by type, core completers and field of study completers by race/ ethnicity, level of award and gender. 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.

10. Closing the Gaps Critical STEM Fields

Awards in Closing the Gaps critical 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.

11. Nursing and Allied Health

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: CBM009.

12. Allied Health

Awards in Allied Health

Definition: Number of degrees and certificates awarded in Allied Health. The allied health CIP codes, 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.

13. Graduation and Persistence Rate

First-time, full-time, credential-seeking, undergraduates who graduated or are 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 gender and ethnicity. Students transferring to out-of-state institutions are not included in this measure. Full-time is considered 12 or more semester credit hours. Credential-seeking students are those FTIC students on the CBM001 who matched to the CBM002 where the educational objective field was a 2-certificate, 3-associates or 4-baccalaureate degree. Beginning in Fall 2000, the credential-seeking students are determined by the intent field on the CBM001 of 1-earn an associate's degree, 2-earn a certificate or 3-earn credits for transfer, 6-did not respond, and 7-earn a bachelors degree. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

Source: CBM001, CBM009, CBM002 for historical intent, and CBN00N.

14. 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.

SUCCESS -- CONTEXTUAL MEASURES

15. Persistence Rate

Persistence Rate

Definition: First-time undergraduate persistence after one and two academic years. The percent of first-time credential-seeking students enrolled in at least 12 SCH in a fall semester, who remain 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 bachelors 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 are excluded from the cohort. If a student earned an award and persisted, then they remained in the cohort. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

Source: CBM001, CBM009 and CBN00N.

16. 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, 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.

17. Developmental Education

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.

18. Underprepared and prepared students who return the following fall.

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 at any public institution in the state. Students who record their student intent as '4' (new or better job/improve skills) or '5' (personal enrichment) are not included.

Source: CBM001 and CBM002.

19. Graduate status following graduation

Graduate status following graduation

Definition: Number and percent of graduates employed or placed in military service in the fourth quarter of the calendar year in which the school year ends and/or enrolled the following fall semester after graduation by level, gender and ethnicity. Graduates who are employed and enrolled at a two-year institution are included in the "Employed Only" data.

Source: Automated Student and Adult Learner Follow-Up and CB116.

20. Marketable Skills Awards

Marketable Skills Awards

Definition: Number of students receiving marketable skills awards

Source: CBM00M.

21. Teacher Production and Certification

Teacher Production and Certification

Definition: Number of students taking the certification exams for teacher education and the percent of tests passed. Initial certification pass rate of a cohort of teacher education program completers. The initial pass rate is the percent of tests passed by a completer cohort through December 31 following the academic year of completion. The pass rate is based only on the tests required to obtain certification in the field(s) in which the person completed a program during the academic year. The rate reflects a candidate's success on the last attempt made on the test by December 31 following the year of completion. The number of successful (i.e., passing) last attempts made by the cohort divided by the total number of last attempts made by the cohort. A program completer is an individual who has completed all educator preparation program requirements including: course work, field work, program assessments, and degree requirements. A completer cohort is a group of candidates who complete an educator preparation program during an academic year (September 1 to August 31).

Source: State Board for Educator Certification (SBEC), Accountability System for Educator Preparation (ASEP) data.

22. 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

23. Certification and Licensure

Pass rate for programs whose graduates are required to pass an exam.

Definition: Pass rate for programs whose graduates are required to pass an exam. Included 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 students over the three year period.

Source: Licensure Report

24. 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

25. Excellent Programs

Excellent Programs

Definition: A brief description of two excellent programs at the institution with links to additional information about the programs.

Source:

EXCELLENCE -- CONTEXTUAL MEASURES

26. 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.

27. Class size (average)

Class size (average)

Definition: The average class size of organized classes (class type 1, 2, and 7). Composite classes are combined.

Source: CBM004.

28. Faculty

Faculty

Definition: The number and percent of full-time (teaching 80% or more) and part-time

faculty by gender and ethnicity.

Source: CBM008.

29. Graduates employed or enrolled

Graduates employed or enrolled

Definition: Percentage of graduates who are employed in Texas in the fourth quarter of the calendar year in which the program (fiscal) year ends or enrolled at a college or university in the following fall after the school year in which the program year ends.

Source: CBM001 and CBM009, Unemployment Insurance (UI) wage records and Federal Employment Database Exchange Service (FEDES) includes records for United States Postal Services (USPS), Office of Personnel Management (OPM) and CB 116 Follow-Up.

INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- KEY MEASURES

30. Administrative Cost

Administrative expenses as a percent of operating budget

Definition: The percentage of administrative expenditures as a percent of operating budget. Administrative costs are Institutional Support expenditure items as designated in the institution's annual financial reports included in the following subcategories: executive management, fiscal operations, general administration and logistical services, administrative computing support, and public relations/development.

Source: Legislative Budget Board.

31. Space Usage Efficiency (SUE)

Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.

Definition: Complete information can be accessed through a link at:
<http://www.thecb.state.tx.us/FRP>

Source: Source: CBM005 and CBM011.

32. Historically Underutilized Business (HUB)

Historically Underutilized Business: Expenditures without construction (Millions),
Expenditures with construction (Millions)

Definition: Categories defined by state-required reporting. HUB expenditures, with and without construction include both heavy and building construction.

Source: State Comptroller's Office.

INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- CONTEXTUAL MEASURES

33. Faculty Contact Hours

Faculty 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)

34. FTSE/FTFE Ratio

FTSE/FTFE Ratio

Definition: For this measure, undergraduate full-time-student-equivalents (FTSEs) are calculated on 15 semester credit hours where the SCH value is greater than zero. Full-time faculty equivalents (FTFE) 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. All enrollments (funded and not funded) are included.

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

35. Appropriations

Appropriations

Definition: Appropriated funds per FTE student and per FTE faculty. State general revenue for the fiscal year divided by fiscal year full-time-equivalent students and fiscal year full-time-equivalent teaching faculty. Undergraduate FTSEs are calculated on 30 state-funded semester credit hours and excludes continuing education hours. FTE faculty is annual.

Source: Annual financial reports, CBM004 and CBM008.

36. 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.

MILESTONES -- KEY MEASURES

36. Milestones

Milestones

Definition: Success Points (proposed) are awarded for the following: college readiness; completing 15 and 30 semester credit hours; completing a first college-level course with a grade of A, B, or C; transfer to a four-year institution; degrees earned; and degrees earned in critical fields. With the exception of tracking readiness in math reading and writing for students who entered two years prior to the year in question, the data is a snapshot of student success in the year measured and not a cohort-based outcome. The number of

points awarded varies across measures from .25 to 2 points. For more detail go to <http://www.txhighereddata.org/Interactive/Accountabilitydraft/Measures.cfm>.

Source: CBM001, CBM002 and CBM009