

University Accountability Measures and Definitions

Statewide will have duplication if they are calculated from the sum of all institutions.

Participation – Key Measures:

1. Headcount Enrollment disaggregated by ethnicity, gender, level and age

Definition: Unduplicated institutional fall headcount enrollment disaggregated by ethnicity, gender, and age. The student's age is as of September 1 of the year. Post-baccalaureate students are in a separate category. Flex entry students (including Katrina students) are not included.

Source: Texas Higher Education Coordinating Board (THECB) Management Report (CBM) CBM001 fall semester report (as certified by the institution)

2. Full-Time-Equivalent (FTE) Enrollment disaggregated by ethnicity, gender, level and age

Definition: All fall semester credit hours (SCH) including non-state-funded by level: undergraduate/15, post-baccalaureate, master's, and other special professional/12, optometry/17 and doctoral/9. The student's age is as of September 1 of the year. This will not match the usual FTE count from the CBM004 but had to come off the CBM001 in order to do the disaggregate numbers. Flex entry students are not included.

Source: CBM001 fall semester report (as certified by the institution)

Participation – Contextual Measures:

3. Percent of first-time in college entering undergraduates from the top ten percent of their Texas public high school class

Definition: Percentage of the first-time in college entering summer/fall class from Texas who ranked in the top 10 percent of their Texas high school class

Source: CBM001 summer and fall student files and CBM00B application file (as certified by the institution)

4. Percentage of first-time in college entering applicants accepted, and the percentage of those accepted who enroll

Definition: Percentage of first-time entering summer/fall applicants who have been accepted by the institution, and the percentage of those accepted who enroll. The numbers match the application report produced annually.

Source: CBM001 and CBM00B (as certified by the institution)

5. Ethnic composition of public high school graduates in Texas

Definition: Percent by ethnicity of Texas public high school graduates statewide. This allows for comparison of the high school graduation percentages to the institutions enrollments.

Source: Texas Education Agency

6. Percent of enrollment that are transfers from Texas public two-year colleges with at least 30 semester credit hours attempted

Definition: Number and percentage of undergraduate enrollment who have transferred from Texas public two-year colleges with a minimum of 30 SCH attempted over the past six years

Source: CBM001 over a six-year period (as certified by the institution)

7. Semester Credit Hours: Total number of graduate and undergraduate semester credit hours

Definition: Total semester credit hours generated by undergraduate and graduate level students. Post Baccalaureate students are included in the graduate level SCH. Flex entry students are not included.

Source: CBM001 to match FTE in Measure 2 above (as certified by the institution)

Success – Key Measures:

8. Graduation Rate: four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates by ethnicity (White, African-American, Hispanic, Other) at same institution and at another Texas public or independent institution. The latest available years include:

Four-Year Rate - 2002 cohort reported in FY 2006

Five-Year Rate - 2001 cohort

Six-Year Rate - 2000 cohort

Definition: Percentage of first-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution after four, five, and six academic years. This includes Social Security Number (SSN) changes submitted on the CBM00N. First-time determined by the “first-time student flag” on the CBM-001.

In order to match the graduation and persistence rate that includes community college reporting, this report runs one year late. Community colleges’ certification of CBM-001 data is not completed at the same time as universities. That data is needed for the graduation and persistence report.

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

9. Number of degrees awarded by level, race/ethnicity and gender

Definition: Number of degrees awarded by level, race/ethnicity, and gender. Certificates are not included.

Source: CBM009 (as certified by the institution)

10. Graduation and Persistence rate: Percent of first-time, degree-seeking undergraduates who have graduated or are still enrolled in public higher education after six academic years (by total and race/ethnicity)

Definition: Percentage of first-time full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester and have graduated from the same or another Texas public university or are still enrolled at the same institution or another Texas public institution after six academic years

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

11. Computer science, engineering, math, and physical science graduates at the undergraduate level

Definition: Number of awards in specific fields by level. Include students in the same CIP codes as *Closing the Gaps* (CIP 11, 14, 15, 27, 40 and 30.01). *Closing the Gaps* only includes students who graduate with a certificate, associate's or bachelor's degree. This measure includes all levels of a degree.

Source: CBM009 (as certified by the institution)

12. Nursing and allied health awards both undergraduate and graduate

Definition: Number of awards in nursing and allied health. Same CIPs as in *Closing the Gaps* (51.02, , 51.06, 51.07, 51.08, 51.09, 51.10, 51.16, 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, 51.99) by level. *Closing the Gaps* only includes students who graduate with a certificate, associate's or bachelor's degree. This measure includes all levels of a awards.

Source: CBM009 (as certified by the institution)

13. The initial pass rate of a cohort of teacher education program completers

Definition: 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. Formula: 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, ASEP data

Success – Contextual Measures:

14. Enrollment: Percent of first-time students 19 and under

Definition: Percentage of first-time entering undergraduates who were 19 years old or younger as of September 1 for the fall semester

Source: CBM001 (as certified by the institution)

15. Financial aid: Percent of 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 Federal Interagency Committee on Education (FICE) Code and valid SSN to the Financial Aid Database and pulls all students who received Pell Grants. The percentage of the number of Pell grant students to the fall undergraduate enrollment is then calculated.

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

16. Part-time Undergraduate Students: The number and percent of part-time first-time degree-seeking undergraduates

Definition: Percentage of first-time entering degree-seeking undergraduate students who are enrolled for less than 12 semester credit hours. Degree-seeking is not available for fall 2003 so all university students are considered degree-seeking for that semester.

Source: CBM001 (as certified by the institution)

17. Persistence Rate: First-time degree-seeking undergraduate students who remain enrolled after one and two academic years (by total and race/ethnicity)

Definition: Percentage of first-time entering degree-seeking undergraduates enrolled in at least 12 SCH their first semester who are still enrolled at the same or another institution one and two academic year(s) later. Students who are not enrolled after the first academic year, but reenroll the second academic year are included in the two-year persistence. Degree seeking is not available for fall 2003. All public and independent institutions are included in the persistence rate.

Source: CBM001 (as certified by the institution)

18. 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)

19a. 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)

19b. 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)

20. Graduation Rate for two-year college students who completed at least 30 SCH before transferring to a university.

Definition: Number and percentage of undergraduate enrollment who are transfer students from Texas two-year colleges with a minimum of 30 SCH in the six years prior to transferring and graduated from the same Texas public university within four years

Source: CBM001 and CBM009 (as certified by the institution)

21. Percent of baccalaureate graduates completing at least 30 SCH at a Texas two-year college

Definition: Percentage of baccalaureate graduates who completed at least 30 semester credit hours at a Texas two-year college before transferring to a public university

Source: CBM001 and CBM009 (as certified by the institution)

22. Graduation Rates for master's, and doctoral programs*

Definition: Doctoral percentages do not include students who received a master's level certificate. The cohort was developed by pulling all the students coded on the CBM001 at a specific level in the fall semester and then checking the three prior years to determine if they had been coded at that level in those prior years. If they were coded at that level in the prior years, they were dropped from the cohort. The doctoral cohort was tracked for 10 years. The master's cohort was tracked for 5 years.

Source: CBM001 and CBM009 (as certified by the institution)

Excellence – Key Measures:

23. Percent lower division SCH from lower division courses, taught by tenure/tenure-track faculty

Definition: Percent of semester credit hours taught by tenure/tenure track faculty. CBM008 Faculty Report ranks 1-6 and tenure/tenure-track faculty; Semester credit hour data comes from the CBM004 Class Report. SCH are for lower level SCH generated in lower division courses. This is for a fall semester only.

Source CBM003, CBM004, and CBM008 (as certified by the institution)

24. FTE student/FTE faculty ratio

Definition: CBM008 for FTE faculty (FTFE) - FTE faculty are instructional faculty reported on the CBM008 with rank codes 1-5 and appointment codes 01 and 02. Only the FTE in

appointment codes 01 and 02 are counted. Faculty members without a salary are included. For this measure, undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSE's are calculated on 9 semester credit hours. **Teaching assistants are not included to match LBB measure.** Other faculty FTE measures in Accountability include teaching assistants. All semester credit hours, not just state-funded hours, are included.

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

25. Percent of baccalaureate graduates either employed or enrolled in a Texas graduate or professional school within one year of graduation

Definition: Percentage of baccalaureate graduates who are employed in Texas within one year after the fiscal year in which they graduated, or enrolled in a Texas graduate program within one year. Post-baccalaureate and independent institutions data are included. Only information on student who are employed in Texas are included. Students who are self employed or leave the state to work or continue their education are not found.

Source: UI Wage Record data, CBM001, and CBM009 (as certified by the institution)

26. Certification or licensure, Licensure/certification rate on state or national exams (law, pharmacy, nursing, engineering)

Definition: As provided by institutions to the LBB

Source: LBB

27. Class size: the average class size of lower division classes

Definition: The average class size of organized classes (class type 1, 2, and 4) at the freshman and sophomore level. Non composite classes are grouped by course number, prefix and section number. Composite classes are grouped together by course number, prefix, section and composite code (Revised 7/2007).

Source: CBM004 (as certified by the institution)

28. Percent of FTE teaching faculty who are teaching Tenure/Tenure-Track

Definition: Percentage of all FTE faculty with teaching responsibility (appointment codes 01 and 02 and are reported during the fall semester as the teacher of record on the CBM004) who are tenure or tenure-track. Teacher Assistant's (TA's) are included in the denominator.

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

Excellence – Contextual Measures:

29. Percent of FTE teaching faculty who are Tenure/Tenure-Track by ethnicity and gender

Definition: Percentage of all FTE faculty with teaching responsibility (appointment codes 01 and 02 and are reported during the fall semester as the teacher of record on the CBM004 who are tenure or tenure-track. Teacher Assistant's (TA's) are included in the denominator.

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

30. Faculty: Ethnicity and gender by rank

Source: Number of faculty, by ethnicity and gender: Resources for staff CBM008 Faculty Report for faculty - This is a headcount measure. (a) Tenure/tenure-track data come from CBM008 Faculty Report using rank codes 1-4 for tenure/tenure track positions (professor, associate professor, assistant professor and instructor); (b) non tenure-tenure-track faculty from CBM008 Faculty Report are faculty with code 5 or 6; this measure shows institutions' progress in diversifying their faculty and staff.

31. Faculty: salaries and trends, Compared to national average by rank and discipline

Source: THECB CBM008 (as certified by the institution) budgeted salary for the fall semester doubled. The national data is based on American Association of University Professors Annual Salary Study - Budgeted salaries for given fiscal year.

32. Endowed Chairs: total number of endowed professorships and total number of endowed of chairs, number and percent of these unfilled, and percent of total tenure/tenure-track faculty

Definition: Total number of endowed professorships and total number of endowed chairs at the institution and the number and percent of these professorships and chairs that are unfilled. Also, the percentage of total tenure/tenure-track faculty that are accounted for by endowed professors or chairs (both fill and unfilled positions).

Source: Institutions will provide this data

33. Number of members in the National Academies and other specified professional associations/institutes

Definition: Faculty awards (National Academy of Science, National Academy of Engineering, Nobel prize winners, Academy of Arts and Sciences, Institute of Medicine, American Academy of Nursing, Source: Institutions will provide this data.

34. Baccalaureate graduates employment status

Definition: The percent of graduates employed in the 4th quarter of the calendar year in which the school year ends.

Source: CBM009 (as certified by the institution), UI wage records and FEDES (a federal employment database that includes records for USPS and OPM)

35. Baccalaureate graduates post-graduation enrollment status

Definition: The percent of graduates who are enrolled in a Texas graduate program in the following fall after the school year ends. Post-baccalaureate and independent institutions data are included.

Source: CBM001 and CBM009 (as certified by the institution)

36. Class size -- the percentage of undergraduate classes with less than 20 students

Definition: Undergraduate classes include only instructional codes 1, 2, and 4 with composite classes combined. Use a match between the CBM003 and CBM004 to determine the class level until fall 04 when changes were made to include level on the report. Calculate the percentage with the number of classes with fewer than 20 students divided by the total number of undergraduate classes.

Source: CBM003 and CBM004 (as certified by the institution)

37. Class size – the percentage of undergraduate classes with more than 50 students

Definition: Undergraduate classes include only instructional codes 1, 2, and 4 with composite classes combined. Use a match between the CBM003 and CBM004 to determine the class level until fall 04 when changes were made to include level on the report. Calculate the percentage with the number of classes with over 50 students divided by the total number of undergraduate classes.

Source: CBM003 and CBM004 (as certified by the institution)

Research – Key Measures:

38. FTE Faculty: Ratio of federal and private research expenditures to all FTE tenured/tenure-track faculty

Definition: Federal and private research expenditures divided by the number of fall tenure/tenure-track full-time-equivalent teaching faculty

Source: THECB Annual Research Expenditures Report

39. Research expenditures

Definition: Total research expenditures by source of funds as reported in the annual research expenditures report. In the future, reports to the CB will break out pass-through and indirect costs. These amounts will be excluded from the research expenditure numbers

Source: THECB Annual Research Expenditures Report

40. Sponsored Research funds: Amount of sponsored (federal and private) research funds as a percent of general revenue appropriations. The inclusion of private research funds was made to match the LBB performance measure. This measure definition changed in FY 2007.

Definition: Sponsored (federal and private) research funds as a percent of state general revenue appropriations

Source: THECB Annual Research Expenditures Report

Research – Contextual Measures:

41. Research Expenditures by source of funds (federal, state, private, and institutional)

Definition: Research expenditures by source of funds

Source: THECB Annual Research Expenditures Report.

42. FTE Faculty: Number and percent of FTE tenure/tenure-track holding research extramural grants (all sources and types).

Definition: Use as the source of research grants to include institutional data reported as “research and development” in the research expenditures report. Include the FTE of all investigators that are names on grants as principal or co-investigators. (For ARP, the collaborating investigator category would also be counted.) Do not double count the FTE of tenure/tenure-track faculty who are associated with more than one grant. The percentage is the number of FTE tenure/tenure-track holding research extramural grants divided by the total number of tenure/tenure-track faculty FTEs. (This total tenure/tenure-track faculty figure is not limited to teaching faculty only as are many other faculty FTE measures in accountability.)

Source: Institutions will provide data on the number of FTE tenure/tenure-track faculty holding extramural research grants and the calculation uses the total number of FTE tenure/tenure-track faculty.

Institutional Efficiencies and Effectiveness – Key Measures:

43. Administrative costs: Amount expended for administrative costs as a percent of operating budget.

Definition: The percentage of funds expended for administrative costs 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 performance measure

44. Facilities: Space utilization rate of classrooms and labs

Definition: Average weekly hours of use for classrooms and labs. Room utilization is based on the number of E&G classrooms in an institution's facilities inventory and class durations reported on the annual Fall CBM005 Building and Room Use Report. Classroom

calculations are based on room type 110 as reported on an institution's facilities inventory. Lab calculations are based on room type 210 as reported on an institution's facilities inventory. (Class durations of 50 minutes are used.) This measure will be reviewed.

Source: CBM-005 (as certified by the institution)

45. **Appropriations:** Appropriated funds per FTE student and per FTE faculty

Definition: State general revenue appropriations for the fiscal year divided by full-time equivalent student for the fiscal year (using state-funded SCHs) and annual (9 month) full-time equivalent teaching faculty.

For the purposes of this project, "state general revenue appropriations" includes state appropriations, state grants and contracts. Constitutional funds include higher education assistance funds, and available university fund excellence funds. All dollar figures are extracted from the "Sources and Uses" reports for years FY2003-FY2005.

Definition: For purposes of this project, operating funds are those funds classified on the "Sources and Uses" report in the Total Sources and Total Uses Sections, modified by the exclusion of Auxiliary Funds and the estimation of Capital Outlay expense attributable to non-operating sources of funds. Operating funds do not include funds classified as "Other Sources and Uses" or "Other Items not for Current Operating Use" in the Sources and Uses report. A large part, but not all, of operating funds would have been reported under general funds, designated funds, and restricted funds in the old NACUBO reporting format. State and Constitutional appropriations are presented as part of operating funds for the purposes of presenting an institutional "stand-alone" regulatory view in this system." Operating funds are generally expendable for current operating purposes which are essential to, or commonly associated with, teaching, research or the preservation of knowledge. Examples of revenue sources include state appropriations, unrestricted gifts and restricted Federal research contracts.

Source: Sources and Uses Reports and fiscal year calculations of FTE students based on the following: undergraduate FTSE's are calculated on 30 semester credit hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 24 semester credit hours (starting in FY 2006, optometry will be calculated on 34 semester credit hours); and doctoral FTSE's are calculated on 18 semester credit hours.

46. Historically Underutilized Business trends

Definition: Total HUB expenditures (with and without building construction, heavy construction and special trades) and those figures as a percentage of total expenditures reported by the State Building and Procurement Office

Source: Comptroller of Public Accounts, Procurement Section

47. Operating expenses per FTE student

Definition: Operating expenses divided by the number of full-time equivalent students.

Source: Extract from Sources and Uses document derived by the CB from Annual Financial Reports and FTSE as defined: undergraduate FTSE's are calculated on 30 semester credit

hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 24 semester credit hours (in FY 2006, optometry will be calculated on 34 semester credit hours); and doctoral FTSE's are calculated on 18 semester credit hours.

48. Total Revenue: Total revenue per FTE student and per FTE teaching faculty

Definition: Total revenue excluding constitutional funds divided by the annual number of full-time equivalent student and full-time equivalent teaching faculty.

Source: Extract from Sources and Uses document derived by the CB from Annual Financial Reports and FTSE as defined: undergraduate FTSE's are calculated on 30 semester credit hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 24 semester credit hours (in FY 2006, optometry will be calculated on 34 semester credit hours); and doctoral FTSE's are calculated on 18 semester credit hours.

Institutional Efficiencies and Effectiveness – Contextual Measures:

49. Average cost of resident undergraduate tuition and fees for 30 semester credit hours

Definition: Mandatory tuition (state required tuition), designated tuition (set by institutional governing boards) and mandatory fees (those charged of all students), for resident undergraduate students at 30 SCH for a fall and spring semester

Source: Survey of public colleges and universities

50. Square footage E&G classroom and square footage E&G lab space per full-time equivalent student*

Definition: Uses the same classroom and lab definitions that match the utilization in the key measure above for a fall semester. FTSE are based on a 15 – undergraduate, 12 – master's and other special professional, 9 – doctoral and 17 – Optometry.

Source: CBM005 and CBM004 (as certified by the institution)

51. Endowment- Total

Source: Institutional input – should match what is reported to the Council on Aid to Education. Check gasb.org and do a search for Statement 14. That will layout how to determine the appropriate reporting for foundation endowments.

52. Endowment- Per FTE Student

Definition: Calculated from the endowment entered in number 51 and FTSE as defined: undergraduate FTSE as defined: undergraduate FTSE's are calculated on 30 semester credit hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 24 semester credit hours (in FY 2006, optometry will be calculated on 34 semester credit hours); and doctoral FTSE's are calculated on 18 semester credit hours.

Source: CBM004 and institutional input of endowment dollars (as certified by the institution)

53. Total Revenue

Definition: Total revenue including tuition and fees, state appropriation, federal funds and institutional funds. Constitutional funds are excluded. Tuition and Fees is Net of Scholarship Discounts and Allowances.

Source: Extract from Sources and Uses document derived by the CB from Annual Financial Reports