

Community Colleges - Measures and Definitions

COMPLETION - KEY MEASURES

C01C - Degrees and Certificates Awarded

Definition: Number of certificates, associate degrees, and Bachelor's of Applied Technology degrees awarded by Texas public or private (independent) institutions of higher education. Certificates are Level 1, Level 2 (undergraduate certificates) and Advanced Technology Certificates. Source: CBM009

C01C - Degrees and Certificates Awarded (Econ Dis)

Definition: Number of undergraduates who received a certificate, associate degree, or Bachelor's of Applied Technology degree from a Texas public or private (independent) institution of higher education. Certificates are Level 1, Level 2 (undergraduate certificates) and Advanced Technology Certificates. Economically disadvantaged students are those receiving Pell at any time (from 1997 through the most current fiscal year data is available). Source: CBM009, Financial Aid Database System (FADS)

C03C - Graduation Rates

Definition: Number and percentage of first-time, full-time entering degree-seeking students who enrolled in a minimum of 12 semester credit hours (SCH) their first fall semester at a Texas public institution and graduated from the same institution or another Texas public or private (independent) institution within three, four, and six academic years. First-time determined by the 'first-time student flag' on the CBM001. Source: CBM001, CBM009, CBM00N

C04UHC - Enrollment

Definition: Number of students enrolled in fall at a Texas public institution. Dual credit students are included (if dual credit is offered); flex entry students are not included. Source: CBM001

COMPLETION - CONTEXTUAL MEASURES

C07C - Contact Hours

Definition: Total continuing education contact hours are generated by state funded, non-state funded and total contact hours (funded + non-funded) for students enrolled in continuing education courses for all public 2 year colleges. Source: CBM004 and CBM00C. Total contact hours for credit enrollment students are reported for students enrolled in all courses for which credit hours are awarded and are generated by state-funded (academic,

technical, and BAT) and non-state funded contact hours for all public 2 year colleges. Source: CBM004

C07C - Semester Credit Hours by Funding Type

Definition: Semester credit hours (SCH) funding for community colleges are reported for students enrolled in all courses for which credit hours are awarded and are generated by state-funded (academic, technical, BAT), non-state funded and total semester credit hours for all public 2-year colleges. Source: CBM004

C08C - Students Receiving Pell Grants

Definition: Percentage and number of undergraduate students who receive any amount of Pell Grant. Matches the fall undergraduate enrollment by Federal Interagency Committee on Education (FICE) Code and Social Security Number (SSN) to the THECB financial aid database (FADS) and includes all students who received a Pell Grant at any time in the academic year. The percentage reported is the number of Pell grant students divided by the fall undergraduate enrollment. Community college districts are only reported at the district (not campus) level. Source: CBM001, Financial Aid Database System (FADS)

C10UC - Students Enrolled in Dual Credit

Definition: Percentage and number of undergraduate students who are enrolled in college courses for high school and college credit (dual credit). The percentage reported is the number of students taking courses for dual credit divided by the fall undergraduate enrollment. Source: CBM001

C11C - Persistence Rate - One and Two Year

Definition: Percentage of first-time, credential-seeking students enrolled in at least 12 semester credit hours (SCH) in the fall semester who are enrolled at the same or another Texas public or private (independent) institution one and two academic fall semesters later. Credential-seeking students are those who intend to earn an associate's degree, certificate, BAT degree, credits for transfer, or did not respond. Those who intend to gain job skills or personal enrichment are not included. If a student earned a CERT1, CERT2, Advanced Technology Certificate, Associate or Bachelor's 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 remain in the cohort. Source: CBM001, CBM009, CBM00N

C12C - Graduation and Persistence Rate

Definition: Percentage of first-time, full-time credential-seeking students

who enrolled in a minimum of 12 semester credit hours (SCH) their first fall semester and have graduated or are still enrolled at the same institution or another Texas public or private (independent) institution after six academic years by race/ethnicity. Credential-seeking students are those who intend to earn an associate's degree, certificate, BAT degree, credits for transfer, or did not respond. Those who intend to gain job skills or personal enrichment are not included. Source: CBM009, CBM001, CBM00N

C14C - Graduates as % of Total FTE Enrollment

Definition: Number of students who received an associate degree or certificate from the institution in a given year divided by the annual full-time equivalent (FTE) enrollment at that institution. FTE enrollment is the total of all semester credit hours (SCH) divided by 30, the amount of SCH considered full time for undergraduates annually. Dual credit enrollments are not included in FTE. Source: CBM001, CBM009

C17C - Transfers to a Senior Institution

Definition: Number and percentage of first-time in college (FTIC) students who enrolled at a 2-year institution, were not concurrently enrolled at a 4-year institution, and then transferred for the first time to a 4-year institution within 6 years. Hours shown are attempted semester credit hours taken at the same institution where the student first enrolled. The number and percentage awarded core curriculum or field of study are also shown. Developmental education hours are not included. Source: CBM009, CBM001, CBM00N

C18UC - Underprepared/Prepared Students

Definition: Underprepared Students Who Satisfy TSI - Of the first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement (math, reading, writing), the percentage of students who satisfied TSI requirements within 2 years. Source: CBM001, CBM002. Underprepared/Prepared Completing Course - Prepared first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who were TSI-exempted and/or were determined to meet the standard on the TSI test for initial placement in each subject are tracked to determine whether they successfully complete a college-level course in each subject area (math, reading, writing) within 2 years. Underprepared first-time summer/fall entering (non-flex entry) degree-seeking undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement in each subject are tracked to determine whether they successfully complete a college-level course in the subject

that they entered not ready (math, reading, writing) within 2 years. 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. Source: CBM001, CBM002, CBM00S. Underprepared/Prepared Receiving an Award - Definition of Prepared and Receiving an Award: Of the public 2-year college first time summer/fall entering undergraduates who were TSI-exempted and/or were determined to meet the standard on the TSI test for initial placement, the percentage who were awarded a bachelor's, associate, or certificate within three years. Definition of Unprepared and Receiving an Award: Of the public 2-year college first time summer/fall entering undergraduates who were not TSI-exempted and were not determined to meet the standard on the TSI test for initial placement, the percentage who were awarded a bachelor's, associate, or certificate within three years. Source: CBM001, CBM002, CBM009

MARKETABLE SKILLS - KEY MEASURES

M01A - Working or Enrolled within One Year

Definition: Number and percentage of students awarded a degree or certificate in a given year who are employed in the 4th quarter of the calendar year in which the program (fiscal) year ends or enrolled in a Texas public, private (independent), and for-profit (career) institution of higher education in the fall semester after receiving the award. Enrollment in certain institutions located outside Texas serving residents or conducting services in Texas, is also included. Students are considered employed if they are reported in the Texas Unemployment Insurance (UI) or the U.S. Office of Personnel Management (OPM) wage records. OPM data were only available from 2005 to 2016. Note that this measure was revised to match the 60x30TX state strategic plan; enrollment is no longer dependent on degree level. Source: CBM001, CBM009, Unemployment Insurance (UI) wage records, Office of Personnel Management (OPM) wage records

MARKETABLE SKILLS - CONTEXTUAL MEASURES

M02C - Certification and Licensure Pass Rates

Definition: The percentage of students in a discipline requiring or offering 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: Institutions

STUDENT DEBT - KEY MEASURES

S01A - Student Debt as Percentage of Wage

Definition: Median of individual student loan debt as a percentage of first year wage for students awarded a certificate, associate degree, or bachelor's degree in a given year from a Texas public institution.

Individual must have student loan debt at time of award and wages in first year following award. Each student's loan debt includes loans reported in the THECB financial aid database (FADS) report by any institution for that student in the last 15 years, excluding parent loan debt. First year wages are based on UI wage data reported to the Texas Workforce Commission.

Bachelor's degrees awarded at community colleges are not included. Source: CBM009, Unemployment Insurance (UI) wage records, Financial Aid Database System (FADS)

S02C - Excess Semester Credit Hours

Definition: Average number of semester credit hours (SCH) attempted by graduates of associate degree programs from a Texas public institution in excess of the degree plan. To determine SCH attempted, compile all college-level semester credit hours a graduate attempted for up to 10 years prior to the time of college graduation. Developmental education SCH attempted and dual credit SCH attempted are not included. Two breakouts are also shown: average attempted SCH accumulated by graduates who began and graduated at the same institution and average attempted SCH accumulated among graduates who began at another public institution. Source: CBM001, CBM009, CBM00N

S03C - Percent of Graduates with Debt

Definition: Percentage of students awarded a certificate or associate degree from a Texas public or private (independent) 2-year institution in a given year who have student loan debt. Each student's loan debt includes loans reported in the THECB financial aid database (FADS) report by any institution for that student in the last 15 years, excluding parent loan debt. Source: CBM009, Financial Aid Database System (FADS)

S04C - Tuition and Fees

Definition: Tuition is determined by the governing board of each institution, and mandatory fees (those charged of all students), for resident undergraduate students at 30 SCH for a fall and spring semester. Many institutions charge additional fees that vary by field of study and/or major. Source: College Student Budget

STUDENT DEBT - CONTEXTUAL MEASURES

S05C - Graduates With No More Than 3 Excess Hours

Definition: Number of associate degree graduates who attempt no more than three additional semester credit hours (SCH) required to complete their degree plan divided by the total number of associate degree graduates. This includes all college-level SCH attempted for up to 10 years prior to the time of graduation. Developmental education and dual credit SCH are not included. Source: CBM001, CBM009, CBM00N

S06UCH - Average Debt of Graduates with Loans

Definition: Average debt is calculated by averaging each student's loan debt, accumulated at all Texas institutions up to the time of receiving an applicable degree, based on the student's highest degree earned. Only students with debt are included. Each student's loan debt includes loans reported in the THECB financial aid database (FADS) report by any institution for that student in the last 15 years, excluding parent loan debt. Two breakouts are also shown: average debt accumulated by graduates who began and graduated at the same institution and average debt accumulated by graduates who began at another public institution. Source: CBM001, CBM009, Financial Aid Database System (FADS)

S07UC - Percent of Attempted SCH Completed

Definition: The number of state-funded fall semester credit hours (SCH) completed divided by the fall state-funded SCH attempted. Withdrawn/dropped SCH are considered attempted but not completed. All other grade values, including incompletes and failures are included as completed SCH. The percentage of attempted SCH that are successfully completed (with grade values of A, B, C, D or Credit Passed only) are also shown. Source: CBM00S

S08UC - Time to Degree

Definition: The average length of time in years to complete a bachelor's degree (for public universities) or an associate degree (for public 2-year institutions). Students are tracked 10 years back for total years and months that have elapsed from the first date of entry. Dual credit and developmental education hours are excluded. Source: CBM001, CBM009, CBM00N

S09UC - SCH to Degree

Definition: The average attempted semester credit hours (SCH) to complete a bachelor's degree (for public universities) or an associate degree (for public 2-year institutions). Students are tracked 10 years back for accumulation of semester credit hours that have elapsed from the first date of entry. Dual credit and developmental education hours are excluded. Source: CBM001, CBM009, CBM00N

SECTOR-SPECIFIC/OTHER - KEY MEASURES

X01C - Success Points

Definition: Success Points are awarded for the following: college readiness; completing 15 and 30 semester credit hours (SCH); transfer to a 4-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" "5138" "5139" "5102" "5106" "5107" "5108" "5109" "5110" "5118" "5123" "5126" "5127" "5131" "5132" "5133" "5134" "4102" "4103" "4703" 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=1.5; transfer=3; first college-level math=1, read=.5, write=.5; degree or certificate (non-critical)=1.2, critical=3.25. For more details go to

<http://www.txhighereddata.org/Interactive/Accountability/SuccessPoints.cfm>.
Source: CBM001, CBM002, CBM00S, CBM00N, CBM009 and National Student Clearinghouse

SECTOR-SPECIFIC/OTHER - CONTEXTUAL MEASURES

X04C - Student/Faculty Ratio

Definition: Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty. Undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours. All semester credit hours, not just state-funded hours, are included. FTE (full-time equivalent) faculty are instructional faculty with rank codes 1-5 and appointment codes 01 and 02. Faculty must be teaching a course reported on the CBM004. Only the percentage of time in appointment codes 01 and 02 are counted. Faculty members without a salary are included. Teaching assistants are not included to match Legislative Budget Board (LBB) measure. Source: CBM004, CBM008

X10UC - Expenditures per FTE Student

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 (FTE) students. For this measure, FTE students are determined using state funded hours only. Break outs include instructional support expenditures, institutional support expenditures, academic support expenditures, and other expenditures per FTE. Source: Institutions' Annual Financial Reports, CBM004