

Community Colleges Accountability Measures

Participation – Key Measures:

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

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

Source: CBM001

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

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

Source: CBM001 and CBM00A

Participation – Contextual Descriptors:

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

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

Source: CBM001 and CBM00A

4. Service area representation: gap between the population service area served and students enrolled in community colleges.

Definition: Service area penetration is calculated by subtracting percentage of population of a certain group from the percentage of enrolled students the same group (%annual credit enrollment - %population in the service area). The enrollment represents the unduplicated annual enrollment of students in age range 18-54. The enrollment is unduplicated for districts, groups, and state. Dual credit students are excluded. The service area is based on a list of counties in each service area. If the county is shared, only the percentage of population served by a certain college was assigned to that college. The percentage of county served was determined with the help of the colleges. Every county will be in at least one institution's service area. Population figures will be derived from population projections by ethnicity, age and county produced by the Texas State Data Center. Only population between 18 and 54 is considered.

Source: Texas State Data Center; CBM001

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

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

Source: CBM004 and CBM00C.

6. Financial aid: Percent of undergraduates receiving Pell Grants by gender/ethnicity.

Definition: Undergraduates are all students coded with a classification of freshman, sophomore, unclassified, previously earned an associates degree, third year BAT, or fourth BAT. Students who previously earned a baccalaureate or above are not included. Matches fall undergraduates to Financial Aid Database where pell amount is greater than zero. Flex entry students not included.

Source: CBM001 and Financial Aid Database System.

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

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

Source: CBM001

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

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

Source: CBM001

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

- a) contract training: number of enrollments and number of contact hours for a fiscal year
Enrollment numbers are unduplicated annually illustrating the number of individuals served.
The contact hours should be the total number of contact hours generated by contract training for the fiscal year in question.
- b) GED: number who enrolled, number who took the test, and number who passed the test.
As there may be a difference in defining of the fiscal year between agencies, include the number of students that were reported for the period requested.
- c) Adult Basic Education: number of individuals enrolled as reported by institutions' ACES to TEA
The number of individuals enrolled in adult education program that is reported to TEA. Does not include ESL courses offered to adult/older students.

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

Source: Institutions

Success – Key Measures:

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

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

Source: CBM001, CBM002 and CBM009 (CBM-002 for historical intent)

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

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

Source: CBM001, CBM002 and CBM009

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

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

Source: CBM009

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

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

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

Source: CBM001

14. The percent of underprepared and prepared students who successfully complete a related college-level course within 3 years if they tested above deviation or 4 years if they tested under deviation by subject areas.

Definition: Of public two-year college first-time summer/fall entering undergraduates who were not TSI exempted and took and failed the initial TSI test, the percent who earn an A, B, or C in a related general education core curriculum course within 3 years if they tested above deviation or 4 years if they tested under deviation by subject areas (math, reading, and writing); compared with the percent of public two-year college first-time summer/fall entering undergraduates who were TSI exempted or passed the initial TSI test, and earn an A, B, or C in a related general education core curriculum course within 1 year. The undergraduates who were TSI waived or not tested were grouped separately as “unknown/not tested”. The students who were deficient in all three areas are assessed as a separate group. Students who earned credit for the college level course based on test scores are subtracted from the total number of students who met the TSI requirements. The overall students in developmental education courses include students who are deficient in 1, 2, or 3 subject areas, divided by subject areas.

Source: CBM001 and CBM002

Success – Contextual Variables:

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

Definition: The percent of first-time credential-seeking students enrolled in at least 12 SCH, who remain enrolled after one and two academic years by gender, ethnicity and age. 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. The age is calculated using the year of enrollment minus the year of birth as of September of the year.

Source: CBM001 and CBM002

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

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

Source: CBM009

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

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

Source: CBM009

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

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

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

19. Graduates status one year after graduation: Percent of graduates: by academic (AA/AS), Technical (AAS)
Employed Only
Employed and Enrolled (Senior Institution)
Enrolled Only (Senior Institution)
Not Found
Enrolled at CTC

Definition: The percent of students employed and enrolled in a Texas **senior** institution within one year of graduation by gender and ethnicity. The "Enrolled at CTC" was added so that all the categories would add up to the total. They were not at a senior institution, but do not belong in the not found category.

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

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

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

Source: CBM00M

21. Number of Associate of Arts in Teaching completers.

Definition: The number of Associates of Arts in Teaching completers by gender and ethnicity where CIP code equals 130101.

THECB will look to see if there is a need to make changes to the reporting manual to capture those who have articulation agreements with universities for persons pursuing teaching

Source: CBM009

22. The percent of underprepared students who satisfied TSI obligation within 2 years if they tested above deviation or 3 years if they tested under deviation by subject areas.

Definition: Of the public two-year college first-time summer/fall entering undergraduates who were not TSI exempted and took and failed the initial TSI test, the percent who satisfied TSI requirements in 2 years if they tested above deviation or 3 years if they tested under deviation by subject areas (math, reading, and writing). The number of students enrolled in developmental education are presented for the both students who met TSI requirements and who did not. The undergraduates who were TSI waived or not tested were grouped separately as "unknown/not tested". The students who were deficient in all three areas are assessed as a separate group. Students who earned credit for the college level course based on test scores are subtracted from the total number of students who met the TSI requirements. The overall students in developmental education courses include students who are deficient in 1, 2, or 3 subject areas, divided by subject areas.

Source: CBM001 and CBM002

23. The percent of underprepared and prepared students who return the following fall.

Definition: Of the public two-year college first-time summer/fall entering undergraduates who were not TSI exempted and took and failed the initial TSI test, the percent who return the following fall; compared to the percent of public two-year college first-time summer/fall entering undergraduates who were TSI waived, exempted or passed the initial TSI test, and who return the following fall.

Source: CBM002 and CBM001

Excellence – Key Measures:

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

Source: Institutions

Excellence – Contextual Variables:

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

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

Source: LBB

26. Contextual box for significant recognitions:

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

Source: Institutions

Institutional Efficiencies and Effectiveness – Key Measures:

27. Administrative cost as a percentage of total expenditures

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

Source: LBB

28. Tuition and Fees Revenue for 15 SCH

Definition: Revenues from all tuition and fees charged a student taking 15 semester credit hours (check on the wording now used for universities to characterize the fees that should be included). Only one year of data will be available.

Source: IFRS (Integrated Financial Reporting System)

Institutional Efficiencies and Effectiveness – Contextual Variables:

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

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

Source: CBM008

30. FTE student/FTE faculty ratio

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

Source: CBM008, CBM004

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

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

Source: CBM004 and CBM008