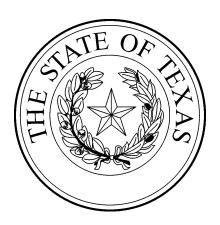# GENERAL ACADEMIC INSTITUTIONS
PERFORMANCE MEASURE DEFINITIONS

FY 2018-19 Budget Structure

Legislative Budget Board

April 2018

GENERAL ACADEMIC INSTITUTIONS
PERFORMANCE MEASURE DEFINITIONS

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OUTCOME MEASURES - Indicators of actual impact or results.

Goal 1: Provide Instructional and Operations Support

    Objective 1: Provide Instructional and Operations Support

Outcome 1:   Percent of First-time, Full-time, Degree-seeking Undergraduates Who Earn a Baccalaureate Degree Within Six Academic Years

Short Definition: *The percent of those students classified as first-time, full-time, degree-seeking undergraduates, who earn a baccalaureate degree within six years of their entrance as undergraduates.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a first-time undergraduate cohort.*

Source/Collection of Data: *Institutional data files.*

Method of Calculation: *The number of first-time undergraduates in the base period cohort who have earned a baccalaureate degree divided by the total number of first-time undergraduates in the base period cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those summer courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status.*

The base period to be used is the fall semester six years prior to the reporting period through graduation during summer of the preceding year.

Data Limitations: *This measure captures only that portion of the undergraduate population who meet the first-time, full-time, degree-seeking criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame. The measure also does not account for students in the cohort who transfer to and graduate from another institution.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Note: Federal reporting ethnic categories should be reported separately for the following:

Outcome 2: **Percent of First-time, Full-time, Degree-seeking White Undergraduates Who Earn a Baccalaureate Degree Within Six Academic Years (OC 3 - Hispanic Freshmen; OC 4 - Black Freshmen; OC 5 - Other Freshmen)**

Short Definition: *The percent of those students in each ethnic category classified as first-time, full-time, degree-seeking undergraduates, who earn a baccalaureate degree within six years of their entrance as undergraduates. Calculation, source and reporting period are the same (as OC #01 above) for each ethnic category.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for undergraduates within the indicated ethnic categories in a first-time undergraduate cohort. It is intended to identify disparities among the categories.*

Source/Collection of Data: *Institutional data files.*

Method of Calculation: *The number of first-time undergraduates in each ethnic category in the base period cohort who have earned a baccalaureate degree divided by the total number of first-time undergraduates in that ethnic category in the base period cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those summer courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included in Outcome 4 – Black Freshman.*

The base period to be used is the fall semester six years prior to the reporting period through graduation during summer of the preceding year. See Chart A: Six Year Graduation Rate Base Periods.

Data Limitations: *This measure captures only that portion of the undergraduate population in each ethnic group who meet the first-time, full-time, degree-seeking criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the ethnic cohort won't graduate within a longer time frame. The measure also does not account for students in the cohort who transfer to and graduate from another institution.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target*

Outcome 6: **Percent of First-time, Full-time, Degree-seeking Undergraduates Who Earn a Baccalaureate Degree Within Four Academic Years**

Short Definition: *The percent of those students classified as first-time, full-time, degree-seeking undergraduates, who earn a baccalaureate degree within four years of their entrance as undergraduates.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a first-time undergraduate cohort.*

Source/Collection of Data: *Institutional data files.*

Method of Calculation: *The number of first-time undergraduates in the base period cohort who have earned a baccalaureate degree divided by the total number of undergraduates in the base period cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those summer courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status.*

The base period to be used is the fall semester four years prior to the reporting period through graduation during summer of the preceding year. See Chart B: Four Year Graduation Rate Base Periods.

Data Limitations: *This measure captures only that portion of the undergraduate population who meet the first-time, full-time, degree-seeking criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame. The measure also does not account for students in the cohort who transfer to and graduate from another institution.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Note: Federal reporting ethnic categories should be reported separately for the following:

Outcome 7: **Percent of First-time, Full-time, Degree-seeking White Undergraduates Who Earn a Baccalaureate Degree Within Four Academic Years (OC 8 - Hispanic Freshmen; OC 9 - Black Freshmen; OC 10 - Other Freshmen)**

Short Definition: *The percent of those students in each ethnic category classified as first-time, full-time, degree-seeking undergraduates, who earn a baccalaureate degree within four years of their entrance as undergraduates. Calculation, source and reporting period are the same (as OC #06 above) for each ethnic category.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for first-time undergraduates within the indicated ethnic categories in a first-time undergraduate cohort. It is intended to identify disparities among the categories.*

Source/Collection of Data: *Institutional data files.*

Method of Calculation: *The number of first-time undergraduates in each ethnic category in the base period cohort who have earned a baccalaureate degree divided by the total number of first-time undergraduates in that ethnic category in the base period cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those summer courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included in Outcome 9 – Black Freshman.*

The base period to be used is the fall semester four years prior to the reporting period through graduation during summer of the preceding year. See Chart B: Four Year Graduation Rate Base Periods.

Data Limitations: *This measure captures only that portion of the undergraduate population in each ethnic group who meet the first-time, full-time, degree-seeking criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the ethnic cohort won't graduate within a longer time frame. The measure also does not account for students in the cohort who transfer to and graduate from another institution.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 11: Persistence Rate of First-time, Full-time, Degree-seeking Undergraduate Students After One Academic Year

Short Definition: *Percent of first-time, full-time, degree-seeking undergraduates who enter in the fall semester, who are still enrolled after one academic year.*

Purpose/Importance: *This measure provides an indication of the rate at which students survive the freshmen year and continue as sophomores. Weaknesses in this area indicate a need for persistence strategies. High persistence rates generally translate into high graduation rates.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of first-time undergraduates in the cohort who are enrolled the following fall divided by the total number of freshmen in the cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status.*

Data Limitations: *This measure captures only that portion of the undergraduate population who meet the first-time, full-time, degree-seeking criteria. This portion may not be sufficiently large enough to provide a valid sampling.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Note: Federal reporting ethnic categories should be reported separately for the following:

Outcome 12:   Persistence Rate of First-time, Full-time, Degree-seeking White Undergraduate Students After One Academic Year (OC 13 - Hispanic Freshmen; OC 14 - Black Freshmen; OC 15 - Other Freshmen)

Short Definition: *Percent of first-time, full-time, degree-seeking undergraduates in each ethnic category who enter in the fall semester, who are still enrolled after one academic year. Calculation, source and reporting period are the same as above for each ethnic category.*

Purpose/Importance: *This measure provides an indication of the rate at which students in each ethnic category survive the freshmen year and continue as sophomores.   It is intended to identify disparities among the categories. Weaker performance by any category of students may indicate a need for persistence strategies targeting that population.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of first-time undergraduates in each ethnic category in the cohort who are enrolled the following fall divided by the total number of first-time undergraduates in each ethnic category in the cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included in Outcome 14 – Black Freshman.*

Data Limitations: *This measure captures only that portion of the undergraduate population who meet the first-time, full-time, degree-seeking criteria. This portion may not be sufficiently large enough to provide a valid sampling.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 16:   Percent of Semester Credit Hour Courses Completed

Short Definition: *The percent of semester credit hours completed*.

Purpose/Importance: *This measure illustrates the rate at which courses are dropped.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 00S*

Method of Calculation: *The total number of semester credit hours for which students (including flex students) are enrolled on the last day of the semester divided by the number of semester credit hours for which students were enrolled on the census day for the fall and spring semesters or the appropriate census day for summer sessions. The total number of semester credit hours in CBM 00S should be used for this measure and SCHs in all courses except those for which a grade of "Withdrawn or Drop" (Code 7 on item #21) should be counted. Include all curriculum areas and all semesters.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target*

Outcome 17:   Certification Rate of Teacher Education Graduates

Short Definition: *The percentage of the institution's undergraduate teacher education program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.*

Purpose/Importance: *This measure provides an indicator of the effectiveness of the institution's undergraduate teacher education program.*

Source/Collection of Data: *Institution data files and State Board of Educator Certification records.*

Method of Calculation: *The number of undergraduate teacher education graduates who pass all parts of the EXCET examination and receive initial certification divided by the number of undergraduate teacher education graduates who attempt the EXCET.*

Data Limitations: *Institution is reliant on the certifying board to provide timely, accurate data at a sufficient level of detail. Also, the measure captures only those graduates who attempt the exam.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 18: Percentage of Underprepared Students Who Satisfy the Math TSI Obligation

Short Definition: *The percent of under-prepared students who satisfied the subject area Texas Success Initiative (TSI) obligation in math within 2 years.*

Purpose/Importance: *This measure provides an indicator of the success of the institution's developmental educational program.*

Source/Collection of Data: *Institutional data files and Coordinating Board accountability data.*

Method of Calculation: *Of the first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial math TSI test, the percent who satisfied TSI requirements in math in 2 years.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified accountability data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: No.

Desired Performance: *Higher than target.*

Outcome 19: Percentage of Underprepared Students Who Satisfy the Writing TSI Obligation

Short Definition: *The percent of under-prepared students who satisfied the subject area Texas Success Initiative (TSI) obligation in writing within 2 years.*

Purpose/Importance: *This measure provides an indicator of the success of the institution's developmental educational program.*

Source/Collection of Data: *Institutional data files and Coordinating Board accountability data.*

Method of Calculation: *Of the first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial writing TSI test, the percent who satisfied TSI requirements in writing in 2 years.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified accountability data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: No.

Desired Performance: *Higher than target.*

Outcome 20:   Percentage of Underprepared Students Who Satisfy the Reading TSI Obligation

Short Definition: *The percent of under-prepared students who satisfied the subject area Texas Success Initiative (TSI) obligation in reading within 2 years.*

Purpose/Importance: *This measure provides an indicator of the success of the institution's developmental educational program.*

Source/Collection of Data: *Institutional data files and Coordinating Board accountability data.*

Method of Calculation: *Of the first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial reading TSI test, the percent who satisfied TSI requirements in reading in 2 years.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified accountability data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: No.

Desired Performance: *Higher than target.*

Outcome 21:   Percent of Baccalaureate Graduates Who Are First Generation College Graduates

Short Definition: *Percentage of graduating baccalaureate students whose parents did not graduate from college. Parents are defined only as birth parents, adoptive parents, or legal guardians.*

Purpose/Importance: *This measure provides an indicator of the proportion of graduates who are first generation in their family to graduate college. May be a factor of enhanced student services provided to students to increase their chances of success. When compared longitudinally, may indicate increased participation rates.*

Source/Collection of Data: *Data will be collected from a question on the graduation application, or other similar means.*

The question should be posed in the following manner:

Did either of your parents (or legal guardians) graduate from college?

YES ☐   NO ☐

Method of Calculation: *The number of students receiving a baccalaureate degree whose parents did not graduate from college divided by the total number of graduating baccalaureate students.*

Data Limitations: *Current data gathering methods limit the indicator to only those students who graduate. Does not account for first generation students who have not yet graduated and who may be in need of enhanced student services. This is also self-reported data from students on their applications and may not capture all first generation students if the data is not reported correctly.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 22:   Percent of Incoming Full-time Degree-Seeking Undergraduate Transfer Students Who Graduate Within Four Years (Four year institutions only)

Short Definition: *Percentage of full-time degree-seeking undergraduate students who transfer into the institution for the first time in the fall semester with at least 30 accepted semester credit hours and graduate within four academic years.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a transfer student cohort.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of undergraduate transfer students with at least 30 accepted semester credit hours in a fall cohort who graduate within four years, divided by the total number of undergraduate transfer students in that cohort. See Chart C: Transfer Four Year Graduation Rate Base Periods.*

Data Limitations: *This measure captures only that portion of the degree-seeking transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 23:   Percent of Incoming Full-time, Degree-Seeking Undergraduate Transfer Students Who Graduate Within Two Years (Four year institutions only)

Short Definition: *Percentage of full-time degree-seeking undergraduate students who transfer into the institution for the first time in the fall semester with at least 60 accepted semester credit hours and graduate within two academic years.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a transfer student cohort.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of undergraduate transfer students with at least 60 accepted semester credit hours in a fall cohort who graduate within two years, divided by the total number of undergraduate transfer students in that cohort. See Chart D: Transfer Two Year Graduation Rate Base Periods.*

Data Limitations: *This measure captures only that portion of the degree-seeking transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 24: Percent of Lower Division Semester Credit Hours Taught by Tenured or Tenure-Track Faculty

Short Definition: *The percent of lower division semester credit hours taught by tenured or tenure-track faculty.*

Purpose/Importance: *This measure provides an indication of the rate at which experienced teachers are used to teach lower division (freshmen and sophomore) classes at the institution.*

Source/Collection of Data: *Institution data files. Total lower division class sections will include all those coded 1, 2, or 4 on the Texas Higher Education Coordinating Board report CBM 004.*

Method of Calculation: *The number of lower division semester credit hours taught by tenured or tenure-track faculty divided by the total number of lower division semester credit hours. Use percent of responsibility to allocate portions of a section taught by group instruction.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 25: State Licensure Exam Pass Rate of Law Graduates

Short Definition: *The percentage of the institution's law program graduates attempting the state licensure examination who pass all parts either before graduation from the program or within the twelve months immediately following graduation.*

Purpose/Importance: *This measure provides an indicator of the effectiveness of the institution's law program.*

Source/Collection of Data: *Institution data files and the agency responsible for administering the examination.*

Method of Calculation: *The number of law program graduates who pass the examination divided by the total number of law program graduates who attempted the examination.*

Data Limitations: *Institution is reliant on the certifying board to provide timely, accurate data at a sufficient level of detail. Also, the measure captures only those graduates who attempt the exam.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 26: State Licensure Exam Pass Rate of Engineering Graduates

Short Definition: *The percentage of the institution's undergraduate engineering program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation or any required internship.*

Purpose/Importance: *This measure provides an indicator of the effectiveness of the institution's undergraduate engineering program.*

Source/Collection of Data: *Institution files and State Board of Professional Engineers reports.*

Method of Calculation: *The number of engineering graduates who pass the examination divided by the number of engineering graduates who attempt the examination.*

Data Limitations: *Institution is reliant on the certifying board to provide timely, accurate data at a sufficient level of detail. Also, the measure captures only those graduates who attempt the exam.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 27: State Licensure Exam Pass Rate of Nursing Graduates

Short Definition: *The percentage of the institution's nursing program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.*

Purpose/Importance: *This measure provides an indicator of the effectiveness of the institution's nursing program.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of nursing program graduates meeting the criteria who pass the examination divided by the number of nursing program graduates meeting the criteria who attempt the examination.*

Data Limitations: *Institution is reliant on the certifying board to provide timely, accurate data at a sufficient level of detail. Also, the measure captures only those graduates who attempt the exam.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 28: State Licensure Exam Pass Rate of Pharmacy Graduates

Short Definition: *The percentage of the institution's pharmacy program graduates attempting the licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program. All parts is defined as both the NAPLEX and the Texas Jurisprudence exam if both are attempted.*

Purpose/Importance: *This measure provides an indicator of the effectiveness of the institution's pharmacy program.*

Source/Collection of Data: *Institution data files and Board of Pharmacy records.*

Method of Calculation: *The unduplicated number of pharmacy graduates who pass the examination(s) divided by the number of pharmacy graduates who attempt the NAPLEX or both the NAPLEX and the Texas Jurisprudence examinations. Count each graduate only once, whether they attempt one or both tests.*

Data Limitations: *Institution is reliant on the certifying board to provide timely, accurate data at a sufficient level of detail. Also, the measure captures only those graduates who attempt the exam.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 29: State Licensure Exam Pass Rate of Veterinary Medicine Graduates

Short Definition: *The percentage of the institution's undergraduate veterinary medicine program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.*

Purpose/Importance: *This measure provides an indicator of the effectiveness of the institution's undergraduate veterinary medicine program.*

Source/Collection of Data: *Institution data files and Board of Veterinary Medicine Examiners records.*

Method of Calculation: *The number of veterinary medicine program graduates who pass the examination divided by the number of veterinary medicine program graduates who attempt the examination.*

Data Limitations: *Institution is reliant on the certifying board to provide timely, accurate data at a sufficient level of detail. Also, the measure captures only those graduates who attempt the exam.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 30: Dollar Amount of External or Sponsored Research Funds (in millions)

Short Definition: *The dollar value of funds expended for the conduct of research and development from sources other than appropriated state and local funds.*

Purpose/Importance: *This measure provides an indicator of the level of research dollars generated; an indication of the scope of the institution's research mission.*

Source/Collection of Data: *Institution's Annual Research Expenditures Survey.*

Method of Calculation: *This figure can be calculated from the Institution's Annual Research Expenditures Survey, by summing the federal, private profit, and private non-profit totals.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 31: External or Sponsored Research Funds as a Percentage of State Appropriations

Short Definition:
Expenditures of external or sponsored research funds represented as a percent of expenditures of state appropriations.

Purpose/Importance:
This measure provides an indication of the proportional relationship between state appropriations and external research funds.

Source/Collection of Data: *Institution's Annual Research Expenditures Survey.*

Method of Calculation:

The numerator in this calculation is the amount calculated in the measure Dollar Amount of Externally Funded Research. The denominator is state appropriated expenditures. State contracts and grants should not be included.

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 32: External Research Funds as a Percentage Appropriated for Research

Short Definition:

The percentage of funds expended for the conduct of research and development from sources other than state and local funds. State contracts and grants should not be included.

Purpose/Importance:
This measure provides an indication of the magnitude of the leveraging of state funds for research.

Source/Collection of Data:
I*nstitution's Annual Research Expenditures Survey and internal accounting files.*

Method of Calculation:

The numerator in this calculation is the amount in the performance measure Dollar Amount of External Research Funds

Expended. The denominator is the total of state funds appropriated for research special items.

NOTE : If the dollar value of external research funds expended is greater than the dollar value of funds appropriated for research special items, the result of this calculation will be greater than 100%; if no funds were appropriated for research special items, the calculation is not possible and this measure is not applicable.

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 33: Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Years (Upper-level Institutions Only)

Short Definition: *The percent of those students classified as full-time, degree-seeking transfer students who transfer into the institution with at least 30 accepted semester credit hours, and earn a baccalaureate degree within four years of their entrance. Full-time is defined as taking 12 semester credit hours.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a transfer student cohort.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of transfer students in the base period cohort who have earned a baccalaureate degree divided by the total number of transfer students in the base period cohort. The base period to be used is the fall semester four years prior to the reporting period through graduation during summer of the preceding year. See Chart C: Transfer Four – Year Graduation Rate Base Periods.*

Data Limitations: *This measure captures only that portion of the transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Note: Federal reporting ethnic categories should be reported separately for the following:

Outcome 34: Percent of Full-time, Degree-seeking White Transfer Students Who Earn a Baccalaureate Degree Within Four Academic Years (OC 35 - Hispanic Transfer Students; OC 36 - Black Transfer Students; OC 37 - Other transfer Students) (Upper level institutions only)

Short Definition: *The percent of those students classified as full-time, degree-seeking transfer students who transfer into the institution with at least 30 accepted semester credit hours, and earn a baccalaureate degree within four years of their entrance. Full-time is defined as taking 12 semester credit hours. Calculation, source and reporting period are the same as above for each ethnic category.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a transfer student cohort in each ethnic category.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of transfer students in each ethnic category in the base period cohort who have earned a baccalaureate degree divided by the total number of transfer students in the base period cohort. The base period to be used is the fall semester four years prior to the reporting period through graduation during summer of the preceding year. See Chart C: Transfer Four Year Graduation Rate Base Periods. Students indicating an ethnicity of "Multi-racial, One of which is African American" should be included in Outcome 36 – Black Transfer Students.*

Data Limitations: *This measure captures only that portion of the transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 38: Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Two Years (Upper-level Institutions Only)

Short Definition: *The percent of those students classified as full-time, degree-seeking transfer students who transfer into the institution with at least 60 accepted semester credit hours, and earn a baccalaureate degree within two years of their entrance. Full-time is defined as taking 12 semester credit hours.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a transfer student cohort.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of transfer students in the base period cohort who have earned a baccalaureate degree divided by the total number of transfer students in the base period cohort. The base period to be used is the fall semester two years prior to the reporting period through graduation during summer of the preceding year. See Chart D: Transfer Two Year Graduation Rate Base Periods.*

Data Limitations: *This measure captures only that portion of the transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Note: Federal reporting ethnic categories should be reported separately for the following:

Outcome 39: Percent of Full-time, Degree-seeking White Transfer Students Who Earn a Baccalaureate Degree Within Two Academic Years (OC 40 - Hispanic Transfer Students; OC 41 - Black Transfer Students; OC 42 - Other transfer Students) (Upper level institutions only)

Short Definition: *The percent of those students classified as full-time, degree-seeking transfer students who transfer into the institution with at least 60 accepted semester credit hours, and earn a baccalaureate degree within two years of their entrance. Full-time is defined as taking 12 semester credit hours. Calculation, source and reporting period are the same as above for each ethnic category.*

Purpose/Importance: *This measure provides an indication of the persistence to graduation for a transfer student cohort in each ethnic category.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of transfer students in each ethnic category in the base period cohort who have earned a baccalaureate degree divided by the total number of transfer students in the base period cohort. The base period to be used is the fall semester two years prior to the reporting period through graduation during summer of the preceding year. See Chart D: Transfer Two Year Graduation Rate Base Periods. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included in Outcome 41 – Black Transfer Students.*

Data Limitations: *This measure captures only that portion of the transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling. Also, the measure should not be construed to indicate that some further portion of the cohort won't graduate within a longer time frame.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 43: **Persistence Rate of Full-time, Degree-seeking Transfer Students After One Academic Year (Upper level institutions only)**

Short Definition: *Percent of full-time, degree-seeking transfer students who enter in the fall semester with at least 30 accepted semester credit hours, who are still enrolled after one academic year.   Full-time is defined as taking 12 semester credit hours.*

Purpose/Importance: *This measure provides an indication of the rate at which students survive the first year after transferring. Weaknesses in this area indicate a need for persistence strategies. High persistence rates generally translate into high graduation rates.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of transfer students in the cohort who are enrolled the following fall divided by the total number of transfer students in the cohort.*

Data Limitations: *This measure captures only that portion of the transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Note: Federal reporting ethnic categories should be reported separately for the following:

Outcome 44: Persistence Rate of Full-time, Degree-seeking White Transfer Students After One Academic Year (OC 45 - Hispanic Transfer Students; OC 46 - Black Transfer Students; OC 47 - Other Transfer Students) (Upper level institutions only)

Short Definition: *Percent of full-time, degree-seeking transfer students in each ethnic category who enter in the fall semester with at least 30 accepted semester credit hours, who are still enrolled after one academic year.   Full-time is defined as taking 12 semester credit hours.*

Purpose/Importance: *This measure provides an indication of the rate at which students survive the first year after transferring. Weaknesses in this area indicate a need for persistence strategies. High persistence rates generally translate into high graduation rates.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of transfer students in each ethnic category in the cohort who are enrolled the following fall divided by the total number of transfer students in each ethnic category in the cohort. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included in Outcome 46 – Black Transfer Students.*

Data Limitations: *This measure captures only that portion of the ethnic category transfer population who meet the cohort criteria. This portion may not be sufficiently large enough to provide a valid sampling.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 48: Percent of Endowed Professorships or Chairs Unfilled for All or Part of the Fiscal Year

Short Definition: *The percent of endowed professorships or chairs that were vacant for all or part of the fiscal year being reported.*

Purpose/Importance: *This measure provides an indicator of the extent to which endowments for department chairs are not used to provide programmatic support or salary supplement for a faculty member holding that chair.*

Source/Collection of Data: *Institution files*

Method of Calculation: *The number of endowed professorships or chairs vacant for all or part of the fiscal year divided by the total number of endowed chairs.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired performance: *Lower than target.*

Outcome 49:   Average Number of Months Endowed Chairs Remain Vacant

Short Definition: *The average number of months endowed chairs are vacant.*

Purpose/Importance: *This measure provides an indicator of the length of time endowments for department chairs are not used to provide programmatic support or salary supplement for a faculty member holding that chair.*

Source/Collection of Data: *Institution files*

Method of Calculation: *The total number of months unfilled endowed chairs have remained vacant divided by the total number of endowed chairs that have been vacant for any period of time during the fiscal year.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired performance: *Lower than target.*

OUTPUT MEASURES - Indicators to count goods and services produced.

Goal 1: Provide Instructional and Operations Support
    Objective 1: Provide Instructional and Operations Support
        Strategy 1: Operations Support

Output 1:   Number of Undergraduate Degrees Awarded

Short Definition: *The number of baccalaureate degrees awarded.*

Purpose/Importance: *This measure provides an indication of the number of degreed students produced in a given year.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *The number of baccalaureate degrees awarded during the reporting period.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target*

Output 2:   Number of Minority Graduates

Short Definition: *The number of Hispanic, Black, and Native-American students who have earned a baccalaureate or higher degree during the reporting period.*

Purpose/Importance: *This measure provides an indication of degrees earned by ethnic minority students in a given year.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *As stated above; do not include non-resident alien students or Asian-American students. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included as African-American students.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Output 3:   Number of Students Who Successfully Satisfy the Math TSI Obligation

Short Definition: *The number of underprepared students who satisfied the math Texas Success Initiative (TSI) obligation within 2 years.*

Purpose/Importance: *This measure provides an indication of the number of students who have gained sufficient college level skills to continue their education.*

Source/Collection of Data: *Institutional data files and Coordinating Board accountability data.*

Method of Calculation: *Of the first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial math TSI test, the number who satisfied TSI requirements in math in 2 years.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Output 4: Number of Students Who Successfully Satisfy the Writing TSI Obligation

Short Definition: *The number of underprepared students who satisfied the Texas Success Initiative (TSI) obligation in writing within 2 years*

Purpose/Importance: *This measure provides an indication of the number of students who have gained sufficient college level skills to continue their education.*

Source/Collection of Data: *Institutional data files and Coordinating Board accountability data.*

Method of Calculation: *Of the first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial writing TSI test, the number who satisfied TSI requirements in writing in 2 years.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Output 5: Number of Students Who Successfully Satisfy the Reading TSI Obligation

Short Definition: *The number of underprepared students who satisfied the Texas Success Initiative (TSI) obligation in reading within 2 years*

Purpose/Importance: *This measure provides an indication of the number of students who have gained sufficient college level skills to continue their education.*

Source/Collection of Data: *Institutional data files and Coordinating Board accountability data.*

Method of Calculation: *Of the first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial reading TSI test, the number who satisfied TSI requirements in reading in 2 years.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Output 6:   Number of Two-Year College Transfer Graduates

Short Definition: *The number of baccalaureate level graduates who attempted 30 or more semester credit hours in a Texas public two-year college during the past six years.*

Purpose/Importance: *This measure provides an indication of the number of students graduating who transferred to the institution from a two-year college. When compared longitudinally, can be in indicator of change.*

Source/Collection of Data: *The Coordinating Board will supply this data to the institutions.*

Method of Calculation: *The fall performance report submitted in March will capture all two-year college transfer students who graduate during the preceding fiscal year. Example: The March 1999 report will capture graduates during Fall 1997, Spring 1998, and Summer 1998.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target.*

EXPLANATORY MEASURES - Indicators of underlying factors affecting performance.

Goal 1: Provide Instructional and Operations Support

    Objective 1: Provide Instructional and Operations Support

        Strategy 1: Operations Support

Explanatory/Input 1:   Student/Faculty Ratio

Short Definition: *The number of full-time student equivalents per filled/actual full-time equivalent instructional faculty positions. Full-time faculty is defined as all instructional faculty ranks, but do not include teaching assistants (TAs).*

Purpose/Importance: *This measure provides an indicator of faculty workload.*

Source/Collection of Data: *Institutional data files and Texas higher Education Coordinating Board report CBM 008 and CBM 004.*

Method of Calculation: *The number of full-time student equivalents (FTSEs) divided by the number of filled full-time equivalent faculty positions. For this measure, undergraduate FTSEs are calculated on 15 semester credit hours; master's, pharmacy, law, and other special profession FTSEs are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSEs are calculated on 9 semester credit hours.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Explanatory/Input 2:   Number of Minority Students Enrolled

Short Definition: *The number of Hispanic, African-American, and Native-American students enrolled.*

Purpose/Importance: *This measure provides an indication of the number of ethnic minority students enrolled. When compared to total enrollment or viewed longitudinally, may be an indicator of minority participation rates.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 001*

Method of Calculation: *As stated above. Do not include non-resident aliens or Asian-American students. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included as African-American students.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Explanatory/Input 3:   Number of Community College Transfer Students Enrolled

Short Definition: *The number of students enrolled in the fall semester who attempted 30 or more semester credit hours in a Texas public community college during the past six years.*

Purpose/Importance: *This measure provides an indication of the number of community college students enrolled. May indicate the success of articulation agreements with lower level institutions.*

Source/Collection of Data: *Texas Higher Education Coordinating Board will provide this data to the institutions.*

Method of Calculation: *Data obtained from Coordinating Board files.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *n/a*

Explanatory/Input 4:   Number of Semester Credit Hours Completed

Short Definition: *The number of semester credit hours for which students are registered on the final day of the fall semester.*

Purpose/Importance: *This measure provides an indication of the number of semester credit hours completed each fall semester. When compared longitudinally, can be an indicator of enrollment.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 00S*

Method of Calculation: *The total number of semester credit hours in all curriculum areas for which students are enrolled on the last day of the fall semester. The CBM 00S should be used for this measure and semester credit hours in all courses except those for which a grade of "Withdrawn or Drop" (Code 7 on item #21) should be counted.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target*

Explanatory/Input 5:   Number of Semester Credit Hours

Short Definition: *The number of semester credit hours generated as of the census day of the fall semester.*

Purpose/Importance: *This measure provides an indication of the number of semester credit hours generated each semester. May be useful in conjunction with enrollment data.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 004.*

Method of Calculation: *Include all curriculum areas from CBM 004.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *n/a*

Explanatory/Input 6:   Number of Students Enrolled as of the Official Census Day

Short Definition: *The number of students enrolled as of the official census day of the fall semester.*

Purpose/Importance: *This measure provides an indicator of enrollment growth or decline.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 001.*

Method of Calculation: *Unduplicated headcount of enrolled students as of the official census day of the fall semester.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *n/a*

Explanatory/Input 7:   Average Student Loan Debt

Short Definition: *Reflects the average student loan debt for first time in college (FITC) undergraduate students who received a bachelor degree the previous academic year.*

Purpose/Importance: *This measure is an indicator of the level of debt taken on by students at the institution.*

Source/Collection of Data: *Institution data files. Definition is based on the Common Data Set methodology which is a collaborate initiative among data providers in higher education and publishers such as the College Board, Peterson's and U.S. News & World Report that set standards and definition to improve the quality and accuracy of information.*

Method of Calculation: *Based on the Common Data Set definition. Include:*

- *Recent calendar year undergraduate class: all students who started at your institution as first time students and received a bachelor degree the previous academic year. Example: For the 2015 undergrad class, it would include students that received a bachelor degree between 7/1/14 and 6/30/15, including Aug 2014, Dec 2014 and May 2015 grads.*
- *Only loans made to students who borrowed while enrolled at your institution and co-signed loans.*

Exclude:

- *Students who transferred in*
- *Money borrowed at other institutions and parent loans*
- *Students who did not graduate or who graduate with another degree or certificate (but no bachelor degree)*
- *Provide the number of students in the previous academic year undergraduate class who started at your institution as first time students and received a bachelor degree between July 1 and June 30 of the previous academic year. Exclude students who transferred into your institution.*

Data Limitations: *Institutions do not have data related to student borrowing at institutions other than their own and would be unable to supply this information.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *Yes.*

Desired Performance: *n/a*

Explanatory/Input 8:   Percent of Students with Student Loan Debt

Short Definition: *Reflects the percent of first time in college (FTIC) undergraduate students who received a bachelor degree the previous academic year with student loan debt as compared to the total number of FTIC undergraduate students who received a bachelor degree the previous academic year.*

Purpose/Importance: *This measure is an indicator of the portion of students with student loan debt.*

Source/Collection of Data: *Institution data files. Definition is based on the Common Data Set methodology as identified in the Average Student Loan Debt performance measure.*

Method of Calculation: *Method of calculation is the total number of students who have debt as defined in the Average Student Loan Debt measure divided by the total number of FTIC students who received a bachelor's degree in the previous academic year.*

Provide the number of students in the previous academic year undergraduate class who started at your institution as first time students and received a bachelor degree between July 1 and June 30 of the previous academic year. Exclude students who transferred into your institution.

Data Limitations: *n/a*

Calculation Type: *Non-cumulative, fall.*

New Measure: *Yes.*

Desired Performance: *n/a*

Explanatory/Input 9:   Average Financial Aid Award Per Full-Time Student

Short Definition: *Reflects the average financial aid awarded to resident undergraduate students whose enrollment status in the Texas Higher Education Coordinating Board (THECB) Financial Aid Database (FADS) is full time. Amounts reported include federal aid, work study, state aid, scholarships, institutional aid, exemptions, stipends for undergraduate students, student loans and any private aid known to the institution.*

Purpose/Importance: *This measure is an indicator of the level of financial aid students are receiving at the institution.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *Institutions currently report financial aid information to the THECB via the Financial Aid Database (https://www.thecb.state.tx.us/FAD/). Based on the information submitted via FADS, calculate the average financial aid award to full time resident undergraduate students. Due to federal aid guidelines a full time student is defined as one taking 12 semester credit hours or more per semester. The measure will include students whose enrollment status in FADS is identified as full time students.*

Include all sources of financial aid to students, such as federal aid (including Pell), work-study, state aid (including TEXAS Grants), scholarships, institutional aid, exemptions, stipends to undergraduate students, student loans and any private aid known to the institution.

Data Limitations: *n/a*

Calculation Type: *Cumulative.*

New Measure: *Yes.*

Desired Performance: *n/a*

Explanatory/Input 10: Percent of Full-Time Students Receiving Financial Aid

Short Definition: *Reflects the percentage of resident undergraduate students whose enrollment status in the Texas Higher Education Coordinating Board (THECB) Financial Aid Database (FADS) is full time receiving financial aid divided by the total number of resident undergraduate students whose enrollment status is full time.*

Purpose/Importance*: This measure is an indicator of the portion of the student population receiving financial aid at the institution.*

Source/Collection of Data: *Institution data files.*

Method of Calculation: *Total number of students who have received financial aid as defined in the Average Financial Aid Award per Full Time Student measure divided by the total number of resident undergraduate students whose enrollment status is full time.*

Data Limitations*: n/a*

Calculation Type*: Cumulative.*

New Measure: *Yes.*

Desired Performance: *n/a*

<u>EFFICIENCY MEASURES</u> - Indicators that quantify unit costs or productivity.

Goal 1: Provide Infrastructure Support

    Objective 1: Provide Operation and Maintenance of E&G Space

        Strategy 1: Operations Support

Efficiency 1:   Amount Expended for Administrative Costs as a Percent of Operating Budget.

Short Definition: *The percentage of funds expended for administrative costs as a percent of operating budget. Administrative costs are Institutional Support expenses 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.*

Purpose/Importance: *This measure provides an indicator of the proportion of the operating budget being spent on administrative costs.*

Source/Collection of Data: *Institution Annual Financial Report.*

Method of Calculation: *The amount of Institutional Support Expenses divided by the Total Expenses, excluding auxiliary enterprises and the results of service department operations. For system offices, the measure should be based on the combined financial statements of the system office and all system components.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Lower than target.*

Efficiency 2:   Average Cost of Resident Undergraduate Tuition and Fees for 15 Semester Credit Hours.

Short Definition: *Reflects the average amounts charged to resident undergraduate students enrolled in 15 semester credit hours (SCH) per semester for Fall Semester of the fiscal year. Amounts reported include statutory tuition, designated tuition, average mandatory fees, and average course fees.*

Purpose/Importance: *This measure is an indicator of the cost of attendance for the institution.*

Source/Collection of Data: *Institutional data files. Data reported should match the information that is reported via the Texas Higher Education Coordinating Board's Integrated Financial Reporting System (IFRS). This information is currently reported by Public Universities, Public Community Colleges, Public Technical Colleges, Public State Colleges and Public Health Related Institutions.*

Method of Calculation: *Method of calculation is based on the IFRS Handbook for Reporting Officials – Undergraduate tuition and fee report (http://www.thecb.state.tx.us/reports/PDF/3244.PDF?CFID=44132583&CFTOKEN=88989421):*

Report average total academic charges for undergraduates enrolled in 15 semester credit hours for the fall semester for the following categories:

- *Statutory Tuition*
- *Designated Tuition*
- *Mandatory Fees*
- *Average College and Course Fees*

Report amounts based on actual fee bills generated for students enrolled as of the official census date (12th class day). Institutions charging flat rate tuition report the average of the flat rate charges for all students enrolled for 15 semester credit hours.

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *Yes.*

Desired Performance: *Lower than target.*

Goal 2: Provide Infrastructure Support

    Objective 1: Provide Operation and Maintenance of E&G Space

        Strategy 1: Educational and General Space Support

Efficiency 1:   Space Utilization Rate of Classrooms

Short Definition: *The average weekly hours of use of classrooms.*

Purpose/Importance: *This measure provides an indicator of the efficient use of classroom space.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 005 and Space Usage Efficiency Report.*

Method of Calculation: *Using data as reported on the THECB report CBM 005 and used in the Space Usage Efficiency Report, the total number of hours per week classes are held in classrooms, divided by the number of classrooms.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Efficiency 2:   Space Utilization Rate of Labs

Short Definition: *The average weekly hours of use of labs.*

Purpose/Importance: *This measure provides an indicator of the efficient use of lab space.*

Source/Collection of Data: *Texas Higher Education Coordinating Board report CBM 005 and Space Usage Efficiency Report.*

Method of Calculation: *Using data as reported on the THECB report CBM 005 and used in the Space Usage Efficiency Report, the total number of hours per week classes are held in labs, divided by the number of labs.*

Data Limitations: *The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but because final certification may not take place in time for reporting deadlines, institutions may need to rely on internal validation of data.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target.*

CHART A: Six-Year Graduation Rate Base Periods			
Report Submitted to Abest	Fiscal Year Performance Reported	Freshman Cohort Entered	Count if Graduated By:
Nov. 2012	2012	Fall 2006	Summer 2012
Nov. 2013	2013	Fall 2007	Summer 2013
Nov. 2014	2014	Fall 2008	Summer 2014
Nov. 2015	2015	Fall 2009	Summer 2015
Nov. 2016	2016	Fall 2010	Summer 2016
Nov. 2017	2017	Fall 2011	Summer 2017
Nov. 2018	2018	Fall 2012	Summer 2018
Nov. 2019	2019	Fall 2013	Summer 2019
Nov. 2020	2020	Fall 2014	Summer 2020

CHART B: Four-Year Graduation Rate Base Periods			
Report Submitted to Abest	Fiscal Year Performance Reported	Freshman Cohort Entered	Count if Graduated By:
Nov. 2012	2012	Fall 2008	Summer 2012
Nov. 2013	2013	Fall 2009	Summer 2013
Nov. 2014	2014	Fall 2010	Summer 2014
Nov. 2015	2015	Fall 2011	Summer 2015
Nov. 2016	2016	Fall 2012	Summer 2016
Nov. 2017	2017	Fall 2013	Summer 2017
Nov. 2018	2018	Fall 2014	Summer 2018
Nov. 2019	2019	Fall 2015	Summer 2019
Nov. 2020	2020	Fall 2016	Summer 2020

CHART C: Transfer Four-Year Graduation Rate Base Periods			
Report Submitted to Abest	Fiscal Year Performance Reported	Transfer Cohort Entered	Count if Graduated By:
Nov. 2012	2012	Fall 2008	Summer 2012
Nov. 2013	2013	Fall 2009	Summer 2013
Nov. 2014	2014	Fall 2010	Summer 2014
Nov. 2015	2015	Fall 2011	Summer 2015
Nov. 2016	2016	Fall 2012	Summer 2016
Nov. 2017	2017	Fall 2013	Summer 2017
Nov. 2018	2018	Fall 2014	Summer 2018
Nov. 2019	2019	Fall 2015	Summer 2019
Nov. 2020	2020	Fall 2016	Summer 2020

CHART D: Transfer Two-Year Graduation Rate Base Periods			
Report Submitted to Abest	Fiscal Year Performance Reported	Transfer Cohort Entered	Count if Graduated By:
Nov. 2012	2012	Fall 2010	Summer 2012
Nov. 2013	2013	Fall 2011	Summer 2013
Nov. 2014	2014	Fall 2012	Summer 2014
Nov. 2015	2015	Fall 2013	Summer 2015
Nov. 2016	2016	Fall 2014	Summer 2016
Nov. 2017	2017	Fall 2015	Summer 2017
Nov. 2018	2018	Fall 2016	Summer 2018
Nov. 2019	2019	Fall 2017	Summer 2019
Nov. 2020	2020	Fall 2018	Summer 2020