A Primer on Community College Success Points

Background

Based on the premise that educational achievement includes more than just traditional, terminal accomplishments, the Success Point model was developed to measure the performance of institutions in a way that promotes their efforts to increase the rate of student progression and achievement.

Success Points are measurable attainments correlated with the completion of a milestone. By measuring them, we can accurately gauge community college districts’ progress in helping students succeed. In 2013, the 83rd Texas Legislature approved the use of Success Points for determining a percentage of the state funding that is allocated to community colleges.

Success Point Milestones

How are Points/Funding Calculated?

Since the points are based on milestones achieved, multiple points can be awarded for an individual student. Points are awarded for students who enroll in current year and:

- Became college ready (met TSI standards in math, reading, or writing); 1 point math, .5 point reading, .5 point writing
- Successfully completed the first college level math course; 1 point
- Successfully completed the first college level reading/writing course; .5 point reading, .5 point writing, 1 point reading/writing intensive
- Successfully completed their first 15 semester credit hours (SCH); 1 point
- Successfully completed their first 30 SCH; 1 point
- Earned a degree or certificate (not in a critical field); 2 points
- Earned a degree or certificate in a critical field; 2.25 points
- Transferred to a senior institution after having successfully completed 15 SCH; 2 points
The cohort is the unduplicated number of students enrolled in the fiscal year being measured for success points. The program for readiness tracks students back two fiscal years into CBM001 (enrollment) data to find the first time undergraduate (FTUG) enrollment. Students who are enrolled for the first time in the fiscal year measured can also be counted as first time. The FTUG flag is only applicable when determining readiness (based on Texas Success Initiative status) within 2 years. The programs used to calculate readiness and successfully completed SCH rely on the CBM002 (Texas Success Initiative Report) and the CBM00S (Student Schedule Report). The CBM001 is used for all measures and the CBM009 is used for the degree and award completion measures. The points are earned as follows:

- **Measure 1: College Readiness Math**
  Methodology: Determine student’s college readiness in math as first time undergraduate (FTUG). Only students who are not ready in math as FTUG can potentially qualify for a point. If the student is not ready when FTUG at either the same district* or another district, but became ready in math for the first time at the same district as the cohort record in year measured, then a point is awarded. If an eligible student is reported ready for the first time by two districts in the same semester, each district receives credit.

- **Measure 1: College Readiness Reading**
  Methodology: Determine student’s readiness in reading as first time undergraduate (FTUG). Only students who are not ready in reading as FTUG can potentially qualify for a point. If the student is not ready as FTUG at either the same district or another district, but became ready in reading for the first time at the same district as the cohort record in year measured, then .5 point is awarded. If an eligible student is reported ready for the first time by two districts in the same semester, each district receives credit.

- **Measure 1: College Readiness Writing**
  Methodology: Determine student’s readiness in writing as first time undergraduate (FTUG). Only students who are not ready in writing as FTUG can potentially qualify for a point. If the student is not ready as FTUG at either the same district or another district, but became ready in writing for the first time at the same district as the cohort record in year measured, then .5 point is awarded. If an eligible student is reported ready for the first time by two districts in the same semester, each district receives credit.

- **Measure 2: Successfully Completed First College-Level Math Course**
  Methodology: Student passes first college-level math course at same district as the cohort record with a grade of “A”, “B” or “C” in fiscal year measured, then a point is awarded. 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.
Success Points Data Flow
(How Success Points are defined via collected data)

- **Measure 3: Successfully Completed First College-Level Reading/Writing Course**
  Methodology: Student passes first college-level reading/writing course at same district as the cohort record with a grade of “A”, “B” or “C” in fiscal year measured, then a point is awarded (.5 for reading and .5 for writing when separate courses are reported). 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.

- **Measure 4: 15 Successfully Completed SCH**
  Methodology: Accumulate student’s successfully completed SCH from 3 previous years, plus the year being measured. If the student reaches at least 15 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 2 prior fiscal years, no point is awarded.

- **Measure 5: 30 Successfully Completed SCH**
  Methodology: Accumulate student’s successfully completed SCH from 3 previous years, plus the year being measured. If the student reaches at least 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.

- **Measure 6: Degrees, Core Curriculum Completers and Certificates Awarded**
  Methodology: Point is awarded to a student who completes a degree or certificate, or is a core curriculum completer (CCC). Unduplicated degrees and certificates awarded by the district in the fiscal year being measured are counted (one degree or award per student). Students who earn awards in critical fields are not included in Measure 6 (see Measure 7).

- **Measure 7: Graduates in Critical Fields**
  Methodology: Point is awarded to a student who completes a degree or certificate in a Science, Technology, Engineering, or Math (STEM) or allied health major. Unduplicated degrees and certificates awarded in the fiscal year being measured are counted. Majors include CIPs "11" "14" "15" "27" "40" "3001" "5116" "5138" "5139" "5102" "5106" "5107" "5108" "5109" "5110" "5118" "5123" "5126" "5127" "5199" "5131" "5132" "5133" "5134" "4102" "4103" "4703".

- **Measure 7: Transfer Point**
  Methodology: 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 the same two-year institution/district 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. Beginning with the 86th legislature, transfer points were added for first-time in college students who were co-enrolled at a university in a fall cohort and earned 15 SCH in the following 3 year period. Only institutions with a qualified co-enrolled program were awarded points.
**Success Points Data Flow**
(How Success Points are defined via collected data)

*Points are awarded at the district level so the term district is used rather than institution. Note that student status at 4-year institutions is included in calculations as applicable. For example, if a student is reported as meeting the first college-level course requirement at a university before this milestone is reported for the first time by a community college district, the district will not earn a point.

**Student grade data was not available for use in determining “successful” completion until summer 2011 when the CBM005 was introduced. More specific detail on the codes used for completion and successful completion is found on the following two pages.

**CBM001:**
Item 2 –Institution Code
Item 3 – Student Identification Number
Item 9 - First-Time-in-College
Item 18 – Semester

Item 5 – Classification (from university manual/file: used for determining transfer)
Item 9 – Transfer Student or First-Time-in-College (from university manual/file: used for determining transfer)

**CBM002:**
Item 2 – Institution Code
Item 3 – Student Identification Number
Item 20 Math TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted (value=1, 2, 3, 4)
Item 21A - Math TSI Waived or Satisfied through Exemption (value A or B)
Item 24 Math TSI Obligation Satisfied Based on the State Standard by the End of the Semester/Reporting Period (value=1, 2, 3, 4)
Item 40 Reading TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted (value=1, 2)
Item 41A Reading TSI Waived or Satisfied through Exemption (value A or B)
Item 44 Reading TSI Obligation Satisfied based on the State Standard by the End of the Semester/ Reporting Period (value=1, 2)
Item 60 Writing TSI Obligation Determined To Be Satisfied based on the State Standard Met by Census Date or Determined To Be Exempted (value=1, 2)
Item 6A Writing TSI Obligation Satisfied (value=1, 2)
Item 61A Writing TSI Waived or Satisfied through Exemption (value A or B)
Item 64 Writing TSI Obligation Satisfied (value=1, 2)
Success Points Data Flow
(How Success Points are defined via collected data)

CBM00S:
Item 2 – Institution Code
Item 3 – Student Identification Number
Item 10 – Semester Credit Hour Value
Item 23 – First College-Level Course (value=1, 2, 3, 4: Edit check to prevent grades other than A, B or C if >0)
Item 24 – Course Grade (value=1 [A], 2 [B], 3 [C], 4 [D], 8 [Credit/Passed] used to get only successfully completed hours)
Item 26 – Approval Code
Item 29 – Semester

CBM009:
Item 2 – Institution Code
Item 3 – Student Identification Number
Item 8 - Level of Award
Item 9 – Major

National Student Clearinghouse
THECB_Fice – Institution Code
THECD_ID – Student Identification Number
THECB_DOB – Student Date of Birth
College State - NSC column K - State in which the college that the student attended is located
2_year_4_year - NSC column L - Type of college: 4 = 4-year or higher institution, 2 = 2-year institution, L = less than 2-year institution
Datetest - NSC column N (Enrollment_begin) minus column O (Enrollment_End)
Class Level - NSC column Q - If available, the Class level associated with the student as provided by the reporting college
Public_Private - NSC column M - Indicates whether the college that the student attended is a “Public” or “Private” institution
FisYear – Fiscal Year
Success Points Data Flow
(How Success Points are defined via collected data)

- Match to CBM001 to find first time enrolled (FTUG) in previous 2 years or fiscal year being measured.
- Match to CBM002 (Texas Success Initiative Report) 2 previous years or fiscal year being measured.
- CTC enrollment in fiscal year measured (includes regular, dual and flex entry).
- Unduplicated awards in year measured not including critical fields (BAT/BAS, Associates, Core Curriculum Completer, Certificate Level 1 or 2, Advanced Technology Certificate) (2 points).
- Unduplicated awards in critical fields in year measured (BAT/BAS, Associates, Certificate Level 1 or 2, Advanced Technology Certificate) (2.25 points).
- Transfer: Found enrolled for first time at public/private university in year measured with record of at least 15 SCH completed at two-year institution/district prior to university enrollment. Also includes FTIC students who were co-enrolled at a university and earned 15 SCH within 3 years.
- Match to CBM00S for 3 previous years or fiscal year being measured.
- Not ready as FTUG but became ready for the 1st time at same district as cohort record in math in year measured (1 point).
- Not ready as FTUG but became ready for the 1st time at same district as cohort record in reading/writing in year measured (.5 read/.5 write).
- Successfully passed 1st college level math course at same district as cohort record with A, B or C for the 1st time in year measured (1 point).
- Successfully passed 1st college level read/write course at same district as cohort record with A, B or C for the 1st time in year measured (1 point: .5 read, .5 write or 1 read/write intensive).
- Accumulated 30 successfully completed SCH at same district as cohort record for the 1st time in year measured (1 point).
- Accumulated 15 successfully completed SCH at same district as cohort record for the 1st time in year measured (1 point).

THECB: Revised October 2019
Changes in Success Point Calculation Methodology and Data Edits

Introduction

Comprehensive review of Student Success Point data, programs, and logic were conducted by Coordinating Board (CB) staff in fall 2013 and spring 2014. The purpose of the reviews was to ensure that efficient, appropriate, and transparent data methodology and program logic are used to calculate success points. The reviews resulted in discussions of ways that programming could be improved to enhance the accuracy of the points awarded, including an instance where institutional misreporting was discovered and a program correction allowed for more accurate results. With funding now linked to data elements that were not previously used for funding-related calculations purposes, the CB anticipates that fewer instances of misreporting will be observed moving forward. The other proposed changes which are described below are varied and, with one exception related to transfer calculations, are minor in terms of the overall difference they make in points generated statewide. The CB believes that they provide clearer, more equitable, or more appropriate calculations.

Please note that these changes alter just one element in the methodology shown in the success point flow chart that the Coordinating Board has provided to institutions to explain how the points are calculated: transfer calculations. For most institutions, the overall result of the changes was minor when an analysis of the differences caused by the corrections was conducted. Data showing those changes will be provided with this explanation. This document is, through necessity, technical in nature.

This document and the changes proposed in it were reviewed and discussed in detail by the Texas Association of Community Colleges (TACC) Student Success Point Task Force at a May 12, 2014, meeting. It was updated to include changes and suggestions made by the task force, including a change to programming which is explained in the First College-Level Course and TSI Readiness sections related to instances where a student is co-enrolled at two community college districts in the same semester. At the meeting, CB staff made the commitment to provide institutions with additional data related to success points that will help institutions reconcile their reports with the student counts that the CB provides. The CB has also developed a cross walk that will allow institutions to better understand the Success Point Program variables that are used in the agency’s programs to also assist with reconciliation in cases where it is possible. Overall, the goal of the agency and the task force is to help institutions understand how the points are derived at a high level of technical detail.

Please contact CB staff members Diane Eargle, Assistant Director, at Diane.Eargle@thecb.state.tx.us or Julie Eklund, Assistant Commissioner, at Julie.Eklund@thecb.state.tx.us if additional explanation of this document is needed. Chris Fernandez (cfernandez@tacc.org) at TACC is also available to explain the role of TACC and the Success Point Task Force in this review process.

CHANGES THAT APPLY TO ALL AREAS

Separate Success Point program into 5 stand-alone programs.

Programming for determining Success Points is done using Statistical Analysis Software (SAS), a commonly used statistical package used by many state agencies and some institutions of higher education (SPSS, STATA, or other similar software could be used for this type of programming but may have somewhat different functionality). Over the last few years, many institutions have requested and been provided the actual SAS program used to calculate
Changes in Success Point Calculation Methodology and Data Edits

success points. Doing all of the calculations using one program was efficient and effective during a time when changes to the program and metrics were being frequently requested by the legislature and community college leaders. Now that the legislation has been passed and there is increased interest in the very specific details of the calculation methodology, the decision has been made, in consultation with TACC, to restructure the program used to calculate points, by breaking out the program into five separate programs. The new programs calculate the number of students who: 1.) complete developmental education 2.) complete a first college-level course 3.) earn 15 SCH and earn 30 SCH 4.) transfer to a senior institution, and 5.) earn a certificate or degree or earn a degree in a critical field.

Separating the programs allows more clarity and less risk of complications affiliated with complexity. The methods used for calculations (cohorts etc.) were not changed with the exception of the cases described below where, as a result of the review, it was determined that a change was warranted.

The following is an example of how separating the programs helped improve clarity. This program shown is used for accumulating hours. By separating this program from other success points and using a fice/SSN merge, the results are less complicated to accumulate. The end result is the same in terms of points awarded, but there is less chance for error and it is easier to review the results.

From the original program:

<table>
<thead>
<tr>
<th>distfice</th>
<th>tfice</th>
<th>tsiSem</th>
<th>tsiYear</th>
<th>tsiSchatt</th>
<th>tsiFisYear</th>
<th>cumhrs</th>
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<td>2012</td>
<td>23</td>
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<tr>
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<td>3</td>
<td>2012</td>
<td>2012</td>
<td>23</td>
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</tr>
</tbody>
</table>

From the new program:

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<thead>
<tr>
<th>distfice</th>
<th>tfice</th>
<th>tsiSem</th>
<th>tsiYear</th>
<th>tsiFisYear</th>
<th>tsiSCHatt</th>
<th>cumhrs</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>2011</td>
<td>2012</td>
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<td>23</td>
</tr>
</tbody>
</table>

THECB: Revised June 6, 2014
**Changes in Success Point Calculation Methodology and Data Edits**

**Incorporating Code to Accommodate Identifier Changes and Changes to Social Security Administration SSN Assignment Protocols**

Adding the CBM00N (SSNCHANGE) to all programs.

The CBM00N report allows institutions to update or correct student identifier information. The identifier may or may not be an SSN, or an SSN may be provided for a student who previously was reported under an institutionally generated identifier. The SSN change program was incorporated into all five of the success point programs. If the CBM00N is submitted after the data is produced (CB will provide clear deadlines for submission in its CBM manual) the changes cannot be incorporated into the program for the fiscal year in question.

Adding Code to handle SSN mismatches due to 8-series SSN changes

The CB incorporated code to address SSNs beginning with the number 8. Prior to fall 2010, SSNs beginning with 8 were not used by the Social Security Administration. Many institutions generated institutional IDs that started with one or more 8s (to differentiate from true SSNs), which caused a problem when the federal government began using these numbers. CB code was revised to identify students who were reported with institutionally generated IDs that may now be assigned as official SSNs by the Social Security Administration to different individuals. The added code helps to ensure that improper matches do not result from this change. Mismatches of this sort are very rare, though more common in areas where more teens and adults (in addition to younger children and babies) are being assigned new SSNs (including those that start with 8).

**CHANGES THAT APPLY TO SELECTED AREAS**

**Points awarded for hours accumulated**

For accumulation of 15 and 30 hours, points are calculated by looking at students enrolled in a given fiscal year and then looking back in the data records for three years to see if a student reached the 15 SCH or 30 SCH marker in the fiscal year examined. If the 15 or 30 SCH were reached in a year prior to the fiscal year in question (in the first, second, or third year), the point is not awarded for the target year. In examining how the program accumulated points, it became apparent that, while most students take four years or fewer to accumulate 15 or 30 hours, students who attend intermittently (stop outs) or those who successfully complete very few courses in a single year could be counted more than once in a four year period for successfully reaching these milestones. Therefore, the program was rewritten to look back two years prior to the target fiscal year and if a point was awarded in the three year window (for example in FY 11 or FY 12 for target year FY 13), an additional point would not be awarded. See the example on the following page.

You will note that for student #4, both in 2012 and 2013 the student reached the milestone of 15 SCH completed for the first time in the four year window. This student is moving very slowly through the system completing one or two courses a year. For the purposes of this illustration, assume the students completed no courses prior to 2009. When a student reaches 15 for the first time using SCH from the current year and three prior years, yes indicates that a point is awarded.
Changes in Success Point Calculation Methodology and Data Edits

<table>
<thead>
<tr>
<th>Student #</th>
<th>2009 SCH completed</th>
<th>2010 SCH completed</th>
<th>2011 SCH completed</th>
<th>2012 SCH completed</th>
<th>2013 SCH completed</th>
<th>Point Awarded (old method)</th>
</tr>
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<tbody>
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<td>6</td>
<td>6 (12)</td>
<td>6 yes (18)</td>
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<td>3</td>
<td>6 (9)</td>
<td>3 (12)</td>
<td>9 yes (21)</td>
<td>6</td>
<td>2012</td>
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<tr>
<td>3</td>
<td>12</td>
<td>12 yes (24)</td>
<td>15</td>
<td>3</td>
<td>6</td>
<td>2010</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>6 yes (18)</td>
<td>3 yes (15)</td>
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</tr>
<tr>
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<td>3</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>6 yes (15)</td>
<td>2013</td>
</tr>
</tbody>
</table>

To prevent double points from being awarded in the scenario shown above for student #4, program code was added to flag a student who previously earned 15 SCH during the three years used for the funding period (in the example, it would be for 2011-2013). Similar code is used to check back to see if students had previously earned points for 30 hours.

Points awarded for first college-level course completion

As with the 15 and 30 hours point accumulation, a look-back function has been built into the program for determining points for first college-level course completion. This was built in because institutions were reporting students as successfully completing a first college-level course more than once. Although the CBM00S instructs institutions to use this designation just once, this look back will ensure that a point is not awarded multiple times.

Also related to first college-level course completion, it was noted that some students were being reported as successfully completing a first college level course with an A, B, or C, coded by area as #1, #2, #3, #4 in item #23 of the CBM00S (First College-Level Course), but then coded in item #24 (Course Grade) with a grade other than A, B, or C. An edit check is being built into the CBM00S to prevent this in the future, and new coding has been added to the success point program so that a point cannot be earned if a grade other than A, B, or C is awarded for a course reported in item #23.

Below are frequencies found on the CBM00S for first college-level math grades other than A, B, or C.

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<th>Item24</th>
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</tr>
<tr>
<td>8</td>
<td>1127</td>
</tr>
</tbody>
</table>
Changes in Success Point Calculation Methodology and Data Edits

An example of the new grade check is below: Use item 23 to get first college level course with in a grade check in item 24.

```
  data CBM000SFCL;
  set CBM000SFCL;
  if ssfirst="1" and ssgrade in ("1" "2" "3") then math=1; else math=0;
  if ssfirst="2" and ssgrade in ("1" "2" "3") then read=1; else read=0;
  if ssfirst="3" and ssgrade in ("1" "2" "3") then write=1; else write=0;
  if ssfirst="4" and ssgrade in ("1" "2" "3") then readwrite=1; else readwrite=0;
  run;
```

(Note: this is an abbreviated version of the code)

At the May 12, 2014, meeting to review changes with TACC Success Point Task Force members, CB was asked to be sure that the program allowed for a tie if two institutions report a student as meeting first the college-level course marker in the same semester. A review of the data indicated that, although not common, ties occur often enough to warrant a program adjustment. This necessitated some complicated program changes so that now there are several new variables built into the program that more specifically track dates when milestones are reached.

Points awarded for readiness

Success points for readiness are only awarded to an institution if a student was not already determined to be ready by another institution. However, if a student is enrolled at two or more institutions at the same time, it can cause challenges for programming related to how the points are awarded. In reviewing the program, it was determined that the way that SAS merges data is not as well suited for determining this element as using Sequel Code. The SAS merge was not picking up all of the possible variations on where the student was enrolled. There is a method for using sequel code in SAS that the CB determined is more accurate for the purpose of discovering if a student was reported as TSI met in a given semester when the student had multiple enrollments. This code will ensure that each match is evaluated and if a student met at an institution for the first time (or was reported as met by two or more institutions for the first time), each institution where the student met will receive a point.

At the May 12, 2014, meeting to review changes with TACC Success Point Task Force members, the CB was asked to be sure that the program allowed for a tie if two institutions report a student as meeting TSI readiness standards in the same semester for the same area. This necessitated some complicated program changes so that now there are new variables for the date and time built into the program.

For the readiness program (as with others), several parts of the code were changed to use a proc sql merge to make sure all possible combination of records were used. An example of a SAS merge versus a Proc SQL merge is provided at the end of this document.
Changes in Success Point Calculation Methodology and Data Edits

TRANSFER

The most significant change to the program was made related to the calculation methodology for students who earn at least 15 SCH and transfer to a senior institution. In the old version of the program, students in the target year were found at the community college. The program looked back to see if the student had accumulated the requisite 15 hours and then looked to see if the student had transferred to a senior institution during the target year. If so, the point was awarded. Because some transfers were missed using this method, after careful consideration the CB, in conjunction with TACC, decided that the program should look at students who transfer to a university in the target year (so the code is based on first looking at university transfer enrollments). The code then looks back to see which of the transfer students transferred in from community colleges. A point is awarded to the community college for students who had earned the requisite 15 hours before first-time transfer to a senior institution. The following definition has been added to the flow chart:

Transfer: Found enrolled for first time at public/private university in year measured with record of at least 15 hours completed at two-year institution prior to university enrollment

Final Comments:

Note that all of the programs, with the exception of the transfer program, continue to look at the cohort of students at the community college in the target year. By starting with the university transfer enrollments, the transfer program more accurately captures students with a range of different transfer patterns. As noted in the introduction, the change in transfer calculation led to the most differences in points awarded as a result of the changes outlined above. The differences from transfer (which led to more points awarded at every institution) were often offset by fewer points awarded at institutions with reporting errors (see first college level course section) or fewer points awarded at institutions where a large population of students move slowly through the program (see points for accumulating hours).

For a summary of how points are awarded overall, including updates that reflect the above mentioned changes and the updated flow chart, see attached.
Changes in Success Point Calculation Methodology and Data Edits

Appendix: SAS Merge to Proc SQL Merge

Throughout the success point programs, proc sql merges have been incorporated to ensure that all possible variations of enrollment across districts are included. The code below illustrates that, for a complicated example where a student attends many districts over time, a Proc SQL merge will ensure that every possible combination is captured. Note that every district fice (distfice), first time undergraduate fice (ftugfice) and fice code from the TSI Report record (tfice) are generated in the Proc SQL Merge.

Merge in SAS using SAS Code:

```sas
data cohort;
merge ctcenroll (in=a) ftugundup (in=b)
   by cohokey;
   if a;
run;
```

Results of SAS Code merge:

<table>
<thead>
<tr>
<th>distfice</th>
<th>fisyear</th>
<th>ftugflag</th>
<th>ftifice</th>
<th>tisem</th>
<th>tisifisyear</th>
<th>passedread</th>
<th>ftugreadnotready</th>
<th>readready</th>
<th>readreadypt12</th>
</tr>
</thead>
<tbody>
<tr>
<td>011145</td>
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<td>010633</td>
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<td>2010</td>
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<td>2012</td>
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</tr>
</tbody>
</table>

010633 did not get the point in FY2012 because the fice codes are different and a point is only awarded at the institution where the student is deemed ready.

Merge in SAS using PROC SQL code:

```sql
proc sql;
create table work.cohoenroll as
   select * from work.ctcenroll1 a left join work.ftugundup b
   on a.stukey=b.ftugkey
   order by stukey;
quit;
```
Changes in Success Point Calculation Methodology and Data Edits

Results of PROC SQL code merge:

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<tr>
<th>distfice</th>
<th>fisyear</th>
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<th>tfice</th>
<th>tsiSem</th>
<th>tsiYear</th>
<th>tsiFisYear</th>
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<th>ftugreadnotready</th>
<th>readready</th>
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<td>2012</td>
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<td>1</td>
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</tr>
</tbody>
</table>

*point awarded to 010633 in FY2012.
To review Success Points that were not included in a given year because they were previously awarded at the same or other institution can be accessed at the link below.

[Points Not Included Because Previously Flagged at Same or Other Institution]