

TWO-YEAR INSTITUTIONS' ONLINE RESUME DEFINITIONS FOR PROSPECTIVE STUDENTS, PARENTS, AND THE PUBLIC

Enrollment

Total Fall Semester Credit Enrollment

Definition: Institutional fall headcount enrollment by race and ethnicity. Flex entry students are not included. Federal reporting of race/ethnicity categories changed effective fall 2010. The new reporting categories will make longitudinal comparisons problematic. Hispanics are identified by an ethnicity question that is separate from the racial question. Hispanic students, except international ones, are identified by the ethnicity question. In addition to the "African American" non-Hispanic category, there is a listing for "Multi-Racial one of which is African American." "Asian" includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown separately and excluded from the race/ethnicity breakouts.

Source: CBM001.

Student Costs

Average, Annual Total Academic Cost for Student Taking 30 SCH toward a Degree or Certificate

Definition: Average cost for tuition and fees charged a student taking 30 semester credit hours. Community college data shows both in-district and out-of-district student amounts.

Source: College Student Budget survey responses by institutions.

Student Success

Two-year Persistence Rate of First-time, Full-time, Credential-seeking Undergraduate Students

Definition: First-time credential-seeking students enrolled in at least 12 SCH, who remain enrolled after one and two academic years. Credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer, 6-did not respond or 7-earn a BAT degree. Those coded as 4-job skills or 5-personal enrichment are not included. If a student earned a CERT1, CERT2, Advanced Technology Certificate, Associates or Baccalaureate at any Texas public or independent institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, then they remained in the cohort.

Source: CBM001 and CBM009.

Percent of UG Students Requiring Developmental Education Who Graduated or Are Persisting after Three Years

Definition: Of the first-time summer/fall entering (non-flex entry), full-time, degree seeking undergraduates who took and failed any part of the initial TSI test (math, reading, writing) and who were not TSI exempted, the percentage who have graduated from the same or another Texas public or independent institution or are still enrolled at the same institution or another Texas public or independent institution after three academic years.

Source: CBM001 and CBM002.

Three-year, Four-year, and Six-year Graduation Rates for Full-time, Credential-seeking Students

Definition: First-time, full-time, credential-seeking undergraduates by gender and ethnicity. Prior to fall 2000, the credential-seeking students were determined by matching to the CBM002 where the educational objective field did not equal 1 (non-degree). Beginning in fall 2000, credential-seeking students are those with a code of 1-earn an associate's degree, 2-earn a certificate, 3-earn credits for transfer or 6-did not respond to the student intent field on the CBM001. Those coded as 4-job skills or 5-personal enrichment are not included. Students who receive a one- or two-year certificate, an associate's degree or a bachelor's degree are reported.

Source: CBM001, CBM002 (for historical intent), and CBM009.

Percentage of Students who Transfer to a University or its Equivalent

Definition: Students entering college for the first time at a two-year institution, who are not concurrently enrolled at a 4-year institution, are tracked until they transfer to a four-year institution for the first time, or until they complete an award at the two-year institution. The hours shown are attempted hours, not necessarily completed hours, taken at the same institution where the student first enrolled. Only college-level hours are included in the counts; developmental education hours are not included. Students with invalid SSNs are not included. More detailed data are shown in the Annual Data Profile system by full-time and part-time status and for academic and technical students.

Source: CBM001.

Percent of Graduates from Preceding FY who are Employed or Enrolled in University as of Following Fall Semester: Employed Only; Employed and Enrolled (Senior Institution); and Enrolled Only (Senior Institution)

Definition: Percent of academic and technical graduates employed or in military service in the fourth quarter of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas senior (four-year) institution in the following fall after the school year in which the program year ends.

Source: CBM001 and CBM009, Unemployment Insurance (UI) wage records, Federal Employment Database Exchange Service (FEDES), including records for United States Postal Services (USPS), Office of Personnel Management (OPM), Department of Defense (DOD), and CB 116 Follow-Up.

Financial Aid

Percentage of Students Receiving Need-Based Grants and Scholarships

Percentage of Students Receiving Need-Based Grants, Scholarships, Loans or Work-Study Funds

Average Amount of a Student's Need-Based Grant and Scholarship Package

Average Amount of a Student's Need-Based Grant, Scholarship, Loan, and Work-Study Package

Definition: Need-based aid from the Financial Aid Database for Public two-year institutions (includes Public Community, State, and Technical Colleges). Need-based Grants and Scholarships includes Pell, SEOG, TPEG On-Campus, SMART Grant, TEG, LEAP, HB3015 Grants/Scholarships, Nursing Scholarship, Student Deposit Scholarship, Academic Competitive Grant, TEXAS Grant, TEOG and SLEAP. Need-based Grants/Scholarships, Work-

Study or Loans includes Grants and Scholarships above, Need-based Work-Study, Federal Work-Study, Texas College Work-Study, Institutional Need-based Work-Study and HB3015 Work-Study. Need-based Loans includes: Subsidized Stafford Loans, Perkins and Subsidized Federal Direct Loans. The number of students receiving aid is divided by the number of students enrolled in the fall. The total amount of aid is divided by the number of students receiving aid.

Source: Financial Aid Database System (FADS).