

Non-Texas and Career Four-Year Institutions Accountability System Proposed Measures

	<u>Key Measure</u>	<u>New or Existing</u>	<u>Methodology</u>
1	Degrees and Certificates Awarded	Existing	Number of certificates, associate degrees, bachelor's (baccalaureate) degrees, master's degrees, doctoral degrees (doctoral research scholarship), and professional (doctoral professional practice) degrees awarded by non-Texas and career four-year Institutions. Certificates are lower-level undergraduate certificates. Note that this measure includes doctoral degrees (doctoral research scholarship) and professional (doctoral professional practice) degrees when reported for individual sectors; however, doctoral and professional degrees are not included for tracking progress toward the 60x30TX statewide completion goal. Source: CMB009
2	Fall Headcount	Existing	Number of students enrolled in fall at non-Texas and career four-year institutions. Fall is defined as September and October to match IPEDS definition. Source: CBM001
3	Graduation Rates (4, 5 and 6 Year)	Existing	Percent of first-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution within four, five and six academic years. Cohort size and graduation rate values are obtained from IPEDS. Percent not found to have graduated is derived by THECB. Source: IPEDS, THECB
1	Programs with Identified Marketable Skills	New - Voluntary	
2	Process to Identify and Regularly Update Marketable Skills	New - Voluntary	
3	Working/Enrolled within One Year after Award	Existing	Number and percentage of students awarded a degree or certificate in a given year who are employed in the 4th quarter of the calendar year in which the program (fiscal) year ends or enrolled in a Texas public or private (independent) institution in the fall semester after receiving the award. Students are considered employed if they are reported in the Texas Unemployment Insurance (UI) or the U.S. Office of Personnel Management (OPM) wage records. Note that this measure was revised to match the 60x30TX state strategic plan; enrollment is no longer dependent on degree level. Source: CBM001, CBM009, Unemployment Insurance (UI) wage records, Office of Personnel Management (OPM) wage records
1	Tuition and Fees	Existing	The amount of tuition and required fees covering a full academic year most frequently charged to students. These values represent what a typical student would be charged and may not be the same for all students at an institution. If tuition is charged on a per-credit-hour basis, the average full-time credit hour load for an entire academic year is used to estimate average tuition. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception. Source: IPEDS
1	Expenditures per FTSE	Existing	Expenditures are presented as Instructional Support, Academic Support, Institutional Support, Other Expenditures, and Total Operating Expenses. Instruction expenses includes all expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, special session instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institutions's students. Also, includes expenses for both credit and non-credit activities. Excludes expenses for academic administration if the primary function is administration (e.g., academic deans). Academic support are expenses for support services that are an integral part of the institution's primary mission of instruction, research, or public service and that are not charged directly to these primary programs. Include expenses for libraries, museums, galleries, audio/visual services, academic development, academic computing support, course and curriculum development, and academic administration. Include expenses for medical, veterinary and dental clinics if their primary purpose is to support the institutional program, that is, they are not part of a hospital. Institutional support expenses include expenses for the day-to-day operational support of the institution. Include expenses for general administrative services, executive direction and planning, legal and fiscal operations, administrative computing support, and public relations/development. Other expenditures includes: research, public service, student services, auxiliary enterprises, hospital services, operation and maintenance of plant, and other expenses. Total operating expenses equals the total expenses reported on the institution's General Purpose Financial Statements (GPFS). All categories are reported per undergraduate FTE enrollment for a given year. Source: IPEDS

AGENDA ITEM IX-F

	<u>Contextual Measure</u>	<u>New or Existing</u>	<u>Methodology</u>
1	Students Receiving Pell	Existing	Percentage of undergraduate students receiving Pell. Source: IPEDS.
2	Graduation and Persistence Rate (6 Year)	Existing	Percent of first-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated within six academic years or are still enrolled at the same institution the fall following their sixth academic year. Source: IPEDS
3	Persistence (1 year)	Existing	Percent of first-time students enrolled in the fall semester who are enrolled again the following fall. Source: CBM001, CBM009
4	Persistence (2 year)	Existing	Percent of first-time students enrolled in the fall semester who are enrolled again in the fall two years later. If a student earned an associates or bachelor's degrees at any Texas public or private institution and did not persist, they are excluded from the cohort. If a student earned an award and persisted, they remain in the cohort. Source: CBM001, CBM009
1	Certification and Licensure Pass Rate	Existing	Percentage of students and graduates who took and passed a licensure exam or certification exam during the accountability year by CIP code. Source: Institutions
1	Student/Faculty Ratio	Existing	The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from both full-time and part-time counts. "Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs). Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff. Source: IPEDS
2	Faculty	Existing	Number of faculty by race/ethnicity and gender. Source: IPEDS