

## **PARTICIPATION -- KEY MEASURES**

### **1. Enrollment**

Fall headcount

Definition: Unduplicated fall enrollment by race/ethnicity, age, level, gender and undergraduate status. Post-baccalaureate students are in a separate category. The student's age is as of September 1 of the year. Dual credit students are included in the total; flex entry students are not. The flex entry category includes fall flex students reported the following spring who were not enrolled as a regular student in the fall.

Source: CBM001 fall semester report.

### **2. Full-Time Equivalent Enrollment**

Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).

Definition: Fall semester credit hours (SCH), includes (funded and non-state-funded) calculated by dividing undergraduate/15, master's/12, doctoral/9, special-professional/12, and optometry/17.

Source: CBM004

## **PARTICIPATION -- CONTEXTUAL MEASURES**

### **3. First-time undergraduates from Texas top 10%**

First-time undergraduates from Texas top 10%

Definition: Percent of first-time undergraduates entering summer/fall class who ranked in the top 10 percent of their Texas public high school classes.

Source: CBM001 and CBM00B

### **4. First-time entering applicants accepted**

First-time entering applicants accepted

Definition: Percent of first-time summer/fall applicants accepted by the institution. The numbers match the application report produced annually.

Source: CBM001 and CBM00B

### **5. First-time accepted, enrolled**

First-time accepted, enrolled

Definition: Percent of accepted first-time summer/fall applicants who enrolled. The numbers match the application report produced annually.

Source: CBM001 and CBM00B

### **6. Racial and ethnic composition of Texas public high school graduates**

Racial and ethnic composition of Texas public high school graduates

Definition: Percent of Texas public high school graduates, statewide, by race and ethnicity. This allows for a comparison of the high school graduation percentages to the institutions' enrollments.

Source: Texas Education Agency

## **7. UG Students by SCH taken at 2-year colleges**

UG Students by SCH taken at 2-year colleges

Definition: Number and percent of fall undergraduate enrollees who took SCH at Texas public two-year colleges by ranges of SCH attempted (funded and unfunded) over the past six years. Excludes SCH earned in developmental education.

Source: CBM001

## **8. Semester credit hours**

Semester credit hours

Definition: Total semester credit hours (state-funded and both non-state funded and state-funded) generated by undergraduate and graduate level courses and students. Post baccalaureate students are included in the graduate level SCH. Flex entry students are not included.

Source: CBM004

# **SUCCESS -- KEY MEASURES**

## **9. Graduation Rate: 4-, 5-, and 6-Year**

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 or another Texas public or independent institution.

Definition: First-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution after four, five, and six academic years. This metric includes Social Security Number (SSN) changes submitted on the CBM00N. First-time determined by the 'first-time student flag' on the CBM001.

Source: CBM001, CBM002, CBM009, and CBM00N.

## **10. Degrees awarded**

Number of degrees awarded.

Definition: Number of degrees awarded by race/ethnicity, level and gender. Certificates are not included.

Source: CBM009.

## **11. Undergraduate degrees to at-risk students**

Undergraduate degrees to at-risk students

Definition: At-Risk includes students who received a pell grant, graduated with a GED, were 20 years or older when they first entered college, started as a part-time student taking less than 12 hours, or had an SAT/ACT score less than the national average. For all categories except GED, students were tracked back 10 years if data was available. GED was tracked back 6 years. Age is determined by year of enrollment minus year of birth. The SAT/ACT score from the CBM00B (Application report) is checked first and if no match is found, then the College Board data is used. The SAT/ACT national averages come from the [www.collegeboard.org](http://www.collegeboard.org) and [www.act.org](http://www.act.org).

Source: CBM001, CBM00B, SAT/ACT scores, GED files from TEA

## **12. Closing the Gaps Critical Fields: STEM Awards**

Degrees awarded in STEM fields.

Definition: Includes students in the same CIP codes as the Closing the Gaps STEM fields: science, technology, engineering, and math(CIP 11, 14, 15, 27, 40 and 30.01). The total number includes associate's or bachelor's degree.

Source: CBM009.

## **13. Nursing and Allied Health**

Degrees and certificates awarded in nursing.

Definition: Number of degrees and certificates awarded in nursing. The CIP codes for nursing are 5116 (2000 CIP Codes) and 5138 and 5139 (2010 Codes).

Source: CBM009.

## **14. Allied Health**

Degrees and certificates awarded in allied health.

Definition: Number of degrees and certificates awarded in allied health. The allied health CIP codes, as in Closing the Gaps, are 51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, 51.99.

Source: CBM009.

## **15. Teacher Production and Certification**

Students taking and passing the certification exams for teacher education.

Definition: Students taking and passing the certification exams for teacher education. Initial certification pass rate of a cohort of teacher education program completers. The initial pass rate is the percent of tests passed by a completer cohort through December 31 following the academic year of completion. The pass rate is based only on the tests required to obtain certification in the field(s) in which the person completed a program during the academic year. The rate reflects a candidate's success on the last attempt made on the test by December 31 following the year of completion. Formula: The number of successful (i.e., passing) last attempts made by the cohort divided by the total number of last attempts made by the cohort. A program completer is an individual who has completed all educator preparation program requirements including: course work, field work, program assessments, and degree requirements. A completer cohort is a group of candidates who complete an educator preparation program during an academic year (September 1 to August 31).

Source: State Board for Educator Certification (SBEC), Accountability System for Educator Preparation (ASEP) data.

## **16. Graduation and Persistence Rate: 6-Year**

First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

Definition: First-time full-time, degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester and have graduated from the same or another Texas public independent university or are still enrolled at the same institution or another Texas public institution after six academic years by race/ethnicity. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

Source: CBM001, CBM002 and CBM009, CBN00N

## **SUCCESS -- CONTEXTUAL MEASURES**

### **17. Enrollment: Percent of first-time students 19 and under**

Enrollment: Percent of first-time students 19 and under

Definition: Percentage of first-time undergraduates who were 19 years old or younger as of September 1 for the fall semester.

Source: CBM001.

### **18. Financial Aid: Percent of students receiving Pell Grants**

Financial Aid: Percent of students receiving Pell Grants

Definition: Percentage of undergraduate students who receive any amount of Pell Grant as reported on the financial aid database. Matches the fall undergraduate enrollment by Federal Interagency Committee on Education (FICE) Code and valid SSN to the Financial Aid Database and pulls all students who received Pell Grants. The percentage of the number of Pell grant students to the fall undergraduate enrollment is then calculated. This file does not arrive until January of the following year.

Source: CBM001 and FADS.

### **19. Part-time first-time, degree seeking, undergraduates**

Part-time first-time, degree seeking, undergraduates

Definition: Percent of first-time entering degree-seeking undergraduate students who are enrolled for less than 12 semester credit hours. Degree-seeking status became available in spring 2004 so all university students are considered degree-seeking in the fall 2003 and earlier semesters.

Source: CBM001.

### **20. Persistence rate of first-time, degree-seeking undergraduates: One-Year**

Persistence rate of first-time, degree-seeking undergraduates: One-Year

Definition: Percent of first-time entering, degree-seeking undergraduates enrolled in at least 12 SCH in the fall semester who still enrolled at the same or another institution the following fall. Degree seeking is not available for fall 2003. All public and independent institutions are included in the persistence rate. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

Source: CBM001 AND CBM00N.

### **21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year**

Persistence rate of first-time, degree-seeking undergraduates: Two-Year

Definition: Percent of first-time entering, degree-seeking undergraduates enrolled in at least 12 SCH in the fall semester who are still enrolled at the same or another institution two academic fall semesters later or who have completed a baccalaureate degree. Students who are not enrolled after the first academic year, but reenroll the second academic year are included in the two-year persistence. Degree-seeking is not available for fall 2003. All public and independent institutions are included in the persistence rate. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

Source: CBM001 AND CBM00N.

**22. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.**

Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.

Definition: First-time summer/fall entering (non-flex entry) degree seeking undergraduates are tracked to determine whether they successfully complete a college-level course in each subject area (math, reading, writing). Students who were prepared (passed the TSI or were exempted), and who have not already received college credit in a subject area, are given 1 year to successfully complete a college-level course. Under-prepared students (who were not TSI exempted and took and failed the initial TSI test) are given 3 years to successfully complete a college-level course in each subject area. Students recorded as entering college with subject-area college credit are reported as matriculating with college credit; however, if they are also reported as not TSI ready, attending developmental education, or attending or passing a college level course, they are reported in those categories as well. This is true for all developmental education accountability measures. To 'successfully complete' the first college level course the student must earn an A, B, or C in a related general education, core curriculum course. The students who were deficient in all three areas are assessed as a separate group using the standards mentioned above. The undergraduates who could not be classified into any of the above categories were grouped separately as 'unknown/not tested.'

Source: CBM001 and CBM002.

**23. Underprepared students who satisfied TSI obligation within 2 years.**

Underprepared students who satisfied TSI obligation within 2 years.

Definition: Of the first-time summer/fall entering (non-flex entry) degree seeking undergraduates who took and failed the initial TSI test (math, reading, writing) and who were not TSI exempted, the percent who satisfied TSI requirements in 2 years are shown. The numbers of students enrolled in developmental education are presented for students who met TSI requirements and for those who did not. The undergraduates who were not found in the above categories, in addition to the students who had a waiver status of '2' in a subject area, were grouped separately as 'unknown/not tested' in that subject area. The students who were deficient in all three areas are assessed as a separate group.

Source: CBM001 and CBM002.

**24. Percent of students who return the following fall.**

Percent of students who return the following fall.

Definition: Of the first-time summer/fall entering (non-flex entry) undergraduates, the percent who return the following fall to any public institution in the state differentiated by TSI status.

Source: CBM001.

**25. Graduation of two-year college students**

Graduation of two-year college students

Definition: Number and percentage of undergraduates who were first-time transfer students from Texas two-year colleges (in two groups: those with less than 30 SCH. and those with 30 or more SCH) in the six years prior to transferring and who graduated from the same Texas public university within four years.

Source: CBM001 and CBM009.

## **26. Baccalaureate graduates who completed SCHs at two-year colleges**

Percentage of baccalaureate graduates by SCH completed at two-year colleges:

Definition: Percent of baccalaureate graduates in two groups: those who completed 1 to 29 SCH and those who completed 30 or more SCH at Texas public two-year colleges.

Source: CBM001 and CBM009.

## **27. Graduation Rates**

Graduation Rates

Definition: The cohort was developed by pulling all the students coded on the CBM001 at a specific level in the fall semester and then checking the five prior years to determine if they had been coded at that level in those prior years. If students were coded at that level in the prior years, they were dropped from the cohort. The doctoral cohort was tracked for 10 years. The master's cohort was tracked for 5 years. The master's cohort do not include students who received a master's level certificate or were classified as a doctorate student within the next 5 years (and did not earn a master's degree).

Source: CBM001 and CBM009.

## **28. Baccalaureate graduate success**

Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school

Definition: Percent of baccalaureate graduates who are employed or placed in military service in the fourth quarter of the calendar year in which the program (fiscal) year ends or enrolled in a Texas graduate program or professional school in the fall semester of the next fiscal year. Public and independent institutions data are included. Students who are self employed or leave the state to work or continue their education are not found.

Source: CBM001, CBM009, UI (Unemployment Insurance) wage records, FEDES (Federal Employment Database Exchange Service) which includes records from USPS (United States Postal Services) and OPM (Office of Personnel Management).

## **29. Baccalaureate Graduates Employment/Enrollment Status**

Employed in 4th quarter in which program year ends

Definition: Percent of graduates employed in the fourth quarter of the calendar year in which the program (fiscal) year ends. This report runs one year late. The percentage does not include graduates who are employed and enrolled.

Source: CBM009, Unemployment Insurance (UI) wage records, Federal Employment Database Exchange Service (FEDES) which includes records from United States Postal Services (USPS) and Office of Personnel Management (OPM).

## **30. Baccalaureate graduates enrollment status: enrolled in graduate school**

In graduate or professional school in Texas in fall of the next FY

Definition: Percent of graduates enrolled in a Texas graduate program following the fall semester after graduation.

Source: CBM001, CBM009, Unemployment Insurance (UI) wage records, Federal Employment

Database Exchange Service (FEDES) which includes records from United States Postal Services (USPS) and Office of Personnel Management (OPM).

### **31. Baccalaureate graduates enrollment status employed and enrolled in a graduate school**

Employed in Texas and enrolled in a graduate or professional school in Texas

Definition: Percent of graduates employed in the fourth quarter of the calendar year following the graduation school year and enrolled in a Texas graduate program following the fall semester after graduation.

Source: CBM001, CBM009, Unemployment Insurance (UI) wage records, Federal Employment Database Exchange Service (FEDES) which includes records from United States Postal Services (USPS) and Office of Personnel Management (OPM).

### **32. Undergraduate efficiency ratio**

Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded

Definition: Undergraduate full-time student equivalents (FTSE) in fall of fiscal year divided by undergraduate associate's and bachelor's degrees awarded in the fiscal year. FTSE are derived from taking the total(funded and unfunded)fall semester credit hours divided by 15.

Source: CBM001 and CBM009

## **EXCELLENCE -- KEY MEASURES**

### **33. Faculty Teaching**

Tenured/tenure-track faculty teaching lower-division SCH

Definition: Percent of freshman and sophomore (lower division) semester credit hours taught by tenured/tenure track faculty. CBM008 Faculty Report ranks 1-6 and tenure/tenure-track faculty; semester credit hour data comes from the CBM004 Class Report. SCH are for lower level SCH generated in lower-division courses. This is for a fall semester only.

Source: CBM003, CBM004, and CBM008.

### **34. Student/Faculty Ratio**

Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.

Definition: Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty. Undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSE's are calculated on 9 semester credit hours. All semester credit hours, not just state-funded hours, are included. FTE (full-time equivalent) faculty are instructional faculty with rank codes 1-5 and appointment codes 01 and 02. Faculty must be teaching a course reported on the CBM004. Only the percent time in appointment codes 01 and 02 are counted. Faculty members without a salary are included. Teaching assistants are not included to match LBB measure.

Source: CBM004 and CBM008.

### **35. State and National Exams Success**

Certification and licensure rates

Definition: Certification or licensure rate on state or national exams in law, pharmacy, nursing and

engineering.

Source: Legislative Budget Board.

### **36. Tenured/Tenure-Track FTE Faculty**

Percent of FTE teaching faculty who are tenured/tenure-track

Definition: Percent of all FTE faculty with teaching responsibility who are tenured or tenure-track. Faculty of all FTE faculty, rank codes 1 through 5, with teaching responsibility (appointment codes 01 and 02 and are reported during the fall semester as the teacher of record on the CBM004) who are tenured or tenure-track. Teaching assistants are not included, to match LBB measure.

Source: CBM004 and CBM008.

### **37. Quality Enhancement Plan**

Quality Enhancement Plan, Including Reaffirmation Year

Definition: Quality Enhancement Plan Text Box: Summarize your institution's current QEP (or proposed Plan if one has never been approved) for SACS accreditation. The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. The QEP is required to be embedded within the institution's ongoing integrated institution-wide planning and evaluation process.

Source: Institutions

### **38. Excellent Programs**

Excellent Programs

Definition: A brief description of two excellent programs at the institution with links to additional information about the programs.

Source: Institutions

## **EXCELLENCE -- CONTEXTUAL MEASURES**

### **39. FTE tenured/tenure-track faculty demographics**

FTE tenured/tenure-track faculty demographics

Definition: Percent of all FTE faculty with teaching responsibility who are tenured or tenure-track. Faculty of all FTE faculty, rank codes 1 through 5, with teaching responsibility (appointment codes 01 and 02 and are reported during the fall semester as the teacher of record on the CBM004) who are tenured or tenure-track. Teaching assistants are not included, to match LBB measure.

Source: CBM004 and CBM008.

### **40. Faculty Rank**

Faculty Rank

Definition: Number of faculty by rank, race/ethnicity and gender. Faculty report is using rank codes 1-4 (professor, associate professor, assistant professor and instructor) and those with code 5 or 6 (non-tenured/non-tenure track and teaching assistants).

Source: CBM008.

### **41. Faculty Salary Comparisons**



## Faculty Salary Comparisons

Definition: Faculty salaries and trends. These are also compared to the national average by rank.

Source: THECB CBM008 (budgeted salary for the fall semester doubled). The national data is from the American Association of University Professors Annual Salary Study (budgeted salaries for the fiscal year). Faculty with no salary are not included.

## **42. Endowed Professorships and Chairs**

### Endowed Professorships and Chairs

Definition: Total number of endowed professorships and endowed chairs at the institution fully funded by endowment funds and percent of these professorships and chairs that are unfilled. Also, the percent of total tenured/tenure-track faculty that are accounted for by endowed professors or chairs.

Source: Institutions.

## **43. Nobel Prize Winners and National Academies**

### Nobel Prize Winners and National Academies

Definition: Faculty awards from (National Academy of Science, National Academy of Engineering, Academy of Arts and Sciences, Institute of Medicine, American Academy of Nursing and Nobel Committees).

Source: Institutions

## **44. Other Faculty Awards**

### Other Faculty Awards

Definition: The annual number of tenured/tenure-track faculty who have been awarded national or international distinction.

Source: Institutions

# **RESEARCH -- KEY MEASURES**

## **45. Federal and Private Research**

### Federal and private research expenditures per FTE faculty

Definition: Federal and private research expenditures divided by the number of fall tenured/tenure-track full-time-equivalent faculty (ranks 1-5) with teaching responsibilities (01 and 02).

Source: THECB Annual Research Expenditures Report and CBM008.

## **46. Research Expenditures**

### Research expenditures (\$ Million)

Definition: Research expenditures as reported in the annual research expenditures report from federal, state, private and institutional sources, combined.

Source: THECB Annual Research Expenditures Report.

## **47. Sponsored Research Funds**

Federal and private (sponsored) research funds per revenue appropriations.

Definition: Amount of federal and private (sponsored) research expenditures as a percent of state general revenue appropriations. This measure definition changed in FY 2007. Private research funds are now included to match the LBB performance measure. All previous years data was recalculated and displayed for this modified definition.

Source: Annual Research Expenditures Report and Sources & Uses.

## **RESEARCH -- CONTEXTUAL MEASURES**

### **48. Research Expenditures by Source (\$ Millions)**

Research Expenditures by Source (\$ Millions)

Definition: Total research expenditures by source of funds (federal, state, private, and institutional).

Source: THECB Annual Research Expenditures Report.

### **49. Faculty holding extramural research grants**

Faculty holding extramural research grants

Definition: Number and percent of FTE faculty holding research extramural grants (all sources and types). The percent is the number of FTE tenured/tenure-track holding research extramural grants divided by the total number of tenure/tenure-track faculty FTEs. (The total tenured/tenure-track faculty figure is not limited to teaching faculty only, as are some faculty FTE measures in accountability.) Source of research grants include institutional data reported as 'research and development' in the research expenditures report. Include the FTE of all investigators that are named on grants as principal or co-investigators. (For ARP, the collaborating investigator category would also be counted.) Do not double count the FTE of tenured/tenure-track faculty who are associated with more than one grant.

Source: Institutions will provide data on the number of FTE tenure/tenure-track faculty holding extramural research grants.

### **50. Patents issued**

Number of new U.S. patents issued or reissued.

Definition:

Source: Data are input every year by institutions.

### **51. Patent applications**

Number of new patent applications

Definition: Number of new U.S. patent applications filed, including first patent applications and provisionals; and divisionals, continuations, continuations in part, and reissues.

Source: Data are input every year by institutions.

## **INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- KEY MEASURES**

### **52. Administrative Cost**

## Administrative costs as a percent of operating budget

Definition: Administrative costs as a percent of operating budget. Administrative costs are Institutional Support expenditure items 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.

Source: Legislative Budget Board.

### **53. Space Usage Efficiency (SUE)**

Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.

Definition: Complete information can be accessed at:

<http://www.thecb.state.tx.us/index.cfm?objectid=B85D374F-E616-618E-A5545416B1195F76>

Source: Source: CBM005 and CBM011.

### **54. Appropriated Funds per FTE Faculty**

State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty.

Definition: State general revenue appropriations for the fiscal year divided by full-time equivalent students (using state-funded SCH?s) and annual (9 month) full-time equivalent teaching faculty. For the purposes here, "state general revenue appropriations" include state appropriations, state grants & contracts, and research development funds. Operating funds are those funds classified on the "Sources and Uses" report in the Total Sources and Total Uses Sections, modified by the exclusion of Auxiliary Funds and the estimation of Capital Outlay expense attributable to non-operating sources of funds. Operating funds are generally expendable for current operating purposes which are essential to, or commonly associated with, teaching, research or the preservation of knowledge. Examples of revenue sources include state appropriations, tuition and fees, restricted Federal research contracts, endowment and interest income, unrestricted gifts, restricted local government grants, restricted private and local grants, and sales and services. Operating funds do not include funds classified as "Other Sources and Uses" or "Other Items not for Current Operating Use" in the Sources and Uses report. A large part, but not all, of operating funds would have been reported under general funds, designated funds, and restricted funds in the old NACUBO reporting format. State and Constitutional appropriations are presented as part of operating funds for the purposes of presenting an institutional "stand-alone" regulatory view in this system." Constitutional funds include higher education assistance funds, and available university fund excellence funds. Sources and Uses reports and fiscal year calculations of FTE students is based on the following: Undergraduate FTSEs are calculated on 30 semester credit hours; master's, pharmacy, law, and other special profession FTSEs are calculated on 24 semester credit hours (starting in FY 2006, optometry is calculated on 34 semester credit hours); and doctoral FTSEs are calculated on 18 semester credit hours.

Source: Sources and Uses.

### **55. Historically Underutilized Business (HUB)**

HUB Expenditures without construction (Millions), HUB Expenditures with construction (Millions)

Definition: Total HUB expenditures as a percent of total expenditures. Expenditures are with and without building construction, heavy construction and special trades.

Source: Comptroller's Office.

### **56. Operating Expenses per FTE Student**

Definition Source: THECB <http://www.txhighereddata.org>

### Operating expenses per FTE student

Definition: Operating expenses divided by the number of full-time equivalent students. Operating expenses include instruction, research, public service, academic support, student services, institutional support, operations and maintenance of plant, scholarships and fellowships, and capital outlay from current fund sources (except those related to auxiliary enterprises). These uses numbers coming the Sources and Uses report submitted by institutions.

Source:

### **57. Total Revenue per FTE Student and FTE teaching Faculty**

#### Total revenue

Definition: Total revenue excluding constitutional funds divided by the number of full-time equivalent students and full-time equivalent teaching faculty. Undergraduate FTSEs are calculated on 30 semester credit hours; master's, pharmacy, law, and other special profession FTSEs are calculated on 24 semester credit hours (since FY 2006, optometry is calculated on 34 semester credit hours); and doctoral FTSEs are calculated on 18 semester credit hours. Faculty is an annual FTE numeric.

Source: Sources and Uses.

## **INSTITUTIONAL EFFICIENCY AND EFFECTIVENESS -- CONTEXTUAL MEASURES**

### **58. Average class size**

#### Average class size

Definition: Average lower division class size. These are organized classes (class type 1, 2, and 4) at the freshman and sophomore level. Non-composite classes are grouped by course type, course number, prefix and section number. Composite classes are grouped together by composite code. This measure is the mean number of students in these courses.

Source: CBM004.

### **59. Percentage of undergraduate classes with less than 20 students**

#### Percentage of undergraduate classes with less than 20 students

Definition: Number of undergraduate classes with fewer than 20 students divided by the total number of undergraduate classes. Non-composite classes are grouped by course type, course number, prefix and section number. Composite classes are grouped together by composite code. Use a match between the CBM003 and CBM004 to determine the class level until fall 04 when changes were made to include level on the report.

Source: CBM003 and CBM004

### **60. Percentage of undergraduate classes with more than 50 students**

#### Percentage of undergraduate classes with more than 50 students

Definition: Number of undergraduate classes with more than 50 students divided by the total number of undergraduate classes. Non-composite classes are grouped by course type, course number, prefix and section number. Composite classes are grouped together by composite code. Use a match between the CBM003 and CBM004 to determine the class level until fall 04 when changes were made to include level on the report.

Source: CBM003 and CBM004

### **61. Average cost of resident undergraduate tuition and fees for 30 SCH.**

Average cost of resident undergraduate tuition and fees for 30 SCH.

Definition: Mandatory tuition (state required tuition), designated tuition (set by institutional governing boards) and mandatory fees (those charged of all students), for resident undergraduate students at 30 SCH for a fall and spring semester, Many institutions charge additional fees that vary by field of study and/or major. The actual cost for 30 SCH of tuition and fees may be higher for some students since only mandatory tuition and fees are included.

Source: College Student Budget survey responses by institutions.

### **62. E&G Square footage**

E&G Square footage

Definition: E&G classroom and laboratory space per full-time equivalent student. The classroom and lab definitions match the utilization rate as used in SUE for a fall semester. FTSE are based on hours of: undergraduate (15), masters and other special professional (12), doctoral (9) and Optometry (17).

Source: CBM004 and CBM005.

### **63. True and Term Endowment (\$ millions)**

True and Term Endowment (\$ millions)

Definition: True or sometimes called permanent endowment is a fund created by a donor (or other external party) with the stipulation, as a condition of the gift instrument (or other directions), that the principal is to be maintained and invested in perpetuity to produce income, investment growth, or both. A term endowment is created when a donor (or other external party) specifies that the funds must be held and invested until the passage of a specified time or the occurrence of a specified event. The donor (or other external party) also specifies what is to be done with the income and investment growth during the specified period. In some cases, those earnings are subject to a purpose restriction established in the gift instrument. Endowment funds held by a foundation for the express use of the university should be included.

Source: Institutions.

### **64. Quasi Endowment (\$ millions)**

Quasi Endowment (\$ millions)

Definition: A quasi-endowment fund is created when an institution's governing board elects to invest currently available resources as if they were subject to endowment restrictions. Quasi-endowments also are referred to as funds functioning as endowments.

Source: Institutions.

### **65. Total Endowment (\$ millions)**

Total Endowment (\$ millions)

Definition: Total of true and quasi endowments

Source: Institutions

### **66. Total Endowment - Per FTE student**

## University Accountability Measures and Definitions

Total Endowment - Per FTE student

Definition:

Source: Institutions and measure # 65 divided by FTE student.

### **67. Total Revenue**

Total Revenue

Definition: Includes tuition and fees, state appropriation, federal funds and institutional funds. Tuition and fees is net of scholarship discounts and allowances. State appropriations includes health and retirement benefits.

Source: Sources and Uses.