

**Performance Measure Definitions
Public Community/Junior Colleges**



**Legislative Budget Board
February, 2010**

Percentage of Courses Completed

OUTCOME MEASURE

Short Definition: The percentage of contact hour courses completed.

Purpose/Importance: This measure provides an indicator of the persistence of students to the end of the semester.

Source/Collection of Data: Institution data files and Coordinating Board data reports.

Method of Calculation: The number of contact hours for which students are enrolled on the last day of the fall semester divided by the number of contact hours for which students were enrolled on 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 final certification may not take place in time for reporting deadlines.

Calculation Type: Non-cumulative, fall.

New Measure: No.

Desired Performance: Higher than target.

Percentage of Contact Hours Taught by Full-time Faculty

OUTCOME MEASURE

Short Definition: The percentage of Contact Hours taught in semester credit courses by instructors who are classified by the institution as full-time faculty.

Purpose/Importance: This measure provides an indicator of what percent of the teaching force is comprised of full-time faculty members.

Source/Collection of Data: Institution data files.

Method of Calculation: The number of fall semester contact hours taught by full-time faculty divided by the total of fall semester contact hours. Full-time faculty is defined as those faculty providing instruction 80 percent or more, where instruction includes lecture, lab and/ or practicum. Non-credit course hours are not included.

Data Limitations: None.

Calculation Type: Non-cumulative, fall.

New Measure: No.

Desired Performance: Higher than target.

Number of Students Who Transfer to a University

OUTCOME MEASURE

Short Definition: The number of students with at least 30 semester contact hours who are enrolled at a university during the subsequent fall semester.

Purpose/Importance: This measure provides an indicator of the volume of the student population who are transferring to four-year institutions.

Source/Collection of Data: Institutional data files (if applicable) and Coordinating Board data reports.

Method of Calculation: The sum of all undergraduate transfer students enrolled at a university in the fall semester who had previously attempted 30 or more credit hours at the same community/junior college. If a student had attended more than one community/junior college, the transfer should be credited to the institution which provided the most hours, or, if an equal number, to the most recently attended college.

Data Limitations: The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines. In addition, the Coordinating Board data pertains only to in-state public universities. Colleges should supplement this data with transfer data from in-state private institutions and out-of-state public and private institutions when possible.

Calculation Type: Non-cumulative, fall.

New Measure: No.

Desired Performance: Higher than target.

Percentage of Remedial Students Who Satisfy a TSI Obligation

OUTCOME MEASURE

Short Definition: The percent of under-prepared students who satisfied subject area TSI obligation within 2 years.

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

Source/Collection of Data: Coordinating Board accountability data.

Method of Calculation:

Of the public two-year college first-time summer/fall entering undergraduates who were not TSI waived or not TSI exempted, and took and failed the initial TSI test, the percent who satisfied TSI requirements in 2 years by subject areas (math, reading and writing).

Data Limitations: The Coordinating Board's Educational Data Center maintains certified accountability data relevant to this measure.

Calculation Type: Non-cumulative, annual.

New Measure: No.

Desired Performance: Higher than target.

Percentage of Students Who Pass a Licensure Exam

OUTCOME MEASURE

Short Definition: The percentage of students in a discipline requiring external certification or licensure who pass a licensure or certification exam during the reporting period.

Purpose/Importance: This measure provides an indicator of the success of the institution's education programs in disciplines requiring certification or licensure.

Source/Collection of Data: Institution data files. Coordinating Board data reports and reports from certification or licensing boards.

Method of Calculation: The total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams during the reporting period.

Data Limitations: The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines. Institution may be reliant on the certifying board to provide timely, accurate data at a sufficient level of detail.

Calculation Type: Non-cumulative, annual.

New Measure: No.

Desired Performance: Higher than target.

Institutional Support (Previously Administrative Cost)

OUTCOME MEASURE

Short Definition: “Institutional Support” functional category expenses (as defined by the NACUBO Financial Accounting and Reporting Manual) as a percentage of total operating expenses.

Purpose/Importance: This measure provides an approximate indicator of the proportion of the total operating expenses being spent on administrative costs.

Source/Collection of Data: District Annual Financial Reports (Exhibit 2).

Method of Calculation:

Numerator: The dollar value of current year Institutional Support expenses as reported in Exhibit 2 of each district’s Annual Financial Report.

Denominator: The dollar value of all current year operating expenses as reported in Exhibit 2 of each district’s Annual Financial Report.

Data Limitations: Certain instructional, admissions and registrar administrative expenses are not included in Institutional Support. As such, this measure provides a relative, rather than absolute, gauge of total district resources dedicated to administration.

Calculation Type: Non-cumulative, annual.

New Measure: While this measure replaces the “Administrative Cost” measure, it essentially seeks the same result using a slightly different and more consistent method of calculation.

Desired Performance: Lower than target.

Number of Degrees or Certificates Awarded

OUTPUT MEASURE

Short Definition: The number of degrees or certificates awarded.

Purpose/Importance: This measure provides an indicator of the number of degreed or certified students produced each academic year.

Source/Collection of Data: Institution data files and Coordinating Board data reports.

Method of Calculation: The sum total of all degrees and certificates awarded during the academic year. May include multiple awards to the same student.

Data Limitations: The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.

Calculation Type: Non-cumulative, annual.

New Measure: No.

Desired Performance: higher than target.

Percentage of Enrolled Students Who Are Minorities

EXPLANATORY MEASURE

Short Definition: The percentage of the student population who identify themselves as Hispanic, Black, or Native-American. Non-resident aliens do not count as minorities for this measure.

Purpose/Importance: This measure provides an indicator of the participation of minorities.

Source/Collection of Data: Institution data files and Coordinating Board reports.

Method of Calculation: The total number of students enrolled identifying themselves as a minority, divided by the total number of enrolled students as of the official census day. Students enrolled only in non-credit courses are not included.

Data Limitations: The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.

Calculation Type: Non-cumulative, fall.

New Measure: No.

Desired Performance: N/A

Percentage of Students Who Are Academically Disadvantaged EXPLANATORY MEASURE

Short Definition: The percentage of students who do not have college level skills as evidenced by the THEA or other placement test.

Purpose/Importance: This measure provides an indicator of the portion of the student population needing developmental education.

Source/Collection of Data: Institution data files and Coordinating Board data reports.

Method of Calculation: The total unduplicated number of students who do not have college level skills divided by the total unduplicated number of students enrolled as of the official census date of the fall semester. Students with learning disabilities and students enrolled only in non-credit courses are not included. The Coordinating Board defines "students not having college level academic skills" as the number of community college students who were not TSI waived or TSI exempted and who failed the initial TSI test in one or more of the following: math, reading and writing.

Data Limitations: The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.

Calculation Type: Non-cumulative, fall.

New Measure: No.

Desired Performance: N/A

Percentage of Students Who Are Economically Disadvantaged EXPLANATORY MEASURE

Short Definition: The percentage of students who qualify as economically disadvantaged.

Purpose/Importance: This measure provides an indicator of the portion of the student population having greater financial need.

Source/Collection of Data: Institution data files and Coordinating Board reports.

Method of Calculation: The total unduplicated number of students who 1) have an Expected Family Contribution (EFC) of zero on the financial aid database, or 2) qualify for other public assistance programs, divided by the total unduplicated number of students enrolled as of the official census date of the fall semester. Students enrolled only in non-credit courses are not included.

Data Limitations: The Coordinating Board's Educational Data Center maintains certified data relevant to this measure, but final certification may not take place in time for reporting deadlines.

Calculation Type: Non-cumulative, fall.

New Measure: No.

Desired Performance: N/A.