

**PUBLIC COMMUNITY/JUNIOR COLLEGES
PERFORMANCE MEASURE DEFINITIONS**

Revised October 2002

Goal XX: (Name of Community/Junior College)

OUTCOME MEASURES - Indicators of actual impact or results.

Outcome 1: Percentage of Contact Hours Completed

Short Definition: *The percentage of contact hours 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.*

Outcome 2: Percentage of Contact Hours Taught By Full-time Faculty

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 number of fall semester contact hours. Non-credit course hours are not included.*

Data Limitations: *There is not a standard definition of full-time faculty for state, community/junior colleges. Each college defines full-time within the institution.*

Calculation Type: *Non-cumulative, fall.*

New Measure: *No.*

Desired Performance: *Higher than target.*

Outcome 3: Number of Students Who Transfer to a University

Short Definition: *The number of students with at least 15 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 15 or more credit hours at a community/junior college within the previous three years. 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.*

Outcome 4: Percentage of Developmental Education Students Who Pass TASP

Short Definition: *The percentage of developmental students who pass TASP within two academic years.*

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

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

Method of Calculation: *The number of developmental education students in the base period cohort who pass all parts of the TASP or otherwise meet the educational requirements of the TASP program, divided by the total number of developmental education students in the cohort.*

The denominator consists of those students who enrolled in developmental education courses during the Fall semester two years prior to the reporting period as a result of failing the TASP or similar skills assessment test (the base period cohort).

The numerator consists of those developmental education students in the base period cohort who pass all parts of the TASP or otherwise meet the educational requirements of the TASP program by the summer semester of the fiscal year being reported.

Base Period Cohorts			
Report Submitted	Fiscal Year Reporting	Cohort Entered Dev. Ed	Count if Pass TASP By:
Nov. 2002	FY 2002	Fall 2000	Summer 2002
Nov. 2003	FY 2003	Fall 2001	Summer 2003
Nov. 2004	FY 2004	Fall 2002	Summer 2004
Nov. 2005	FY 2005	Fall 2003	Summer 2005

Data Limitations: *This measure does not capture those developmental education students who successfully complete TASP requirements after two years. It also does not capture students who are placed in developmental education courses during spring and summer semesters.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *Yes.*

Desired Performance: *Higher than target.*

Outcome 5: Percentage of Students Who Pass a Licensure Exam

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.*

Outcome 6: Administrative Cost

Short Definition: *Administrative costs as a percentage of total expenditures.*

Purpose/Importance: *This measure provides an indicator of the proportion of the operating budget being spent on administrative costs .*

Source/Collection of Data: *Institution Annual Financial Report.*

Method of Calculation: *The dollar amount of expenses for Institutional Support, less the results of services department operations during the fiscal year, divided by the total dollar amount of Total Expenses, less auxiliary enterprises and the results of service department operations during the fiscal year.*

Data Limitations: *None.*

Calculation Type: *Non-cumulative, annual.*

New Measure: *No.*

Desired Performance: *Lower than target.*

OUTPUT MEASURES - Indicators to count goods and services produced.

Goal XX: (Name of Community/Junior College)

Objective 4: Administrative and Instructional Services

Strategy 1: Academic Education

Output 1: Number of Degrees or Certificates Awarded

Short Definition: *The total 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.*

EXPLANATORY MEASURES - Indicators of underlying factors affecting performance.

Goal XX: (Name of Community/Junior College)

Objective 4: Administrative and Instructional Services

Strategy 1: Academic Education

Explanatory 1: Percentage of Enrolled Students Who are Minorities

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 data reports.*

Method of Calculation: *The total number of enrolled students 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.*

Explanatory 2: Percentage of Students Who are Academically Disadvantaged

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

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.

Explanatory 3: Percentage of Students Who are Economically Disadvantaged

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 data 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.