*w/ Change notes*

SREB- State Data Exchange

 *42 Years and Still Counting*

 **Survey Guide, 2010-11**

**2010-11 Survey Guide**

Introduction

This *Survey Guide* contains all the instructions, definitions and guidelines for the SREB-State Data Exchange Survey 2010-11. All data are to be entered into thespreadsheet templates provided. The file format is Microsoft Excel for Windows 2007 “.XLSX” but 2003 “.XLS” file format is acceptable. When the templates are completed, please return them by e-mail to joe.marks@sreb.org with a cc to monica.perry@sreb.org.

General Tips and Instructions: To move between parts of the survey, click on the colored section tabs at the bottom of the screen. Shaded areas are calculated fields; please don’t enter data there. For surveys involving four-year colleges or two-year colleges with bachelor’s degrees, complete Part 1 on degrees and certificates as soon as possible and submit it to SREB. This allows us to determine the proper category for each institution. For surveys covering all two-year colleges or technical institutes or colleges, complete Part 1 on degrees and certificates *and* Part 4 on credit/contact hours as soon as possible and submit them to SREB, for the same reason. Only those institutions meeting the criteria for a different category for the *third consecutive time* will be changed to a new category.

Do not edit institution names listed in Part 1. Instead, please note name changes, mergers, etc., at the bottom of the list or by attaching a comment to the cell containing the current name of the institution. After SREB confirms the institutional classifications, use the new classifications and institution names from Parts 1 and/or 4 to revise the classifications and institution names in the remaining parts of the survey, as necessary. Please complete these steps before passing along the templates to other staff completing other sections. If additions or changes are made to the data for the prior year(s), please highlight these additions or changes with a yellow background.

**Please return Parts 1 and 4 as soon as possible;**

**Parts 3 and 5 through 11 are due April 1, 2011**

**and Part 2 is due May 16, 2011.**

**For assistance completing the SREB-State Data Exchange survey, call Joe Marks or Monica Perry at (404) 875-9211.**

**Overview of the Survey**

 Part 1: Degrees and Other Awards Conferred

 Part 2: Student First Year Persistence Rates and Progression Rates

 Part 3: Time and Attempted Credits to Bachelor’s or Associate’s Degrees

 Part 4: Estimated Full Year Credit/Contact Hours by Student Level

 Part 5: Estimated Full Year Credit/Contact Hours by Type of Instruction

 Part 6: State/Local Funding and Tuition/Fees Revenues for Operating Expenses

 Part 7: Annualized Tuition and Mandatory Fees Charged Full-time In-state and Out-of-state Students

 Part 8: Tuition and Related Policies and Mid-Year Increases

 Part 9: Average Salaries of Full-time Instructional Faculty

 Part 10: Amounts for Benefits for Full-time Instructional Faculty

 Part 11: Faculty Benefits Descriptions

**Definitions of Institutional Categories**

Throughout its 42-year history, the SREB-State Data Exchange has recognized the importance of reporting statistical comparisons by institutional category — unlike many other interstate statistical reports, even today. States have very different mixes of types of institutions, and statewide aggregate comparisons always should be interpreted cautiously.

Designed to be used for interstate statistical comparisons, the SREB system for grouping postsecondary education institutions is based on several factors used to determine their resource requirements. Institutions are classified based on size (number of degrees or full-time-equivalent enrollment), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted) and comprehensiveness (distribution of degrees across program areas). The SREB classifications *do not* take into account other factors relevant to determining resource requirements, such as cost differences among programs or externally funded research.

The SREB-State Data Exchange also recognizes that other ways of grouping may serve different purposes. For example, in funding formulas for colleges and universities states often take additional characteristics into account in forming comparisons groups. The SREB-State Data Exchange assists states in analyzing alternate groups by making the by-college data from the Data Exchange survey available online. SREB publications show results using the categories listed on the following pages.

Institutions are assigned to categories in a survey year using data on program completions from the previous academic year — or, for two-year colleges and technical institutes or colleges, using data on estimated full-time-equivalent enrollment for the current academic year. To keep the statistical comparison groups relatively stable over time, institutions change categories when they meet the criteria for another category for the third consecutive time.

|  |
| --- |
| **Four-Year Universities and Colleges** |
| Category/Code | Definitions |
| Four-Year 1 (1) | Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category. |
| Four-Year 2 (2) | Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification). |
| Four-Year 3 (3) | Institutions awarding at least 100 master's, education specialist, post-master's or doctoral degrees with master's, education specialist and post-master's degrees distributed among at least 10 CIP categories (2-digit classification). |
| Four-Year 4 (4) | Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees with master's, education specialist and post-master's degrees distributed among at least 5 CIP categories (2-digit classification). |
| Four-Year 5 (5) | Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees. |
| Four-Year 6 (6) | Institutions awarding at least 100 bachelor’s degrees that are distributed among at least 5 CIP categories (2-digit classification) with bachelor’s degrees being at least 30 percent of the total awards (including certificates) and awarding fewer than 30 master's, education specialist, post-master's or doctoral degrees. |
| **Two-Year Colleges** |
| Two-Year with Bachelor’s (7) | Institutions awarding primarily associate’s degrees and offering college transfer courses; some bachelor’s degrees may also be awarded. |
| Two-Year 1 (8) | Institutions awarding associate’s degrees and offering college transfer courses with FTE enrollment of 5,000 or more; some certificates and diplomas may also be awarded. |
| Two-Year 2 (9) | Institutions awarding associate’s degrees and offering college transfer courses with FTE enrollment of between 2,000 and 4,999; some certificates and diplomas may also be awarded. |
| Two-Year 3 (10) | Institutions awarding associate’s degrees and offering college transfer courses with FTE enrollment of less than 2,000; some certificates and diplomas may also be awarded. |
| **Technical Institutes or Colleges** |
| Technical Institute or College 1 (12) | Institutions awarding vocational-technical certificates and diplomas with FTE enrollment of 1,000 or more; some vocational-technical associate’s degrees may also be awarded. |
| Technical Institute or College 2 (13) | Institutions awarding vocational-technical certificates and diplomas with FTE enrollment less than 1,000; some vocational-technical associate’s degrees may also be awarded. |
| Technical Institute or College – size unknown (14) | Institutions awarding vocational-technical certificates and diplomas whose FTE enrollments were not reported; some vocational-technical associate’s degrees may also be awarded. |
| **Specialized** |
| Specialized (15) | Special purpose institutions that offer specialized degree programs. These may include medical or health science centers and, in some instances, stand-alone law schools, fine arts schools, engineering schools, military academies or other occupational specialty institutions. |

**Part 1**

**Degrees and Other Awards Conferred**

(July 1, 2009 - June 30, 2010)

**This part of the survey MUST be completed first for four-year colleges and universities and first along with Part 4 for two-year colleges with bachelor’s degrees** to determine the proper category for each of the institutions in your report. Only those institutions meeting the criteria for a different category for ***the third consecutive time*** will be changed to a new category. Institutions that might be eligible for reclassification are flagged in the data template.

This part of the survey combines the request for the classification verification information and the request for degrees and awards conferred. Enter the degrees and other awards (IPEDS guidelines) for each college, university or vocational-technical institution in each applicable column.

For institutions awarding doctoral degrees, enter the doctoral degrees in the 10 highest volume fields (2-digit CIP) to permit classification verification. For institutions awarding master's, education specialist, and post-master's degrees, enter the degrees in the 10 highest volume fields (2-digit CIP) to permit classification verification.

For all institutions awarding bachelor’s degrees, enter the number of bachelor’s degree recipients who are identified as teacher preparation graduates (1) by major according to a teacher education CIP-code designation (principally 13.10’s, 13.12’s and 13.13’s of the CIP); or (2) by virtue of taking other requisite teacher education courses; or (3) those otherwise identified as teacher preparation graduates. (In the case of (3), please insert a comment explaining how they are identified.)

Only for two-year colleges awarding bachelor’s degrees: enter the bachelor’s degrees in the five highest volume fields to permit classification verification.

NOTE: The forms have been adapted to accommodate both the “old” and the “new” IPEDS guidelines for reporting degrees, especially those formerly known as first professional degrees; since most of the 2008-09 data is in the old format. (See crosswalk below.) Also, to help us determine whether professional practice doctorates other than those previously identified as first-professional affect institutional classification, please complete the “Temporary Detail section on Additional Professional Practice Doctorates” at the right edge of the degrees data entry sheet.

|  |  |
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| **Old Completions Levels and Codes** | **New Completions Levels and Codes** |
| 1 - Postsecondary award, certificate, or diploma of less than one academic year (less than 900 contact or clock hours) | same |
| 2 - Postsecondary award, certificate, or diploma of at least one but less than two academic years (at least 900 but less than 1800 contact or clock hours) | same |
| 3 - Associate’s degree | same |
| 4 - Postsecondary award, certificate, or diploma of at least two but less than four academic years (at least 1800 contact or clock hours) (One academic year equals 30 semester credit hours or its equivalent, or 900 contact or clock hours.) | same |
| 5 - Bachelor’s degree | includes Bachelor of Pharmacy degree |
| 6 - Postbaccalaureate certificate | same |
| 7 - Master’s degree | now includes Theology degrees formerly in first-professional |
| 8 - Post-master’s certificate | now includes former code 11 |
| 9 - Doctor’s degree | 17- Doctor's degree - research/scholarship A Ph.D. or other doctor's degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution. |
|   | 19 - Doctor's degree, other -- Doctor’s degree - other - A doctor’s degree that does not meet the definition of a doctor’s degree -research/scholarship or a doctor’s degree - professional practice. |
| 10 - First-professional degree (included Theology) | 18 - Doctor's degree - professional practice -- Doctor’s degree - professional practice - A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional” and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution. |
| 11 - First-professional certificate (post-degree) | now in code 8 |

**Part 2**

**Student First Year Persistence Rates and Progression Rates**

The student first year persistence rate and progression rate survey collects data elements equivalent to portions of the National Center for Education Statistics “IPEDS” surveys and additional data elements.

**For each public four-year college or university, please enter:**

* The total entering students at the undergraduate level for fall term 2009 (equivalent to IPEDS EF data element UGENTERN). That is, in addition to the students in the GRS cohort (full-time, first-time degree/certificate-seeking), this includes: part -time undergraduate students, non-degree/certificate-seeking undergraduates, students who initially attended the prior summer term and returned again in the fall (other than those included in the GRS cohort) and students transferring into your institution at any undergraduate level for the first time. Only students in credit bearing activity are counted.
* The cohort of all full-time, first-time bachelor’s or equivalent degree seeking undergraduates for fall term 2009 (equivalent to an IPEDS GRS data element) This is the cohort upon which the four-year college persistence and progression calculations are based;
* Allowable exclusions from the fall 2009 cohort (equivalent to an IPEDS GRS data element);
* For first year persistence rates: for the fall 2009 cohort, enter members of the cohort enrolled at the same institution during the subsequent fall term (equivalent to an IPEDS EF data element); then
* Other students who transferred out: for the fall 2009 cohort, by the end of the subsequent fall terms; then
* For progression rates: members of the 2004 cohort earning a bachelor’s or equivalent degree who completed their program within 150% of normal time (6 years) (equivalent to an IPEDS GRS data element); then, for members of the 2000 cohort, those earning a bachelor’s or equivalent degree who completed their program by Aug. 31, 2010 (10 years) (no IPEDS GRS equivalent); then
* For the 2004 cohort, non-completers still enrolled the fall term following Aug. 31, 2010 (no GRS equivalent); and
* For the fall 2004 cohort, transfer out students (non-completers) within 150% of normal time (equivalent to an IPEDS GRS data element).

Please describe your method for reporting (documenting) transfers in a cell comment or below the data. Please fill fields not completed previously if data are now available, and highlight those additions with a yellow background.

**For each public two-year college or postsecondary vocational-technical institute, please enter:**

* The total entering students at the undergraduate level for fall term 2009 (equivalent to IPEDS EF data element UGENTERN). That is, in addition to the students in the GRS cohort (full-time, first-time degree/certificate-seeking), this includes: part -time undergraduate students, non-degree/certificate-seeking undergraduates, students who initially attended the prior summer term and returned again in the fall (other than those included in the GRS cohort) and students transferring into your institution at any undergraduate level for the first time. Only students in credit bearing activity are counted.
* The cohort of all full-time, first-time degree or certificate seeking undergraduates for fall 2009 (equivalent to an IPEDS GRS data element) This is the cohort upon which the two-year college persistence and progression calculations are based;
* Allowable exclusions from the fall 2009 cohort (equivalent to an IPEDS GRS data element);
* For first year persistence rates: for the fall 2009 cohort, enter members of the cohort enrolled at the same institution during the subsequent fall terms, *including* completers of less than baccalaureate programs who completed by the end of the subsequent fall terms (no GRS equivalent); then
* Other students who transferred out: for the 2009 cohort, by the end of the subsequent fall terms; (no GRS equivalent); then
* For progression rates: members of the 2007 cohort who completed a less than baccalaureate program within 150% of normal time (3 years) (equivalent to an IPEDS GRS data element); then, for members of the 2004 cohort, those earning a degree or certificate who completed their program by Aug. 31, 2010 or (6 years) (no IPEDS GRS equivalent); then for the 2007 cohort
* Non-completers still enrolled the fall term following Aug. 31, 2010 and completers of shorter-term programs who did not complete within 150% of normal time but who did complete by Aug. 31, 2010 (no GRS equivalent); and
* Transfer out students (non-completers) within 150% of normal time (IPEDS GRS data element).

Please describe your method for reporting (documenting) transfers in a cell comment or below the data. Please fill fields not completed previously if data are now available, and highlight those additions with a yellow background.

Each student is to be counted in only one persistence category and in only one progression rate category. For the 2007 cohort, completers of less than two-year programs who did not complete within 150% of normal time but did complete by Aug. 31, 2010 should be included in the still enrolled counts.

These data will be used to calculate first year student persistence and progression rates. For four-year colleges and universities, the progression rate is the sum of the baccalaureate seekers who completed the baccalaureate, those still enrolled and those who transferred within 150 percent of normal program time, divided by the adjusted cohort. For two-year colleges and technical institutions it is the sum of the students who complete degrees or certificates below the bachelor’s level, those still enrolled and those who transferred within 150 percent of normal program time, divided by the adjusted cohort. A 10-year rate for four-year schools and a 6-year rate for two-year schools are also reported.

These data will be used to calculate first year persistence rates for full-time, first-time baccalaureate seekers at four-year colleges and universities and to calculate first year persistence rates for full-time, first-time degree or certificate seekers at two-year colleges or technical institutes. The persistence rates are the sum of students still enrolled and those who transferred by the end of the fall term immediately subsequent to the fall of the students’ first enrollment, divided by the adjusted cohort.

**Part 3**

**Time to Degree and Credits Attempted for Degree**

 Persistence, completion and progression rates from Part 2 only look at a sub-set of postsecondary education students -- first-time, full-time degree or certificate seeking undergraduates. Time to degree / attempted credits to degree data looks at all of a year's graduates and provides a way of getting a more comprehensive picture of completions data.

 **For SREB Four-Year 1-6 colleges and universities, only report data for bachelor's degree recipients. For SREB Two-Year Colleges with Bachelor’s and in Two-Year 1-3 colleges, only report data for associate's degree recipients. SREB Technical Institutes or Colleges 1-3 may skip this section because of the fluid nature of the shorter term programs; special time to award guidelines for technical colleges and institutes may be developed in the future.**

Time to Degree: For 2009-10 completers, determine the term of their first enrollment at the awarding institution. Identify second or additional awards at the same level this year and an unduplicated count of graduates is derived. Use census-date files to determine enrollment. Once a student is identified as a completer, their completion date (term) can be captured and compared to the census date (term) of their first enrollment at the awarding institution.

Graduates' time to award is counted using IPEDS academic year thinking: i.e. a summer session and fall through spring terms count as an academic year. For 2009-10 completers, count students who enrolled first at the awarding institution in

* winter/spring term of 2009-10 as .5 year
* winter/spring term of 2009-10 as .5 year
* winter/spring term of 2008-09 as 1.5 years
* summer or fall terms of 2008-09 as 2 years
* winter/spring term of 2007-08 as 2.5 years
* summer or fall terms of 2007-08 as 3 years
* winter/spring term of 2006-07 as 3.5 years
* summer or fall terms of 2006-07 as 4 years
* winter/spring term of 2005-06 as 4.5 years
* summer or fall terms of 2005-06 as 5 years
* winter/spring term of 2004-05 as 5.5 years
* summer or fall terms of 2004-05 as 6 years
* winter/spring term of 2003-04 as 6.5 years
* summer or fall terms of 2003-04 as 7 years
* winter/spring term of 2002-03 as 7.5 years
* summer or fall terms of 2002-03 as 8 years
* winter/spring term of 2001-02 as 8.5 years
* summer or fall terms of 2001-02 as 9 years
* winter/spring term of 2000-01 as 9.5 years
* summer or fall terms of 2000-01 or earlier as 10 years.

These *years to degree at the awarding institution* figures are then averaged (B.1.) for those who were first time in college freshmen at the awarding institution who could be identified to have enrolled for college credit while in high school (full- or part-time); (B.2) those who were first time in college without prior enrollment with no identifiable credits taken while in high school (full- or part-time); and (C) those who transferred into the awarding institution (full- or part-time). Report the averages in years with at least two decimal places.

 In identifying full-time or part-time, 12 or more semester credit hours constitutes full time (as in student aid eligibility considerations).

Attempted Credits to Degree: Students’ *attempted credits at the institution they receive their degrees from* may also be reported using census-date files. Count the attempted credits for all terms the completing students were enrolled at the awarding institution. Credits earned or accepted for transfer as recorded on transcripts or databases are not reported since census date attempted credit hours are the basis for this survey. Similarly, credits for AP and IB classes taken by high school students are not considered college classes for this report since that cannot be determined from census date class enrollment files.

**Added context item.**

 Please indicate the typical hours required for bachelor’s or associate’s degrees as applicable.

All agencies are to report Section A. Within Sections B and C, all agencies are to report the “i” and “ii” items. The “iii” items are voluntary.

Clarifying Notes and Examples:

* If a student receives multiple undergraduate awards at different levels in the same year, report the student by the highest level award earned.
* If students receive multiple undergraduate awards at the same level in different years, they get counted in each year. However, they should be treated as transfer students as of the first term they enroll after the first degree.
* If a student is a first-time, full-time freshman at school A, transfers to school B, then transfers back to and graduates from A, they show up as a first-time, full-time student at A.
* If a student is a first-time, full-time freshman at school A, and the next year, the student attends both school A and school B, then transfers back to and graduates from A, they show up as a first-time, full-time student at A.
* If a student is a first-time, full-time freshman at school A, and the next year, the student attends both school A (full time) and school B (part time), then graduates from school B, they show up as a part-time transfer student at B.
* If there are students in the awards file that are not in any of the enrollment files, they should be reported as "enrollment status unknown.”
* If there are student in the awards file and enrollment files that do not have a FTIC or Transfer Student tag, report them in the enrollment status unknown sub-section.

 These data are will be used to calculate the proportion of each graduating class that were (1) first-time students at the awarding institution who took college credits while in high school (sub-divided into whether they were full-time or part-time); (2) first-time students at the awarding institution who did not take college credits while in high school (sub-divided into whether they were full-time or part-time when FTIC); and (3) those that were transfer in students (full-time or part-time) or whose attendance status was unknown when first enrolling at the awarding institution. The average time to degree will be calculated for each of the sub-categories of graduates. Finally, the average credits attempted to degree will be calculated for each of the sub-categories of graduates.

**Part 4**

**Estimated Full Year Credit/Contact Hours and Full-Time-Equivalent Enrollment**

**This part of the survey MUST be completed first (along with Part 1) for two-year colleges and technical institutes or colleges** to determine proper institutional categories. Report all credit/contact hours which could count toward a degree or other award, regardless of whether or not the student is enrolled in a formal program, including credit/contact hours offered through extension centers so long as they meet the above condition. Law school credit hours are to be included in the graduate credit hour count. Also include all credit/contact hours in remedial education, developmental education or continuing education (correspondence, short-course and non-credit study CEU's, etc.), if supported primarily by state/local funding combined with tuition and fees. Credit/contact hours should reflect enrollment at the close of the drop/add period or the state's official reporting date for each of the terms in calendar year 2010. (*Please note your census dates in a cell comment.)*

Exclude those hours supported by state operating appropriations for health professions education as defined in Part 6. Specifically, exclude: (a) credit hours of Specialized institutions; (b) credit hours of medical schools and all other health professions education, including dentistry, optometry, nursing, pharmacy, and allied health professions at all non-Specialized institutions that have medical schools; and (c) credit hours for schools of veterinary medicine.

Credit/contact hour data are collected to be the basis for computing estimated annual full-time-equivalent (FTE) enrollment for 2010-11. The FTE will go with the appropriate 2010-11 funding data collected in Part 6 to compute funding per FTE. In order to have a report as early as possible, an estimating procedure is used to arrive at 2010-11 annual FTE. Please enter data for all of the following terms that are applicable: Winter 2010, Spring 2010, Summer 2010, and Fall 2010. (Those states that include two half summer terms in their fiscal year should combine the appropriate two half terms in the Summer 2010 column.)

For undergraduate credit/contact hours only, on an annual basis, enter the number of hours from the sum of the columns already filled in taken by students still enrolled in high school (dual enrollment, joint enrollment, early college, etc.).

Non-duplicative counting of student activity is requested. For example, if one student taking one course contributes three credit hours to the credit hour count, that student's activity in that class should contribute nothing to the contact hour count (*or vice versa*).

FTE enrollment will be calculated for the credit/contact hour data. Estimated annual undergraduate credit hours for semester systems will be divided by 30 to derive undergraduate credit-hour FTE; for quarter systems they will be divided by 45. Estimated annual graduate credit hours for semester systems will be divided by 24 to derive graduate credit-hour FTE; for quarter systems they will be divided by 36. Estimated annual contact hours will be divided by 900 to derive undergraduate contact-hour FTE. FTE comparisons for institutions categorized as Specialized are not requested or reported.

**Part 5**

**Student Credit/Contact Hours by Type of Instruction**

Credit**/**Contact hours are considered e-learning when technology is the primary mode of instruction for the course: when more than 50 percent of the course content is delivered electronically. This 50-percent-rule matches a criterion used for the inclusion of courses in the SREB’s *Electronic Campus* and SACS definition of what they call non face-to-face (distance) education. If your state uses some rule other than the 50-percent rule, please note it in a comment on the sheet.

The subsidiary columns in Part 5 should add up to the undergraduate and graduate credit/contact hour totals reported in Part 4.

Report credit/contact hours generated in calendar year 2010 through traditional instruction (i.e. significant site attendance is required and less than 50 percent of the course is delivered electronically). Separately report those generated on-campus and those generated off main campus.

**Added clarification.**

Report credit/contact hours generated through e-learning. Three categories for reporting e-learning credit/contact hours are provided: (1) courses delivered over the Internet (Web delivery); (2) courses delivered through special facilities for site-to-site two-way audio-video (compressed video); and (3) courses delivered via satellite, cable TV, broadcast TV/radio, closed-circuit, video tape, CD ROMS, DVDs, e-mail, etc.

If applicable, report credit/contact hours generated through correspondence courses (courses without any significant site attendance where less than 50 percent of the course is delivered electronically).

To make the types of instruction report more complete, please report the credit hours by type of instruction for non-health professions Specialized institutions even though their credit hours are not reported in Part 4 (for example, University of Maryland University College).

**Part 6**

**State/Local Funding and Tuition/Fees Revenues
for Operating Expenses**

The funding report includes state and local tax revenues appropriated to colleges and universities and for other higher education-related operating expenses, other funds such as earnings from state-funded endowments used for operating purposes, earmarked revenues such as from lotteries used for operating purposes, so-called “educational enhancement funds” and tuition and fees revenues. Those tuition and fee revenues mandated or used for debt service, and thus not available to support operating expenses, are identified separately. Federal “pass through” funds, such as ARRA stabilization funds are not included. State “Maintenance of Effort” (MOE) funds, however, are to be included.

**Added clarification.**

State general operating appropriations (appropriations for common institutional purposes) include: (a) appropriations for faculty and staff salaries and benefits, even if they are not part of an institution's direct appropriations; and (b) appropriations which support intercollegiate athletics, if such funds could legally be used to support instruction, research, or public service. They exclude: (a) state health professions education operating appropriations as defined below; (b) all capital outlays including debt service; (c) tax subsidies to institutions or their students; and (d) re-appropriated tuition and fees. Also included are state-generated revenues allocated to colleges and universities such as earnings from state-funded endowments used for operating purposes, ear-marked revenues such as from lotteries used for operating purposes and education enhancement funds.

Local government operating appropriations include appropriations to two-year institutions by local governments that complement or supplement state general-purpose appropriations. Exclude local appropriations for capital outlay and debt service.

**Added clarification.**

Operating funds are considered general-purpose or educational special-purpose if they support the educational and general (E&G) or “core” operations of campuses. State educational special-purpose operating appropriations are appropriations to campuses or statewide units for: community or public service units; non-credit continuing education; agricultural cooperative extension; agricultural experiment stations; engineering experiment stations; research centers/institutes; and all other special line items for E&G or “core” operations whether recurring or not. Items are to be identified by campus wherever possible. Include funds that are appropriated directly to the institutions or state and local pass through funds that are held at the state level for future allocation to the institutions. Funding for law and agriculture programs and extension at Land Grant universities are to be reported with the affiliated Land Grant University even if administered independently.

Other special-purpose operating appropriations not for educational purposes include the following categories of higher education related operations: non- health professions education functions at *Specialized Institutions*; *Statewide System Operations* includes allocations for multi-campus coordinating or governing boards where there is a system head over campus heads and a separate system office including two-year systems, if any; national or regional association membership amounts, compact or consortia membership amounts; and amounts for the administration of statewide student financial aid programs including centralized guaranteed student loan administration, if any; *Support to Private Colleges Other Than for Student Financial Aid*; *Contract Education Programs* includes the SREB contract programs with private colleges, the SREB contract *program* with public colleges, and other contract education programs; and *Statewide Student Financial Aid Programs Administered Off Campus* includes aid available to public or private sector students, aid limited to public sector students, and limited to private sector students (estimate based on prior year data if not specified in the appropriations bill). Need-based and non need-based amounts are reported separately. Please list by individual program name where possible.

There are three types of state operating appropriations for health-professions education (including overhead) that should be reported in the health-professions education columns: 1) all operating appropriations to specialized institutions which serve primarily as health-science centers; 2) operating appropriations for medical schools and other health professions education, including dentistry, optometry, nursing, pharmacy, allied health and teaching hospitals at all institutions that have medical schools; and 3) all operating appropriations for schools of veterinary medicine.

The final element of funding is tuition and fee revenue. Please report revenue from tuition and fees for 2010-11 (estimate, if necessary) and separately identify amounts mandated for or used for debt service. Include the following “E&G” categories: unrestricted tuition and fees revenues; restricted tuition and fees revenues such as technology fees and registration fees; what IPEDS calls discounts and allowances applied to tuition and fees; and continuing education tuition and fees revenues. Exclude the following “auxiliary” categories: housing, athletics, student activity, recreation, parking and health fees; and what IPEDS calls discounts and allowances applied to auxiliaries.

Report the 2010-11 amounts reflecting any reductions or increases announced by December 31, 2010. Revise 2009-10 amounts to reflect any reductions or increases that occurred by the end of the fiscal year. (Please highlight changes with a yellow background.) For 2009-10 amounts initially held (and reported) statewide for allocation during the fiscal year, distribute to appropriate campuses where applicable according to end-of-year figures.

The general-purpose operating appropriation, educational special-purpose funds and tuition and fees revenue are related to public undergraduate and graduate FTE in the SREB-State Data Exchange reports. Other special-purpose funds and funds for health profession education are used to show the distribution of funds by purpose in the SREB-State Data Exchange reports.

**Part 7**

**Tuition and Mandatory Fees Charged Full-time**

**In-state and Out-of-state Students**

Report annualized tuition and mandatory fees charged all full-time students for the 2010-11 academic year. Mandatory fees are those assessed each full-time undergraduate or graduate student regardless of student level or program of study. For example, fees charged only to students in music, laboratory, or nursing courses or other fees unique to a given situation such as late registration or automobile registration should not be reported. Mandatory fees include ones such as health services fees, building use fees, activity fees, athletic fees and auxiliary fees, where the fee is not optional for full-time students.

For purposes of this report, a full-time undergraduate is defined by the following loads: 30 credit hours per year for students on semester systems; 45 credit hours per year for students on quarter systems; and 900 hours per year for students on contact hour systems. A full-time graduate student is defined by the following loads: 24 credit hours per year for students on semester systems; and 36 credit hours for students on quarter systems.

**If undergraduate, graduate or first-professional program tuition and fees differ by student level, report student charges for entering (first year) students.**

For two-year colleges and technical institutions, “in-district” rates should be reported in the “in-state” column. “Out-of-district” rates can be reported in the “out-of-state” column, *if no other out-of-state rates apply*. These data are used to derive the median annualized tuition and mandatory fee statistics.

**Part 8**

**Tuition and Related Policies and Mid-Year Increases**

Update and color code any changes to the descriptions of your state’s tuition-related policies to reflect the 2010-11 academic year. Who has the authority to set tuition and fee rates and establish policies? What method or guideline is used to set tuition rates? Are tuition and fee rates stair-stepped or by the credit hour? Are there policies on waiving, reducing or remitting non-resident tuition? Are there caps or limits placed on non-resident enrollment? Are there policies on the relation between in-state and out-of-state tuition rates? Are there tuition reciprocity agreements? Do you participate in the SREB Academic Common Market? To what extent must tuition and fee revenue be devoted to capital funding? Are there other sources of capital funding? Is there a special electronic delivery tuition rate distinguished from regular in-state and out-of-state rates?

Also, update and color code any changes to the description of mid-year tuition increases applicable to your institutions.

**Part 9**

**Average Salaries of Full-time Instructional Faculty**

The SREB salary survey employs IPEDS guidelines. Report the salaries of faculty on either a 9-10 month or 11-12 month basis for the 2010-11 academic year. Faculty should be reported on the basis of the contract period, not on the basis of the number of installments in which salaries are paid. Special salary amounts, such as those for special programs of longevity pay, should be included. The averages reported should reflect actual, not budgeted faculty positions and should reflect the pro-rated value of any mid-year salary increases or cuts.

For purposes of the summary report, data reported in the 9-10 month section is treated by a factor of 1 or 100 percent in calculating nine-month-equivalent salaries. For data in the 11-12 month section, SREB applies a factor of 9/11 or .8182. If this procedure is not reasonably accurate for your data, then report your data in the 9-10 month section and indicate, in a cell comment, the factor or factors used to convert to nine-month equivalence and provide a brief rationale for not using the standard conversion factor.

Do not report “all ranks” averages in the “single rank” column. The “single rank” column is for the reporting of two-year colleges who assign all faculty to one rank (most often “instructor”).

Do not report salary data for institutions categorized as Specialized. Do not report faculty on less-than-9-month contracts.

These data are used to calculate weighted average nine-month-equivalent faculty salaries. Please report salary ***averages,*** not total dollar amounts.

**Part 10**

**Amounts for Benefits for Full-time Instructional Faculty**

The SREB survey employs IPEDS guidelines. Expenditures should be reported to the nearest whole dollar.

Report the projected fringe benefit expenditures that will be paid by the institutions, local governments or state to full-time instructional faculty for the academic year 2010-11. Fringe benefits should only be reported for salaried instructional faculty reported in Part 8. The fringe benefit amounts of all faculty on 9- or 10-month contracts and for those on 11- or 12-month contracts should be reported separately. Report appropriated amounts for retirement plans, health plans, disability plans, social security, unemployment compensation, group life insurance, workers’ compensation, tuition plans and other benefits.

The “total amounts” and “total number” columns are automatically calculated. Please verify that the numbers reported are congruent with those reported in Part 9. Report fringe benefit amounts***,*** not averages.

For data reported in the 9-10 month section, a factor of 1 or 100 percent will be used in calculating nine-month-equivalent benefits. For data reported in the 11-12 month section: for those benefits that *are not* figured as a percentage of salary (medical, disability, tuition, dental, unemployment, etc.), a factor of 1 or 100 percent will be used. For benefit amounts that *are* figured as a percentage of salary (retirement, FICA, life insurance and Worker’s Comp), a factor of 9/11 or .8182 will be used in the SREB summary calculations.

These data are used to compute weighted average nine-month-equivalent benefits as a percent of salary statistics.

**Part 11**

**Faculty Benefits Descriptions**

Complete or revise (with color coding) brief descriptive paragraphs for each of the benefit categories covered in Part 10. Indicate key elements of the benefit program, options available and other pertinent facts. If you have not previously completed this section, please refer to last year’s summary report for examples from other states.