

SREB

# State Data Exchange

*49 Years and Still Counting*

**Survey Guide, 2017-18**

# 2017-18 Survey Guide

## Introduction

This *Survey Guide* contains all the instructions, definitions and guidelines for the 2017-18 SREB State Data Exchange Survey. All data are to be entered in the spreadsheet templates provided. This year, we continue the method of submitting survey data that began last year. You will download survey templates from the Data Exchange portal and upload surveys to the portal after you have completed them. Please do not email completed templates to Susan Lounsbury or Christiana Datubo-Brown.

General Tips and Instructions: Like last year, all parts of the survey are not saved under different tabs in a single Excel workbook. Instead, each part of the survey is a separate Excel file. Thus, the survey remains the same as last year. As in the past, please do not enter data in the gray and purple shaded areas of the survey as these are calculated fields. This year, we ask that data for all institutions — **four-year colleges, all two-year colleges including those offering bachelor's degrees, and technical institutes or colleges** — to please complete Part 1 on degrees and certificates awarded **and** Part 4 on credit/contact hours as soon as possible and upload them to the new portal. Receiving these data early in the process allows us to determine the proper SREB category for each institution at the beginning of the data collection rather than the end. 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. If additions or changes are made to the data for the prior year(s), **please highlight these additions or changes in yellow.**

**Please upload Parts 1 and 4 as soon as possible or by May 7, 2018.**

**Parts 3 and 5 through 8 are due June 4, 2018.**

**and Part 2 is due June 25, 2018.**

**For assistance in completing the SREB State Data Exchange survey, contact Susan Lounsbury at [susan.lounsbury@sreb.org](mailto:susan.lounsbury@sreb.org) or (404) 879-5546 or Christiana Datubo-Brown at [christiana.datubo-brown@sreb.org](mailto:christiana.datubo-brown@sreb.org) or (404) 879-5545.**

## **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 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

## **Definitions of Institutional Categories**

Throughout its 49-year history, the SREB State Data Exchange has recognized the importance of reporting comparative data by institutional category. States have very different mixes of types of institutions, and statewide aggregate comparisons always should be interpreted cautiously.

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

SREB categories are used for multiple purposes. For example, some states and institutions use SREB State Data Exchange data available on our website to identify peer institutions used in strategic planning and decision making. SREB uses these categories to display data in tables and graphs that are available electronically and in publications.

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

### **Four-Year Colleges and Universities**

<b><u>Category/Code</u></b>	<b><u>Definitions</u></b>
Four-Year 1 (1)	Institutions awarding at least 100 research/scholarship 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 research/scholarship 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 degrees and offering college transfer courses; some bachelor's degrees may also be awarded.
Two-Year 1 (8)	Institutions awarding associate 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 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 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 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 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 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.
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**Part 1**  
**Degrees and Other Awards Conferred**  
(July 1, 2016 - June 30, 2017)

**Part 1 of the survey should be completed first for four-year colleges and universities and two-year college that offer bachelor's degrees and first, along with Part 4, for two-year colleges and technical institutes or colleges to determine the proper SREB category for each of the institutions.** Again, only those institutions meeting the criteria for a different category for *the third consecutive year* will be changed to a new category. Institutions that might be eligible for reclassification are identified in the survey template.

This part of the survey combines the request for degrees and awards conferred and the request for data used in placing institutions in SREB categories. Enter the degrees and other awards (not graduates) for each college, university or technical institution for the 2016-17 year in the appropriate column and revise any 2015-16 entries as necessary. Please use the IPEDS definition of a degree, "an award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies."

For institutions awarding doctoral degrees, enter the doctoral degrees in the 10 highest volume fields (based on the 2-digit CIP code). For institutions awarding master's, education specialist, and post-master's degrees, enter the degrees in the 10 highest volume fields (2-digit CIP). These data will be used in placing institutions in SREB categories.

**For all institutions awarding bachelor's degrees**, enter the number of bachelor's degrees that are identified as **teacher preparation degrees** (1) by major according to a teacher education CIP-code designation (principally CIP codes 13.10, 13.12 and 13.13); or (2) by virtue of taking other requisite teacher education courses; or (3) by an alternative method of identifying teacher preparation degrees. (In the case of (3), please insert a comment explaining how these degrees are identified as teacher preparation.)

**For two-year colleges awarding bachelor's degrees**, enter the bachelor's degrees in the five highest volume fields to be used in placing institutions into SREB categories. Please note that this step is not required for other institutions offering bachelor's degrees.

## Column Format

- Less Than 2-Year Awards (IPEDS Codes 1 & 2)
- At Least 2-Year, But Less Than 4-Year Awards (IPEDS Code 4)
- Associate Degrees (IPEDS Code 3)
- Bachelor's Degrees (IPEDS Code 5)
  - Numbers in Teacher Preparation Programs as indicated by...
    - Major (CIP code)
    - Courses
    - Other
  - Bachelor's Degrees by Field (to be completed ONLY for Two-Year with Bachelor's)
    - Five 2-Digit CIP Designations with the Largest Number of Awards (list in descending order)
      - CIP 1/ # 1 ... CIP 5/ #5
- Post-Bachelor's Certificates (IPEDS Code 6)
- Master's/Education Specialist /Post Master's Degrees or Certificates (IPEDS Codes 7 & 8)
  - Ten 2-Digit CIP Designations with the Largest Number of Awards (list in descending order)
    - CIP 1/ # 1 ... CIP 10/ #10
  - All Other Master's, Education Specialist & Post-Master's
- Research/Scholarship Doctoral Degrees (IPEDS Code 17)
  - Ten 2-Digit CIP Designations with the Largest Number of Awards (list in descending order)
    - CIP 1/ # 1 ... CIP 10/ #10
  - All Other Research/ Scholarship Doctorate's
- Professional Practice Doctoral Degrees/First Professional Degrees (IPEDS Code 18)
  - Law (CIP 22.0101)
  - Medicine (CIP 51.1201)
  - Dentistry (CIP 51.0401)
  - Pharmacy (CIP 51.2001)
  - Chiropractic Medicine (CIP 51.0101)
  - Optometry (CIP 51.1701)
  - Osteopathic Medicine (CIP 51.1901)
  - Veterinary Medicine (CIP 51.2401)
  - Podiatry (CIP 51.2101)
  - Additional Professional Practice Doctorate's
- Other Doctoral Degrees (neither research/scholarship or professional practice; IPEDS Code 19)

## **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.

Please describe your method for reporting (documenting) transfers in a cell comment. Also, please enter data in fields not completed previously if data are now available and highlight those additions in yellow.

**Each student is to be counted in only one persistence category and in only one progression rate category.**

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 bachelor's degree seekers who completed the bachelor's degree, those still enrolled and those who transferred within 150 percent of normal program time, divided by the adjusted cohort. Note that the adjusted cohort for four-year colleges is the full-time, first-time bachelor's or equivalent degree-seeking cohort minus allowable exclusions (as defined by IPEDS).

**For two-year colleges and technical institutions**, the progression rate is the sum of the students who completed 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. The adjusted cohort for two-year and technical colleges is the full-time, first-time degree/certificate seeking undergraduate cohort minus allowable exclusions (as defined by IPEDS).

IPEDS instructions stipulate that students may be excluded from a cohort because of death or total and permanent disability; serving in the armed forces (including those called to active duty), with a foreign aid service of the federal government, or on an official church mission.

A 10-year rate for bachelor's degree seekers at four-year schools and a 6-year rate for degree/certificate seekers at two-year schools are also reported.

Data in Part 2 will also be used to calculate first year persistence rates for full-time, first-time bachelor's degree seekers at four-year colleges and universities and to calculate first year persistence rates for full-time, first-time degree/certificate seekers at two-year colleges or technical institutes. The persistence rate is the sum of degree/certificate seekers still enrolled and those who transferred by the end of the fall term immediately after the fall of the students' first enrollment, divided by the adjusted cohort.

## Column Format

- A. For each public **four-year college or university**, please enter:
1. Cohort Definition (Only students in credit bearing activity are counted.)
    - a) The total entering students at the undergraduate level for fall terms listed (equivalent to IPEDS Fall Enrollment (EF) survey data element, UGENTERN). That is, in addition to the students in the IPEDS Graduation Rate Survey (GRS) full-time, first-time degree/certificate-seeking cohort, this survey 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.
    - b) The cohort of all full-time, first-time bachelor's or equivalent degree seeking undergraduates for fall terms listed (equivalent to an IPEDS GRS data element). This is the cohort upon which the four-year college persistence and progression calculations are based.
    - c) Allowable exclusions from the fall cohort for the terms listed (equivalent to an IPEDS GRS data element). IPEDS instructions state that students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
  2. Persistence to Year 2
    - a) For first year persistence rates: for the fall terms listed, enter members of the cohort enrolled at the same institution during the subsequent fall term (equivalent to an IPEDS EF data element); then
    - b) Documented transfer-out students by fall of Year 2 from the cohorts of the terms listed. IPEDS defines a transfer-out student as one that leaves the institution in which s/he is included in the cohort and enrolls at another institution.
  3. Progression
    - a) For progression rates: members of the cohorts listed earning a bachelor's or equivalent degree who completed their program within 150 percent of normal time (6 years) (equivalent to an IPEDS GRS data element);
    - b) For the cohorts listed, non-completers still enrolled the fall term following 150 percent of normal time (no GRS equivalent);
    - c) For the fall cohorts listed, transfer-out students (non-completers) within 150 percent of normal time (equivalent to an IPEDS GRS data element);
    - d) For the fall cohorts listed, all other students not enrolled from fall cohorts listed (**calculated, do not enter**); and
    - e) For members of the cohorts listed, those earning a bachelor's or equivalent degree who completed their program by 10 years (no IPEDS GRS equivalent).
- B. For each public **two-year college or technical institute or college**, please enter:
1. Cohort Definition (Only students in credit bearing activity are counted.)
    - a) The total entering students at the undergraduate level for fall terms listed (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.
    - b) The cohort of all full-time, first-time degree or certificate seeking undergraduates for fall terms listed (equivalent to an IPEDS GRS data element). This is the cohort upon which the college persistence and progression calculations are based.
    - c) Allowable exclusions from the fall cohort for the terms listed (equivalent to an IPEDS GRS data element); IPEDS instructions state that students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
  2. Persistence to Year 2
    - a) For first year persistence rates: for the fall terms listed, enter members of the cohorts enrolled at the same institution during the subsequent fall term (equivalent to an IPEDS EF data element); then
    - b) Documented transfer-out student by fall of Year 2 from the cohorts of the terms listed. IPEDS defines a transfer-out student as one that leaves the institution in which s/he is included in the cohort and enrolls at another institution.
  3. Progression
    - a) For progression rates: members of the cohorts listed completing less than baccalaureate awards within 150 percent of normal time (3 years) (equivalent to an IPEDS GRS data element);
    - b) For the cohorts listed, non-completers still enrolled the fall term following 150 percent of normal time (no GRS equivalent);
    - c) For the fall cohorts listed, transfer out students (non-completers) within 150 percent of normal time (equivalent to an IPEDS GRS data element);
    - d) For the fall cohorts listed, all other students not enrolled from fall cohorts listed (**calculated, do not enter**); and
    - e) For members of the cohorts listed, those completing less than bachelor's degrees/awards by 6 years (equivalent to an IPEDS GRS equivalent).

### **Part 3**

#### **Time-to-Degree and Attempted Credits-to-Degree**

Persistence, completion and progression rates from Part 2 only look at a subset of postsecondary education students -- first-time, full-time degree or certificate seeking undergraduates. Time-to-degree / attempted credits-to-degree data look at all of a year's graduates and provides a way of getting a more comprehensive picture of completions data. It begins with identifying graduates and then looking back to calculate how much time students required to complete the degree and how many credits they attempted along the way.

**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 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 2016-17 completers, determine the term of their first enrollment at the awarding institution. Calculate an unduplicated count of graduates by identifying second or additional awards at the same level in this same year. Use census-date files to determine enrollment. Once a student is identified as a graduate, their completion date (term) can be captured and compared to the census date (term) of their first enrollment at the awarding institution.

## Column Format

- A. Graduates (students awarded degrees)
  - 1. Number of Degrees Awarded (pulled from Part 1 -- bachelor's for 4-year, associate for two-year)
  - 2. Number of Double/Triple Majors
  - 3. Unduplicated number of graduates (**calculated**) [equals the sum of B1ai,ii,iii + B2ai,ii,iii + C.a. + D.a.]
  - 4. Number of hours typically required for the applicable degree
- B. Who Were First Time in College (FTIC) Freshmen at the Awarding Institution
  - 1. And had a record of enrollment for college credits while in high school (e.g., dual enrolled, early college, etc.)
    - a) Number, who when first enrolled at awarding college were ... (all agencies)
      - i. Full-time
      - ii. Part-time
      - iii. FT/PT unknown
    - b) Average Time to Award at Awarding Institution... (all agencies)
      - i. Full-time
      - ii. Part-time
      - iii. FT/PT unknown
    - c) Average Credit Hours Attempted at Awarding Institution... (voluntary)
      - i. Full-time
      - ii. Part-time
      - iii. FT/PT unknown
  - 2. And had no record of enrollment for college credits while in high school (e.g., dual enrolled, early college, etc.)
    - a) Number, who when first enrolled at awarding college were ... (all agencies)
      - i. Full-time
      - ii. Part-time
      - iii. FT/PT unknown
    - b) Average Time to Award at Awarding Institution... (all agencies)
      - i. Full-time
      - ii. Part-time
      - iii. FT/PT unknown
    - c) Average Credit Hours Attempted at Awarding Institution... (voluntary)
      - i. Full-time
      - ii. Part-time
      - iii. FT/PT unknown
- C. Who Transferred to the Awarding Institution (not FTIC at institution awarding degree)
  - a) Number When First Enrolled at Awarding College... (all agencies)
    - i. Full-time
    - ii. Part-time
    - iii. FT/PT unknown
  - b) Average Time to Award at Awarding Institution... (all agencies)
    - i. Full-time
    - ii. Part-time
    - iii. FT/PT unknown
  - c) Average Credit Hours Attempted at Awarding Institution... (voluntary)
    - i. Full-time
    - ii. Part-time
    - iii. FT/PT unknown
- c) First-Time or Transfer Status When First Enrolled at Awarding Institution is Unknown or Other...
  - 1. Number When First Enrolled at Awarding College... (all agencies)
  - 2. Average Time to Award at Awarding Institution (all agencies)
  - 3. Average Credit Hours Attempted at Awarding Institution (voluntary)

Graduates' time to award is calculated using IPEDS academic years (i.e., a summer session and fall through spring terms count as an academic year. For 2013-14 completers, count students who enrolled first at the awarding institution in

- winter/spring term of 2016-17 as .5 year
- summer or fall terms of 2016-17 as 1 year
- winter/spring term of 2015-16 as 1.5 years
- summer or fall terms of 2015-16 as 2 years
- winter/spring term of 2014-15 as 2.5 years
- summer or fall terms of 2014-15 as 3 years
- winter/spring term of 2013-14 as 3.5 years
- summer or fall terms of 2013-14 as 4 years
- winter/spring term of 2012-13 as 4.5 years
- summer or fall terms of 2012-13 as 5 years
- winter/spring term of 2011-12 as 5.5 years
- summer or fall terms of 2011-12 as 6 years
- winter/spring term of 2010-11 as 6.5 years
- summer or fall terms of 2010-11 as 7 years
- winter/spring term of 2009-10 as 7.5 years
- summer or fall terms of 2009-10 as 8 years
- winter/spring term of 2008-09 as 8.5 years
- summer or fall terms of 2008-09 as 9 years
- winter/spring term of 2007-08 as 9.5 years
- summer or fall terms of 2007-09 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:** Graduates' *attempted credits at the institutions from which they received their degrees* should also be reported using census-date files. Count the attempted credits for all terms the graduates were enrolled at the awarding institution. Credits earned or accepted for transfer as recorded on transcripts or in 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 course enrollment files.

Report the typical hours required for bachelor's or associate degrees as applicable. **Please note that this should not be reported as a range.**

**All agencies should report data in 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:

- Credit hours attempted in remedial/developmental education courses or other “zero credit” courses **are** included in counts.
- If a student receives multiple undergraduate awards at different levels in the same year, report the student by the highest-level award earned.
- If a student receives multiple undergraduate awards at the same level in different years, the student gets counted in each year. However, the student should be reported in section C along with transfer students as of the first term they enroll after the first degree.
- If a student is a first-time, full-time freshman at institution A, transfers to institution B, then transfers back to and graduates from A, the student shows up as a first-time, full-time student at A.
- If a student is a first-time, full-time freshman at institution A, and the next year, the student attends both institution A and institution B, then transfers back to and graduates from A, the student shows 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, the student shows 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 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 who 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

**Please note that this part of the survey **must** be completed first (along with Part 1) for **all** institutions (not just two-year colleges and technical institutes) to determine proper institutional categories.** Report all credit/contact hours which could count toward a degree or other award, whether 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 included in the graduate credit hour count. Medical school credit hours are not included. 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 funding, local funding and/or tuition and fee revenue. 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 2017. **(Please note your census dates in a cell comment.)**

Credit/contact hour data are collected to be used in calculating the estimated annual full-time-equivalent (FTE) enrollment for 2017-18. The FTE will go with the appropriate 2017-18 funding data collected in Part 6 to compute funding per FTE. To have a report as early as possible, an estimating procedure is used to arrive at 2017-18 annual FTE. Please enter data for all of the following terms that are applicable: Winter 2017, Spring 2017, Summer 2017, and Fall 2017. (Those states that include two half summer terms in their fiscal year should combine the appropriate two half terms in the Summer 2017 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 that were taken by students still enrolled in high school (e.g., dual enrollment, joint enrollment, early college).

Please do not report student activity under both credit and contact hours. Unduplicated 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 reported hence credit-hour data are not requested for these institutions only.

Note: The Data Exchange adheres to the IPEDS definition of "credit hour" (a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term that can be applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award) and "contact hour" (a unit of measure that represents an hour of scheduled instruction given to students — sometimes referred to as clock hours.)

## **Column Format**

- Semester or Quarter Hours
- Undergraduate Credit Hours
  - Winter
  - Spring
  - Summer
  - Fall
  - Hours taken by students still in high school (dual enrollment, joint enrollment, early college, etc.)
- Undergraduate Contact Hours
  - Winter
  - Spring
  - Summer
  - Fall
  - Hours taken by students still in high school (dual enrollment, joint enrollment, early college, etc.)
- Graduate Credit Hours
  - Winter
  - Spring
  - Summer
  - Fall

## **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 (i.e., no substantial site attendance is required, and more than 50 percent of the course content is delivered electronically). This “more-than-50-percent-rule” matches a criterion used for the inclusion of courses in the SREB’s Electronic Campus and the SACS’ definition of distance education. **If your state uses some rule other than the more-than-50-percent rule, please note it in a comment on the sheet.**

**Please note that 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 a calendar year through traditional instruction (i.e., substantial site attendance is required and 50 percent or less of the course is delivered electronically). Separately report credit/contact hours generated on-campus and those generated off the main campus. **Please note that the calendar year used for reporting in Part 5 is the same as Part 4.** Enter data for all of the following terms that are applicable: Winter 2017, Spring 2017, Summer 2017, and Fall 2017. (Those states that include two half summer terms in their fiscal year should combine the appropriate two half terms in the Summer 2017 column.)

Report credit/contact hours generated through e-learning (i.e., no substantial site attendance is required, and more than 50 percent of the course is delivered electronically). 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 substantial site attendance where 50 percent or less of the course is delivered electronically).

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

## Column Format

- Undergraduate Credit Hours
  - On-Campus "Traditional" Instruction (substantial site attendance required--50% or less of course content is electronically delivered)
  - Off-Campus (in-state or out-of-state sites) "Traditional" Instruction (significant site attendance required--50% or less of course content is electronically delivered)
  - e-Learning (more than 50% of course content is electronically delivered)
    - Web
    - Site-to-Site, 2-Way, Audio/Video (compressed video)
    - Other (Satellite, Cable, Broadcast TV/Radio, Closed-Circuit, Video Tapes, CD ROM)
  - Correspondence (no significant site attendance required--50% or less of the course content is electronically delivered)
- Graduate Credit Hours
  - On-Campus "Traditional" Instruction (significant site attendance required--50% or less of course content is electronically delivered)
  - Off-Campus (in-state or out-of-state sites) "Traditional" Instruction (significant site attendance required--50% or less of course content is electronically delivered)
  - e-Learning (more than 50% of course content is electronically delivered)
    - Web
    - Site-to-Site, 2-Way, Audio/Video (compressed video)
    - Other (Satellite, Cable, Broadcast TV/Radio, Closed-Circuit, Video Tapes, CD ROM)
  - Correspondence (no significant site attendance required--50% or less of the course content is electronically delivered)

## **Part 6**

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

The funding survey 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 for 2017-18. 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 are not included. State “Maintenance of Effort” (MOE) funds, however, are to be included.

State general operating 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. They **exclude** local appropriations for capital outlay and debt service.

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 2017-18 (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 2017-18 amounts reflecting any reductions or increases announced by December 31, 2017. Revise 2016-17 amounts to reflect any reductions or increases that occurred by the end of the fiscal year. (Please highlight changes with a yellow background.) For 2016-17 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.

### **Column Format**

#### **A. Funds for E&G Operations**

1. State General Purpose
2. State Educational Special Purpose
3. Local
4. Tuition and Fee Revenue (estimated)
  - a. For Operations
  - b. For Debt Service

#### **B. Other Special Purpose Funds and Funds for Health Professions Education**

1. System Operations, State Support to Private Colleges other than student aid, contract education and statewide student aid administered off campus and non-medical, Specialized institutions.
  - a. State
  - b. Estimated medical-specialized tuition & fees revenue
    - (i) For Operations
    - (ii) For Debt Service

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

Report annualized tuition and mandatory fees charged to all full-time students for the 2017-18 academic year. Mandatory fees are those assessed to each full-time undergraduate or graduate student regardless of student level or program of study. For example, fees charged only to students in particular academic programs or courses (e.g., music, laboratory, or nursing courses) or fees unique to a given situation such as late registration or automobile registration should not be reported. Mandatory fees include health services fees, building use fees, activity fees, athletic fees and auxiliary fees, where the fee is not optional for full-time students.

For this survey, 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.

**Please note that the SREB definition of a full-time undergraduate differs from IPEDS.** IPEDS defines a full-time undergraduate as a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term for the purposes of reporting tuition and fees since that is what qualifies a student as full time for federal student aid purposes. For reporting tuition and fees, the **SREB-State Data Exchange defines a full-time student as carrying a 15-semester credit hour load per term since that is the load that will lead to students finishing on time.**

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.

## **Column Format**

- Undergraduate
  - In-State
  - Out-of-State
- Graduate
  - In-State
  - Out-of-State
- Law
  - In-State
  - Out-of-State
- Medicine
  - In-State
  - Out-of-State
- Dentistry
  - In-State
  - Out-of-State
- Pharmacy
  - In-State
  - Out-of-State
- Optometry
  - In-State
  - Out-of-State Undergraduate
- Osteopathic Medicine
  - In-State
  - Out-of-State Undergraduate
- Veterinary Medicine
  - In-State
  - Out-of-State Undergraduate

## **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 2017-18 academic year. Who has the authority to set tuition and fee rates and establish policies? What methods or guidelines are 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?