Community College Funding Metric Description and Coding Logic for FY25

Note: Data for Fiscal Year (FY) 2025 funding is based on FY 2021, FY 2022, and FY 2023 data.

Award Counts

1. Pull all awards from CBM009 and CBM00M earned at a community college each year.
    a. Only keep the following awards (based on Item #8 - Level of Award in CBM009)
        i.   1 – Associate
        ii. 2 – Certificate
        iii. 4 – Advanced Technology Certificate
        iv. 7 – Bachelor's Degree
    b. CBM00M
        i.   All awards – these are the Occupational Skills Awards (OSAs)
        ii. Note that prior to FY23, OSA awards were gathered via ad hoc collection.

2. Define whether degree major is a 'high demand' field.
    a. CIP codes that are classified as 'high demand' are listed in the link below.

3. Add student characteristics to dataset.
    a. Adult Learner – age as of September 1 in FY degree was earned. If student is 25 or older, then they are considered an 'adult learner.' Age Is based on DOB reported on the CBM009/CBM00M.
        i.   Identify students age on 9/1 of the earliest enrollment year for associate and bachelor's degree students.
            1. The "associate age" calculation looks back as far as the previous year;
            2. For the 'bachelor's age' calculation, we look back over the three previous years.
    b. Economic disadvantage – student received Pell in the current FY or anytime during prior four years at the CC where the degree was earned.
    c. Academic disadvantage – student was not TSI met or not TSI waived in any subject in the current FY or anytime during the prior four years at the CC where the degree was earned.

Transfer Counts

1. Find all undergraduates enrolled at Texas Public 4-year institutions in the FY being measured as reported on the CBM0C1.
    a. Exclude students with invalid SSN since we cannot track these students across institutions.
    b. Exclude students enrolled at any public university in the prior four fiscal years as reported on the CBM0C1.

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- For FY23, exclude students enrolled in FY19 through FY22

2. Sum the accumulated semester credit hours (SCH) earned at a community college for the current FY and the prior 4 years.
   a. Do not count developmental education hours (CIP that starts with '32').
   b. Only count successfully completed hours (student earned A, B, C, D, or Credit/Passed as reported on the CBM00S).
   c. Keep students who have accumulated 15 SCH or more at one community college.

3. Combine students from Step #1 with students in Step #2 and retain only those who are present in both sets.

4. Add student characteristics to dataset.
   a. Adult Learner – age as of September 1 in FY of last community college enrollment (at the institution where 15 SCH was earned). If a student is 25 years or older, they are considered an 'adult learner.'
   b. Economic disadvantage – student received a Pell Grant in the current FY or at any time during the prior four years at the community college where 15 SCH was earned.
   c. Academic disadvantage – student was not TSI met or was not TSI waived in any subject in the current FY or anytime during the prior four years at the community college where 15 SCH was earned.
   d. If a student has earned 15 SCH at more than one institution prior to transfer, the fundable outcome is awarded to the last community college the student attended.
   e. If a student earns 15 SCH (semester credit hours) across multiple institutions within the same academic term, the following scenario may arise:
      i. The transfer outcome would first be assigned to the institution from which the student earned the greater number of SCH that count toward the transfer fundable outcome during the academic term in which they accrued 15 SCH.
      ii. If the student earned an equal number of SCH that count toward the transfer fundable outcome in the academic term in which they accumulated 15 SCH, the outcome would be assigned to the institution from which the student has accumulated a greater number of SCH that count toward the transfer fundable outcome in total.
      iii. If the student is still enrolled and is counted at multiple institutions and meets the criteria, both institutions will receive a transfer outcome .

Co-Enrollment Counts

A co-enrollment point is given if a student in a structured co-enrollment program accumulates 15 Semester Credit Hours (SCH) at the community college within 2 years. The structured co-enrollment program must be with a public 4-year institution.

Each year, THECB conducts a survey for community colleges to identify which 4-year institutions they have a structured co-enrollment program with. Co-enrollment points are only given if students are enrolled in the specific community college/public university pair reported on this survey.

1. Identify students who were first-time-in-college (FTIC) at the community college in the fall two years prior to the funding year.
   a. Include only students with valid SSNs because this count requires linking students across institutions.
   b. Identify students who were enrolled in the same semester at a public university (this enrollment does not need to be FTIC).

2. Only keep students who were co-enrolled at a community college/public university pair reported to the THECB via survey.

3. Calculate the number of SCH successfully completed at the community college from the start date (fall two years prior) to the year being measured.

   a. Do not count developmental education hours (CIP that starts with '32').
   b. Only count successfully completed hours (student earned A, B, C, D, or Credit/Passed as reported on the CBM00S).
   c. Keep only students from the original cohort that earned at least 15 SCH during this timeframe.

4. Add student characteristics to the dataset.
   a. Adult Learner – Age as of September 1 in FY of first enrollment (2 years prior to the funding year). If students are 25 or older, they are considered 'adult learners.'
   b. Economic disadvantage – If the student received Pell in FY of first enrollment (2 years prior to funding year) at either the community college or the public university in the co-enrollment pair.
   c. Academic disadvantage – If the student was not TSI met or not TSI waived in any subject in the FY of first enrollment (2 years prior to the funding year) at the community college.

15 Semester Credit Hours of Dual Credit

The Community College District/Institution receives a point if a student accumulates 15 SCH or more of dual credit in the FY being funded. The student must meet the 15 SCH threshold for the first time in the year being measured. If the student has accumulated 15 SCH or more in a prior year, they will be excluded from the count for the current year.

1. Pull the data for students enrolled at the community college for the fiscal year.

1. Use CBM00S to calculate the total dual credit/dual enrollment hours earned by a student, accumulated in the FY being measured as well as the past four years.
   a. Only count successfully completed hours (student earned A, B, C, D, or Credit/Passed as reported on the CBM00S).
   b. Only count SCH that was funded.

2. Check the dual credit/dual enrollment SCH accumulated in prior years. If students accumulated 15 SCH or more in a prior year, they are excluded from the count for the current year.

List of High Demand Fields for FY25

FY25 funding for credentials in high-demand fields will consider credentials conferred in FY23, FY24, and FY25: https://www.highered.texas.gov/our-work/supporting-our-institutions/community-college-finance/high-demand-fields/

The preliminary list of high-demand fields for credentials conferred in FY23 is located here: CCFF FY23 High-Demand Fields for FY25 Funding.xlsx.

The Board will consider this list, as well as an updated list for credentials conferred in FY24 and FY25, at the July 2024 Board meeting.