



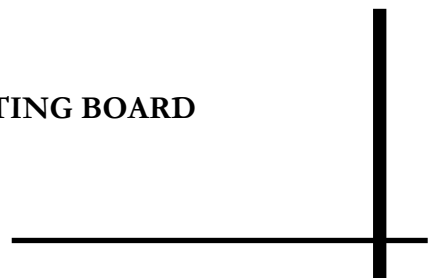
**REPORTING and PROCEDURES
MANUAL**

for

**Texas Health-Related
Institutions**

Spring 2009

TEXAS HIGHER EDUCATION COORDINATING BOARD
Educational Data Center





Texas Higher Education
COORDINATING BOARD
Planning and Accountability

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MEMORANDUM

March 27, 2009

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To: Health-related Institution Reporting Officials
From: Doug Parker
Subject: Spring 2009 Reporting Manual (replaces Fall 2007 manual)

Modifications to HRI CBM Report editing that are in effect

CBM001 – High School Code is not required if the student is over the age of 25

The high school code in Item #36 is not required for students over the age of 25.

All CBM Reports – Error records are in one edit output report and Questionable records are in another edit output report.

HRI CBM Report editing, Spring 2009

CBM002 – The redesigned TSI report is due June 15, 2009

The reporting manual for the TSI (CBM002) New Format due June 2009 can be found here - <http://www.txhighereddata.org/ReportingManuals.cfm>

Institutions who are charging their students a higher tuition rate once they exceed their undergraduate SCH limit – Semester credit hours that were earned by non-resident students paying the out of state/foreign tuition rate should not count toward their SCH limit. You should check your records to see if students who exceed the limit have any SCH that fall into this category. The SCH earned by non-resident students who paid in-state or reduced rates will still be counted toward their undergraduate SCH limit (TEC 54.014 & 61.0595).

FOREWORD

The reports discussed in this **Health-Related Institution** manual fulfill provisions of the Higher Education Coordinating Act of 1965 as amended (codified as Subtitle B, Chapter 61, Texas Education Code, 1971).

All reports must be submitted electronically. (See detail in Electronic Data Transfer System section of manual.) Associated with each report is a set of instructions for preparing the data in the Coordinating Board format.

If you need to write to the Educational Data Center, the address is:

Educational Data Center
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711

The fax number is (512) 427-6447.

If you have questions concerning the use or implementation of this manual, contact Torca Bunton or Doug Parker at the above address or at the following telecommunication numbers:

| | <u>Regular Phone</u> | <u>INTERNET Address</u> |
|--------------|----------------------|--|
| Torca Bunton | (512) 427-6532 | Torca.Bunton@thecb.state.tx.us |
| Doug Parker | (512) 427-6287 | Doug.Parker@thecb.state.tx.us |

Click on [Memos Related to Changes to the CBM Manual for Health-Related Institutions](#) for memos related to changes made to the *Reporting and Procedures Manual* prior to the memo(s) appearing in this manual.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

Health-Related Institutions

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HRI General Reporting Issues

REPORTING PERIODS

The following is a schedule of due dates for the reports contained in this manual.

Fall Semester Reports (Fall Quarter)

Due Dates

| | | |
|---------------------------------|--------|------------|
| Student Report | CBM001 | October 15 |
| Texas Success Initiative Report | CBM002 | February 1 |
| Faculty Report | CBM008 | October 15 |

Spring Semester Reports (Winter Quarter)

Due Date

Due Date in Odd Years

| | | | |
|---------------------------------|--------|----------|--------------|
| Student Report | CBM001 | March 15 | Mid February |
| Texas Success Initiative Report | CBM002 | June 15 | |

Summer Semester Reports (Spring & Summer Qtrs)

Due Date

| | | |
|---------------------------------|--------|-----------|
| Student Report | CBM001 | August 15 |
| Texas Success Initiative Report | CBM002 | October 1 |

Annual Reports

Due Date

| | | |
|--------------------------|--------|-----------|
| Graduation Report | CBM009 | October 1 |
| Residents/Fellows Report | CBM00R | October 1 |

Any Time Reports

| | | |
|--------------------------------------|--------|---------------------------------------|
| Student Number Change Report | CBM00N | Any Time |
| Facilities Room Inventory Report | CBM011 | January – October certified by Nov. 1 |
| Facilities Building Inventory Report | CBM014 | January – October certified by Nov. 1 |

HRI General Reporting Issues

COORDINATING BOARD CONTACTS

- I. CBM Reporting: Educational Data Center, 512-427-6302, FAX: 512-427-6447
 - A. All Health-Related Institutions' CBM Reports
Torca Bunton, Data Analyst 512-427-6532
INTERNET address: Torca.Bunton@theqb.state.tx.us
 - B. Electronic Data Transfer System - receipt and distribution
Torca Bunton, Data Analyst 512-427-6532
INTERNET address: Torca.Bunton@theqb.state.tx.us
 - C. General Questions
Doug Parker, Director 512-427-6287
INTERNET address: Doug.Parker@theqb.state.tx.us
- II. Program Inventory and CIP Questions: Graduate and Professional Education,
FAX: 512-427-6168
Chris Fowler, Program Director 512-427-6217
INTERNET address: Chris.Fowler@theqb.state.tx.us
- III. Financial Aid Database: Educational Data Center, FAX: 512-427-6447
TBA
- IV. Funding Questions: Finance and Resource Planning, FAX: 512-427-6147
TBA
- V. Residents and Postdoctoral/Research Fellows Questions: Finance and Resource Planning,
FAX: 512-427-6147
Ed Buchanan, Program Director 512-427-6138
INTERNET address: Ed.Buchanan@theqb.state.tx.us
- VI. Student Tuition and Residency Issues: Student Services, FAX: 512-427-6420
Jane Caldwell, Director 512-427-6455
INTERNET address: Jane.Caldwell@theqb.state.tx.us
- VII. Texas Success Initiative Program Questions: P-16 Initiatives, FAX: 512-427-6264
Tamara Clunis, Program Director, Developmental Education 512-427-6262
INTERNET address: Tamara.Clunis@theqb.state.tx.us

HRI General Reporting Issues

ELECTRONIC DATA TRANSFER SYSTEM

The submission of CBM reports must be by electronic transfer. If any data items need to be changed, make the changes to your file and re-submit it as a complete report.

State and federal security requirements mandate that confidential data be transferred using a secure process. Since July 15, 2004 all files are required to be submitted or retrieved via SFTP (the secure FTP) server process. Connection to the SFTP File Server at the THECB is via the Internet.

You may create the data file containing a header record, data records, and a trailer record by whatever method available.

The header record contains information to identify the type of data in the file and the length of the data records. The trailer record contains a record count of the actual number of data records, not including the header and trailer records, in the file. The record count in the trailer record will be used to verify that all records were transferred through the communication system.

The actual file name is not critical. Information in the header record is used to identify data contained in the file. To avoid possible confusion or loss of file by writing over a previously transferred file of the same name, make each file transferred a unique name.

In order to submit EDC CBM files, you must log into the SFTP server, sftp.thecb.state.tx.us, with a username and password.

For USERID: Enter "edcNNNNNN" where "NNNNNN" is your six-digit FICE code. For example, "edc001234" (lower case 'edc'; leading zeros required in the FICE code).

For PASSWORD: Enter your password, case sensitive. Contact Torca Bunton at e-mail Torca.Bunton@thecb.state.tx.us for your password.

This password is unique for your FICE code. Guard it to prevent unauthorized access to your data.

The data sent to the Coordinating Board goes to the "INPUT" directory and the edit and summary report files are retrieved from the "OUTPUT" directory. Detailed instructions are located at [Data Transfer Procedures for THECB Reports Using SFTP](#).

The data content of the files will be as defined in the Data Processing Record Layout of each report in this manual. The format and content of the HEADER and TRAILER records are critical and must be valid. Identification of the data depends totally on the accuracy of the information contained in the header record.

HRI General Reporting Issues

File Transfer System INPUT FILE FORMAT

| HEADER RECORD | | <u>Beginning Position</u> | <u>Length</u> |
|---------------|---|-------------------------------|----------------|
| Item #1 | File Label-ID - Always 'HY2K' | 1 | 4 |
| Item #2 | Institution Code - FICE - Numeric | 5 | 6 |
| Item #3 | Data Identifier, i.e., CBM001 | 11 | 6 |
| Item #4 | Semester - Numeric ('1', '2', '3', or '5') | 17 | 1 |
| Item #5 | Year - Numeric - YYYY | 18 | 4 |
| Item #6 | Record Type - C for a Complete report | 22 | 1 |
| Item #7 | Length of data records within report – Numeric, leading zeros, i.e., "0080", "0102", "0120", "0136" | 23 | 4 |
| Item #8 | Name and E-mail address of person submitting file | 27 | As Required |

NOTE: Use a space (not a special character) to separate the name and e-mail address. The length of the record may extend up to 400 characters in order to contain the name and e-mail address.

DATA RECORDS

For CBM Reports, data record formats must match the record formats specified in the documentation for each report.

| TRAILER RECORD | | <u>Beginning Position</u> | <u>Length</u> |
|----------------|--|-------------------------------|---------------|
| Item #1 | File Label-ID - Always 'EOF1' | 1 | 4 |
| Item #2 | Record Count - Numeric, leading zeros (Number of data records in file, not including "Header" and "Trailer" records) | 5 | 5 |

Record size may be any length up to 400 characters

HRI General Reporting Issues

EDIT REPORT OUTPUT FILES

As we migrate to processing the CBM edits on a server over the next 3-4 months, a new naming convention has been implemented for the edit report output files. The following file name is an example:

CBM002_FALL_2003_S_003652_200405100136262.TXT

CBM002 – CBM report type

_ - used as a separator

FALL – the report semester (can also be SPRING, SUMMER, SUMMER1, SUMMER2, ANNUAL, QUARTER1, QUARTER2, QUARTER3, QUARTER4)

_ - used as a separator

2003 – Report Year

_ - used as a separator

S – Institution type (can also be J, H or I)

_ - used as a separator

003652 – FICE code of institution

_ - used as a separator

200405100136262 – Date Time stamp (Year, Month, Day, Hour, Minute, Second, Tenth of Second)

EDC Data Report Processing Schedule

| Reports in by | Edit run begins | Edit reports posted |
|---------------|------------------|---------------------|
| 6:00 a.m. | 6:20 a.m. (M-F) | 7:00 a.m. |
| 8:00 a.m. | 8:20 a.m. (M-F) | 9:00 a.m. |
| 10:00 a.m. | 10:20 a.m. (M-F) | 11:00 a.m. |
| 1:00 p.m. | 1:20 p.m. (M-F) | 2:00 p.m. |
| 3:00 p.m. | 3:20 p.m. (M-F) | 4:00 p.m. |
| 6:00 p.m. | 6:20 p.m. (M-Th) | 7:00 p.m. |

HRI General Reporting Issues

CERTIFICATION TRACKING

The goal of these procedures is to have the CBM reports collected by the Educational Data Center and certified by the institutions as available for use within four working weeks of the due date. Since there are six edit cycles each workday, turn-around time should be less of an issue. Also, the desire is to have the most current data available for formula committee work, accountability measures, and appropriation requests. The follow-up procedures for ensuring timely certification of the reports are:

1. The EDC Data Analyst will telephone or e-mail the Reporting Official if a specific report is not received within two days after the due date.
2. An email from the Director of the Educational Data Center will be emailed to the Reporting Official if the report has not been received and certified by the seventh working day after the due date.
3. An inquiry letter will be faxed to the Vice President for Academic Affairs, or the equivalent, from the appropriate Assistant Commissioner if the report has not been received and certified by the twelfth working day after the due date.
4. A letter indicating that the certification of the CB report is delinquent will be faxed to the President, or the equivalent, from the Associate Commissioner if the report has not been certified by the end of the third working week after the due date.

CHANGES TO CERTIFIED REPORTS

- A. Changes to certified data will not be permitted unless an executive officer of the reporting institution requests the change in writing and the reporting error would have a significant impact on future year funding or statistical analysis.
- B. Requests made prior to the data being published may be approved by the Educational Data Center and must not delay standard publish dates.
- C. Requests to change data which are already published must be approved by the Commissioner.

HRI General Reporting Issues

CERTIFICATION STATEMENT INSTRUCTIONS

When the edit materials for a CBM report are returned to the reporting institution for verification, one of two actions is required. If the edit reveals errors in the report, corrections should be submitted. Justification of all "Review" items is **required** before certification can be applied. When all the information is correct, the reporting official certifies the report by completing a certification statement and returning it to the Educational Data Center. An e-mail stating which report is certified is an acceptable alternative.

The example below shows the certification of Long Star School of Allied Health's Fall 2005 CBM001, CBM008, and CBM009.

CERTIFICATION STATEMENT

INSTITUTION: LONE STAR HEALTH SCIENCE CENTER _____ 003304

DATE: DECEMBER 15, 2005

I hereby certify that the following report(s) is (are) correct and the data are usable in all output reports.

| <u>REPORT NUMBER</u> | <u>SEMESTER AND YEAR</u> |
|----------------------|--------------------------|
| CBM001 | <u>Fall 2005</u> |
| CBM008 | <u>Fall 2005</u> |
| CBM009 | <u>Fall 2005</u> |

Justification of Review items is as follows: _____

REPORTING OFFICIAL

STUDENT REPORT CBM001

This report reflects all academic and professional students enrolled at the reporting institution as of the official census date, which is the 12th class day for the Fall and Spring semesters (16-week session) and the 4th class day for each of the summer terms (6 week session). To be counted for state aid, the students must be registered as of the official census date and the institution must collect in full from the student (or have a valid accounts receivable on record) by the 20th class day or the 15th class day during summer sessions. Students are required to have a fully operational installment contract (in accordance with Chapter 54, Section 54.007 of the Texas Education Code) by the payment due date in order to be in good standing. This includes receipt of a first installment payment prior to the beginning of the semester.

Students who withdraw from the institution prior to or on the official census date will not be reported for that term. The report will include an unduplicated headcount of all students registered at the reporting institution, whether the course is taught on-campus or off-campus, or whether the student is in an academic program or medical or dental professional program.

Students who are participating in joint degree programs (e.g., MD/PhD) should be given classifications that match the majority of course work that they are taking during the semester. For example, if a jointly admitted student is completing the second year of medical school, the student should be reported in Item #5 as 'B.' However, if that student is enrolled in a PhD course or lab work, the student should be reported in Item #5 as '7.'

Medical and dental professional students will be reported in each term (Fall, Spring, or Summer) if they have not withdrawn from classes by the census date of the term. Use the same census date of the academic programs for the professional programs. Use the start-date of the academic calendar to define the beginning of the fall reporting period.

All summer sessions will be combined into one report. When combined, the headcount reported should be non-duplicative. Combined reports should be coded as '3' (Summer I) in Item #14.

The student records for all components of the health-related institution will be submitted as one report under the FICE code of the health science center. The specific component in which each student is enrolled will be identified in Item #33.

HRI Student Report (CBM001)

Census Dates for other than 16 or 6 week terms are outlined below:

| <u>Fall and Spring Semesters</u> | | <u>Summer Semester</u> | |
|----------------------------------|--------------------|-------------------------------|--------------------|
| <u>Length of Term (Weeks)</u> | <u>Census Date</u> | <u>Length of Term (Weeks)</u> | <u>Census Date</u> |
| 2 or less | 1st Class Day | 2 or less | 1st Class day |
| 3 | 2nd Class Day | 3 | 2nd Class Day |
| 4 | 3rd Class Day | 4 | 3rd Class Day |
| 5 – 6 | 4th Class Day | 5 – 6 | 4th Cass Day |
| 7 | 5th Class Day | 7 | 5th Class Day |
| 8 | 6th Class Day | 8 | 6th Class Day |
| 9 – 10 | 7th Class Day | 9 | 7th Class Day |
| 11 | 8th Class Day | 10 or more | 12th Class Day |
| 12 | 9th Class Day | | |
| 13 – 14 | 10th Class Day | | |
| 15 | 11th Class Day | | |
| 16 | 12th Class Day | | |

Flexible Entry Students

Students enrolled in classes organized after the official census date should be included in the data submitted in the semester following; i.e., (1) students enrolled in the classes organized after the 12th class day of the fall semester will be reported in the following Spring semester 12th class day report; (2) students enrolled in classes organized after the 12th class day of the Spring semester will be reported in the summer semester report; etc. These students will be identified by inserting a '1' in Item #17 to denote "flexible entry".

NOTE: A class is organized when students have registered and have paid fees or established accounts receivable. Classes which are organized with regular semester classes but whose first class day is not until after the term census date, may be reported as a regular class, except:

- A. Students who register for this class after the term census date cannot have the hours reported for state funding on the CBM001;
- B. Students who drop this class before this class's first class day cannot be reported for state funding on the CBM001.

Inter-institutional Credit Hours

If the instruction of a student is being provided by the faculty of another institution, both institutions cannot claim the credit hours attempted by the student. If the other institution is claiming the credit hours, then the student credit hours of the receiving institution are to be reported as inter-institution credit hours. Neither the location of the class nor the delivery medium affect the definition.

HRI Student Report (CBM001)

Remote Teaching Sites

Use the assigned FICE codes below to identify the location of a remote teaching site on the student report in Item #34. If you need to report a location not listed below, contact Janice McIver at (512) 427-6298 or email her at Janice.McIver@theccb.state.tx.us.

The Texas A&M University System Health Science Center

- 000850 Dallas Campus (Baylor Coll. of Dentistry)
- 000852 Houston Campus (Inst. for Biosciences and Tech., Grad. Sch. of Biomedical Sci.)
- 000853 Round Rock Campus (Coll. of Medicine)
- 000854 Temple Campus (Coll. of Medicine)
- 000856 Kingsville Campus (Coll. of Pharmacy)
- 000857 McAllen Campus (Sch. of Rural Public Health)

Texas Tech University Health Sciences Center

- 000860 Amarillo (Sch. of Medicine, Grad. Sch. of Biomedical Sci., Sch. of Allied Health, Sch. of Pharmacy)
- 000861 Abilene (Sch. of Pharmacy)
- 000862 El Paso (Sch. of Medicine)
- 000863 Midland (Sch. of Allied Health)
- 000864 Odessa (Sch. of Allied Health, Sch. of Nursing)
- 000866 Dallas (Sch. of Pharmacy)

The University of Texas Health Science Center at Houston

- 000871 Austin (Sch. of Public Health)
- 000872 Brownsville RAHC (Sch. of Public Health)
- 000874 Dallas (Sch. of Public Health)
- 000876 El Paso (Sch. of Nursing, Sch. of Public Health)
- 000878 San Antonio (Sch. of Nursing, Sch. of Public Health)

The University of Texas Health Science Center at San Antonio

- 000880 Edinburg Research Division (Medical Sch.)
- 000882 Harlingen Research Division (Medical Sch.)
- 000884 Laredo Research Division (Medical Sch., Sch. of Health Prof.)
- 000886 McAllen Research Division (Medical Sch.)

The University of Texas M.D. Anderson Cancer Center

- 000896 Veterinary Science Bastrop
- 000898 Science Park Operations Smithville

The University of Texas Medical Branch at Galveston

- 000870 Austin (Medical Sch.)

Reporting Semester Credit Hours

Effective Spring 2000, Item #10 should be the total SCH the student attempted in the current term. For undergraduate students, the sum of Item #10 should equal the sum of the other SCH Items (#16, #22, #24, and #25):

HRI Student Report (CBM001)

- Item #16 - SCH in inter-institutional courses that DO qualify for state funding
- Item #22 - SCH in collegiate courses that DO NOT qualify for state funding
- Item #24 - SCH in inter-institutional courses that DO NOT qualify for state funding
- Item #25 - SCH in collegiate courses that DO qualify for state funding

These items are mutually exclusive. When combined, they represent the total semester credit hours for the undergraduate student.

Undergraduate Semester Credit Hours in Excess of State Limit and Formula Funding Exceptions for Repeated Courses

See rules at <http://www.thecb.state.tx.us/Rules/>, Chapter 13, Subchapter F, Section 13.100-13.109.

Undergraduate Students Approaching Funding Limit for a Baccalaureate Degree

Six reports are produced each edit run – three for students affected by the 45-hour funding limit and three for students affected by the 30-hour funding limit. The reports identify those students who are approaching the funding limit (within 30 SCH of the limit), who will exceed the funding limit (after the semester reported), and who exceed the funding limit (prior to the semester reports). Item #28, Student Affected by Undergraduate Funding Limitation, will be used to determine the funding limit the student is affected by. The total number of undergraduate SCH the student has accumulated and Item #27, SCH of Undergraduate Degree Program, will be used to determine if the student will appear on any of the reports.

Funding Limitation for Doctoral Students

The Legislative limit of 99 doctoral funded semester credit hours per doctoral student and the allowable exceptions for funding up to 130 hours are described in the Texas Education Code (TEC 61.059). Two reports are provided during each student report edit cycle. One report provides the doctoral students who have exceeded 70 doctoral credit hours but who have not exceeded 99 doctoral credit hours. The other report identifies the doctoral students who have exceeded the 99 doctoral credit hour limit. Prior to the formula runs each base year, each institution is given the opportunity to identify which of their doctoral students should be granted program or individual exceptions during the next funding period.

HRI Student Report (CBM001)

INSTRUCTIONS FOR STUDENT REPORT

- Item #1 Record Code. Always enter '1' for all students.
- Item #2 Institution Code. Enter the FICE Code of the health-related institution.
- Item #3 Student Identification Number. Enter the social security number of the student. The institution will assign unique (nine-digit) identification numbers to students without social security numbers. A second record with the same student identification number will only be accepted if a student is being reported as a "flex-entry" student from a prior term and is enrolled in the current term being reported.
- Item #4 Gender. Enter the gender of the student.
- M = Male F = Female
- Item #5 Classification. Enter the classification of the student.
- | | |
|-----------------------|--|
| 1. Freshman | 8. Special-Professional (AUD) |
| 2. Sophomore | 9. Special-Professional (PharmD) |
| 3. Junior | A. First Year Medical/Dental |
| 4. Senior | B. Second Year Medical/Dental |
| 5. Post-Baccalaureate | C. Third Year Medical/Dental |
| 6. Master's Level | D. Fourth Year Medical/Dental |
| 7. Doctoral Level | M. Professional Specialty (Medical/Dental) |

Use the following guidelines to classify students:

1. Freshman
2. Sophomore Institutions will use their guidelines
3. Junior for these categories
4. Senior
5. Post-Baccalaureate – a student possessing a baccalaureate degree but who has not been admitted to a graduate program
6. Master's Level – a student possessing a baccalaureate degree or the equivalent or admitted to an approved master's degree program at the institution
7. Doctoral Level – a student admitted to an approved doctoral degree program at the institution
8. Special-Professional (AUD) – a student admitted to an Audiology program
9. Special-Professional (PharmD) – a student admitted to a PharmD program
- A. First Year student in a Medical or Dental degree program
- B. Second Year student in a Medical or Dental degree program
- C. Third Year student in a Medical or Dental degree program
- D. Fourth Year student in a Medical or Dental degree program
- M. Professional Specialty (Med-Den) – a student with a medical or dental degree and who is admitted to a professional specialty program at the institution

HRI Student Report (CBM001)

Item #6 Date of Birth. Enter all four digits of the year and the two digits of the month and the day of birth for the student in the YYYYMMDD format.

YYYY = Year; MM = Month; DD = Day

NOTE: If the month of birth is known and the year is unknown, enter for unknown as '00000000'. If the year of birth is known and the month and day are unknown, code the month as '06' and the day as '01'.

Item #7 Tuition Status. Enter the code indicating the status of the student for tuition purposes.

1. Resident Tuition (regular)
2. Non-Resident Tuition (regular)
3. Tuition Exemption for Texas Resident
5. Thesis or Dissertation
- A. Student classified as a resident based on TEC 54.052(a)(3) who is not a U.S. citizen or permanent resident but is allowed to pay resident tuition
- C. An applicant for permanent resident status or holder of a visa that allows a person to domicile in the U.S. who is classified as a resident and is allowed to pay resident tuition
- E. Tuition Waiver that allows non-resident or foreign students to pay the resident rate as well as recipients of Tuition Exemptions through TEC 54.207 (Good Neighbor Scholarship)
- N. Visiting student allowed to enroll due to Natural Disaster (Hurricane Katrina coding expires after Summer 2006 regardless of future extensions of executive order)

NOTE:

- a) Students who are allowed to pay the "Resident Tuition" rate due to a waiver should be coded 'E'.
- b) Students who qualify as residents through the 36-months' residence in Texas and who are not U.S. citizens or permanent residents should be coded as 'A' if they are paying regular resident tuition. Students coded 'A' must complete the affidavit.
- c) Students who are eligible for permanent resident status (whose I-485 applications have not been rejected and are being processed by BCIS) and students who hold visas that allow them to domicile in the U.S. should be coded 'C' if they actually established a domicile in Texas and have been classified as residents eligible to pay regular resident tuition.

Item #8 Residence. Enter the code representing the county, state, or foreign country of which the student is a resident as identified by the student as his/her permanent address at the time of application to the institution. See Appendix B for codes.

- a. Enter the Texas county code for students who are Texas residents
- b. Enter the state code for students who are U.S. citizens or permanent residents and who are residents of other states

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- c. Enter the foreign country code for foreign country citizens who are not Texas residents

Item #9 Transfer Student or First-Time-in-College. Enter the FICE code (see Appendix A) of the institution of higher education from which a student transfers the first semester that the student enrolls at your institution. Enter '999999' for an out-of-state institution if the FICE code is not known. A transfer is a student entering the reporting institution for the first time but who is known to have previously attended another postsecondary institution at the same level (e.g., undergraduate to undergraduate, or graduate to graduate; not undergraduate to graduate). This does not include an institution's own graduates who enter for further education.

If the student has never attended college or other postsecondary institution, enter '000001' to indicate a first-time student. Also include as first-time students those who entered with advanced standing (college credits earned before graduation from high school). For a first-time-entering medical or dental professional student (Item #5, Classification, is coded an 'A') enter '000001' in this Item.

In the term that the student is accepted into a master's program, doctoral program, or first-professional program (AUD or PharmD), enter '000001' in this item; otherwise, for a graduate or first-professional student leave blank unless the student is a first-time transfer at that level. If the student is a first-time transfer, enter the FICE of the institution transferring from. This will allow the CB to determine time-to-degree of such students.

NOTE: A student should not be coded as first-time until he/she has completed high school.

Leave blank if not applicable.

Item #10 Semester Credit Hour Load, Current Registration. Enter the number of semester credit hours for which the student is registered in the current semester. For undergraduate students, Item #10 should equal the sum of the other SCH Items (#16, #22, #24, and #25). The semester credit hours attempted in courses that begin after the census date of the prior term, which are identified as flexible-entry, are to be reported in a separate record and a '1' entered in Item #17. Where applicable, convert quarter hours to semester hours -- 3 quarter hours equal 2 semester hours; right justify with leading zeros. Do not enter decimals. Enter zeros for medical and dental professional students.

Item #11 Semester Credit Hour Load, Remote Site. Enter the number of semester credit hours for which the student is registered in the current semester at a remote teaching site. Include these credit hours in Item #10 and in Items #16, #22, #24, or #25, as appropriate. Enter zeros for medical and dental professional students.

Item #12 Unused

Item #13 Ethnic Origin. Enter the code indicating the ethnic origin of the student.

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1. White-Non-Hispanic
2. Black-Non-Hispanic
3. Hispanic
4. Asian or Pacific Islander
5. American Indian or Alaskan Native
6. International
7. Unknown or Not Reported

NOTE:

International denotes a person who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

- a) Even though a foreign student is allowed to pay the “Resident Tuition” rate due to a waiver (coded ‘E’ in Item #7), report with the international code. If an out-of-state student is allowed to pay the “Resident Tuition” rate due to a waiver (coded ‘E’ in Item #7), report the ethnicity of the student.
- b) Report the ethnicity of students who were coded ‘A’ in Item #7.
- c) Continue to report students who have applied to or have a petition pending with the Bureau of Citizenship and Immigration Services and students who base their residency on visas that allow them to domicile in the U.S. as international students.

Unknown or Not Reported: The unknown classification should only be used if the student has not selected a racial/ethnic designation and the institution finds it impossible to place the student in one of the categories during enrollment, post-matriculation, or verification processes.

Item #14 Semester. Enter the appropriate code.

1. Fall
2. Spring
3. Summer

Item #15 Year. Enter all four digits of the calendar year in which the semester occurs.

Item #16 Inter-institution SCH Load. Enter the number of semester credit hours in inter-institutional courses in which the student is registered during the current semester that DO qualify for state funding. Exclude SCH attempted in inter-institutional courses that do not qualify for state funding (Item #24) and all other collegiate level courses (Items #22 and #25). Inter-institutional classes are those in which the faculty and courses of one institution are provided to another institution’s students and there is an inter-institutional agreement on file at the CB. See more discussion of inter-institution in the Introduction section of the CBM001 report. Not required for professional students.

Item #17 Flexible Entry. Enter a ‘1’ if the student is enrolled in a Flexible Entry (FE) class that is being reported this semester. Enter a ‘2’ if a professional student is enrolled in academic class work as a “dual degree” student; item #33 will be the school code of the academic unit. Enter a ‘4’ if an academic student is taking inter-

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institutional courses at a health science center. Leave the item blank if not applicable. Not required for professional schools.

Enter a '7' to identify a visiting (displaced) student who has been allowed to enroll in a regular (non-flex) class due to the natural disaster (Hurricane Katrina – expires after Summer 2006); otherwise, continue to code the flex-entry item with a '1' for a visiting (displaced) student who enrolls in a flex-entry class. Leave blank if not applicable. Required of academic and professional schools.

- Item #18 Correctional Entity. If the student is confined in a correctional institution, enter a '5'. If not, leave the item blank. Not required for professional students.
- Item #19 Major Area of Concentration. Enter the CIP code of the major area of concentration. See Appendix C. Undergraduate, graduate, and professional medical and dental students should be coded with an appropriate major area; not undeclared. Use the general CIP code for graduate students who have not identified their specialty.
- Item #20 Unused
- Item #21 Tuition Exemption/Waiver Code. When Item #7 is coded '3' and the student is a resident receiving a Hazlewood exemption (authorized in TEC 54.203), enter the code '01'; otherwise leave blank. When Item #7 is coded 'E' and the student is a nonresident eligible to pay the resident rate due to the state's waiver for members of the military and their families (TEC 54.058), enter '21'; otherwise leave blank.
- 01 Exemption of certain veterans, dependents, etc. of the Armed Forces of the United States from payment of tuition
 - 21 Application of resident rather than nonresident tuition to military personnel and dependents
- Item #22 SCH Load - NOT State Funded. Enter the number of attempted semester credit hours for which the student is registered that do NOT qualify for state funding during the current semester. Include SCHs of classes that are not allowed to be state funded if attempted three or more times. Exclude SCHs attempted in courses that are state funded (Item #25) and all inter-institutional courses (Items #16 and #24). Examples are attempted SCHs of an undergraduate student who has exceeded the state limit and attempted SCHs of a student in physical education courses that are not allowed for state funding (see discussion on SCHs that exceed state limits in the Introduction). Not required for medical and dental professional students.
- Item #23 Unused
- Item #24 SCH Load - Inter-Institutional NOT State Funded. Enter the number of semester credit hours in inter-institutional courses in which the student is registered during this current semester that do NOT qualify for state funding. Exclude SCH attempted in state funded inter-institutional courses (Items #16) and all other collegiate level courses (Items #22 and #25). Not required for medical and dental

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professional students.

- Item #25 SCH Load - State Funded. Enter the number of attempted semester credit hours for which the student is registered that DO qualify for state funding during the current semester. Exclude SCH attempted in collegiate courses that are not state funded (Item #22) and all inter-institutional courses (Items #16 and #24). There is more information on this topic in the Introduction section of this report. Not required for medical and dental professional students.
- Item #26 Unused
- Item #27 SCH of Undergraduate Degree Program. Enter the number of semester credit hours of the undergraduate degree program in which the student is enrolled. Enter '000' if the student is not classified as a senior. For students who have exceeded 100 hours and are not considered seniors, report the hours in the degree program. A student who is enrolled on a temporary basis or who has not enrolled in a degree program is considered to be enrolled in a degree program requiring a minimum of 120 semester credit hours. You may enter '000' for all students until the fall semester 2001. Not required for professional students.
- Item #28 Student Affected by Undergraduate Funding Limitation. Enter a '1' if the student first enrolled in an institution of higher education in fall 1999 to summer 2006 (45-hour rule). Enter a '2' if the student first enrolled in an institution of higher education in the fall 2006 semester or later (30-hour rule). Otherwise enter a '0'. Not required for medical and dental professional students.
- Item #29 Last Name. Enter the student's last name. Truncate if the name contains over 20 characters.
- Item #30 First Name. Enter the student's first name. Truncate if the name contains over 10 characters.
- Item #31 Middle Name Initial. Enter the initial of the student's middle name.
- Item #32 Full-Time Equivalency of Student. Enter the student's percent of time enrolled, in relation to a full or normal workload at the institution, during the reporting period. Each institution has a policy that determines a full or normal workload. For an undergraduate, a long term workload may be 18 credit hours and 12 credit hours in the summer. For a master's student, a long term workload may be 15 credit hours and 9 credit hours in the summer. For a doctoral student, a long term workload may be 12 credit hours and 6 credit hours in the summer. An equivalency for a medical or dental professional student should be entered by semester too. In calculating an annual FTE, the fall and spring FTEs will be divided by 2 and the summer FTE will be divided by 3 and added per student. A student who enrolls in several courses, and the sum of the credit hours is in excess of a "normal" work load, is coded as 100 percent.
- Item #33 School or College. Enter the six-digit assigned code of the school or college in which the student is to be funded as identified in Appendix A.

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- Item #34 Remote Teaching Site. Enter the six-digit assigned code of the remote teaching site listed, if one has been identified in the Introduction section of this report; or enter the zip code of the location if the remote site has not been assigned a unique six-digit code, right-justified, leading zero; or enter the FICE code of the institution if the remote site is another institution. Include the semester credit hours in Item #11.
- Item #35 RN Nursing Program. Enter an 'NL' (Not Licensed) to indicate that the student is enrolled in the "generic" BSN program; otherwise, leave the item blank. Students who have received their RN license are not to be reported in this category. Report the student in this status as long as they are studying toward their first RN license. Not required for medical and dental professional students.
- Item #36 Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.
- Item #37 High School Code. Enter the College Board CEEB High School code of the high school that the student graduated from. Required for Texas high school graduates that are coded as First-time-in-College (Item #9 = 000001). The Texas CEEB codes are in Appendix M. Not required for students over the age of 25. Not required for medical and dental professional students or students accepted in a master's, doctoral, or first-professional program for the first time. Leave blank if not applicable.
- May be reported for all students. The high school codes for non-Texas schools can be found at <http://www.collegeboard.com/student/testing/sat/codelist.html>.
- Item #38 PEIMS Identification Number. Enter the PEIMS identification number of the student if you collect this information. The PEIMS identification number is a state-approved alternative student identification number provided by TEA to the school districts that is to be used when the student does not provide an SSN. It may be found in the student's high school transcript. This number begins with an 'S' which is then followed by 8 digits. Leave blank if you do not collect this information.

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DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|------------|---|-------------------------------|---------------|
| Item #1 | Record Code - Always '1' – Numeric | 1 | 1 |
| Item #2 | Institution Code – FICE – Numeric | 2 | 6 |
| Item #3 | Student Identification Number – Numeric | 8 | 9 |
| Item #4 | Gender – 'M' or 'F' – Alpha | 17 | 1 |
| Item #5 | Classification – Alphanumeric | 18 | 1 |
| Item #6 | Date of Birth - YYYYMMDD – Numeric | 19 | 8 |
| Item #7 | Tuition Status – Alphanumeric | 27 | 1 |
| Item #8 | Residence – Numeric, leading zeros | 28 | 3 |
| Item #9 | Transfer/First-Time-In-College – Numeric or blank | 31 | 6 |
| Item #10 * | SCH Load - Numeric – No decimals, zero fill | 37 | 2 |
| Item #11 * | SCH Remote Site – Numeric - No decimals | 39 | 2 |
| Item #12 | Unused | 41 | 2 |
| Item #13 | Ethnic Origin – Numeric | 43 | 1 |
| Item #14 | Semester – Numeric | 44 | 1 |
| Item #15 | Year - YYYY – Numeric | 45 | 4 |
| Item #16 * | Inter-institution SCH Load State Funded – No decimals | 49 | 2 |
| Item #17 | Flexible Entry – Numeric or blank | 51 | 1 |
| Item #18 * | Correctional Entity – Numeric or blank | 52 | 1 |
| Item #19 | Major Area of Concentration - CIP – Numeric | 53 | 8 |
| Item #20 | Unused | 61 | 2 |
| Item #21 | Tuition Exemption/Waiver Code – Numeric or blank | 63 | 2 |
| Item #22 * | SCH NOT State Funded – Numeric - No decimals | 65 | 2 |
| Item #23 | Unused | 67 | 2 |
| Item #24 * | SCH - Inter-institutional NOT State Funded – Numeric | 69 | 2 |
| Item #25 * | SCH - State Funded – Numeric - No decimals | 71 | 2 |
| Item #26 | Unused | 73 | 2 |
| Item #27 * | SCH - Undergraduate Degree Program – Numeric | 75 | 3 |
| Item #28 * | Student Affected by UG Funding Limit – Numeric | 78 | 1 |
| Item #29 | Last Name | 79 | 20 |
| Item #30 | First Name | 99 | 10 |
| Item #31 | Middle Name Initial | 109 | 1 |
| Item #32 | FTE Student – Numeric - 2 decimals | 110 | 3 |
| Item #33 | School or College – Numeric | 113 | 6 |
| Item #34 | Remote Teaching Site - Numeric or blank | 119 | 6 |
| Item #35 * | RN Nursing Program | 125 | 2 |
| Item #36 | Non-Disclosure – Numeric | 127 | 1 |
| Item #37 * | High School Code – Numeric | 128 | 6 |
| Item #38 | PEIMS Identification Number | 134 | 9 |

* Indicates item not required to be reported for professional students.

HRI Student Report (CBM001)

QUESTIONABLE AND ERROR VALUES

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values of each element.

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|-----------------------------------|--|--|
| 1. Record Code | N/A | Any value except '1' |
| 2. Institution Code | N/A | Must match value in header record and be on the list of valid FICE codes |
| 3. Student ID Number | Alpha characters | Blank, special characters |
| 4. Gender | N/A | Any value except 'M' or 'F' |
| 5. Classification | N/A | Any value except '1' thru '9', 'A' thru 'D', or 'M' |
| 6. Date of Birth | Value less than 16 or greater than 75 years of age | Any non-numerical data; month greater than '12' or less than '01' |
| 7. Tuition Status | N/A | Any value except '1', '2', '3', '5', 'A', 'C', or 'E' |
| 8. Residence | Not '001' thru '254' if Item #21 coded '01' | Not on residence file |
| 9. Transfer/First-Time-In-College | Zero students coded '000001' | Any non-numerical characters or embedded spaces or invalid FICE |
| 10. SCH Load | Value greater than 22 | Any non-numerical value; unused positions should be zero-filled |
| 11. SCH Load – Remote Site | Value greater than 22 | Any non-numerical value; unused positions should be zero-filled |
| 12. Unused | N/A | N/A |
| 13. Ethnic Origin | N/A | Any value other than '1' thru '7' |

HRI Student Report (CBM001)

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|--------------------------------|---|---|
| 14. Semester | N/A | Must match value on header record |
| 15. Year | N/A | Must match value on header record |
| 16. Inter-Institution SCH | Sum of Items #16, #22, #24, and #25 less than 1 or greater than 22 | Non-numerical |
| 17. Flexible Entry | N/A | Any value except spaces, '1', '2', or '4' when Item #33 is coded an academic school; any value except spaces when Item #33 is coded a professional school |
| 18. Correctional Entity | N/A | Any value except '5' or spaces |
| 19. Major (CIP) | N/A | Not numeric or '99999999' or '240101'; must be a valid CIP code |
| 20. Unused | N/A | N/A |
| 21. Tuition Exemption/Waiver | Any value except '01' when Item #7 is coded '3' and Item #8 > '254' | Any value except '01' when Item #7 is coded '3' or '21' when Item #7 is coded 'E' |
| 22. SCH Load Not Funded | Sum of Items #16, #22, #24, and #25 less than 1 or greater than 22 | Non-numerical |
| 23. Unused | N/A | N/A |
| 24. SCH Inter-Inst. Not Funded | See Item #22 | Non-numerical |
| 25. SCH Load Funded | See Item #22 | Non-numerical |
| 26. Unused | N/A | N/A |
| 27. SCH of UG Degree Program | Value less than 120 | Non-numerical or greater than 195 when Item #5 is coded '4' |

HRI Student Report (CBM001)

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|----------------------------------|---------------------------|---|
| 28. Student Affected by UG Level | N/A | Any value except '0', '1', or '2' |
| 29. First Name | N/A | Blank or numerical |
| 30. Middle Initial | Blank | N/A |
| 31. Last Name | N/A | Blank or numerical |
| 32. FTE Student | N/A | Non-numerical; percentage greater than 100 percent |
| 33. School or College | N/A | Not on FICE file |
| 34. Remote Teaching Site | N/A | Not on FICE file |
| 35. RN Nursing Program | N/A | N/A |
| 36. Non-Disclosure | N/A | Any value except '2' or '0' |
| 37. High School Code | N/A | Blank if Item #9 = '000001' and Item #5 = '1', '2', or '3' and Item #8 = '001' thru '254' |
| 38. PEIMS Ident. Number | N/A | First position not 'S' with remaining positions not numeric |

NOTE: The number of duplicate records is indicated.

DISCREPANCY: The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

HRI Student Report (CBM001)

SUMMARY OF STUDENT DATA

PART A

HEADCOUNT: The headcount is a summation of CBM001 records less the number of flexible entry students.

CLASSIFICATION: This summary is based upon level designation of Item #5.

GENDER: The headcount by gender summary is determined by 'M' or 'F' in Item #4.

ETHNIC ORIGIN: The summary is based on the Ethnic Origin code (Item #13).

AGE: The age distribution is calculated by subtracting the date of birth (Item #6) from the beginning date of the semester. For this report the beginning date of each semester is:

| | |
|--------|-------------|
| Fall | September 1 |
| Spring | January 1 |
| Summer | June 1 |

RESIDENCE: All residence codes from '001' to '254' are Texas counties. Codes '310' through '369' are other states and U.S. possessions. Codes '402' through '799' are foreign countries. Any other residence code will not be valid.

PART B

FIRST TIME STUDENTS: The first-time-in-college student is based on a code of '000001' in Item #9. A first-time-entering medical and dental professional student is based on a code of '000001' in Item #9 and an 'A' in Item #5. All other numeric values are considered a transfer code and cause a counter to be incremented to show the number of students who have transferred to your institution.

TUITION STATUS: This summary is based on the tuition status codes in Item #7.

REMOTE SITE: When the SCH value in Item #11 is greater than zero, a counter should be incremented by one to indicate the number of students receiving instruction at a remote site.

SCH REGISTERED: Item #10 is summed to produce a total. Hours of flexible entry students are not included. Also Items #16, #22, #24, and #25 are summed for undergraduate students.

FLEXIBLE ENTRY: All records with a '1' in Item #17 are summed separately and are not included in the headcount summaries.

HRI Student Report (CBM001)

DOCTORAL, 45-HOUR AND 30-HOUR-LIMIT REPORTS

These reports are generated each time the CBM001 edit report is generated in each semester and will appear on the edit. The reports are listed below.

1. Doctoral Students Approaching Doctoral SCH Limit
2. Doctoral Students Exceeding Doctoral SCH Limit
3. UG Students Approaching 45-Hour Funding Limit
4. UG Students Who Will Exceed the 45-Hour Funding Limit After This Term
5. UG Students Exceeding 45-Hour Funding Limit
6. UG Students Approaching 30-Hour Funding Limit
7. UG Students Who Will Exceed the 30-Hour Funding Limit After This Term
8. UG Students Exceeding 30-Hour Funding Limit

HRI Student Report (CBM001)

CBM001 EDIT SUMMARY FROM TEXAS HEALTH SCIENCE CENTER 003304 Spring 2004

| | | NORMAL RANGE | QUESTIONABLE | ERROR VALUES |
|--------------------------------|---------------------------------|--------------|--------------|--------------|
| ITEM 1 | RECORD CODE | 5,429 | 0 | 0 |
| ITEM 2 | INSTITUTION CODE | 5,429 | 0 | 0 |
| ITEM 3 | STUDENT ID | 5,429 | 0 | 0 |
| ITEM 4 | GENDER | 5,429 | 0 | 0 |
| ITEM 5 | CLASSIFICATION | 5,429 | 0 | 0 |
| ITEM 6 | DATE OF BIRTH | 5,429 | 0 | 0 |
| ITEM 7 | TUITION STATUS | 5,429 | 0 | 0 |
| ITEM 8 | RESIDENCE | 5,429 | 0 | 0 |
| ITEM 9 | TRANSFER | 5,429 | 0 | 0 |
| ITEM 10 | SCH LOAD TOTAL | 5,429 | 0 | 0 |
| ITEM 11 | SCH REMOTE SITE | 5,429 | 0 | 0 |
| ITEM 12 | UNUSED | 5,429 | 0 | 0 |
| ITEM 13 | ETHNIC ORIGIN | 5,429 | 0 | 0 |
| ITEM 14 | SEMESTER | 5,429 | 0 | 0 |
| ITEM 15 | YEAR | 5,429 | 0 | 0 |
| ITEM 16 | INTER-INSTITUTION SCH FUNDED | 5,429 | 0 | 0 |
| ITEM 17 | FLEXIBLE ENTRY | 5,429 | 0 | 0 |
| ITEM 18 | CORRECTIONAL ENTITY | 5,429 | 0 | 0 |
| ITEM 19 | MAJOR-TEXAS CIP | 5,429 | 0 | 0 |
| ITEM 20 | UNUSED | 5,429 | 0 | 0 |
| ITEM 21 | TUITION EXEMPT/WAIVER | 5,429 | 0 | 0 |
| ITEM 22 | SCH COLLEGIATE NOT FUNDED | 5,429 | 0 | 0 |
| ITEM 23 | UNUSED | 5,429 | 0 | 0 |
| ITEM 24 | SCH INTERINSTITUTION NOT FUNDED | 5,429 | 0 | 0 |
| ITEM 25 | SCH COLLEGIATE FUNDED | 5,429 | 0 | 0 |
| ITEM 26 | UNUSED | 5,429 | 0 | 0 |
| ITEM 27 | SCH OF UG PROGRAM | 5,429 | 0 | 0 |
| ITEM 28 | STUDENT AFFECTED BY UG LIMIT | 5,429 | 0 | 0 |
| ITEM 29 | LAST NAME | 5,429 | 0 | 0 |
| ITEM 30 | FIRST NAME | 5,429 | 0 | 0 |
| ITEM 31 | MIDDLE INITIAL | 5,429 | 0 | 0 |
| ITEM 32 | FTE STUDENT | 5,429 | 0 | 0 |
| ITEM 33 | SCHOOL OR COLLEGE | 5,429 | 0 | 0 |
| ITEM 34 | REMOTE TEACHING SITE | 5,429 | 0 | 0 |
| ITEM 35 | RN NURSING PROGRAM | 5,429 | 0 | 0 |
| ITEM 36 | NON-DISCLOSURE | 5,429 | 0 | 0 |
| ITEM 37 | HIGH SCHOOL CODE | 5,429 | 0 | 0 |
| ITEM 38 | PEIMS IDENTIFICATION NUMBER | 5,429 | 0 | 0 |
| TOTAL CBM001 RECORDS PROCESSED | | | 5,430 | |
| CONTROL TOTAL | | | 5,430 | |
| DISCREPANCY | | | 0 | |
| NUMBER OF DUPLICATE RECORDS | | | 130 | |

HRI Student Report (CBM001)

THE TEXAS HIGHER EDUCATION COORDINATING BOARD PART A
HR-CBM001 SUMMARY OF STUDENT DATA FROM DATE: 04/08/2004
TEXAS HEALTH SCIENCE CENTER 003304 Spring 2004

GENDER

| | | |
|--------|-------|-------|
| MALE | 2,567 | |
| FEMALE | 2,683 | |
| TOTAL | | 5,250 |

AGE

| | | |
|-------------|-------|-------|
| UNDER 17 | 0 | |
| 17 | 8 | |
| 18 | 676 | |
| 19-21 | 2,287 | |
| 22-24 | 954 | |
| 25-30 | 640 | |
| 31-35 | 290 | |
| 36-50 | 365 | |
| 51-64 | 30 | |
| 65 AND OVER | 0 | |
| AVERAGE-AGE | 23.4 | |
| TOTAL | | 5,250 |

FIRST TIME STUDENTS

| | | |
|-----------------------|-----|-----|
| FIRST TIME IN COLLEGE | 81 | |
| FIRST TIME TRANSFER | 217 | |
| FIRST TIME MASTERS | 0 | |
| FIRST TIME DOCTORAL | 0 | |
| FIRST TIME FIRST PROF | 0 | |
| TOTAL | | 298 |

RESIDENCE

| | | |
|-------------------|-------|-------|
| TEXAS COUNTIES | 4,962 | |
| OTHER STATES | 177 | |
| FOREIGN COUNTRIES | 111 | |
| TOTAL | | 5,250 |

ETHNIC ORIGIN

| | | |
|---------------|-------|-------|
| WHITE | 4,374 | |
| BLACK | 219 | |
| HISPANIC | 497 | |
| ASIAN | 37 | |
| INDIAN | 12 | |
| INTERNATIONAL | 111 | |
| UNKNOWN | 0 | |
| TOTAL | | 5,250 |

| | | |
|--------------------------------------|--------|--------|
| SCH REGISTERED TOTAL | 50,366 | |
| SCH LOAD STATE FUNDED | | 49,373 |
| SCH LOAD NOT STATE FUNDED | | 543 |
| INTER-INSTITUTIONAL STATE FUNDED | | 0 |
| INTER-INSTITUTIONAL NOT STATE FUNDED | | 0 |
| SCH LOAD REMOTE CAMPUS | | 933 |

| | | |
|------------------------------------|--|-----|
| SCH OF RN NURSING PROGRAM STUDENTS | | 322 |
|------------------------------------|--|-----|

HRI Student Report (CBM001)

THE TEXAS HIGHER EDUCATION COORDINATING BOARD
HR-CBM001 SUMMARY OF STUDENT DATA FROM
TEXAS HEALTH SCIENCE CENTER 003304

PART B
DATE: 04/08/2004
Spring 2004

CLASSIFICATION

| | | |
|--------------------------|-------|-------|
| FRESHMAN | 1,402 | |
| SOPHOMORE | 984 | |
| JUNIOR | 961 | |
| SENIOR | 1,143 | |
| POST-BACCALAUREATE | 0 | |
| MASTER | 354 | |
| DOCTORAL | 0 | |
| PROF. SPECIALITY MED-DEN | 0 | |
| SPEC. PROF. AUD | 0 | |
| SPEC. PROF. PHARMD | 0 | |
| FIRST YEAR MED-DEN | 97 | |
| SECOND YEAR MED-DEN | 96 | |
| THIRD YEAR MED-DEN | 102 | |
| FOURTH YEAR MED-DEN | 111 | |
| TOTAL | | 5,250 |

REMOTE SITE 0

TUITION STATUS

| | | |
|---------------------------|-------|-------|
| RESIDENT TUITION | 4,814 | |
| NON-RESIDENT TUITION | 436 | |
| TUITION EXEMP TX RES (3) | 0 | |
| THESIS/DISSERTATION | 0 | |
| RESIDENT TUITION (HB1403) | 0 | |
| RESIDENT TUITION PENDING | 0 | |
| TUITION WAIV NON-RES (E) | 0 | |
| VISITING STUDENT (N) | 0 | |
| TOTAL | | 5,250 |

NON-DISCLOSURE 2

| | | |
|-----------------------------------|-----|-------|
| FLEXIBLE ENTRY | 167 | |
| PROFESSIONAL DUAL DEGREE STUDENTS | 0 | |
| INTER-INST ACADEMIC STUDENT | 7 | |
| VISITING STUDENT (7) | 0 | |
| TOTAL HEADCOUNT | | 5,429 |

*** NOTE: TOTALS ARE NET ERRORS

HRI Student Report (CBM001)

Spring 2004

TEXAS HIGHER EDUCATION COORDINATING BOARD
 INITIAL EDIT OF HR-CBM001 DATE
 TEXAS HEALTH SCIENCE CENTER

DATE 4/08/2004

PAGE 1

| ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEMS | ITEMS | ITEMS | ITEM | ITEM | ITEMS | ITEM | ITEMS | | | | | | | | | | |
|-----------|------|------|----------|------|------|------|------|------|------|------|------|------|------|------|----------|-------|-------|-------|------|---------|-------|------|-------|--------|----|----|----|----|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 |
| 666886666 | M | 7 | 19650606 | 1 | 191 | | 09 | 00 | | 2 | 2 | 2004 | 00 | | 51160100 | 00 | 00 | 00 | 0 | ZACKORY | BILL | R | 100 | 000314 | | | | | | | | | |
| 777887777 | F | 4 | 19891024 | 1 | 059 | | 09 | | 3 | 2 | 2 | 2004 | | | 13120200 | | | | | | | | | | | | | | | | | | |

***ERROR = CBM001/004 SEMESTER CREDIT HOUR MISMATCH

TOTAL CBM001 SEMESTER CREDIT HOURS: 64,254

ITEMS IN ERROR ARE INDICATED BY (*), QUESTIONABLE BY (-)

TEXAS SUCCESS INITIATIVE REPORT (as of 3/3/09)
CBM002

Reporting requirements for the Texas Success Initiative (TSI) were reviewed and revised in 2008. Resulting changes are reflected in the reporting instructions included in this manual, effective beginning in the spring 2009 semester. Coordinating Board rules relating to TSI remain unchanged. These rules can be found in Chapter 4, Subchapter C at <http://www.thecb.state.tx.us/Rules/>.

The revised CBM002 is designed to serve several purposes, including providing useful data for TSI evaluation. This report will supply more specific information about developmental education coursework than was available on previous reports. As in the past, some general information about all undergraduates is also collected, such as undergraduate GPA and performance in first college-level courses in TSI-related subject areas.

This report must be submitted by all Texas public higher education institutions. All undergraduate students attempting credit hours are required to be reported as well as any other students specified by TSI requirements, including transfer students who are registered for one or more Coordinating Board approved courses during the reporting period. Institutions should include students in credit certificate programs, but exclude students in continuing education programs. Students who withdraw prior to or on the official census date are not included.

Every undergraduate student reported on the CBM001 needs to be on the CBM002. Flex students should be reported on the CBM002 in the semester in which the flex course(s) are reported on the CBM001. If a student is also taking non-flex courses in that semester, the student must be reported twice on the CBM001 and twice on the CBM002. For example, if a student takes a flex course from November to December and another from December to January, these hours are reported on a CBM001 and a CBM002 report for the student in the spring semester. If the student also takes regular semester credit hours in the spring (whether developmental education or college-level) those hours are reported as a separate record on CBM001 and CBM002 reports for the same spring semester.

Some students may be reported on the CBM002 who are not on the CBM001. For example, a student who receives an incomplete in a course may be reported again on the CBM002 for the semester that the student actually completed the course, but not on the CBM001 since the student had already been reported for that course in a prior semester.

The report incorporates information known about students as of the end of the semester; however, some items request information about a student's status at the beginning of the semester or on the census date. For flex courses reported in a later semester (courses that begin after the census date or end after the semester concludes), report the students' status at the beginning of the first/earliest flex course taken (see "Reporting Period Definitions" and "Flexible Entry" on page 2.9 for more information).

The reporting institution must submit a CBM002 record for each undergraduate for each semester the student attends the institution. All fields must be completed; however, options for indicating that information was previously reported, reported by another institution, or not applicable are available for many items. This should reduce repetition across reporting periods. For new students coming into the system, it is important that institutions provide all requested

HRI Texas Success Initiative Report (CBM002)

information that has not otherwise been reported to ensure that students' status and progress can be evaluated. For students who have been reported on a previous CBM002, if additional information requested on the report is not readily available for a student, use the previously reported or not applicable responses as appropriate.

Exemptions

There are several types of TSI exemptions. Some are blanket exemptions which exempt students from TSI requirements in all sections (math, reading, and writing). This includes students with the requisite military service (honorably discharged, retired, or released) or students with an earned associate or baccalaureate degree. Others provide exemption on a section by section basis. This includes students taking ACT/SAT/TAKS tests and students who have completed college-level courses, such as transfer students. For these exemptions, students may be excused from one, two, or all TSI sections depending on test performance (ACT, SAT, TAKS) or the determination of the receiving institution. When qualifying test scores are achieved on more than one test, the reporting institution may choose which scores to report.

- **Earned degrees:** A student who has graduated with an associate or baccalaureate degree from an accredited institution of higher education.
- **ACT/SAT/ TAKS:** A student who meets the exemption standards and whose ACT, SAT, or TAKS scores are active (have not expired). Appropriate ACT and SAT test scores are valid for exemption purposes for exactly five years from the qualifying test date. Exit Level TAKS scores are valid for exactly three years.

ACT, SAT, and TAKS exemption standards are:

- **ACT:** For active tests, a composite score of 23 with a minimum of 19 on the English and/or the mathematics tests shall exempt a student for the corresponding section(s).
 - **SAT:** For active tests, a combined critical reading (verbal) and mathematics score of 1070 with a minimum of 500 on the critical reading test and/or the mathematics tests shall exempt a student for the corresponding section(s). For the new SAT tests that include a writing component, ignore the writing section when evaluating a SAT exemption until the Coordinating Board approves the passing standard for writing.
 - **TAKS (Eleventh Grade Exit Level):** A minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3 shall exempt a student from the corresponding section(s).
- **AP and IB Scores/Dual Credit Grades:** A student who has satisfactorily completed college-level coursework in a related field using AP scores, IB scores, or dual credit grades, as determined by the receiving institution.
 - **Transfers:** A student who transfers to a Texas public institution of higher education

HRI Texas Success Initiative Report (CBM002)

from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework, as determined by the receiving institution.

- Military: A student who on or after August 1, 1990 was honorably discharged, retired, or released from (a) active-duty as a member of the armed forces of the United States or the Texas National Guard or (b) service as a member of a reserve component of the armed forces of the United States.
- Previous TASP exemptions should only be used for exemptions granted prior to September 1, 2003 for:
 - grand-fathering - any student with at least three college-level semester credit hours or the equivalent from an accredited institution accumulated prior to the fall semester 1989;
 - deaf students who have three or more college-level hours or the equivalent from an accredited institution prior to September 1, 1995;
 - high school graduates with 3.5 or above GPA in Recommended or Advanced Curriculum (effective from September 1, 2001 to August 31, 2003); or
 - students who completed TASP obligation via provision TEC 51.306(u), dyslexia, and other related disorders (effective from September 1, 1995 to August 31, 2003).

Waivers

“Waiver” is a term that is used for TSI reporting purposes. The term applies to selected categories which are termed “exemptions/exceptions” in the TSI rules and apply to a student during the semester for which the report is being submitted, but might not apply to that student in a later semester. For the purposes of reporting, the term waiver is also used for dual credit students who have not met TSI obligations but have permission to take dual credit courses under dual credit rules. Students with a waiver should be reported as “0” (no, not satisfied or obligation is waived) on item #20 and the waiver status should be reported in item #21 as ‘6’ or ‘7’ for every reporting period that the waiver applies. If a student in a waiver category has satisfied or permanently exempted TSI standards, the institution should report the student as having satisfied or exempted TSI standards using the appropriate codes.

Most waivers apply to all sections of TSI (math, reading, and writing). However, the dual credit waiver allows current dual credit students to use eligible test results to waive TSI requirements for corresponding sections. Students who have met TSI obligations/exemption standards for all areas in which they are currently taking dual credit courses should be reported as ‘0’ on item #12, and the qualifying exemptions/met obligations scores should be reported for the appropriate subject area(s). Students who have met dual credit waiver requirements but have not met TSI obligations should be reported as ‘2’ under item #12, with subject area waiver information provided in items #21A, #41A, and #61A, as applicable.

HRI Texas Success Initiative Report (CBM002)

When TSI-related test or course information is available for students who have been granted a waiver, institutions should report this information on the CBM002. However, there is one exception to this rule. If a dual credit student in grade 11 or lower is administered a placement test and does *not* meet the TSI standard, the institution should *not* report the student's TSI placement score/s, but rather report '0' in items #22A, #42A, and/or #62A. Initial scores used for TSI placement should be reported the first time the student meets the standard, or after the student has completed grade 11 or higher.

Students may be reported as waived from the TSI requirements under the following circumstances:

- Non-degree-seeking or non-certificate-seeking students:

An institution of higher education *may* waive the requirements of the TSI for non-degree-seeking or non-certificate-seeking students.

- Certificate programs of one year or less:

TSI requirements *do not apply* to students in Level-One certificate programs. Level-One certificates consist of at least 15 but no more than 42 semester credit hours (23-63 quarter hours) designed to be completed in one year or less.

- Military:

TSI requirements *do not apply* to a student who:

- is serving on active-duty as a member of the armed forces of the United States or the Texas National Guard;
- is serving as a member of a reserve component of the armed forces of the United States and has been serving for at least the three-year period preceding enrollment; or

- Dual credit enrollment via approved score (waiver for *current* dual credit students):

- Eligibility for students to take academic dual credit courses during their junior and senior years is established if the student receives a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3 on the tenth grade Texas Assessment of Knowledge and Skills (TAKS) test. PSAT/ NMSQT and PLAN tests can also be used to establish eligibility for high school students to take academic dual credit courses during the junior year (see dual credit rules for score requirements).
- A high school student is eligible to enroll in workforce education dual credit courses in the eleventh and/or twelfth grade if the student demonstrates that he or she has achieved the minimum high school passing standard on the

HRI Texas Success Initiative Report (CBM002)

Mathematics section and/or the English Language Arts section on the tenth or eleventh grade TAKS.

- A student who is granted a TSI waiver to take dual credit courses while still in high school based on eligible scores is not exempt from TSI. However, if the student receives an A, B, or C in an applicable dual credit course, the receiving higher education institution may determine that TSI obligations have been met.

Other provisions also apply to dual credit students.

For more information, see <http://www.thecb.state.tx.us/OS/DevEd/dualcredit.cfm>. The Coordinating Board rules that apply to dual credit requirements can be found in Chapter 4, Subchapter D, Section 4.85 at <http://www.thecb.state.tx.us/Rules/>.

Criteria for Meeting TSI Requirements

An institution may require higher performance standards for students than those established for TSI. Such students should be reported as having satisfied TSI obligations if TSI standards are met. All students attempting developmental education courses, regardless of TSI status, must be reported on the CBM002 in the *Developmental Education Courses Attempted* section for the semester in which they are enrolled in developmental education. Remember that scores from the testing attempt used for placement purposes when a student is first enrolled are reported on the CBM002 (scores for students who test before grade12 should not be reported unless they meet TSI standards).

Requirements for meeting TSI obligation:

- THEA/TASP: Math - 230; Reading - 230; Writing - 220. The TASP Passing Standards are 220 for all test sections prior to September 1, 1995.
- ASSET: Elementary Algebra - 38; Reading Skills - 41; Written Essay - 6 (raw score); Writing Skills (objective) - 40
- COMPASS: Algebra - 39; Reading Skills - 81; Written Essay - 6 (raw score); Writing Skills (objective) - 59
- MAPS: Elementary Algebra - 613; Reading Comprehension - 114; Written Essay - 6 (raw score); Conventions of Written English - 310
- ACCUPLACER: Elementary Algebra - 63; Reading Comprehension - 78; Written Essay - 6 (raw score); Sentence Skills - 80
- The passing standard for the written essay portion of all tests is a score of 6 (raw score). However, if the student meets the objective writing test standard, an essay score of 5 will pass. Report both scores on the CBM002 where indicated.

For a student that does not meet the minimum scores required to meet TSI obligations on the initial attempt of an approved test used for placement, an institution shall determine when

HRI Texas Success Initiative Report (CBM002)

the student is ready to perform freshman-level academic coursework on an individual basis according to the needs of the student. As indicators of readiness, institutions shall consider as appropriate:

- Performance in developmental education
- Performance in appropriate non-developmental coursework
- Performance on an approved TSI assessment instrument or performance on an institutionally selected assessment
- Other indicators of readiness as determined by the institution

General Criteria about Test Attempts Used for Placement

THECB wants to know the status of your student at the time of placement when the student initially entered your institution before any instruction. If a student's exemption status, test scores, or other indicator of TSI status were reported in a prior semester by your institution or another Texas public institution of higher education, use the previously reported or non-applicable category for related items. For example, if a student transferring from one Texas public institution to another was determined by the initial institution to have met TSI obligations in math, the receiving institution should report the student on item #20 as having met TSI obligation at another institution and then report 'previously reported or not applicable' in items #21A and #22A. If the same student had not met the obligation for reading at the first institution, the receiving institution should report 'no, not satisfied or obligation is waived' on item #40, 'no, no exemption or waiver granted' on #41A, and "not applicable" on item #42A, provided the initial assessment results were previously reported by the other institution. Scores for a high school student who tests before grade 12 should only be reported if the student meets TSI standards.

Developmental Education Courses and Other Interventions

For purposes of this report, course-based developmental education occurs when the developmental courses being taught are on your Coordinating Board approved course inventory for funding purposes. Developmental education that is not course-based includes all other interventions that are included in the reporting institution's developmental education plan. Non-course based developmental education should be reported on the CBM002 on items #23, #43, #63. If a student meets TSI obligations during a semester as the result of interventions that are not included in the reporting institution's developmental education plan, or as a result of any developmental education activities at another institution, the student should be reported on item # 24, option # 1.

Relationship between Plans and Reporting

The Texas Success Initiative gives institutions flexibility in designing programs to help under-prepared students be successful. As a result, institutions have plans that differ in the details, but have the same overarching goal: to help under-prepared students be successful in college. The flexibility of the TSI system allows institutions to be innovative in planning activities in response to individual and institutional student needs. However, this flexibility adds complexity to the reporting process. The reporting system has to be global enough to capture

HRI Texas Success Initiative Report (CBM002)

variety across programs, yet structured enough to capture the essential elements of student learning and allow for comparison of programs and results from year to year and institution to institution.

This revised reporting system is meant to capture important elements of student progress and institutional activities. The data and resulting reports are designed to allow institutional researchers to find the strengths and weaknesses of particular programs and allow the state to determine if the Texas Success Initiative is meeting the statewide goal of helping underprepared students be successful. As in the past, the data collected will allow the CB to create a summary report that reflects the activities taking place on campuses statewide to assist students in becoming college ready, and allows the Board to answer questions from stakeholders about the effectiveness of the programs. After all CBM002 reports for a fiscal year have been received and processed, the Coordinating Board will publish the student performance data for independent school districts and public higher education institutions.

Authority

The information reported on the CBM002 will be used to fulfill the requirements of Texas Education Code 51.3062 that “(n) Each institution of higher education shall report annually to the board on the success of its students and the effectiveness of its Success Initiative,” and “(o) The board shall evaluate the effectiveness of the Success Initiative on a statewide basis and with respect to each institution of higher education.” The data will also be used for accountability system measures which address developmental education. Other reports and data analysis above and beyond the requirements of the law may be generated in order to help institutions analyze and improve their programs based on information from the CBM002 and an analysis of the institutional Texas Success Initiative plans.

Reporting Developmental Education Coursework

Although many developmental education courses are full-semester courses, some institutions offer accelerated programs that allow students to progress through two or more developmental education courses in one reporting period. While most of the items in the revised CBM002 are organized by TSI section, items requesting developmental coursework information are grouped at the end of the report to allow room for expansion, if needed. This report allows room for four developmental courses per TSI section per semester.

If a student is enrolled at more than one institution during a semester, only the institution where the student is taking developmental education is required to report the courses attempted. Only courses attempted in the current semester should be reported. Otherwise ‘0’ should be selected for not applicable or not attempted. Institutions should always report developmental education courses in the order they are attempted, even if the student begins in a higher-level course and is moved to a lower course level for a subsequent course. It is not necessary to report courses taken at other institutions, or to report interventions that are not course-based (report non-course based developmental education in items #23, #43, and #63).

Every student who attempts developmental education courses during the semester must be reported in this section, even if the student has met TSI obligations. This includes students who choose to take developmental education coursework or are placed in a class by the reporting institution. The one exception to this rule is high school students taking developmental

HRI Texas Success Initiative Report (CBM002)

education. These students should not be reported (see TAC 9.146 for more information).

Reporting First College Level Coursework for TSI-Related Subject Areas

Collecting records of students' participation and performance in introductory-level, college-level courses is an important function of the TSI reporting system. Success in a first college-level course in a related subject area signals that a student has gained the necessary knowledge and skills to be successful in college-level courses in that subject area.

For items included in the first college-level course sections, only one course is reported per student. If the student is taking more than one course that qualifies, the institution will choose which one to include. For students who are enrolled in more than one institution (such as enrolled full-time at a four-year college and completing community college courses in the summer), if the student has met TSI obligations, and the course being attempted is generally considered an entry-level course, it should be reported. However, if a transcript has been provided that indicates successful completion of an entry-level course at another institution, the course at your institution does not need to be reported.

In the case of a transfer student from an accredited Texas private or out-of state institution, if the receiving institution determines that the student has successfully completed a related, introductory college-level course with an A, B, or C, the institution will report a '2' for completed at another institution for items #30, #50, and #70 (as applicable), report a '2' (no) in items #31, #51, and #71, and report '0' (not applicable) for grades earned in items # 33,#53, and #73. In the next reporting period, items #31, #51, and #71 should be reported with a '0' (previously reported as meeting requirement).

Reporting Period Definitions

When the term Census Date is used in the report, the term refers to the 12th class day of the fall and spring semesters. However, term lengths can vary. Therefore, the following official schedule will be use to determine the official census date for terms of various lengths:

| <u>Length of Term in Weeks</u> | <u>Official Census Date is Class Day #</u> |
|------------------------------------|--|
| 2 or less | 1 |
| 3 | 2 |
| 4 | 3 |
| 5 - 6 | 4 |
| 7 | 5 |
| 8 | 6 |
| 9 - 10 | 7 |
| 11 | 8 |
| 12 | 9 |
| 13 - 14 | 10 |
| 15 | 11 |
| 16 or more | 12 |

The count of class days begins on the first day that classes are held in the term and includes

HRI Texas Success Initiative Report (CBM002)

each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class.

Flexible Entry

Classes whose census date is after the official census date of the regular term are known as "Flexible Entry" classes. Enrollments in flexible entry classes must be included in the data submitted in the semester following. These students must be reported on the CBM002 in the semester in which the flex course enrollments are reported on the CBM001. These students should be identified by coding Item #13, Flexible Entry, with a '1'. As noted previously, if a student is also taking non-flex courses in a semester in which a flex entry course is being reported, the student must be reported on a separate CBM001 and CBM002 record for the non-flex course (see example on page one of the introduction).

Clarification of Texas Public Institutions of Higher Education

For the purposes of clarity, the term Texas public institution of higher education is used to refer specifically to public colleges and universities in the state when the item refers to another institution than the one reporting. Institution is used to refer to any accredited institution, public or private. In the many instances where the report is clearly referring to the institution which is reporting, the term "institution" or "receiving institution" is used without additional specification.

Clarifications on Data Pertaining to Dual Credit Students

There are several places in the CBM002 that dual credit students are addressed. This section provides additional clarification for how to report dual credit students.

Transfer students are exempt from TSI if the receiving institution makes the determination that the student has satisfactorily completed college-level coursework in the relevant TSI areas. Exemptions for students who have completed dual credit courses work the same way. A receiving institution may determine that a student who has satisfactorily completed college-level coursework through dual credit has met TSI requirements for the relevant subject areas. This exemption is reported as '5' in items #21A, #41A, #61A. Note that a student must receive a C or better in the dual credit course for the receiving institution to make this determination. For reporting purposes, this exemption should not be used if the student has exempted/ met TSI obligations through testing and test results are available.

When a high school student is enrolled in a college-level course that the institution determines to be the first college-level math, reading, or writing course, the institution should report the course-taking attempt(s) on items #31 to #33, #51 to #53 and #71 to #73, as applicable. The next semester in which the student is enrolled, items #30, #50, and #70 should be answered with option '3' if the student received a C or better in the course or a '0' (not satisfied) if the student did not receive a C or better (and has not met this requirement through other means). For a dual credit course taken at another Texas public institution in a previous reporting period, select '2' on items #30, #50, and #70 if the student received a C or better in the course.

HRI Texas Success Initiative Report (CBM002)

INSTRUCTIONS FOR TSI REPORT

Please note that in cases where specific test scores related to TSI exemption and placement are required, if a student has been reported on the previous CBM002 version as having met TSI and specific scores are not readily available, institutions may select the “previously reported” response.

STUDENT DEMOGRAPHICS SECTION: All items in this section must be provided every reporting period. Every **undergraduate** student reported on the CBM001 needs to be on the CBM002. Some students may be reported on the CBM002 who are not on the CBM001. For example, a student who receives an incomplete in a course should be reported again on the CBM002 for the semester that the student actually completed the course, but not on the CBM001 for that course for that semester. Flex students should be reported on the CBM002 in the semester in which they are reported on the CBM001. For additional information on reporting flex students see pages 2.1 and 2.9.

Item #1 Record Code. Always enter ‘2’.

Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.

Item #3 Student Identification Number. Enter the Social Security number of the student. The institution will assign unique (nine-digit) identification numbers to students without Social Security numbers and report their dates of birth (Item #9) each reporting period to help uniquely identify the student.

Item #4 Reporting Period. (Summer reporting periods should match the CBM001.)

1. Fall
2. Spring
3. Summer I
4. Summer II

Item #5 Year. Enter all four digits of the calendar year of the reporting period.

Item #6 Non-Disclosure. Enter a ‘2’ to indicate that the individual student has notified the institution of his/her refusal to have “directory information” disclosed; else zero fill.

Item #7 Gender. Enter the gender of the student.

M = Male F = Female

Item #8 Ethnic Origin. Enter the code indicating the ethnic origin of the student.

1. White-Non-Hispanic
2. Black-Non-Hispanic
3. Hispanic
4. Asian or Pacific Islander
5. American Indian or Alaskan Native

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6. International
7. Unknown or Not Reported

Item #9 Date of Birth. Enter all four digits of the year, the month, and day of birth of the student (YYYYMMDD). If the date of birth is unknown, enter '00000000'.

Item #10A Semester Credit Hours Completed – Academic. Enter the number of academic semester credit hours in non-developmental education courses (for which a grade of 'A' – 'F' is given) completed at this institution for the reporting period (right justified, zero filled). Do not include incompletes (unless they have been resolved prior to the reporting date), withdrawals, or credit/no credit hours attempted. Includes ACGM and unique need inventory courses.

Item #10B Grade Points Earned – Academic. Based on a 4-point system, enter the number of grade points earned in non-developmental education academic courses attempted at this institution for the reporting period (right justified, zero filled).

Item #11A Semester Credit Hours Completed – Technical (for two-year institutions only). Enter the number of technical semester credit hours (for which a grade of 'A' – 'F' is given) completed at this institution for the reporting period (right justified, zero filled). Do not include incompletes (unless they have been resolved prior to the reporting date), withdrawals, or credit/no credit hours attempted. Includes WECM and local need inventory courses.

Item #11B Grade Points Earned – Technical (for two-year institutions only). Based on a 4-point system, enter the number of grade points earned in courses attempted at this institution for the reporting period (right justified, zero filled).

NOTE: The semester credit hours completed and grade points earned must be reported every reporting period that the undergraduate student is enrolled at this institution.

Item #12 TSI Obligation Waived or Blanket Exemption

NOTE: Waiver information is also reported in items 21A, 41A, and 61A by TSI subject area.

0. No or not applicable
1. Yes, waiver based on Level-One Certificate Program or non-degree-seeking or non-certificate-seeking status
2. Yes, waiver for current enrollment in one or more dual credit courses based on dual credit rules (report only for dual credit students who have not met TSI obligation in relevant course area/s)
3. Yes, waiver for active duty military
4. Yes, blanket exemption because of past military experience based on TSI rules
5. Yes, blanket exemption based on earned degree from accredited higher education institution
6. Yes, blanket exemption because previous TASP exemptions granted prior to September 1, 2003 apply (see page 2.3)

HRI Texas Success Initiative Report (CBM002)

Item #13 Flexible Entry. Enter a '1' if the record is for a student enrolled in a Flexible Entry (FE) class that is being reported for this semester. Leave blank if not.

NOTE: An FE student who is also enrolled in the current semester should have separate entries for each enrollment.

Item #14-19 Unused. These items are reserved for future use (occupy 10 positions in the record).

MATH ASSESSMENT and STATUS SECTION:

Item #20 Math TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted.

0. No, not satisfied or obligation is waived
1. Yes, at my institution
2. Yes, at another Texas public institution

Item #21A Math TSI Obligation Waived or Satisfied through Exemption

0. Previously reported or not applicable (This category includes students who were reported by your institution during a **previous** reporting period, students who were reported by another Texas public institution, and students with blanket exemptions reported as options '4', '5', or '6' in item #12. Students with waivers should be coded with '6' or '7' every semester the waiver applies.)
1. No, no exemption or waiver granted
2. Exemption based on ACT Test
3. Exemption based on SAT Test
4. Exemption based on TAKS Exit Level Math Test
5. Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
6. Waiver to take math-related dual credit (coded '2' in Item #12)
7. Waiver for student status coded '1' in item #12 or for active military coded '3' in item #12

Item #21B ACT or SAT Math Score. Enter if coded '2' or '3' in Item #21A, or enter '000' if not applicable. If the score is less than 3 digits, enter leading zeros.

Item #21C ACT Composite or SAT Combined Score. Enter if coded '2' or '3' in Item #21A, or enter '0000' if not applicable. If the score is less than 4 digits, enter leading zeros.

Item #21D TAKS Exit Level Math Scale Score. Enter if coded '4' in Item #21A, or enter '0000' if not applicable.

Item #22A Math TSI Assessment Test Used at the Time of TSI Placement. (See page 2.6 for

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more information.)

0. Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
1. THEA/TASP (Math)
2. COMPASS (Algebra)
3. ASSET (Elementary Algebra)
4. ACCUPLACER (Elementary Algebra)
5. Stanford Achievement Test (for deaf students)
6. MAPS (Elementary Math)
7. Not assessed

Item #22B Math TSI Assessment Score Used for Initial Placement. Enter the test score for math. The score must match the type test identified in Item #22A. If the score is less than 3 digits, enter leading zeros. Enter '000' if the item is not applicable.

Item #23 Participation in Alternative/Non-course-based Method for Developmental Education Math this Reporting Period. Report only interventions included in the reporting institution's developmental education plan.

0. Not applicable (did not participate)
1. Yes, participated and satisfied TSI obligation for math through this method
2. Yes, participated but did **not** satisfy TSI obligation for math through this method

Item #24 Math TSI Obligation Satisfied Based on the State Standard by the **End** of the Semester/Reporting Period.

0. No, not satisfied (or obligation is waived)
1. Yes, at my institution this semester or determined to be satisfied by my institution this semester
2. Already satisfied (or exempted) by census date

Item #25-29 Unused.

NOTE: If the student has taken any math developmental education courses during the time period covered by this report, that information will be reported in items #80A to #83C. Information must be provided for all students taking developmental education courses, including those who have previously met TSI standards.

FIRST COLLEGE-LEVEL MATH COURSE SECTION:

Item #30 Credit for First College-Level Math Course in a Previous Reporting Period. Has the student previously successfully completed college-level math with A, B, or C? Report credit earned through AP, IB, dual credit, and credit by exam as '3'. (See page 2.8 for information about reporting transfer students.)

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0. No, not satisfied
1. Yes, at my institution (previously reported)
2. Yes, at another institution
3. Yes, credit otherwise awarded at this institution (e.g., AP, IB, dual credit with a C or better, credit by exam)

The items below (#31-#33) address the student's attempts at your institution in first college-level math course(s) of the general education core curriculum during the reporting period. This information is collected for an accountability system success measure related to developmental education. Only a letter grade of A, B, or C will satisfy the accountability requirement; a "pass" grade in a pass/fail course will not satisfy the college-level course requirement. If student is taking more than one course that fits this description, the institution will decide which one to report.

Item #31 Enrolled in First CB-Approved College-Level Math Course. Is the student enrolled in first college-level math at your institution this reporting period?

0. Previously reported as successfully completing the first college-level course
1. Yes
2. No

Item #32A Subject Prefix for Math Course as in ACGM Manual. Enter the subject prefix as it appears in the ACGM Manual. (If taking two or more courses, institutions will decide which one to report.) Enter '0000000' if item #31 was answered with '0' or '2.'

Item #32B Math Course Number as in ACGM Manual. Enter the course number of Item #32A as it appears in the ACGM Manual. (If taking two or more courses, institutions will decide which one to report.) Enter '0000000' if item #31 was answered with '0' or '2.'

Item #33 CB-Approved First College-Level Math Course Grade.

0. Previously reported or not applicable
1. A
2. B
3. C
4. D
5. F (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. Not attempted this semester (use this category for students who have not met the first college-level course requirement)

Item #34-39 Unused.

READING ASSESSMENT and STATUS SECTION:

Item #40 Reading TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted.

0. No, not satisfied or obligation is waived
1. Yes, at my institution
2. Yes, at another Texas public institution

Item #41A Reading TSI Obligation Waived or Satisfied through Exemption.

0. Previously reported or not applicable (This category includes students who were reported by your institution during a **previous** reporting period, students who were reported by another Texas public institution, and students with blanket exemptions reported as options '4', '5', or '6' in item #12. Students with waivers should be coded with '6' or '7' every semester the waiver applies.)
1. No, no exemption or waiver granted
2. Exemption based on ACT Test
3. Exemption based on SAT Test
4. Exemption based on TAKS Exit Level English Language Arts Test (must receive a writing subsection score of 3 or 4)
5. Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
6. Waiver to take reading-related dual credit (coded '2' in Item #12)
7. Waiver for student status coded '1' in item #12 or for active military coded '3' in item #12

Item #41B ACT (English) or SAT (Verbal) Score. Enter if coded '2' or '3' in Item #41A, or enter '000' if not applicable. If the score is less than 3 digits, enter leading zeros.

Item #41C ACT Composite or SAT Combined Score. Enter if coded '2' or '3' in Item #41A, or enter '0000' if not applicable. If the score is less than 4 digits, enter leading zeros.

Item #41D TAKS Exit Level English Language Arts Test Scale Score. Enter if coded '4' in Item #41A, or enter '0000' if not applicable.

Item #42A Reading TSI Assessment Test Used at the Time of TSI Placement. (See page 2.6 for more information.)

0. Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
1. THEA/TASP (Reading)
2. COMPASS (Reading Skills)
3. ASSET (Reading Skills)
4. ACCUPLACER (Reading Comprehension)
5. Stanford Achievement Test (for deaf students)

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6. MAPS (Reading Comprehension)
7. Not assessed

Item #42B Reading TSI Assessment Score Used for Initial Placement. Enter the placement test score for reading. The score must match the type test identified in Item #42A. If the score is less than 3 digits, enter leading zeros. Enter '000' if the item is not applicable.

Item #43 Participation in Alternative/Non-course-based Method for Developmental Education Reading this Reporting Period. Report only interventions included in the reporting institution's developmental education plan.

0. Not applicable (did not participate)
1. Yes, participated and satisfied TSI obligation for reading through this method
2. Yes, participated but did **not** satisfy TSI obligation for reading through this method

Item #44 Reading TSI Obligation Satisfied based on the State Standard by the **End** of the Semester/ Reporting Period.

0. No, not satisfied (or obligation is waived)
1. Yes, at my institution this semester or determined to be satisfied by my institution this semester
2. Already satisfied (or exempted) by census date

Item #45-49 Unused.

NOTE: If the student has taken any reading developmental education courses during the time period covered by this report, that information will be reported in items #84A to #87C. Information must be provided for all students taking developmental education courses, including those who have previously met TSI standards.

FIRST COLLEGE-LEVEL READING COURSE SECTION

Item #50 Credit for First College-Level Reading-Intensive Course in a Previous Reporting Period. Has the student previously successfully completed a college-level reading-intensive course with A, B, or C? Report credit earned through AP, IB, dual credit, and credit by exam as '3'. (See page 2.8 for information about reporting transfer students.)

0. No, not satisfied
1. Yes, at my institution (previously reported)
2. Yes, at another institution
3. Yes, credit otherwise awarded at this institution (e.g., AP, IB, dual credit with a C or better, credit by exam)

The items below (#51-#53) address the student's attempts at your institution in the first reading-intensive component course(s) of the general education core curriculum during the reporting

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period. This information is collected for an accountability system success measure related to developmental education. Only a letter grade of A, B, or C will satisfy the accountability requirement; a “pass” grade in a pass/fail course will not satisfy the college-level course requirement. If student is taking more than one course that fits this description, the institution will decide which one to report.

Item #51 Enrolled in First CB-Approved College-Level Reading-Intensive Course. Is the student enrolled in college-level reading at your institution this reporting period?

0. Previously reported as successfully completing first college-level course
1. Yes
2. No

Item #52A Subject Prefix for Reading-Intensive Course as in ACGM Manual. Enter the subject prefix as it appears in the ACGM Manual. (If taking two or more courses, institutions will decide which one to report.) Enter '000000' if item #51 was answered with '0' or '2.'

Item #52B Reading-Intensive Course Number as in ACGM Manual. Enter the course number of Item #52A as it appears in the ACGM Manual. (If taking two or more courses, institutions will decide which one to report.) Enter '000000' if item #51 was answered with '0' or '2.'

Item #53 CB-Approved First College-Level Reading-Intensive Course Grade.

0. Previously reported or not applicable
1. A
2. B
3. C
4. D
5. F (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. Not attempted this semester (use this category for students who have not met the first college-level course requirement)

Item #54-59 Unused.

WRITING ASSESSMENT and STATUS SECTION:

Item #60 Writing TSI Obligation Determined To Be Satisfied based on the State Standard Met by Census Date or Determined To Be Exempted.

0. No, not satisfied or obligation is waived
1. Yes, at my institution
2. Yes, at another Texas public institution

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Item #61A Writing TSI Obligation Waived or Satisfied through Exemption.

0. Previously reported or not applicable (This category includes students who were reported by your institution during a **previous** reporting period, students who were reported by another Texas public institution, and students with blanket exemptions reported as options '4', '5', or '6' in item #12. Students with waivers should be coded with '6' or '7' every semester the waiver applies.)
1. No, no exemption or waiver granted
2. Exemption based on ACT Test
3. Exemption based on SAT Test
4. Exemption based on TAKS Exit Level English Language Arts Test (must receive a writing subsection score of 3 or 4)
5. Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
6. Waiver to take writing-related dual credit (coded '2' in Item #12)
7. Waiver for student status coded '1' in item #12 or for active military coded '3' in item #12

Item #61B ACT (English) or SAT (Verbal) Score. Enter if coded '2' or '3' in Item #61A, or enter '000' if not applicable. If the score is less than 3 digits, enter leading zeros.

Item #61C ACT Composite or SAT Combined Score. Enter if coded '2' or '3' in Item #61A, or enter '0000' if not applicable. If the score is less than 4 digits, enter leading zeros.

Item #61D TAKS Exit Level English Language Arts Test Scale Score. Enter if coded '4' in Item #61A, or enter '0000' if not applicable.

Item #62A Writing TSI Assessment Test Used at the Time of TSI Placement. (See page 2.6 for more information.)

0. Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
1. THEA/TASP (Writing)
2. COMPASS (Writing Skills/Essay)
3. ASSET (Writing Skills/Essay)
4. ACCUPLACER (Sentence Skills/Essay)
5. Stanford Achievement Test (for deaf students)
6. MAPS (Conventions of Written English/Essay)
7. Not assessed

Item #62B Writing TSI Assessment Score Used for Initial Placement. Enter the placement test score for the objective section of the writing assessment. The score(s) must match the type of test identified in Item #62A. If a score is less than three digits, enter leading zeros. Enter '000' if the item is not applicable.

Item #62C Written Essay Score. Enter the initial test score for the essay portion of the writing

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assessment. Enter '0' if not applicable.

Item #63 Participation in Alternative/Non-course-based Method for Developmental Education Writing this Reporting Period. Report only interventions included in the reporting institution's developmental education plan.

0. Not applicable (did not participate)
1. Yes, participated and satisfied TSI obligation for writing through this method
2. Yes, participated but did **not** satisfy TSI obligation for writing through this method

Item #64 Writing TSI Obligation Satisfied based on the State Standard by the **End of the Semester /Reporting Period.**

0. No, not satisfied (or obligation is waived)
1. Yes, at my institution this semester or determined to be satisfied by my institution this semester
2. Already satisfied (or exempted) by census date

Item #65-69 Unused.

NOTE: If the student has taken any writing developmental education courses during the time period covered by this report, that information will be reported in items #88A to #91C. Information must be provided for all students taking developmental education courses, including those who have previously met TSI standards.

FIRST COLLEGE-LEVEL WRITING COURSE SECTION:

Item #70 Credit for First College-Level Writing-Intensive Course in a Previous Reporting Period. Has the student previously successfully completed college-level writing-intensive course with A, B, or C? Report credit earned through AP, IB, dual credit, and credit by exam as '3'. (See page 2.8 for information about reporting transfer students.)

0. No, not satisfied
1. Yes, at my institution (previously reported)
2. Yes, at another institution
3. Yes, credit otherwise awarded at this institution (e.g., AP, IB, dual credit with a C or better, credit by exam)

The items below (#71-#73) address the student's attempts at your institution in the first writing-intensive component course(s) of the general education core curriculum during the reporting period. This information is collected for an accountability system success measure related to developmental education. Only a letter grade of A, B, or C will satisfy the accountability requirement; a "pass" grade in a pass/fail course will not satisfy the college-level course requirement. If student is taking more than one course that fits this description, the institution will decide which one to report.

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Item #71 Enrolled in First CB-Approved College-Level Writing-Intensive Course. Is the student enrolled in college-level writing at your institution this reporting period?

0. Previously reported as successfully completing first college-level course
1. Yes
2. No

Item #72A Subject Prefix for Writing-Intensive Course as in ACGM Manual. Enter the subject prefix as it appears in the ACGM Manual. (If taking two or more courses, institutions will decide which one to report.) Enter '000000' if item #71 was answered with '0' or '2.'

Item #72B Writing-Intensive Course Number as in ACGM Manual. Enter the course number of Item #72A as it appears in the ACGM Manual. (If taking two or more courses, institutions will decide which one to report.) Enter '000000' if item #71 was answered with '0' or '2.'

Item #73 CB-Approved First College-Level Writing-Intensive Course Grade.

0. Previously reported or not applicable
1. A
2. B
3. C
4. D
5. F (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. Not attempted this semester

Item #74-79 Unused.

DEVELOPMENTAL EDUCATION COURSES ATTEMPTED SECTION:

Items 80 through 91 include four duplications for each subject area course attempted with #80-83 for math, #84-87 for reading, and #88-91 for writing. (Some institutions offer students the opportunity to take up to four developmental education courses per subject area in a semester.) Use the first item available (#80 for math, #84 for reading, and #88 for writing) for the first course attempted in an area. Use the next available number for the second course attempted, etc. For courses not attempted during this reporting period, zero-fill the item.

Item #80A Number of Semester Credit Hours in First Math Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in math developmental education course during the reporting period. Enter '00' if not applicable.

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Item #80B Grade in First Math Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #80C Level of First Math Developmental Education Course Attempted.

0. Not Applicable (no course reported in 80A)
1. Highest Level Math Course (Intermediate Algebra)
2. Medium Level Math Course (Introductory or Beginning Algebra)
3. Lowest Level Math Course (All Pre-Algebra or below)

Item #81A Number of Semester Credit Hours in Second Math Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in math developmental education course during the reporting period. Enter '00' if not applicable.

Item #81B Grade in Second Math Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #81C Level of Second Math Developmental Education Course Attempted.

0. Not Applicable (no course reported in 81A)
1. Highest Level Math Course (Intermediate Algebra)
2. Medium Level Math Course (Introductory or Beginning Algebra)
3. Lowest Level Math Course (All pre-Algebra or below)

Item #82A Number of Semester Credit Hours in Third Math Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in math developmental education course during the reporting period. Enter '00' if not applicable.

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Item #82B Grade in Third Math Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #82C Level of Third Math Developmental Education Course Attempted.

0. Not Applicable (no course reported in 82A)
1. Highest Level Math Course (Intermediate Algebra)
2. Medium Level Math Course (Introductory or Beginning Algebra)
3. Lowest Level Math Course (All pre-Algebra or below)

Item #83A Number of Semester Credit Hours in Fourth Math Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in math developmental education course during the reporting period. Enter '00' if not applicable.

Item #83B Grade in Fourth Math Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #83C Level of Fourth Math Developmental Education Course Attempted.

0. Not Applicable (no course reported in 83A)
1. Highest Level Math Course (Intermediate Algebra)
2. Medium Level Math Course (Introductory or Beginning Algebra)
3. Lowest Level Math Course (All pre-Algebra or below)

Item #84A Number of Semester Credit Hours in First Reading Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in reading developmental education course during the reporting period. Enter '00' if

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not applicable.

Item #84B Grade in First Reading Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #84C Level of First Reading Developmental Education Course Attempted.

0. Not Applicable (no course reported in 84A)
1. Highest Level Reading Course (Pre-College)
2. Medium Level Reading Course (Intermediate)
3. Lowest Level Reading Course (Fundamental/Basic)

Item #85A Number of Semester Credit Hours in Second Reading Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in reading developmental education course during the reporting period. Enter '00' if not applicable.

Item #85B Grade in Second Reading Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #85C Level of Second Reading Developmental Education Course Attempted.

0. Not Applicable (no course reported in 85A)
1. Highest Level Reading Course (Pre-College)
2. Medium Level Reading Course (Intermediate)
3. Lowest Level Reading Course (Fundamental/Basic)

Item #86A Number of Semester Credit Hours in Third Reading Developmental Education Course taken this semester. Enter the number of semester credit hours attempted

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in reading developmental education course during the reporting period. Enter '00' if not applicable.

Item #86B Grade in Third Reading Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #86C Level of Third Reading Developmental Education Course Attempted.

0. Not Applicable (no course reported in 86A)
1. Highest Level Reading Course (Pre-College)
2. Medium Level Reading Course (Intermediate)
3. Lowest Level Reading Course (Fundamental/Basic)

Item #87A Number of Semester Credit Hours in Fourth Reading Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in reading developmental education course during the reporting period. Enter '00' if not applicable.

Item #87B Grade in Fourth Reading Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #87C Level of Fourth Reading Developmental Education Course Attempted.

0. Not Applicable (no course reported in 87A)
1. Highest Level Reading Course (Pre-College)
2. Medium Level Reading Course (Intermediate)
3. Lowest Level Reading Course (Fundamental/Basic)

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Item #88A Number of Semester Credit Hours in First Writing Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in writing developmental education course during the reporting period. Enter '00' if not applicable.

Item #88B Grade in First Writing Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #88C Level of First Writing Developmental Education Course Attempted.

0. Not Applicable (no course reported in 88A)
1. Highest Level Writing Course (Pre-College)
2. Medium Level Writing Course (Intermediate)
3. Lowest Level Writing Course (Fundamental/Basic)

Item #89A Number of Semester Credit Hours in Second Writing Developmental Education Course. Enter the number of semester credit hours attempted in writing developmental education course during the reporting period. Enter '00' if not applicable.

Item #89B Grade in Second Writing Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #89C Level of Second Writing Developmental Education Course Attempted.

0. Not applicable (no course reported in 89A)
1. Highest Level Writing Course (Pre-College)
2. Medium Level Writing Course (Intermediate)
3. Lowest Level Writing Course (Fundamental/Basic)

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Item #90A Number of Semester Credit Hours in Third Writing Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in writing developmental education course during the reporting period. Enter '00' if not applicable.

Item #90B Grade in Third Writing Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #90C Level of Third Writing Developmental Education Course Attempted.

0. Not applicable (no course reported in 90A)
1. Highest Level Writing Course (Pre-College)
2. Medium Level Writing Course (Intermediate)
3. Lowest Level Writing Course (Fundamental/Basic)

Item #91A Number of Semester Credit Hours in Fourth Writing Developmental Education Course taken this semester. Enter the number of semester credit hours attempted in writing developmental education course during the reporting period. Enter '00' if not applicable.

Item #91B Grade in Fourth Writing Developmental Education Course Attempted.

0. Not applicable or not attempted this semester
1. A
2. B
3. C
4. D
5. F or Failed (No Credit)
6. I (Incomplete)
7. W (Withdrawn)
8. Credit/Passed
9. E for Effort or In Progress (No Credit)

Item #91C Level of Fourth Writing Developmental Education Course Attempted.

0. Not applicable (no course reported in 91A)
1. Highest Level Writing Course (Pre-College)
2. Medium Level Writing Course (Intermediate)
3. Lowest Level Writing Course (Fundamental/Basic)

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DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|--------------|--|-------------------------------|---------------|
| Item #1 | Record Code – Always ‘2’ | 1 | 1 |
| Item #2 | Institution Identifier - FICE – Numeric | 2 | 6 |
| Item #3 | Student Identification Number | 8 | 9 |
| Item #4 | Reporting Period – Numeric | 17 | 1 |
| Item #5 | Year – Numeric | 18 | 4 |
| Item #6 | Non-Disclosure – Numeric | 22 | 1 |
| Item #7 | Gender – Alpha | 23 | 1 |
| Item #8 | Ethnic Origin – Numeric | 24 | 1 |
| Item #9 | Date of Birth - Numeric – YYYYMMDD | 25 | 8 |
| Item #10A | Semester Credit Hours Completed-Academic – Leading zeros | 33 | 2 |
| Item #10B | Grade Points Earned-Academic – Right justified, leading zeros | 35 | 3 |
| Item #11A | Semester Credit Hours Completed-Technical – Leading zeros | 38 | 2 |
| Item #11B | Grade Points Earned-Technical – Right justified, leading zeros | 40 | 3 |
| Item #12 | TSI Obligation Waived or Blanket Exemption– Numeric | 43 | 1 |
| Item #13 | Flexible Entry – Numeric | 44 | 1 |
| Items #14-19 | Unused (10 positions reserved for future use) | 45 | 10 |
| Item #20 | Math TSI Determined to be Satisfied Based on State Standard Met by Census Date or Determined to be Exempted – Numeric | 55 | 1 |
| Item #21A | Math TSI Waived or Satisfied through Exemption – Numeric | 56 | 1 |
| Item #21B | ACT or SAT Math Score – Numeric | 57 | 3 |
| Item #21C | ACT Composite or SAT Combined Score – Numeric | 60 | 4 |
| Item #21D | TAKS Exit Level Math Scale Score – Numeric | 64 | 4 |
| Item #22A | Math TSI Assessment Test Used for Initial Placement – Numeric | 68 | 1 |
| Item #22B | Math TSI Assessment Score Used for Initial Placement – Numeric | 69 | 3 |
| Item #23 | Participation in Alt./Non-course-based Method for DE Math this Reporting Period – Numeric | 72 | 1 |
| Item #24 | Math TSI Satisfied Based on State Standard by End of Semester – Numeric | 73 | 1 |
| Items #25-29 | Unused (no positions reserved in the record) | | |
| Item #30 | Credit for First College-Level Math Course-Previous Reporting Period – Numeric | 74 | 1 |
| Item #31 | Enrolled in First CB-Approved College-Level Math Course – Numeric | 75 | 1 |
| Item #32A | Subject Prefix for Math Course in ACGM – Alphanumeric (left justify and blank fill) | 76 | 7 |
| Item #32B | Math Course Number in ACGM – Numeric (left justify and blank fill) | 83 | 7 |
| Item #33 | CB-Approved First College-Level Math Course Grade – Numeric | 90 | 1 |
| Items #34-39 | Unused (no positions reserved in the record) | | |
| Item #40 | Reading TSI Satisfied Based on State Standard Met by Census Date or Determined to be Exempted – Numeric | 91 | 1 |
| Item #41A | Reading TSI Waived or Satisfied through Exemption – Numeric | 92 | 1 |
| Item #41B | ACT (English) or SAT (Verbal) Score – Numeric | 93 | 3 |
| Item #41C | ACT Composite or SAT Combined Score – Numeric | 96 | 4 |
| Item #41D | TAKS Exit Level English Language Arts Scale Score – Numeric | 100 | 4 |
| Item #42A | Reading TSI Assessment Test Used for Initial Placement – Numeric | 104 | 1 |

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| | | <u>Beginning Position</u> | <u>Length</u> |
|--------------|--|-------------------------------|---------------|
| Item #42B | Reading TSI Assessment Score Used for Initial Placement – Numeric | 105 | 3 |
| Item #43 | Participation in Alt/Non-course-based Method for DE Reading this Reporting Period – Numeric | 108 | 1 |
| Item #44 | Reading TSI Satisfied Based on State Standard by End of of Semester – Numeric | 109 | 1 |
| Items #45-49 | Unused (no positions reserved in the record) | | |
| Item #50 | Credit for First College-Level Reading-Intensive Course-Previous Reporting Period – Numeric | 110 | 1 |
| Item #51 | Enrolled in First CB-Approved College-Level Reading-Intensive Course – Numeric | 111 | 1 |
| Item #52A | Subject Prefix for Reading-Intensive Course in ACGM – Alphanumeric (left justify and blank fill) | 112 | 7 |
| Item #52B | Reading-Intensive Course Number in ACGM – Numeric Numeric (left justify and blank fill) | 119 | 7 |
| Item #53 | CB-Approved First College-Level Reading-Intensive Course Grade – Numeric | 126 | 1 |
| Items #54-59 | Unused (no positions reserved in the record) | | |
| Item #60 | Writing TSI Satisfied Based on State Standard Met by Census Date or Determined to be Exempted – Numeric | 127 | 1 |
| Item #61A | Writing TSI Waived or Satisfied through Exemption – Numeric | 128 | 1 |
| Item #61B | ACT (English) or SAT (Verbal) Score – Numeric | 129 | 3 |
| Item #61C | ACT Composite or SAT Combined Score – Numeric | 132 | 4 |
| Item #61D | TAKS Exit Level English Language Arts Scale Score – Numeric | 136 | 4 |
| Item #62A | Writing TSI Assessment Test Used for Initial Placement – Numeric | 140 | 1 |
| Item #62B | Writing TSI Assessment Score Used for Initial Placement – Numeric | 141 | 3 |
| Item #62C | Written Essay Score – Numeric | 144 | 1 |
| Item #63 | Participation in Alt/Non-course-based Method for DE Writing this Reporting Period – Numeric | 145 | 1 |
| Item #64 | Writing TSI Satisfied Based on State Standard by End of Semester – Numeric | 146 | 1 |
| Items #65-69 | Unused (no positions reserved in the record) | | |
| Item #70 | Credit for First College-Level Writing-Intensive Course-Previous Reporting Period – Numeric | 147 | 1 |
| Item #71 | Enrolled in First CB-Approved College-Level Writing-Intensive Course – Numeric | 148 | 1 |
| Item #72A | Subject Prefix for Writing-Intensive Course in ACGM – Alphanumeric (left justify and blank fill) | 149 | 7 |
| Item #72B | Writing-Intensive Course Number in ACGM – Numeric (left justify and blank fill) | 156 | 7 |
| Item #73 | CB-Approved First College-Level Writing-Intensive Course Grade – Numeric | 163 | 1 |
| Items #74-79 | Unused (no positions reserved in the record) | | |
| Item #80A | Number of SCH in First Math DE Course this Semester | 164 | 2 |
| Item #80B | Grade in First Math DE Course Attempted | 166 | 1 |
| Item #80C | Level of First Math DE Course Attempted | 167 | 1 |

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| | | <u>Beginning Position</u> | <u>Length</u> |
|-----------|---|-------------------------------|---------------|
| Item #81A | Number of SCH in Second Math DE Course this Semester | 168 | 2 |
| Item #81B | Grade in Second Math DE Course Attempted | 170 | 1 |
| Item #81C | Level of Second Math DE Course Attempted | 171 | 1 |
| Item #82A | Number of SCH in Third Math DE Course this Semester | 172 | 2 |
| Item #82B | Grade in Third Math DE Course Attempted | 174 | 1 |
| Item #82C | Level of Third Math DE Course Attempted | 175 | 1 |
| Item #83A | Number of SCH in Fourth Math DE Course this Semester | 176 | 2 |
| Item #83B | Grade in Fourth Math DE Course Attempted | 178 | 1 |
| Item #83C | Level of Fourth Math DE Course Attempted | 179 | 1 |
| Item #84A | Number of SCH in First Reading DE Course this Semester | 180 | 2 |
| Item #84B | Grade in First Reading DE Course Attempted | 182 | 1 |
| Item #84C | Level of First Reading DE Course Attempted | 183 | 1 |
| Item #85A | Number of SCH in Second Reading DE Course this Semester | 184 | 2 |
| Item #85B | Grade in Second Reading DE Course Attempted | 186 | 1 |
| Item #85C | Level of Second Reading DE Course Attempted | 187 | 1 |
| Item #86A | Number of SCH in Third Reading DE Course this Semester | 188 | 2 |
| Item #86B | Grade in Third Reading DE Course Attempted | 190 | 1 |
| Item #86C | Level of Third Reading DE Course Attempted | 191 | 1 |
| Item #87A | Number of SCH in Fourth Reading DE Course this Semester | 192 | 2 |
| Item #87B | Grade in Fourth Reading DE Course Attempted | 194 | 1 |
| Item #87C | Level of Fourth Reading DE Course Attempted | 195 | 1 |
| Item #88A | Number of SCH in First Writing DE Course this Semester | 196 | 2 |
| Item #88B | Grade in First Writing DE Course Attempted | 198 | 1 |
| Item #88C | Level of First Writing DE Course Attempted | 199 | 1 |
| Item #89A | Number of SCH in Second Writing DE Course this Semester | 200 | 2 |
| Item #89B | Grade in Second Writing DE Course Attempted | 202 | 1 |
| Item #89C | Level of Second Writing DE Course Attempted | 203 | 1 |
| Item #90A | Number of SCH in Third Writing DE Course this Semester | 204 | 2 |
| Item #90B | Grade in Third Writing DE Course Attempted | 206 | 1 |
| Item #90C | Level of Third Writing DE Course Attempted | 207 | 1 |
| Item #91A | Number of SCH in Fourth Writing DE Course this Semester | 208 | 2 |
| Item #91B | Grade in Fourth Writing DE Course Attempted | 210 | 1 |
| Item #91C | Level of Fourth Writing DE Course Attempted | 211 | 1 |

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QUESTIONABLE AND ERROR VALUES

The following values are used in the Coordinating Board's edit programs to determine questionable and error values for each data element.

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|---|--|---|
| 1. Record Code | N/A | Any value except '2' |
| 2. Institution Code | N/A | Must match value in header record and be a valid FICE code |
| 3. Student ID Number | N/A | Blank; special characters |
| 4. Reporting Period | N/A | Must match value in header record; value except '1' thru '4' |
| 5. Year | N/A | Must match value in header record |
| 6. Non-Disclosure | N/A | Any value except '2' or '0' |
| 7. Gender | N/A | Any value except 'M' or 'F' |
| 8. Ethnic Origin | N/A | Any value except '1' thru '7' |
| 9. Date of Birth | Value of '00000000' | Month < '01' or > '12'; day < '01' or > '31'; year value that generates an age < 10 |
| 10A. SCH Comp-Acad | Value > 22 or sum of Items 10A and 11A = 0 | Any non-numerical values |
| 10B. Grade Points Earned-Acad | Value > 88 or sum of Items 10B and 11B = 0 | Any non-numerical values; value > 4 times SCH |
| 11A. SCH Comp-Tech | See Item 10A | Any non-numerical values |
| 11B. Grade Points Earned-Tech | See Item 10B | Any non-numerical values; value > 4 times SCH |
| 12. TSI Obligation Waived/Ex | N/A | Any value except '0' thru '6' |
| 13. Flex Entry | N/A | Any value except blank or '1' |
| 14-19. Unused | | |
| 20/40/60. TSI Satisfied-Census Date | N/A | Any value except '0', '1', or '2'; value not = '0' if #24/44/64 = '1' |
| 21A/41A/61A. TSI Satisfied-Exemption | N/A | Any value except '0' thru '7' |

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| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|--|---------------------------|--|
| 21B/41B/61B. Score | N/A | Not numeric; '000' if #21A/41A/61A is = '2' or '3'; if #21A/41A/61A = '2' ACT < 19; if #21A/41A/61A = '3' SAT < 500 |
| 21C/41C/61C. Composite/Comb. Score | N/A | Not numeric; '0000' if #21A/41A/61A is = '2' or '3'; if #21A/41A/61A = '2' ACT < 23; if #21A/41A/61A = '3' SAT < 1070 |
| 21D/41D/61D. TAKS Scale Score | N/A | Not numeric; '0000' if #21A/41A/61A = '4'; if #21A/41A/61A = '4' TAKS < 2200 |
| 22A/42A/62A. TSI Initial Assessment Test for Placement | N/A | Any value except '0' thru '7' |
| 22B/42B/62B. TSI Initial Assessment Math Score | N/A | THEA/TASP < 100 or > 300 COMPASS < 15 or > 99 ASSET < 23 or > 55 ACCUPLACER < 21 or > 120 Stanford < 1 or > 118 MAPS < 601 or > 625 Any value except '000' |
| When Item #22A = '1' when Item #22A = '2' when Item #22A = '3' when Item #22A = '4' when Item #22A = '5' when Item #22A = '6' when Item #22A = '0', '7' | N/A | |
| Reading Score | N/A | THEA/TASP < 100 or > 300 COMPASS < 18 or > 99 ASSET < 23 or > 53 ACCUPLACER < 20 or > 120 Stanford < 1 or > 54 MAPS < 101 or > 125 Any value except '000' |
| When Item #42A = '1' when Item #42A = '2' when Item #42A = '3' when Item #42A = '4' when Item #42A = '5' when Item #42A = '6' when Item #42A = '0', '7', | N/A | |
| Writing Score | N/A | THEA/TASP < 100 or > 300 COMPASS < 1 or > 100 ASSET < 23 or > 54 ACCUPLACER < 1 or > 120 Stanford < 1 or > 60 MAPS < 100 or > 999 Any value except '000' |
| When Item #62A = '1' when Item #62A = '2' when Item #62A = '3' when Item #62A = '4' when Item #62A = '5' when Item #62A = '6' when Item #62A = '0', '7' | N/A | |

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| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|---|---|--|
| 62C. Written Essay Score | N/A | Value > '8'; value > '0' if Item #62A = '0' or '7' |
| 23/43/63. Participation in Alt/Non-Course-Based DE this Period | N/A | Any value except '0', '1', or '2' |
| 24/44/64. TSI Satisfied-End of Semester | N/A | Any value except '0', '1', or '2'; value = '0' or '1' if #20/40/60 = '1'; value = '2' if #20/40/60 = '0'; value not = '2' if #20/40/60 = '2' |
| 30/50/70. Credit First College-Level Course-Prev. Reporting Period | N/A | Any value except '0' thru '3' |
| 31/51/71. Enrolled in First CB-Approved College-Level Course | N/A | Any value except '0', '1', or '2' |
| 32A/52A/72A. Subject Prefix in ACGM | N/A | Invalid subject prefix; value not = '0000000' if #31/51/71 = '0' or '2' |
| 32B/52B/72B. Course Number in ACGM | N/A | Invalid course number; value not = '0000000' if #31/51/71 = '0' or '2' |
| 33/53/73. CB-Approved First College-Level Grade | N/A | Any value except '0' thru '9'; value = '1' thru '8' if #31/51/71 = '0' or '2'; value = '0' or '9' if #31/51/71 = '1' |
| 80A/84A/88A. SCH First DE Course-Current Semester | | |
| Math | SCH value = '00' and Item #80B not = '0'; if value > '00' and Item #33 = '1' thru '8' | Any value > '04' |
| Reading | SCH value = '00' and Item #84B not = '0'; if value > '00' and Item | Any value > '04' |

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| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|---|--|--|
| Writing | #53 = '1' thru '8' SCH value = '00' and Item #88B not = '0'; if value > '00' and Item #73 = '1' thru '8' | Any value > '04' |
| 80B/84B/88B. Grade First DE Course Attempted | N/A | Any value except '0' thru '9'; not '0' if #80A/84A/88A = '00' |
| 80C/84C/88C. Level First DE Course Attempted | N/A | Any value except '0' thru '3'; not '0' if #80A/84A/88A = '00' |
| 81A/85A/89A. SCH Second DE Course- Current Semester | See #80A/84A/88A | See #80A/84A/88A |
| 81B/85B/89B. Grade Second DE Course Attempted | N/A | Any value except '0' thru '9'; not '0' if #81A/85A/89A = '00' |
| 81C/85C/89C. Level Second DE Course Attempted | N/A | Any value except '0' thru '3'; not '0' if #81A/85A/89A = '00' |
| 82A/86A/90A. SCH Third DE Course- Current Semester | See #80A/84A/88A | See #80A/84A/88A |
| 82B/86B/90B. Grade Third DE Course Attempted | N/A | Any value except '0' thru '9'; not '0' if #82A/86A/90A = '00' |
| 82C/86C/90C. Level Third DE Course Attempted | N/A | Any value except '0' thru '3'; not '0' if #82A/86A/90A = '00' |
| 83A/87A/91A. SCH Fourth DE Course- Current Semester | See #80A/84A/88A | See #80A/84A/88A |
| 83B/87B/91B. Grade Fourth DE Course Attempted | N/A | Any value except '0' thru '9'; not '0' if #83A/87A/91A = '00' |
| 83C/87C/91C. Level Fourth DE Course Attempted | N/A | Any value except '0' thru '3'; not '0' if #83A/87A/91A = '0' |

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REPORTING EXAMPLES

Items #1 through #11 will be entered each time. There is one example which includes a flex course situation (numbers 4a and b), otherwise item 13 is not included.

- 1a. In spring 2009, a student enrolled as a first-time undergraduate. The student was tested for placement purposes upon enrollment and did not meet TSI standards on the Math section of the THEA test, but passed the other subject-area sections. The student enrolled in a developmental math course (3 SCHs) that covers beginning algebra and received a C; the student has not yet satisfied the institution's math requirements for TSI. The student also enrolled in History 1XXX* and earned a 'B' (this course was determined by institution to be the student's first college-level reading course) and in English 1XXX* and earned a 'C' (determined to be the first college-level writing course).

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #12 = 0 | Item #22A = 1 | Item #30 = 0 | Item #80A = 03 |
| Item #20 = 0 | Item #22B = 180 | Item #31 = 2 | Item #80B = 3 |
| Item #21A = 1 | Item #23 = 0 | Item #32A = 0000000 | Item #80C = 2 |
| Item #21B = 000 | Item #24 = 0 | Item #32B = 0000000 | Item #81A = 00 |
| Item #21C = 0000 | | Item #33 = 9 | Item #81B = 0 |
| Item #21D = 0000 | | | Item #81C = 0 |

| | | | |
|------------------|-----------------|-------------------|----------------|
| Item #40 = 1 | Item #42A = 1 | Item #50 = 0 | Item #84A = 00 |
| Item #41A = 1 | Item #42B = 240 | Item #51 = 1 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = HIST | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 2 | Item #52B = 1XXX* | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 2 | Item #85B = 0 |
| | | | Item #85C = 0 |

| | | | |
|------------------|-----------------|-------------------|----------------|
| Item #60 = 1 | Item #62A = 1 | Item #70 = 0 | Item #88A = 00 |
| Item #61A = 1 | Item #62B = 260 | Item #71 = 1 | Item #88B = 0 |
| Item #61B = 000 | Item #62C = 6 | Item #72A = ENGL | Item #88C = 0 |
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 1XXX* | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 2 | Item #73 = 3 | Item #89B = 0 |
| | | | Item #89C = 0 |

*Fill in the appropriate four-digit number.

- 1b. The student above returned to the institution the following fall. The student took a developmental intermediate algebra course, completed it with an A, and satisfied the institution's math requirement for TSI.

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #12 = 0 | Item #22A = 0 | Item #30 = 0 | Item #80A = 03 |
| Item #20 = 0 | Item #22B = 000 | Item #31 = 2 | Item #80B = 1 |
| Item #21A = 0 | Item #23 = 0 | Item #32A = 0000000 | Item #80C = 1 |
| Item #21B = 000 | Item #24 = 1 | Item #32B = 0000000 | Item #81A = 00 |
| Item #21C = 0000 | | Item #33 = 9 | Item #81B = 0 |
| Item #21D = 0000 | | | Item #81C = 0 |

| | | | |
|--------------|---------------|--------------|----------------|
| Item #40 = 1 | Item #42A = 0 | Item #50 = 1 | Item #84A = 00 |
|--------------|---------------|--------------|----------------|

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| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #41A = 0 | Item #42B = 000 | Item #51 = 1 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = 0000000 | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 2 | Item #52B = 0000000 | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 0 | Item #85B = 0 |
| | | | Item #85C = 0 |
| Item #60 = 1 | Item #62A = 0 | Item #70 = 1 | Item #88A = 00 |
| Item #61A = 0 | Item #62B = 000 | Item #71 = 0 | Item #88B = 0 |
| Item #61B = 000 | Item #62C = 0 | Item #72A = 0000000 | Item #88C = 0 |
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 2 | Item #73 = 0 | Item #89B = 0 |
| | | | Item #89C = 0 |

- 2a. An 11th grade high school student enrolled in an introductory sociology course based on grade 10 Exit Level English Language Arts (ELA) TAKS scores that met the dual credit requirements. The institution considers the course a first college-level reading course. Note that the item 21A and 61A are coded '0' because the dual credit waiver is only reported for the related subject area. Grade 10 TAKS scores should NOT be reported.

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #12 = 2 | Item #22A = 0 | Item #30 = 0 | Item #80A = 00 |
| Item #20 = 0 | Item #22B = 000 | Item #31 = 2 | Item #80B = 0 |
| Item #21A = 0 | Item #23 = 0 | Item #32A = 0000000 | Item #80C = 0 |
| Item #21B = 000 | Item #24 = 0 | Item #32B = 0000000 | Item #81A = 00 |
| Item #21C = 0000 | | Item #33 = 0 | Item #81B = 0 |
| Item #21D = 0000 | | | Item #81C = 0 |
| Item #40 = 0 | Item #42A = 0 | Item #50 = 0 | Item #84A = 00 |
| Item #41A = 6 | Item #42B = 000 | Item #51 = 1 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = SOCI | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 0 * | Item #52B = 1XXX | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 2 | Item #85B = 0 |
| | | | Item #85C = 0 |
| Item #60 = 0 | Item #62A = 0 | Item #70 = 0 | Item #88A = 00 |
| Item #61A = 0 | Item #62B = 000 | Item #71 = 2 | Item #88B = 0 |
| Item #61B = 000 | Item #62C = 0 | Item #72A = 0000000 | Item #88C = 0 |
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 0 | Item #73 = 0 | Item #89B = 0 |
| | | | Item #89C = 0 |

- 2b. The same student above enrolled a year later as a first time undergraduate student at a Texas public university. The student is TSI exempt for math based on Exit Level TAKS results but not for ELA. The student took math. The student also took dual credit sociology at another Texas public institution in a previous semester (see above). The student did not meet the state standard on the Accuplacer objective and written tests for writing when tested for placement. The student was assigned to tutoring (non-course based) and met the standard.

| | | | |
|--------------|---------------|--------------|----------------|
| Item #12 = 0 | Item #22A = 0 | Item #30 = 0 | Item #80A = 00 |
|--------------|---------------|--------------|----------------|

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| | | | |
|------------------|-----------------|------------------|----------------|
| Item #20 = 1 | Item #22B = 000 | Item #31 = 1 | Item #80B = 0 |
| Item #21A = 4 | Item #23 = 0 | Item #32A = MATH | Item #80C = 0 |
| Item #21B = 000 | Item #24 = 2 | Item #32B = 1XXX | Item #81A = 00 |
| Item #21C = 0000 | | Item #33 = 1 | Item #81B = 0 |
| Item #21D = 2259 | | | Item #81C = 0 |

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #40 = 1* | Item #42A = 0 | Item #50 = 3 | Item #84A = 00 |
| Item #41A = 5* | Item #42B = 000 | Item #51 = 0 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = 0000000 | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 2 | Item #52B = 0000000 | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 0 | Item #85B = 0 |
| | | | Item #85C = 0 |

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #60 = 0 | Item #62A = 4 | Item #70 = 0 | Item #88A = 00 |
| Item #61A = 1 | Item #62B = 075 | Item #71 = 2 | Item #88B = 0 |
| Item #61B = 000 | Item #62C = 5 | Item #72A = 0000000 | Item #88C = 0 |
| Item #61C = 0000 | Item #63 = 1 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 1 | Item #73 = 9 | Item #89B = 0 |
| | | | Item #89C = 0 |

*Item 44 in 2a could also be answered with a "1" if the first institution determines that performance in the dual credit course meets TSI standards. If so, then in example 2b the student could be reported with a "2" in item #40 and a "0" in item #41. Either pattern is fine, depending on school policy and/or how much information is available to the receiving institution.

3. A student who qualified as a transfer from a private institution was determined by the receiving institution to have satisfactorily completed college-level coursework in reading and writing and had TSI eligible SAT scores for math exemption. The student received transfer credit for core-equivalent courses in reading and writing (for which the student received an "A," "B," or "C"). The student attempted a core math course and earned a "B."

| | | | |
|------------------|-----------------|------------------|----------------|
| Item #12 = 0 | Item #22A = 0 | Item #30 = 0 | Item #80A = 00 |
| Item #20 = 1 | Item #22B = 000 | Item #31 = 1 | Item #80B = 0 |
| Item #21A = 3 | Item #23 = 0 | Item #32A = MATH | Item #80C = 0 |
| Item #21B = 590 | Item #24 = 2 | Item #32B = 1XXX | Item #81A = 00 |
| Item #21C = 1080 | | Item #33 = 2 | Item #81B = 0 |
| Item #21D = 0000 | | | Item #81C = 0 |

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #40 = 1 | Item #42A = 0 | Item #50 = 2 | Item #84A = 00 |
| Item #41A = 5 | Item #42B = 000 | Item #51 = 2 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = 0000000 | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 2 | Item #52B = 0000000 | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 0 | Item #85B = 0 |
| | | | Item #85C = 0 |

| | | | |
|-----------------|-----------------|---------------------|----------------|
| Item #60 = 1 | Item #62A = 0 | Item #70 = 2 | Item #88A = 00 |
| Item #61A = 5 | Item #62B = 000 | Item #71 = 2 | Item #88B = 0 |
| Item #61B = 000 | Item #62C = 0 | Item #72A = 0000000 | Item #88C = 0 |

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| | | | |
|------------------|--------------|---------------------|----------------|
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 2 | Item #73 = 0 | Item #89B = 0 |
| | | | Item #89C = 0 |

- 4a. In fall 2009, an incoming student was tested using COMPASS and did not meet TSI requirements for any subject areas at the time of initial placement. The institution has five levels of math developmental education and the student completed two courses at the first level and one course at the second level. The student did not enroll in course-based or non-course based developmental reading. Instead, the student re-tested on COMPASS mid-semester and met the standard. The student took a flex writing developmental education course that started in November and ended in January. The student was determined to have met the standard upon successful completion of that writing course. The flex course is reported in example 4b below (not in example 4a).

| | | | |
|--------------------|-----------------|---------------------|----------------|
| Item #12 = 0 | | | |
| Item #13 = (Blank) | Item #22A = 2 | Item #30 = 0 | Item #80A = 01 |
| Item #20 = 0 | Item #22B = 020 | Item #31 = 2 | Item #80B = 1 |
| Item #21A = 1 | Item #23 = 0 | Item #32A = 0000000 | Item #80C = 3 |
| Item #21B = 000 | Item #24 = 0 | Item #32B = 0000000 | Item #81A = 01 |
| Item #21C = 0000 | | Item #33 = 9 | Item #81B = 3 |
| Item #21D = 0000 | | | Item #81C = 3 |
| | | | Item #82A = 02 |
| | | | Item #82B = 9 |
| | | | Item # 82C= 2 |

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #40 = 0 | Item #42A = 2 | Item #50 = 0 | Item #84A = 00 |
| Item #41A = 1 | Item #42B = 078 | Item #51 = 2 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = 0000000 | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 1 | Item #52B = 0000000 | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 9 | Item #85B = 0 |
| | | | Item #85C = 0 |

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #60 = 0 | Item #62A = 2 | Item #70 = 0 | Item #88A = 00 |
| Item #61A = 1 | Item #62B = 055 | Item #71 = 2 | Item #88B = 0 |
| Item #61B = 000 | Item #62C = 5 | Item #72A = 0000000 | Item #88C = 0 |
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 0 | Item #73 = 9 | Item #89B = 0 |
| | | | Item #89C = 0 |

- 4b. Item #13 = 1

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #60 = 0 | Item #62A = 0 | Item #70 = 0 | Item #88A = 03 |
| Item #61A = 0 | Item #62B = 000 | Item #71 = 2 | Item #88B = 1 |
| Item #61B = 000 | Item #62C = 0 | Item #72A = 0000000 | Item #88C = 1 |
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 1 | Item #73 = 9 | Item #89B = 0 |
| | | | Item #89C = 0 |

HRI Texas Success Initiative Report (CBM002)

5a. A recent high school graduate with a waiver for active military duty submitted a transcript showing an eligible TSI exemption score for the Exit Level TAKS in math, but not for the Exit Level ELA TAKS. The institution decided to test the student for local placement purposes and recommended the student take a developmental writing course. The student took a psychology course, which the institution determined is a course that meets the requirement for first college-level reading course. The student also took a core math course which was determined to meet the requirements for first college-level math course.

| | | | |
|------------------|-----------------|------------------|----------------|
| Item #12 = 3 | Item #22A = 0 | Item #30 = 0 | Item #80A = 00 |
| Item #20 = 1* | Item #22B = 000 | Item #31 = 1 | Item #80B = 0 |
| Item #21A = 4* | Item #23 = 0 | Item #32A = MATH | Item #80C = 0 |
| Item #21B = 000 | Item #24 = 2 | Item #32B = 1XXX | Item #81A = 00 |
| Item #21C = 0000 | | Item #33 = 1 | Item #81B = 0 |
| Item #21D = 2320 | | | Item #81C = 0 |

| | | | |
|------------------|-----------------|------------------|----------------|
| Item #40 = 0 | Item #42A = 0 | Item #50 = 0 | Item #84A = 00 |
| Item #41A = 7 | Item #42B = 000 | Item #51 = 1 | Item #84B = 0 |
| Item #41B = 000 | Item #43 = 0 | Item #52A = PSYC | Item #84C = 0 |
| Item #41C = 0000 | Item #44 = 1 | Item #52B = 2XXX | Item #85A = 00 |
| Item #41D = 0000 | | Item #53 = 2 | Item #85B = 0 |
| | | | Item #85C = 0 |

| | | | |
|------------------|-----------------|---------------------|----------------|
| Item #60 = 0 | Item #62A = 0 | Item #70 = 0 | Item #88A = 03 |
| Item #61A = 7 | Item #62B = 000 | Item #71 = 2 | Item #88B = 3 |
| Item #61B = 000 | Item #62C = 0 | Item #72A = 0000000 | Item #88C = 2 |
| Item #61C = 0000 | Item #63 = 0 | Item #72B = 0000000 | Item #89A = 00 |
| Item #61D = 0000 | Item #64 = 0 | Item #73 = 0 | Item #89B = 0 |
| | | | Item #89C = 0 |

*The institution may also choose to report a "0" in item #20 and a "7" in item #21A. TSI does not apply to students with waivers and military exemptions. However, for reporting purposes, report the first college-level course and any developmental education that applies.

HRI Texas Success Initiative Report (CBM002)

CBM002 SUMMARY OF TSI STUDENT DATA FROM DATE: 05/11/2009
 TEXAS COMMUNITY COLLEGE 003304 FALL 2008

GENDER

| | |
|--------|-------|
| MALE | 1,002 |
| FEMALE | 1,102 |
| TOTAL | 2,104 |

ETHNICITY

| | |
|---------------------------|-------|
| WHITE | 1,399 |
| BLACK | 150 |
| HISPANIC | 350 |
| ASIAN OR PACIFIC ISLANDER | 25 |
| AMERICAN INDIAN | 2 |
| INTERNATIONAL | 175 |
| UNKNOWN | 3 |
| TOTAL | 2,104 |

| | |
|--------------------------|----|
| REQUESTED NON-DISCLOSURE | 2 |
| FLEXIBLE ENTRY | 10 |

| | |
|-------------------------|-------|
| ACADEMIC SCH COMPLETED | 2,500 |
| TECHNICAL SCH COMPLETED | 3,100 |

TSI WAIVED/DEGREE/EXEMPTION

| | |
|--|-------|
| NO OR NOT APPLICABLE | 1,374 |
| WAIVER BASED ON LEVEL-ONE CERT/ NON-DEGREE STATUS | 550 |
| WAIVER BASED ON DUAL CREDIT | 20 |
| WAIVER BASED ON ACTIVE MILITARY | 0 |
| EXEMPTION BASED ON EARNED DEGREE | 100 |
| EXEMPTION BASED ON MILITARY SERV | 60 |
| EXEMPTION BASED ON PREVIOUS TASP | 0 |
| TOTAL | 2,104 |

| TSI SATISFIED BASED ON STATE STANDARD BY CENSUS DATE OR EXEMPTED | MATH | READING | WRITING |
|---|------|---------|---------|
| NOT SATISFIED OR OBLIGATION WAIVED | 200 | 200 | 200 |
| YES AT MY INSTITUTION | 400 | 400 | 400 |
| YES AT ANOTHER INSTITUTION | 15 | 15 | 15 |
| TOTAL | 615 | 615 | 615 |

BY END OF SEMESTER

| | | | |
|------------------------------------|-------|-------|-------|
| NOT SATISFIED OR OBLIGATION WAIVED | 50 | 50 | 50 |
| YES AT MY INSTITUTION THIS SEM | 460 | 460 | 460 |
| SATISFIED BY CENSUS DATE | 700 | 700 | 700 |
| TOTAL | 1,210 | 1,210 | 1,210 |

| TSI EXEMPTION/WAIVER STATUS | MATH | READING | WRITING |
|--|-------|---------|---------|
| PREVIOUSLY REPORTED/NOT APP | 530 | 530 | 530 |
| NO EXEMPTION OR WAIVER | 1,318 | 1,318 | 1,318 |
| EXEMPTION BASED ON ACT | 110 | 110 | 110 |
| EXEMPTION BASED ON SAT | 85 | 85 | 85 |
| EXEMPTION BASED ON TAKS | 27 | 27 | 27 |
| EXEMPTION BASED ON COURSEWORK IN RELATED FIELD | 34 | 34 | 34 |
| WAIVER FOR DUAL CREDIT | 0 | 0 | 0 |
| WAIVER FOR Level 1 CERT, NON-DEGREE SEEKING, OR ACTIVE MILITARY | 0 | 0 | 0 |
| TOTAL | 2,104 | 2,104 | 2,104 |

HRI Texas Success Initiative Report (CBM002)

CBM002 SUMMARY OF TSI STUDENT DATA FROM DATE: 05/11/2009
 TEXAS COMMUNITY COLLEGE 003304 FALL 2008 Page 2

| TSI INITIAL ASSESSMENT TYPE | MATH | READING | WRITING |
|-----------------------------|-------|---------|---------|
| PREVIOUSLY REPORTED/NOT APP | 222 | 222 | 222 |
| THEA/TASP | 1,652 | 1,652 | 1,652 |
| COMPASS | 177 | 177 | 177 |
| ASSET | 52 | 52 | 52 |
| ACCUPLACER | 0 | 0 | 0 |
| STANFORD ACHIEVE TEST | 1 | 1 | 1 |
| MAPS | 0 | 0 | 0 |
| NOT ASSESSED | 0 | 0 | 0 |
| TOTAL | 2,104 | 2,104 | 2,104 |

| PARTICIPATION IN ALT/NON-COURSE-BASED DEV ED METHOD | MATH | READING | WRITING |
|--|-------|---------|---------|
| DID NOT PARTICIPATE | 1,342 | 1,342 | 1,342 |
| PARTICIPATED, SATISFIED TSI | 222 | 222 | 222 |
| PARTICIPATED, DID NOT SATISFY TSI | 540 | 540 | 540 |
| TOTAL | 2,104 | 2,104 | 2,104 |

| CREDIT FOR FIRST COLLEGE-LEVEL COURSE-- PREVIOUS REPORTING PERIOD | MATH | READING | WRITING |
|--|-------|---------|---------|
| NOT SATISFIED | 222 | 222 | 222 |
| YES AT MY INSTITUTION (PREV REP) | 200 | 200 | 200 |
| YES AT ANOTHER INSTITUTION | 178 | 178 | 178 |
| CREDIT OTHERWISE AWARDED | 1,504 | 1,504 | 1,504 |
| TOTAL | 2,104 | 2,104 | 2,104 |

| ENROLLMENT IN FIRST CB-APPROVED COLLEGE- LEVEL COURSE | MATH | READING | WRITING |
|--|-------|---------|---------|
| PREVIOUSLY REP AS MEETING REQ | 222 | 222 | 222 |
| YES | 918 | 918 | 918 |
| NO | 964 | 964 | 964 |
| TOTAL | 2,104 | 2,104 | 2,104 |

| GRADE IN FIRST COLLEGE-LEVEL COURSE | MATH | READING | WRITING |
|-------------------------------------|-------|---------|---------|
| PREVIOUSLY REP/NOT APP | 111 | 111 | 111 |
| A | 275 | 275 | 275 |
| B | 110 | 110 | 110 |
| C | 85 | 85 | 85 |
| D | 27 | 27 | 27 |
| F/NO CREDIT | 20 | 20 | 20 |
| I/INCOMPLETE | 0 | 0 | 0 |
| W/WITHDRAWN | 0 | 0 | 0 |
| CREDIT/PASSED | 0 | 0 | 0 |
| NOT ATTEMPTED THIS SEMESTER | 1,476 | 1,476 | 1,476 |
| TOTAL | 2,104 | 2,104 | 2,104 |

HRI Texas Success Initiative Report (CBM002)

CBM002 SUMMARY OF TSI STUDENT DATA FROM DATE: 05/11/2009
 TEXAS COMMUNITY COLLEGE 003304 FALL 2008 Page 3

| FIRST DEV ED COURSE THIS SEMESTER | MATH | READING | WRITING |
|------------------------------------|-------|---------|---------|
| SCH ATTEMPTED | 3,100 | 3,100 | 3,100 |
| GRADE | | | |
| NOT ATTEMPTED | 27 | 27 | 27 |
| A | 259 | 259 | 259 |
| B | 210 | 210 | 210 |
| C | 85 | 85 | 85 |
| D | 27 | 27 | 27 |
| F/NO CREDIT | 20 | 20 | 20 |
| I/INCOMPLETE | 0 | 0 | 0 |
| W/WITHDRAWN | 0 | 0 | 0 |
| CREDIT/PASSED | 1,476 | 1,476 | 1,476 |
| E/NO CREDIT | 0 | 0 | 0 |
| TOTAL | 2,104 | 2,104 | 2,104 |
| LEVEL | | | |
| NOT APPLICABLE | 0 | 0 | 0 |
| HIGHEST LEVEL | 600 | 600 | 600 |
| MEDIUM LEVEL | 1,100 | 1,100 | 1,100 |
| LOWEST LEVEL | 404 | 404 | 404 |
| TOTAL | 2,104 | 2,104 | 2,104 |
| SECOND DEV ED COURSE THIS SEMESTER | MATH | READING | WRITING |
| SCH ATTEMPTED | 1,600 | 1,600 | 1,600 |
| GRADE | | | |
| NOT ATTEMPTED | 0 | 0 | 0 |
| A | 119 | 119 | 119 |
| B | 55 | 55 | 55 |
| C | 25 | 25 | 25 |
| D | 7 | 7 | 7 |
| F/NO CREDIT | 0 | 0 | 0 |
| I/INCOMPLETE | 0 | 0 | 0 |
| W/WITHDRAWN | 0 | 0 | 0 |
| CREDIT/PASSED | 950 | 950 | 950 |
| E/NO CREDIT | 0 | 0 | 0 |
| TOTAL | 1,156 | 1,156 | 1,156 |
| LEVEL | | | |
| NOT APPLICABLE | 0 | 0 | 0 |
| HIGHEST LEVEL | 390 | 390 | 390 |
| MEDIUM LEVEL | 534 | 534 | 534 |
| LOWEST LEVEL200 | 232 | 232 | 232 |
| TOTAL | 1,156 | 1,156 | 1,156 |

HRI Texas Success Initiative Report (CBM002)

| THIRD DEV ED COURSE THIS SEMESTER | MATH | READING | WRITING |
|------------------------------------|------|---------|---------|
| SCH ATTEMPTED | 789 | 789 | 789 |
| GRADE | | | |
| NOT ATTEMPTED | 0 | 0 | 0 |
| A | 75 | 75 | 75 |
| B | 82 | 82 | 82 |
| C | 55 | 55 | 55 |
| D | 0 | 0 | 0 |
| F/NO CREDIT | 0 | 0 | 0 |
| I/INCOMPLETE | 0 | 0 | 0 |
| W/WITHDRAWN | 0 | 0 | 0 |
| CREDIT/PASSED | 108 | 108 | 108 |
| E/NO CREDIT | 0 | 0 | 0 |
| TOTAL | 320 | 320 | 320 |
| LEVEL | | | |
| NOT APPLICABLE | 0 | 0 | 0 |
| HIGHEST LEVEL | 82 | 82 | 82 |
| MEDIUM LEVEL | 116 | 116 | 116 |
| LOWEST LEVEL | 122 | 122 | 122 |
| TOTAL | 320 | 320 | 320 |
| FOURTH DEV ED COURSE THIS SEMESTER | MATH | READING | WRITING |
| SCH ATTEMPTED | | | |
| GRADE | | | |
| NOT ATTEMPTED | 0 | 0 | 0 |
| A | 0 | 0 | 0 |
| B | 0 | 0 | 0 |
| C | 0 | 0 | 0 |
| D | 0 | 0 | 0 |
| F/NO CREDIT | 0 | 0 | 0 |
| I/INCOMPLETE | 0 | 0 | 0 |
| W/WITHDRAWN | 0 | 0 | 0 |
| CREDIT/PASSED | 0 | 0 | 0 |
| E/NO CREDIT | 0 | 0 | 0 |
| TOTAL | 0 | 0 | 0 |
| LEVEL | | | |
| NOT APPLICABLE | 0 | 0 | 0 |
| HIGHEST LEVEL | 0 | 0 | 0 |
| MEDIUM LEVEL | 0 | 0 | 0 |
| LOWEST LEVEL | 0 | 0 | 0 |
| TOTAL | 0 | 0 | 0 |

NOTE: The numbers above are repeated for each subject area for simplicity only, and will not necessarily be the same in an actual report.

FACULTY REPORT
CBM008

The purpose of this report is to collect data on each person who is an employee of the institution who is paid a salary or receives benefits associated with the institution, and who has any type of faculty appointment, regardless of their source of funds or their assignment, during the year. Submit all such persons who are on the payroll of the institution as of October 1. Include research faculty, librarians, and administrators if they have faculty titles. Do not include student assistants, laboratory assistants, and graders whose duties are limited to grading, clerical functions, store keeping, and preparations of class or laboratory or other subordinate functions. The report will include the annual budgeted salary or benefit for the employee and be due on October 15 each year.

HRI Faculty Report (CBM008)

INSTRUCTIONS FOR FACULTY REPORT

- Item #1 Record Code. Always enter '8'.
- Item #2 Institution Code. Enter the FICE Code of the Health Science Center. See Appendix A.
- Item #3 Faculty Identification Number. Enter the social security number of the faculty member.
- Item #4 Last Name. Enter the faculty member's last name.
- Item #5 First Name Initial. Enter the initial of the faculty member's first name.
- Item #6 Middle Name Initial. Enter the initial of the faculty member's middle name.
- Item #7 Rank. Enter the code indicating the highest academic rank of the faculty member.

| <u>Rank</u> | <u>Definition</u> |
|------------------------|--|
| 1. Professor | Include only faculty on tenure track or with tenure at your institution. |
| 2. Associate Professor | Include only faculty on tenure track or with tenure at your institution. |
| 3. Assistant Professor | Include only faculty on tenure track or with tenure at your Institution. |
| 4. Instructor | Include all faculty on tenure track or with tenure at your institution who do not hold the rank of assistant professor, associate professor, or professor. |
| 5. Other faculty | Includes faculty without tenure and not on tenure track including, but not limited to, adjunct, special, clinical, visiting, emeritus, and lecturer at your institution. Also include faculty with tenure or on tenure track from another institution. |
| 6. Teaching Assistant | A graduate student who is teaching and/or assists a faculty member in teaching a class or laboratory. Exclude those who only serve as graders or who are included in one of the categories above. |

- Item #8 Tenure. Use the institution's criteria or requirements to determine tenure status.
- 0. Non-tenured
 - 1. Tenured
 - 2. On tenure track

HRI Faculty Report (CBM008)

Item #9 Gender. Enter the appropriate code indicating the gender of the faculty member.

M = Male F = Female

Item #10 Unused

Item #11 Ethnic Origin. Enter the code indicating the ethnic origin of the faculty member.

1. White-Non-Hispanic
2. Black-Non-Hispanic
3. Hispanic
4. Asian or Pacific Islander
5. American Indian or Alaskan Native
6. International
7. Unknown or Not Reported

NOTE:

International. A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Resident Alien. A non-citizen who has been lawfully admitted for permanent residence is to be reported in the appropriate racial/ethnic categories along with United States citizens.

Unknown or Not Reported. The unknown classification should only be used if the faculty member has not selected a racial/ethnic designation and the institution finds it impossible to place the faculty member in one of the categories during verification processes.

Item #12 Date of Birth. Enter the year and month in which the faculty member was born in the YYYYMM format where

YYYY = Century and Year; MM = Month; If unknown enter '000000'.

Item #13 Percent of Time. Enter the faculty member's percent of time, in relation to a full or normal workload at the institution, for each appointment (Items #13A-E) during the reporting period. Each institution has a policy that determines a full or normal workload (example, 12 semester credit hours, four classes, etc.). For multiple assignments, apportion the percent of time according to the contracted or required duties. The total percent time must never exceed 100 percent.

NOTE: In this report the appointments are associated with a specific Item #13A-E so the appointment code will not be entered, only the percent of time.

Item #13A is related to the Instruction function:

Item #13A Appointment 01 Percent. Instruction: Direct instructional activities which include interaction with students related to instruction, preparation for such instruction, and

HRI Faculty Report (CBM008)

evaluation of student performance. Also include administrative assignments which directly supplement the teaching function, such as heads of teaching departments, coordinator of special programs or multi-section courses, etc., and any other professional assignments which an institution considers to be directly related to the teaching function.

Appointments related to functions other than Instruction:

- Item #13B Appointment 03 Percent. Patient Care: Faculty assignments for activities specifically organized for patient care.
- Item #13C Appointment 11 Percent. Academic Support: Assignments include activities in the offices of academic and graduate deans; directors of major teaching department groupings like colleges, schools, or divisions; and librarians. Not included are the offices of the heads of teaching departments which are included in Item #13A.
- Item #13D Appointment 12 Percent. Research: Faculty assignments for activities specifically organized to produce research outcomes.
- Item #13E Appointment 13 Percent. Public Service, Student Services, Institutional Support, Operation and Maintenance of Plant, Auxiliary Enterprise Operations: Activities associated with admissions and registration, financial aid, student affairs, executive direction and control, business and fiscal management, personnel, administrative data processing, campus security, purchasing, physical plant administration, and auxiliary enterprise operations.
- Item #14 Salary. Enter the annual budgeted salary and supplements (non-fringe benefits) of the faculty member based on the source of funds as identified in Items #14A thru #14X. Each amount must be entered in whole dollars, right justified, with leading zeros.
- Item #14A State Appropriations. Enter all funds from state appropriations including special items, whether funded by general revenue or other educational and general income.
- Item #14D Designated. Enter funds arising from sources that have been designated by the Board or management to be used for specific purposes. This fund distinguishes such internally designated funds from externally restricted funds as well as other current funds. Physician practice plan funds and revolving and clearing accounts are also included in this fund group.
- Item #14R Restricted. Enter funds available for current purposes, the use of which has been restricted by outside agencies or persons.
- Item #14X Auxiliary Enterprises. Enter funds for activities which furnish a service to students, faculty, or staff for which charges are made that are directly related to the cost of the service such as residence halls, bookstores, intercollegiate athletics, etc.
- Item #14Z Unused

HRI Faculty Report (CBM008)

NOTE: For the purposes of this report, annual salaries are to be computed as follows:

Salary Computations:

1. Sum the percent of time assigned for all appointments (Items #13A-13E).
2. Sum the salary amounts for all funds (Items #14A-X).
3. Divide the total percent of time assigned for all appointments (step 1) into the sum of all salary amounts (step 2) giving a full-time equivalent (FTE) salary for all appointments.
4. Summarize the FTE salaries (results of step 3) of ONLY the faculty who have percents of time assigned to appointment 01.
5. Tally all faculty with appointment code 01 where FTE salaries are greater than zero.
6. Divide the total faculty with appointment code 01 (results of step 5) into the total FTE salaries of faculty with 01 appointments (results of step 4) to yield the average FTE salaries.

Item #15 Appointment Length. Enter the number of months of the appointment. Enter a leading zero for an appointment of less than 10 months.

Item #16 New Hire. If the faculty member is full-time and is a “new hire” for the reporting semester, enter a ‘3’. The new hire code is reported only the first semester that it occurs. Do not include persons who have returned from sabbatical leave or full-time faculty with less than 9-10 month contracts. Enter zero if the person is not newly hired.

Item #17 Semester. Enter a ‘1’ indicating the Fall semester.

Item #18 Year. Enter the calendar year in which the semester occurred. Use the YYYY format. Example, 2000.

Item #19 School or College. Enter the six-digit school or college identifier which may be the FICE code of the entity or may be a number assigned by the Coordinating Board. When the assignments of a faculty member involve more than one school or college, choose the one in which the faculty is most closely associated.

HRI Faculty Report (CBM008)

DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|-----------|--|-------------------------------|---------------|
| Item #1 | Record Code – Always '8' - Numeric | 1 | 1 |
| Item #2 | Institution Code - FICE - Numeric | 2 | 6 |
| Item #3 | Faculty Identification Number - Numeric | 8 | 9 |
| Item #4 | Last Name - Alpha | 17 | 10 |
| Item #5 | First Name Initial - Alpha | 27 | 1 |
| Item #6 | Middle Name Initial - Alpha or blank | 28 | 1 |
| Item #7 | Rank - Numeric | 29 | 1 |
| Item #8 | Tenure – '0', '1' or '2' - Numeric | 30 | 1 |
| Item #9 | Gender – 'M' or 'F' – Alpha | 31 | 1 |
| Item #10 | Unused | 32 | 4 |
| Item #11 | Ethnic Origin - Numeric | 36 | 1 |
| Item #12 | Date of Birth - YYYYMM - Numeric | 37 | 6 |
| Item #13A | Appointment 01 % - Numeric, zero fill | 43 | 3 |
| Item #13B | Appointment 03 % - Numeric, zero fill | 46 | 3 |
| Item #13C | Appointment 11 % - Numeric, zero fill | 49 | 3 |
| Item #13D | Appointment 12 % - Numeric, zero fill | 52 | 3 |
| Item #13E | Appointment 13 % - Numeric, zero fill | 55 | 3 |
| Item #14 | Salary Fields - Right justified, no decimals | | |
| Item #14A | State Appropriations - Numeric, zero fill | 58 | 6 |
| Item #14D | Designated - Numeric, zero fill | 64 | 6 |
| Item #14R | Restricted - Numeric, zero fill | 70 | 6 |
| Item #14X | Auxiliary Enterprises - Numeric, zero fill | 76 | 6 |
| Item #14Z | Unused | 82 | 6 |
| Item #15 | Appointment Length- Numeric, zero fill | 88 | 2 |
| Item #16 | New Hire – '3' or '0' - Numeric | 90 | 1 |
| Item #17 | Semester – '1' – Numeric | 91 | 1 |
| Item #18 | Year – YYYY – Numeric | 92 | 4 |
| Item #19 | School or College – Numeric | 96 | 6 |

HRI Faculty Report (CBM008)

QUESTIONABLE AND ERROR VALUES

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values for each faculty record.

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|------------------------|---------------------------|--|
| 1. Record Code | N/A | Any value except '8' |
| 2. Institution Code | N/A | Must match value in header record and be on the list of valid FICE codes |
| 3. Faculty ID | N/A | Blank or special characters |
| 4. Last Name | Non-alphabetic | Numbers or spaces |
| 5. First Initial | N/A | Number or space |
| 6. Middle Initial | N/A | Number or special character |
| 7. Rank | N/A | Any value other than '1' thru '6' |
| 8. Tenure | N/A | Any value other than '0', '1', or '2' |
| 9. Gender | N/A | Any value other than 'M' or 'F' |
| 10. Unused | N/A | N/A |
| 11. Ethnic Origin | N/A | Any value other than '1' thru '7' |
| 12. Date of Birth | '000000' | Non-numerical data; month less than '01' or greater than '12' |
| 13A-E. Percent of Time | Value of 0 | Non-numerical; sum of time for all appointments is greater than 100 |

HRI Faculty Report (CBM008)

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> | | | | | | | | | | | | | | | | | | | | | |
|------------------------|--|--|---------------|--|--|------------------|---------------------|---|--------|---------|---|--------|---------|-----|--------|---------|---|-------|---------|---|-------|--------|---------------|
| 14A-X. Salary | <table border="1"> <thead> <tr> <th><u>Rank</u></th> <th colspan="2"><u>Salary</u></th> </tr> <tr> <td></td> <th><u>Less than</u></th> <th><u>Greater than</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>24,000</td> <td>500,000</td> </tr> <tr> <td>2</td> <td>24,000</td> <td>400,000</td> </tr> <tr> <td>3,5</td> <td>10,000</td> <td>350,000</td> </tr> <tr> <td>4</td> <td>3,200</td> <td>150,000</td> </tr> <tr> <td>6</td> <td>3,200</td> <td>55,000</td> </tr> </tbody> </table> | <u>Rank</u> | <u>Salary</u> | | | <u>Less than</u> | <u>Greater than</u> | 1 | 24,000 | 500,000 | 2 | 24,000 | 400,000 | 3,5 | 10,000 | 350,000 | 4 | 3,200 | 150,000 | 6 | 3,200 | 55,000 | Non-Numerical |
| <u>Rank</u> | <u>Salary</u> | | | | | | | | | | | | | | | | | | | | | | |
| | <u>Less than</u> | <u>Greater than</u> | | | | | | | | | | | | | | | | | | | | | |
| 1 | 24,000 | 500,000 | | | | | | | | | | | | | | | | | | | | | |
| 2 | 24,000 | 400,000 | | | | | | | | | | | | | | | | | | | | | |
| 3,5 | 10,000 | 350,000 | | | | | | | | | | | | | | | | | | | | | |
| 4 | 3,200 | 150,000 | | | | | | | | | | | | | | | | | | | | | |
| 6 | 3,200 | 55,000 | | | | | | | | | | | | | | | | | | | | | |
| 14Z. Unused | N/A | N/A | | | | | | | | | | | | | | | | | | | | | |
| 15. Appointment Length | Value equal to '00' | Value greater than '12' | | | | | | | | | | | | | | | | | | | | | |
| 16. New Hire | N/A | Value other than '3' or '0'; not 100% assignment | | | | | | | | | | | | | | | | | | | | | |
| 17. Semester | N/A | Value other than '1' | | | | | | | | | | | | | | | | | | | | | |
| 18. Year | N/A | Non-numerical; must match header record | | | | | | | | | | | | | | | | | | | | | |
| 19. School or College | N/A | Must on the list of valid FICE codes | | | | | | | | | | | | | | | | | | | | | |

HRI Faculty Report (CBM008)

REPORTING EXAMPLES

NOTE: Items #1 and #2 will be omitted from the examples.

1. Mary A. Jones, a professor of Clinical Medical Technology, is chairman of the Department of Medical Technology and also teaches Medical Lab Technology. Professor Jones is paid \$62,000 for the 12-month period. Professor Jones's workload is distributed as follows: three fourths of her time in direct instructional activities and one-fourth as departmental chair. CBM008 would be coded:

| | |
|-----------------|------------------------|
| Item #3 | 787676392 |
| Item #4 | Jones |
| Item #5 | M |
| Item #6 | A |
| Item #7 | 1 |
| Item #8 | 1 |
| Item #9 | F |
| Item #10 | blank |
| Item #11 | 1 |
| Item #12 | 194405 |
| Item #13A | 100 |
| Item #13B,C,D,E | 000,000,000,000 |
| Item #14A | 062000 |
| Item #14D,R,X | 000000, 000000, 000000 |
| Item #15 | 12 |
| Item #16 | 0 |
| Item #17 | 1 |
| Item #18 | 2004 |
| Item #19 | 000222 |

HRI Faculty Report (CBM008)

2. Professor John E. Smith, is chair of Health Services, teaches, and is involved with Patient Care 25% of his time. Professor Smith is paid \$48,000 for the nine-month period. Professor Smith's workload is distributed as follows: three fourths of his time in direct instructional activities and one-fourth to Patient Care. CBM-008 would be coded:

| | |
|---------------|----------------------|
| Item #3 | 368927181 |
| Item #4 | Smith |
| Item #5 | J |
| Item #6 | E |
| Item #7 | 1 |
| Item #8 | 1 |
| Item #9 | M |
| Item #10 | blank |
| Item #11 | 1 |
| Item #12 | 194003 |
| Item #13A | 075 |
| Item #13B | 025 |
| Item #13C,D,E | 000,000,000 |
| Item #14A | 048000 |
| Item #14D,R,X | 000000,000000,000000 |
| Item #15 | 09 |
| Item #16 | 0 |
| Item #17 | 1 |
| Item #18 | 2004 |
| Item #19 | 000222 |

HRI Faculty Report (CBM008)

3. Dr. William E. Frederickson is a visiting teacher in the Department of Allied Health Science on special assignment as follows: Teaching - ten percent; Research - ninety percent. All of Dr. Frederickson's salary of \$90,000 is paid from a federal grant. CBM008 should be coded:

| | |
|-------------|---|
| Item #3 | 000000029 |
| Item #4 | Fredericks (only 10 characters allowed) |
| Item #5 | W |
| Item #6 | E |
| Item #7 | 5 |
| Item #8 | 0 |
| Item #9 | M |
| Item #10 | blank |
| Item #11 | 1 |
| Item #12 | 194210 |
| Item #13A | 010 |
| Item #13B,C | 000,000 |
| Item #13D | 090 |
| Item #13E | 000 |
| Item #14A,D | 000000,000000 |
| Item #14R | 090000 |
| Item #14X | 000000 |
| Item #15 | 10 |
| Item #16 | 0 |
| Item #17 | 1 |
| Item #18 | 2004 |
| Item #19 | 000222 |

HRI Faculty Report (CBM008)

4. Charles Martin has been hired to teach in the spring term, teaching half-time in occupational therapy and half-time in physical therapy, each of which is administered in separate departments. Assistant Professor Martin's nine-month salary of \$42,000 is budgeted equally between the two departments. Choose the department with which Dr. Martin is most closely associated. CBM008 for the fall semester would be coded:

| | |
|-----------------|----------------------|
| Item #3 | 452687912 |
| Item #4 | Martin |
| Item #5 | C |
| Item #6 | blank |
| Item #7 | 3 |
| Item #8 | 1 |
| Item #9 | M |
| Item #10 | blank |
| Item #11 | 1 |
| Item #12 | 195108 |
| Item #13A | 050 |
| Item #13B,C,D,E | 000,000,000,000 |
| Item #14A | 021000 |
| Item #14D,R,X | 000000,000000,000000 |
| Item #15 | 05 |
| Item #16 | 3 |
| Item #17 | 1 |
| Item #18 | 2004 |
| Item #19 | 000222 |

HRI Faculty Report (CBM008)

5. Associate Professor A. B. Jarrold is a full-time librarian who is teaching one class this semester in medical records. His eleven-month salary is \$45,000. He receives no extra salary for teaching. CBM008 is coded:

| | |
|---------------|------------------------|
| Item #3 | 234567891 |
| Item #4 | JARROLD |
| Item #5 | A |
| Item #6 | B |
| Item #7 | 2 |
| Item #8 | 1 |
| Item #9 | M |
| Item #10 | blank |
| Item #11 | 2 |
| Item #12 | 194702 |
| Item #13A,B | 000, 000 |
| Item #13C | 100 |
| Item #13D,E | 000, 000 |
| Item #14A | 045000 |
| Item #14D,R,X | 000000, 000000, 000000 |
| Item #15 | 11 |
| Item #16 | 0 |
| Item #17 | 1 |
| Item #18 | 2004 |
| Item #19 | 000222 |

HRI Faculty Report (CBM008)

6. Dr. D. R. Frank is a Research Professional with an academic rank of assistant professor. During the fall semester she was conducting research 100 percent of her time. Her nine-month salary of \$38,000 is from a federal grant. She also teaches a class in medical pharmacology, which is an overload, for which she is paid \$2,500 from state appropriations. CBM008 is coded:

| | |
|---------------|---------------|
| Item #3 | 888654321 |
| Item #4 | FRANK |
| Item #5 | D |
| Item #6 | R |
| Item #7 | 3 |
| Item #8 | 2 |
| Item #9 | F |
| Item #10 | blank |
| Item #11 | 1 |
| Item #12 | 195706 |
| Item #13A,B,C | 000, 000, 000 |
| Item #13D | 100 |
| Item #13E | 000 |
| Item #14A | 002500 |
| Item #14D | 000000 |
| Item #14R | 038000 |
| Item #14X | 000000 |
| Item #15 | 09 |
| Item #16 | 0 |
| Item #17 | 1 |
| Item #18 | 2004 |
| Item #19 | 000222 |

HRI Faculty Report (CBM008)

SUMMARY OF FACULTY DATA

NOTE: Error records are not included in the summary counts. There will be a report for each college/school and one summed for the health-related institution.

TOTAL FACULTY: The total faculty headcount is a summation of all CBM008 records.

GENDER: The headcount by gender summary is determined by 'M' or 'F' in Item #9.

ETHNIC ORIGIN: The ethnic summary is based on the Ethnic Origin code (Item #11).

FACULTY AGE: The faculty age distribution is calculated using the date of birth (Item #12) of the faculty member and the date of the beginning of the fall semester, which is considered September 1.

TENURE: The headcount by tenure is based on Item #8.

RANK: The headcount by rank summary is based on Item #7.

SALARIES BY SOURCE: These summaries are compiled from the values summed from Items #14A-X.

FACULTY FTE BY APPOINTMENT: Sum the percents from all faculty reported at the institution for each appointment code (Items #13A-E) and divide the results by 100.

HRI Faculty Report (CBM008)

EDIT SUMMARY OF CBM008 FROM TEXAS HEALTH SCIENCE CENTER 003304 Fall 2004

| | | NORMAL RANGE | QUESTIONABLE | ERROR VALUES |
|----------|-----------------------------|--------------|--------------|--------------|
| ITEM 1 | RECORD CODE | 428 | 0 | 0 |
| ITEM 2 | INST. CODE | 428 | 0 | 0 |
| ITEM 3 | FACULTY ID | 428 | 0 | 0 |
| ITEM 4 | FACULTY LAST NAME | 428 | 0 | 0 |
| ITEM 5 | FIRST INITIAL | 428 | 0 | 0 |
| ITEM 6 | MIDDLE INITIAL | 428 | 0 | 0 |
| ITEM 7 | RANK | 428 | 0 | 0 |
| ITEM 8 | TENURE | 428 | 0 | 0 |
| ITEM 9 | GENDER | 428 | 0 | 0 |
| ITEM 10 | UNUSED | 428 | 0 | 0 |
| ITEM 11 | ETHNIC ORIGIN | 428 | 0 | 0 |
| ITEM 12 | DATE OF BIRTH | 428 | 0 | 0 |
| ITEM 13A | APPOINTMENT CODE 01 PERCENT | 428 | 0 | 0 |
| ITEM 13B | APPOINTMENT CODE 03 PERCENT | 428 | 0 | 0 |
| ITEM 13C | APPOINTMENT CODE 11 PERCENT | 428 | 0 | 0 |
| ITEM 13D | APPOINTMENT CODE 12 PERCENT | 428 | 0 | 0 |
| ITEM 13E | APPOINTMENT CODE 13 PERCENT | 428 | 0 | 0 |
| ITEM 14 | SALARY BY SOURCE | | | |
| ITEM 14A | STATE APPROPRIATED | 428 | 0 | 0 |
| ITEM 14D | DESIGNATED | 428 | 0 | 0 |
| ITEM 14R | RESTRICTED | 428 | 0 | 0 |
| ITEM 14X | AUXILIARY ENTERPRISES | 428 | 0 | 0 |
| ITEM 15 | APPOINTMENT LENGTH | 428 | 0 | 0 |
| ITEM 16 | NEW HIRE | 428 | 0 | 0 |
| ITEM 17 | SEMESTER | 428 | 0 | 0 |
| ITEM 18 | YEAR | 428 | 0 | 0 |
| ITEM 19 | SCHOOL OR COLLEGE | 428 | 0 | 0 |

TOTAL CBM008 RECORDS PROCESSED 428

CONTROL TOTAL 428

DISCREPANCY 0

ERRORS IN PERCENT OF TIME NOT = 100 1

HRI Faculty Report (CBM008)

Fall 2004

TEXAS HIGHER EDUCATION COORDINATING BOARD
 UPDATE EDIT OF CBM008 DATA
 TEXAS HEALTH SCIENCE CENTER 003304

12/07/04

| ITEMS | | ITEM | ITEM | ITEMS | | | | | | | | | ITEMS 13 | | | | | ITEMS | | | | | ITEMS | | | REMARKS | |
|-------|--------|-----------|-----------|-------|---|---|------|---|--------|-----|-----|-----|----------|-----|--------|--------|-------|-------|-------|-----|----|----|-------|--------|----|---------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | A | B | C | D | E | 14A | 14D | 14R | 14X | 15 | 16 | 17 | 18 | 19 | | |
| 8 | 003304 | 333553333 | JONES G E | 1 | 1 | M | 2295 | 1 | 192801 | 000 | 025 | 085 | 000 | 000 | 022593 | 000000 | 00000 | 00000 | 00000 | 12 | 0 | 1 | 2004 | 000406 | E | %GT100 | |
| *** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 003304 | 444774444 | SMITH J | 3 | 0 | M | 2315 | 1 | 197508 | 000 | 000 | 000 | 000 | 100 | 016713 | 000000 | 00000 | 00000 | 00000 | 09 | 0 | 1 | 2004 | 000406 | C | CHANGE | |

ITEMS IN ERROR ARE INDICATED BY (*), QUESTIONABLE BY (-)

GRADUATION REPORT
CBM009

This report will reflect degrees conferred during the fiscal year immediately preceding the fall semester in which the report is submitted. The initial report and any updates should be transmitted using the Electronic Data Transfer System.

Only degrees listed in the institution's Inventory of Approved Degree Programs are to be reported.

If a student is awarded more than one degree in a reporting period, enter separate records for each degree.

The CBM009 Appendix is extracted from the current Degree Program Inventory file. It contains (a) the degree designation to be reported, (b) the level, and (c) the CIP code of each program authorized by the Texas Higher Education Coordinating Board. The data submitted in Items #7, #8 and #9 of each CBM009 record correspond to (a), (b), and (c) above, and will be validated against the Degree Program Inventory file.

For the academic units, this report will include all students who have been awarded an Associate Degree or above during the fiscal year.

For the professional schools, this report will include all students who have been awarded a professional degree ('DDS', 'DO', 'MD', 'PharmD') during the fiscal year.

HRI Graduation Report (CBM009)

INSTRUCTIONS FOR GRADUATION REPORT

Item #1 Record Code. Always enter '9'.

Item #2 Institution Code. Enter the FICE Code of the institution.

Item #3 Student Identification Number. Enter the social security number of the student or the nine-digit identification for students without a social security number.

Item #4 Gender. Enter the gender of the student.

M = Male F = Female

Item #5 Ethnic Origin. Enter the code indicating the ethnic origin of the student. An explanation of International is provided in Item #13 of the Student Report (CBM001).

1. White-Non-Hispanic
2. Black-Non-Hispanic
3. Hispanic
4. Asian or Pacific Islander
5. American Indian or Alaskan Native
6. International
7. Unknown or Not Reported

Item #6 Date of Birth. Enter all four digits of the year, the two digits of the month, and the day of birth for the student.

YYYY – Year MM – Month DD – Day

NOTE: The CBM009 Appendix containing the information for each institution regarding Items #7, #8, and #9 will be provided. ONLY the authorized degrees listed in the Appendix will be accepted. If your degree inventory is incomplete, you must communicate with the Universities and Health-Related Institutions Division.

Item #7 Degree Conferred. Enter the abbreviation of the degree (i.e., 'CER', 'BA', 'MS', 'PhD', 'DDS', 'DO', 'MD', 'PharmD') as it appears on the institution's CBM009 Appendix; left justified and space filled. The degree conferred for baccalaureate-level and graduate-level certificates will be identified with 'CER'. Do not include certificates that are awarded to continuing education students and to not include students who have taken courses toward their teacher certification.

Item #8 Level of Degree Conferred. (i.e., '1' - Associate, '2' - Baccalaureate, etc.) See CBM009 Appendix for level of degree. The level of the courses dictates the certificate level.

1. Associate (Certificate only)
2. Baccalaureate

HRI Graduation Report (CBM009)

3. Master's
4. Doctoral
5. Professional ('DDS', 'DO', 'MD', or 'PharmD')
6. Baccalaureate-Level Certificate
8. Graduate-Level Certificate

NOTE:

Baccalaureate-Level Certificate – An upper-level undergraduate certificate requiring completion of an organized program of study that includes 21-36 hours in disciplinary areas where the institution already offers an undergraduate degree program.

Graduate-Level Certificate – a graduate-level certificate that requires the completion of an organized program of study that includes 16-29 hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate. Use this code to identify the certificates that previously were coded '3'.

- Item #9 Major. Enter the eight-digit CIP code in which the degree was earned. (See CBM009 Appendix for authorized CIP code of degree.) The CIP classification you will provide for baccalaureate-level and graduate-level certificates must be the same as the baccalaureate or graduate level degree program on the Program Inventory to which they support, unless the certificate program is on the Program Inventory.
- Item #10 Reporting Period. Always enter '1'.
- Item #11 Year. Enter all four digits of the year in which the report is submitted.
- Item #12 School or College. Enter the six-digit school or college identifier which may be the FICE code of the entity or may be an assigned number by the Coordinating Board.
- Item #13 Non-Disclosure. Enter a '2' to indicate that the individual student has notified the institution of his/her refusal to have "directory information" disclosed; else zero fill.
- Item #14 Month of Award. Enter the two-digit number for the month in which the award was conferred (e.g., '05' for May).
- Item #15 Last Name. Enter the student's last name. Truncate if the name contains over 20 characters.
- Item #16 First Name. Enter the student's first name. Truncate if the name contains over 10 characters.
- Item #17 Middle Name Initial. Enter the initial of the student's middle name.

HRI Graduation Report (CBM009)

DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|----------|---|-------------------------------|---------------|
| Item #1 | Record - Always '9' - Numeric | 1 | 1 |
| Item #2 | Institution Identifier - FICE - Numeric | 2 | 6 |
| Item #3 | Student Identification Number - Numeric | 8 | 9 |
| Item #4 | Gender – 'M' or 'F' - Alpha | 17 | 1 |
| Item #5 | Ethnic Origin - Numeric | 18 | 1 |
| Item #6 | Date of Birth - YYYYMMDD - Numeric | 19 | 8 |
| Item #7 | Degree Conferred - Left justified - Space filled, alpha | 27 | 8 |
| Item #8 | Level of Degree Conferred - Numeric | 35 | 1 |
| Item #9 | Major - Numeric | 36 | 8 |
| Item #10 | Reporting Period - Always enter '1' - Numeric | 44 | 1 |
| Item #11 | Year - YYYY - Numeric | 45 | 4 |
| Item #12 | School or College - Numeric | 49 | 6 |
| Item #13 | Non-Disclosure – Numeric | 55 | 1 |
| Item #14 | Month of Award | 56 | 2 |
| Item #15 | Last Name – Alpha | 58 | 20 |
| Item #16 | First Name – Alpha | 78 | 10 |
| Item #17 | Middle Name Initial – Alpha | 88 | 1 |

HRI Graduation Report (CBM009)

QUESTIONABLE AND ERROR VALUES

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values of each data element.

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|-------------------------|--|--|
| 1. Record Code | N/A | Any value except '9' |
| 2. Institution code | N/A | Must match value in header record and be in list of valid FICE codes |
| 3. Student ID Number | Duplicate entries | Blank, special characters |
| 4. Gender | N/A | Any value except 'M' or 'F' |
| 5. Ethnic Origin | N/A | Any value except '1' thru '7' |
| 6. Date of Birth | Value less than 16 or greater than 75 years of age | Any non-numerical data; month greater than '12' or less than '01', day greater than '31' |
| 7. Degree/Certificate | N/A | Must match institution's inventory of approved degree programs |
| 8. Level of Award | N/A | Must match institution's inventory of approved degree programs |
| 9. Major | N/A | Must match institution's inventory of approved degree programs |
| 10. Reporting Period | N/A | Any value except '1' |
| 11. Year | N/A | Must match value in header record |
| 12. School or College | N/A | Must be on list of valid FICE codes |
| 13. Non-Disclosure | N/A | Any value except '2' or '0' |
| 14. Month of Award | N/A | Any value other than '01' thru '12' |
| 15. Last Name | N/A | Blank, numerical |
| 16. First Name | N/A | Blank, numerical |
| 17. Middle Name Initial | N/A | Numerical |

DISCREPANCY: The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

HRI Graduation Report (CBM009)

SUMMARY OF DEGREES CONFERRED DATA

HEADCOUNT: The headcount is a summation of non-duplicative CBM009 records.

TOTAL DEGREES: The total degrees is the summation of all CBM009 records.

GENDER: The headcount by gender summary is determined by 'M' or 'F' in Item #4.

AGE: The age distribution is calculated by subtracting the date of birth from September 1 of the fiscal year in which the data were collected.

ETHNIC ORIGIN: The headcount by ethnicity is determined by codes entered in Item #5.

DEGREE LEVEL: Headcount by degree level is determined by codes assigned in Item #8.

HRI Graduation Report (CBM009)

CBM009 EDIT SUMMARY FROM TEXAS HEALTH SCIENCE CENTER

| | | NORMAL RANGE | QUESTIONABLE | ERROR VALUES |
|--------------------------------|------------------------|--------------|--------------|--------------|
| ITEM #1 | RECORD CODE | 500 | 0 | 0 |
| ITEM #2 | INSTITUTION CODE | 500 | 0 | 0 |
| ITEM #3 | STUDENT ID | 500 | 0 | 0 |
| ITEM #4 | GENDER | 500 | 0 | 0 |
| ITEM #5 | ETHNIC ORIGIN | 500 | 0 | 0 |
| ITEM #6 | DATE OF BIRTH | 499 | 1 | 0 |
| ITEM #7 | DEGREE CONFERRED | 499 | 0 | 1 |
| ITEM #8 | LEVEL DEGREE CONFERRED | 500 | 0 | 0 |
| ITEM #9 | MAJOR | 500 | 0 | 0 |
| ITEM #10 | REPORTING PERIOD | 500 | 0 | 0 |
| ITEM #11 | YEAR | 500 | 0 | 0 |
| ITEM #12 | SCHOOL OR COLLEGE | 500 | 0 | 0 |
| ITEM #13 | NON-DISCLOSURE | 500 | 0 | 0 |
| ITEM #14 | MONTH OF AWARD | 500 | 0 | 0 |
| ITEM #15 | LAST NAME | 500 | 0 | 0 |
| ITEM #16 | FIRST NAME | 500 | 0 | 0 |
| ITEM #17 | MIDDLE NAME INITIAL | 500 | 0 | 0 |
| TOTAL CBM009 RECORDS PROCESSED | | 500 | | |
| CONTROL DATA | | 500 | | |
| DISCREPANCY | | 0 | | |
| NUMBER OF DUPLICATE RECORDS | | 5 | | |

HRI Graduation Report (CBM009)

TEXAS HIGHER EDUCATION COORDINATING BOARD
HR-CBM009 SUMMARY OF DEGREES CONFERRED DATA FROM
TEXAS HEALTH SCIENCE CENTER 003304

| | | |
|----------------------------------|------|-----|
| STUDENT HEADCOUNT | | |
| TOTAL STUDENTS | 495 | |
| DUPLICATES | 5 | |
| TOTAL DEGREES | | 500 |
| GENDER | | |
| MALE | 248 | |
| FEMALE | 247 | |
| TOTAL | | 495 |
| AGE | | |
| UNDER 17 | 0 | |
| 18 | 0 | |
| 19-21 | 25 | |
| 22-24 | 325 | |
| 25-30 | 45 | |
| 31-35 | 50 | |
| 36-50 | 25 | |
| 51-64 | 25 | |
| 65 AND OVER | 0 | |
| AVERAGE AGE | 23.2 | |
| TOTAL | | 495 |
| ETHNIC ORIGIN | | |
| WHITE | 299 | |
| BLACK | 9 | |
| HISPANIC | 99 | |
| ASIAN | 33 | |
| INDIAN | 5 | |
| INTERNATIONAL | 50 | |
| UNKNOWN | 0 | |
| TOTAL | | 495 |
| DEGREE LEVEL | | |
| ASSOCIATE | 0 | |
| BACCALAUREATE | 300 | |
| MASTERS | 150 | |
| DOCTORAL | 50 | |
| SPECIAL/PROFESSIONAL | 0 | |
| BACCALAUREATE-LEVEL CERTIFICATES | 0 | |
| GRADUATE-LEVEL CERTIFICATES | 0 | |
| TOTAL | | 500 |
| NON-DISCLOSURE | 0 | |

HRI Graduation Report (CBM009)

TEXAS HIGHER EDUCATION COORDINATING BOARD DATE 11/20/2004
2004 INITIAL EDIT OF HR-CBM009

| ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM |
|------|--------|-----------|------|------|----------|------|------|----------|------|------|---------|------|------|------|------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 9 | 003304 | 777887777 | F | 4 | 19891002 | BA | 2 | 27010100 | 1 | 2004 | 0008553 | 2 | 05 | DOE | JANE | A |

ITEMS IN ERROR ARE INDICATED BY (*), QUESTIONABLE BY (-)

FACILITIES ROOM INVENTORY REPORT CBM011

This report will include distinctions for all types of space within a building and its intended design function. Room Type codes and Room Use codes are found in Appendices F and G, respectively. See Appendix I for a Glossary of Facilities Terms. The Appendices can be viewed at <http://www.txhighereddata.org/ReportingManuals.cfm>.

Basis for Classification

Information to code rooms according to architectural features can best be obtained by a visual inspection of each room, but may also be obtained from as-built drawings. The evaluation of a room's functional use should be based on the judgment of a departmental representative and/or facility planning or physical plant personnel who are familiar with the coding structure in this manual. A room's type, use, and function can change from one inventory, or audit date, to another and should be updated as needed to reflect the current room inventory. A room's type does not change until its basic design function has changed. Room Type code 060 can be used temporarily to reflect unassigned space while it is undergoing a conversion by remodeling.

Rooms to be Included

Room Type codes for cubicle space are regarded as Office Facilities (300) that can be assigned to academic, administrative, or service functions of an institution. Each defined workspace can be considered a room. Operations independent of an institution's mission are to be reported under Room Use codes 91 and 92. The Appendices to this manual includes Room Type codes for inventory circulation areas, building service, mechanical, and structural areas, which are classified as unassigned space.

Rooms Not to be Included

Residential rooms in a facility with Building Type codes 6 or 7 (Residence/Single and Residence/Family) need not be reported except for rooms used for non-residential purposes. Residential rooms in a facility with Building Type code 2 (Academic/Residence) need not be reported except for rooms within the building that are used for non-residential purposes. Space within a leased facility that is not used by the institution need not be reported. Covered play areas and covered walkways are not considered rooms.

Additions of Rooms

Report the additions of rooms whenever they are ready to be occupied for use. Submit a complete replacement of the file.

CIP Code and Room Usage Limitations

The CIP code is a required field within a room record that may be prorated up to three times, based on percent of use with different CIP codes, to precisely identify space being used by a particular discipline, department, and/or function. A six-digit CIP code corresponds to a single instructional program and its first two digits correspond to a group of instructional programs. If an exact CIP code can not be determined, assign the most accurate code available.

HRI Facilities Room Inventory Report (CBM011)

Academic CIP codes should not be used with Institutional Support room usage codes (60). These two areas are fundamentally different. Space for academic administration is Room Usage Academic Administration (46) and it must be combined with an Academic CIP, as in the case of the departments' headspace.

Descriptive information on specific NCES CIP codes can be obtained from the following NCES web address: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165>. The Coordinating Board has an index of the current and deleted NCES CIP codes on its web site at <http://www.txhighereddata.org/Interactive/CIP/>.

Basis for Room Measurement

Room dimensions are measured to the nearest tenth of a foot from interior wall surfaces to opposite interior wall surface, disregarding alcoves. Alcove dimensions are measured and reported separately; columns and projections should be ignored. See Appendix I, Room Measurements.

An alcove is measured between its sidewall surfaces and from its back wall surface to where the plane of the primary wall surface crosses the alcove opening. The room inventory file format only allows two sets of alcoves to be reported. If there are more than two alcoves in a room, the total area must be mathematically converted into two sets of alcove dimensions.

Function Codes

Primary Room Type/Design Use: Each room has one best Room Type code based on its exclusive or predominant design/use. Primary activity areas (Room Type codes) always end with "0". For a room that is used as an office (Room Type 310) and a research/non-class laboratory (Room Type 250), a single determination for primary activity should be made. It is recommended that primary be evaluated in terms of time, the human activity that focuses on use, rather than space. Room Type codes change when a room's predominant use or physical characteristics have been changed and/or remodeled.

Service Codes: Determine whether the existence of a particular room, with its specific design/function and use, is dependent upon or justified by another room (usually nearby) and its specific use. If a significant degree of dependency exists, an appropriate service code should be used. Support or service space is identified by Room Type codes ending with "5".

Prorations of Use

A room may be reported with up to three use/program area functions: primary, secondary, and/or remaining. Where a room serves several purposes or uses, it may be reported on the basis of time spent on each activity. Overall, the total percent of use/proration for primary, secondary, and remaining use must always total 100 percent. Only a room's use and program area may be prorated since Room Type cannot be prorated.

HRI Facilities Room Inventory Report (CBM011)

INSTRUCTIONS FOR FACILITIES ROOM INVENTORY REPORT

- Item #1 Record Code. Always enter 'R'.
- Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.
- Item #3 Report Year. Enter all four digits of the calendar year in which the inventory occurs.

BUILDING IDENTIFICATION

Each room within a building should have a unique alpha or numeric code to identify the room record. The building identification used to identify a room in this report must be the same as the building identification used on the CBM005, Building and Room Report.

- Item #4 Building Number. Enter the assigned building number.
- Item #5 Room Number. Enter the assigned room number.
- Item #6 Primary Use CIP Code. Enter the primary classification of an instructional program (CIP) code associated with this room. Use the first six digits of the codes listed in Appendix C.
- Item #7 Unused.
- Item #8 Room Type Code. Enter the room type code based on the room's exclusive or predominant design or use. See Appendix F.
- Item #9 Primary Use Usage Code. Enter the primary usage code. See Appendix G.
- Item #10 Primary Usage/CIP Percent. Enter the percentage of the primary CIP code reported in Item #6.
- Item #11 Main Dimension L1. See Basis for Room Measurement on page 11.2.
- Item #12 Main Dimension L2. See Basis for Room Measurement on page 11.2.
- Item #13 Alcove 1 Dimension A1. See Basis for Room Measurement on page 11.2.
- Item #14 Alcove 1 Dimension A2. See Basis for Room Measurement on page 11.2.
- Item #15 Alcove 2 Dimension A1. See Basis for Room Measurement on page 11.2.
- Item #16 Alcove 2 Dimension A2. See Basis for Room Measurement on page 11.2.
- Item #17 Student Station Capacity. This is based on the number of occupants the room is designed to accommodate; only required of certain room types.

HRI Facilities Room Inventory Report (CBM011)

- Item #18 Secondary Use CIP Code. Enter the secondary usage CIP code associated with this room. Use the first six digits of the codes listed in Appendix C.
- Item #19 Unused.
- Item #20 Secondary Use Usage Code. Enter the secondary usage code. See Appendix G.
- Item #21 Secondary Usage/CIP Percent. Enter the percentage of the secondary CIP code reported in Item #18.
- Item #22 Remaining Use CIP Code. Enter the remaining usage CIP code associated with this room. Use the first six digits of the codes listed in Appendix C.
- Item #23 Unused.
- Item #24 Remaining Use Usage Code. Enter the remaining usage code. See Appendix G.
- Item #25 Remaining Usage/CIP Percent. Enter the percentage of the remaining CIP code reported in Item #22.
- Item #26 Record Identification. Always enter '11'.

HRI Facilities Room Inventory Report (CBM011)

DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|----------|---------------------------------------|-------------------------------|---------------|
| Item #1 | Record Code – Always 'R' | 1 | 1 |
| Item #2 | Institution Code – FICE – Numeric | 2 | 6 |
| Item #3 | Report Year – Numeric | 8 | 4 |
| Item #4 | Building Number – Alphanumeric | 12 | 4 |
| Item #5 | Room Number – Alphanumeric | 16 | 7 |
| Item #6 | Primary Use CIP Code – Numeric | 23 | 6 |
| Item #7 | Unused | 29 | 2 |
| Item #8 | Room Type Code – Alphanumeric | 31 | 3 |
| Item #9 | Primary Use Usage Code – Numeric | 34 | 2 |
| Item #10 | Primary Usage/CIP Percent – Numeric | 36 | 3 |
| Item #11 | Main Dimension L1 – Numeric | 39 | 4 |
| Item #12 | Main Dimension L2 – Numeric | 43 | 4 |
| Item #13 | Alcove 1 Dimension A1 – Numeric | 47 | 3 |
| Item #14 | Alcove 1 Dimension A2 – Numeric | 50 | 3 |
| Item #15 | Alcove 2 Dimension A1 – Numeric | 53 | 3 |
| Item #16 | Alcove 2 Dimension A2 – Numeric | 56 | 3 |
| Item #17 | Student Station Capacity – Numeric | 59 | 4 |
| Item #18 | Secondary Use CIP Code – Numeric | 63 | 6 |
| Item #19 | Unused | 69 | 2 |
| Item #20 | Secondary Use Usage Code – Numeric | 71 | 2 |
| Item #21 | Secondary Usage/CIP Percent – Numeric | 73 | 3 |
| Item #22 | Remaining Use CIP Code – Numeric | 76 | 6 |
| Item #23 | Unused | 82 | 2 |
| Item #24 | Remaining Use Usage Code – Numeric | 84 | 2 |
| Item #25 | Remaining Usage/CIP Percent – Numeric | 86 | 3 |
| Item #26 | Record Identification – Always '11' | 89 | 2 |

HRI Facilities Room Inventory Report (CBM011)

NON-ASSIGNABLE E&G SPACE CALCULATION

When determining the amount of assignable Educational and General space (E&G) square footage of a building, the following building, CIP, and/or room descriptions are excluded.

| | |
|--|--|
| Building Condition 7 | Mothballed facility currently excluded from routine operation and maintenance expense |
| Building Type 6 or 7 | Residence, Single and Resident, Family |
| Building Type 8 or 9 | Non-institutional Agency Buildings and Rental Property |
| Building Type R | Renovations that cause the entire building to be temporarily out of service |
| CIP 720000 – 739999 | Intercollegiate Athletics and Support Facilities (food, health, housing, parking, retail, and child care services) |
| CIP 817500 | Alumni Relations |
| CIP 850006 – 850021 | Texas A&M University System Service Agencies (temporary) |
| CIP 999999 | Unknown use by External Agencies with Room Usage 92 |
| Room Type 523 | Indoor Athletic Facilities Spectator Seating |
| Room Type 630 – 635 | Food Facility and Food Facility Service |
| Room Type 660 – 665 | Merchandising and Merchandising Service |
| Room Type 670 – 675 | Recreation (non-athletic/PE) and Recreation Service |
| Room Type 750 – 755 | Central Food Store and Central Food Store Service |
| Room Type 810 – 895 (unless with Room Usage 11, 12, 15, 21, or 22) | These room type codes include Health Care Facilities |
| Room type 910 – 970 | Residential Facilities |
| Room Type 050 – 070 | Inactive areas permanently or temporarily incapable of use |
| Room Type M10, U10, and W10 | Men's, Unisex, and Women's public restrooms (non-assignable space) |
| Room Type WWW, XXX, YYY, and ZZZ | Circulation, Building Service, Mechanical or Structural Areas (non-assignable space) |
| Room Usage 02 – 07 | Unassigned or non-assignable space necessary for the general |

HRI Facilities Room Inventory Report (CBM011)

| | |
|--|--|
| | operation of a building (custodial, mechanical, mothballed, public restrooms, shell space, circulation area) |
| Room Usage 31 – 35 | Public Service |
| Room Usage 42 | Museums and Galleries |
| Room Usage 52 | Social and Cultural Development outside the degree curriculum |
| Room Usage 55 – 57 (except with CIP 740000 – 745000) | Student Service (Student Auxiliary Service, Intercollegiate Athletics, Student Health/Medical Services) |
| Room Usage 65 – 66 | Faculty and Staff Auxiliary Services and Alumni Records |
| Room Usage 91 | Independent Operations/Institutional |
| Room Usage 92 (use CIP 999999 for unknown use) | Independent Operations/External Agencies |

HRI Facilities Room Inventory Report (CBM011)

REPORTING EXAMPLES

1. Alcoves – *How is an alcove measured separately from the main room dimensions?*

The main dimensions, L-1 and L-2, are measured from one wall surface to the other, disregarding alcoves. An alcove, by definition, is a recess into or beyond the primary wall surface. Alcove dimensions are measured between its sidewall surface and back wall surface to where the plane of the primary wall surface crosses the alcove opening.

A room record has four data fields for two sets of alcoves. When more than two alcoves exist, the total area for all alcoves must be mathematically converted into two sets of dimensions. Here is an example of how to compute the dimensions of three alcoves:

| <u>Alcove</u> | <u>A-1 x A-2</u> | <u>Area</u> | |
|---------------|-------------------|-------------|--|
| Alcove 1 | 13.6 x 3.2 | 43.5 | |
| Alcove 2 | 9.8 x 4.1 | 40.2 | |
| Alcove 3 | 12.2 x 3.5 | 42.7 | |
| | <i>Total Area</i> | 126.4 | |

Divide the total area by two to determine a gross area ($126.4 / 2 = 63.2$) then report two sets of fictitious alcove dimensions:

$$\begin{aligned}\text{Alcove 1} &= 2 \times 31.6 \\ \text{Alcove 2} &= 2 \times 31.6\end{aligned}$$

2. Alumni offices and associations – *How is this space treated?*

Institutions must maintain some form of alumni offices to keep records of graduates as required by accrediting agencies. This Room Usage is Alumni Records (66). When alumni offices also coordinate activities of an alumni association and direct fundraising campaigns, Room Usage is prorated Independent Operations/Institutional (91) and CIP is Alumni Relations (817500).

3. Chapels – *How are they coded?*

A chapel is a devotional facility, and the Room Type is Assembly (610). Associated rooms are coded according to their actual Room Type, usually Office (310), Conference Room (350), etc. The Room Usage is Social and Cultural Development (52) if under the institution's control. If the chapel is not under the institution's control nor housed by the institution, it is not inventoried.

4. Clinics: non-health care and health care – *How are they coded?*

A Clinic (540) Non-Health Professions room may be assigned many appropriate CIP and Room Usage codes. For example, a Clinic (540) Non-Health Professions may be to diagnose learning disabilities in pre-school children and assigned Learning and Language Disabilities (131011) and General Academic Instruction (11) if it is part of an instructional program in the college of education. Health care facilities may be in student health care centers, medical centers, teaching hospitals, or veterinary facilities. It is non-

HRI Facilities Room Inventory Report (CBM011)

E&G unless it is used for General Instruction (11), Vocational Technical Instruction (12), Occupation-related Instruction (15), Institutes and Research Centers (21), or Individual or Project Research (22).

5. Classrooms that serve several disciplines – *How are they coded?*

All Classrooms (110), regardless of use, are General Use (000000) with Instruction Room Usage (11-18). Classrooms may be coded with one or more of these codes depending on the proportionate use of the room. Listed below are Room Types that may need to be considered if the space is part of a particular instructional program:

- Media Production (530) becomes Laboratory (210, 220, or 230)
- Assembly (610) becomes Classroom (110)
- Central Computer or Telecommunications Service (710) becomes Laboratory (210, 220, or 230)
- Shop (720) becomes Laboratory Service (215, 225, 235, or 255)
- Central Storage (730) becomes Classroom or Laboratory Service (115, 215, 225, etc.)

6. Columns, chases, and other architectural features in a room – *How are these measured?*

Measure the room's dimensions from wall surface to opposite wall surface and do nothing about such features. (Ignore--do not add or subtract these dimensions.)

7. Conference Rooms, Meeting Rooms, Classrooms, Demonstration Rooms, and Assembly Rooms – *What is the difference?*

Conference Rooms (350) are office-related that serve an office complex and are primarily for staff meetings and other non-instructional uses.

Meeting Rooms (680) are non-office and not classroom related. They serve a variety of purposes, such as for student organizational meetings.

Classroom (110) is used for regularly scheduled instruction that requires no special equipment. The traditional Classroom was a room with a chalkboard at the front and rows of chairs or desks for students. Modern classrooms often are amphitheatres with fixed seating and special multimedia or telecommunications equipment. Lecture rooms, seminar rooms, and lecture/demonstration rooms are considered Classrooms for inventory purposes even if they have a lab table at the front for demonstrations.

Demonstration (550) is designed for the practice of certain disciplines, such as teaching, nursing, and home economics.

Assembly (610) is designed and equipped for large groups and used for a variety of purposes, such as dramatic and musical productions, non-instructional lectures, etc., including limited use for scheduled instruction. While some lecture halls are designed like auditoriums, they are Classrooms (110) if they are regularly scheduled for instruction.

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8. Day care centers – *How is this space coded?*

Day Care (640) and Day Care Service (645) have been added to the Room Type categories, but before this manual was published, institutions were advised to code this space as Other (590). If a Day Care facility is institutionally controlled or housed, the Room Usage is Auxiliary Services (55) or Faculty and Staff Auxiliary Services (65). If the Day Care facility is part of the instructional program, the Room Type is Demonstration (550) and the Room Usage is Instruction (11 or 12).

9. Dean's offices – *How are they coded?*

Most deans' areas of authority can be matched with a CIP listed in *Appendix C*. Space for a dean of education is assigned Education, General (130101). The Multi/Interdisciplinary Studies listing provides several CIPs for deans. For instance, the dean of a graduate school may be assigned Deans-Interdisciplinary (497600). The Room Usage for all academic deans is Academic Administration (46).

Note that some institutions use the title "dean" for vice-presidential classified positions, and the CIP Central Operations (810000 series) must be assigned.

10. Departmental libraries – *How are they coded?*

Departmental libraries are not designated. They are assigned the appropriate CIP and Room Usage codes. If staffing and administration is under the control of the main library and/or its major branches, the space is Library Service (41).

11. Departmental research – *How are these areas coded?*

Departmental research space is Room Usage Individual or Project Research (22) in most cases. The CIP is determined by its academic discipline.

12. Dividing one room into two or more rooms – *How is the inventory updated?*

If the old room number is retained for one of the new spaces, changes to the dimensions, as well as any other new data for the original record, must be reported. The new rooms within the divided room are separately numbered (perhaps with letter suffix) and added to the inventory as new rooms. If the original room number is dropped, that room is deleted from the inventory and the subdivided spaces are added as new room records.

13. Faculty assigned to library study rooms – *How are faculty study rooms treated?*

Faculty study rooms in libraries are Library Service (41), although they are restricted to faculty use. However, if a faculty member is assigned such a room as a main office, the Room Type is Office (310), and it is assigned the appropriate CIP and Room Usage.

14. Fraternity/sorority houses and dormitories – *How are these treated?*

Rooms in fraternity and sorority houses that are university facilities are Student Auxiliary Services (55) and CIP (733000), and the appropriate Room Type Residential Facilities

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(900 series). University owned dormitories only need to be included in the building inventory since their assignable room space is automatically calculated at 60 percent. If the facility is not budgeted through or controlled by the university, it is not included in the inventory.

15. HVAC Plants – *How are they coded?*

Only assignable space in these type facilities should be coded with the appropriate Room Type such as Office (310), Locker Room (690), etc. All rooms part of plant operations are Room Usage Utilities (74). Note that a major portion of the space in these type facilities house machinery and may be classified by Room Type Mechanical Area (YYY) and Room Usage Mechanical Areas (03), which is non-assignable space.

16. Improvements and infrastructure – *How are open parking lots, tennis courts, playing fields, outdoor swimming pools, and tracks treated?*

This manual deals only with procedures for describing buildings and rooms. The authors recognize that a building and room inventory may not constitute the full range of institutional facilities and recommends that when such additional information is desired, the institution develop its own codification scheme for its purpose.

17. Interview rooms – *How are these treated?*

Interview rooms are considered Room Type Office Service (315). Room Usage is determined by activity in the room. Examples of Room Usage are Placement and Career Guidance (53), Financial Aid Administration (54), and General Administrative and Logistical Service (63).

18. Lounges, circulation/lobby areas, and public waiting – *How are these Room Types distinguished?*

Lounge space for faculty, students, and staff are assignable space. Public Waiting for care in a health care facility is assignable space. Circulation Areas are non-assignable hallway space. A Lounge (650) is a room for rest and relaxation. It typically has upholstered furniture, draperies, and carpeting and may include vending machines. Public Waiting (880) is for the public to await admission, treatment, information, or patient visits in a Health Care Facility. Included are waiting and reception areas, visiting areas, and viewing areas. Circulation/Lobby Area (WWW), such as stairs or hallways, are considered non-assignable space and are optional to report. However, a lobby may function as a Lounge (650) or as an Exhibition Room (620). In these cases, the proper Room Type should be chosen and inventoried. The judgment here is based on primary function or predominant use.

19. Offices that serve many clients – *How are they coded?*

The distinction among its type of clients and activities are by CIP and Room Usage that may be prorated.

20. Police or campus security space – *What are the Room Types for holding cells, interview rooms, and armories associated with this type of space?*

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Holding cells, interview rooms, and armories are considered Office Service (315) or Conference Room Service (355).

21. Publication space – *How is its Room Usage coded?*

If the control and/or direct supervision of a campus publication is with institutional administration, i.e., university press, public relations office, etc., Room Usage is General Administration and Logistical Services (63). However, if the activities are under the auspices of a journalism department, the publication is likely a result of laboratory assignments and the appropriate academic CIP, Room Type, and Room Usage codes are assigned. If the space is neither, Room Usage is Social and Cultural Development (52).

22. Registrar's Office, Student Recruitment and Admissions, and Student Records – *At some institutions, Student Recruitment and Admissions (67) and Student Records (68) are functions of the registrar's office. In these cases, how is the space coded?*

If the registrar's suite of offices has separate offices for separate functions, the Room Usage code may be determined by the function. If these functions are not separate, either code may be used or it may be prorated.

23. Room type for a room with a combination of purposes – *How is this coded?*

Room type is determined by design and use combined, but primarily by design. Once the room type is selected, it does not change because of occasional untypical use. It changes only if its whole character is changed by redesign or if its primary use changes. Basic design and its regularly scheduled instructional use identify Classroom (110). Another example is a lab. It may be a Class Lab (210), a Special Class Lab (220), or a Non-Class Lab (250), but only one at a time as determined by its primary use (the predominant portion of the time used). CIP and Room Usage may be prorated but not Room Type.

24. Room usage prorations – *What is the best method to determine proration of use?*

To determine proration, determine which departments use the room and for what purpose. The percentage of use is usually expressed as time estimates, such as 60-40, 55-45, 30-70, etc. These estimates are satisfactory in describing split use of CIP and Room Usage as primary, secondary, and remaining use.

25. Shipping and receiving – *How are loading platforms treated?*

Generally, a receiving area is considered Room Type Circulation Areas (WWW), which is non-assignable space and optional to report. If the receiving area is also used for storage and part of a central warehouse, it is Room Type Central Storage (730). A departmental receiving area used for storage is considered a service room, such as Office Service (315), Class Lab Service (215), etc.

26. Student unions and other student activity centers – *How is space in these type facilities reported?*

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In general, Room Types for student activities are Office (300 series) and General Use (600 series). Social and Cultural Development (52) is the appropriate Room Usage for student organizations, recreational activities, and cultural activity areas.

27. Toilets: public and private – *What is the difference?*

Public toilets are accessible to all persons using a building and considered unassigned space. If reported on the inventory, they are assigned CIP General Use (000000), Room Types (M10, W10, or U10), and Room Usage Public Rest Room (05). If the use of a toilet is restricted to a certain group or individual, it is a private toilet and considered a service area, such as Office Service (315) or Class Lab Service (215), and is considered assignable space. If a bath/toilet adjoins a patient bedroom in a health care facility, it is Room Type Patient Bath (820), assignable space.

28. A room is designed as a science lab and it is assigned to the chemistry department. Its Room Type is one of the 200 codes and its CIP is 400501. If the chemistry department determines that the laboratory is regularly scheduled for classes, the specific Room Type Class Laboratory (210) and the Room Usage General Academic Instruction (11) are used.

HRI Facilities Room Inventory Report (CBM011)

Edit00v00 TEXAS HIGHER EDUCATION COORDINATING BOARD Page 1
CBM011 Room EDIT SUMMARY FROM RunDate: 09/15/2005 Time: 18:15:08
TEXAS HEALTH SCIENCE CENTER 003304 ANNUAL 2005

| | | NORMAL | QUESTIONABLE | ERROR |
|---------|--------------------------|--------|--------------|--------|
| | | RANGE | VALUES | VALUES |
| ITEM 1 | RecordCode | 36 | 0 | 0 |
| ITEM 2 | Inst. Code | 36 | 0 | 0 |
| ITEM 3 | Report Year | 36 | 0 | 0 |
| ITEM 4 | Building Number | 35 | 0 | 1 |
| ITEM 5 | Room Number | 35 | 0 | 1 |
| ITEM 6 | Primary CIP Code | 36 | 0 | 0 |
| ITEM 8 | Room Type Code | 36 | 0 | 0 |
| ITEM 9 | Primary Usage Code | 36 | 0 | 0 |
| ITEM 10 | Primary Percent | 36 | 0 | 0 |
| ITEM 11 | Main Dimension 1 | 36 | 0 | 0 |
| ITEM 12 | Main Dimension 2 | 36 | 0 | 0 |
| ITEM 13 | Alcove 1 Dimension 1 | 36 | 0 | 0 |
| ITEM 14 | Alcove 1 Dimension 2 | 36 | 0 | 0 |
| ITEM 15 | Alcove 2 Dimension 1 | 36 | 0 | 0 |
| ITEM 16 | Alcove 2 Dimension 2 | 36 | 0 | 0 |
| ITEM 17 | Student Station Capacity | 36 | 0 | 0 |
| ITEM 18 | Secondary CIP Code | 36 | 0 | 0 |
| ITEM 20 | Secondary Usage Code | 36 | 0 | 0 |
| ITEM 21 | Secondary Percent | 36 | 0 | 0 |
| ITEM 22 | Remaining CIP Code | 36 | 0 | 0 |
| ITEM 24 | Remaining Usage Code | 36 | 0 | 0 |
| ITEM 25 | Remaining Percent | 36 | 0 | 0 |
| ITEM 26 | Record Identification | 36 | 0 | 0 |

| | | | |
|--|----|-------------|---|
| TOTAL Report Records | 36 | | |
| CONTROL TOTAL | 36 | DISCREPANCY | 0 |
| Total Recs on Db | 36 | | |
| Number Of Non-Unique/ Duplicated Id's | 0 | | |
| Number Of Duplicate Records | 1 | | |
| Number Of Relative Duplicate Questionabl | 0 | | |
| Number Of Relative Duplicate Error | 0 | | |
| Total Error Recs on Db | 1 | | |
| Total Error Other | 3 | | |
| Total Questionable Recs on Db | 0 | | |
| Total Non Error Records on Db | 35 | | |
| Total Rejected Records | 0 | | |

HRI Facilities Room Inventory Report (CBM011)

TEXAS HIGHER EDUCATION COORDINATING BOARD

Page 1

EDIT OF CBM011 Room DATA

RunDate: 09/15/2005 Time: 18:15:08

TEXAS HEALTH SCIENCE CENTER

003304

ANNUAL 2005

Updated Building Record From Room Records.

Updated Institution Record From Building Records.

Building Space Error Report

| Building | Gross Area | Assignable Area | E and G Area | Error |
|----------|------------|-----------------|--------------|---|
| 0037 | 34.0 | 2,691.0 | 0.0 | GrossArea Is Smaller than Assignable Area |
| 0038 | 1,701.0 | 1,740.5 | 585.6 | GrossArea Is Smaller than Assignable Area |
| 0047 | 1,080.0 | 1,148.2 | 0.0 | GrossArea Is Smaller than Assignable Area |

***Note: Totals are net errors.

HRI Facilities Room Inventory Report (CBM011)

Edit00v00

TEXAS HIGHER EDUCATION COORDINATING BOARD
 PART A, HIGHER EDUCATION FACILITIES INVENTORY FOR - 2005
 003304 TEXAS HEALTH SCIENCE CENTER
 PREPARED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD

Page 1

09/15/2005 06:15:09

Building Size and Cost Data

| BUILDING NUMBER NAME | GROSS AREA | ASSIGN AREA | BLDG PERIM | E & G SQ.FT. | CAPITAL INVESTMENT | OCCUP DATE | FLOORS | C O L T C | | | | |
|---|---------------|----------------|---------------|-----------------|-----------------------|---------------|--------|-----------|---|---|---|---|
| | | | | | | | | N | W | O | Y | N |
| 0001 HARDIN ADMINISTRATION BUILDING | 71,594 | 0 | 1517 | 0 | 2,237,315 | 1937 | 3 | 2 | 1 | 1 | 1 | 3 |
| 0004 BRIDWELL HALL | 42,260 | 0 | 780 | 0 | 5,799,382 | 1998 | 3 | 1 | 1 | 1 | 1 | 4 |
| 0005 UNIVERSITY PRESS | 4,965 | 4,869 | 339 | 1,079 | 52,187 | 1940 | 1 | 2 | 1 | 1 | 1 | 3 |
| 0006 MEMORIAL BUILDING | 7,019 | 0 | 259 | 0 | 288,504 | 1945 | 2 | 2 | 1 | 1 | 1 | 3 |
| 0007 FERGUSON HALL | 16,896 | 0 | 377 | 0 | 1,212,855 | 1947 | 3 | 1 | 1 | 1 | 1 | 3 |
| 0010 MARTIN HALL | 10,278 | 9,414 | 479 | 5,886 | 606,404 | 1946 | 2 | 1 | 1 | 1 | 1 | 2 |
| 0011 FAIN FINE ARTS CENTER | 98,805 | 0 | 1380 | 0 | 6,594,806 | 1978 | 2 | 1 | 1 | 1 | 1 | 5 |
| 0012 DANIEL BUILDING | 46,335 | 39,566 | 676 | 34,335 | 1,741,964 | 1990 | 2 | 1 | 1 | 1 | 4 | 4 |
| 0013 FOWLER HALL | 22,896 | 20,464 | 557 | 13,755 | 1,782,141 | 1949 | 2 | 1 | 1 | 1 | 1 | 3 |
| 0015 BEYER GREENHOUSE | 2,398 | 2,236 | 270 | 2,162 | 44,154 | 1983 | 1 | 1 | 1 | 1 | 1 | 8 |
| 0017 MERCANTILE BUILDING | 10,608 | 8,828 | 534 | 1,662 | 144,423 | 1989 | 2 | 2 | 1 | 1 | 1 | 3 |
| 0018 MCGAHA HALL | 6,789 | 6,220 | 550 | 2,761 | 210,124 | 1949 | 1 | 1 | 1 | 1 | 1 | 2 |
| 0019 INSTRUMENTAL MUSIC HALL | 7,815 | 2,505 | 276 | 1,539 | 256,947 | 1949 | 2 | 1 | 1 | 1 | 1 | 2 |
| 0020 PAINT SHOP | 1,987 | 1,884 | 194 | 1,732 | 15,881 | 1949 | 1 | 1 | 1 | 1 | 4 | 2 |
| 0021 MCCULLOUGH HALL | 9,449 | 6,162 | 712 | 6,162 | 323,995 | 1949 | 1 | 1 | 1 | 1 | 1 | 2 |
| 0022 ENGINEERING LABORATORIES | 2,443 | 1,738 | 236 | 1,526 | 23,332 | 1949 | 1 | 1 | 1 | 1 | 1 | 2 |
| 0023 BOLIN HALL | 99,529 | 0 | 869 | 0 | 7,703,971 | 1966 | 3 | 1 | 1 | 1 | 1 | 3 |
| 0024 CLARK STUDENT CENTER | 70,890 | 0 | 1376 | 0 | 8,724,685 | 1951 | 1 | 1 | 1 | 1 | 3 | 3 |
| 0025 MOFFETT LIBRARY | 93,676 | 59,181 | 797 | 58,484 | 5,229,452 | 1964 | 3 | 1 | 1 | 1 | 1 | 3 |
| 0026 KILLINGSWORTH HALL | 68,658 | 41,195 | 547 | 0 | 2,351,900 | 1965 | 6 | 1 | 1 | 1 | 6 | 3 |
| 0027 RESIDENCE HALL MECHANICAL BUILDING | 1,296 | 0 | 150 | 0 | 163,792 | 1965 | 1 | 1 | 1 | 1 | 4 | 3 |
| 0029 PIERCE HALL | 49,913 | 29,948 | 625 | 0 | 1,942,014 | 1966 | 3 | 1 | 1 | 1 | 6 | 3 |
| 0030 FAIN HALL | 8,060 | 5,766 | 246 | 0 | 409,256 | 1945 | 2 | 1 | 1 | 1 | 9 | 3 |
| 0031 VINSON HEALTH CENTER | 3,108 | 1,804 | 358 | 0 | 79,948 | 1949 | 1 | 1 | 1 | 1 | 3 | 2 |
| 0032 CENTRAL PLANT | 10,789 | 8,192 | 363 | 8,192 | 2,937,617 | 1967 | 2 | 1 | 1 | 1 | 4 | 3 |
| 0033 TENNIS CENTER | 560 | 463 | 99 | 134 | 57,478 | 1984 | 1 | 1 | 1 | 1 | 1 | 2 |
| 0034 D.L. LIGON COLISEUM | 117,048 | 112,836 | 2296 | 91,991 | 5,641,619 | 1969 | 3 | 2 | 1 | 1 | 1 | 3 |
| 0035 PHYSICAL EDUCATION RESTROOMS | 2,336 | 2,199 | 225 | 296 | 105,120 | 1970 | 1 | 1 | 1 | 1 | 3 | 3 |
| 0036 OUTDOOR RECREATION CENTER | 5,000 | 4,903 | 300 | 0 | 88,954 | 1982 | 1 | 1 | 1 | 1 | 4 | 7 |
| 0037 SOCCER TICKET BOOTH | 34 | 2,691 | 24 | 0 | 1,020 | 1982 | 1 | 1 | 1 | 1 | 3 | 1 |
| 0038 PHYSICAL TRAINING BUILDING | 1,701 | 1,741 | 242 | 586 | 13,633 | 1970 | 1 | 1 | 1 | 1 | 3 | 3 |
| 0039 SOCCER PRESS BOX | 943 | 806 | 67 | 0 | 12,210 | 1982 | 2 | 1 | 1 | 1 | 3 | 1 |
| 0044 SIKES HOUSE | 9,626 | 5,776 | 500 | 0 | 103,484 | 1938 | 3 | 1 | 1 | 1 | 7 | 2 |
| 0045 GUEST HOUSE | 1,530 | 918 | 208 | 0 | 18,780 | 1937 | 1 | 1 | 1 | 1 | 7 | 2 |
| 0046 ALUMNI CENTER | 2,800 | 1,680 | 158 | 0 | 14,172 | 1938 | 2 | 1 | 1 | 1 | 7 | 2 |
| 0047 CARRIAGE HOUSE | 1,080 | 1,148 | 96 | 0 | 3,932 | 1938 | 2 | 1 | 1 | 1 | 4 | 2 |
| 0048 MARCHMAN HALL | 8,904 | 5,342 | 376 | 0 | 877,403 | 1959 | 2 | 1 | 1 | 1 | 6 | 2 |
| 0049 SIKES LAKE CENTER | 8,836 | 8,558 | 416 | 0 | 280,291 | 1975 | 1 | 1 | 1 | 1 | 1 | 7 |

HRI Facilities Room Inventory Report (CBM011)

| | | | | | | | | | | | | |
|--|--------|-----------|---------|--------|-----------|------------|---|---|---|---|---|---|
| 0050 BRIDWELL COURTS | 22,243 | 13,346 | 1003 | 0 | 600,442 | 1964 | 2 | 2 | 1 | 1 | 7 | 2 |
| 0051 MCCULLOUGH-TRIGG HALL | 46,086 | 27,652 | 461 | 0 | 5,329,241 | 1994 | 6 | 1 | 1 | 1 | 6 | 4 |
| 0052 JAN THACKER FANTASY OF LIGHTS WKSHP | 7,356 | 2,251 | 363 | 0 | 47,520 | 1986 | 1 | 1 | 1 | 3 | 8 | 7 |
| 0053 BEAWOOD-O'DONOHUE HALL | 65,060 | 35,371 | 1321 | 32,408 | 6,996,375 | 1950 | 2 | 1 | 1 | 1 | 1 | 3 |
| 0054 UNIVERSITY POLICE | 2,536 | 1,390 | 325 | 0 | 102,502 | 1997 | 1 | 1 | 1 | 1 | 3 | 2 |
| 0055 BIOLOGY HOUSE | 3,778 | 2,267 | 388 | 0 | 265,000 | 1953 | 1 | 1 | 1 | 1 | 6 | 2 |
| 0056 HONORS HOUSE | 3,395 | 2,037 | 232 | 0 | 263,323 | 1961 | 2 | 1 | 1 | 1 | 6 | 2 |
| 0057 SEISMOMETER BUILDING | 144 | 0 | 173 | 0 | 1 | 2003 | 1 | 1 | 1 | 1 | 1 | 2 |
| 0060 SIKES LAKE RESTROOM | 612 | 508 | 104 | 0 | 1 | 2005 | 1 | 1 | 1 | 2 | 3 | 2 |
| TOTALS | 47 | 1,080,064 | 483,853 | | 264,689 | 71,699,550 | | | | | | |

HRI Facilities Room Inventory Report (CBM011)

Edit00v00

TEXAS HIGHER EDUCATION COORDINATING BOARD
PART D, HIGHER EDUCATION FACILITIES INVENTORY FOR - 2005
003304 TEXAS HEALTH SCIENCE CENTER
PREPARED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD

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CAMPUSWIDE SPACE SUMMARY

| | SQUARE FEET |
|--|----------------|
| GROSS SQUARE FEET | 1,080,064 |
| TOTAL EXISTING FACILITIES (ASSIGNABLE SQUARE FEET) | 441,788 |
| NON ASSIGNABLE SQUARE FEET | 638,276 |
| NET ASSIGNABLE SQUARE FEET RENTED AND/OR SHARED | 308 |
| TOTAL SQUARE FEET - EDUCATIONAL AND GENERAL USE | 264,689 |

TOTAL CAMPUS SPACE BY INSTITUTIONAL CATAGORIES

| FUNCTION | NET ASSIGNABLE SQ. FT. |
|---------------------------------|---------------------------|
| 10 INSTRUCTION | 164,349 |
| 20 RESEARCH | 0 |
| 30 PUBLIC SERVICE | 169 |
| 40 ACADEMIC SUPPORT | 0 |
| 41 LIBRARY | 57,322 |
| 50 STUDENT SERVICE | 167,963 |
| SUBTOTAL | 389,803 |
| 60 INSTRUCTIONAL ADMINISTRATION | 4,028 |
| 70 PHYSICAL PLANT OPERATIONS | 47,649 |
| 80 STUDENT FINANCIAL SUPPORT | 0 |
| 90 INDEPENDENT OPERATIONS | 308 |

HRI Facilities Room Inventory Report (CBM011)

| | | | |
|-----|---------------------------------|----------|----------|
| 770 | CENTRAL SUPPORT | 0 | 0 |
| 775 | CENTRAL SUPPORT SERVICE | 0 | 0 |
| | SUBTOTAL | 43,902 | 40,381 |
| 810 | PATIENT BEDROOM | 272 | 0 |
| 815 | PATIENT BEDROOM SERVICE | 0 | 0 |
| 820 | PATIENT BATH | 0 | 0 |
| 830 | NURSE STATION | 0 | 0 |
| 835 | NURSE STATION SERVICE | 0 | 0 |
| 840 | SURGERY | 0 | 0 |
| 845 | SURGERY SERVICE | 0 | 0 |
| 850 | TREATMENT/EXAMINATION | 339 | 0 |
| 855 | TREATMENT/EXAMINATION SERVICE | 0 | 0 |
| 860 | DIAGNOSTIC SUPPORT LABORATORY | 0 | 0 |
| 865 | DIAGNOSTIC SUPPORT LAB SERVICE | 0 | 0 |
| 870 | HEALTH CARE SUPPLIES | 0 | 0 |
| 880 | PUBLIC WAITING | 308 | 0 |
| 890 | STAFF ON-CALL FACILITY | 0 | 0 |
| 895 | STAFF ON-CALL FACILITY SERVICE | 592 | 0 |
| | SUBTOTAL | 1,510 | 0 |
| 910 | SLEEP/STUDY WITHOUT TOILET/BATH | 0 | 0 |
| 919 | TOILET/BATH | 0 | 0 |
| 920 | SLEEP/STUDY WITH TOILET/BATH | 108,440 | 0 |
| 935 | SLEEP/STUDY SERVICE | 0 | 0 |
| 950 | APARTMENT | 0 | 0 |
| 955 | APARTMENT SERVICE | 0 | 0 |
| 970 | HOUSE | 21,719 | 0 |
| | SUBTOTAL | 130,160 | 0 |
| | | NON-SASF | |
| 050 | INACTIVE AREA | 1,848 | |
| 060 | ALTERATION OR CONVERSION AREA | 0 | |
| 070 | UNFINISHED AREA | 0 | |
| M10 | MENS BATHROOM | 3,771 | |
| U10 | UNISEX BATHROOM | 175 | |
| W10 | WOMENS BATHROOM | 3,658 | |
| WWW | CIRCULATION AREA | 13,358 | |
| XXX | BUILDING SERVICE AREA | 1,950 | |
| YYY | MECHANICAL AREA | 4,013 | |
| ZZZ | STRUCTURAL AREA | 1,042 | |
| | SUBTOTAL | 0 | 0 |
| | TOTAL | NON-SASF | NASF |
| | | 29,815 | 454,038 |
| | | | E&G NASF |
| | | | 264,689 |

HRI Facilities Room Inventory Report (CBM011)

Edit00v00

TEXAS HIGHER EDUCATION COORDINATING BOARD
 PART F, HIGHER EDUCATION FACILITIES INVENTORY FOR - 2005
 003304 TEXAS HEALTH SCIENCE CENTER
 PREPARED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD

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| BUILDING NUMBER NAME | INSTRUCT | RESEARCH | PUBLIC SERVICE | ACADEMIC SUPPORT | STUDENT SERVICE | INST SUPPORT | PHY PLT OPER | TOTAL NASF | TOTAL E&G NASF |
|--|----------|----------|-------------------|---------------------|--------------------|-----------------|-----------------|---------------|-------------------|
| SATISFACTORY CONDITION | | | | | | | | | |
| 0004 BRIDWELL HALL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0007 FERGUSON HALL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0010 MARTIN HALL | 5,886 | 0 | 0 | 0 | 0 | 0 | 0 | 9,414 | 5,886 |
| 0011 FAIN FINE ARTS CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0012 DANIEL BUILDING | 0 | 0 | 0 | 0 | 0 | 0 | 34,335 | 39,566 | 34,335 |
| 0013 FOWLER HALL | 13,755 | 0 | 0 | 0 | 0 | 0 | 0 | 20,464 | 13,755 |
| 0015 BEYER GREENHOUSE | 2,162 | 0 | 0 | 0 | 0 | 0 | 0 | 2,236 | 2,162 |
| 0018 MCGAHA HALL | 2,734 | 0 | 0 | 0 | 0 | 27 | 0 | 6,220 | 2,761 |
| 0019 INSTRUMENTAL MUSIC HALL | 1,539 | 0 | 0 | 0 | 0 | 0 | 0 | 2,505 | 1,539 |
| 0020 PAINT SHOP | 0 | 0 | 0 | 0 | 0 | 0 | 1,732 | 1,884 | 1,732 |
| 0021 MCCULLOUGH HALL | 6,162 | 0 | 0 | 0 | 0 | 0 | 0 | 6,162 | 6,162 |
| 0022 ENGINEERING LABORATORIES | 1,526 | 0 | 0 | 0 | 0 | 0 | 0 | 1,738 | 1,526 |
| 0023 BOLIN HALL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0024 CLARK STUDENT CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0025 MOFFETT LIBRARY | 1,162 | 0 | 0 | 57,322 | 389 | 0 | 0 | 59,181 | 58,484 |
| 0026 KILLINGSWORTH HALL | 0 | 0 | 0 | 0 | 41,195 | 0 | 0 | 41,195 | 0 |
| 0027 RESIDENCE HALL MECHANICAL BUILDING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0029 PIERCE HALL | 0 | 0 | 0 | 0 | 29,948 | 0 | 0 | 29,948 | 0 |
| 0030 FAIN HALL | 0 | 0 | 0 | 0 | 5,766 | 0 | 0 | 5,766 | 0 |
| 0031 VINSON HEALTH CENTER | 0 | 0 | 0 | 0 | 1,804 | 0 | 0 | 1,804 | 0 |
| 0032 CENTRAL PLANT | 230 | 0 | 0 | 0 | 0 | 0 | 7,961 | 8,192 | 8,192 |
| 0033 TENNIS CENTER | 134 | 0 | 0 | 0 | 0 | 0 | 0 | 463 | 134 |
| 0035 PHYSICAL EDUCATION RESTROOMS | 0 | 0 | 0 | 0 | 767 | 0 | 296 | 2,199 | 296 |
| 0036 OUTDOOR RECREATION CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,903 | 0 |
| 0037 SOCCER TICKET BOOTH | 0 | 0 | 0 | 0 | 2,691 | 0 | 0 | 2,691 | 0 |
| 0038 PHYSICAL TRAINING BUILDING | 586 | 0 | 0 | 0 | 0 | 0 | 0 | 1,741 | 586 |
| 0039 SOCCER PRESS BOX | 0 | 0 | 0 | 0 | 806 | 0 | 0 | 806 | 0 |
| 0044 SIKES HOUSE | 0 | 0 | 0 | 0 | 5,776 | 0 | 0 | 5,776 | 0 |
| 0045 GUEST HOUSE | 0 | 0 | 0 | 0 | 918 | 0 | 0 | 918 | 0 |
| 0046 ALUMNI CENTER | 0 | 0 | 0 | 0 | 1,680 | 0 | 0 | 1,680 | 0 |
| 0047 CARRIAGE HOUSE | 0 | 0 | 0 | 0 | 0 | 0 | 1,073 | 1,148 | 0 |
| 0048 MARCHMAN HALL | 0 | 0 | 0 | 0 | 5,342 | 0 | 0 | 5,342 | 0 |
| 0049 SIKES LAKE CENTER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8,558 | 0 |
| 0051 MCCULLOUGH-TRIGG HALL | 0 | 0 | 0 | 0 | 27,652 | 0 | 0 | 27,652 | 0 |
| 0052 JAN THACKER FANTASY OF LIGHTS WKSHP | 0 | 0 | 0 | 0 | 0 | 0 | 2,251 | 2,251 | 0 |
| 0053 BEAWOOD-O'DONOHUE HALL | 34,326 | 0 | 0 | 0 | 0 | 178 | 0 | 35,371 | 32,408 |
| 0054 UNIVERSITY POLICE | 0 | 0 | 0 | 0 | 1,390 | 0 | 0 | 1,390 | 0 |
| 0055 BIOLOGY HOUSE | 0 | 0 | 0 | 0 | 2,267 | 0 | 0 | 2,267 | 0 |
| 0056 HONORS HOUSE | 0 | 0 | 0 | 0 | 2,037 | 0 | 0 | 2,037 | 0 |
| 0057 SEISMOMETER BUILDING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

HRI Facilities Room Inventory Report (CBM011)

| | | | | | | | | | | | |
|------------------------|----------------------------|---------|---|-----|--------|---------|-------|--------|---------|---------|---|
| 0060 | SIKES LAKE RESTROOM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 508 | 0 |
| | SUBTOTAL | 70,202 | 0 | 0 | 57,322 | 130,428 | 205 | 47,648 | 343,976 | 169,956 | |
| REMODELING A CONDITION | | | | | | | | | | | |
| 0001 | HARDIN ADMINISTRATION BLDG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0005 | UNIVERSITY PRESS | 0 | 0 | 169 | 0 | 0 | 3,824 | 0 | 4,869 | 1,079 | |
| 0006 | MEMORIAL BUILDING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 0017 | MERCANTILE BUILDING | 1,494 | 0 | 0 | 0 | 4,006 | 0 | 0 | 8,828 | 1,662 | |
| 0034 | D.L. LIGON COLISEUM | 92,653 | 0 | 0 | 0 | 20,183 | 0 | 0 | 112,836 | 91,991 | |
| 0050 | BRIDWELL COURTS | 0 | 0 | 0 | 0 | 13,346 | 0 | 0 | 13,346 | 0 | |
| | SUBTOTAL | 94,147 | 0 | 169 | 0 | 37,535 | 3,824 | 0 | 139,879 | 94,733 | |
| | INSTITUTION TOTAL | 164,349 | 0 | 169 | 57,322 | 167,963 | 4,029 | 47,648 | 483,855 | 264,689 | |

FACILITIES BUILDING INVENTORY REPORT CBM014

This report will include facilities under the jurisdiction or control of the institution's governing board, regardless of its location. It may encompass many different types of structures, including marine/research vessels; aquarium structures; animal quarters; and trailers on wheels that are not mobile. If a building is not owned by the institution or is shared with other tenants, include only the portion of the building leased or controlled by the institution and its pro rata share of gross, assignable area and non-assignable area.

As a guideline, minor structures or temporary facilities should be included if all of the following criteria are met:

- the structure is attached to a foundation;
- the structure is roofed;
- the structure is serviced by a utility, exclusive of lighting;
- the structure is a source of maintenance and repair activities; and
- the structure's space has at least a six-foot, six-inch clear ceiling height

Refer to Appendix H for building data file codes and definitions. See Appendix I for a Glossary of Facilities Terms. The Appendices can be viewed at <http://www.txhighereddata.org/ReportingManuals.cfm>.

Addition of Buildings

Report additions of buildings whenever they are ready to be occupied for use. Submit a complete replacement of the file.

Building Demolition

A building must be on the inventory with the appropriate Building Condition and Room Usage codes until it is demolished. After demolition, building and room records may be deleted.

Limitations

Buildings not to be included are investment properties that are used only for revenue generation and not for institutional purposes; hospitals not owned by the institution, except for any space in the hospital leased or controlled by the institution; public schools not owned by the institution, but used for practice teaching; and federal contract research centers identified by the Federal Office of Management and Budget (OMB).

Basis for Building Measurement

Gross area is computed by physically measuring or scaling measurements from the outside faces of exterior walls, disregarding cornices, pilasters, buttresses, etc., which extend beyond the wall faces. Gross area is measured to the nearest whole foot.

HRI Facilities Building Inventory Report (CBM014)

NOTES:

Building Type codes 6 and 7 (Residence/Single and Residence/Family) do not require residential rooms to be included in the facilities inventory room file. The building's assignable space will automatically be calculated at 60 percent.

Building Type code 2 (Academic/Residence) is a mix-use facility and only nonresidential rooms should be included in the facilities inventory room file.

Building Types codes 8 and 9 (Non-institutional Agency Buildings and Rental Property) do not require space to be included in the facilities inventory room file that serves non-institutional functions.

HRI Facilities Building Inventory Report (CBM014)

INSTRUCTIONS FOR FACILITIES BUILDING INVENTORY REPORT

- Item #1 Record Code. Always enter 'B'.
- Item #2 Institution Code. Enter the FICE Code of the institution. See Appendix A.
- Item #3 Report Year. Enter all four digits of the calendar year in which the inventory occurs.

BUILDING IDENTIFICATION

Each building should be assigned a unique alpha or numeric code to identify its record. The building identification used to identify a room in this report must be the same as the building identification used on the CBM005, Building and Room Report.

- Item #4 Building Number. Enter the assigned building number.
- Item #5 Building Name. Enter the assigned name of the building.
- Item #6 Condition Code. Enter the condition code based on the physical status of the building at the time of the report. See Appendix H.
- Item #7 Ownership Code. Enter the ownership code that represents the agency with which the ownership of the building resides. See Appendix H.
- Item #8 Location Code. Enter the location code that represents the physical location of the building in relation to the main campus. See Appendix H.
- Item #9 Type Code. Enter the type code that represents the purpose-function category that best describes its primary use. See Appendix H.
- Item #10 Construction Code. Enter the construction code that represents the predominant type of construction used to build the facility. See Appendix H.
- Item #11 Initial Occupancy Date. Enter the four-digit calendar year of the initial occupancy of the building by the building's original owner, whether the institution owns it or not.
- Item #12 Number of Floors. Enter the number of floors in the building, including basements, penthouse, half-basements, and assignable attic space. Example: 9 floors = 09.
- Item #13 Gross Area. Enter the sum of the floor areas within the exterior walls of the building for all stories or areas that house floor surfaces. Measure to the nearest whole square foot, right justified, leading zeros.
- Item #14 Actual Capital Investment. Enter all capital costs associated with the building's purchase or construction, plus all other capital invested in the building during its life (major repairs, renovation, conversions, etc.). See Appendix I. This figure is not

HRI Facilities Building Inventory Report (CBM014)

adjusted for inflation, but is a cumulative total of actual dollars invested to the nearest dollar. If a building is not owned by the institution, report the dollar amount invested for its use. If a building is a gift or has no capital investment for other reasons, enter '1'.

Item #15 Building Perimeter. Enter the outside measurement of the building where the ground meets the walls, excluding porches, sidewalks, and cosmetic structures. Measure to the nearest foot.

Item #16 Unused.

Item #17 Record Identification. Always enter '14'.

HRI Facilities Building Inventory Report (CBM014)

DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|----------|-------------------------------------|-------------------------------|---------------|
| Item #1 | Record Code – Always 'B' | 1 | 1 |
| Item #2 | Institution Code – FICE – Numeric | 2 | 6 |
| Item #3 | Report Year – Numeric | 8 | 4 |
| Item #4 | Building Number – Alphanumeric | 12 | 4 |
| Item #5 | Building Name – Alphanumeric | 16 | 35 |
| Item #6 | Condition Code – Numeric | 51 | 1 |
| Item #7 | Ownership Code – Numeric | 52 | 1 |
| Item #8 | Location Code – Numeric | 53 | 1 |
| Item #9 | Type Code – Numeric | 54 | 1 |
| Item #10 | Construction Code – Numeric | 55 | 1 |
| Item #11 | Initial Occupancy Date – Numeric | 56 | 4 |
| Item #12 | Number of Floors – Numeric | 60 | 2 |
| Item #13 | Gross Area – Numeric | 62 | 7 |
| Item #14 | Actual Capital Investment – Numeric | 69 | 10 |
| Item #15 | Building Perimeter – Numeric | 79 | 4 |
| Item #16 | Unused | 83 | 6 |
| Item #17 | Record Identification – Always '14' | 89 | 2 |

REPORTING EXAMPLES

1. Chapels – *How are they coded?*

A chapel is a devotional facility, and the Room Type is Assembly (610). Associated rooms are coded according to their actual Room Type, usually Office (310), Conference Room (350), etc. The Room Usage is Social and Cultural Development (52) if under the institution's control. If the chapel is not under the institution's control nor housed by the institution, it is not inventoried.

2. Parking garages – *By coding such space as Vehicle Storage Facility (740), is the institution being credited unfairly with assignable area as opposed to institutions with open parking lots?*

Only garages, bays, or other multi-level structures for storage of institutional vehicles are E&G NASF space. These areas are coded Functional Operations (820000 series) or Maintenance Operations (830000), Vehicle Storage Facility (740); and General Administration and Logistical Services (63) or Physical Plant Operations (70 series). Garages that serve students, faculty, staff, and the general public for their private vehicles should be coded as above, except the Room Usage is Independent Operations/Institutional (91), non-E&G NASF.

3. Renovations – *How is the inventory updated when assignable space becomes unusable due to a renovation project?*

Either building or room records may be modified to indicate renovations. If the entire building is unusable due to a current major renovation, Building Type Renovations (R) will temporarily exclude it from assignable space. Room Type Alteration/Conversion Area (060) will exclude a room record from assignable space on a temporary basis for conversions or renovations. When the conversion is complete and the space is ready to be occupied the record(s) must be updated to reflect its current information.

4. Spectator seating – *How is this treated?*

If building space has non-movable spectator seating for intercollegiate athletics, it is coded Intercollegiate Athletics (720000 series), Athletic Facilities Spectator Seating (523), and Intercollegiate Athletics (56). If the seating is for recreational or intramural events, it is coded Recreation (714000) or Intramural Athletics (715000), and Social and Cultural Development (52). If spectator seating is the fold-up type, such space within a room is not inventoried separately. Outdoor spectator seating is not inventoried.

HRI Facilities Building Inventory Report (CBM014)

Edit00v00 TEXAS HIGHER EDUCATION COORDINATING BOARD Page 1
 CBM014 Building EDIT SUMMARY FROM RunDate: 08/23/2005 Time: 10:20:24
 TEXAS HEALTH SCIENCE CENTER 003304 ANNUAL 2005

| | NORMAL | QUESTIONABLE | ERROR |
|--|--------|--------------|--------|
| | RANGE | VALUES | VALUES |
| ITEM 1 RecordCode | 47 | 0 | 0 |
| ITEM 2 Inst. Code | 47 | 0 | 0 |
| ITEM 3 Report Year | 47 | 0 | 0 |
| ITEM 4 Building Number | 45 | 0 | 2 |
| ITEM 5 Building Name | 47 | 0 | 0 |
| ITEM 6 Building Condition Code | 47 | 0 | 0 |
| ITEM 7 Building Ownership Code | 47 | 0 | 0 |
| ITEM 8 Building Location Code | 47 | 0 | 0 |
| ITEM 9 Building Type Code | 47 | 0 | 0 |
| ITEM 10 Building Construction Code | 47 | 0 | 0 |
| ITEM 11 Initial Occupancy Year | 47 | 0 | 0 |
| ITEM 12 Number of Floors | 47 | 0 | 0 |
| ITEM 13 Gross Area | 47 | 0 | 0 |
| ITEM 14 Actual Capital Investment | 47 | 0 | 0 |
| ITEM 15 Building Perimeter | 47 | 0 | 0 |
| ITEM 17 Record Identification | 47 | 0 | 0 |
| | | | |
| TOTAL Report Records | 47 | | |
| CONTROL TOTAL | 47 | DISCREPANCY | 0 |
| Total Recs on Db | 47 | | |
| Number Of Non-Unique/ Duplicated Id's | 0 | | |
| Number Of Duplicate Records | 0 | | |
| Number Of Relative Duplicate Questionabl | 0 | | |
| Number Of Relative Duplicate Error | 0 | | |
| Total Error Recs on Db | 2 | | |
| Total Questionable Recs on Db | 0 | | |
| Total Non Error Records on Db | 45 | | |
| Total Rejected Records | 0 | | |

STUDENT NUMBER CHANGE REPORT
CBM00N

The Texas Education Code, Sections 54.068 and 61.0595, sets an undergraduate funding limit for universities and health-related institutions equal to length of degree plus 45 semester credit hours. The limit applies to students who first enroll in an institution of higher education in the 1999 fall semester and later. The academic semester credit hours attempted at community, technical, and state colleges affect this limit. In order for the Coordinating Board to maintain a database indicating the number of hours an eligible undergraduate student has accumulated toward the limit, student identifying numbers (social security numbers), birth dates, and gender must be as accurate as possible. These changes can be submitted through the electronic data transfer system using the format identified in this report.

When the current change is applied to the database at the Coordinating Board, any number that generates a conflict with a student number that already exists on the database, will require that a copy of the student's social security card be sent to the Educational Data Center so conflicts can be resolved.

The CBM00N database is operational. This report can be submitted at any time. The date that the CB applies the change will be maintained in the database.

HRI Student Number Change Report (CBM00N)

INSTRUCTIONS FOR STUDENT NUMBER CHANGE REPORT

Item #1 Record Code. Always enter 'N'.

Item #2 Institution Code. Enter FICE Code of the institution (see Appendix A).

NOTE: All three items: student number, birth date, and gender will be used to uniquely identify a student. All three items of the prior number must match to a record in the database before the current number will be used as a replacement.

Item #3 Current Student Identification Number. Enter the current Social Security Number of the student. This should not be an assigned identification number except in infrequent occasions.

Item #4 Current Date of Birth. Enter all four digits of the year and the month and day of birth of the student in format YYYYMMDD.

YYYY = Year MM = Month DD = Day

Item #5 Current Gender. Enter the gender of the student.

M = Male F = Female

Item #6 Prior Student Identification Number. Enter the prior identifying number of the student. If the student identifier did not change, it will be the same as the current student identifier.

Item #7 Prior Date of Birth. Enter all four digits of the year and the month and day of birth of the student in format YYYYMMDD. If the birthday did not change, enter the current date of birth to uniquely identify to which student the change applies.

YYYY = Year MM = Month DD = Day

Item #8 Prior Gender. Enter the gender of the student. If the gender of the student did not change, enter the current gender to uniquely identify to which student the change applies.

M = Male F = Female

Item #9 Last Name. Enter up to 20 characters of the student's current last name.

Item #10 First Name. Enter the first 10 digits of the student's first name.

Item #11 Middle Initial. Enter the initial of the student's middle name.

HRI Student Number Change Report (CBM00N)

DATA PROCESSING RECORD LAYOUT

| | | <u>Beginning Position</u> | <u>Length</u> |
|----------|---|-------------------------------|---------------|
| Item #1 | Record Code - Always 'N' | 1 | 1 |
| Item #2 | Institution Code - FICE - Numeric | 2 | 6 |
| Item #3 | Current Student Identification Number - Numeric | 8 | 9 |
| Item #4 | Current Date of Birth - YYYYMMDD - Numeric | 17 | 8 |
| Item #5 | Current Gender - 'M' or 'F' | 25 | 1 |
| Item #6 | Prior Student Identification Number - Numeric | 26 | 9 |
| Item #7 | Prior Date of Birth - YYYYMMDD - Numeric | 35 | 8 |
| Item #8 | Prior Gender - 'M' or 'F' | 43 | 1 |
| Item #9 | Last Name - Alpha | 44 | 20 |
| Item #10 | First Name - Alpha | 64 | 10 |
| Item #11 | Middle Name Initial - Alpha or blank | 74 | 1 |

RESIDENTS/FELLOWS REPORT CBM00R

Health-related institutions and certain private independent organizations report medical/dental residents and postdoctoral/research fellows to the Coordinating Board for purposes of data collection. The records for all components of the health-related institution will be submitted as one report under the FICE code of the health science center. The categories of data collected are as follows:

- Residents
 - Medical
 - Dental
 - Pharmacy
- Postdoctoral/Research Fellows
 - Biomedical Science
 - Allied Health
 - Public Health
 - Nursing

The majority of data collection relates to Medical Residents. These data are used for verification purposes, input for determining Health-Related Institutions' Graduate Medical Education and Infrastructure Formula funding, and for allocation of GME funds trusted to the Coordinating Board.

The terms Graduate Medical Education and Residency are interchangeable and describe the final stage of formal education a physician must complete prior to receiving state licensure, entering independent practice, and obtaining board certification in a medical specialty area. Residency training is a three to seven year process of focused education and training offered by nationally accredited programs, typically in large hospital settings. Residency programs are accredited nationally either by the Accreditation Council for Graduate Medical Education (ACGME) or the American Osteopathic Association (AOA), depending on whether the residency program accepts MD and/or DO-trained physicians.

The term Postdoctoral/Research Fellow refers to individuals who have earned a PhD and are continuing their training or research at a health-related institution.

Institutions will submit their data to the CBM system once a year. This process will replace the multiple data submissions that have been done for these data in past years.

These data are used to support health-related institutions' formula calculations in the following areas:

For GME funding purposes:

- **GME Resident counts** – Used as input into the Graduate Medical Education formulas for the health-related institutions' appropriation requests. The appropriations related to this request are detailed as follows:

HRI Residents/Fellows Report (CBM00R)

- **Formula Funding - Graduate Medical Education** – Appropriations for state health-related institutions
- **Trusted Funding - Graduate Medical Education** – Appropriations for Coordinating Board trusted programs
 - Graduate Medical Education for Baylor College of Medicine
 - Graduate Medical Education for Independent Residency Programs
 - Family Practice Residency Program
 - Primary Care Residency Program

For Infrastructure funding purposes:

- **GME Resident and Postdoctoral/Research Fellows counts** – Used as input into the health-related institutions' Space Model. The output of the Space Model is used as input for calculating the Infrastructure Formula for the Infrastructure appropriations request. These counts include only the state public health-related institutions. The appropriations related to this request are bill pattern appropriations labeled as Infrastructure – E & G Space Support.

The reporting of data is dependent upon each institution/organization and the programs it offers. Appendix J provides a table of allowable categories for data submissions for each institution/organization. These categories are used to track the programs offered by each institution and mirror allowable data entry categories used for the Instruction and Operations formula.

Data will be submitted electronically in the prescribed format described in this manual on page 0.3.

Timing Considerations for Reporting Data

All institutions/organizations must report headcount and related information on residents as of September 1 of each year. Each institution/independent organization must have its data show a "Certified" status by October 15 of each year in order to have its count included in the formula funding calculations. Failure to achieve a "Certified" status could result in loss of formula funding appropriations.

In accordance with Coordinating Board policy, any request for waiver of the October 15 deadline should be submitted by the institution/organization President or Chief Executive Officer in writing to Susan Brown, Assistant Commissioner, for approval. In order for a waiver to be approved, the letter must provide substantive reasons for granting the request.

The October reporting date is a change from the June 30 (June 15 for Baylor College of Medicine) reporting date for GME residents. This change in methodology is necessary to align the GME Resident and Postdoctoral/Research Fellows data collection with timings currently used in the CBM reporting system.

HRI Residents/Fellows Report (CBM00R)

Resident/Postdoctoral/Research Fellows Qualifications

The following qualifications apply to all GME residents and postdoctoral/research fellows reported:

- All required data fields must be submitted in order for a resident/postdoctoral/research fellow to be counted for formula funding. Do not include residents/fellows with Doctor of Chiropractic (DC) or Doctor of Optometry (OD) degrees.
- A given resident/postdoctoral/research fellow that is an enrolled student is reported on the CBM001 Student Report, and should not be reported on the CBM00R. That individual will be counted on the CBM001 report.
- A given resident/postdoctoral/research fellow can only be claimed and reported by one institution/organization for a given year. No duplicate reporting will be allowed. Any duplication in reporting is the responsibility of each institution/organization to resolve. The data collection system will consider the first reporting of a resident/postdoctoral/research fellow as the authorized entry. Any subsequent reporting of the same person by another institution/organization will be flagged as an error. If the first reporting is in error, it is the responsibility of the first institution/organization reporting that person to remove it from its list so another institution/organization may report that person.
- For GME residents, only MDs or DOs that are enrolled in residency programs affiliated with either the Accreditation Council for Graduate Medical Education (ACGME) for MDs or the American Osteopathic Association (AOA) for DOs will be accepted.
- Only postdoctoral/research fellows that have earned a PhD will be accepted.
- Only certain degrees are eligible to be counted in a given category. If an ineligible degree is reported for a category, it will be rejected. The following table outlines the required degree selection for each category.
 - Residents
 - Medical – MD or DO or MDPHD
 - Dental – BDS or DDS or DMD or DDSPHD
 - Pharmacy – PHARMD
 - Postdoctoral/Research Fellows
 - Biomedical Science – PHD or DVM
 - Allied Health – PHD or DPT or AUD
 - Public Health – PHD or DRPH
 - Nursing – PHD or DNP
- The maximum number of years that a resident/postdoctoral/research fellow can be reported is seven. Residents/postdoctoral/research fellows whose total of

HRI Residents/Fellows Report (CBM00R)

“Prior Cumulative Residency/Research Years” plus “Year Level of Individual in Current Residency/Research Program” exceeds seven years will be rejected.

- Residents or postdoctoral/research fellows whose school of graduation appears on the Coordinating Board’s list of “Institutions Whose Degrees are Illegal to Use in Texas” will not be considered in the counts used for formula funding purposes. This list can be viewed on the Coordinating Board’s website at <http://www.thecb.state.tx.us/AAR/PrivateInstitutions/NoTX.cfm>.

Institution/Organization Point of Contact

Each health-related institution or other independent organization will designate a specific person to be the primary contact for handling all communication regarding this data with the Texas Higher Education Coordinating Board. The person assigned to be the primary contact needs to be of a level and position that can effectively deal with the respective units of your institution/organization to compile the data required and be responsible for answering any questions in its regard.

It is the responsibility of the institution/organization to provide revised information to the Coordinating Board whenever a change is made in the point of contact. The Coordinating Board is not responsible for missed data submission deadlines due to use of point of contact information that is no longer current or has not been updated.

The following point of contact information is required:

- Name and Title
- Department
- Institution/Organization Name
- Mailing Address
- Email Address
- Telephone Number

Send the required contact information to Torca Bunton in the Educational Data Center of the Texas Higher Education Coordinating Board at Torca.Bunton@thecb.state.tx.us.

Contact Ed Buchanan, Program Director in the Division of Planning and Accountability, with general questions and concerns at Ed.Buchanan@thecb.state.tx.us.

HRI Residents/Fellows Report (CBM00R)

INSTRUCTIONS FOR RESIDENTS/FELLOWS REPORT

- Item #1 Record Code. Always enter 'R'.
- Item #2 Institution Code. Enter the six-digit FICE code of the health-related institution or independent organization. See Appendix A.
- Item #3 Individual Identification Number. Enter the social security number of the resident or fellow.
- Item #4 Reporting Category. Enter the appropriate code for the type of program.

- 00 Medical Residents
- 05 Dental Residents
- 10 Pharmacy Residents
- 15 Biomedical Science Postdoctoral/Research Fellows
- 20 Allied Health Postdoctoral/Research Fellows
- 25 Public Health Postdoctoral/Research Fellows
- 30 Nursing Postdoctoral/Research Fellows

- Item #5 Gender. Enter the gender of the resident or fellow.

M = Male F = Female

- Item #6 Ethnic Origin. Enter the code indicating the ethnic origin of the resident or fellow.

- 1 White-Non-Hispanic
- 2 Black-Non-Hispanic
- 3 Hispanic
- 4 Asian or Pacific Islander
- 5 American Indian or Alaskan Native
- 6 International/Non-Resident Alien
- 7 Unknown/Not Reported

NOTE: International/Non-Resident Alien. A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.

Resident Alien. A non-citizen who has been lawfully admitted for permanent residence is to be reported in the appropriate racial/ethnic categories along with United States citizens.

- Item #7 First Name. Enter the first name of the resident or fellow, left justified.
- Item #8 Middle Initial. Enter the middle initial of the resident or fellow.
- Item #9 Last Name. Enter the last name of the resident or fellow, left justified.

HRI Residents/Fellows Report (CBM00R)

Item #10 Degree. Enter the degree of the resident or fellow, left justified.

| | |
|--------|---|
| AUD | Doctor of Audiology |
| BDS | Bachelor of Dental Science |
| DDS | Doctor of Dental Surgery |
| DDSPHD | Doctor of Dental Surgery/Terminal Doctoral Degree |
| DMD | Doctor of Dental Medicine |
| DNP | Doctor of Nursing Practice |
| DO | Doctor of Osteopathy |
| DPT | Doctor of Physical Therapy |
| DRPH | Doctor of Public Health |
| DVM | Doctor of Veterinary Medicine |
| MD | Medical Doctor |
| MDPHD | Medical Doctor/Terminal Doctoral Degree |
| PHARMD | Pharmacy Doctorate |
| PHD | Terminal Doctoral Degree |

Item #11 Unused.

Item #12 Type of License. Enter the code for the type of license held. Codes are unique to each type of degree; left justify. Not required for DRPH or PHD degrees.

If degree is AUD, then report:

LAU Texas State Board of Examiners for Speech-Language Pathology
and Audiology licensed Audiologist

If degree is BDS, DDS, DMD, or DDSPHD, then report:

LD Texas State Board of Dental Examiners licensed Dentist
NL No License
OOS Out-of-State License

If degree is DNP, then report:

LRN Texas Board of Nursing licensed Registered Nurse

If degree is DO, MD, or MDPHD, then report:

TML Texas Board of Medical Examiners fully-licensed Doctor
BP1 Texas Board of Medical Examiners Basic Permit 1
BP2 Texas Board of Medical Examiners Basic Permit 2
BP3 Texas Board of Medical Examiners Basic Permit 3
BP4 Texas Board of Medical Examiners Basic Permit 4
BP5 Texas Board of Medical Examiners Basic Permit 5
TP1 Texas Board of Medical Examiners Temporary Permit 1
TP2 Texas Board of Medical Examiners Temporary Permit 2
IP Institutional Permit
MDN No License – MD only

If degree is DPT, then report:

LPT Texas Executive Council of Physical Therapy & Occupational
Therapy Examiners licensed Physical Therapist

HRI Residents/Fellows Report (CBM00R)

If degree is DVM, then report:

- LV Texas State Board of Veterinary Medical Examiners licensed Veterinarian
- NL No License

If degree is PHARMD, then report:

- LP Texas State Board of Pharmacy licensed Pharmacist
- NL No License (due to testing delays)

Item #13 Program Code. Enter the appropriate ten-digit code for the medical residency program. See Appendix K. Required for medical residents only. Leave blank if not applicable.

Note: The Program Code list is updated by the Coordinating Board in July of every year. Should you encounter a resident that is in an approved ACGME or AOA program that is not on the Program code listing, please contact the Coordinating Board and request that it be added.

Item #14 Residency/Research Program Length. Enter the code that corresponds with the total number of years for the current program. **Note:** This field is not reported for Medical Residents since the program length for Medical Residents is obtained from the ACGME or AOA. Enter zero for Medical Residents.

- | | | | |
|---|-------------|---|-------------|
| 1 | One year | 5 | Five years |
| 2 | Two years | 6 | Six years |
| 3 | Three years | 7 | Seven years |
| 4 | Four years | | |

NOTE: The following note applies to Items #15 and #16. The sum of Items #15 and #16 cannot exceed 6. The Coordinating Board will add one year to the total for the current year. The record will be flagged as an error if the sum of Items #15 and #16 plus 1 is greater than 7. Item #15 plus 1 cannot exceed the program length in Item #14.

Item #15 Years Completed in Current Residency/Research Program. Enter the cumulative number of years completed for the current program at the current institution. If the current year is the first year in the currently reported program (regardless of program level) at your institution for this resident (Item #13), enter 0.

- | | | | |
|---|-------------|---|------------|
| 0 | No years | 4 | Four years |
| 1 | One year | 5 | Five years |
| 2 | Two years | 6 | Six years |
| 3 | Three years | | |

HRI Residents/Fellows Report (CBM00R)

Item #16 Prior Cumulative Residency/Research Years. Enter the code that corresponds with the cumulative number of residency years at any institution, including the current institution, in all programs that the resident/fellow had completed **prior** to admission to the current resident/research program.

| | | | |
|---|----------------|---|------------|
| 0 | No prior years | 4 | Four years |
| 1 | One year | 5 | Five years |
| 2 | Two years | 6 | Six years |
| 3 | Three years | | |

Item #17 Medical School of Graduation. Enter the five-digit code of the medical school from which the resident graduated, leading zeros. Required for medical residents only; leave blank if not applicable. See Appendix L.

Item #18 Date of Medical School Graduation. Enter the four-digit year and two-digit month in which the resident graduated from medical school. Required for medical residents only; leave blank if not applicable.

YYYYMM

Item #19 Non-disclosure. Enter a '2' to indicate that the individual resident or fellow has notified the institution/organization of his/her refusal to have "directory information" disclosed; else zero fill.

Item #20 Reporting Period. Always enter '5' for annual report.

Item #21 Year of Report. Enter the four-digit academic year the report covers using an 'as of' date of September 1.

YYYY

Example: For 2007-2008 academic year (as of September 1, 2007) enter '2007'.

Item #22 License/Permit Number or Institutional Permit Number. Enter the license/permit number or an institutional permit number, left-justified. Not required for DRPH or PHD degrees. Leave blank if not applicable.

If BDS, DDS, DMD, DDSPHD, DVM and no license, or MDN, leave blank.

Item #23 State of License. Enter the two-letter U. S. Postal Service abbreviation for the state from which the license was issued.

REPORTING EXAMPLES

The following examples are provided to explain Items #15 and #16.

1. Resident A has completed three years of residency training in two previous programs prior to the current program Resident A is undertaking at the current institution. Resident A has been admitted to the Medical Genetics program, a four-year program. Due to the resident's prior experience, the resident has been admitted into the fourth year of the Medical Genetics program.

Item #13 1304821012

Item #14 4 (length of current program)

Item #15 0 (The resident has not completed any years of the program at the current institution.)

Item #16 3 (These three years of prior residency training could have been in any program at any other institution or the current institution; it doesn't matter. It doesn't matter whether or not a resident completed all years of the two prior programs or not. The key data item sought is the fact that the resident did complete three prior residency years before joining the current program.)

$0 + 3 + 1 = 4$ years for edit evaluation; the resident is accepted

2. Resident B is admitted to the Medical Genetics program at the current institution. Resident B is in year level 3 of the program having completed years one and two of this program at the current institution. The number of residency years for Resident B in prior programs was 3 years.

Item #13 1304821012

Item #14 4 (length of current program)

item #15 2 (The resident has completed two years of the program at the current institution.)

Item #16 3 (The resident completed three years of prior residency.)

$2 + 3 + 1 = 6$ years for edit evaluation; the resident is accepted

3. Resident C is admitted to the Medical Genetics program at the current institution. Resident C is in year level 3 of the program having completed years one and two of the program at the current institution. The number of resident years for Resident C in prior programs was 5 years.

Item #13 1304821012

Item #14 4 (length of current program)

Item #15 2 (The resident has completed two years of the program at the current institution.)

Item #16 5 (The resident completed five years of prior residency.)

$2 + 5 + 1 = 8$ years for edit evaluation; the resident is rejected (over 7 years)

HRI Residents/Fellows Report (CBM00R)

4. For postdoctoral/research fellows, use the following scenario if there is no established program length.

Item #13 blank (since this is not a medical residency program)

Item #14 1 (Use as the default for length of the current program.)

Item #15 0 (Use as the default for years completed in current program.)

Item #16 4 (The fellow completed 4 prior years in all programs.)

$0 + 4 + 1 = 5$ years for edit evaluation; the fellow is accepted

HRI Residents/Fellows Report (CBM00R)

DATA PROCESSING RECORD LAYOUT AND FIELD REQUIREMENTS

| Item Number | Field Name | Field Type | Beginning Position | Length | R = Required N/A = Not Collected from Institution O = Optional | | | | | | |
|-------------|-------------------------------|--------------|--------------------|--------|--|--------|----------|-------------------------------|---------------|---------------|---------|
| | | | | | Residents | | | Postdoctoral/Research Fellows | | | |
| | | | | | Medical | Dental | Pharmacy | Biomed Sci | Allied Health | Public Health | Nursing |
| | | | | | | | | | | | |
| | | | | | 00 | 05 | 10 | 15 | 20 | 25 | 30 |
| 1 | Record Code - Always 'R' | Alpha | 1 | 1 | R | R | R | R | R | R | R |
| 2 | Insitution Code | Numeric | 2 | 6 | R | R | R | R | R | R | R |
| 3 | Individual ID Number | Alphanumeric | 8 | 9 | R | R | R | R | R | R | R |
| 4 | Reporting Category | Numeric | 17 | 2 | R | R | R | R | R | R | R |
| 5 | Gender | Alpha | 19 | 1 | R | R | R | R | R | R | R |
| 6 | Ethnic Origin | Numeric | 20 | 1 | R | R | R | R | R | R | R |
| 7 | First Name | Alpha | 21 | 10 | R | R | R | R | R | R | R |
| 8 | Middle Initial | Alpha | 31 | 1 | R | R | R | R | R | R | R |
| 9 | Last Name | Alpha | 32 | 20 | R | R | R | R | R | R | R |
| 10 | Degree | Alpha | 52 | 6 | R | R | R | R | R | R | R |
| 11 | Unused | | 58 | 5 | | | | | | | |
| 12 | Type of License | Alphanumeric | 63 | 3 | R | R | R | N/A | N/A | N/A | R |
| 13 | Program Code | Numeric | 66 | 10 | R | N/A | N/A | N/A | N/A | N/A | N/A |
| 14 | Program Length | Numeric | 76 | 1 | N/A | R | R | R | R | R | R |
| 15 | Year Level In Current Program | Numeric | 77 | 1 | R | R | R | R | R | R | R |
| 16 | Prior Cumulative Years | Numeric | 78 | 1 | R | R | R | R | R | R | R |
| 17 | Medical School of Graduation | Numeric | 79 | 5 | R | N/A | N/A | N/A | N/A | N/A | N/A |
| 18 | Date of Medical School Grad | Numerica | 84 | 6 | R | N/A | N/A | N/A | N/A | N/A | N/A |
| 19 | Non-disclosure | Numeric | 90 | 1 | R | R | R | R | R | R | R |
| 20 | Reporting Period - Always '5' | Numeric | 91 | 1 | R | R | R | R | R | R | R |
| 21 | Year of Report | Numeric | 92 | 4 | R | R | R | R | R | R | R |
| 22 | License/Permit Number | Alphanumeric | 96 | 12 | R | R | R | N/A | N/A | N/A | R |
| 23 | State of License | Alpha | 108 | 2 | R | R | R | N/A | N/A | N/A | R |

Eligible Degree for given Category:

| | | | | | | |
|-------|--------|--------|-----|-----|------|-----|
| MD | DDS | PharmD | PhD | Phd | PhD | PhD |
| DO | DMD | | DVM | DPT | DrPH | DNP |
| MDPhD | DDSPHD | | | AuD | | |

HRI Residents/Fellows Report (CBM00R)

QUESTIONABLE AND ERROR VALUES

The following values are used in the Coordinating Board's edit program to determine Questionable and Error Values of each element.

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|-------------------------|---------------------------|--|
| 1. Record Code | N/A | Any value except 'R' |
| 2. Institution Code | N/A | Must match value on header record and be on the list of valid FICE codes |
| 3. Individual ID Number | Alpha characters | Blank or special characters; if on CBM001 and CBM00R |
| 4. Reporting Category | N/A | Blank or special characters; not 00 if Item #10 = DO, MD, or MDPHD; not 05 if Item #10 = BDS, DDS, DMD, or DDSPHD; not 10 if Item #10 = PHARMD; not 15 if Item #10 = PHD or DVM; not 20 if Item #10 = PHD, DPT, or AUD; not 25 if Item #10 = PHD or DRPH; not 30 if Item #10 = PHD or DNP; not 15, 20, 25, or 30 if Item #12 = MDN |
| 5. Gender | N/A | Any value except 'M' or 'F' |
| 6. Ethnic Origin | N/A | Any value other than '1'-'7' |
| 7. First Name | N/A | Blank or numerical |
| 8. Middle Initial | N/A | N/A |
| 9. Last Name | N/A | Blank or numerical |
| 10. Degree | N/A | Blank or any value not on list of approved degrees; not MD, DO, or MDPHD when Item #4 = 00; not BDS, DDS, DMD, or DDSPHD when Item #4 = 05; not PHARMD when Item #4 = 10; not PHD, DVM, or MD when Item #4 = |

HRI Residents/Fellows Report (CBM00R)

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|-----------------------------|---------------------------|---|
| | | 15; not MD, PHD, DPT, or AUD when Item #4 = 20; not MD, PHD, or DRPH when Item #4 = 25; not MD, PHD, or DNP when Item #4 = 30 |
| 11. Unused | N/A | N/A |
| 12. Type of License | N/A | Value other than LAU if Item #10 = AUD; value other than LD, NL, or OOS if Item #10 = BDS, DDS, DDSPHD, or DMD; value other than LRN if Item #10 is = DNP; value other than TML, BP1-BP5, TP1, TP2, or IP if Item #10 = MD, DO, or MDPHD; value other than MDN if item #10 = MD and Item #4 = 15, 20, 25, or 30; value other than LPT if Item #10 = DPT; value other than LV or NL if Item #10 = DVM; value other than LP or NL if Item #10 = PHARMD; not blank if Item #10 = PHD or DRPH |
| 13. Program Code | N/A | Not on program file; blank if Item #4 = 00 |
| 14. Program Length | N/A | Any value other than '1'-'7'; not 0 if Item #4 = '00' |
| 15. Yrs Completed Curr Prog | N/A | Any value other than '0'-'6'; sum of Item #15 and #16 + 1 > 7; sum of Item #15 + 1 > Item #14 |
| 16. Prior Cum Years | N/A | Blank or any value other than '0'-'6'; sum of Item #15 and #16 + 1 > 7; if value of '0' and prior training required = 'y' |
| 17. Med Sch of Graduation | N/A | Not on medical school list; blank if Item #4 = 00 |

HRI Residents/Fellows Report (CBM00R)

| <u>ITEM NUMBER</u> | <u>QUESTIONABLE VALUE</u> | <u>ERROR VALUE</u> |
|---------------------------|---------------------------|--|
| 18. Date of Med Sch Grad | N/A | Month < 01 or > 12; month not > 08 if year = Item #21; blank if Item #17 filled in |
| 19. Non-disclosure | N/A | Any value except '0' or '2' |
| 20. Reporting Period | N/A | Any value except '5' |
| 21. Year of Report | N/A | Must match value on header record |
| 22. License/Permit Number | N/A | Blank unless Item #10 is DRPH or PHD; blank unless Item #12 is NL or MDN and Item #10 is BDS, DDS, DMD, DDSPHD, DVM, or MD |
| 23. State of License | N/A | Blank unless Item #10 is DRPH or PHD; blank unless Item #12 is NL and Item #10 is BDS, DDS, DMD, DDSPHD, or DVM |

DISCREPANCY: The number of records received in each submission is compared to the number in the trailer record (control total). The difference is shown on the edit report as a discrepancy.

HRI Residents/Fellows Report (CBM00R)

CBM00R EDIT SUMMARY FROM SAMPLE REPORTING INSTITUTION 003304 2007

| | | NORMAL RANGE | QUESTIONABLE | ERROR VALUES |
|--------------------------------|----------------------------|--------------|--------------|--------------|
| ITEM 1 | RECORD CODE | 500 | 0 | 0 |
| ITEM 2 | INSTITUTION CODE | 500 | 0 | 0 |
| ITEM 3 | INDIVIDUAL ID NUMBER | 500 | 0 | 0 |
| ITEM 4 | REPORTING CATEGORY | 499 | 0 | 1 |
| ITEM 5 | GENDER | 500 | 0 | 0 |
| ITEM 6 | ETHNIC ORIGIN | 500 | 0 | 0 |
| ITEM 7 | FIRST NAME | 500 | 0 | 0 |
| ITEM 8 | MIDDLE INITIAL | 500 | 0 | 0 |
| ITEM 9 | LAST NAME | 500 | 0 | 0 |
| ITEM 10 | DEGREE | 499 | 0 | 1 |
| ITEM 11 | UNUSED | 500 | 0 | 0 |
| ITEM 12 | TYPE OF LICENSE | 499 | 0 | 1 |
| ITEM 13 | PROGRAM CODE | 500 | 0 | 0 |
| ITEM 14 | PROGRAM LENGTH | 500 | 0 | 0 |
| ITEM 15 | YRS COMPLETED CURRENT PROG | 499 | 0 | 1 |
| ITEM 16 | PRIOR CUM YEARS | 499 | 0 | 1 |
| ITEM 17 | MED SCH OF GRADUATION | 500 | 0 | 0 |
| ITEM 18 | DATE OF MED SCH GRAD | 500 | 0 | 0 |
| ITEM 19 | NON-DISCLOSURE | 500 | 0 | 0 |
| ITEM 20 | REPORTING PERIOD | 500 | 0 | 0 |
| ITEM 21 | YEAR OF REPORT | 500 | 0 | 0 |
| ITEM 22 | LICENSE/PERMIT NUMBER | 500 | 0 | 0 |
| ITEM 23 | STATE OF LICENSE | 500 | 0 | 0 |
| TOTAL CBM00R RECORDS PROCESSED | | | 500 | |
| CONTROL TOTAL | | | 500 | |
| DISCREPANCY | | | 0 | |
| NUMBER OF DUPLICATE RECORDS | | | 1 | |

HRI Residents/Fellows Report (CBM00R)

THE TEXAS HIGHER EDUCATION COORDINATING BOARD
HR-CBM00R SUMMARY OF DATA FROM DATE: 10/01/2007
SAMPLE REPORTING INSTITUTION 003304 2007

| | | |
|-------------------------|-----|-----|
| Reporting Category | | |
| Medical Residents | 235 | |
| Dental Residents | 42 | |
| Pharmacy Residents | 13 | |
| Biomedical Fellows | 119 | |
| Allied Health Fellows | 20 | |
| Public Health Fellows | 5 | |
| Nursing Fellows | 65 | |
| Total | | 499 |
| Gender | | |
| Male | 250 | |
| Female | 250 | |
| Total | | 500 |
| Ethnic Origin | | |
| White | 198 | |
| Black | 130 | |
| Hispanic | 112 | |
| Asian | 42 | |
| Indian | 5 | |
| International | 13 | |
| Unknown | 0 | |
| Total | | 500 |
| Degree | | |
| AUD | 25 | |
| BDS | 0 | |
| DDS | 42 | |
| DDSPHD | 0 | |
| DMD | 0 | |
| DNP | 65 | |
| DO | 45 | |
| DPT | 54 | |
| DRPH | 5 | |
| DVM | 0 | |
| MD | 190 | |
| MDPHD | 0 | |
| PHARMD | 13 | |
| PHD | 60 | |
| Total | | 499 |
| Yrs Completed Curr Prog | | |
| 1 Year | 65 | |
| 2 Years | 35 | |
| 3 Years | 92 | |
| 4 Years | 130 | |
| 5 Years | 22 | |
| 6 Years | 51 | |
| 7 Years | 104 | |
| Total | | 499 |

HRI Residents/Fellows Report (CBM00R)

Type of License

| | | |
|-----------------------------|-----|-----|
| Licensed Audiologist | 0 | |
| TBME Licensed Doctor | 105 | |
| TBME Basic Permit 1 | 259 | |
| TBME Basic Permit 2 | 63 | |
| TBME Basic Permit 3 | 5 | |
| TBME Basic Permit 4 | 1 | |
| TBME Basic Permit 5 | 0 | |
| TBME Temporary Permit 1 | 0 | |
| TBME Temporary Permit 2 | 0 | |
| TBME Institutional Permit | 0 | |
| Licensed Dentist | 0 | |
| Licensed Pharmacist | 13 | |
| Licensed Physical Therapist | 0 | |
| Licensed Registered Nurse | 54 | |
| Licensed Veterinarian | 0 | |
| No License | 0 | |
| Out-of-State License | 0 | |
| Total | | 500 |
| Non-Disclosure | 5 | |

Note: Totals are net errors

HRI Residents/Fellows Report (CBM00R)

2007

TEXAS HIGHER EDUCATION COORDINATING BOARD
 INITIAL EDIT OF HR-CBM00R DATE
 SAMPLE REPORTING INSTITUTION

DATE 10/01/2007

PAGE 1

| ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | ITEM | REMARKS |
|-----------|------|------|------|------|------|-------|------|------|------|------------|------|------|------|-------|--------|------|------|------|-------|------|------|---------|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | |
| 666778888 | 05 | F | 3 | JANE | C | SMITH | DPT | | DDS | 1234567890 | 6 | 2 | 4 | 44444 | 200306 | 0 | 5 | 2007 | 77889 | TX | | |
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| | | | | | | | | | | | | *** | *** | | | | | | | | | |

***ERROR = ID NUMBER ON CBM001

ITEMS IN ERROR ARE INDICATED BY (*), QUESTIONABLE BY (-)