



Office of Institutional Research



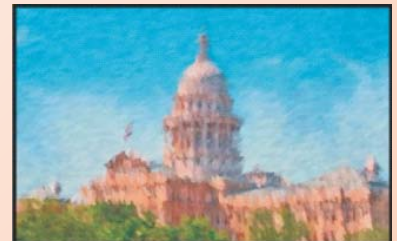
University
of Houston
Clear Lake

LBB Annual Measures for FY 2011, Session 81R - 2nd Period

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**University of Houston-Clear Lake
Office of Institutional Research**

LBB Annual Measures, for FY 2011, Session 81R - 2nd Period

Due Date: November 1, 2011

Data submitted April 1, 2011 uses Fall 2011 data - April 1, 2010 uses Fall 2009 data - April 1, 2009 uses Fall 2008 data - April 1, 2008 data used Fall 2007 data

Data for the academic year uses Fall 2010, Spring 2011, and Summer 2011

Exp of Var = Explanation of Variance

Target	Oct. 31, 2011 (submitted)	April 1, 2011 (submitted)	Source	Outcome #	Detailed Description of Data Elements
				GOAL 1: INSTRUCTIONS/OPERATIONS	
	fy 2011			Objective 1: Provide Instructional and Operations Support	
13.7%	13.1%		Annual Financial Report (John Cordary)	Outcome 11	Amount Expended for Administrative Costs as a Percent of Operating Budget
variance	95.26%			Exp of Var	UH-Clear Lake, a nationally accredited, upper-level university, partnered with the City of Pearland to bring career-building higher education to the Pearland community. We opened our new beautiful Pearland campus in fall 2010. The increase indicated in administrative cost is due to anticipated administrative need and operational support for the new facility. Note: no explanation needed for fy 2011
93.3%	94.5%		(Sum of CBM006 SCH)/ (Sum of CBM004 SCH) Use all semesters from prior FY	Outcome 16	Percent of Semester Credit Hour Courses Completed; The total number of semester credit hours for which students are enrolled on the last day of the semester divided by the number of semester credit hours for which students were enrolled on the 12th class day for the fall and spring semesters or the appropriate census day for summer sessions. Include all curriculum areas and all semesters. For Fall 2010 submission use FY 2010 data.
93.2%	95.3%		SOE (Nanette Hutchison)-- IR provides a list of graduates which is used to calculate the rate - created a query for Nanette PEGGY_GRADUATION_NEW_SEPT_08 which she audits - this query is merged to the CBM-009 for fy 2009. Data file is filtered to only contain undergrads and non-BUS school.	Outcome 17	Certification Rate of Teacher Education Graduates (formerly Pass Rate of State Education EXCET Exam)
variance	102.25%			Exp of Var	No explanation required
50.0%	34.3%		Graduating Student Survey did not provide an adequate sample; a PS query was used that identifies these students as listed on the application in the stndt_grps table where 1GEN = a first generation student - these figures are expected to increase.	Outcome 19	Percent of Baccalaureate Graduates Who Are First Generation College Graduates. Past data gathering methods limit the indicator to only those students who graduate. Does not account for first generation students who have not yet graduated, who may be in need of enhanced student services. Data will be collected from question on the graduation application, or other similar means. The number of students receiving a baccalaureate degree whose parents did not graduate from college divided by the total number of graduating baccalaureate students. The question should be posed in the following manner: Did either of your parents (or legal guardians) graduate from college? YES NO
variance	68.60%			Exp of Var	Data for this indicator fluctuates, but continued increases are expected with the growing population increases and diversity projected for the region that surrounds the institution. UHCL continues to grow in the number of Hispanic students we serve and this indicator should increase in time. A query is used that collects this information based on student declared input on their application form.
\$0.70	\$1.40		Annual Financial Report (John Cordary)	Outcome 28	Dollar Amount of External or Sponsored Research Funds (in millions)
variance	200.00%		Research Initiatives	Exp of Var	UHCL received several large grants in FY11 which led to the increase in expenditures.
0.770%	2.8%		Annual Financial Report (John Cordary)	Outcome 29	External or Sponsored Research Funds as a Percent of State Appropriations

Target	Oct. 31, 2011 (submitted)	April 1, 2011 (submitted)	Source	Outcome #	Detailed Description of Data Elements
270.0	466.1%		Annual Financial Report (John Cordary)	Outcome 30	Amount of External Research Funds Expended as a Percentage of Funds Appropriated for Research
4-Year Completion Data					
76.0%	72.0%			Outcome 31	Percent of Full-time, Degree-seeking, Undergraduate Transfer Students Who Earn a Baccalaureate Degree Within four Academic Years. All first-time full-time (total SCH >=12) transfers. FY 2010 data were run using certified cbm-001 and cbm-009 data. FY 2010 = Fall 2006 (including Summer 2006 first-time students who also attended in the Fall) first-time, full-time cbm1 cohort merged to cbm9 Fall 2007 (graduates for Dec. 2006, May 2007 and Aug. 2007), cbm9 Fall 2008 (graduates for Dec. 2007, May 2008 and Aug. 2008), cbm9 Fall 2009 (graduates for Dec. 2008, May 2009 and Aug. 2009), and cbm9 Fall 2010 (graduates for Dec. 2009, May 2010 and Aug. 2010) data files. If student is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.
variance	94.74%		4-year completion	Exp of Var	At the University of Houston-Clear Lake we are finding that a greater percentage of our student population are employed and that new students are taking fewer hours and longer to graduate coupled with fewer full-time students compared to previous years - from 45% FT in Fall 2009 to 43% FT in Fall 2010. We will modify our target for next year to address this trend. UHCL is focused on successful outcomes for students. It is noted that this indicator increased somewhat from previous year data.
75.0%	72.9%		IR Data Files	Outcome 32	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Academic Years-- White First-time Full-time Transfers
75.0%	71.6%		IR Data Files	Outcome 33	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Academic Years-- Hispanic First-time Full-time Transfers
70.0%	67.6%		IR Data Files	Outcome 34	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Academic Years-- Black First-time Full-time Transfers
65.0%	71.2%		IR Data Files	Outcome 35	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within Four Academic Years-- Other First-time Full-time Transfers
2-Year Completion Data					
35.0%	31.3%		IR Data Files	Outcome 36	Percent of Full-time, Degree-seeking, Undergraduate Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years. All first-time full-time (total SCH >=12) transfers. FY 2010 data were run using certified cbm-001 and cbm-009 data. FY 2010 = Fall 2008 (including Summer 2008 first-time students who also attended in the Fall) first-time, full-time cbm1 cohort merged to cbm9 Fall 2009 (graduates for Dec. 2008, May 2009 and Aug. 2009) and cbm9 Fall 2010 (graduates for Dec. 2009, May 2010 and Aug. 2010) data files. If student is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.
variance	89.4%		2-year completion	Exp of Var	At the University of Houston-Clear Lake we are finding that a greater percentage of our student population are employed and that new students are taking fewer hours and longer to graduate coupled with a higher percent of part-time students compared to previous years. We will modify our target for next year to address this trend. Data for this indicator have somewhat decreased compared to last year. Note that typically in our School of Education students' take longer to graduate in Interdisciplinary Studies programs than 2 years, even if taking 12 hours.
35.0%	34.3%		IR Data Files	Outcome 37	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years-- White First-time Full-time Transfers
26.0%	22.0%		IR Data Files	Outcome 38	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years-- Hispanic First-time Full-time Transfers
22.0%	25.0%		IR Data Files	Outcome 39	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years-- Black First-time Full-time Transfers
33.0%	37.7%		IR Data Files	Outcome 40	Percent of Full-time, Degree-seeking Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years-- Other First-time Full-time Transfers

Target	Oct. 31, 2011 (submitted)	April 1, 2011 (submitted)	Source	Outcome #	Detailed Description of Data Elements
1-Year Retention Data					
85.0%	85.0%		IR Data Files	Outcome 41	Retention of Full-time, Degree-seeking, Undergraduate Transfer Students After one Academic Year. Percent of full-time, degree-seeking transfer students who enter in the fall semester with at least 60 accepted semester credit hours, who are still enrolled after one academic year. FY 2010 data were run using the certified cbm-001. FY 2010 = Fall 2009 (including Summer 2009 first-time students who also attended in the Fall) first time transfer, full-time (total SCH >=12) cbm1 cohort merged to cbm-001 Fall 2010 data file. If student graduated or is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.
variance	100.0%		1-year retention	Exp of Var	None required
83.0%	85.3%		IR Data Files	Outcome 42	Retention of Full-time, Degree-seeking Transfer Students After One Academic Year-- White Full-time Transfers.
85.0%	87.6%		IR Data Files	Outcome 43	Retention of Full-time, Degree-seeking Transfer Students After One Academic Year-- Hispanic Full-time Transfers
74.0%	79.5%		IR Data Files	Outcome 44	Retention of Full-time, Degree-seeking Transfer Students After One Academic Year-- Black Full-time Transfers
73.0%	80.3%		IR Data Files	Outcome 45	Retention of Full-time, Degree-seeking Transfer Students After One Academic Year-- Other Full-time Transfers
\$5,000.00	\$1,644.44		Usha Mathew / Cynthia Saltzman	Outcome 46	Total Net Book Value of Inventoried Property Lost or Stolen
0.0000%	0.010%		Usha Mathew / Cynthia Saltzman	Outcome 47	Percent of Total Inventoried Property Reported as Lost or Stolen
0.0000%	0.0%		Dion McInnis	Outcome 48	The percent of endowed professorships chairs that were vacant for all or part of the fiscal year being reported.
0.0000%	0		Dion McInnis	Outcome 49	The average number of months endowed chairs are vacant.
				Exp of Var	The positions weren't filled because the performance of endowment investments did not provide sufficient return to fund the positions at the intended levels for the promised period of time.
Objective 1: Provide Instructional and Operations Support					
<i>Strategy 1: Operations Support</i>					
1,057	1,197		IR Data Files/CBM009 edit report	Output 1	Number of Undergraduate Degrees Awarded
510	675		IR Data Files/CBM009 edit report	Output 2	Number of Minority Graduates (TOTAL graduates) (includes Blacks, Hispanics and Native Americans)
Data submitted April 1, 2011 uses Fall 2010 data: April 1, 2010 uses Fall 2009 data: April 1, 2009 uses Fall 2008 data: April 1, 2008 data uses Fall 2007 data					
Target		Apr. 1, 2011 submitted			
783		772	THECB file (Janice McIver)	Output 4	Number of Community College Transfer Graduates
				Exp of Var	No explanation required
13.50		16.01	CBM-004 for student FTE; PREP online for faculty FTE - excluding TA's - calculated by THECB for higher accuracy - Used Bond Issue Data since THECB PREP is missing faculty section.	Explanatory 1	Faculty/Student Ratio - FTE Student (15/12/9 calc)/FTE Faculty - Used the TX Accountability System and the THECB reported figure for this year.

Target	Oct. 31, 2011 (submitted)	April 1, 2011 (submitted)	Source	Outcome #	Detailed Description of Data Elements
				Exp of Var	No explanation required
2,374		2,639		Explanatory 2	Number of Minority Students Enrolled (African Amer., Hispanic, Native Amer.)
				Exp of Var	No explanation required
2,990		3,288	THECB file (Janice Mclver)	Explanatory 3	Number of Community College Transfer Students Enrolled - undergraduates only - post-bacc are not included in the information from THECB.
				Exp of Var	No explanation required
GOAL 1: INSTRUCTIONS/OPERATIONS					
Objective 1: Provide Instructional and Operations Support					
<i>Strategy 3: Growth Supplement</i>					
59,242		64,716	CBM006	Explanatory 1	Number of Semester Credit Hours Completed
				Exp of Var	Due to increased enrollments (up 6%) and increased SCH (up 61.%)for Fall 2010, UHCL exceeded the target.
63,701		68,636	CBM004	Explanatory 2	Number of Semester Credit Hours
				Exp of Var	Due to increased enrollments (up 6%) and increased SCH (up 61.%)for Fall 2010, UHCL exceeded the target.
7,597		8,099	CBM001	Explanatory 3	Number of Students Enrolled as of the Twelfth Class Day
				Exp of Var	Due to increased enrollments (up 6%) and increased SCH (up 61.%)for Fall 2010, UHCL exceeded the target.
GOAL 2: INFRASTRUCTURE SUPPORT					
Objective 1: Operations/Maintenance					
<i>Strategy 1: E&G Space Support</i>					
27.60		29.0	CBM005 - THECB provides data	Efficiency 1	Space Utilization Rate of Classrooms (room type 110)
				Exp of Var	No explanation required
16.80		20.0	CBM005 - THECB provides data	Efficiency 2	Space Utilization Rate of Labs (room type 210)
				Exp of Var	No explanation required



Please note that targets are rough projections used for LBB purposes, and not necessarily representative of UHCL internal targets for enrollment/SCH. The LAR – Legislative Appropriations Request is submitted to Legislation every other year. However, Legislation will not always abide by what an institution submits / projects. Instead they often use what they refer to as an operating budget wish list or what they want an institution to obtain for budgetary purposes. The LAR is an attempt to provide our best estimate, but often the operating budget list overrides it.

University of Houston - Clear Lake
Office of Institutional Research
LBB Annual Measures, for FY 2011, Session 81 - 2nd Period

Data by School and by Program for Selected Measures



Data for the academic year 2011 uses Fall 2010, Spring 2011, and Summer 2011

Percent of Semester Credit Hour Courses Completed:

Percent of Semester Credit Hour Courses Completed; The total number of semester credit hours for which students are enrolled on the last day of the semester divided by the number of semester credit hours for which students were enrolled on the 12th class day for the fall and spring semesters or the appropriate census day for summer sessions. Include all curriculum areas and all semesters. For Fall 2011 submission use FY 2011 data.

Data aggregated by School and Classification as identified by rubric:

SCH for CBM-004 12th class day Course Report:

	Term	Undergrad	Graduate	Total
School of Business	Fall 2010	11,062	8,024	19,086
	Spring 2011	10,912	7,920	18,832
	Summer 2011	3,947	3,457	7,404
	FY Total	25,921	19,401	45,322
School of Human Sciences and Humanities	Fall 2010	17,528	5,670	23,198
	Spring 2011	18,383	5,444	23,827
	Summer 2011	6,317	1,704	8,021
	FY Total	42,228	12,818	55,046
School of Science and Computer Engineering	Fall 2010	6,890	4,565	11,455
	Spring 2011	7,374	4,369	11,743
	Summer 2011	1,615	1,436	3,051
	FY Total	15,879	10,370	26,249
School of Education	Fall 2010	10,587	4,310	14,897
	Spring 2011	9,972	4,403	14,375
	Summer 2011	2,576	2,824	5,400
	FY Total	23,135	11,537	34,672
UHCL Total FY		107,163	54,126	161,289

Percent of Semester Credit Hour Courses Completed:

Percent of Semester Credit Hour Courses Completed; The total number of semester credit hours for which students are enrolled on the last day of the semester divided by the number of semester credit hours for which students were enrolled on the 12th class day for the fall and spring semesters or the appropriate census day for summer sessions. Include all curriculum areas and all semesters. For Fall 2011 submission use FY 2011 data.

Data aggregated by School and Classification as identified by rubric:

SCH for CBM-006 End of Semester Course Report:

Completion Rates:

	Term	Undergrad	Graduate	Total	Undergrad	Graduate	Total
School of Business	Fall 2010	10,399	7,607	18,006	94.0	94.8	94.3
	Spring 2011	10,153	7,593	17,746	93.0	95.9	94.2
	Summer 2011	3,688	3,259	6,947	93.4	94.3	93.8
	FY Total	24,240	18,459	42,699	93.5	95.1	94.2
School of Human Sciences and Humanities	Fall 2010	16,305	5,282	21,587	93.0	93.2	93.1
	Spring 2011	17,044	5,179	22,223	92.7	95.1	93.3
	Summer 2011	5,956	1,677	7,633	94.3	98.4	95.2
	FY Total	39,305	12,138	51,443	93.1	94.7	93.5
School of Science and Computer Engineering	Fall 2010	6,295	4,481	10,776	91.4	98.2	94.1
	Spring 2011	6,814	4,267	11,081	92.4	97.7	94.4
	Summer 2011	1,566	1,416	2,982	97.0	98.6	97.7
	FY Total	14,675	10,164	24,839	92.4	98.0	94.6
School of Education	Fall 2010	10,227	4,120	14,347	96.6	95.6	96.3
	Spring 2011	9,572	4,219	13,791	96.0	95.8	95.9
	Summer 2011	2,501	2,790	5,291	97.1	98.8	98.0
	FY Total	22,300	11,129	33,429	96.4	96.5	96.4
UHCL Total FY		100,520	51,890	152,410	93.8	95.9	94.5

1-Year Retention Data:

Retention of Full-time, Degree-seeking, Undergraduate Transfer Students After one Academic Year. Percent of full-time, degree-seeking transfer students who enter in the fall semester with at least 60 accepted semester credit hours, who are still enrolled after one academic year. FY 2011 data were run using the certified cbm-001. FY 2011 = Fall 2010 (including Summer 2010 first-time students who also attended in the Fall) first time transfer, full-time (total SCH >=12) cbm1 cohort merged to cbm-001 Fall 2011 data file. If student graduated or is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

Data aggregated by School as identified by Academic Plan:

		Retained after 1 year:					
		Retained		Not retained		Total	
		Count	Row %	Count	Row %	Count	Row %
School of Business	White	60	92.3	5	7.7	65	100.0
	Black	6	66.7	3	33.3	9	100.0
	Hispanic	38	84.4	7	15.6	45	100.0
	Other	15	88.2	2	11.8	17	100.0
	Total	119	87.5	17	12.5	136	100.0
School of Human Sciences and Humanities	White	120	84.5	22	15.5	142	100.0
	Black	18	85.7	3	14.3	21	100.0
	Hispanic	46	90.2	5	9.8	51	100.0
	Other	14	73.7	5	26.3	19	100.0
	Total	198	85.0	35	15.0	233	100.0
School of Science and Computer Engineering	White	31	86.1	5	13.9	36	100.0
	Black	5	71.4	2	28.6	7	100.0
	Hispanic	15	83.3	3	16.7	18	100.0
	Other	13	72.2	5	27.8	18	100.0
	Total	64	81.0	15	19.0	79	100.0
School of Education	White	74	81.3	17	18.7	91	100.0
	Black	6	85.7	1	14.3	7	100.0
	Hispanic	49	89.1	6	10.9	55	100.0
	Other	7	100.0	0	0.0	7	100.0
	Total	136	85.0	24	15.0	160	100.0
UHCL Total		517	85.0	91	15.0	608	100.0%

1-Year Retention Data:

Retention of Full-time, Degree-seeking, Undergraduate Transfer Students After one Academic Year. Percent of full-time, degree-seeking transfer students who enter in the fall semester with at least 60 accepted semester credit hours, who are still enrolled after one academic year. FY 2011 data were run using the certified cbm-001. FY 2011 = Fall 2010 (including Summer 2010 first-time students who also attended in the Fall) first time transfer, full-time (total SCH >=12) cbm1 cohort merged to cbm-001 Fall 2011 data file. If student graduated or is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

Data aggregated by School and by Major as identified by Academic Plan (Cohort majors reflect acadplan CIP as of students first time transfer status):

Note - only declared majors containing data for first-time full-time transfers in the initial cohort are included - this may exclude some majors (see methodology above):

Retained after 1 year:

		Retained		Not retained		Total	
		Count	Row %	Count	Row %	Count	Row %
<i>Data sorted descending by Retained Row%</i>							
School of Business	22030200 Legal Studies	7	100.0	0	0.0	7	100.0
	52010100 General Business	10	100.0	0	0.0	10	100.0
	52029921 Environmental Management	1	100.0	0	0.0	1	100.0
	52120100 Management Information Systems	10	100.0	0	0.0	10	100.0
	520301005 MS in Professional Accounting	5	100.0	0	0.0	5	100.0
	52140100 Marketing	11	91.7	1	8.3	12	100.0
	520301003 BS in Professional Accounting - includes ProActBSPB	8	88.9	1	11.1	9	100.0
	52080100 Finance	7	87.5	1	12.5	8	100.0
	510701002 BS in Healthcare Administration - includes HlthAdmPB	13	86.7	2	13.3	15	100.0
	52020100 Business Administration and Management	17	85.0	3	15.0	20	100.0
	520301002 BS in Accounting - includes AcctBSPB	30	81.1	7	18.9	37	100.0
	52030100 Accounting NONDEGRGR	0	0.0	1	100.0	1	100.0
	510701003 MHA Healthcare Administration	0	0.0	1	100.0	1	100.0
	Total	119	87.5	17	12.5	136	100.0
School of Human Sciences and Humanities	24010300 Humanities	8	100.0	0	0.0	8	100.0
	45070100 Geography	1	100.0	0	0.0	1	100.0
	45110100 Sociology	7	100.0	0	0.0	7	100.0
	54010100 History	30	93.8	2	6.3	32	100.0
	50070200 BFA in Art and Design	13	92.9	1	7.1	14	100.0
	45040100 Criminology	16	88.9	2	11.1	18	100.0
	30170100 Behavioral Science	15	88.2	2	11.8	17	100.0
	42010100 Psychology	51	86.4	8	13.6	59	100.0
	310505001 Fitness and Human Performance BS	23	79.3	6	20.7	29	100.0
	9010000 Communication - f10 new cip	13	76.5	4	23.5	17	100.0
	23010100 Literature	15	75.0	5	25.0	20	100.0
	45100100 Political Science	4	66.7	2	33.3	6	100.0
	44040100 Public Service Leadership	1	50.0	1	50.0	2	100.0
	45020100 Anthropology	1	33.3	2	66.7	3	100.0
	Total	198	85.0	35	15.0	233	100.0

1-Year Retention Data:

Retention of Full-time, Degree-seeking, Undergraduate Transfer Students After one Academic Year. Percent of full-time, degree-seeking transfer students who enter in the fall semester with at least 60 accepted semester credit hours, who are still enrolled after one academic year. FY 2011 data were run using the certified cbm-001. FY 2011 = Fall 2010 (including Summer 2010 first-time students who also attended in the Fall) first time transfer, full-time (total SCH >=12) cbm1 cohort merged to cbm-001 Fall 2011 data file. If student graduated or is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

Data aggregated by School and by Major as identified by Academic Plan (Cohort majors reflect acadplan CIP as of students first time transfer status):

Note - only declared majors containing data for first-time full-time transfers in the initial cohort are included - this may exclude some majors (see methodology above):

Retained after 1 year:

<i>Data sorted descending by Retained Row%</i>	CIP Code / CIP Code Major Label	Retained		Not retained		Total	
		Count	Row %	Count	Row %	Count	Row %
School of Science and Computer Engineering	3010400 Environmental Science	3	100.0	0	0.0	3	100.0
	11010300 Information Technology BAS - f10 new program	2	100.0	0	0.0	2	100.0
	40010100 Physical Sciences	1	100.0	0	0.0	1	100.0
	40080100 Physics	1	100.0	0	0.0	1	100.0
	27010100 Mathematics	15	88.2	2	11.8	17	100.0
	11010100 Computer Information Systems	7	87.5	1	12.5	8	100.0
	40050100 Chemistry	6	85.7	1	14.3	7	100.0
	26010100 Biology	23	76.7	7	23.3	30	100.0
	140901003 Computer Systems Engineering	2	66.7	1	33.3	3	100.0
	11070100 Computer Science	4	57.1	3	42.9	7	100.0
	Total	64	81.0	15	19.0	79	100.0
School of Education	309999402 Interdiscip. Studies- Early Childhood Prg Leadership BAS	2	100.0	0	0.0	2	100.0
	30999901 Interdisciplinary Studies	129	86.0	21	14.0	150	100.0
	* Ed Foundations Cert. is not a degree, * 13010100 Education Foundations Certifications	4	80.0	1	20.0	5	100.0
	future tracking cohorts will exclude this CIP 309999403 Interdisciplinary Studies- Educator of Young Children BAS	1	50.0	1	50.0	2	100.0
	Due to excellent retention rates it was included. 309999404 Interdisciplinary Studies- Young Children w Disabilities BAS	0	0.0	1	100.0	1	100.0
	Total	136	85.0	24	15.0	160	100.0

2-Year Completion Data:

Percent of Full-time, Degree-seeking, Undergraduate Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years. All first-time full-time (total SCH >=12) transfers. FY 2011 data were run using certified cbm-001 and cbm-009 data. FY 2011 = Fall 2009 (including Summer 2009 first-time students who also attended in the Fall) first-time, full-time cbm1 cohort merged to cbm9 data files that include Fall 2010 (graduates for Dec. 2009, May 2010 and Aug. 2010) and Fall 2011 (graduates for Dec. 2010, May 2011 and Aug. 2011). If student is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

Data aggregated by School as identified by Academic Plan:

		2-Year Completion Data:					
		Graduated		Not graduated		Count	
		Count	Row %	Count	Row %	Count	Row %
School of Business	White	34	49.3	35	50.7	69	100.0
	Black	2	20.0	8	80.0	10	100.0
	Hispanic	10	45.5	12	54.5	22	100.0
	Other	16	51.6	15	48.4	31	100.0
	Total	62	47.0	70	53.0	132	100.0
School of Human Sciences and Humanities	White	57	39.9	86	60.1	143	100.0
	Black	7	35.0	13	65.0	20	100.0
	Hispanic	13	26.5	36	73.5	49	100.0
	Other	4	28.6	10	71.4	14	100.0
	Total	81	35.8	145	64.2	226	100.0
School of Science and Computer Engineering	White	15	40.5	22	59.5	37	100.0
	Black	1	25.0	3	75.0	4	100.0
	Hispanic	1	8.3	11	91.7	12	100.0
	Other	3	30.0	7	70.0	10	100.0
	Total	20	31.7	43	68.3	63	100.0
School of Education	White	11	12.0	81	88.0	92	100.0
	Black	0	0.0	6	100.0	6	100.0
	Hispanic	4	9.1	40	90.9	44	100.0
	Other	0	0.0	6	100.0	6	100.0
	Total	15	10.1	133	89.9	148	100.0
UHCL Total		178	31.3	391	68.7	569	100.0

2-Year Completion Data:

Percent of Full-time, Degree-seeking, Undergraduate Transfer Students Who Earn a Baccalaureate Degree Within two Academic Years. All first-time full-time (total SCH >=12) transfers. FY 2011 data were run using certified cbm-001 and cbm-009 data. FY 2011 = Fall 2009 (including Summer 2009 first-time students who also attended in the Fall) first-time, full-time cbm1 cohort merged to cbm9 data files that include Fall 2010 (graduates for Dec. 2009, May 2010 and Aug. 2010) and Fall 2011 (graduates for Dec. 2010, May 2011 and Aug. 2011). If student is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

Data aggregated by School and by Major as identified by Academic Plan (Cohort majors reflect acadplan CIP as of students first time transfer status):

2-Year Completion Data:

<i>Data sorted descending by graduated Row%</i>	CIP Code / CIP Code Major Label	Graduated		Not graduated		Count	
		Count	Row %	Count	Row %	Count	Row %
School of Business	22030200 Legal Studies	3	37.5	5	62.5	8	100.0
	52010100 General Business	7	46.7	8	53.3	15	100.0
	52020100 Business Administration and Management	7	43.8	9	56.3	16	100.0
	52029921 Environmental Management	1	50.0	1	50.0	2	100.0
	52080100 Finance	9	81.8	2	18.2	11	100.0
	52120100 Management Information Systems	3	60.0	2	40.0	5	100.0
	52140100 Marketing	3	42.9	4	57.1	7	100.0
	510701002 BS in Healthcare Administration - includes HlthAdm	9	60.0	6	40.0	15	100.0
	520301002 BS in Accounting - includes AcctBSPB	18	36.7	31	63.3	49	100.0
	520301003 BS in Professional Accounting - includes ProActBS	1	33.3	2	66.7	3	100.0
	520301005 MS in Professional Accounting	1	100.0	0	0.0	1	100.0
School of Human Sciences and Humanities	5020700 Womens Studies	1	50.0	1	50.0	2	100.0
	9010100 Communication	12	66.7	6	33.3	18	100.0
	23010100 Literature	8	38.1	13	61.9	21	100.0
	24010300 Humanities	3	27.3	8	72.7	11	100.0
	30170100 Behavioral Science	3	18.8	13	81.3	16	100.0
	31050110 Fitness Human Performance BS	10	41.7	14	58.3	24	100.0
	42010100 Psychology	13	22.8	44	77.2	57	100.0
	44040100 Public Service Leadership	1	100.0	0	0.0	1	100.0
	45020100 Anthropology	2	66.7	1	33.3	3	100.0
	45040100 Criminology	2	18.2	9	81.8	11	100.0
	45100100 Political Science	5	55.6	4	44.4	9	100.0
	45110100 Sociology	3	60.0	2	40.0	5	100.0
	50070200 Applied Design and Visual Arts	6	27.3	16	72.7	22	100.0
	54010100 History	12	46.2	14	53.8	26	100.0

2-Year Completion Data:

Data sorted descending by graduated Row%

CIP Code / CIP Code Major Label	Graduated		Not graduated		Count	
	Count	Row %	Count	Row %	Count	Row %
School of Science and Computer Engineering 3010400 Environmental Science	3	42.9	4	57.1	7	100.0
11010100 Computer Information Systems	2	15.4	11	84.6	13	100.0
11070100 Computer Science	0	0.0	2	100.0	2	100.0
26010100 Biology	8	36.4	14	63.6	22	100.0
27010100 Mathematics	7	58.3	5	41.7	12	100.0
40010100 Physical Sciences	0	0.0	2	100.0	2	100.0
40050100 Chemistry	0	0.0	1	100.0	1	100.0
140901003 Computer Systems Engineering	0	0.0	4	100.0	4	100.0
School of Education * 30999901 Interdisciplinary Studies	15	10.1	133	89.9	148	100.0

* Note that SOE has advised students in Interdisciplinary Studies that they should expect to complete a degree in 2 and a half years if attending full-time. Degree completion in 2 years for this program would be difficult to achieve.

4-Year Completion Data:

The percent of those students classified as full-time (total SCH >=12), degree-seeking, **undergraduate** transfer students who transfer into the institution with at least 60 accepted semester credit hours, and earn a baccalaureate degree within **four** years of their entrance. All first-time full-time transfers. FY 2011 data were run using certified cbm-001 and cbm-009 data. FY 2011 = Fall 2007 (including Summer 2007 first-time students who also attended in the Fall) first-time, full-time cbm1 cohort merged to cbm9 Fall 2008 (graduates for Dec. 2007, May 2008 and Aug. 2008), cbm9 Fall 2009 (graduates for Dec. 2008, May 2009 and Aug. 2009), cbm9 Fall 2010 (graduates for Dec. 2009, May 2010 and Aug. 2010), and cbm9 Fall 2011 (graduates for Dec. 2010, May 2011 and Aug. 2011) data files. If student is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

The fall/summer 2007 cohort was modified in 2011 to exclude several SOE certificate seekers since certificates are not tracked using the state report CBM-009.

chool as identified by Academic Plan:

4-Year Completion Data:

		graduated		not graduated		Count	
		Count	Row %	Count	Row %	Count	Row %
School of Business	White	66	79.5	17	20.5	83	100.0
	Black	9	75.0	3	25.0	12	100.0
	Hispanic	19	76.0	6	24.0	25	100.0
	Other	20	76.9	6	23.1	26	100.0
	Total	114	78.1	32	21.9	146	100.0
School of Human Sciences and Humanities	White	81	68.6	37	31.4	118	100.0
	Black	9	75.0	3	25.0	12	100.0
	Hispanic	24	70.6	10	29.4	34	100.0
	Other	10	83.3	2	16.7	12	100.0
	Total	124	70.5	52	29.5	176	100.0
School of Science and Computer Engineering	White	12	57.1	9	42.9	21	100.0
	Black	1	25.0	3	75.0	4	100.0
	Hispanic	11	73.3	4	26.7	15	100.0
	Other	5	50.0	5	50.0	10	100.0
	Total	29	58.0	21	42.0	50	100.0
School of Education	White	51	77.3	15	22.7	66	100.0
	Black	6	66.7	3	33.3	9	100.0
	Hispanic	19	67.9	9	32.1	28	100.0
	Other	2	50.0	2	50.0	4	100.0
	Total	78	72.9	29	27.1	107	100.0
UHCL Total		345	72.0	134	28.0	479	100.0

4-Year Completion Data:

The percent of those students classified as full-time (total SCH >=12), degree-seeking, **undergraduate** transfer students who transfer into the institution with at least 60 accepted semester credit hours, and earn a baccalaureate degree within **four** years of their entrance. All first-time full-time transfers. FY 2011 data were run using certified cbm-001 and cbm-009 data. FY 2011 = Fall 2007 (including Summer 2007 first-time students who also attended in the Fall) first-time, full-time cbm1 cohort merged to cbm9 Fall 2008 (graduates for Dec. 2007, May 2008 and Aug. 2008), cbm9 Fall 2009 (graduates for Dec. 2008, May 2009 and Aug. 2009), cbm9 Fall 2010 (graduates for Dec. 2009, May 2010 and Aug. 2010), and cbm9 Fall 2011 (graduates for Dec. 2010, May 2011 and Aug. 2011) data files. If student is not assigned to a school (NDG) or is non-degree seeking they are excluded from the cohort.

Data aggregated by School and by Major as identified by Academic Plan (Cohort majors reflect acadplan CIP as of students first time transfer status):

Note - only declared majors containing data for first-time full-time transfers in the initial cohort are included - this may exclude some majors (see methodology above):

4-Year Completion Data:

		graduated		not graduated		Count	
		Count	Row %	Count	Row %	Count	Row %
<i>Data sorted descending by graduated Row%</i>							
	CIP Code / CIP Code Major Label						
School of Business	30999901 Interdisciplinary Studies	1	100.0	0	0.0	1	100.0
	52029921 Environmental Management	1	100.0	0	0.0	1	100.0
	52120100 Management Information Systems	6	85.7	1	14.3	7	100.0
	22030200 Legal Studies	5	83.3	1	16.7	6	100.0
	52020100 Business Admin and Mgmt	18	81.8	4	18.2	22	100.0
	52140100 Marketing	9	81.8	2	18.2	11	100.0
	510701002 BS in Healthcare Admin HlthAdmPB	8	80.0	2	20.0	10	100.0
	520301002 BS in Accounting - AcctBSPB	35	79.5	9	20.5	44	100.0
	52010100 General Business	12	75.0	4	25.0	16	100.0
	52080100 Finance	12	70.6	5	29.4	17	100.0
	45100100 Political Science	2	66.7	1	33.3	3	100.0
	520301003 BS in Prof Accounting - ProActBSPB	5	62.5	3	37.5	8	100.0
School of Human Sciences and Humanities	5020700 Womens Studies	2	100.0	0	0.0	2	100.0
	24010100 Non-Declared HSH major	1	100.0	0	0.0	1	100.0
	45040100 Criminology	12	92.3	1	7.7	13	100.0
	23010100 Literature	9	81.8	2	18.2	11	100.0
	50070100 Applied Design and Visual Arts	6	75.0	2	25.0	8	100.0
	42010100 Psychology	32	74.4	11	25.6	43	100.0
	31050110 Fitness Human Performance BS	13	68.4	6	31.6	19	100.0
	30170100 Behavioral Science	15	68.2	7	31.8	22	100.0
	54010100 History	19	67.9	9	32.1	28	100.0
	45110100 Sociology	2	66.7	1	33.3	3	100.0
	9010100 Communication	8	57.1	6	42.9	14	100.0
	44070100 Social Work	1	50.0	1	50.0	2	100.0
	24010300 Humanities	3	42.9	4	57.1	7	100.0
	45020100 Anthropology	1	33.3	2	66.7	3	100.0

4-Year Completion Data:

Data sorted descending by graduated Row%

CIP Code / CIP Code Major Label	graduated		not graduated		Count	
	Count	Row %	Count	Row %	Count	Row %
School of Science and Computer Engineering 27010100 Mathematics	7	100.0	0	0.0	7	100.0
3010400 Environmental Science	3	75.0	1	25.0	4	100.0
26010100 Biology	14	60.9	9	39.1	23	100.0
140901003 Computer Systems Engineering	1	50.0	1	50.0	2	100.0
40050100 Chemistry	1	33.3	2	66.7	3	100.0
11010100 Computer Information Systems	2	28.6	5	71.4	7	100.0
11070100 Computer Science	1	25.0	3	75.0	4	100.0
School of Education 45070100 Geography	2	100.0	0	0.0	2	100.0
30999901 Interdisciplinary Studies	75	72.8	28	27.2	103	100.0
* Ed Foundations Cert. is not a degree, * 13010100 Education Foundations Cert	1	50.0	1	50.0	2	100.0

future tracking cohorts will exclude this CIP

The fall/summer 2007 cohort was modified in 2011 to exclude several SOE certificate seekers since certificates are not tracked using the state report CBM-009.

Note: Ed. Foundations Cert. was left in the tracking cohort since cohort was only 2 students - 1 received a degree and leaving them in cohort did not change the overall 4 year completion rate.