

University of Houston-Clear Lake

Accountability Report

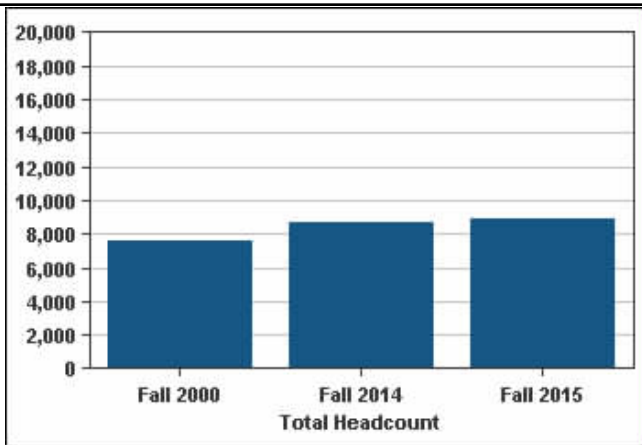
January 2016

Participation - Key Measures

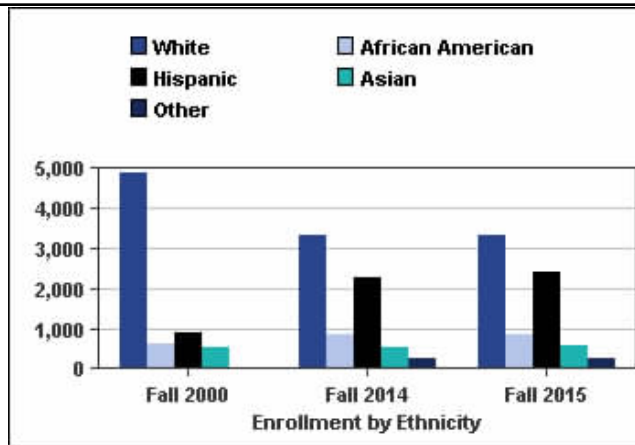
Enrollment

1. Fall headcount (unduplicated)

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015	Institutional Closing the Gaps Target-Fall 2015	Closing the Gaps Completion
Total*	7,580	8,665	8,906	17.5%	9,000	99.0%
White	4,893 (64.6%)	3,333 (38.5%)	3,303 (37.1%)	- 32.5%	3,708	89.1%
African American	630 (8.3%)	847 (9.8%)	849 (9.5%)	34.8%	900	94.3%
Hispanic	894 (11.8%)	2,291 (26.4%)	2,417 (27.1%)	170.4%	2,700	89.5%
Asian	526 (6.9%)	530 (6.1%)	590 (6.6%)	12.2%		
International	611 (8.1%)	1,390 (16.0%)	1,494 (16.8%)	144.5%		
Other	26 (0.3%)	274 (3.2%)	253 (2.8%)	873.1%		
Flex Entry	0	2	0	N/A		



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Note that UHCL internal data breaks ethnicity out using Federal IPEDS and Census definitions - slight variances exist. UHCL experienced an increase in overall enrollment from Fall 2013 to Fall 2014 with its first entering freshman class for a 6.1% overall enrollment increase. As a result of the institution as seen a continued enrollment increase from Fall 2014 to Fall 2015 of 2.8%. Enrollment and recruiting activities are a top priority at the institution and each school has been an active participant in goals to increase enrollment at UHCL for all programs offered. Community demographics predict even greater increases in diversity. The UH-Clear Lake Hispanic FTE exceeded 25% (actual 28%) for Fall 2011 and 31% for Fall 2012, 32% for Fall 2013, 38% for Fall 2014, 35% for Fall 2015 which qualifies our institution for HSI status. UHCL continues to encourage minority enrollments.

Full-Time Equivalent Enrollment

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
Total FTSEs	4,463	5,559	5,810	30.2%
State-Funded FTSEs	4,463	5,400	5,642	26.4%


NOTE: The percentage change is based on the actual FTE numbers and may vary slightly from the calculation produced by the rounded numbers. Post-baccalaureate students are counted separately from master's for headcount enrollment and are counted with master's for FTE enrollment calculations.

UHCL has experienced a dramatic increase student enrollment in Fall 2014 and a continued increase in Fall 2015. Our FTE reflects this trend. Hispanic FTE exceeds 25 percent for Fall 2011, Fall 2012, Fall 2013, Fall 2014, and Fall 2015.


Participation - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
3. First-time undergraduates from Texas top 10% and Texas top 11-25%				
Students in Texas top 10%	N/A	21.8%	16.4%	N/A
Students in Texas top 11-25%	N/A	28.2%	24.4%	N/A
4. First-time entering applicants accepted	N/A	57.3%	65.1%	N/A
5. First-time accepted, enrolled	N/A	39.1%	37.6%	N/A


Additional applicant data is available at: <http://www.txhighereddata.org/AppAccEnrInfo>

	FY 2000	FY 2013	FY 2014	Point Change FY 2000 to FY 2014
6. Racial and ethnic composition of Texas public high school graduates 				
White	51.5%	34.7%	34.2%	-17.3
African American	12.9%	12.9%	12.6%	-0.3
Hispanic	32.1%	46.4%	46.8%	14.7
Asian	3.2%	4.0%	4.2%	1.0
Other	0.3%	2.1%	2.2%	1.9

UG Students by SCH taken at 2-year colleges

7. UG Students by SCH taken at 2-year colleges 							
	Fall 2000		Fall 2014		Fall 2015		Point Change Fall 2000 to Fall 2015
	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	Fall UG Enrollment	Rate	
UG Students	3,670	(100%)	5,077	(100%)	5,427	(100%)	
0-12 hours	293	(8.0%)	318	(6.3%)	357	(6.6%)	- 1.4
13-24 hours	252	(6.9%)	299	(5.9%)	370	(6.8%)	- 0.1
25-29 hours	120	(3.3%)	127	(2.5%)	130	(2.4%)	- 0.9
30-42 hours	304	(8.3%)	397	(7.8%)	445	(8.2%)	- 0.1
43-59 hours	460	(12.5%)	684	(13.5%)	739	(13.6%)	1.1
60-66 hours	270	(7.4%)	479	(9.4%)	532	(9.8%)	2.4
67+ hours	1,718	(46.8%)	2,119	(41.7%)	2,049	(37.8%)	- 9.0
All Students with SCH at TX 2-Yr college	3,417	(93.1%)	4,423	(87.1%)	4,622	(85.2%)	- 7.9
Awarded Core	0	(0.0%)	264	(5.2%)	257	(4.7%)	4.7
Associate Degree	1,256	(34.2%)	2,783	(54.8%)	2,945	(54.3%)	20.1

For data about SCHs taken for dual credit by institution, go to <http://www.txhighereddata.org/DualCreditData>.

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
8. Semester credit hours 				
Total undergraduate semester credit hours	42,100	52,491	57,016	35.4%
Total graduate semester credit hours	19,870	24,535	23,888	20.2%
Percentage graduate SCH to total SCH	32.1 %	31.9 %	29.5%	- 2.6

UH-Clear Lake experienced an increase of 6.1% in total enrollment and an increase of 1.2% in total SCH comparing Fall 2013 to Fall 2014. and a continued increase in enrollment of 2.8% enrollment and 13.2% increase in SCH for Fall 2015. For the very first time beginning Fall 2014 UHCL welcomed its very first entering class of FTIC (4.6%) lower level freshman/sophomore. With a strong focus on community college transfer agreements and recruitment activities at the local community colleges our first time transfer total undergraduate enrollments hold steady at about 22.1% for Fall 2015.



Higher Education Accountability System

Participation - Out-of-State Peers

Out-of-state peer data is from the Fall 2014 IPEDS report and may not match accountability data because of differences in the source of the data. Accountability measures are primarily derived from institutional data sent to the CB for CBM reports. Data reported on this out-of-state peer link is obtained from the IPEDS system of institutional reporting to the federal government. Data differences may result from different reporting periods and different definitions for the data elements.

Options Return to the Participation Page Download Excel Version Out-of-State Peer Measures and Definitions
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	University of Houston-Clear Lake	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	THE UNIVERSITY OF TENNESSEE-CHATTANOOGA	THE UNIVERSITY OF WEST FLORIDA	UNIVERSITY OF COLORADO COLORADO SPRINGS
Headcount Enrollment Headcount enrolled for credit, disaggregated by race/ethnicity.						
Total	8,665	5,431	3,557	11,670	12,602	11,761
White	3,205	3,220	993	8,638	8,413	7,875
African American	756	634	145	1,236	1,535	419
Hispanic	2,291	262	1,442	387	1,052	1,656
Asian	639	203	51	226	401	406
Other	1,774	1,112	926	1,183	1,201	1,405
Full-Time Equivalent Enrollment Full-time equivalent for the institution. The full-time equivalent of part-time enrollment is estimated by multiplying the part-time enrollment by factors that vary by control and level of institution and level of student.						
Total	6,097	3,844	2,505	10,425	9,757	9,358

Fall 2015 Enrollment Detail - University of Houston-Clear Lake

Participation
By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

By Level, Age:

Age Group	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
Under 18	13	0	0	0	0	13
18 to 21	1,204	146	0	0	2	1,352
22 to 24	1,537	1,012	1	0	44	2,594
25 to 29	1,244	987	5	0	93	2,329
30 to 34	574	375	16	0	61	1,026
35 and over	855	525	96	0	116	1,592
Total	5,427	3,045	118	0	316	8,906

By Level, Race/Ethnicity:

Ethnicity	Undergraduate	Master's	Doctor's Research/Scholarship	Professional Specialty	Post-Baccalaureate	Total
White	2,333	777	51	0	142	3,303
African American	526	242	34	0	47	849
Hispanic	1,927	399	25	0	66	2,417
Asian	346	199	3	0	42	590
International	106	1,379	1	0	8	1,494
Other	189	49	4	0	11	253
Total	5,427	3,045	118	0	316	8,906

By Level, Gender:

Gender	Undergraduate	Master's	Doctor's Research/ Scholarship	Professional Specialty	Post- Baccalaureate	Total
Male	1,875	1,449	28	0	130	3,482
Female	3,552	1,596	90	0	186	5,424
Total	5,427	3,045	118	0	316	8,906

By Undergraduate Status:

	Undergraduate	Full-time	Part-time	White	African American	Hispanic	Asian	Other	Male	Female
First-Time in College	250	228	22	108	16	84	28	14	114	136
First-Time Transfer (from two- and four-year institutions)	1,196	566	630	510	112	447	75	52	436	760
Other Undergraduate	3,981	1,834	2,147	1,715	398	1,396	243	229	1,325	2,656
Total	5,427	2,628	2,799	2,333	526	1,927	346	295	1,875	3,552

Fall 2015 Enrollment Detail - University of Houston-Clear Lake

Participation

By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/ Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
Total	14,656	42,360	57,016	23,213	675	0	0	80,904	5,810
State-Funded	14,479	40,011	54,490	23,213	675	0	0	78,378	5,642

Distance Education Semester Credit Hours

	Lower-Division SCH	Upper Division SCH	Undergraduate SCH	Master's SCH	Doctor's Research/ Scholarship SCH	Professional Specialty SCH	Optometry SCH	Total SCH	FTSE
Hybrid/Blended on campus	246	189	435	426	9	0	0	870	66
Fully-distance education/Internet	837	8,934	9,771	4,809	3	0	0	14,583	1,052

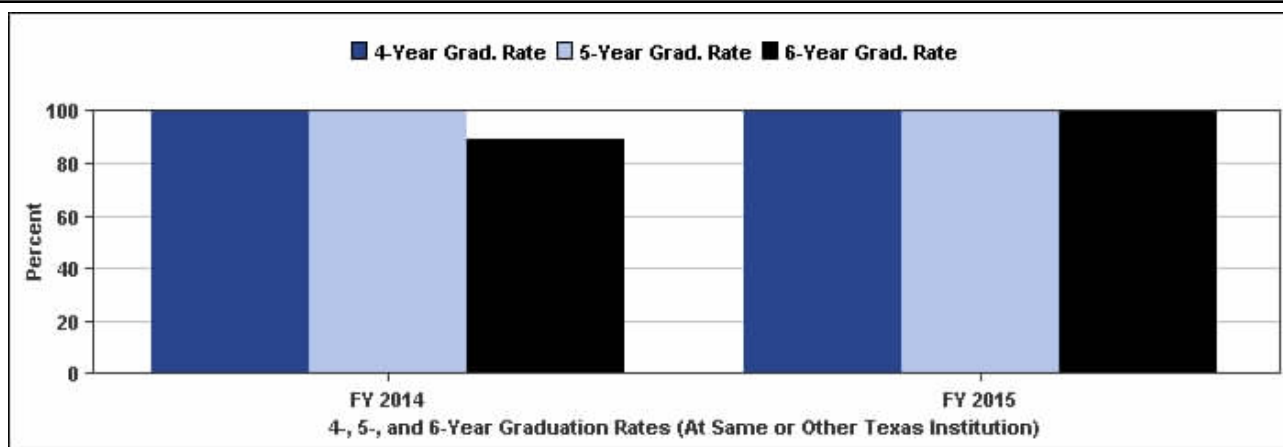
Success - Key Measures

Graduation Rate: 4-, 5-, and 6-Year

9. First-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution.

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
4-Year graduation rate	1996	0	N/A	2009	5	100.0%	2010	8	100.0%	2011	6	100.0%	N/A
Same institution			N/A			100.0%			87.5%			100.0%	N/A
Other TX institutions			N/A			0.0%			12.5%			0.0%	N/A
5-Year graduation rate	1995	0	N/A	2008	9	88.9%	2009	5	100.0%	2010	8	100.0%	N/A
Same institution			N/A			77.8%			100.0%			87.5%	N/A
Other TX institutions			N/A			11.1%			0.0%			12.5%	N/A
6-Year graduation rate	1994	0	N/A	2007	0	N/A	2008	9	88.9%	2009	5	100.0%	N/A
Same institution			N/A			N/A			77.8%			100.0%	N/A
Other TX institutions			N/A			N/A			11.1%			0.0%	N/A

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/GradRates>



Source: CBM001, CBM002, and CBM009

UHCL did not enroll first time freshmen students prior to Fall 2014 since it was previously an upper-level institution. This indicator is not applicable to our institution at this time. For the very first time beginning Fall 2014 UHCL welcomed its very first entering class of FTIC (4.6%) lower level freshman/sophomore and 4, 5, and 6 year grad rates will not be applicable until Summer/Fall 2018, Summer/Fall 2019, and Summer/Fall 2020.

Degrees and certificates awarded

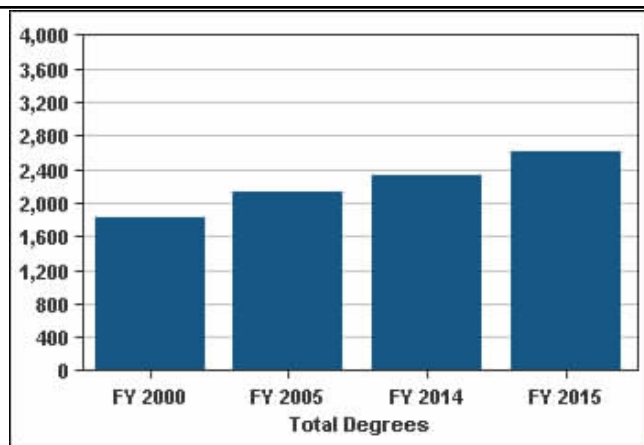
10. Number of degrees and certificates awarded.

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target- FY 2015	Closing the Gaps Completion
Total Degrees*	1,817	2,318	2,608	43.5%		
White	1,215	988	936	- 23.0%		
African American	117	218	198	69.2%		
Hispanic	196	531	582	196.9%		
Asian	129	157	161	24.8%		
International	154	369	673	337.0%		
Other	6	55	58	866.7%		
Level						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	1,052	1,255	1,298	23.4%	1,215	106.8%
Master's	765	1,054	1,287	68.2%		
Doctor's Research/Scholarship	N/A	9	23	N/A	20	115.0%
Doctor's Professional Practice	N/A	N/A	N/A	N/A		
Certificates						
Upper-level certificates	N/A	N/A	N/A	N/A		
Post-baccalaureate certificates	N/A	N/A	N/A	N/A		

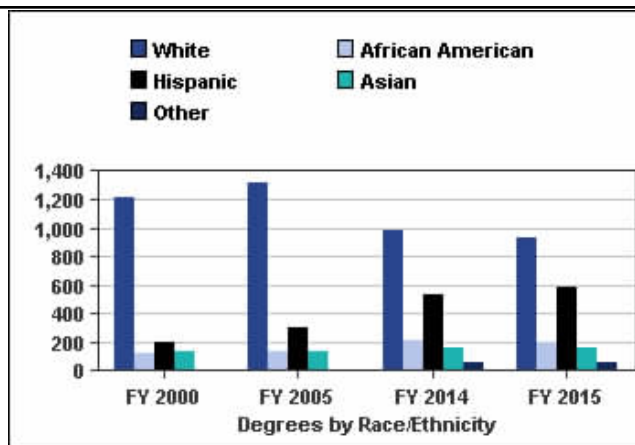
*Hispanic students, except international ones, are counted as Hispanic. Students who are "Multi-Racial one of which is African American" are included with the African American students. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International students are shown as a separate category.

Gender

Male	663	790	1,015	53.1%
Female	1,154	1,528	1,593	38.0%



Source: CBM009



Source: CBM009

Please note that race/ethnicity is calculated using the Federal IPEDS and Census methodology for IR internal reports and differs from the methodology used in the Accountability reports. UHCL continues to demonstrate improved student success in our continued increases in the number of students who complete degrees. Our goal is to continue to encourage student retention and success as we prepare students for careers with a focus on community engagement and involvement. UHCL also shows increases in the number of minority degrees awarded and we expect that trend to continue, especially in the number of Hispanic awards. Our 4-year completion rate for first-time full-time undergraduate transfers for Hispanic students is 71% for Fall 2015 (cohort: Fall 2011).

11. Undergraduate degrees to at-risk students

	FY 2000	FY 2014	FY 2015	Change FY 2000 to FY 2015
Undergraduate Degrees to At-Risk Students	452	882	900	448

Closing the Gaps Critical Fields: STEM Awards

12. Degrees awarded in STEM fields.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Computer Science*	56	29	23	32	- 42.9%	61	52.5%
Engineering*	4	7	10	20	400.0%	8	250.0%
Math*	13	32	21	14	7.7%	17	82.4%
Physical Science*	15	11	12	13	- 13.3%	17	76.5%
Level							
Associate's	0	0	0	0	N/A		
Baccalaureate	88	79	66	79	- 10.2%	103	76.7%
Master's	118	281	288	577	389.0%		
Doctor's Research/Scholarship	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees.

UHCL, in a collaborative effort with the National Science Foundation, hopes to improve on the number of degrees awarded and scholarships available to students in these critical fields. In our efforts to increase the level of degrees awarded in STEM fields, recruitment efforts extend to intense recruitment activities outside of the USA as well. Recruitment and new grant initiatives are also geared towards increasing enrollment in these fields of study, especially in lieu of the local region and emerging research opportunities with the petrochemical companies.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Total Nursing Degrees	0	0	0	0	N/A		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	0	0	0	0	N/A	0	N/A
Master's	0	0	0	0	N/A		
Doctor's Research/Scholarship	0	0	0	0	N/A		

Doctor's Professional Practice 0 0 0 0 N/A

* Includes baccalaureate and associate degrees and certificates.

14. Degrees and certificates awarded in allied health.

	FY 2000	FY 2013	FY 2014	FY 2015	% Change FY 2000 to FY 2015	Institutional Closing the Gaps Target-FY 2015*	Closing the Gaps Completion*
Total Allied Health Degrees	45	99	107	81	80.0%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	31	34	41	39	25.8%	34	115%
Master's	14	65	66	42	200.0%		
Doctor's Research/Scholarship	0	0	0	0	N/A		
Doctor's Professional Practice	0	0	0	0	N/A		

* Includes baccalaureate and associate degrees and certificates.

UHCL continues to focus on recruitment activities for the Allied Health fields as the job market for graduates of Health degree programs continues to increase, particularly in the Houston metro area, and as the baby-boomer population in the area ages. UHCL is engaged with the community in order to prepare students for careers in this competitive and fast-paced field and we expect enrollment increases for these programs to continue as shown by trend data comparing FY 2000 to FY 2013.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.

	FY 2012	FY 2013	FY 2014
Total number taking exam	382	368	355
Race/Ethnicity			
White	235	207	198
African American	34	29	30
Hispanic	93	120	112
Other	20	12	15
Gender			
Male	43	36	39
Female	339	332	316
Total percent passing exam	100.0%	100.0%	100.0%
Race/Ethnicity			
White	100.0%	100.0%	100.0%
African American	100.0%	100.0%	100.0%
Hispanic	100.0%	100.0%	100.0%
Other	100.0%	100.0%	100.0%
Gender			
Male	100.0%	100.0%	100.0%
Female	100.0%	100.0%	100.0%

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed. Data for the most recent year shown may be incomplete.

The teaching certification rate for UHCL is currently 100%--which is an increase from the previous year certification rate. UHCL continues to increase efforts to ensure student success in teacher pass rates, particularly since job growth for teachers is expected to increase--according to data provided by the Texas Workforce Commission.

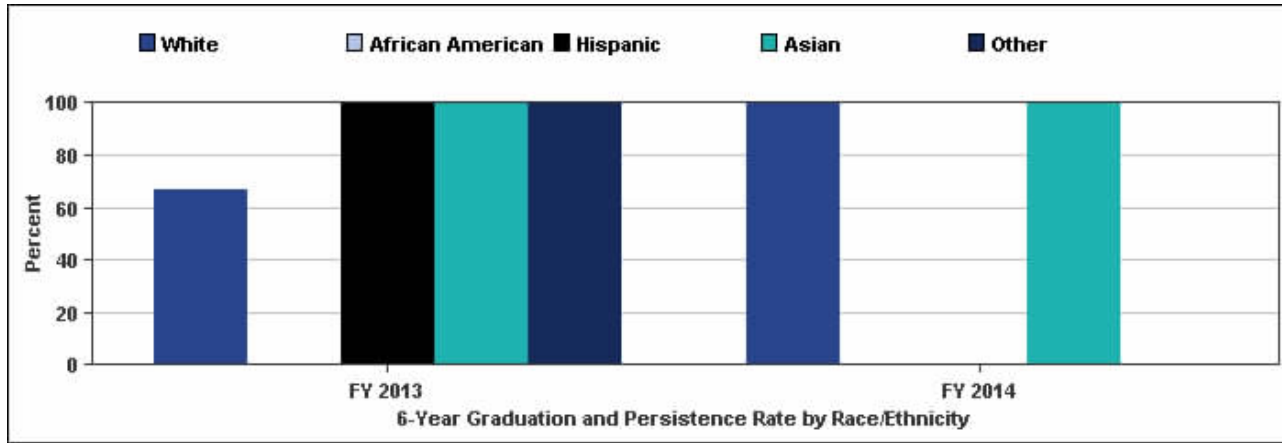
Graduation and Persistence Rate: 6-Year

16. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

	FY 2000			FY 2013			FY 2014			FY 2015			Point Change FY 2000 to FY 2015
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
Total	1994	0	N/A	2007	0	N/A	2008	9	88.9%	2009	5	100.0%	N/A
Same institution			N/A			N/A			77.8%			100.0%	N/A
Other TX institutions			N/A			N/A			11.1%			0.0%	N/A
White	1994	0	N/A	2007	0	N/A	2008	3	66.7%	2009	4	100.0%	N/A
Same institution			N/A			N/A			66.7%			100.0%	N/A
Other TX institutions			N/A			N/A			0.0%			0.0%	N/A
African American	1994	0	N/A	2007	0	N/A	2008	0	N/A	2009	0	N/A	N/A
Same institution			N/A			N/A			N/A			N/A	N/A
Other TX institutions			N/A			N/A			N/A			N/A	N/A
Hispanic	1994	0	N/A	2007	0	N/A	2008	3	100.0%	2009	0	N/A	N/A
Same institution			N/A			N/A			100.0%			N/A	N/A
Other TX institutions			N/A			N/A			0.0%			N/A	N/A

Asian	1994	0	N/A	2007	0	N/A	2008	1	100.0%	2009	1	100.0%	N/A
Same institution			N/A			N/A			0.0%			100.0%	N/A
Other TX institutions			N/A			N/A			100.0%			0.0%	N/A
Other	1994	0	N/A	2007	0	N/A	2008	2	100.0%	2009	0	N/A	N/A
Same institution			N/A			N/A			100.0%			N/A	N/A
Other TX institutions			N/A			N/A			0.0%			N/A	N/A

For more information on the 6-year graduation rate, see: <http://www.txhighereddata.org/GradRates>



Source: CBM001, CBM002 and CBM009

UHCL had not previously enrolled freshmen students as it was an upper-level institution Fall 2013 and earlier. Currently this indicator is not applicable to our institution. For the very first time beginning Fall 2014 UHCL welcomed its very first entering class of FTIC (4.6%) lower level freshman/sophomore and 4, 5, and 6 year grad rates will not be applicable until Summer/Fall 2018, Summer/Fall 2019, and Summer/Fall 2020.

Success - Contextual Measures

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
17. Enrollment: Percent of first-time students 19 and under i	0.0%	98.7%	98.8%	98.8

	Fall 2000	Fall 2012	Fall 2013	Point Change Fall 2000 to Fall 2013
18. Financial Aid: Percent of students receiving Pell Grants i	21.8%	41.8%	41.4%	19.6

	Fall 2000	Fall 2014	Fall 2015	Point Change Fall 2000 to Fall 2015
19. Part-time first-time, degree seeking, undergraduates i	N/A	13.7%	8.8%	N/A

	Entering Cohort Fall 2000		Entering Cohort Fall 2013		Entering Cohort Fall 2014		Point Change Fall 2000 to Fall 2014
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
Total i	0	N/A	0	N/A	202	88.6%	N/A
Same institution		N/A		N/A		69.8%	N/A
Other TX institutions		N/A		N/A		18.8%	N/A
White	0	N/A	0	N/A	96	90.6%	N/A
Same institution		N/A		N/A		72.9%	N/A
Other TX institutions		N/A		N/A		17.7%	N/A
African American	0	N/A	0	N/A	15	86.7%	N/A
Same institution		N/A		N/A		60.0%	N/A
Other TX institutions		N/A		N/A		26.7%	N/A
Hispanic	0	N/A	0	N/A	69	85.5%	N/A
Same institution		N/A		N/A		68.1%	N/A
Other TX institutions		N/A		N/A		17.4%	N/A
Asian	0	N/A	0	N/A	14	92.9%	N/A
Same institution		N/A		N/A		64.3%	N/A
Other TX institutions		N/A		N/A		28.6%	N/A
Other	0	N/A	0	N/A	8	87.5%	N/A
Same institution		N/A		N/A		75.0%	N/A
Other TX institutions		N/A		N/A		12.5%	N/A

	Entering Cohort Fall 2000	Entering Cohort Fall 2012	Entering Cohort Fall 2013	Point Change Fall 2000 to Fall 2013
21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year i				

	Cohort	Rate	Cohort	Rate	Cohort	Rate	Fall 2013
Total	0	N/A	2	0.0%	0	N/A	N/A
Same institution		N/A		0.0%		N/A	N/A
Other TX institutions		N/A		0.0%		N/A	N/A
White	0	N/A	0	N/A	0	N/A	N/A
Same institution		N/A		N/A		N/A	N/A
Other TX institutions		N/A		N/A		N/A	N/A
African American	0	N/A	0	N/A	0	N/A	N/A
Same institution		N/A		N/A		N/A	N/A
Other TX institutions		N/A		N/A		N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
Same institution		N/A		N/A		N/A	N/A
Other TX institutions		N/A		N/A		N/A	N/A
Asian	0	N/A	0	N/A	0	N/A	N/A
Same institution		N/A		N/A		N/A	N/A
Other TX institutions		N/A		N/A		N/A	N/A
Other	0	N/A	2	0.0%	0	N/A	N/A
Same institution		N/A		0.0%		N/A	N/A
Other TX institutions		N/A		0.0%		N/A	N/A

Developmental Education

Fall 2011 Cohort

22. The percent of underprepared and prepared students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year.

Underprepared students are given 3 years. 

Total/Area Counts (a)	Received credit pre-matriculation (b)	College level course completion (grade A, B, or C) (c)	College level course completion (grade A, B, C) including pre-matriculation credit (percent of total) (b+c)/(a)
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Summary Data

Number of FTIC students	23
Met state standards in all three areas	10
Did not meet state standards in one, two, or all three areas (at entry)	13
Unknown* (unduplicated)	0

Data by Subject Area

Met Standard

Math	10	5	0	50.0%
Reading	10	5	0	50.0%
Writing	10	5	0	50.0%

Did Not Meet Standard

Math	13	N/A	13	100.0%
Reading	13	N/A	13	100.0%
Writing	13	N/A	13	100.0%

Unknown (waived or military exemption)**

Math**	0	N/A	0	0.0%
Reading**	0	N/A	0	0.0%
Writing**	0	N/A	0	0.0%

Most- and Least-Prepared Populations

Met State Standard in All Three Areas

Math	10	5	0	50.0%
Reading	10	5	0	50.0%
Writing	10	5	0	50.0%

Did Not Meet Standard in All Three Areas


Math	13	N/A	13	100.0%
Reading	13	N/A	13	100.0%
Writing	13	N/A	13	100.0%

The data for this accountability measure is tracked for one year for students who met TSI and for one, two, and three years for students who did not meet TSI for this report.

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

Fall 2011 Cohort							
Total/Area Counts (a)	Number attempting developmental education (b)	Percent attempting developmental education (includes DevEd interventions) (b/a)	TSI obligations met (of those attempting developmental education) (d)	TSI obligations met through any means (of total) (e)	TSI obligations met (percent of those attempting developmental education) (d/b)	TSI obligations met (percent of total as reported by institution) (e/a)	TSI obligations met based on TSI reporting or passed 1st college-level course (percent of total) (e) and/or Passed†/(a)

23. Underprepared students who satisfied TSI obligation within 2 years. 

Summary Data

Number of FTIC students	23
Met state standards in all three areas	10

Did not meet state standards in one, two, or all three areas (at entry)	13								
Unknown* (unduplicated)	0								
Data by Subject Area									
Met Standard									
Math	10	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Reading	10	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Writing	10	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standard									
Math	13	0	0.0%	0	0	0.0%	0.0%	100.0%	
Reading	13	0	0.0%	0	0	0.0%	0.0%	100.0%	
Writing	13	0	0.0%	0	0	0.0%	0.0%	100.0%	
Unknown** (waived or military exemption)									
Math**	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Reading**	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Writing**	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Most- and Least-Prepared Populations									
Met state standards in all areas									
Math	10	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Reading	10	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Writing	10	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A
Did Not Meet Standards in All Three Areas									
Math	13	0	0.0%	0	0	0.0%	0.0%	100.0%	
Reading	13	0	0.0%	0	0	0.0%	0.0%	100.0%	
Writing	13	0	0.0%	0	0	0.0%	0.0%	100.0%	

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

†Passed is the number of students who passed a first college-level course as shown on measure #22.

	Fall 2011 Cohort		
	Total (a)	Number returning (Fall 2012) (b)	Percent returning (Fall 2012) (b/a)
24. Percent of students who return the following fall.			
Summary Data			
Number of FTIC students	23	19	83
Met state standards in all areas	10	9	90.0%
Did not meet state standards in one, two, or all three areas	13	10	76.9%
Did not meet state standards in all three areas	13	10	76.9%
Unknown* (unduplicated)	0	0	0.0%
Data by Subject Area			
Met Standard by Area			
Math	10	9	90.0%
Reading	10	9	90.0%
Writing	10	9	90.0%
Did Not Meet Standard by Area			
Math	13	10	76.9%
Reading	13	10	76.9%
Writing	13	10	76.9%
Unknown** by Area (waived or military exemption)			
Math	0	0	0.0%
Reading	0	0	0.0%
Writing	0	0	0.0%

*The Unknown (unduplicated) category does not include students who are unknown in some areas and not met in others.

**Unknowns by area include students with waivers or exemptions who have not been reported as meeting TSI on a performance measure; FTIC students with waivers or military exemptions who were reported as meeting TSI in all areas based on performance measures are included in the "met state standards in all areas" category.

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
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25. Graduation of two-year college students				
1-29 SCH (before transfer)	52 (52.5%)	80 (58.4%)	70 (55.1%)	2.6
30 SCH or more (before transfer)	384 (61.1%)	638 (65.3%)	538 (58.9%)	- 2.2
Source: CBM001 and CBM009.				




26. Percentage of baccalaureate graduates by SCH completed at two-year colleges:

1-29 SCH (at any time)	24.7%	21.7%	22.1%	- 2.6
30 SCH or more (at any time)	69.0%	69.2%	68.8%	- 0.2

Source: CBM001 and CBM009.


	Cohort	Rate	Cohort	Rate	Cohort	Rate
27. Graduation Rates 						
Master's	Fall 1995	39.3%	Fall 2009	69.7%	Fall 2010	70.7%
Doctoral	Fall 1990	N/A	Fall 2004	N/A	Fall 2005	N/A

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
Baccalaureate graduate success				
28. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school 	80.5%	81.0%	82.5%	2.0

	FY 2011	FY 2013	FY 2014	Point Change FY 2011 to FY 2014
Baccalaureate Graduates Employment/Enrollment Status				
29. Employed in 4th quarter in which program year ends 	67.0%	69.0%	72.3%	5.3
30. In graduate or professional school in Texas in fall of the next FY 	4.8%	4.4%	4.5%	- 0.3
31. Employed in Texas and enrolled in a graduate or professional school in Texas 	8.7%	7.6%	5.8%	- 2.9

For more detailed information on enrollments and employment of graduates and other leavers, go to:
<http://txhighereddata.org/reports/performance/ctcasalf/exitcohorts/>

UH-Clear Lake offers a variety of online and in-person services for students and alumni seeking employment as well as to local employers interested in qualified candidates for positions. Programs are geared towards preparing students for career opportunities after graduation. Not only do faculty gear students for jobs, but UHCL provides job placement services for students and graduates.

	Fall 2000 FTSE/ FY 2001 UG Degrees	Fall 2013 FTSE/ FY 2014 UG Degrees	Fall 2014 FTSE/ FY 2015 UG Degrees
32. Undergraduate efficiency ratio			
Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded 	N/A	2.53	2.70

UH-Clear Lake maintains a high completion rate and student retention is a major institution-wide priority. For Fiscal Year 2015, the course completion rate was 94.5% at UH-Clear Lake and our efforts have demonstrated solid and steady numbers for this measure. The 4 schools have been asked to pay particular attention to course completion at UHCL in lieu of information from the CB that places an even greater concentration on student success that is measured by student completion rates.

	University of Houston-Clear Lake	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	THE UNIVERSITY OF TENNESSEE-CHATTANOOGA	THE UNIVERSITY OF WEST FLORIDA	UNIVERSITY OF COLORADO COLORADO SPRINGS
Graduation Rate: Four, five, and six-year graduation rates of first-time, full-time degree seeking undergraduates.						
4-Year Rate	N/A%	33.0%	7.0%	16.0%	27.0%	27.0%
5-Year Rate	N/A%	45.0%	18.0%	34.0%	44.0%	42.0%
6-Year Rate	N/A%	49.0%	22.0%	40.0%	51.0%	47.0%
Degrees Awarded: Number of graduates by level, race/ethnicity and gender.						
Total Degrees	2,336	1,283	559	2,280	2,799	2,013
White	1,011	893	141	1,870	2,064	1,465
African American	193	123	14	219	288	61
Hispanic	537	51	256	18	200	215
Asian	162	64	8	58	104	71
Other	433	152	140	115	143	201
Level						
Associates	0	0	120	0	201	0
Bachelors	1,259	690	199	1,757	1,924	1,509
Master's	1,066	565	150	433	630	480
Doctor's Research/Scholarship	11	1	0	17	23	19
Doctor's Professional Practice	0	0	0	53	0	5
Gender						
Male	785	602	257	990	1,042	878
Female	1,551	681	302	1,290	1,757	1,135
Graduation Rate: Percent of first-time, degree-seeking undergraduates who have graduated after six academic years.						
Total	N/A	49.0%	21.0%	40.0%	51.0%	47.0%
White	N/A	57.0%	20.0%	42.0%	52.0%	48.0%
African American	N/A	41.0%	24.0%	32.0%	44.0%	44.0%
Hispanic	N/A	24.0%	21.0%	34.0%	57.0%	41.0%
Asian	N/A	13.0%	20.0%	49.0%	62.0%	49.0%
American Indian or Alaska Native	N/A	0.0%	0.0%	0.0%	56.0%	60.0%
Unknown	N/A	50.0%	0.0%	N/A	43.0%	56.0%
Nonresident Alien	N/A	33.0%	33.0%	N/A	43.0%	33.0%
Graduates in Key Fields: Number of degrees awarded in specific fields by level.						
Computer Science	143	239	4	45	128	60
Engineering	91	0	16	153	75	128
Math	34	27	0	22	48	18
Physical Science	21	6	3	36	18	27
Nursing and Allied-Health Graduates: Number of degrees awarded in nursing/allied-health by level.						
Total Degrees	107	11	74	278	214	166
Certificate	0	0	1	3	0	0
Associates	0	0	42	0	0	0
Bachelors	40	11	16	157	210	130
Master's	67	0	15	65	4	31

Doctor's Research/Scholarship	0	0	0	0	0	0
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Graduates Detail (FY 2015)- University of Houston-Clear Lake

Success

By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

By Level, Race/Ethnicity:

Race/Ethnicity	Associate's	Bachelor's	Master's	Doctor's Research/Scholarship	Doctor's Professional Practice	Total
White	0	610	313	13	0	936
African American	0	90	104	4	0	198
Hispanic	0	449	128	5	0	582
Asian	0	90	71	0	0	161
International	0	26	647	0	0	673
Other	0	33	24	1	0	58

Excellence - Key Measures

Faculty Teaching

Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
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Upper division institution. No first-time entering undergraduates for this institution.

UHCL had not previously enrolled freshmen students as it was an upper-level institution Fall 2013 and earlier. Currently this indicator is not applicable to our institution. For the very first time beginning Fall 2014 UHCL will be welcoming its entering class of FTIC lower level freshman/sophomore.

Student/Faculty Ratio

34. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.

Fall 2000			Fall 2013			Fall 2014			% Change Fall 2000 to Fall 2014
FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	

FTSE/FTE Ratio

4,463 244 18:1 5,112 311 16:1 5,559 333 17:1 - 8.7%

UHCL continues to monitor the student/faculty ratios each year and study classroom and lab utilization rates as well. Each fall we produce numerous reports that focus on the average class size and disaggregate data by on-campus, on-line and off-campus sites to determine how to better utilize and predict growth for the courses we offer. Currently, our student/faculty ratio is 17:1 for Fall 2014, which represents larger classes and better utilization of classroom space at the university.

State and National Exams Success

35. Certification and licensure rates

FY 2000	FY 2014	FY 2015	Point Change FY 2012 to FY 2015
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Law	N/A	N/A	N/A	N/A
Pharmacy	N/A	N/A	N/A	N/A
Nursing	N/A	N/A	N/A	N/A
Engineering	N/A	N/A	N/A	N/A

This measure does not apply to the programs offered at UH-Clear Lake.

Tenured/Tenure-Track FTE Faculty

Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
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36. Percent of FTE teaching faculty who are tenured/tenure-track 61.9% 66.3% 68.2% 6.3

UH-Clear Lake makes every effort to retain qualified faculty and offer opportunities to faculty for tenured/tenure-track status. UH-Clear Lake addresses this issue with the formation of special committee's to ensure that faculty meet standards for this measure.

Quality Enhancement Plan

37. Quality Enhancement Plan, Including Reaffirmation Year

As UHCL prepares for the 21st century, the necessity of equipping students with skills to succeed in a rapidly changing environment with the ability to reason and adapt to new information is vital. UHCL's QEP topic is Applied Critical Thinking (ACT) for Lifelong Learning and Adaptability. The students' need for ACT skills was identified through the internal analysis of student data, intensive discussion among UHCL constituents, and several national reports conducted by external professional communities and organizations. By addressing this need, UHCL is not only enriching the quality of its students' educational experiences but also promoting a synergistic relationship between the university and the larger Houston-Galveston metropolitan area. The heart of UHCL's QEP for ACT is a curriculum revision project that incorporates key critical-thinking skills, concepts, and activities into courses, based on the best practices of several organizations. Such skills and practices form the framework for redesigning the curriculum helping UHCL to develop a common definition of ACT as well as activities that foster these skills in every undergraduate student.

Excellent Programs

38. Excellent Programs

Highlighted Excellent Programs 1

McWhirter Professional Development Laboratory School (MPDLS)

website: http://prt1.uhcl.edu/portal/page/portal/SOE/CENTERS/Professional_Development_Lab_School

Since 2002, UHCL has partnered with Clear Creek ISD (CCISD) in transforming its poorest performing elementary school, McWhirter elementary, into the McWhirter Professional Development Laboratory School (MPDLS). The partnership provides exemplary, research-based professional development for teachers and education practice to improve student achievement. Innovative ongoing programs at MPDLS include embedding professional development into the workday, as well as the Estrellas Two-Way Immersion program for K-5 students that develops bilingualism, bi-literacy and cultural awareness in a classroom of native English and native Spanish speakers while concurrently helping students reach a high level of academic achievement. Over the course of the partnership, UHCL School of Education faculty and MPDLS teachers have worked together to increase student performance as measured by the Texas Assessment of Knowledge and Skills (TAKS). From 2003 to 2012, TAKS Science Reading, Writing and Math scores at MPDLS show marked improvement.

Highlighted Excellent Programs 2

Center for Student Leadership, Involvement and Community Engagement (SLICE)

website: http://prtl.uhcl.edu/portal/page/portal/SLO/Student_Leadership_Institute

UHCL established the Center for Student Leadership, Involvement and Community Engagement, serving the UHCL student body by personal development through leadership training and community service with year-round opportunities to participate. SLICE coordinates opportunities to engage in partnership with several agencies, many are minority-gearred.

Excellence - Contextual Measures

	Fall 2000	Fall 2013	Fall 2014	Point Change Fall 2000 to Fall 2014
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39. FTE tenured/tenure-track faculty demographics

Ethnicity

Total	61.9%	66.3%	68.2%*	6.3
White	61.2%	63.4%	64.5%	3.3
African American	23.7%	73.9%	79.7%	56.0
Hispanic	55.6%	61.8%	53.3%	- 2.3
Asian	80.6%	80.7%	84.5%	3.9
International	N/A	70.0%	100.0%	N/A
Other	N/A	50.0%	31.3%	N/A

Gender

Male	71.1%	72.3%	73.4%	2.3
Female	49.1%	60.0%	63.0%	13.9

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

Faculty Rank

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
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40. Faculty Rank (Fall 2014)

Faculty Ethnicity

Total*	273	305	0	79	102	63
White	34	228	0	44	72	50
African American	2	22	0	9	9	1
Hispanic	15	27	0	4	5	2
Asian	11	21	0	14	14	10
International	209	0	0	8	1	0
Other	2	7	0	0	1	0

Faculty Gender

Male	134	122	0	31	60	44
Female	139	183	0	48	42	19

*Hispanic faculty members, except international ones, are counted as Hispanic. Faculty who are "Multi-Racial one of which is African American" are included with the African American faculty. Asian includes Asian, Hawaiian, and Pacific Islanders. "Other" includes American Indian, Alaskan Native, Unknown, and two or more races, excluding African American. International faculty are shown as a separate category.

Faculty Salary by Rank

	FY 2002	FY 2014	FY 2015	% Change FY 2002 to FY 2015	National Average (FY 2015)	% National Average
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41. Faculty Salary Comparisons


Professor	\$77,675	\$99,144	\$102,758	32.3%	\$117,155	88%
Associate Professor	\$63,995	\$76,230	\$79,091	23.6%	\$83,243	95%
Assistant Professor	\$49,890	\$65,243	\$66,238	32.8%	\$71,840	92%
Instructor	\$75,055	\$0	\$0	-100.0%	\$49,231	0%

	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
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42. Endowed Professorships and Chairs

Percent unfilled	0.0%	0.0%	20.0%	20.0
Percent of total tenured/tenure-track faculty	0.0%	1.3%	1.2%	1.2

43. Nobel Prize Winners and National Academies 				
	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015

44. Other Faculty Awards 				
	FY 2013	FY 2014	FY 2015	% Change FY 2013 to FY 2015
Fulbright American Scholars	1	0	1	0.0%

Although UH-Clear Lake faculty members with the National Academies, as defined by this measure, do not qualify to be reported, many of our faculty have received awards for outstanding Professor, Research, Environmental and Teaching honors, as well as other distinguished awards.

Ayadi, Mary Olufemi received the Fulbright Award for AY 2011/12, AY 2012/13, and 2013/14 to Covenant University, Ota, Nigeria. January 2012– August 2013.

	Master's Group Out-of-State Peers			Institution's Out-of-State Peers		
	University of Houston-Clear Lake	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	THE UNIVERSITY OF TENNESSEE-CHATTANOOGA	THE UNIVERSITY OF WEST FLORIDA	UNIVERSITY OF COLORADO COLORADO SPRINGS
Tenure/Tenure-Track Faculty Percentage of all full-time faculty members who are tenured or tenure-track.						
Percent of Tenured/Tenure-Track faculty	N/A	78%	86%	72%	71%	N/A

Research - Key Measures

Federal and Private Research

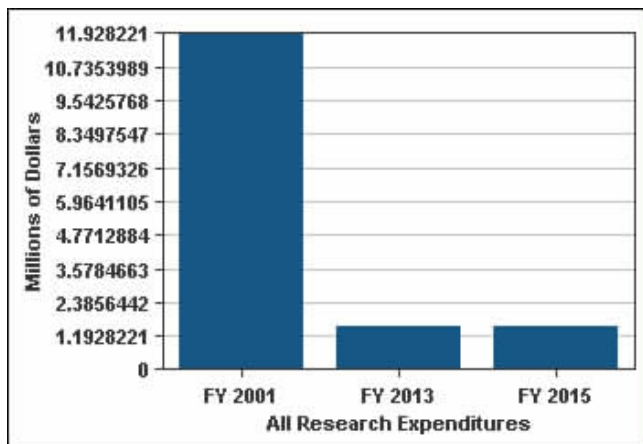
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
45. Federal and private research expenditures per FTE faculty i	\$72,738	\$3,991	\$2,748	- 96.2%

Research Expenditures

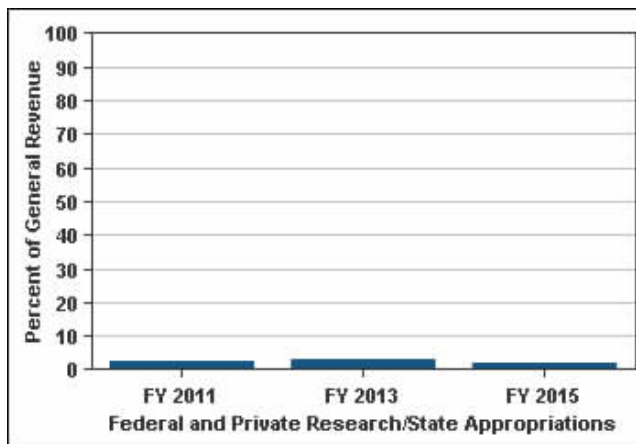
	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015	Institutional Closing the Gaps Target- Fall 2015	Closing the Gaps Completion
46. Research expenditures (\$ Million) i	\$11.928	\$1.716	\$1.535	- 87.1%	\$2.072	74.1%

Sponsored Research Funds

	FY 2011	FY 2014	FY 2015	Point Change FY 2011 to FY 2015
47. Federal and private (sponsored) research funds per revenue appropriations. i	2.4%	2.5%	1.9%	- 0.5



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

With a greater focus on grant activities and grant initiatives at UH-Clear Lake and continued engagement with the community and local industry, we hope to see this figure increase for future fiscal years. For fall 2010, UHCL received Hispanic Serving Institution Status and our Hispanic student population continues to expand.

Research - Contextual Measures

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
48. Research Expenditures by Source (\$ Millions) i	\$11.928	\$1.716	\$1.535	- 87.1%
Federal	\$10.844	\$0.739	\$0.540	- 95.0%
State	\$0.550	\$0.539	\$0.568	3.3%
Private	\$0.156	\$0.084	\$0.083	- 47.1%
Institutional	\$0.378	\$0.354	\$0.343	- 9.2%
Restricted Research Expenditures (amount shown is a subset of the categories above)	\$10.908	\$0.786	\$0.791	- 92.8%

For information on restricted research expenditures, go to <http://www.thecb.state.tx.us/RDF>

	FY 2009	FY 2013	FY 2014	FY 2015	% Change FY 2009 to FY 2015
49. Faculty holding extramural research grants i					
Number	22	35	34	34	54.5%
Percent	10%	15%	14%	13%	3.0

	FY 2001	FY 2013	FY 2014	FY 2015	% Change FY 2001 to FY 2015
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Patents

50. Number of new U.S. patents issued or reissued. 	0	0	0	0	N/A
51. Number of new patent applications 	0	0	0	0	N/A


This figure will be calculated by the UH-System office as UHCL does not track the number of patents, but rather they are included with the UH-System-wide figures.

	University of Houston-Clear Lake	Master's Group Out-of-State Peers		Institution's Out-of-State Peers		
		UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	THE UNIVERSITY OF TENNESSEE-CHATTANOOGA	THE UNIVERSITY OF WEST FLORIDA	UNIVERSITY OF COLORADO COLORADO SPRINGS
Research Expenditures Current year research expenditures.						
Research Expenditures	\$2,025,035	\$1,963,774	\$205,480	\$6,806,305	\$8,095,306	\$4,135,162
Research Funds Amount of sponsored (external/federal) research funds.						
Federal Research Funds	\$2,685,467	\$2,954,612	\$800,331	\$7,587,493	\$11,533,825	\$5,766,523

Source: IPEDS Fall 2014


Institutional Efficiency and Effectiveness - Key Measures

Administrative Cost

	FY 2000	FY 2014	FY 2015	Point Change FY 2000 to FY 2015
52. Administrative costs as a percent of operating budget 	19.0%	11.7%	11.4%	- 7.6

UH-Clear Lake continues to exercise a conservative and efficient methodology when administering administrative costs at the institution. 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 fy 2010 administrative cost was due to anticipated administrative need and operational support for the new facility. Our administrative costs as a percent of operating budget have continued to be lower since then (12.89% for fy 2013, 11.7% for fy 2014, and 11.4% for fy 2015).


Space Usage Efficiency (SUE)

53. Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150. 

	Fall 2014	Fall 2015
Classroom space use efficiency	75	92
Lab space use efficiency	75	75
Overall space use efficiency	150	167


UH-Clear Lake continues to monitor our use of classroom and lab space with student learning and student success a high priority at the institution. The Office of Institutional Research prepares an annual report detailing average class size by school and by rubric. The report is used in annual program review evaluations.

Appropriated Funds per FTE Faculty

54. State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty. 


	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
Appropriated funds per FTE student	\$5,715	\$5,743	\$5,336	- 6.6%
Appropriated funds per FTE faculty	\$62,084	\$53,190	\$49,214	- 20.7%

Historically Underutilized Business (HUB)


	FY 2000	FY 2014	FY 2015	%/Point Change FY 2000 to FY 2015
55. HUB Expenditures without construction (Millions) 	\$ 1.621	\$ 4.337	\$ 3.344	106.2%
Percent of total expenditures	24.7%	31.7%	30.4%	5.7
HUB Expenditures with construction (Millions)	\$ 1.685	\$ 5.456	\$ 3.361	99.4%
Percent of total expenditures	25.7%	39.9%	30.5%	4.8

UH-Clear Lake will continue to track these figures with planning and efficiency being a major goal at the institution.

Operating Expenses per FTE Student




	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
56. Operating expenses per FTE student 	\$12,526	\$17,455	\$16,562	32.2%

Total Revenue per FTE Student and FTE teaching Faculty

	FY 2000	FY 2014	FY 2015	% Change FY 2000 to FY 2015
57. Total revenue 				
Per FTE student	\$11,738	\$16,808	\$16,806	43.2%
Per FTE faculty	\$127,311	\$155,669	\$155,017	21.8%


UH-Clear Lake will continue to track these figures with planning and efficiency being a major goal at the institution. Full-time/part-time ratio for coverage of SCH for organized courses by school are also monitored each year utilizing the 65/35 report. UH-Clear Lake feel well below the average compared to state peers and continues to incorporate conservative measures for operating expenses per FTE student and FTE teaching faculty.





Institutional Efficiency and Effectiveness - Contextual Measures


	Fall 2000	Fall 2014	Fall 2015	%/Point Change Fall 2000 to Fall 2015
Class Size				
58. Average class size 	Upper Division Institution. No first-time entering undergraduates for this institution.			
59. Percentage of undergraduate classes with less than 20 students 	25.4%	35.4%	34.7%	9.3
60. Percentage of undergraduate classes with 50 students or more 	3.8%	5.6%	5.2%	1.4

UH-Clear Lake monitors this indicator by utilizing a report that includes trends of the distribution of organized course sections by class size by school and by student classification. The Deans use the report to organize classes each term, as well as use the information for program evaluation.

	FY 2000	FY 2015	FY 2016	% Change FY 2000 to FY 2016
61. Average cost of resident undergraduate tuition and fees for 30 SCH. 	\$2,855	\$7,131	\$7,473	161.8%

	Fall 2000	Fall 2014	Fall 2015	% Change Fall 2000 to Fall 2015
62. E&G Square footage 				
E&G classroom per FTE student	12.83	8.20	6.79	- 47.1%
E&G lab per FTE student	5.79	5.44	6.61	14.2%

Endowment	FY 2011	FY 2013	FY 2014	FY 2015	% Change FY 2011 to FY 2015
63. True and Term Endowment (\$ millions) 	\$7.9	\$11.0	\$11.0	\$10.0	
64. Quasi Endowment (\$ millions) 	\$14.7	\$15.0	\$16.0	\$15.0	
65. Total Endowment (\$ millions) 	\$22.6	\$26.0	\$27.0	\$25.0	10.6%
66. Total Endowment - Per FTE student 	\$3,915	\$4,592	\$4,675	\$4,045	3.3%

	FY 2001	FY 2014	FY 2015	% Change FY 2001 to FY 2015
67. Total Revenue* 	\$66,598,234	\$97,079,698	\$103,873,803	56.0%
State appropriations	\$30,864,359	\$33,170,840	\$32,977,220	6.8%
Tuition and fees	\$18,002,539	\$49,027,228	\$55,066,162	205.9%
Federal grants and contracts	\$13,449,701	\$11,509,028	\$11,906,237	- 11.5%
Institutional resources	\$4,281,635	\$3,372,602	\$3,924,184	- 8.3%
Constitutional funds	\$3,853,447	\$5,214,167	\$5,214,167	35.3%
Total Revenue with Constitutional Funds	\$70,451,681	\$102,293,865	\$109,087,970	54.8%

*Does not include Constitutional Funds

Link to additional information: <http://www.thecb.state.tx.us/FRP/SU/>

UH-Clear Lake continues to closely monitor revenue generated from tuition and fees, state appropriations, institutional funds, and other federal funds. Internally generated reports are used to track revenue trends and set budget goals by student level and student residence status every term. Also tracked on a semesterly basis are non-funded student hours in our efforts to ensure 100% compliance with state reporting regulations on the number of hours exceeded by students.

New information as of 2011 for endowment data that is now consistent with the methodology used in the 2011 NACUBO report and follows the endowment definitions as prescribed by the THECB. Prior to 2011, UHCL provided endowment numbers exclusive of foundation and system allocated endowments in the 2010 Accountability Report. Prior to 2011, UHCL provided endowment numbers exclusive of foundation and system allocated endowments in the 2010 Accountability Report. Our endowment figure as of 2011 is consistent across all University of Houston i

	Houston-Clear Lake	UNIVERSITY OF ILLINOIS AT SPRINGFIELD	WESTERN NEW MEXICO UNIVERSITY	THE UNIVERSITY OF TENNESSEE-CHATTANOOGA	THE UNIVERSITY OF WEST FLORIDA	UNIVERSITY OF COLORADO COLORADO SPRINGS
Administrative Cost Ratio Amount expended for administrative costs as a percent of operative expenses						
Administrative costs as a percent of operating budget	7%	6%	6%	4%	6%	7%
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Appropriations State and local government appropriation revenues per FTE student.						
Appropriations per FTE student	\$5,265	\$4,923	\$8,194	\$3,650	\$7,004	\$-
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Expenditures Instruction expenses per FTE student.						
Instruction expenses per FTE student	\$7,574	\$10,299	\$8,111	\$7,065	\$6,022	\$7,093
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Tuition and Fees Tuition and Fee revenue per FTE student.						
Tuition and Fee Revenue per FTE student	\$9,069	\$6,750	\$3,374	\$5,325	\$5,937	\$10,048