

**College of Education and School District**

**Glossary of Terms**

Revised December 2, 2015

The following is a listing of terms often used in the College of Education as compiled by Larry Hovey. Suggestions for modifications/additions are welcomed, which may be sent to [larry.hovey@ttu.edu](mailto:larry.hovey@ttu.edu). A school district listing of acronyms, as provided by Lisa Leach, is found on page 9. A listing of metrics’ terms, as used by Institutional Research, is found on page 11.

**A&Es (Apply and Evaluation Assignments:** Assignments completed for course credit in TTU education courses. Apply & Evaluate (A&E) assignments provide opportunities for educator candidates to learn about effective instructional strategies and practices, see those strategies modeled in the college class, practice those strategies within the college class, and then “try out” those strategies in a clinical setting.

**Area of Concentration:** A subset of a doctoral degree. E.g., Curriculum Studies and Teacher Education is an area of concentration under the Curriculum and Instruction Ph.D. degree.

**Area of Specialization:** A subset of a master’s degree. E.g., Language & Literacy Education is an area of specialization under the Curriculum and Instruction M.Ed. degree.

**ASEP (Accountability System for Educator Preparation):** A system legislated by Texas lawmakers that rates educator preparation programs as Accredited, Accredited-Not Rated, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked.

**Big 12 (Big Twelve Initiatives):** Projects and activities that have been the focus of comprehensive reforms in the College of Education since May 2011. Initially this was the Big 9. Three were later added to form the Big 12. Additions made in 2014 have created a Bigger Something.

**Candidate:** A participant in an educator preparation program as distinguished from a “student” in a P-12 school.

**CAEP (Council for the Accreditation of Educator Preparation):** National accrediting body for educator preparation formed 7/1/13 by the merger of The National Council for Accreditation of Teacher Education, NCATE, and the Teacher Education Accreditation Council, TEAC.

**CEI (Classroom Engagement Inventory):**

**CIEL (Center for Innovation in e-Learning):** A center in the College of Education.

**CISER (Center for the Integration of STEM Education and Research):** A center in the College of Education.

**Cohort:** In the initial semester of coursework in the College of Education, teacher candidates will be assigned to a group of approximately 30 peers with whom they will stay throughout the program. Each cohort of teacher candidates will be assigned to a Site Coordinator who will also remain with the group the entire time through the program. Site Coordinators will assign teacher candidates in her/his cohort to a grouping of schools, called a “pod,” and it is within that pod of schools that the cohort of teacher candidates will work during the program.

**CWT (Classroom Walk-Through):**  A classroom walk-through is a short (5-10 minute) observation that allows TTU faculty to collect a “snapshot” of information on candidate development of elements of effective teaching.

**Curriculum Crosswalk:** Comparing two or more programs in respect to similarities and differences.

**Degrees, State Certification, and Graduate School Certificates:** The three departments in the College of Education have a variety of degree, state certification, and Graduate Certificate programs. Numerous prefixes are used in to designate departments, programs, and courses.

* C&I: The Department of Curriculum and Instruction (graduate programs only)
  + C&I: Curriculum and Instruction (M.Ed.)
    - Area of Specialization
      * Bilingual/ESL Education
      * Curriculum Studies & Teacher Education
      * Language & Literacy Education
      * STEM, Technology, Engineering, & Mathematics (STEM) Education
    - Graduate Certificates
      * Developmental Literacy
      * Master Mentor
      * Multidisciplinary Science
    - State Certificates
      * Master Reading Teacher
      * Professional Reading Specialist
  + C&I: Curriculum and Instruction (Ph.D.)
    - Areas of Concentration
      * CSTE: Curriculum Studies and Teacher Education
      * ESS: Exercise and Sport Sciences
      * LDLS: Language, Diversity & Literacy Studies
      * STEM: STEM, Technology, Engineering & Mathematics
* EP&L: The Department of Educational Psychology and Leadership
  + EDLD: Educational Leadership (M.Ed., Ed.D., Ph.D.)
    - State Certification
      * Principal (Subsumed within M.Ed.)
      * Superintendent (Subsumed within Ed.D.)
    - Graduate Certificates
      * Teacher Leadership
  + EDHE: Higher Education (M.Ed., Ed.D., Ph.D.) EDHE is the official prefix, although HIED is often used.
    - Graduate Certificates
      * Higher Education Administration
  + EDIT: Instructional Technology (M.Ed., Ed.D.)
    - State Certification
      * Master Technology Teacher
  + EDSP: Special Education (M.Ed., Ph.D., Ed.D.) Discussed with Robin and Dee Brown. Will just do a general PAP for the doctorate and masters. More detailed reports may have to be done to the Administrative Team.
    - State Certification
      * Deaf and Hard of Hearing (also listed as Deaf Education)
      * Educational Diagnostician
      * General Special Education
      * Orientation and Mobility (also national certification)
      * Visual Impairment
    - Graduate Certificates
      * Applied Behavior Analysis
      * Autism
      * Dual Sensory Impairment
      * Sensory Impairment and Autism Spectrum Disorders
      * Special Education Transition
  + EPCE: Councilor Education (M.Ed., Ph.D.)
    - State Certification
      * School Counselor
    - Graduate Certificates
      * College Student Counseling
      * Mental Health Counseling
  + EPSY: Educational Psychology (M.Ed., Ph.D.)
    - Areas of Concentration for Ph.D.
      * DLS: Developmental Learning Sciences
      * REMS: Research, Evaluation, Measurement, and Statistics
      * SCPY: School Psychology (SPSY is sometimes used as a prefix.)

**ELPN (East Lubbock Promise Neighborhood Grant):** Texas Tech and the Lubbock Independent School District, along with multiple community partners were awarded a $24.5 million grant focusing on impacting numerous factors in an area of Lubbock with underrepresented populations.

**Environmental Scan:** a survey of all the factors that impact an educational situation.

**EPP (Educator Preparation Program):**  A CAEP term that replaces “Unit” from NCATE vocabulary.

**GES (Global Exemplar Schools):** A Global Exemplar School (GES) Study Team was established to focus on partnerships, fostering P-20 school and student success. The GES work resulted in the East Lubbock Promise Neighborhood (ELPN) Grant, placing GES principles into an area of Lubbock with a majority of individuals from underrepresented populations.

**GLOBAL PRiSE (Pragmatic Researcher in STEM Education):** A blended delivery program leading to PhD in Curriculum and Instruction with specialization in STEM Education.

**HSI (Hispanic-serving Institution):** A term used for a Federal program designed to assist colleges or universities that attempt to assist first generation, majority low income Hispanic students. There are over 250 schools that have been designated as an HIS, with TTU working toward that designation.

**IB (International Baccalaureate):** The International Baccalaureate formerly known as The International Baccalaureate Organization (IBO), is an international educational foundation offering programs for children 3 to 19. The college is able to provide certification for individuals who desire to teach in IB schools.

**IMMAP (Institute of Measurement, Methodology, Analysis and Policy):** A TTU university institute to offer support services for faculty grant and research activities.

**INTERVENTION RESEARCH:** Research that brings measurable improvement and innovation to the field.

**IRB (Institutional Review Board):** A TTU office with a mission “to protect the rights and welfare of human research subjects by minimizing risks, ensuring that people are fully informed before they participate in research, and promoting equity in research participation.”

**i3 (Investing in Innovations):** A $3.4 million U.S. Dept. of Education five year Grant, in partnership with multiple school districts including Lubbock ISD, Lamesa ISD, Ft. Worth ISD and Dallas ISD. The grant includes the College of Arts & Sciences Math Department as a partner and focuses on assessments of teachers’ instruction using video capture to improve student achievement in grades 6 – 9 mathematics. The competency-based model uses national teaching rubrics to cultivate job-embedded professional learning with teachers, instructional coaches, and principals.

**MERS (Measurement, Evaluation and Research Services):** A program specialization within Educational Psychology.

**MT (Mentor Teacher):** The cooperating teachers in the partner school district who have agreed to have a teacher candidate in their classroom.

**NCATE (National Council for Accreditation of Teacher Education):** The national accrediting body for educator preparation programs. As of July 1, 2013 it has been replaced by the Council for the Accreditation of Educator Preparation (CAEP), formed by the merger of NCATE, and the Teacher Education Accreditation Council, TEAC.

**NCTQ (National Council on Teacher Quality):** “Aresearch and policy group working to ensure that every child has an effective teacher.”

**OEOA (Outcomes, Economics, Outreach, and Applied Research):** College of Education reform initiatives are drawn from these four categories.

**OPERS (Office of Program Evaluation and Research Support):** An office established with staff responsible for program evaluation and research support in the College of Education.

**P1, P2, and P3 (Phases 1, 2, and 3 or Three Phases):** All graduate degree and advanced certification programs are being revised to enable candidates to have a positive impact on the clients (e.g., schools, agencies, community colleges) they serve. To this end, each program is organized into three phases. Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline. Phase Two (P2) courses incorporate the knowledge and skills from P1 and assimilate them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) courses integrate the knowledge and skills from Phase 1 with the simulated application from Phase 2, and then employ them in authentic real world settings. Results are entered into a database enabling faculty to monitor candidate progress and to evaluate program quality.

**PA (Performance Assessment):** Performance Assessments are the evaluation process used in educator preparation programs. A PA cycle consists of (a) a pre-conference to review the lesson; (b) observation and scripting of lesson to gather evidence for evaluation; (c) post-lesson meeting with the candidate to review evidence, coach and assign ratings; and (d) ensuring the timely uploading of video capture and entry of ratings by the candidate and instructor into the TAP database.

**PC (Program Coordinator):** The program coordinator is an individual faculty member responsible for administering the specific certification (e.g., Secondary) or specialty program (e.g., Bilingual/ESL). The program coordinator will organize the sequence and timing of A&E assignments for each semester, and the logistics associated with the co-scoring of each PA.

**PDF (Professional Development Facilitator):** TTU faculty member assigned to support the work of, and development of Site Coordinators (SC). The PDF is trained and certified by the National Institute for Excellence in Teaching on administration of the TAP rubric. A PDF periodically shadows SCs during all phases of the performance assessment cycle, and other work associated with acting as a liaison between partner districts and the college. A PDF also supports SCs in providing professional development to mentor teachers in partner schools and districts.

**PEEQ (Project on Educator Effectiveness and Quality):** The state of Texas evaluation of teacher education programs, which is an initiative of LBJ School of Public Affairs at UT Austin.

**PIP (Professional Improvement Plan):** A Teacher Candidate may receive a PIP when an area of concern has arisen that needs to be addressed. TC’s will have the opportunity to make progress and improvement in the identified area of concern.

**Pods:** Site Coordinators are assigned a “pod” of schools in which a cohort of students completes clinical placements. Pods of schools are arranged, to the extent possible, to be geographically close, but to provide the context appropriate to the candidates’ certification (e.g., ESL), as well as experiences with diverse P-12 students.

* TEAE: The Department of Teacher Education (undergraduate programs only) Sometimes TED used as the prefix
  + Multidisciplinary Science (BS) Subsumed into the Secondary Education Certificate
  + Multidisciplinary Studies (BS) Subsumed into the Elementary Education Certificate
  + State Certification
    - Elementary Education
    - Middle Level Education
    - Secondary Education (degrees housed in other colleges with state certification in teaching fields, such as English, math, and history.)

**Pre-Student Teaching Blocks:** These are the semesters and blocks of courses that take place prior to the final year in the program. During the pre-student teaching blocks, teacher candidates have clinical placements consisting of one, full day in the field each week. For candidates in the elementary and middle-level certification program, these consist of Blocks 1 and 2. For candidates in the secondary certification program, only Block 1 is a pre-student teaching block.

**Program Faculty:** Program faculty are instructors and tenure-line faculty working at the College of Education who have primary responsibility for the conducting of courses in the Teacher Preparation Program (TEP) at the College. Site Coordinators are also program faculty, but also have additional responsibility associated with supervision of teacher candidates.

**PZPI (Proximal Zone of Professional Influence):** The Center for Research, Evaluation and Advancement of Teacher Education (**CREATE**), a consortium of several university systems in Texas, provides an annual Performance Analysis for Colleges of Education (**PACE**) Report. One portion of the reports considered information about school districts within a 75 mile radius of Texas Tech, which is called the Proximal Zone of Professional Influence.

**Rig:** The term given to the iPod and tripod combination used for capturing video evidence on Teachscape.

**ROI (Return on Investment):** A performance measure used to evaluate the efficiency of an investment or to compare the efficiency of a number of different investments.

**SACS-COC (Southern Association of Colleges & Schools Commission on Colleges):** The regional body for the accreditation of degree-granting higher education institutions in the Southern states. The SACS-COC mission is “to assure the educational quality and improve the effectiveness of its member institutions.” This is the accrediting body for the university.

**SC (Site Coordinator):** TTU faculty member assigned to supervise teacher candidates during field placements associated with the early blocks of the program; and coach and evaluate teacher candidate during the student-teaching placement. Site Coordinators are trained and certified by the National Institute for Excellence in Teaching on administration of the TAP rubric. Site Coordinators function as links between schools, school districts, and the university program.

**SIOP (Sheltered Instruction Observation Protocol):** A model of sheltered instruction helping teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency

**Skills and Products:** From the work of R.J. Stiggins indicating a higher order than Knowledge and Reasoning. Stiggins (2001) points out that there are five kinds of objectives in any curriculum: knowledge, reasoning, skills, the ability to create products, and values. He asserts that the only way to assess a student's ability to perform a skill or their ability to create a product is to actually observe the performance of the skill or the creation of the product (from Hansel Burley’s notes).

**SLO (Student Learning Outcomes):** What candidates should be able to know, be able to do, and be able to believe/feel (dispositions) as they go through and complete programs in the college. The writing of SLO should include an active verb that describes observable or identifiable actions.

**SPA (Specialized Professional Associations):** Professional associations that review programs, (e.g. English, mathematics, and science education), during the CAEP/NCATE accreditation process.

**SPAR (Strategic Plan Assessment Report):** Annual report from college units to the Provost describing how strategic priorities/goals have been advanced.

**STAAR (State of Texas Assessments of Academic Readiness):** A State of Texas measure of P-12 student performance. As of spring 2012 it replaces the Texas Assessment of Knowledge and Skills (TAKS). STAAR benchmark data from ISDs are used to determine the “value added” of having a TTU candidate or graduate in the classroom. For secondary and middle level, the benchmark data is based on the end of course exams for English, social studies, math and science. The elementary benchmark assessments are curriculum-based assessments created by districts to measure progress toward STAAR performance.

**Student Teaching Blocks:** These are semesters and blocks of courses that are taken during the final year in the program. During the student-teaching blocks, teacher candidates have clinical placements with a single mentor teacher for four full days each week. On the non-placement day, candidates will attend COE and other Tech classes. For candidates in the elementary and middle-level certification program, Blocks 3 and 4 are student-teaching blocks. For candidates in the secondary certification program, Blocks 2 and 3 are the student-teaching blocks.

**SWOT (Strengths, Weaknesses, Opportunities, and Threats):** A way to analyze programs and organizations.

**Tableau:** Software for analyzing large qualities of data

**TAKS (Texas Assessment of Knowledge and Skills):** A State of Texas measure of P-12 student performance. As of spring 2012 it was replaced by STAAR (State of Texas Assessments of Academic Readiness).

**TAP Rubric –** An instructional rubric designed by the National Institute for Excellence in Teaching as part of the Teacher Advancement Program (TAP).Tech Teachhas adapted this rubric for supporting teacher candidates, and will use the rubric during the PA cycles. From the entire rubric, six indicators have been selected to serve as the evaluation standards for Tech Teach—instructional plans, standards and objectives, presenting instructional content, activities and materials, academic feedback, and managing student behavior.

**TC (Teacher Candidate) –** A teacher candidate is a student admitted into the teacher preparation program at Texas Tech University.

**Teachscape:** Teachscape is a private company that provides video-capture devices and a secure site for uploading digital video associated with coursework and student teaching.

**Tech Teach:** Tech Teach is the reformed teacher education program at Texas Tech. Tech Teach is a clinically-intensive, competency-based program aimed at building capacity of candidates and graduates to improve the achievement of the students with whom they work.

**TEKS (Texas Essential Knowledge and Skills):** Texas State standards for what P-12 students should know and be able to do.

**TEP (Teacher Education Program):** The collective curriculum and experiences in the college that prepare individuals to teach P-12 students. The reformed TEP in the college is known as Tech Teach.

**TExES (Texas Examinations of Educator Standards):** Licensure exams of content knowledge and pedagogy that candidates must pass to be certified as an educator in Texas. These are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates.

**THEA (Texas Higher Education Assessment):** Instrument used to assess basic skills in math, reading and writing for individuals entering the university.

**THECB (Texas Higher Education Coordinating Board):** The State of Texas body responsible for overseeing the activities of public institutions of higher education.

**TO (Trademark Outcome):** A distinctive product and skill set developed through completion of a College of Education program, which separates graduates in that program from other individuals in similar fields—thus providing a differential advantage to COE graduates. Valerie Paton suggests the following tests should be applied to TOs:

* Can the terms be operationally defined?
* Can they be measured?
* When will they be measured?
* How will the findings of assessment be utilized to improve the degree program elements to demonstrate accomplishment of the TO

**TOMS (Trademark Outcome Management System):** This system, utilizing Blackboard technology, provides a platform to assess student learning outcomes, particularly the 3 phases of graduate programs.

**TPLC (The Teacher Preparation Learning Coalition): A** seven-university coalition of reform-minded institutions and their high-need partner school districts committed to results, data-sharing and reciprocal support/accountability for the purpose of collectively advancing university teacher preparation and the measured effectiveness of new teachers. The seven public universities include: Texas Tech University & Arizona State University (Co-Leads), The University of South Carolina, The University of Central Florida, West Virginia University, The University of Colorado-Denver, and California State University-Fullerton. Funding has been requested from the US Department of Education via the **Teacher Quality Partnership (TQP) Grant.**

**Texas Education Acronyms**

**A User’s Guide to Curriculum and Instruction in Texas**

(Developed by Lisa Leach,

Former Assistant Superintendent Lubbock ISD)

**AYP (Adequate Yearly Progress):** Requirement under No Child Left Behind (NCLB) for each district/campus to demonstrate growth in performance and participation for each designated subpopulation of students. This is calculated for reading and math, grades 3-8 and 10.

**End of Course:** High school exams taken at the end of each course in the four core content areas; replaces high school Texas Assessment of Knowledge and Skills (TAKS) for graduation requirements starting with 9th grade 2011.

**ESC (Education Service Center):** Twenty regional ESC’s serve districts across the state providing assistance in a broad spectrum of educational areas.

**ESL (English as a Second Language):** Instructional programming to serve the learning needs of Limited English Proficient (LEP) students.

**LAT (Linguistically Accommodated Testing):** Mandated by federal government for testing of LEP students in mathematics. For recent immigrants who are LEP-exempt from TAKS mathematics under Texas policy and enrolled in AYP grades.

**LEP (Limited English Proficient):** Refers to non-native English Speaking students. This is also called ELL – English Language Learners.

**NAEP (National Assessment of Education Progress):** Assessment used by federal government under NCLB to compare state performance.

**NCLB (No Child Left Behind):** Federal education law, established current national system of testing and accountability.

**PEIMS (Public Education Information Management System):** Data systems for Texas schools; daily entries including enrollment, attendance, teaching assignments, dropouts, etc.

**SBEC (State Board of Educator Certification):** Establishes certification requirements for Texas teachers and administrators, develops standards for certification, and establishes assessments for certification.

**SEED (Supporting Effective Educator Development):** A U.S. Department of Education grant program that “provides funding for grants to national non-profit organizations for projects that are supported by at least moderate evidence to recruit, select, and prepare or provide professional enhancement activities for teachers, principals, or both.”

**SSI (Student Success Initiative):** State law mandating TAKS passing scores for promotion to next grade, with 3rd grade reading beginning 2003; 5th grade reading and math beginning 2005; 8th grade reading and math beginning 2008. Promotion can be authorized in extenuating circumstances by the GPC (Grade Placement Committee).

**STAAR (State of Texas Assessment of Academic Readiness):** New in 2012. State assessment of student learning of the Texas Essential Knowledge and Skills (TEKS) in core content areas: Reading, Writing, Mathematics, Science, Social Studies.

**STAAR –Alt (STAAR-Alternate):** Special Education STAAR test with severely modified academic achievement standards—designed for special education students who do not receive grade-level content instruction.

**STAAR-M (STAAR – Modified):** Special Education STAAR test with modified academic achievement standards. Is designed for special education students who receive grade-level content instruction, but STAAR-M tests have been modified in format and test design. It has larger font, fewer items page, fewer answer choices, simpler vocabulary, and simpler sentence structure.

**TAAS, TEAMS and TABS:** Early state assessments. **Texas Assessment of Academic Skills**, 1990-2002. **Texas Educational Assessment of Minimal Skills**, 1982-1990. **Texas Assessment of Basic Skills**, 1980-1982

**TAKS (Texas Assessment of Knowledge and Skills):** State accountability assessments administered 2002-2011. TAKS is a precursor to STAAR.

**TAPR (Texas Academic Performance Report):** Replaces the **AEIS** (Academic Excellence Indicator System). This is the school “report card.” The report issued annually by TEA includes achievement data, attendance, dropout rate, etc.

**TEA (Texas Education Agency):** Establishes policy to carry out legislative mandates. The Commissioner of Education is the top administrator at TEA. www.tea.state.tx.us

**TEKS (Texas Essential Knowledge and Skills):** Pronounced “tex” as in “Texas.” State curriculum standards defining what all students are expected to know and be able to do.

**TELPAS (Texas English Language Proficiency Assessment System):** Includes **RPTE** (Reading Proficiency Test in English) and Texas Observation Protocols (**TOP**).

**TExES (Texas Examinations of Educator Standards):** New certification tests for Texas teachers. The TExES is replacing the ExCET, Examination for the Certification of Educators in Texas.

**TPRI (Texas Primary Reading Inventory):** Assessment for students PreK-2 to determine levels of reading readiness. Some districts use other approved assessments for this required report.

**Institutional Research**

**College Metrics Definitions**

**Enrollment:** Includes students who are officially enrolled at Texas Tech University in credit-bearing classes.

**Distance Education Course Enrollment and Course SCH:** Counts are taken from credit bearing sections with instructional method or delivery mode taught via internet or web based (ONLINE or WEB). These are fiscal year totals.

**Retention and Graduation Rates:** Based on a cohort that includes degree-seeking, first-time, full-time new freshman, who are officially enrolled at Texas Tech University. Retention is the percentage of the cohort that re-enroll in the following fall and are counted as of the census date. Graduation rates track the percentage of the cohort that graduates in the given amount of time.

**Degrees Awarded:** Counts of degrees officially awarded by year and term. Degrees are awarded for Baccalaureate, Master’s, Doctoral, and First Professional degrees to students who have completed the required hours for the degree. Counts do not include certificates.

**Certificates:** Are non-degree credentials granted to students for successful completion of required curriculum for certification.

**Semester Credit Hours:** The total credit hours taught by a college are summed and reported at the college level for a given semester or fiscal year.

**Weighted Semester Credit Hours:** SCH are given a weight based on level of the course, level of the students, and formula funding rate. A table with the relative weights is available at this link http://www.irim.ttu.edu/FormulaFunding.php

**Faculty Headcount:** Faculty counts include all faculty with at least a partial instructional appointment and 9-month salary is greater than zero. These counts may include or exclude Teaching Assistants and Graduate Part-Time Instructors.

**Faculty Headcount by Tenure Status:** Faculty headcounts by tenure status as of November1.

**Faculty Average Salary:** The average 9-month salary of Faculty with at least a partial instructional appointment and 9-month salary is greater than zero. These counts may include or exclude Teaching Assistants and Graduate Part-Time Instructors.

**Faculty FTE (Full-Time Equivalent):** The total of all instructional appointments for faculty employed in the fall term. A full-time appointment counts as 1 and partial appointments are summed to yield equivalent full-time appointments. This excludes Teaching Assistant and Graduate Part-Time Instructor (TA/GPT-I).

**Teaching Staff FTE:** The Total of all instructional appointments for faculty, Teaching Assistants (TA), and Graduate Part-Time Instructor (GPT-I) employed in the fall term. A full-time appointment count as 1 and partial appointments are summed to yield equivalent full-time appointments.

**Research Awards and Expenditures**

**Research:** For proposals and awards with multiple principal investigators/co-investigators, credit for the proposal and the associated award is split among the units.

**# of Proposals:** Number of proposals for sponsored projects reported by the center, institute or department through which the proposal was submitted.

**Proposal Amounts:** Dollar value of proposals for sponsored projects reported by the center, institute or department through which the proposal was submitted.

**Award Amounts by Home Department:** Dollar amount of awards for sponsored projects reported by home department of the principal investigators and co-investigators.

**Award Amounts by Submitting Unit:** Dollar amount of awards for sponsored projects reported by center, institute or department through which the proposal was submitted.

**# of Awards:** Number of awards for sponsored projects reported by the center, institute or department through which the proposal was submitted.

**Restricted Research Expenditures (RRE):** Restricted research expenditures are reported annually to the Texas Higher Education Coordinating Board (THECB) on October 31st. Restricted research expenditures are those expended for research (program code 200) from restricted funds such as sponsored projects and gifts (funds starting with 2xxxxx). Expenditures for capital construction, sub-awards to other Research Development Fund (RDF) institutions, and facilities and administrative (F&A) costs are excluded.

**Total Research Expenditures (TRE):** Total research expenditures are reported annually to the THECB on December 1st. Total research expenditures are all funds expending for research (program code 200) from any source of funds. The only exclusion is for capital construction costs. Included in Total Research Expenditures are:

* State Appropriations
* State Grants
* Federal Grants
* Institutional Funds
* Private for Profit Entities
* Private for Non-Profit Entities

**Faculty are classified as:**

* TTT (Tenured/Tenure-Track)
* RF (Research Faculty)
* PP (Professor of Practice)

**Finance**

**E&G Funds:** Funds comprised of tax (General Revenue) funds in the state treasury and funds generated locally (Other E & G) by the University from students and other sources. This also includes funds generated locally by the University and appropriated by the state (e.g., tuition, fees, interest earnings, etc.) to be used for administration, institutional expense, instruction and departmental research, physical plant operation, and other items related to instruction.

**Line Items:** State funds allocated to the University for Special Appropriation Items as requested during the legislative session.

**Grad Tuition:** State tuition charged to graduate students.

**Designated Funds - Fee:** Unrestricted funds that are internally allocated for specific purposes – student services fees, information technology fees, library fees, etc.

**Designated Funds - Tuition:** Unrestricted funds that are internally allocated for specific purposes – institutional tuition.

**Auxiliary:** Funds used to provide services for students, faculty, and staff which generally charge a fee directly related to the cost of the service provided (e.g., athletics, residence halls, hospitality services, traffic & parking, etc.). No state funds can be used to support auxiliary operations.

**Gift:** Donated funds that are restricted based on an agreement between the donor and the University.

**HEAF:** State appropriated funds established to acquire, construct or improve tangible assets. Created to assist state universities that are outside the University of Texas and Texas A&M Systems.

**Sponsored Projects:** Sponsored projects which are externally-funded activities in which a formal written agreement (i.e., grant, contract, or cooperative agreement) is entered into by the institution and the sponsor to accomplish a specified statement of work. Sponsors may be federal agencies, other states or other State of Texas agencies, or any other entity from the public or private sector.

**Instructional Costs - code 100:** All expenditures in program code 100, Instruction that were part of the Provost’s Division. These include expenditures for activities that are part of the institution’s instruction program; including credit and non-credit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions.

**Efficiency Ratios**

**Student FTE Faculty FTE (THECB):** Student FTE divided by Faculty FTE. Uses THECB definition of Student FTE: Fall Undergraduate SCH/15; Fall Masters and Law SCH/12; and Fall Doctoral SCH/9.

**Student Headcount Tenured/Tenure-Track Faculty Headcount:** Total Fall Enrollment divided by Total Fall Tenured and Tenure-Track Faculty headcount.

**Student Headcount Faculty FTE:** Total Fall Enrollment divided by Total Fall Faculty FTE.

**Student Headcount Teaching Staff FTE:** Total Fall Enrollment divided by Total Fall Teaching Staff FTE.

**SCH Tenured/Tenure-Track Faculty Headcount:** Total Fiscal Year Semester Credit Hours (SCH) divided by Total Fall Tenured and Tenure-Track Faculty headcount.

**SCH Headcount Faculty FTE:** Total Fiscal Year Semester Credit Hours (SCH) divided by Fall Faculty FTE.

**SCH Teaching Staff FTE:** Total Fiscal Year Semester Credit Hours (SCH) divided by Total Fall Teaching Staff FTE.

**WSCH Tenured/Tenure-Track Faculty Headcount:** Total Fiscal Year Weighted Semester Credit Hours (WSCH) divided by Total Fall Tenured and Tenure-Track Faculty headcount.

**WSCH Headcount Faculty FTE:** Total Fiscal Year Weighted Semester Credit Hours (WSCH) divided by Total Fall Faculty FTE.

**WSCH Teaching Staff FTE:** Total Fiscal Year Weighted Semester Credit Hours (WSCH) divided by Total Fall Teaching Staff FTE.

**Instructional Salaries Semester Credit Hours:** Instructional Salaries (IS) divided by Fiscal Year Total Semester Credit Hours (SCH).

**Instructional Salaries Weighted Semester Credit Hours:** Instructional Salaries (IS) divided by Fiscal Year Total Weighted Semester Credit Hours (WSCH).

**Total Instructional Cost Semester Credit Hours:** Total Instructional Cost (TIC) divided by Fiscal Year Total Semester Credit Hours (SCH).

**Total Instructional Cost Weighted Semester Credit Hours:** Total Instructional Cost (TIC) divided by Fiscal Year Total Weighted Semester Credit Hours (WSCH).

**Restricted Research Expenditures (RRE) Tenured and Tenure-Track Faculty:** Total Restricted Research Expenditures (RRE) divided by Total Fall Tenured and Tenure-Track Faculty headcount.

**Restricted Research Expenditures (RRE) Faculty FTE:** Total Restricted Research Expenditures (RRE) divided by Total Fall Faculty FTE.

**Restricted Research Expenditures (RRE) Teaching Staff FTE:** Total Restricted Research Expenditures (RRE) divided by Total Fall Teaching Staff FTE.

**Calculation for 1-Year, 3-Year, and 5-Year Changes**

**Changes calculations are based on the current terms and the prior 1, 3, and 5 years data:** Using Enrollment as an example and current term is fall 2014, the following are the calculations:

* **For 1-Year Change:**   
        (Current - Prior 1 Year)/Prior 1 Year)   
        For Current (Fall 2014) Enrollment = 35,158,   
        For Prior 1-Year (Fall 2013) Enrollment = 33,111   
        Calculation: ((35158-33111)/33111) = 6.18% or 6.2%
* **For 3-Year Change:**   
        (Current - Prior 3 Year)/Prior 3 Year)   
        For Current (Fall 2014) Enrollment = 35,158,   
        For Prior 3-Year (Fall 2011) Enrollment = 32,327   
        Calculation: ((35158-32327)/32327) = 8.76% or 8.8%
* **For 5-Year Change:**   
        (Current - Prior 5 Year)/Prior 5 Year)   
        For Current (Fall 2014) Enrollment = 35,158,   
        For Prior 5-Year (Fall 2009) Enrollment = 30,049   
        Calculation: ((35158-30049)/30049) = 17.0%