Definitions

There are 9 metrics in our new Strategic Plan:

- Enrollments – Low-income
- Enrollments—Rural
- Completions – Low-income
- Completions – Rural
- Undergraduate Degree Efficiency
- Achievement Gaps in Undergraduate Degree Efficiency
- Graduation Rate
- Critical Workforces
- Research Productivity

Glossary

Rural: A rural student is one who resides (county of residence) in county that the North Carolina Department of Commerce defined as a Tier 1 or Tier 2 county in 2016. See 2016 county designations here: https://www.nccommerce.com/research-publications/incentive-reports/2016-county-tier-designations. The following 20 counties were classified Tier 3 in 2016, while the remaining 80 were classified Tier 1 or Tier 2: Brunswick, Buncombe, Cabarrus, Carteret, Chatham, Durham, Forsyth, Guilford, Henderson, Iredell, Johnston, Lincoln, Mecklenburg, Moore, New Hanover, Orange, Pender, Union, Wake, and Watauga.

Although county status is reassessed annually by the NC Department of Commerce, we utilized the 2016 classifications for all target-setting activities, as that was the most up to date in the fall of 2016. We will continue to use the 2016 rankings for ongoing assessment of institutional targets.[1]

Low-income: A low-income student is one who receives any amount of a federal Pell Grant in the given time period.

Enrollments

Low-Income: The number of in-state, degree seeking undergraduates in the fall enrollment snapshot (i.e., SDM Census Snapshot) who received a federal Pell Grant (any amount over the course of the academic year). Note that a student's low-income status can change from year to year. Although only the number of in-state students will count toward fulfilling the target, we will also report the number of out-of-state undergraduates who received a federal Pell Grant.

Rural: The number of in-state, degree seeking undergraduates in the fall enrollment snapshot (i.e., SDM Census Snapshot) who reside (county of residence) in a Tier 1 or Tier 2 county. Note that a student's rural status can change from year to year.

Completions

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[1] We do acknowledge that the counties of Haywood and Guilford have alternated Tier 2 and Tier 3 status in recent years. Thus, at the midpoint of the strategic plan, we may consider reviewing the county classifications and adjust as necessary.

Low-income: The number of in-state undergraduates who both: (1) received a baccalaureate degree in the current academic year (Summer II, Fall, Spring, Summer I); and (2) received a federal Pell Grant within the last 5 years (either the current academic year or any one of the preceding 4 academic years) at the institution receiving credit for the completion. In order to capture as many student completions as possible, we will use data from the National Student Clearinghouse to identify completion data for students earning degrees from institutions outside of the UNC System.

Rural: The number of in-state undergraduates who both: (1) received a baccalaureate degree in the current academic year (Summer II, Fall, Spring, Summer I); and (2) resided in a Tier 1 or Tier 2 county within the last 5 years (either the current academic year or any one of the preceding 4 academic years). In order to capture as many student completions as possible, we will use data from the National Student Clearinghouse to identify completion data for students earning degrees from institutions outside of the UNC System.

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Undergraduate Degree Efficiency

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All: The count of the number of undergraduate credentials awarded by your institution per 100 Full-Time Equivalent (FTE) undergraduates. "Credentials" is defined as any completion below a Master's Degree, which includes associate, baccalaureate, and post-baccalaureate degrees; dual degree recipients are counted twice, consistent with federal completions reporting. "FTE" is calculated as the sum of all undergraduate student credit hours (degree and non-degree seeking) in the given academic year (Summer II, Fall, Spring, Summer I) divided by 29.6, the standard measure that the UNC System has employed for years. The FTE calculation uses a 6-year average to smooth enrollment fluctuations. The FTE for the current academic year and the preceding 5 academic years are calculated separately and those six numbers are then averaged.

Gaps: Undergraduate Degree Efficiency is calculated as described above. Using their own data, institutions will identify and define the subgroup(s) that they classify as having a "disproportionate achievement gap," and will provide supporting documentation and definitions to GA staff. The process for classifying students to a particular subgroup is as follows (use low-income as an example): (1) a student is classified as low-income if that student received a federal Pell Grant within the last 5 years (the current year or any one of the preceding 4 academic years); (2) ALL of the qualifying credits associated with that individual for the last 6 years (current academic year and the preceding 5 academic years) are included in the FTE denominator.

We recognize that institutions serve distinct student populations and that strict system-level definitions have varying relevance to institutions. With that said, below are the classifications of key subgroup populations that GA will use to judge system-level progress:

- **Underrepresented Minority (URM)**: URM status is based on the federal race code as self-reported by the student. URM status is indicated by a value corresponding to any one of the following four race/ethnicities: American Indian/Alaska Native; Black/African American; Hispanic; or two or more races. Thus, non-URM includes the remaining 5 categories: White, Asian, Native Hawaiian/Pacific Islander, non-resident alien, and unknown race/ethnicity. An individual student is considered URM if that student's race/ethnicity variable has a value corresponding to one of the four included values listed above within the last 5 years (either the current academic year that the degree was received or any one of the preceding 4 academic years) at a given institution.

- **Tier 1 or 2**: A student is designated as Tier 1 or 2 if that student self-reported a county of residency in a Tier 1 or Tier 2 county within the last 5 years (either the current academic year that the degree was received or any one of the preceding 4 academic years) at a given institution. For this metric, out-of-state students are classified as not Tier 1 or 2.

- **Low-Income**: A student is designated as low-income if that student received a federal Pell Grant within the last 5 years (either the current academic year that the degree was received or any one of the preceding 4 academic years) at a given institution.

- **Gender**: Gender is based on the gender self-reported by the student as recorded in the data system in the academic year that the degree was received.

Graduation Rate

Five-year: This metric utilizes the IPEDS cohort. The number of first-time, fulltime, degree seeking undergraduates who received a baccalaureate degree from any accredited institution of higher education within 5 years. This includes the summer term of the fifth academic year. For example, a student who begins in fall 2016 will have through summer 2021 to earn a degree. The denominator is the number in the IPEDS cohort for the fall in which the cohort started. We will use data from the National Student Clearinghouse to identify graduation data from institutions outside of the UNC System to calculate the numerator.

Critical Workforces

A count of the number of credentials (any level) - not individuals - earned at your institution in the identified academic disciplines in a given academic year (Summer II, Fall, Spring, Summer I).

- **Health Sciences** is defined as those credentials awarded in CIP code 51, "Health Professions and Related Programs."

- **STEM** is defined as those credentials awarded based on the Department of Homeland Security list of STEM designated degrees. These come from a variety of CIP codes and can be found at https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf. Although this list was last updated as of May 10, 2016 we used it for all target-setting activities; therefore, we will continue to use the 2016 classifications for ongoing assessment of institutional targets. We do acknowledge that the listing can change in the future. Thus, at the midpoint of the strategic plan, we will reevaluate the STEM classifications and adjust as necessary. To ensure that the categories are mutually exclusive, all 20 STEM degrees with a CIP code of 51 should be assigned ONLY to the Health Sciences category.

- **K-12** education is defined as those credentials awarded in any education licensure/certification program. In the data systems, this would be any student completion record for which the institution reports a "Y" on the associated data element identifying teacher certification program completers. This was item 14 in the historical Graduated Student Data File (through 2014-2015 completions) and is the teacher_leader_svc_cert field in the Student Data Mart sdm_completion_major_v dataset (completions in 2015-2016 and after).

Research Productivity

The amount of revenue from research and development sponsored program awards and licensing income in a given fiscal year. Reporting guidelines for sponsored program awards and licensing income are identical to those used in the annual UNC Report to the President on Research and Sponsored Programs and the UNC data dashboards, as detailed below.

Sponsored program awards include grants, cooperative agreements, contracts, other memoranda of agreement, task orders under master agreements, and other instruments that generate research-related income. License income follows the AUTM definition and includes license issue fees, payments under options, annual minimums, running royalties, termination payments, the amount of equity received when cashed-in, and software and biological material end-user license fees equal to $1,000 or more, but not research funding, patent expense reimbursement, a valuation of equity not cashed-in, software and biological material end-user license fees less than $1,000, or trademark licensing royalties from university insignia. License income also does not include income received in support of the cost to make and transfer materials under Material Transfer Agreements.

Frequently Asked Questions

1. What process could I use in determining the number of completions (rural or low-income) for my institution?
The recommended process is as follows: (1) identify all of the students enrolled as undergraduates in the last 5 years (current academic year and previous 4) along with their county of residence and Pell status in each of those terms; (2) identify who graduated from your institution in the academic year of interest; (3) of those who did not graduate from your institution, send the data to the National Student Clearinghouse (NSC) to identify who graduated in the academic year of interest from any accredited institution. If for some reason we identify a student as a graduate in our UNC system data that did not appear in the NSC data, you will receive credit for that student.

2. The system-level definition of Underrepresented Minority (URM) includes two or more races. This means that a student who is white and Asian would count as URM?
Yes, that is correct. We used historical data to help set the targets, and we are unable to disaggregate older data.

3. What is a "post-baccalaureate degree" short of a master's?
These include post-baccalaureate certificates. Although we recognize that some post-baccalaureate certificate programs are comprised partly or entirely of graduate-level coursework, counting these as undergraduate credentials is consistent with federal reporting and maintains a level of data consistency and simplicity for the purposes of the strategic plan completions metrics.

4. Won't the process for identifying completions double-count within UNC transfers?
Yes, our process of granting credit for a completion to both the institution of origin and graduating institution would double count completions for those students who both begin at and transfer to and graduate from a UNC institution. However, the System will only receive credit for one completion. Thus, the sum total of completers by institution could be greater than the System total.