Academic Scorecard Data Dictionary

DATA ELEMENT	DESCRIPTION	ASSESSMENT CATEGORY
2024-2025 completions	The number of students who completed a program during the 2024–2025 academic year.	*Student Demand*
2-year graduation rate (masters)	The percentage of students who complete their program within two years of initial enrollment.	*Academic Success*
3-year graduation rate (masters)	The percentage of master's students who complete their degree within three years of initial enrollment.	*Academic Success*
5-year average completions	The average number of students who completed a program per year over the most recent five-year period.	*Student Demand*
5-year average enrollment	The mean number of students enrolled over the most recent five academic years.	*Student Demand*
Academic professional track faculty (APT)	Non-tenure track faculty members who contribute to UT Arlington's academic mission through instruction, professional expertise, program support, or service, typically on renewable contracts rather than permanent tenure-eligible appointments.	
Academic program	A formally organized path of study (i.e. set of courses, requirements, and learning experiences) offered by a school, college, or university that leads to a specific degree.	
Adjunct faculty	A temporary, course-based faculty member who teaches one or more classes but is not employed in a full-time, permanent, or tenure-eligible position.	
Average full-time SCH	The average amount of SCH taught by all Tenure/Tenure-Track and APT faculty associated with the program.	*Financial Efficiency*
Average instructional cost per student	Total cost of program, including faculty instructional costs, allocated maintenance and operations for program, allocated staff costs for program, and non-program tuition split costs, divided by Program students.	*Financial Efficiency*
Central Tax Amount	Total amount of revenue, including both tuition earned and state appropriations, retained by central administration for program. Tax rate is 45.7% of these total revenues.	*Financial Efficiency*
CIP name	The formal title assigned by the Department of Education to a given *classification of instructional programs code*. This title may differ from that used for the program at UTA.	
Classification of instructional programs (CIP) Code	A six-digit standardized coding system developed by the National Center for Education Statistics to categorize and organize fields of study for consistent tracking and reporting.	
Completions 2020-2021	The total number of students who completed and were officially awarded a credential during the 2020–2021 academic year.	*Student Demand*
Completions 2021-2022	The total number of students who completed and were officially awarded a credential during the 2021–2022 academic year.	*Student Demand*
Completions 2022-2023	The total number of students who completed and were officially awarded a credential during the 2022–2023 academic year.	*Student Demand*
Completions 2023-2024	The total number of students who completed and were officially awarded a credential during the 2023–2024 academic year.	*Student Demand*
Contribution margin as a %, pre-tax	Contribution margin divided by Program Revenue expressed as a %. Using a % allows for better comparison across all programs.	*Financial Efficiency*
Contribution margin for service and research, post-tax	Contribution margin for service and research, post-tax.	*Financial Efficiency*
Contribution margin in $, pre-tax	Program revenue minus Program Expenses.	*Financial Efficiency*
Contribution margin per SCH, post-tax	Contribution Margin after tax divided by Program SCH.	*Financial Efficiency*
Contribution margin per SCH, pre-tax	Contribution Margin before tax divided by Program SCH.	*Financial Efficiency*
Contribution margin, post tax ($)	Contribution Margin minus Central Tax Amount (45.7%)	*Financial Efficiency*
Contribution margin, post tax (%)	Contribution Margin After Tax divided by Program Revenue for program expressed as a %. Using a % allows for better comparison across all programs.	*Financial Efficiency*
Cost (expenses)	Overhead costs, excluding faculty costs, cover the non-instructional expenses of the department and college, including maintenance and operations (M&O), staff salaries, departmental office costs, and instructional support such as producing course materials. Department-level overhead is distributed over programs in a department based on SCH generated by the program. College-level overhead, such as the dean's office costs, is similarly distributed over programs based on SCHs taught by the program.	*Financial Efficiency*
Cost of Instruction (Faculty)	Total allocated costs of faculty members for teaching courses in the program. Faculty salary and fringe is allocated by SCH to students enrolled in these courses. Workload data is used to only allocate the portion of the faculty's salary dedicated to teaching. For example, a faculty member with a $100,000 salary and a 40-40-20 teaching-research-service workload would have $40,000 of their salary allocated across the courses they taught based on SCH for teaching costs. Additional pay for overloads is allocated 100% towards teaching.	*Financial Efficiency*
Cost of instruction per SCH	Program Cost of Instruction divided by Program SCH.	*Financial Efficiency*
Debt ratio (SeekUT)	The percentage of a graduate's annual earnings required to repay the typical annual loan payment for their program, calculated using median student debt and verified wage records reported through SeekUT. (calculation: annual loan payment/median annual earnings)	*Student Outcomes*
Earnings	Actual wages reported to the Longitudinal Employer–Household Dynamics (LEHD) and Texas Workforce Commission (TWC) for graduates of UT System academic and health institutions from 2007–08 through 2022–23. Earnings are reported on a calendar-year basis, adjusted to 2024 dollars, and presented as median values by institution and major.	*Student Outcomes*
Employment percentile (Grey DI)	A measure showing how a program's graduate employment outcomes compare to similar program's nationwide, based on Gray Decision Intelligence data. A higher percentile means the program performs better than a larger share of comparable programs in terms of graduate employment.	*Student Outcomes*
Faculty Counts	The faculty count is the number of all faculty who taught students in the program, even when those courses are offered outside the department or college. This allows the program to capture the full instructional cost of all required and elective hours. For example if a Biology BS student takes an Art History elective, the Art History faculty is included in the faculty count for the Biology program.	*Financial Efficiency*
Fall 2021 enrollments	The total number of students officially registered in academic programs for the Fall 2021 term.	*Student Demand*
Fall 2022 enrollments	The total number of students officially registered in academic programs for the Fall 2022 term.	*Student Demand*
Fall 2023 enrollments	The total number of students officially registered in academic programs for the Fall 2023 term.	*Student Demand*
Fall 2024 enrollments	The total number of students officially registered in academic programs for the Fall 2024 term.	*Student Demand*
Fall 2025 enrollment	The total number of students officially registered in academic programs for the Fall 2025 term.	*Student Demand*
Fall semester (term)	A structured academic term, with about 15 weeks for each semester of instruction, running from August through December.	
Full-time equivalency FTE (Faculty)	A budgetary term that represents one full-time faculty position (i.e., two people each serving in half-time faculty positions would together equal one F.T.E faculty).	
Gainful employment program	An academic or training program subject to federal GE regulations.	
Graduate teaching assistant (GTA)	A graduate student appointed to support the instructional responsibilities of a course while completing their own advanced academic work.	
Growth entry jobs, BLS 3-year historic growth (Gray DI)	The three-year employment growth rate for entry-level jobs tied to a program, based on U.S. Bureau of Labor Statistics (BLS) data analyzed by Gray DI.	*Student Outcomes*

GTA % of all instruction	The percentage of SCH in the program that was taught by GTAs.	*Financial Efficiency*
Instructor % Distribution, Adjunct	The percentage of SCH in the program that was taught by Adjunct faculty.	*Financial Efficiency*
Instructor % Distribution, APT	The percentage of SCH in the program that was taught by APT faculty.	*Financial Efficiency*
Instructor % Distribution, TT/T	The percentage of SCH in the program that was taught by Tenure/Tenure-Track faculty.	*Financial Efficiency*
Instructor (non-title)	An individual or group (instructors) responsible for guiding learning, teaching content, and supporting students' development within an educational or training setting. Can refer to T/TT, APT, Adjunct or GTA.	
Master's earnings premium	The additional income earned by individuals with a master's degree compared to those whose highest qualification is an undergraduate degree in the related program, expressed as a percentage.	*Student Outcomes*
Masters's degree	An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but typically not more than 2 academic years of work beyond the bachelor's degree.	
Median SCH taught by full-time faculty	The median amount of SCH taught by Tenure/Tenure-Track and APT faculty in the program.	*Financial Efficiency*
Non-core student-faculty ratio	Student to faculty ratio within the program for non-core classes.	*Financial Efficiency*
Pell grant program	Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses. (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.)	
Pell vs. non-pell retention rates (bachelors)	The comparison between the percentage of Pell Grant recipients who return for the next academic year with the percentage of non-Pell students who return, highlighting persistence gaps between the two groups.	*Academic Success*
Pell vs. non-pell graduation rates (bachelors)	The comparison between the graduation rate of students who receive Pell Grants with the graduation rate of students who do not receive Pell Grants, highlighting equity gaps in student outcomes.	*Academic Success*
Post-tax breakeven SCH	The number of SCH for the program to have a $0 Contribution Margin, including the Central Tax. Assumes no changes in revenues or costs based on enrollment.	*Financial Efficiency*
Predicted completions (Gray DI)	The projected number of students expected to complete a program, as estimated by Gray Decision Intelligence (Gray DI) using historical enrollment patterns, completion trends, and predictive analytics.	*Student Demand*
Pre-tax breakeven SCH	The number of SCH for the program to have a $0 contribution margin, not taking Central Tax into account. Assumes no changes in revenues or costs based on enrollment.	*Financial Efficiency*
Program SCHs	Sum of semester credit hours program students are enrolled in. Only included course types are counted. Included course types are lecture, clinical, practicum, and seminar.	*Financial Efficiency*
Program students	Number of distinct students enrolled in classes for the selected academic program. This is a unique count for the year, not by semester. So a student enrolled in fall, spring, and summer will only be counted once, not three times.	*Financial Efficiency*
Program-required SCH	The total number of student credit hours a student must complete to earn a specific academic credential. For example this is typically 120 for bachelor's programs.	*Academic Success*
Research cost per class (faculty)	Portion of faculty salary dedicated to research, based on workload data, allocated by SCH to students enrolled in their courses. For example, a faculty member with a $100,000 salary and a 40-40-20 teaching-research-service workload would have $40,000 of their salary allocated across the courses they taught, based on SCH, for research costs.	*Financial Efficiency*
Revenue	Tuition, instructional fees, and state appropriations allocated to program based on SCH. Tuition allocations are performed at the student level. For example, a student paying $2700 for 9 SCH in a term would have $300 allocated per SCH. State appropriations are allocated based on total program SCH in a college using the college's budgeted state allocation amount. For example, if a college has $10M in state allocations, a program that generates 12% of the college's SCH would be allocated $1.2M.	*Financial Efficiency*
Revenue per SCH	Total revenue for the program, divided by total Program SCH.	*Financial Efficiency*
SCH per FTE	Total departmental student credit hour production divided by department's faculty FTE.	
Service cost per class (faculty)	Portion of faculty salary dedicated to service, based on workload data, allocated by SCH to students enrolled in their courses. For example, a faculty member with a $100,000 salary and a 40-40-20 teaching-research-service workload would have $20,000 of their salary allocated across the courses they taught, based on SCH, to represent service costs.	*Financial Efficiency*
Student credit hours(SCH)	A standardized unit that measures the amount of instructional time a student receives.	
Tenured faculty (T)	Permanently appointed professors who have earned a permanent academic appointment after demonstrating sustained excellence in their field through teaching, research and service.	
Tenure-track faculty (TT)	Professors hired into positions and placed on a formal pathway toward earning tenure after a period of evaluation.	
Time to degree (in years)	The average number of years students take to complete a program from initial enrollment to graduation.	*Academic Success*
Y1 debt ratio (SeekUT)	The median student loan payment one year after graduation expressed as a percentage of graduates' median first-year earnings, as reported by SeekUT.	*Student Outcomes*
Y1 earnings (SeekUT)	The median earnings of graduates one year after completing their program, as reported by SeekUT using state wage-record data.	*Student Outcomes*
Y1 to Y2 retention rate	The percentage of students who continue from their first year of enrollment (Year 1) into their second year (Year 2) in the same program or institution.	*Academic Success*
Y2 to Y3 retention rate (bachelors)	The percentage of students who return for their third year after having been enrolled in their second year.	*Academic Success*
Y4 earnings (SeekUT)	The median earnings of graduates four years after completing their program, as reported by SeekUT using state wage-record data.	*Student Outcomes*
Y4 graduation rate (bachelors)	The percentage of first-time, full-time students who complete their degree within four years of initial enrollment.	*Academic Success*
Y5 debt ratio (SeekUT)	The median student loan payment five years after graduation expressed as a percentage of graduates' median fifth-year earnings, as reported by SeekUT.	*Student Outcomes*
Y5 earnings (SeekUT)	The median earnings of graduates five years after completing their program, based on state wage-record data reported through SeekUT.	*Student Outcomes*
Y5 to Y1 completions	The total number of students who completed a program over the most recent five academic years, from Year 5 (the earliest year in the range) through Year 1 (the most recent year).	*Student Demand*
Y5 to Y1 enrollment	The ratio comparing the number of students enrolled in Year 5 of a program to the number enrolled in Year 1.	*Student Demand*
Y6 graduation rate (bachelors)	The percentage of first-time, full-time students who complete their degree within six years of initial enrollment.	*Academic Success*
Y10 debt ratio (SeekUT)	The median student loan payment ten years after graduation expressed as a percentage of graduates' median tenth-year earnings, as reported by SeekUT.	*Student Outcomes*
Y10 earnings (SeekUT)	The median earnings of graduates ten years after completing their program, based on state wage-record data reported through SeekUT.	*Student Outcomes*