STATE SUPPORT FOR HIGHER EDUCATION DATABASE (SSDB)
INSTRUCTIONS FOR THE FY 2019 GRAPEVINE AND FY 2018 SHEF REPORTS

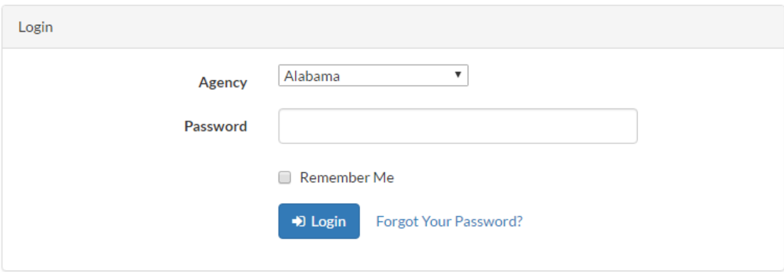
Note: The collection instructions are nuanced and may change from year to year. Please read this document in its entirety. Last updated 09/18/2018.

Users who are familiar with the collection website may skip to page 3.

Thank you for completing SHEEO's State Higher Education Finance (SHEF) data collection survey. This year's collection will provide the data for the FY 2019 *Grapevine* survey and the FY 2018 SHEF report.

Step 1. Log in to the account for your agency

Navigate to the website https://shef.sheeo.org and click the link in the upper right corner to log in. Use the drop-down menu to select your agency name. (Accounts are tied to agencies, not individual data providers.)



If you do not remember your password, it can be reset by clicking the "Forgot Your Password?" link. This will send a password reset to the email address associated with your agency's account. The recovery email address is often linked to an individual user. If you are not that user or otherwise need to change the email address associated with your account, please contact Caitlin Dennis (cdennis@sheeo.org) for assistance. We recommend that you create a username and password that can be used by anyone in your agency, and that you save this information somewhere accessible.

Step 2. Review the Data Collection Guidelines

After you log in, you will be redirected to the Guidelines page, which provides important information about deadlines and general instructions. **Please read the Guidelines page carefully!** You can navigate back to this page at any time using the *Guidelines* link in the upper left corner.

<u>Step 3. Fill out the *Grapevine* survey</u>

When you click on the *Fill out the Survey* link, you will see two questions at the top of the page. Please do not forget to answer these questions! *Note that the "biennial" question refers to the current/upcoming fiscal year.*

Does your agency have an annual or biennial budget?

- ○ Annual
- ○ Biennial

If you selected biennial, which part of your budget year are you in?

- ○ 1st Year
- ○ 2nd Year

The first part of the data collection has *Grapevine* survey data for the current/upcoming fiscal year. This section has an earlier deadline. **Please complete the *Grapevine* survey by November 9, 2018.** Enter new information for fiscal year 2019 in the leftmost column and update the data for previous years if needed. You can hover over each variable for its detailed description. Once you complete the *Grapevine* survey, enter any comments about this data and check the box to indicate that your survey is complete.

Note that the sector breakdown in this section of the report will be published with the 2019 *Grapevine* tables. Please ensure that the data for years 2017, 2018, and 2019 is accurate. You can update your prior year data at any time.

Sector Breakdown

		2019	2018	2017	2016	2015	2014	2013	2008
State support, 2-year sector*	$	0	0	0	0	0	0	0	0
State support, 4-year sector*	$	0	0	0	0	0	0	0	0
State support, uncategorizable*	$	0	0	0	0	0	0	0	0
Total state support for all higher education		0	0	0	0	0	0	0	0
Difference (should be zero)		0	0	0	0	0	0	0	0

**Will be published this year.*

Leave a comment explaining your circumstances below the *Grapevine* survey section if:

1. You are not able to account for the total state support for higher education (the red, difference bar is not zero);
2. More than 10 percent of state support is uncategorizable;
3. There is an inconsistency in the data between 2017 and 2019 (please explain what changed); or
4. There is anything else you think we should know about your sector breakdown data.

Comments - Grapevine Survey Only

STOP HERE FOR END OF GRAPEVINE SURVEY.
CHECK THE BOX IF COMPLETE. ☐ [Save and exit] [Save and continue]

Step 4. Fill out the SHEF survey

The SHEF survey is where you will enter information for the most recently completed fiscal year (2018). **Please complete the SHEF survey by December 7, 2018.** Begin at the top of the page (State Support) where you entered *Grapevine* data for 2019. Update the information in the 2018 column as well as any updated prior year data. ***Pay close attention to the years: after the State Support section, the newest year is 2018, rather than 2019.***

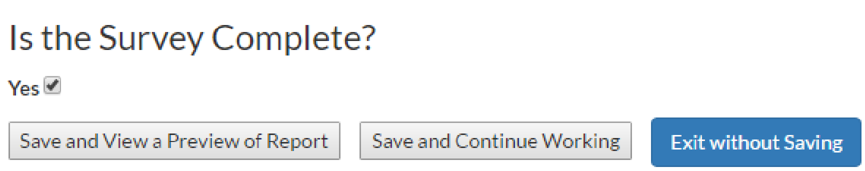
- As you move through the data collection, notice the blue rows with running totals. These calculations give you an early idea of the numbers we will use in SHEF.
- You can save your work at any time using the *save and continue* buttons near the top or at the very bottom of the page. **Please do not close the survey without saving**.

Note the jump between 2008 and 2013. We include the last five years of data because those are the most likely years for which you may have updates or changes. Data for 2008 is included because we use it as a pre-recession baseline in the SHEF report. If you would like to update data for the years prior to 2009 or between 2009 and 2012, contact Sophia Laderman (sladerman@sheeo.org) for an Excel spreadsheet with all data for your agency.

At the bottom of the data collection page, there is space to enter comments tied to each fiscal year. For example, if you update information from FY 2013, you can make a note explaining the changes in the *2013 Comments* section. Please use the comments section to note anything unusual about your data, such as:

1. Missing or provisional information;
2. Large changes (>10%) from year to year;
3. Changes in which data elements are included;
4. Places where your data does not match the SHEF definitions;
5. Inconsistencies across time (please explain what changed);
6. Notes about your sector breakdowns (see page 2 of this document); or
7. There is anything else you think we should know about your data.

When you have finished entering data, check the box to indicate the survey is complete. This does not authorize us to publish your data as is; it is used as an indicator of your progress. **We will not publish your data until you lock it on the next page of the survey.**

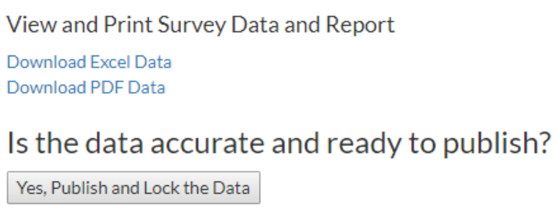


Step 5. View a preview of the report

At the bottom of the survey, you are able to view a preview of the report *whether or not you have marked the survey as complete.* Please note that if your data is incomplete, the survey preview may include calculation errors or false values.

For more information about how we calculate our metrics and adjust the data, see http://www.sheeo.org/projects/shef/learn_more.

On the report preview page, you have the option to download your data as an Excel file and/or a PDF. On this page, you can also publish and lock the data. We recommend that you wait to lock your data until the initial state data tables shared by SHEEO have been approved by your agency. Once the data are locked, please contact Sophia Laderman (sladerman@sheeo.org) if you need to make any changes. This ensures that we can make sure any changes in your data are reflected in the final report.



We have a new feature for states that have multiple data providers. There is now an option to download the data submitted by all providers in a state. Once logged in, navigate to https://www.sheeo.org/my-account and click to download each Excel report. You can also find this by clicking on your agency name in the top right corner and clicking *view my account.*

Thank you for all the work you do to help us publish the Grapevine and SHEF reports!

GENERAL INSTRUCTIONS

1. Make sure to check the boxes indicating you are finished. Marking these checkboxes will help us measure your progress and will tell us that the data are accurate and complete.
2. Consistency from year to year is very important. You can edit any past data that need to be updated. If there is a substantial change in the methods used to compile your data and you need to update data prior to the editable years, contact sladerman@sheeo.org.
3. If you place your cursor on a data-element name for a few moments, a pop-up box will appear with additional guidance.
4. Please fill out the collection form as completely as possible. Leave any calculations to us (e.g., do not subtract RAM or state public aid before entering tax appropriations — include it, and enter that figure in the appropriate section).
5. If you are unable to provide actual figures but can provide an estimate, please do so. You can indicate which figures are estimates in the comment box corresponding to the appropriate year(s).
6. Please enter only whole numbers. If you have no data for an entry, please enter "0" so we know it is not an oversight. **If you leave a blank entry, you will encounter an error and be unable to save the page.**
7. Please pay careful attention to the years in which you enter data. The first section includes 2019, the rest do not.
8. Pay special attention to the sector breakouts. The total of your sector breakout should match the net total in the section above it. If you are unable to break out sector data, please list the full amount as "uncategorizable" and leave a comment describing the issue. The "difference" row should always be zero.

DATA DEFINITIONS

Section 1. State Support

The intent of this section is to collect information about how much money the state provides to support higher education (excluding capital and debt service). First, indicate whether your state enacts an annual or a biennial budget.

Include:

- Sums appropriated for state aid to local public community colleges and for operation of state-supported community colleges, and for vocational-technical two-year colleges or institutes that are predominantly for high school graduates and adult students.
- Sums appropriated to statewide coordinating boards or governing boards, either for board expenses or for allocation by the board to other institutions or both.
- Sums appropriated for state scholarships or other state-level student financial aid programs.
- Sums destined for higher education but designated to some other state agency (as in the case of funds intended for faculty fringe benefits that are appropriated to the state treasurer).
- Appropriations directed to private institutions of higher education at all levels.

Exclude:

- Sums for capital outlays and debt service.
- Sums derived from federal sources, student fees, and auxiliary enterprises.
- Sums for students enrolled in dual-credit or dual-enrollment.

ALL state funding for higher education (even those sums that are appropriated to other state agencies) should be reported in this section.
State support for all higher education is calculated by adding state tax support, non-tax support, non-appropriated support, endowment earnings, portions of multiyear appropriations from previous years, and other state support and SUBTRACTING from that sum appropriations that you expect will have to be returned to the state and appropriations in the current year for use in other years (in other words, any appropriated funds that are not usable in the fiscal year in which they are appropriated).

Data elements collected in this section:

1. Appropriations from state government taxes to institutions for operations and other higher education activities.
2. Funding under state auspices for appropriated non-tax state support set aside by the state for higher education. These may include, but are not limited to, monies from lotteries (including lottery scholarships), tobacco settlements, casinos, or other gaming sources.
3. Funding under state auspices for non-appropriated state support. These may include, but are not limited to, monies from receipt of lease income, cattle-grazing rights fees, and oil/mineral extraction fees on land set aside by the state for higher education.
4. Interest or earnings received from state-funded endowments set aside and pledged to public sector institutions.
5. Portions of multiyear appropriations from previous years.
6. Any other state funds not included above. Please explain in the comments box below.
7. Appropriations you expect will have to be returned to the state.
8. Portions of multiyear appropriations in the current year which are to be spread over other years.

Sector Breakdown

At the bottom of this section, we ask for the two-year and four-year sector breakouts of the state support data you report. It is our intent to publish these data in both the *Grapevine* and SHEF reports this year; therefore, this section is now due at the same time as the *Grapevine* survey.

In many states, the classification of colleges within the two sectors is less clear than it has been in the past as some community colleges have begun to offer and award bachelor's degrees. Please include data for public associate's colleges (as defined in the Carnegie basic classification: http://carnegieclassifications.iu.edu/classification_descriptions/basic.php). **All data should be reported by institutional Carnegie classification, regardless of the degree program in which individual students are enrolled.** For example, if your state has a two-year institution that also offers four-year degrees, classify all appropriations, tuition revenue, and FTE enrollment for that institution under the two-year sector.

Include funds that cannot be easily allocated to two-year or four-year institutions in the row labeled "state support, uncategorizable." For example, appropriations that go to a state agency overseeing all public institutions should be included here. The sum of the sector breakouts should tie to the total reported under "state support for all higher education."

Section 2. Adjustments

In this section, you identify funds that do not support *public* higher education**. Any funds you report in this section should be included** in your State Support for Higher Education figure from Section 1. The sums reported in this section will be subtracted from State Support for Higher Education to calculate State Support for *Public* Higher Education.

This section also includes Local Appropriations. Local appropriations reported here should reflect your best estimate, at the time of reporting, of actual and expected amounts provided to institutions during the fiscal year. **For analytical purposes, we will assume that local appropriations support two-year institutions.** Please note in the comments section if local appropriations support four-year institutions.

Data elements collected in this section:

1. State funding for students in continuing or adult education courses (non-credit) and non-credit extension courses which are not part of a regular program leading to a degree or certificate.
2. Sums to independent (private) institutions for operating expenses.
3. Allocation of state appropriations for student financial aid grants awarded to students attending state independent (private) institutions. Include dollars intended solely for students attending independent institutions or awarded to those students. Estimate if needed.
4. Allocation of appropriations for student financial aid grants awarded to students attending out-of-state institutions (estimate if needed).
5. Local Appropriations: From local government taxes to institutions for operating expenses.

Section 3. Additional Funding Sources

The sums collected in this section are for informational purposes only and are not subtracted from State Support. **Therefore, these sums should already be excluded** in the data you provided for the State Support for All Higher Education figures in Section 1.

Data elements collected in this section:

1. State appropriated funds derived from federal sources.
2. Tuition charges collected by the institutions and remitted to the state as an offset to the state appropriations.
3. Sums to independent (private) institutions for capital outlay (new construction and debt service/retirement).
4. **NEW (as of 2018):** State funding for high school students in dual-enrollment or dual-credit courses.

Section 4. Research-Agriculture-Medical (RAM)

As a component of total state and local appropriations, report collectively the appropriations intended for the direct operations of research, agriculture, public health care services, and medical schools. Exclude the indirect costs.

Do not include discretionary use by faculty of unrestricted appropriations supplemented by other revenues for short-term research primarily performed as an adjunct component of instruction (departmental research of an unsponsored nature).

When unknown, appropriations for sponsored research should be estimated as equal to total research expenditures less state grants and contracts for research and federal and private revenues restricted for research. Assume no tuition revenues are used for research.

These funds **SHOULD** BE INCLUDED in your State Support for All Higher Education figures in Section 1. **For analytical purposes, we will assume that RAM appropriations support four-year institutions**. Please note in the comments section if RAM appropriations support two-year institutions.

Data elements collected in this section:

1. Appropriated sums for research centers, laboratories, and institutes, and appropriated sums separately budgeted by institutions for organized research. Generally, these are ongoing programs. Include all health and science research.
2. Appropriated sums for agricultural experiment stations and cooperative extension services.
3. Appropriated sums for teaching or affiliated hospital operations and public service patient care. Include all medical, dental, veterinary, optometry, pharmacy, mental health, nursing, and other health science institutes, clinics, laboratories, dispensaries, etc., primarily serving the public.
4. Appropriated sums for the direct operation and administrative support of the four major types of medical schools (medicine, dentistry, veterinary medicine, and osteopathic medicine) and centers corresponding to the medical enrollments previously reported.

Section 5. Public Tuition Revenue

In this section, you are asked to supply information about tuition revenues from students attending public institutions in your state. One of the intents of this section is to calculate "Net Tuition Revenue," which is used in the SHEF report as a measure of how much revenue institutions have to spend that is paid by students. "Net Tuition Revenue" is "Gross Tuition and Fees" less state-funded student aid, institutional discounts and waivers, and tuition revenue paid by medical students.

Data elements collected in this section:

1. Gross Tuition plus Mandatory "Education and General" Fees (public institutions).
2. Tuition and Fees waived or discounted by public institutions. If you enter "0," please provide additional information in the comments box explaining why it is "0" for your state. (Will be subtracted.)
    - Discounts and waivers include institutional aid transferred to a student's account and tuition charges not collected from a student.
    - Institutional dollars that would not otherwise be available (e.g., restricted funds from institutionally managed endowments or designated for tuition grants) should not be included as discounts.
3. State appropriated student aid for Tuition and Mandatory Fees for public institutions. (Will be subtracted.) **This data will be published. Please make sure it is complete.**
4. Tuition and Mandatory Fees paid by public Medical Students. (Will be subtracted.)
5. Public institution tuition and fees used for capital debt service/retirement and capital improvement other than that paid by students for auxiliary enterprise debt service.

For clarification on the sector breakdown, see the top of page 7.

Section 6. Annual FTE Enrollment

To calculate annual FTE, determine the total number of degree credit hours* (including summer sessions) and apply the following conversion factors:

- 30 semester or 45 quarter **undergraduate** credit hours/year = 1 annual FTE student
- 24 semester or 36 quarter **graduate** credit hours/year = 1 annual FTE student

These conversion factors are based on 15 undergraduate and 12 graduate credit hours per semester or quarter.

To calculate annual FTE for non-degree credit,* add vocational-technical, remedial and other program enrollments at two-year community colleges and state approved area vocational-technical institutes in courses which result in some form of certificate or other formal recognition to determine the total yearly number of contact hours, and then apply the following conversion factor:

900 contact hours/year = 1 annual FTE student. This conversion factor is based on a normal load of 25 contact hours per week for 36 weeks.

** Credits counted in the FTE calculation should include credits that are state funded and could potentially lead to a degree for a postsecondary student. Non-degree students enrolled in a degree granting program should be included in the FTE calculation, but non-credit and dual-enrollment students should not.*

Data elements collected in this section:

1. FTE enrollment calculated from course work creditable for a degree (including all health science and medical school enrollment) plus course work in a vocational or technical program normally terminal and which results in a certificate or some other formal recognition.
2. FTE enrollment in schools of medicine, dentistry, veterinary medicine, and osteopathic medicine (hereafter referred to as medical schools). This should be included in gross FTE.
3. **NEW (as of 2018):** FTE enrollment calculated for high school students in dual-enrollment or dual-credit courses. This should not be included in gross FTE.

For clarification on the sector breakdown, see the top of page 7.