

## STATE SUPPORT FOR HIGHER EDUCATION DATABASE (SSDB) 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 and disbursed by that office); and
- appropriations directed to private institutions of higher education at all levels.

#### **Exclude:**

- sums for capital outlays and debt service; and
- sums derived from federal sources, student fees, and auxiliary enterprises.

**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 multi-year 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, or 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 multi-year 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 multi-year appropriations in the current year which are to be spread over other years.

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://classifications.carnegiefoundation.org/descriptions/basic.php>), including public two-year colleges under universities, as well as those public community colleges that award bachelor's degrees but that are primarily associate's-degree granting institutions.

Include funds that cannot be easily allocated to two-year or four-year institutions, or to students attending those institutions (meaning state financial aid awards), in the row labeled "All other state support for H.E." For example, appropriations that go to students attending private 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 and Additional Funding**

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 or research 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.

### **Additional Funding Sources**

The sums collected in this section are for informational purposes only. None of the sums reported in this section should be included in the sums reported in any of the previous sections.

**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).
- 

**Section 3. 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.

**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 4. 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.)
  3. State appropriated student aid for Tuition and Mandatory Fees for public institutions. (Will be subtracted.)
  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.
- 

**Section 5. 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\* 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, determine the total yearly number of contact hours and 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, for purposes of SHEF, include credits that are state funded and could potentially lead to a degree.*

**Data elements collected in this section:**

1. FTE 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. Enrollment in schools of medicine, dentistry, veterinary medicine, and osteopathic medicine (hereafter referred to as medical schools).

Please contact Sophia Laderman ([sladerman@sheeo.org](mailto:sladerman@sheeo.org)) if you have any additional questions.