

**Texas Higher Education Coordinating Board
March 2007**

**TUITION REVENUE BOND PROJECTS
EVALUATION METHODOLOGY**

Revised for the 80th Legislature

Total points for each section below is 100.

EVALUATION CRITERIA

A. NEW CONSTRUCTION (Maximum 100 points)

1. Extraordinary Circumstances - 10 Points Maximum

Points for extraordinary circumstances are awarded to applications that addressed issues critical to the state, such as:

- Exceptional opportunities for outside funding of important projects.
- The impact of natural disasters on Texas colleges and universities.
- Recently constructed colleges or universities in high growth regions, including areas with large numbers of potential first-generation students, identified in *Closing the Gaps* (state higher education plan).
- Accreditation or reaffirmation requirements.

2. Closing the Gaps - 40 Points Maximum (Includes 2A and 2B)

Closing the Gaps is the state's higher education plan. Achievement of its goals is critical to the economic and social well-being of Texas. Assigning 40 points for *Closing the Gaps* emphasizes its importance to the state. The *Closing the Gaps* goals are:

- Participation - By 2015, close the gaps in participation rates to add 630,000 more students.
- Success - By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.
- Excellence - By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.
- Research - By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

2A. Projects Specific *Closing the Gaps* Points - 25 Points Maximum

Points are assigned to a project based on the project's likelihood to help an institution and the state achieve its *Closing the Gaps* goals and targets. Excellence was awarded more points because an index of individual institutions' excellence rankings was not available, unlike the other three goals as defined in section 2B below.

- Participation – Maximum of 6 points
- Success – Maximum of 6 points
- Excellence – Maximum of 7 points
- Research – Maximum of 6 points

2B. Closing the Gaps Indices - 15 Points Maximum (See Attachment A for detailed explanation)

Points are awarded for progress toward *Closing the Gaps* goals and for improvement on Accountability System elements that measure institutions' progress toward *Closing the Gaps* goals.

- Participation (Enrollment of underrepresented minorities and improvement in their percentage of the student body from underrepresented minorities over the past five years) – Maximum of 5 points
- Success (Six-year graduation rate of first-time, full-time students in the most recent year and improvement in this over the past five years) – Maximum of 5 points
- Research (Percentage change in total research expenditures from all sources generated by an institution over the past five years) – Maximum of 5 points

3. Planned Project - 10 Points Maximum

Points are assigned based on the project's rank in the institution's Campus Master Plan, which is an institution's long-range plan for institutional physical plant needs, including facilities construction and/or development, land acquisitions, and campus facilities infrastructure. Each Master Plan has two parts, MP1 and MP2. MP1 is a detailed report of institutional capital projects for the next five years. MP2 is an institution's assessment of the amount of deferred maintenance, including critical deferred maintenance, on the campus. Deferred maintenance refers to the accumulation of facility components in need of repair as a result of age, use, or damage and for which remedies are postponed or considered backlogged. Critical deferred maintenance refers to deferred maintenance that places occupants at risk, or places the facility at risk of not fulfilling its functions.

This measure ensures that an institution is proposing projects that fit into the overall vision of its campus as laid out in its master plan, which provides long-range and strategic analyses of facilities development for the campus.

10 points	Project ranked above 75 th percentile of MP1/2
8 points	Project ranked above 50 th percentile of MP1/2
6 points	Project ranked above 25 th percentile of MP1/2
4 points	Project ranked above 10 th percentile of MP1/2
2 points	Project ranked below 10 th percentile of MP1/2
0 points	Project is not ranked on MP1/2

4. Matching/Leveraged Funds - 10 Points Maximum

Points are assigned based on the percentage of non-TRB funding identified by the institution for the project. The intent is to measure the importance an institution places on the project by evaluating the amount of non-TRB funding that the institution is willing to provide.

- 10 points Project funding includes 51% or more funds other than TRB
- 5 points Project funding includes 26%-50% funds other than TRB
- 3 points Project funding includes 10%-25% funds other than TRB
- 0 points Less than 10% or no funds other than TRB

5. Cost - 5 Points Maximum

Points are assigned based on estimated project costs per square foot compared to the Board's construction costs inflated or indexed using the Engineering News-Record cost indices. Engineering News-Record construction and building costs rates are derived from a national survey of construction costs for a variety of general building types and usages. This fulfills the mandate of Education Code 61.0572(b)(7).

This measure ensures that institutions are constructing and renovating buildings in a cost-efficient manner.

- 5 points Cost per square foot is greater than 10%, less than the maximum cost
- 4 points Cost per square foot is within 6%-10% of the maximum cost
- 3 points Cost per square foot is within 0%-5% of the maximum cost [meets the standard]
- 0 points Cost per square foot exceeds the maximum cost

6. Efficiency - 5 Points Maximum

Points are assigned by comparing a building's projected total space with its usable space, as measured by Net Assignable Square Feet to Gross Square Feet of space. Net Assignable Square Feet is the sum of all areas within the interior walls of rooms on all floors of a building assigned to or available to an occupant or use, excluding unassigned space. Gross Square Feet refers to the sum of the square feet of space of all floor areas within the outside faces of a building's exterior walls.

The intent of this measure is to ensure that institutions are constructing and renovating buildings in a manner that maximizes the efficient use of space.

- 5 points The ratio of Net Assignable Square Feet to Gross Square Feet meets the Coordinating Board's standard ($\pm 5\%$)
- 0 points The ratio of Net Assignable Square Feet to Gross Square Feet is more than 10% below the Coordinating Board's standard

7. Space Need - 10 Points Maximum

Points are assigned based on an institution's need for space as determined by a Coordinating Board space model. The space model assesses whether an institution has appropriate amounts of Education and General space to adequately accommodate students and research activities at the institution. Education and General space refers to a net-assignable area (see No. 6) which is used for academic instruction, research, and support of the institution's mission. It does not include auxiliary space or space which is permanently unassigned.

This is a campus-wide rating.

- 10 points Space deficit is greater than 75% of total Education and General space on campus
- 7 points Space deficit is between 51% and 75% of total Education and General space on campus
- 5 points Space deficit is between 26% and 50% of total Education and General space on campus
- 3 points Space deficit is between 1% and 25% of total Education and General space on campus
- 0 points Campus has a space surplus

8. Space Utilization (for Colleges and Universities) or Campus-wide Efficiency (for Health-Related Institutions) - 10 Points Maximum

For universities, points are assigned based on a comparison of an institution's use of its classroom and class lab space to Coordinating Board guidelines (38 hours per week for classrooms and 25 hour per week for labs). This campus-wide measure is designed to ensure that institutions are using their classroom and class labs efficiently. For health-related institutions, a similar usage measurement does not exist. Their evaluation is based on campus-wide efficiency.

*A. Space Utilization - Colleges and Universities
(5 points max for class and 5 max points for lab)*

- 5 points Classroom utilization is more than 10% above the Coordinating Board's guideline
- 2.5 points Classroom utilization meets the Coordinating Board's guideline ($\pm 10\%$)
- 0 points Classroom utilization is more than 10% below the Coordinating Board's guideline

- 5 points Class Laboratory utilization is more than 10% above the Coordinating Board's guideline
- 2.5 points Class Laboratory utilization meets the Coordinating Board's guideline ($\pm 10\%$)
- 0 points Class Laboratory utilization is more than 10% below the Coordinating Board's guideline

*B. Campus-wide Efficiency - Health-Related Institutions
(HRIs do not have a space utilization guideline)*

Points are assigned based on the percentage of Gross Square Feet of space attributable to Net Assignable Square Feet. Net Assignable Square Feet is the sum of all areas within the interior walls of rooms on all floors of a building assigned to or available to an occupant or use, excluding unassigned space. Gross Square Feet refers to the sum of the square feet of space of all floor areas within the outside faces of a building's exterior walls. This measure shows how efficiently institutions are utilizing their space.

- 10 points Space efficiency campus-wide is more than 10% above the Coordinating Board's standard
- 5 points Space efficiency campus-wide meets the Coordinating Board's standard ($\pm 10\%$)
- 0 points Space efficiency campus-wide is more than 10% below the Coordinating Board's standard

B. REPAIR & RENOVATIONS and INFRASTRUCTURE (Maximum 100 points)

1. Extraordinary Circumstances - 10 Points Maximum

Points for extraordinary circumstances are awarded to applications that addressed issues critical to the state, such as:

- Exceptional opportunities for outside funding of important projects.
- The impact of natural disasters on Texas colleges and universities.
- Recently constructed colleges or universities in high growth regions, including areas with large numbers of potential first-generation students, identified in *Closing the Gaps* (state higher education plan).
- Accreditation or reaffirmation requirements.

2. Closing the Gaps - 40 Points Maximum (Includes 2A and 2B)

Closing the Gaps is the state's higher education plan. Achievement of its goals is critical to the economic and social well-being of Texas. Assigning 40 points for *Closing the Gaps* emphasizes its importance to the state. The *Closing the Gaps* goals are:

- Participation - By 2015, close the gaps in participation rates to add 630,000 more students.
- Success - By 2015, award 210,000 undergraduate degrees, certificates and other identifiable student successes from high quality programs.
- Excellence - By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.
- Research - By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

2A. Projects Specific *Closing the Gaps* Points - 25 Points Maximum

Points are assigned to a project based on the project's likelihood to help an institution and the state achieve its *Closing the Gaps* goals and targets. Excellence was awarded more points because an index of individual institutions' excellence rankings was not available, unlike the other three goals as defined in section 2B below.

- Participation – Maximum of 6 points
- Success – Maximum of 6 points
- Excellence – Maximum of 7 points
- Research – Maximum of 6 points

2B. Closing the Gaps Indices - 15 Points Maximum (See Attachment A for detailed explanation)

Points are awarded for progress toward *Closing the Gaps* goals and for improvement on Accountability System elements that measure institutions' progress toward *Closing the Gaps* goals.

- Participation (Enrollment of underrepresented minorities and improvement in their percentage of the student body from underrepresented minorities over the past five years) – Maximum of 5 points
- Success (Six-year graduation rate of first-time, full-time students in the most recent year and improvement in this over the past five years) – Maximum of 5 points
- Research (Percentage change in total research expenditures from all sources generated by an institution over the past five years) – Maximum of 5 points

3. Planned Project - 10 Points Maximum

Points are assigned based on the project's rank in the institution's Campus Master Plan, which is an institution's long-range plan for institutional physical plant needs, including facilities construction and/or development, land acquisitions, and campus facilities infrastructure. Each Master Plan has two parts, MP1 and MP2. MP1 is a detailed report of institutional capital projects for the next five years. MP2 is an institution's assessment of the amount of deferred maintenance, including critical deferred maintenance, on the campus. Deferred maintenance refers to the accumulation of facility components in need of repair as a result of age, use, or damage and for which remedies are postponed or considered backlogged. Critical deferred maintenance refers to deferred maintenance that places occupants at risk, or places the facility at risk of not fulfilling its functions.

This measure ensures that an institution is proposing projects that fit into the overall vision of its campus as laid out in its master plan, which provides long-range and strategic analyses of facilities development for the campus.

- 10 points Project ranked above 75th percentile of MP1/2
- 8 points Project ranked above 50th percentile of MP1/2
- 6 points Project ranked above 25th percentile of MP1/2
- 4 points Project ranked above 10th percentile of MP1/2
- 2 points Project ranked below 10th percentile of MP1/2
- 0 points Project is not ranked on MP1/2

4. Critical and Deferred Maintenance - 15 Points Maximum

Points are assigned to a project based on the percentage of the project's cost that addresses identified deferred maintenance items. Deferred maintenance refers to the accumulation of facility components in need of repair brought about by age, use or damage and for which remedies are postponed or considered backlogged. Critical deferred maintenance refers to deferred maintenance that places occupants at risk, or places the facility at risk of not fulfilling its functions.

This measure evaluates the extent to which the project helps protect the state's substantial investment in capital infrastructure on campuses.

- 15 points More than 50% of the project cost addresses critical and deferred maintenance
- 8 points Between 25%-50% of the project cost addresses critical and deferred maintenance
- 5 points Less than 25% of the project cost addresses critical and deferred maintenance
- 0 points Project cost does not address critical or deferred maintenance

5. Cost - 5 Points Maximum

Points are assigned based on estimated project costs per square foot compared to the Board's construction costs inflated or indexed using the Engineering News-Record cost indices. Engineering News-Record construction and building costs rates are derived from a national survey of construction costs for a variety of general building types and usages. This fulfills the mandate of Education Code 61.0572(b)(7).

This measure ensures that institutions are constructing and renovating buildings in a cost-efficient manner.

- 5 points Cost per square foot is greater than 10%, less than the maximum cost
- 4 points Cost per square foot is within 6%-10% of the maximum cost
- 3 points Cost per square foot is within 0%-5% of the maximum cost [meets the standard]
- 0 points Cost per square foot exceeds the maximum cost

6. Space Need - 10 Points Maximum

Points are assigned based on an institution's need for space as determined by a Coordinating Board space model. The space model assesses whether an institution has appropriate amounts of Education and General space to adequately accommodate students and research activities at the institution. Education and General space refers to a net-assignable area which is used for academic instruction, research, and support of the institution's mission. It does not include auxiliary space or space which is permanently unassigned.

This is a campus-wide rating.

- 10 points Space deficit is greater than 75% of total Education and General space on campus
- 7 points Space deficit is between 51% and 75% of total Education and General space on campus
- 5 points Space deficit is between 26% and 50% of total Education and General space on campus
- 3 points Space deficit is between 1% and 25% of total Education and General space on campus
- 0 points Campus has a space surplus

7. Space Utilization (for Colleges and Universities) or Campus-wide Efficiency (for Health-Related Institutions) - 10 Points Maximum

For universities, points are assigned based on a comparison of an institution's use of its classroom and class lab space to Coordinating Board guidelines (38 hours per week for classrooms and 25 hour per week for labs). This campus-wide measure is designed to ensure that institutions are using their classroom and class labs efficiently. For health-related institutions, a similar usage measurement does not exist. Their evaluation is based on campus-wide efficiency.

*A. Space Utilization - Colleges and Universities
(5 points max for class and 5 max points for lab)*

- 5 points Classroom utilization is more than 10% above the Coordinating Board's guideline
- 2.5 points Classroom utilization meets the Coordinating Board's guideline ($\pm 10\%$)
- 0 points Classroom utilization is more than 10% below the Coordinating Board's guideline

- 5 points Class Laboratory utilization is more than 10% above the Coordinating Board's guideline
- 2.5 points Class Laboratory utilization meets the Coordinating Board's guideline ($\pm 10\%$)
- 0 points Class Laboratory utilization is more than 10% below the Coordinating Board's guideline

*B. Campus-wide Efficiency - Health-Related Institutions
(HRIs do not have a space utilization guideline)*

Points are assigned based on the percentage of Gross Square Feet of space attributable to Net Assignable Square Feet. Net Assignable Square Feet is the sum of all areas within the interior walls of rooms on all floors of a building assigned to or available to an occupant or use, excluding unassigned space. Gross Square Feet refers to the sum of the square feet of space of all floor areas within the outside faces of a building's exterior walls. This measure shows how efficiently institutions are utilizing their space.

- 10 points Space efficiency campus-wide is more than 10% above the Coordinating Board's standard
- 5 points Space efficiency campus-wide meets the Coordinating Board's standard ($\pm 10\%$)
- 0 points Space efficiency campus-wide is more than 10% below the Coordinating Board's standard

C. HIGHER EDUCATION MITC SYSTEM CENTERS (Maximum 100 points)

Points are only awarded if the Higher Education Center is a multi-institutional teaching center, university system center, or single institution center established by the Legislature, or approved by the Coordinating Board for the specific purpose of offering academic credit courses and programs from the parent institution(s), in accordance with the definition of the Center as in Coordinating Board Rule 5.74 (6).

The Higher Education MITC System Centers are evaluated using the following criteria:

1. Extraordinary Circumstances – 10 Points Maximum

Points for extraordinary circumstances are awarded to applications that addressed issues critical to the state, such as:

- Exceptional opportunities for outside funding of important projects.
- Recently established higher education centers in high growth regions, including areas with large numbers of potential first-generation students, identified in *Closing the Gaps* (state higher education plan).
- Accreditation or reaffirmation requirements.

2. Closing the Gaps – 40 Points Maximum (includes 2A and 2B)

Closing the Gaps is the state's higher education plan. Achievement of its goals is critical to the economic and social well-being of Texas. Assigning 40 points for *Closing the Gaps* emphasizes its importance to the state.

2A. Projects Specific *Closing the Gaps* Points – 30 Points Maximum

Points are assigned to a project based on the project's likelihood to help an institution and the state achieve its *Closing the Gaps* goals and targets.

- Participation – Maximum of 16 points
- Success – Maximum of 10 points
- Excellence – Maximum of 4 points

2B. Participation Index – 10 points Maximum

5 points for the percentage of growth in full-time equivalent students in the last 5 years.

- 5 growth over 25%
- 4 growth between 21%-25%
- 3 growth between 16%-20%
- 2 growth between 11%-15%
- 1 growth between >0%-10%
- 0 no growth

5 points for the total number of full-time equivalent students

- 5 Over 2,000 full-time equivalent students in most recent fall semester
- 4 Between 1,500-2,000 full-time equivalent students, recent fall semester
- 3 Between 1,000-1,499 full-time equivalent students, recent fall semester
- 2 Between 700-999 full-time equivalent students, recent fall semester
- 1 Between 500-699 full-time equivalent students, recent fall semester
- 0 Less than 500 full-time equivalent students, recent fall semester

3. Cost - 10 Points Maximum

Points are assigned based on estimated project costs per square foot compared to the Board's construction costs inflated or indexed using the Engineering News-Record cost indices.

Engineering News-Record construction and building costs rates are derived from a national

survey of construction costs for a variety of general building types and usages. This fulfills the mandates of Education Code 61.0572(b)(7).

This measure ensures that institutions are constructing and renovating buildings in a cost-efficient manner.

- 10 Cost per square foot is greater than 10%, less than the maximum cost
- 6 Cost per square foot is within 6%-10% of the maximum cost
- 3 Cost per square foot is within 0%-5% of the maximum cost [meets the standard]
- 0 Cost per square foot exceeds the maximum cost

4. Project Related – 10 Points Maximum. For new construction projects use 4A as the criteria. For repair and renovations projects us 4B as the criteria.

4A. Efficiency – 10 Points Maximum (for new construction)

Points are assigned by comparing a building's projected total space with its usable space, as measured by Net Assignable Square Fee to Gross Square Feet of space. Net Assignable Square Feet is the sum of all areas within the interior walls of rooms on all floors of a building assigned to or available to an occupant or use, excluding unassigned space. Gross Square Feet refers to the sum of the square feet of space of all floor areas within the outside faces of a building's exterior walls.

The intent of this measure is to ensure that institutions are constructing and renovating buildings in a manner that maximizes the efficient use of space.

- 10 The ratio of Net Assignable Square Feet to Gross Square Feet meets the Coordinating Board's standard ($\pm 5\%$)
- 0 The ratio of Net Assignable Square Feet to Gross Square Feet is more than 10% below the Coordinating Board's standard

4B. Critical and Deferred Maintenance - 10 Points Maximum (for repair and renovations)

Points are assigned to a project based on the percentage of the project's cost that addresses identified deferred maintenance items. Deferred maintenance refers to the accumulation of facility components in need of repair brought about by age, use or damage and for which remedies are postponed or considered backlogged. Critical deferred maintenance refers to deferred maintenance that places occupants at risk, or places the facility at risk of not fulfilling its functions.

This measure evaluates the extent to which the project helps protect the state's substantial investment in capital infrastructure on campuses.

- 10 More than 50% of the project cost addresses critical and deferred maintenance
- 6 Between 25%-50% of the project cost addresses critical and deferred maintenance
- 3 Less than 25% of the project cost addresses critical and deferred maintenance
- 0 Project cost does not address critical or deferred maintenance

5. Matching/Leveraged Funds - 15 Points Maximum

Points are assigned based on the percentage of non-TRB funding identified by the institution for the project. The intent is to measure the importance an institution places on the project by evaluating the amount of non-TRB funding that the institution is willing to provide.

- 15 Project funding includes more than 50% of funds other than TRB

- 10 Project funding includes 26%-50% funds of other than TRB
- 5 Project funding includes 10%-25% funds of other than TRB
- 0 Less than 10% or no funds other than TRB

6. Space Utilization for University System Centers - 15 Points Maximum

Points are assigned based on a comparison of the higher education system center use of its current classroom space (room type 110) to Coordinating Board guidelines (38 hours per week).

- 15 Classroom utilization is more than 10% above the Coordinating Board's guideline
- 10 Classroom utilization meets the Coordinating Board's guideline ($\pm 10\%$)
- 0 Classroom utilization is more than 10% below the Coordinating Board's guideline

ATTACHMENT A

TRB Evaluation Methodology 2B. *Closing the Gaps* Indices

(5 Points Each for Participation, Success and Research)

PARTICIPATION:

Universities, State Colleges, and Health-Related Institutions:

2 points – underrepresented minority enrollment percentage improvement (points given for high rate of improvement in percentage of underrepresented minorities enrollment):

- 2.0 for 6% or greater
- 1.5 for 3% to < 6%
- 1.0 for 2% to <3%
- 0.5 for .5% to <2%
- 0.0 for <.5%

3 points – underrepresented minority enrollment change (points given for sustained high rate of underrepresented minority enrollment):

- 3.0 for 2,000 or more
- 2.5 for 1,500 to less than 2,000
- 2.0 for 1,000 to less than 1,500
- 1.5 for 500 to less than 1,000
- 1.0 for 50 to less than 500
- 0.0 for Less than 50

SUCCESS:

Universities: Percentage of first-time, full-time entering, degree-seeking students who have graduated from the same institution or another Texas public or independent institution after six years.

2 points – graduation rate (points given for high first-time, full-time undergraduate students' six-year graduation rate from same or another institution. This also applies to former upper-level institutions that are now four-year schools):

- 2.0 for 75% or greater graduation rate
- 1.5 for 50% to less than 75%
- 1.0 for 40% to less than 50%
- 0.5 for 30% to less than 40%
- 0.0 for Less than 30%

3 points – graduation rate improvement (points given for high rate of improvement in percentage of first-time, full-time undergraduate students graduating within six years):

- 3.0 for 10 or more point change
- 2.5 for 6 to less than 10 point change
- 2.0 for 4 to less than 6 point change
- 1.0 for 2 to less than 4 point change

0.0 for Less than 2 points change

Upper-Level: Graduation rate for two-year college students who completed at least 30 SCH before transferring to a university.

2 points – percentage of undergraduate enrollment who are transfer students from Texas two-year colleges with a minimum of 30 semester credit hours in the six years prior to transferring and graduated from the same or another within four years (points given for high graduation rates):

2.0 for 75% or greater graduation rate
1.5 for 50% to less than 75%
1.0 for 40% to less than 50%
0.5 for 30% to less than 40%
0.0 for Less than 30%

3 points – graduation rate improvement (points given for high rate of improvement in percentage of two-year college students who completed at least 30 semester credit hours before transferring to a university and graduated from the same or another within four years):

3.0 for 10 or more point change
2.5 for 6 to less than 10 point change
2.0 for 4 to less than 6 point change
1.0 for 2 to less than 4 point change
0.0 for Less than 2 points change

State Colleges: Graduation and persistence rate: Percent of first-time full-time, degree-seeking undergraduates who have graduated with an associate's or bachelor's or are still enrolled in public higher education after six academic years

2 points – total graduation and persistence rate (points given for high first-time, full-time undergraduate students' 6-year graduation rate from same or another institution or persisting):

2.0 for 75% or greater graduation rate
1.5 for 50% to less than 75%
1.0 for 40% to less than 50%
0.5 for 30% to less than 40%
0.0 for Less than 30%

3 points – graduation and persistence rate improvement (points given for high rate of improvement in percentage of first-time, full-time undergraduate students graduating within six years or persisting):

3.0 for 10 or more point change
2.5 for 6 to less than 10 point change
2.0 for 4 to less than 6 point change
1.0 for 2 to less than 4 point change
0.0 for Less than 2 points change

Health-Related Institutions: Number of bachelor's, master's, and doctoral academic degrees awarded and percent change in the last five years

2 points – number of degrees awarded (points given for large increase in the total number of degrees):

- 2.0 for 200 or more additional degrees awarded
- 1.5 for 100 to less than 200
- 1.0 for 50 to less than 100
- 0.5 for 20 to less than 50
- 0.0 for Less than 20

3 points – rate of change in the number of academic degrees awarded (points given for large increase in academic degrees awarded):

- 3.0 for 200% growth in academic degrees awarded
- 2.5 for 150% to less than 200%
- 2.0 for 100% to less than 150%
- 1.5 for 50% to less than 100%
- 1.0 for 30% to less than 50%
- 0.5 for 10% to less than 30%
- 0.0 for Less than 10% growth

RESEARCH:

5 points for change in research expenditures as reported in the annual research expenditures report from FY 2000 to FY 2005

Universities:

- 5.0 for over \$10 million
- 4.0 for \$3 million to less than \$10 million
- 3.0 for \$1 million to less than \$3 million
- 2.0 for \$500,000 to less than \$1 million
- 1.0 for \$1 to \$500,000
- 0.0 for \$0 or less

Health-Related Institutions:

- 5.0 for over \$100 million
- 4.0 for \$40 million to less than \$100 million
- 3.0 for \$10 million to less than \$40 million
- 2.0 for \$3 million to less than \$10 million
- 1.0 for \$1 million to less than \$3 million
- 0.0 for less than \$1 million