

Technical Notes

This index cites the source, definition, and clarifies purpose of performance measures presented in this report. Contextual items are provided as background rather than as performance measures.

Abbreviations:

AFR	Annual Financial Report, prepared by the U. T. System
AY	Academic Year, fall through following summer
CAE	Council for Aid to Education
CB	Texas Higher Education Coordinating Board
CBM	Texas Higher Education Coordinating Board data report designation
FTE	Full-Time Equivalent
FTFT	First-time, Full-time Student
FY	Fiscal Year, 9/1 to 8/31 of given year
LBB	Legislative Budget Board
NSSE	National Survey of Student Engagement
TASP	Texas Academic Skills Program
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
T/TT	Tenure/tenure-track

Academic Institutions

I. Student Access and Success—Undergraduate Participation and Success

Number and percent increase of first-time, full-time degree-seeking undergraduates, disaggregated by ethnicity and gender	
CBM 001 Student Report CBM 002 Student TASP Report	The number and percentage of first-time, full-time degree-seeking undergraduates derived from matching students from the CBM 001 Student Report each fall with those students from the CBM 002 Student TASP Report who indicate that they are degree-seeking. For this purpose full-time is defined as students enrolled for at least 12 semester credit hours. The figures also include summer/fall admissions. These disaggregated data, and related data below will make it possible to track recruitment and retention of underrepresented minority students.
Ethnic composition of high school graduates in state	
TEA [http://www.tea.state.tx.us/adhocrpt/adstg02.html]	The number and percentage of high school graduates by ethnicity. Shows progress toward <i>Closing the Gaps</i> goals.
Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates (contextual measure)	
U. T. academic institutions	The purpose of this measure is to establish a starting point from which student progress can be measured to show "value-added."
Number and percent of first-time, full-time, degree-seeking undergraduate from top 10 percent of their high school class, by ethnicity (contextual measure)	
CBM 001 Student Report and CBM 00B Admissions Report	First-time summer/fall undergraduates at each institution from the CBM 001 Student Report matched to same summer/fall timeframe of admitted students from the CBM 00B Admissions Report for that institution with entering status 01 (no previous college work for level of degree sought), seeking associate or bachelor's degree, from a Texas county. Establishes another starting point to measure value-added.
Number of undergraduate students enrolled on 12th class day, by ethnicity, gender, and age	
CBM 001 Student Report	The number of undergraduate students enrolled on the 12 th class day each Fall from the CBM 001 Student Report, total, and by ethnicity and gender. Average age data are based on groupings defined by the THECB.
Number and % increase first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads (contextual measure)	
CBM 001 Student Report and CBM 002 Student TASP Report	The number and percent of part-time degree-seeking and part-time first-time degree-seeking undergraduates. Illustrates the unique character of the institution's student body; provides context for retention and graduation rates.

Percent TEXAS grant funds allocated (contextual measures)	
Number of full-time undergraduate students receiving financial aid, and amount awarded	
Tuition, required fees, and scholarship aid	
Total financial aid disaggregated by source	
Total financial aid and net tuition and fees	
U. T. Office of Academic Affairs	Measures institutional efforts to enhance affordability.
One-year persistence rate for first-time, full-time, degree-seeking undergraduates enrolled at this University, by ethnicity and gender	
CBM 001 Student Report and CBM 002 Student TASP Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates who returned one year later. Beginning with those students who were first enrolled in fall 1998. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. This is similar to LBB outcome measure, but includes disaggregation by ethnicity.
Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen	
CBM 001 Student Report and CBM 002 Student TASP Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates in fall and who graduated from this university within four, five or six years. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. The THECB proposes that data on enrollments in private H.E. institutions will be available in the future.
Four-year graduation rate from this University of transfer/community college students	
CBM 001 Student Report	The percentage of undergraduates who are first-time community college transfers with 30 or more semester credit hours who received an undergraduate degree within four years. Community college graduates may bring forward all semester credit hours earned within a five-year window prior to admission to a senior level institution. Excludes summer hours. Needs more work in the future on definition of cohorts. This is similar to LBB outcome 16 and 26.
Six-year persistence rates of students enrolled at this University, by ethnicity and gender	
Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender	
CBM 001 Student Report and CBM 002 Student TASP Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates who have not yet graduated but who continued to be enrolled at this university six years later. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. Matching was based on student social security number or student identification number. The six-year composite graduation and persistence rates from this or another Texas public institution measures the percentage of undergraduates who entered this university as first-time, full-time undergraduates who have graduated within six years from this or another Texas public university or who continue to be enrolled at this or another Texas public university. The CB's composite rate understates the rate for some institutions because it does not account for students who graduated or continued enrollment at out-of-state institutions, private institutions or whose social security numbers have changed.
Number of baccalaureate degrees awarded, by ethnicity and gender	
CBM 009 Graduation Report	Number of baccalaureate degrees awarded annually, total and by ethnicity and gender.
Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender	
SBEC Accountability System for Educator Preparation – Accreditation Status Report	Data drawn from SBEC to be most accurate and current; may not match LBB reports. Pass rates of initial test takers for categories as defined by the SBEC. Show U. T. System institutions' productivity in developing teachers for Texas.
Licensure exam pass rates of nursing graduates	
LBB budget estimates from [http://www.lbb.state.tx.us/The_LBB/Access/AppBills_LBEs.htm#LBE77]	Same as LBB outcome measure. The percentage of the institution's nursing program graduates attempting the National Council Licensure Examination (NCLE) who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.

Licensure exam pass rates of engineering graduates	
Institution reports to LBB	Same as LBB outcome measure. Defined as the percentage of the institution's undergraduate engineering program graduates attempting the Fundamentals of Engineering Examination who pass all parts either before graduation from the program, or within the 12 months immediately following graduation or any required internship.

Certification exam pass rates of accounting graduates	
State Board of Accounting exam@tsbpa.state.tx.us	Defined as the percentage of the institution's accounting program graduates attempting the Uniform Certified Public Accountant Examination (UCPAE) licensing exam who pass two, three, four or all parts of the exam.

Student outcomes: satisfaction with teaching	
Student outcomes: satisfaction with advising	
NSSE results from U. T. Office of Academic Affairs	Survey data for AY 02-03, question number five from the basic survey. Satisfaction with advising is defined as the percentage of students surveyed who rate the quality of advising as 'good' or 'excellent'.

Student outcomes: evaluation of overall educational experience	
Student outcomes: likelihood of attending same institution again	
NSSE results from U. T. Office of Academic Affairs	Survey data for AY 01-02 and 02-03, questions number 11 and 12 from the basic survey. Evaluation of overall educational experience is calculated as the percentage of students surveyed who report having a good to excellent experience with their institution. Likelihood of attending the same institution again is calculated as the percentage of students surveyed who would attend the same institution again if starting over.

Graduate and Professional Students

Average GRE scores of entering students	
U. T. academic institutions	Composite score, verbal and quantitative. These data are just one element in the admission process, and are used here to provide a measure of quality of entering classes.

Number of graduate and professional students enrolled on the 12th class day, by ethnicity and gender	
CBM 001 Student Report	Number of graduate and professional students enrolled on the 12 th class day by level, ethnicity, and gender.

Number of degrees awarded by level (master's, professional, doctoral), disaggregated by gender and ethnicity	
CBM 009 Graduation Report	The number of degrees awarded annually by level, gender, and ethnicity.

Graduate/professional student certification/licensure exam pass rates for law	
Institution reports to LLB.	LBB outcome measure. Defined as the percentage of the institution's law program graduates attempting the state licensure examination who pass all parts either before graduation from the program or within the 12 months immediately following graduation.

Graduate/professional student certification/licensure exam pass rates for pharmacy	
Institution reports to LBB	LBB outcome measure. Defined as the percentage of the institution's pharmacy program graduates attempting the licensing examination who pass all parts either before graduation from the program, or within the 12 months immediately following graduation from the program. All parts is defined as both the North American Pharmacists Licensing Examination (NAPLEX) and the Texas Jurisprudence exam if both are attempted.

Math, science, and engineering degrees conferred (contextual measure)	
CB 009 Graduation Report	The number of math, science, and engineering degrees conferred in CB defined high-priority fields (technical and health). Uses same CIP codes that CB uses for 'Closing the Gaps by 2015' report on high-priority fields.

Graduate teaching degrees conferred (contextual measure)	
CB 009 Graduation Report	The number of graduate teaching degrees conferred.

Number of graduate and professional programs, by level (contextual measure)	
U. T. academic institutions	The number of graduate and professional programs offered in 2003, self-reported by institutions.

II. Teaching, Research, and Health Care Excellence

Number and dollar amount of sponsored (externally funded) research expenditures, by funding source (federal, state, private, local)	
Survey of Research Expenditures, THECB	The number and dollar amount of externally funded research projects. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.

State appropriations for research as a percent of sponsored (external) research funds expended	
Survey of Research Expenditures, THECB; Report of Awards – Advanced Program/Advanced Technology Programs (ATARP)	Research defined as it is in AFR and THECB report; appropriated funds = ATARP funds.

Number and percent of FTE tenure/tenure-track faculty holding extramural grants	
Grant information from U. T. institutions; and CBM 008 Faculty Report	The number and percent of FTE tenure/tenure-track faculty (principle investigators) holding grants. FTE tenure/tenure-track data come from CBM 008 Faculty Report using rank codes 1-4 for tenure/tenure track positions (Professor, Associate Professor, Assistant Professor and Instructor) and appointment codes 01 and 02 (direct class room instruction and assignments that directly supplement classroom instruction). The appointment codes count the percent of time devoted to each activity. This measure of faculty research productivity is not influenced by size of grants.

Ratio of sponsored research expenditures to FTE tenure/tenure-track faculty	
Sponsored expenditures, above; FTE faculty, above	This measure of faculty research productivity is influenced by size of grants.

Total number of endowed professorships and chairs, number filled, and percent of total budgeted tenure/tenure track faculty	
U. T. institutions	Relates to, but is broader than LBB outcome measure, which looks only at unfilled positions.

Faculty awards	
U. T. institutions	National and international honors, fellowships, academy memberships for most recent academic year.

Number of new invention disclosures Number of patents issued Number of licenses and options executed Net revenue from intellectual property Number of new public start-up companies	
THECB Technology Development and Transfer Survey	This survey is conducted every two years; next update is due in 2004.

Number of faculty and staff, by ethnicity and gender	
U.T. System Office of Human Resources for staff CBM 008 Faculty Report for faculty	This is a headcount measure. (a) Tenure/tenure-track data come from CBM 008 Faculty Report using rank codes 1-4 for tenure/tenure track positions (professor, associate professor, assistant professor and instructor); (b) non tenure-tenure-track faculty from CBM 008 Faculty Report are faculty with code 5; (c) classified staff (positions that do not entail significant instructional or administrative responsibilities) and non-classified staff (administrative and professional, excluding faculty) from HR data, using job class codes. This measure shows institutions' progress in diversifying their faculty and staff.

FTE student/FTE faculty ratio	
CBM enrollment report 001 for FTE students; CBM 008 for FTE faculty	Like LBB explanatory measure. FTE faculty are instructional faculty in CBM 008 with rank codes 1-5 and appointment codes 01 and 02. The CB definition of full-time students is based on 1 FTE = 15 undergraduate student credit hours (SCH); 1 FTE = 12 master's SCHs; 1 FTE = 9 professional/Ph.D. SCHs.

Percent lower division semester credit hours taught by tenure/tenure track faculty	
Percent lower division semester credit hours taught by professional faculty	
CBM 004 Class Report; CBM 008 Faculty Report	The percent of semester credit hours taught by tenure/tenure track and professional faculty. Similar to LBB outcome measure, but broader; "professional" category includes instructional faculty who are neither tenure/tenure track nor Teaching Assistants. Tenure-track faculty are CBM 008 Faculty Report ranks 1-4; professional faculty are CBM 008 Faculty Report code 5 and any faculty reported as "non-tenure" with ranks 1-4. Semester credit hour data comes from the CBM 004 Class Report.

Number of postdoctoral fellows	
U. T. institutions	

Examples of externally funded research collaborations	
Examples of educational collaborations	
U. T. institutions	The U. T. System surveyed its institutions to identify their top three projects in these categories. Research collaborations may be with another U. T. System institution or another institution in Texas, the U.S., or internationally. Education collaborations are formal academic partnerships (excluding articulation agreements) with another U. T. System institution or institutions outside the U. T. System. Criteria included projects that warrant national/state/local recognition; address a potential or current critical need which cannot be met by a single component; save funds that may be redirected toward other projects; lead to identification of "best practices" which may be transferable to other components; have a demonstrable impact on <i>Closing the Gaps</i> in participation and performance between Texas and other leading states; other significant impact.

Faculty salaries and trends	
THECB, based on American Association of University Professors Annual Salary Study	Budgeted salaries for given fiscal year.

Post-tenure review data	
U. T. institutions	Post-tenure review provides a periodic review of tenured faculty to assess and enhance continued productivity.

III. Service to and Collaborations with Communities

Contributions to K-12 education, and collaborations with schools and community colleges	
U. T. institutions	The U. T. System surveyed its institutions to identify their top three projects in these categories. K-16 collaborations are those with K-12 schools designed to promote student access and success in higher education, either school- or student-centered, or both.

Examples of economic impact (periodic studies)	
U. T. institutions	Reports issued since 2000, based on periodic studies commissioned by individual institutions.

Historically Underutilized Business trends	
U. T. System Office of HUB Development	Categories defined by State-required reporting.

Sources of donor support	
Alumni giving trends	
U. T. System Office of the Comptroller	Data based on annual reports to the Council for Aid to Education (CAE) Survey. Categories defined by CAE.

Examples of collaborations with business, industry, health, public, and community organizations	
U. T. institutions	The U. T. System surveyed its institutions to identify their top three projects in these categories, and may include any health-care collaborations.

IV. Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e., State appropriations, tuition, etc.)	
1999 through 2001 Exhibit C of Annual Financial Report (AFR); 2002 & 2003, Exhibit B; U. T. System Office of Business Affairs	Includes all revenue sources: tuition and fees; State appropriations; government grants and contracts; non-government grants and contracts; gifts; sales and services of hospitals; sales and services – other; physician fees; other. Excludes transfers between entities to avoid double-counting of the same funds such as revenue sent by the System administration initially and by the entity receiving them.

Key operating expenses, disaggregated by purpose	
Same as for revenue	Categories are broken out as required by GASB: instruction; research, hospitals/clinics; institutional support & physical plant; other (public service, academic support, student services, scholarships, auxiliary, depreciation, and interest expense).

Adjusted total revenue (tuition, fees, state appropriations) per FTE student and per FTE faculty	
U. T. System Office of Business Affairs; FTE data from THECB	Adjusted total revenue includes tuition, fees, and State appropriations.

Appropriated funds per FTE student and per FTE faculty (contextual measure)	
1999 through 2001 Exhibit C of Annual Financial Report (AFR); 2002 & 2003, Exhibit B; U. T. System Office of Business Affairs	Includes total appropriated State funds.

Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	
U. T. Office of External Relations, CAE annual report; FTE student and faculty data from THECB	Endowment is total value as reported in annual survey to CAE. FTE faculty are all faculty in CBM 008 rank codes 1-5, and appointment codes 01 and 02.

Amount expended for administrative costs as a percent of expenditures	
LBB report; U. T. System Office of Business Affairs	Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

Assignable space per FTE student	
U. T. System Office of Facilities Planning and Construction; THECB Campus Planning Website	E&G gross square feet is the sum of all square feet of floor areas within the exterior walls of buildings that can be used for programs including such major room use categories as: classrooms, laboratories, offices, study areas, health care, and residential. Educational and general (E&G) space is the net assignable space used to carry out institutional missions of instruction, research, and many types of public service.

Space utilization rate of classrooms	
Same as above.	Based on Coordinating Board formula.

Construction projects—total projected cost, number of projects, number of square feet to be added (contextual measure)	
U. T. System Office of Facilities Planning and Construction	U. T. data based on number of projects and total project cost includes both new construction and renovation projects; new square footage only includes gross square footage added.

Facility condition index	
U. T. System Office of Facilities Planning and Construction	Index of gross square feet, campus replacement value, capital renewal backlog.

Health-Related Institutions

I. Student Access and Success: Health-Related Institutions

Number of undergraduate, graduate, and professional students enrolled by school on the 12th class day, by ethnicity, gender, and level	
CBM 001 Student Report	The number of undergraduate, graduate, and professional students enrolled on the 12 th class day by school, total, level, and by gender and ethnicity. These disaggregated data and related data below will make it possible to track recruitment and retention of underrepresented minority students.

Licensure/certification rate of allied health students	
Institution reports to LBB	LBB performance measure. The percentage of allied health graduates or eligible students in a discipline that offers or requires an external certification or licensure who pass the examination on the first attempt. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

National board exam first-time pass rate for dental students	
Institution reports to LBB	LBB performance measure. The percentage of students who pass part one or part two of the National Board Dental Examination on the first attempt. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

National board exam first-time pass rate for medical students	
Institution reports to LBB	LBB performance measure. The percentage of students who pass part one or part two of the U.S. Medical Licensing Examination (USMLE) on the first attempt. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

National licensure exam pass rates of graduate level nursing students (R.N., and advanced practice nursing)	
Institution reports to LBB	LBB performance measure. The percentage of BSN graduates or eligible students who pass the National Council Licensure Examination (NCLE) on the first attempt. The percent of graduates who are certified for Advanced Practice Status in Texas two years after completing their degrees as of August 31 of the current calendar year. Presented to demonstrate the U. T. institutions' role in training high-quality healthcare providers to serve Texas.

Number of degrees awarded by school, level, ethnicity, and gender	
CBM 009 Graduation Report and U. T. health-related institutions	The number of degrees awarded by school level, ethnicity and gender.

Graduation rates of medical, dental, nursing, allied health, public health, and informatics students	
U. T. health-related institutions and U. T. System Office of Health Affairs	For programs that take x years to complete, what # of full-time students start, what # complete in x years, in x+1, etc.? Students starting a Ph.D. program but switching to a master's were counted in grad rate for Ph.D. program.

II. Teaching, Research, and Health Care Excellence

Number and dollar amount of sponsored (externally funded) research expenditures, by funding source (federal, state, private, local)

Survey of Research Expenditures, THECB	The number and dollar amount of externally funded research projects. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.
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Amount of sponsored (external) research funds as a percent of formula-derived general appropriations revenue

1999 through 2001 Exhibit C of Annual Financial Report (AFR); 2002 & 2003, Exhibit B; U. T. System Office of Business Affairs; THECB Survey of Research Expenditures	Purpose of measure is to show leveraging effect of State support in terms of additional, sponsored funding acquired by institutions. Using GR funds in the denominator takes into account salaries and DOE that contribute to research.
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Number and percent of FTE tenure/tenure-track faculty holding extramural grants

Grant information from U.T. institutions; CBM 008 Faculty Report	The number and percent of FTE tenure/tenure-track faculty (principle investigators) holding grants. This measure of faculty research productivity is not influenced by size of grants. FTE tenure/tenure-track data come from CBM 008 Faculty Report rank codes 1-4 and appointment codes 01, 03, 11, 12, 13 (instruction, patient care, academic support, research, public service). FTE non-tenure track research faculty data from institutions, excluding those hired primarily to teach. This measure is defined to be broadly inclusive since faculty with a wide range of responsibilities conduct research at health-related institutions.
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Ratio of sponsored research expenditures to FTE faculty

Sponsored expenditures, above; FTE faculty, above	This measure of faculty research productivity is influenced by size of grants. FTE faculty is total of T/TT and non-T/TT faculty in measure above, since both groups generate sponsored research funding.
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Total number of endowed professorships and chairs, number filled, and percent of total budgeted tenure/tenure track faculty

U. T. institutions	Relates to, but is broader than LBB outcome measure, which looks only at unfilled positions.
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Faculty awards

U. T. institutions	National and international honors, fellowships, academy memberships for most recent academic year.
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Number of new invention disclosures Number of patents issued Number of licenses and options executed Net revenue from intellectual property Number of new public start-up companies

THECB Technology Development and Transfer Survey	This survey is conducted every two years; next update is due in 2004. Excludes non-public start-up companies.
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Number of faculty and staff, by ethnicity and gender

U.T. System Office of Human Resources for staff; CBM 008 Faculty Report	This is a headcount measure. (a) tenure/tenure-track faculty from CBM 008 Faculty Report are faculty with codes 1-4; (b) non tenure-tenure-track faculty from CBM 008 Faculty Report are faculty with code 5; (c) classified staff (positions that do not entail significant instructional or administrative responsibilities) and non-classified staff (administrative and professional, excluding faculty) from HR data, using job class codes. This measure shows institutions' progress in diversifying their faculty and staff.
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FTE student/FTE faculty ratio

Student data from health-related institutions; CBM 008 Faculty Report	Like LBB explanatory measure. FTE faculty from CBM 008 Faculty Report rank codes 1-5 and appointment codes 01, 03, 11, 12, 13 (Instruction, patient care, academic support, research, public service). CB faculty data only available from FY 01 forward. FTE student data from institutions because of significant variations in the course load for students in different health-profession programs.
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Number of Accreditation Council for Graduate Medical Education-accredited resident programs Number of residents in ACGME-accredited programs	
U. T. health-related institutions	Based on Accreditation Council for Graduate Medical Education (ACGME) report; includes accredited programs only.

State-owned and affiliated hospital admissions by U. T. institution faculty	
U. T. institutions; U. T. System Hospital Report	

State-owned and affiliated hospital days by U. T. institution faculty Clinic visits in state-owned and affiliated facilities treated by U. T. institution faculty Total charges for un-sponsored charity care by faculty in state-owned and affiliated facilities	
LBB performance report	

Patient satisfaction ratings	
U. T. institutions	Each institution designs its own satisfaction surveys, except UTMB, which contracts with Press Ganey Associates, Inc.

Examples of externally funded research collaborations Examples of educational collaborations	
U. T. System institutions	Same as II above.

Faculty salaries and trends	
U. T. System Office of Health Affairs; U. T. institutions	Budgeted salaries for given fiscal year.

Post-tenure review data	
U. T. System Office of Health Affairs; U. T. institutions	Post-tenure review provides a periodic review of tenured faculty to assess and enhance continued productivity.

III. Service to and Collaborations with Communities

Examples of collaborations with schools	
U. T. institutions	Same as III above.

Examples of economic impact (periodic studies)	
U. T. institutions	Same as III above.

Historically Underutilized Business trends	
U. T. institutions	Same as III A, above.

Sources of donor support Alumni giving trends	
U. T. institutions	Same as III above.

Examples of collaborations with business, health, industry, public, and community organizations	
	Same as III above.

Educational programs for non-U. T. physicians and medical personnel	
U. T. institutions	Same as III above.

IV. Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e. State appropriations, tuition, etc.)	
	Same as IV. A, above.
Key operating expenses disaggregated by purpose	
	Same as IV. A, above.
Total System patient care revenue	
U. T. System Key Statistical Report	
Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations	
U. T. System Annual Hospital Report and U. T. institutions' report of General Revenue for hospital operations	
Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	
Same as IV. A, above.	
Amount expended for administrative costs as a percent of expenditures	
Same as IV. A, above.	
Net operating margin of faculty practice plans	
1999 through 2003 Schedule D-6, Schedule of Medical Services, Research and Development Plan, in Annual Financial Reports	Non-profit health care corporations are included.
Clinical billings and collection as a ratio per FTE clinical faculty	
MSRDP Report and Faculty Salary Report	Clinical billings illustrate the volume of care that faculty provide.
Expenditures on and number of participants in staff and faculty professional development	
U. T. institutions	Each institution develops, defines participation, and manages professional development programs. In many cases participation reflects duplicated numbers, that is individuals who participate in more than one program in a given year. May include, for example, such in-house programs as continuing medical education, computer or customer training.
Ratio of research expenditures to research E&G sq. ft.	
U. T. System Office of Facilities Planning and Construction; THECB Space Project model	Includes funding for clinical trials; but excludes space used for clinical trials.
Construction projects—total projected cost, number of projects, # sq. ft. to be added Facility condition index	
Same as IV. A, above	