

## 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
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
SCH	Semester credit hour
TASP	Texas Academic Skills Program
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
T/TT	Tenure/tenure-track

A side-by-side comparison of all U. T. System and THECB accountability measures and definitions is available on the web at: <http://www.utsystem.edu/IPA/acctrpt/THECB-UTSystemMeasuresComparison-08162005.pdf>

## Academic Institutions

**Note on: U. T. Brownsville/Texas Southmost College:** Throughout this report, data for The University of Texas Brownsville and Texas Southmost College were combined and reported as one institution. For certain categories of information, only data for The University of Texas Brownsville were available and these are documented with an explanatory footnote. For student and faculty headcount data, only unduplicated numbers were reported.

### I. Student Access, Success, and Outcomes —Undergraduate Participation and Success

<b>Number and percent increase of first-time, full-time degree-seeking undergraduates, disaggregated by ethnicity and gender</b>	
CBM 001 Student Report CBM 002 Texas Success Initiative 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 Texas Success Initiative Report who indicate that they are degree-seeking. Beginning in fall 2004, first-time, degree-seeking status was determined by fields included on the CBM 001 report. 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.
<b>Ethnic composition of high school graduates in state</b>	
TEA <a href="http://www.tea.state.tx.us/adhocrpt/adstq03.html">http://www.tea.state.tx.us/adhocrpt/adstq03.html</a>	The number and percentage of high school graduates by ethnicity. Shows progress toward <i>Closing the Gaps</i> goals.
<b>Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates (contextual measure)</b>	
U. T. System academic institutions	The purpose of this measure is to establish a starting point from which student progress can be measured to show "value-added."
<b>Number and percent of first-time, full-time, degree-seeking undergraduates from top 10 percent of their high school class, by ethnicity (contextual measure)</b>	
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.

<b>Number of undergraduate students enrolled on 12<sup>th</sup> class day, by ethnicity, gender, and age</b>	
CBM 001 Student Report	The number of undergraduate students enrolled on the 12 <sup>th</sup> class day each Fall from the CBM 001 Student Report, total, and by ethnicity and gender.
<b>Number and percent increase first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads (contextual measure)</b>	
CBM 001 Student Report and CBM 002 Texas Success Initiative 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.
<b>Percent TEXAS grant funds allocated (contextual measures)</b> <b>Number of full-time undergraduate students receiving financial aid, and amount awarded</b> <b>Tuition, required fees, and scholarship aid</b> <b>Total financial aid disaggregated by source</b> <b>Total financial aid and net tuition and fees</b>	
U. T. System Office of Institutional Studies, and U. T. System institutions	Measures institutional efforts to enhance affordability.
<b>One-year persistence rate for first-time, full-time, degree-seeking undergraduates enrolled at this University, by ethnicity and gender</b>	
CBM 001 Student Report and CBM 002 Texas Success Initiative 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.
<b>Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen</b>	
CBM 001 Student Report, CBM 002 Texas Success Initiative Report, and CBM 009 Graduation 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.
<b>Four-year graduation rate from this University of transfer/community college students</b>	
CBM 001 Student Report, CBM 002 Texas Success Initiative Report, and CBM 009 Graduation 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.
<b>Six-year persistence rates of students enrolled at this University, by ethnicity and gender</b> <b>Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender</b>	
CBM 001 Student Report, CBM 002 Texas Success Initiative Report, and CBM 009 Graduation 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 and private 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 university or who continue to be enrolled at this or another Texas university. The THECB'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 or whose social security numbers have changed.
<b>Number of baccalaureate degrees awarded, by ethnicity and gender</b>	
CBM 009 Graduation Report	Number of baccalaureate degrees awarded annually, total and by ethnicity and gender.

<b>Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender</b>	
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. Shows U. T. System institutions' productivity in developing teachers for Texas.

<b>Licensure exam pass rates of nursing graduates</b>	
LBB budget estimates	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.

<b>Licensure exam pass rates of engineering graduates</b>	
U. T. System 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.

<b>Student outcomes: satisfaction with advising</b>	
NSSE results from U. T. System Office of Academic Affairs	Survey data for AY 04-05. Satisfaction with advising is defined as the percentage of students surveyed who rate the quality of advising as 'good' or 'excellent'.

<b>Student outcomes: evaluation of overall educational experience</b>	
<b>Student outcomes: likelihood of attending same institution again</b>	
NSSE results from U. T. System Office of Academic Affairs	Survey data for AY 04-05. 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.

<b>Postgraduation experience</b>	
Postgraduation employment or graduate/professional study	Percentage of baccalaureate graduates either employed within one fiscal year after the fiscal year in which they graduated or enrolled in a Texas graduate program within one year. Post-baccalaureate and independent institutions data are included. Only information on students employed in Texas are included. Students who are self-employed or leave the state to work or continue their education are not found.

## Graduate and Professional Students

<b>Average GRE, LSAT, GMAT scores of entering students</b>	
U. T. System 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.

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

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

<b>Graduate/professional student certification/licensure exam pass rates for law</b>	
U. T. System institution reports to LBB	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.

<b>Graduate/professional student certification/licensure exam pass rates for pharmacy</b>	
U. T. System 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.

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

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

<b>Number of graduate and professional programs, by level (contextual measure)</b>	
U. T. System academic institutions	The number of graduate and professional programs offered in 2005, self-reported by institutions.

## II. Teaching, Research, and Health Care Excellence

<b>Dollar amount of research expenditures, by funding source (federal, state, private, local)</b>	
Survey of Research Expenditures, THECB	The dollar amount of research funding. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.

<b>Sponsored Revenue</b>	
Survey of Research Expenditures, THECB and Exhibit B of AFR	A more inclusive indicator of project-specific funding from external sources.

<b>State appropriations for research as a percent of research funds expended</b>	
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.

<b>Number and percent of FTE tenure/tenure-track faculty holding extramural grants</b>	
Grant information from U. T. System institutions; and CBM 008 Faculty Report	<p>Measure includes competitive, external grants that are officially made to a principal investigator through the institution; i.e., those tracked through an office of sponsored programs a similar office. This definition does not distinguish between sources or the purposes of the grants; they could be from federal, state, corporate, or foundation sources and could be for research, discovery, training or service, as long as they are competitive and made to individual investigators. It excludes block grants or other noncompetitive grants made to the institution. 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.</p> <p>Grants are only counted when first received. This can lead to a noticeable variation in the number of grants and the number of faculty holding grants from year to year.</p>

<b>Ratio of research expenditures to FTE tenure/tenure-track faculty</b>	
Research expenditures, above; FTE faculty, above	This measure of faculty research productivity is influenced by size of grants.

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

<b>Faculty awards</b>	
U. T. System institutions	Cumulative and annual additions to national and international honors, fellowships, academy memberships for most recent academic year.

<b>Number of new invention disclosures</b>	
<b>Number of patents issued</b>	
<b>Number of licenses and options executed</b>	
<b>Number of new public start-up companies</b>	
<b>Gross revenue from intellectual property</b>	
THECB Technology Development and Transfer Survey	This survey is conducted every two years; most recently in 2004.

<b>Number of faculty and staff, by ethnicity and gender</b>	
U.T. System Office of Technology and Information Systems 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-track faculty from CBM 008 Faculty Report are faculty with code 5; (c) Staff information comes from HR data and includes administrative, other non-faculty and student employees. Administrative includes executive, administrative and managerial positions. Other, non-faculty includes other professional, technical, clerical, skilled crafts and service related positions. Student employees are positions for which student status is a condition of employment. Administrative and other, non-faculty positions exclude faculty and do not entail significant direct instructional activities.

<b>FTE student/FTE faculty ratio</b>	
CBM enrollment report 001 for FTE students; CBM 008 and U. T. System institutions 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 THECB definition of full-time students is based on 1 FTE = 15 undergraduate student credit hours (SCH); 1 FTE = 12 master's/professional SCHs; 1 FTE = 9 Ph.D. SCHs.

<b>Percent lower division semester credit hours taught by tenure/tenure track faculty</b>	
CBM 003, Course Inventory Report; CBM 004 Class Report; CBM 008 Faculty Report	Percent of SCH taught by tenure/tenure track faculty. SCH are for lower level SCH generated in lower division courses. This is for fall semester only.

<b>Number of postdoctoral fellows</b>	
U. T. System institutions	

<b>Examples of high-priority, externally funded research collaborations</b>	
<b>Examples of high-priority educational collaborations</b>	
U. T. System 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.

<b>Faculty salaries and trends</b>	
THECB, based on American Association of University Professors Annual Salary Study	Budgeted salaries for given fiscal year, including supplements and portion of salaries paid from endowments as well as salaries from state funds.

### III. Service to and Collaborations with Communities

<b>Teacher employment rates</b>	
	The rates are employment rates for initial certification cohorts. A cohort includes all graduates from a program who obtained their initial Texas teaching certificate from September 1 of an academic year through August 31 of an academic year. For example, member of the 1994-1995 cohort obtained their initial Texas teaching certificate between September 1, 1994 and August 31, 1995. Inclusion in a cohort depends on the date of certification rather than date of graduation. To be counted as employed, a person must have been employed as a teacher of record in a Texas public school as of October 31 of an academic year. Teachers hired after October 31 of an academic year are not counted as being employed for that particular academic year. The rates include teachers who left the profession and then returned to the profession.

<b>Contributions to K-12 education, and high-priority collaborations with schools and community colleges</b>	
U. T. System 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.

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

<b>Sources of donor support Alumni giving trends</b>	
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.

<b>Examples of high-priority collaborations with business, industry, health, public, and community organizations</b>	
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

<b>Key operating revenue sources, disaggregated by source (i.e., State appropriations, tuition, etc.)</b>	
Exhibit B (AFR), 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.

<b>Key operating expenses, disaggregated by purpose</b>	
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).

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

<b>Appropriated funds per FTE student and per FTE faculty (contextual measure)</b>	
Exhibit B (AFR), U. T. System Office of Business Affairs	Includes total appropriated State funds.

<b>Total dollar amount of endowment, and ratio per FTE student and per FTE faculty</b>	
U. T. System Office of External Relations; U. T. academic institutions; 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.

<b>Amount expended for administrative costs as a percent of expenditures</b>	
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.
<b>Assignable space per FTE student</b>	
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.
<b>Ratio of research expenditures to research E&amp;G sq. ft.</b>	
U. T. System Office of Facilities Planning and Construction; THECB Space Project model	
<b>Space utilization rate of classrooms</b>	
Same as above	Based on Coordinating Board formula.
<b>Construction projects—total projected cost, number of projects, number of square feet to be added (contextual measure)</b>	
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.
<b>Facility condition index</b>	
U. T. System Office of Facilities Planning and Construction	Index of gross square feet, campus replacement value, capital renewal backlog.
<b>Small class trends</b>	
U. T. System Office of Academic Affairs, U. T. System academic institutions; definition from THECB	Small undergraduate classes enroll fewer than 10 students; small graduate classes enroll fewer than 5 students.

## V. Institutional Profiles

<b>Centers of Excellence</b>	
U. T. System institutions	Centers of Excellence are defined as: entities identified as a high priority by the institution that integrate research (and, in some cases, teaching) around a specific topic or problem area, and are supported by external funds (state sources, federal grants for research centers, private philanthropy, and/or other sources).

## Health-Related Institutions

### I. Student Access and Success: Health-Related Institutions

<b>Number of undergraduate, graduate, and professional students enrolled by school on the 12th class day, by ethnicity, gender, and level</b>	
CBM 001 Student Report	The number of undergraduate, graduate, and professional students enrolled on the 12 <sup>th</sup> 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.
<b>Licensure/certification rate of allied health students</b>	
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.
<b>National board exam first-time pass rate for dental students</b>	
U. T. System 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.
<b>National board exam first-time pass rate for medical students</b>	
U. T. System 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.
<b>National licensure exam pass rates of graduate level nursing students (R.N., and advanced practice nursing)</b>	
U. T. System 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.
<b>Number of degrees awarded by school, level, ethnicity, and gender</b>	
CBM 009 Graduation Report and U. T. health-related institutions	The number of degrees awarded by school level, ethnicity, and gender.
<b>Graduation rates of medical, dental, nursing, allied health, public health, and informatics students</b>	
THECB accountability system, <a href="http://txhighereddata.org/Interactive/Accountability/">http://txhighereddata.org/Interactive/Accountability/</a>	This system does not count full cohorts, so numbers may be distorted for programs that admit significant numbers of students after fall semester.
<b>Postgraduation experience</b>	
Postgraduation employment or graduate/professional study	Percentage of baccalaureate graduates either employed within one fiscal year after the fiscal year in which they graduated or enrolled in a Texas graduate program within one year. Post-baccalaureate and independent institutions data are included. Only information on students employed in Texas are included. Students who are self-employed or leave the state to work or continue their education are not found.

### II. Teaching, Research, and Health Care Excellence

<b>Amount of research expenditures, by funding source (federal, state, private, local)</b>	
Survey of Research Expenditures, THECB	Dollar amount of research funding. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.

<b>Amount of research funds as a percent of formula-derived general appropriations revenue</b>	
Exhibit B (AFR); 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, research funding acquired by institutions. Using GR funds in the denominator takes into account salaries and DOE that contribute to research.
<b>Number and percent of FTE tenure/tenure-track faculty holding extramural grants</b>	
Grant information from U.T. System institutions; faculty from CBM 008 Faculty Report and U. T. System health- related institutions	Measure includes competitive, external grants that are officially made to a principal investigator through the institution; i.e., those tracked through an office of sponsored programs a similar office. This definition does not distinguish between sources or the purposes of the grants; they could be from federal, state, corporate, or foundation sources and could be for research, discovery, training or service, as long as they are competitive and made to individual investigators. It excludes block grants or other noncompetitive grants made to the institution.  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. 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). This measure is defined to be broadly inclusive since faculty with a wide range of responsibilities conduct research at health-related institutions.
<b>Ratio of research expenditures to FTE faculty</b>	
Exhibit B (AFR); U. T. System Office of Business Affairs; THECB Survey of Research Expenditures; FTE faculty as in measure, 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.
<b>Total number of endowed professorships and chairs, number filled, and percent of total budgeted tenure/tenure track faculty</b>	
U. T. institutions	Relates to, but is broader than LBB outcome measure, which looks only at unfilled positions.
<b>Faculty awards</b>	
U. T. institutions	Cumulative and annual additions to national and international honors, fellowships, academy memberships for most recent academic year.
<b>Number of new invention disclosures Number of patents issued Number of licenses and options executed Number of new public start-up companies Gross revenue from intellectual property</b>	
THECB Technology Development and Transfer Survey	This survey is conducted every two years; most recently in 2004. Excludes non-public start-up companies.
<b>Number of faculty and staff, by ethnicity and gender</b>	
U.T. System Office Technology and Information Systems 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) Staff information comes from HR data and includes administrative, other non-faculty and student employees. Administrative includes executive, administrative and managerial positions. Other, non-faculty includes other professional, technical, clerical, skilled crafts and service related positions. Student employees are positions for which student status is a condition of employment. Administrative and other, non-faculty positions exclude faculty and do not entail significant direct instructional activities.

<b>FTE student/FTE faculty ratio</b>	
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). THECB faculty data only available from FY 01 forward. FTE student data from THECB.

<b>Number of Accreditation Council for Graduate Medical Education-accredited resident programs</b>	
<b>Number of residents in ACGME-accredited programs</b>	
U. T. health-related institutions	Based on Accreditation Council for Graduate Medical Education (ACGME) report; includes accredited programs only.

<b>State-owned and affiliated hospital admissions by U. T. institution faculty</b>	
U. T. institutions; U. T. System Hospital Report	
<b>State-owned and affiliated hospital days by U. T. institution faculty</b>	
<b>Outpatient visits in state-owned and affiliated facilities treated by U. T. institution faculty</b>	
<b>Total charges for un-sponsored charity care by faculty in state-owned and affiliated facilities</b>	
LBB performance report	

<b>Patient satisfaction ratings</b>	
U. T. System health-related institutions	Each institution designs its own satisfaction surveys or contracts with outside organizations to survey customers.

<b>Examples of high-priority externally funded research collaborations</b>	
<b>Examples of high-priority educational collaborations</b>	
U. T. System institutions	Same as II, p. 5, above.

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

### III. Service to and Collaborations with Communities

<b>Examples of high-priority collaborations with schools</b>	
U. T. System institutions	Same as III, p. 5, above.

<b>Historically Underutilized Business trends</b>	
U. T. System institutions	Same as III, p. 6, above.

<b>Sources of donor support</b>	
<b>Alumni giving trends</b>	
	Same as III, p. 6, above.

<b>Examples of high-priority collaborations with business, health, industry, public, and community organizations</b>	
	Same as III, p. 6, above.

### IV. Organizational Efficiency and Productivity

<b>Key operating revenue sources, disaggregated by source (i.e. State appropriations, tuition, etc.)</b>	
	Same as IV. A, p. 7, above.

<b>Key operating expenses disaggregated by purpose</b>	
	Same as IV. A, p. 7, above.

<b>Total System patient care revenue</b>	
U. T. System hospital reports; MSRDP and institutional reports	
<b>Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations</b>	
U. T. System Annual Hospital Report and U. T. System institutions' report of General Revenue for hospital operations	
<b>Total dollar amount of endowment, and ratio per FTE student and per FTE faculty</b>	
	Same as IV. A, p. 6, above.
<b>Amount expended for administrative costs as a percent of expenditures</b>	
	Same as IV. A, p. 6, above.
<b>Clinical revenue per FTE clinical faculty</b>	
MSRDP Report, Faculty Salary Report, and U. T. System Health-Related institutions	Clinical charges and collections illustrate the volume of care that faculty provide.
<b>Ratio of research expenditures to research E&amp;G sq. ft.</b>	
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.
<b>Construction projects—total projected cost, number of projects, # sq. ft. to be added Facility condition index</b>	
	Same as IV. A, p. 7, above.

## V. Institutional Profiles

<b>Centers of Excellence</b>	
U. T. System institutions	Centers of Excellence are defined as: entities identified as a high priority by the institution that integrate research (and, in some cases, teaching) around a specific topic or problem area, and are supported by external funds (state sources, federal grants for research centers, private philanthropy, and/or other sources).

