

SOURCES AND DEFINITIONS FOR SECTION I

Table	Definition	Source
Table I-1	Admission test scores show the preparation level of entering college students. The ACT and SAT scores are used for undergraduate admissions and the GRE, GMAT and LSAT are admissions tests used for graduate school and law admission decisions.	Data collected from individual institutions
Table I-2	The average net academic cost represents the average amount undergraduates pay after need-based grant aid is applied. Average costs, awards and discounts are weighted based on the numbers of students receiving need-based aid and all full-time undergraduates. The total academic costs at UT institutions is the sum of all statutory tuition, designated tuition, and board-authorized tuition (where applicable), along with mandatory fees which now include college and course fees. Academic cost information is derived from actual fee bills for undergraduate students enrolled for 15 semester credit hours in the fall and spring semesters. Therefore, these academic year figures represent costs for 30 semester credit hours.	Data collected from individual institutions and Common Data Sets
Table I-3	Undergraduate financial aid awards represent the number of awards, the total amount awarded and the percent distribution of awards by funding source for academic institutions. Students may have more than one award in a given fiscal year. UT System academic totals and source distributions are compared over a five year period.	Data collected from individual institutions
Table I-4	Fall enrollment is the 12th class day total enrollment by level for UT System, Academic and Health institutions. The percent change and the percent of total represent changes by level over a five year period.	THECB, CBM001 Student Reports
Table I-5	Fall enrollment by institution shows the total 12th class day enrollment and the change in enrollment over a five year period. Dual-enrolled high school students are included in these counts. Figures for UT Brownsville represent unduplicated enrollment.	THECB, CBM001 Student Reports
Table I-6	A comparison of the ethnic distribution of Texas high school graduates with the ethnic distribution of first-time undergraduates and Texas Top 10% high school graduates in UT System academic institutions shows how well these institutions attract a diverse and representative student population.	Texas Education Agency, THECB, CBM001 Student Reports
Table I-7	The number of undergraduate students per professional advisor and full-time equivalent professional advisor figures show the level of institutional support for student advising. The number of full-time equivalent professional advisors is based on the percentage and duration of the appointment assigned to academic advising.	Individual institutions, THECB, CBM001 Student Reports
Table I-8	Retention and graduation rates show the percentage of first-time, full-time, degree-seeking students who initially enrolled in either the fall or summer (and continued into the fall) of the cohort year and were still enrolled the following fall semester or graduated in either four or six years from the same institution. Institutions' six-year graduation rate targets for 2010 and 2015 are also shown. The composite graduation and persistence rate indicates the percentage of these students who started at the institution and who graduated or were still enrolled at any Texas higher education institution.	THECB, IPEDS Graduation Rate Survey
Table I-9	First-year persistence rates by ethnicity show the percentage of first-time, full-time, degree-seeking students who initially enrolled in either the fall or summer (and continued into the fall) of the cohort year and also enrolled the following fall semester. A comparison across cohorts shows the degree to which persistence rates have changed for selected ethnic groups.	THECB
Table I-10	The six-year graduation rates by ethnicity show the percentage of first-time, full-time, degree-seeking students who initially enrolled in either the fall or summer (and continued into the fall) of the cohort year and graduated at the same institution within six years after they first enrolled. A comparison across cohorts shows the degree to which graduation rates have changed for selected ethnic groups.	THECB
Table I-11	The six-year composite, graduation and persistence rates by ethnicity show the percentage of first-time, full-time, degree-seeking students who initially enrolled in either the fall or summer (and continued into the fall) of the cohort year and had graduated or were still enrolled at any Texas higher education institution within six years. This index provides a measure of how many students from a given institution eventually earn a baccalaureate degree somewhere in the state of Texas or are still pursuing a degree.	THECB
Table I-12	The four-year graduation rates for community college transfer students show the percentage of students who completed 30 or more credits at a community college in the six years prior to transfer and graduated within four academic years after the transfer. Hence, some students in each community college transfer cohort have graduated in as little as five years and some have taken as long as 10 years to graduate.	THECB
Table I-13	Graduation rates for master's and doctoral students enrolled in the UT System health institutions are shown. To identify first-time master's and doctoral cohorts in the respective fall semesters, all students reported on CBM001 at the same classification in the prior three years were determined to be continuing students and were dropped from the cohort. The doctoral cohort was tracked for 10 years. The master's cohort was tracked for 5 years. Doctoral percentages do not include students who received a master's level award. Students seeking a Master's certificate are included in Master's graduation rates. All students, whether attending part-time or full-time, are included.	THECB

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Table I-14	This measure represents the amount of time, in long academic semesters, it takes for students to earn their baccalaureate degree. Every student who earned a baccalaureate degree at a public general academic institution in FY 2006 was tracked back for ten years (FY 1997-FY 2006) to determine when he/she was reported as a first-time student. Only those with a first-time in college indicator were included in the analysis. For each of these students, the number of fall and spring semesters attended was recorded. The graduates were classified into broad fields based on the CIP Codes of their majors. Approximately 68 percent of all baccalaureate recipients in the state of Texas met these criteria in FY 2006. Students who transferred into Texas public institutions from elsewhere, in addition to students who had received a baccalaureate in Texas public higher education institutions in the nine years prior to FY2006, were excluded from the analysis. Additionally, credits obtained by flexible entry students, or credits obtained prior to matriculation were excluded.	THECB
Table I-15	The number and percent change in the degrees awarded by level (baccalaureate, Master's, Doctorate, Professional) over the last five years are compared with the change in student enrollment over the same time period.	THECB, CMB001 and CBM009 reports
Table I-16	The number of degrees awarded and the ethnic distribution by level for UT academic and health institutions is reported. The percentage point in degrees awarded over a five year period is presented by racial/ethnic categories.	THECB, CBM009 Graduation Reports
Table I-17	The licensure exam initial pass rates are a measure of how well UT System institutions prepare students for the work force in specific disciplines such as nursing, engineering, teaching, pharmacy, law, allied health, medicine and dentistry. The pass rates are based on students who first take the exam no later than 12 months after graduation. Licensure exams are administered by professional associations and state licensing boards.	LBB Performance Report, State Board for Educator Certification
Table I-18	The Collegiate Learning Assessment (CLA) measures critical thinking and problem solving as well as analytic writing skills. Average 'expected' CLA results, based on SAT scores collected as freshmen, are compared with actual CLA scores to assess how well the institution teaches these critical skills. Within a large national sample, the difference between freshmen and senior CLA Total scores can be used as a standard to judge how UT System academic institutions compare with other institutions enrolling similar students.	Council for Aid to Education (CAE)
Table I-19	The percent of baccalaureate graduates employed and/or attending a graduate or professional school in Texas within one year is a measure of how well UT System Academic institutions prepare students for the Texas workforce or graduate/professional school. Post-baccalaureate and independent institutions data are included. Students who are self-employed or leave the state to work or continue their education are not included.	THECB
Table I-20	The number of tenured and tenure-track faculty and the percent change over the last five years measures the extent to which UT System institutions have been able to hire and retain a sufficient number of faculty to accommodate enrollment growth and enhance research activity. Tenure/tenure-track faculty include professors, associate professors, assistant professors and instructors (ranks 1 to 4). The percent change in enrollment is based on total enrollment and the percent change in research is based on total research expenditures.	THECB, CBM008 Faculty Report
Table I-21	The average tenured/tenure-track faculty salary data and the average annual percent change provide a measure of faculty salary increases over a five year period. See definition in Table I-20 for tenured/tenure track faculty.	THECB, CBM008 Faculty Report
Table I-22	The average salaries for professors, associate professors, assistant professors and instructors in Texas public universities are benchmarked against the 10 most populous states and national averages.	THECB, based on American Association of University Professors Annual Salary Study
Table I-23	The ratio of fall full-time equivalent (FTE) students to FTE faculty shows the extent to which faculty resources have been available to address enrollment growth and other campus priorities. FTE students represent the sum of undergraduate semester credit hours divided by 15, master's and professional semester credit hours divided by 12 and doctoral semester credit hours divided by 9. Semester credit hours include state-funded, non-state-funded and excess hours. At the academic institutions, FTE faculty includes instructional appointments (appointment codes 01 & 02) of tenured, tenure-track and professional faculty (ranks 1 to 5). For the health institutions, FTE faculty includes tenured, tenure-track and professional faculty (ranks 1 to 5) and appointments related to instruction (01), patient care(03), academic support(11), research(12), public service(13). Teaching assistants are not included in academic or health FTE faculty counts.	THECB for FTE students; CBM008 Faculty Report for FTE faculty
Table I-24	The proportion of lower-division semester credit hours taught by tenured and tenure-track faculty is a measure of students' exposure to senior faculty early in the students' educational experience. Only lower-division credit hours are included.	THECB
Table I-25	The number and proportion of small classes offered on a campus provides a measure of the opportunities for students to interact with faculty and other students more closely. It is also considered a measure of the effective use of faculty resources. Small undergraduate classes enroll fewer than 10 students; small graduate classes enroll fewer than 5 students.	THECB, UT System academic institutions

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Table I-26	The number of telecampus course registrations and the number of students enrolled in at least one telecampus course shows the extent to which students are using distance education opportunities within the UT System and how that use has changed over the last five years.	UT TeleCampus
Table I-27	The completion rates for undergraduate and graduate UT TeleCampus courses and the number of degrees completed with 50 percent or more of the coursework taken through the UT TeleCampus offerings is reported as a measure of the extent to which students attempt and complete courses and degrees using distance education technology.	UT TeleCampus
Table I-28	The amount of sponsored revenue is a comprehensive measure of an institution's overall success in securing funding to support research, public service, training and other activities. Total dollars of sponsored revenue and the percent change over a five year period are presented.	THECB and Annual Financial Report, Exhibit B
Table I-29	Research at UT System institutions represent the amount of federal and total research expenditures (including indirect costs and pass-throughs to institutions), the research dollars generated per FTE tenured/tenure-track faculty, the number of grants and the proportion of T/TT faculty holding grants, and the ratio of state appropriated research dollars to total research dollars.	THECB and Annual Financial Report, Exhibit B
	Research grants include competitive, external grants that are officially made to a principal investigator through the institution: i.e., those tracked through an office of sponsored programs or 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. This measure of faculty research productivity is not influenced by size of grants. 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.	Grant information from UT System institutions
	The ratio of state appropriated research dollars to total research dollars shows the leveraging effect of State support in terms of additional research funding acquired by institutions. Research defined as in AFR and THECB report; appropriated funds = ATARP funds. Research funds are only appropriated during the first year of the biennium.	Report of Awards – Advanced Program/ Advanced Technology Programs (ATARP)
Table I-30	Shows the research activity at UT System health institutions using the same measures as Table I-29.	See Table I-29
	Research grants include competitive, external grants that are officially made to a principal investigator through the institution: i.e., those tracked through an office of sponsored programs or 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. This measure is defined to be broadly inclusive since faculty with a wide range of responsibilities conduct research at health-related institutions.	Grant information from UT System institutions
	Research funds as a percent of formula-derived general appropriations revenue shows the 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.	THECB and Annual Financial Report, Exhibit B, UT System Office of Business Affairs
Table I-31	UT System institutions are ranked relative to other Texas and national universities on total Research and Development (R&D) expenditures.	Annual National Science Foundation Survey, reported in NSF WebCASPAP, THECB Survey of Research Expenditures
Table I-32	The number of postdoctoral fellows employed at UT System institutions is another measure of institutional research activity.	UT System academic institutions
Table I-33	The number of new prestigious faculty awards received by UT System faculty during the most recent academic year.	UT System institutions
Table I-34	The cumulative number of prestigious faculty awards received as of 08/31/07.	UT System institutions
Table I-35	System-wide measures of technology transfer include the number of new invention disclosures, U. S. patents issued, licenses and options executed, start-up companies formed and gross revenue received from intellectual property.	THECB Technology Development and Transfer Survey
Table I-36	Measures of technology transfer, defined in Table I-35, are summarized by institution.	THECB Technology Development and Transfer Survey
Table I-37	The amount of revenue generated per full-time equivalent clinical faculty from gross patient charges and net patient revenue is summarized.	MSRDP and Faculty Salary Reports

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Table I-38	The volume of health care provided by faculty at UT System health institutions is summarized by the number of hospital admissions, the number of hospital patient days and the number of outpatient visits in state-owned and affiliated facilities.	UT System Annual Hospital Report and UT System institutions' report of General Revenue for hospital operations
Table I-39	The amount of general revenue generated per hospital admission, per patient day and per hospital outpatient and clinic visit is summarized. In addition, hospital general revenue as a percent of charity care is provided.	UT System Annual Hospital Report and UT System institutions' report of General Revenue for hospital operations
Table I-40	Total charges for unsponsored charity care shows the total dollars of health care delivered by UT System faculty as well as the total dollars provided by UT owned hospitals and health institutions to patients unable to afford health care.	UT System health institutions
Table I-41	Patient satisfaction with health care provided by UT System health institutions is summarized. Each institution designs its own satisfaction surveys or contracts with outside organizations to survey patients.	UT System health institutions
Table I-42	Total System revenues and expenses are disaggregated by NACUBO categories and present revenue sources and expenses in current and inflation adjusted dollars.	Annual Financial Report, Exhibit B
Table I-43	The ratio of administrative costs to total expenses is a measure of efficiency. Administrative Cost Measures are reported to the Legislative Budget Board as an Annual Performance Measure by each institution. Administrative costs are Institutional Support expenses for executive management, fiscal operations, general administration and logistical services, administrative computing support, and public relations/development. Total costs, as defined by the LBB, exclude expenses of auxiliary enterprises and service departments.	Legislative Budget Board
Table I-44	The absolute and percent change in the value of UT System endowments is shown in this table. These totals include endowment funds managed by UTIMCO as well as those held in trust by other entities. Endowments for UT Austin include 30 percent of the Permanent University Fund (PUF) market value and endowments for the UT System reflect 37 percent of the PUF market value.	UT System Office of External Relations and UT System institution reports to the Council for Aid to Education
Table I-45	This table shows the total number of budgeted endowed professorships and chairs, the number filled, the total number of budgeted tenured/tenure track positions and the percent of total T/TT positions that are endowed. Endowed faculty professorships and chairs help institutions compete for, recruit, and retain top faculty and help the institution achieve excellence in targeted fields.	UT System academic institutions
Table I-46	The amount of money donated by alumni, individuals, corporations and foundations is a measure of external financial support of the institutions. Based on official CAE gift reporting guidelines, beginning in 2003, gift totals included certain categories of deferred gifts taken at present value, rather than face value as done prior to 2003.	Council for Aid to Education, UT System Controller
Table I-47	The top 20 institutions in the United States for total voluntary support for FY 2006 are shown as a benchmark for the donor support shown in Table I-46.	Council for Aid to Education VSE Report
Table I-48	The UT System Bond Ratings reflect the fiscal soundness of the UT System in FY 2003 and FY 2007.	UT System Office of Finance
Table I-49	UT System spending trends with Historically Underutilized Businesses (HUB) compared to total spending is presented for selected categories over five years.	UT System Office of HUB Development
Table I-50	Total spending with HUB vendors and the percent change are shown by UT System institution over a five year period.	UT System Office of HUB Development
Table I-51	The five and 10-year reduction in energy use statistics show the effectiveness of energy conservation efforts by UT System institutions. The energy use index is the number of BTU/sq. ft./year.	UT System Office of Facilities Planning and Construction
Table I-52	The efficiency of classroom and class laboratory use at UT System academic institutions is summarized by the average number of hours they are scheduled each week. The Texas Higher Education Coordinating Board established a state standard of 38 hours weekly classroom use and 25 hours weekly class laboratory use.	THECB Space Projection Model
Table I-53	The amount of research E&G square footage and research expenditures per square foot are summarized and compared over a five year period.	THECB Space Projection Model
Table I-54	The E&G Assignable square footage per FTE faculty and FTE student is a measure of the facility resources available for instruction, research and clinical services at UT System institutions.	THECB Space Projection Model

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Figure I-1	The proportion of student grants and scholarships by source (federal, state, institutional, and private) are compared over five years.	UT System academic institutions
Figure I-2	The proportion of financial aid types (loans, grants & scholarships and work study) are compared over five years.	UT System academic institutions
Figure I-3	The proportion of all Texas public students enrolled in UT System academic and health institutions is a measure of the contribution UT System makes to undergraduate, graduate and professional education in the state.	THECB, CBM001 Student Report
Figure I-4	The change in student diversity can be monitored over time by comparing the proportion of students of each ethnicity at the undergraduate, graduate and professional level for the academic and health institutions.	THECB, CBM001 Student Report
Figure I-5	Enrollment trends for first-time-in-college freshmen and transfer students show the change in enrollment, the proportion of freshmen from the top 10% of their high school class and the percent enrolled full-time over the last five years.	THECB, CBM001 Student Report
Figure I-6	The progress towards improving the six-year graduation rates and reaching the 2010 goals established under the UT System Graduation Rates Initiative are shown for the UT System academic institutions.	IPEDS, UT System Graduation Rate Initiative goals
Figure I-7	Total undergraduate student enrollment and growth is compared with the total number of baccalaureate degrees granted for the UT System academic and health institutions. The proportion of Texas public higher education institution enrollment and baccalaureate degrees granted at UT System institutions is also shown.	THECB, CMB001 Student Report, CBM008 Student Degree Report
Figure I-8	The difference between the senior and freshmen mean CLA Total scores is compared with CLA national sample senior-freshmen difference for UT System academic institutions. Freshmen took the CLA in fall 2006 and seniors took the exam in spring 2007.	UT System Office of Academic Affairs, Individual institutional reports of CLA provided by the Council for Aid to Education (CAE)
Figure I-9	Freshmen and seniors responses to three items on the National Survey of Student Engagement (NSSE) are compared. The three items are: quality of academic advising, satisfaction with the entire educational experience and willingness to attend the institution again.	NSSE survey
Figure I-10	The percentage of medical students attending UT System health institutions who reported they were satisfied with the quality of their medical education are shown. Each institution designs its own satisfaction surveys or contracts with outside organizations to survey customers.	UT System Office of Health Affairs, AAMC
Figure I-11	The number of organized undergraduate classes at UT System academic institutions with fewer than 10 students are compared over a five year period.	UT System institutions
Figure I-12	The number of organized graduate classes at UT System academic institutions with fewer than five students are compared over a five year period.	THECB
Figure I-13	Research expenditures are a measure of faculty research productivity. Five year trends for total and federal research expenditures for UT System, academic and health institutions show the degree to which research productivity has changed.	THECB, Survey of Research Expenditures
Figure I-14	The source of research expenditures (federal, state, private and local) for the UT System are compared over a five year period.	THECB, Survey of Research Expenditures
Figure I-15	Five year trends in federal research expenditures are shown by UT System institution within three levels of expenditure ranges: less than \$7 million, between \$7.5 and \$30 million and between \$85 and \$350 million dollars.	THECB, Survey of Research Expenditures
Figure I-16	The total patient care revenue at UT health institutions illustrates the magnitude of health care delivery by UT health institutions at clinics and hospitals. Total patient care, practice plan net revenue and net state-owned hospital revenue are summarized for five years.	UT System hospital reports, MSRDP, and institutional reports
Figure I-17	Total revenues for UT System academic and health institutions are shown by source (state appropriations, government grants and contracts, non-government grants and contracts, sales and services, tuition and fees and other). Health institution revenue includes sales and services of hospitals.	Annual Financial Reports, Exhibit B
Figure I-18	Total expenses or spending by UT System academic and health institutions are shown by purpose (instruction, research, institutional support and physical plant, public service, academic support, student services, scholarships and fellowships, auxiliary, and depreciation). Health institution expenses include hospitals and clinics.	Annual Financial Reports, Exhibit B
Figure I-19	The average inflation-adjusted revenue (base year = FY 2002) per full-time equivalent student (see Table I-23 definition) from state appropriations and net tuition and fees is shown for six years, from FY 2002 to FY 2007. Net tuition and fees excludes funds allocated to auxiliary services.	Annual Financial Reports, Exhibit B

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Figure I-20	The proportion of total UT System donor support is shown by source (alumni, individuals, foundations, corporations and others).	UT System Office of the Controller, Council for Aid to Education
Figure I-21	Five year trends in the amount of alumni donor support is shown for UT System academic institutions within three categories of giving: less than \$300 thousand, between \$0.1 and \$2.5 million, and between \$35 and \$225 million.	UT System Office of the Controller, Council for Aid to Education
Figure I-22	The ten-year trends in the reduction in energy use for the UT System is shown. The energy use index is the number of BTU/sq. ft./year.	UT System Office of Facilities Planning and Construction
