



PERFORMANCE INDICATORS are categorized:

1. **Key Performance Indicators (KPI):** KPIs indicate “what” inputs enter UTSA and “what” outcomes we produce.
2. **Operational Performance Indicators (OPI):** OPIs show “how” we do what we do.
3. **Compliance Performance Indicators (CPI):** CPIs show how we stay in compliance and mitigate risk.

Below is the list of Performance Indicators with definitions. Each Performance Indicator in the list may have various measurable metrics that we calculate by pulling data from internal and external data sources.

1-Student Profile
Student Profile is mapping of all type of students over the academic programs and their attributes, such as gender, race, ethnicity, residency region, SAT, GPA, etc.
2-Number of Faculty
Total university faculty: All faculty members with teaching responsibilities, excluding teaching assistants. Total Tenured/tenure track faculty: All faculty members with teaching responsibilities who have received or are on a track to receive tenure.
Texas Higher Education Coordinating Board (THECB): Faculty Headcount in Fall Faculty Headcount reflects the number of faculty, excluding teaching assistants, at the reporting institution as of the official census day, which is the 12th class day for the Fall semester.
TEACHING FACULTY: Percent of all FTE faculty with teaching responsibility who are tenured or tenure-track. Faculty with teaching responsibility are instructional faculty with ranks of Full Professor, Associate Professor, Assistant Professor, Instructor and Lecturer with appointments related to teaching. Faculty must be teaching a course reported to the Coordinating Board. Teaching assistants are not included, to match LBB measure. Source: CBM004 and CBM008
ALL FACULTY: Number of faculty by rank, race/ethnicity and gender. Includes faculty rank codes 1-4 (Professor, Associate Professor, Assistant Professor and Instructor) and those with code 5 or 6 (Non-tenured/Non-tenure Track and Teaching Assistants).
Integrated Postsecondary Educational Data System (IPEDS): Faculty Faculty are persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.
3.1-Endowment

The total endowment is calculated as the sum of true and quasi endowments. True endowment, or sometimes called permanent endowment, is a fund created by a donor (or other external party) with the stipulation that the principal is to be maintained and invested in perpetuity to produce income, investment growth, or both. True endowments include term endowments. A term endowment is created when a donor (or other external party) specifies that the University Accountability Measures and Definitions funds must be held and invested until a specified time or the occurrence of a specified event. The donor (or other external party) also specifies what is to be done with the income and investment growth during the specified period. In some cases, those earnings are subject to a purpose restriction established in the gift instrument. Endowment funds held by a foundation for the express use of the university should be included.

A quasi-endowment fund is created when an institution's governing board elects to invest currently available resources as if they were subject to endowment restrictions. Quasi-endowments also are referred to as funds functioning as endowments.

Integrated Postsecondary Educational Data System (IPEDS): Endowment Funds

Funds whose principal is nonexpendable (true endowment) and that are intended to be invested to provide earnings for institutional use. Also includes term endowments and funds functioning as endowment (quasi-endowment). Term endowment funds are funds for which the donor has stipulated that the principal may be expended after a stated period or on the occurrence of a certain event. Quasi-endowment funds are funds functioning as endowment that are established by the governing board to function like an endowment fund, but which may be totally expended at any time at the discretion of the governing board. These funds represent nonmandatory transfers from the current fund rather than a direct addition to the endowment fund, as occurs for the true endowment categories. Nonmandatory transfers are transfers from current funds to other fund groups made at the discretion of the governing board to serve a variety of objectives, such as additions to loan funds, funds functioning as endowment (quasi-endowment), general or specific plant additions, voluntary renewals and replacement of plant, and prepayments on debt principal.

3.2-Overall Giving

UT System: Overall Giving

Sum of Outstanding Pledges, Outright Gifts, New Testamentary (present value), and Deferred Giving (present value) from alumni, parents, other individuals, foundations, corporations, religious organizations, fundraising consortia, and other organizations as reported through the Voluntary Support of Education (VSE) survey.

3.3-Cash Received

UT System: Cash Received

Sum of Outright Gifts, New Testamentary (present value), and Deferred Giving (present value) from alumni, parents, other individuals, foundations, corporations, religious organizations, fundraising consortia, and other organizations as reported through the Voluntary Support of Education (VSE) survey.

4-Student/Faculty Ratio

THECB: Student/Faculty Ratio and LBB

Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty for the fall semester. Undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours; master's, pharmacy, law, and other special professional FTSE's are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSE's are calculated on 9 semester credit hours. All semester credit hours, not just state-funded hours, are included.

Full-time equivalent (FTE) faculty are instructional faculty with ranks of Full Professor, Associate Professor, Assistant Professor, Instructor and Lecturer and appointments related to teaching. Faculty must be teaching a course reported to the Coordinating Board. Only the percentage of time in teaching appointments are counted. Faculty members without a salary are included. Teaching assistants are not included to match Legislative Budget Board (LBB) measure.

IPEDS: Student-to-faculty ratio

<p>The ratio of FTE students to FTE instructional staff, i.e., students divided by staff for the fall semester. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from both full-time and part-time counts. "Stand-alone" graduate or professional programs include programs in medicine, law, veterinary, dentistry, social work, or public health where faculty teach almost only graduate-level students (also referred to as "independent" programs). Each FTE value is equal to the number of full-time students/instructional staff plus 1/3 the number of part-time students/instructional staff.</p> <p>Total FTE instructional staff is equal to the number of full-time instructional staff to 1/3 the number of part-time instructional staff (Human Resource Component, EAP section). Instructional staff include employees whose primary function/occupational activity is primarily instruction or instruction/research/public service and are not medical school employees.</p>
5-Acceptance rate of students (Accepted/Applied)
THECB: Acceptance rate
First-time students accepted: Percentage of first-time summer/fall applicants accepted by the institution
6-Tuition & Fees
THECB: Average Tuition and Fees
Average tuition and fees: The cost of tuition and mandatory fees charged to a student taking 30 semester credit hours (SCH) (15 SCH in the fall and 15 SCH in the spring). For four-year public institutions tuition includes mandatory tuition (state-required tuition) and designated tuition (set by institutional governing boards).
7-Endowed Professorships/Chairs
UT System: Endowed Chairs and Professorships
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 as of the end of the fiscal year.
THECB: Endowed Professorships and Chairs
Total number of endowed professorships and endowed chairs at the institution fully funded by endowment funds and percent of these professorships and chairs that are unfilled. Also, the percent of total tenured/tenure-track faculty that are accounted for by endowed professors or chairs.
8-Faculty Diversity
Percent Female Tenure/Tenure-Track Faculty
Number of Female Tenured/Tenure Track Faculty divided by the Total Tenured/Tenure Track Faculty.
Under Represented Minority (URM) Tenure/Tenure-Track Faculty
Underrepresented minority (URM) are faculty whose racial/ethnic makeup falls into one of the groups below. Race/ethnicity based on the United States Office of Management and Budget categories. International faculty (not US citizens or legal permanent residents) are in a separate category and excluded from URM.
<ul style="list-style-type: none"> · Hispanic · Black/African-American · American Indian or Alaskan Native · Native Hawaiian or Other Pacific Islander · Two or more races
9-Faculty Salary
THECB: Faculty Salary by Rank
Budgeted salary for the fall semester doubled and averaged by rank. Excluded are faculty with no salary.
10-Student/Staff Ratio
IPEDS: Student/Staff Ratio
Student FTE divided by Staff FTE. <i>Student FTE</i>
The number of FTE students is calculated based on fall student headcounts. The full-time equivalent (headcount) of the institution's part-time enrollment is estimated by multiplying the factors noted below times

the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall.

- Part-time undergraduate enrollment: .403543
- Part-time graduate enrollment: .361702

Staff Full Time Equivalent

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff.

11-No of Post-docs

NSF: Post Doctoral Fellow

An individual who has received a doctoral degree (or equivalent) and is engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue his or her chosen career path.

12-Faculty % with Highest Degree

Common Data Set (CDS) and U.S. News and World Report: Percent of Faculty with Terminal Degree

The total number of faculty with a terminal degree in their field divided by the total number of faculty.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master’s degree: a master’s degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

13.1 Student Enrollment

THECB: Enrollment (fall) - (used by THECB and LBB)

Fall enrollment numbers reflect all students enrolled at the reporting institution as of the official census date, which is the 12th class day for the fall semester. Students who withdraw from a class on or before the official census date are not included.

IPEDS: Fall Enrollment (EF)

This annual component of IPEDS collects data on the number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. Institutions report annually the number of full- and part-time students, by gender, race/ethnicity, and level (undergraduate, graduate, first-professional); the total number of undergraduate entering students (first-time, full- and part-time students, transfer-ins, and non-degree students); and retention rates. In even-numbered years, data are collected on the state of residence of first-time students and on the number of those students who graduated from high school or received high school equivalent certificates in the past 12 months. Also in even-numbered years, 4-year institutions are required to provide enrollment data by gender, race/ethnicity, and level for selected fields of study. In odd-numbered years, data are collected for enrollment by age category by student level and gender.

13.2 Semester Credit Hours

THECB: Total Semester Credit Hours

The total number of semester credit hours is calculated by summing the product of the number of students enrolled by the course’s credit hour value.

14-Expenditures per Student; Cost per Degree

THECB: Expenditures per Student

Uses of funds per state-funded FTSE: Operating expenses divided by the number of full-time student equivalents (FTSE). Operating expenses are broken out by total; instruction, research, and academic support; student services and scholarships; institutional support and operations and maintenance (OM) of plant; and other expenses (e.g., capital outlays from current fund sources).
IPEDS: Cost per Degree
Core Expenses divided by the Annual Degrees Awarded
Core expenses for public institutions reporting under GASB standards include expenses for instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, depreciation, scholarships and fellowships, interest and other operating and nonoperating expenses. Excluded are expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.
15-Students with Experiential Learning
Number and percent of students who participate in internships, service learning, undergraduate research and study abroad programs.
16.1-New Construction Across Campuses
IPEDS: Construction in Progress
Capital assets under construction or development that have not yet been placed into service, such as a building or parking lot. Capital assets are not subject to depreciation while in a construction in progress status.
16.2-Space (Academic/Research/Lab/Classroom)
THECB: Total Space
Total square footage by type: Teaching, Research, Office, Library Space and Support Space.
17.1-First Year Retention
THECB and LBB: Retention Rate of First-time, Full-time, Degree-seeking Undergraduate Students after One Academic Year
The number of first-time, degree-seeking undergraduates in the cohort who are enrolled the following fall (their second fall semester) divided by the total number of freshmen in the cohort. First-time students in the cohort includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester, whether those courses are taken at the reporting institution or transferred from another institution. Full-time is defined as taking 12 semester credit hours. Hours in remediation are to be counted in determining full-time status.
IPEDS: Retention Rate
A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall.
Variable Description
The full-time retention rate is the percent of the (fall first-time, full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.
Exclusions are defined as: "Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
17.2-Second Year Persistence
THECB: Persistence Rate - Two Year
Percentage of first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours (SCH) in their first fall semester who are still enrolled two academic fall semesters later.

17.3-Third Year Persistence
Institutional: Persistence Rate - Three Year
Percentage of first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours (SCH) in their first fall semester who are still enrolled three academic fall semesters later.
18-Average Teaching Load per T/TT Faculty FTE
THECB: Semester Credit Hours Taught per Full-time Faculty Equivalent
The aggregate number semester credit hours (SCH) taught by is divided by the full-time equivalent (FTE) instructional faculty including Teaching Assistants. Total SCH based on the college of faculty member teaching the course rather than the college that the course is taught. The full-time faculty equivalent (FTE) is based on the percent of time faculty spent on instruction (instruction percent time includes only direct instructional activities and administrative assignments that directly support the instruction function). If multiple faculty members teach a course, the SCH are assigned to the faculty member with the highest percent responsibility for the course.
19-Class Size
Common Dataset & U.S. News and World Report: Undergraduate Class Size
Number of students enrolled in an organized course offered for credit. Excluded are distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, independent study, co-operative programs, internships, and practicums. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.
20-Average Student Debt
THECB: Student Debt as Percentage of Wage
Median of individual student loan debt as a percentage of first year wage for students awarded a certificate, associate degree, or bachelor's degree in a given year from a Texas public institution. Individual must have student loan debt at time of award and wages in first year following award. Each student's loan debt includes all loans reported in the THECB financial aid database (FADS) report by any institution for that student in the last 15 years. First year wages are based on UI wage data reported to the Texas Workforce Commission. Bachelor's degrees awarded at community colleges are not included.
Currently, we are focused on strategies to reduce Federal Student Loan.
THECB: Average Debt of Graduates with Loans
Average debt is calculated by averaging each student's loan debt, accumulated at all Texas institutions up to the time of receiving an applicable degree, based on the student's highest degree earned. Only students with debt are included. Each student's loan debt includes all loans reported in the THECB financial aid database (FADS) report by any institution for that student in the last 15 years, such as federal and state loans, parent Plus loans, and private educational loans. Two breakouts are also shown: average debt accumulated among graduates who began and graduated at the same institution and average debt accumulated among graduates who began at another public institution.
LBB: Average Student Loan Debt
All students who started at the institution as first time students and received a bachelor degree the previous academic year. Student loan debt includes only those loans made to students who borrowed while enrolled at your institution and co-signed loans. Excluded are students who transferred in; Money borrowed at other institutions and parent loans; and students who did not graduate.
Common Data Set: Indebtedness
Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and should be included. Aggregated dollar amount includes all enrolled full-time and less than full-time degree-seeking undergraduates.
21-Lower Division Hours taught by T/TT Faculty
LBB: Percent of Lower Division Semester Credit Hours Taught by Tenured or Tenure-Track Faculty

The lower division semester credit hours taught by tenured or tenure-track faculty divided by the total lower division semester credit hours.
22-Online Learning
UT System: Online Courses and Sections
The number of online courses and sections offered and the number and percent of students who are enrolled in at least one online course. Fully online courses have no more than 15% of face to face instructional time.
UT System: Hybrid/Blended Courses and Sections
The number of hybrid/blended courses and sections offered. Hybrid/blended courses have more than 50% but less than 85% of face to face instructional time.
23-Bond Rating
UT System
The Moody's Overall Scorecard Rating has four broad factors important in Moody's assessment of university ratings: Market Profile, Operating Performance, Wealth and Liquidity, and Leverage. The rating is based upon a weighted calculation of nine sub-factor calculations.
24-Operating Expense Coverage
UT System: Operating Expense Coverage Ratio
Total Unrestricted Net Assets divided by (Total Operating Expenses + Interest Expense on Debt) multiplied by twelve.
25-Annual Operating Margin
NACUBO: Annual Operating Margin
Operating surplus (deficit) Divided by total operating revenue
26- Cash on Hand
NACUBO: Free expendable financial resources
The sum of unrestricted net assets plus restricted expendable net assets plus foundation unrestricted / temporarily restricted net assets less foundation net investment in plant less direct debt
27-Spendable Cash & Investments to Total Debt
NACUBO: Expendable financial resources to direct debt
The sum of unrestricted net assets plus restricted expendable net assets plus foundation unrestricted / temporarily restricted net assets less foundation net investment in plant divided by direct debt.
28-Debt Service to Operations
NACUBO: Actual debt service to operations
Actual annual debt service divided by total operating expenses
29-Administrative Cost Ratio
LBB: Amount Expended for Administrative Costs as a Percent of Operating Budget
The amount of Institutional Support Expenses divided by the Total Expenses, excluding auxiliary enterprises and the results of service department operations. For system offices, the measure should be based on the combined financial statements of the system office and all system components.
30-Top 25% of Freshman Class
THECB: Students in Texas Top 10% and Top 25%
Percentage of first-time undergraduates entering the summer/fall class who ranked in the top 10 percent or the top 11-25 percent of their Texas public high school classes. (Based on their final high school transcript)
31.1-External Review of Faculty in PhD Programs
THECB: External Review of Faculty in PhD Programs
Comprehensive review of five doctoral program faculty quality.
31.2-Grad program quality (graduation rates, financial support)
Comprehensive review of five doctoral program faculty quality.
THECB: Master's Five-Year Graduation Rates

The number of graduate students in the Master's cohort who graduate within five academic years after their cohort term divided by the total number of students in the cohort. Master's cohorts are based students' first enrollment term as degree-seeking Master's students and then grouped by academic year.

At UTSA, we are focused on 2-year and 3-year graduation rates for Masters programs.

THECB: Doctoral Student Ten-Year Graduation Rates

The number of graduate students in the doctoral cohort who graduate in the entering college within ten academic years after their cohort term divided by the total number of students in the cohort. Doctoral cohorts are based students' first enrollment term as degree-seeking doctoral students and then grouped by academic year.

At UTSA, we are focused on 5-year through 8-year graduation rates for Doctoral programs.

Institutional: Financial Support

Total financial support for graduate students include financial loans, GTA & GRA funding, scholarships, and related waivers as a "cost" measure.

32-Number of Academic Programs

THECB: Number of Graduate-Level Programs

The number of masters and doctoral level programs offered.

33-Underprepared Students (Math/Writing/Reading)

THECB: Underprepared Students by Area

The number and percent of students who have not met the Texas Success Initiative (TSI) college readiness standards in Math, Writing and/or Reading.

34.1-Restricted Research Expenditures

THECB: Restricted Research Expenditures

Restricted research expenditures are a subset of total research expenditures. They are expenditures of funds that an external entity (such as government agencies, philanthropic organizations, or individuals) have placed limitations on - the use of the funds must qualify as research and development.

To qualify as a research expenditure, the primary purpose of the contract, gift, or grant must be research. The Coordinating Board collects restricted research expenditures for formula distribution of the Texas Comprehensive Research Fund (TCRF) and the Core Research Support Fund (CRFS) and as criterion for the National Research Universities Fund (NRUF). The collection of restricted research expenditures includes a public procedure assuring transparency and commonality between institutions.

The definition of restricted research expenditures is more narrowly defined than restricted research expenditures that are listed in institutions' Annual Financial Reports (AFR). Accountability system estimates for restricted research expenditures for institutions that are not participating in TCRF, CRFS, or NRUF (e.g., Texas A&M University, The University of Texas at Austin, and health-related institutions) are research expenditures minus state appropriated funds, institutional funds, and indirect cost. Estimated restricted research expenditures and data from institution's AFR must not be compared directly with restricted research expenditures collected for RDF and NRUF.

LBB: Dollar Amount of External or Sponsored Research Funds (in Millions)

This figure is calculated from the Institution's Annual Research Expenditures Survey, by summing the federal, private profit, and private non-profit totals. Restricted research expenditures are a subset of total research expenditures. They are expenditures of funds that an external entity (such as government agencies, philanthropic organizations, or individuals) has placed limitations on and for which the use of the funds qualifies as research and development. To qualify as research, the primary purpose of the contract, gift, or grant must be research. This definition of restricted research expenditures is more narrowly defined than restricted research expenditures that are listed in institutions' Annual Financial Reports (AFR). Accountability system estimates for restricted research expenditures for institutions that are not participating in TCRF, CRFS, or NRUF

(e.g., Texas A&M University, The University of Texas at Austin, and health-related institutions) are research expenditures minus state appropriated funds, institutional funds, and indirect cost. Estimated restricted research expenditures and data from institution's AFR must not be compared directly with restricted research expenditures collected for RDF and NRUF.

NSF: HERD Research & Development

Research & Development includes: Sponsored research (federal and nonfederal); University research (institutional funds that are separately budgeted for individual R&D projects); Startup, bridge, or seed funding provided to researchers within your institution; Other departmental funds designated for research; Recovered and unrecovered indirect costs [Calculate this amount as follows for your externally funded R&D only (preferably on a project-specific basis) using the appropriate cost rate—on-campus, off-campus, etc.]; Equipment purchased from R&D project accounts; R&D funds passed through to a sub recipient organization, educational or other; Clinical trials, Phases I, II, or III [Phase I uses a small group of human patients (20–80) to evaluate safety and identify side effects, Phase II uses a larger group (100–300) to test effectiveness and further evaluate safety, Phase III uses a large group (1,000–3,000) to confirm effectiveness, monitor side effects, compare to commonly used treatments, and collect safety information.]; Research training grants funding work on organized research projects; Tuition remission provided to students working on research]
R&D Excludes: Public service grants or outreach programs; Curriculum development (unless included as part of an overall research project); R&D conducted by university faculty or staff at outside institutions that is not accounted for in your financial records;

Estimates of the proportion of time budgeted for instruction that is spent on research; Capital projects (i.e., construction or renovation of research facilities); Non-research training grants; and Unrecovered indirect costs that exceed your institution's federally negotiated Facilities and Administrative (F&A) rate.

34.2-Total Research (R&D) Expenditures

THECB: Research Expenditures by Source of Funds

Total research expenditures by source of funds (federal, state, private, and institutional). To qualify as research, the primary purpose of the contract, gift, or grant must be research.

LBB: Dollar Amount of External or Sponsored Research Funds (in Millions)

This figure can be calculated from the Institution's Annual Research Expenditures Survey, by summing the federal, private profit, and private non-profit totals.

NSF: HERD Research and Development

Research and Development includes: Sponsored research (federal and nonfederal); University research (institutional funds that are separately budgeted for individual R&D projects); Startup, bridge, or seed funding provided to researchers within your institution; Other departmental funds designated for research; Recovered and unrecovered indirect costs [Calculate this amount as follows for your externally funded R&D only (preferably on a project-specific basis) using the appropriate cost rate—on-campus, off-campus, etc.]; Equipment purchased from R&D project accounts; R&D funds passed through to a sub recipient organization, educational or other; Clinical trials, Phases I, II, or III [Phase I uses a small group of human patients (20–80) to evaluate safety and identify side effects, Phase II uses a larger group (100–300) to test effectiveness and further evaluate safety, Phase III uses a large group (1,000–3,000) to confirm effectiveness, monitor side effects, compare to commonly used treatments, and collect safety information.]; Research training grants funding work on organized research projects; Tuition remission provided to students working on research]
R&D Excludes: Public service grants or outreach programs; Curriculum development (unless included as part of an overall research project); R&D conducted by university faculty or staff at outside institutions that is not accounted for in your financial records; Estimates of the proportion of time budgeted for instruction that is spent on research; Capital projects (i.e., construction or renovation of research facilities); Non-research training grants; and Unrecovered indirect costs that exceed your institution's federally negotiated Facilities and Administrative (F&A) rate.

34.3-Total Sponsored Project Expenditures

Total sponsored project expenditures include all externally sponsored (federal, state, and private) projects (including both research and non-research functions)
Graduation Rate (undergraduate)
35.1- 4 Year Graduation Rate
THECB: Four Year Graduation Rate
Number and percentage of first-time, full-time entering degree-seeking students who enrolled in a minimum of 12 semester credit hours (SCH) their first fall semester at a Texas public institution and graduated from the same institution or another Texas public or private (independent) institution within four academic years.
THECB has two graduation rate measures: 1) graduation rate at the same institution which would match LBB, and IPEDS rates and 2) a graduation rate which includes students who started at UTSA and graduated from another Texas institution in the numerator.
LBB: Percent of First-time, Full-time, Degree-seeking Undergraduates Who Earn a Baccalaureate Degree Within Four Academic Years
The number of first-time undergraduates in the first-time, full-time entering degree-seeking cohort who have earned a baccalaureate degree within four academic years divided by the total number of undergraduates in the first-time, full-time entering degree-seeking cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester. Full-time is defined as taking 12 semester credit hours.
IPEDS: Graduation Rates
The number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort) for the denominator; the numerator is the number of students in that cohort who complete their program within 100 percent of normal time (four years); deceased students are removed from consideration.
35.2-6 Year Graduation Rate
THECB: Graduation Rates
Number and percentage of first-time, full-time entering degree-seeking students who enrolled in a minimum of 12 semester credit hours (SCH) their first fall semester at a Texas public institution and graduated from the same institution or another Texas public or private (independent) institution within six academic years.
THECB has two graduation rate measures: 1) graduation rate at the same institution which would match LBB, and IPEDS rates and 2) a graduation rate which includes students who started at UTSA and graduated from another Texas institution in the numerator.
LBB: Percent of first-time, full-time, degree-seeking undergraduates who earn a baccalaureate degree within six academic years
The number of first-time undergraduates in the first-time, full-time entering degree-seeking cohort who have earned a baccalaureate degree within six academic years divided by the total number of undergraduates in the first-time, full-time entering degree-seeking cohort. First-time includes students who take courses as first-time undergraduates during the summer session and continue as full-time students during the following fall semester. Full-time is defined as taking 12 semester credit hours.
IPEDS: Graduation Rate
Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort) for the denominator; the numerator is the number of students in that cohort who complete their program within 150 percent of normal time (six years); deceased students are removed from consideration
36-Number of Undergraduate Degrees Awarded
THECB and LBB: Degrees Awarded
Number of bachelor's (baccalaureate) degrees awarded in a given fiscal year.
IPEDS: Undergraduate Degrees Awarded
Number of bachelor's degrees awarded from July 1st through June 30th.

37-Number of PhDs Awarded
THECB: Doctoral Degrees Awarded
Number of doctoral (doctoral research scholarship) degrees awarded in a given fiscal year.
IPEDS: Doctoral Degrees Awarded
Number of doctoral degrees awarded from July 1st through June 30th. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.
38-State Licensure Exam Pass Rate (Engineering)
LBB: State Licensure Exam Pass Rate of Engineering Graduates
The percentage of the institution's undergraduate engineering program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation or any required internship.
39-Reputation
This is primarily used by the US News for ranking. It includes peer assessment surveys and high school counselors' ratings. We are, however, using this metric in a broader sense that includes perception about UTSA. All KPIs in a generic sense, when combined with intentional communications strategies with internal and external stakeholders help build "reputation".
40.1-Faculty Awards
THECB: Faculty Awards
The annual number of awards of national and international distinction received by tenured/tenure-track faculty during a given academic year in any of the following categories: American Academy of Nursing, , American Council of Learned Societies Fellows, American Law Institute, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities Fellows, National Humanities Center Fellows, National Institutes of Health, MERIT, National Medal of Science and National Medal of Technology winners, NSF CAREER Award winners (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Pulitzer Prize Winners, Winners of the Presidential Early Career Awards for Scientists and Engineers, Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows
40.2-Faculty National Academy Membership
THECB: National Academy Membership and Nobel Prize Recipients
The cumulative number of national or international distinctions tenured/tenure-track faculty achieved through recognition as a member of one of the National Academies (including National Academy of Science, National Academy of Engineering, Academy of Arts and Sciences, and Institute of Medicine) or are Nobel Prize recipients.
41-Licenses, Options, Invention Disclosures, Patents, Start-up Companies
THECB: Patents and Patent Applications
Number of new U.S. patents issued or reissued each year.
THECB: Patent Applications
Number of new U.S. patent applications filed, including first patent applications and provisionals; and divisionals, continuations, continuations in part, and reissues. In general, we are monitoring intellectual property related revenue.
42-Faculty Citations, papers, scholarly activities
Institutional: Number of publications and citations per faculty member.
Number of publications and citations per faculty for a given year.

Includes various scholarly activities that may vary from college to college.
43-Industry Income
Sponsored project expenditures that are funded by industry.
44-Certification Rate of Teacher Education Graduates
LBB: Certification Rate of Teacher Education Graduates
The percentage of the institution's undergraduate teacher education program graduates attempting the state licensing examination who pass all parts either before graduation from the program, or within the twelve months immediately following graduation from the program.
45-Graduate Salary
UT System: Salary of Bachelor's Degree Recipients
This metric is based on undergraduate students who earned a bachelor's degree. Earnings data reflect actual earnings reported to the Texas Workforce Commission. Only those employed for a full-year (all four quarters in a calendar year) in Texas are included.
46-First Generation Graduates
LBB: Percent of Baccalaureate Graduates Who Are First Generation College Graduates
Percentage of graduating baccalaureate students whose parents did not graduate from college. Parents are defined only as birth parents, adoptive parents, or legal guardians.
47-Underrepresented Graduates
LBB: Number of Minority Graduates
The number of Hispanic, Black, and Native-American students who have earned a baccalaureate or higher degree during the reporting period. Students indicating an ethnicity of "Multi-racial, one of which is African American" should be included as African-American students.
48-Marketable Skills
THECB: Number and Percentage of Programs with Marketable Skills Identified
Number and percentage of programs for which a process to identify marketable skills has been created and implemented.
49-Number of Master's degrees awarded
THECB: Degrees Awarded
Number of Master's degrees awarded in a given fiscal year.
IPEDS: Master's Degrees Awarded
Number of Master's degrees awarded from July 1st through June 30th.
50-Strategic Partnerships
Institutional
Number of partnerships with at least a formal planned teaming effort with a purpose and a timeline (such as an MOU).