The University of Texas System
Board of Regents

Accountability and Performance Report

2006-2007

The University of Texas at Arlington ● The University of Texas at Austin ● The University of Texas at Brownsville/TSC ● The University of Texas at Dallas The University of Texas at El Paso ● The University of Texas - Pan American ● The University of Texas of the Permian Basin ● The University of Texas at San Antonio ● The University of Texas at Tyler ● The University of Texas Southwestern Medical Center at Dallas ● The University of Texas Medical Branch at Galveston ● The University of Texas Health Science Center at San Antonio ● The University of Texas Health Science Center at Houston ● The University of Texas M. D. Anderson Cancer Center ● The University of Texas Health Center at Tyler ● The University of Texas System Administration

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The University of Texas System

Accountability and Performance Report 2006-2007

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Highlights

Students, Faculty, and Staff Headcounts

Institution	Personnel[1] Headcount Fall 2006	Faculty[2] (All Ranks) Fall 2005	Student Enrollment Fall 2006 Headcount	% Change Enrollment From Prior Year
UTA	1,919	1,224	24,825	-1.6%
UT Austin	10,617	3,096	49,697	0.9%
UTB[3]	1,326	638	15,677	18.3%
UTD	1,746	763	14,523	0.9%
UTEP	1,543	1,059	19,842	3.0%
UTPA	1,835	771	17,337	1.7%
UTPB	219	209	3,462	1.6%
UTSA	2,568	1,144	28,379	4.0%
UTT	382	363	5,926	3.1%
Subtotal	**22,155**	**9,267**	**179,668**	**2.8%**
UTSWMC	7,233	1,730	2,396	2.0%
UTMB	11,693	1,304	2,255	3.8%
UTHSCH	3,024	1,303	3,651	1.8%
UTHSCSA	3,233	1,528	2,825	1.8%
UTMDA	14,101	1,447	108	25.6%
UTHCT	873	106	N/A	N/A
Subtotal	**40,157**	**7,418**	**11,235**	**2.4%**
System Admin	670	N/A	N/A	N/A
Total	**62,982**	**16,685**	**190,903**	**2.7%**

Faculty Honors

9 Nobel laureates

20 Pulitzer Prize recipients

29 members of the Institute of Medicine

41 members of the National Academy of Sciences

51 members of the National Academy of Engineering

59 members of the American Academy of Arts and Sciences

25 members of the American Law Institute

59 members of the American Academy of Nursing

10 Howard Hughes Medical Institute investigators

37 members of the International Association for Dental Research

Notes:

(1) Personnel Headcount includes a wide range of positions including researchers, student services providers, managers, nurses, laboratory technicians, clinical staff, computer analysts, social workers, engineers, accountants, and support staff. It does not include faculty or 19,264 student employees.

(2) Faculty includes all ranks of faculty but does not include student employees such as teaching assistants.

(3) Figures for UTB and Texas Southmost College represent unduplicated enrollment information.

Student Ethnicity, Fall 2006

	White	African American	Hispanic	Asian American	International	Other
UTA	50.9%	12.3%	14.0%	11.1%	11.0%	0.7%
UT Austin	56.6	3.9	15.3	14.8	8.2	1.2
UTB	5.1	0.3	90.4	0.5	3.2	0.4
UTD	52.6	6.5	8.5	17.3	13.8	1.3
UTEP	11.0	2.8	72.8	1.2	11.1	1.1
UTPA	5.5	0.5	86.6	1.1	5.1	1.2
UTPB	56.8	4.4	35.0	1.4	0.6	1.8
UTSA	39.8	7.1	43.9	5.7	2.8	0.7
UTT	79.1	9.4	5.8	1.9	0.8	3.1
UTSWMC	41.4	4.2	8.7	16.3	24.0	5.3
UTMB	56.1	9.3	12.4	12.8	4.6	4.8
UTHSCH	52.3	7.0	12.2	12.9	13.1	2.5
UTHSCSA	50.6	5.1	22.8	9.6	5.7	6.3
UTMDA	38.9	15.7	13.9	23.1	8.3	0.0
Total	39.8	5.3	37.5	8.6	7.7	1.3

Costs and Financial Aid

Average Net Academic Cost and Average Percent Discount for Full-Time Undergraduate Students in Fall 2005 & Spring 2006 Combined

	Full-time Students with Need-Based Grant Aid			All Full-time Students	
	Average in-state total academic cost[1]	% receiving need-based grant aid	Average % discount	Average net academic cost[2]	Average % discount
UTA	$5,910	37.0%	71.6%	$4,346	26.5%
UT Austin	7,288	46.8	80.8	4,534	37.8
UTB	3,709	57.9	65.1	2,310	37.7
UTD	6,838	30.3	61.5	5,564	18.6
UTEP[3]	4,984	47.4	100.0	2,621	47.4
UTPA[3]	3,605	65.5	100.0	1,243	65.5
UTPB	4,282	36.3	54.3	3,437	19.7
UTSA	6,016	47.0	64.3	4,200	30.2
UTT	4,671	42.0	89.1	2,924	37.4
System Average	$5,903	46.7%	76.9%	$3,785	35.9%

These figures represent costs for a total of 30 semester credit hours. See additional notes and full table on page I-27.

- In FY06, $927 million was allocated for 254,270 financial aid awards to students at UT academic institutions (some students received more than one award.
- 47% of undergraduate students received some form of need-based aid. This need-based aid covers nearly 77% of total academic costs.
- Of the scholarships and aid, federal grants were 39%; institutional funds were 35%; state funds were 18%; and 8% came from private sources.
- By dollar amount, loans comprised 56% of total awards; grants and scholarships comprised 43%; and work-study provided 1% of all financial aid.

U. T. System Tuition Website:
www.utsystem.edu/news/tuition

Texas College Money:
www.texascollegemoney.org

Degrees Awarded

	Academic Institutions			Health-Related Institutions		
	00-01	04-05	% Change	00-01	04-05	%Change
Baccalaureate	19,054	23,167	21.6%	827	853	3.1%
Master's	6,557	8,850	35.0%	568	715	25.9%
Doctorate	916	1,008	10.0%	187	235	25.7%
Professional	577	697	20.8%	908	941	3.6%

Minority Degrees

- Four institutions in top 10 (five in top 30, six in top 100) for baccalaureate degrees in all disciplines to Hispanics.
- Six institutions in top 100 (five in top 50, two in top 10) for master's degrees in all disciplines to Hispanics.
- U. T. Austin was tenth for African-American doctorates and second for Hispanic doctorates in all disciplines and ranked in the top five for Hispanic doctorates or professional degrees in education, social sciences and history, and law.

Graduation and Persistence

	Graduating from the Same Institution				6-Yr Composite Graduation and Persistence Rate at any Texas Institution	
	In 4 Years		In 6 Years			
Enrolled Fall	1997	2001	1995	1999	1995	1999
UTA	12.7%	14.5%	30.6%	39.5%	56.7%	64.0%
Austin	36.5	46.4	69.9	74.8	81.8	85.5
UTD	31.7	30.7	55.2	56.6	72.9	76.9
UTEP	2.5	3.9	25.1	29.4	52.7	56.8
UTPA	6.2	9.6	22.9	30.0	50.3	57.0
UTPB	15.2	21.8	24.0	35.1	43.0	55.7
UTSA	6.3	6.8	26.6	29.7	57.0	59.7

STEM Degrees* as % of Total Degrees Awarded by U. T. Academic Institutions, 2004

	UT System	UT System (excluding Austin)	National
Baccalaureate	24.3%	22.1%	17.5%
Master's	26.0%	28.0%	13.5%
Doctoral	46.2%	53.3%	31.8%
Total	**25.0%**	**24.1%**	**16.7%**

* Based on the NSF STEM classification of instructional programs which includes agricultural sciences, chemistry, computer science, engineering, environmental science, geosciences, life/biological sciences, mathematics and physics/astronomy. Technology also includes technology/technician related fields such as electronic engineering technology, environmental control technology and computer engineering technology.

% Change in Number of Health-Related Degrees by U. T. Health-Related Institutions, 2001 - 2004

	UT System	National
Baccalaureate	-3.4%	-2.6%
Master's	14.1%	3.0%
Doctoral	26.2%	94.5%
Dental	-1.4%	-1.3%
Medical	2.2%	0.3%
Total	**4.7%**	**1.0%**

* Includes allied health, biomedical sciences, dental, health sciences, health information sciences, medical, medical academics, nursing and public health.

Research and Technology Transfer

Technology Transfer
FY 2005

New Invention Disclosures Received 613
U.S. Patents Issued 114
Licenses & Options Executed.....154
Start-up Companies Formed..... 12
Total Gross Revenue Received from.....$34.9
Intellectual Property (in millions)

Research Funding
FY 2006 (in millions)

Source	Amount	% of Total
Federal	$1,115.9	60.6%
State	$300.1	16.3%
Private	$318.8	17.3%
Local	$105.5	5.7%

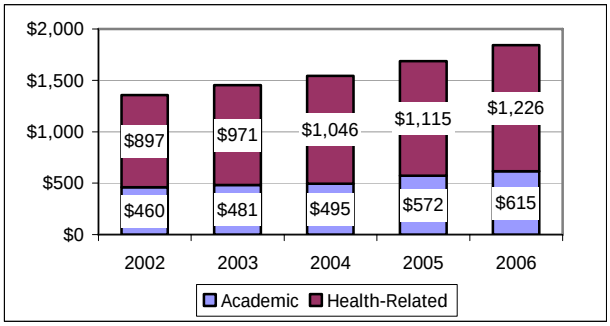
Total: $1.84 billion

Research Expenditures FY 2006 (in millions)

	Federal Expenditures	Total Expenditures	% Change in Total from FY 05
UTA	$19.1	$34.9	3.3%
UT Austin	294.8	446.7	5.6%
UTB	5.1	5.9	9.3%
UTD	20.0	43.1	0.0%
UTEP	26.8	41.9	16.4%
UTPA	4.2	6.8	17.2%
UTPB	.3	2.4	100.0%
UTSA	21.5	32.3	36.9%
UTT	.4	.9	80.0%
Subtotal ACA	$392.3	$614.9	7.4%
UTSWMC	$196.6	$333.3	3.9%
UTMB	120.4	$155.0	3.3%
UTHSCH	122.9	$175.2	11.9%
UTHSCSA	95.1	$139.8	4.3%
UTMDA	182.0	$409.7	19.8%
UTHCT	6.5	$12.6	10.5%
Subtotal HEA	$723.6	$1,225.5	9.9%
Total	**$1,115.9**	**$1,840.4**	**9.1%**

- Six U. T. System institutions in top 100 of NIH Awards in FY 05. Three in the top 50.
- Six U. T. System institutions in top 100 of NSF's national ranking of total R&D for FY 04. Three in the top 50. If only public institutions are considered, U. T. M. D. Anderson and U. T. Austin are in the top 25.

Total Research Expenditures by U. T. System Institutions 2002-2006 (in millions)



Improving the Health of Texans

In 2005, U. T. System institutions produced:

- 2,315 health-related undergraduate certificates and degrees
- 2,346 health-related graduate/professional degrees
- This included 1,782 undergraduate and graduate nursing degrees.

U. T. System institutions ranked high for health-related degrees to minorities:

- Eight institutions in top 50 of Hispanic baccalaureates in health professions/clinical sciences
- Six in top 50 of Hispanic master's degrees in health professions/clinical sciences
- Two in top 10 of Hispanic professional degrees in dentistry
- Three in top 50 of African-American professional degrees in medicine
- Four in top 10 (three in top 5) of Hispanic professional degrees in medicine

Patient Care Provided by the U. T. System FY 2005

Institution	Inpatient Admissions	Outpatient Visits	Hospital Days
UTSWMC	7,832	2,163,809	429,146
UTMB	42,294	851,310[1]	202,544
UTHSCH	5,507[2]	914,903	337,749
UTHSCSA	N/A	704,164	259,763
UTMDA	20,728	767,909	155,981
UTHCT	2,901	114,208	19,090
Total	**79,262**	**5,516,303**	**1,404,273**

(1) Does not include correctional managed care off-site visits.

(2) UTHSCH's Harris County Psychiatric Center

Health Care Provided to the Uninsured and Underinsured, FY 2005 (in millions)

Institution	Physician Services	Hospitals
UTSWMC	$ 324.4	$ 6.6
UTMB	114.7	366.3
UTHSCH	172.2	24.4
UTHSCSA	98.5	N/A
UTMDA	50.6	215.8
UTHCT	8.7	33.0
Subtotal	**$ 769.2**	**$ 646.1**

Total: $1.415 billion

Budget – FY 2007 (in millions)

	Total Budgeted Expenditures	From General Revenue	General Revenue as % of Total
UTA	$330.0	$103.7	31.4%
UT Austin	1,759.5	301.6	17.1
UTB	126.8	30.6	24.1
UTD	260.8	75.5	28.9
UTEP	265.1	77.7	29.3
UTPA	207.7	75.2	36.2
UTPB	40.3	17.2	42.7
UTSA	334.5	97.9	29.3
UTT	66.1	30.1	45.5
Subtotal ACA	$3,390.8	$809.5	23.9%
UTSWMC	$1,326.0	$147.8	11.1%
UTMB	1,420.6	291.8	20.5
UTHSCH	696.7	153.8	22.1
UTHSCSA	536.0	152.0	28.4
UTMDA	2,388.6	158.2	6.6
UTHCT	119.9	39.0	32.5
Subtotal HEA	$6,487.8	$942.6	14.5%
System Admin	$118.9	$0.9	0.8%
Total	$9,997.5	$1,753.0	17.5%

Revenues

FY 2007 (in millions)

Sponsored Programs (all)	$2,183 (21.7%)
Hospitals, Clinics, & Professional Fees	$3,609 (35.8%)
State Appropriations (GR)	$1,753 (17.4%)
Tuition & Fees	$ 938 (9.3%)
Investment Income	$ 636 (6.3%)
Auxiliary Enterprises	$ 321 (3.2%)
Gifts & Other	$ 386 (3.8%)
Educational Activities	$ 248 (2.5%)

Total: $10.1 billion

Expenditures

FY 2007 (in millions)

Operation & Maintenance of Plant	$ 614 (6.1%)
Research	$1,499 (15.0%)
Instruction	$2,380 (23.8%)
Hospitals & Clinics	$2,689 (26.9%)
Institutional Support	$ 708 (7.1%)
Academic Support	$ 342 (3.4%)
Auxiliary Enterprises	$ 379 (3.8%)
Depreciation and Amortization	$ 580 (5.8%)
Interest	$ 210 (2.1%)
Scholarships & Fellowships	$ 208 (2.1%)
Public Service	$ 238 (2.4%)
Student Services	$ 151 (1.5%)

Total: $10.0 billion

Find more information and full report at www.utsystem.edu/osm/accountability/

The University of Texas System

Mission Statement

The mission of The University of Texas System is to provide high-quality educational opportunities for the enhancement of the human resources of Texas, the nation, and the world through intellectual and personal growth.

This comprehensive mission statement applies to the varied elements and complexities of a large group of academic and health institutions. Individually, these institutions have distinct missions, histories, cultures, goals, programs, and challenges. Collectively, these institutions share a common vision and a fundamental commitment to enhance the lives of individuals and to advance a free society. Through one or more of its individual institutions, The University of Texas System seeks:

- To provide superior, accessible, affordable instruction and learning opportunities to undergraduate, graduate, and professional school students from a wide range of social, ethnic, cultural, and economic backgrounds, thereby preparing educated, productive citizens who can meet the rigorous challenges of an increasingly diverse society and an ever-changing global community;
- To cultivate in students the ethical and moral values that are the basis of a humane social order;
- To engage in high-quality, innovative research that entails the discovery, dissemination, and application of knowledge;
- To render service to the public that produces economic, technical, social, cultural, and educational benefits through interactions with individuals and with local, Texas, national, and international organizations and communities;
- To provide excellent, affordable, and compassionate patient care through hospitals and clinics that are of central importance to programs of teaching, scholarship, research, and service associated with medicine and related health sciences;
- To enrich and expand the appreciation and preservation of our civilization through the arts, scholarly endeavors, and programs and events which demonstrate the intellectual, physical, and performance skills and accomplishments of individuals and groups;
- To serve as a leader of higher education in Texas and to encourage the support and development of a superior, seamless system of education – from pre-kindergarten through advanced post-graduate programs, and encompassing life-long learning and continuing education.

To accomplish its mission, The University of Texas System must:

- Attract and support serious and promising students from many cultures who are dedicated to the pursuit of broad, general educational experiences, in combination with the pursuit of areas of personal, professional, or special interest;
- Acquire, retain, and nourish a high-quality, dedicated, diverse faculty of competence, distinction, and uncompromising integrity;
- Recruit and appropriately recognize exemplary administrators and staff members who provide leadership and support of the educational enterprise in an energetic, creative, caring, and responsible manner;
- Create and sustain physical environments that enhance and complement educational goals, including appropriate classrooms, libraries, laboratories, hospitals, clinics, computer and advanced technological facilities, as well as university centers, museums, performance facilities, athletic spaces, and other resources consistent with institutional objectives;
- Encourage public and private-sector support of higher education through interaction and involvement with alumni, elected officials, civic, business, community and educational leaders, and the general public.

[Approved Feb. 2004]

Introduction

Background and Purpose

The University of Texas System Board of Regents and Chancellor Mark G. Yudof continue to emphasize the increasingly important role that accountability will play in the U. T. System's future planning and activities. In 2002, they proposed development of an integrated and strategic approach to U. T. System accountability and performance studies and reporting for the Chancellor, the Board, public policy makers, and other internal and external audiences.

Most simply, accountability means "measuring the effectiveness of what you do." An effective accountability system clearly defines an organization's mission, goals, priorities, initiatives, and where it intends to add value and lays out measures or indicators of progress toward those goals. This kind of accountability system makes it possible to answer questions that help advance institutional improvement:

- "Where do The University of Texas System and the nine academic and six health-related institutions seek to excel?"
- "How does U. T. System intend to act strategically to accomplish its goals?"
- "How well are the System and institutions doing in achieving their goals and adding value? What needs to be done next?"

This framework reflects the U. T. System's ongoing commitment to foster and monitor its overall accountability, including institution and System functions that contribute to its academic, health care, and service missions. The report provides information and analysis that demonstrate how U. T. System institutions add value, contribute to state goals, and how they compare with peers. It emphasizes results and implications for future planning to support continued improvement by the System and U. T. System institutions. The data displayed in this report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines and to provide the basis for reviewing institutions and establishing benchmarks for future performance. The report is used by the System in conjunction with other documents, such as each institution's Compact and each president's annual work plan, to evaluate performance and establish expectations of each institution.

Many stakeholders have an interest in the U. T. System's accountability. This report serves internal and external accountability purposes and is used as a management tool. It is intended for the U. T. System itself—its Board; System officials; and campus administrators, faculty, staff, and students. It is also a public document for elected and appointed officials, students, alumni, parents, patients, donors, grantors, and other members of the public interested in the U. T. System's plans and performance.

Report Scope

As the U. T. System has gained responsibility for certain decision-making, this report shows how it ensures accountability for the results of those decisions and demonstrates that it is an efficient and responsible steward of public resources.

- While this report is designed to serve U. T. System needs, it also responds to Governor Rick Perry's January 22, 2004, Executive Order RP 31 [www.governor.state.tx.us/divisions/press/exorders/rp31] relating to accountability of higher education systems and institutions, and should complement the statewide accountability system. The U. T. System accountability framework builds on the strong foundation established by the State, the Board of Regents, and U. T. System administration offices and institutions.

Report Framework

- This report is organized in five sections that highlight and track U. T. System institutions' impact in areas that are of high importance for the System and that relate to key state goals:

    I. Student Access, Success, and Outcomes
    II. Teaching, Research, and Health Care Excellence
    III. Service to and Collaborations with the Community

IV. Organizational Efficiency and Productivity

V. Profiles for each U. T. System institution, including:

- Institutional Rankings
- Mission Statement
- Comparisons with Peer Institutions
- Centers of Excellence

- Within this framework, performance measures are aligned with System values, goals, and priorities in each area. They include:
  - Performance Measures: provide data on activities for which institutions will be held accountable. These measures emphasize outcomes, e.g., graduation rates, but also include some measures of progress, e.g., retention rates, that will help address any trends before they become major problems.
  - Contextual Measures: provide important background information on institutional context.
  - Measures Suggested for Future Development: important topics for which consistent data will not be available within the current study period but that should be pursued in the next edition. In the next edition, all measures will be re-evaluated to align with the new 10-year strategic plan of the U. T. System (www.utsystem.edu/osm/planning.htm).

Report Development and Data Sources

System-wide representation

A System-wide accountability working group helps develop the accountability strategy, identify and define performance indicators and benchmarks, and refine the studies and report. Representation includes faculty and staff from the 15 campuses and individuals from appropriate System offices.

Consultation

Throughout the development process, the U. T. System continues to communicate with policy-makers in Texas and the nation about what is needed to address state priorities and, in other states, to gather ideas about other models for higher education accountability.

Data sources

- Where possible, data are presented for the most recent five fiscal or academic years.
- Coordinating Board and Legislative Budget Board definitions and data are used wherever possible.
- For some measures, U. T. System institutions provide data.
- Comparisons with peer institutions use measures for which information is available from national data sets.

Related U. T. System Accountability Initiatives

Institutional Compacts

In 2003-04, The University of Texas System instituted the development of compacts for each U. T. System institution. The compacts are written agreements between the Chancellor of The University of Texas System and the presidents of each of the System's academic and health institutions that summarize the institution's major goals and priorities, strategic directions, and specific tactics to achieve its goals. Institutional compacts reflect the unique goals and character of each institution, highlighting action plans, progress, and outcomes. Faculty, staff, and students help to create the compacts with a shared plan and vision. The System Administration's commitment of resources and time to support each institution's initiatives is included in every compact. Compacts covering the fiscal years 2006 and 2007 were completed in the summer of 2005, and updated for the third year of the cycle in August 2006.

For more information and to view each compact, visit the U. T. System's institutional planning and accountability Web site, at www.utsystem.edu/osm/compacts.

U. T. System Learning Assessment Initiative

In this accountability context, the collection and analysis of data related to students' educational experience and outcomes are vitally important to address the related questions, what is the value added and what are the outcomes of students' educational experiences at U. T. System institutions? Employers want consistent skills, including good verbal and written communication skills, honesty and integrity, teamwork skills, interpersonal skills, and a strong work ethic. The public expects college graduates to possess the ability to learn, take initiative, make decisions; think strategically and flexibly; write; and use information technology and qualitative and quantitative analysis skills. Focusing on learning outcomes has been recommended by recent studies of higher education accountability systems, including the Business Higher Education Forum and the National Commission on Accountability in Higher Education, which endorsed use of a common test across the states.[1]

- Using multiple measures. The U. T. System has the opportunity to use existing tools to create its new model to address the issue of student outcomes. Based on national research and emerging experience, the U. T. System has adopted a multiple-measure framework to assess student outcomes from four different perspectives.[2] The University of Texas System is engaged in a broad-based research project to develop and assess the usefulness of several different approaches to measuring student learning outcomes for all nine member universities. In addition to measures of student engagement and satisfaction, pass rates on licensure exams, and postgraduation experience, the U. T. System includes measures of student learning outcomes.

- Selection of national test: the Collegiate Learning Assessment (CLA). In 2004-05, the U. T. System began administration of the CLA, along with 123 other colleges and universities across the country, in partnership with the Council for Aid to Education and the Rand Corporation. This test is unique, carefully designed to provide a means to assess general problem solving and critical and analytic writing abilities of freshmen and seniors – skills that are fundamental to future success in the workplace or in future graduate or professional study.

  In 2005-06, a national cross-section of 113 institutions of every type participated, enabling the CLA test to be used by institutions to benchmark their performance against others with similar student bodies, as well as to compare senior and freshmen performance within an institution.

  It provides at least a preliminary answer to the questions, "How do the problem solving and critical thinking and writing skills of students at an institution compare with similarly prepared students at other institutions?" and, "To what degree does the institution add value to students' problem solving and critical thinking and writing skills between the freshmen and senior years?"[3]

  See Section I, pp. 53-61, below, for detailed results of the assessment.

[1]Business-Higher Education Forum, *Public Accountability for Student Learning in Higher Education*, 2004, http://www.bhef.com/includes/pdf/2004_public_accountability.pdf. State Higher Education Executive Officers, National Commission on Accountability Higher Education, *Accountability for Better Results: A National Imperative for Higher Education*, March 2005, http://www.ctdhe.org/info/pdfs/2005/2005Accountability.pdf.

[2]In addition to these measures, each institution assesses outcomes of specific academic programs and submits this information as part of self-studies for regional and specialized accreditation reviews.

[3]See Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," p. 8; accessible at: http://www.cae.org/content/pdf/CLA%20Context%200405.pdf.

I. Student Access, Success, and Outcomes

Values

- The University of Texas System is committed to providing opportunities for access to and success in high-quality, affordable higher education for students from a wide range of social, ethnic, cultural, and economic backgrounds.

Goals

- Attract, enroll, retain, and graduate promising undergraduate, graduate, and professional students who want to pursue general and professional educational experiences.
- Provide high-quality and demanding curricula and instruction that result in student learning and degree completion.
- Prepare students for employment and careers.

Priorities

- Attract, enroll, retain, educate, and graduate students who reflect the socio-cultural and ethnic composition of Texas.

System Overview

U. T. System Contributions to *Closing the Gaps* Goals for Participation, Success, and High-Priority Degree Fields

The State of Texas's *Closing the Gaps* master plan for higher education, developed by the Texas Higher Education Coordinating Board, provides clear and ambitious goals to improve students' participation and success and enhance the research and overall excellence of institutions. Updated projections indicate that an additional 630,000 postsecondary students will enter Texas colleges and universities by 2015. The U. T. System takes seriously its responsibility and role in helping to close these gaps, embedding this commitment in the U. T. System Board of Regents' long-range strategic plan and tracking progress through many of the measures identified in this accountability report.

Together, the U. T. System's nine universities and six health-related institutions are making a significant impact in many areas targeted in the *Closing the Gaps* plan and have more progress to achieve in some areas. With six universities designated as Hispanic-Serving Institutions – U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Health Science Center-San Antonio – the U. T. System plays a particularly significant role in the state and nation in serving Hispanic students.

Trends related to participation, success, and contributions to high-priority fields are derived from the Texas Higher Education Coordinating Board's annual report on *Closing the Gaps*. Additional detail on all topics is available from the source document, *Closing the Gaps by 2015: 2006 Progress Report* (Texas Higher Education Coordinating Board, July 2006; www.thecb.state.tx.us/reports/PDF/1219.PDF.)

Progress toward Participation

Overall Enrollment

- As the table and graphs on the next page illustrate, 190,903 students were enrolled at U. T. System institutions in fall 2006. This represents 35.5 percent of all public university enrollments in the state.
- Between fall 2005 and fall 2006, overall enrollment at U. T. System institutions increased by 2.7 percent. Although small, this growth rate is more than double the statewide trend where, overall, enrollments increased 1.3 percent over this period.
- Enrollment in fall 2006 increased at every U. T. System academic institution except U. T. Arlington. Total enrollments in the academic institutions already meet 93 percent of the 2010 *Closing the Gap* enrollment targets.
- Total fall 2006 enrollment of 11,235 in the U. T. System health-related institutions increased by 2.4 percent over fall 2005 and already meets 94 percent of the 2010 *Closing the Gaps* enrollment targets.

Table I-1

Total U.T. System Enrollment
Fall 2005 and Fall 2006 Compared with 2010 *Closing the Gaps* Target

	Fall 2005	Fall 2006	% Change from Previous Year	Closing the Gaps 2010 Target
Academic				
Arlington	25,216	24,825	-1.6%	26,865
Austin	49,233	49,697	0.9	48,000
Brownsville*	13,250	15,677	18.3	16,000
Dallas	14,399	14,523	0.9	17,620
El Paso	19,257	19,842	3.0	22,332
Pan American	17,048	17,337	1.7	20,000
Permian Basin	3,406	3,462	1.6	4,045
San Antonio	27,291	28,379	4.0	32,000
Tyler	5,746	5,926	3.1	6,750
Total Academic Institutions	**174,846**	**179,668**	**2.8%**	**193,612**
Health-Related				
SWMC-Dallas	2,350	2,396	2.0%	2,454
UTMB Galveston	2,172	2,255	3.8	2,146
HSC-Houston	3,587	3,651	1.8	4,175
HSC-San Antonio	2,775	2,825	1.8	2,800
M. D. Anderson Cancer Center	86	108	25.6	336
Total Health-Related	**10,970**	**11,235**	**2.4%**	**11,911**
Total U.T. System	**185,816**	**190,903**	**2.7%**	**205,523**

*Brownsville enrollment represents unduplicated headcounts

Source: Texas Higher Education Coordinating Board

Figure I-1

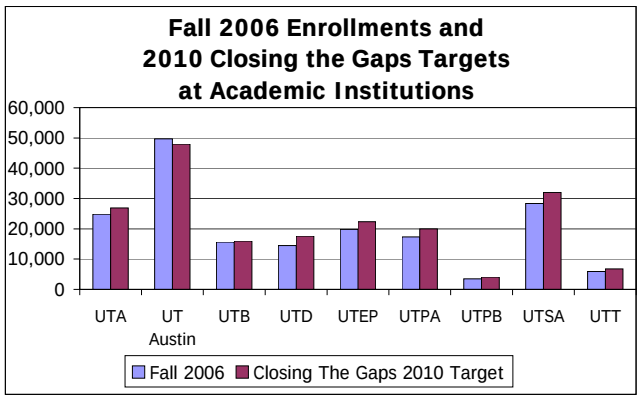
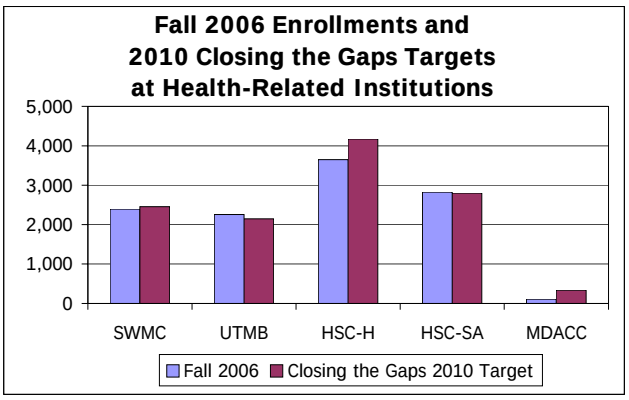


Figure I-2



Closing the Gaps Trends

- The following tables and discussion, pp. I-5 to I-9, relate to trends discussed in more depth in the Texas Higher Education Coordinating Board's July 2006 progress report on *Closing the Gaps*.

Enrollment of Black and Hispanic Students

- Between fall 2000 and 2005, the number of Black students increased at all U. T. System academic and health-related institutions. The number of Hispanic students increased at 13 of the 14 U. T. System institutions with students.
- In this five-year period, the U. T. System as a whole has increased its contribution to the *Closing the Gaps* overall goals, as the number of Black students grew by 39 percent and the number of Hispanic students grew by 38 percent.
- See pp. I-14 and I-22 for additional detail and analysis.

Table I-2

Student Ethnicity at The University of Texas System
Fall 2005 Enrollments Compared with 2000

	Black Students			Hispanic Students		
	Fall 2000	Fall 2005	% Change From Fall 2000	Fall 2000	Fall 2005	% Change from Fall 2000
Academic						
Arlington	2,469	3,304	33.8%	2,212	3,234	46.2%
Austin	1,582	1,823	15.2	5,920	7,074	19.5
Brownsville	23	32	39.1	8,248	12,051	46.1
Dallas	697	925	32.7	701	1,129	61.1
El Paso	370	477	28.9	10,588	13,945	31.7
Pan American	64	73	14.1	10,695	14,771	38.1
Permian Basin	81	143	76.5	675	1,171	73.5
San Antonio	948	1,816	91.6	8,498	12,323	45.0
Tyler	332	552	66.3	118	321	172.0
Total Academic Institutions	**6,566**	**9,145**	**39.3%**	**47,655**	**66,019**	**38.5%**
Health-Related						
SWMC-Dallas	70	95	35.7%	111	188	69.4%
UTMB-Galveston	178	202	13.5	313	278	-11.2
HSC-Houston	173	230	32.9	322	447	38.8
HSC-San Antonio	83	126	51.8	562	667	18.7
M. D. Anderson Cancer Center	6	11	83.3	5	15	200.0
Total Health-Related Institutions	**510**	**664**	**30.2%**	**1,313**	**1,595**	**21.5%**
Total U. T. System	**7,076**	**9,809**	**38.6%**	**48,968**	**67,614**	**38.1%**

*M. D. Anderson enrolled undergraduate students for the first time in fall 2001.

Source: Texas Higher Education Coordinating Board

Degrees Awarded and Degrees in High-Priority Fields

Each year, U. T. System institutions collectively produce tens of thousands of graduates with baccalaureate, graduate, and professional degrees who are prepared to join the state's workforce and contribute to the local and state economy.

- Together, U. T. System institutions conferred 19,922 baccalaureate degrees in 2000 and 24,020 in 2005. In 2005, total degrees awarded by U. T. System institutions represented more than a quarter – 28 percent – of the statewide total of 85,174 baccalaureate degrees awarded.
- Between 2000 and 2005, production of doctoral degrees by U. T. System institutions grew from 1,065 to 1,243 and was 47 percent of the state total. Statewide, the number of doctoral degrees awarded was relatively stable; 2,639 degrees in 2004-05 and 2,629 degrees in 1999-00.

Table I-3

Progress Toward Degrees

	Baccalaureate		Doctoral	
AY	99-00	04-05	99-00	04-05
Academic				
Arlington	2,813	3,316	78	83
Austin	7,803	8,705	703	755
Brownsville	475	681	--	--
Dallas	1,303	2,020	64	117
El Paso	1,695	1,957	17	28
Pan American	1,340	1,987	7	12
Permian Basin	334	437	--	--
San Antonio	2,487	3,272	4	13
Tyler	731	792	--	--
Total Academic	**18,981**	**23,167**	**873**	**1,008**
Health-Related				
SWMC-Dallas[1]	103	50	54	63
UTMB-Galveston[1]	368	223	36	36
HSC-Houston	91	180	75	110
HSC-San Antonio[1]	379	357	27	26
M. D. Anderson*	--	43	--	--
Total Health-Related	**941**	**853**	**192**	**235**
Total U. T. System	**19,922**	**24,020**	**1,065**	**1,243**

*M. D. Anderson provides joint graduate degrees with the HSC-Houston. It enrolled baccalaureate students for the first time in fall 2001.

[1] Decline in baccalaureate degrees was result of conversion of programs to Master's status.

Source: Texas Higher Education Coordinating Board

Undergraduate Degrees Awarded in High-Priority Fields

- The Texas Higher Education Coordinating Board defines high-priority technical fields to include engineering, computer science, mathematics, and physical science. High-priority health fields include nursing and allied health professions.
- In 2004-05, U. T. System academic institutions conferred a total of 3,136 baccalaureate degrees and certificates in high-priority technical fields. Since 1999-2000, the number increased at every U. T. System academic institution. In some cases, the increases were notably large: by 140 additional degrees at U. T. Austin; by 104 at U. T. El Paso, by 85 at U. T. San Antonio, and by 62 at U. T. Brownsville.

- In 2004-05, U. T. System academic institutions also awarded 1,251 baccalaureate degrees and certificates in high-priority health fields, a more modest increase over the number awarded in 1999-2000. The number increased by 77 at U. T. Brownsville and by 76 at U. T. Pan American.
- While the net gain in health certificates and baccalaureate degrees awarded by U. T. System health-related institutions was modest, an increase of 29 degrees, the Health Science Center at Houston and the Health Science Center at San Antonio increased the number of degrees awarded by 70 and 92 respectively.
- The decline in the number of health certificates and baccalaureate degrees awarded by U. T. Southwestern Medical Center and U. T. Medical Branch was a consequence of converting baccalaureate programs to Master's programs.
- Producing larger numbers of science, engineering, and health profession graduates is a challenge for the state and the nation. The progress illustrated here is important. However, despite these noteworthy increases at most institutions, the U. T. System did not meet the THECB targets for technical or health certificates and baccalaureate degrees, which were adjusted upward in 2004. In addition, the THECB targets for the health-related baccalaureate degrees have not been adjusted to reflect the conversion of some baccalaureate programs to master's programs.

Table I-4

Progress Toward High-Priority Undergraduate Degrees
U. T. System Institutions

	Technical Certificates and Baccalaureate Degrees*		2005 Closing the Gaps Target	Health Certificates and Baccalaureate Degrees**		2005 Closing the Gaps Target
AY	99-00	04-05		99-00	04-05	
Academic						
Arlington[1]	281	322	349	282	298	304
Austin	1,321	1,461	1,375	239	191	215
Brownsville	45	107	84	119	196	172
Dallas	366	381	909	40	55	0
El Paso	200	304	740	137	155	257
Pan American	107	141	159	145	221	171
Permian Basin	34	41	58	--	--	--
San Antonio	203	288	684	33	--	0
Tyler	83	91	101	163	135	211
Total Academic	**2,640**	**3,136**	**4,459**	**1,158**	**1,251**	**1,330**
Health-Related						
SWMC-Dallas[2]				96	54	69
UTMB Galveston[2]				368	223	380
HSC-Houston				126	196	208
HSC-San Antonio[2]				434	526	341
M. D. Anderson				--	54	69
Total Health-Related				**1,024**	**1,053**	**1,067**
Total U. T. System	**2,640**	**3,136**	**4,459**	**2,182**	**2,304**	**2,397**

*Engineering, Computer Science, Mathematics, Physical Sciences

**Nursing and Allied Health

[1] In 04-05, U. T. Arlington also awarded 157 baccalaureate degrees in Information Systems, a field closely related to Computer Science.

[2] Decline in Allied Health baccalaureate degrees was result of conversion of programs to Master's status.

Source: Texas Higher Education Coordinating Board

Graduate-Level Education Degrees

- Between 2001 and 2005, U. T. System institutions collectively have increased the number of graduate-level education degrees from 1,324 to 1,709.
- See data on numbers of education degrees on page I-74.

Undergraduate Degrees Awarded to Black and Hispanic Students

Table I-5

Undergraduate Degrees and Certificates Awarded to Black and Hispanic Students by U. T. System Institutions 99-00 and 04-05

	Black			Hispanic		
AY	99-00	04-05	% Change From 99-00	99-00	04-05	% Change From 99-00
Academic						
Arlington	250	362	44.8%	276	424	53.6%
Austin	274	276	0.7	1,041	1,157	11.1
Brownsville	3	2	-33.3	992	1,591	60.4
Dallas	68	129	89.7	93	191	105.4
El Paso	47	35	-25.5	1,179	1,465	24.3
Pan American	4	12	200.0	1,222	1,713	40.2
Permian Basin	15	14	-6.7	77	160	107.8
San Antonio	98	205	109.2	1,088	1,528	40.4
Tyler	64	58	-9.4	15	38	153.3
Total Academic	**823**	**1,093**	**32.8%**	**5,983**	**8,267**	**38.2%**
Health-Related						
SWMC-Dallas[1]	14	6	-57.1	8	7	-12.5
UTMB Galveston[1]	41	19	-53.7	49	43	-12.2
HSC-Houston	12	15	25.0	12	31	158.3
HSC-San Antonio[1]	21	21	0.0	119	175	47.1
M. D. Anderson*	0	5	N/A	0	8	N/A
Total Health-Related	**88**	**66**	**-25.0%**	**188**	**264**	**40.4%**
Total U. T. System	**911**	**1,159**	**27.2%**	**6,171**	**8,531**	**38.2%**

*M. D. Anderson enrolled students for the first time in fall 2001.

[1] Allied Health baccalaureate programs transitioned to Master's status.

Source: Texas Higher Education Coordinating Board

- From 1999-2000 to 2004-05, the number of baccalaureate degrees and certificates awarded at U. T. System academic institutions increased by 33 percent for Black students and by 38 percent for Hispanic students.
- Over this period at U. T. Arlington, the number of degrees awarded to Black students increased by 45 percent and the number awarded to Hispanic students increased by 54 percent.
- U. T. Brownsville increased the number of degrees awarded to Hispanic students by 60 percent.
- At U. T. El Paso, the number of degrees awarded to Hispanic students increased by 24 percent.

- At U. T. Dallas, the number of degrees awarded to Black students nearly doubled, from 68 to 129, and degrees awarded to Hispanic students more than doubled, increasing by 105 percent.
- At U. T. Pan American, the number of degrees awarded to Black students, although small, increased by 200 percent; degrees to Hispanic students by 40 percent.
- U. T. Permian Basin more than doubled the number of degrees awarded to Hispanic students, increasing by 108 percent.
- U. T. San Antonio also more than doubled the number of degrees and certificates award to Black students, and the number of degrees awarded to Hispanic students increased by 40 percent.
- At U. T. Tyler, the number of Hispanic students who received degrees increased from 15 in 1999-2000 to 38 in 2004-05, a 153 percent increase.
- U. T. System health-related institutions enroll many fewer undergraduates. Overall, between 1999-2000 and 2004-05, undergraduate awards decreased by 25 percent for Black students but increased by 40 percent for Hispanic students.
- U. T. Health Science Center – San Antonio increased the number of degrees and certificates to Hispanic students from 119 in 1999-2000 to 175 in 2004-05, an increase of 47 percent. The U. T. Health Science Center – Houston increased the number of degrees and certificates award to Hispanics by 158 percent, but the numbers are relatively small (12 to 31).

U. T. System Hispanic-Serving Institutions

- The presence of Hispanic-Serving Institutions (HSIs) in a university system is another indicator of its contributions to promoting access to students from diverse backgrounds.
- HSIs are defined as institutions that have at least 25 percent Hispanic full-time equivalent undergraduate enrollment, among whom at least 50 percent are low-income.
- The U. T. System includes six Hispanic-Serving Institutions: Brownsville/Texas Southmost College, El Paso, Pan American, Permian Basin, San Antonio, and the Health Science Center-San Antonio.
- Among public, four-year systems in the country, only the California State University System exceeds this number of HSIs. The CSU System includes nine HSIs (of 24 total universities), the Texas A&M University System includes three HSIs (of 10 total universities), and the City University of New York has four (of 11). The Texas State University System, the University of Houston System, and the New Mexico State University System each have one HSI.

Student Access, Success, and Outcomes

U. T. System Academic Institutions

U. T. System Health-Related Institutions

I. Student Access, Success, and Outcomes: U. T. System Academic Institutions

Undergraduate Participation and Success

Table I-6

Enrollment of First-Time, Full-Time Degree-Seeking Undergraduates* at U. T. Academic Institutions

Fall	2001	2002	2003	2004	2005	% change Fall 01-05
Arlington	1,833	2,114	2,414	1,714	1,781	-2.8%
Austin	7,197	7,832	6,480	6,741	6,789	-5.7
Dallas	984	905	1,048	1,134	1,064	8.1
El Paso	2,156	2,310	2,428	2,137	2,181	1.2
Pan American	1,945	2,082	2,485	2,620	2,279	17.2
Permian Basin	165	218	295	260	302	83.0
San Antonio	1,911	3,002	4,132	4,246	3,455	80.8
Tyler	243	293	425	508	576	137.0
Total	**16,434**	**18,756**	**19,707**	**19,360**	**18,427**	12.1

* Includes students who began in summer of the given year.

Notes: Due to data collection changes at the Texas Higher Education Coordinating Board, the fall 2003 cohort is based on both non-degree-seeking and degree-seeking students. In previous and subsequent years, non-degree-seeking students are excluded.
Brownsville is not included because first-time undergraduates typically matriculate at Texas Southmost College.

Source: Texas Higher Education Coordinating Board

- The number of first-time, full-time degree-seeking undergraduates attending U. T. System academic institutions increased 12.1 percent from fall 2001 to fall 2005. Enrollments at U. T. Tyler more than doubled over that time period due to expansion at that institution to enroll freshmen and sophomores. Enrollment increased by more than 80 percent at U. T. Permian Basin and U. T. San Antonio.
- However, total enrollment declined from fall 2003 to fall 2004, and again in fall 2005. Possible reasons for this decline include enrollment caps at U. T. Austin, more rigorous admission criteria at some institutions and a general decline in the number of students graduating from Texas public high schools, nearly a 2 percent decline from 2004 to 2005.

Table I-7

First Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions, Percent Female

Fall	2001	2002	2003	2004	2005
Arlington	49.6%	50.5%	48.7%	54.3%	52.2%
Austin	52.0	52.4	54.6	54.7	53.5
Dallas	40.9	44.6	40.1	38.1	37.9
El Paso	53.6	52.3	51.3	52.2	50.0
Pan American	57.8	54.7	54.6	54.1	56.6
Permian Basin	63.0	57.8	54.6	53.1	57.6
San Antonio	51.1	54.0	50.2	50.4	51.1
Tyler	56.8	56.3	56.2	51.6	52.6
System	**52.0%**	**52.5%**	**51.8%**	**52.3%**	**52.0%**

Note: Brownsville is not included because first-time undergraduates typically matriculate at Texas Southmost College.

Source: Texas Higher Education Coordinating Board

- As found for the previous four years, fifty-two percent of first-time full-time students were female in 2005. Also, females persist in higher proportions than do male students (see Table I-22). Thus, 54 percent of all undergraduates were female in 2005, somewhat lower than the national average of 57 percent (see Table I-14).

Table I-8

Ethnic Composition of First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions

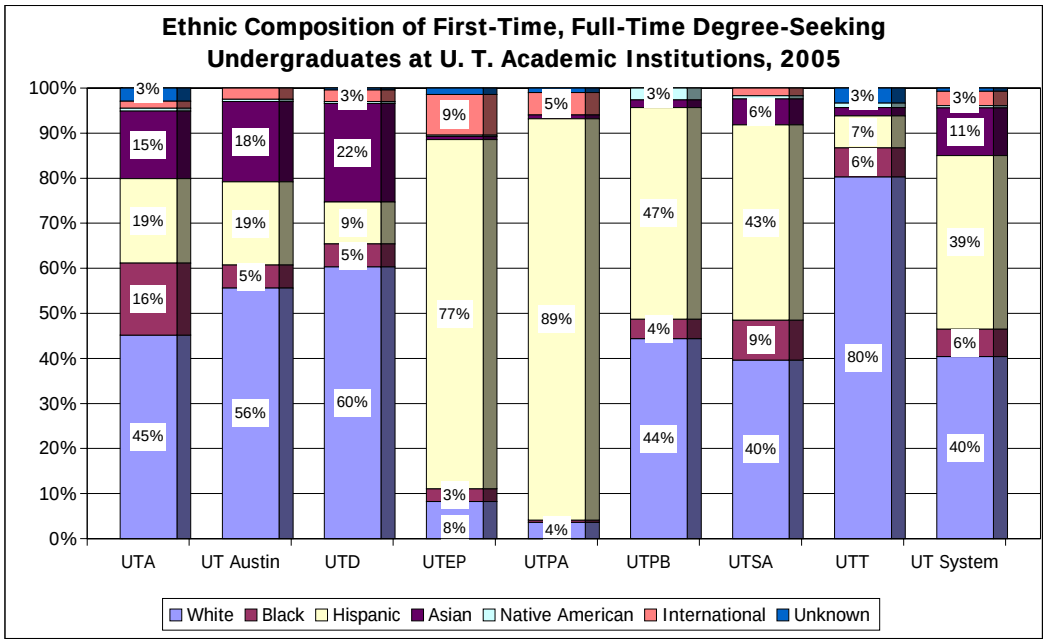
	Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	2001	53.6%	13.9%	14.0%	13.2%	1.0%	3.4%	0.9%
	2005	45.2	16.0	18.8	15.0	0.6	1.6	2.9
Austin	2001	60.8	3.3	13.9	19.2	0.5	1.8	0.5
	2005	55.6	5.1	18.5	17.8	0.5	2.5	0.0
Dallas	2001	57.2	5.8	10.1	22.8	0.5	3.2	0.5
	2005	60.3	5.1	9.3	21.9	0.4	2.6	0.4
El Paso	2001	9.6	2.3	73.6	1.5	0.1	13.0	--
	2005	8.2	2.9	77.4	0.7	0.3	9.0	1.4
Pan American	2001	5.7	0.4	90.4	1.3	0.1	2.3	--
	2005	3.6	0.5	89.2	0.8	--	5.0	1.0
Permian Basin	2001	53.3	3.0	41.8	1.8	0.0	--	--
	2005	44.4	4.3	47.0	1.7	2.6	--	--
San Antonio	2001	39.3	6.8	45.7	5.7	0.6	1.9	--
	2005	39.6	8.9	43.3	5.8	0.7	1.7	--
Tyler	2001	84.8	4.9	5.3	2.1	1.2	1.2	0.4
	2005	80.2	6.4	7.1	1.9	1.0	--	3.3
Total Academic Institutions	**2001**	**44.3%**	**4.6%**	**34.4%**	**12.3%**	**0.4%**	**3.6%**	**0.4%**
	2005	**40.4%**	**6.1%**	**38.5%**	**10.6%**	**0.5%**	**3.2%**	**0.7%**

Note: Brownsville is not included because first-time undergraduates typically matriculate at Texas Southmost College.

Source: Texas Higher Education Coordinating Board

- At U. T. Arlington, U. T. Austin, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler, the proportion of non-White first-time, full-time degree-seeking undergraduates increased between fall 2001 and fall 2005.
- In 2005, Hispanic students comprised over 38 percent of all first-time, full-time, degree-seeking undergraduates at U. T. System academic institutions. This was up from 34 percent in 2001, and was approaching the overall proportion – 42 percent – of college-age Hispanics in Texas.
- Between 2001 and 2005, the proportion of Black students enrolled in U. T. System academic institutions increased from 4.6 percent to 6.1 percent. The proportion of Black students has increased at every academic institution except U. T. Dallas.

Figure I-3



*No first-time, full-time degree-seeking students enrolled at Brownsville for fall 2003.

Ethnic composition of first-time, full-time undergraduates compared with composition of high school graduates in state

Table I-9

Texas High School Graduates by Ethnicity

AY	2001	2002	2003	2004	2005	AY 2001 to 2005 Change	AY 2001 to 2005 % Change	Percent Distribution 2001	Percent Distribution 2005
Total	215,316	225,167	238,109	244,165	239,716	24,400	11.3%		
White	109,634	112,386	116,817	116,497	113,212	3,578	3.3	50.9%	47.2%
Black	28,295	30,030	31,801	33,213	32,811	4,516	16.0	13.1	13.7
Hispanic	69,595	74,466	80,776	85,412	84,566	14,971	21.5	32.3	35.3
Asian-Pacific Islander	7,218	7,707	8,045	8,304	8,363	1,145	15.9	3.4	3.5
Native American	574	578	670	739	764	190	33.1	0.3	0.3

Source: TEA Graduate Reports

- The ethnic composition of the Texas high school graduating class of 2004-05 was split, with less than half (47 percent) White students.
- Hispanic students comprised just over one-third of the 2005 high school graduating class.
- U. T. System academic institutions together matriculated a smaller proportion of White students (40 percent) and a larger proportion of Hispanic students (39 percent) than the proportions among 2005 high school graduates in Texas.
- However the proportion of new Black students (6 percent) at U. T. System academic institutions has been and continues to be lower than the proportion among the high school graduates (14 percent).
- Furthermore, at U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, Hispanic students are the significant majority of the population – reflecting the general population of the counties that supply students to those respective universities.

Student Preparation

Table I-10

Average ACT/SAT Scores of First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions

		Fall 01	Fall 02	Fall 03	Fall 04	Fall 05
Arlington	ACT	21	21	22	22	22
	SAT	1051	1046	1067	1066	1066
Austin	ACT	25	26	26	26	26
	SAT	1217	1222	1230	1230	1242
Dallas*	ACT	25	25	25	27	26
	SAT	1179	1209	1225	1239	1245
El Paso	ACT	19	18	18	19	18
	SAT	927	902	920	924	920
Pan American	ACT	18	18	18	18	19
	SAT	926	914	928	922	949
Permian Basin	ACT	21	20	21	22	21
	SAT	987	993	993	991	988
San Antonio	ACT	20	20	21	20	20
	SAT	971	983	993	980	996
Tyler	ACT	23	22	23	23	23
	SAT	1089	1071	1042	1068	1079

*ACT averages are based on much smaller numbers of students than SAT averages at UT Dallas.

Source: U. T. System Academic Institutions

- Average SAT and ACT scores provide a perspective on student preparation for college for the subsection of students submitting scores.
- Some institutions include these scores in the matrix of data they use to benchmark their performance against peer institutions (see Institutional Profiles Section V). While institutions may seek increases in average scores, other issues related to access and preparation weigh in admission decisions.
- Research shows that test scores in combination with high school rank are better predictors of college performance than either factor alone.
- For those students submitting test scores, over the past five academic years, average SAT scores have increased at all campuses except U. T. El Paso and U. T. Tyler. Average ACT scores have remained stable or increased very slightly at all institutions except U. T. El Paso where the ACT average declined by a single point.
- In fall 2005, average SAT scores increased over averages in fall 2004 at five institutions: U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. San Antonio and U. T. Tyler.
- Average ACT scores increased slightly from fall 2004 to fall 2005 at U. T. Pan American.

Table I-11

Number of Top 10 Percent High School Graduates Enrolled as First-Time Undergraduates at U. T. Academic Institutions

Fall	2001	2002	2003	2004	2005
Arlington	326	349	405	403	406
Austin	3,404	3,878	4,219	4,186	4,305
Dallas	239	268	316	321	302
El Paso	274	290	303	306	321
Pan American	69	38	41	161	135
Permian Basin	35	43	53	49	62
San Antonio	182	343	423	342	101
Tyler	72	54	68	81	114

Notes:
Brownsville is not included because first-time undergraduates typically matriculate at Texas Southmost College.
Due to a reporting error, the data for U. T. San Antonio in 2005 are not correct.

Source: Texas Higher Education Coordinating Board

- These data show the numbers of first-time degree-seeking undergraduates who graduated in the top 10 percent of their Texas high school class and who applied, were admitted, and enrolled at a U. T. System academic institution.
- From fall 2001 to fall 2005, the numbers have increased at every U. T. System academic institution. The apparent decline at U. T. San Antonio in 2005 is due to a data coding error in which almost 300 Top 10% students were omitted. This also affects data in Table I-12.
- After a four-fold increase in 2004, U. T. Pan American showed a slight decline in 2005.
- As a result of fast overall enrollment growth, the proportion of Top 10% students has declined at U. T. Tyler (Figure I-4).
- At U. T. Arlington and U. T. Austin, a larger proportion of Black, Hispanic, and Asian students than White students graduated in the top 10 percent of their high school class. At U. T. Pan American, U. T. Permian Basin, and U. T. Tyler, the largest proportion of students graduating in the top 10 percent are Asian students (Table I-12).

Figure I-4

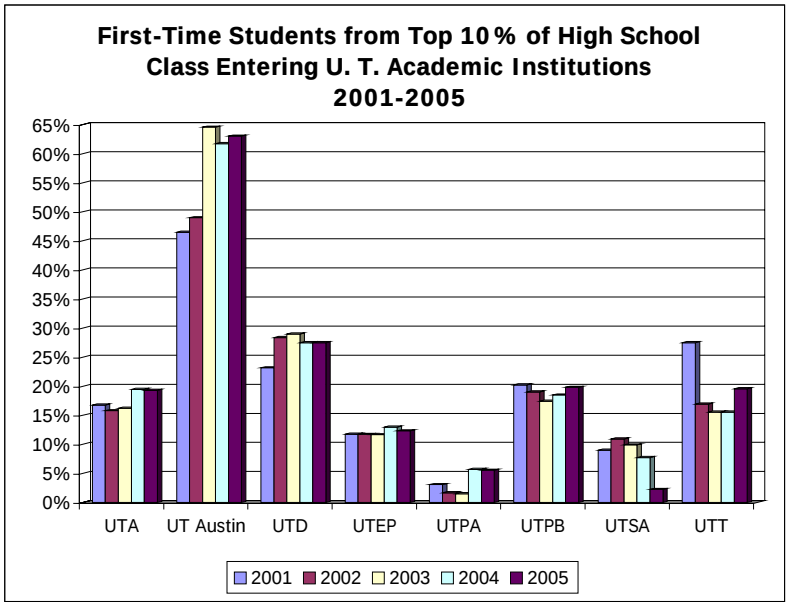


Table I-12

Percent of First-Time Undergraduates who were in the Top 10 Percent of Their High School Graduating Class, by Ethnicity

	Fall	Total	White	Black	Hispanic	Asian	Native American
Arlington	2001	326	16.9%	16.7%	20.3%	17.1%	10.5%
	2002	349	13.4	11.6	23.7	25.5	11.1
	2003	405	13.6	15.6	21.5	24.5	8.3
	2004	403	17.6	21.0	23.8	24.6	0.0
	2005	406	15.8	16.3	28.2	22.8	36.4
Austin	2001	3,404	44.0	57.0	55.8	50.7	29.4
	2002	3,878	45.2	57.6	60.8	54.5	55.9
	2003	4,219	61.5	72.9	78.6	67.1	78.9
	2004	4,186	58.4	72.5	75.7	62.3	71.4
	2005	4,305	60.3	72.1	76.4	64.3	54.5
Dallas	2001	239	28.9	19.0	15.5	16.6	20.0
	2002	268	31.1	23.8	38.8	22.1	0.0
	2003	316	32.1	32.1	31.9	22.4	0.0
	2004	321	30.1	28.8	27.2	25.4	0.0
	2005	302	28.9	27.3	29.8	26.0	20.0
El Paso	2001	274	12.4	6.1	13.9	11.8	0.0
	2002	290	11.2	3.1	13.5	25.0	0.0
	2003	303	11.0	6.6	13.5	15.0	0.0
	2004	306	12.8	12.7	14.7	14.3	0.0
	2005	321	14.2	5.0	13.7	15.0	0.0
Pan American	2001	69	1.6	0.0	3.3	4.0	0.0
	2002	38	0.7	--	1.8	0.0	--
	2003	41	1.6	0.0	1.6	0.0	--
	2004	161	7.5	16.7	5.8	0.0	0.0
	2005	135	8.5	0.0	5.8	11.1	0.0
Permian Basin	2001	35	21.5	20.0	19.2	0.0	--
	2002	43	20.2	0.0	19.3	0.0	0.0
	2003	53	23.2	6.3	12.4	0.0	25.0
	2004	49	17.2	9.1	22.3	16.7	0.0
	2005	62	23.0	6.7	18.1	42.9	0.0
San Antonio	2001	182	6.5	8.8	12.1	5.3	0.0
	2002	343	7.8	7.5	15.1	6.0	6.7
	2003	423	8.1	6.9	12.6	9.7	3.4
	2004	342	6.1	5.9	10.5	5.6	3.3
	2005	101	1.5	2.5	3.2	1.7	0.0
Tyler	2001	72	30.1	21.4	18.8	0.0	0.0
	2002	54	17.2	23.5	13.0	0.0	50.0
	2003	68	16.1	12.5	17.4	20.0	0.0
	2004	81	17.0	17.6	0.0	6.7	20.0
	2005	114	21.2	13.5	11.6	27.3	16.7

Notes:

A "--" indicates that no students in that group were enrolled.

Brownsville is not included because first-time undergraduates typically matriculate at Texas Southmost College.

Due to a reporting error, the data for U. T. San Antonio in 2005 are not correct.

Source: Texas Higher Education Coordinating Board

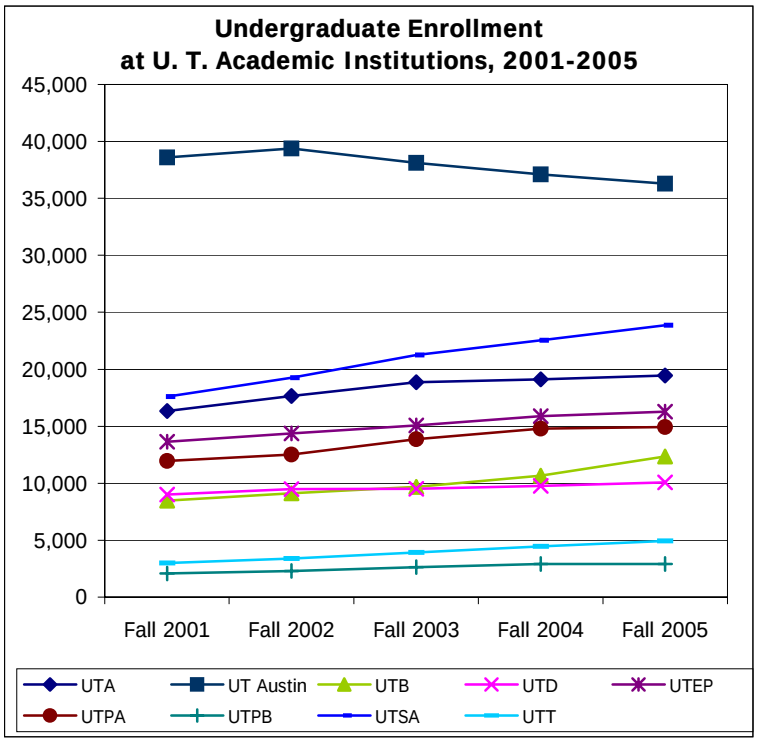
Table I-13

Total Fall Undergraduate Headcount at U. T. Academic Institutions

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change Fall 01-05
Arlington	16,330	17,649	18,867	19,114	19,448	19.1%
Austin	38,609	39,391	38,112	37,101	36,291	-6.0
Brownsville	8,470	9,131	9,699	10,656	12,357	45.9
Dallas	9,009	9,482	9,523	9,782	10,074	11.8
El Paso	13,642	14,384	15,085	15,901	16,296	19.5
Pan American	11,971	12,509	13,870	14,788	14,942	24.8
Permian Basin	2,077	2,292	2,638	2,923	2,933	41.2
San Antonio	17,599	19,244	21,242	22,537	23,863	35.6
Tyler	3,004	3,409	3,922	4,466	4,930	64.1
Total Academic Institutions	**120,711**	**127,491**	**132,958**	**137,268**	**141,134**	**16.9%**

Source: Texas Higher Education Coordinating Board

Figure I-5



- The trend in significant enrollment increases continued for undergraduate enrollment at U. T. System academic institutions, averaging nearly 17 percent from 2001 to 2005.
- The largest percentage growth occurred at U. T. Tyler, U. T. Brownsville, U. T. Permian Basin, and U. T. San Antonio, but enrollment also increased by nearly 25 percent at U. T. Pan American. Enrollment growth at U. T. Arlington and U. T. El Paso was less than 20 percent and was less than 12 percent at U. T. Dallas. U. T. Austin capped enrollment, and so enrollment continues to decrease slightly.
- While the total number of undergraduates enrolled in U. T. System academic institutions increased from 2001 to 2005, the rate of growth has slowed in each of the last four years.
- Overall, enrollment growth reflects both growth in the college-going population and the overall health of the economy.

Gender

Table I-14

Undergraduate Gender Composition, Percent Female at U. T. Academic Institutions

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Arlington	53.3%	53.3%	52.5%	53.2%	53.4%
Austin	50.5	50.5	51.2	51.6	51.9
Brownsville	61.4	60.7	59.7	59.5	60.2
Dallas	48.2	49.6	48.9	47.8	46.7
El Paso	54.4	54.7	54.2	54.4	54.9
Pan American	58.6	58.3	58.1	57.7	58.2
Permian Basin	66.5	65.5	62.7	62.3	61.8
San Antonio	55.0	55.0	53.9	53.5	53.0
Tyler	65.7	62.8	61.3	60.4	59.5
System	**54.0%**	**54.1%**	**53.8%**	**54.0%**	**54.1%**

Source: Texas Higher Education Coordinating Board

- The gender composition at U. T. System academic institutions has remained generally constant over the last five years.
- Female students represent over half, and often significantly more than half, of the undergraduate students on all campuses except U. T. Dallas. This parallels national enrollment patterns, where 57.2 percent of college students are female.
- At U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler, the proportion of female students declined between 2001 and 2005, but females still outnumbered male students by about three to two.
- The proportion of female students increased slightly from 2001 to 2005 at U. T. Arlington, U. T. Austin, and U. T. El Paso.

Age

Table I-15

Average Undergraduate Age at U. T. Academic Institutions

Fall	2001	2002	2003	2004	2005
Arlington	24	24	24	24	24
Austin	21	21	21	21	21
Brownsville	25	25	25	25	24
Dallas	26	25	25	25	24
El Paso	24	23	23	24	24
Pan American	23	23	23	23	23
Permian Basin	28	28	27	27	27
San Antonio	25	24	24	23	23
Tyler	27	27	26	26	25

Source: Texas Higher Education Coordinating Board

- Between 2001 and 2005, the average undergraduate age decreased slightly at U. T. Brownsville, U. T. Dallas, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler. Except for U. T. Brownsville, these decreases parallel the decrease in proportion of part-time undergraduate students at these institutions (Table I-16).

Race and Ethnicity

Figure I-6

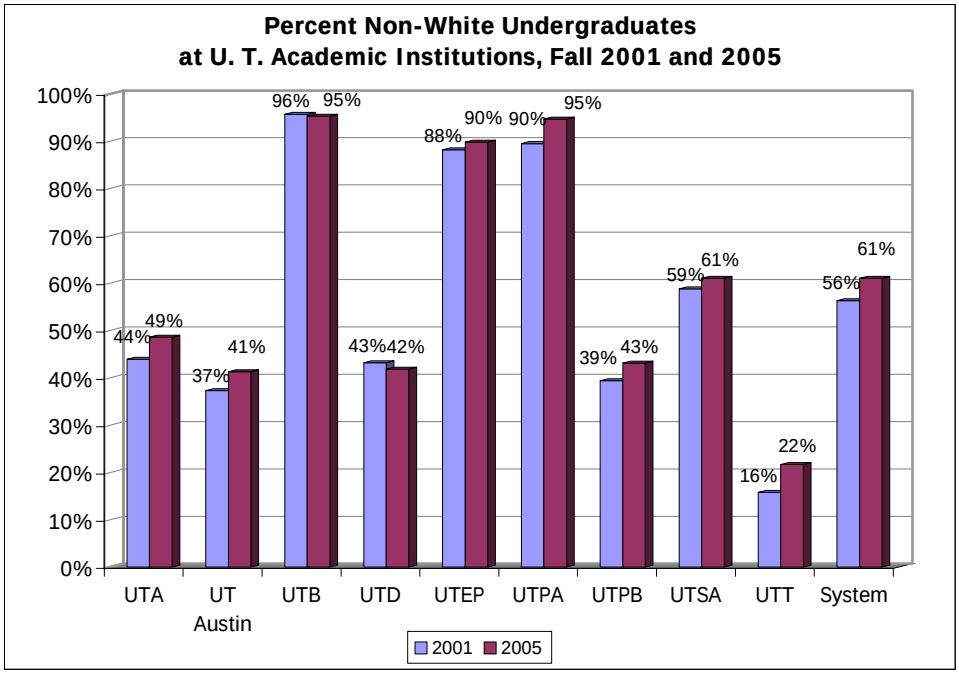
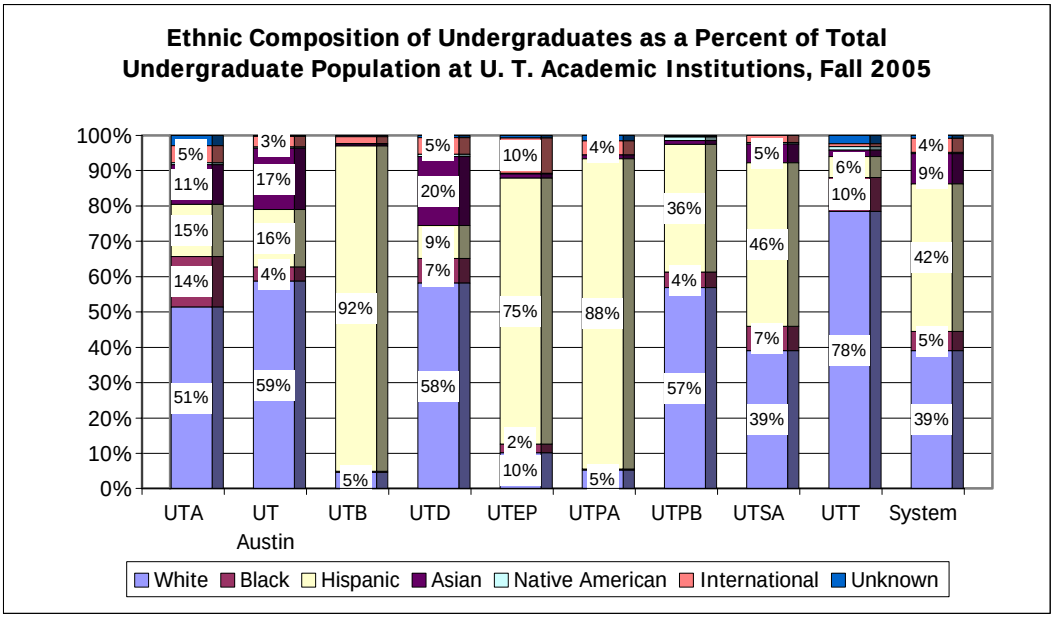


Figure I-7



- As the numbers of non-White undergraduate students have increased from 2001 to 2005, the proportion of white students enrolled has dropped from 44 percent to 39 percent.
- The proportion of black students increased slightly from 4.9 percent in 2001 to 5.4 percent in 2005.
- The proportion of Hispanic students increased from 38 percent in 2001 to 42 percent in 2005.
- U. T. Brownsville, U. T. El Paso, and U. T. Pan American enroll the largest proportion of Hispanic students; more than one-third of the students enrolled at U. T. Permian Basin and almost one-half of the students at U. T. San Antonio also were Hispanic students.
- U. T. Arlington, U. T. Dallas, U. T. San Antonio and U. T. Tyler serve comparatively large proportions of Black students.

Part-time students

- With the exception of U. T. Austin, more than 25 percent of the students at the academic U. T. System institutions are enrolled part-time. At U. T. Brownsville, more than 50 percent of the students are enrolled part-time.
- Nationally, 21 percent of undergraduates were enrolled part-time in public four-year institutions in 2004, according to the National Center for Education Statistics (NCES). NCES reports that in the past 10 years, full-time enrollment has grown three times as fast as part-time enrollment and predicts that over the next 10 years, full-time undergraduate enrollment will continue to increase comparatively faster.
- At all U. T. System academic institutions except U. T. Austin, the overall proportion of part-time students is above the national average. Between 2001 and 2005, this proportion declined at most U. T. System academic institutions, increased slightly at U. T. Brownsville, and increased by six percent at U. T. El Paso.

Table I-16

Part-Time Undergraduates, Percent of Total at U. T. Academic Institutions

Fall	2001	2002	2003	2004	2005
Arlington	31.5%	29.7%	28.5%	28.3%	28.8%
Austin	11.9	10.6	9.9	9.4	8.7
Brownsville	54.3	53.7	52.3	51.7	55.3
Dallas	45.3	43.0	36.5	34.2	34.4
El Paso	26.6	25.6	27.1	31.2	32.6
Pan American	34.0	31.2	29.8	27.9	28.9
Permian Basin	41.6	38.0	35.6	37.3	34.7
San Antonio	31.6	30.0	26.6	25.4	26.3
Tyler	39.9	36.8	30.6	28.6	27.1
Total Academic Institutions	**27.9%**	**26.6%**	**25.4%**	**25.4%**	**26.4%**

Source: Texas Higher Education Coordinating Board

- If U. T. Austin is excluded, the average percent enrollment of part-time undergraduates was 35.5 percent in 2001 and 32.6 percent in 2005.

Figure I-8

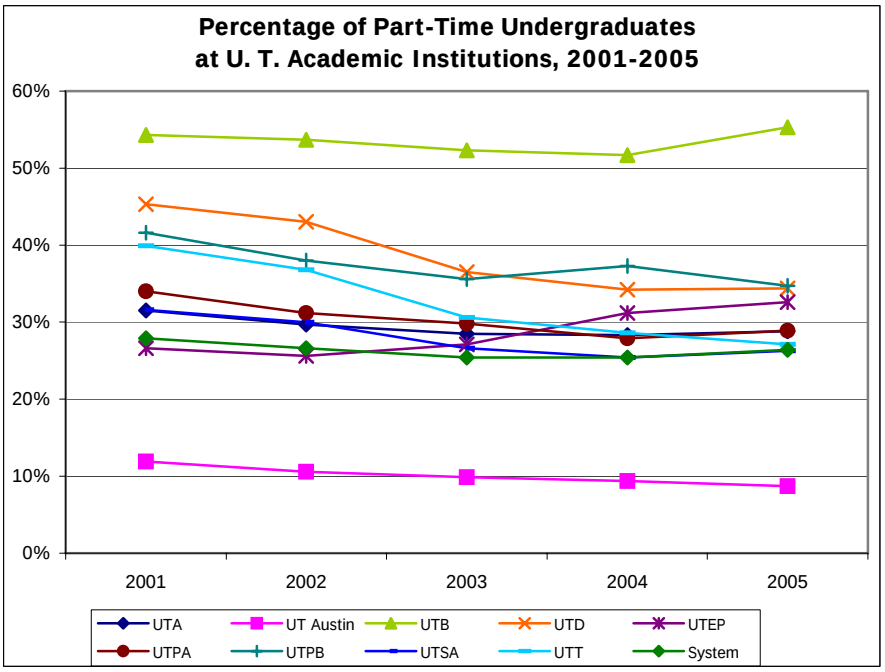


Table I-17

Part-Time, First-Time Degree-Seeking Undergraduates at U. T. Academic Institutions, Percent of Total

Fall	2001	2002	2003	2004	2005
Arlington	5.6%	4.3%	3.4%	3.8%	2.8%
Austin	1.7	1.1	0.9	0.6	0.6
Dallas	4.6	4.2	3.9	2.8	3.2
El Paso	7.5	6.4	6.4	8.8	9.3
Pan American	12.9	8.0	7.1	7.2	6.0
Permian Basin	4.6	3.1	3.0	1.9	1.3
San Antonio	5.6	4.4	3.2	4.0	3.1
Tyler	0.8	2.3	2.7	2.3	1.0
Total Academic Institutions	**5.1%**	**3.7%**	**3.5%**	**3.7%**	**3.3%**

Note: Brownsville is not included because first-time undergraduates typically matriculate at Texas Southmost College.

Source: Texas Higher Education Coordinating Board

- Comparatively few of the U. T. System's first-time degree-seeking undergraduates start out as part-time students. And the proportion has declined from 5.1 percent to 3.3 percent from fall 2001 to fall 2005.
- However, as they progress through their undergraduate careers, the proportion of part-time students increases. In fall 2005, 26.4 percent of all undergraduates at U. T. System academic institutions were enrolled part-time (see Table I-16).

Affordability and Undergraduate Student Financial Aid

Overview:

- In fiscal year 2005-06, $927 million was allocated for 254,270 financial aid awards to U. T. System academic institution students. Some students received more than one award including grants, loans, and work study (Table I-19).
- Forty-six percent of undergraduate students received some form of need-based aid. This need-based aid covers nearly 80 percent of total academic costs (Table I-20).
- Of the scholarships and aid, federal grants made up 39 percent, a decrease of three percentage points from last year; institutional funds increased to 35 percent from 33 percent the previous year; state funds provided another 18 percent, up slightly from 17 percent in 2004-05; and 8 percent came from private sources, as in the previous year.
- By dollar amount, loans comprised 56 percent of total awards, up from 52 percent in 2004-05; grants and scholarships comprised 43 percent, up from 47 percent in 2004-05; and work-study provided one percent of all financial aid, unchanged from the previous year.
- Taken together, these sources of financial aid enhance the accessibility of U. T. System institutions to students from a wide range of economic backgrounds.

Figure I-9

Scholarships and Aid by Source
2005-2006

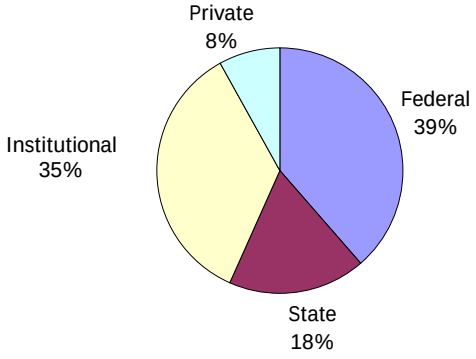


Figure I-10

Sources of Financial Aid by Type
2005-2006

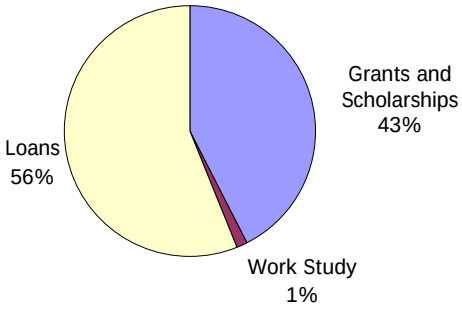


Table I-18

TEXAS Grants Awarded at U. T. Academic Institutions

FY	2003	2004	2005	2006
Arlington	$4,012,144	$3,708,576	$4,360,018	$3,944,422
Austin	13,637,543	14,604,089	16,260,790	18,787,894
Brownsville/TSC	2,942,484	2,210,645	2,381,213	3,390,789
Dallas	2,003,223	2,007,510	2,195,916	2,408,777
El Paso	6,235,178	6,003,680	6,996,910	10,278,390
Pan American	13,516,077	10,472,596	15,268,692	17,113,777
Permian Basin	455,286	500,779	425,462	372,506
San Antonio	6,198,221	5,724,220	5,647,070	8,121,505
Tyler	714,316	688,036	568,711	653,917

Source: U. T. System Office of Institutional Studies and Policy Analysis

- TEXAS Grant funds are allocated based on institutional criteria and must be matched to student eligibility.

Undergraduate Financial Aid Awards and Recipients at U. T. System Academic Institutions 2005-06

Table I-19

Undergraduate Financial Aid Awards and Recipients

Source of Funding	Number of Awards	Amount Awarded
Arlington		
Federal	6,874	$16,163,344
State	1,141	4,179,464
Institutional	10,373	14,344,014
Private	1,395	3,326,296
Work Study	947	1,348,828
Loans	9,912	58,546,440
TOTAL	**30,642**	**$97,908,386**
Austin		
Federal	8,830	$23,291,344
State	5,220	18,997,410
Institutional	33,800	93,117,726
Private	4,763	12,473,353
Work Study	1,696	2,786,864
Loans	21,090	223,451,112
TOTAL	**75,399**	**$374,117,809**
Brownsville		
Federal	8,912	$21,018,615
State	2,184	3,840,495
Institutional	2,560	2,482,451
Private	423	505,871
Work Study	541	804,939
Loans	5,048	21,076,062
TOTAL	**19,668**	**$49,728,433**
Dallas		
Federal	2,559	$6,100,245
State	694	2,481,152
Institutional	2,099	1,802,126
Private	592	1,083,392
Work Study	157	487,448
Loans	6,704	30,546,554
TOTAL	**12,805**	**$42,500,917**
El Paso		
Federal	9,572	$25,149,990
State	3,082	11,262,485
Institutional	6,790	9,141,667
Private	1,741	3,005,501
Work Study	573	1,190,459
Loans	11,227	38,409,415
TOTAL	**32,985**	**$88,159,517**

Source of Funding	Number of Awards	Amount Awarded
Pan American		
Federal	9,965	$27,079,124
State	5,658	21,880,311
Institutional	5,258	7,413,280
Private	826	1,453,655
Work Study	1,077	2,288,958
Loans	5,661	24,360,041
TOTAL	**28,445**	**$84,475,370**
Permian Basin		
Federal	1,435	$3,248,643
State	127	372,506
Institutional	442	511,866
Private	256	437,706
Work Study	96	125,997
Loans	1,947	8,879,499
TOTAL	**4,303**	**$13,576,217**
San Antonio		
Federal	11,148	$25,749,407
State	2,187	8,208,620
Institutional	8,213	7,936,893
Private	3,337	7,707,727
Work Study	1,109	1,787,322
Loans	16,701	102,145,469
TOTAL	**42,695**	**$153,535,438**
Tyler		
Federal	1,811	$4,232,619
State	176	653,917
Institutional*	1,609	2,019,176
Private	1,288	1,876,321
Work Study	123	204,633
Loans	2,321	13,615,351
TOTAL	**7,328**	**$22,602,017**
* Includes institutional work-study program.		
GRAND TOTAL	**254,270**	**$926,604,104**

Source: U. T. System Office of Institutional Studies and Policy Analysis

Average Net Tuition and Fees

Table I-20

Average Net Academic Cost and Average Percent Discount for Full-Time Undergradute Students Fall 2005 and Spring 2006 Combined

		Full-time Students with Need-Based Grant Aid				All Full-time Students	
	Average in-state total academic cost[1]	Percent receiving need-based grant aid	Average need-based grant aid	Average net academic cost	Average percent discount	Average net academic cost[2]	Average percent discount
Arlington	$5,910	37.0%	$4,229	$1,681	71.6%	$4,346	26.5%
Austin	7,288	46.8	5,890	1,398	80.8	4,534	37.8
Brownsville	3,709	57.9	2,416	1,293	65.1	2,310	37.7
Dallas	6,838	30.3	4,208	2,630	61.5	5,564	18.6
El Paso[3]	4,984	47.4	4,984	0	100.0	2,621	47.4
Pan American[3]	3,605	65.5	3,605	0	100.0	1,243	65.5
Permian Basin	4,282	36.3	2,327	1,955	54.3	3,437	19.7
San Antonio	6,016	47.0	3,868	2,148	64.3	4,200	30.2
Tyler	4,671	42.0	4,160	511	89.1	2,924	37.4
System Average	$5,903	46.7%	$4,540	$1,363	76.9%	$3,785	35.9%

[1] Total academic costs represent 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 resident undergraduate students enrolled for 15 semester credit hours in the fall and spring semesters. Therefore, these figures represent costs for a total of 30 semester credit hours.

[2] The average net cost for all full-time students is derived by subtracting the total need-based grant aid from the total academic costs of all students and dividing by the total number of students.

[3] In 2005-06, students at U. T. El Paso received an average need-based grant of $5,201 and students at U. T. Pan American received an average need-based grant of $8,252. Because the average need-based grant was larger than the average academic cost at these two institutions, only those grant funds used to cover the academic costs were included in this analysis.

Source: Common Data Set information submitted by individual institutions for 2005-06.

- In 2005-06, nearly half of the full-time undergraduate students (47%) enrolled at U. T. System academic institutions received need-based aid. Of those who did, the financial aid covered nearly 77 percent of their total academic costs.
- When need-based-aid is averaged across all full-time undergraduate students, the average percent discount is nearly 36 percent.

Student Success: Persistence and Graduation Rates

Persistence Rates

Improving persistence rates is a high priority for institutions and the U. T. System. It is addressed in many institutional Compacts as well, including investments in advising, freshman seminars, and other programs to improve the quality of undergraduate experience.

Table I-21

First-Year Persistence Rates for First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions

	Year of Matriculation				
Fall	2000	2001	2002	2003	2004
Arlington	68.0%	65.6%	66.4%	60.4%	68.9%
Austin	91.0	90.5	91.4	92.7	92.7
Dallas	78.0	79.4	83.8	80.2	82.5
El Paso	64.6	64.3	68.7	56.9	67.6
Pan American	61.0	64.4	66.3	66.0	67.3
Permian Basin	55.6	61.2	65.6	67.8	57.3
San Antonio	62.8	60.0	58.6	51.9	57.5
Tyler	60.0	60.5	54.3	56.0	60.4

Notes: Most students at Brownsville matriculate at Texas Southmost College, so first-year persistence rates cannot accurately be calculated for the campus.

Due to data collection changes at the Texas Higher Education Coordinating Board, the calculation of first-year persistence rates for the fall 2003 cohort are based on both non-degree seeking and degree-seeking students. In previous years, non-degree seeking students were excluded from this calculation. Therefore, the persistence rate for the fall 2003 cohort at many U. T. System institutions is lower and may not be comparable to persistence rates of previous years.

Source: Texas Higher Education Coordinating Board

Figure I-11

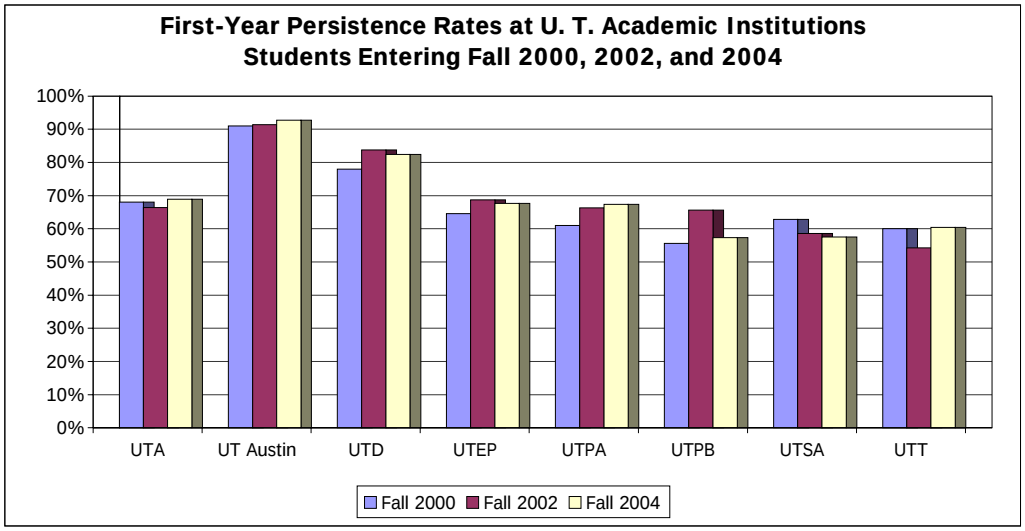


Table I-22

First-Year Persistence Rates for First-Time, Full-Time Degree-Seeking Undergraduates by Gender at U. T. Academic Institutions

		Year of Matriculation				
	Fall	2000	2001	2002	2003	2004
Arlington	Female	69.3%	70.0%	67.8%	62.7%	70.2%
	Male	66.6	61.2	65.0	58.3	67.3
Austin	Female	92.5	91.8	92.0	93.0	93.6
	Male	89.5	89.0	90.7	92.3	91.7
Dallas	Female	80.9	80.3	83.9	81.2	81.0
	Male	76.3	78.7	83.6	79.5	83.3
El Paso	Female	68.0	67.3	70.6	59.6	71.9
	Male	60.9	60.8	66.7	54.1	63.0
Pan American	Female	64.7	65.8	68.6	69.8	70.2
	Male	56.1	62.6	63.6	61.5	63.9
Permian Basin	Female	57.0	63.5	66.7	68.3	63.8
	Male	53.4	57.4	64.1	67.2	50.0
San Antonio	Female	65.1	59.2	59.8	54.2	58.9
	Male	60.2	60.9	57.1	49.6	56.1
Tyler	Female	59.6	60.1	50.9	58.2	61.8
	Male	60.7	61.0	58.6	53.2	58.9

Due to data collection changes at the Texas Higher Education Coordinating Board, the calculation of first-year persistence rates for the fall 2003 cohort are based on both non-degree seeking and degree-seeking students. In previous years, non-degree seeking students were excluded from this calculation. Therefore, the persistence rate for the fall 2003 cohort at many of our institutions is lower and may not be comparable to persistence rates of previous years.

Source: Texas Higher Education Coordinating Board

For students matriculating between fall 2000 and fall 2004, the following first-year persistence trends were noted:

- Persistence rates increased at all institutions except U. T. San Antonio, which did increase 5.6 points in 2004 over the previous year's five-year low.
- Females persisted in higher proportions than males, except for the class entering in fall 2004 at U. T. Dallas.
- Persistence rates increased for Hispanic students at U. T. Arlington, U. T. Austin, U. T. El Paso, U. T. Pan American, U. T. Permian Basin and U. T. Tyler.
- Persistence rates for Black students increased at U. T. Dallas, U. T. Permian Basin, and U. T. San Antonio.
- Persistence rates among White students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Tyler.

For the entering 2004 cohort, these first-year persistence trends were noted:

- Persistence rates of Hispanic students exceeded those of White students at U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Persistence rates of Black students exceeded those of White students at U. T. Arlington, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

Table I-23

First-Year Persistence Rates of First-Time, Full-Time Degree-Seeking Undergraduates by Ethnicity at U. T. Academic Institutions

	Year of Matriculation Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	2000	65.6	71.6	61.8	81.5	75.0	56.1	--
	2001	62.1	73.2	64.8	70.7	55.6	69.8	88.2
	2002	64.2	69.5	69.6	71.2	53.3	62.5	44.4
	2003	57.5	69.2	61.3	63.6	50.0	67.9	51.9
	2004	66.2	67.4	65.8	82.2	71.4	82.1	68.2
Austin	2000	91.5	92.7	88.5	95.7	81.3	62.6	**
	2001	90.5	93.7	87.5	94.2	87.9	69.5	89.5
	2002	91.4	91.7	89.0	94.3	91.2	79.3	--
	2003	93.3	90.2	89.6	96.5	84.2	72.4	85.7
	2004	93.4	89.6	89.6	95.8	92.9	78.9	94.1
Dallas	2000	76.1	80.0	73.2	89.4	**	48.0	--
	2001	77.1	82.5	71.7	87.5	80.0	80.6	80.0
	2002	81.6	85.2	83.1	89.2	**	90.5	75.0
	2003	78.2	76.9	75.9	90.8	75.0	78.9	85.7
	2004	82.1	87.5	72.5	85.7	85.7	88.1	66.7
El Paso	2000	59.9	59.6	67.5	60.0	**	52.6	--
	2001	58.2	53.1	68.5	65.6	**	46.4	--
	2002	71.2	60.0	69.3	87.5	**	63.5	--
	2003	62.1	41.1	65.3	70.0	57.1	3.3	--
	2004	58.2	57.9	68.1	71.4	**	75.2	60.0
Pan American	2000	53.7	72.7	62.0	95.0	--	51.3	--
	2001	59.1	71.4	64.5	76.0	**	65.9	--
	2002	64.9	--	66.5	68.2	--	62.9	--
	2003	60.2	**	66.1	86.2	--	63.1	--
	2004	66.3	66.7	67.1	85.3	**	67.2	**
Permian Basin	2000	55.2	40.0	55.7	**	**	--	--
	2001	59.1	60.0	63.8	**	--	--	--
	2002	61.8	71.4	72.1	**	**	--	--
	2003	66.0	46.7	72.0	**	75.0	**	--
	2004	55.4	63.6	58.7	83.3	**	**	--
San Antonio	2000	62.9	60.0	63.5	57.4	66.7	56.3	--
	2001	55.9	64.6	62.9	58.7	41.7	69.4	--
	2002	54.1	68.4	60.8	55.1	46.7	81.4	--
	2003	46.2	56.4	58.4	44.0	48.3	55.4	--
	2004	52.4	69.6	62.3	44.9	50.0	67.7	--
Tyler	2000	58.4	88.9	40.0	**	50.0	**	--
	2001	60.7	50.0	61.5	80.0	**	**	**
	2002	53.3	75.0	60.9	**	**	**	**
	2003	55.3	56.3	50.0	80.0	**	**	83.3
	2004	61.4	62.5	65.2	53.3	44.4	**	27.3

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). For example, at U. T. Austin, accounting for SSN changes, the first-year persistence rate for international students averages approximately 96%.

Due to data collection changes at the Texas Higher Education Coordinating Board, the calculation of first-year persistence rates for the fall 2003 cohort are based on both non-degree seeking and degree-seeking students. In previous years, non-degree seeking students were excluded from this calculation. Therefore, the persistence rate for the fall 2003 cohort at many of our institutions is lower and may not be comparable to persistence rates of previous years.

** Number of students is too small to report.

Source: Texas Higher Education Coordinating Board

Graduation Rates

- Graduation rates may vary from national statistics depending on whether institutions reported Coordinated Admission Program (CAP) students as degree-seeking or non-degree-seeking students. Not all institutions enroll CAP students.
- The graduation rates illustrated here demonstrate that increasing numbers of students at nearly every U. T. System academic institution are graduating in four, five, or six years, but the overall low rates underscore the need to emphasize continued improvement in this area.
- U. T. System academic institutions have in place - and are enhancing programs - to assist students in completing their studies more quickly. These initiatives acknowledge that multiple factors influence individual students' decisions about college attendance and that institutions can have some impact by improving numerous processes and services, from advising to student engagement activities to housing and much more.
- Legislation passed in the 79th session of the Texas Legislature calls for annual reports by all general academic institutions on efforts concerning timely graduation. And, in November 2005, the U. T. System announced a System-wide initiative to improve graduation rates, including setting specific improvement targets for the next ten years. Results of these initiatives should be reflected in trends over the coming years.

- The percentage of first-time, full-time degree-seeking undergraduates who graduated in four or five years or less from the same institution improved at most institutions throughout the U. T. System over the past five years.
- Steady, incremental improvement is an important indicator that the systematic efforts noted above are beginning to make a difference.
- In some cases, proportionately larger change has occurred:
  - The four-year rate increased by almost 10 percentage points at U. T. Austin and by more than 6 points at U. T. Permian Basin.
  - The five-year rate increased by more than 7 percentage points at U. T. Pan American, by 6 points at U. T. Permian Basin, by 5 points at U. T. Austin, and by almost 4 points at U. T. Dallas and U. T. Arlington.
- Many first-time students at U. T. San Antonio plan to transfer to U. T. Austin after their first year as part of the CAP program. This dilutes the graduation rates at U. T. San Antonio.
- Because students at U. T. Brownsville typically start at Texas Southmost College, accurate graduation rates cannot be calculated. These data issues will be addressed in future studies.

Table I-24

Undergraduates Graduating in Four Years or Less from the Same U. T. Academic Institution, Total

Enrolled Fall	1997	1998	1999	2000	2001
Arlington	12.7%	12.3%	14.5%	15.1%	14.5%
Austin	36.5	38.9	41.3	44.8	46.4
Dallas	31.7	37.7	29.6	30.6	30.7
El Paso	2.5	3.6	4.5	4.0	3.9
Pan American	6.2	7.8	8.4	10.2	9.6
Permian Basin	15.2	17.0	15.5	16.0	21.8
San Antonio	6.3	6.3	6.1	6.8	6.8
Tyler*	--	26.3	37.9	21.1	16.9

* Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler and will vary from the rate reported by the Texas Higher Education Coordinating Board.

Source: Texas Higher Education Coordinating Board

Table I-25

Undergraduates Graduating in Five Years or Less from the Same U. T. Academic Institution, Total

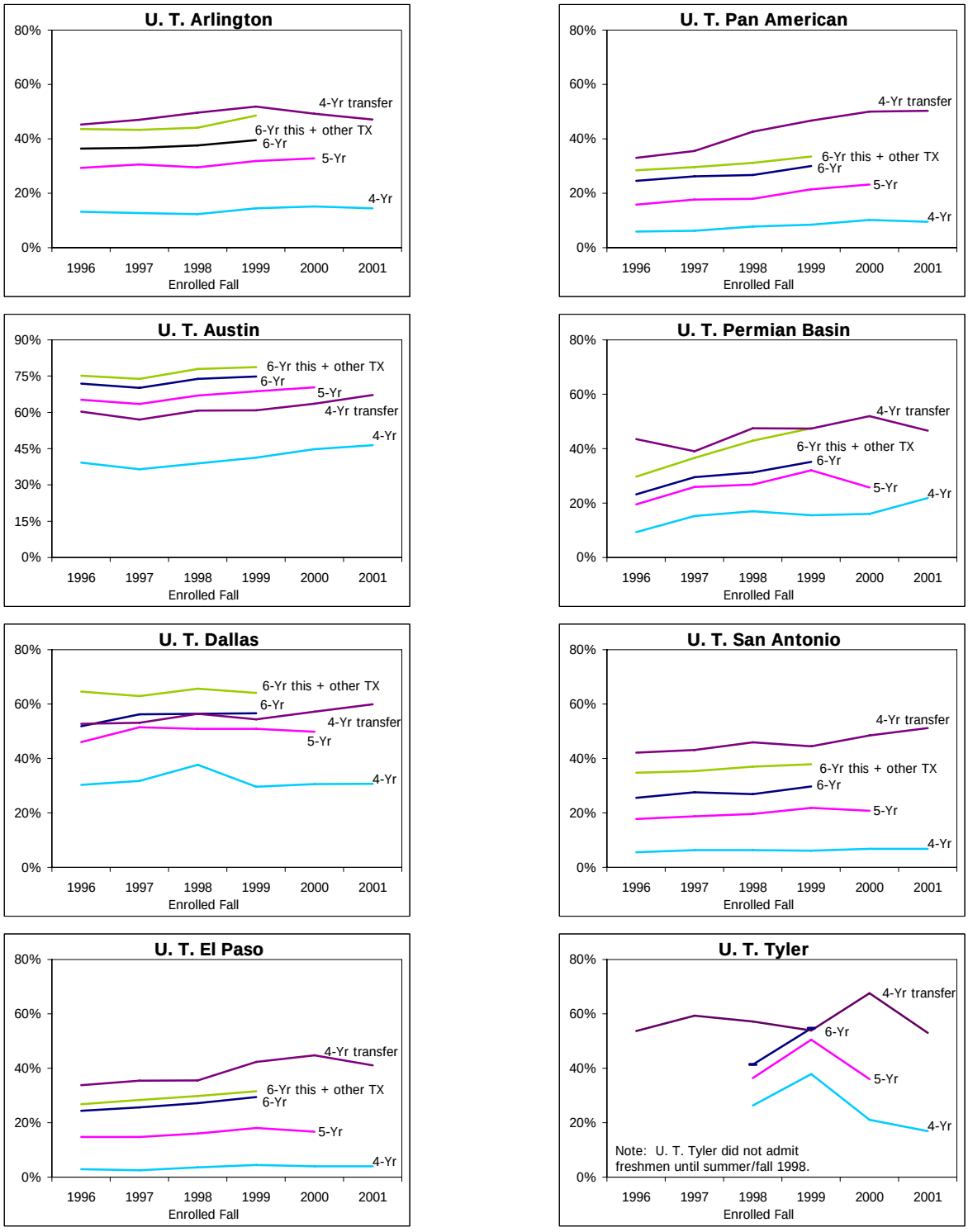
Enrolled Fall	1996	1997	1998	1999	2000
Arlington	29.3%	30.6%	29.5%	31.8%	32.8%
Austin	65.2	63.5	66.9	68.7	70.4
Dallas	46.0	51.5	50.9	50.9	49.8
El Paso	14.8	14.8	16.0	18.1	16.7
Pan American	15.8	17.7	18.0	21.5	23.2
Permian Basin	19.5	25.9	26.8	32.0	25.7
San Antonio	17.8	18.7	19.6	21.8	20.8
Tyler*	--	--	36.4	50.5	36.0

* Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler and will vary from the rate reported by the Texas Higher Education Coordinating Board.

Source: Texas Higher Education Coordinating Board

Figure I-12

Graduation Rates for Undergraduates by Institution: 4-Year, 5-Year, and 6-Year Graduating from the Same U. T. Academic Institution; 6-Year Composite; and 4-Year Transfer*



* "4-Yr transfer" rate: Students transferring with 30 or more semester credits from a community college who received an undergraduate degree within four years of enrolling at a U. T. institution. "6-Yr this + other TX" rate: Students graduating from same university or another Texas institution (beginning in 1998, includes students graduating from private institutions).

- Six-year graduation rates are more commonly used to benchmark student success. According to the National Center for Education Statistics, the six-year graduation rate for those receiving a Bachelor's degree is 53 percent for those students enrolled in 1997.

Table I-26

Undergraduates Graduating in Six Years or Less from the Same U. T. Academic Institution, Total

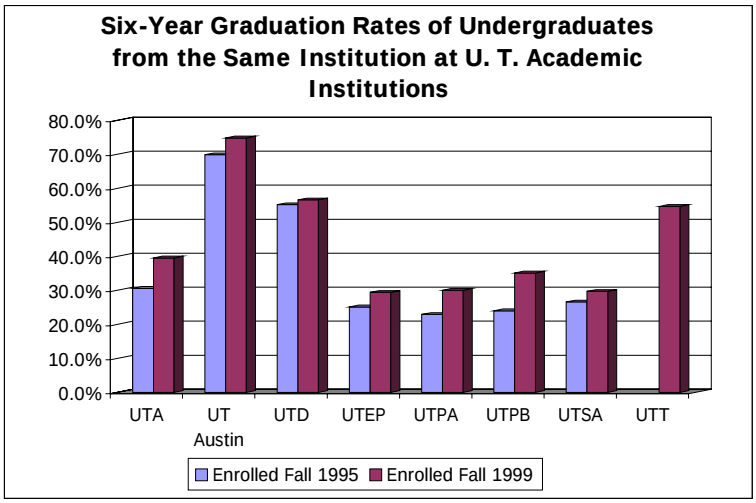
Enrolled Fall	1995	1996	1997	1998	1999
Arlington	30.6%	36.4%	36.7%	37.6%	39.5%
Austin	69.9	71.9	70.1	73.8	74.8
Dallas	55.2	51.8	56.2	56.4	56.6
El Paso	25.1	24.4	25.6	27.2	29.4
Pan American	22.9	24.6	26.2	26.7	30.0
Permian Basin	24.0	23.2	29.5	31.3	35.1
San Antonio	26.6	25.5	27.6	26.9	29.7
Tyler*	--	--	--	41.4	54.7

* Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler and will vary from the rate reported by the Texas Higher Education Coordinating Board.

Source: Texas Higher Education Coordinating Board

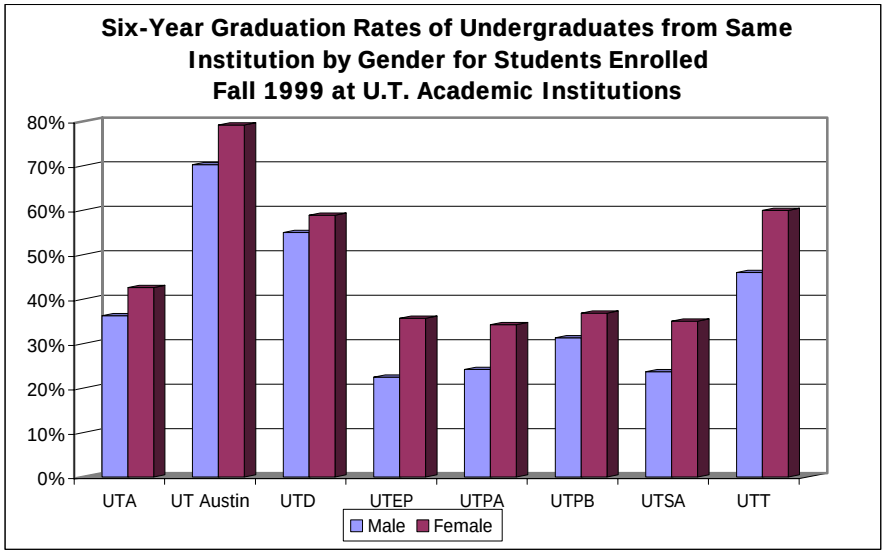
- While still low, six-year graduation rates have steadily increased at all U. T. System academic institutions between the 1995 and 1998 matriculation year. And, for some U. T. System academic institutions, the change appears to be accelerating. (U. T. Tyler has just two years of data from its first year of freshmen admissions in 1998.)
- The rate has increased between the 1995 and 1999 entering classes by:
  - 8.9 points at U. T. Arlington
  - 4.9 points at U. T. Austin
  - 1.4 point at U. T. Dallas
  - 4.3 points at U. T. El Paso
  - 7.1 points at U. T. Pan American
  - 11.1 points at U. T. Permian Basin
  - 3.1 points at U. T. San Antonio
  - 13.3 points at U. T. Tyler
- As noted, the improvement of six-year graduation rates is a high priority for U. T. System institutions; these upward trends should continue with investment in new and enhanced programs to support student success. For example, U. T. Austin has made improving retention and graduation rates a high priority, setting goals of 60 percent four-year and 85 percent six-year graduation rates. U. T. El Paso has set a goal of achieving a 53 percent six-year graduation rate by 2015.

Figure I-13



Female and Male Student Graduation Rates

Figure I-14



- Historically, a higher proportion of female than male students have earned undergraduate degrees in six or fewer years at U. T. System academic institutions. This parallels the national trend.
- This trend continues for students who matriculated in fall 1999.

Graduation Rates by Ethnic and Racial Groupings

- As noted earlier, the overall six-year graduation rates have increased significantly at every U. T. System academic institution. This trend applies, with some variation, across ethnic and racial groups.
- It is noteworthy that, over the past four years for institutions where six-year rates can be tracked, six-year graduation rates among Hispanic students increased at all institutions except U. T. Dallas.
- At U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, this rate exceeds that of White students for at least the 1998 and 1999 cohorts.
- Six-year graduation rates for Black students improved by 22.6 points over the past four years at U. T. Dallas and by almost 10 points at U. T. Austin.

Table I-27

Six-Year Graduation Rate from the Same U. T. Academic Institution, by Ethnicity

	Enrolled Fall	White	Black	Hispanic	Asian	Native American	International
Arlington	1995	26.3%	31.8%	21.4%	52.6%	33.3%	31.2%
	1996	35.4	23.9	25.6	57.2	44.4	54.9
	1997	33.3	35.8	27.0	56.8	0.0	57.1
	1998	34.0	34.0	40.3	53.8	23.5	60.7
	1999	35.5	36.0	40.6	54.8	22.2	61.4
Austin	1995	72.0	59.6	60.7	75.1	66.7	60.8
	1996	73.7	54.4	62.6	78.5	57.1	65.6
	1997	71.3	63.5	63.2	73.1	63.6	52.4
	1998	74.9	68.9	66.2	77.4	63.9	61.7
	1999	76.2	69.1	66.3	78.1	75.0	68.8
Dallas	1995	52.3	33.3	50.0	69.2	**	66.6
	1996	48.5	33.4	53.3	65.9	**	63.7
	1997	54.3	43.5	41.4	71.9	**	37.5
	1998	56.4	47.1	46.2	64.4	20.0	66.7
	1999	52.9	55.9	36.6	70.6	**	76.9
El Paso	1995	23.1	21.7	24.3	47.4	**	31.2
	1996	23.8	14.2	23.3	14.4	**	35.1
	1997	26.5	22.9	24.5	31.6	50.0	31.1
	1998	22.2	27.5	26.7	37.5	20.0	33.0
	1999	24.2	28.6	28.8	33.3	25.0	39.8
Pan American	1995	20.6	0.0	23.3	**	25.0	--
	1996	25.0	0.0	24.4	37.5	**	71.5
	1997	27.4	30.0	25.3	46.7	**	50.0
	1998	25.9	13.3	26.1	65.2	**	41.7
	1999	25.8	50.0	30.2	46.2	**	41.2
Permian Basin	1995	26.8	14.3	22.2	--	**	--
	1996	17.8	**	31.9	**	--	--
	1997	28.8	**	32.6	**	--	**
	1998	24.1	28.6	39.2	--	--	--
	1999	35.5	--	35.3	--	**	--
San Antonio	1995	26.6	28.4	25.6	31.2	**	33.4
	1996	26.6	26.7	23.5	33.0	**	14.3
	1997	26.9	31.9	27.4	32.9	20.0	22.2
	1998	25.8	23.7	27.9	36.4	0.0	22.2
	1999	27.3	31.0	31.3	33.8	66.7	15.2
Tyler	1998	41.9	42.9	40.0	**	--	--
	1999	58.1	**	**	**	**	--

**Number of students too small to report.

Notes:
U. T. Brownsville students begin study at Texas Southmost College, so six-year graduation rates are not meaningful for this institution.

U. T. Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler and will vary from the rate reported by the Texas Higher Education Coordinating Board.

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). For example, at U. T. Austin, adjusting for changed SSNs, the graduation rate for international students would be 84.2% for the 1999 cohort.

Source: Texas Higher Education Coordinating Board

Transfer Student Graduation Rates

- National and state trends show that increasing numbers of students attend more than one institution before completing a baccalaureate degree. A U.S. Department of Education study of transcripts[1] found that for students who graduated from high school in 1992:
  - 60 percent attended more than one college;
  - 20 percent of those receiving a baccalaureate earned the degree at an institution different from the one at which they matriculated;
  - 10 percent earned their degree in a different state from the one in which they began college.
- It is, therefore, important to track the progress and success of transfer students.

Table I-28

Four-Year Graduation Rates of Undergraduate Transfer Students* at U. T. Academic Institutions

Enrolled Fall	1997	1998	1999	2000	2001
Arlington	47.0%	49.6%	51.8%	49.2%	47.1%
Austin	57.0	60.7	60.8	63.6	67.2
Dallas	53.1	56.4	54.4	57.2	59.9
El Paso	35.4	35.5	42.3	44.8	41.1
Pan American	35.5	42.6	46.7	50.0	50.3
Permian Basin	39.0	47.5	47.4	51.9	46.6
San Antonio	43.1	45.9	44.5	48.4	51.2
Tyler	59.3	57.2	53.9	67.6	53.0

*Students transferring with 30 or more semester credits from a community college who received an undergraduate degree within four years of enrolling at a U. T. institution.

Source: Texas Higher Education Coordinating Board

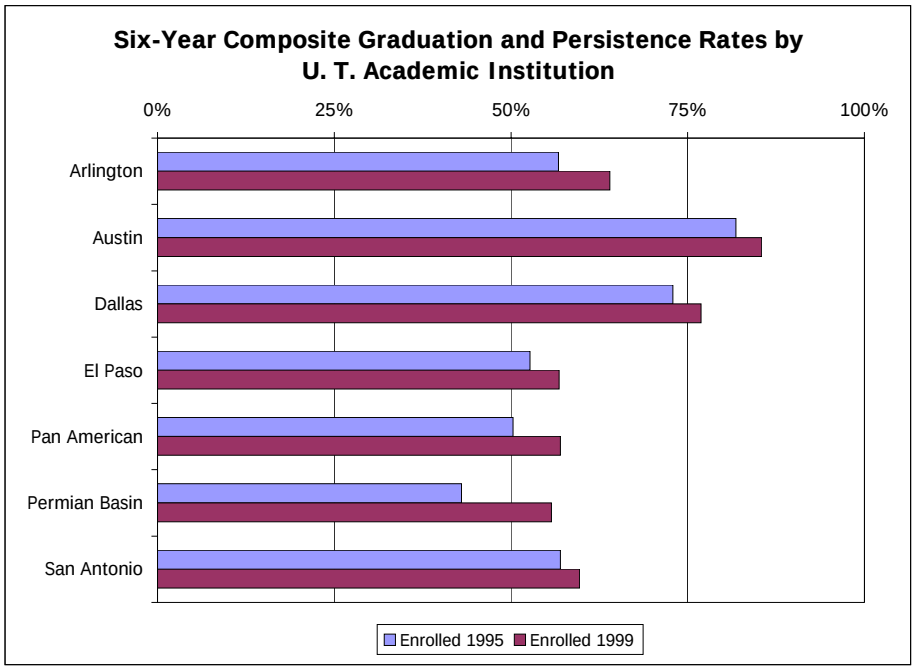
- Taking the four-year graduation rate of transfer students as a proxy for a six-year graduation rate, generally transfer students who enter U. T. System academic institutions with 30 credits or more are considerably more likely to complete their baccalaureate degrees within the equivalent of six years, than are students who entered these institutions as first-time students, except at U. T. Austin and U. T. Dallas.
- For these students transferring between fall 1997 and fall 2001, graduation rates, already comparatively high, increased at every U. T. System academic institution except U. T. Tyler and increased only slightly at U. T. Arlington.
- Over this five year period, increases of more than 10 percentage points in the transfer student graduation rates occurred at U. T. Austin and U. T. Pan American.

[1] Adelman, Clifford, Bruce Daniel, and Ilona Berkovits. "Postsecondary Attainment, Attendance, Curriculum, and Performance." Education Statistics Quarterly 5.3, 27 Nov. 2006 <http://nces.ed.gov/programs/quarterly/vol_5/5_3/4_2.asp>.

Composite Graduation and Persistence Rates

- Looking at composite persistence and graduation rates focuses on the success of students who remain in college, but change schools at some point before graduating. Reports on composite rates are required by the Texas legislature.
- However, these data are difficult to track outside of Texas and outside of public higher education. In July 2005, over 40 governors and 12 national organizations signed an agreement to produce graduation rates that would more completely illustrate, across states, students' progress to degree completion
- These data show that for those students who started at one public campus in Texas, and then shifted to another Texas public institution (or private institution for the 1999 cohort), graduation rates are from 2 to 14 points higher than if the same-institution rates are considered alone.

Figure I-15



Note: Beginning in 1998, the composite graduation and persistence rates include students enrolled or graduating from private institutions. Prior years' rates only track students enrolled or graduating from public institutions in Texas.

Table I-29

Six-Year Composite Graduation and Persistence Rates
Students Enrolled at U. T. Academic Institutions

	Enrolled Fall	Graduating from Same University	Graduating from Another Texas Institution*	Persisting at Same Institution	Persisting at Another Texas Institution*	Composite Graduation and Persistence Rate*
Arlington	1995	30.6%	7.7%	8.6%	9.8%	56.7%
	1996	36.4	7.2	8.7	9.3	61.6
	1997	36.7	6.6	8.1	10.6	62.0
	1998	37.6	6.5	6.7	9.5	60.3
	1999	39.5	9.0	7.0	8.6	64.0
Austin	1995	69.9	3.7	3.9	4.3	81.8
	1996	71.9	3.2	3.2	3.8	82.1
	1997	70.1	3.8	3.7	4.3	81.8
	1998	73.8	4.2	3.3	4.1	85.4
	1999	74.8	3.9	2.8	4.0	85.5
Dallas	1995	55.2	6.5	4.3	6.9	72.9
	1996	51.8	12.8	5.2	5.8	75.6
	1997	56.2	6.7	5.6	4.3	72.8
	1998	56.4	9.2	3.7	7.3	76.6
	1999	56.6	7.5	6.0	6.8	76.9
El Paso	1995	25.1	3.3	14.1	10.2	52.7
	1996	24.4	2.4	16.0	8.9	51.7
	1997	25.6	2.8	14.5	8.8	51.7
	1998	27.2	2.6	18.2	7.7	55.6
	1999	29.4	2.2	17.7	7.5	56.8
Pan American	1995	22.9	2.0	13.3	12.1	50.3
	1996	24.6	3.8	13.1	11.1	52.6
	1997	26.2	3.4	12.5	11.0	53.0
	1998	26.7	4.5	13.3	9.8	54.3
	1999	30.0	3.5	12.5	11.0	57.0
Permian Basin	1995	24.0	2.0	10.0	7.0	43.0
	1996	23.2	6.5	2.8	15.7	48.2
	1997	29.5	7.1	8.9	11.6	57.1
	1998	31.3	11.6	10.7	7.1	60.7
	1999	35.1	12.4	4.1	4.1	55.7
San Antonio	1995	26.6	9.8	8.4	12.2	57.0
	1996	25.5	9.3	9.1	12.4	56.3
	1997	27.6	7.8	9.4	11.7	56.5
	1998	26.9	10.1	10.4	13.1	60.6
	1999	29.7	8.2	9.8	12.0	59.7
Tyler	1998	41.4	14.1	5.1	6.1	66.7
	1999	54.7	NA	5.3	NA	NA

* Beginning in 1998, the composite graduation and persistence rates include students enrolled or graduating from private institutions. Prior years' rates only track students enrolled or graduating from public institutions in Texas.
Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler. Six-year composite rates on the revised cohort are not available.

Source: Texas Higher Education Coordinating Board

- For classes matriculating from 1995 through 1999, the composite persistence and graduation rate varied among ethnic and racial groups but, overall, has increased for most groups at U. T. System academic institutions. (The rate was down more consistently for Native American students, dropped for Asian students at U. T. Pan American and declined very slightly for Hispanic students who matriculated at U. T. Dallas.)
- The increases were comparatively high among Black students at U. T. Arlington (up almost 11 points), U. T. Dallas (up nearly 20 points), U. T. El Paso (up nearly 23 points), and U. T. Pan American (up almost 36 points) and among Hispanic students at U. T. Permian Basin (up nearly 20 points) and U. T. Arlington (up nearly 13 points).

Table I-30

Six-Year Composite Graduation and Persistence Rates by Gender at U. T. Academic Institutions

	Male					Female				
	1995	1996	1997	1998	1999	1995	1996	1997	1998	1999
Arlington	53.1%	58.8%	61.0%	56.0%	60.5%	60.3%	64.3%	63.1%	65.4%	67.4%
Austin	78.2	77.9	77.8	82.8	82.3	85.7	86.4	85.3	87.8	88.7
Dallas	67.8	73.8	71.9	71.9	73.9	79.1	78.3	73.9	82.6	81.3
El Paso	49.5	45.8	49.6	49.0	49.9	54.9	57.3	53.3	61.9	63.0
Pan American	42.9	45.2	46.4	44.7	53.3	55.6	58.1	59.0	62.1	59.6
Permian Basin	41.1	48.0	53.8	58.1	46.9	44.3	48.1	60.1	62.3	60.0
San Antonio	51.7	49.0	52.6	55.2	54.8	61.6	63.2	59.7	65.4	64.0
Tyler	--	--	--	56.8	NA	--	--	--	74.5	NA

Notes:
Beginning in 1998, the composite graduation and persistence rates include students enrolled or graduating from private institutions. Prior years' rates only track students enrolled or graduating from public institutions in Texas.
Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler. Six-year composite rates on the revised cohort are not available.

Source: Texas Higher Education Coordinating Board

- As with the same-institution graduation rate, the composite graduation rate is higher for females than males at every institution.

Table I-31

Six-Year Composite Graduation and Persistence Rates by Ethnicity at U. T. Academic Institutions

	Enrolled Fall	White	Black	Hispanic	Asian	Native American	Inter-national
Arlington	1995	54.3%	48.1%	53.9%	74.6%	66.6%	50.0%
	1996	62.3	46.4	52.0	79.2	66.6	71.0
	1997	62.5	52.9	55.4	76.0	33.0	57.1
	1998	58.0	57.4	60.4	75.5	47.1	64.3
	1999	61.3	59.0	66.7	78.5	22.2	72.7
Austin	1995	83.3	73.4	76.6	85.9	83.5	60.8
	1996	83.4	67.5	74.9	88.4	82.2	66.7
	1997	82.1	73.1	77.8	88.0	82.0	57.2
	1998	85.7	80.6	81.7	89.6	72.2	66.7
	1999	86.2	80.5	81.4	88.5	78.6	72.5
Dallas	1995	72.3	47.7	63.3	83.3	**	77.7
	1996	72.7	61.3	83.3	88.6	**	63.7
	1997	71.4	56.4	65.5	89.0	**	37.5
	1998	76.5	70.6	61.5	88.1	40.0	66.7
	1999	75.3	67.6	61.0	87.5	**	84.6
El Paso	1995	47.7	32.6	53.2	58.0	**	58.4
	1996	45.5	26.2	53.0	62.0	**	54.9
	1997	50.0	39.6	52.6	63.0	50.0	50.0
	1998	48.7	45.0	56.7	62.5	20.0	57.0
	1999	52.1	55.1	57.3	61.1	25.0	59.1
Pan American	1995	47.4	14.3	50.8	**	25.0	--
	1996	56.0	18.2	52.2	75.0	**	71.5
	1997	54.8	70.0	52.4	73.0	**	57.1
	1998	56.4	33.3	53.8	78.3	**	54.2
	1999	47.7	50.0	58.8	69.2	**	47.1
Permian Basin	1995	48.2	42.9	36.1	--	**	--
	1996	50.0	**	51.1	**	--	--
	1997	51.5	**	67.5	**	--	**
	1998	55.6	57.1	66.7	--	--	--
	1999	56.5	--	55.9	--	**	--
San Antonio	1995	56.0	53.4	58.2	63.7	**	41.7
	1996	57.5	49.2	55.8	60.3	**	21.4
	1997	55.3	62.7	56.6	64.0	40.0	22.2
	1998	59.2	56.1	62.7	68.2	33.3	27.8
	1999	59.6	56.3	61.2	64.9	83.3	21.2
Tyler	1998	66.3	71.4	80.0	**	--	--
	1999	NA	NA	NA	NA	NA	NA

**Number of students too small to report.

Notes:

Beginning in 1998, the composite graduation and persistence rates include students enrolled or graduating from private institutions. Prior years' rates only track students enrolled or graduating from public institutions in Texas.

U. T. Brownsville students begin study at Texas Southmost College, so composite six-year persistence and graduation rates are not meaningful for this institution.

Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler. Six-year composite rates on the revised cohort are not available.

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs).

Source: Texas Higher Education Coordinating Board

Undergraduate Degrees

Table I-32

Baccalaureate Degrees Awarded at U. T. Academic Institutions

AY	00-01	01-02	02-03	03-04	04-05
Arlington	2,798	2,892	3,150	3,280	3,316
Austin	7,624	8,005	8,463	8,959	8,705
Brownsville*	543	618	613	684	681
Dallas	1,386	1,537	1,605	1,823	2,020
El Paso	1,651	1,692	1,798	1,754	1,957
Pan American	1,431	1,597	1,634	1,894	1,987
Permian Basin	329	417	345	443	437
San Antonio	2,590	2,637	2,873	2,912	3,272
Tyler	702	684	619	720	792
Total Academic Institutions	**19,054**	**20,079**	**21,100**	**22,469**	**23,167**

*Brownsville also awards associate degrees, not included in the totals above. Over the past five years, numbers awarded have been:

AY	
00-01	459
01-02	443
02-03	642
03-04	775
04-05	766

Source: Texas Higher Education Coordinating Board

- The number of degrees awarded increased from 2001 to 2005 at all U. T. System academic institutions.
- As student retention and graduation rates increase, the number of degrees should continue to increase as well.

Table I-33

Baccalaureate Degrees Conferred, Percent Female at U. T. Academic Institutions

AY	00-01	01-02	02-03	03-04	04-05
Arlington	58%	58%	57%	58%	59%
Austin	53	54	52	53	53
Brownsville	68	68	69	65	66
Dallas	52	51	55	55	55
El Paso	60	59	63	62	60
Pan American	62	64	65	66	66
Permian Basin	68	66	70	67	66
San Antonio	57	58	58	55	58
Tyler	70	70	67	68	65
Academic Institution Average	**57%**	**57%**	**57%**	**57%**	**57%**

Source: Texas Higher Education Coordinating Board

- Between 2001 and 2005, a significant majority of the degrees awarded by the academic institutions were conferred to women.
- The proportion of women receiving degrees (57 percent) exceeded the proportion of women enrolled (54 percent).

Table I-34

Baccalaureate Degree Recipients, Percent Ethnicity at U. T. Academic Institutions

	AY	White	Black	Hispanic	Asian	Native American	International	Unknown
Arlington	00-01	61.5%	9.7%	10.6%	12.0%	0.5%	3.9%	1.7%
	04-05	57.2	10.9	12.8	10.9	0.8	6.1	1.4
Austin	00-01	66.7	2.4	13.8	13.0	0.5	3.5	0.2
	04-05	62.2	3.2	13.3	16.8	0.4	3.6	0.5
Brownsville	00-01	6.1	0.2	92.4	0.7	0.2	0.4	--
	04-05	6.0	0.1	91.0	0.3	0.1	2.3	--
Dallas	00-01	59.7	5.8	6.5	22.3	0.8	4.8	--
	04-05	56.8	6.4	9.5	19.9	0.7	6.3	0.5
El Paso	00-01	15.0	1.9	71.6	1.4	0.3	9.8	--
	04-05	12.2	1.8	74.9	1.0	0.2	10.0	--
Pan American	00-01	8.3	0.8	86.5	1.2	0.1	1.4	1.7
	04-05	5.2	0.6	86.2	1.2	0.2	2.3	4.4
Permian Basin	00-01	65.0	4.3	28.3	0.9	0.9	0.6	--
	04-05	57.2	3.2	36.6	1.4	0.2	0.5	0.9
San Antonio	00-01	45.3	4.2	44.3	3.1	0.7	2.4	--
	04-05	41.2	6.3	46.7	3.7	0.5	1.7	--
Tyler	00-01	86.3	8.7	2.0	1.3	1.1	0.6	--
	04-05	82.6	7.3	4.8	1.3	0.3	2.5	1.3
Total Academic Institutions								
	00-01	**52.6%**	**4.0%**	**29.5%**	**9.3%**	**0.5%**	**3.6%**	**0.5%**
	04-05	**47.9%**	**4.7%**	**31.5%**	**10.4%**	**0.4%**	**4.2%**	**0.9%**

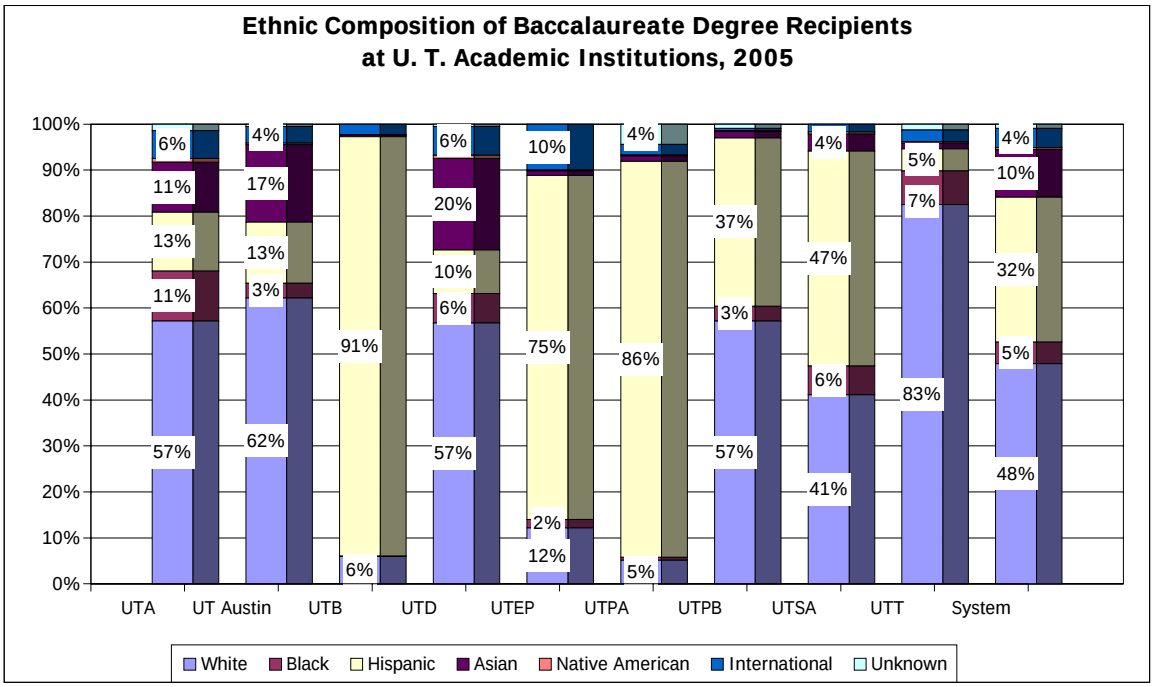
Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Black students increased from 2001 to 2005 at U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. San Antonio.
- The proportion of baccalaureate degrees awarded to Hispanic students increased over this period at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Although it is small compared with other groups of students, the proportion of international students receiving degrees increased at six of the academic institutions, remained unchanged at two and declined at only one. Overall, the proportion of international student degree recipients increased slightly from 3.6 percent to 4.2 percent.
- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. On average nationally, 7 percent of baccalaureate degrees were awarded to Hispanic students in 2004-05, compared with an average of 31.5 percent at U. T. System academic institutions.

- During the 2003-04 academic year, the most recent year for which comparable national institutional data are available, the U. T. System institutions were at the head of the list of the top 100 institutions nationwide granting the bachelor's degree to Hispanic students (*Diverse Issues in Higher Education*, June 2006).
  - Pan American – 2nd; San Antonio – 3rd; Austin – 7th; El Paso – 8th
- U. T. System institutions also ranked in the top ten in numbers of baccalaureate degrees awarded to Hispanic students in specific disciplines:
  - U. T. Austin – area studies (5); biological and biomedical sciences (4); engineering (4); mathematics and statistics (3); social sciences (2).
  - U. T. Brownsville/Texas Southmost College – mathematics and statistics (2).
  - U. T. El Paso – biological and biomedical sciences (6); engineering (3); health professions (3).
  - U. T. Pan American – biological and biomedical sciences (2); business and management (3); engineering (9); English language and literature (1); health professions (2).
  - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); English language and literature (8); mathematics and statistics (6); psychology (5).

[For more detail on these rankings, see Section V, pp. V-35-40.]

Figure I-16



Student Outcomes: Licensure Exams, Student Experience, Learning Outcomes

Using Multiple Measures. The U. T. System has the opportunity to use new and existing tools to create a new model to address the issue of student outcomes. Based on national research and emerging experience, the U. T. System has adopted a multiple-measure framework to assess student outcomes from four different perspectives:[2]

- Pass rates on program- or degree-specific state or national licensing examinations for regulated professions, including indicators related to production of teachers.
- Student satisfaction with their educational experience.
- Student learning outcomes: test results on assessments of student problem solving, critical thinking, and analytic writing.
- Rates of post-graduation employment or further professional/graduate study.

One or more of these measures are used in the State of Texas accountability system,[3] by individual institutions, in other states' systems, or in national studies.[4] However, it is still somewhat unusual for a public university system to present and analyze data in one place on this group of multiple measures. This is important because each measure alone can only address particular aspects of the student experience; all are needed to provide a fuller accounting of the value added by an educational experience in a U. T. System institution.[5]

Licensure Examination Pass Rates in Critical Fields

Teacher Preparation

Teacher preparation is a major responsibility of the U. T. System academic institutions. The quality of teacher and administrator graduates is a key factor in the supply of well-qualified high school graduates. Teacher education programs and success of graduates in passing licensure exams are, thus, a critical lynchpin in the state's K-16 system. Overall exam pass rates for teacher licensing have increased between 2001 and 2005, and tend to be comparatively high - over 95 percent in many cases - for test takers who graduated from U. T. System institutions. The Texas state-wide pass rate was 97 percent.

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[2] In addition to these measures, each institution assesses outcomes of specific academic programs and submits this information as part of self-studies for regional and specialized accreditation reviews.

[3] http://www.thecb.state.tx.us/InteractiveTools/Accountability/ .

[4] See Margaret A. Miller and Peter T. Ewell, *Measuring Up on College-Level Learning*, The National Center for Public Policy and Higher Education, October 2005, p. 2; full report accessible at: www.highereducation.org/reports/mu-learning/learning.pdf. This report provides a test and model for use of multiple measures of learning outcomes. See also, Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," p. 8; accessible at: http://www.cae.org/content/pdf/CLA%20Context%200405.pdf.

[5] "CLA in Context," p. 8.

Table I-35

Teacher Certification Initial Pass Rates by Ethnicity at U. T. Academic Institutions

	Ethnicity	2001	2002	2003	2004	2005
Arlington	White	96.7%	99.7%	99.8%	98.7%	99.4%
	Black	88.3	98.2	94.9	96.8	85.7
	Hispanic	93.8	100.0	97.8	95.8	95.9
	Other	87.0	100.0	100.0	96.8	97.6
	All	95.1	99.6	99.0	97.8	97.3
Austin	White	99.3	100.0	98.8	98.9	99.2
	Black	100.0	100.0	100.0	97.0	94.3
	Hispanic	92.5	100.0	96.1	97.4	97.4
	Other	87.9	100.0	98.2	97.3	95.6
	All	97.3	100.0	98.4	98.4	98.2
Brownsville	White	91.6	100.0	100.0	97.1	92.3
	Black	100.0	--	--	100.0	--
	Hispanic	79.4	90.7	89.0	93.3	94.1
	Other	75.0	94.0	90.0	100.0	--
	All	81.6	91.7	89.8	93.6	93.9
Dallas	White	100.0	99.5	100.0	100.0	100.0
	Black	100.0	93.9	100.0	100.0	100.0
	Hispanic	71.0	86.0	100.0	100.0	100.0
	Other	88.0	100.0	100.0	100.0	100.0
	All	98.4	98.5	100.0	100.0	100.0
El Paso	White	91.7	94.1	94.0	97.9	98.5
	Black	86.4	92.0	88.0	100.0	96.8
	Hispanic	76.7	85.0	90.9	87.8	93.5
	Other	75.0	78.0	97.7	87.5	92.2
	All	79.2	86.6	91.5	89.2	94.1
Pan American	White	95.2	95.7	94.0	89.7	92.9
	Black	100.0	--	86.0	100.0	100.0
	Hispanic	82.4	83.0	82.5	88.7	87.3
	Other	82.0	73.0	75.0	85.2	92.2
	All	83.8	83.8	83.3	88.6	88.0
Permian Basin	White	95.2	96.7	98.2	99.0	98.6
	Black	63.0	80.0	94.4	100.0	100.0
	Hispanic	81.6	84.8	96.3	95.9	98.7
	Other	100.0	--	100.0	100.0	100.0
	All	90.1	93.3	97.4	98.2	98.7
San Antonio	White	98.4	98.2	94.5	97.5	97.9
	Black	95.5	91.7	89.2	96.6	88.0
	Hispanic	88.0	96.5	88.1	90.6	96.0
	Other	96.4	100.0	93.3	96.6	93.5
	All	93.7	97.2	90.9	94.0	96.3
Tyler	White	93.3	96.7	97.5	98.5	98.0
	Black	72.0	80.0	85.2	96.6	91.3
	Hispanic	70.0	58.0	100.0	100.0	94.0
	Other	100.0	100.0	100.0	100.0	100.0
	All	91.8	94.8	96.9	98.4	97.5

Source: State Board for Educator Certification

- For some institutions, internal variance exists among the pass rates for different racial/ethnic groups. In some cases, these could reflect small numbers which would skew data reported in percentages.

Table I-36

Teacher Certification Initial Pass Rates by Gender at U. T. Academic Institutions, 2001-2005

		2001	2002	2003	2004	2005
Arlington	Male	94.7%	100.0%	98.1%	94.7%	95.3%
	Female	95.6	99.5	99.2	98.7	97.7
Austin	Male	93.4	100.0	97.6	96.9	98.4
	Female	98.5	100.0	98.6	98.6	98.3
Brownsville	Male	81.2	93.1	84.0	92.4	89.2
	Female	81.4	91.1	90.7	93.9	94.9
Dallas	Male	98.4	100.0	100.0	100.0	100.0
	Female	98.4	97.9	100.0	100.0	100.0
El Paso	Male	71.8	83.4	90.3	86.1	93.9
	Female	81.1	87.4	91.7	89.7	94.1
Pan American	Male	78.4	81.6	77.7	86.5	83.6
	Female	85.7	84.2	85.1	89.3	89.0
Permian Basin	Male	90.3	87.8	97.1	98.0	97.7
	Female	90.0	94.2	97.4	98.2	99.0
San Antonio	Male	89.1	96.5	88.0	91.4	95.6
	Female	94.7	97.4	91.6	95.1	96.5
Tyler	Male	85.4	94.9	94.6	98.7	91.5
	Female	93.2	94.7	97.7	98.3	98.5

Source: State Board for Educator Certification

- From 2001 to 2005, pass rates for females have increased at every campus except U. T. Austin where they decreased slightly. Pass rates for males have increased at all campuses.
- There is comparatively little difference in pass rates between male and female teaching certification candidates who attended most U. T. System academic institutions.
- For the past three years, U. T. Dallas has had 100 percent initial pass rates for teacher certification exams for males and females of all ethnicities.

Nursing and Engineering

- Licensure examination pass rates indicate the effectiveness of the institution's individual instructional program in preparing graduates for credentialing in certain regulated professional fields. Reports on these pass rates are required in Texas by the Legislative Budget Board. These data provide an indirect measure of the contribution of specific U. T. System institution programs to the pool of qualified professionals in the state in some high-demand professions.

Table I-37

Licensure Exam Initial Pass Rates for Nursing and Engineering Baccalaureate Graduates at U. T. Academic Institutions

		00-01	01-02	02-03	03-04	04-05
Nursing	Arlington	92.2%	86.7%	83.0%	86.2%	90.7%
	Austin	96.0	87.0	89.4	96.1	97.0
	El Paso	94.7	95.8	87.1	86.6	82.7
	Pan American	84.1	88.6	93.4	81.0	90.3
	Tyler	89.8	85.0	93.0	98.9	97.4
Engineering	Arlington	78.0	75.0	71.0	84.0	67.0
	Austin	93.8	91.9	85.8	89.3	90.2
	El Paso	69.8	81.8	83.3	87.5	63.5
	San Antonio	78.8	77.4	77.9	66.7	60.3
	Tyler	100.0	100.0	100.0	100.0	100.0

Note: Pass rates used in this report represent results from first-time test takers within a given fiscal year.

Source: Legislative Budget Board Estimates and Performance Measures Reports

- *Nursing*. Under the Nursing Practice Act, only licensed individuals may practice or offer professional nursing services in the state. In addition to other requirements, individuals must pass the National Council of Licensure Examinations-RN in order to practice in Texas. Pass rates have increased between 2000-01 and 2004-05 for students at U. T. Austin, U. T. Pan American, and U. T. Tyler but declined for U. T. Arlington and U. T. El Paso. U. T. System institution pass rates have remained in the 80th and 90th percentiles for the past four years. However, rates fluctuate from year to year and from institution to institution. The state-wide average pass rate for 2004-05 was 90 percent.

- *Engineering*. Under the Texas Engineering Practice Act, only duly licensed persons may legally perform, or offer to perform, engineering services for the public. The terms "engineer" or "professional engineer" can only be used by persons who are currently licensed. These examination pass rates refer only to those students who have passed the Fundamentals of Engineering Exam within one year after graduation; the examination is administered by the National Council of Examiners for Engineering and Surveying. Upon passing the exam, the successful examinee can apply for an Engineer in Training Certificate. For 2004-05 academic year, the statewide average pass rate was 68 percent; U. T. Austin exceeded the state rate and a 100 percent of U. T. Tyler students passed every year.

Student Experience

- Assessing the outcomes of learning and the student experience is a high priority for the U. T. System. Each institution assesses outcomes of specific academic programs and submits this information as part of self-studies for regional and specialized accreditation reviews. At the System level, academic institutions also participate in the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA), which give the System and institutions national benchmarks against which trends in learning outcomes can be compared and progress can be tracked.

NSSE Outcomes

- Student satisfaction is an outcome measure of the educational experience. Legislation passed in 1999 in the 76th session of the Texas Legislature requires that all state agencies and public universities address customer satisfaction. To help meet this mandate, U. T. System participates in the NSSE, which provides longitudinal, nationally normed data on a wide range of student experience topics. Administered by the University of Indiana, the NSSE survey assesses the extent to which undergraduates at four-year colleges and universities engage in a variety of educational practices.

Academic Advising

Figure I-17

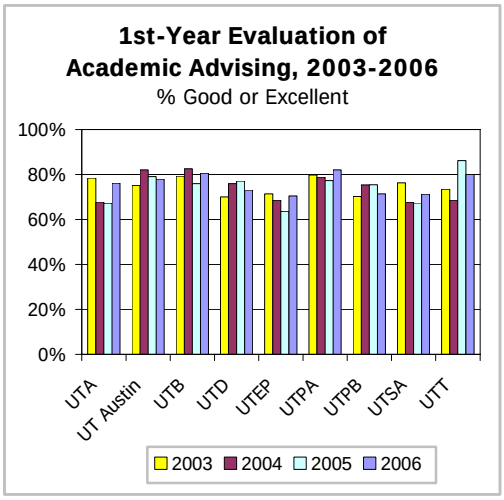
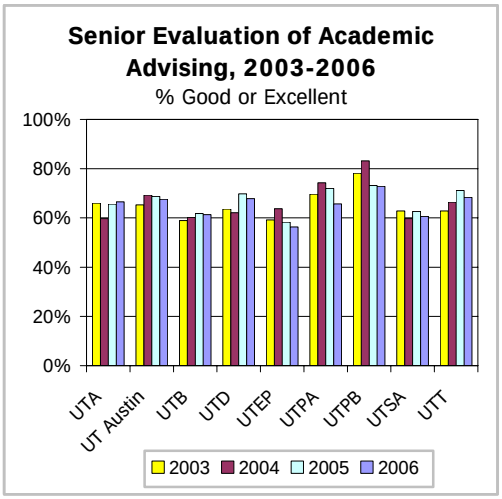


Figure I-18



- Evaluation by first-year students of academic advising as "good" or "excellent" increased from 2003 to 2006 at U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.
- Over the same period, seniors increasingly evaluated academic advising as "good" or "excellent" at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. Dallas, and U. T. Tyler.
- Increasing emphasis on and investments in advising by U. T. System institutions are intended to improve student satisfaction and success.
- Nationally, based on all higher education institutions participating in the 2006 NSSE, 74 percent of the first year students and 67 percent of the seniors rated the academic advising at their institutions as "good or excellent".

Table I-38

Academic Advising
at U. T. Academic Institutions, 2003-2006

How would you rate the quality of the academic advising you have received at this university?

		% Responding "Good or Excellent"		# Respondents	
		1st Year Students	Seniors	1st Year Students	Seniors
UTA	2003	78.5%	66.0%	130	159
	2004	67.7	59.7	226	303
	2005	67.2	65.6	177	218
	2006	76.2	66.5	193	313
UT Austin	2003	75.2	65.3	315	265
	2004	82.1	69.3	318	293
	2005	79.1	68.8	507	455
	2006	78.0	67.6	464	553
UTB	2003	79.3	58.9	116	107
	2004	82.6	60.2	69	98
	2005	76.0	61.8	50	76
	2006	80.6	61.3	67	111
UTD	2003	70.1	63.6	97	99
	2004	76.0	62.1	75	66
	2005	77.1	69.8	83	106
	2006	73.1	67.9	193	212
UTEP	2003	71.4	59.2	154	370
	2004	68.6	63.7	204	375
	2005	63.6	58.3	140	151
	2006	70.5	56.3	278	343
UTPA	2003	79.8	69.7	203	264
	2004	78.8	74.3	198	222
	2005	77.3	72.0	233	250
	2006	82.1	65.7	157	265
UTPB	2003	70.3	78.2	74	101
	2004	75.4	83.2	61	101
	2005	75.5	73.2	53	82
	2006	71.4	72.9	42	70
UTSA	2003	76.3	62.8	198	266
	2004	67.6	59.7	142	176
	2005	67.3	62.6	171	262
	2006	71.3	60.6	164	353
UTT	2003	73.5	62.8	98	242
	2004	68.6	66.4	137	128
	2005	86.2	71.2	130	316
	2006	80.1	68.4	171	342

Source: NSSE Survey; U. T. System Office of Academic Affairs

Student Experience

- A large majority of students reported their overall educational experience as “good” or “excellent” each year from 2003 to 2006.
- Nationally, in 2006, 85 percent of survey participants reported that their educational experience was “good” or “excellent.”

- Between 2003 and 2006, an increased proportion of first-year students participating in this survey reported being satisfied with their experience at U. T. Austin, U. T. Brownsville, U. T. Dallas U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.
- Over the same period, the proportion of seniors rating their experience "good" or "excellent" increased at U. T. Brownsville, U. T. Dallas, U. T. Permian Basin and U. T. Tyler.

Figure I-19

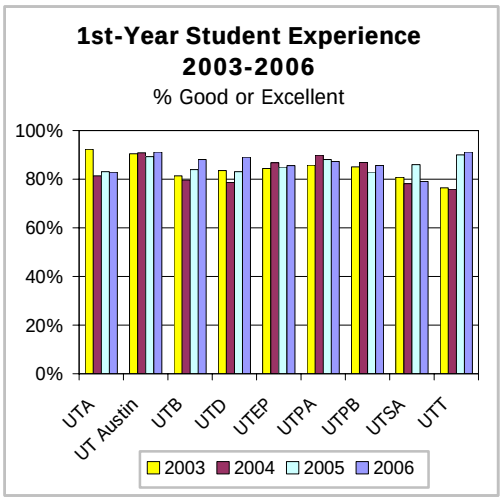


Figure I-20

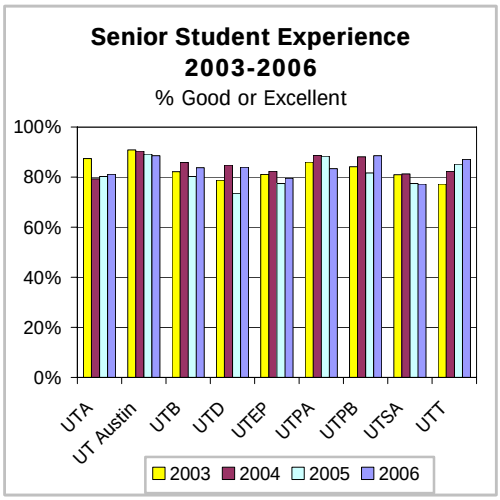


Table I-39

Educational Experience at U. T. Academic Institutions, 2003-2006

How would you evaluate your entire educational experience at this institution?

		% Responding "Good or Excellent"		# Respondents	
		1st Year Students	Seniors	1st Year Students	Seniors
UTA	2003	92.3%	87.4%	130	159
	2004	81.4	79.3	226	304
	2005	83.1	80.3	177	218
	2006	82.9	81.2	193	313
UT Austin	2003	90.5	90.9	315	265
	2004	90.9	90.4	318	293
	2005	89.3	89.2	507	455
	2006	91.2	88.6	464	553
UTB	2003	81.4	82.2	97	107
	2004	79.7	85.9	69	99
	2005	84.0	80.3	50	76
	2006	88.1	83.8	67	111
UTD	2003	83.6	78.8	116	99
	2004	78.7	84.8	75	66
	2005	83.1	73.6	83	106
	2006	89.1	84.0	193	212
UTEP	2003	84.4	81.1	154	370
	2004	86.8	82.4	204	375
	2005	85.0	77.5	140	151
	2006	85.6	79.6	278	343
UTPA	2003	85.8	86.0	204	264
	2004	89.9	88.7	198	222
	2005	88.1	88.4	235	250
	2006	87.3	83.4	157	265
UTPB	2003	85.1	84.2	74	101
	2004	86.9	88.1	61	101
	2005	83.0	81.7	53	82
	2006	85.7	88.6	42	70
UTSA	2003	80.8	81.0	198	268
	2004	78.2	81.3	142	176
	2005	86.0	77.5	171	262
	2006	79.1	77.3	163	353
UTT	2003	76.5	77.3	98	242
	2004	75.9	82.3	137	130
	2005	90.0	85.2	130	317
	2006	91.2	87.1	171	342

Source: NSSE Survey; U. T. System Office of Academic Affairs

Attending the Same Institution

- Overall, a large proportion of students at all institutions (ranging around 80 percent) indicate that they would attend the same institution again. This proportion is smaller than the educational experience rating. This parallels the national trend, which averaged 82 percent in 2003, 2004, 2005, and 2006.
- Between 2003 and 2006, the percentage of first-year students indicating that they would attend the same institution again increased at U. T. Austin, U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler. U. T. Pan American was at about the same level in 2003 and 2006.
- Over the same period, seniors increasingly said they would attend the same institution again at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Ratings exceeded the national average among freshmen at U. T. Austin, U. T. Brownsville, U. T. Pan American, and U. T. Permian Basin.
- Ratings among seniors also exceeded the national average at U. T. Austin and U. T. Tyler.

Figure I-21

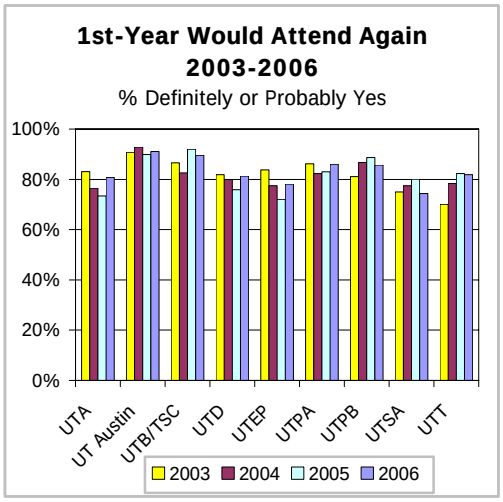


Figure I-22

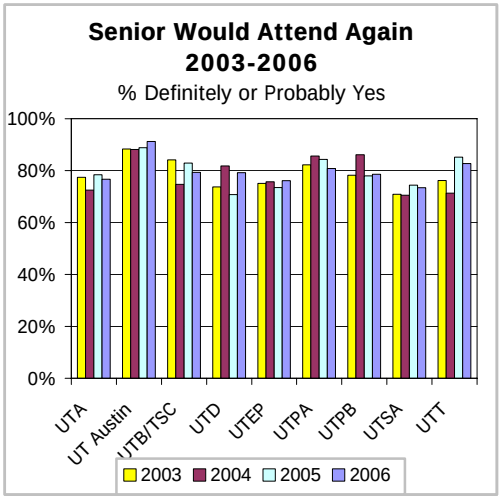


Table I-40

Would You Attend the Same Institution Again? 2003-2006

If you could start over again, would you go to the same institution you are now attending?

		% Responding "Definitely or Probably Yes"		# Respondents	
		1st Year Students	Seniors	1st Year Students	Seniors
UTA	2003	83.1%	77.4%	130	159
	2004	76.5	72.5	226	305
	2005	73.4	78.4	177	218
	2006	80.8	76.7	193	313
UT Austin	2003	90.8	88.3	315	265
	2004	92.8	88.1	318	293
	2005	89.9	88.8	507	455
	2006	91.1	91.2	463	554
UTB	2003	86.6	84.1	97	107
	2004	82.6	74.7	69	99
	2005	92.0	82.9	50	76
	2006	89.6	79.3	67	111
UTD	2003	81.9	73.7	116	99
	2004	80.0	81.8	75	66
	2005	75.9	70.8	83	106
	2006	81.3	79.2	193	212
UTEP	2003	83.8	75.1	154	370
	2004	77.5	75.7	204	374
	2005	72.1	73.5	140	151
	2006	78.1	76.1	278	343
UTPA	2003	86.2	82.2	203	264
	2004	82.3	85.6	198	222
	2005	83.0	84.3	235	249
	2006	86.0	80.8	157	265
UTPB	2003	81.1	78.2	74	101
	2004	86.7	86.1	60	101
	2005	88.7	78.0	53	82
	2006	85.7	78.6	42	70
UTSA	2003	75.0	70.9	196	265
	2004	77.5	70.5	142	176
	2005	80.1	74.4	171	262
	2006	74.4	73.4	164	353
UTT	2003	70.1	76.2	137	130
	2004	78.4	71.3	97	240
	2005	82.3	85.2	130	317
	2006	81.9	82.7	171	342

Source: NSSE Survey; U. T. System Office of Academic Affairs

Student Learning Outcomes

In 2004-05, The University of Texas System contracted with the RAND Corporation's Council for Aid to Education to conduct the Collegiate Learning Assessment (CLA) at each academic institution within the U. T. System. The purpose of the assessment is to understand how well students do on critical thinking, problem solving, and writing tasks, not on specific course-related knowledge. Nationwide, 113 institutions participated in the 2005-06 assessment. The results from the 2005-06 assessment will help establish a baseline from which future progress can be measured.[6]

A Tool to Assess General Intellectual Skills. The CLA test results help answer two important questions:

- How well do the learning outcomes of students enrolled in U. T. System institutions compare to students from other institutions?
- Do students at U. T. System institutions, relative to students from other institutions, perform above, at, or below expected levels on problem solving, critical thinking, and analytic writing tasks?

Test Methodology. Tests are administered to a sample of an institution's freshmen and seniors and results are compared against those obtained from other similar institutions. The CLA tests two kinds of performance and analytic writing tasks which require open-ended responses; there are no multiple-choice questions.

1. **Performance tasks** require students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer open-ended questions about a hypothetical, but authentic problem. A typical question might ask a student to identify and compare strengths and limitations of alternative hypotheses, points of view, and courses of action on a particular problem, by looking at a variety of documents and data.

2. **The analytic writing tasks** require students to "make-an-argument," "critique-an-argument," and write analytically. A "Make-an-Argument" question asks students to support or reject a position on a particular issue. A "Critique-an-Argument" question asks students to evaluate the validity of an argument made by someone else. These writing tasks measure a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

What Is the Basis for Comparing Scores? There are two ways to determine how well students at U. T. System institutions perform on the CLA measures. First, the range of scores on the two primary measures – the Performance Task and the Analytic Writing Task – can be compared with the range of scores of the national comparison sample, called the National Study Group. These score ranges inform us how similar or different our students are from students who attend other institutions participating in the CLA project. Second, because institutions enroll freshmen with quite different levels of preparation for college-level work, it is important to ask how much students might be expected to learn based on their entering skills. If students are not well prepared, it will be more difficult for them to achieve a particular level of learning outcome than students who enter well-prepared for college level work. By comparing their actual performance with their expected levels of performance, we can better understand the extent to which institutions have helped them learn after taking into consideration their initial levels of preparation.

[6] Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," accessible at: http://www.cae.org/content/pdf/CLA%20Context%200405.pdf. See also, Richard H. Hersh, "What Does College Teach?" *The Atlantic online,* November 2005, www.theatlantic.com/doc/200511/measuring-college-quality.

Definitions. "Deviation scores" indicate the degree to which an institution's students earn higher or lower scores than would be expected. "Expected scores" are based upon the students' admissions test scores and the typical relationship between admissions scores and CLA scores using a statistically valid sample of undergraduate institutions.

How Test Results Will Be Used. Chief academic officers may use the test results to address weaknesses in their general curriculum or to build opportunities to improve critical thinking, problem solving, analytical reasoning, and writing skills in the overall undergraduate preparation program. Test results may also be used to benchmark academic performance of their students against national peers and to set targets for improvement. Furthermore, chief academic officers may use these results to provide information to the public, funding organizations, policymakers, and parents on how their students perform academically in relationship to a national standard.

Results Are Positive. Results from this second phase of assessment show that for all campuses that had sufficient sample size, overall performance was at or above expected performance based on national norms. The current sample shows that freshmen scored as well as seniors on problem solving tasks. On the analytic writing task, seniors scored higher than freshmen.

Summary of Results. Freshmen and seniors at U. T. System academic institutions scored as well or better than the national sample on the performance task. Seniors from U. T. Austin, U. T. Dallas, and U. T. Tyler did particularly well compared with the national sample. U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio did as expected when compared with the national sample. Freshmen followed the same pattern as seniors in their performance against the national sample.

On the analytic writing task, seniors from U. T. Austin and U. T. Dallas exceeded the national sample scores. U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler performed as expected. Overall, freshmen and seniors scored as well or better than the national sample on the analytic writing task.

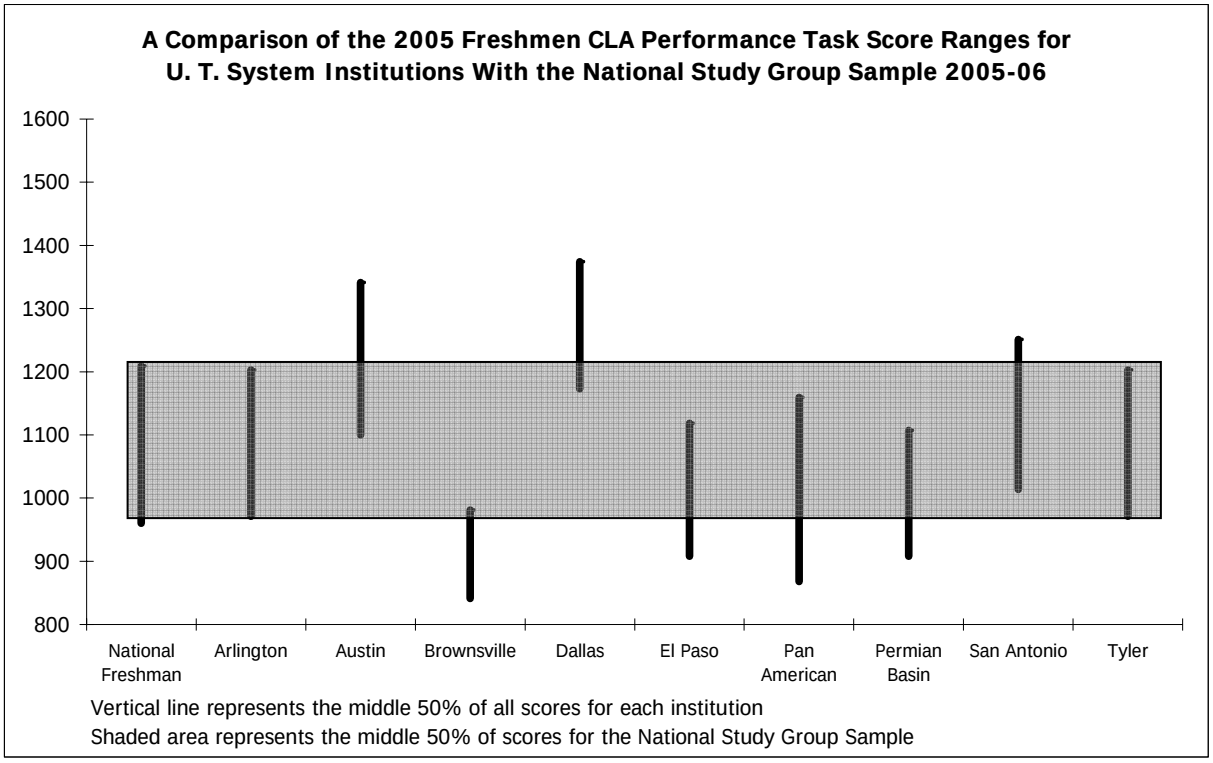
Comparing U. T. System and National Results.

- On both the performance task and the analytic writing task, U. T. System academic institutions scored as well or better than students at other institutions around the nation.
- Freshmen from U. T. Austin, U. T. Dallas, and U. T. San Antonio scored significantly higher than the national sample on the performance task.
- Seniors from U. T. Austin, U. T. Dallas, and U. T. Tyler scored much higher on the performance task than the national sample.
- Freshmen from U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. San Antonio, and U. T. Tyler scored significantly higher than the national sample on the analytic writing task.
- Seniors from U. T. Austin and U. T. Dallas scored higher than the national sample on the analytic writing task.

Freshmen CLA Scores

Figure I-23 compares the mid-range performance, or problem-solving, scores (middle 50% of all scores) for the sample of freshman at U. T. System institutions with the mid-range scores of all national test-takers on the Performance Task measure.

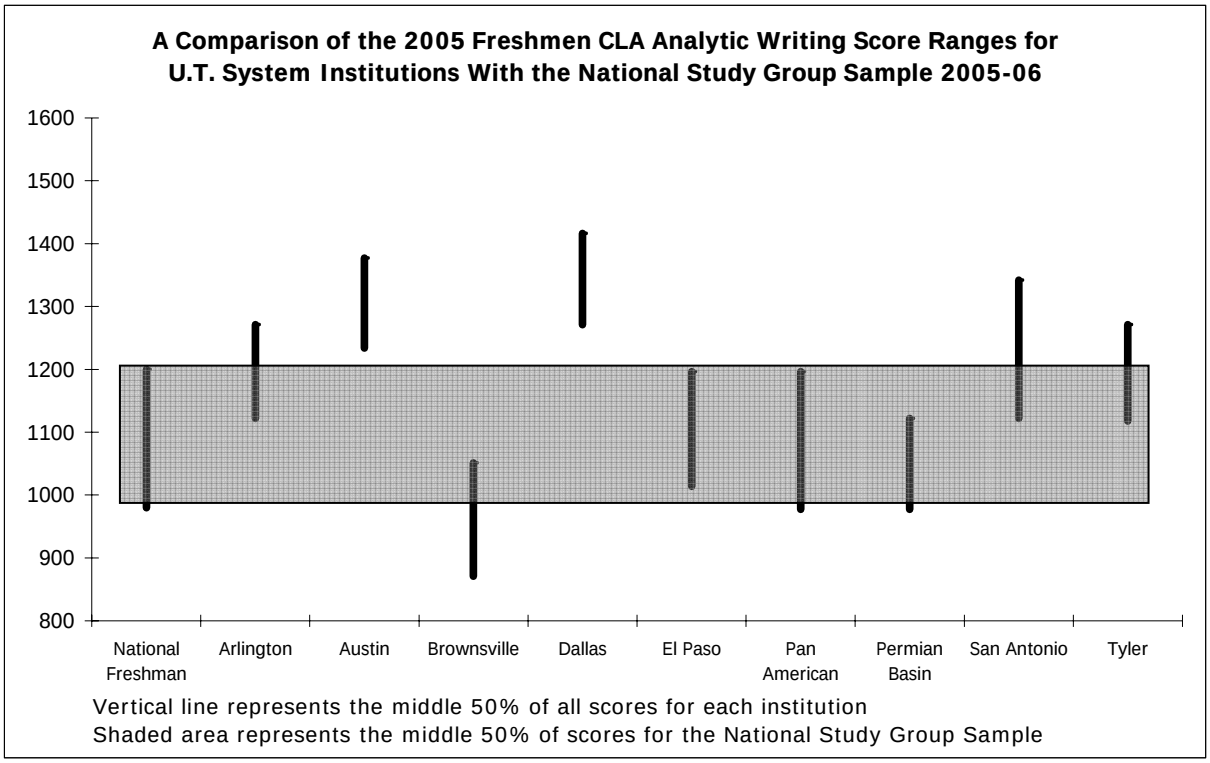
Figure I-23



- On measures of problem solving (the CLA Performance Task test) U. T. Dallas and U. T. Austin freshmen scored well above the national sample.
- Students at U. T. Tyler obtained the same range of scores as the national sample and U. T. San Antonio and U. T. Arlington were nearly the same as the national sample, though U. T. San Antonio had a small proportion of their students who scored slightly higher than the national sample.
- Many U. T. El Paso, U. T. Pan American, and U. T. Permian Basin students were within the middle 50 percent of the national norm group, though the lower end of their ranges were below the national sample.
- A majority of the U. T. Brownsville students obtained lower scores than the national sample.

Figure I-24 compares the middle 50 percent of the CLA Analytic Writing scores of freshman students attending U. T. System institutions with the national sample.

Figure I-24

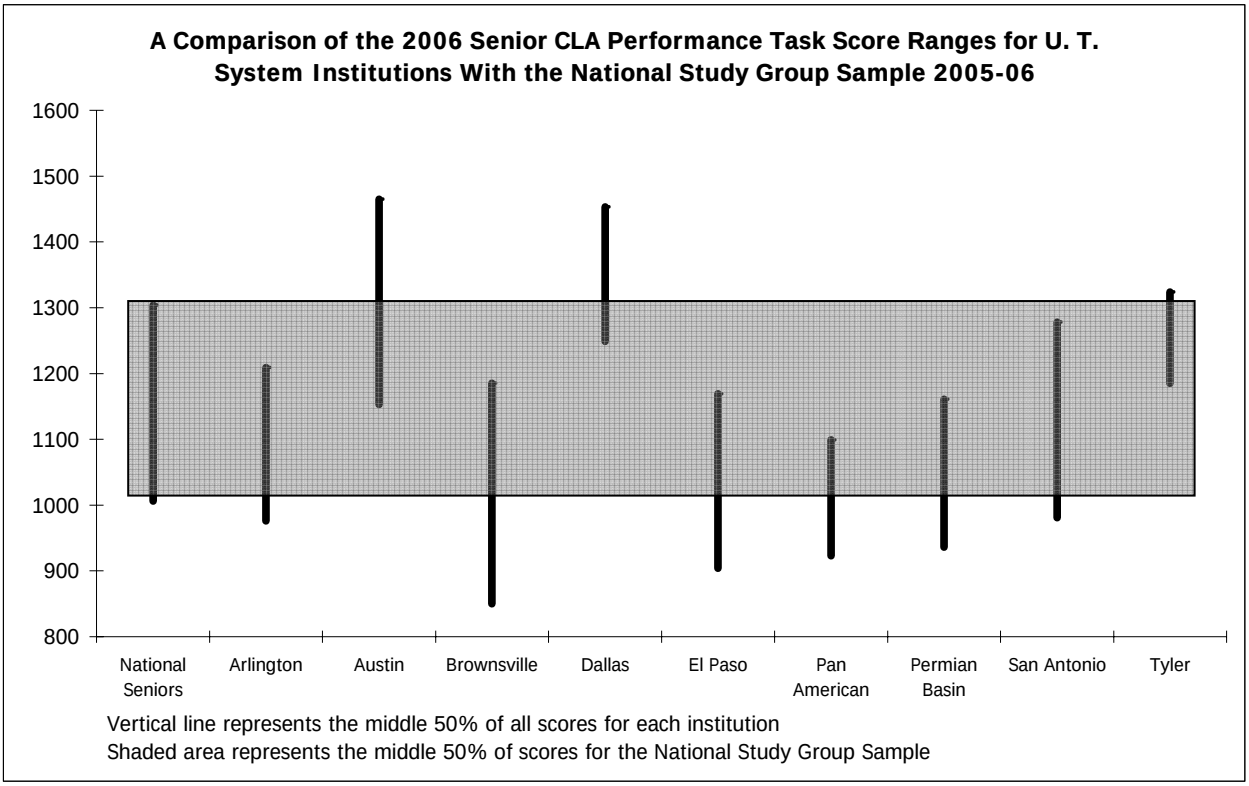


- Most of the U. T. Austin and U. T. Dallas freshmen scored much higher than the national comparison on the Analytical Writing measure.
- Many of the U. T. Arlington, U. T. San Antonio, and U. T. Tyler students also scored higher than the national sample, and U. T. El Paso, U. T. Pan American, and U. T. Permian Basin obtained about the same range of scores as the national sample
- Many of the freshmen at U. T. Brownsville scored below the national sample.

Senior CLA Scores

Figure I-25 compares the mid-range performance, or problem-solving, scores (middle 50% of all scores) for the combined sample of seniors at U. T. System institutions with the mid-range scores of all national test-takers on the Performance Task measure.

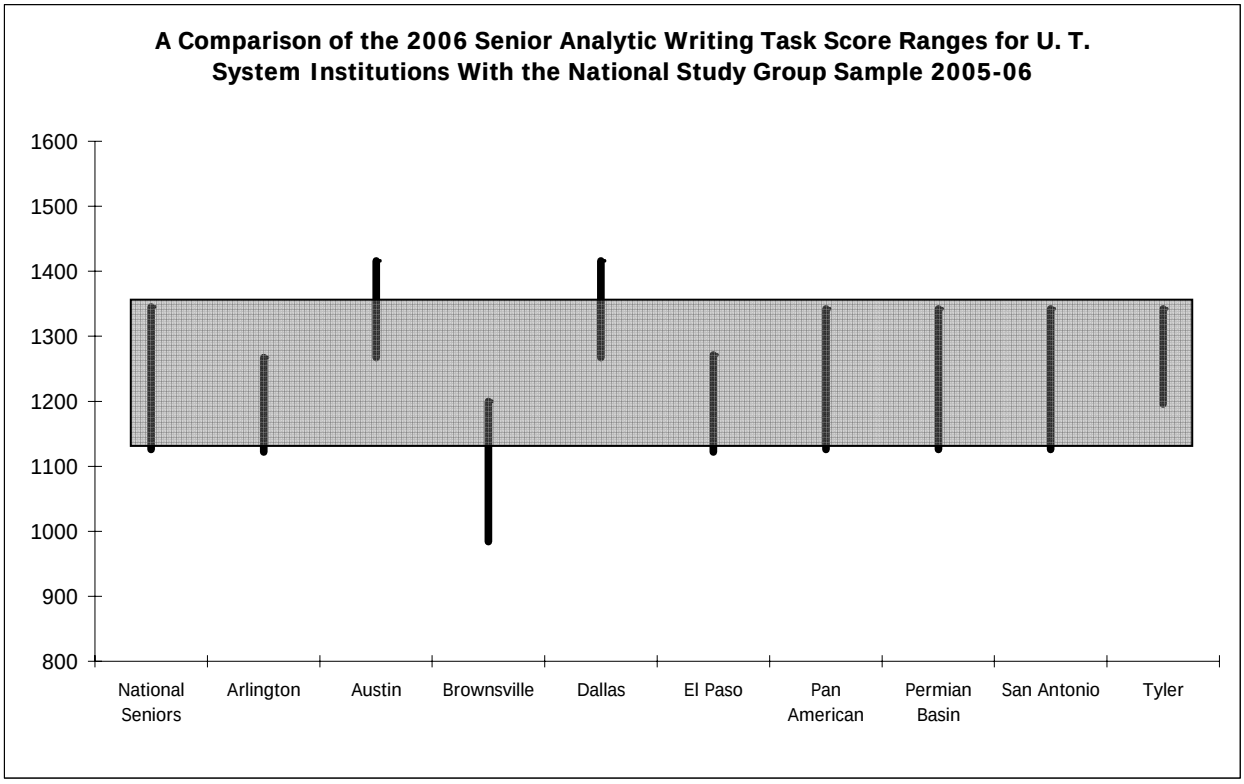
Figure I-25



- Most of the seniors at U. T. Dallas and many of the seniors at U. T. Austin scored higher on the CLA Performance Task than students in the national sample.
- Nearly all of the seniors at U. T. Arlington, U. T. San Antonio, and U. T. Tyler obtained scores in about the same range as the national sample.
- The majority of the seniors at U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. Permian Basin scored within the middle 50 percent range of the national sample, but were lower at the bottom end of the range.

Figure I-26 compares the middle 50 percent of the CLA Analytic Writing scores of senior students attending U. T. System institutions with the national sample.

Figure I-26



- Many of the U. T. Austin and U. T. Dallas seniors scored above the national sample on the CLA Analytic Writing measure.
- The mid-range of scores at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler fell almost entirely within the mid-range of national scores.
- Many of U. T. Brownsville seniors were within the mid-range of national scores, but a majority was at the bottom end of the score range.

CLA and Deviation Scores

In 2005-06 the CLA converted the CLA scores to the SAT score range (400-1600). The deviation scores shown in Table I-42 summarize how well freshman and senior students performed on these tests relative to the expected performance derived from their SAT scores obtained during the admission process. This information is presented graphically for seniors in Figures I-27 and I-28. With this information, test results can reveal the extent to which the institution helps students achieve their expected level of learning.

Table I-41

Freshman-Level CLA and Deviation Scores by Institution
Freshmen 2005

Institution	Measure	Average National Score[1]	Expected Institution Score	Actual Institution Score	Actual Freshman Performance Relative to Expected Performance	National Comparison
Arlington	Performance Task	1069	1063	1071	0.2	As expected
	Analytic Writing Task	1116	1087	1176	1.3	Above expected
Austin	Performance Task	1069	1214	1222	0.2	As expected
	Analytic Writing Task	1116	1202	1292	1.3	Above expected
Dallas	Performance Task	1069	1257	1267	0.2	As expected
	Analytic Writing Task	1116	1246	1357	1.6	Above expected
El Paso	Performance Task	1069	957	1033	1.8	Above expected
	Analytic Writing Task	1116	1030	1144	1.6	Above expected
Pan American	Performance Task	1069	966	1004	0.9	As expected
	Analytic Writing Task	1116	1053	1124	1.0	Above expected
Permian Basin	Performance Task	1069	1019	1024	0.1	As expected
	Analytic Writing Task	1116	1047	1024	-0.3	As expected
San Antonio	Performance Task	1069	1056	1128	1.8	Above expected
	Analytic Writing Task	1116	1104	1234	1.8	Above expected
Tyler	Performance Task	1069	1095	1086	-0.2	As expected
	Analytic Writing Task	1116	1109	1184	1.1	As expected

U. T. System Office of Academic Affairs

Freshmen results

- Based on their SAT scores, freshmen at all U. T. System academic institutions performed as expected or higher than expected on the CLA Performance Task and on the Analytic Writing measures.
- Freshmen at U. T. El Paso and U. T. San Antonio performed above expected on the performance task scores.
- U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. San Antonio freshmen performed above expected on the analytic writing task.

Table I-42

Senior-Level CLA and Deviation Scores by Institution
Seniors 2006

Institution	Measure	Average National Score	Institutional Expected Score	Institutional Actual CLA Score	Actual Senior Performance Relative to Expected Performance	National Comparison
Arlington	Performance Task	1170	1090	1085	-0.1	As expected
	Analytic Writing Task	1263	1242	1201	-0.8	As expected
Austin	Performance Task	1170	1307	1291	-0.3	As expected
	Analytic Writing Task	1263	1366	1346	-0.4	As expected
Dallas	Performance Task	1170	1329	1313	-0.3	As expected
	Analytic Writing Task	1263	1378	1307	-1.5	Below expected
El Paso	Performance Task	1170	1001	1057	1.2	Sample N Too Small
	Analytic Writing Task	1263	1183	1259	1.6	Above expected
Pan American	Performance Task	1170	1050	1026	-0.5	As expected
	Analytic Writing Task	1263	1177	1244	1.4	Above expected
Permian Basin	Performance Task	1170	1065	1132	1.4	Sample N Too Small
	Analytic Writing Task	1263	1216	1260	0.9	Sample N Too Small
San Antonio	Performance Task	1170	1100	1135	0.7	As expected
	Analytic Writing Task	1263	1247	1229	-0.4	As expected
Tyler	Performance Task	1170	1214	1272	1.2	Above expected
	Analytic Writing Task	1263	1287	1260	-0.6	Sample N Too Small

U. T. System Office of Academic Affairs

Senior results

- Where sample sizes were sufficiently large, seniors at all U. T. System academic institutions performed as expected or higher on the CLA Performance Task.
- Seniors at U. T. Permian Basin, U. T. Tyler and U. T. El Paso scored higher than expected on the CLA Performance Task.
- On the CLA Analytic Writing task, seniors at all U. T. System academic institutions, except U. T. Dallas, scored as expected or higher based on their SAT scores.
- U. T. Dallas seniors had high SAT scores but performed below expected on the Analytic Writing task though senior CLA scores were 1307 on this subscale.

Figure I-27

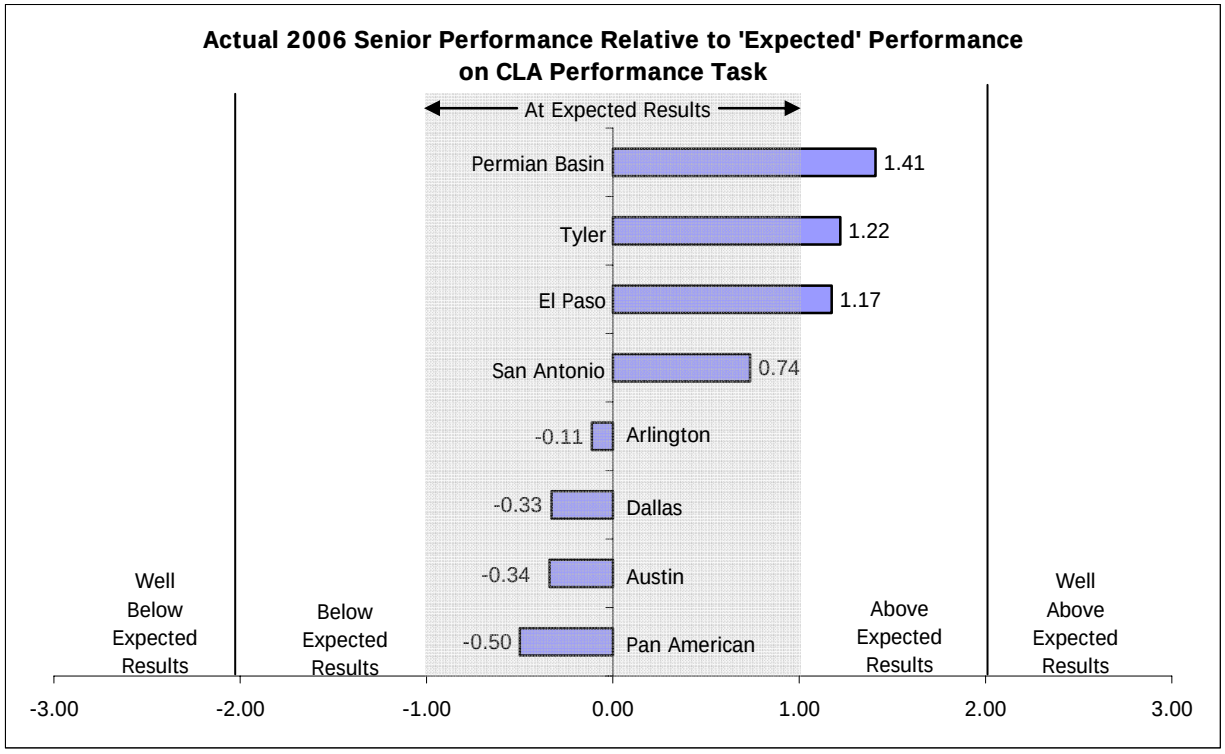
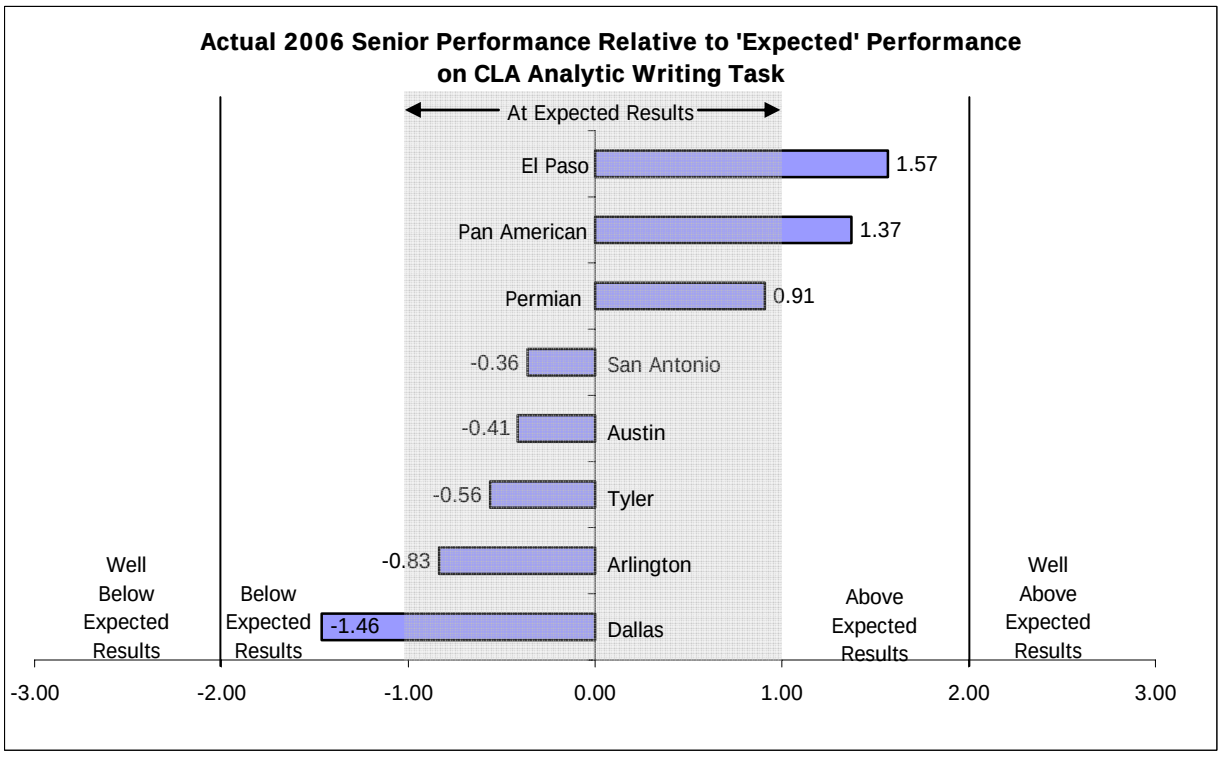


Figure I-28



Postgraduate Experience

Table I-43

Percent of Baccalaureate Graduates from U. T. Academic Institutions Employed in Texas or Enrolled in a Texas Graduate/Professional School Within One Year

		% Employed within 1 year	% Enrolled in Grad/Prof Program within 1 year	% Employed and in Grad/Prof Program within 1 year	% Employed and/or Enrolled in Grad/Prof Program within 1 year
Arlington	FY 2001	72.8%	2.4%	13.5%	88.7%
	FY 2002	70.8%	2.2%	14.5%	87.6%
	FY 2003	68.0%	3.2%	15.4%	86.5%
	FY 2004	67.6%	3.1%	14.3%	85.0%
	FY 2005	70.2%	2.7%	13.1%	86.0%
Austin	FY 2001	68.3%	2.8%	6.4%	77.5%
	FY 2002	66.9%	2.6%	7.0%	76.6%
	FY 2003	63.9%	4.1%	9.7%	77.7%
	FY 2004	62.5%	4.5%	9.6%	76.6%
	FY 2005	63.9%	4.7%	8.5%	77.1%
Brownsville	FY 2001	73.1%	1.1%	16.6%	90.7%
	FY 2002	72.0%	2.0%	18.6%	92.6%
	FY 2003	71.5%	1.5%	16.2%	89.2%
	FY 2004	67.2%	2.4%	22.8%	92.4%
	FY 2005	71.0%	2.8%	18.9%	92.7%
Dallas	FY 2001	64.9%	2.6%	20.4%	87.9%
	FY 2002	62.8%	2.8%	22.2%	87.7%
	FY 2003	59.2%	5.9%	22.4%	87.5%
	FY 2004	60.2%	4.6%	19.4%	84.2%
	FY 2005	63.3%	4.8%	17.4%	85.5%
El Paso	FY 2001	62.8%	2.5%	17.0%	82.4%
	FY 2002	60.8%	3.1%	16.2%	80.1%
	FY 2003	55.6%	3.2%	22.9%	81.7%
	FY 2004	57.3%	2.7%	21.4%	81.4%
	FY 2005	60.0%	2.9%	18.0%	80.9%
Pan American	FY 2001	60.5%	2.5%	28.6%	91.6%
	FY 2002	63.0%	3.4%	25.7%	92.1%
	FY 2003	64.1%	4.0%	25.5%	93.7%
	FY 2004	61.1%	3.5%	28.1%	92.7%
	FY 2005	63.6%	3.0%	24.7%	91.3%
Permian Basin	FY 2001	62.6%	3.9%	25.7%	92.2%
	FY 2002	67.6%	1.8%	21.7%	91.1%
	FY 2003	64.7%	2.7%	24.3%	91.7%
	FY 2004	68.5%	2.9%	21.0%	92.4%
	FY 2005	63.6%	3.0%	24.5%	91.1%
San Antonio	FY 2001	71.3%	2.0%	12.8%	86.2%
	FY 2002	67.6%	2.6%	13.8%	83.9%
	FY 2003	65.6%	3.2%	15.6%	84.4%
	FY 2004	67.7%	3.0%	14.7%	85.4%
	FY 2005	69.1%	3.2%	13.2%	85.5%
Tyler	FY 2001	74.4%	2.1%	15.8%	92.2%
	FY 2002	70.0%	1.6%	20.1%	91.7%
	FY 2003	67.6%	2.6%	20.9%	91.2%
	FY 2004	62.7%	2.7%	24.1%	89.5%
	FY 2005	64.1%	2.9%	26.2%	93.2%

Source: Texas Higher Education Coordinating Board

- U. T. System institutions add value for their students by preparing them to begin careers or enter graduate and professional study.
- Focusing on only those students who remain in Texas (because of limitations on available data) for employment or further study, the following data establish a baseline to track post-graduation experience.
- These trends will fluctuate, as employment or enrollment in graduate school is determined heavily by the economy.
- These data show that a very large proportion of U. T. System academic institution students – from 80 to over 90 percent – continue in graduate or professional school or are employed within one year after graduation.
- For most institutions, the proportion of students who are enrolled in graduate/professional school within one year after graduation has gradually increased since 2001.
- In the case of U. T. Austin, the proportions are slightly lower because, in addition to students employed or enrolled in a Texas graduate program, a significant number of graduates are recruited into universities around the country or work for multinational corporations who employ them outside of Texas.
- This "out-of-state" effect also applies to other institutions.

U. T. System Academic Institutions: Graduate and Professional Students

Graduate Student Preparation

- Average scores for Graduate Record Examinations for law and management provide a perspective on the preparation of students for graduate and professional school.
- These tests are among multiple predictors of success in graduate or professional school and are used by some institutions to benchmark their performance against national peers.
- The quality of graduate students also plays a key role in campuses' ability to recruit and retain top faculty.

Table I-44

Average GRE, LSAT, and GMAT Scores of Entering Graduate Students at U. T. Academic Institutions

GRE	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Arlington	1116	1136	1121	1100	1080
Austin	1199	1200	1207	1213	1209
Brownsville	779	803	835	813	822
Dallas	1166	1181	1163	1163	1162
El Paso	947	937	943	965	963
Pan American	888	817	811	834	832
Permian Basin	880	929	913	825	846
San Antonio	1017	1043	1042	1011	1054
Tyler	NA	968	925	952	1027
LSAT*	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Austin	162	164	165	165	166
GMAT	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Arlington	545	538	539	529	544
Austin	645	645	645	649	647
Dallas	537	537	540	543	564
El Paso	452	443	431	448	444
Pan American	543	474	500	445	452
Permian Basin	509	468	465	471	460
San Antonio	522	508	525	500	529
Tyler					516

* Median LSAT scores for fall entering class.

Source: U. T. System Academic Institutions.

- Over the past five years, GRE scores have increased at U. T. Austin, U. T. Brownsville, U. T. El Paso, and U. T. San Antonio. Between 2004-05 and 2005-06, average scores increased at U. T. Brownsville, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- It is important to note that many programs do not require GRE exam scores for admission.
- With the only law school in the U. T. System, U. T. Austin's average LSAT scores have increased slightly over the past five years from 162 to 166.
- Average GMAT scores for 2005-06 were higher than they were in 2001-02 for U. T. Austin, U. T. Dallas, and U. T. San Antonio. The 2005-06 scores were higher than the previous year at U. T. Arlington, U. T. Dallas, U. T. Pan American, and U. T. San Antonio. U. T. Tyler reported GMAT scores for the first time in 2005-06.

Graduate Student Enrollment Trends

Table I-45

Graduate and Professional Headcount at U. T. Academic Institutions

Fall	2001	2002	2003	2004	2005
Arlington	4,850	6,172	6,112	6,183	5,768
Austin	12,007	12,870	13,314	13,276	12,942
Brownsville	834	822	893	890	893
Dallas	3,446	3,747	4,195	4,310	4,325
El Paso	2,578	2,848	3,457	3,017	2,961
Pan American	1,669	1,883	2,045	2,242	2,106
Permian Basin	332	380	390	368	473
San Antonio	2,284	2,772	3,423	3,638	3,428
Tyler	728	845	847	860	816
Total Academic Institutions	**28,728**	**32,339**	**34,676**	**34,784**	**33,712**

Source: Texas Higher Education Coordinating Board

- Graduate and professional enrollment at U. T. System academic institutions has increased by 17 percent from 2001 to 2005.
- Proportionately, the greatest percentage change occurred at U. T. Permian Basin (43%), and U. T. San Antonio (50%).
- But, from 2004 to 2005, enrollments decreased slightly.

Table I-46

Graduate and Professional Students, Percent Female at U. T. Academic Institutions

Fall	2001	2002	2003	2004	2005
Arlington	49.9%	51.6%	48.3%	50.2%	52.7%
Austin	47.1	47.7	48.5	48.4	48.2
Brownsville	63.1	64.5	65.1	62.4	62.2
Dallas	42.4	42.0	42.9	45.3	44.2
El Paso	57.0	54.8	57.4	59.2	57.8
Pan American	63.5	63.5	64.4	64.7	66.3
Permian Basin	60.8	63.4	60.3	61.7	61.7
San Antonio	57.8	57.5	58.1	59.8	58.5
Tyler	65.4	65.2	65.3	65.8	63.0
Academic Institution Average	**50.8%**	**51.2%**	**51.5%**	**52.5%**	**52.4%**

Source: Texas Higher Education Coordinating Board

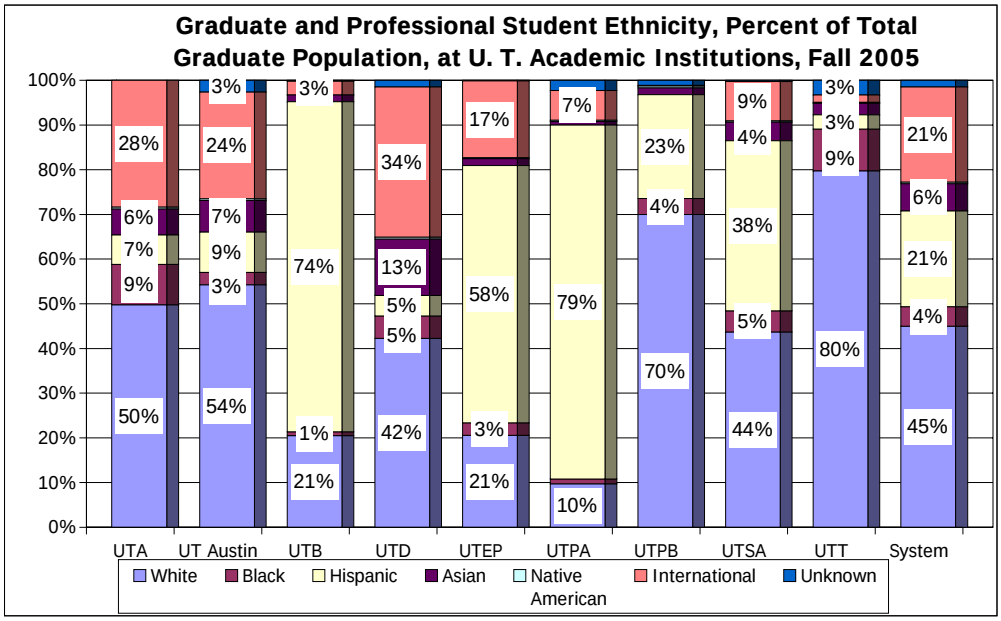
- The gender mix in the graduate and professional student headcount has become slightly more female at most campuses during the 2001-2005 period, changing by only one or two percent during this time period.

- Females at U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio and U. T. Tyler account for nearly or more than 60 percent of graduate and first professional students. This is in line with national trends: 59 percent of the graduate and first professional student population in 2004 was female.
- Females at U. T. Arlington, U. T. Austin, and U. T. Dallas were underrepresented when compared to the national population of graduate and first professional students.

Ethnic Composition of Graduate and Professional Students

- From 2001 to 2005, the overall proportion of non-White students increased at U. T. System academic institutions, except U. T. Tyler while the proportion of international students declined at all institutions except U. T. Pan American.
- In 2001, the overall proportion of non-White students and international students at U. T. System academic institutions was 51.0 percent; it was 53.6 percent in 2005.
- The proportion of Black graduate and professional students increased on every campus except U. T. Tyler which declined slightly. Overall, their proportional enrollment increased from 3.3 percent to 4.4 percent in 2005.
- The proportion of Hispanic graduate and professional students increased at every U. T. System academic institution except U. T. Tyler which declined slightly. At all U. T. System academic institutions, Hispanic representation increased from 18.3 percent to 21.4 percent over this same time period.
- The proportion of international students decreased from 24.3 percent to 21.3 percent.

Figure I-29



- Nationally, the proportion of Black students increased from 8.7 percent in 2001 to 9.9 percent in 2004, and the proportion of Hispanic graduate students increased from 5.2 percent to 5.7 percent.
- Nationally, the proportion of international students decreased from 11.7 percent in 2001 to 11.1 in 2004.

Table I-47

Ethnic Composition of Graduate and Professional Students at U. T. Academic Institutions, 2001 and 2005

	Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	2001	51.3%	7.3%	5.2%	4.9%	0.4%	30.9%	0.0%
	2005	49.8	9.0	6.6	5.8	0.4	28.4	--
Austin	2001	57.0	2.3	7.1	4.8	0.3	26.2	2.3
	2005	54.2	2.8	9.0	7.1	0.4	23.9	2.6
Brownsville	2001	24.2	0.4	70.4	0.7	0.4	3.8	0.1
	2005	20.5	0.9	73.8	1.5	--	3.1	0.2
Dallas	2001	38.7	2.9	3.0	10.7	0.3	44.1	0.3
	2005	42.2	5.0	4.6	12.6	0.4	33.6	1.5
El Paso	2001	25.8	2.4	52.3	1.9	0.3	17.4	--
	2005	20.6	2.8	57.5	1.6	0.2	17.2	0.1
Pan American	2001	14.9	0.8	76.4	1.8	0.4	5.8	--
	2005	9.7	1.1	79.2	0.8	0.3	6.6	2.3
Permian Basin	2001	78.3	3.3	16.3	1.5	--	0.6	--
	2005	70.0	3.6	23.3	1.5	0.4	0.2	1.1
San Antonio	2001	51.4	3.1	32.5	2.4	0.7	10.0	--
	2005	43.8	4.7	38.2	4.1	0.3	8.8	0.3
Tyler	2001	81.2	9.6	4.0	1.9	1.0	2.2	0.1
	2005	79.7	9.4	3.2	2.6	0.2	1.6	3.3
Total Academic Institutions	2001	**48.1%**	**3.3%**	**18.3%**	**4.7%**	**0.4%**	**24.3%**	**1.0%**
	2005	**45.0%**	**4.4%**	**21.4%**	**6.1%**	**0.4%**	**21.3%**	**1.5%**

Source: Texas Higher Education Coordinating Board

Graduate and Professional Education

Table I-48

Graduate and First Professional Certificates and Degrees Conferred at U. T. Academic Institutions, by Level

		AY 00-01	01-02	02-03	03-04	04-05	% Change 01-05
Arlington	Master's	1,087	1,069	1,366	1,796	1,883	73.2%
	Grad-Level Certificate	--	--	--	--	55	--
	Doctorate	87	72	62	75	83	-4.6
	Total	**1,174**	**1,141**	**1,428**	**1,871**	**2,021**	**72.1**
Austin	Master's	2,567	2,644	2,650	2,835	2,884	12.3
	Doctorate	720	644	668	683	755	4.9
	First Professional	577	586	596	588	688	19.2
	Total	**3,864**	**3,874**	**3,914**	**4,106**	**4,327**	**12.0**
Brownsville	Master's	146	148	155	166	189	29.5
	Total	**146**	**148**	**155**	**166**	**189**	**29.5**
Dallas	Master's	1,129	1,172	1,299	1,363	1,352	19.8
	Doctorate	69	58	70	50	117	69.6
	First Professional	--	--	--	4	9	--
	Total	**1,198**	**1,230**	**1,369**	**1,417**	**1,478**	**23.4**
El Paso	Master's	449	466	578	660	772	71.9
	Doctorate	28	27	30	24	28	0.0
	Total	**477**	**493**	**608**	**684**	**800**	**67.7**
Pan American	Master's	359	430	379	489	525	46.2
	Doctorate	8	10	8	11	12	50.0
	Total	**367**	**440**	**387**	**500**	**537**	**46.3**
Permian Basin	Master's	87	68	101	109	127	46.0
	Total	**87**	**68**	**101**	**109**	**127**	**46.0**
San Antonio	Master's	570	683	641	769	895	57.0
	Grad-Level Certificate	--	--	--	--	1	--
	Doctorate	4	5	6	5	13	225.0
	Total	**574**	**688**	**647**	**774**	**909**	**58.4**
Tyler	Master's	163	121	184	196	223	36.8
	Total	**163**	**121**	**184**	**196**	**223**	**36.8**
Total Academic Institutions		**8,050**	**8,203**	**8,793**	**9,823**	**10,611**	**31.8%**

Source: Texas Higher Education Coordinaing Board

- The total number of graduate and first professional degrees conferred by U. T. System schools increased at every institution and rose by 31.8 percent from 2001 to 2005 for the U. T. System as a whole.
- The numbers increased by over 72 percent at U. T. Arlington, almost 68 percent at U. T. El Paso, over 46 percent at U. T. Pan America, 46 percent at U. T. Permian Basin, and over 58 percent at U. T. San Antonio.
- Every institution offering doctoral degrees granted more awards in 2004-05 than the previous year. This is similar to the slight increase in doctorates (3.4%) at the national level, as reported by NSF in September 2006 [www.nsf.gov/statistics/nsf06038/pdf/tabl.pdf/].
- Increases in doctoral degrees conferred at U. T. El Paso, U. T. Pan American, and U. T. San Antonio reflect the growth in numbers of doctoral programs available to graduate students.

Table I-49

Graduate and First Professional Certificates and Degrees Conferred, Percent Female at U. T. Academic Institutions

AY	00-01	01-02	02-03	03-04	04-05
Arlington	51.5%	50.5%	46.6%	44.4%	48.7%
Austin	47.6	46.9	47.3	47.6	48.5
Brownsville/TSC	67.1	72.3	72.3	66.9	69.8
Dallas	46.2	43.7	45.5	43.5	46.1
El Paso	60.6	57.2	59.9	55.3	57.6
Pan American	67.8	69.3	69.0	69.0	68.7
Permian Basin	62.1	64.7	69.3	75.2	65.4
San Antonio	58.2	60.5	58.1	58.1	61.6
Tyler	67.5	59.5	68.5	56.6	64.6
Total Academic Institutions	**51.3%**	**50.6%**	**50.7%**	**49.6%**	**52.0%**

Source: Texas Higher Education Coordinating Board

- Nationally, almost 59 percent of those students enrolled in graduate and first professional programs at public institutions were female in 2004. At U. T. Brownsville, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler, the proportion of female students earning graduate degrees was significantly higher, between 62 and 70 percent.

Degrees Awarded by Ethnicity

- The overall proportion of graduate and professional degrees awarded to non-White students increased from 2001 to 2005 (see Table I-50). From 2001 to 2005, more non-White students received graduate and professional degrees at each U. T. System academic institution except U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler.
- As shown on the following pages, U. T. System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees.

Figure I-30

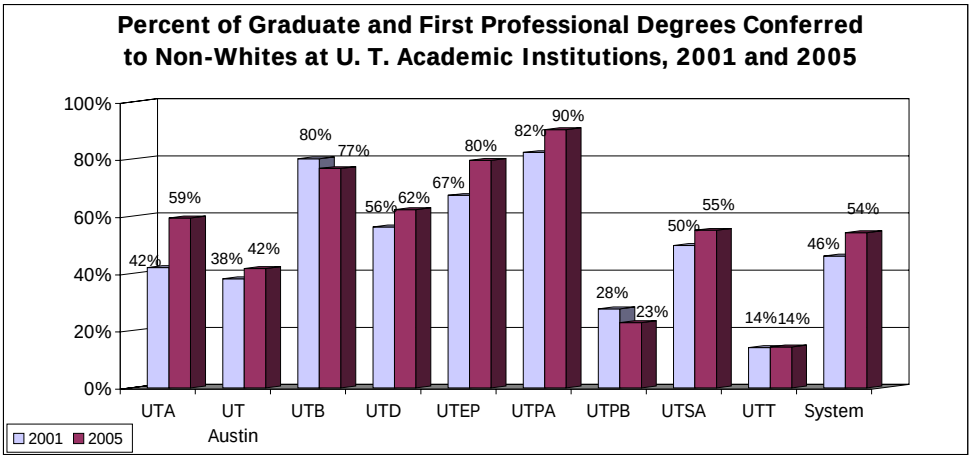
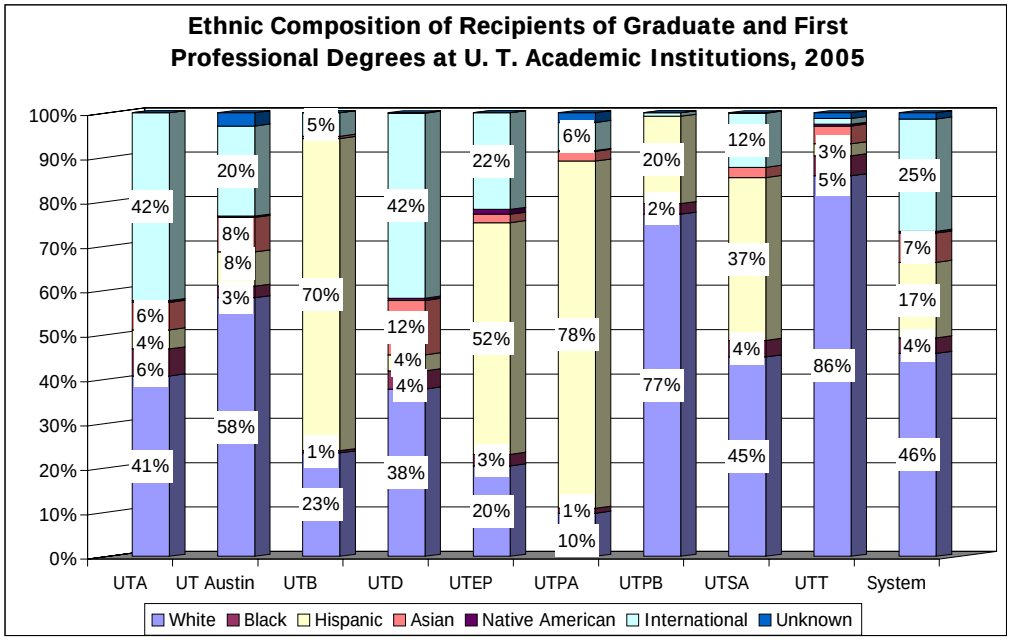


Figure I-31



- Nationally in 2004-05, 5.7 percent of all PhDs were awarded to Black students and 3.4 percent to Hispanic students. For master's degrees, 9.3 percent were awarded to Black students and 5.4 percent to Hispanic students. These data represent steady, but very small, increases over the past decade, and underscore the persistent underrepresentation of Black and Hispanic doctoral recipients (*Diverse Issues in Higher Education*, July 2006).
- Between 2001 and 2005, the proportion of graduate and professional degrees awarded to White students by U. T. System academic institutions decreased by 8 percentage points to 46 percent, less than half of all degrees conferred, compared with the national average of 79 percent (includes Foreign students) in 2004-05.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at every academic institution except U. T. Tyler. The 2005 average for U. T. System academic institutions was 17 percent, compared with 3.4 percent (doctorate) and 5.4 percent (professional) nationally.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. Tyler.
- Over the period 2001 to 2005, the largest increase has been a 3.5 percentage point rise of international students receiving graduate and first professional degrees.
- At the master's level, six U. T. System academic institutions ranked nationally among the top 100 schools in awarding the master's degrees to Hispanic students during 2004-05 (*Diverse Issues in Higher Education*, July 2006).
  - U. T. Pan American – 5
  - U. T. El Paso – 6
  - U. T. San Antonio – 11
  - U. T. Austin – 21
  - U. T. Brownsville/Texas Southmost College – 48
  - U. T. Arlington – 92

- Among institutions awarding master's and first professional degrees to Hispanic students, U. T. System academic institutions rank in the top ten in many specific fields:
  - U. T. Austin – engineering (4); law (4).
  - U. T. Brownsville – English language and literature (10).
  - U. T. Dallas – Physical Sciences (9).
  - U. T. El Paso – business (6); education (8); engineering (4); mathematics (1); physical sciences (9).
  - U. T. Pan American – education (4); health professions (2); psychology (10).
  - U. T. San Antonio – biology (1); education (9); mathematics (5).
- Nationally, U. T. System academic institutions are ranked highly among those conferring doctoral degrees to Hispanic students.
  - U. T. Austin ranked 7th in doctoral degrees in all fields to all minority students, 10th to African-American students, and 2nd to Hispanic students; 4th in education doctorates to all minority students, 9th to African-American students, and 3rd to Hispanic students; and 3rd in social science doctorates to all minority students, 3rd to African-American students, and 1st to Hispanic students.
  - U. T. Dallas tied for 4th in doctoral degrees in mathematics awarded to all minority students.
  - U. T. Pan American ranked 1st in business doctorates for Hispanic students.

Table I-50

Percent of Graduate and First Professional Certificates and Degrees Conferred by Ethnicity at U. T. Academic Institutions, 2001 and 2005

	AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	00-01	57.9%	5.2%	3.7%	4.3%	0.8%	28.1%	--
	04-05	40.6	6.1	4.3	6.2	0.4	42.3	--
Austin	00-01	61.9	2.5	5.8	5.8	0.5	21.3	2.1
	04-05	58.3	2.6	7.7	7.8	0.3	20.3	3.0
Brownsville	00-01	19.9	0.7	69.9	2.7	--	6.8	--
	04-05	23.3	0.5	70.4	0.5	--	5.3	--
Dallas	00-01	43.7	3.6	1.9	13.9	0.2	36.6	0.1
	04-05	37.7	4.1	3.6	12.3	0.5	41.7	0.1
El Paso	00-01	32.7	1.9	47.6	0.8	--	17.0	--
	04-05	20.4	2.6	52.3	1.9	1.1	21.8	--
Pan American	00-01	17.7	0.8	73.0	2.7	--	5.7	--
	04-05	9.7	1.1	78.2	2.2	0.2	6.3	2.2
Permian Basin	00-01	72.4	4.6	18.4	4.6	--	--	--
	04-05	77.2	2.4	19.7	--	--	0.8	--
San Antonio	00-01	50.2	4.4	33.6	3.1	0.3	8.4	--
	04-05	44.9	3.7	36.7	2.3	--	12.2	0.1
Tyler	00-01	85.9	4.3	3.1	3.1	1.2	2.5	--
	04-05	85.7	4.5	2.7	4.0	0.4	1.3	1.3
Total Academic Institutions	**00-01**	**53.9%**	**3.1%**	**13.7%**	**6.0%**	**0.4%**	**21.8%**	**1.0%**
	04-05	**45.7%**	**3.5%**	**17.0%**	**6.6%**	**0.4%**	**25.3%**	**1.4%**

Source: Texas Higher Education Coordinating Board

Licensure Exam Pass Rates of Law and Pharmacy Graduates

Table I-51

Licensure Exam Pass Rates of Law and Pharmacy U. T. Austin Graduates

FY	2001	2002	2003	2004	2005
Law Texas Jurisprudence Exam	93.4%	91.0%	92.7%	92.6%	91.6%
Pharmacy North American Pharmacists Licensing Examination (NAPLEX)	98.2	100.0	99.0	93.6	94.6

Percentage of initial test takers who pass all parts either before graduation from the program or within the twelve months immediately following graduation from the program.

Source: Legislative Budget Board

Law

- From 2001 to 2005, the pass rate of U .T. Austin law students has decreased slightly from 93.4 to 91.6 percent.
- *Hispanic Business* ranked U. T. Austin's law school in the top three in the nation for Hispanic students in 2003 through 2006.

Pharmacy

- There is a growing demand for pharmacists in Texas, in surrounding states, and nationally. Competition from the retail sector has made it difficult for hospitals and other medical facilities to find these professionals. The joint Pharmacy degree offered by U. T. Austin in collaboration with U. T. Pan American is intended to help increase the number of pharmacists trained in Texas.
- The pass rate was 98 percent or higher in 2001 through 2003. In 2004, it declined to 93.6 percent but rebounded slightly in 2005 to 94.6%.

Graduate and Professional Degrees in High-Priority Fields

- U. T. System institutions contribute significantly to the state's pool of professionals in high-priority fields.
- It is important to track performance at the graduate and professional degree levels as well as the baccalaureate level.

Table I-52

Graduate and Professional Certificates and Degrees Conferred in High-Priority Fields at U. T. Academic Institutions

Technical Fields		AY 2001	2002	2003	2004	2005
Biological and Physical Sciences	Arlington*	N/A	N/A	11	17	18
	Austin	5	5	2	5	11
	Dallas	7	8	5	8	8
Computer and Information Sciences	Arlington**	31	22	29	60	85
	Austin	57	72	49	53	49
	Dallas	262	284	275	224	177
	El Paso	10	12	32	43	31
	Pan American	7	15	10	22	18
	San Antonio	19	33	34	45	43
	Tyler	5	3	7	9	2
Engineering	Arlington	242	294	473	595	632
	Austin	528	576	551	656	577
	Dallas	72	81	180	233	210
	El Paso	64	69	100	111	107
	Pan American	10	8	14	9	21
	San Antonio	22	18	28	51	60
	Tyler	1	1	1	5	3
Engineering-Related Technologies	Tyler	6	9	7	5	7
Mathematics	Arlington	11	7	14	15	24
	Austin	30	46	46	35	56
	Dallas	6	13	16	13	27
	El Paso	7	5	7	12	27
	Pan American	1	3	3	1	0
	San Antonio	4	3	4	15	11
	Tyler	0	0	1	1	3
Physical Sciences	Arlington	14	15	26	20	18
	Austin	111	109	131	148	115
	Brownsville	0	0	0	1	4
	Dallas	36	35	28	29	52
	El Paso	21	22	26	18	32
	Permian Basin	2	0	2	1	2
	San Antonio	4	5	5	7	8
Total Academic Institutions		**1,595**	**1,773**	**2,117**	**2,467**	**2,438**

* Arlington's new Masters in Interdisciplinary Science awarded degrees for the first time in 2002-03.

** There was a corresponding increase in the number of degrees that Arlington awarded in Computer Science Engineering, which are included in Engineering, rather than the Computer and Information Science category.

Source: Texas Higher Education Coordinating Board

Technical fields

- In high-priority technical fields, the overall trend has been an increase in total numbers of degrees conferred by academic institutions over the period 2001 to 2005, from a System total of 1,595 to 2,438, representing a 53 percent increase.
- This overall increase was generated largely in engineering programs at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. San Antonio.
- The number of degrees in computer and information sciences increased at U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. San Antonio.

Table I-52

Graduate and Professional Certificates and Degrees Conferred in High-Priority Fields

(continued)

Health Fields		2001	2002	2003	2004	2005
Communication Disorders	Austin	36	30	28	32	28
Sciences and Services	Dallas	81	77	102	78	88
	El Paso	14	14	10	8	17
	Pan American	15	14	17	31	51
Nursing	Arlington	56	44	52	53	80
	Austin	64	55	47	51	59
	Brownsville	0	12	3	4	2
	El Paso	28	21	26	16	16
	Pan American	7	15	16	10	13
	Tyler	4	1	8	13	15
Rehabilitation/Therapeutic	El Paso	22	15	14	18	13
Services	Pan American	10	19	11	17	16
Total Academic Institutions		**337**	**317**	**334**	**331**	**398**

Source: Texas Higher Education Coordinating Board

Health fields

- The total numbers of degrees conferred by academic institutions in high-priority health fields increased from 337 in 2001 to 398 in 2005, reversing a relatively stable number in previous years.
- From 2001 to 2005, the number of graduate-level communication disorders degrees conferred at U. T. Pan American increased from 15 to 51, representing a 240 percent increase.
- The number of nursing degrees increased at U. T. Arlington (by 43%), U. T. Pan American, and U. T. Tyler.
- The number of rehabilitation/therapeutic services degrees conferred by U. T. Pan American also increased from 10 to 16 during this period.

Graduate Degrees Conferred in Education

Table I-53

Graduate Education Degrees Conferred at U. T. Academic Institutions, 2001-2005

AY	00-01	01-02	02-03	03-04	04-05
Arlington	145	139	110	130	186
Austin	318	308	298	240	305
Brownsville	112	101	122	129	139
Dallas	8	7	7	5	4
El Paso	188	154	231	238	284
Pan American	198	223	189	272	243
Permian Basin	46	35	63	72	71
San Antonio	230	312	264	297	380
Tyler	79	48	62	70	97
Total Academic Institutions	**1,324**	**1,327**	**1,346**	**1,453**	**1,709**

Source: Texas Higher Education Coordinating Board

- The U. T. System plays an important role in building the state's supply of education professionals.
- Over the past four years, the number of students receiving graduate education degrees from U. T. System academic institutions has increased by 29 percent.
- Between 2001 and 2005, U. T. El Paso (51%), U. T. Permian Basin (54%), and U. T. San Antonio (65%) significantly increased the number of graduate education degrees awarded. Increases of more than 20 percent occurred at U. T. Arlington, U. T. Brownsville, U. T. Pan American, and U. T. Tyler.

Number of Graduate and Professional Programs

- The number of graduate and professional programs helps illustrate the scale of an institution's academic programs and scope of service to students and regions of the state.

Table I-54

Number of Graduate and Professional Programs at U. T. Academic Institutions, by Level

	AY	01-02	02-03	03-04	04-05	05-06
Arlington	Master's	69	73	73	76	73
	Doctoral	30	30	34	35	35
Austin	Master's	113	114	117	117	120
	Doctoral	91	91	91	91	92
	Professional	2	2	2	2	2
Brownsville/TSC	Master's	15	16	18	25	25
Dallas	Master's	40	42	46	46	47
	Doctoral	19	22	23	27	28
El Paso	Master's	72	79	77	79	80
	Doctoral	8	9	12	13	13
Pan American*	Master's	42	43	46	45	50
	Doctoral	2	2	2	2	2
	Professional*	1	1	1	1	1
Permian Basin	Master's	17	17	19	19	20
San Antonio	Master's	34	36	37	42	43
	Doctoral	4	10	12	16	19
Tyler	Master's	25	25	25	27	30
Total Academic Institutions		**584**	**612**	**635**	**663**	**680**

* The Professional Program for UTPA is the cooperative doctorate in pharmacy with UT Austin.

Source: U. T. System Academic Institutions

- Expansion of graduate programs reflects the institutions' responses to growing enrollment demands and to growth in targeted areas. Numerically, this growth has been concentrated largely at the master's level, but proportionately, the number of doctoral programs has increased more.
- To leverage resources, some institutions offer programs jointly with other U. T. System institutions.
- For example, U. T. Pan American's doctoral degree in Education began as a cooperative program with U. T. Austin. Its Pharmacy program is currently a cooperative program with U. T. Austin.
- U. T. El Paso offers cooperative master's programs in Library and Information Sciences and Social Work with U. T. Austin, in Public Health with U. T. Health Science Center-Houston, and in Physical Therapy with U. T. Medical Branch. It offers cooperative doctoral programs with U. T. Austin in Border Studies and Pharmacy and with the U. T. Health Science Center-Houston in Nursing.

I. Student Access, Success, and Outcomes: U. T. System Health-Related Institutions

Enrollment at U. T. System Health-Related Institutions

- This measure indicates the number of undergraduate, graduate, and professional students enrolled on the 12th day of class, disaggregated by level, by school, by gender, and by ethnicity.

Table I-55

Total Undergraduate Enrollment at U. T. Health-Related Institutions, by School

	Fall	2001	2002	2003	2004	2005
SWMC	Allied Health*	215	169	146	134	121
	Biomedical Sciences	6	24	38	57	77
UTMB	Allied Health*	165	136	134	111	129
	Biomedical Sciences**	27	38	47	38	21
	Nursing**	430	450	417	432	397
HSC-H	Dental	74	78	74	76	86
	Nursing	258	281	272	305	317
HSC-SA	Allied Health*	418	379	347	328	285
	Nursing	485	528	547	471	392
MDACC	Health Sciences	48	59	75	70	86
Total Health-Related		**2,126**	**2,142**	**2,097**	**2,022**	**1,911**

* Decline was result of conversion of programs to Master's status.

** Includes post-baccalaureate students.

Source: Texas Higher Education Coordinating Board

- Overall, undergraduate enrollments in 2005 were lower than in 2001, primarily due to the conversion of some undergraduate programs to Master's programs.
- The increase in undergraduate nursing enrollments from 2001 to 2005 at U. T. Health Science Center-Houston counters the statewide trend of overall reductions in nursing enrollments. Nursing enrollments at U. T. Medical Branch and U. T. Health Science Center-San Antonio declined compared with 2004.
- As Table I-56 shows, 79 percent of undergraduates in health-related programs are female, a slight decline from the previous three years.

Table I-56

Undergraduate Enrollment, Percent Female at U. T. Health-Related Institutions, by School

		Fall	2001	2002	2003	2004	2005
SWMC	Allied Health		73.0%	74.0%	74.0%	74.6%	66.9%
	Biomedical Sciences		16.7	29.2	39.5	45.6	36.4
UTMB	Allied Health*		77.6	78.7	76.1	73.9	64.3
	Biomedical Sciences*		66.7	55.3	63.8	63.2	71.4
	Nursing*		87.9	87.8	87.3	86.6	83.1
HSC-H	Dental		98.6	100.0	100.0	98.7	98.8
	Nursing		87.6	87.5	83.8	85.2	87.7
HSC-SA	Allied Health		56.2	66.5	68.3	70.1	73.3
	Nursing		81.0	84.1	86.3	85.4	84.7
MDACC	Health Sciences		62.5	74.6	65.3	65.7	70.9
Overall Health-Related			**77.1%**	**80.3%**	**80.1%**	**80.1%**	**78.6%**

*Includes post-baccalaureate students

Source: Texas Higher Education Coordinating Board

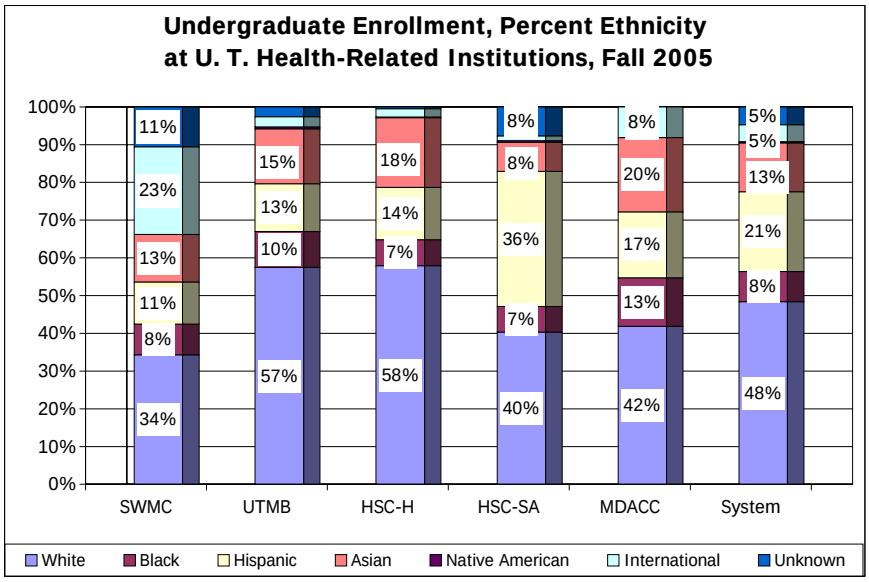
Table I-57

Undergraduate Headcount in 2001 and 2005, Percent Ethnicity at U. T. Health-Related Institutions, by School

		Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
SWMC	Allied Health	2001	56.7%	12.6%	10.2%	5.6%	1.4%	2.8%	10.7%
		2005	39.7	11.6	14.9	14.0	--	10.7	9.1
	Biomedical Sciences	2001	16.7	16.7	--	--	--	66.7	--
		2005	26.0	2.6	5.2	10.4	--	42.9	13.0
UTMB	Allied Health*	2001	58.2	12.1	17.6	7.9	--	1.8	2.4
		2005	45.0	10.1	15.5	20.9	--	6.2	2.3
	Biomedical Sciences*	2001	85.2	3.7	11.1	--	--	--	--
		2005	66.7	9.5	4.8	4.8	--	9.5	4.8
	Nursing*	2001	63.5	12.1	13.7	6.3	0.7	0.2	3.5
		2005	61.0	9.3	12.1	13.1	0.8	1.3	2.5
HSC-H	Dental	2001	74.3	2.7	14.9	6.8	--	1.4	--
		2005	54.7	3.5	17.4	22.1	--	1.2	1.2
	Nursing	2001	56.6	17.1	12.0	13.6	--	0.8	--
		2005	58.7	7.9	12.9	17.4	0.3	2.5	0.3
HSC-SA	Allied Health	2001	51.0	3.3	38.3	5.0	0.5	1.0	1.0
		2005	36.1	5.6	42.5	7.7	0.4	1.4	6.3
	Nursing	2001	44.9	9.1	36.7	3.5	0.4	0.6	4.7
		2005	43.4	7.7	30.9	7.7	0.5	1.3	8.7
MDACC	Health Sciences	2001	64.6	6.3	2.1	20.8	2.1	2.1	2.1
		2005	41.9	12.8	17.4	19.8	--	8.1	--
Overall Health-Related		**2001**	**55.4%**	**9.8%**	**23.2%**	**6.6%**	**0.5%**	**1.2%**	**3.3%**
		2005	**48.4%**	**8.0%**	**21.1%**	**13.0%**	**0.4%**	**4.5%**	**4.7%**

*Includes post-baccalaureate students

Figure I-32



- On average, between 2001 and 2005, enrollments of White undergraduate students at U. T. System health-related institutions declined to 48.4 percent.
- Overall, enrollments of Black students decreased by nearly two percentage points. However, the proportion of Black students more than doubled at U. T. Medical Branch in biomedical sciences and at M. D. Anderson Cancer Center in health sciences.
- While the overall proportion of Hispanic students declined slightly, the proportion enrolled in health sciences at M.D. Anderson Cancer Center increased dramatically from 2 percent to 17 percent. The proportion of Hispanic students also increased in allied health programs at both U. T. Southwestern Medical Center and at U. T. Health Science Center-Houston.
- The proportion of Hispanic dental students increased slightly at U. T. Health Science Center-Houston.

Graduate and Professional Enrollment

- Between 2001 and 2005, overall enrollments in graduate and professional programs have increased by 23 percent at U. T. System health-related institutions.
- Graduate enrollments increased dramatically in allied health, biomedical sciences, and nursing primarily as a result of converting baccalaureate programs to the master's level in allied health and the creation of graduate certificate programs in the biomedical sciences.
- Graduate level nursing enrollments increased by 127 percent at U. T. Medical Branch, by 27 percent at U. T. Health Science Center-Houston, and by 46 percent at U. T. Health Science Center-San Antonio.
- Professional level enrollment increased by 2 percent, and doctoral level enrollment increased by 28 percent.

Table I-58

Graduate and Professional Headcount at U. T. Health-Related Institutions

	Fall	2001	2002	2003	2004	2005
SWMC*	Allied Health	100	134	173	185	186
	Biomedical Sciences	420	472	525	1,049	1,067
	Medical	813	838	867	848	899
	Total	**1,333**	**1,444**	**1,565**	**2,082**	**2,152**
UTMB	Allied Health	154	198	222	258	299
	Biomedical Sciences	234	256	274	321	283
	Medical	823	813	820	824	830
	Nursing	94	114	145	137	213
	Total	**1,305**	**1,381**	**1,461**	**1,540**	**1,625**
HSC-H	Biomedical Sciences	443	465	490	514	539
	Dental	340	335	324	301	304
	Health Information Sciences	64	62	74	64	55
	Medical	829	825	837	847	869
	Nursing	388	402	426	455	492
	Public Health	890	886	908	837	925
	Total	**2,954**	**2,975**	**3,059**	**3,018**	**3,184**
HSC-SA	Allied Health	109	146	205	241	278
	Biomedical Sciences	277	320	314	318	371
	Dental	396	404	397	395	402
	Medical	829	822	816	816	827
	Nursing	151	129	128	268	220
	Total	**1,762**	**1,821**	**1,860**	**2,038**	**2,098**
Total Health-Related		**7,354**	**7,621**	**7,945**	**8,678**	**9,059**

* Increase for Allied Health result of conversion of baccalaureate programs to master's programs.
Biomedical Sciences increase result of post-baccalaureate certificate program for post-doctoral students.

Source: Texas Higher Education Coordinating Board

Table I-59

Graduate and Professional Headcount, Percent Female at U. T. Health-Related Institutions, by School

	Fall	2001	2002	2003	2004	2005
SWMC	Allied Health	79.0%	75.4%	79.2%	82.2%	80.6%
	Biomedical Sciences	48.3	50.6	54.7	46.1	45.7
	Medical	39.9	41.1	43.6	44.1	43.5
	Total	**45.5**	**47.4**	**51.2**	**48.5**	**47.8**
UTMB	Allied Health	76.6	79.3	81.1	78.7	78.9
	Biomedical Sciences	50.9	50.8	50.7	56.1	52.7
	Medical	46.1	44.5	47.6	49.2	49.5
	Nursing	84.0	86.0	88.3	88.3	88.3
	Total	**53.3**	**54.1**	**57.3**	**59.0**	**60.6**
HSC-H	Biomedical Sciences	51.2	51.6	55.3	56.8	57.5
	Dental	47.4	46.6	49.4	50.8	50.0
	Health Information Sciences	51.6	53.2	45.9	53.1	43.6
	Medical	42.3	46.3	48.0	47.5	48.1
	Nursing	69.8	69.7	71.1	74.5	75.4
	Public Health	69.6	69.6	69.2	70.5	69.7
	Total	**56.3**	**57.4**	**58.8**	**60.0**	**60.3**
HSC-SA	Allied Health	77.1	78.1	79.0	78.4	82.0
	Biomedical Sciences	48.4	47.8	49.4	48.1	49.6
	Dental	44.2	46.3	44.3	45.8	43.8
	Medical	50.9	51.8	53.3	56.0	57.8
	Nursing	85.4	82.9	86.7	88.1	88.6
	Total	**53.6**	**54.2**	**55.9**	**59.7**	**60.1**
Overall Health-Related		**53.1%**	**54.1%**	**56.3%**	**57.0%**	**57.3%**

Source: Texas Higher Education Coordinating Board

- Enrollments of female graduate and professional students in health-related fields have increased proportionately at U. T. System health-related institutions from 2001 to 2005 to 57 percent, but have been relatively stable for the last three years.
- The proportion of female graduate and professional students has remained stable or increased for nearly all programs at each institution.

Table I-60

Graduate and Professional Student Headcount at U. T. Health-Related Institutions, by School and by Program Level

		Fall 2001	2002	2003	2004	2005
	Master's Level					
Southwestern	Allied Health**	100	134	173	185	186
	Biomedical Sciences*	46	48	50	477	518
Medical Branch	Allied Health**	154	198	222	258	299
	Biomedical Sciences	47	37	43	48	41
	Nursing	67	93	116	135	176
HSC-Houston	Biomedical Sciences	70	64	71	83	89
	Health Information Sciences	58	57	68	55	38
	Clinical Research	--	15	21	17	21
	Nursing	360	368	388	411	450
	Public Health	660	665	675	601	697
HSC-San Antonio	Allied Health**	109	146	205	241	278
	Biomedical Sciences	89	105	95	75	124
	Dental School/Academics	--	--	8	--	--
	Nursing	124	98	96	244	192
Master's Total		**1,884**	**2,028**	**2,231**	**2,830**	**3,109**
	Professional Level					
Southwestern	Medical	813	838	867	848	899
Medical Branch	Medical	823	813	820	824	830
HSC-Houston	Dental Academics	86	82	66	45	46
	Dental School	254	253	258	256	258
	Medical	829	810	816	830	848
HSC-San Antonio	Dental School	354	356	348	353	352
	Dental School/Academics	42	48	41	42	50
	Medical	829	822	816	816	827
Professional Total		**4,030**	**4,022**	**4,032**	**4,014**	**4,110**
	Doctoral Level					
Southwestern	Biomedical Sciences	374	424	475	572	549
Medical Branch	Biomedical Sciences	187	219	231	236	242
	Nursing	27	21	29	39	37
HSC-Houston	Biomedical Sciences	373	401	419	431	450
	Health Information Sciences	6	5	6	9	17
	Nursing	28	34	38	44	42
	Public Health	230	221	233	236	228
HSC-San Antonio	Biomedical Sciences	188	215	219	243	247
	Nursing	27	31	32	24	28
Doctoral Total		**1,440**	**1,571**	**1,682**	**1,834**	**1,840**
Total Health-Related		**7,354**	**7,621**	**7,945**	**8,678**	**9,059**

Note: M. D. Anderson offers joint graduate programs with HSC-Houston.

* At U. T. Southwestern, the increase in enrollment in Biomedical Sciences is the result of reporting post-doctoral students enrolled in graduate certificate programs.

** Increase for Allied Health result of conversion of baccalaureate programs to master's programs.

Source: Texas Higher Education Coordinating Board

Diversity

Table I-61

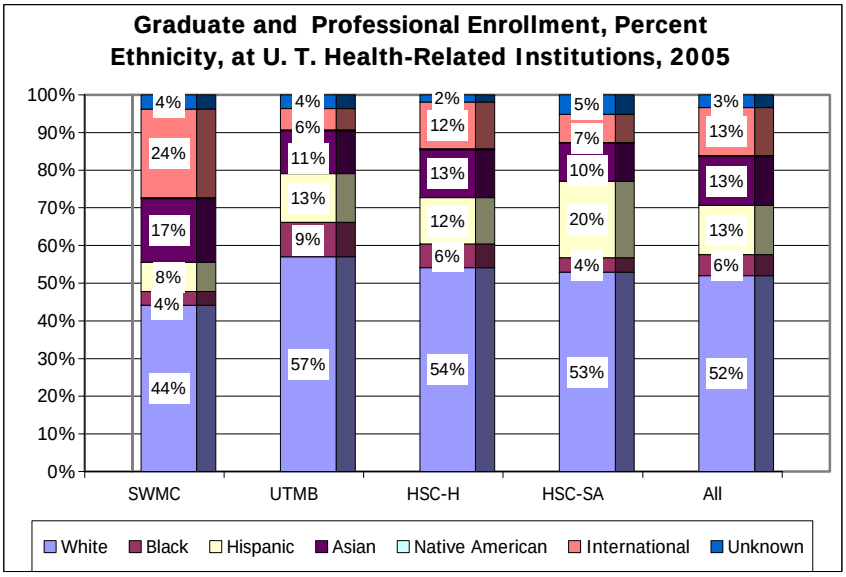
Graduate and Professional Students, Percent Ethnicity at U. T. Health-Related Institutions, Fall 2001 and Fall 2005, by School

			White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
SWMC	Allied Health	2001	82.0%	3.0%	2.0%	8.0%	1.0%	--	4.0%
		2005	72.6	3.2	9.7	9.1	0.5	1.1	3.8
	Biomedical Sciences	2001	56.0	1.0	5.7	7.6	0.5	25.2	4.0
		2005	32.7	1.9	4.9	10.0	0.3	46.6	3.7
	Medical	2001	53.1	5.4	10.1	28.2	0.1	0.7	2.3
		2005	51.8	5.9	10.7	26.6	0.3	0.7	4.0
UTMB	Allied Health	2001	72.1	3.9	14.3	7.1	--	0.6	1.9
		2005	61.9	12.7	13.4	7.4	0.3	1.3	3.0
	Biomedical Sciences	2001	47.9	3.0	7.7	8.1	1.7	30.3	1.3
		2005	53.7	3.5	8.1	3.5	--	28.6	2.5
	Medical	2001	49.1	9.4	20.2	18.7	0.4	0.2	2.1
		2005	51.3	9.5	15.4	17.5	0.5	0.7	5.1
	Nursing	2001	86.2	4.3	5.3	1.1	1.1	2.1	--
		2005	76.1	10.8	8.5	3.3	--	0.9	0.5
HSC-H	Biomedical Sciences	2001	50.3	2.9	7.0	10.4	0.5	28.0	0.9
		2005	42.5	3.9	9.6	8.9	0.4	33.4	1.3
	Dental	2001	56.5	3.8	7.6	25.0	0.3	6.2	0.6
		2005	54.3	3.3	13.5	26.0	--	1.6	1.3
	Health Information Sciences	2001	42.2	3.1	7.8	14.1	1.6	29.7	1.6
		2005	34.5	5.5	--	20.0	1.8	38.2	--
	Medical	2001	71.3	3.1	11.9	12.4	0.6	--	0.6
		2005	69.2	3.0	12.7	11.7	0.2	0.8	2.4
	Nursing	2001	73.2	8.5	8.8	8.0	1.0	0.5	--
		2005	67.5	10.2	6.9	10.4	0.6	2.4	2.0
	Public Health	2001	48.3	8.7	16.1	13.0	0.4	12.0	1.5
		2005	40.5	9.9	16.6	12.3	0.2	18.5	1.8
HSC-SA	Allied Health	2001	69.7	1.8	21.1	6.4	--	0.9	--
		2005	50.7	3.6	37.4	2.9	0.7	0.4	4.3
	Biomedical Sciences	2001	42.6	1.4	15.5	2.9	--	31.4	6.1
		2005	32.3	1.9	13.7	4.9	0.5	39.4	7.3
	Dental	2001	66.4	1.3	17.7	10.4	0.5	1.5	2.3
		2005	63.2	1.2	16.9	10.7	--	2.2	5.7
	Medical	2001	68.0	1.8	16.9	12.4	0.5	0.1	0.2
		2005	56.7	4.4	18.5	16.7	--	--	3.7
	Nursing	2001	68.9	8.6	15.2	2.0	0.7	--	4.6
		2005	56.8	10.0	22.3	3.2	0.5	--	7.3
Total Health-Related		**2001**	**58.9%**	**4.7%**	**13.0%**	**13.7%**	**0.5%**	**7.6%**	**1.7%**
		2005	**51.9%**	**5.6%**	**13.1%**	**12.9%**	**0.3%**	**12.7%**	**3.4%**

Source: Texas Higher Education Coordinating Board

- From 2001 to 2005, the proportion of graduate and professional White students at U. T. System health-related institutions decreased from 59 to 52 percent.
- The proportion of Black students increased slightly, from 4.7 to 5.6 percent.
- The proportion of Hispanic students remained relatively unchanged at 13.1 percent.

Figure I-33



Licensure/Certification Examination Pass Rates – U. T. System Health-Related Institutions

Table I-62

Average Licensure Exam Pass Rates of Allied Health, Dentistry, Medicine, and Nursing Graduates at U. T. Health-Related Institutions

		FY 2001	2002	2003	2004	2005
		(pass rates for first-time test takers)				
Allied Health	Southwestern	85.6%	94.4%	86.0%	91.0%	90.0%
	Medical Branch	93.0	91.0	79.1	87.6	83.8
	HSC-Houston	97.4	100.0	100.0	97.3	86.5
	HSC-San Antonio	93.4	94.6	80.4	85.7	85.2
	M. D. Anderson	--	100.0	100.0	100.0	100.0
Dentistry: National Board Dental Examination	HSC-Houston	96.5	96.7	91.3	94.1	96.8
	HSC-San Antonio	97.0	93.0	90.0	97.0	94.0
Medicine (Part 1 or Part 2) United States Medical Licensing Examination	Southwestern	97.6	98.4	99.7	97.8	96.7
	Medical Branch	87.7	90.0	92.5	94.8	97.1
	HSC-Houston	91.0	91.0	91.0	90.0	94.0
	HSC-San Antonio	92.0	93.0	94.0	94.0	92.0
Nursing (BSN) National Council Licensure Exam	Medical Branch	90.0	87.0	88.8	94.6	93.8
	HSC-Houston	94.0	97.0	94.0	95.0	90.3
	HSC-San Antonio	91.0	86.0	93.3	88.3	83.8
Nursing (Advance Practice) Percent of MSN graduates who are certified for Advance Practice Status in Texas two years after completing their degree programs as of August 31 of the current calendar year*	Medical Branch	86.0	76.0	84.4	90.4	91.2
	HSC-Houston	66.0	73.0	68.0	61.0	72.0
	HSC-San Antonio	85.0	76.0	85.0	100.0	100.0

*Unlike other licensure measures, only certain cohorts of MSN graduates are required to take this examination.

Source: Legislative Budget Board

- Licensure examination pass rates indicate the effectiveness of the institution's instructional program in preparing graduates for credentialing in certain professional fields that require licensing to practice in the state. Reports on these pass rates are required by the Legislative Budget Board.
- The rates reported here reflect the percent of students who passed the given examination on the first attempt.
- In most fields, these pass rates are over, and in many cases, significantly higher, than 85 percent.
- Allied health exam pass rates were 100 percent in 2002-2005 for students at U. T. M. D. Anderson Cancer Center.
- In 2004 and 2005, the nursing advance practice certification rate was 100 percent for students at U. T. Health Science Center-San Antonio.

Degrees Conferred

Table I-63

Total Degrees and Certificates Conferred to Undergraduates at U. T. Health-Related Institutions

		AY	00-01	01-02	02-03	03-04	04-05
		Certificates					
SWMC	Allied Health		9	5	0	5	4
HSC-H	Dental		39	34	39	27	16
HSC-SA	Allied Health		157	213	212	155	170
MDACC	Health Sciences		26	34	32	45	21
	Total		**231**	**286**	**283**	**232**	**211**
		Baccalaureate Awards					
SWMC	Allied Health		106	104	70	61	50
UTMB	Allied Health		141	95	38	53	39
	Nursing		171	201	163	187	184
HSC-H	Dental		0	0	0	10	22
	Nursing		97	116	127	135	158
HSC-SA	Allied Health		131	42	64	70	92
	Nursing		168	220	238	253	265
MDACC	Health Sciences		13	10	20	30	43
	Total		**827**	**788**	**720**	**799**	**853**
Total Health-Related			**1,058**	**1,074**	**1,003**	**1,031**	**1,064**

Source: Texas Higher Education Coordinating Board

- The total number of certificates awarded by U. T. System health-related institutions declined between 2001 and 2004, and the number of baccalaureate awards granted in 2004-05 increased slightly over the 2000-01 level after lower levels in 2001-02 through 2003-04.
- It should be noted that there is a compounded national trend toward a decline in numbers of applications to health programs, together with an escalation of health professional degree requirements, for example, in allied health, which now requires master's-level degrees. This trend may lead to increased costs of education to both institutions and students.

Table I-64

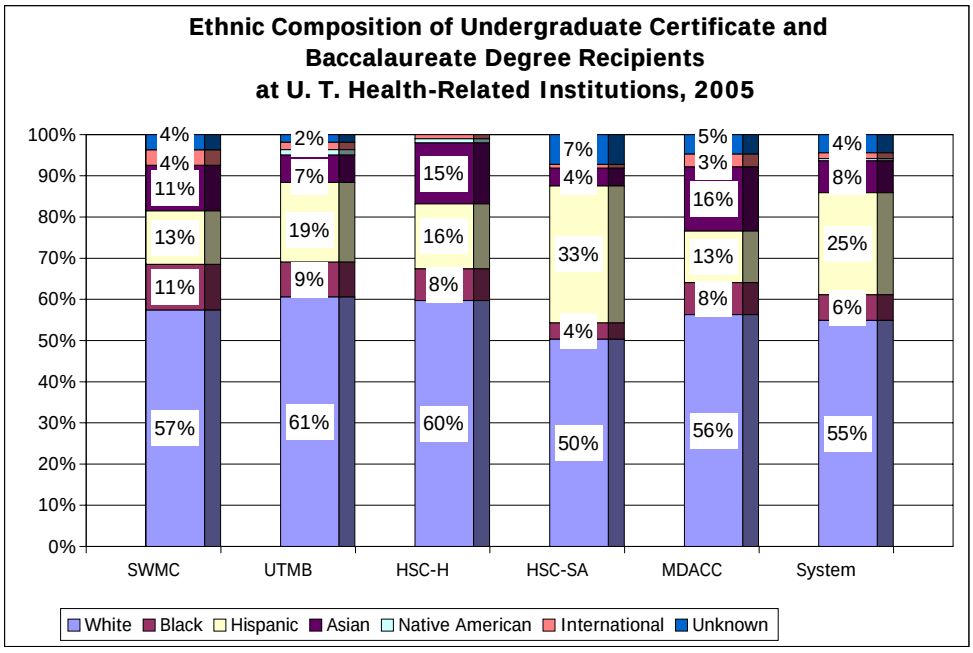
Total Undergraduate Certificates and Degrees Conferred, Percent Female at U. T. Health-Related Institutions

		AY	00-01	01-02	02-03	03-04	04-05
		Certificates					
SWMC	Allied Health		77.8%	60.0%	--	60.0%	75.0%
HSC-H	Dental		97.4	97.1	100.0	100.0	100.0
HSC-SA	Allied Health		33.1	31.5	31.1	38.1	26.5
MDACC	Health Sciences		61.5	61.8	68.8	66.7	66.7
		Baccalaureate Awards					
SWMC	Allied Health		81.1	70.2	77.1	68.9	80.0
UTMB	Allied Health		77.3	75.8	81.6	79.2	82.1
	Nursing		87.1	90.0	92.6	85.0	89.1
HSC-H	Dental		--	--	--	100.0	100.0
	Nursing		90.7	87.1	89.0	85.9	85.4
HSC-SA	Allied Health		65.6	64.3	68.8	72.9	78.3
	Nursing		81.5	80.5	82.8	86.2	85.7
MDACC	Health Sciences		69.2	60.0	80.0	66.7	69.8
Total Health-Related			**73.4%**	**70.9%**	**73.1%**	**75.4%**	**75.2%**

Source: Texas Higher Education Coordinating Board

- Since 2001, the proportion of health-related undergraduate degrees earned by women exceeded 70 percent and increased to 75 percent in 2004 and 2005.

Figure I-34



- From 2001 to 2005, the proportion of White undergraduates receiving degrees from U. T. System health-related institutions declined from 58 to 55 percent.
- Over this period, health-related degrees awarded to Black students also declined from 10 percent to 6 percent.
- However, the proportion of Black students receiving allied health degrees almost doubled at U. T. Medical Branch.
- Health-related degrees awarded to Hispanic students increased to 25 percent for the U. T. System as a whole.
- The proportion of Hispanic certificate recipients nearly doubled from 8 to 14 percent in health services at M. D. Anderson Cancer Center.

Table I-65

Undergraduate Certificates and Degrees Conferred, Percent Ethnicity at U. T. Health-Related Institutions, 2000-01 and 2004-05, by School

			White	Black	Hispanic	Asian	Native American	International	Unknown
					Certificates				
		AY							
SWMC	Allied Health	00-01	55.6%	22.2%	--	11.1%	--	11.1%	--
		04-05	100.0	--	--	--	--	--	--
HSC-H	Dental	00-01	61.5	2.6	25.6	10.3	--	--	--
		04-05	62.5	--	25.0	12.5	--	--	--
HSC-SA	Allied Health	00-01	51.0	4.5	40.1	3.2	1.3	--	--
		04-05	56.5	2.9	27.6	2.9	--	0.6	9.4
MDACC	Health Sciences	00-01	57.7	19.2	7.7	7.7	--	3.8	3.8
		04-05	42.9	19.0	14.3	9.5	--	4.8	9.5
					Baccalaureate Awards				
SWMC	Allied Health	00-01	67.9	16.0	6.6	7.5	0.9	--	0.9
		04-05	54.0	12.0	14.0	12.0	--	4.0	4.0
UTMB	Allied Health	00-01	56.0	5.7	24.1	11.3	--	0.7	2.1
		04-05	25.6	10.3	41.0	15.4	--	5.1	2.6
	Nursing	00-01	56.7	20.5	12.3	7.0	--	1.2	2.3
		04-05	67.9	8.2	14.7	4.9	1.6	1.1	1.6
HSC-H	Dental	04-05	63.6	--	18.2	13.6	4.5	--	--
	Nursing	00-01	62.9	13.4	11.3	10.3	1.0	1.0	--
		04-05	58.9	9.5	14.6	15.2	0.6	1.3	--
HSC-SA	Allied Health	00-01	49.6	3.8	37.4	6.9	0.8	1.5	--
		04-05	41.3	3.3	40.2	9.8	--	1.1	4.3
	Nursing	00-01	61.9	7.7	28.0	1.8	--	--	0.6
		04-05	49.4	4.9	34.3	3.4	--	1.1	6.8
MDACC	Health Science	00-01	61.5	15.4	23.1	--	--	--	--
		04-05	62.8	2.3	11.6	18.6	--	2.3	2.3
Total Health-Related		**00-01**	**57.7%**	**10.2%**	**23.3%**	**6.6%**	**0.5%**	**0.8%**	**0.9%**
		04-05	**54.9%**	**6.2%**	**24.8%**	**7.8%**	**0.5%**	**1.4%**	**4.4%**

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Hispanic students increased at six of the seven programs offered by U. T. System health-related institutions for which we have trend data. In 2004-05 more than 40% of the baccalaureate degrees in allied health at U. T. Medical Branch and U. T. Health Science Center-San Antonio were awarded to Hispanic students. More than one-third of the nursing baccalaureate degrees at U. T. Health Science Center-San Antonio also were awarded to Hispanic students. At U. T. Southwestern Medical Center the proportion of Hispanic baccalaureate degrees more than doubled from 2000-01 to 2004-05.
- According to the national ranking in *Diverse Issues in Higher Education* (June 2006), U. T. HSC-San Antonio ranked 4th in health professions and clinical sciences degrees awarded to Hispanic students and 9th for total minority students.

Graduate Certificates and Degrees Awarded

Table I-66

Total Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, AY 2001-2005

		AY 00-01	01-02	02-03	03-04	04-05
SWMC	Allied Health	33	32	31	66	68
	Biomedical Sciences	65	63	59	77	93
	Medical	203	201	189	204	211
	Total	**301**	**296**	**279**	**347**	**372**
UTMB	Allied Health	36	37	74	61	81
	Biomedical Sciences	51	59	52	57	52
	Medical	183	194	181	190	201
	Nursing	46	21	37	34	45
	Total	**316**	**311**	**344**	**342**	**379**
HSC-H	Biomedical Sciences	67	75	86	77	84
	Dental	104	122	93	112	127
	Health Information Sciences	15	12	9	25	18
	Medical	186	214	186	194	188
	Nursing	135	92	106	114	133
	Public Health	147	154	147	213	200
	Total	**654**	**669**	**627**	**735**	**750**
HSC-SA	Allied Health	33	48	50	51	59
	Biomedical Sciences	55	46	60	61	49
	Dental	104	103	112	97	102
	Medical	195	193	194	199	194
	Nursing	56	46	31	28	43
	Total	**443**	**436**	**447**	**436**	**447**
Total Health-Related		**1,714**	**1,712**	**1,697**	**1,860**	**1,948**

Source: Texas Higher Education Coordinating Board

- Between 2001 and 2005, the number of graduate and professional degrees awarded by U. T. System health-related institutions increased by 14 percent.
- This trend includes significant percentage increases in degrees awarded in allied health and public health, with more modest proportional increases in biomedical sciences, medicine, and health information systems.
- The number or graduate level nursing degrees increased from 2003-04 to 2004-05 at U. T. Medical Branch, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio but are still slightly below the number awarded in 2000-01.

Table I-67

Total Graduate and Professional Certificates and Degrees Awarded, Percent Female at U. T. Health-Related Institutions

		AY 00-01	01-02	02-03	03-04	04-05
SWMC	Allied Health	84.8%	81.3%	77.4%	71.2%	82.4%
	Biomedical Sciences	52.3	42.9	45.8	55.8	68.8
	Medical	24.6	38.3	39.7	42.2	41.2
UTMB	Allied Health	72.2	64.9	81.1	85.2	75.3
	Biomedical Sciences	43.1	52.5	46.2	47.4	48.1
	Medical	44.8	52.1	41.4	40.0	49.8
	Nursing	95.7	85.7	86.5	85.3	84.4
HSC-H	Biomedical Sciences	53.7	57.3	54.7	45.5	47.6
	Dental	49.0	54.1	44.1	49.1	44.9
	Health Information Sciences	53.3	50.0	88.9	52.0	50.0
	Medical	38.2	36.9	40.3	46.9	45.2
	Nursing	75.6	70.7	63.2	64.9	73.7
	Public Health	74.1	69.5	63.3	66.2	70.5
HSC-SA	Allied Health	75.8	70.8	84.0	86.3	72.9
	Biomedical Sciences	52.7	47.8	46.7	54.1	46.9
	Dental	41.3	41.7	42.9	47.4	45.1
	Medical	47.2	52.8	51.0	52.8	43.8
	Nursing	83.9	91.3	77.4	71.4	88.4
Total Health-Related		**52.5%**	**53.3%**	**52.4%**	**54.7%**	**56.3%**

Source: Texas Higher Education Coordinating Board

- The overall proportion of female graduate and professional students receiving degrees from U. T. System health-related institutions has increased slightly, from almost 53 percent to more than 56 percent, although the proportion varies considerably among programs.
- Graduates in allied health, public health, and nursing continue to be predominately female.

Table I-68

Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, by Level and School

		AY	00-01	01-02	02-03	03-04	04-05
		Master's Certificate					
HSC-H	Dental		33	40	20	36	40
HSC-SA	Dental		18	19	17	17	17
	Total		**51**	**59**	**37**	**53**	**57**
		Master's					
SWMC	Allied Health		33	32	31	66	68
	Biomedical Sciences		24	14	17	18	30
UTMB	Allied Health		36	37	74	61	81
	Biomedical Sciences		19	24	19	19	16
	Nursing		46	21	37	34	45
HSC-H	Biomedical Sciences		25	23	33	24	25
	Dental		16	20	14	17	22
	Health Information Sciences		15	12	8	23	18
	Medical Academics		--	--	1	3	3
	Nursing		132	92	105	108	124
	Public Health		115	123	119	169	158
HSC-SA	Allied Health		33	48	50	51	59
	Biomedical Sciences		18	20	30	27	24
	Nursing		56	46	31	28	42
	Total		**568**	**512**	**569**	**648**	**715**
		Doctoral					
SWMC	Biomedical Sciences		41	49	42	59	63
UTMB	Biomedical Sciences		32	35	33	38	36
HSC-H	Biomedical Sciences		42	52	53	53	59
	Health Information Sciences		--	--	1	2	--
	Nursing		3	0	1	6	9
	Public Health		32	31	28	44	42
HSC-SA	Biomedical Sciences		37	26	30	34	25
	Nursing		--	--	--	--	1
	Total		**187**	**193**	**188**	**236**	**235**
		Professional					
SWMC	Medical		203	201	189	204	211
UTMB	Medical		183	194	181	190	201
HSC-H	Dental		55	62	59	59	65
	Medical		186	214	185	191	185
HSC-SA	Dental		86	84	95	80	85
	Medical		195	193	194	199	194
	Total		**908**	**948**	**903**	**923**	**941**
Total Health-Related			**1,714**	**1,712**	**1,697**	**1,860**	**1,948**

Source: Texas Higher Education Coordinating Board

Table I-69

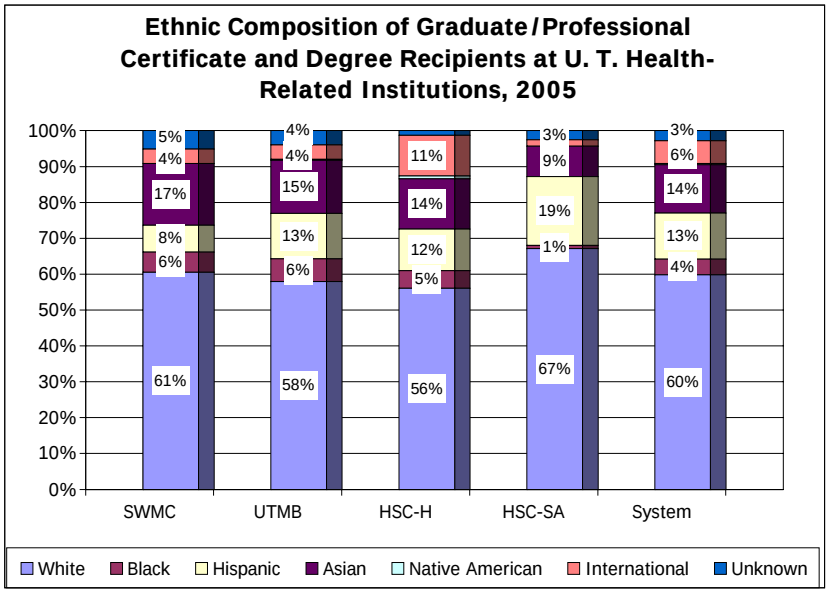
Ethnic Composition of Graduate and Professional Certificate and Degree Recipients at U. T. Health-Related Institutions, 2000-01 and 2004-05

		AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
SWMC	Allied Health	00-01	87.9%	--	3.0%	3.0%	--	6.1%	--
		04-05	75.0	7.4	5.9	4.4	--	1.5	5.9
	Biomedical Sciences	00-01	63.1	6.2	3.1	7.7	--	20.0	--
		04-05	63.4	2.2	3.2	10.8	--	12.9	7.5
	Medical	00-01	70.9	--	7.9	21.2	--	--	--
		04-05	54.5	6.6	10.0	24.2	--	0.9	3.8
UTMB	Allied Health	00-01	72.2	--	11.1	16.7	--	--	--
		04-05	49.4	8.6	21.0	14.8	--	--	6.2
	Biomedical Sciences	00-01	52.9	2.0	7.8	2.0	2.0	33.3	--
		04-05	53.8	5.8	1.9	9.6	--	28.8	--
	Medical	00-01	52.5	6.6	19.1	21.9	--	--	--
		04-05	59.2	4.5	13.9	17.4	0.5	--	4.5
	Nursing	00-01	93.5	2.2	--	--	--	2.2	2.2
		04-05	73.3	11.1	4.4	8.9	--	--	2.2
HSC-H	Biomedical Sciences	00-01	61.2	--	4.5	14.9	--	19.4	--
		04-05	51.2	1.2	6.0	13.1	--	28.6	--
	Dental	00-01	53.8	1.0	5.8	26.9	1.0	11.5	--
		04-05	50.4	1.6	13.4	25.2	0.8	7.9	0.8
	Health Information Sciences	00-01	40.0	6.7	6.7	40.0	--	6.7	--
		04-05	27.8	11.1	--	11.1	5.6	44.4	--
	Medical	00-01	66.1	3.2	16.7	12.4	1.1	0.5	--
		04-05	70.2	4.8	13.8	7.4	1.1	0.5	2.1
	Nursing	00-01	79.3	8.1	4.4	7.4	0.7	--	--
		04-05	74.4	5.3	7.5	9.0	0.8	3.0	--
	Public Health	00-01	51.0	9.5	6.1	20.4	--	12.2	0.7
		04-05	38.5	8.0	14.5	17.0	0.5	19.0	2.5
HSC-SA	Allied Health	00-01	87.9	--	9.1	--	--	3.0	--
		04-05	45.8	3.4	40.7	8.5	--	--	1.7
	Biomedical Sciences	00-01	60.0	--	7.3	3.6	1.8	27.3	--
		04-05	61.2	--	8.2	4.1	--	14.3	12.2
	Dental	00-01	66.3	1.9	7.7	17.3	1.0	3.8	1.9
		04-05	68.6	--	17.6	10.8	--	1.0	2.0
	Medical	00-01	67.2	2.1	8.7	21.5	--	0.5	--
		04-05	73.2	1.0	15.5	10.3	--	--	--
	Nursing	00-01	83.9	5.4	10.7	--	--	--	--
		04-05	72.1	--	23.3	--	--	--	4.7
	Total Health-Related	**00-01**	**65.5%**	**3.5%**	**9.1%**	**15.5%**	**0.4%**	**5.8%**	**0.2%**
		04-05	**59.8%**	**4.4%**	**12.8%**	**13.5%**	**0.4%**	**6.3%**	**2.8%**

Source: Texas Higher Education Coordinating Board

- According to the national ranking in *Diverse Issues in Higher Education* (July 2006), U. T. HSC-Houston ranked 4th in biology and 15th in health professions and clinical sciences master's degrees to Hispanic students. U. T. HSC-San Antonio ranked 11th in health professional and clinical sciences master's degrees awarded to Hispanic students.
- U. T. System health-related institutions also rank highly in degrees conferred to minority professional and doctoral students.
  - U. T. Medical Branch ranked 4th in medical degrees awarded to Hispanic students.
  - U. T. HSC-Houston ranked 5th in medical and 6th in dental professional degrees awarded to Hispanic students.
  - U. T. HSC-San Antonio ranked 2nd in medical degrees and 2nd in dental degrees awarded to Hispanic students in 2004.
  - U. T. Southwestern ranked 7th in medical degrees for total minority students and for Hispanic students.

Figure I-35



- The ethnic composition of graduate and professional degree recipients has changed somewhat from 2001 to 2005, with the proportion of White students declining from 66 to 60 percent.
- In 2005, 4.4 percent of graduates were Black (3.5% in 2001), 13 percent were Hispanic (9 percent in 2001), and 14 percent were Asian (16% in 2001).
- The proportion of Black students awarded degrees (4.4%) is slightly lower than the proportion enrolled (5.6 percent), but the gap is smaller for Hispanic (12.8% vs. 13.1%) and Asian (13.5% vs. 12.9%) students.

U. T. System Health-Related Institution Graduation Rates

- Measuring graduation rates is one indicator of the outcomes and productivity of academic programs.
- Percentages reflect very small numbers of students in some cases.

Table I-70

Master's and Doctoral Graduation Rates at U. T. Health-Related Institutions

Master's Graduation Rates[1]	Fall 1997 Cohort	Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Fall 2001 Cohort	Percent/Point Change Fall 1997 to Fall 2001
Southwestern Medical Center						
First-time entering cohort	13	21	19	15	10	-23.1%
Percent Master's or Above	62%	48%	68%	67%	60%	-2.0%
Medical Branch*						
First-time entering cohort	111	71	34	27	29	-73.9%
Percent Master's or Above	89%	87%	77%	89%	83%	-6.2%
*Excludes students who transferred from other institutions or students who matriculated in semesters other than Fall; methdology underrepresents this in cohorts.						
HSC-Houston						
First-time entering cohort	235	263	265	247	273	16.2%
Percent Master's or Above	59%	52%	53%	58%	55%	-4.4%
HSC-San Antonio						
First-time entering cohort	73	47	155	81	79	8.2%
Percent Master's or Above	75%	70%	70%	73%	54%	-20.6%

Doctoral Graduation Rates[2]	Fall 1991 Cohort	Fall 1992 Cohort	Fall 1993 Cohort	Fall 1994 Cohort	Fall 1995 Cohort	Percent/Point Change Fall 1991 to Fall 1995
Southwestern Medical Center						
First-time entering cohort	82	81	70	85	65	-20.7%
Percent Master's Received	6%	5%	13%	8%	14%	7.8%
Percent Ph.D. Received	65%	70%	59%	62%	55%	-9.6%
Medical Branch*						
First-time entering cohort	40	40	46	45	50	25.0%
Percent Master's Received	3%	10%	15%	7%	14%	11.0%
Percent Ph.D. Received	60%	75%	59%	51%	62%	2.0%
*Excludes students who transferred from other institutions or students who matriculated in semesters other than Fall; methdology underrepresents this in cohorts.						
HSC-Houston						
First-time entering cohort	117	128	98	105	81	-30.8%
Percent Master's Received	7%	2%	5%	13%	11%	4.1%
Percent Ph.D. Received	61%	54%	58%	54%	62%	0.7%
HSC-San Antonio						
First-time entering cohort	46	31	50	50	44	-4.3%
Percent Master's Received	9%	7%	12%	6%	7%	-2.2%
Percent Ph.D. Received	54%	42%	56%	62%	50%	-4.0%

[1] Percent earning a master's certificate in five or less years.
[2] Percent earning a doctoral certificate in ten or less years. Doctoral percentages do not include students who received a master's level award.

Student Outcomes: Medical Student Satisfaction

Assessing the outcomes and satisfaction of students' educational experience is an important measure of institutional success. No single survey of health-related institutions' student satisfaction exists. As a starting point, the U. T. System health-related institutions consider the results of the American Association of Medical Colleges survey of student experience.

Table I-71

Medical Student Satisfaction

These rating are based on medical school graduates' responses to the following question as part of the AAMC survey.

"Overall, I am satisfied with the quality of my medical education."

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
UT Southwestern	2004	58.4	38.2	2.8	0.0	0.6
	2005	48.5	44.1	4.4	2.9	0.0
	2006	49.4	42.4	3.5	2.6	2.2
UT Medical Branch	2004	26.8	60.8	9.2	3.3	0.0
	2005	30.2	67.9	0.0	1.9	0.0
	2006	43.2	51.4	0.0	2.7	2.7
UTHSC-Houston	2004	28.5	56.9	9.0	4.9	0.7
	2005	27.7	58.7	5.8	7.1	0.6
	2006	14.0	67.0	6.0	10.0	3.0
UTHSC-San Antonio	2004	33.0	56.9	3.7	4.6	1.8
	2005	50.0	44.4	1.9	3.7	0.0
	2006	44.3	50.0	2.9	1.4	1.4
All U.S. Schools	2004	38.6	50.7	6.4	3.5	0.8
	2005	39.3	50.7	5.1	3.9	1.0
	2006	39.8	50.4	5.0	3.9	0.9

Source: U. T. System Health-Related Institutions; Association of American Medical Colleges, "2006 Medical School Graduation Questionnaire"

- Over 81 percent of graduates agreed or strongly agreed that they were satisfied with their education at U. T. System medical schools in 2004 through 2006. This percentage increased from 2004 to 2006 at two of the four medical schools.
- In 2006, almost 92 percent of graduates from U. T. Southwestern and more than 94 percent of graduates from U. T. Medical Branch and U. T. Health Science Center-San Antonio agreed or strongly agreed that they were satisfied. This was higher than the 90 percent for all U.S. schools. Only U. T. Health Science Center-Houston was below national levels.
- Generally high levels of satisfaction are offset by an increase in the percent of graduates who disagreed or strongly disagreed that they were satisfied. This percentage increased by more than four points at U. T. Southwestern, two points at U. T. Medical Branch, and seven points at U. T. Health Science Center-Houston. 2006 levels at U. T. Southwestern reflect trends for all U.S. schools, and U. T. Medical Branch is only slightly higher than national levels. However, U. T. Health Science Center-Houston is more than eight points higher than national levels. For U. T. Health Science Center-San Antonio, this percentage decreased by more than three points.
- The data are not strictly comparable. Survey participation was mandatory in 2004 but not in 2005 or 2006. Therefore, there is the probability of bias among students who self-select to participate in the survey.

Postgraduate Experience

- U. T. System health-related institutions add value for their students by preparing them to begin careers or graduate and professional study.
- Focusing on only those students who remain in Texas (because of data limitations) for employment or further study, the following data establish a baseline to track post-graduation experience for students who enter programs in the fall semester. These trends represent a 'partial' picture because students who enter programs in the spring or summer are not included.
- These trends will fluctuate, as employment or enrollment in graduate school is determined heavily by the economy.

Table I-72

Percent of Baccalaureate Graduates from U. T. Health-Related Institutions Employed in Texas and/or Enrolled in a Texas Graduate/Professional School Within One Year

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Southwestern	87.4%	83.0%	82.7%	84.3%	82.0%
Medical Branch	92.9%	95.5%	93.9%	94.0%	97.1%
HSC-Houston	94.5%	97.9%	96.6%	95.3%	95.2%
HSC-San Antonio	89.7%	90.6%	89.3%	85.3%	86.1%
M. D. Anderson	NA	92.3%	100.0%	85.7%	86.7%

Source: Texas Higher Education Coordinating Board

- These data show that a very large proportion of U. T. System health-related institution students –from 80 to 95 percent – continue in graduate or professional school or are employed one year after graduation.
- The data do not account for students who are employed or in graduate/professional programs outside Texas.

Student Access, Success, and Outcomes: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- The U. T. System must continue its commitment to improve the rates of undergraduate student persistence and graduation.
- Expand alignment with and document increases in community college transfers.
- The System should make it a high priority to continue to address the decline in production of degrees in high-priority health fields.
- Addressing the relationship between ethnicity and increased student access and success must remain a priority for the U. T. System.
- Refinement and analysis of data on student learning outcomes and post-graduation experience, particularly employment trends, should be a priority.

Measures for Future Development

- Refine enrollment, persistence, and graduation rates to include first-generation freshmen.
- Refine composite persistence and graduation rates to be more complete and timely.
- Measures of affordability should be expanded, including: net cost of attendance, tuition trends, the impact of federal tax credits and deductions, and the impact of tuition increases on access and success.
- Refine undergraduate student satisfaction measures to include a measure on the teaching/learning experience.
- Refine measures of science, technology, engineering, and mathematics enrollments and degree production.
- Expand and refine the data on and analysis of undergraduate student learning outcomes.
- Develop a methodology to assess graduate and professional student satisfaction in academic and health-related institutions.
- Develop a more complete measure of post-graduation experience for students at all levels.

II. Teaching, Research, and Health Care Excellence

Values

- Pursuing excellence and innovation in the discovery, dissemination, integration, and application of knowledge for the benefit of the individual and of society.
- Providing high-quality educational programs, informed by research and clinical practice, to its undergraduate, graduate, and professional students.
- Providing leadership, as well as scholarship, in health-related, academic, and professional fields.

Goals

- Exceed national and international benchmarks in research and education in academic, professional, and health care fields.
- Excel in the diagnosis, treatment, and prevention of disease and in health promotion.
- Integrate new discoveries with existing knowledge in outstanding educational programs to impart to students competencies, compassion, and the ability to engage in lifelong learning.
- Integrate new discoveries with existing knowledge to provide excellent and compassionate patient care.

Priorities

- Increase success in securing sponsored funding.
- Recruit and retain a dedicated and diverse faculty and staff of the highest caliber, characterized by integrity, credibility, and competency, and recognized for exemplary performance, productivity, and vision.
- Enhance academic programs and create new programs as needed regionally or in the state for continued excellence.

System Research Funding Trends 2002-2006

Table II-1

Total U. T. System Research and Research-Related Expenditures, FY 2002-2006

	FY 02	FY 03	FY 04	FY 05	FY 06
Academic	$459,852,291	$480,941,798	$495,039,869	$572,277,724	$614,860,654
Health-Related	896,756,996	970,691,322	1,046,463,612	1,114,736,515	1,225,503,486
Total	$1,356,609,287	$1,451,633,120	$1,541,503,481	$1,687,014,239	$1,840,364,140

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

- In FY 2006, U. T. System health-related and academic institutions together generated research and research-related expenditures totaling more than $1.8 billion. In the period from FY 2002 to FY 2006, this total has increased by 36 percent, and reflects an average annual increase of 7.9 percent.
- By comparison, national academic R&D increased by 10.1 percent from FY 2002 to FY 2003, and by 7.2 percent from FY 2003 to FY 2004 (the most recent years for which national data are available).
- Health-related institutions generate approximately two-thirds of total U. T. System research and research-related expenditures. (Nationally, medical sciences and biological sciences accounted for 51 percent of total R&D expenditures in FY 2004.)

Figure II-1

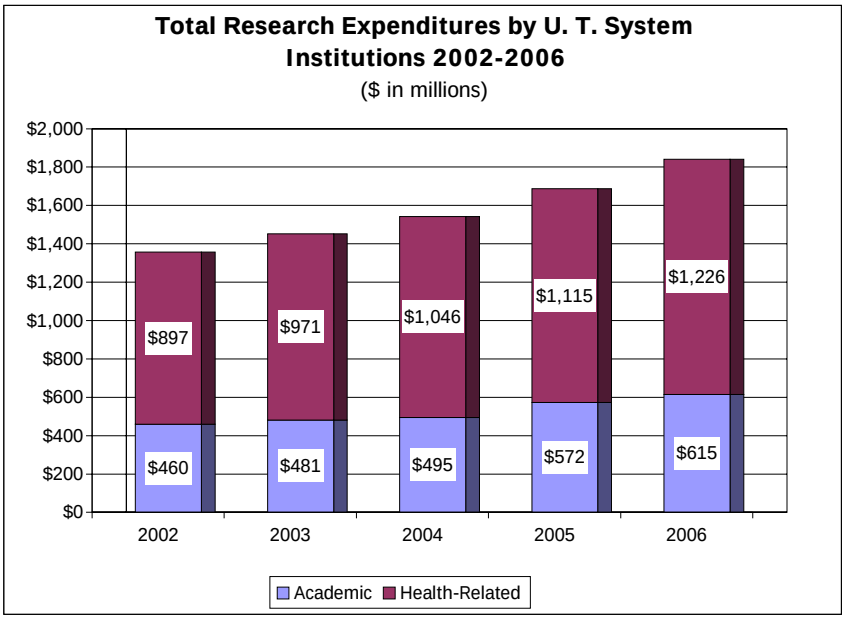
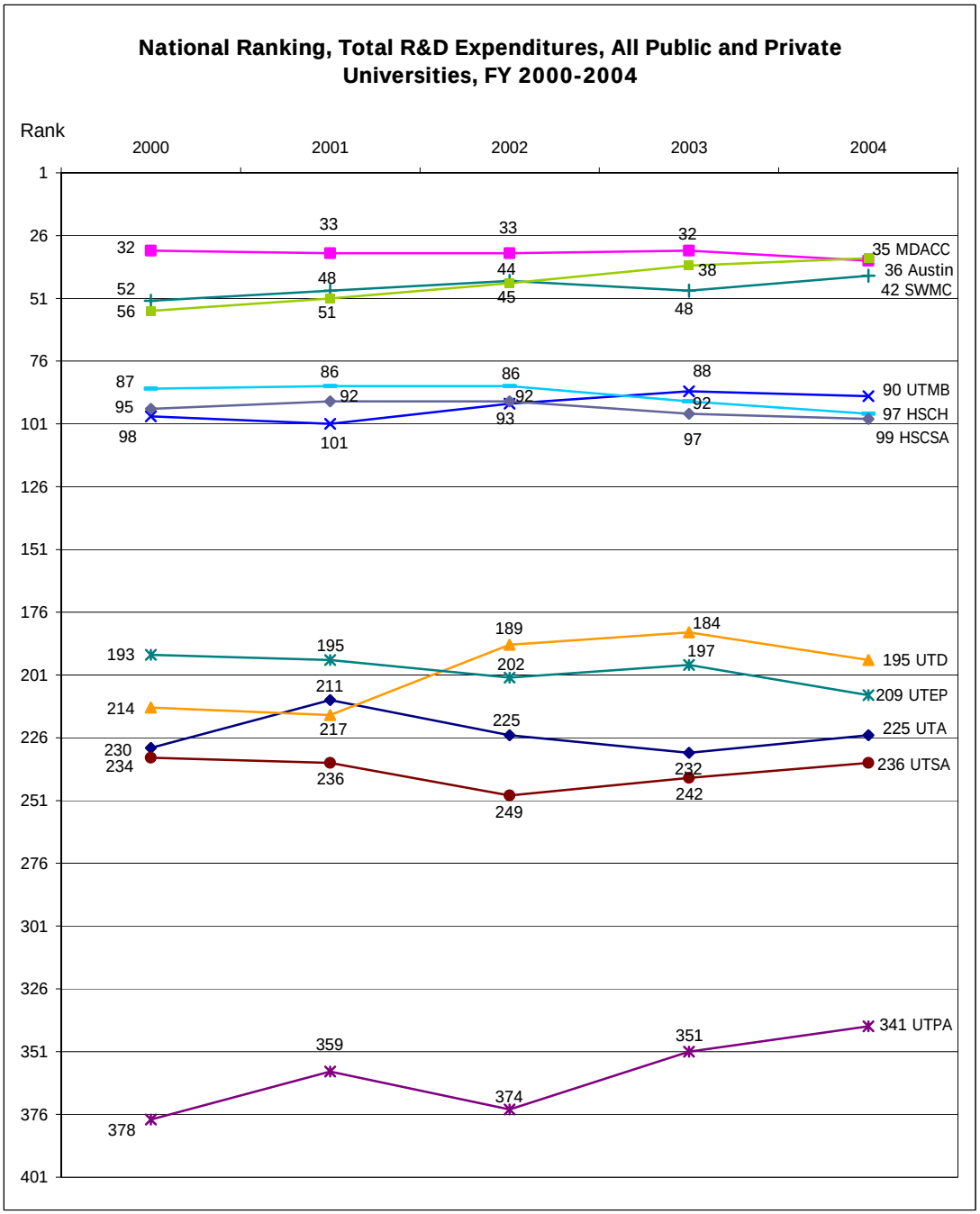


Figure II-2



- U. T. System institutions rank highly in terms of total research and development expenditures. The most recent ranking, based on an annual National Science Foundation Survey, covered the period through FY 2004, and included 601 public and private research universities.
- For the period in FY 2002 through 2004, the total R&D expenditures of three U. T. System institutions (U. T. Austin, U. T. Southwestern Medical Center, and U. T. M. D. Anderson Cancer Center) have been in the top 50 public and private universities.
- Three U. T. System institutions have been in the top 51 to 100 (U. T. Medical Branch, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio).

- Four U. T. System academic institutions (U. T. Dallas, U. T. El Paso, U. T. Arlington, and U. T. San Antonio) have been in the top 184 to 250; and one (U. T. Pan American) has been in the top 375.
- Within Texas, several U. T. System institutions were at the top of rankings in terms of research and research-related expenses in FY 2005.

Table II-2

Top Texas Public Institutions in Research and Research-Related Expenditures, FY 2005

Texas A&M	1*
UT Austin	2
UT M. D. Anderson	3
UT Southwestern	4
UT HSC-Houston	5
UT Medical Branch	6
UT HSC-San Antonio	7
University of Houston	8
Texas A&M University System HSC	9
Texas Tech	10
UT Dallas	11
UT El Paso	12
UT Arlington	13
UT San Antonio	14

* Expenditures reported include Texas A&M Services.

Source: "Research Expenditures, September 1, 2004 - August 31, 2005," THECB report, July 2006

Research Funding Trends: U. T. System Academic Institutions 2002-2006

- In FY 2006, U. T. System academic institutions' research and research-related expenditures totaled $615 million, a 7 percent increase over the previous year. Between 2002 and 2006, research and research-related expenditures have averaged a 7.6 percent annual increase.
- From FY 2002 to FY 2006, expenditures increased by 65 percent at U. T. Arlington, 358 percent at U. T. Brownsville, 57 percent at U. T. Dallas, 49 percent at U. T. El Paso, 161 percent at U. T. Pan American and U. T. San Antonio, 142 percent at U. T. Permian Basin, and 144 percent at U. T. Tyler.
- Among Texas public institutions, U. T. Austin ranked second in research and development expenditures in FY 2005. U. T. Austin expenditures comprised 17 percent of the total of Texas public institution research and research-related expenditures in 2005 of $2.469 billion.

Table II-3

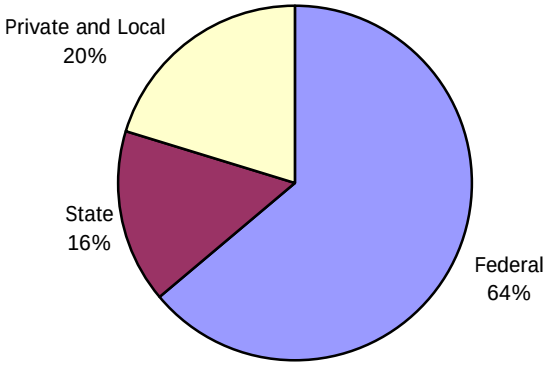
Research Expenditures by Source FY 2006 – U. T. Academic Institutions

	Federal	State	Private	Local	**Total**
Arlington	$19,095,309	$11,535,997	$4,121,181	$112,581	**$34,865,068**
Austin	294,832,202	51,657,728	62,976,863	37,219,810	**446,686,603**
Brownsville	5,131,456	227,694	106,824	424,470	**5,890,444**
Dallas	19,953,502	14,594,192	6,530,530	2,007,012	**43,085,236**
El Paso	26,821,331	9,875,604	2,655,959	2,580,288	**41,933,182**
Pan American	4,237,445	2,039,063	483,903	30,181	**6,790,592**
Permian Basin	348,266	694,235	30,696	1,304,459	**2,377,656**
San Antonio	21,463,037	6,202,581	1,209,279	3,441,952	**32,316,849**
Tyler	438,123	197,916	237,769	41,216	**915,024**
Total	**$392,320,671**	**$97,025,010**	**$78,353,004**	**$47,161,969**	**$614,860,654**

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Figure II-3

Sources of Research Support 2006



- The federal government provides the majority of research and research-related funding – 64 percent.
- Private and local sources together provide the next largest proportion – 20 percent.
- Sixteen percent of research funds expended in 2006 came from state sources.

Sponsored Revenue

- Sponsored revenue is a more comprehensive measure of an institution's overall success in securing funding to support research, public service, training, and other activities.
- From 2002 to 2006, sponsored revenue has increased by 33 percent at U. T. System academic institutions.

Table II-4

Sponsored Revenue – U. T. Academic Institutions, FY 2002-2006
($ in thousands)

	FY 02	FY 03	FY 04	FY 05	FY 06
Arlington	$33,812	$38,347	$41,516	$52,795	$50,114
Austin	356,624	369,278	383,632	408,557	438,478
Brownsville	59,308	59,448	67,575	75,024	79,683
Dallas	25,412	25,563	50,559	38,571	47,752
El Paso	64,340	68,710	73,454	74,340	78,674
Pan American	48,605	56,699	56,898	60,903	68,583
Permian Basin	4,274	4,699	5,063	5,326	5,671
San Antonio	42,053	53,798	56,832	64,476	73,237
Tyler	4,517	5,393	6,802	7,414	7,727
Total Academic	**$638,945**	**$681,935**	**$742,331**	**$787,406**	**$849,919**

Source: Exhibit B of Annual Financial Report

Table II-5

Sponsored Revenue by Source – U. T. Academic Institutions, FY 2006

($ in thousands)

	Federal	State	Local	Private	**Total**
Arlington	$41,889	$6,077	$180	$1,968	**$50,114**
Austin	328,722	46,625	2,524	60,607	**438,478**
Brownsville	32,874	2,983	43,257	569	**79,683**
Dallas	26,701	16,108	598	4,345	**47,752**
El Paso	62,612	12,009	1,043	3,010	**78,674**
Pan American	47,744	17,818	3	3,018	**68,583**
Permian Basin	5,125	503	8	35	**5,671**
San Antonio	60,454	10,945	438	1,400	**73,237**
Tyler	6,082	1,060	0	585	**7,727**
Total	**$612,203**	**$114,128**	**$48,051**	**$75,537**	**$849,919**

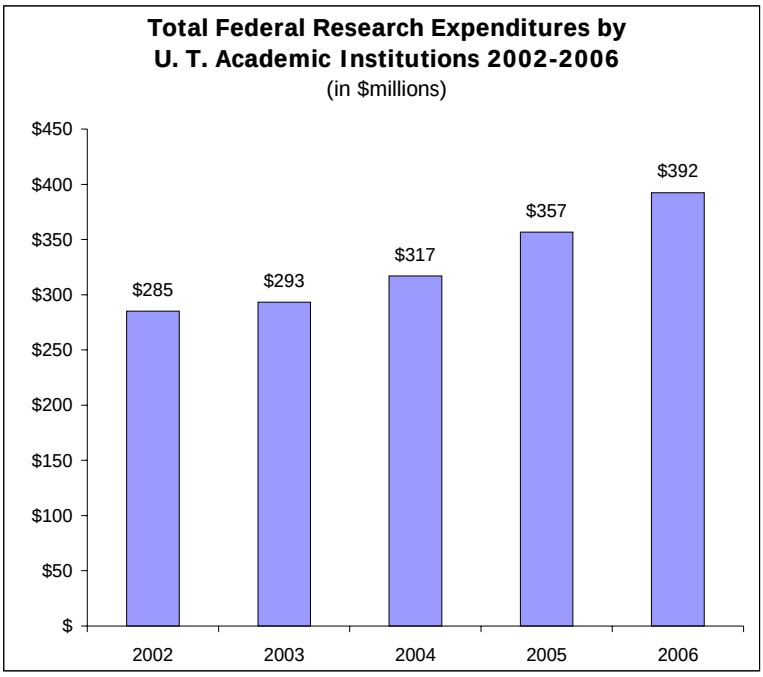
Source: Exhibit B of Annual Financial Report

- Federal funding continues to be the primary source of sponsored revenue to U. T. System academic institutions, accounting for 64 percent of all sponsored revenue.

Federal Research Expenditures

- Federal research expenditures are considered a national benchmark to measure institutional research competitiveness.

Figure II-4



- Continued increases in these funds are critical to the success of the academic institutions in the U. T. System.
- From 2002 to 2006, federal research expenditures for all academic institutions increased at every U. T. System academic institution, and on average, by almost 38 percent.

- At U. T. Arlington, federal research expenditures increased by 7 percent between FY 2005 and FY 2006 and by 141 percent since FY 2002.
- At U. T. Austin, the one-year increase was 9 percent and the five-year increase was 25 percent.
- At U. T. Brownsville, the one-year increase was 5 percent, and 472 percent over five years.
- U. T. Dallas remained stable over the past year, and increased 69 percent over five years.
- U. T. El Paso's federal research expenditures increased by almost 12 percent for FY 2005-06 and by more than a third since FY 2002.
- U. T. Pan American's federal expenditures increased 12 percent over the past year, and 204 percent over five years.
- Although U. T. Permian Basin's expenditures decreased from FY 2005 to FY 2006; since FY 2002, they have increased 152 percent.
- U. T. San Antonio increased its expenditures by 33 percent since the previous year and 181 percent over five years.
- U. T. Tyler's expenditures in FY 2006 increased by 205 percent over the past year and by 548 percent since FY 2002.

Table II-6

Federal Research Expenditures by U. T. Academic Institutions

FY	2002	2003	2004	2005	2006	% change FY 05-06	% change FY 02-06
Arlington	$7,923,657	$7,993,576	$11,093,256	$17,833,042	$19,095,309	7.1%	141.0%
Austin	235,436,101	240,537,689	249,014,154	269,612,823	294,832,202	9.4	25.2
Brownsville	896,646	1,011,353	2,889,894	4,897,516	5,131,456	4.8	472.3
Dallas	11,815,490	14,432,841	15,733,571	19,933,291	19,953,502	0.1	68.9
El Paso	19,796,441	17,022,000	22,232,318	23,961,812	26,821,331	11.9	35.5
Pan American	1,394,780	1,895,223	2,666,191	3,770,457	4,237,445	12.4	203.8
Permian Basin	138,194	166,777	1,215,420	360,016	348,266	-3.3	152.0
San Antonio	7,641,990	10,049,314	11,705,185	16,174,944	21,463,037	32.7	180.9
Tyler	67,617	174,362	585,874	143,425	438,123	205.5	547.9
Total	**$285,110,916**	**$293,283,135**	**$317,135,863**	**$356,687,326**	**$392,320,671**	**10.0%**	**37.6%**

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

State Appropriated Research Funds in Relation to Research Expenditures

- This measure compares state appropriations for research with each institution's research funding. Research funds are appropriated in the first year of each biennium.

Table II-7

Appropriated Research Funds as a Percentage of Research Expenditures
U. T. Academic Institutions

	FY 2002			FY 2006		
	Research Expenditures	Appropriated Research Funds	Percent Approp. Research	Research Expenditures	Appropriated Research Funds	Percent Approp. Research
Arlington	$21,072,964	$2,561,199	12.2%	$34,865,068	$733,134	2.1%
Austin	366,355,359	12,630,501	3.4	446,686,603	1,034,104	0.2
Brownsville	1,286,638	0	0.0	5,890,444	0	0.0
Dallas	27,444,057	1,702,442	6.2	43,085,236	584,481	1.4
El Paso	27,328,772	424,756	1.6	41,933,182	228,501	0.5
Pan American	2,605,758	218,331	8.4	6,790,592	88,780	1.3
Permian Basin	980,905	175,000	17.8	2,377,656	0	0.0
San Antonio	12,402,017	98,000	0.8	32,316,849	116,000	0.4
Tyler	375,821	0	0.0	915,024	0	0.0
Total	**$459,852,291**	**$17,810,229**	**3.9%**	**$614,860,654**	**$2,785,000**	**0.5%**

Note: Research funds are only appropriated during the first year of the biennium; therefore, comparable data are not available for FY 2005.

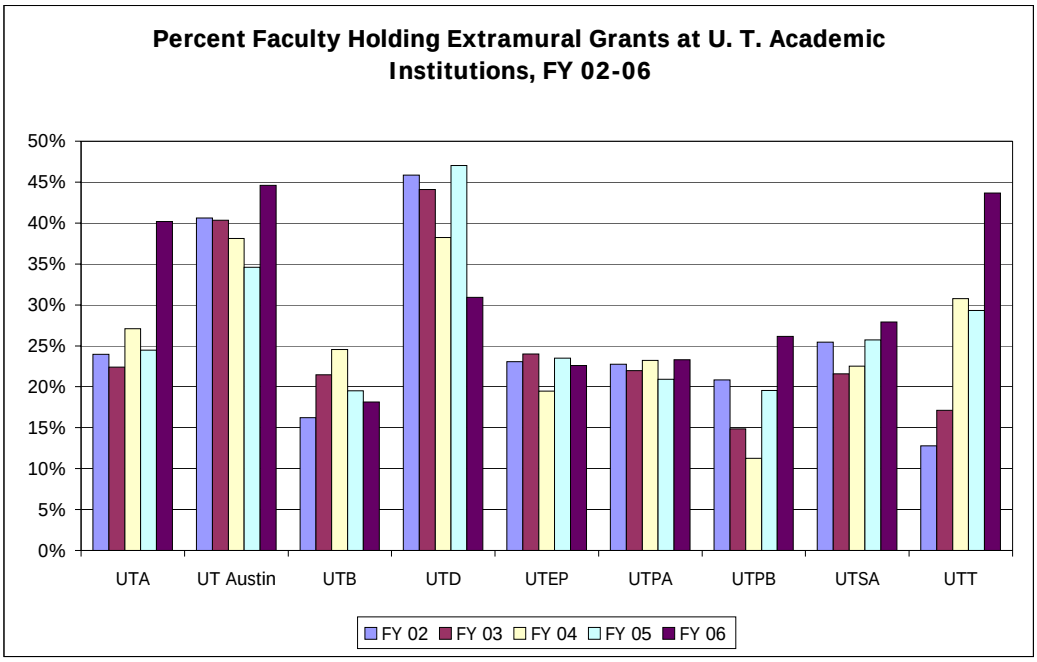
Source: THECB "Survey of Research Expenditures" and "Report of Awards -- Advanced Program/Advanced Technology Programs"

- State appropriations for research represent a comparatively small, but important, source of support at each institution. In 2006, these appropriations were less than one percent of all research expenditures, down from four percent and one percent over the previous two biennia.

Faculty Holding Extramural Grants

- The number and percentage of faculty holding grants provide another measure of productivity which emphasizes success in obtaining an award rather than the size of the award (Table II-8, below). This is relevant particularly in humanities, arts, and some social science disciplines, where the number and size of grants are comparatively small.
- This measure includes extramural grants from all sources and of all types and is, therefore, broader than measures that address sponsored research activities.
- Many faculty hold more than one grant per year, either as principal investigator or as co-investigator. This productivity is reflected in the "total number of grants" rows.
- In response to the recommendations of the UT System's *Strategic Plan 2006-2015* released in fall 2006 (www.utsystem.edu/osm/planning.htm) and the *Report of The Washington Advisory Group [WAG], LLC on Research Capability Expansion for The University of Texas System* (March 31, 2004), many U. T. System academic institutions are developing plans to strengthen support for research development (see www.utsystem.edu/osm/wag for more information on the WAG report).
- These plans are reflected in individual institution Compacts. Over the coming years, trends in faculty research productivity may be expected to improve as a result of these efforts, as the data below are beginning to illustrate.
- Over the past five years, at all nine U. T. System academic institutions there has been a gradual increase in the number of grants received, the number of faculty receiving grants, and/or the proportion of tenure/tenure track faculty who hold grants.

Figure II-5



- The growth has been uneven. This unevenness is due, at least in part, to institutions hiring significant numbers of new assistant professors who do not yet receive extramural grants. Campuses are investing in new or expanded offices of sponsored research to support faculty in competing successfully for external funding.
- The number of grants awarded to tenure/tenure-track faculty has increased since FY 2002 at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler (by 169 percent).
- From FY 2002 to FY 2006, the number of faculty holding grants has increased at U. T. Arlington (by 85 percent), U. T. Austin, U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio (by 53 percent), and U. T. Tyler (by 306 percent).
- Over this period, the proportion of tenure/tenure-track faculty holding grants increased substantially at U. T. Tyler (by 31 points) and U. T. Arlington (by 16 points). Four other institutions also increased the proportion of tenure/tenure-track faculty holding grants: U. T. Austin, U. T. Brownsville, U. T. Permian Basin, and U. T. San Antonio.

Table II-8

Faculty Holding Extramural Grants at U. T. Academic Institutions

		FY 02	FY 03	FY 04	FY 05	FY 06
Arlington	# grants	210	183	268	210	282
	# T/TT faculty holding grants	114	108	133	123	211
	#FTE T/TT faculty	476	482	491	503	525
	% T/TT faculty holding grants	24%	22%	27%	24%	40%
Austin	# grants	2,285	2,494	2,538	2,643	2,590
	# T/TT faculty holding grants	630	649	647	604	773
	#FTE T/TT faculty	1,551	1,608	1,698	1,745	1,733
	% T/TT faculty holding grants	41%	40%	38%	35%	45%
Brownsville	# grants	36	47	56	50	51
	# T/TT faculty holding grants	36	47	55	46	47
	#FTE T/TT faculty	222	219	224	236	259
	% T/TT faculty holding grants	16%	21%	25%	19%	18%
Dallas	# grants	212	218	180	327	256
	# T/TT faculty holding grants	111	112	109	142	94
	#FTE T/TT faculty	242	254	285	302	304
	% T/TT faculty holding grants	46%	44%	38%	47%	31%
El Paso	# grants	244	180	222	218	241
	# T/TT faculty holding grants	89	97	80	102	101
	#FTE T/TT faculty	386	404	411	434	447
	% T/TT faculty holding grants	23%	24%	19%	24%	23%
Pan American	# grants	132	130	193	221	181
	# T/TT faculty holding grants	71	73	84	78	93
	#FTE T/TT faculty	312	332	362	373	399
	% T/TT faculty holding grants	23%	22%	23%	21%	23%
Permian Basin	# grants	28	15	16	10	29
	# T/TT faculty holding grants	15	11	8	17	23
	#FTE T/TT faculty	72	74	71	87	88
	% T/TT faculty holding grants	21%	15%	11%	20%	26%
San Antonio	# grants	208	165	207	178	212
	# T/TT faculty holding grants	86	87	93	114	132
	#FTE T/TT faculty	338	403	413	443	473
	% T/TT faculty holding grants	25%	22%	23%	26%	28%
Tyler	# grants	29	39	55	53	78
	# T/TT faculty holding grants	17	25	44	44	69
	#FTE T/TT faculty	133	146	143	150	158
	% T/TT faculty holding grants	13%	17%	31%	29%	44%

Note: For grants with multiple investigators, only the principle investigator is counted.

Source: U. T. System Academic Institutions; THECB for FTE faculty

Research Expenditures per FTE Faculty — Academic Institutions

- The magnitude of research and research-related expenditures largely reflects the size and mission of each campus.
- The ratio of research expenditures to FTE faculty is a general indicator of the research productivity of the faculty and the mission of each campus.
- Over the past five years, this ratio has increased at all academic institutions, reflecting targeted investments in new faculty positions, research infrastructure, and support of grant proposal submissions.

Table II-9

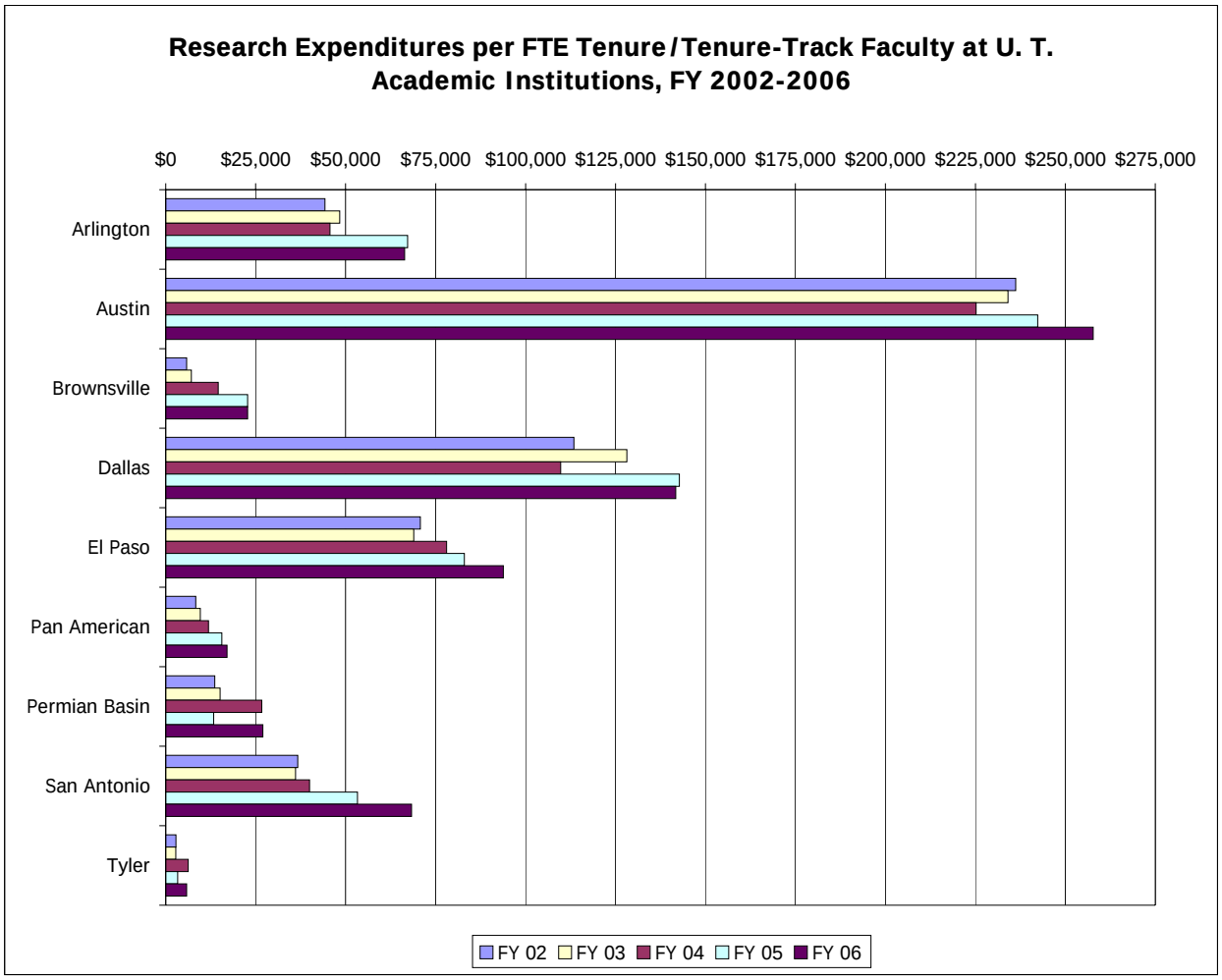
Research Expenditures per FTE Tenure/Tenure Track Faculty at U. T. Academic Institutions
FY 2002-2006

	FY 2002			FY 2003			FY 2004		
	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
Arlington	$21,072,964	476	$44,271	$23,314,938	482	$48,371	$22,417,130	491	$45,656
Austin	366,355,359	1,551	236,206	376,403,651	1,608	234,082	382,391,771	1,698	225,201
Brownsville	1,286,638	222	5,796	1,558,306	219	7,116	3,273,326	224	14,613
Dallas	27,444,057	242	113,405	32,547,141	254	128,138	31,274,590	285	109,735
El Paso	27,328,772	386	70,800	27,847,152	404	68,929	32,067,735	411	78,024
Pan American	2,605,758	312	8,352	3,193,419	332	9,619	4,309,262	362	11,904
Permian Basin	980,905	72	13,624	1,118,184	74	15,111	1,895,564	71	26,698
San Antonio	12,402,017	338	36,692	14,547,732	403	36,099	16,516,457	413	39,991
Tyler	375,821	133	2,826	411,275	146	2,817	894,034	143	6,252

	FY 2005			FY 2006		
	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
Arlington	$33,826,960	503	$67,250	$34,865,068	525	$66,410
Austin	422,867,712	1,745	242,331	446,686,603	1,733	257,753
Brownsville	5,374,665	236	22,774	5,890,444	259	22,743
Dallas	43,110,799	302	142,751	43,085,236	304	141,728
El Paso	36,013,585	434	82,981	41,933,182	447	93,810
Pan American	5,816,164	373	15,593	6,790,592	398	17,062
Permian Basin	1,160,694	87	13,341	2,377,656	88	27,019
San Antonio	23,605,844	443	53,286	32,316,849	473	68,323
Tyler	501,301	150	3,342	915,024	158	5,791

Source: Sponsored Research Expenditures from 2001-2005 Survey of Research Expenditures Submitted to the Texas Higher Education Coordinating Board; these include indirect costs and pass-throughs to institutions. FTE faculty from THECB.

Figure II-6


Research Expenditures per FTE Tenure/Tenure-Track Faculty at U. T. Academic Institutions, FY 2002-2006
$0
$25,000
$50,000
$75,000
$100,000
$125,000
$150,000
$175,000
$200,000
$225,000
$250,000
$275,000
Arlington
Austin
Brownsville
Dallas
El Paso
Pan American
Permian Basin
San Antonio
Tyler
FY 02
FY 03
FY 04
FY 05
FY 06

Private Funding

Table II-10

Endowed Faculty Positions at U. T. Academic Institutions

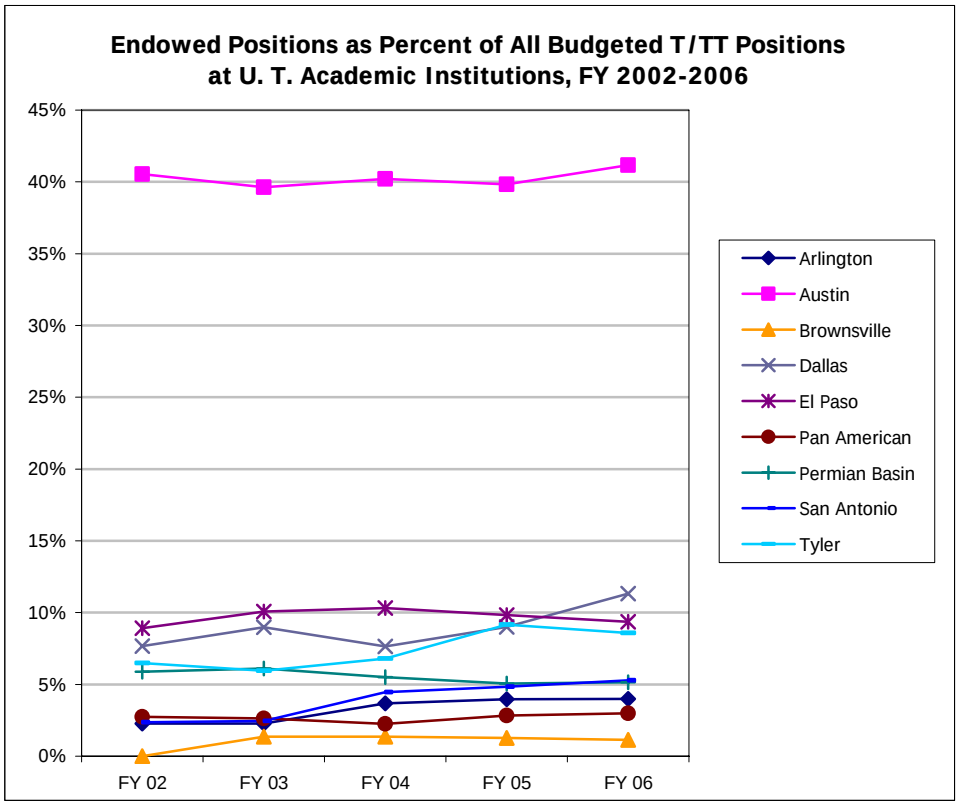
		FY 02	FY 03	FY 04	FY 05	FY 06
Arlington	Total Budgeted Endowed Professorships and Chairs	12	12	20	22	23
	Number Filled	7	7	9	13	14
	% of Total Budgeted T/TT Positions Endowed	2%	2%	4%	4%	4%
Austin	Total Endowed Professorships and Chairs	725	731	738	747	770
	Number Filled	565	590	598	586	609
	% of Total Budgeted T/TT Positions Endowed	41%	40%	40%	40%	41%
Brownsville	Total Budgeted Endowed Professorships and Chairs	--	3	3	3	3
	Number Filled	--	2	3	3	3
	% of Total Budgeted T/TT Positions Endowed	0%	1%	1%	1%	1%
Dallas	Total Budgeted Endowed Professorships and Chairs	23	29	25	31	41
	Number Filled	23	29	20	24	27
	% of Total Budgeted T/TT Positions Endowed	8%	9%	8%	9%	11%
El Paso	Total Budgeted Endowed Professorships and Chairs	38	44	46	46	47
	Number Filled	26	38	35	35	33
	% of Total Budgeted T/TT Positions Endowed	9%	10%	10%	10%	9%
Pan American	Total Budgeted Endowed Professorships and Chairs	8	8	8	11	12
	Number Filled	2	2	4	4	4
	% of Total Budgeted T/TT Positions Endowed	3%	3%	2%	3%	3%
Permian Basin	Total Budgeted Endowed Professorships and Chairs	5	5	5	5	5
	Number Filled	5	4	5	5	5
	% of Total Budgeted T/TT Positions Endowed	6%	6%	5%	5%	5%
San Antonio	Total Budgeted Endowed Professorships and Chairs	10	11	20	25	29
	Number Filled	6	6	7	8	20
	% of Total Budgeted T/TT Positions Endowed	2%	2%	4%	5%	5%
Tyler	Total Budgeted Endowed Professorships and Chairs	9	9	11	14	14
	Number Filled	7	7	6	1	5
	% of Total Budgeted T/TT Positions Endowed	6%	6%	7%	9%	9%

Source: U. T. System Academic Institutions

- Endowed professorships and chairs significantly supplement the faculty positions that institutions are able to support with state appropriations, tuition, grants, and other sources of funding.
- Endowed positions help institutions compete for, recruit, and retain top faculty. These hires, in turn, help institutions achieve excellence in targeted fields.
- These endowments reflect the specific fundraising environment for each institution, which are influenced by local and regional economic conditions.
- In response to the recommendations of the WAG report (see above, p. II-9, and compact initiatives), a number of institutions are increasing resources and plans to expand fundraising efforts. These plans are reflected in their institutional Compacts and may be expected, over time, to result in continued or even faster increases in the numbers of endowed positions on many U. T. System campuses.
- With the addition of U. T. Brownsville's three positions in 2003, every U. T. System academic institution now has endowed positions.

- From FY 2002 to FY 2006, U. T. Arlington nearly doubled the number of its endowed professorships and chairs.
- U. T. Dallas increased the number of its endowed positions by 78% from 2002 to 2006.
- At U. T. San Antonio, the number of endowed positions almost tripled from 2002 to 2006.
- From 2002 to 2006, U. T. Pan American and U. T. Tyler increased their endowed positions by 50 percent or more.
- From 2005 to 2006, the number of endowed positions and the percent of positions that are endowed increased or held steady at all nine U. T. System academic institutions.
- The majority of these positions are filled each year. Open positions provide flexibility or reflect the timing of making academic hires in a highly competitive environment. The openings may result from such situations as retirements, deaths, declined offers, or other circumstances that arise in a given academic year.

Figure II-7



Faculty Awards and Honors

- The faculty of the U. T. System receives a wide range of honors and awards. Those listed here are perpetual, lifetime awards received by faculty members on or before September 1, 2006.

Table II-11

Cumulative Honors at U. T. Academic Institutions

	Total	Arlington	Austin	Dallas
Nobel Prize	**4**		2	2
Pulitzer Prize	**20**		20	
National Academy of Sciences	**22**		20	2
National Academy of Engineering	**51**		50	1
American Academy of Arts and Sciences	**42**		41	1
American Law Institute	**25**		25	
American Academy of Nursing	**28**	13	15	

Source: U. T. System Academic Institutions

- Faculty at U. T. System academic institutions receive many other prestigious awards, honors, prizes, and professional recognitions. Additional information on specific honors is available in the Institutional Profiles, Section V.
- Noteworthy awards received in 2005-2006 are listed below.

Table II-12

Faculty Awards Received at U. T. Academic Institutions, 2005-06

	UTA	Austin	UTB	UTD	UTPA	UTSA	UTT
Pulitzer Prize		1					
National Academy of Sciences		1					
National Academy of Engineering		1					
American Academy of Nursing			1				1
Fulbright American Scholars		1		1		1	
Guggenheim Fellows		2					
American Law Institute		1					
NSF CAREER awards (excluding those who are also PECASE winners)	1	15	1				
Sloan Research Fellows		4					
NEH Fellowships					1	2	

Source: U. T. System Academic Institutions

Technology Transfer – System Overview

Table II-13

Aggregate U.T. System Technology Transfer, 2001-2005

Total New Invention Disclosures					Total U.S. Patents Issued					Total Licenses & Options Executed				
2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
459	480	525	494	613	100	103	99	120	114	109	97	146	141	154

Start-up Companies Formed					Total Gross Revenue Received from Intellectual Property*				
2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
18	16	12	12	12	$22,907,414	$26,555,136	$24,625,622	$29,667,987	$34,871,167

* The Texas Higher Education Coordinating Board includes reimbursed legal expenses, including patent prosecution costs, in its definition of gross revenue received from intellectual property. However, these expenses are generally excluded as an industry standard, such as reported by the Association for University Technology Managers.

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey.

- From 2001 to 2005, the U. T. System increased the number of new invention disclosures (34%), U.S. patents, licenses and options executed, and gross intellectual property revenue (52%). The number of public start-up companies per year declined over this period.
- In 2005, the U. T. System institutions were issued a total of 261 patents, of which, 114 were U.S. patents and 147 were foreign patents. The large number of foreign patents reflects the global competitiveness of U. T. System research and innovation.
- According to the U.S. Patent and Trademark Office, when academic and health-related institution patents are combined, in 2005 the U. T. System ranked fourth, tied with Stanford University in number of patents issued (90). The University of California System topped the list, as it has for the past ten years, with 390 in 2005.
- The University of Texas was issued the highest absolute number of biotech patents in 2005 according to the Milken Institute. In addition, five University of Texas institutions rank in the top 100 on the Milken Institute Technology Transfer and Commercialization Index based on patents issued, licenses executed, licensing income, and startup data from the Association of University Technology Managers.

Table II-14

Patents Issued by U.S. Patent and Trademark Office
Top-Ranked Universities, 2001-2005

	2001		2002		2003		2004		2005	
	Rank	# Patents	Rank	# Patents	Rank	# Patents	Rank	# Patents	Rank	# Patents
U. of California	1	402	1	431	1	439	1	424	1	390
Massachusetts Institute of Tech.	2	125	2	135	3	127	3	132	2	136
California Institute of Tech.	3	124	3	110	2	139	2	135	3	101
University of Texas System	4	89	5	93	4	96	4	101	4	90
Stanford U.	5	84	4	104	5	85	6	75	4	90
U. of Wisconsin System	7	73	6	81	6	84	8	64	5	77
Johns Hopkins U.	6	80	6	81	7	70	5	94	6	71
U. of Michigan	--	--	12	47	8	63	7	67	6	71
University of Florida	--	--	--	--	--	--	13	41	7	64
Columbia U.	--	--	13	45	9	61	10	52	8	57
Georgia Institute of Technology	--	--	--	--	--	--	19	37	9	43
University of Pennsylvania	--	--	--	--	--	--	24	32	9	43
Cornell University	--	--	--	--	--	--	16	40	10	41

Source: United States Patent and Trademark Office Press Releases (4/6/2006, 3/18/2005, 2/9/2004, 2/26/2003), www.uspto.gov

Technology Transfer – U. T. System Academic Institutions

Table II-15

Technology Transfer Trends at U. T. Academic Institutions

	Total New Invention Disclosures					Total U.S. Patents Issued					Total Licenses & Options Executed				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Arlington	5	11	21	17	24	3	2	2	2	2	1	1	0	0	3
Austin	85	83	69	87	128	20	21	28	32	32	34	24	20	23	23
Dallas	16	12	33	26	18	5	5	6	5	7	6	0	2	2	1
El Paso	7	10	10	11	18	0	0	0	0	1	1	0	0	1	0
Pan American	0	0	0	3	7	0	0	0	0	0	0	0	1	1	0
San Antonio	4	4	2	5	16	1	1	0	1	1	0	0	0	0	0
Total Academic Institutions	**117**	**120**	**135**	**149**	**211**	**29**	**29**	**36**	**40**	**43**	**42**	**25**	**23**	**27**	**27**

	Start-up Companies Formed					Total Gross Revenue Received from Intellectual Property*				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Arlington	0	1	0	2	2	$92,074	$113,250	$35,606	$48,871	$1,178,434
Austin	11	4	6	6	6	$2,768,769	$5,008,592	$4,301,165	$5,405,328	$7,736,796
Dallas	0	0	0	0	0	$241,799	$47,971	$149,093	$110,904	$3,325
El Paso	0	0	0	0	0	$750	$750	$30,150	$16,633	$67,852
Pan American	0	0	0	0	0	$0	$0	$2,500	$2,500	$0
San Antonio	0	0	0	0	0	$0	$0	$45,198	$0	$0
Total Academic Institutions	**11**	**5**	**6**	**8**	**8**	**$3,103,392**	**$5,170,563**	**$4,563,712**	**$5,584,236**	**$8,986,407**

* The Texas Higher Education Coordinating Board includes reimbursed legal expenses, including patent prosecution costs, in its definition of gross revenue received from intellectual property. However, these expenses are generally excluded as an industry standard, such as reported by the Association for University Technology Managers.

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey.

- Technology transfer success begins with new invention disclosures; these should increase over time in order to increase the number of patents issued, licenses executed, and revenues received from licenses and options executed.
- Patents issued to U. T. Austin increased by 60 percent between 2001 and 2005.
- Gross revenue from intellectual property nearly tripled at U. T. Austin between 2001 and 2005. U. T. Arlington increased revenues from intellectual property by almost $1.1 million.
- The pace of technology transfer is closely linked to economic and market factors, typically resulting in dramatic annual fluctuations. Increases in gross revenues since 2003 mirror national trends related to a recovery from difficult market conditions in the early 2000s.
- The commercialization capacity of U. T. System institutions is expected to improve as the U. T. System Office of Research and Technology Transfer assists institutions with implementing regional and centralized services.
- Large-scale multi-institutional research efforts based on university-government-industry partnerships, such as the Nanoelectronics Initiative, are expected to further contribute to technology transfer activities.
- Other U. T. System academic institutions, like U. T. El Paso, are in earlier stages of developing the necessary infrastructure to build technology transfer and commercialization programs.

Faculty Headcount – U. T. System Academic Institutions

- Nationally, 39 percent of instructional faculty are women; most U. T. System academic institutions meet or exceed this figure (*Faculty Gender Equity Indicators 2006,* AAUP).

Table II-16

Tenure/Tenure-Track Faculty Headcount: Professors, Associate Professors, Assistant Professors, Instructors

Fall	2001	2002	2003	2004	2005
Arlington	525	524	532	543	567
Austin	1,833	1,904	1,897	1,926	1,921
Brownsville/TSC	222	219	225	236	262
Dallas	284	309	331	337	358
El Paso	426	437	441	468	495
Pan American	325	351	376	388	421
Permian Basin	78	80	79	94	93
San Antonio	421	450	449	516	549
Tyler	138	150	146	152	162

Source: Texas Higher Education Coordinating Board and UTB/TSC

Table II-17

Headcount: All Instructional Staff*

Fall	2001	2002	2003	2004	2005
Arlington	1,216	1,255	1,302	1,365	1,410
Austin	3,308	3,418	3,342	3,420	3,561
Brownsville/TSC	466	495	526	558	638
Dallas	655	716	743	774	850
El Paso	923	956	919	997	1,118
Pan American	628	667	716	772	807
Permian Basin	139	158	192	212	216
San Antonio	999	1,089	1,159	1,312	1,401
Tyler	285	302	293	350	364

*All Instructional Staff includes Professors, Associate Professors, Assistant Professors Instructors, Lecturers, Teaching Assistants, Visiting Teachers, and Special, Adjunct, and Emeritus faculty at the institution.

Source: Texas Higher Education Coordinating Board and UTB/TSC

Figure II-8

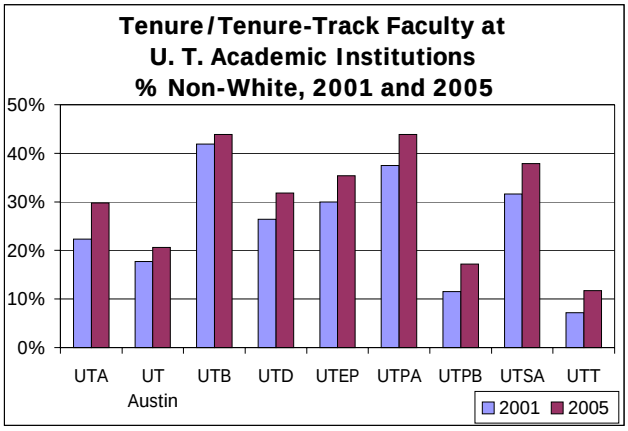


Figure II-9

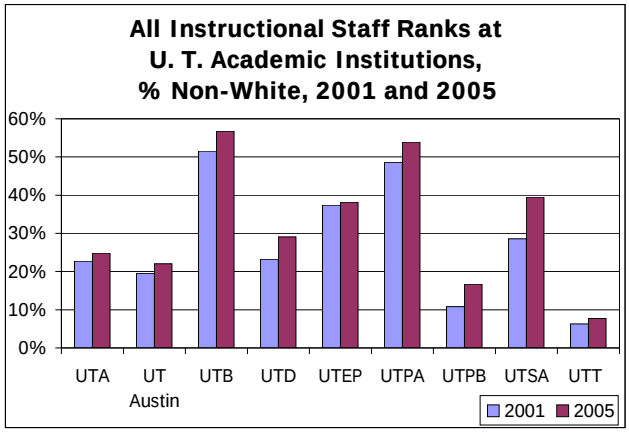
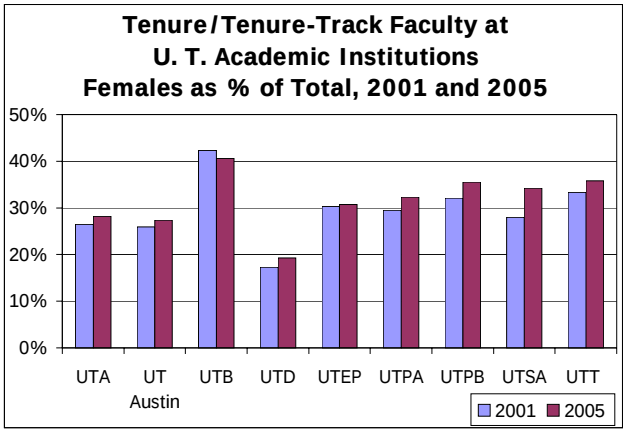


Figure II-10



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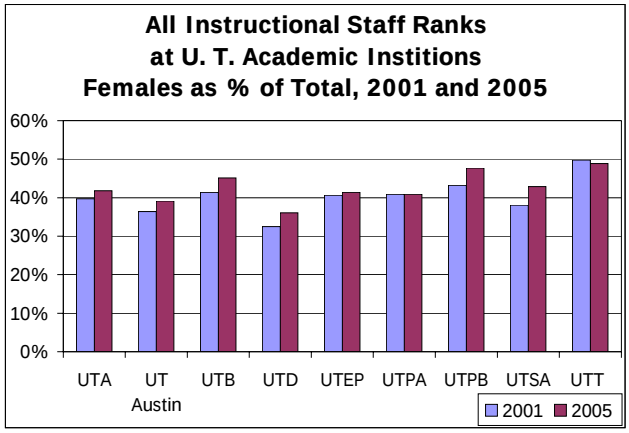


Staff Headcount

Table II-18

Administrative, Other, Non-Faculty and Student Employee Headcount at U. T. Academic Institutions*

	AY	02-03	03-04	04-05	05-06	06-07
Arlington	Administrative	346	302	307	327	356
	Other, Non-Faculty	1,373	1,376	1,440	1,513	1,563
	Student Employees	1,737	1,724	2,145	2,112	2,139
Austin	Administrative	691	684	708	706	743
	Other, Non-Faculty	9,642	9,235	9,549	9,619	9,874
	Student Employees	8,948	8,853	9,058	9,179	9,596
Brownsville	Administrative	105	109	111	114	121
	Other, Non-Faculty	1,137	1,104	1,117	1,017	1,205
	Student Employees	N/A	N/A	N/A	212	199
Dallas	Administrative	123	101	103	110	122
	Other, Non-Faculty	1,281	1,341	1,384	1,530	1,624
	Student Employees	919	1,005	1,070	1,136	1,210
El Paso	Administrative	374	327	303	292	292
	Other, Non-Faculty	1,219	1,155	1,169	1,227	1,251
	Student Employees	1,772	1,638	1,815	1,882	2,016
Pan American	Administrative	84	82	80	89	108
	Other, Non-Faculty	1,366	1,434	1,453	1,495	1,727
	Student Employees	780	812	660	715	687
Permian Basin	Administrative	37	37	36	42	43
	Other, Non-Faculty	160	167	179	189	176
	Student Employees	201	210	260	229	239
San Antonio	Administrative	213	224	243	266	283
	Other, Non-Faculty	1,630	1,828	1,984	2,145	2,285
	Student Employees	648	731	894	993	1,030
Tyler	Administrative	40	37	40	43	46
	Other, Non-Faculty	246	261	293	296	336
	Student Employees	227	240	320	359	329

*Administrative and other, non-faculty positions exclude faculty and do not entail significant direct instructional activities. Administrative includes executive, administrative and managerial positions which require performance of work directly related to management policies or general business operations of the institution, department or subdivision. Other, non-faculty includes other professional, technical, clerical, skilled crafts and service related positions. Student employees are those positions for which student status is a condition of employment.

Source: U. T. System Common Data Warehouse

Figure II-12

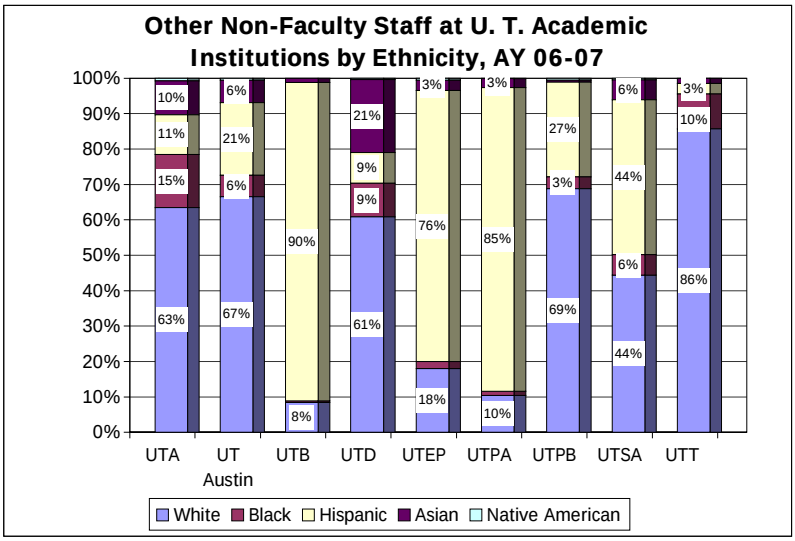


Figure II-13

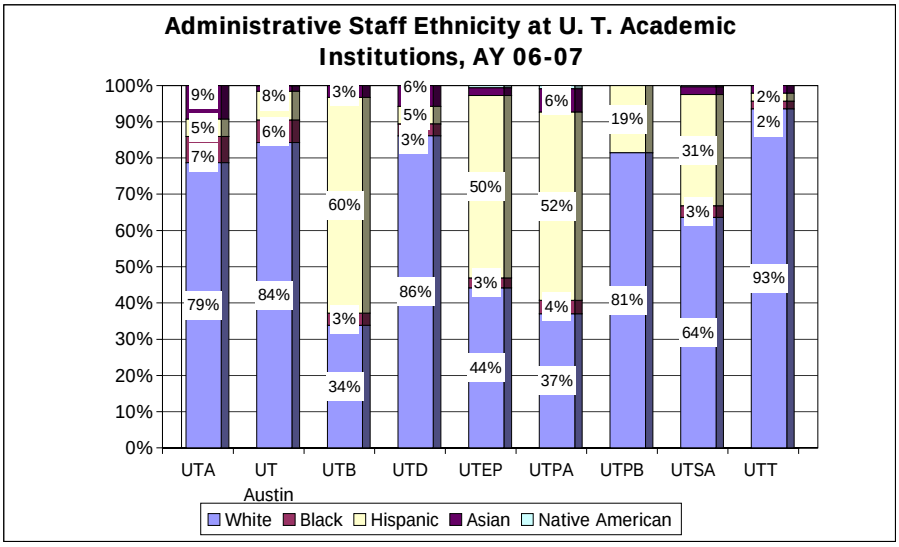
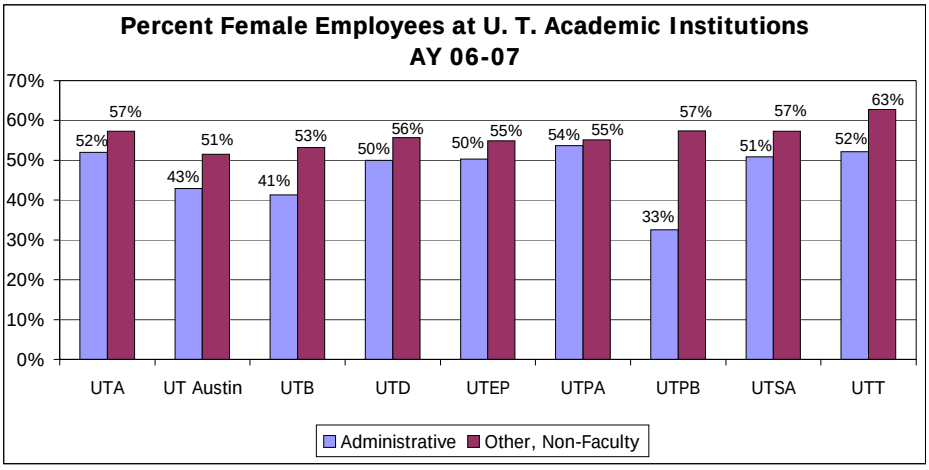


Figure II-14



Student/Faculty Ratios

Table II-19

FTE Student / FTE Faculty Ratio at U. T. Academic Institutions

	Fall	2001	2002	2003	2004	2005
Arlington	FTE Students	15,374	17,205	18,513	18,592	18,740
	FTE Faculty	752	782	834	866	891
	Ratio	20 to 1	22 to 1	22 to 1	21 to 1	21 to 1
Austin	FTE Students	43,758	45,815	45,248	44,570	43,966
	FTE Faculty	2,101	2,167	2,252	2,320	2,340
	Ratio	21 to 1	21 to 1	20 to 1	19 to 1	19 to 1
Brownsville	FTE Students*	5,838	6,319	6,758	7,262	7,878
	FTE Faculty**	348	359	378	403	437
	Ratio	17 to 1	18 to 1	18 to 1	18 to 1	18 to 1
Dallas	FTE Students	8,507	9,192	9,797	10,282	10,653
	FTE Faculty	380	424	468	489	509
	Ratio	22 to 1	22 to 1	21 to 1	21 to 1	21 to 1
El Paso	FTE Students	12,123	12,856	13,546	13,645	13,980
	FTE Faculty	651	678	656	711	721
	Ratio	19 to 1	19 to 1	21 to 1	19 to 1	19 to 1
Pan American	FTE Students	9,838	10,538	11,709	12,692	12,786
	FTE Faculty	476	511	556	616	628
	Ratio	21 to 1	21 to 1	21 to 1	21 to 1	20 to 1
Permian Basin	FTE Students	1,637	1,848	2,129	2,343	2,443
	FTE Faculty	99	106	118	133	134
	Ratio	17 to 1	17 to 1	18 to 1	18 to 1	18 to 1
San Antonio	FTE Students	14,347	16,002	18,316	19,565	20,501
	FTE Faculty	594	660	696	760	813
	Ratio	24 to 1	24 to 1	26 to 1	26 to 1	25 to 1
Tyler	FTE Students	2,502	2,862	3,390	3,891	4,323
	FTE Faculty	204	218	217	246	261
	Ratio	12 to 1	13 to 1	16 to 1	16 to 1	17 to 1

Note: FTE Student calculations include state-funded, non-state-funded and excess hours.

*Includes students who matriculate through Texas Southmost College
**Includes faculty in Master Technical Instructor ranks

Source: Texas Higher Education Coordinating Board

- Institutions must balance the advantages of smaller classes – a criterion that has an impact on their national rankings – with the efficiency that a higher student/faculty ratio may confer.
- The number of full-time-equivalent students and faculty has increased over the past five years at all nine U. T. System academic institutions.
- However, the number of students increased faster than faculty at many institutions over this time. Consequently, the ratio of FTE students to FTE faculty increased at five of the nine institutions, remained stable at U. T. El Paso, and declined slightly at U. T. Austin, U. T. Dallas and U. T. Pan American.

Tenure/Tenure-Track Faculty Teaching Lower Division Courses

Table II-20

Proportion of Lower Division Semester Credit Hours Taught by Tenure/Tenure-Track Faculty at U. T. Academic Institutions

Fall	2002	2003	2004	2005
Arlington	35.8%	35.2%	30.3%	27.4%
Austin	44.8	49.0	52.3	46.8
Dallas	27.2	26.9	29.3	27.5
El Paso	38.7	41.2	39.4	37.2
Pan American	44.4	47.4	42.3	45.6
Permian Basin	47.3	45.7	42.7	41.4
San Antonio	44.8	42.5	37.9	32.9
Tyler	73.0	63.0	56.3	52.4

Note: Brownsville data are not available.

Source: Texas Higher Education Coordinating Board

- This measure illustrates the proportion of lower-division semester credit hours taught by tenure/tenure-track faculty.
- Since 2002, the proportion of lower division semester credit hours taught by tenure/tenure-track faculty increased at U. T. Austin, U. T. Dallas and U. T. Pan American, but decreased at the other U. T. System academic institutions.
- Tenure and tenure-track faculty have responsibilities to teach, conduct research, and perform service on behalf of their institution. Once tenured, they become permanent members of an institution's faculty.

Training Postdoctoral Fellows

Table II-21

Postdoctoral Fellows at U. T. Academic Institutions

	FY 02	FY 03	FY04	FY05	FY06
Arlington	25	30	27	34	59
Austin	379	365	385	415	420
Brownsville	1	6	4	8	9
Dallas	49	39	56	36	56
El Paso	2	7	17	24	19
Pan American	--	1	2	2	2
Permian Basin	1	2	0	0	0
San Antonio	21	27	29	51	54

*As at most universities, postdoctoral fellow positions are diverse. In the last year UTEP has made an effort to ensure that they are appointed in the proper categories, making it easier to track them.

Source: U. T. System Academic Institutions

- The number of postdoctoral fellows at an institution is one measure of the size and growth of its advanced research programs. Postdoctoral fellowships are typically funded by public grants or private gifts, so these positions demonstrate the impact of an institution's success in obtaining external funding to support its research programs.
- These numbers also indicate the service U. T. System academic institutions provide in preparing researchers who are likely to make the discoveries that advance fields in the future.
- Postdoctoral fellows have increased significantly over the past five years at most U. T. System academic institutions and dramatically at several: at U. T. Arlington by 136 percent; by 800 percent at U. T. Brownsville (since FY 02, the first year UTB had postdoctoral fellows); also by 850 percent at U. T. El Paso; and by nearly 160 percent at U. T. San Antonio.
- These changes reflect a growing emphasis on and success in acquiring research and external funding.

Examples of Externally Funded Research Collaborations

- The U. T. System has made it a high priority to increase the research collaborations among U. T. System institutions as well as organizations outside of U. T. System.
- These collaborations achieve economies of scale and greatly improve the quality of research by leveraging faculty, external funding, and facilities resources beyond the scope that any individual institution could bring to bear on a research problem.
- The scope of U. T. System research is very large. Below are examples from each institution of current and high priority collaborative research projects.

Table II-22

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
Optical Imaging	Applies optical imaging in medicine. Collaborations include image guided surgery for implantation of deep brain stimulators to treat Parkinson's disease as well as laparoscopic surgery for removal of gallstones. Additionally, optical imaging which diagnoses and guides the treatment of diabetic foot to prevent lower limb amputation is being investigated. A study of breast cancer tumor growth using optical imaging is underway. Other areas of collaboration include treatment of urinary incontinence; body reaction to implants such as breast implants; gene therapy; controlled drug release; characterization of corneal fibroblast; obesity and respiration; modeling of cerebral blood flow autoregulation; and magnetic anchoring of organs for minimally invasive surgery. Collaborators: UTA, UTSWMC	
Strategic Partnership for Research in Nanotechnology	Fosters nanotechnology-based education and research, and university/industry technology transfer in Texas.	UTA, UT Austin, UTD, UTB, UTPA, Rice University, and the Air Force Materials Research Labs (Dayton, Ohio)
Experimental High Energy Physics	Designs, installs, and operates physics detectors; to analyze data from collisions at the world's highest energy particle colliders; to conduct an experimental study of the elementary particles that make up all known matter.	UTPA, Texas Tech University, SMU, Rice University, Fermi National Accelerator Lab
U. T. Austin		
International Center for Nanotechnology and Advanced Materials (ICNAM)	The International Center for Nanotechnology and Advanced Materials (ICNAM), a relatively new institute at UT Austin, was established to foster collaborations and cooperative research efforts with Latin American countries in the area of Engineering and Sciences. ICNAM has initiated major research programs and collaborations with the most prestigious Mexican Universities and research centers. Two dozen projects are currently in progress involving researchers in these institutions and UT Austin in areas of nanotechnology and advanced materials. In addition, numerous student and faculty exchanges have been undertaken between these universities and UT Austin. These collaborative efforts have the support of Conacyt, the Mexican science agency, an equivalent to the National Science Foundation, and have already produced a number of joint publications.	National Autonomous University of Mexico, the Autonomous University of Nuevo Leon, the Research Center in Applied Chemistry, the National Polytechnic Institute, the Research Center in Advanced Materials, and the Research Center in Science and Technology

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
South West Academy for Nanoelectronics (SWAN)	The semiconductor industry, which is based on conventional complementary metal oxide semiconductor field effect transistors (CMOSFETs), is at a crossroads, where there is no clear path to continued scaling of transistors. Therefore, UT Austin has established the South West Academy for Nanoelectronics (SWAN) program aimed at finding a replacement for the CMOSFET logic switch. SWAN is being led by UT Austin (PI: Sanjay Bnaerjee). This program is being initially funded for 2006-09 at a level of $1.5 million by the Nano Electronics Research Corporation (NERC), a consortium of leading semiconductor companies in the U.S. (e.g., TI, AMD, Freescale, IBM, Intel and Micron). The State of Texas has provided matching funds of $1.5 million for SWAN, as well as $10 million to hire other researchers into the program. Furthermore, UT System and Texas nanoelectronics companies are each providing $10 million, making SWAN a $33 million endeavor. SWAN will complement similar centers on the East and West coasts. The SWAN research program is high risk, but potentially very high impact. It will require exploring radical replacements of CMOSFETs in which an electron charge is not used as the computational state variable. Concepts to be studied include using the spin of the electron or the electron wave function as possible bases for logic transistors. If successful, SWAN could lead the path to an entirely new class of transistors that are more scaleable, are faster, and consume far less power than metal oxide semiconductor field effect transistors. Collaborators: UT Dallas, TAMU, Rice University, NASA JSC, SEMATECH, Arizona State University, University of Notre Dame, and the University of Maryland	
Texas Advanced Computing Center (TACC)	TACC will host and manage one of the world's most powerful computers through a $59 million, five-year grant from the National Science Foundation (NSF), the largest single NSF grant in the university's history. The computer will significantly increase the computing power and time available to academic researchers around the country who conduct research on subjects ranging from the birth of the universe to the working of molecules inside the body. TACC is collaborating with business and academia to deploy and support a world-class high performance computing system of unprecedented capacity and capability to empower the U.S. academic research community. The computer will be a part of TeraGrid, an NSF-sponsored network of high performance computers.	Sun Microsystems, Advanced Micro Devices Inc., the Cornell Theory Center at Cornell University and the Fulton High Performance Computing Institute at Arizona State University
U. T. Brownsville		
The International Virtual Data Grid Laboratory (iVDGL)	Provides an international Virtual-Data Grid Laboratory of unprecedented scale and scope, comprising heterogeneous computing and storage resources in the U.S., Europe and ultimately other regions linked by high-speed networks, and operates as a single system for the purposes of interdisciplinary experimentation in grid-enabled, data-intensive scientific computing.	Over 40 universities and laboratories in U.S., Europe, and Asia
Bahia Grande Restoration Project	Provides quantitative assessment of the recovery of the Bahia Grande (lower Laguna Madre) at the system level using integrated and comprehensive approaches and partnerships.	USFWS, UTPA, TAMU, Texas A&M University-Corpus Christi, and Ocean Trust
Project EXPORT	Aims to build research capacity at UTB/TSC to promote participation and training in biomedical research among health disparity populations. The project encompasses research on health disparities in Hispanics, provides a source of data on Hispanic health, develops and evaluates intervention strategies for Hispanic cultures, evolves research collaborations with other Hispanic communities, and builds research capacity in South Texas LRGV. Has led to the creation of the first Hispanic Health Research Center in the nation, which serves as the hub of Project EXPORT at UTB/TSC.	School of Public Health and UTHSC-Houston
U. T. Dallas		

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Strategic Partnership for Research in Nanotechnology	A consortium that collaborates on research projects, programs, conferences and the development of joint facilities and infrastructure to position the state as a center for education, research and development in the science of nanotechnology.	Rice University, UT Austin, UTA, "Nano on the Border" group
Materials Science & Engineering Collaboration	Partnership that allows students enrolled at either institution to broaden their learning and research experiences by enrolling in courses shared by both institutions. This partnership will provide immediate program depth and expand research capabilities beyond what each institution could do alone.	UTA
Institute of Biomedical Science & Technology	Provides novel diagnostics, treatments and cures for disease by integrating expertise in basic and applied biosciences to advance science, medical research and the development of bioengineering and biomedical products	Baylor Health Sciences Center, UTA, TAMU, TAMU Health Science Center, and UTB
U. T. El Paso		
Advanced Research Cooperation in Environmental Health Program on Border Asthma	To examine environmental correlates of asthma in children living in El Paso.	NIH, National Institute of Environmental Health Sciences, University of New Mexico
U.S.-Mexico Border Interdisciplinary Research Training Project	To examine minority health disparities and collaboratively train students entering the medical fields.	NIH-National Center on Minority Health and Health Disparities, Universidad Autónoma de Ciudad Juárez, Instituto Mexicano del Seguro Social
Teachers for a New Era	To improve teacher training programs and pupil learning in local communities by developing and applying knowledge in (a) evidence-based decision making, (b) teacher preparation, and (c) "clinical" training	Carnegie Corporation of New York, Annenberg Foundation, Ford Foundation, El Paso Community College, Local Public School Teachers and Administrators, Bank Street College of Education, Boston College, California State University-Northridge, Florida A & M University, Michigan State University, Stanford University, University of Connecticut, University of Virginia, University of Washington, University of Wisconsin-Milwaukee
U. T. Pan American		
U. S. Hispanic Nutrition and Research Education Center	Focuses on understanding how diet and nutrition, combined with genetic, social, psychological, socioeconomic, cultural and environmental factors, affect the health of the U.S. Hispanic population, especially in South Texas.	UTHSC-San Antonio, Regional Academic Health Center-Harlingen
Advanced Process Technologies for Controlling Functional Nanostructures and Polymer/Nanotube Composites	Investigates the composites for promising applications of nanotechnology such as photocells, photo detectors, electroluminescent displays, and EMI shielding.	Rice University

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Rapid Response Manufacturing	Based on the need for the development of educational as well as operational strategies and technologies that will facilitate the innovative process in the manufacturing sector, the focus of the efforts are to develop and implement strategies aimed at enhancing the competitiveness of North American Manufacturing through rapid response to consumer needs.	Michigan State University, Monterrey Tech (Instituto Tecnólogico y de Estudios Superiores de Monterrey or ITESM)
U. T. Permian Basin		
Center for Energy and Economic Diversification (CEED)	Provides research, training, and technology transfer activities on issues facing the region's primary industry of energy. Participated in FutureGen West Texas initiative, resulting in finalist bid for location of $1 billion energy facility sponsored by DOE and FutureGen Alliance. Research on bio-mass conversion into fuel, CO_2 enhanced production and geosequestration, geological subsidence and collapse, geothermal research, and alternative energy technologies and economics.	U.S. Dept. of Energy, FutureGen Alliance, FutureGen Texas, The Welch Foundation, U.S. Geological Survey, Texas Bureau of Economic Geology, Texas State Energy Conservation Office, GeoPowering the West with SMU
Bacterial heme transport and hemoglobin expression	Research collaboration of Biology Associate Professor Douglas P. Henderson and Dr. John S. Olson of Rice University, leading to co-inventor patent application for making hemoglobin in bacteria for use as a blood substitute.	Rice University; NIH grant
Impact of campaign contributions on Texas Supreme Court decisions	Research collaboration of Political Science Associate Professor Craig F. Emmert and Dr. M.V. Hood, III of University of Georgia to study impact of campaign contributions on Texas Supreme Court decisions to grant review, on decision on the merits, and on the votes of individual justices.	University of Georgia; NSF grant
U. T. San Antonio		
Future of the Region, Inc.	The Center for Economic Development and the Future of the Region organization focuses on 47 county area of South Texas/Border Region which encompasses the population of 4 million. The focus is to provide research on multiple issues regarding economic development, workforce development, education, infrastructure development, healthcare, and environmental issues.	Center for Economic Development and the Future of the Region, Inc.
San Antonio Life Sciences Institute (SALSI)	Established in 2003 by Texas House Bill 1716 to 1) increase both UTSA and UTHSCSA research funding base; 2) encourage cross-campus programs; and 3) support acquisition of extramural, peer-reviewed research funding.	UTSA & UTHSCSA
Center of Excellence in Biotechnology & Bioprocessing Education & Research (CEBBER)	Purposes: 1) share laboratory facilities and expertise with the United States Air Force; 2) conduct research of common interest on identification of pathogens and vaccine development; and 3) conduct joint training on latest biotechnology processes and equipment.	UTSA & the 311th Human Systems Wing at Brooks City-Base
U. T. Tyler		
Research collaboration of Biology professor Blake Bextin	Genetic analysis and transmission of *Xylella fastidiosa*: the pathogenic bacteria causing Peirce's Disease in grapevines and other agriculturally important crop plants.	University of California, UH, TAMU, TAMU-Kingsville, North Dakota State University, Chaffy College, Oklahoma State University, and USDA-APHIS PPQ.
Clinical research neuro-psychology service	The current focus of the ongoing studies is to study the relationship between the loss of olfactory ability in older adults and the degree and type of dementia.	UTT, Center for Healthy Aging at UTHCT
College of Nursing	To determine the effect of a physical conditioning program on quality of life and health care costs in persons with cancer.	Cancer Foundation for Life

Examples of Educational Collaborations

- The U. T. System encourages educational collaborations among U. T. System institutions as well as with organizations outside of U. T. System.
- These collaborations achieve economies of scale and help extend the scope and quality of educational programs by leveraging faculty and learning resources beyond the scope that any individual institution could bring to bear.
- Below are examples from each institution of current and high priority collaborative educational projects.

Table II-23

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
The Texas TWO-STEP Projects	Offers seamless transition pathways from high schools to community colleges and on to universities. Collaborations: Dallas CCC District, Tarrant CCC District, Collin CCC District, TAMU-Commerce, Central Texas College, College of the Mainland, Grayson County College, Hill College, Howard College, Laredo College, McLennan College, Navarro College, Temple College, Tyler Jr. Colleges, TSTC Harlingen, North Texas College, Lee College, Vernon College, Weatherford College	
Closing the Gap: Ethnic/Racial Diversity in Nursing	To increase the number of underrepresented minorities enrolled and graduating with degrees in nursing. Collaborators: Texas Health Resources, Parkland Health & Hospital System, Methodist Medical Center, Baylor University Medical Center, Baylor All Saints Medical Center at Fort Worth, Harris Methodist Fort Worth, John Peter Smith Health Network, Medical City of Dallas, Scottish Rite Hospital, Arlington Memorial, Medical Center of Arlington, Chi Eta Phi Sorority, Dallas Chapter of National Association of Hispanic Nurses, Star-Telegram	
UT Arlington School of Social Work/West Texas A&M University (WTAMU) Joint Degree Program	Delivers graduate Social Work education in the Texas Panhandle leading to the Masters of Science in Social Work; meets the need for professionally trained master's level social workers in the Texas Panhandle and South Plains areas.	West Texas A&M University, Canyon
U. T. Austin		
Vaughn Gross Center for the Reading and Language Arts	Dedicated to scientifically based reading research, the Vaughn Gross Center for Reading and Language Arts at UT Austin provides leadership to state and national educators in the implementation of effective reading instructional practices through research and professional development. The Center was created in 1996 and is committed to providing leadership to educators in effective reading instruction through its diversified research and professional development projects. From translating research into practice to providing online professional development, the Center emphasizes scientifically based reading research and instruction. The Vaughn Gross Center is dedicated to improving reading instruction for all students, especially struggling readers, English language learners, and special education students. The Center obtains funding from many sources. Collaborators: Texas Education Agency, Texas Family Literacy Center, and College of Education	
School of Law Recruiting Initiatives	Enhances School diversity and student opportunity. The South Texas Recruitment Program commits 15 offers of admission to five designated south Texas schools. The Institutes Program provides intensive pre-law programs to assist students with law school preparation. Historically Black Colleges and Universities (HBCU). Recruitment programs are reaching more potential students. Better prepared students are being enrolled. Collaborators: UT System institutions, TAMU institutions, HBCU institutes	

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Texas Advanced Computing Center (TACC)	The Texas Advanced Computing Center (TACC) is a leading national center and currently houses the new Lonestar Dell supercomputer, one of the most powerful supercomputers in the world and more powerful than any computer system currently in the TeraGrid. Researchers at all of the UT System institutions will benefit from the same world-class computational resources and tremendous staff expertise that have accelerated numerous research programs over the past five years at UT Austin. In addition, Lonestar will support world class medical research across the UT System in cancer treatment, epidemiology, bioinformatics, and systems biology. Lonestar will also reach Texas institutions of higher learning outside the UT System through the Lonestar Education and Research Network (LEARN), a fiber optic communications network funded by the Texas legislature in 2004. The LEARN network provides high-speed connectivity among academic institutions as well as to research networks across the country. The network, including TACC, is intended to enhance Texas' research and economic competitiveness and provide state-of-the-art, cost-effective data communications that enable effective education of students around the state. Collaborators: UT System campuses (academic and health) and academic institutions and research networks across the country	
U. T. Brownsville		
Cooperative Doctoral Program in Education	Increases access to doctoral education for residents in the Lower Rio Grande Valley, particularly Hispanics. Eighty-two EdD degrees have been awarded in the 17 years of this collaborative.	University of Houston
Early Medical School Acceptance Programs (EMSAP) and Joint Admission Medical Program (JAMP)	Provides underrepresented minorities access to medical schools through facilitated admissions programs.	UT Medical Branch at Galveston, Baylor College of Medicine, Texas Tech University Health Science Center, Texas A&M System Health Science Center, University of North Texas Health Science Center/Texas College of Osteopathic Medicine, UTHSC-Houston and UTHSC-San Antonio
Pre-medical Opportunity Programs	Helps disadvantaged and underrepresented minority students gain access to medical, dental, physician assistant, veterinary medicine, and pharmacy schools; provides assistance and support for pre-medical (MCAT) and pre-dental (DAT) admission test preparations; conducts summer camps for underrepresented minority high school students from rural areas pursuing health care careers; and provides underrepresented minority students paid summer internships and other enriching educational experiences through Medical School Familiarization Programs.	UTHSC-Houston, UTHSC- San Antonio, UTMB Galveston, UTHSC-San Antonio Dental School, UTHSC-Houston Dental Branch, UT Austin, Texas A&M-Corpus Christi, Texas Tech University Health Science Center and University of North Texas Health Science Center -Fort Worth
U. T. Dallas		
Alliance for Medical Management Education	Provides customized programs in leadership, strategy, and operational improvement for major integrated health systems; to conduct research on important operational and strategic issues in healthcare organizations.	UTSWMC
Texas Homeless Education Assistance Program (THEAP)	Provides instructional, health, social, and other services to homeless students and those at risk of homelessness; to enhance the academic, health, or social environment for all program participants. This program currently serves 347 students.	UT Austin/ Texas Homeless Education Office (THEO), Greenville ISD, McKinney ISD, Sherman ISD
Callier Child Development Program	Provides a demonstration model mainstream preschool for hearing impaired and like number of hearing children; provides a training site for new professionals.	UTSWMC, Dallas ISD Deaf Education Program

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
Louis Stokes Alliance for Minority Participation	To increase the number of undergraduate and graduate degrees in Science, Mathematics, Engineering and Technology through curriculum revision, student stipends, mentoring and summer research participation	9 UT System academic institutions, 8 community colleges
NSF-ADVANCE: Institutional Transformation for Faculty Diversity	A program dedicated to the recruitment, retention, and advancement of women and underrepresented minorities employed in academic science and engineering disciplines.	UC-Irvine, University of Colorado-Boulder, CUNY-Hunter College, Georgia Institute of Technology, University of Michigan, New Mexico State University, University of Puerto Rico-Humacao, University of Washington-Seattle, University of Wisconsin-Madison.
NSF-BPC-A: Computing Alliance for Hispanic-Serving Institutions	The project goals are to: 1) increase the number of Hispanic students who enter the professoriate in computing; 2) support the retention and advancement of Hispanic faculty in computing; and 3) develop and sustain competitive education and research programs at HSIs.	NSF, CSU Dominguez Hills, Florida International University, Hispanic Association for Information Technology Initiatives (HACU), New Mexico State University, TAMU-Corpus Christi, UH-Downtown, University of Puerto Rico-Mayaguez
U. T. Pan American		
VaNTH Biomedical Engineering	Develops learning modules for bioengineering based on effective learning theory.	MIT, Vanderbilt University, Northwestern University, UT Austin, Harvard, UTSA
Hispanic Pharmacy Center of Excellence (HCOE)	Remedies a severe shortage of Hispanic faculty members in College of Pharmacy throughout the country; educates students to understand demographic changes and health care realities of underserved and minority populations.	UT Austin, UTEP, UTHSCSA, Health Resources and Services Administration
Undergraduate Research Training Program Focused on Plant Responses	Provides research opportunities for undergraduate students in the sciences, especially biology.	Purdue University
U. T. Permian Basin		
UT TeleCampus Distance Education Programs	Provides innovative multi-campus online learning in Texas as well as throughout the world. UTPB delivered general education courses, criminal justice bachelor's, master's of kinesiology, MBA, and Superintendent certification programs online, in partnership with other UT System institutions. Collaborators: UT TeleCampus, UTA, UTB, UTD, UTEP, UTPA, UTSA, UTT	
Direct Connect Community College programs	Facilitates successful transfer of course work and completion of associate's degree and subsequent bachelor's degree. UTPB advising staff assisted entering CC students to plan for an associate's degree and subsequent UTPB bachelor's degree. Partnered with Howard College through Hispanic-Serving Institutions grant. Offered degree and teacher certification programs at the Midland College Teaching Site and at Andrews Business and Technology Center Collaborators: Howard College, Midland College, New Mexico Junior College, Odessa College, U.S. Department of Education, Andrews Business and Technology Center	

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
International University Collaborations	Provides educational and cultural opportunities for students at UT Permian Basin and at the partner institution in the State of Chihuahua, Mexico, through exchange programs and annual Language Institutes. Provides courses in English and oil and gas accounting, as well as graduate education to visiting Chinese professionals from the oil field industry in Midland's sister city of Dongying, China	Universidad Autonoma de Chihuahua University of Petroleum of Sheng Li Oil Field, Applied Petroleum Technology Academy, Midland Chamber of Commerce
U. T. San Antonio		
UTSA-Alamo Community College District Partnership	Teams from both institutions are exploring collaborations, including having ACCD teach developmental courses for UTSA students; developing joint programs in international programs/foreign languages and biotechnology; and creating a deferred admission program allowing applicants to UTSA who do not meet admission requirements to begin at an ACCD college. Collaborators: UTSA-Alamo Community College District Partnership	
Prefreshman Engineering Program (PREP)	PREP is an academic summer program to prepare middle and high school students in advanced studies leading to careers in science, technology, engineering and math. Since 1979, over 27,000 students have completed at least one summer of the program, 80% are minorities including 54% females. Of those completing the program, 99.9% graduate from high school, 96% go to college, 90% that go to college, graduate—78% are minorities, 50% majored in science, technology, engineering or math, and 74% of the science, technology, engineering, or math graduates are minorities. Collaborators: St. Phillip's College, Palo Alto College, San Antonio College, Northwest Vista College; University of the Incarnate Word, Our Lady of the Lake University, St. Mary's University; UTA, UTB, UTEP, UH, TAMU-Laredo, Huston-Tillotson University, Del Mar College, UTPA, Texas Wesleyan University, Texas State Technical College, Texas Tech University, Community College of Denver, Inter American University of Puerto Rico, Hostos Community College (Jersey City, NJ), New Mexico State University, and Florida International University; Texas Department of Transportation and 43 Texas school districts.	
BRIDGE Project www.utsa.edu/bridge	BRIDGE (Bringing together Resources in Industry, Development, Government, and Education) seeks to advance education and training in San Antonio to support the city's economic development objectives. The method is to bring together numerous stakeholder groups to promote advances in Science, Technology, Engineering, and Mathematics in the San Antonio area, particularly in the alignment of workforce needs and education outcomes, as well as the alignment of curriculum throughout at K-16 system. The goals for 2006-07 are to focus on increasing student success in College Algebra, to recruit a significantly larger number of high school math and science teachers, and to engage math and science teachers with local business and industry through summer internships to explore problem solving outside the classroom. Collaborators: Approximately ten school districts and nine higher education partners are involved in the effort to improve, attract, create and sustain businesses and industries with high paying jobs for San Antonio.	
U. T. Tyler		
MBA Online	Now serving about 400 students per semester. Each of the eight campuses not including UT Austin contributes two courses to the 16-course AACSB curriculum.	UTTC and all UT System institutions except UT Austin
MS in Kinesiology	Makes available a degree program not otherwise accessible.	UTTC
MSN-Nurse Practitioner degree (Family, Pediatric, Geriatric)	Increasing the number of advanced nurse practitioners in the region; to increase the quality of health care for residents of rural East Texas.	UTHCT, Texas Tech University Health Sciences Center School of Nursing

Faculty Salary Trends

Table II-24

Average Budgeted Salaries of Instructional Faculty by Rank at U. T. Academic Institutions

FY	2002	2003	2004	2005	2006	average annual % change
Professor						
Arlington	$78,030	$80,475	$80,498	$86,074	$88,835	3.3%
Austin	98,838	103,157	103,521	110,223	115,302	4.0
Brownsville*	58,771	59,984	61,517	66,808	69,594	4.3
Dallas	90,244	97,516	99,363	103,225	109,013	4.9
El Paso	73,133	75,139	76,147	83,174	84,310	3.7
Pan American	67,792	70,807	70,068	76,212	77,566	3.5
Permian Basin	65,918	69,375	72,830	73,657	74,298	3.1
San Antonio	79,785	85,104	90,687	93,204	101,126	6.1
Tyler	65,869	68,343	70,831	72,275	76,200	3.7
Associate Professor						
Arlington	$57,277	$60,165	$60,633	$65,192	$67,232	4.1
Austin	63,502	65,913	64,965	70,348	73,211	3.7
Brownsville*	52,551	54,584	54,998	56,670	58,412	2.7
Dallas	67,436	72,634	72,494	80,141	83,943	5.7
El Paso	56,391	57,690	59,121	64,579	63,507	3.1
Pan American	56,850	59,877	59,394	65,365	68,084	4.7
Permian Basin	52,034	53,121	53,736	56,747	57,849	2.7
San Antonio	62,753	66,385	67,916	68,092	71,562	3.4
Tyler	52,014	53,598	53,956	58,284	59,991	3.7
Assistant Professor						
Arlington	$52,274	$55,632	$56,417	$59,669	$62,411	4.5
Austin	59,919	61,674	62,510	67,009	70,838	4.3
Brownsville*	47,443	47,989	49,917	50,477	51,515	2.1
Dallas	74,716	74,351	74,210	79,449	82,054	2.4
El Paso	48,287	50,864	53,875	56,842	59,105	5.2
Pan American	48,214	51,357	50,633	53,465	54,136	3.0
Permian Basin	45,841	48,416	50,077	51,873	53,411	3.9
San Antonio	50,270	53,680	56,810	58,482	61,741	5.3
Tyler	48,216	47,435	46,917	51,227	54,171	3.1
Instructor						
Austin	$45,807	$58,090	$44,143	$47,377	$45,868	1.7
Brownsville/TSC*	42,494	47,057	46,238	51,818	55,207	6.9
San Antonio	40,750	51,204	60,064	69,632	42,585	5.0

* Salary information available for Brownsville faculty only

Source: Texas Higher Education Coordinating Board

Table II-25

Average Faculty Salaries in Public Universities, FY 2006
Texas and the 10 Most Populous States

	Professor	Associate Professor	Assistant Professor	Instructor
New Jersey	$109,574	$80,364	$62,665	$41,805
Pennsylvania	102,281	73,436	59,403	43,235
California	101,891	71,242	60,973	47,638
Michigan	100,541	71,178	59,257	40,388
Ohio	95,557	67,697	55,940	37,850
Illinois	95,219	67,744	58,214	36,114
New York	94,651	69,820	57,757	42,157
Florida	94,184	68,204	58,823	42,950
Georgia	93,917	65,442	55,457	38,230
N. Carolina	92,714	67,177	58,274	51,920
10 States Average	98,053	70,230	58,676	42,229
National Average	93,429	67,513	56,818	39,883
Texas	**$95,970**	**$67,173**	**$59,187**	**$40,118**

Includes all public four-year institutions (Carnegie Classifications I, IIA, and IIB).
Salaries adjusted to standard nine-month salary and excludes reporting categories with three or fewer individuals.

Source: THECB, based on American Association of University Professors Annual Salary

- Annualized average salaries are based on salaries for the fall of each year.
- To remain competitive, certain U. T. System academic institutions on average pay faculty slightly more than the average of four-year institutions in the most populous states.
- At U. T. Austin, U. T. Dallas, and U. T. San Antonio, the average salary of professors is higher than the national average and the 10 most populous state averages.
- The average salary for associate professors at U. T. Austin, U. T. Dallas, and U. T. San Antonio is higher than the 10 most populous state average and the national average. The average salary for associate professors at U. T. Pan American is higher than the national average, but lower than the average for the 10 most populous states.
- The average salary of assistant professors at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. San Antonio is higher than the national and 10 most populous states' averages.

Table II-26

U. T. Academic Institutions Average Tenure/Tenure-Track Faculty Salaries

FY	2002	2003	2004	2005	2006	Average Annual % Change
Arlington	$64,379	$66,985	$66,726	$70,956	$72,816	3.2%
Austin	81,589	85,080	84,911	90,156	94,480	3.8
Brownsville*	50,894	52,401	53,957	55,748	57,571	3.1
Dallas	79,542	83,347	84,332	89,812	94,318	4.4
El Paso	58,732	60,749	62,244	67,032	67,784	3.7
Pan American	56,268	59,143	58,489	62,711	64,390	3.5
Permian Basin	52,380	54,196	56,641	58,566	59,447	3.2
San Antonio	63,115	67,026	70,567	72,211	76,420	4.9
Tyler	54,441	55,521	56,532	59,427	62,230	3.4

* Salaries for faculty appointed by Texas Southmost College are excluded from this average.

Source: Texas Higher Education Coordinating Board

II. Teaching, Research, and Health Care Excellence: U. T. System Health-Related Institutions

Research Funding Trends 2002-2006 (all sources)

- In FY 2006, U. T. System health-related institution research and research-related expenditures totaled $1.226 billion, almost a 10 percent increase over the previous year. From 2002 to 2006, research and research-related expenditures have increased 37 percent, an average of more than 8 percent per year.
- Among Texas public health-related institutions, U. T. System health-related institutions ranked first in research and development expenditures in FY 2005. These expenditures comprised 45 percent of the $2.469 billion total in Texas public university and health-related institution research and research-related expenditures in 2005.

Table II-27

Total U. T. Health-Related Institution Research and Research-Related Expenditures FY 2002-2006

	FY 02	FY 03	FY 04	FY 05	FY 06
Total Health-Related	$896,756,996	$970,691,322	$1,046,463,612	$1,114,736,515	$1,225,503,486

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

- For FY 2005, five U. T. System health-related institutions are among the top 10 Texas public institutions in research expenditures: U. T. M. D. Anderson Cancer Center (3), U. T. Southwestern Medical Center (4), U. T. Health Science Center-Houston (5), U. T. Medical Branch (6), and U. T. Health Science Center-San Antonio (7). (See Table II-2, p. II-5.)

Table II-28

Research Expenditures by Source FY 2006 – U. T. Health-Related Institutions

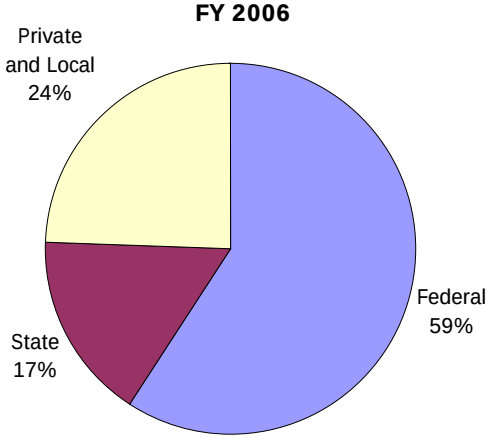
	Federal	State	Private	Local	**Total**
SWMC	$196,622,021	$33,939,533	$88,927,678	$13,766,930	**$333,256,162**
UTMB	120,407,805	11,409,279	22,121,864	1,097,254	**$155,036,202**
HSC-H	122,870,079	25,924,824	24,676,514	1,682,391	**$175,153,808**
HSC-SA	95,110,395	7,693,871	25,479,033	11,495,433	**$139,778,732**
MDACC	182,028,411	121,682,326	77,699,394	28,269,580	**$409,679,711**
HC-T	6,512,656	2,474,104	1,591,328	2,020,783	**$12,598,871**
Total	**$723,551,367**	**$203,123,937**	**$240,495,811**	**$58,332,371**	**$1,225,503,486**

The THECB's definition of research expenditures includes indirect costs and pass-throughs to institutions of higher education.

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Figure II-15

U. T. Health-Related Institutions Sources of Research Support FY 2006



- The federal government provides the majority of research and research-related funding – 59 percent.
- Private and local sources provide the next largest proportion – 24 percent.
- Seventeen percent of research funds expended in 2006 came from state sources.

Sponsored Revenue

Table II-29

Sponsored Revenue – U. T. Health-Related Institutions, FY 2002-2006

($ in thousands)

	FY 02	FY 03	FY 04	FY 05	FY 06
SWMC	$314,345	$337,979	$381,945	$386,234	$406,202
UTMB	169,547	183,131	174,093	199,592	216,556
HSC-H	204,448	228,623	235,442	240,446	264,281
HSC-SA	156,520	162,337	163,255	170,069	187,065
MDACC	158,868	180,502	211,442	212,727	226,279
HC-T	5,740	11,897	11,479	15,143	16,978
Total Health-Related	**$1,009,468**	**$1,104,469**	**$1,177,656**	**$1,224,211**	**$1,317,361**

Source: Exhibit B of Annual Financial Report

- Sponsored revenue is a more comprehensive measure of an institution's overall success in securing external funding to support research, public service, training, and other activities including some patient care activities.
- From 2002 to 2006, sponsored revenue has increased by 30.5 percent at U. T. System health-related institutions.

Table II-30

Sponsored Revenue at U. T. Health-Related Institutions by Source, FY 2006

($ in thousands)

	Federal	State	Local	Private	**Total**
SWMC	$202,085	$4,584	$136,491	$63,042	**$406,202**
UTMB	123,613	35,299	2,433	55,211	**216,556**
HSC-H	138,554	18,247	86,015	21,465	**264,281**
HSC-SA	111,933	3,125	46,083	25,924	**187,065**
MDACC	182,969	524	0	42,786	**226,279**
HC-T	9,806	1,156	3,958	2,058	**16,978**
Total	**$768,960**	**$62,935**	**$274,980**	**$210,486**	**$1,317,361**

Source: Exhibit B of Annual Financial Report

- Federal funding continues to be the primary source of sponsored revenue at U. T. System health-related institutions, accounting for 58 percent of all sponsored revenue.

Federal Research Expenditures

- Federal research expenditures are considered the national benchmark for research competitiveness at universities.
- From 2002 to 2006, these expenditures have increased by 34 percent at U. T. System health-related institutions.

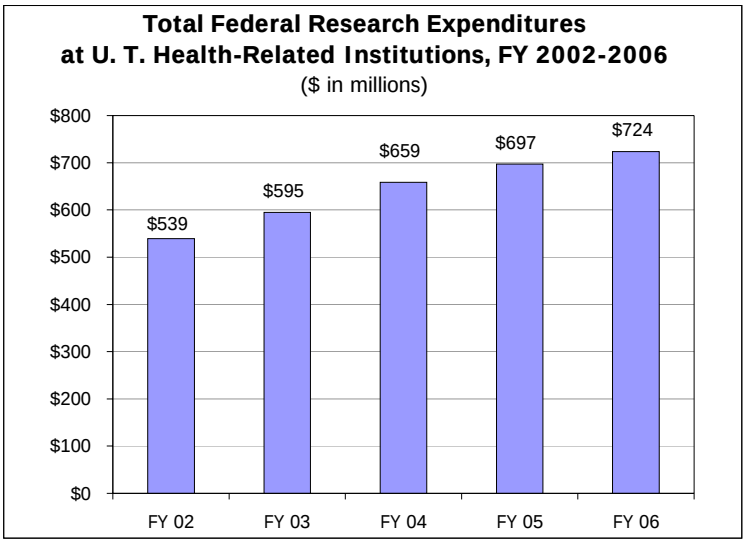
Table II-31

Federal Research Expenditures by U. T. Health-Related Institutions FY 2002-2006

FY	2002	2003	2004	2005	2006	% change FY 05-06	% change FY 02-06
SWMC	$155,257,992	$177,133,099	$200,887,545	$202,057,099	$196,622,021	-2.7%	26.6%
UTMB	78,100,188	93,039,583	102,490,775	117,235,448	120,407,805	2.7	54.2
HSC-H	101,738,767	111,170,193	110,438,174	116,397,631	122,870,079	5.6	20.8
HSC-SA	83,760,708	86,854,337	89,661,741	95,125,850	95,110,395	0.0	13.6
MDACC	117,633,074	122,868,912	150,528,694	160,953,856	182,028,411	13.1	54.7
HC-T	2,783,554	3,493,251	4,659,021	4,956,399	6,512,656	31.4	134.0
Total	**$539,274,283**	**$594,559,375**	**$658,665,950**	**$696,726,283**	**$723,551,367**	**3.9%**	**34.2%**

Source: "Survey of Research Expenditures," Texas Higher Education Coordinating Board

Figure II-16



- Continued increases in these funds are critical to the success of the health-related institutions in the U. T. System.

Research Expenditures and State General Revenue

- Comparing research expenditures to formula-derived general revenue illustrates the scope of research activities at health-related institutions and the leveraging effect of state support.

Table II-32

Research Expenditures as a Percentage of Formula-Derived General Appropriations Revenue at U. T. Health-Related Institutions

	FY	2002	2003	2004	2005	2006
SWMC	Research Expenditures	$263,958,410	$277,956,511	$314,403,028	320,801,884	333,256,162
	Formula-Derived General Revenue	80,813,651	80,802,981	71,498,979	71,463,445	87,453,827
	Research Expenditures/GR	327%	344%	440%	449%	381%
UTMB	Research Expenditures	109,139,538	129,860,903	132,768,911	149,957,462	155,036,202
	Formula-Derived General Revenue	76,554,573	76,605,352	67,860,400	67,807,752	73,948,096
	Research Expenditures/GR	143%	170%	196%	221%	210%
HSC-H	Research Expenditures	140,827,726	152,117,064	150,220,206	156,519,695	175,153,808
	Formula-Derived General Revenue	110,145,604	110,149,899	99,859,199	99,905,775	105,437,018
	Research Expenditures/GR	128%	138%	150%	157%	166%
HSC-SA	Research Expenditures	112,232,653	119,279,555	124,912,722	134,058,535	139,778,732
	Formula-Derived General Revenue	99,975,785	100,068,763	89,333,722	88,514,960	95,285,587
	Research Expenditures/GR	112%	119%	140%	151%	147%
MDACC	Research Expenditures	262,144,960	282,260,250	313,916,355	341,978,679	409,679,711
	Formula-Derived General Revenue	24,230,050	24,230,050	24,307,634	24,257,992	28,737,913
	Research Expenditures/GR	1082%	1165%	1291%	1410%	1426%
HC-T	Research Expenditures	8,453,709	9,217,039	10,240,390	11,420,260	12,598,871
	Formula-Derived General Revenue	3,460,221	3,460,221	3,140,637	3,140,637	2,989,327
	Research Expenditures/GR	244%	266%	326%	364%	421%

Source: "Survey of Research Expenditures" submitted to the THECB; Formula-Derived General Revenue, Exhibit B of U. T. System Annual Financial Report, 2002-2006

- Between 2002 and 2006, the ratio of research expenditures to formula-derived general revenue has increased at each health-related institution.
- For four U. T. System health-related institutions – U. T. Southwestern Medical Center, U. T. Medical Branch, U. T. M. D. Anderson Cancer Center, and the U. T. Health Center-Tyler – research expenditures exceed by more than 200 percent the amount of formula-derived general revenue.

Faculty Holding Extramural Grants

- In U. T. System health-related institutions, faculty of many appointment types hold extramural grants to conduct research.
- Table II-33 on the next page illustrates the contributions of both tenure/tenure-track and non-tenure-track faculty to research, as measured by the number of grants held and the proportion of faculty holding grants in a given year. This measure illustrates success irrespective of the dollar amount of a particular grant.
- The proportion of tenure/tenure-track faculty receiving grants has remained high at most institutions. The proportion has declined each year from FY 2002 to FY 2006 at U. T. Medical Branch and U. T. HSC-Houston. Although the proportion is down from FY 2002 levels at U. T. Southwestern, the institution did see an increase from FY 2005. The proportion has been particularly high at U. T. Southwestern Medical Center (75%) and U. T. M. D Anderson (67%), where it has increased over the past five years, from 29 percent in FY 2002.
- From FY 2002 to FY 2006, the proportion of non-tenure-track research faculty holding grants has increased at U. T. Medical Branch (from 20% to 70%), U. T. Health Science Center-Houston (from 29% to 40%), and U. T. Health Center-Tyler (from 66% to 79%).

Table II-33

Faculty Holding Extramural Grants (All Sources and Types)
at U. T. Health-Related Institutions

		FY 02	FY 03	FY 04	FY 05	FY06
SWMC	# Grants to T/TT faculty	861	846	882	880	907
	# T/TT faculty holding grants	323	282	257	264	284
	# FTE T/TT faculty	324	333	353	370	378
	% T/TT faculty holding grants	100%	85%	73%	71%	75%
	# NT research faculty holding grants	78	60	92	125	82
	# FTE NT research faculty	215	223	264	289	295
	% NT research faculty holding grants	36%	27%	35%	43%	28%
UTMB*	# Grants to T/TT faculty	782	721	513	517	421
	# T/TT faculty holding grants	263	240	244	217	211
	# FTE T/TT faculty	474	483	495	493	498
	% T/TT faculty holding grants	55%	50%	49%	44%	42%
	# NT research faculty holding grants	29	27	31	32	80
	# FTE NT research faculty	142	143	141	151	115
	% NT research faculty holding grants	20%	19%	22%	21%	70%
HSC-H****	# Grants to T/TT faculty	480	442	501	525	379
	# T/TT faculty holding grants	223	219	219	209	201
	# FTE T/TT faculty	394	425	459	442	433
	% T/TT faculty holding grants	57%	52%	48%	47%	46%
	# NT research faculty holding grants	29	34	50	39	42
	# FTE NT research faculty	100	110	108	98	105
	% NT research faculty holding grants	29%	31%	46%	40%	40%
HSC-SA**	# Grants to T/TT faculty	1,395	1,404	444	422	494
	# T/TT faculty holding grants	266	312	235	231	245
	# FTE T/TT faculty	545	524	512	532	496
	% T/TT faculty holding grants	49%	60%	46%	43%	49%
	# NT research faculty holding grants	100	99	55	57	51
	# FTE NT research faculty	100	105	161	176	167
	% NT research faculty holding grants	100%	94%	34%	32%	31%
MDACC***	# Grants to T/TT faculty	698	736	743	1,032	1,287
	# T/TT faculty holding grants	153	145	344	374	411
	# FTE T/TT faculty	529	557	563	584	615
	% T/TT faculty holding grants	29%	26%	61%	64%	67%
	# NT research faculty holding grants	54	57	47	69	61
	# FTE NT research faculty	248	269	263	317	302
	% NT research faculty holding grants	22%	21%	18%	22%	20%
HC-T	# Grants	33	34	37	48	43
	# NT research faculty holding grants	19	19	23	28	27
	# FTE NT research faculty	29	29	32	32	34
	% NT research faculty holding grants	66%	66%	72%	88%	79%

Notes:

For multi-investigator grants, only the principle investigator is counted.

Non-tenture-track research faculty excludes those appointed primarily to teach.

*The apparent decline in FY04 is a result of the systems previously in place at UTMB. The prior system did not allow an unduplicated enumeration of grants and PI awardees.

**The method of calculation changed after FY2001. Number decreased for 2004 because changes in the software used to track these data. Some closed-out grants were included in the total in 2003 which have not been eliminated. In this report for FY04, they have been, thus the big drop in number per total T/TT faculty.

***"Tenure/tenure-track" equivalent faculty at MDACC are awarded seven-year term appointments, renewable through a formal promotion and reappointment process. A refinement in data collection resulted in the increase in number of grants to T/TT faculty in 2004.

**** HSC Houston FTE NT Research Faculty numbers have been restated from previous years to reflect budgeted totals.

Source: U. T. System Health-Related Institutions; THECB for FTE T/TT faculty

- Table II-34 illustrates the ratio of the dollar amount of external research expenditures to FTE faculty in a given year, illustrating success in terms of the amount of research funding faculty acquire.
- This ratio increased from FY 2002 to FY 2006 at all U. T. System health-related institutions.

Table II-34

Research Expenditures per FTE Tenure/Tenure Track Faculty at U. T. Health-Related Institutions
FY 2002-2006

	FY 2002			FY 2003			FY 2004		
	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
SWMC	$263,958,410	324	$814,686	$277,956,511	333	$834,704	$314,403,028	353	$890,660
UTMB	109,139,538	474	230,252	129,860,903	483	268,863	132,768,911	495	268,220
HSC-H	140,827,726	394	357,431	152,117,064	425	357,923	150,222,206	459	327,281
HSC-SA	112,232,653	545	205,931	119,279,555	524	227,633	124,912,722	512	243,970
MDACC	262,144,960	529	495,548	282,260,250	557	506,751	313,916,355	563	557,578
HC-T*	8,453,709	106	79,752	9,217,039	113	81,567	10,240,390	105	97,528

	FY 2005			FY 2006		
	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
SWMC	$320,801,884	370	$867,032	$333,256,162	378	$881,630
UTMB	149,957,462	493	304,173	155,036,202	498	311,318
HSC-H	156,519,695	442	354,117	175,153,808	433	404,512
HSC-SA	134,058,535	532	251,990	139,778,732	496	281,812
MDACC	341,978,679	584	585,580	409,679,711	615	666,146
HC-T*	11,420,260	98	116,533	12,598,871	103	122,319

The THECB's definition of research expenditures includes indirect costs and pass-throughs to institutions of higher education.
* HC-T does not have tenured or tenure-track faculty. Therefore, the HCT-T FTE figures represent non-tenured faculty.

Source: Research expenditures are from the Survey of Research Expenditures submitted to the Texas Higher Education Coordinating Board. FTE faculty from the THECB.

Private Funding

Table II-35

Endowed Faculty Positions at U. T. Health Institutions

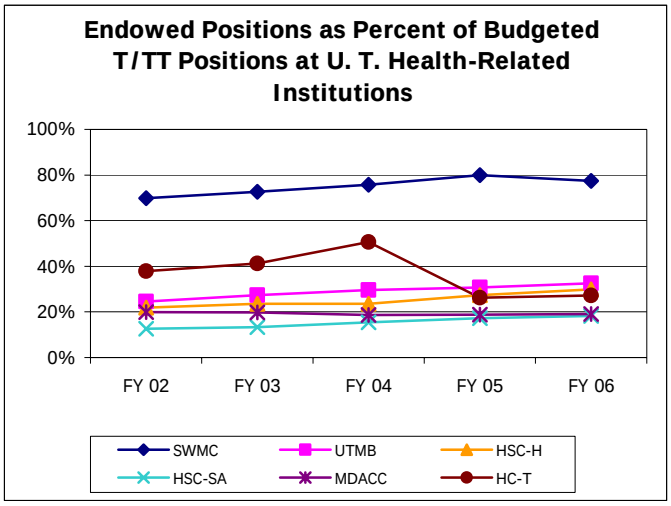
		FY 02	FY 03	FY 04	FY 05	FY 06
SWMC	Total Budgeted Endowed Professorships and Chairs	238	252	271	308	322
	Number Filled	217	221	235	250	263
	Endowed Positions as % of Budgeted T/TT Positions	70%	73%	76%	80%	77%
UTMB*	Total Budgeted Endowed Professorships and Chairs	110	127	138	143	152
	Number Filled	80	99	102	117	127
	Endowed Positions as % of Budgeted T/TT Positions	25%	27%	30%	31%	32%
HSC-H	Total Budgeted Endowed Professorships and Chairs	96	100	96	123	132
	Number Filled	75	76	73	83	85
	Endowed Positions as % of Budgeted T/TT Positions	22%	24%	24%	27%	30%
HSC-SA	Total Budgeted Endowed Professorships and Chairs	76	78	82	83	95
	Number Filled	49	52	58	66	76
	Endowed Positions as % of Budgeted T/TT Positions	13%	13%	15%	17%	18%
MDACC	Total Budgeted Endowed Professorships and Chairs	105	110	111	116	123
	Number Filled	80	87	88	89	97
	Endowed Positions as % of Budgeted T/TT Positions	20%	20%	19%	19%	19%
HC-T**	Total Budgeted Endowed Professorships and Chairs	33	33	37	21	22
	Number Filled	27	27	28	17	18
	Endowed Positions as % of Budgeted Positions	38%	41%	51%	26%	27%

*In 2004, UTMB refined its methodology to match budgeted and filled positions.
**The Health Center-Tyler does not have tenure-track positions, and in 2005, it refined its methodology.

Source: U. T. Health-Related Institutions

- Endowed professorships and chairs significantly supplement those faculty positions that institutions support with State appropriations, tuition, grants, and other sources of funding. They help institutions compete for, recruit, and retain top faculty. These hires, in turn, help institutions achieve excellence in targeted fields.
- These endowments reflect each institution's specific fundraising environment, which is influenced by local and regional economic conditions.
- The majority of these positions are filled each year. Open positions provide flexibility, or reflect the timing of making academic hires in a highly competitive environment.
- Between 2002 and 2006, the number of endowed positions has increased at all but one of the U. T. System health-related institutions.
- U. T. Southwestern Medical Center has a very high proportion of endowed positions at 77 percent in 2006.

Figure II-17



Faculty Awards and Honors

- The faculty of the U. T. System receive a wide range of honors and awards. Those listed here are perpetual, lifetime awards received by faculty members on or before September 1, 2006.

Table II-36

Cumulative Honors at U. T. Health-Related Institutions

	Total	SWMC	UTMB	HSC-H	HSC-SA	MDACC
Nobel Prize	**5**	4		1		
National Academy of Sciences	**19**	17		2		
American Academy of Arts and Sciences	**17**	14		3		
American Academy of Nursing	**31**		6	12	13	
Howard Hughes Medical Institute Investigators	**10**	10				
Institute of Medicine	**29**	17	4	5	2	1
International Association for Dental Research	**37**			32	5	

Source: U. T. System Health-Related Institutions

- Faculty at U. T. System health-related institutions receive many other prestigious awards, honors, prizes, and professional recognitions. Additional information on specific honors is available in the Institutional Profiles, Section V.
- Noteworthy awards received in 2005-2006 include:

Table II-37

Faculty Awards Received at U. T. Health-Related Institutions, 2005-06

	Total	SWMC	UTMB	HSC-H	HSC-SA	MDA
American Academy of Arts and Sciences	**2**	1	1			
American Academy of Nursing	**15**		2		11	2
Institute of Medicine	**3**	1		1	1	
International Association for Dental Research	**1**				1	
Fulbright American Scholars	**1**	1				
National Academy of Sciences	**3**	2		1		
National Institutes of Health (NIH) MERIT Award	**11**	1		5	5	
Pew Scholars in Biomedicine	**1**		1			

Source: U. T. System Health-Related Institutions

Technology Transfer

Table II-38

Technology Transfer Trends at U. T. Health-Related Institutions

	Total New Invention Disclosures					Total U.S. Patents Issued					Total Licenses & Options Executed				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
SWMC	115	128	103	89	109	23	32	19	34	18	24	26	33	34	37
UTMB	76	70	48	63	62	8	4	4	6	18	17	16	19	15	20
HSC-H	30	44	67	43	49	10	5	12	12	8	10	7	22	22	36
HSC-SA	29	30	43	34	43	11	12	9	9	5	6	5	24	10	17
MDACC	92	86	126	115	139	19	20	19	19	22	10	18	24	33	17
HC-T	0	2	3	1	0	0	1	0	0	0	0	0	1	0	0
Total	**342**	**360**	**390**	**345**	**402**	**71**	**74**	**63**	**80**	**71**	**67**	**72**	**123**	**114**	**127**

	Start-up Companies Formed					Total Gross Revenue Received from Intellectual Property*				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
SWMC	3	2	1	1	2	$10,511,895	$10,691,956	$11,209,200	$12,166,339	$12,909,268
UTMB	0	0	1	1	0	1,070,828	924,943	415,000	822,000	2,465,566
HSC-H	2	1	1	0	1	889,836	1,599,603	1,482,193	2,563,981	3,984,599
HSC-SA	0	2	0	0	1	2,406,751	2,433,549	2,500,657	2,404,207	1,937,790
MDACC	2	6	3	2	0	4,924,712	5,734,522	4,439,860	6,061,846	4,563,272
HC-T	0	0	0	0	0	0	0	15,000	65,378	24,265
Total	**7**	**11**	**6**	**4**	**4**	**$19,804,022**	**$21,384,573**	**$20,061,910**	**$24,083,751**	**$25,884,760**

* The Texas Higher Education Coordinating Board includes reimbursed legal expenses, including patent prosecution costs, in its definition of gross revenue received from intellectual property. However, these expenses are generally excluded as an industry standard, such as reported by the Association for University Technology Managers.

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey.

- From 2001 to 2005, technology transfer activities increased among most U. T. System health-related institutions.
- New invention disclosures reached a five-year high in 2005, increasing almost 18 percent over 2001 despite decreases at U. T. Southwestern and U. T. Medical Branch. The number of disclosures increased at U. T. Health Science Center-Houston (63%), U. T. Health Science Center-San Antonio (48%), and U. T. M. D. Anderson (51%).
- The number of patents issued remained stable from 2001 to 2005, with increases at U. T. Medical Branch (125%) and U. T. M. D. Anderson.
- From 2001 to 2005, all institutions except U. T. Health Center-Tyler achieved an increase in the number of licenses and options executed; they more than doubled at U. T. Health Science Center-Houston and U. T. Health Science Center-San Antonio. Overall, the total number was up almost 90 percent.
- Gross revenue from intellectual property was up 31 percent from 2001 to 2005.
- The number of start-up companies was the only measure to decline from 2001 to 2005.
- In the most recent licensing survey by the Association of University Technology Managers, for FY 2004, U. T. Southwestern Medical Center was 19th nationally, with $11.5 million in licensing income. New York University was first, with $109 million.

Faculty Headcount – U. T. System Health-Related Institutions

Table II-39

Tenure/Tenure-Track Headcount: Professors, Associate Professors, Assistant Professors, Instructors

Fall	2001	2002	2003	2004	2005
SWMC	333	339	360	373	381
UTMB	479	488	500	500	501
HSC-H	399	431	474	460	446
HSC-SA	570	550	530	536	546
MDACC	548	576	565	585	616

Note: HC-T faculty do not have tenure-track appointments

Source: THECB and U. T. System Health-Related Institutio

Table II-40

Headcount: All Instructional Staff*

Fall	2001	2002	2003	2004	2005
SWMC	1,483	1,536	1,599	1,704	1,737
UTMB	1,244	1,259	1,259	1,281	1,305
HSC-H	1,124	1,270	1,263	1,297	1,303
HSC-SA	1,664	1,709	1,715	1,774	1,844
MDACC	1,017	1,071	1,133	1,190	1,447
HC-T	112	119	110	107	106

*All Instructional Staff includes Professors, Associate and Assistant Professors, Instructors, Lecturers, Teaching Assistants, Visiting Teachers, Clinical and Special, Adjunct and Emeritus faculty at the institution.

Source: THECB and U. T. System Health-Related Institutions

Figure II-18

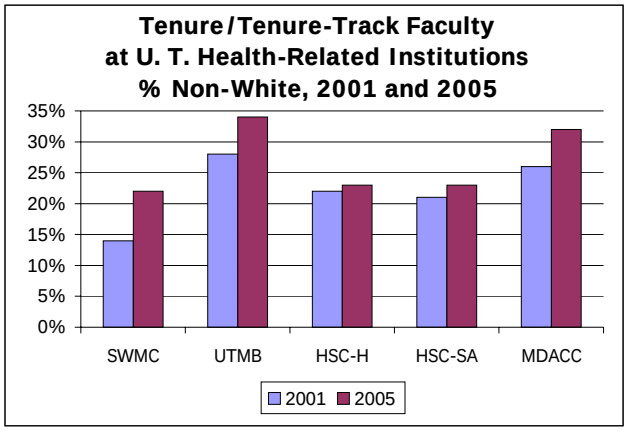
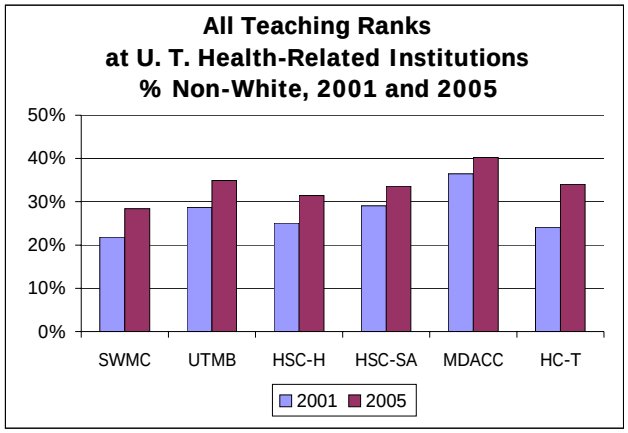


Figure II-19



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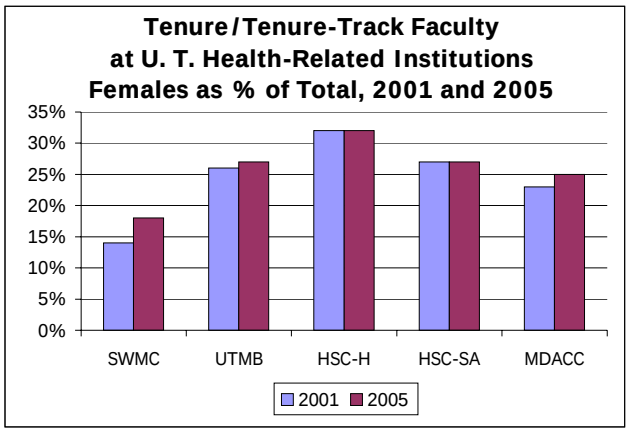
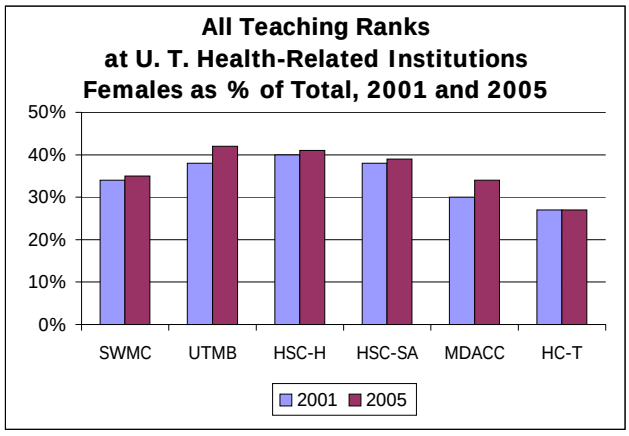


Figure II-21



Staff Headcount – U. T. System Health-Related Institutions

Table II-41

Administrative, Other, Non-Faculty and Student Employee Headcount at U. T. Health-Related Institutions*

	AY	02-03	03-04	04-05	05-06	06-07
SWMC[1]	Administrative	132	145	187	327	331
	Other, Non-Faculty	3,883	4,051	4,568	6,752	6,902
UTMB	Administrative	518	863	892	909	872
	Other, Non-Faculty	11,821	10,803	11,250	11,285	10,821
	Student Employees	400	416	421	442	450
HSC-H	Administrative	199	172	170	157	176
	Other, Non-Faculty	3,932	3,657	3,290	2,904	2,848
	Student Employees	465	438	436	400	398
HSC-SA	Administrative	126	125	133	140	145
	Other, Non-Faculty	3,090	3,009	3,053	3,037	3,088
	Student Employees	551	440	480	512	561
MDACC	Administrative	670	806	859	932	1,032
	Other, Non-Faculty	10,320	11,035	11,856	12,608	13,069
	Student Employees	280	318	356	359	400
HC-T	Administrative	76	80	50	46	37
	Other, Non-Faculty	1,041	1,062	1,110	1,035	836
	Student Employees	13	11	8	10	10

*Administrative and other, non-faculty positions exclude faculty and do not entail significant direct instructional activities. Administrative includes executive, administrative and managerial positions which require performance of work directly related to management policies or general business operations of the institution, department or subdivision. Other, non-faculty includes other professional, technical, clerical, skilled crafts and service related positions. Student employees are those positions for which student status is a condition of employment.

[1] Increase in headcount at SWMC in 05-06 is attributable to the inclusion of administrative staff that occurred when the Zale Lipshy and St. Paul University Hospitals' employees were added to U. T. Southwestern's roster.

Source: U. T. System Common Data Warehouse

Figure II-22

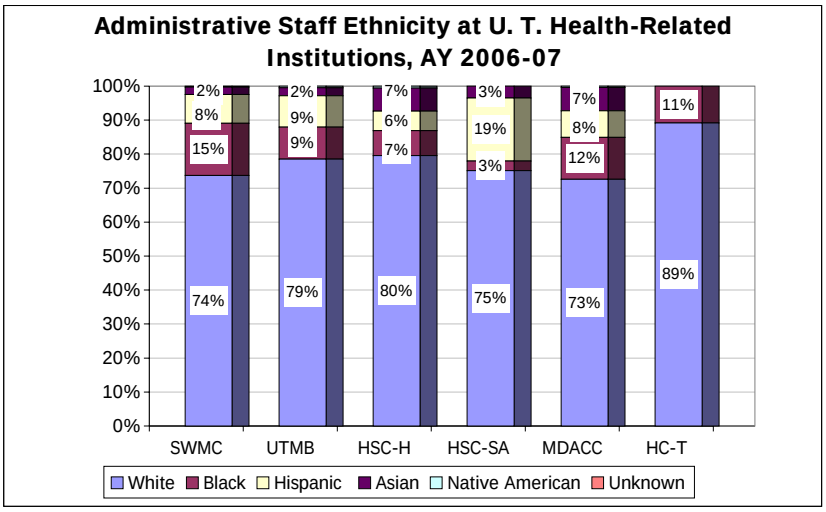


Figure II-23

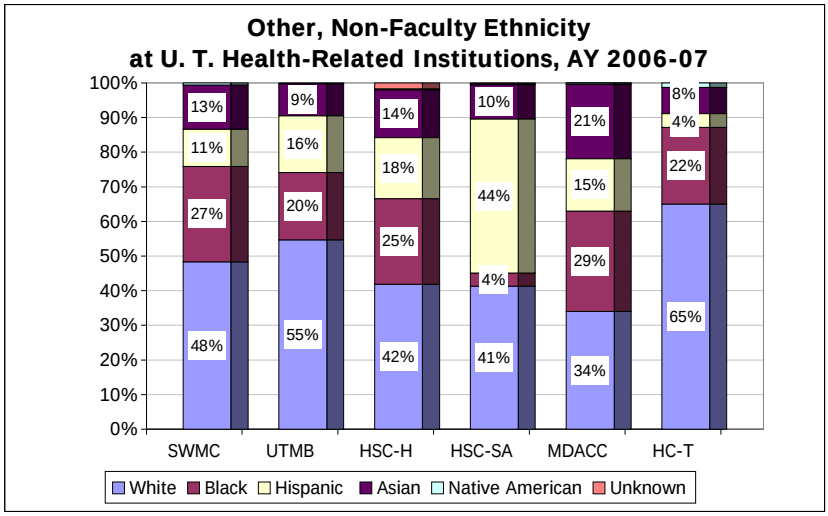
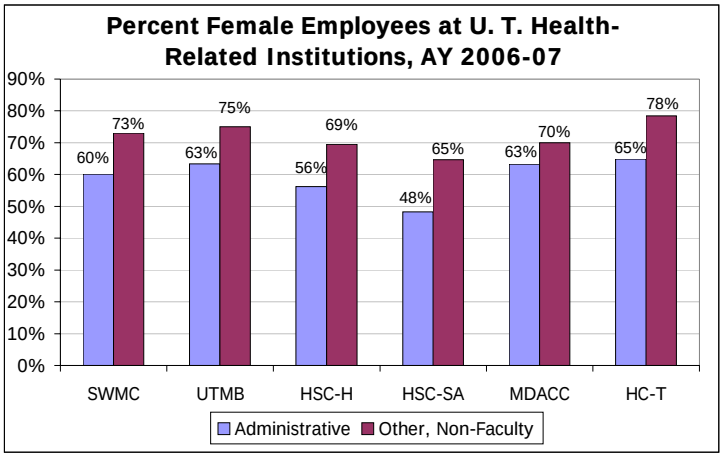


Figure II-24



FTE Student/FTE Faculty Ratio – U. T. System Health-Related Institutions

Table II-42

FTE Student / FTE Faculty Ratio at U. T. Health-Related Institutions*

	Fall	2002	2003	2004	2005
SWMC	FTE Students	1,613	1,744	1,988	2,035
	FTE Faculty	1,319	1,377	1,485	1,519
	Ratio	1.2 to 1	1.3 to 1	1.3 to 1	1.3 to 1
UTMB	FTE Students	1,809	1,820	1,882	1,957
	FTE Faculty	1,198	1,214	1,227	1,255
	Ratio	1.5 to 1	1.5 to 1	1.5 to 1	1.6 to 1
HSC-H	FTE Students	2,792	2,822	2,879	2,972
	FTE Faculty	1,140	1,127	1,163	1,161
	Ratio	2.4 to 1	2.5 to 1	2.5 to 1	2.6 to 1
HSC-SA	FTE Students	2,501	2,512	2,565	2,528
	FTE Faculty	1,182	1,190	1,245	1,237
	Ratio	2.1 to 1	2.1 to 1	2.1 to 1	2.0 to 1

*M. D. Anderson Cancer Center admits a small number of Health Sciences undergraduates each year (86 FTE students in fall 2005). However, MDACC collaborates extensively with the Health Science Center-Houston to serve hundreds of students who rotate through their joint programs. In (Fall 2005) FY 2006, this included 539 graduate students shared with HSC-H, as well as 809 nursing students.

*The Health Center-Tyler does not admit students.

Source: THECB and U. T. System Health-Related Institutions

- The low student-to-faculty ratio at health-related institutions reflects the necessity of close interaction between faculty and students in health education programs.
- U. T. System health-related institutions have increased the number of faculty to serve a growing student population and have maintained approximately the same student faculty ratio over the past four years.

Graduate Medical Education

Table II-43

ACGME Accredited Resident Programs and Residents

		AY 02-03	AY 03-04	AY 04-05	AY 05-06
SWMC	Accredited resident programs	78	79	77	77
	Number of residents in accredited programs	1,149	1,210	1,234	1,177
UTMB	Accredited resident programs	52	54	54	54
	Number of residents in accredited programs	543	551	553	549
HSC-H	Accredited resident programs	53	52	53	55
	Number of residents in accredited programs	761	735	780	778
HSC-SA	Accredited resident programs	53	54	53	51
	Number of residents in accredited programs	700	648	637	701
MDACC	Accredited resident programs	12	14	14	18
	Number of residents in accredited programs	100	103	100	107
HC-T	Accredited resident programs	2	2	2	2
	Number of residents in accredited programs	24	23	24	24

Source: U. T. System Health-Related Institutions

- The number of resident programs and number of residents in these programs is a measure of the contribution that U. T. System health-related institutions make to the education and development of medical professionals.

Clinical and Hospital Care

- The following measures illustrate the scope of hospital and clinical care provided by U. T. System health-related institutions.
- In nearly every case, over the past five years the number of admissions, hospital days, and outpatient visits has increased.

Table II-44

State-Owned Hospital Admissions by U. T. Health-Related Institution Faculty

	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC**	n/a	n/a	n/a	n/a	7,832
UTMB	32,927	35,099	37,190	40,452	42,294
HCPC*	5,700	6,135	5,906	5,718	5,507
MDACC	18,604	18,781	19,430	20,608	20,728
HC-T	3,554	3,805	3,765	3,369	2,901
Total Health-Related Institutions	**60,785**	**63,820**	**66,291**	**70,147**	**79,262**

* Harris County Psychiatric Center

** SWMC admission data is for January 2005 to August 2005.

Source: U. T. Health-Related Institutions and Annual U. T. System Hospital Report

Table II-45

State-Owned and Affiliated Hospital Days by U. T. Health-Related Institution Faculty

	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	399,136	411,288	407,991	418,638	429,146
UTMB	175,956	186,975	194,642	199,862	202,544
HSC-H	281,741	312,359	342,758	298,207	337,749
HSC-SA	224,311	202,000	224,366	228,213	259,763
MDACC	137,204	137,207	146,673	153,002	155,981
HC-T	29,451	29,021	26,942	24,789	19,090
Total Health-Related Institutions	**1,187,185**	**1,278,850**	**1,343,372**	**1,322,711**	**1,404,273**

Source: Data submitted to the Legislative Budget Board

Table II-46

Outpatient Visits in State-Owned and Affiliated Facilities Treated by U. T. Health-Related Institution Faculty

	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	1,775,500	2,064,987	1,959,288	2,132,792	2,163,809
UTMB*	760,765	819,560	852,759	845,210	851,310
HSC-H	553,976	671,891	748,486	834,987	914,903
HSC-SA**	854,046	834,000	1,110,429	676,004	704,164
MDACC	469,068	471,728	537,822	610,329	767,909
HC-T	135,978	140,473	119,515	114,968	114,208
Total	**4,549,333**	**5,002,639**	**5,328,299**	**5,214,290**	**5,516,303**

* UTMB figures do not include correctional managed care off-site visits.

** UTHSCSA's figure for FY 04 and 05 represents a change in how outpatient visits are counted.

Source: Data submitted to the Legislative Budget Board and Institutional Reports

Table II-47

Total Charges for Un-Sponsored Charity Care by Faculty in State-Owned and Affiliated Facilities at U. T. Health-Related Institutions

	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	$234,938,900	$256,968,945	$281,998,363	$312,465,011	$324,443,991
UTMB	66,908,903	85,982,833	97,724,989	108,498,329	114,686,522
HSC-H	90,024,051	103,279,853	107,326,617	139,031,049	172,229,739
HSC-SA	60,602,900	70,149,189	77,586,366	85,647,220	98,545,392
MDACC	30,773,351	35,310,300	43,427,477	51,164,780	50,594,052
HC-T	4,992,457	5,405,720	6,814,083	7,008,950	8,695,101
Total Health-Related Institutions	**$488,240,562**	**$557,096,840**	**$614,877,895**	**$703,815,339**	**$769,194,797**

Source: Institutions' Annual Financial Reports

- In FY 2005, U. T. System health-related institutions provided nearly 90 percent of the total charity care provided by public health-related institutions in Texas.

Patient Satisfaction

- Patient satisfaction is an important component of the U. T. System health-related institutions' service and a valuable element in assessing the impact of their patient care.
- Each institution implements its own satisfaction rating system; these may focus on particular departments or on the overall operation.
- Satisfaction scores, summarized on the table on the next page, are generally very high and in most cases show improvement in the past year.
- Additional information about patient satisfaction is available from each institution.

Table II-48

Patient Satisfaction – U. T. Health-Related Institutions

	Period of Survey	Overall Rating	Change from Previous Rating	Noteworthy Ratings	Comments
SWMC	July '05 – June '06	90.0%	.10 %	Substantial improvements in key clinical areas. Hospitals continue to maintain excellence (95th percentile) where it exists and to improve in areas of opportunity.	Press Ganey Associates, Inc. surveys used to measure patient satisfaction.
UTMB	June 1 to August 31, 2006	87th percentile ranking for University Hospital Consortium (UHC) hospitals	+ 1 percentile point	88% of the respondents rated their overall hospital stay as either good or very good. Physician overall rating placed in the 93rd percentile for hospitals over 600 beds	Patient satisfaction measuring is an ongoing process using Press Ganey Associates as the vendor.
HSC-H Harris County Psychiatric Center (HCPC)	Sep 2005 – Aug – 2006	Overall average score of 3.98 for hospital patient satisfaction. On a scale of 1 – 5. With 5 being the highest score.	Slight decrease in overall average from 4.01, for same reporting period last year.	Helpfulness of the Nursing and Medical staff and patient safety rated in the top five strengths for the reporting period. Treatment Effectiveness continues to rate the highest across scales with an average score of 4.07. As UTHCPC moves forward with best practices, we have incorporated the measurement of patient safety concerns. The average score for the patient's perception of safety was 4.16.	UT-HCPC measures patient satisfaction on a monthly basis. Because of the type of population we serve, clients are given the option of completing the survey, immediately before discharge. Our sample size is for the reporting period is 2,742 respondents. Area for continued improvement is patient activities provided. Pilot plan implemented on one unit.
HSC-H Dental Branch Clinics	Spring 2006	excellent; 80 % very good; 15 %	Results are similar	Patient satisfaction is high, and consistent with previous surveys.	Ratings performed for each Dental Branch clinic.
HSC-H UT Physicians (Medical School)	FY 2006	UT Physicians Satisfaction with overall treatment = 98% Would recommend to friends and family = 97%	Results are consistent with those previously observed.	Overall target was 85%	Areas for continued improvement: appointment wait times and parking. A significant decline in satisfaction with ease of renewing prescriptions was observed in the 2nd quarter. After management review, this is primarily attributed to new procedures in Medicare drug coverage. Once patients had their information processed, satisfaction levels returned to their previously observed levels.

Patient Satisfaction – U. T. Health-Related Institutions

	Period of Survey	Overall Rating	Change from Previous Rating	Noteworthy Ratings	Comments
HSC-SA (Dental School)	Jan-Mar 2006	99% of Patients believe care is timely and overall satisfaction of 4.7 on a 5 point Leikert Scale (5 = very satisfied)	Have not performed a second survey yet.	Patient satisfaction is good.	Patients are surveyed two times per year to see if they (1) believe timely care is provided and (2) if their needs have been met.
HSC-SA (School of Medicine)	2005-2006			UT Medicine (formerly University Physicians Group) will determine thresholds for various components of patient satisfaction. As of September 2006, thresholds have not yet been established.	UT Medicine is still conducting Press Ganey surveys only at the Diagnostic Pavilion practice site. A UT Medicine Patient Hotline was implemented August 2005. Signs posted throughout UT Medicine clinics lists the PT Hotline (English & Spanish). Patients can call to discuss various concerns or express favorable comments. A database and occurrence report was developed to augment the initiative. Quarterly reports are presented to the UT Medicine Quality Improvement Committee. Press Ganey has provided only one report in March 06 due to minimal response from pts.
MDACC	9/05-8/06	97% of patient's surveyed rated overall care as good, very good and excellent.	Improved from 96%	Top Priority Problem scores Inpatient-Continuity and transition: 27% improved from last year by 3%. Outpatient-Access: 23% improved from last year by 3%.	MDACC uses the NRC+Picker survey. Measuring negative responses as problem scores. 7,900 Patients surveyed, targeting 20 responses/month for each of 43 units. Results are viewed at the unit level.
HC-T Emergency Dept Inpatient Medical Practice	9/05-8/06	 9/05 – 88.4 9/05 – 85.8 9/05 – 88.3	 8/06 – 88.8 8/06 – 88.1 8/06 – 88.1	Emergency Dept -90% percentile for 2 of 4 quarters (nationwide).	Inpatient-modified distribution method to improve return rate and score validity. Medical Practice-hired consultant admin director-patient satisfaction is one of her primary goals.

Examples of Externally Funded Research Collaborations – U. T. System Health-Related Institutions

- The U. T. System has made it a high priority to increase the research collaborations among U. T. System institutions as well as outside organizations.
- These collaborations achieve economies of scale and greatly improve the quality of research by leveraging faculty, external funding, and facilities resources beyond the scope that any individual institution could bring to bear on a research problem.
- The scope of U. T. System research is very large. Below are examples from each institution of current and high priority collaborative research projects.

Table II-49

Examples of Research Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. Southwestern		
Howard Hughes Medical Institute	A medical research organization employing its own scientific teams who also serve as faculty at UT Southwestern; conducts research with scientific staff in HHMI laboratories across the U.S.; explains how the human body functions and why disease occurs. Collaborators: Howard Hughes Medical Institute	
Alliance for Cellular Signaling	Studies the G-protein signaling systems; identifies signaling molecules; determines molecular pathways; determines the quantitative analysis of the flow of information through the system.	University of California – San Francisco, California Institute of Technology, University of California - Berkeley
Collaborative University of Texas Metroplex Imaging Center	The three institutions have together identified radiologic imaging as a high academic priority for development, with a special emphasis on neuro-imaging to study brain development, neurological diseases, and cognition. This collaborative effort will share expensive fMRI and PET scanning equipment in a new imaging and research facility that is physically located at UT Southwestern. Additionally, the three institutions will provide a broad array of scientific talent that includes radiologists, clinicians, scientists, computer scientists, physicists, and engineers. Collaborators: UTA and UTD	
U. T. Medical Branch		
Regional Center of Excellence in Biodefense and Emerging Infectious Diseases	Provides access to state-of-the-art proteomics, genomics, standardized small animal, and non-human primate models of infectious diseases, and BSL-4 laboratory facilities, as well as crosscutting functions in computational biology and a streamlined process for translational development of vaccines and drugs leading to FDA approval. Collaborators: 32 institutions in Texas, New Mexico, Oklahoma, Arkansas, and Louisiana including UT Health Center-Tyler, UT Health Science Center-San Antonio, UT Health Science Center-Houston, Texas A&M, University of Houston, Rice University, National Institutes of Health/NIAID, Macrogenics Co., University of New Mexico, Louisiana State University Health Science Center - Shreveport, and Oklahoma University	
Galveston National Laboratory (GNL)	State-of-the art BSL2 through BSL4 laboratory space designed and being constructed to support the research of the NIAID Biodefense Network. When completed, the GNL will meet critical, national needs related to the identification and validation of effective countermeasures for both naturally emerging infectious diseases and the threat of bioterrorism. Collaborators: NIAID Biodefense Network members	

Examples of Research Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Keck Center for Computational and Structural Biology - Gulf Coast Consortia	This collaboration provides a world-class environment for research training and specialized shared facilities at the interface between biological and biomedical sciences and the computational and physical sciences. It brings together modern biological, physical, and computational sciences to address key problems in biology and biomedicine. The six institutions share seven training grants, including two recently awarded NIH Roadmap training grants. Shared facilities include high-field NMRs and an X-ray beamline. The Keck Center and Gulf Coast Consortia bring together computational, physical, and biological scientists in a stimulating and nurturing environment for the development and training of a new type of scientist—one who can incorporate theory, simulation, and experiments to expand the understanding of modern biological problems. Students are provided an intellectual environment for considering problems that transcend traditional disciplinary boundaries and training opportunities with mentors in different disciplines. Collaborators: Rice University, Baylor College of Medicine, UH, UTHSC-Houston, and UTMDA.	
U. T. HSC-Houston		
Center for Clinical and Translational Sciences	The UT HSC-Houston will become home to one of the nation's first Centers for Clinical and Translational Sciences. The center – one of only twelve in the nation and the only one of its kind in Texas – will be designed to spur research innovation so that new treatments can be developed more efficiently and delivered more quickly to patients.	UTMDA, Memorial Hermann Healthcare System
Gulf Coast Consortia	The Gulf Coast Consortia (GCC) brings together the strengths of its six member institutions to build interdisciplinary collaborative research teams and training programs in the biological sciences at their intersection with the computational, chemical, mathematical, and physical sciences. The GCC's mission is to train the next generation of bioscientists and to enable scientists to ask and answer questions that cross scientific disciplines to address the challenging biological issues of our time and, ultimately, to apply the resulting expertise and knowledge to the treatment and prevention of disease. (*from GCC web site)*	Baylor College of Medicine, Rice University, UH, UTMB, and UTMDA
Michael and Susan Dell Center for Advancement of Healthy Living	The new center will conduct research to better understand and influence behaviors and environmental conditions that affect healthy living. Initial research will focus on preventing childhood obesity and its effect on related chronic diseases such as Type 2 diabetes.	UT Austin, Texas Department of State Health Services
U. T. HSC-San Antonio		
Department of Urology	The Urinary Incontinence Treatment Network (UITN) is a group of urologists and urogynecologists from all over the country who are conducting research on the treatment of urinary incontinence, or accidental loss of urine. Currently the UITN is conducting two studies: 1) SISTEr (Stress Incontinence Surgical Treatment Efficacy Trial) This study is comparing the long-term outcomes of two commonly performed surgeries for the treatment of stress urinary incontinence. 2) BE-DRI (Behavior Enhances Drug Reduction of Incontinence) This study will determine if the addition of behavioral treatment to drug therapy for the treatment of urge incontinence will make it possible to discontinue the drug and still maintain a reduced number of accidents. 3) TOMUS (Trial Of Mid Urethral Slings) This study is designed to compare the efficacy and safety of two minimally invasive procedures, the Tension Free Vaginal Tape procedure and the Trans-Obturator Tape procedure, for treatment of stress incontinence.	National Institute of Diabetes and Digestive and Kidney Diseases, National Institute of Child Health and Human Development, and nine participating university or hospital collaborators across the United States

Examples of Research Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
The UTHSCSA National Center of Excellence in Women's Health	The UTHSCSA's National Center of Excellence in Women's Health received its designation from the US DHHS in September 2004, and is one of only 21 centers in the nation. The goals of the Center of Excellence (CoE) are to eliminate disparities in women's health, improve access to health care services and promote multidisciplinary collaborations among biomedical and social scientists and clinicians by integrating the following components: clinical care, women's health research, community outreach, professional education, and leadership development	The CoE is a partnership between UTHSCSA. University Health System, UTSA Women's Study Institute and the San Antonio Metropolitan Health District.
South Texas Pediatric Minority Based Community Clinical Oncology Program	The goal of the South Texas Pediatric Minority-Based Community Clinical Oncology Program is to reduce the incidence, morbidity and mortality of cancer among Mexican-American children and adolescents residing in the service area. The primary means of accomplishing this goal is enrollment of subjects on cancer prevention, control and treatment protocols of the Children's Oncology Group (COG) and other approved research bases. The specific need for MB-CCOP support is to enable the pediatric oncology providers in the service area to reach out to the target population, whose access to state-of-the-art cancer treatment is often impeded by a combination of factors, including cultural and language barriers, low socioeconomic status, high rate of illiteracy, geographic dispersal and poor access to medical care. Collaborators: CHRISTUS Santa Rosa Health Care; Methodist Children's Hospital; Driscoll Children's Hospital; and Wilford Hall Medical Center	
U. T. M. D. Anderson		
Alliance for NanoHealth	The Alliance for NanoHealth is the first wholly collaborative research endeavor aimed solely at bridging medicine and nanotechnology. Collaborative project categories include NanoScan (medical imaging), NanoDocs (combining medical diagnostics and therapeutics through smart nanomaterials), NanoSensors (detecting biological molecules), NanoMeds (pharmaceuticals developed by nanoscale control), NanoImplants (engineering implantable devices), NanoSynthesis (taking advantage of properties unique to the nanoscale, e.g., reaction kinetics, catalytic activity). The FY05 funds of $2.2 M from DoD has been utilized to provide seed-level funding for innovative, inter-institutional, multi-disciplinary research collaborations amongst ANH members. FY07 request is pending. Funding agencies include NASA, Dept. of Defense, Dept. of Energy, Health Resources and Services Administration. Collaborators: Rice University, UTHSC-Houston, UH, Baylor College of Medicine, UTMB, Texas A&M.	
EXPORT: Excellence in Partnership for Outreach, Research, and Training in Health Disparities	The primary research project is a molecular epidemiology study of genetic susceptibility and mutagenicity biomarkers for assessing exposure risks in children of migrant/seasonal farm workers. Collaborators: Fort Bend Independent School District	
Center for Clinical and Translational Research	This is a five-year grant to enhance clinical and translational research, ultimately improving patient care and community health. The center – the only one of its kind in Texas – will be designed to spur research innovation so that new treatments can be developed more efficiently and delivered more quickly to patients. The CTSA program is an NIH Roadmap for Medical Research initiative and will by administered by the National Center for Research Resources, a component of the NIH. Collaborators: UTHSC-Houston	

Examples of Research Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HC-Tyler		
Southwest Center for Agricultural Health, Injury Prevention, and Education www.swagcenter.org	NIOSH-funded center that coordinates research, prevention/intervention, education, and outreach projects in U.S. Public Health Region VI related to agricultural health and injury prevention. The Center works to reduce illness and injury in agricultural settings through research to practice (r2p) by transferring research findings and information into effective prevention practices and products. Collaborators: National Institute for Occupational Safety and Health; National Center for Farmworker Health; UTHSC at Houston School of Public Health Brownsville Regional Campus; Texas A&M University Health Sciences Center; West Texas A&M University; Southeastern Louisiana University; University of New Mexico; Drexel University; Area Health Education Center	
Bioterrorism Training and Curriculum Development Program	Work with UTHSC-H School of Public health to develop curriculum and provide training throughout Texas.	UT HSC-Houston
Southwest Center for Pediatric Environmental Health (SWCPEH) www.swcpeh.org	SWCPEH is one of thirteen Pediatric Environmental Health Specialty Units (PEHSUs) located throughout the United States, Canada, and Mexico. The eleven centers in the US are funded by the Association of Occupational and Environmental Clinics (AOEC) through a cooperative agreement with the Agency for Toxic Substances and Disease Registry (ATSDR) and the US Environmental Protection Agency (EPA). The SWCPEH, based at UTHC-Tyler, provides services to health care providers, public health officials and the general public in EPA Region VI, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The PEHSUs are a unique collaboration between occupational / environmental clinics and academic pediatric programs. This collaboration provides a forum for pediatricians and environmental health specialists to combine their expertise in addressing children's environmental exposures and diseases of suspected environmental origin. The mission of the PEHSU program is to: 1) reduce environmental health threats to children, 2) improve access to expertise in pediatric environmental medicine, and 3) strengthen public health prevention capacity. The primary means of accomplishing this mission include education, consultation, referral, advocacy, research, and networking. SWCPEH is one of just 15 organizations in the US to receive the first 2005 Children's Environmental Health Excellence Award. The award acknowledges SWCPEH's outstanding commitment to protecting children from environmental health risks. The SWCPEH also collaborated with other PEHSUs to develop a joint statement with the American Academy of Pediatrics entitled "Clinician Recommendations Regarding Return of Children to Areas Impacted by Flooding and/or Hurricanes." Collaborators: AOEC; EPA; ATSDR; University of New Mexico Health Sciences Center; West Texas Regional Poison Center at Thomason Hospital (El Paso)	

Examples of Educational Collaborations

- The U. T. System encourages educational collaborations among U. T. System institutions as well as with organizations outside of U. T. System. Below are examples from each institution of current and high priority collaborative research projects.

Table II-50

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. Southwestern		
Graduate Medical Education (Residency Education Program)	Improves the quality of health care in the United States by ensuring the quality of graduate medical education experiences for physicians in training. Collaborators: Parkland Health and Hospital System, Children's Medical Center of Dallas, Dallas Veteran's Affairs Hospital, UT Southwestern Hospitals and Clinics, as well as approx. 20 other hospitals	
Joint Program in Psychology	Prepares students for careers as research and clinical psychologist.	UTD
Joint Program In Biomedical Engineering	Prepares students as biomedical engineers for careers in industry, hospitals, and research facilities.	UTA and UTD
U. T. Medical Branch		
Pandemic Flu Primary Prevention Campaign	The Pandemic Flu Primary prevention campaign is a new statewide AHEC Pubic Health Initiative. The AHEC Prevention Team (APT,) a statewide AHEC initiative with Primary support from East Texas AHEC to address urgent health literacy issues in Texas, is aggressively promoting its first campaign, Pandemic Flu Prevention. This APT initiative is designed to improve community health through education on healthy behaviors to prevent infection, including seasonal and pandemic flu. The APT Primary Prevention Campaign is addressing the potential regional public health issues arising from a possible flu pandemic by presenting an educational campaign designed to empower the public to take appropriate steps to improve its health and protect itself. Colloaborators: UTMB's East Texas AHEC; Texas Tech Health Sciences Center's West Texas AHEC; UTHSCSA's South Texas AHEC, Oklahoma AHEC, Health Education Training Centers Alliance of Texas	
Prematriculation Reinforcement Enrichment Program (PREP)	The Prematriculation Reinforcement Enrichment Program (PREP) is an aggressive, intensive six-week program designed to provide accepted disadvantaged students with an academically enriching educational experience which will assure that 95% of the participants complete the first year medical school curriculum successfully and are promoted to the second year. Participants preview the first year course work, undergo reading and learning skills assessment, diagnostic testing, and develop a mentoring relationship with upperclassmen. PREP allows for a smoother transition and adjustment to the rigors of the medical school environment and provides a psychological boost to the individual participant. Collaborators: UTPA, UTEP, UTB, Texas A&M International University, TAMU-Corpus Christi, and TAMU-Kingsville.	
Regional Innovations in Nurse Education (RINE)	Regionalize certain administrative, operational, and instructional functions and services and demonstrate that such consolidation will enhance educational effectiveness of faculty, improve student success, increase graduation rates, and free up faculty resources to increase enrollments in programs leading to initial RN licensure. The project will demonstrate that regionalizing selected functions currently performed separately is feasible and more efficient than current practice. Collaborators: Partners include UT-HSC, Texas Woman's University, Alvin Community College, Lee College, Houston Community College, San Jacinto College, North Harris-Montgomery Community College District, Wharton County Jr College, Galveston College, and College of the Mainland	

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HSC-Houston		
Graduate School of Biomedical Sciences	Offers joint MS and PhD degrees in 21 areas of study within the biomedical sciences.	UTMDACC
School of Public Health Regional Campuses	The four regional campuses in Brownsville, Dallas, El Paso, and San Antonio offer graduate level courses leading to a Master's Degree in Public Health in collaboration with the host UT campuses. Each regional campus is in a unique position of being able to focus on public health issues facing its local community. Collaborators: UTB, UTEP, UTSA, UTHSCSA, UTSWMC	
UT Biomedical Engineering Department	The new, expanded department will foster interinstitutional collaborations by providing seed grants for new joint research incentives, facilitating multiinvestigator research and training-grant proposals, and offering special educational programs and internships, distance-learning classes, and teleconferences. Students will have the opportunity to pursue their studies at whichever institution best meets their tailored educational goals. Collaborators: UT Austin, UTMDACC	
U. T. HSC-San Antonio		
Border Oral health Care Access (BOHCA) Training Program/Gateway Community Health Center/Laredo, Texas	Provide dental hygiene clinical training for dental hygiene senior students through a rotation program at Gateway Community Health Center in Laredo. The program greatly benefits Laredo area oral health by providing dental hygiene services to a special adult diabetic patient population who has not had access to care previously. Students gain clinical experience in dental hygiene assessment, treatment planning and providing preventative and therapeutic care for this special patient population. Collaborators: Magda de la Torre, MPH, RDH Nita Wallace, PhD, RDH Courtney Pollard, BS, RDH Gateway Community Health Center and UTHSCSA School of Allied Health Sciences, Department of Dental Hygiene	
Avanzar	To provide peer mentoring to pre-nursing students to increase enrollments in BSN nursing programs Collaborators: Dr. Norma Rogers, SON, Dr. Sara Oswalt, UTSA, Dr Allen Vince, Director of Health Professions, UTSA	
Dental Early Admissions Program (DEAP)	Allow qualified college students a mechanism for doing three college years and receiving transfer credit for the first year of dental school, so that they get a BS and a DDS in seven years, thus saving a year of college without giving up the bachelor's degree. Students in the program have increased contact with the Dental School while in college and take part in prematriculation orientation programs. Program helps assure diversity of many types in the Dental School class. Collaborators: Abilene Christian University, University of the Incarnate Word, McMurry University, UTPA, Prairie View University, St. Mary's University, Sam Houston State University, UTSA, Texas State University, TAMU-Corpus Christi, TAMU-Kingsville, Texas Lutheran University, Texas Wesleyan University, West Texas A&M, Mary Hardin-Baylor University, Texas A&M International University, UTEP	
U. T. M. D. Anderson		
M.I.D.A.S (Models of Implementation and Dissemination of Environmental Health and Science Across Subjects)	Funding from the SEPA (Science Education Partnership Awards) Program of the NIH provided five years of support for the MIDAS Project. MIDAS seeks to improve the understanding of EHS by students and the entire educational community, including teachers, administrators, school nurses and parents, to enable them to make informed decisions about the environment and their health. Each year, MIDAS directly serves nearly 1300 students in grades 4-8 in the Bastrop ISD.	Bastrop ISD

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Science Educators Summer Educator Program in Biomedical Sciences	A collaborative program between UT GSBS at Houston and the School of Allied Health Sciences, several faculty members from both institutions participate in offering a graduate level course in Cell Biology in Biomedical Science. Since the program began in 1999, approximately 28 teachers participate in the program each year. The program is broadcast to UT Pan American so that those teachers that cannot travel to Houston can participate in the classes. Collaborators: UTHSC-Houston GSBS, UTPA	
HOPE: Health Observances and Public Education Partnership	The HOPE Partnership includes 8 current and former NIEHS Center COEPs and is funded by a SEPA grant. The project goals are to evaluate the impact and efficacy of a series of information dissemination mechanisms, including informal and formal K-12 science education, community forums and interactions with media and non-profit organizations.	NIEHS Center COEC at the University of Medicine and Dentistry of New Jersey (UMDNJ, SEPA grant)
U. T. HC-Tyler		
Joint Collaborations with Various Higher Educational Institutions for Clinical Rotations and Health Care Training	Allows students in nursing, allied health, and medicine to have clinical rotations at a health training hospital and outpatient facility. Internships in Public Affairs; Industrial and Systems Engineering; Dietetics; Physical Therapy Assistant; Medical Office Administration; Pharmacy. Residency programs in Pharmacy, Family Medicine and Occupational and Environmental Medicine Collaborators: Austin College; Harding University-Arkansas; Hardin-Simmons University; Iowa State University of Science & Technology; Keiser College; Kilgore College; Louisiana State University; Northeast Texas Community College; San Joaquin Valley College Online; St. Petersburg College; Stephen F. Austin State University; TAMU; TAMU/Commerce; TAMU/Corpus Christi; Texas College of Osteopathic Medicine; Texas College; Texas Southern University; Texas Tech University Health Sciences Center; The University of Arkansas Medical School; University of Louisiana at Monroe; The University of Oklahoma at Tulsa; UT HSC-Houston; UTMB; Tyler Junior College; University of Louisiana; University of North Dakota; UNT; University of St. Francis at Albuquerque; USC; UTA; UTSWMC; UTT; Xavier University of Louisiana	
Family Residency Program www.uthct.edu/fp	The mission of the Family Medicine Residency Program at Tyler is to train the future family physician in all aspects of the specialty of family medicine; to develop skills that enables the resident to practice compassionate medicine and communicate with the patient within the family dynamic; and to develop leadership that enables the resident to be a health advocate within the community and a quality mentor for future physicians. The UTHCT Family Medicine Residency Program prepares residents for the skilled practice of family medicine through a) patient-centered teaching from dedicated faculty in a professional academic environment; and b) encouragement of academic excellence and the achievement of the individual resident's optimum potential. All of the UTHCT residents are graduates of U.S. medical schools, thereby greatly increasing their chances of being licensed in Texas. The number of residents who have graduated from the UTHCT Family Medicine Residency program since its inception in 1987 is 111. Ninety have stayed in Texas. Sixty have remained in East Texas, serving in rural and underserved areas. Collaborators: Trinity Mother Francis Hospital system; East Texas Medical Center system; Smith County Medical Society and its members; Northeast Texas Public Health District; Hospice of East Texas; Bethesda Clinic; Texas Department of Health & Human Services (Adult Protective Services & Child Protective Services); Meals on Wheels; St. Paul's Children's Clinic; Teen Mania	
Occupational Medicine Residency Program www.tiosh.org/residency.htm	Offers academic and practicum training in occupational medicine. The residency program is one of three civilian programs in Texas and fewer than 35 in the United States accredited by the Accreditation Council for Graduate Medical Education. Collaborators: Stephen F. Austin State University; Texas Department of State Health Services Regions 4 & 5N; Occupational Safety and Health Administration (OSHA)	

Teaching, Research, and Health Care: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- The U. T. System will continue to emphasize the priority of research collaborations between academic and health-related institutions. These will be reflected in new patterns of joint grants.
- Private support for endowed faculty positions should be a System priority.
- The organization, support, goals, and pace of technology transfer require attention and further development and are connected to the economic impact that U. T. System institutions make on their communities.
- Efforts to bolster support for faculty research development should be reflected in increases over time in the number of grants received and the proportion of faculty receiving grants.

Measures for Future Development

- Measures of faculty teaching excellence should be developed with academic and health-related institutions.
- Measures of technology transfer productivity should be refined.
- Faculty salary trend data for health-related institutions should be developed.
- Specific measures related to the 10-year U. T. System strategic plan will be refined, added, or eliminated.

III. Service to and Collaborations with Communities

Values

The U. T. System is committed to:

- Render service to the public that produces economic, technical, social, cultural, educational, and health benefits through interactions with individuals and with local, Texas, national, and international institutions and community organizations, as well as with Texas communities.
- Serve as a higher education leader and advancing the support and development of a superior, seamless system of education from pre-K through advanced post-graduate and life-long learning programs.

Goals

- Support the improvement of K-12 public education.
- Stimulate economic development.
- Offer professional and clinical services to communities.
- Enrich the cultural environment of the communities we serve.

Priorities

- Encourage public and private support of higher education through interaction with alumni, civic, business, community, and educational leaders, and the general public.
- Establish expanded collaborations and initiatives with schools and other local institutions and with business, industry, and community organizations.

The University of Texas System's Contribution to Teacher Preparation

Teacher preparation is a major responsibility of the U. T. System academic institutions. The quality of teacher and administrator graduates is a key factor in the supply of well-qualified high school graduates. Teacher education programs are, thus, a critical lynchpin in the state's K-16 system.

Over the past decade, the U. T. System has been the largest producer of teachers in Texas when compared to all other state higher education institution systems. After a ten-year high in 2003, teacher production fell in 2004, 2005, and 2006, where it was close to 1997 levels. In 2006, U. T. System academic institutions produced 3,368 certified teachers, almost 14 percent of the teachers trained in Texas that year. The System is currently producing a slightly lower percentage of teachers proportionately than it has in past years due to the increase in numbers of new non-university providers of teacher certification programs.

Figure III-1

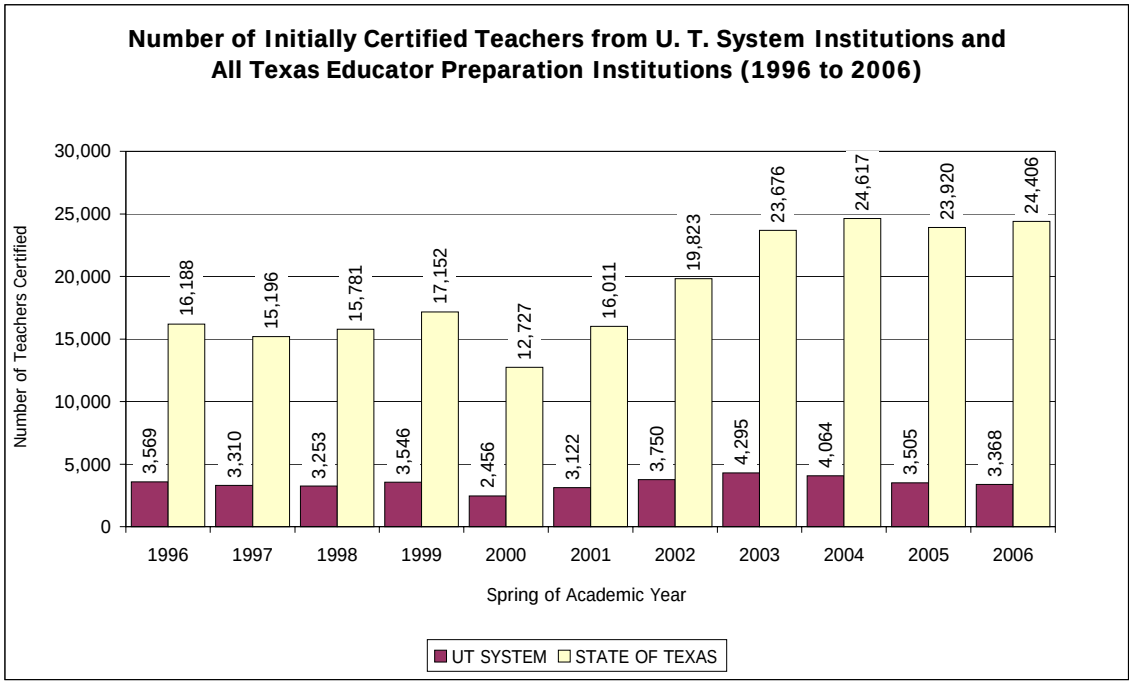


Table III-1

Number of Initially Certified Teachers Produced by U. T. System Institutions, U. T. System, and the State of Texas*

AY	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Change: 96 to 06 #	Change: 96 to 06 %
UTA	328	332	301	251	86	363	490	387	394	320	384	56	17.1%
UT Austin	592	543	489	575	413	451	535	483	400	455	441	-151	-25.5%
UTB/TSC	276	250	263	253	184	251	253	327	304	218	242	-34	-12.3%
UTD	154	116	121	124	89	98	151	260	213	207	227	73	47.4%
UTEP	598	516	523	568	393	431	564	828	763	602	548	-50	-8.4%
UTPA	711	616	629	775	555	641	711	820	888	725	563	-148	-20.8%
UTPB	147	129	113	147	119	177	157	193	256	169	152	5	3.4%
UTSA	484	522	538	570	388	495	643	780	636	632	667	183	37.8%
UTT	279	286	276	283	229	215	246	217	210	177	144	-135	-48.4%
UT System	3,569	3,310	3,253	3,546	2,456	3,122	3,750	4,295	4,064	3,505	3,368	-201	-5.6%
Texas	16,188	15,196	15,781	17,152	12,727	16,011	19,823	23,676	24,617	23,920	24,406	8,218	50.8%

* Includes only teachers produced from Texas preparation programs. Does not include out-of-state teachers.

Source: U. T. System Office of Institutional Studies and Policy Analysis

- Despite an overall decline, several U. T. System academic institutions increased the numbers of teachers they produced from 1996 to 2006:
  - U. T. Arlington by 17 percent.
  - U. T. Dallas by 47 percent.
  - U. T. San Antonio by 38 percent.
- A number of factors contribute to the fluctuations: changes in certification practices; increase in alternative certifications; and, for U. T. Austin, overall enrollment that has limited the number of students admitted to the College of Education.

Figure III-2

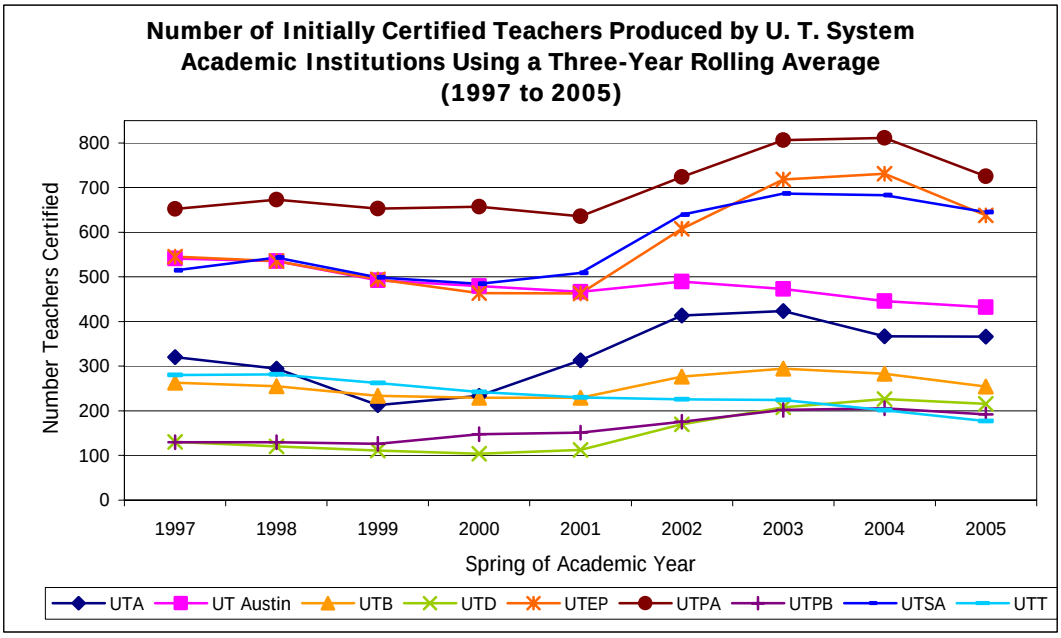


Table III-2

Texas Public School Teacher Employment Rates for U. T. System Institutions (1996-2005)

	Year after certification									
	1	2	3	4	5	6	7	8	9	10
Arlington	80.5%	78.9%	74.7%	69.9%	65.8%	61.7%	57.7%	54.6%	53.1%	50.9%
Austin	69.7	69.0	62.3	56.4	50.9	45.4	41.7	39.6	35.0	31.3
Brownsville	89.6	90.0	87.7	84.0	80.4	77.1	73.2	69.7	69.0	67.8
Dallas	70.7	68.5	65.3	59.5	54.3	49.0	45.3	43.8	39.8	37.0
El Paso	86.3	85.2	82.4	78.7	74.3	70.5	66.1	63.5	59.7	56.9
Pan American	90.5	88.8	85.1	82.0	77.6	73.3	70.7	66.9	63.0	60.9
Permian Basin	80.1	82.7	79.7	76.8	74.8	70.9	69.0	67.2	64.8	66.7
San Antonio	79.2	81.2	78.0	74.7	70.6	66.6	64.3	60.3	55.3	53.3
Tyler	80.3	81.4	79.7	78.2	74.9	72.7	70.5	68.1	63.4	61.6
UT System	81.9	81.7	78.0	74.0	69.8	65.6	62.3	59.3	55.4	53.2
State of Texas	82.0	79.8	75.4	71.1	66.9	62.7	59.2	56.1	53.3	51.2

Note: A teacher is considered employed if they are employed as a teacher in a Texas public school.

Source: U. T. System Office of Institutional Studies and Policy Analysis

This analysis presents a snapshot of the average employment rates for 10 different initial teacher certification cohorts. For example, the year 1 employment rate is the average employment rate for the 10 different initial teacher certification cohorts starting with the 1995-1996 cohort and ending with the 2004-2005 cohort. The year 5 rate is the average employment rate for the five cohorts starting in 1995-1996 and ending with 1999-2000.

Overall, teachers who graduated from U. T. System academic institutions remain employed at somewhat higher rates than the state average. But this rate is declining to just above 53 percent in 2005. Retaining teachers is a significant policy issue for Texas public schools.

K-16 Collaborations

Each U. T. System academic institution engages in many collaborations with K-12 schools and community colleges, touching thousands of students and teachers every year. The following examples are selected as illustrative of the depth and range of K-16 collaborations between U. T. System academic institutions and the K-12 school community.

Table III-3

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
The Texas Science Careers Consortium	Promotes science, math, and technology career development in K-16 curricula; expands workforce and career development opportunities for students in colleges of science across the state; to "close the gaps" in K-12 science and math education and better serve minority populations; articulates better with community college STEM programs; shares best practices between universities. Collaborators: UTA, UT Austin, TAMU, Texas Tech, UTEP, UTPA, UTB, UTSA, TAMU-Commerce, Texas State Univ., Tarleton State University, TAMU-Corpus Christi, UH, UTSWMC School of Allied Health, Texas Women's University, ExxonMobil Foundation	
UT Arlington/Hurst-Euless-Bedford ISD Partnership for Excellence in Science and Mathematics	Provides a model professional development program in science and mathematics education; strengthens the knowledge and skills of practicing teachers who need in-depth training in interdisciplinary science to better serve their career goals.	UTA College of Education, UTA College of Science, HEB ISD, and the Sid Richardson Foundation
Advanced Placement Summer Institute	Provides training for more than 300 new and experienced Dallas-Ft. Worth area middle school and high school teachers by College Board certified AP and Pre-AP instructors to prepare them to teach AP courses; assures that highly qualified advanced placement teachers are available in area public school districts.	A majority of participants come from the Dallas and Grand Prairie ISDs
U. T. Austin		
Annette Strauss Institute	The Annette Strauss Institute creates more voters and better citizens through a combination of applied research and outreach programs. The Institute collaborates with K-12 educators around the state to create and provide civic education programs and curricular materials for use in high school classrooms. It has worked in 34 schools in 17 districts across the state. In addition the Institute works with professional political and campaign professionals to offer professional training to 18-25 year olds throughout the state of Texas to prepare them to work in government, political campaigns and public service positions. Collaborators: LBJ School, the College of Communication, the College of Liberal Arts, Office of the Provost, K-12 educators across Texas	
College of Education	Now in its 10th year in the College of Education, the Texas Regional Collaboratives for Excellence in Science Teaching is a program that has offered professional development training to around 12,000 Texas science teachers and enhanced the learning experiences of over one million students in over 200 Texas counties. The unique success of the program has been attributed to the strong and lasting partnerships forged between communities, universities, businesses, teachers and schools, all for the express purpose of improving science education and preparing our future workforce for a high-tech world. The program has been emulated by other states and its success has drawn the generous financial support of corporate sponsors such as Shell Oil, Toyota and AT&T, as well as the enthusiastic backing of the Texas Education Agency. Collaborators: TEA, the 20 Education Service Centers, Shell Oil, AT&T, and Toyota. Recently been expanded to the State of Louisiana.	

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
School of Nursing	UT Austin's School of Nursing is collaborating with UT Southwestern in the Clinical Research Scholars Program. A $9.7 million K-12 roadmap award from the National Institutes of Health funds this multidisciplinary clinical research career development program. The three-year program for junior faculty will provide (1) comprehensive individualized training through a clinical sciences curriculum that spans a broad spectrum of research concepts and methods in order to promote team-based problem solving; (2) in-depth practical multidisciplinary training in the planning, execution, and analysis of clinical research; and (3) effective and committed guidance through the efforts of an experience multidisciplinary mentoring team. A junior faculty member of the UT School of Nursing is among the first class of K-12 Clinical Research Scholars. Senior researchers from the School of Nursing serve on the Multidisciplinary Advisory Committee and the Scholar Selection Committee and will be available to mentor scholars during the program. Collaborators: UTSWMC in the Clinical Research Scholars Program. Baylor College of Dentistry, the Texas Tech University Health Sciences Center School of Pharmacy	
U. T. Brownsville		
Jason Project	Year-long educational enhancement program with focus on curriculum, web-based activities and field research based on scientific expeditions to one of earth's unique environments. Students work "virtually" alongside scientists to emulate current research and technology. Includes professional development for participating teachers. Provides inquiry-style materials to participating teachers to enhance teaching and learning in science, math, engineering, and technology.	Electronic Data Systems, National Geographic Society, Honeywell, Exxon-Mobile, Bechtel, Sun Microsystems, the National Science Center Foundation, Sprint ,Office of Naval Research, NASA, NOAA, U.S. Fish and Wildlife Services, U.S. Forest Service, U. S. Park Service, U.S. Geological Survey, Environmental Systems Research Institute and 24 high schools in Rio Grande Valley.
Engaging Latino Communities for Education (ENLACE)	Creates a community partnership to support BISD efforts to implement science education reform in Brownsville; provides scientific literacy and adequate knowledge in science for Brownsville students grades K-12.	Kellogg Foundation, Houston Endowment and Brownsville ISD
College Assistance Migrant Program (CAMP)	Promotes higher-education opportunities for low-income, first-generation migrant students. Supported by a grant from Department of Education, its primary goal is to promote academic achievement and increase college retention through comprehensive academic intervention services.	Thirteen school districts in the UTB/TSC service area
U. T. Dallas		
Lincoln and Madison High Schools SAT and College Preparation Seminar	Prepares students for the SAT exam and to assist high school students in understanding their college options, assessing their goals and obstacles, and completing draft college applications.	Madison High School, DISD. Lincoln High School, DISD
Richardson ISD Advancement Via Individual Determination (AVID) Program	UTD students are employed to work in AVID classrooms to assist the teacher and conduct tutoring sessions. RISD students who participate in the AVID program are typically underachieving students with academic potential who are enrolled in pre-AP or AP course with support through an AVID class.	Richardson ISD Junior and Senior High Schools.
Fort Worth ISD Gulf Coast Initiative	Provides tutorial/ counseling for Katrina and Rita evacuees to assist with daily homework assignments and provide academic enrichment. Assists and informs parents of evacuees of strategies to assist their students and become partners in the educational process.	Fort Worth ISD schools and a major financial corporation.

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
El Paso Collaborative for Academic Excellence	To ensure that all children are successful in school and are prepared to enter and be successful in a four-year college. The Collaborative engages the K-16 education system, the community and other federal, state and private foundations in the reform effort. Collaborators: USDOE, NSF, State of Texas, EXXON - USA, Lucent Technologies, Pew Charitable Trusts, UTEP, El Paso Community College, Region 19 Educational Service Center, El Paso ISD, Ysleta ISD, Socorro ISD, County of El Paso, City of El Paso, Greater El Paso CoC, El Paso Black CoC, El Paso Hispanic CoC, El Paso Inter Religious Sponsoring Organization	
Project STEP UP (Strategic Teacher Education Programs to Uplift the Profession)	To enhance the recruitment of future teachers, and to focus on developing and institutionalizing systemic change in the recruitment, advising, and retention of high quality teachers	U.S. Department of Education, UTEP College of Education (PI), Colleges of Liberal Arts and Science, EPCC, Project ARRIBA, 8 school districts (Ysleta, Canutillo, Socorro, El Paso, Clint, Tornillo, San Elizario, and Fabens), and Region XIX (Head Start)
Project BEEMS (Bilingual Educators Emphasizing and Mastering Standards)	To provide support for teachers working toward their Master's Degree in Bilingual Education with an emphasis on dual language program.	US Department of Education, UTEP College of Education, 9 school districts in the El Paso area which include: El Paso ISD, Canutillo ISD, San Elizario ISD, Gadsden ISD, Fabens ISD, Clint ISD, Ysleta ISD, and Socorro ISD.
U. T. Pan American		
GEAR UP "Si Se Puede" (Yes We Can)	The University of Texas-Pan American currently has two federal GEAR UP grants. Grant I was awarded in 2001 and will end in Fall 2006. Approximately 7,000 students received early college awareness services as did their parents and their teachers. Grant II was awarded in 2005 and will run through 2011. This grant serves 8,950 7th grade students in 28 Rio Grande middle schools and will follow them in a cohort design model through their 12th grade year. The UTPA Project Mission: The mission of GEAR UP is to significantly increase the number of students that are prepared to enter and succeed in post-secondary education. UTPA GEAR UP Goals: (1) Increase the academic performance and preparation for post-secondary education for GEAR UP students; (2) Increase the rate of high school graduation and participation in post-secondary education for GEAR UP students; and (3) Increase GEAR UP student and family knowledge of post-secondary education options, preparation, and financing. Five Major Grant Components and Services Offered By GEAR UP: Academic Preparation; Academic Preparation Support Services; Family and Community Outreach; Professional Development; Higher Education Collaborative Collaborators: Brownsville ISD - Olveria, Vela, Faulk, Garcia, Stillman, and Bisteiro Middle Schools; Edinburg CISD - Memorial, Harwell Middle Schools; Los Fresnos CISD- Liberty Middle School; La Joya ISD - Memorial, Ann Richards, Nellie Schunior, Lorenzo DeZavala, Irene Garcia, Cesar Chavez Middle Schools; La Sara ISD - La Sara Middle School; McAllen ISD – Lincoln, Brown Middle Schools; Mission CISD - Kenneth White Middle School; PSJA ISD - Alamo, Austin, Liberty, San Juan Middle Schools; Raymondville ISD - Myra Green Middle School; Harlingen ISD – Vernon Middle School; Santa Rosa ISD- Jo Nelson Middle School; Weslaco ISD - Cuellar, Mary Hoge Middle School. Corporate partners include: Texas Instruments, Ford Motor Company Fund, City of Edinburg, University of Texas Health Science Center at San Antonio, Princeton Review, Surescore, Kaplan, Univision, Extravision, AVID Program (Advancement Via Individual Determination), International Museum of Art and Science - McAllen, Micro Systems and the UTPA Foundation Board.	
P-16 Collaboration	Facilitate a transition from public high school to higher education.	UTPA, STC, Region One, ISDs

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Concurrent Enrollment	Concurrent Enrollment allows academically talented high school juniors and seniors to enroll in University courses and receive college credit. Concurrent Enrollment opportunities are offered through both distance learning and on-campus attendance programs. UTPA has formed partnerships with many school districts across South Texas to make Concurrent Enrollment accessible and affordable for qualified students through the High School to University Program. The University works closely with participating districts to place students into appropriate courses and to provide tuition incentives. Collaborators: Brooks County ISD, Brownsville ISD, Donna ISD, Edcouch-Elsa ISD, Edinburg CISD, Faith Christian Academy, Harlingen CISD, Hidalgo ISD, H.O.P.E. for Hidalgo, Jim Hogg County ISD, La Joya ISD, La Villa ISD, Lyford CISD, McAllen ISD, Mercedes ISD, Mission CISD, Oratory Athenaeum for University Preparation, Owens Christian Academy, Pharr-San Juan-Alamo ISD, Progreso ISD, Raymondville ISD, Rio Grande City CISD, Roma ISD, San Benito CISD, San Isidro ISD, San Perlita ISD, Santa Rosa ISD, Sharyland ISD, South Texas ISD, Valley View ISD, Weslaco ISD.	
U. T. Permian Basin		
John Ben Shepperd Public Leadership Institute	Helps Texas develop a new generation of leaders with a desire to perform public service. Reached over 5,000 students in 45 sites in high schools and service organizations throughout Texas in Student Leadership Forums. Developed TEA-approved high school social studies curriculum in leadership. Piloted leadership training for Texas Job Corps participants. Leadership education for Texas Youth Commission in development.	Lower Colorado River Authority, local school districts, education service centers, community colleges, other higher education institutions, service organizations throughout the state, Texas Job Corps Centers, Texas Youth Commission
School of Education, Educator preparation programs	Strengthens qualifications of regional educators and administrators. West Texas Principal Center assists new principal candidates as well as current principals and assistant principals in acquiring new skills, proficiencies and certifications needed to serve regional school districts. Project SHARE prepares highly qualified special education teachers to work with culturally and linguistically diverse students, addressing teacher shortages in this field.	School districts in Ector, Howard, Reeves, Dawson, Pecos, Gaines, Scurry, Martin, Midland counties; U.S. Department of Education
Academic and cultural "Closing the Gaps" opportunities for kindergarten through secondary school students	Provides educational opportunities and incentives for regional students. Annual UTPB Spanish Language Fair (K-12); Yes We Can! Si Se Puede! Youth Conference to promote awareness of college possibilities (8th); Annual Rio Grande Student Computer Animation Competition and Festival (HS); Annual Regional Science Fair (JH-HS), College and Career Empowerment summer youth program (low-income HS)	Area schools and districts, community colleges, civic organizations and local agencies
U. T. San Antonio		
Academy for Teacher Excellence (ATE)	Established by COEHD in 2003 as a hub for community colleges, school districts, and UTSA to collaboratively assess, develop, and implement best practices, educational programs, for pre-service and in-service teachers.	Belinda Flores, (ILT), Alamo Community College District and San Antonio Area School Districts
America Reads/ America Counts Tutoring Program	In October 1997, UTSA joined the America Reads Program. This program is part of the national effort to ensure that all children learn to read well and independently by the third grade by having college work-study students serve as tutors. UTSA's America Reads Tutoring Program is a collaborative effort between the San Antonio ISD, the Office of P-20 Initiatives, and the Office of Financial Aid. Participating schools are all inner-city schools with high populations of minority and economically disadvantaged students surrounding the UTSA Downtown Campus. Since the inception of the program over 5,000 have been served by this program. Collaborators: San Antonio ISD	

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Louis Stokes Alliance for Minority Participation (LSAMP)	The UT System Louis Stokes Alliance for Minority Participation (LSAMP) Student Research Program has been established with funding from the National Science Foundation. The program provides undergraduate science, technology, engineering, and mathematics students from underrepresented groups and undereducated communities with opportunities to participate in on-going research projects at UTSA. This program has provided over $50,000 in stipends to upper division students to participate in state of the art research as a research team member in on-going research projects in math, science, engineering, and technology with university professors. Additionally, many of these students have presented their research at state and national conferences, including the SACNAS National Conference. Collaborators: San Antonio College; UTEP; UTPA; UT Austin; UTA; UTB; UTT	
U. T. Tyler		
Tyler GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Department of Educational Leadership and Policy Studies	1) Increase significantly the number of low income students to be prepared to enter and succeed in post secondary education. 2) Increase the rate of high school graduation and participation in post secondary education. 3) Increase student's and their families' knowledge of post-secondary education options, preparation, and financing. 4) Increase the capacity of the identified schools to help all students meet challenging standards.	Tyler ISD (Boulter, Dogan, and Stewart Middle Schools and John Tyler High School.)
Advanced Placement Summer Institute	To prepare Advanced Placement teachers.	UTT, Tyler Junior College, and Tyler ISD
Ingenuity Center	Project Lead The Way (PLTW) is a national non-profit organization established to help schools give students the knowledge they need to excel in high-tech fields. Studies of PLTW's curriculum have proven that PLTW students become the kind of prepared, competent, high-tech employees U.S. industry needs to stay competitive in the global market.	Department of HRD and Technology

Economic Impact: System-Level Perspective

Higher education institutions make a substantial impact on the economy and the quality of life in their communities, region, and state. Across Texas and the nation, this is one of the most important roles that public higher education institutions play in their communities. This impact on private intellectual capital is felt by individuals in their increased earning capacity, employment prospects, and economic security. Public returns are felt by communities in which educated individuals reside as workers. Communities, regions, and the state gain economically from the increased productivity and consumption of students and graduates. Society also gains economic capital from the presence of higher education institutions as employers, consumers of business products, and the source of new business ideas.

Most studies of higher education economic impact focus on direct and indirect expenditures, construction projects, and employment by individual institutions. Others examine the increase in lifetime earnings related to years of education. Because it is difficult to establish causality and quantify all of the results of a college education, researchers tend consciously to underestimate the total overall economic impact of higher education.

The National Studies

It is noteworthy that most metropolitan areas with at least one U. T. System institution are included in the 2005 Milken Institute's Best Performing Cities index, and five of those eleven regions are in the top 100 of large cities and two are in the top 50 of small cities. The index ranks cities based on their economic performance and ability to keep and create jobs.[1]

- In the 2005 index, the McAllen-Edinburg area was 4th, up from 18th in 2004, among all top-performing cities.
- Dallas ranked 6th and Houston was 8th among the best-performing of the nation's 10 largest cities.

Table III-4

Milken Institute's Best Performing Cities with U. T. System Institutions

City	U. T. System Institution	Rank of City		
		2003	2004	2005
Arlington-Ft. Worth	UT Arlington	33	95	80
Austin	UT Austin	59	64	58
Brownsville-Harlingen	UT Brownsville	8	24	98
Dallas*	UT Dallas, UT Southwestern	78	114	125
El Paso	UT El Paso	174	118	133
Galveston	UT Medical Branch	164	145	N/A
Houston*	UT HSC-Houston, UT M. D. Anderson	25	104	129
McAllen-Edinburg	UT Pan American	9	18	4
Midland**	UT Permian Basin[1]	79	85	48
San Antonio	UT San Antonio, UT HSC-San Antonio	78	78	57
Tyler**	UT Tyler, UT HC-Tyler[2]	2	11	43

* Among the 10 largest cities, Dallas ranked 6th and Houston 8th.
** Ranking among 179 small cities.
(1) UTPB also closely tied to Odessa, which ranked 127th among small cities in 2005.
(2) UTT and UTHCT also closely tied to Longview, which ranked 58th among small cities in 2005.

Source: Milken Institute, Best Performing Cities 2005, February 2006

[1] DeVol, Ross, Lorna Wallace, and Armen Bedroussian, "Best Performing Cities 2005: Where America's Jobs are Created and Sustained," Milken Institute, February 2006. www.milkeninstitute.org/pdf/best_performing_cities_2005.pdf, downloaded Nov. 8, 2006.

U.S. Census Bureau's *American Community Survey 2005*

Texas ranks 50th in the percent (78.8%) of its population 25 and older with a high school diploma or equivalent. The percentages of the Texas population 25 and older with bachelors or advanced degrees are 25.1 percent and 8.2 percent respectively. This puts Texas at the bottom half of the states in both measures. Texas ranks 38th in median family income with $49,769, more than $6,000 less than the national average. Interestingly, six of the top ten states in percent of population with bachelors and masters degrees are also in the top ten highest median family incomes.

The median age in Texas is 33.2, one of the lowest in the country and more than three years younger than the national median. Texas has the second-highest percentage of households with one or more persons under 18 (40%). At the same time, it has one of the lowest percentages (9.6%) of population that is 65 or over. However, more than 17 percent of Texans – and 25 percent of its children under 18 – live below the poverty level. In both cases, this is the sixth-highest percentage in the nation. (More information online at www.census.gov/acs/www/)

All of this has a tremendous impact on the UT System and higher education in the state in general. Texas' growing youth population will become the workforce of tomorrow. To maintain and improve Texas' competitiveness in the nation and the world, however, it is not simply enough to have a younger, larger workforce. That workforce must be well-educated and highly-skilled in order to attract to the state the businesses and industries that bring high-paying jobs. This growing youth population and increasing need for skilled professionals means increasing enrollments for community colleges and universities.

However, resources are already scarce. One of UT System's challenges over the coming decade will be to balance this need for growth with the need to improve excellence. And, with so many of Texas children obviously underprivileged, concerns regarding the accessibility and affordability of higher education are only going to increase.

Impact of the U. T. System

In 2004, the Institute for Economic Development at The University of Texas at San Antonio prepared an economic impact report for The University of Texas System.[2] The report confirmed and documented the consistent positive correlation between the percentage of college graduates within a state and the per capita income for that state. Regions receive multiple benefits, including short-run economic benefits, on a yearly basis from having a university in their back yard. In addition, as State Demographer Steve Murdock told the Texas Higher Education Coordinating Board in November 2004, "A more educated population also results in less stress on social services, higher family incomes, and increased purchases of consumer goods. If the enrollment gap were closed, it would increase the state's tax revenue by $21 billion a year."

Overall economic impact. In its host regions, U. T. System adds $4 billion in personal income with a total impact of $12.8 billion. The combined employment impact of all 15 U. T. System institutions on their host regions was 215,700 jobs – on-campus employment of 88,000 jobs and 127,700 jobs in the local region supported by the additional economic impact. For every on-campus job, an additional 1.5 jobs are added. The state's $1.6 billion direct investment brings in a total economic impact of $2.3 billion from out-of-state resources.

Net Present Value. Another way to look at the state's return on investment is to look at the future earnings impact, or the Net Present Value (NPV) of the future additional earnings by graduates. If 86 percent of the graduates who earned the 34,900 degrees that U. T. System awarded in FY 2004 remained in Texas, the total incremental earnings impact is $38.4 billion. For every $1 the state invests in the U. T. System, there is ultimately an additional $24 of gross, work-life incremental earnings that go into the Texas economy.

[2] Institute for Economic Development, "Economic Impact Study: A Study of the Economic Impact of The University of Texas System," The University of Texas at San Antonio, March 2005, www.utsystem.edu/News/2005/EcoImpact-FullReport030905.pdf.

In line with the Comptroller's study on increased earnings for Texas college graduates[3], the U. T. System study found that the incremental lifetime earnings for a bachelor's degree would be about $1 million more than the average high school graduate's earnings. This figure is significantly more than the investment costs associated with attending college.

Table III-5

The U. T. System Annual Impact on Regional Economies

Expenditures	Initial Direct Spending	Output Impact [Initial+Recirculated]	Personal Income Impact*	Employment Impact*
Operations	$2,333,000,000	$3,670,000,000	$1,400,000,000	137,400
Capital	1,212,000,000	1,969,000,000	737,000,000	20,600
Faculty/Staff	4,184,000,000	5,703,000,000	1,400,000,000	40,500
Student	975,000,000	1,467,000,000	476,000,000	17,200
Total	**$8,704,000,000**	**$12,809,000,000**	**$4,013,000,000**	**215,700**

* Direct employment by the U. T. System institutions included in the operations impact. Employment includes full and part-time jobs. Personal income impact is included in the output impact.

Source: U. T. System Economic Study, March 2005

Health care impact. U. T. System's six health-related institutions add almost $7.7 billion and 112,200 jobs into their local regions. This is nearly 60 percent of the total U. T. System impact and more than half of the overall job impacts. In FY 2004, medical services, including hospital inpatient and outpatient services and physician services, performed by U. T. System health-related institutions were valued at $5.8 billion. This includes nearly $1.3 billion in uncompensated health care.

Impact of U. T. System institutions. The U. T. System institutions make an invaluable impact on their region, the state, and the nation. U. T. M. D. Anderson, U. T. Austin, and U. T. Medical Branch have the largest impact in dollar amounts and jobs added or supported. These three institutions alone make up more than 50 percent of the total U. T. System impact in all four categories.

[3] Strayhorn, Carole Keeton. Office of the Comptroller *Special Report*, "The Impact of the State higher Education System on the Texas Economy," January 2003. www.window.state.tx.us/specialrpt/highered03/highered03.pdf

Table III-6

The U. T. System Annual Impact by Institution on Regional Economies

Institutions	Initial Direct Spending	Output Impact (Initial+Recirculated)	Personal Income Impact*	Employment Impact*
Arlington	$402,122,707	$616,820,092	$197,600,558	10,797
Austin	1,774,833,463	2,436,290,297	704,168,283	49,123
Brownsville/TSC	109,797,458	148,297,156	44,084,169	3,937
Dallas	232,526,742	348,245,145	110,695,673	6,274
El Paso	323,960,651	463,002,277	140,191,363	9,886
Pan American	187,555,647	250,788,908	72,154,543	6,581
Permian Basin	51,414,276	71,945,468	21,648,298	1,551
San Antonio	380,531,198	599,698,899	195,559,659	10,862
Tyler	80,307,464	118,714,998	36,484,207	2,369
Total Academic Institutions	**$3,543,049,606**	**$5,053,803,240**	**$1,522,586,753**	**101,380**
Southwestern	$834,055,306	$1,249,974,844	$404,592,062	16,730
Medical Branch	1,205,094,634	1,786,422,917	551,032,439	27,672
HSC-Houston	546,199,309	809,401,442	249,100,955	11,801
HSC-San Antonio	458,100,969	679,922,073	201,861,094	12,337
M. D. Anderson	1,936,397,455	2,969,900,423	1,004,858,050	40,114
HC-Tyler	126,848,375	179,954,448	51,444,332	3,517
Total Health-Related Institutions	**$5,106,696,048**	**$7,675,576,147**	**$2,462,888,932**	**112,171**

* Direct employment by the U. T. System institutions included in the operations impact. Employment includes full and part-time jobs. Personal income impact is included in the output impact.

Source: U. T. System Economic Study, March 2005

Regional Impact of Higher Education. According to a 2006 study sponsored by the Higher Education Council of San Antonio[4], the ten largest colleges and universities in San Antonio – which includes both U. T. San Antonio (the largest) and U. T. HSC-San Antonio – contributed $2.2 billion in total economic impact to the area in 2004. Direct spending by these ten institutions on operating expenses, capital improvements, and salaries and benefits, as well as spending by non-local students, made up $1.5 billion. Indirect spending, resulting from the multiplier effect of direct spending, contributed nearly $800 million. U. T. HSC-San Antonio's research expenditures and well-paid faculty mean that it accounts for one-third of all higher education spending in the area.[5]

The ten largest institutions accounted for 89 percent of the 100,000 students enrolled in San Antonio's 31 institutions of higher education; U. T. San Antonio and U. T. HSC-San Antonio enrolled nearly one-third of students enrolled in San Antonio institutions. These ten institutions employed 17,000 faculty and staff and, through secondary spending, contributed to nearly 8,000 additional jobs.

[4] "The Economic Impact of San Antonio's Institutions of Higher Education," Center for Community and Business Research at the U. T. San Antonio Institute for Economic Development, November 2006 <www.iedtexas.org/ccbr>.
[5] Hendricks, David, "Higher education contributes mightily to economy – we need more," San Antonio Express-News 21 Nov. 2006, 22 Nov. 2006 < http://www.mysanantonio.com/news/education/stories/MYSA112206.01D.hendricks.2715ef5.html>.

Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. System academic institutions and their communities.

Table III-7

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. Arlington		
NSF GOALI-MEMS-Based Sensors and Actuators for Medical and Biological Applications	Designs, fabricates, and tests in vivo novel microelectro-mechanical system pressure and flow sensors based purely on optics that can be deployed into the airways, thus eliminating problems stemming from pressure sensing inaccuracies and improving safety and reliability. With current annual unit sales, projected market for this line of biosensors could be $20M/yr.	Texas Christian University, Respironics, Inc., InterMEMS, Inc., Microfab, Inc.
Texas Manufacturing Assistance Center	Increases the global competitiveness of Texas's manufacturers by providing assistance in the appropriate use of technologies and techniques; increases deployment of advanced manufacturing practices and technology and other research results; enhances economic development of the manufacturing sector of the Texas economy and, therefore, of Texas.	UTEP, UTPA, UH, Texas Tech University, TAMU, National Institute of Standards and Technology, Manufacturing Extension Partnership, Southwest Research Institute, Santech Industries, PressCut Industries, Williams-Pyro
Arlington Technology Incubator	Fosters technology transfer of UTA intellectual property and brings Arlington and Metroplex resources to bear to facilitate incubation of high technology start-up companies.	Arlington Chamber of Commerce, The City of Arlington
U. T. Austin		
School of Architecture	UT "SolarD" is a design/build collaborative project based at the UT Austin School of Architecture. The UT team competed in the 2005 national competition coming in 5th place, and was subsequently invited to participate in the 2007 competition. Work on this latest project began in the Fall 2006. A design for the house and energy systems was recently completed. The interdisciplinary team of students, faculty and industry partners are dedicated to a synthesis of process between design, analysis, construction, testing and public demonstration of market-ready dwellings that integrate human, natural and technological systems, are adaptable by design, and entirely powered by the sun.	U.S. Department of Energy National Renewable Energy Laboratory and industry partners predominantly in the photovoltaics and building materials industries.
McCombs School of Business – Jump Start Program	The Jump Start Program is an innovative, long-term strategy between 7 world-class companies and 1 world-class MBA program designed to increase diversity in management. Undergraduate seniors who are academically qualified for the McCombs MBA program but lack the required work experience have an opportunity to apply for one of the identified Jump Start jobs with a partner company. Once offered a full-time job, they apply to the MBA program and are given strong consideration for deferred admission based on their GMAT scores, application and essays. The applicant must also fulfill a successful three-year work commitment with the partner company. As corporations strive to increase diversity at the most senior level, the Jump Start program provides a ground-breaking solution. For additional information, please visit http://mba.mccombs.utexas.edu/jumpstart	UT Austin's McCombs School of Business, AT&T, BMC Software, Deloitte Consulting, Frito-Lay North America, JP Morgan Chase, TXU, and Wells Fargo

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
School of Architecture	The School of Architecture's Center for Sustainable Development (CSD) is working in collaboration with The Galveston Bay Estuary Program (GBEP), and more than 40 stakeholder organizations that make up the Galveston Bay Council, to design and conduct a long-range and strategic plan for GBEP, a community and stakeholder outreach program. Additionally CSD will assist GBEP in developing a performance measurement program.	Texas Commission on Environmental Quality, Galveston Bay Estuary Program, Galveston Bay Council, and many other agencies and non-profit organizations
U. T. Brownsville		
Cross Border Institute for Regional Development	Develops responses to critical issues facing the border region, such as education, training, infrastructure, affordable housing, quality of life issues, human resources and financial capital, and works on developing initiatives which address these issues; assists in the management of critically important natural resources.	UT Austin, UT Pan American, Environmental Protection Agency, Texas Border Infrastructure Coalition and Instituto Technologico y de Estudios Superiores de Monterrey
Center for Civic Engagement	Serves as a connecting, convening force that works with many community organizations and creates an "engaged campus" to help revitalize the local community. Is supported by Community Outreach Partnership Center grant (2001), Compassion Capital Fund grant (2004), as well as several smaller grants to implement community awareness and wellness initiatives. Collaborators: The Compassion Capital Fund/Administration for Children and Families, the Brownsville Chamber of Commerce, Valley Baptist Medical Center, United Way of Southern Cameron County, Success by Six, Lower Rio Grande Border Health Council, Kids Voting USA, Brownsville ISD, BANSA (private schools), Brownsville Boys and Girls Club, Good Neighbor Settlement House, Brownsville Housing Authority	
International Innovation Center (IIC)	Serves as business incubator, provides corporate customized training, banking support, business plan assistance, and export assistance to local businesses. Is a direct representative of the Export-Import Bank of the United States, and has auxiliary offices of the SBA, ACCION Texas, and the U.S. Export Assistance center. Collaborators: Brownsville Economic Development Council, Greater Brownsville Incentive Corporation, Brownsville Chamber of Commerce, SBA, ACCION Texas, GE Financial, National Business Incubator Association, Cameron Works, Port of Brownsville, Texas Workforce Commission, Brownsville Visitors and Convention Center, South Padre Island, Port Isabel, Local Banks, HUD, Local Hospitals, and the BISD	
U. T. Dallas		
Texas Instruments Semiconductor Plant	As part of an incentive package for Texas Instruments to build a $3 billion wafer fabrication facility in the Metroplex; State and local governments have provided tax abatements to TI as well as a $300 million targeted investment in UTD—over a period of five years— supports TI projects and workforce through enhanced science and engineering research and education. UTD will use the funds to develop research projects in science and technology that hold promise for economic development and— through expanded facilities, research space, faculty, endowments— the university projects an increase in science engineering and math graduates from 800 to 1,200 a year. Collaborators: UTD, Texas Instruments, State of Texas, City of Richardson, Collin County, Plano ISD.	
Digital Forensics and Emergency Preparedness Institute	Develops innovative digital forensics, information assurance and emergency preparedness research in areas that include network survivability, rapidly deployable networks, sensor networks, reconfigurable hardware, self-healing software, anti-piracy methods, signal processing, data mining, high assurance systems engineering, emergency response information systems and others.	Environmental Protection Agency; private industry and government entities located in: Corpus Christi, Plano, Richardson and Collin County, Texas; Iberville Parish, Louisiana and the State of Arkansas.
Dallas Cochlear Implant Program	Diagnoses the needs and prospects of deaf children for cochlear implants; to carry out research and apply treatment on correction of profound hearing loss in children.	UT Southwestern Medical Center, Children's Medical Center

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
Labor Cluster Studies	Labor cluster studies of El Paso County, Dona Ana, and Cd. Juarez to determine workforce demands and training needs for emerging and targeted industries.	Upper Rio Grande Workforce Development Board, University of Illinois at Urbana-Champaign, Center for Regional Economic Competitiveness affiliated with George Mason University School of Public Policy
Border Counties in Transition	Analysis of multiple data sets to determine how southern border counties compare to the 50 states in terms of socio-economic characteristics.	U.S.-Mexico Border Counties Coalition
Comprehensive Economic Development Strategy for West Texas	Assessment of current state of the economy and forecast to 2020 of key economic and labor force issues for the 6 counties of West Texas. Federally mandated planning document	Upper Rio Grande Council of Governments
U. T. Pan American		
Center for Border Economic Studies (CBEST)	Supports the creation of a community-based public policy studies center that will focus on sustainable economic development of the Texas-Mexico border region.	Levi Straus Foundation, San Benito Economic Development Authority, Texas Instruments, Mexico's Presidential Border Commission and the Colegio de la Frontera Norte, etc.
Mexican Business Information Center (MBIC)	Provide Mexican demographic and economic information to businesses, public officials, and the community in general. MBIC also provides data on maquiladoras.	Geografía e Informática Instituto Nacional de Estadística (Mexican Census Bureau), Mexican Secretariat of Commerce and Industrial Development.
Texas Manufacturing Assistance Center (TMAC)	Helps increase the global competitiveness of Texas's manufacturers by providing assistance in the appropriate technologies and techniques and to increase deployment of advanced manufacturing practices and technology and other research results.	UTEP, UH, Texas Tech University, National Institute of Standards & Technology, TAMU, Manufacturing Extension Partnership, Southwest Research Institute, Local Manufacturers
U. T. Permian Basin		
Center for Energy and Economic Diversification (CEED)	Supports energy industry and development of infrastructure for alternative energy technologies through federal and state grants and contracts. Housed FutureGen West Texas Task Force and participated in national winning bid to be one of only four locations considered for site of FutureGen, $1 billion energy facility initiative sponsored by the U.S. Department of Energy and FutureGen Alliance. 70 counties in West Texas served by Export Assistance Center. Received grant to scan and digitize logs of University Lands.	Public-private partnerships; U.S. Dept. of Commerce, La Entrada al Pacifico and Port-to-Plains development coalitions; FutureGen Alliance, FutureGen Texas; Bureau of Economic Geology at UT Austin; UT System University Lands
High-Temperature Teaching and Test Reactor (HT^3R) Energy Research Facility	Collaboration of area governments, UT System institutions, General Atomics, other industry representatives to build HT^3R facility in Andrews County. Pre-conceptual design phase of major test platform implementing DOE initiatives for energy security and nuclear non-proliferation. HT^3R will investigate new frontiers in applications of high-temperature materials, processes, nuclear science and engineering research and development; will train engineers and scientists in new technologies.	General Atomics; Andrews County, cities of Andrews, Midland, Odessa; UT System, UTA, UT Austin, UTD, UTEP; Thorium Power, Inc; Sandia National Laboratory

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
UTPB Small Business Development Center (SBDC)	Partners with the Space Alliance Technology Outreach Program (SATOP) to offer small business owners the expertise of a corps of scientists and engineers from organizations including NASA, Boeing, colleges and universities.	NASA Johnson Space Center, Bay Area Houston Economic Partnership
U. T. San Antonio		
San Antonio Restorative Justice Initiative	The San Antonio Restorative Justice Initiative is a consortium composed of representatives from nearly 30 local justice system agencies, community social service organizations, educational institutions and faith based organizations all of which are interested in promoting restorative justice as a viable policy option to traditional justice system policies and practices. An extension of this effort is the recent Offender Reentry series co-sponsored by the College of Public Policy, Department of Criminal Justice and KLRN the local public broadcasting system channel. A grant project seeking funds to conduct a 5 year research project to assess the impact of restorative justice practices on high crime neighborhoods is being prepared. The San Antonio Restorative Justice Initiative has been in meeting monthly since the Fall of 2001. Collaborators: College of Public Policy, Department of Criminal Justice and KLRN the local public broadcasting system channel	
Employer Education Council (EEC)	San Antonio's Employer Education Council (EEC) is a community partnership of employers and educators with the assistance of the City of San Antonio. The EEC is dedicated to helping today's children live life with character and to helping San Antonio develop a greater workforce by fostering deeper relationships between employers and educators. The goal of Better Jobs is to link education, job training, and economic development to create a better-educated workforce and a stronger community, for they will be our leaders of tomorrow. As a result, The Live It! Learn It! Character development campaign focusing on six value characteristics such as: dependability, civic responsibility, integrity, respect, caring and fairness has gained support in over 75 elementary, middle, junior and high school campuses throughout San Antonio affecting over 40,000 students. Collaborators: Alamo WorkSource ,Azuca Nuevo Latino Restaurant, Ben's Vending Service Inc., Brehm, Havel & Company L.L.P., Cancer Therapy & Research Center, City of San Antonio, CMI, Corporate Technologies , El Sol Bakery, Frost Bank, George Geis & Associates, Jefferson Bank, La Mansion del Rio, Lockheed Martin, Quality Mattress Company, Respite Care of San Antonio , SBC, San Antonio Express News, San Antonio Spurs, SchooLocker, Southwest General Hospital, Straus-Frank , Stynchula & Associates, UTSA, Valero Energy, Wendy's, Alamo Heights ISD, Archdiocese of San Antonio Catholic Schools, Career Plus Learning Academy, East Central ISD, Edgewood ISD, Eleanor Kolitz Academy, Fort Sam Houston ISD, Guardian Angel Performance Arts Academy, Harlandale ISD, Jubilee Academic Center, Judson ISD, Lackland ISD, La Escuela De Las Americas, North East ISD, Northside ISD, San Antonio ISD, Somerset ISD, South San Antonio ISD, Southside ISD, Southwest ISD, St. Mary's Hall	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
San Antonio Making Mentoring a Partnership (SAMMAP)	Established as a community-wide initiative in 1998 by the greater San Antonio Chamber of Commerce, San Antonio. Making Mentoring A Partner (SAMMAP) has become a nationwide model of a successful business and community educational effort. As of August 2005, over 43,000 students have been mentored from grades K-12 from throughout Bexar County with the cooperation and assistance of over 75 area businesses. SAMMAP has enabled UTSA to act as a liaison between the business community, mentor provider organizations, and area schools. Collaborators: Big Brothers Big Sisters, Boy Scouts - Learning for Life, City Year San Antonio, Communities In Schools, Fort Sam Houston Mentoring Program, Junior Achievement, Alliance Data Systems, Martin Marietta Materials, Bank of America, OASIS Intergenerational , Beacon Hill Presbyterian Church, Omni San Antonio Hotel, Orthopaedic Surgery Associaties of San Antonio , Boeing, Broadway National Bank, Pape Dawson Engineers, Brooks Air Force Base, Qwest Communications, Carneiro Chumney & Associates, S.A. City Employees Fed Credit Union, Central Christian Church, First Mark Credit Union, Citicorp Bank, San Antonio Express News, City of San Antonio, San Antonio North Chamber of Commerce, Clarke American, Inc., Clear Channel Communications, Sea World of Texas, Downtown Rotary Club, Southwestern Bell, Executive Women International, Sterling Bank, Family Service Association, Southwest Business Corp., First Baptist Church, Temple Beth El, First Presbyterian Church, Tesoro, Frost Bank, Texas Workforce Commision-SER, HB Zachry Corp., The Greater San Antonio Chamber of Commerce, H-E-B, JP Morgan Chase, The San Antonio Spurs, Junior League of San Antonio, Time Warner Cable, Trinity Baptist Church, KENS-5, United Way, KLRN TV 9, University Health System, KVDA-TV 60, KWEX 41, USAA, La Prensa, Valero Energy Corp, Lockheed Martin, Nationwide Insurance, SAWS, City Public Service, Air Force Village, Omega Psi Phi Fraternity, Roosevelt High School, Methodist Health Care System, SW Research Credit Union, LMKAC, WOAI News 4, Walgreen's, Luby's Cafeterias, Inc, YMCA, Madison Retirement Community , Alamo Heights ISD, Archdiocese of San Antonio Catholic Schools East Central ISD, Edgewood ISD, Fort Sam Houston ISD, Harlandale ISD, Judson ISD Lackland ISD, North East ISD, Northside ISD, San Antonio ISD, Somerset ISD, South San Antonio ISD, Southside ISD, Southwest ISD.	
U. T. Tyler		
Hispanic Business Center and Research Program	Increases the number of successful Hispanic-owned businesses and the number of Hispanic students at UT Tyler; conduct research and disseminate results recognizing the needs for resources to serve the growing Hispanic small businesses of East Texas as well as the economic implications of home ownership; provides continuing small business development certification programs and computer training for small Hispanic businesses facilitation economic development.	TDHCA (Texas Department of Housing and Community Affairs), Southside Bank, John Soules Foods, Cox Communications, SBA, Tyler Area Chamber of Commerce, BBB
East Texas Rural Fiscal and Physical Outreach Program-- College of Nursing and Health Sciences and College of Business and Technology	To improve the fiscal and physical health in East Texas; to serve the growing Hispanic population of East Texas; to identify the health care provider's educational needs; to provide continuing education programs for small businesses, with an emphasis on health care providers; to provide professional continuing education programs that will enhance health care provider's language skills and knowledge of the Hispanic culture.	UTT, UTHCT, Lake Country AHEC, Texas Department of Health
Internships, preceptor courses, BSN and MSN degree access—College of Nursing and Health Sciences	Provide career mobility for employees working full time and unable to otherwise attend school.	Methodist Health Care System, VA System for Georgia and Florida,

Historically Underutilized Business Program – System Perspective

- The U. T. System takes very seriously its responsibility and commitment to contribute to community and statewide economic development by including historically underutilized businesses among its suppliers of goods and services.

Table III-8

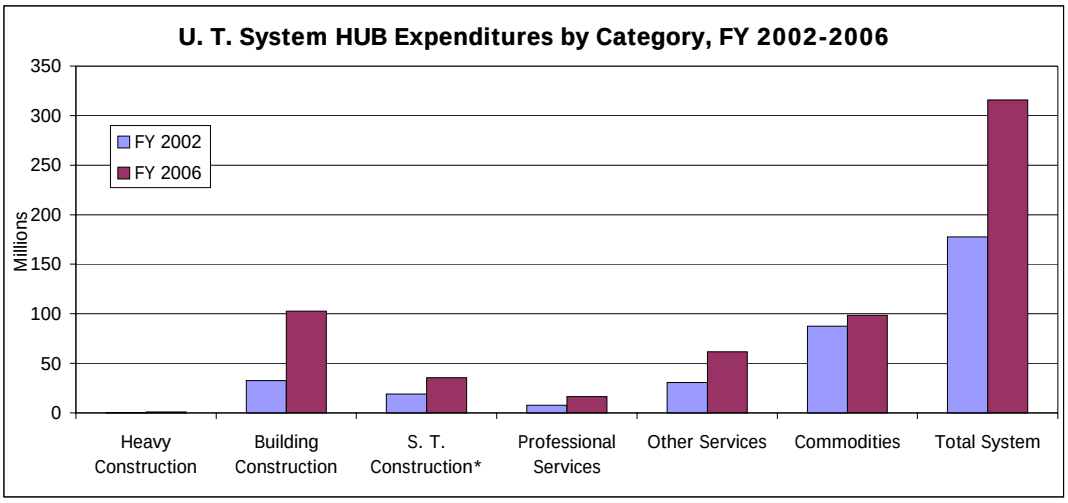
System-wide HUB Trends by Category

		System Total			Overall
		Total Expenditures	Total HUB Expenditures	Total HUB Expenditures	HUB Goal
FY 2002	Heavy Construction	831,480	163,075	19.6%	11.9%
	Building Construction	314,736,965	32,536,894	10.3	26.1
	S. T. Construction*	81,168,432	19,009,281	23.4	57.2
	Professional Services	73,502,466	7,664,056	10.4	20.0
	Other Services	310,443,349	30,696,776	9.9	33.0
	Commodities	710,048,397	87,383,737	12.3	12.6
	Total System	**$1,490,731,089**	**$177,453,819**	**11.9%**	
FY 2006	Heavy Construction	4,696,545	881,655	18.8%	11.9%
	Building Construction	524,947,194	102,776,459	19.6	26.1
	S. T. Construction*	138,536,708	35,416,209	25.6	57.2
	Professional Services	77,699,398	16,587,516	21.3	20.0
	Other Services	496,518,054	61,622,918	12.4	33.0
	Commodities	1,250,949,935	98,514,403	7.9	12.6
	Total System	**$2,493,347,834**	**$315,799,160**	**12.7%**	
	Total State	**$12,567,300,595**	**$1,725,980,161**	**13.7%**	

*Special trades construction dollars spent on repair, maintenance, remodeling, and improvements of facilities, buildings, and land.

Source: U. T. System Office of HUB Development

Figure III-3



- From FY 2002 to FY 2006, the U. T. System has increased its HUB procurement expenditures from 11.9 percent to 12.7 percent of total expenditures.
- In FY 2006, the U. T. System exceeded overall HUB goals in procurement expenditures for heavy construction and professional services.
- Between 2002 and 2006, total U. T. System HUB expenditures increased by 78 percent, driven by an increase in HUB heavy construction, building construction, and professional and other services.

HUB Trends – U. T. System Academic Institutions

Table III-9

HUB Trends at U. T. Academic Institutions

	Total HUB Expenditures		% Change
	FY 02	FY 06	FY 02-06
Arlington	6,783,157	$9,502,965	40.1%
Austin	20,130,996	38,029,344	88.9
Brownsville/TSC	1,390,396	3,124,878	124.7
Dallas	8,085,786	13,337,936	65.0
El Paso	2,439,757	9,120,998	273.8
Pan American	3,100,393	4,934,662	59.2
Permian Basin	406,412	844,012	107.7
San Antonio	8,325,697	10,379,597	24.7
Tyler	793,499	3,735,291	370.7
Total Academic	**$51,456,093**	**$93,009,683**	**80.8%**

Source: U. T. System Office of HUB Development

- Between FY 2002 and FY 2006, total HUB expenditures at the U. T. System academic institutions increased by 81 percent, with increases over 50 percent at seven of the nine campuses.
- The increase in HUB expenditures from 2002 to 2006 at U. T. Brownsville and U. T. Permian Basin was over 100 percent and over 200 percent at U. T. El Paso and U. T. Tyler.

- Six U. T. System academic institutions are included in the list of the top 50 spending agencies in the state. They rank 47 or above based on the measure of highest HUB expenditure rate.
- Five academic institutions are included in the list of the top 25 State agencies spending more than $5 million with the largest percentage spent with HUBs.

Table III-10

U. T. Academic Institutions Among Top 50 State Spending Agencies, FY 2006

	$ (millions) spent on HUBs	Rank
Austin	$38.0	8
Arlington	$9.5	25
Dallas	$13.3	31
San Antonio	$10.4	34
El Paso	$9.1	37
Pan American	$4.9	47

Source: U. T. System Office of HUB Development

Table III-11

U. T. Academic Institutions Among Top 25 State Spending Agencies of Over $5 Million, FY 2006

	$ (millions) spent on HUBs	Rank
Tyler	$3.7	11
Dallas	$13.3	14
San Antonio	$10.4	19
El Paso	$9.1	21
Brownsville	$3.1	25

Source: U. T. System Office of HUB Development

Private Support – U. T. System Perspective

- Private philanthropy plays an increasingly critical role in the ability of U. T. System institutions to meet their teaching, research, and clinical care roles.

Table III-12

Summary Giving Trends: Sources of Donor Support[1]

($ in thousands)

	FY 02	FY 03[2]	FY 04	FY 05	FY 06
Summary by Institution					
Arlington	$5,459	$6,251	$4,709	$4,995	$5,829
Austin	155,312	305,040	252,175	140,239	176,497
Brownsville/TSC	3,098	1,355	1,497	923	1,100
Dallas	4,876	6,853	12,220	15,339	16,668
El Paso	19,893	14,313	14,829	17,112	13,703
Pan American	7,633	3,898	13,384	5,975	5,183
Permian Basin	1,285	864	2,563	1,775	3,500
San Antonio	5,150	5,748	8,805	7,693	9,244
Tyler	3,184	6,763	4,534	6,315	1,876
Total Academic	**$205,890**	**$351,085**	**$314,716**	**$200,366**	**$233,600**
SWMC	$117,557	$81,772	$130,606	$103,213	135,819
UTMB	41,041	37,591	46,162	33,102	36,250
HSC-H	34,875	29,647	35,031	37,742	35,661
HSC-SA	26,853	25,115	22,683	25,017	24,494
MDACC	57,834	59,621	96,927	79,278	96,225
HC-T	1,150	793	2,452	4,844	1,085
Total Health-Related	**$279,310**	**$234,539**	**$333,861**	**$283,196**	**$329,534**
System Administration	**$946**	**$1,384**	**$915**	**$4,953**	**$3,131**
System-wide Total	**$486,146**	**$587,008**	**$649,492**	**$488,515**	**$566,265**
Summary by Source					
Alumni	$52,639	$212,748	$125,078	$42,726	$53,400
Individuals[3]	113,956	63,198	156,117	116,509	147,307
Foundations	200,197	199,432	217,092	214,856	218,762
Corporations	92,814	79,921	116,993	90,930	99,407
Others[4]	26,540	31,709	34,212	23,494	47,389
Total	**$486,146**	**$587,008**	**$649,492**	**$488,515**	**$566,265**

[1]Beginning in 2000, gift totals include certain categories of deferred gifts, at face value, based on official CAE gift reporting guidelines.

[2]Beginning in 2003, gift totals include certain categories of deferred gifts, at present value, based on official CAE gift reporting guidelines.

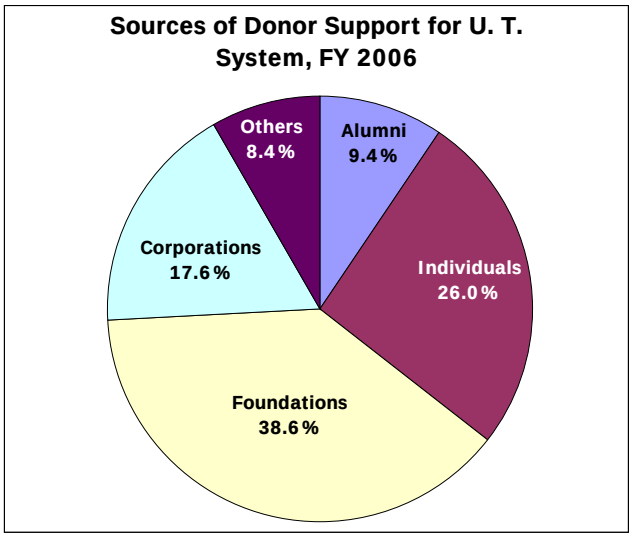
[3]Individuals = Parents and Other Individuals in Council for Aid to Education reports.

[4]Others = Fund Raising Consortia + Other Organizations.

Source: Council for Aid to Education Annual Survey, FY 2005; U. T. System Office of the Comptroller

- Accounting changes noted above prevent specific longitudinal comparisons in the years from 2002 to 2006. Total private philanthropic support of U. T. System institutions has increased over this period to nearly $570 million. Although donor support has not returned to the peak of nearly $650 million in FY 2004, FY 2006 saw an almost 16 percent increase over FY 2005.
- Since 2003, alumni giving has declined the greatest amount (75%), although it has rebounded almost 25 percent over the FY 2005 level. Giving by all combined sources except alumni has increased by 37 percent from 2003 to 2006: individual contributions growing 133 percent, foundation giving by almost 10 percent, corporate giving by almost 25 percent, and others by almost 50 percent.

Figure III-4



- Alumni giving is down from 36.2 percent of all voluntary support in 2003 to 9.4 percent of the total in 2006. However, there was a slight increase from 2005 to 2006. Nationally, alumni support represents about 27 percent of total donor support.
- Support from individuals (which includes parents and other non-alumni) has increased from 10.8 percent in 2003 to 26.0 percent in 2006.
- Foundation support as a percent of total giving also increased from 2003 to 2006, from 34.0 percent to 38.6 percent, although the 2006 number is a decline from 44.0 percent in 2005. This is higher than the national average of 27 percent.
- From 2003 to 2006 corporate giving as a share of all giving increased from 13.6 percent to 17.6 percent. This is in line with national averages.
- Contributions from others includes fund-raising consortia and other organizations. This has increased from 5.4 percent of the total in 2003 to 8.4 percent in 2006.

Table III-13

Total Voluntary Support / Highest 20 / FY 2005

1	Stanford University	$603,585,914
2	University of Wisconsin - Madison	595,215,891
3	Harvard University	589,861,000
4	University of Pennsylvania	394,249,685
5	Cornell University	353,931,403
6	Columbia University	341,140,986
7	University of Southern California	331,754,481
8	Johns Hopkins University	323,100,408
9	Indiana University	301,060,946
10	University of California, San Francisco	292,932,382
11	Yale University	285,706,955
12	University of California, Los Angeles	281,552,472
13	Duke University	275,815,542
14	University of Minnesota	265,498,507
15	University of Washington	259,118,639
16	University of Michigan	251,353,272
17	New York University	247,126,717
18	Massachusetts Institute of Technology	206,007,428
19	Ohio State University	204,598,172
20	University of California, Berkeley	198,863,654

Source: Council for Aid to Education's Voluntary Support of Education Survey Report, 2006, www.cae.org/vse

- The Council for Aid to Education's top 20 institutions with the highest donor support all raised more than $198 million in voluntary support in 2005. No UT System institution was included in that top 20. However, U. T. Austin ranked 12 in the 2005 rankings among all institutions in total voluntary support, second among all national public research universities after UCLA.
- According to the Council for Aid to Education 2006 ranking, within Texas, eight U. T. System institutions ranked in the top 20 in voluntary support: U. T. Austin (2), U. T. Southwestern Medical Center (3), U. T. M. D. Anderson Cancer Center (4), U. T. Health Science Center-Houston (8), U. T. Health Science Center-San Antonio (10), U. T. Medical Branch (11), U. T. El Paso (15), and U. T. Dallas (16). Among public Texas institutions, 13 U. T. System institutions were in the top 20.

Private Support – U. T. System Academic Institutions

Table III-14

Sources of Donor Support by U. T. Academic Institution[1]

($ in thousands)

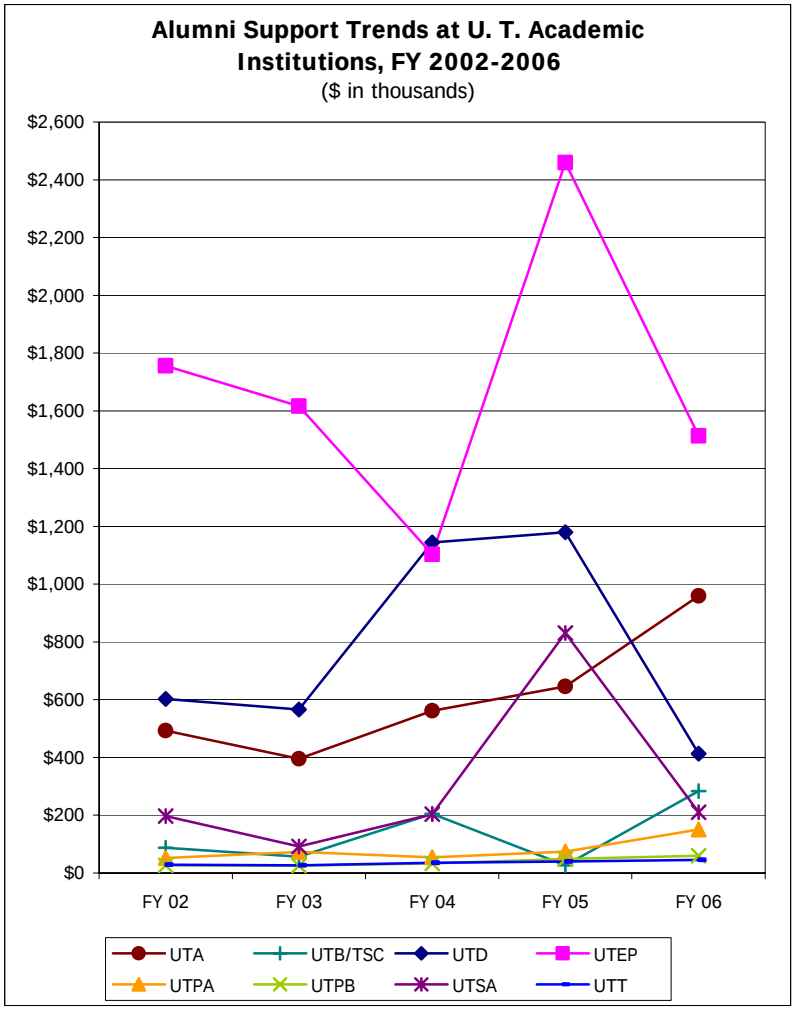
		FY 02	FY 03	FY 04	FY 05	FY 06
Arlington	Alumni	$493	$395	$562	$646	$959
	Individuals	589	669	730	1,888	1,071
	Foundations	994	3,211	1,004	836	1,100
	Corporate	2,979	1,654	1,966	1,366	2,466
	Others	404	322	447	259	233
	Total	**$5,459**	**$6,251**	**$4,709**	**$4,995**	**$5,829**
Austin	Alumni	$44,941	$206,166	$118,165	$35,251	$45,819
	Individuals	26,376	16,719	28,286	15,645	21,955
	Foundations	46,521	47,827	40,146	45,050	49,957
	Corporate	33,259	27,229	59,404	40,700	48,061
	Others	4,215	7,099	6,174	3,593	10,705
	Total	**$155,312**	**$305,040**	**$252,175**	**$140,239**	**$176,497**
Brownsville/TSC	Alumni	$88	$56	$205	$27	$284
	Individuals	671	381	332	181	283
	Foundations	2,004	577	415	179	188
	Corporate	331	341	524	520	278
	Others	4	NA	21	16	67
	Total	**$3,098**	**$1,355**	**$1,497**	**$923**	**$1,100**
Dallas	Alumni	$603	$566	$1,144	$1,180	$413
	Individuals	622	679	6,259	2,869	8,871
	Foundations	1,592	2,593	2,400	6,981	4,587
	Corporate	1,483	2,539	1,879	3,787	2,204
	Others	576	476	538	522	593
	Total	**$4,876**	**$6,853**	**$12,220**	**$15,339**	**$16,668**
El Paso	Alumni	$1,756	$1,616	$1,103	$2,459	$1,513
	Individuals	2,614	1,039	1,552	2,093	2,110
	Foundations	6,265	6,542	6,145	7,745	4,859
	Corporate	7,404	4,455	5,765	4,644	4,928
	Others	1,854	661	264	171	293
	Total	**$19,893**	**$14,313**	**$14,829**	**$17,112**	**$13,703**
Pan American	Alumni	$52	$73	$54	$74	$151
	Individuals	540	753	11,388	1,621	545
	Foundations	537	324	489	1,320	1,845
	Corporate	6,343	2,623	1,398	2,709	2,521
	Others	161	125	55	251	121
	Total	**$7,633**	**$3,898**	**$13,384**	**$5,975**	**$5,183**
Permian Basin	Alumni	$27	$25	$33	$49	$60
	Individuals	519	152	1,907	685	498
	Foundations	117	333	464	736	561
	Corporate	555	333	138	286	866
	Others	67	21	21	19	1,515
	Total	**$1,285**	**$864**	**$2,563**	**$1,775**	**$3,500**
San Antonio	Alumni	$197	$92	$204	$831	$211
	Individuals	713	510	1,240	467	3,012
	Foundations	2,600	3,347	3,199	3,002	3,458
	Corporate	1,305	1,592	3,827	2,884	1,717
	Others	335	207	335	509	846
	Total	**$5,150**	**$5,748**	**$8,805**	**$7,693**	**$9,244**
Tyler	Alumni	$29	$27	$36	$40	$45
	Individuals	2,418	5,874	3,578	4,707	896
	Foundations	455	495	345	958	401
	Corporate	232	322	272	603	517
	Others	50	45	303	7	17
	Total	**$3,184**	**$6,763**	**$4,534**	**$6,315**	**$1,876**
Total Academic		**$205,890**	**$351,085**	**$314,716**	**$200,366**	**$233,600**

[1]Based on official CAE gift reporting guidelines, beginning in 2000, gift totals include certain categories of deferred gifts, at face value prior to 2003 and at present value beginning in 2003.

Source: Council for Aid to Education Annual Survey, FY 2006; U. T. System Office of the Comptroller

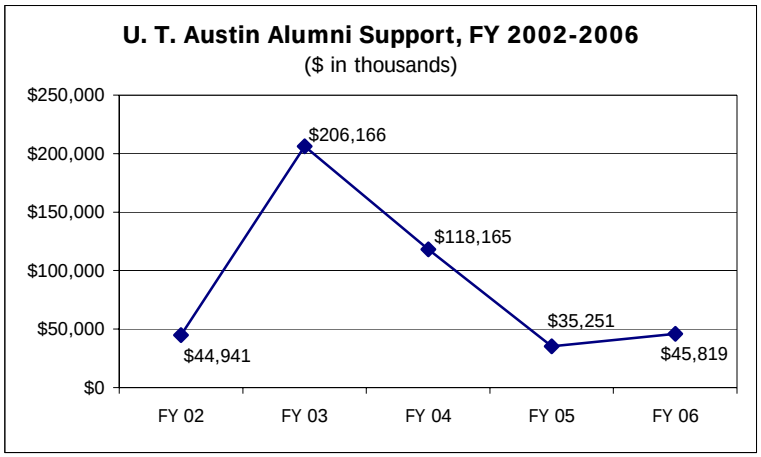
- For U. T. System academic institutions, total donor support has decreased by about one-third over the period 2003 to 2006. This drop is due in large part to a decrease in alumni giving at U. T. Austin (78%) after that institution's seven-year, award-winning capital campaign ended. Despite that drop, increases from FY 2003 to FY 2006 occurred in the following areas:
  - At U. T. Austin other gift sources increased over this period: individuals (31%); foundations (5%); corporate (77%); and others (51%)
  - U. T. Dallas total support increased by 143 percent, supported by a 77 percent increase in foundation gifts and a more than 1,200 percent increase in individual contributions.
  - U. T. Pan American increased total support by one-third with a 107 percent increase in alumni giving and an almost 470 percent increase in foundation gifts.
  - Total support at U. T. Permian Basin was four times greater in 2006 than it was in 2003. This includes growth in all sources: alumni (140%); individual (228%); foundation (68%); corporate (160%); and others which, after declining through FY 2005, grew more than 7,000 percent in FY 2006 to become the largest source of total support for the institution.
  - Total support at U. T. San Antonio increased by 61 percent overall and showed increases in all sources, with the highest increases in alumni (129%); individual (491%); and others (309%).

Figure III-5



- For the period 2005 to 2006, total gifts increased almost 17 percent including increases in every category: alumni (22%); individuals (30%); foundations (less than 1%); corporate (11%); and others (170%).
- In the one-year period from 2005 to 2006, U. T. Austin posted at least double-digit increases in all sources and a 26 percent increase overall.

Figure III-6


U. T. Austin Alumni Support, FY 2002-2006
($ in thousands)
$250,000
$200,000
$150,000
$100,000
$50,000
$0
$206,166
$118,165
$35,251
$44,941
$45,819
FY 02
FY 03
FY 04
FY 05
FY 06

III. Service to and Collaborations with Communities: U. T. System Health-Related Institutions

K-16 Collaborations

The following examples illustrate the depth and range of K-16 collaborations between U. T. System health-related institutions and the K-12 school community.

Table III-15

Examples of K-16 Collaborations - U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. Southwestern		
STARS (Science Teachers Access to Resources at Southwestern)	Increases science awareness; stimulates an appreciation of health-related careers; provides ongoing support for science teachers and students; improves science education by broadening the knowledge base of teachers; and assists science education by providing instructional aids, serving over 2,000 teachers and 20,000 students in 850 schools in the Dallas/Fort Worth area with over 20 separate programs and projects.	Dallas ISD, Fort Worth ISD, various other ISDs in Texas
SURF (Summer Undergraduate Research Fellowship Program)	An intensive summer research training experience designed for students who are preparing for careers in biological research; provides training that leads to an understanding of the planning, discipline, and teamwork involved in the pursuit of basic answers to current question in the biological sciences.	Various undergraduate institutions
DCCCD Certificate: Emergency Medicine Education Program	Two certificate programs: emergency medical technician (EMT) and paramedic; prepares the student to respond to emergency calls to provide efficient and immediate care to the critically ill and injured, and to transport the patient to a medical facility; trains and prepares students to function in emergency medical services positions in the pre-hospital environment.	Dallas County Community College District: El Centro
Galveston County Science and Engineering Fair	Each year, over 300 students participate from Galveston County middle and high schools. The science fair has helped to encourage and recognize future generations of professionals. It provides students the chance to display their creative energies and talents. Students set up their exhibits and formally present their findings to judges from various professions in education, science, and engineering. Many of these students have advanced to state and national level competitions. Top ranked student projects receive monetary and gift awards generously donated by local businesses, foundations, community organizations and the host institutions Collaborators: Texas A&M University at Galveston, and Galveston College	
Galveston County Regional Collaborative	Institutions collaborate to provide 105 contact hours of professional development experiences for 25 K-12th grade teachers each year. The overall objective is to provide Galveston County science teachers with ongoing support systems of sustained and high intensity professional development to assist them in implementing the Texas Essential Knowledge and Skills (TEKS), through upgrading their knowledge of content and pedagogy to engage ALL students with interesting, relevant, experiential, and meaningful science learning experiences. Collaborators: Texas A&M at Galveston, Galveston College, Galveston ISD, and the College of the Mainland	

Examples of K-16 Collaborations - U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Bench Tutorials	On a path toward improving high school science education, the "Bench Tutorials" were designed as an independent study course in biomedical research in which high school students earn one-year full science credit. Each high school student is paired with a UTMB graduate student or postdoctoral fellow mentor, with guidance from a faculty advisor. High school students spend approximately four hours per week in supervised instruction and research in a participating laboratory. Each mentor designs a research project relating to the larger research framework within the laboratory, forecasting completion by the year's end. Evaluation of student performance is based on attendance, homework and presentation of their research project during both a midterm and year-end science symposium. Additionally, some high school students also choose to present their topics at local, regional and state science fairs. Collaborators: Galveston ISD	
U. T. HSC-Houston		
Children's Learning Institute	The Children's Learning Institute (CLI) is recognized by the State of Texas as the State Center for Early Childhood Development. CLI conducts numerous research projects, initiates community programs, and offers training and educational assessment tools – all of which are designed to promote a quality learning environment to prepare young children to enter and succeed in school. Based in the Department of Pediatrics at the Medical School, CLI also includes: The Dan L. Duncan Children's Neurodevelopmental Clinic, which offers a team of experts to assess a child's difficulty in learning or reading; Center for Improving the Readiness of Children for Learning and Education and the Center for Academic & Reading Skills. Collaborators: UT System, University of Houston, Houston ISD	
Robert Wood Johnson Foundation Summer Medical and Dental Enrichment Programs	The SMDEP is a free (full tuition, housing, and meals) six-week summer medical and dental school preparatory program that offers eligible students intensive and personalized medical and dental school preparation. Program offerings include: 1) academic enrichment in the basic sciences (organic chemistry, physics, biology, pre-calculus/calculus) and key elective courses (writing, oral presentations, current topics in health); 2) learning-skills seminars, including study skills and methods of individual and group learning; 3) limited clinical exposure through small-group clinical rotations and full-group clinician seminars; 4) career development, including the exploration of the medical and dental professions and an individualized education plan to identify other appropriate summer experiences; and 5) a financial-planning workshop. Collaborators: San Jacinto College, Rice University	
Science Education Partnership	Provides technical, instructional, and content resources to help public schools in school districts in Houston and in the Lower Rio Grande Valley facilitate classroom instruction designed to meet 5th - 8th grade science standards mandated by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS), and assessed through the Texas Assessment of Knowledge and Skills (TAKS). The program provides preparation for disadvantaged students hoping to go to college; introduces students to the world of biomedical and behavioral sciences in an effort to stimulate career interests in the health professions; contributes to the science education of parents; and supports the professional development of teachers. This partnership was initiated in 2000 and is funded through 2009 by a grant from the National Center for Research Resources, National Institutes of Health. Collaborators: Spring Branch ISD, Houston ISD, 32 school districts in Brownsville, McAllen, and Harlingen	
U. T. HSC-San Antonio		
Health Careers High School / NISD student mentoring program	Mentor high school students in research labs	Jean Jiang / Feng Liu / Various faculty
Summer Research Mentorship Program	Provides research internships for undergraduate minority students preparing for doctoral programs of UTSA & UTHSCSA	Merle S. Olson, UTHSCSA and Dorothy Flannagan, UTSA
Advanced Learning Programs for High Achievers	Independent Study Mentorship for High School Students	NISD Dr. Gakunga

Examples of K-16 Collaborations - U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. M. D. Anderson		
Project Aspire	The purpose of the project is to offer programs in smoking prevention and cessation for Houston high school minority and economically disadvantaged students. Seventy percent of the 1600 students participating were minority and economically disadvantaged students. Eighteen months after the intervention, it was found that the intervention significantly impacted smoking prevention in student that were at high risk for smoking. The program receives numerous requests from other Texas schools, nationally and internationally. Collaborators: MDACC, Houston ISD	
Graduate Student Mentoring Program (UTHSC-Houston GSBS)	An on-going program for twelve years, approximately 30 graduate students work with inner city Houston school children, following them from the third to the sixth grade. The purpose of the program is to increase the knowledge and help with fear of science for these inner city children. The graduate students receive no credit for the course and participate with the children on their own time. Participation is voluntary as the program receives no funding. Collaborators: MDACC, UTHSC-Houston, Houston ISD	
Summer Undergraduate Research Program, Smithville (Smithville faculty)	Between ten to fifteen undergraduates participate in a ten week summer program in which they work in a lab setting at Smithville. Graduate students at Smithville act as mentors to the students. At the conclusion of the program, each student presents their research at a post doc symposium.	UTMDA, Smithville faculty
U. T. HC-Tyler		
Lake Country Area Health Education Center (AHEC)	Health Career Promotion - Provides classroom programs on health careers in age-appropriate manner Health Education Programs in NE Texas K12 ISDs - Provides health education programs on hygiene, prevention of drunk driving, nutrition, exercise.	32 ISDs in NE Texas
Summer Internships	Students were immersed in the health care environment while they were mentored by exceptional health care professionals in a variety of fields.	John Tyler ISD

Economic Impact: U. T. System Health-Related Institutions

See Tables III-4, III-5, and III-6 and discussion above, p. III-11-14.

Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. System health-related institutions and their communities.

Table III-16

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. Southwestern		
Parkland Health and Hospital Systems (PHHS) Clinical Care Programs	Collaborates in providing high quality medical, hospital, and other health-related services to all; provides health care to the indigent and medically needy of Dallas County; provides services that improve the health of the community; educates future health professionals and scientists.	Parkland Health and Hospital System
Dallas County Pediatric Emergency Network	Coordinates pediatric emergency services throughout Dallas County, including education of hospital and paramedical emergency personnel regarding special pediatric services; triages patients according to severity of illness; raises community support.	Crystal Charity Ball, Children's Medical Center Dallas, Baylor Hospital, Presbyterian Hospital, and Methodist Hospital
Biotech Startup Initiative Project	Works with local and state entities to foster the launch of area biotechnology companies based on UT Southwestern's technologies; creates a biotechnology industry sector. Such a development would provide resources to the institution's scientists, accelerate the translation of basic research into medical products, and increase area employment and revenues. This project has led to the formation of three biotechnology companies, all of which operate in whole or in part in Dallas.	STARTech Early Ventures, Ojai-Goliad Partners, Interwest Partners, City of Dallas, General Land Office
U. T. Medical Branch		
Nurse Friendly	This project assists 30 publicly funded, non-profit, and for-profit rural and small hospitals (<100 beds) to implement strategies to address 12 criteria associated with nurse retention and patient care improvement. Those hospitals that demonstrate that they have achieved the 12 criteria identified by the Texas Nurses Association (TNA) receive the "Nurse Friendly" designation from TNA. The five-year project, funded by the Health Research and Administration Service, studies both qualitative and quantitative measures. The study includes four nurse-sensitive patient care indicators (nosocomial pneumonia, urinary tract infections, patient falls, and skin integrity) along with two nursing staff retention measures (staff vacancy rates and staff turnover rates) in relationship to accomplishing the 12 criteria. The collaborative project has helped TNA's Nurse Friendly Program generate considerable national and international attention as a model for improving nurse retention. The project demonstrated the Nurse Friendly Program's applicability to all hospitals regardless off size and location. International communities are especially interested in the nurse retention successes of rural facilities, as they can often identify with the resource restrictions of the rural healthcare environment. Collaborators: UTMB's East Texas AHEC; Texas Tech Health Sciences Center's West Texas AHEC; UTHSCSA's South Texas AHEC; Texas Nurses Association (TNA;) 30 publicly funded, non-profit, and for-profit rural and small hospitals across Texas	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Frontera de Salud	*Frontera de Salud* is a service organization founded and staffed by medical, nursing, and allied health students committed to bringing primary health care to the under-served. The purpose of *Frontera*'s mission is three-fold: (1) to address community health issues by delivering cost-effective primary care to communities in need; (2) to further the clinical competency of *Frontera* volunteers by providing settings in which to perfect their burgeoning skills; and (3) to encourage students to reflect on the profession of health care as a moral practice. Collaborators: Brownsville Community Health Center and UTHSCSA	
Community-Based Participatory Research Project	The Community-based Participatory Research Project, part of the Center for Population Health and Health Disparities, one of six national centers funded by the National Cancer Institute that involve several faculty members in the Department of Preventive Medicine and Community Health is developing cancer prevention and control coalitions in counties in the Coastal Bend of Texas. The first of these is the Liberty County Cancer Awareness Coalition that has developed a strategic plan and programs to eliminate cancer health disparities, especially is among economically disadvantaged groups. Two areas of focus are increasing access to mammography services to reduce the burden of late-stage breast cancer and increasing awareness of screening options for colorectal cancer among Hispanic residents of the county. A transportation initiative is progressing to improve affordable mass transit to county residents. In the fall 2005, a community education program began providing the latest cancer prevention information to community groups that involve trained members of local civic and faith-based groups. Coalitions are being developed in Galveston, Hardin, Jefferson, and Orange Counties. Reports on this innovative community-centric approach to controlling cancer have been featured nationally and will be highlight presentations at the upcoming American Public Health Association Meetings. Collaborators: Liberty County Cancer Awareness Coalition, local civic and faith-based groups in Galveston, Hardin, Jefferson, and Orange counties	
U. T. HSC-Houston		
UT Research Park	Creates medical and economic benefit from the incubation of life science research and technology through collaboration and partnership; accelerates the product development of life science discoveries from the world's largest medical center; fosters diagnostic and therapeutic discoveries that advance the fight against cancer, cardiovascular disorders and other diseases; recruits partners in medical imaging, drug discovery and other life science industries.	UT M. D. Anderson Cancer Center, GE Medical Systems
Programs in Biotechnology	Creates diagnostic and therapeutic agents that advance the fight against cancer, cardiovascular disorders, and other diseases; jointly develops the UT Research Park for incubation and research in life sciences and related fields.	UTMDACC, University of Houston, Rice University, Baylor College of Medicine, GE Medical Systems
Center for Biosecurity and Public Health Preparedness	Educates frontline public health workforce, medical and emergency responders, key leaders and other professionals to respond to threats such as bioterrorism and other emergencies affecting our communities. The Center addresses areas related to domestic biosecurity threats, including research, education, training, risk communications, border health security, emergency preparedness, and policy development.	Texas Bioterrorism Continuing Education (BCE) Consortium, La Frontera Project, St. Louis University, University of Hawaii and Hawaii State Department of Health, University of North Texas Health Science Center at Fort Worth, U.S. Virgin Islands Department of Health, University of South Florida
U. T. HSC-San Antonio		
Community Learning Initiatives RAHC	Work with community resources such as the Planned Parenthood, Hidalgo County; Easter Seals Rio Grande Valley; Holy Family Services Birth Center, Weslaco; Texas Health and Human Services Commission	
Comprehensive Voice & Communication Center	Consortium of entities that will offer early detection & intervention of childhood communication disorders, as well as offer educational programs such as a Masters in Deaf Education and PhD in Communication Sciences.	UTHSCSA School of Allied Health, UTHSCSA Department of Otolaryngology, SALSI, UTSA, Sunshine Cottage for the Deaf

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
"Reendothelialization in a Novel Injured Arterial Model".	Eugene Sprague, PhD., Professor, Division of Research, received the Advanced Research Technology Award, in the amount of $100,000, from the Texas Higher Education Coordinating Board for his research proposal entitled "Reendothelialization in a Novel Injured Arterial Model."	Texas Higher Education Coordinating Board
U. T. M. D. Anderson		
Radiation Oncology Satellite Facilities	This model, dependent on an invitation from a community hospital, extends the MDACC brand and market share. There are 3 radiation oncology satellites in Bellaire (1999), the Woodlands (2004) and Fort Bend (2005). Two centers are planned in (Katy and Clear Lake). MDACC trained MDs practice in the facilities, which are managed by MDACC Dept of Radiation Oncology, with peer-reviewed care. We believe this is improving the quality of radiation therapy in these communities and provided access to those who might not otherwise have it.	UTMDACC, St. Luke's Community Medical Center (Woodlands), OakBend Medical Center, Christus System
Center for Advanced Biomedical Imaging Research	The Center for Advanced Biomedical Imaging (CABIR) collaborations have grown since prior reports. With the significant support from the Texas Enterprise Fund, GE Healthcare, UT System and both MDACC and UTHSC-H philanthropy, the programming for the building has expanded. The joint recruitment of a national leader in nanotechnology has provided a perfect match to the cancer and cardiac imaging research in the facility.	UTMDA, UTHSC-Houston, GE Healthcare, State of Texas, Alliance for Nanohealth, Rice University
Too Cool to Smoke	"Too Cool to Smoke" has reached more than 4,800 children. The program uses puppetry to educate children, ages 5-9, about the dangers of tobacco and the importance of healthy lifestyles. An average of 2-4 puppet shows have been presented each week this year in schools, daycare centers, parks and community centers.	UTMDA, Houston ISD, Harry B. Gordon and Aileen B. Gordon Foundation, Harris County Libraries
U. T. HC-Tyler		
Northeast Texas Consortium (NETNet) www.netnet.org/	Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking: 15 higher-education institutions; 25 public school districts; 8 regional hospitals; 5 regional TDH offices or public health districts; 4 regional service centers (20-40+ school districts each) Increases the options for continuing education programs and medical education programs that may be provided to East Texas from community colleges, upper level universities, and technical colleges.	Various institutions in rural Northeast Texas, including: rural hospitals; higher education institutions; public school systems; Texas Department of State Health Services; regional public health districts
Texas Institute of Occupational Safety and Health (TIOSH) www.tiosh.org/	The Texas Institute of Occupational Safety and Health is the occupational and environmental medicine program of the UTHC-Tyler. TIOSH was created to offer a total program concept to assist companies and their employees in meeting the goal of a safer and healthier workplace and by design maintains the Health Center's three-pronged mission to provide patient care and to conduct education and research.	Multiple corporate citizens and agencies throughout East Texas, including: Carrier Corporation; Goodyear; Texas Commission on Environmental Quality
Texas Cancer Registry of East Texas	Headquartered at UTHCT, the Texas Cancer Registry of East Texas has been established to increase cancer reporting from facilities in Northeast Texas. This data can then be used to identify possible clusters of cancer cases. Tumor registrars (individuals trained to use medical, pathology, and death records to find cases of cancer and to locate the primary site of the cancer in each individual) will be located in Tyler. The registrars will assist and train staff at hospitals and health care centers to ensure that cancer cases are being reported correctly and submitted electronically to the Texas Cancer Registry's statewide database.	Funded by a grant from Texas Department of State Health Services and US Centers Disease Control and Prevention, the Texas Cancer Registry of East Texas is initiating collaborations with Northeast Texas hospitals

HUB Trends – U. T. System Health-Related Institutions

- Between FY 2002 and FY 2006, overall health-related institution HUB expenditures increased by more than 54 percent. U. T. Southwestern increased HUB expenditures by almost 131 percent; all other health-related institutions posted double-digit increases.
- In dollar amounts, U. T. Southwestern Medical Center, U. T. Medical Branch, and U. T. M. D. Anderson each made total HUB purchases in excess of $28 million in FY 2006, with M. D. Anderson spending over $44 million.
- The six U. T. System health-related institutions were all among the top 50 HUB spending agencies in the state in FY 2006, with three in the top 10. Based on the rate of HUB expenditures they rank 2, 5, 6, 17, 22, and 40.

Table III-17

HUB Trends at U. T. Health-Related Institutions

	Total HUB Purchases		% Change
	FY 02	FY 06	FY 02-06
SWMC	16,768,446	$38,703,220	130.8%
UTMB	26,039,995	28,762,172	10.5
HSC-H	10,797,459	13,194,264	22.2
HSC-SA	6,308,422	10,379,594	64.5
MDACC	27,544,534	44,062,930	60.0
HC-T	2,218,555	3,286,778	48.1
Total Health	**$89,677,411**	**$138,388,958**	**54.3%**

Source: U. T. System Office of HUB Development

Table III-18

U. T. Health-Related Institutions Among Top 50 State Spending Agencies FY 2006

	$ (millions) spent on HUBs	Rank
MDACC	$44.0	2
SWMC	$38.7	5
UTMB	$28.8	6
HSC-H	$13.2	17
HSC-SA	$9.2	22
HC-T	$3.3	40

Source: U. T. System Office of HUB Development

Private Support – U. T. System Health-Related Institutions

Table III-19

Sources of Donor Support by U. T. Health Related Institution[1]

($ in thousands)

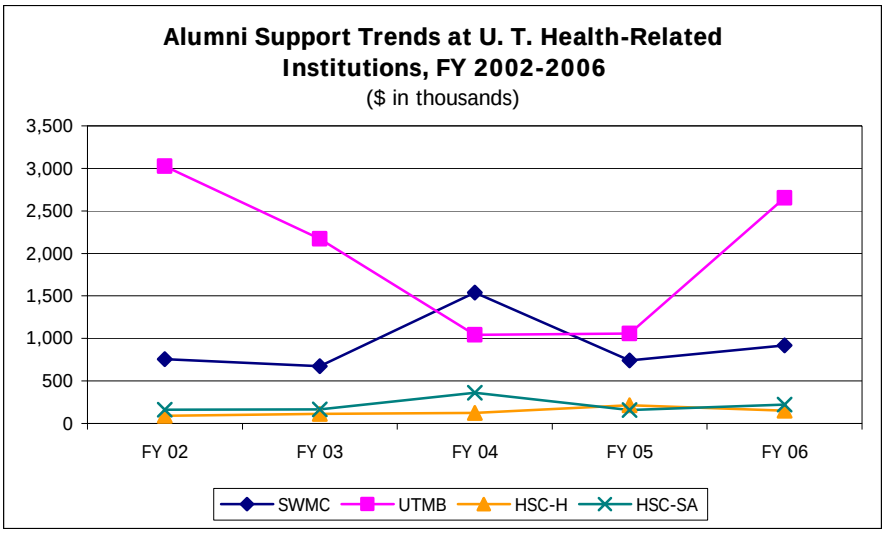
		FY 02	FY 03	FY 04	FY 05	FY 06
SWMC	Alumni	758	672	1,540	740	920
	Individuals	40,108	4,544	25,822	23,634	47,793
	Foundations	57,429	54,654	74,582	56,801	61,085
	Corporate	13,957	16,431	19,730	16,499	17,434
	Others	5,305	5,471	8,932	5,539	8,587
	Total	**$117,557**	**$81,772**	**$130,606**	**$103,213**	**$135,819**
UTMB	Alumni	3,027	2,173	1,041	1,057	2,654
	Individuals	919	1,528	7,972	4,687	2,515
	Foundations	31,801	30,599	33,779	24,561	26,886
	Corporate	1,832	783	1,483	1,043	447
	Others	3,462	2,508	1,887	1,754	3,748
	Total	**$41,041**	**$37,591**	**$46,162**	**$33,102**	**$36,250**
HSC-H	Alumni	89	114	123	215	150
	Individuals	8,909	2,438	5,727	6,696	6,418
	Foundations	17,469	17,625	21,433	24,891	20,508
	Corporate	3,142	4,919	3,777	4,255	3,405
	Others	5,266	4,551	3,971	1,685	5,180
	Total	**$34,875**	**$29,647**	**$35,031**	**$37,742**	**$35,661**
HSC-SA	Alumni	163	165	360	157	221
	Individuals	1,385	945	4,641	4,142	4,994
	Foundations	15,729	11,453	10,496	11,225	7,943
	Corporate	6,112	3,504	5,213	2,965	830
	Others	3,464	9,048	1,973	6,528	10,506
	Total	**$26,853**	**$25,115**	**$22,683**	**$25,017**	**$24,494**
MDACC	Alumni	MDACC did not have alumnae within this reporting period.				
	Individuals	26,647	26,100	54,629	38,500	43,433
	Foundations	16,271	19,315	21,564	29,561	34,347
	Corporate	13,545	13,039	11,475	8,576	13,489
	Others	1,371	1,167	9,259	2,641	4,956
	Total	**$57,834**	**$59,621**	**$96,927**	**$79,278**	**$96,225**
HC-T	Alumni	HC-T did not have alumnae within this reporting period.				
	Individuals	532	276	1,787	4,254	237
	Foundations	347	447	559	513	753
	Corporate	269	68	83	77	73
	Others	2	2	23	0	22
	Total	**$1,150**	**$793**	**$2,452**	**$4,844**	**$1,085**
Total Health-Related		**$279,310**	**$234,539**	**$333,861**	**$283,196**	**$329,534**

[1]Based on official CAE gift reporting guidelines, beginning in 2000, gift totals include certain categories of deferred gifts, at face value prior to 2003 and at present value beginning in 2003.

Source: Council for Aid to Education Annual Survey, FY 2006; U. T. System Office of the Comptroller

- For U. T. System health institutions, total donor support has increased by 41 percent over the period 2003 to 2006. This total increase includes growth in almost every category: alumni (26%); individual (194%); foundation (13%); and other (45%). Corporate giving over this period fell by almost eight percent. Similar to U. T. System academic institutions, the peak for this five-year period was in FY 2004. However, FY 2006 saw a return to similar levels, although remaining just below that five-year high.
  - U. T. Southwestern total support increased by 66 percent, with growth in all categories: alumni (37%), individuals (952%); foundations (12%); corporate (6%); and others (57%).
  - U. T. HSC-Houston increased total support by 20 percent with a 32 percent increase in alumni giving; 163 percent increase in individual gifts; 16 percent in foundation gifts; and 14 percent in others.
  - Total support at U. T. M. D. Anderson was more than 61 percent greater in 2006 than it was in 2003. This includes growth in all sources: individual (66%); foundation (78%); corporate (3%); and others (325%). U. T. M. D. Anderson had no alumnae for this period.
  - Total support at U. T. HC-Tyler increased by 37 percent overall and showed increases in most sources: foundations (68%); corporate (7%); and others (1,000%). U. T. HC-Tyler had no alumnae for this period.
- For the period 2005 to 2006, total gifts for health-related institutions increased by just over 16 percent, including increases in every category: alumni (82%); individuals (29%); foundations (3%); corporate (7%); and others (82%).

Figure III-7



Distance Education Trends

National Trends. Use of technology to expand access to and delivery of educational programs is becoming a world-wide strategic asset in higher education. Institutions of higher education face growing enrollment pressure and demands for access by students who require flexibility in time, location, and mode of course delivery. At the same time, resources to expand capital infrastructure are limited.

A recent study by the Sloan Consortium found that in the United States enrollments in online learning increased from 1.6 million in fall 2002 to 3.2 million in fall 2005, and this upward trend is projected to continue (www.sloan-c.org/publications/survey/pdf/making_the_grade.pdf). Enrollment growth in online courses was concentrated in public institutions. In 2006, 75 percent of chief academic officers at public institutions surveyed agreed that online learning is critical to their institution's long-term strategy. For fall 2005, almost 91 percent of public institutions offered either courses or programs online. Learning outcomes were more likely to be judged favorably at larger institutions and overall were judged to be equivalent or better than face-to-face instruction at most institutions. There are barriers to the widespread adoption of online learning. In the 2006 survey, almost 67 percent of respondents from public institutions agreed that students need more discipline to succeed in online courses and more than one-third agreed that it often takes greater faculty time and effort to teach online.

UT TeleCampus. The U. T. System faces the same pressures and opportunities that influence these national trends. Its investment in distance education through the UT TeleCampus provides central support for approximately 95 percent of the online educational program initiatives of the System's 15 campuses. Launched in 1998, the UT TeleCampus has grown rapidly in terms of numbers of degree programs offered, number of course registrations, and course completion rates. Although campuses can and do use distance education to provide instruction themselves, the TeleCampus is a primary vehicle for online distance instruction in the U. T. System.

Through efficient use of centralized resources, UT TeleCampus has served an increasing enrollment base each year since launching, even in past years when budget allocations were flat. To date, UTTC has generated more than 40,000 course enrollments, contributing more than $41 million in tuition, fees, and formula funding for our campuses while extending the reach of the UT System to working professionals.

The TeleCampus has also been identified nationally as an example of resource sharing across a complex system (*WCET Executive Briefing*, April 2005, p. 2-3). *WCET* notes that despite differences in tuition and accreditation, eight U. T. System campuses joined to offer an online MBA, which leverages resources for students, who register through their home campuses but take courses from different campuses throughout the program. It notes that the TeleCampus offers many other programs, including an Alternative Teacher Certification Program, which provides access to 23 different certifications and contributes to one of the U. T. System's strategic goals of increasing the number of and providing professional development for teachers in Texas.

UT TeleCampus Trends

- From 2002 to 2006, overall UT TeleCampus course registrations increased 91 percent, from 5,676 to 10,823. Over this period, registrations increased at every institution working with the TeleCampus except U. T. Austin and U. T. Dallas.
- The majority of course registrations are in academic institutions, totaling 10,611 in 2006.
- Course registrations in health-related institution courses are much smaller – 212 in 2006 – but this represents a 279 percent increase since 2002.

Table III-20

Number of Course Registrations through the UT TeleCampus

	2001-02	2002-03	2003-04	2004-05	2005-06	% Change 01-02 to 05-06
Academic						
Arlington	2,449	2,745	3,197	3,424	3,664	49.6%
Austin	148	76	59	25	42	-71.6
Brownsville/TSC	512	686	927	1,052	1,383	170.1
Dallas	614	637	528	283	304	-50.5
El Paso	256	239	630	961	1,633	537.9
Pan American	281	376	509	493	452	60.9
Permian Basin	801	1,012	1,674	2,137	2,188	173.2
San Antonio	76	134	187	247	317	317.1
Tyler	483	348	446	622	628	30.0
Total Academic Institutions	**5,620**	**6,253**	**8,157**	**9,244**	**10,611**	**88.8%**
Health-Related						
SWMC-Dallas*	0	28	52	52	75	167.9%
UTMB-Galveston	21	67	50	52	28	33.3
HSC-San Antonio	35	53	51	49	53	51.4
HSC-Houston	0	0	0	0	56	NA
Total Health-Related Institutions	**56**	**148**	**153**	**153**	**212**	**278.6%**
Total U. T. System	**5,676**	**6,401**	**8,310**	**9,397**	**10,823**	**90.7%**

* % Change for SWMC-Dallas course registrations was calculated from the 2002-03 year.

Source: UT TeleCampus

- The largest numbers of undergraduate enrollments were in GenEd and Criminology and Criminal Justice program courses and in the MBA program at the graduate level.
- The number of students enrolled in at least one course through the TeleCampus decreased between 2004 and 2006 by 2.1 percent.
- The largest increase took place at U. T. El Paso.

Table III-21

Number of Students Enrolled in at Least One Course through the UT TeleCampus

	2003-04	2004-05	2005-06
Academic			
Arlington	2,197	2,425	1,974
Austin	50	48	46
Brownsville/TSC	591	542	587
Dallas	353	167	193
El Paso	504	733	898
Pan American	311	376	249
Permian Basin	863	1,006	840
San Antonio	123	221	193
Tyler	433	542	450
Total Academic Institutions	**5,425**	**6,060**	**5,430**
Health-Related			
SWMC-Dallas	53	52	54
UTMB-Galveston	4	2	1
HSC-San Antonio	53	51	51
MD Anderson Cancer Center	0	0	2
HSC Houston	0	0	21
Total Health-Related Institutions	**110**	**105**	**129**
Institution Not Selected	**836**	**630**	**679**
Total U. T. System	**6,371**	**6,795**	**6,238**

Source: UT TeleCampus

Table III-22

Course Completion Rates through the UT TeleCampus

	Undergraduate	Graduate
2001-02	87%	89%
2002-03	86%	93%
2003-04	88%	91%
2004-05	91%	92%
2005-06	90%	92%

Source: UT Telecampus

- Course completion rates for UT TeleCampus courses are high, rising to 90 percent for enrollments in 2005-06.
- These trends are a significant indicator of the value added by strong advising, consistent admission criteria, faculty training, instructional design, and technical support.

- The UT TeleCampus extends access to degree programs beyond the limits of individual campuses.
- Since its inception in 1998, its degree program portfolio has grown to 24, including R.N. /B.S.N. Nursing, MBA, M.Ed. in Educational Technology and in Curriculum and Instruction, master's in Kinesiology, and M.S. in Technology.

Table III-23

Number of Degree Programs Offered through the UT TeleCampus, by Institution

Academic	
Arlington	5
Austin	0
Brownsville/TSC	4
Dallas	1
El Paso	4
Pan American	2
Permian Basin	3
San Antonio	1
Tyler	3
Total Academic Institutions	**23**
UTHSC/Houston	1
Total Health Institutions	**1**

Source: UT Telecampus

Table III-24

Number of Degrees Completed with 50% or more Courses through the UT TeleCampus

	Undergraduate	Graduate
2001-02	0	11
2002-03	0	26
2003-04	3	88
2004-05	19	72
2005-06	32	118

Source: UT Telecampus

- These programs leverage resources across many campuses: the bachelor's completion program in Criminology and Criminal Justice is offered by U. T. Arlington, U. T. Brownsville/TSC, and U. T. Permian Basin, in cooperation with U. T. Dallas. The MBA program is offered by eight U. T. System academic institutions (only U. T. Austin does not participate). The master's in Kinesiology is offered by U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler, in cooperation with U. T. San Antonio and U. T. Arlington. And, the M.S. in Technology is offered by U. T. Tyler in cooperation with U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.
- As the number of online programs grows, the number of degrees completed with at least 50 percent of courses taken through the UT TeleCampus is also increasing, from 11 graduate degrees in 2001-02 to 32 undergraduate and 118 graduate degrees in 2005-06. Although the numbers are still small compared to the total degrees completed in the U. T. System, this trend illustrates the capacity of the UT TeleCampus to serve increasing numbers of students at a distance, leveraging campus resources and extending access to U. T. System programs.

Service to and Collaborations with Communities: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- The U. T. System continues to make a strong and positive impact on the communities in which its institutions reside, their surrounding regions, the state as a whole, and the nation.
- The U. T. System will continue its commitment to help improve K-16 education, including documentation of specific outputs in terms of increasing the number of teachers produced and retained in the field. The System will engage in further study of specific approaches to improve K-12 student preparation and success and teacher development.

Measures for Future Development

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on measures of economic impact of specific initiatives and investments.
- Working across the System, and with the Texas Higher Education Coordinating Board, refine measures to track and assess distance education trends.
- Develop measures of the impact of the arts on communities in which U. T. System institutions are located.
- Develop measures of citizen awareness and satisfaction of U. T. as a system.
- Specific measures related to the 10-year U. T. System strategic plan will be refined, added, or eliminated.

IV. Organizational Efficiency and Productivity

Values

- The U. T. System is committed to enhancing the efficiency and productivity of its nine universities and six health-related institutions to help them accomplish their educational, research, and service goals.

Goals

- Demonstrate responsible stewardship of financial resources.
- Develop and improve educational, research, and clinical spaces and other resources to support institutional objectives and improve productivity.
- Recruit, retain, and develop human resources (faculty and staff) to enhance productivity and performance.

Priorities

- Achieve greater operational efficiency and productivity, to focus resources on programmatic priorities.
- Develop resources to improve productivity and performance of faculty and staff.
- Establish and improve systems to support patient care and business processes.

U. T. System Overview: Revenues and Expenses

Table IV-1

Key Revenues and Expenses – U. T. System
Consolidated Totals
($ in thousands)

FY	2002	2003	2004	2005	2006
Revenues[1]					
Tuition & Fees	$526,798	$593,011	$675,107	$786,461	$854,461
State Appropriations	1,615,398	1,585,646	1,578,062	1,557,538	1,735,758
Government Grants & Contracts	1,188,435	1,292,805	1,396,363	1,461,008	1,559,208
Nongovernment Grants & Contracts[2]	454,553	485,305	520,438	513,787	577,538
Gifts[2]	197,090	193,936	181,915	265,764	254,782
Sales and Services of Hospitals	1,525,988	1,669,380	1,889,355	2,302,552	2,574,851
Sales and Services - Other	393,181	415,484	468,920	534,330	552,414
Physician Fees	587,510	655,725	701,117	772,366	793,311
Other	74,670	447,593	1,708,466	2,019,351	109,848
Total System Revenues	**$6,563,623**	**$7,338,885**	**$9,119,743**	**$10,213,157**	**$9,012,171**
Expenses[3]					
Instruction	$1,723,388	$1,848,433	$1,909,495	$2,110,017	$2,257,109
Research	1,074,875	1,141,081	1,216,147	1,317,751	1,435,286
Hospitals / Clinics	1,788,349	1,894,748	2,044,783	2,371,851	2,512,902
Institutional Support & Physical Plant	889,729	936,984	971,879	1,048,399	1,161,130
Public Service	185,570	199,278	209,085	216,724	223,373
Academic Support	259,880	247,226	255,754	276,399	353,541
Student Services	113,848	113,442	123,292	133,023	146,053
Scholarships and Fellowships	156,300	184,003	200,034	208,768	223,085
Auxiliary	268,220	289,147	289,906	327,378	351,665
Depreciation	297,507	333,415	372,830	477,825	557,751
Interest Expense	90,644	89,697	90,945	135,005	170,568
Total System Expenses	**$6,848,310**	**$7,277,454**	**$7,684,150**	**$8,623,140**	**$9,392,463**

[1] These represent revenues reported on the Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

[2] Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants, and Contracts has changed to Nongovernmental Grants and Contracts.

[3] Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: Exhibit B of Annual Financial Report (AFR)

- Revenue and expense trends by themselves are not measures of performance, but they establish an operational baseline that provides a context for assessing financial performance in future studies of U. T. System efficiency and quality.

U. T. System Administration Expenses

Table IV-2

Total Expenses for U. T. System Administration Operations
($ in thousands)

FY	2002	2003	2004	2005	2006
Total Expenses*	$40,727	$48,829	$51,395	$70,345	$80,327
Percent Change	14.0%	19.9%	5.3%	36.9%	14.2%

*Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: Exhibit B of Annual Financial Report (AFR)

- Between FY 2005 and FY 2006, U. T. System Administration expenses increased.

U. T. System Administration Employee Demographic Trends

Table IV-3

U. T. System Administration Staff Demographic Composition FY 2006 - FY 2007

	2006	2007	
Total System Administration Employees	**650**	**670**	
Proportion by Ethnic/Racial Group	% System Employees	% System Employees	% Composition Capital Area Workforce Projected 2006
White	73.5%	73.6%	61.5%
Black	6.6	6.6	7.3
Hispanic	16.8	16.0	26.7
Asian	2.5	3.4	OTHER: 4.5
Native American	0.6	0.4	

Source: U. T. Office of Human Resources and Texas State Data Center Projections of the Population of Texas and Counties in Texas by Age, Sex and Race/Ethnicity for 2000-2004

- This measure addresses the U. T. System's commitment to supporting a diverse working environment.
- Comparison with the Capital Area workforce pattern projected for 2006 shows that the U. T. System Administration's total employee group includes approximately 12 percent more White workers than the region as a whole.
- The proportion of Hispanic and Black System Administration employees did not change from FY 2006 to FY 2007.

Bond Rating

Table IV-4

U. T. System Bond Rating 2005 and 2006

	8/31/2005 Ratings			8/31/2006 Ratings		
	Moody's	**Standard and Poor's**	**Fitch**	**Moody's**	**Standard and Poor's**	**Fitch**
Permanent University Fund						
Fixed Rate Bonds						
Series 1996	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1997	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2002A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2004A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2005A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2006A				Aaa	AAA	AAA
Revenue Financing System						
Fixed Rate Bonds						
Series 1995A	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1996A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1998A, B, C, D	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 1999A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2001A	Aaa/VMIG-1	AAA/A-1+	AAA-F-1+	Aaa/VMIG-1	AAA/A-1+	AAA-F-1+
Series 2001B & C	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2002A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2003A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2004A & B	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2004C & D	Aaa	AAA	AAA	Aaa	AAA	AAA
Series 2006A & B				Aaa	AAA	AAA

Source: U. T. System Office of Finance

- The Revenue Financing System (RFS) is the primary debt program for the U. T. System. The RFS is supported by a System-wide pledge of all legally available revenues and balances to secure payment of debt issued on behalf of all institutions of the System.
- The U. T. System is one of only three public institutions of higher education to receive the highest possible credit ratings from all three major rating agencies. RFS and PUF debt is currently rated Aaa/AAA/AAA by Moody's, Standard & Poor's, and Fitch, respectively, representing the highest possible credit ratings for long-term debt.
- The RFS bond rating was upgraded to Aaa by Moody's in 2000 and to AAA by both Standard & Poor's and Fitch in 1997 and has remained at those levels since.

Implications for Future Planning

- Bond ratings are an indication of financial capacity and viability, and are not necessarily good indicators of performance.
- The U. T. System has a large and growing appetite for debt financing to support its capital investment needs. As a result, the System is steadily using up its RFS debt capacity at the AAA credit level. A reduction in the RFS bond rating from AAA to AA would add $1 million to $2 million per year in debt service, based on historical interest rate spreads and the projected amount of debt to be issued in the FY 2006 – FY 2011 Capital Improvement Program.
- The U. T. System tracks three primary measures of debt capacity for its RFS debt program. These three ratios are the Actual Debt Service Coverage Ratio, the Expendable Resources to Debt Ratio, and the Actual Debt Service to Operations Ratio. All three of these financial ratios have declined in recent years, representing reduced financial flexibility.

IV. Organizational Efficiency and Productivity: U. T. System Academic Institutions

Fiscal Performance

Table IV-5

Key Revenues and Expenses at U. T. Academic Institutions
($ in thousands)

FY	2002	2003	2004	2005	2006
Revenues[1]					
Arlington	$237,532	$245,959	$270,336	$302,099	$318,921
Austin	1,213,687	1,264,015	1,351,634	1,469,575	1,576,708
Brownsville/TSC	92,540	95,719	100,621	114,082	121,960
Dallas	157,791	168,177	203,146	208,746	232,431
El Paso	205,183	217,376	229,337	244,114	269,478
Pan American	141,202	158,923	163,438	172,916	186,584
Permian Basin	26,497	27,187	29,048	33,200	38,672
San Antonio	190,195	214,529	243,498	286,719	322,180
Tyler	41,257	43,708	49,912	54,460	63,880
Total Academic Revenues	**$2,305,884**	**$2,435,593**	**$2,640,970**	**$2,885,911**	**$3,130,814**
Expenses[2]					
Arlington	$225,788	$232,937	$244,173	$280,615	$302,142
Austin	1,282,557	1,356,317	1,376,923	1,488,474	1,607,672
Brownsville/TSC	84,364	91,579	97,622	110,012	125,826
Dallas	156,063	174,666	182,410	208,668	228,974
El Paso	209,133	217,783	217,149	239,774	261,060
Pan American	138,577	155,276	157,557	176,569	193,522
Permian Basin	24,294	28,381	32,640	33,037	38,630
San Antonio	177,029	205,702	224,794	269,992	293,811
Tyler	38,781	43,980	48,984	55,668	63,377
Total Academic Expenses	**$2,336,586**	**$2,506,621**	**$2,582,252**	**$2,862,809**	**$3,115,014**

[1] These represent revenues reported on the Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

[2] Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: Exhibit B of Annual Financial Report (AFR)

- To accommodate enrollment growth, inflation and U. T. System initiatives such as student success and increasing research to keep Texas competitive, revenues and expenses increased at every academic institution. Between FY 2002 and FY 2006 combined revenues for U. T. System academic institutions increased from $2.31 billion to $3.13 billion, a 36 percent increase. When adjusted for inflation using the Consumer Price Index – Urban, revenues increased to $2.81 billion in FY 2006, or by 22 percent.
- Over this same time period, total academic expenses increased from $2.34 billion to $3.12 billion, a 33 percent increase. Adjusted for inflation, the expenses increased to $2.79 billion, representing a 20 percent increase.
- Between FY 2002 and FY 2006 the full-time equivalent student population (annualized) for the U. T. System academic institutions increased from 127,577 to 147,331 students, a 15.5 percent increase.

Table IV-6

Key Revenues and Expenses by Source and Purpose at U. T. Academic Institutions

($ in thousands)

FY	2002	2003	2004	2005	2006
Revenues[1]					
Tuition & Fees	$485,301	$546,224	$626,307	$725,492	$787,733
State Appropriations	725,893	719,033	723,237	727,974	792,041
Government Grants & Contracts	540,067	584,446	631,781	663,609	726,331
Nongovernment Grants & contracts[2]	98,878	97,489	110,550	123,797	123,588
Gifts[2]	97,107	93,560	78,814	99,244	113,629
Sales and Services - Other	266,487	310,306	325,417	374,183	386,733
Other	92,152	84,535	144,864	171,612	200,759
Total Academic Revenues	**$2,305,885**	**$2,435,593**	**$2,640,970**	**$2,885,911**	**$3,130,814**
Expenses[3]					
Instruction	$726,039	$817,586	$829,035	$901,401	$982,258
Research	375,262	391,709	401,580	459,736	477,854
Institutional Support & Physical Plant	358,589	384,665	387,764	419,019	483,049
Public Service	87,041	85,938	91,812	98,110	105,492
Academic Support	189,809	172,991	181,126	200,417	223,368
Student Services	101,766	101,746	109,858	122,923	134,318
Scholarships and Fellowships	151,075	175,997	190,147	200,780	214,047
Auxiliary	223,796	243,010	247,483	273,138	289,712
Depreciation	123,209	132,979	143,447	187,285	204,916
Total Academic Expenses	**$2,336,586**	**$2,506,621**	**$2,582,252**	**$2,862,809**	**$3,115,014**

[1] These represent revenues reported on the Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.

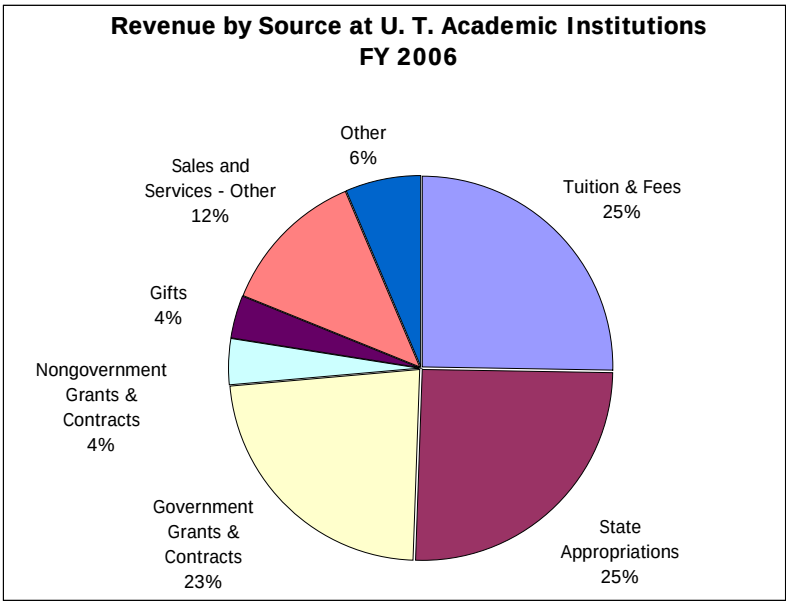
[2] Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants, and Contracts has changed to Nongovernmental Grants and Contracts.

[3] Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: Exhibit B of Annual Financial Report (AFR)

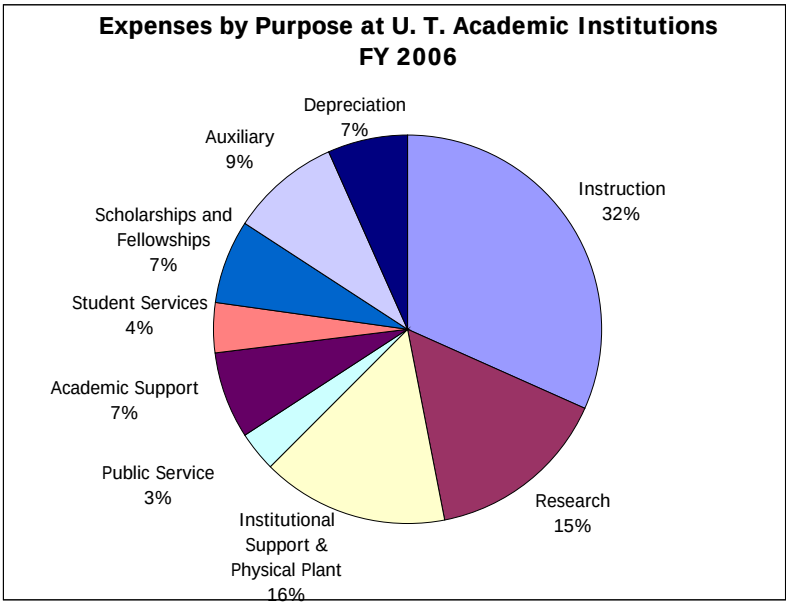
- Revenues from state appropriations were essentially flat from FY 2002 to FY 2005. While state funding increased somewhat in FY 2006, enrollment growth and inflation eroded the amount of support received on a per student basis.
- As a consequence of declining state support, parents and students made up most of the shortfall through increases in tuition and fees.

Figure IV-1



- State appropriations provided 25 percent of revenue to academic institutions in FY 2006.
- Government grants and contracts provided 23 percent in FY 2006.
- Tuition provided 25 percent of revenue in FY 2006.
- The proportion of revenue from state appropriations and from government grants and contracts was unchanged from the previous year. Revenue from tuition and fees declined by one percent.

Figure IV-2



- Just under one third of expenses were allocated to instruction.
- 18 percent of expenses went to student services, academic support, and scholarships and fellowships in FY 2006, unchanged from FY 2005.
- 15 percent was spent on research in FY 2006, a decline of one percent from FY 2005.

Revenue in Relation to Faculty and Students

Table IV-7

Adjusted Revenue per FTE Student
U. T. Academic Institutions
($ in thousands)

FY	2002	2003	2004	2005	2006
UTA	$12	$10	$11	$11	$12
UT Austin	12	12	13	13	14
UTB	4	5	4	5	5
UTD	13	13	13	13	14
UTEP	9	9	9	9	10
UTPA	8	8	8	7	8
UTPB	13	11	10	10	11
UTSA	9	9	9	10	11
UTT	13	12	11	10	11

Adjusted total revenue includes tuition, fees, and state appropriations.

Source: U. T. Office of Business Affairs; FTE data from the THECB

Table IV-8

Adjusted Revenue per FTE Faculty
U. T. Academic Institutions
($ in thousands)

FY	2002	2003	2004	2005	2006
UTA	$235	$227	$233	$237	$245
UT Austin	251	252	251	258	272
UTB	71	79	79	89	89
UTD	293	285	272	280	298
UTEP	168	165	182	180	198
UTPA	161	165	158	149	163
UTPB	210	196	178	180	193
UTSA	222	215	242	253	265
UTT	156	156	173	162	182

Adjusted total revenue includes tuition, fees, and state appropriations.

Source: U. T. Office of Business Affairs; FTE data from the THECB

- This measure illustrates the trends in state support and tuition in proportion to numbers of faculty and students at U. T. System institutions. It is one indication of resources available to serve students and to recruit and retain faculty.
- Over the past five years, revenue per full-time equivalent student has held steady or decreased at four U. T. System academic institutions and increased at five institutions.
- Adjusted total revenue per full-time equivalent faculty has increased at eight institutions, and decreased at one institution.

Figure IV-3

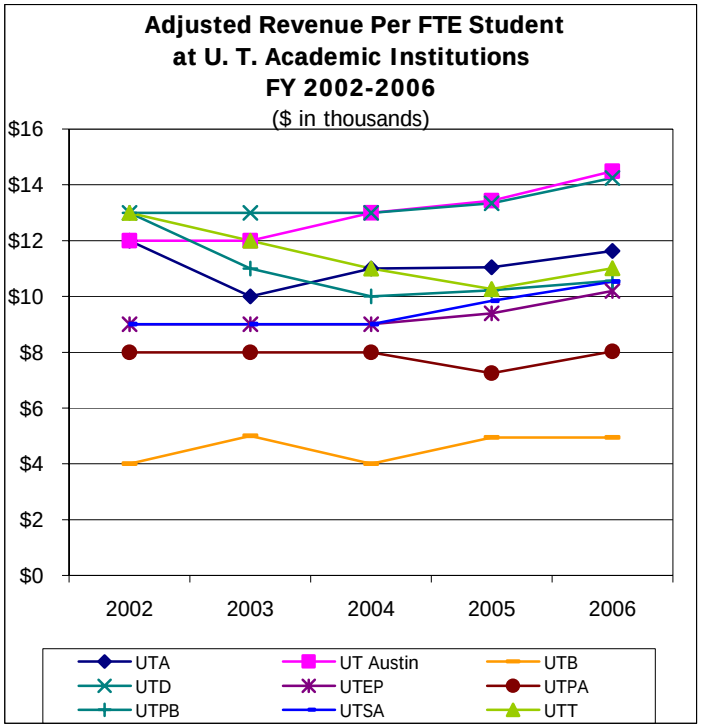
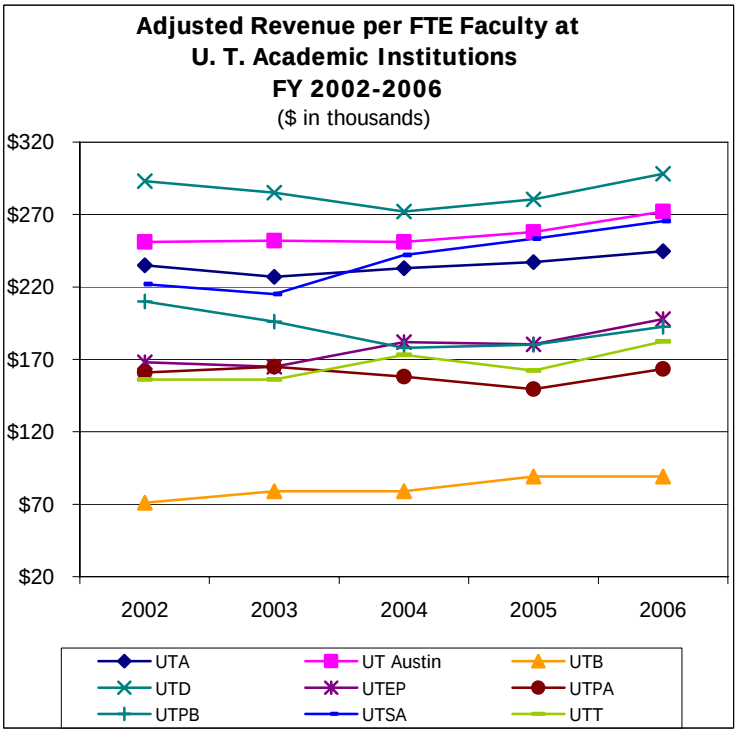


Figure IV-4



Appropriated Funds per FTE Student and FTE Faculty

- Over the past five years, appropriated funds per FTE student held steady or decreased at all U. T. System academic institutions.
- In this period, appropriated funds have decreased per FTE faculty at eight institutions, increasing only at U. T. Brownsville.

Table IV-9

Appropriated Funds per FTE Student
U. T. Academic Institutions
($ in thousands)

FY	2002	2003	2004	2005	2006
UTA	$7	$6	$5	$5	$5
UT Austin	7	6	6	6	7
UTB	4	4	3	4	3
UTD	7	7	7	6	7
UTEP	6	6	5	5	6
UTPA	6	6	5	5	5
UTPB	10	9	7	7	7
UTSA	6	5	4	4	5
UTT	10	9	8	7	7

Source: Appropriated funds are from Exhibit B of Annual Financial Report (AFR)

Table IV-10

Appropriated Funds per FTE Faculty
U. T. Academic Institutions
($ in thousands)

FY	2002	2003	2004	2005	2006
UTA	$133	$123	$116	$110	$115
UT Austin	138	132	128	124	128
UTB	60	68	62	66	63
UTD	164	145	137	131	142
UTEP	112	106	108	99	109
UTPA	119	114	106	98	105
UTPB	161	148	132	119	127
UTSA	135	120	115	107	119
UTT	127	117	120	104	115

Source: Appropriated funds are from Exhibit B of Annual Financial Report (AFR)

Endowments — System Overview

- Taken together, the value of U. T. System endowments totaled $14.5 billion as of August 31, 2006.
- This represents a 26 percent increase from 2002.

Table IV-11

U. T. System Endowments

	Value* 8/31/02	Value* 8/31/06	% change 02-06
Arlington	$28,859,000	$50,750,000	76%
Austin**	$1,350,816,000	$6,268,407,000	364%
Brownsville	$3,065,000	$6,373,000	108%
Dallas	$171,653,000	$236,111,000	38%
El Paso***	$96,135,000	$141,534,000	47%
Pan American	$32,032,000	$58,568,000	83%
Permian Basin	$9,653,000	$16,747,000	73%
San Antonio	$21,800,000	$44,430,000	104%
Tyler	$37,432,000	$58,149,000	55%
Total Academic	**$1,751,445,000**	**$6,881,069,000**	**293%**
SWMC***	$608,888,000	$1,143,426,000	88%
UTMB***	$295,898,000	$432,172,000	46%
HSC-H***	$87,927,000	$157,148,000	79%
HSC-SA***	$226,799,000	$346,235,000	53%
MDACC***	$263,643,000	$457,727,000	74%
HC-T***	$26,136,000	$39,108,000	50%
Total Health-Related	**$1,509,291,000**	**$2,575,816,000**	**71%**
Institution Total	**$3,260,736,000**	**$9,456,885,000**	**190%**
System Administration**	**$8,259,705,000**	**$5,048,284,000**	**-39%**
U. T. System Total	**$11,520,441,000**	**$14,505,169,000**	**26%**

*These totals include endowment funds managed by UTIMCO as well as those held in trust by other entities, as reported to the Council for Aid to Education each year. (Information offered on endowment funds not managed by UTIMCO is reported by each institution. Due to factors beyond control of the U. T. System Administration, amounts reported may represent estimates instead of actual figures.)

**** Beginning in FY 2006, endowments for U. T. Austin were increased to include 30 percent of the Permanent University Fund (PUF) market value and endowments for the U. T. System were decreased correspondingly to 37 percent of the PUF market value. This reporting resulted in significant differences in the absolute and the percentage change calculations for the endowment values in FY 2006 and previous years.**

***Some of the increase in the total market value of endowments of these institutions is attributable to funds distributed through the Permanent Health Fund, as part of the tobacco settlement.

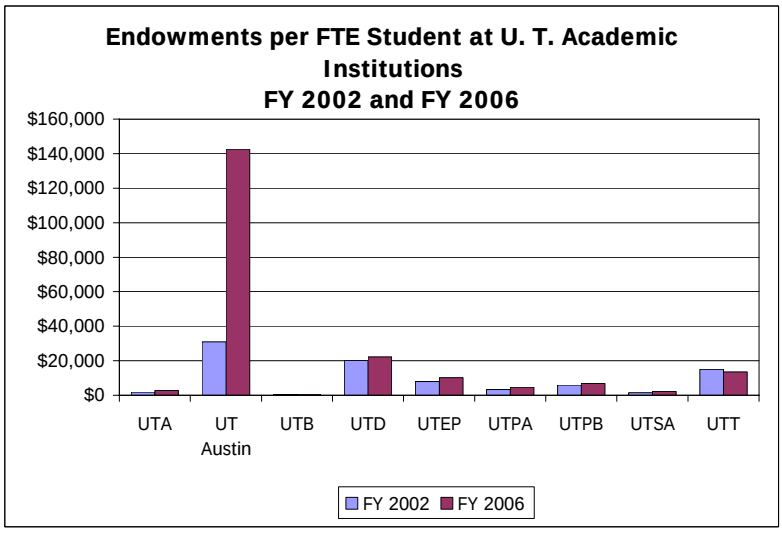
****Endowment values for U. T. System Administration exclude the Permanent Health Fund, which is reported by the institutions.

Source: U. T. System Office of External Relations and U. T. institution reports to the Council for Aid to Education

Endowments – U. T. System Academic Institutions

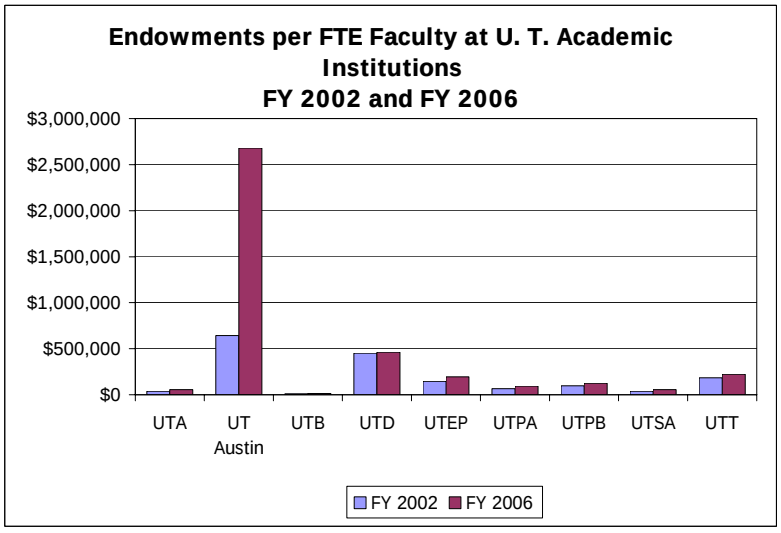
- The dollar value and number of endowments have grown substantially over the FY 2002 to FY 2006 period at all U. T. System academic institutions.
- The ratio of these endowments to FTE students and FTE faculty illustrate the impact of these funds in the support of teaching, research, and other activities that serve students and faculty. With accelerating enrollment growth, the value per FTE student has not increased as much as the value per FTE faculty at most academic institutions.

Figure IV-5



- Beginning in FY 2006, endowments for U. T. Austin were increased to include 30 percent of the Permanent University (PUF) market value. This reporting resulted in significant differences in the endowments per FTE student at U. T. Austin.

Figure IV-6



- Beginning in FY 2006, endowments for U. T. Austin were increased to include 30 percent of the Permanent University (PUF) market value. This reporting resulted in significant differences in the endowments per FTE faculty at U. T. Austin.

Administrative Costs in Relation to Total Expenses

Table IV-12

Amount Expended for Administrative Costs as a Percent of Expenses at U. T. Academic Institutions

	FY	2002	2003	2004	2005	2006
Arlington	Administrative Costs	$21,579,268	$21,511,273	$19,760,069	$25,093,345	$22,194,202
	Total expenses	203,533,024	208,510,480	215,692,279	248,058,888	267,461,663
	% Total expenses	10.6%	10.3%	9.2%	10.1%	8.3%
Austin	Administrative Costs	67,677,097	76,221,356	69,876,870	78,644,406	87,912,899
	Total expenses	1,138,486,509	1,205,183,325	1,226,185,936	1,329,200,750	1,439,021,699
	% Total expenses	5.9%	6.3%	5.7%	5.9%	6.1%
Brownsville	Administrative Costs	9,263,187	9,392,148	9,766,930	10,338,716	11,230,225
	Total expenses	81,778,670	88,405,902	94,151,928	106,017,620	120,197,367
	% Total expenses	11.3%	10.6%	10.4%	9.8%	9.3%
Dallas	Administrative Costs	14,658,832	14,461,491	13,851,220	16,377,438	20,720,942
	Total expenses	147,989,327	165,319,197	171,995,585	197,123,066	215,881,043
	% Total expenses	9.9%	8.7%	8.1%	8.3%	9.6%
El Paso	Administrative Costs	17,924,856	18,958,401	15,792,305	17,267,670	19,063,821
	Total expenses	180,960,988	184,577,195	184,916,787	201,897,595	222,792,873
	% Total expenses	9.9%	10.3%	8.5%	8.6%	8.6%
Pan American	Administrative Costs	12,382,010	12,557,050	12,880,257	13,127,484	14,923,148
	Total expenses	127,475,110	143,526,654	145,519,374	162,921,147	181,855,590
	% Total expenses	9.7%	8.7%	8.9%	8.1%	8.2%
Permian Basin	Administrative Costs	2,949,907	3,180,381	2,782,467	3,066,535	3,560,647
	Total expenses	22,939,693	26,640,735	30,348,776	30,634,758	36,170,253
	% Total expenses	12.9%	11.9%	9.2%	10.0%	9.8%
San Antonio	Administrative Costs	19,436,041	21,882,587	24,986,867	28,924,802	32,995,590
	Total expenses	169,362,224	196,341,610	214,453,142	256,384,848	277,751,520
	% Total expenses	11.5%	11.1%	11.7%	11.3%	11.9%
Tyler	Administrative Costs	5,319,266	6,584,941	7,735,271	7,499,899	9,155,651
	Total expenses	37,178,566	41,847,061	46,435,139	52,001,232	59,352,509
	% Total expenses	14.3%	15.7%	16.7%	14.4%	15.4%
	Overall Average	**8.1%**	**8.2%**	**7.6%**	**7.8%**	**7.9%**

Source: Administrative Cost Measures reported to the Legislative Budget Board as an Annual Performance Measure by each institution. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

- For most U. T. System academic institutions, administrative expenses comprise between 8 and 12 percent of total expenses. This relationship is largely a function of size, with larger institutions gaining economies of scale that cause administrative expenses to be a smaller portion of total expenses.
- Since FY 2002, the ratio of administrative expenses to total expenses has, on average, decreased slightly, decreasing at six institutions and increasing at three.
- Total expenses at three institutions – U. T. Permian Basin, U. T. San Antonio and U. T. Tyler -- increased by more than 50 percent between FY 2002 and FY 2006 to accommodate enrollment growth and expansion in related support services. But, the proportion of expenses for administration decreased at U. T. Permian Basin and increased slightly at U. T. San Antonio and U. T. Tyler, as the campuses made concerted efforts to limit administrative expenses.

Facilities

- The following measures provide baselines for future reports. Data from the Coordinating Board are based on self-reports by each institution.

Table IV-13

Assignable Space per FTE Student at U. T. Academic Institutions, FY 2006

	FTE Students	E&G Assignable Sq. Ft.	Ratio E&G Assignable Sq. Ft. to FTE Student
Arlington	18,740	1,870,341	100
Austin	43,966	8,061,397	183
Brownsville*	7,878	593,704	75
Dallas	10,653	1,052,148	99
El Paso	13,980	1,354,815	97
Pan American	12,786	1,104,643	86
Permian Basin	2,443	231,490	95
San Antonio	20,501	1,250,103	61
Tyler	4,323	359,228	83

*Includes Texas Southmost College students

Note: 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.

Source: THECB Campus Planning Website; U. T. System Office of Facilities Planning and Construction

Table IV-14

Space Utilization of Classrooms at U. T. Academic Institutions, FY 2006

	# of Classrooms	Average Weekly Hours of Use	# of Class Labs	Average Weekly Hours of Use
Arlington	176	32.1	59	19.7
Austin	438	37.0	147	30.2
Brownsville	75	37.4	44	29.1
Dallas	91	35.0	25	34.1
El Paso	115	35.8	61	27.1
Pan American	146	34.9	48	24.3
Permian Basin	36	30.9	15	24.9
San Antonio	146	40.8	52	31.7
Tyler	53	36.5	11	33.4

Source: THECB Utilization Report

- In 2004, the Texas Higher Education Coordinating Board established a revised state standard of 38 hours of weekly classroom space use. In 2006, U. T. San Antonio exceeded the standard.
- The THECB also revised the standard for use of class laboratories, to 25 hours of weekly use. U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. El Paso, U. T. San Antonio, and U. T. Tyler exceeded this standard.

Research Expenditures and Use of Research Space

- The following measure helps to track the productivity of investments in research space.

Table IV-15

Research Space at U. T. Academic Institutions

	FY 2006			FY 2005
	Research Expenditures	Research E&G Sq. Ft.	Research Expenditures per Research E&G Sq. Ft	Research Expenditures per Research E&G Sq. Ft
Arlington	$34,865,068	228,346	$153	$143
Austin	446,686,603	1,526,360	293	275
Brownsville	5,890,444	8,145	723	1,099
Dallas	43,085,236	167,249	258	254
El Paso	41,933,182	163,628	256	224
Pan American	6,790,592	51,393	132	119
Permian Basin	2,377,656	10,574	225	91
San Antonio	32,316,849	130,842	247	213
Tyler	915,024	2,834	323	177
Total Academic	**$614,860,654**	**2,289,371**	**$269**	**$251**

Source: THECB Space Projection Model based on institution self-reports

Table IV-16

Construction Projected for U. T. Academic Institutions, FY 2006-2011

		All Projects		Repair & Renovation		New Construction	
	Project Type	# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost
Arlington	Ed/Admin	4	$92,972,945	2	$48,000,000	2	$44,972,945
	Auxiliary	0	0	0	$0	0	$0
	Research	2	110,430,000	0	$0	2	$110,430,000
	Total	**6**	**$203,402,945**	**2**	**$48,000,000**	**4**	**$155,402,945**
Austin	Ed/Admin	21	374,835,000	11	$141,540,000	10	$233,295,000
	Auxiliary	7	411,100,000	2	$37,800,000	5	$373,300,000
	Research	8	443,794,000	1	$60,000,000	7	$383,794,000
	Total	**36**	**$1,229,729,000**	**14**	**$239,340,000**	**22**	**$990,389,000**
Brownsville/TSC	Ed/Admin	0	$0	0	$0	0	$0
	Auxiliary	0	0	0	0	0	0
	Research	1	33,800,000	0	0	1	33,800,000
	Total	**1**	**$33,800,000**	**0**	**$0**	**1**	**$33,800,000**
Dallas	Ed/Admin	8	50,224,750	4	$38,644,750	4	$11,580,000
	Auxiliary	0	0	0	$0	0	$0
	Research	4	141,625,000	1	$14,625,000	3	$127,000,000
	Total	**12**	**$191,849,750**	**5**	**$53,269,750**	**7**	**$138,580,000**
El Paso	Ed/Admin	6	12,986,000	6	$12,986,000	0	$0
	Auxiliary	2	35,250,000	0	$0	2	$35,250,000
	Research	3	154,500,000	2	$124,000,000	1	$30,500,000
	Total	**11**	**$202,736,000**	**8**	**$136,986,000**	**3**	**$65,750,000**
Pan American	Ed/Admin	7	102,952,000	1	$5,657,000	6	$97,295,000
	Auxiliary	1	12,900,000	0	$0	1	$12,900,000
	Research	3	8,495,000	1	$1,995,000	2	$6,500,000
	Total	**11**	**$124,347,000**	**2**	**$7,652,000**	**9**	**$116,695,000**
Permian Basin	Ed/Admin	2	12,350,000	1	$9,350,000	1	$3,000,000
	Auxiliary	3	64,500,000	0	$0	3	$64,500,000
	Research	1	56,000,000	0	$0	1	$56,000,000
	Total	**6**	**$132,850,000**	**1**	**$9,350,000**	**5**	**$123,500,000**
San Antonio	Ed/Admin	8	123,155,531	4	$10,790,000	4	$112,365,531
	Auxiliary	3	98,945,000	0	$0	3	$98,945,000
	Research	2	105,000,000	1	$22,500,000	1	$82,500,000
	Total	**13**	**$327,100,531**	**5**	**$33,290,000**	**8**	**$293,810,531**
Tyler	Ed/Admin	0	0	0	$0	0	$0
	Auxiliary	2	28,784,000	1	$11,900,000	1	$16,884,000
	Research	4	92,250,000	0	$0	4	$92,250,000
	Total	**6**	**$121,034,000**	**1**	**$11,900,000**	**5**	**$109,134,000**
Academic Institution Total		**102**	**$2,566,849,226**	**38**	**$539,787,750**	**64**	**$2,027,061,476**

Number of projects and total project cost include both new construction and renovation projects; new square footage only includes gross square footage added.

Source: U. T. System Office of Facilities Planning and Construction

- The U. T. System's Capital Improvement Program (CIP), approved by the Board of Regents in August 2006, identifies high-priority capital building and renewal needs. The CIP currently manages $6.403 billion in new construction, repairs, and renovations, including $2.567 billion for academic institutions and $3.836 billion for health-related institutions.
- Between August 2003 and August 2006, the CIP for academic institutions had increased by approximately 90 percent, from $1.348 billion to $2.567 billion.
- For the future, student enrollment gains may increase at a faster rate than the CIP. This will pose policy, resource, and student service challenges for U. T. System institutions and the U. T. System.
- In addition, U. T. Brownsville/Texas Southmost College has the capacity to fund capital projects through bond issues and student fees, which are not part of the U. T. System's Capital Improvement Program. For FY 2006-2011,

	All Projects		Repair & Renovation		New Construction		
Project Type	# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost	
Ed/Admin	6	$64,060,410 *	2	$18,060,410	4	$46,000,000	
Auxiliary	1	26,000,000 **	0	$0	1	$26,000,000	**
Research	1	33,800,000	0	$0	1	$33,800,000	
Total	**8**	**$123,860,410**	**2**	**$18,060,410**	**6**	**$105,800,000**	

* Funding provided through $68 million Texas Southmost College Bond Issue.

** Funding provided by Student Fee Assessment.

Table IV-17

Facilities Condition Index for U. T. Academic Institutions, FY 2006

	Gross Sq. Ft.	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
Arlington	4,752,728	$1,065,900,000	$22,764,000	0.02
Austin	19,763,931	4,459,053,000	286,761,000	0.06
Brownsville*	1,775,748	428,122,000	26,584,000	0.06
Dallas	2,514,708	466,897,000	24,577,000	0.05
El Paso	3,607,365	800,184,000	19,660,000	0.02
Pan American	2,189,697	494,776,000	0	0
Permian Basin	782,158	166,496,000	260,000	0
San Antonio	3,559,254	773,494,000	66,105,000	0.09
Tyler	1,044,036	$215,715,000	$2,414,000	0.01

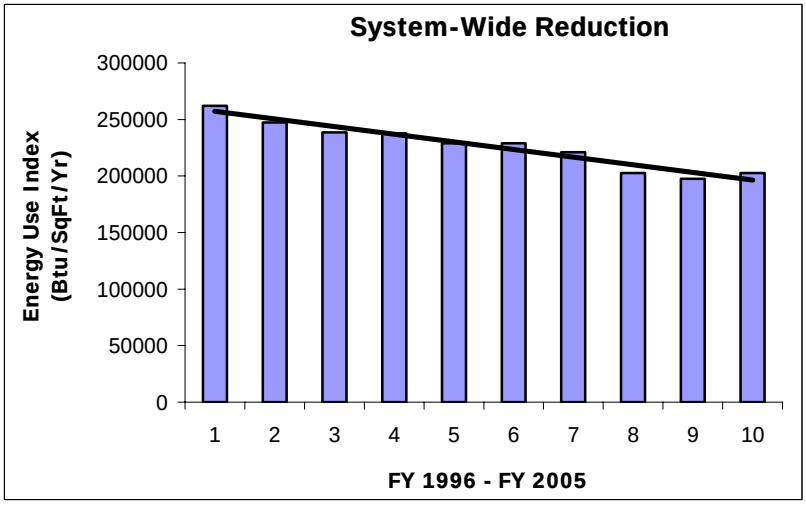
* Excludes Texas Southmost College

Source: U. T. System Office of Facilities Planning and Construction

Energy Use

- These data illustrate the increasing efficiency of operations of U. T. System academic institution physical plants.
- Utility funding comprises approximately 68 percent of the total operation and maintenance infrastructure support funds distributed by the infrastructure funding formula and appropriated by the legislature for U. T. System academic institutions; U. T. System health-related institutions allot approximately 50 percent of their formula funding to utilities.
- Reduction of energy use and costs significantly increases the efficiency of operations of U. T. System institutions.
- In 2001, the U. T. System set a goal to reduce energy consumption by 10 to 15 percent by 2011.
- From 1996 to 2005, U. T. System institutions have, on average, reduced energy use by 23 percent per gross square foot, during a period when total gross square footage increased by over 58 percent.
- These savings have been achieved through the construction of more energy-efficient buildings, campus-based initiatives to monitor daily use, and programs to manage energy more efficiently.

Figure IV-7



Energy Use Reductions: U. T. System Academic Institutions

Table IV-18

Reduction in Energy Use by U. T. Academic Institutions, 5-Yr, 10-Yr

	2001-2005 Reduction (%)	1996-2005 Reduction (%)
Arlington	15	0
Austin	10	14
Brownsville/TSC	11	13
Dallas	25	17
El Paso	4	25
Pan American	(23)	(22)
Permian Basin	28	31
San Antonio	17	9
Tyler	(2)	16

Note: Percentage decrease based on change in Energy Use Index = BTU/SqFt/Yr

Source: U. T. System Office of Facilities Planning and Construction

- Each U. T. System academic institution has set a goal to reduce energy consumption by 15 percent by 2011.
- Most campuses are meeting or exceeding this goal.

Trends in Small Class Size

- As the table below illustrates, the number of small classes is small in proportion to all classes offered at U. T. System academic institutions and is decreasing on most campuses.
- In 2006, the proportion of small classes decreased compared with previous years. On average, only 4.9 percent of all classes were small – those courses with fewer than ten students at the undergraduate level or fewer than five students at the graduate level.

Table IV-19

Organized Courses at U. T. Academic Institutions
Number and Proportion of Small Classes, FY 2003-2006*

	FY 2003		FY 2004		FY 2005			FY 2006		
	#	% of total classes	#	% of total classes	#	% of total classes	% of total SCH	#	% of total classes	% of total SCH
Arlington	138	2.7	161	3.0	64	1.2	0.2	50	0.9	0.1
Austin	521	4.8	605	5.6	632	5.8	0.4	669	6.2	0.7
Brownsville/TSC	124	7.5	157	9.4	164	9.0	3.9	159	8.1	4.1
Dallas	314	12.1	250	9.4	67	2.5	0.4	95	3.4	0.5
El Paso	260	6.2	314	7.6	102	2.3	0.3	144	3.2	0.4
Pan American	401	10.7	213	5.2	404	8.9	1.4	307	6.7	1.0
Permian Basin	178	23.4	153	18.1	124	14.0	3.0	120	12.8	2.8
San Antonio	179	4.4	132	3.1	202	4.3	0.5	172	3.6	0.4
Tyler	177	11.2	159	9.9	166	9.6	2.4	123	6.9	1.3
Total	**2,292**	**6.6%**	**2,144**	**6.1%**	**1,925**	**5.2%**	**0.6%**	**1,839**	**4.9%**	**0.7%**

*Includes fall and spring courses with cross-listed and multi-section courses counted only once per semester.
Note: Instructions for the calculation of small classes for cross-listed or multi-section classes were clarified in FY05; therefore, data from previous years may not be comparable.

Source: THECB; U. T. System Office of Institutional Studies and Policy Analysis

- The Texas Higher Education Coordinating Board permits small organized classes provided that the offerings are approved by the governing board of the university. They may be offered if they are:
  - required course for graduation (the course is not offered each semester or term, and, if canceled, may affect the date of graduation of those enrolled);
  - required course for majors in field and should be completed this semester (or term) to keep proper sequence in courses;
  - in a newly established degree program, concentration, or support area;
  - part of an interdepartmental (cross-listed) course taught as a single class by the same faculty, provided that the combined enrollments do not constitute a small class;
  - a first-time offering;
  - class size-limited by accreditation or state licensing standards;
  - class size-limited by availability of laboratory or clinical facilities; or
  - voluntarily offered by a faculty member in excess of the institutional teaching load requirement and for which the faculty member receives no additional compensation.

- In 2006, 78 percent of undergraduate and 81 percent of graduate small courses were offered because they were cross-listed, needed to maintain proper sequencing, or required for graduation.

Figure IV-8

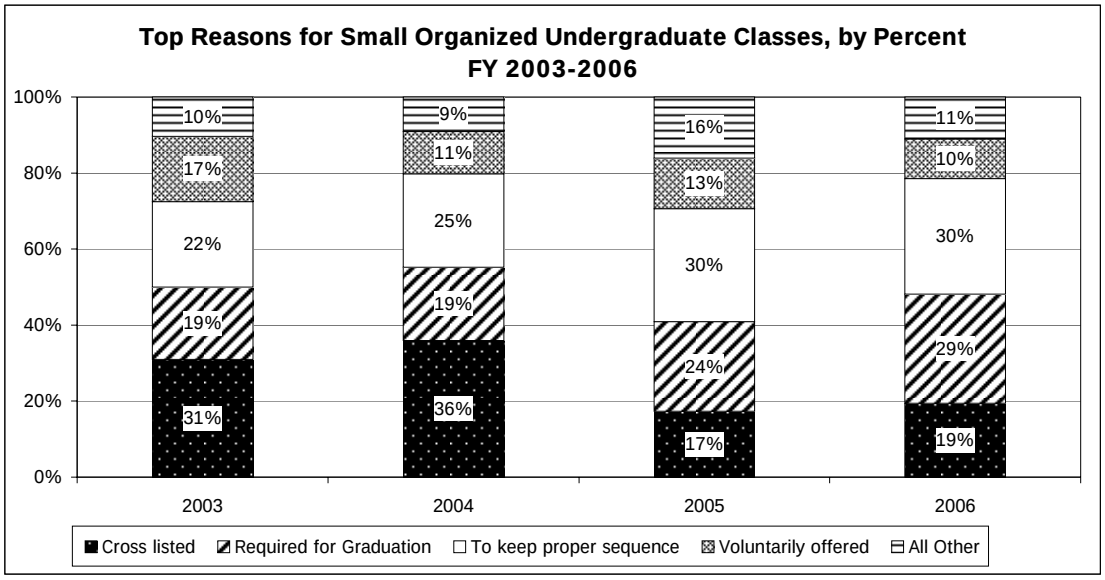
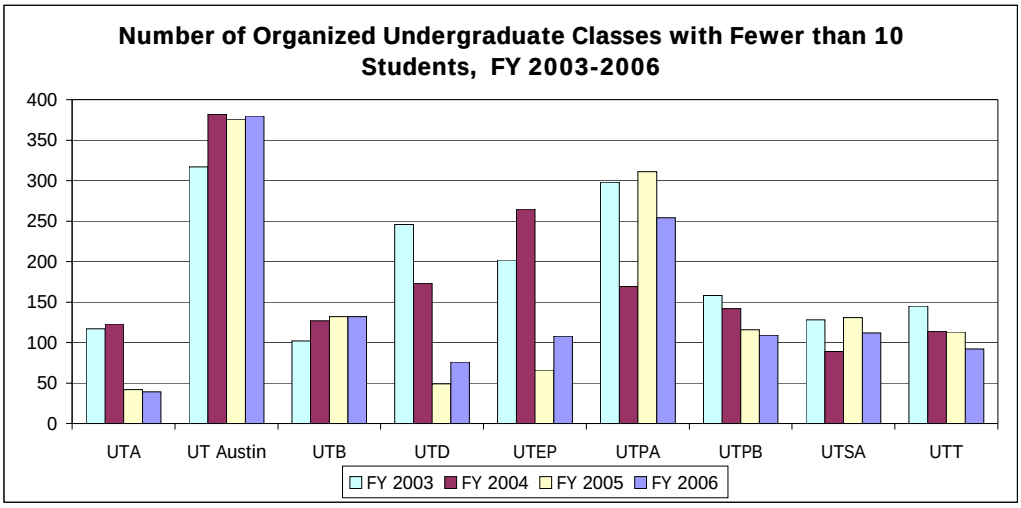


Figure IV-9



- The number of classes enrolling fewer than ten undergraduate students declined between 2003 and 2006 at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

- The number of classes enrolling fewer than five graduate students also declined at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler between 2003 and 2006.

Figure IV-10

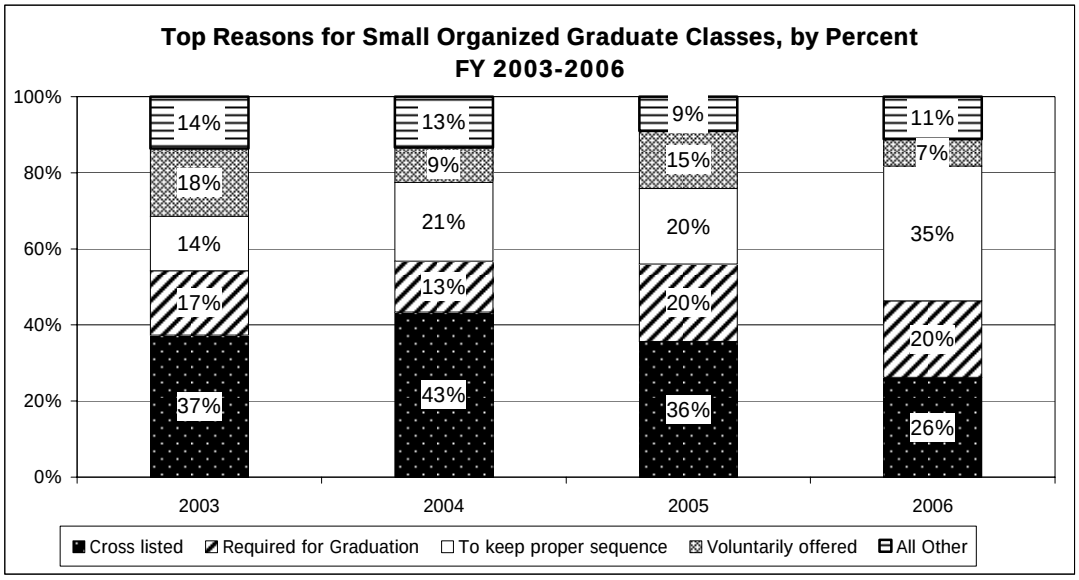
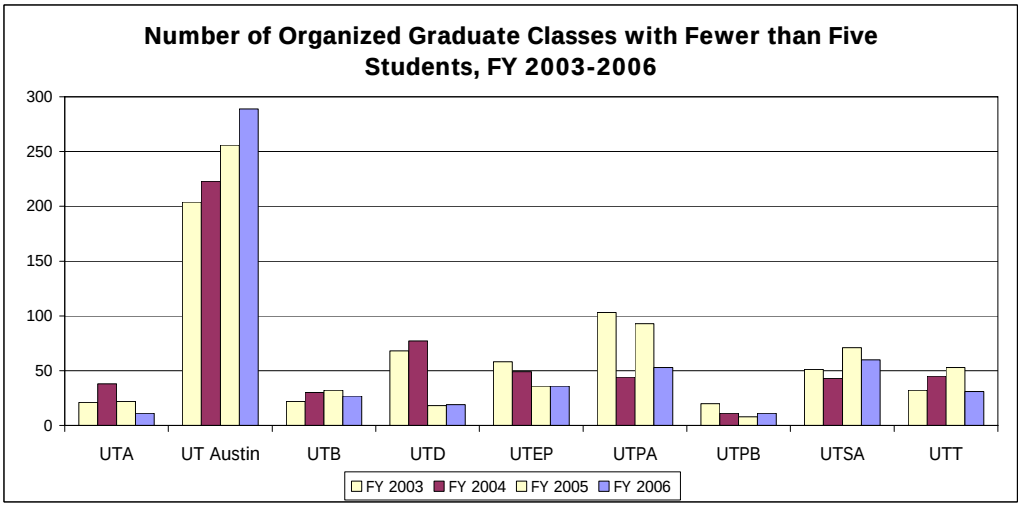


Figure IV-11



IV. Organizational Efficiency and Productivity: U. T. System Health-Related Institutions

Fiscal Performance

Table IV-20

Key Revenues and Expenses at U. T. Health-Related Institutions
($ in thousands)

FY	2002	2003	2004	2005	2006
Revenues*					
SWMC**	$725,174	$745,386	$868,586	$1,114,023	$1,252,722
UTMB**	1,246,647	1,261,376	1,286,576	1,365,222	1,406,672
HSC-H	550,258	572,903	616,105	628,236	682,266
HSC-SA	442,606	457,011	456,334	484,384	526,255
MDACC**	1,408,941	1,570,962	1,826,034	2,052,491	2,304,999
HC-T**	118,184	121,960	124,531	120,475	119,977
Total Health Revenues	**$4,491,810**	**$4,729,598**	**$5,178,166**	**$5,764,831**	**$6,292,891**
Expenses*					
SWMC**	$699,826	$746,429	$803,998	$1,049,016	$1,206,553
UTMB**	1,254,959	1,275,215	1,307,590	1,400,443	1,414,311
HSC-H	547,008	573,053	574,011	601,287	646,595
HSC-SA	429,164	448,826	458,584	494,284	531,607
MDACC**	1,367,659	1,511,377	1,742,330	1,948,743	2,174,426
HC-T**	110,183	117,559	122,306	126,715	121,512
Total Health Expenses	**$4,408,799**	**$4,672,459**	**$5,008,819**	**$5,620,488**	**$6,095,004**

*See next page for breakdown of sources of revenue and expense purposes.
**Institution has a hospital

Source: Exhibit B of Annual Financial Report (AFR)

- To accommodate enrollment growth, inflation and U. T. System initiatives such as improving health in Texas and increasing research to keep Texas competitive, revenues and expenses increased at every health-related institution. From FY 2002 to FY 2006, total system revenues for U. T. System health-related institutions increased from $4.49 billion to $6.29 billion, a 40 percent increase. When adjusted for inflation, using the Consumer Price Index-Urban, the increase was nearly 26 percent.
- Over this same period of time, expenses at increased by 38 percent or 24 percent when adjusted for inflation.

Table IV-21

Key Revenues and Expenses by Source and Purpose at U. T. Health-Related Institutions
($ in thousands)

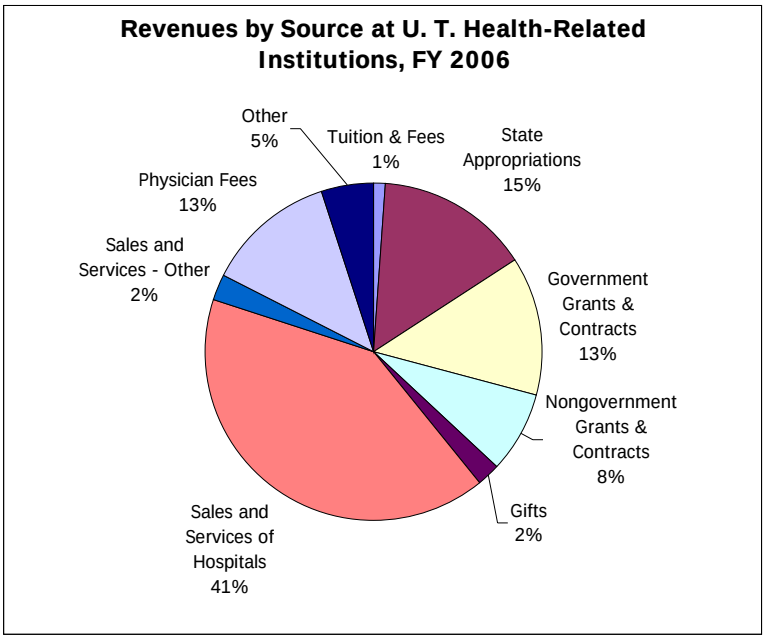
FY	2002	2003	2004	2005	2006
Revenues[1]					
Tuition & Fees	$41,499	$46,789	$48,801	$60,970	$66,730
State Appropriations	881,042	858,325	848,767	823,491	937,560
Government Grants & Contracts	653,793	718,465	768,920	804,787	831,894
Nongovernment Grants & Contracts[2]	355,675	386,004	408,736	419,424	485,467
Gifts[2]	99,537	99,216	101,960	165,690	140,275
Sales and Services of Hospitals	1,525,988	1,669,380	1,889,356	2,302,552	2,574,850
Sales and Services - Other	124,236	99,060	138,772	146,567	156,281
Physician Fees	587,509	655,726	701,119	772,367	793,311
Other	222,531	196,633	271,735	268,983	306,523
Total System Revenues	**$4,491,810**	**$4,729,598**	**$5,178,166**	**$5,764,831**	**$6,292,891**
Expenses[3]					
Instruction	$997,351	$1,026,853	$1,073,255	$1,200,019	$1,266,913
Research	709,032	763,573	829,525	873,788	974,929
Hospitals / Clinics	1,788,350	1,894,749	2,044,782	2,403,634	2,544,684
Institutional Support & Physical Plant	511,028	535,033	575,971	589,058	629,350
Public Service	98,529	113,240	117,137	118,614	117,882
Academic Support	70,071	74,235	74,627	75,981	130,174
Student Services	12,081	11,697	13,436	10,102	11,736
Scholarships and Fellowships	5,226	8,006	9,889	7,988	9,038
Auxiliary	44,422	46,137	42,420	54,237	61,953
Depreciation	172,709	198,936	227,777	287,067	348,345
Total System Expenses	**$4,408,799**	**$4,672,459**	**$5,008,819**	**$5,620,488**	**$6,095,004**

[1] These represent revenues reported on the U. T. System Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the double counting of the same funds as revenue initially by the entities sending the funds, and then subsequently by the entity receiving the funds.
[2] Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants and Contracts has changed to Nongovernmental Grants and Contracts.
[3] Due to the implementation of GASB Statement 35 in 2002, expenses are now accrued and lack capital outlays. Depreciation expense on capital assets is now included. In addition, an entity-wide funds presentation is reflected in the financial statements, not just current funds as in the past.

Source: Exhibit B of Annual Financial Report (AFR)

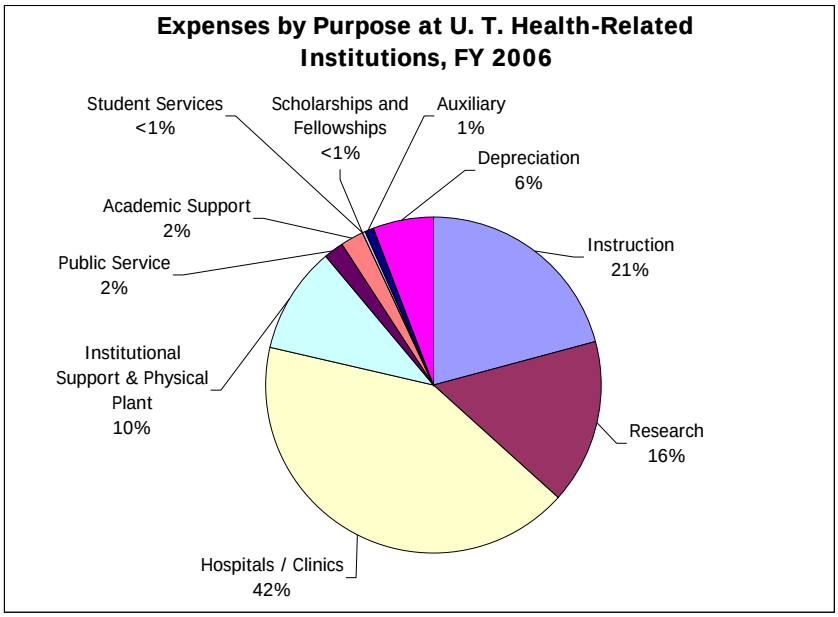
- In FY 2006 the primary sources of revenue for the U. T. System health-related institutions were sales and services of hospitals (41%), state appropriations (15%), government grants and contracts (13%) and Physician Fees (13%). Tuition and fees account for one percent of the total revenues.
- While state appropriations increased significantly from 2005 to 2006, they remain less than 15 percent of institution revenues, down from 20 percent in 2002. Over this same time period, inflation, as measured by the Consumer Price Index –Urban, increased by 11.5 percent.

Figure IV-12



- Between FY 2005 and FY 2006, state appropriations increased slightly from 14 to 15 percent of total revenue for U. T. System health-related institutions.

Figure IV-13



- Research expenses as a proportion of total expenses remained stable at 16% from FY 2005 to FY 2006.
- Hospital/clinic expenses decreased by one percent from 43 percent in FY 2005 to 42 percent in FY 2006.

Patient Care: Total U. T. System Patient Care Revenue

Table IV-22

Total U. T. System Patient Care Revenue at U. T. Health-Related Institutions

($ in thousands)

	FY 01	FY 02	FY 03	FY 04	FY 05
Total Net Hospital and Clinic Revenue	$1,028,427	$1,201,607	$1,362,389	$1,594,990	$1,876,742
MSRDP (Practice Plan) Net Revenue*	582,624	579,463	648,388	701,117	772,366
Total Patient Care Revenue	**$1,611,051**	**$1,781,070**	**$2,010,777**	**$2,296,107**	**$2,649,108**

*Includes Medical Services, Research and Development Programs

Source: U. T. System Hospital Reports, MSRDP and institutional reports

- The U. T. System health-related institutions provide a very significant portion of health services to Texans throughout the state.
- In FY 2005, total patient care revenue increased to almost $2.65 billion, reflecting the growing base of patients and scope of service by U. T. System health-related institutions.

Hospital and Clinic Service in Relation to Hospital General Revenue

- These measures illustrate the productivity of clinic and hospital care relative to the amount of State General Revenue support for the hospital.

Table IV-23

	FY 01	FY 02	FY 03	FY 04	FY 05
General Revenue Per Hospital Admission					
UTMB	$3,280	$3,155	$3,068	$3,162	$3,069
MDACC	$5,894	$4,793	$4,677	$4,839	$4,745
UTHC-T	$4,691	$4,981	$4,845	$4,759	$5,634
HCPC (Harris County Psychiatric Center)	$3,681	$3,470	$3,572	$3,464	$3,597
Amount of General Revenue Per Patient Day					
UTMB	$614	$592	$586	$640	$641
MDACC	$810	$667	$620	$652	$631
UTHC-T	$601	$653	$677	$647	$856
HCPC	$357	$336	$331	$328	$347
Amount of General Revenue Per Hospital Outpatient and Clinic Visit					
UTMB	$136	$130	$134	$151	$152
MDACC	$232	$179	$168	$163	$128
UTHC-T	$114	$140	$134	$105	$143
Hospital General Revenue as a Percent of Hospital Charity Care Provided					
UTMB	58%	47%	37%	35%	35%
MDACC	119%	79%	63%	54%	46%
UTHC-T	82%	101%	126%	54%	50%
HCPC	86%	79%	87%	80%	81%

Source: The University of Texas System Annual Hospital Report and institutions reports, and institutions report of General Revenue for hospital operations.

Endowments – U. T. System Health-Related Institutions

Table IV-24

Value of Endowments for U. T. Health-Related Institutions

	Value** 8/31/02	Value** 8/31/06	% change 02-06
SWMC*	$608,888,000	$1,143,426,000	88%
UTMB*	295,898,000	432,172,000	46%
HSC-H*	87,927,000	157,148,000	79%
HSC-SA*	226,799,000	346,235,000	53%
MDACC*	263,643,000	457,727,000	74%
HC-T*	26,136,000	39,108,000	50%
Total Health-Related	**$1,509,291,000**	**$2,575,816,000**	71%

*Some of the increase in the total market value of endowments of these institutions is attributable to funds distributed through the Permanent Health Fund, as part of the tobacco settlement.

**These totals include endowment funds managed by UTIMCO as well as those held in trust by other entities, as reported to the Council for Aid to Education each year. (Information offered on endowment funds not managed by UTIMCO is reported by each institution. Due to factors beyond control of the U. T. System Administration, amounts reported may represent estimates instead of actual figures.)

Source: U. T. System Office of External Relations and U. T. institution reports to the Council for Aid to Education

- The value of endowments for U. T. System health-related institutions was 2.58 billion dollars as of August 31, 2006, a 71 percent increase over the value in 2002.

Figure IV-14

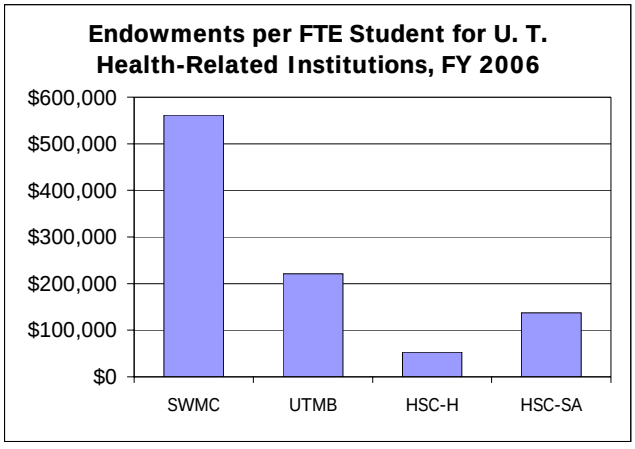
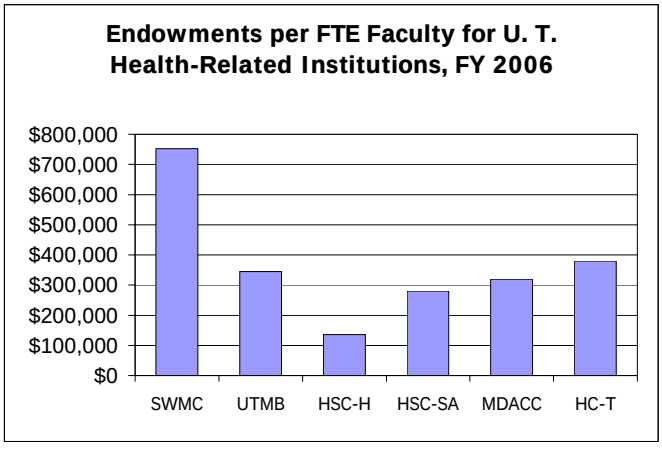


Figure IV-15



Administrative Costs in Relation to Total Expenses

Table IV-25

Amount Expended for Administrative Costs as a Percent of Expenses at U. T. Health-Related Institutions

	FY	2002	2003	2004	2005	2006
SWMC	Administrative Costs	$42,205,477	$42,387,679	$40,130,750	$44,853,964	$49,366,176
	Total Expenses	690,232,692	735,989,189	793,614,735	1,032,539,467	1,191,523,468
	% of Total Expenses	6.1%	5.8%	5.1%	4.3%	4.1%
UTMB	Administrative Costs	47,712,199	56,416,463	60,827,371	27,224,308	26,658,023
	Total Expenses	1,250,116,030	1,270,372,660	1,299,079,042	1,385,806,681	1,402,756,596
	% of Total Expenses	3.8%	4.4%	4.7%	2.0%	1.9%
HSC-H	Administrative Costs	42,586,601	53,784,642	52,038,601	57,436,074	65,848,723
	Total Expenses	529,561,107	556,851,437	559,110,020	585,123,963	628,937,442
	% of Total Expenses	8.0%	9.7%	9.3%	9.8%	10.5%
HSC-SA	Administrative Costs	29,389,937	21,900,153	24,368,830	29,929,278	33,394,759
	Total Expenses	426,495,884	445,497,569	452,422,247	486,377,061	524,712,872
	% of Total Expenses	6.9%	4.9%	5.4%	6.2%	6.4%
MDACC	Administrative Costs	115,533,058	132,292,905	143,898,025	149,412,496	155,790,684
	Total Expenses	1,337,644,384	1,492,951,108	1,724,249,855	1,936,133,125	2,134,555,381
	% of Total Expenses	8.6%	8.9%	8.3%	7.7%	7.3%
HC-T	Administrative Costs	5,421,006	8,083,042	8,520,041	9,202,113	9,696,777
	Total Expenses	107,798,331	115,092,220	119,374,181	124,549,135	120,964,198
	% of Total Expenses	5.0%	7.0%	7.1%	7.4%	8.0%
	Overall Average	**6.5%**	**6.8%**	**6.7%**	**5.7%**	**5.7%**

Source: Administrative Cost Measures reported to the Legislative Budget Board as an Annual Performance Measure by each institution. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

- The average ratio of administrative costs to total expenses remained at 5.7 percent in FY 2006, unchanged from FY 2005 and lower than FY 2002 through FY 2004.
- Between FY 2002 and FY 2006, administrative expenses as a proportion of total expenses have decreased at four of the six health-related institutions, increasing at two.

Clinical Revenue Related to Faculty Activity

Table IV-26

U. T. Health-Related Institutions

Gross Patient Charges per FTE Clinical Faculty*

	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	$2,075,879	$1,875,744	$1,887,877	$2,298,957	$2,431,665
UTMB	1,164,058	1,167,720	1,271,177	1,265,074	1,380,701
HSC-H ***	1,128,029	1,244,127	1,329,066	820,704	900,918
HSC-SA**	861,381	794,409	767,370	624,550	751,590
MDACC	830,782	981,073	1,150,130	1,206,878	1,330,244
HC-T	469,517	503,005	481,916	531,309	589,639

Net Patient Revenues per FTE Clinical Faculty

	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	$596,028	$537,835	$524,252	$630,618	$681,975
UTMB	371,874	355,685	377,801	363,316	409,024
HSC-H ***	332,052	365,754	391,423	196,942	204,091
HSC-SA	341,747	238,141	269,250	191,290	221,976
MDACC	353,664	361,555	427,927	452,767	495,229
HC-T	149,618	162,769	162,839	179,726	160,767

* Based on operating budget figures; actual FTEs may change over the course of a year.

** Include gross charges (FSS and capitated plans).

*** Restated from previous years to reflectd budgeted clinical FTE faculty from all schools.

Source: MSRDP Report and Faculty Salary Report

- Net collections differ due to varying contractual allowances, the provision of indigent care, and billing and collection practices, among other issues.
- In most cases, the net collections per FTE clinical faculty have increased over the past five years.
- U. T. Health Center-Tyler does not have full-time medical staff consistent with certain surgical subspecialties; these specific subspecialties are provided by community physicians in private practice.

Facilities

- This measure provides a baseline for the analysis in future reports of the productivity of investments in research space.

Table IV-27

Research Space at U. T. Health-Related Institutions

	FY 2006			FY 2005	FY 2004
	Research Expenditures*	Research E&G Sq. Ft.**	Research Expenditures per Research E&G Sq. Ft	Research Expenditures per Research E&G Sq. Ft	Research Expenditures per Research E&G Sq. Ft
SWMC	$333,256,162	671,047	$497	$514	$504
UTMB	155,036,202	483,170	$321	$332	$298
HSC-H	175,153,808	340,446	$514	$440	$450
HSC-SA	139,778,732	510,113	$274	$271	$288
MDACC	409,679,711	620,974	$660	$589	$556
HC-T	12,598,871	53,520	$235	$288	$259

*Includes funding for clinical trials.

**Excludes research space used for clinical trials.

Source: THECB Space Projection Model based on institution self-reported data

Table IV-28

Facilities Condition Index for U. T. Health-Related Institutions, FY 2006

	Gross Sq. Ft.	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
SWMC	8,436,307	$2,296,421,000	$0	0.00
UTMB	6,303,024	2,075,037,000	111,286,000	0.05
HSC-H	4,847,720	1,262,084,000	98,183,000	0.08
HSC-SA	2,830,115	920,572,000	76,585,000	0.08
MDACC	9,179,947	2,874,160,000	39,240,000	0.01
HC-T	696,093	$255,993,000	$7,485,000	0.03

Source: U. T. System Office of Facilities Planning and Construction

- Between August 2003 and August 2006, the CIP for health-related institutions has increased by approximately 18 percent, from $3.243 billion to $3.836 billion.

Table IV-29

Construction Projected for U. T. Health-Related Institutions, FY 2006-2011

		All Projects		Repair & Renovation		New Construction	
	Project Type	# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost
SWMC	Ed/Admin	1	$2,800,000	0	$0	1	$2,800,000
	Auxiliary	0	$0	0	$0	0	$0
	Research	4	$546,300,000	0	$0	4	$546,300,000
	Clinical	1	$62,400,000	0	$0	1	$62,400,000
	Total	**6**	**$611,500,000**	**0**	**$0**	**6**	**$611,500,000**
UTMB	Ed/Admin	4	$51,620,254	3	$24,260,000	1	$27,360,254
	Auxiliary	1	$18,780,000	0	$0	1	$18,780,000
	Research	5	$264,250,673	3	$93,030,000	2	$171,220,673
	Clinical	2	$285,000,000	0	$0	2	$285,000,000
	Total	**12**	**$619,650,927**	**6**	**$117,290,000**	**6**	**$502,360,927**
HSC-H	Ed/Admin	3	$16,231,250	2	$13,000,000	1	$3,231,250
	Auxiliary	1	$7,500,000	0	$0	1	$7,500,000
	Research	5	$336,200,000	0	$0	5	$336,200,000
	Clinical	2	$82,500,000	1	$60,000,000	1	$22,500,000
	Total	**11**	**$442,431,250**	**3**	**$73,000,000**	**8**	**$369,431,250**
HSC-SA	Ed/Admin	3	$32,172,029	2	$10,822,029	1	$21,350,000
	Auxiliary	0	$0	0	$0	0	$0
	Research	5	$181,000,000	2	$10,000,000	3	$171,000,000
	Clinical	3	$133,200,000	0	$0	3	$133,200,000
	Total	**11**	**$346,372,029**	**4**	**$20,822,029**	**7**	**$325,550,000**
MDACC	Ed/Admin	20	$470,300,000	14	$289,700,000	6	$180,600,000
	Auxiliary	7	$227,500,000	1	$21,000,000	6	$206,500,000
	Research	10	$863,500,000	2	$70,000,000	8	$793,500,000
	Clinical	5	$251,600,000	4	$50,200,000	1	$201,400,000
	Total	**42**	**$1,812,900,000**	**21**	**$430,900,000**	**21**	**$1,382,000,000**
HC-T	Ed/Admin	0	$0	0	$0	0	$0
	Auxiliary	0	$0	0	$0	0	$0
	Research	0	$0	0	$0	0	$0
	Clinical	1	$3,500,000	0	$0	0	$3,500,000
	Total	**1**	**$3,500,000**	**0**	**$0**	**0**	**$3,500,000**
Health-Related Total		**83**	**$3,836,354,206**	**34**	**$642,012,029**	**48**	**$3,194,342,177**

Number of projects and total project cost include both new construction and renovation projects; new square footage only includes gross square footage added.

Source: U. T. System Office of Facilities Planning and Construction

Energy Use

Table IV-30

Reduction in Energy Use by U. T. Health-Related Institutions, 5-Yr, 10-Yr

	2001-2005 Reduction (%)	1996-2005 Reduction (%)
SWMC	31	44
UTMB	(14)	45
HSC-H	23	38
HSC-SA	(17)	30
MDACC	23	10
HC-T	(9)	7

Note: Percentage decrease based on change in Energy Use Index = BTU/SqFt/Yr.

Source: U. T. System Office of Facilities Planning and Construction

- These data illustrate the increasing efficiency of operations of U. T. System health-related institutions.
- Each institution has set a goal to reduce energy consumption by 15 percent by 2011.
- Most campuses are meeting or exceeding this goal.

Organizational Efficiency and Productivity: Implications for Future Planning and Measures for Future Development

Implications for Future Planning

- Financial resources. The U. T. System will depend increasingly on a combination of tuition, tuition revenue bonds, appropriations, private donations, and patient care revenues to obtain resources necessary to achieve its goals in teaching, research, health care, and service. Using these funds most efficiently will present an increasingly important challenge as demands to serve students and patients continue to grow. This report summarizes much more detailed information that helps assess the impact of shifts in this complex resource base.
- Private giving and endowments. Private sources of support will become increasingly important; this report should, in future years, illustrate the impact of these investments and the benchmarking and development of operation enhancements at U. T. System institutions.
- Productivity and efficiency studies. The U. T. System has begun an analysis of the measures and comparative benchmarks it will use in the future to assess the productivity and efficiency of its operations. Results and recommendations are expected in 2007.
- Human resource data and trends. The U. T. System continues to lack a consistent, centralized process for analyzing staff trends including trends in salaries, FTEs, and professional development for employees in various classes. These issues are being addressed by the U. T. System Administration. Recommendations are expected in 2007.
- Human resource development. Investment of resources in recruiting, retaining, and developing faculty and staff is and will be a critical success factor for U. T. System institutions. This report provides a framework for the future assessment of the effectiveness of these investments.

Measures for Future Development

- Define measures of productivity, based on System recommendations.
- Refine the methodology for collecting and analyzing all faculty and staff (human resources) data.
- Specific measures related to the 10-year U. T. System strategic plan will be refined, added, or eliminated.

V. Institution Profiles

Values

The U. T. System is committed to the continued improvement and excellence of each of its nine universities and six health-related institutions.

Goals

- Provide a foundation for the assessment of institutional performance.
- Foster continuous improvement relative to individual institutional goals and in relation to peer institutions.
- Highlight areas of excellence.

Priorities

- Develop expectations of baseline performance.
- Use these trends to establish performance targets for future editions of this accountability report.
- Use information as background for the evaluation of institutional performance.

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Introduction

- This accountability report provides a foundation for the assessment of institutional performance over time.
- The information provided in this report is intended to foster continuous improvement, good management, and transparency within and outside the U. T. System, and to contribute to collective academic, health care, and service missions.
- Assessing performance requires establishment of meaningful, achievable targets. Institution-level performance targets should be set by weighing a number of factors:
  - Comparisons with peer institutions;
  - Trend lines showing past and current performance; and
  - Expectations set by institutions, the System, or external groups.
- Each institution, working with the U. T. System Office of Academic Affairs or U. T. System Office of Health Affairs, has identified a limited group of institutions to which it compares itself. These include institutions that are comparable now to establish a baseline, and others that provide a framework for aspirational performance targets.
  - A selected list of performance indicators was identified in the process to focus the comparisons.
  - In the case of U. T. System health-related institutions, many of these comparisons are at the school level to ensure that comparisons are made to similar entities.
  - Each institution identifies performance goals for key measures which are reflected here, and in institutional compacts [www.utsystem.edu/osm/compacts/]. Progress toward these goals will be tracked in future editions of this report as a point of comparison to the trend lines in performance on the selected list of indicators identified here.
- This information contributes to reviewing institutions and establishing benchmarks and targets for future performance. It is used by the U. T. System to evaluate performance and establish expectations of each institution in conjunction with other documents such as each institution's strategic plan, Compact, and president's annual work plan.

Institutional and Program Rankings

A. Ranking Highlights

National rankings interest many people who use them as a kind of "proxy of quality;" they cannot be ignored. However, because there is no perfectly objective or comprehensive ranking system, public policy-makers should use such rankings with great caution.

There is no single accepted overall ranking of research universities, in part because institutions differ significantly in the variety of programs offered and in the different roles they play in each state's higher education infrastructure. Rankings depend on what a particular study wishes to emphasize. The various national ranking systems are intended to serve differing purposes: some focus on institutions as a whole, some on the research quality of individual graduate programs, and others on the undergraduate experience. For these reasons, the lists of top schools are not identical across the rankings systems.

Overall, the lists of top schools do not change radically from year to year. To sustain its position, let alone move up in the rankings, an institution must continue to recruit strong faculty who perform at a high level in research productivity; invest in key areas expected to experience growth in federal research budgets, e.g., biomedical sciences or national security; invest in undergraduate improvement to increase retention and graduation rates; and increase selectivity. Size can matter: in rankings of research universities, those with more comprehensive portfolios of academic programs, larger numbers of faculty, and more research funding tend to rise to the top of the lists. Having a medical school adds to the size and research productivity. On the other hand, small, selective private schools tend to rise to the top of lists focusing on undergraduate education.

A more detailed discussion of national rankings with information about each institution may be found in Sections B–D, below.

Table V-1

National Institutional Rankings Summary, U. T. Academic Institutions

U. T. System	1 in R&D expenditures FY 2004	NSF 2006
	2 in federal research expenditures FY 2004	NSF 2006
Arlington	4th tier, national universities	*U.S. News*, 2006
	225 of 601 in total R&D expenditures FY 2004	NSF 2006
Austin	13 among top public universities; 47 among all universities;	*U.S. News*, 2006
	Tied for 20th of all public and private research universities (643 total); tied for 6th in public research universities (390 total);	Lombardi Center, 2006
	36 of 601 in R&D expenditures FY 2004	NSF 2006
	39 among top 500 world universities	Shanghai Jiao Tong ranking 2006
Brownsville/TSC	4th tier, master's universities – West	*U.S. News*, 2006
Dallas	3rd tier, national universities	*U.S. News*, 2006
	195 of 601 in R&D expenditures FY 2004	NSF 2006
El Paso	4th tier, national universities	*U.S. News*, 2006
	209 of 601 in R&D expenditures FY 2004	NSF 2006
Pan American	4th tier, master's universities – West	*U.S. News*, 2006
	341 of 601 in R&D expenditures FY 2004	NSF 2006
Permian Basin	4th tier, master's universities – West	*U.S. News*, 2006
San Antonio	3rd tier, master's universities – West	*U.S. News*, 2006
	236 of 601 in R&D expenditures FY 2004	NSF 2006
Tyler	Top tier, master's universities – West (51 among all; 15 among public)	*U.S. News*, 2006

Noteworthy 2005-06 Rankings, Memberships, and Awards by Institution

	Ranking/Membership/Award	Number of Awards
UTA	Humboldt Research Award	1
	K. Patricia Cross Future Leaders in Higher Education Award	1
	NEH Summer Seminar (Cambridge, UK)	1
	American Society of Newspaper Editors Institute for Journalism Excellence Fellow	1
	The Wood Design Awards 2005: A North American Program of Architecture Excellence	1
	The John Liebiskind Pain Management Research Award	1
	Giddon Award for Distinguished Research in the Behavioral Sciences	1
UT Austin		
	Pulitzer Prize	1
	American Law Institute	1
UTB	American Academy of Nursing	1
	National Institute for Staff and Orginizational Development Excellence Award	7
	Hispanic Heritage Foundation Education Award	1
	Hispanic Association of Colleges and Universities Kellogg MSI Fellows Program	1
UTD	Fulbright American Scholar	1
	National Endowment for the Humanities Fellowship	2
	Fellow, Association of Psychological Sciences	1
	NIH Mid Career Independent Scientist Award	1
	Vautrin Lud Laureate	1
	Long-Term Huntington Library Fellowship	1
	Chancellor's Teaching Award	1
	Fellow of American Institute of Certified Planners	1
UTEP	NEH Faculty Research Awards for 2005-06	3
	Fellow American Anthropological Association	1
	Health Education Honorary Society (Eta Sigma Gamma)	1
	NASA Administrator's Fellowship Program	1
	Piper Professor for 2006	1
	Outstanding U.S. Bilingual Educator from the Education Ministry of Spain	1
	20 Elite Women of 2006, Hispanic Business Magazine	1
UTPA	American Council on Education Fellow	1
	National Board for Certified Counselors - Association for Counselor Education and Supervision (NBCC/ACES) International Fellows award	1
	Kellogg Leadership for Community Change Fellow Award	1
	Kellogg Foundation Leadership Award	1
	Hormel Meritorious Teacher Award, one of ten in U.S. by the Marketing Management Assoc.	1
	Best Graduate Teacher Award from the University of Talca, Chile	1
	One of 20 outstanding teachers of television by the Academy of Television Arts and Science	1
	Lone Star Award from the Houston Press Club for the State of Texas	1
	Appointed as the Official Photographer for the United States Coast Guard	1
	UT System Chancellor's Outstanding Teaching Award	1
	Presidential Commendation Award from Texas Association for Clinical Laboratory Science	1
	Omicron Sigma from Texas Association for Clinical Laboratory Science- State Level	1
	Diversity Award from the National Association of Physician Program	1
	Special project award from the Texas Rehabilitation Association	1
	Named to National Board of the Hispanic Organizations of Leadership Alliance	2
	"Adaljiza Sosa-Riddell Award for Exemplary Mentoring of Latino Undergraduate Political Science Students" presented by the American Political Science Association	1
UTPB	Fulbright German Studies Seminar	1
	Modern Language Association-South Central - 2006 Book Prize	1
UTSA	Institute of Management Accountants Faculty Leadership Award	1
	National Institute of Aging, Summer Institute	1
	Fellow, American Institute for Medical and Biological Engineering	2
	Fellow, Biomedical Engineering Society	1
	International Fellow of Biomaterials, Science and Engineering	1
	NEH Summer Institute Vienna	1
UTT	American Academy of Nursing	1

Source: U. T. Academic Institutions

Table V-2

National Institutional Rankings Summary, U. T. Health-Related Institutions		
SWMC	42 of 601 in R&D expenditures FY 2004	NSF 2006
	38 in top 500 world universities	Shanghai Jiao Tong ranking 2006
	44 of all public and private research universities (643 total); 23 in public research universities (390 total);	Lombardi Center, 2006
UTMB	90 of 601 in R&D expenditures FY 2004	NSF 2006
	Tied for 55th of public research universities (390 ranked)	Lombardi Center, 2006
HSC-H	97 of 601 in R&D expenditures FY 2004	NSF 2006
	Tied for 66th of public research universities (390 ranked)	Lombardi Center, 2006
HSC-SA	99 of 601 in R&D expenditures FY 2004	NSF 2006
MDACC	#2 cancer hospital	*U.S. News*, 2006
	35 of 601 in R&D expenditures FY 2004	NSF 2006
	Tied for 47 of all public and private research universities (643 total); 30 in public research universities (390 total);	Lombardi Center, 2006

Noteworthy 2005-06 Rankings and Awards by Institution

	Ranking/Membership/Award	Number of Awards
UTSWMC	National Academy of Science	2
	Fulbright American Scholars	1
	NIH Merit Award	1
	Institute of Medicine	1
	American Academy Arts and Sciences	1
	Shaw Prize in Life Science and Medicine	1
UTMB	Advocacy Award, American Society of Meatology	1
	America's Best Doctors, Best Doctors, Inc.	4
	America's Top Docs	2
	Chair, Board of Scientific Councilors, National Center for Infectious Diseases, Centers for Disease Control and Prevention	1
	Chair, Communications Committee, American Board of Internal Medicine	1
	Chair, Forum on Microbial Threats, Institute of Medicine, National Academy of Sciences	1
	Chair, Institute of Medicine Forum on Microbial Threats	1
	Chair, International Conference on Environmental Mutagen in Human Populations	1
	Chair, Long Range Planning Committee, Association of University Radiologist	1
	Chair, Medical Follow-Up Agency Adisory Committee, Institute of Medicine	1
	Chair, Medical Sciences Section, American Assn for the Advancement of Science	1
	Chair, NIH Study Section, Oral Manifestations of HIV Infection	1
	Chair, SHAD Study, Institute of Medicine	1
	Chairman, Judicial Affairs Committee, Texas Radiological Society	1
	Distinguished Service Award, American Board of Radiology	1
	Editor-in-chief, American Journal of Perinatology	1
	Excellence in Leadership Award, Sigma Theta Tau, International Alpha Delta Chapter	1
	Excellence in Mentoring Award, Sigma Theta Tau, International Alpha Delta Chapter	1
	Executive Board, Society of Maternal Fetal Medicine	1
	Fellow, American Academy of Microbiology	1
	Fellow, American Academy of Nurse Practitioners	1
	Fellow, American Association for the Advancement of Science	1
	Fellow, American Gastroenterology Association	1
	Fellow, American Psychological Association	1
	Fellow, Gerontological Society of America	1
	Fellow, Royal College of Physicians, London, UK	1
	Founding Member, UT System Academy of Health Science Educators	1
	Geriatric Academic Career Award, HRSA	3
	Gold Medal, Brazilian College of Radiology	1
	Gold Medal, Texas Radiologic Society	1
	Honorary member, Ranzcar (Radiology Society of Australia and New Zealand)	1
	Laureatte Award, Texas Academy of Internal Medicine, Texas Chapter, American College of Physicians	1

Marquis Who's Who in America 1
Master, American College of Physicians 1
Melvin L. Marcus Young Investigator Award for Cardiovascular Sciences, American Heart Association 1
Member, Board of Directors, American Board of Internal Medicine 1
Member, Board of Directors, Southern Regional Education Board 1
Member, Board of Directors, Ultrasound Fund of Latin America 1
Member, Collegium Ramazzini (international honor society) 1
Member, Hepatobiliary Pathophysiology Study Section, National Institutes of Health 1
Member, Interdisciplinary National Spinal Cord Injury Consortium 1
Member, International Commission on Occupational Health 1
Member, National Science Advisory Board on Biosecurity, National Institutes of Health 1
Member, Office of Women's Health Minority Women's Health Panel of Experts, HHS 1
Member, Pi Alpha, The Physician Assistant Honor Society 1
NIH Independent Scientist Award 1
Outstanding lecturer, Institute of Public Health, Lasi, Romania 1
President, American Society of Microbiology 1
President, Texas Organization of Bacccalaureate & Graduate Nursing Education 1
R.L Petzoldt Award, American Society of Hand Therapists 1
Recognized, 2005-2006 Who's Who in America's Teachers 1
Secretary-Treasurer, Galveston County Medical Society 1
Who's Who in America's Teachers, January 2005 1
Who's Who in Medicine and Healthcare 1
Who's Who in the World 1

UTHSCH
Academy of General Dentist of the Year 1
Living Legend, 16th World Congress of the World Society of Cardio-Thoracic Surgeons 1
American Board of Orthodontics, Director 1
Dale B. Award of Excellence (American Board of Orthodontics) 1
American Academy of Ophthalmology: Senior Honor Award 1
American Academy of Periodontology Foundation Fellowship, Institute of Teaching & Learning in the Health Professions 1
President-Elect for American Association of Clinical Anatomists 1
American Clinical and Climatological Association 1
American College of Cardiology, Fellowship 1
American College of Dentistry, Fellow 1
American College of Veterinary Preventive Medicine 2006-2008, President 1
American Heart Association, Physician of the Year 1
Nancy C.A. Roeske, MD Award for Excellence in Medical Student Education (American Psychiatric Association) 1
American Psychological Association, Fellow 1
American Society for Biochemistry and Molecular Biology 1
American Society of Emergency Radiology, Fellow 1
Arnold P. Gold Foundation's Leonard Tow Humanism in Medicine Award 1
Association of American Physicians 1
Association of Professors of Gynecology and Obstetrics (APGO) Excellence in Teaching Award 1
Joanne Ruiz Clinical Achievement Award (Association of Nurses in AIDS Care) 1
Best Doctor in America, Top Doctors 4
The Civilian National Consultant for Prosthodontics to the Air Force Surgeon General 1
F. Marion Bishop Charitable Trust Fellow (Society of Teachers of Family Medicine Foundation) 1
Fulbright Scholar Program Collaborative Research Award 1
Heart Rhythm Society, Fellowship 1
Elected to Executive Board of the International Society of Nursing Genetics 1
International College of Dentists, Fellow 2
International Commission on Occupational Health 1
Irma Bland Award (Council on Medical Education & Life Long Learning) 1
National Faculty Award for Excellence in Resident Teaching, 2006 (Council on Resident Education in Ob/Gyn-CREOG) 1
Omicron Kappa Upsilon National Dental Society 1
Omicron Kappa Upsilon, Supreme Chapter National Level, President 1
Pierre Fauchard Academy, Fellow (International Honorary Dental Organization) 1
Public Health by The University of Texas System, Executive Vice Chancellor for Health Affairs, Chancellor's Fellow 1
Rostow Texas Literacy Leadership Award 1
Sigma Phi Alpha Dental Hygiene Honor Society 1

	Society of Fellows and Scholars for the National Center on Minority Health and Health Disparities (National Institute of Health)	1
	Society for Cardiovascular Angiography and Interventions, Fellowship	1
	Texas Dental Hygiene Educators Association, President	1
	TIAA-CREF Distinguished Educator Award 2006	1
	The University of Texas Academy of Health Science Education	6
	Walter R. Nickel Award for Excellence in Teaching of Dermatopathology, 2005 (American Society of Dermatology)	1
UTHSCSA	American Academy of Periodontology (AAP) R. Earl Robinson Periodontal Regeneration Award	1
	American Academy of Dental Research (AADR) William B. Clark Clinical Research Fellowship	1
	Piper Professor Award, Minnie Stevens Piper Foundation	1
	Arthur H. Huene Memorial Award, Pediatric Orthopedics	1
	Therapeutic Achievement Award, National Organization for Rare Disorders, Inc.	1
	Scholar-in-Training Award, American Association for Cancer Research	1
	Simon Bolivar Award, American Psychiatric Association	1
	Sigma Xi Scientific Research Society, Martin Goland Research Award	1
	Member elect, UT Academy of Health Science Education	1
	The University of Texas Academy of Health Science Education	1
	Martin Goland Research Award, Sigma Xi Scientific Research Society	1
	Institute of Medicine	1
	American Academy of Nursing	11
	International Association for Dental Research	1
	NIH Merit Awards	5
UTMDA	Institute of Medicine	1
	American Clinical and Climatological Association	2
	Dan David Prize	1
	President Elect, North American Skull Base Society	1
	President, American Society of Clinical Oncology	1
	President, Society of Surgical Oncology	1
	President, Amer Soc for Therapeutic Radiology and Oncology	1
	Member, President's Cancer Panel	1
	Donald Coffey Physician Scientist Award Prostate Cancer Fdn	1
	American Cancer Society Quality of Life Award	1
	AACR Excellence in Cancer Prevention Research Award	1
	Fulbright Scholar	1
	America's Top Cancer Doctors	78
	President, Houston Academy of Medicine	1
	Institute for Quality in Laboratory Medicine, Director	1
	American Academy of Pain Medicine Lippe Award	1
	American Society of Breast Disease Pathfinder Award	1
	Sidney Kimmel Foundation Cancer Research Scholar	1
	American Assn for Cancer Education Achievement Medal	1
	American Assn of Physicists in Medicine Daniels Award	1
	Leukemia and Lymphoma Society Kenny Award	1
	Intercultural Cancer Council Founder's Award	1
	American Brain Tumor Association Young Investigator Award	1
	Member, Oncology Nursing Society Foundation Board of Trustees	1
	American Academy of Nursing	2
	Texas Nurses Association Outstanding Performance in Nursing	6
	The National Academies of Practice, Academy of Nursing	1
	Oncology Nursing Society Excellence in Public Education Award	1
UTHCT	Fellow, American College of Physicians	1
	Fellow, American College of Chest Physicians	1
	BOE, American J Respiratory and Critical Care Medicine	1
	BOE, American J Physiology: Lung Cellular/Molecular Physiology	1
	BOE-Level 1 Strategic Planning Cmte for Lung Institute NHLBI	1
	BOE-Level 1 Strategic Planning Cmte for Blood Institute NHLBI	1
	NIH Protocol Review Committee, IPF Net	1
	Texas Dept of State Health Services-Tuberculosis Expert consultant	1
	Rose Hulman Institute of Technology-Career Achievement Award	1
	Malcolm Baldridge National Quality Award-Bd Med Examiners	1

Source: U. T. Health Institutions

B. Ranking Systems Overview and Analysis

There are many ways to assess institutional quality. This section summarizes three major rankings systems, recent rankings in these systems for U. T. System institutions, and also provides a compilation of most current program-level rankings. It then provides a summary of program rankings by institution. These are important as it is the accumulation of research and other measures of productivity at the program level that eventually translates into an institution's overall strengths. In addition, this section provides a table summarizing the national rankings of programs based on numbers of degrees awarded to minority students.

C. National Rankings Systems

National ranking systems use unique methodologies, combining objective and subjective information in different ways depending on the purpose for the ranking system.

Although the value of rankings and ratings is often called into question, the evaluation of performance in comparison with a national range is a useful element in accountability. A recent study distinguishes between the rankings of undergraduate programs for largely reputational and marketing purposes from the rankings of graduate and research programs for more substantive purposes.[13]

The U. T. System accountability framework utilizes both types of ranking reports. Among the most widely cited are the "best college" rankings from *U.S. News & World Report* (*USNWR*), the top American research university rankings from The Lombardi Center at the University of Florida, and the rankings of doctoral programs from the National Research Council.[14]

Some publications use the term "top tier" to identify institutions of high quality, although there is no single, national definition or standard for "top tier." The term seems to derive from the *USNWR* annual rankings, where it refers to the top 100 institutions that this publication ranked. The term has also been confused with the traditional Carnegie Classification of institutions, first published in 1973 and revised in 2000. The Carnegie Classification arranged (but did not rank) institutions based on the size, scope, and mission, from "Research I" universities to those conferring two-year degrees. That scheme was considered unsatisfactory for some time and was regarded by some as a *de facto* ranking system. So, the Carnegie Foundation for the Advancement of Teaching revised this system, publishing the final version in February 2006.

The new Carnegie scheme is designed to make comparisons among peer institutions easier, more flexible, and more fruitful.[15] It has three major innovations: 1) instead of a single framework, there will be a set of independent, parallel classification frameworks; 2) a series of web-based tools that will allow users to manipulate the data; and 3) a set of "elective" classifications – in addition to those reached from national data collections – that depend on voluntary participation and will yield some special-purpose classifications of institutions willing to participate.[16]

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[13] J. Fredericks Volkwein and Stephen D. Grunig, "Resources and Reputation in Higher Education," in Joseph C. Burke and Associates, *Achieving Accountability in Higher Education: Balancing Public, Academic, and Market Demands* (Jossey-Bass, 2004), pp. 246-273.

[14] Other rankings, like those from Kiplinger's, Barron's, the Princeton Review, the Gourman Report, Money Magazine, or Yahoo are either less comprehensive, or are based even more heavily on opinion, or other less reliable survey methodologies. Each year critiques about – and suggested alternatives to – these systems are published around the time that the major rankings are released. See *The Washington Monthly College Guide*, September 2005, for a new system that would evaluate what colleges are doing for the country, http://www.washingtonmonthly.com/features/2005/0509.collegeguide.html. Colin Diver, President of Reed College, recently described in "Is There Life after Rankings?" his decision to decline participation in the USNWR rankings, *The Atlantic online*, November 2005, http://www.theatlantic.com/doc/200511/shunning-college-rankings.

[15] http://www.carnegiefoundation.org/Classification/2005-preliminary.htm.

[16] McCormick, Alexander C. and Chun-Mei Zhao. "Rethinking and Reframing the Carnegie Classification." *Change*, September/October 2005.

U.S. News & World Report, "America's Best Colleges and Best Graduate Schools 2006:" U. T. System Summary

Overall, the *U.S. News & World Report* (*USNWR*) listings of top schools do not change radically from year to year. To sustain its position, let alone move up in the rankings, an institution must continue to invest in undergraduate improvement to increase retention, graduation rates, and selectivity; hire larger numbers of faculty to reduce student-faculty ratios and the number of large classes; and increase alumni giving. Small, selective, private schools tend to rise to the top of the undergraduate rankings. Conversely, in graduate education and research, larger institutions with more comprehensive portfolios of academic programs, larger numbers of faculty, and more research funding tend to rise to the top of the lists.

Beginning in 1983, *USNWR* has examined a broad cross-section of institutions, using a combination of statistical and reputation surveys to collect data, looking at the overall undergraduate college experience each fall and at graduate programs each spring. This summary focuses on the August 2006 publication of "America's Best Colleges 2007" and the April 2006 publication of the 2007 edition "America's Best Graduate Schools."[17]

For the college rankings, which emphasize the undergraduate experience, the measures and weightings remain unchanged from the previous two years. Peer assessment has a 25% weighting. Retention rates are weighted 20% for national universities and 25% for master's universities. Faculty resources (including class size, faculty salaries, proportion who are full time, and student-faculty ratio) are weighted 20%. Other components of the rankings include student selectivity (15%), financial resources (10%), graduation rates (5%), and alumni giving (5%). Because improving these measures tends to require significant resources, more affluent institutions tend to do better and the affluent private schools tend to do better than public universities.

Few significant changes in relative placement occur each year, because most institutions are not able to rapidly change the major drivers of their performance. A recent study found that "none of the universities under investigation realized a significant change in the *USNWR* rating."[18] Moreover, even where performance has improved, e.g., reducing the student-faculty ratio or increasing graduation rates, "these changes in performance outcomes were not offset by comparable changes in the ratings."[19]

For these reasons, critics of the *USNWR* abound. As the Lombardi Center 2004 report on top research universities points out, "commercial publications continue to issue poorly designed and highly misleading rankings with great success... critiques, even though devastatingly accurate, have had minimal impact on the popularity of the rankings and indeed probably have contributed to the proliferation of competing versions."[20] At the same time, very few institutions refuse to participate because it is one of the most frequently cited of the ranking systems and failure to provide institutional information to the *USNWR* surveyors may lead to use by *USNWR* of unreliable data, not verified by the institution, in the rankings. The USNWR reports that 94% of institutions returned their rankings survey for the 2007 edition.[21]

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[17] http://www.usnews.com/usnews/rankguide/rghome.htm

[18] See Denise S. Gater, *Review of Measures Used in* U.S. News & World Report's *"America's Best Colleges*," Occasional Paper from The Lombardi Program on Measuring Institutional Performance, TheCenter, University of Florida, summer 2002. An example this year is the critique of changes in the law school ranking methodology by Carl Bialik in *The Wall Street Journal*, "Small Change by *U.S. News* Leads to New Controversy in Rankings," (*The Wall Street Journal online*, April 7, 2005). Despite the change in methodology, the position of U. T. Austin's Law School did not change.

[19] Bruce Keith, "Organizational Contexts and University Performance Outcomes: The Limited Role of Purposive Action in the Management of Institutional Status," *Research in Higher Education*, Vol. 42. No. 5 (2001) p. 505.

[20] *The Top American Research Universities*, 2004, pp. 7-8.

[21] *USNWR*, "American's Best Colleges 2007," p. 78.

A. National Doctoral Universities: 248 schools were included in this group; those ranked 1 through 126, including ties, were rank ordered on measures related to the undergraduate experience; the rest were grouped in tiers 3 (ranks 127 to 182) through 4 (ranks 189 to 248) and listed alphabetically. The top 20 positions included only private universities. The top-ranked public universities were the University of California-Berkeley (21), the University of Virginia and the University of Michigan (tied at 24) and UCLA (26).

U. T. Austin

With an overall score of 59 and a peer rating of 4.1, U. T. Austin ranked 13 among public universities and 47 among all national universities. These ratings are higher than the previous year when U. T. Austin had an overall score of 57, and ranked 17 among public and 52 among all universities. U. T. Austin improved its ratings in several areas: the graduation rate; the proportion of classes with 50 or more students; the SAT scores for the 75th percentile; the proportion of top 10% high school graduates in the freshman class and alumni giving (see Table 1 for rating details and comparisons). Other national universities with a similar ranking included University of Florida, UC-Davis, UC-Santa Barbara and Pennsylvania State University. Other public and private schools with similar peer ratings included Washington University in St. Louis, Rice University, Vanderbilt University, and Georgetown University (DC). (Texas A&M-College Station was ranked 60, in a tie with three other universities.)

U. T. Austin was also ranked 31 among the 50 national universities that are "great schools at great prices," based on the relationship between its overall ranking and the net cost of attendance for a student who receives the average level of need-based financial aid. Only three other public universities were ranked in the top 30 here: The University of North Carolina-Chapel Hill (9), University of Virginia (17), and Texas A&M-College Station (25). U. T. Austin was also noted among schools with "programs to look for: study abroad and undergraduate research/creative projects."

U. T. Austin's engineering program ranked 11 among the best undergraduate engineering programs in the country. Among engineering specialties, six of U. T. Austin's engineering programs ranked in the top ten: civil (4), environmental/environmental health (6, tied with UC-Berkeley), chemical (8), computer (8), aerospace/aeronautical/astronomical (9) and mechanical (10).

Its undergraduate business programs have also maintained their high ranking: best program (5, tied with NYU, University of North Carolina-Chapel Hill); accounting (1); management (5), management information systems (3); and marketing (3).

U. T. Dallas

U. T. Dallas remained in the third tier (national universities ranked 127 to 182) and experienced a slight increase in its peer assessment score (2.6 to 2.8). UTD improved its rating on four additional points: the freshman retention rate; the SAT scores for the 75th percentile; the proportion of freshmen in the top 10% of their high school class and the acceptance rate (see Table 1 for rating details and comparisons). It is noteworthy that UTD's 75th percentile SAT scores continue to be higher than any other third tier institution and higher even than many of those in the lower half of the top 124 national universities. Schools with similar peer ratings were DePaul University, Seton Hall University, Texas Tech University, University of Cincinnati, U. of Maryland-Baltimore County, and West Virginia University.

U. T. Arlington

U. T. Arlington remained in the fourth tier with a peer rank of 2.5, the same score as the previous year. UTA improved in a couple of areas: the average freshman retention rate and the graduation rate (see Table 1 for rating details and comparisons). Schools with similar peer assessment scores included Indiana State University, New Mexico State University, Northern Arizona University, University of Central Florida, Univ. of Massachusetts-Boston, Univ. of Missouri-St. Louis, and University of Nevada-Las Vegas.

U. T. El Paso

U. T. El Paso ranked again in the fourth tier with a slight improvement in its peer assessment score (2.3 to 2.4). UTEP's graduation rate increased slightly and its relatively low proportion of classes with 50 or more students (13%) remained unchanged (see Table 1 for rating details and comparisons). Schools with similar peer ratings included Northern Illinois University, Texas Woman's University, University of Hartford (CT), University of Memphis, University of North Texas, and Wichita State University (KS).

U. T. El Paso was also ranked among the top 25 national universities with the lowest average debt among students.

B. Regional Master's Universities: West

557 universities and colleges are in this group, ranked within four geographic regions. Texas is included in the West region, which includes 123 schools.

U. T. Tyler

U. T. Tyler moved into the top tier of master's universities (west), ranking 51 among all universities and 15 among public universities in this category. Its peer rating also increased from 2.5 to 2.8. U. T. Tyler improved its ratings in several areas including the average graduation rate, the proportion of freshmen in the top 25% of their high school class, and the acceptance rate (see Table 1 for rating details and comparisons). Other universities with a similar ranking in this category included California Baptist University, Calif. State U.-Stanislaus, Eastern Washington Univ., Oral Roberts University (OK) and San Francisco State Univ. Schools with similar peer ratings include Hardin-Simmons University (TX), Humboldt State University (CA), and Eastern Washington University.

U. T. San Antonio

U. T. San Antonio returned to the third tier of the master's universities (west) in this year's rankings and had a peer rating of 3.0. UTSA improved its rating in several categories including the average graduation rate, the percent of classes under 20, the percent of classes of 50 or more, the SAT scores for the 75th percentile; the student/faculty ratio and the percent of full-time faculty (see Table 1 for rating details and comparisons). Schools with similar peer ratings included Boise State University (ID) and California State University–Los Angeles.

U. T. Brownsville/Texas Southmost College

U. T. Brownsville's peer assessment score remained the same (2.2), and it remained in the fourth tier (those ranked 95 through 123). UTB showed slight improvement in the average alumni giving rate and remained the same in a number of categories including the freshman retention rate and the percent of faculty who are full time (see Table 1 for rating details and comparisons). The average graduation rate was included for the first time in this year's report. Schools with similar peer assessments included U. T. Permian Basin, College of the Southwest (NM) and Northwestern Oklahoma State University.

U. T. Pan American

U. T. Pan American remained in the fourth tier with a peer assessment score that increased slightly from 2.3 to 2.4. The campus continues to improve its rating in several areas: the freshman retention rate; the average graduation rate; the percent of classes under 20; the proportion of classes with 50 or more students; the percent of full-time faculty; and the percent of freshmen in the top 25% of their high school class (see Table 1 for rating details and comparisons). Peers with similar rankings: California State University-East Bay, Midwestern State University (TX), Northeastern State University (OK) and Southeastern State University (OK).

U. T. Permian Basin

U. T. Permian Basin remained in the fourth tier this year, but its peer rank increased from 2.1 to 2.2. Improvement was noted in several areas: the average graduation rate, the percent of classes under 20, the percent of full-time faculty, the acceptance rate and the alumni giving rate (see Table 1 for rating details and comparisons). Schools with similar peer assessments included U. T. Brownsville, College of the Southwest (NM) and Northwestern Oklahoma State University.

C. Analysis

The *USNWR* ranking system is biased toward small, highly selective institutions with significant per capita financial resources and largely full-time student bodies. Public institutions, particularly large ones, do not fair as well in the rankings. The highest ranked schools are ones that are relatively small, can be very selective in the students who are admitted, attract the nation's best students, can offer small classes, and have the financial resources (a combination of high tuition income, large endowments, alumni support, and federal and state income) to spend a significantly higher amount per student and pay faculty above-average salaries.

Even with these biases, several U. T. System universities improved in this year's rankings.

- U. T. Austin improved overall and in the peer rankings, with a rank of 13 among public universities and 47 among all national universities.
- U. T. Tyler moved into the top tier of master's universities (west) and ranked 51 among all universities and 15 among public universities in this category.
- U. T. San Antonio returned to the third tier of the master's universities (west), up from the fourth tier last year.
- U. T. Dallas, U. T. Pan American, and U. T. Permian Basin improved ratings in several categories including peer ratings.

Table V-3

U. T. System in the USNWR Rankings: America's Best Colleges 2006 and 2007 Editions

National Doctoral	2007 Edition	2006 Edition
U. T. Austin		
Tier	Top 1-124	Top 1-124
Rank overall**	47	52
Rank public	13	17
Overall score	59	57
Peer assessment score (5.0)	4.1	4
Average freshman retention rate	92%	92%
grad rate: predicted	72%	71%
grad rate: actual	75%	74%
% of classes under 20	34%	34%
% of classes of 50 or more	22%	24%
% of faculty who are full time	97%	97%
SAT/ACT 25th-75th percentile	1110-1360	1110-1340
Freshmen in top 10% of HS class	68%	66%
Acceptance rate	51%	51%
Average alumni giving rate	12%	10%

**In 2007, tied with 4 universities: Penn State, UC-Davis, UC Santa Barbara, Univ. of Florida; in 2006, ranked with Syracuse University, UC-Davis, and Penn State.

U. T. Dallas		
Tier	3	3
Rank overall	127-182	125-180
Peer assessment score (5.0)	2.8	2.6
Average freshman retention rate	82%	81%
grad rate: predicted	69%	67%
grad rate: actual	56%	56%
% of classes under 20	28%	29%
% of classes of 50 or more	31%	26%
% of faculty who are full time	85%	87%
SAT/ACT 25th-75th percentile	1120-1370	1130-1340
Freshmen in top 10% of HS class	41%	40%
Acceptance rate	51%	53%
Average alumni giving rate	2%	4%
U. T. Arlington		
Tier	4	4
Rank overall	189-248	189-248
Peer assessment score (5.0)	2.5	2.5
Average freshman retention rate	70%	69%
grad rate: predicted	51%	49%
grad rate: actual	40%	37%
% of classes under 20	28%	28%
% of classes of 50 or more	25%	24%
% of faculty who are full time	88%	88%
SAT/ACT 25th-75th percentile	940-1160	950-1170
Freshmen in top 10% of HS class	20%	22%
Acceptance rate	79%	72%
Average alumni giving rate	3%	4%

National Doctoral	2007 Edition	2006 Edition
U. T. El Paso		
Tier	4	4
Rank overall	189-248	189-248
Peer assessment score (5.0)	2.4	2.3
Average freshman retention rate	69%	70%
grad rate: predicted	30%	30%
grad rate: actual	28%	27%
% of classes under 20	31%	32%
% of classes of 50 or more	13%	13%
% of faculty who are full time	84%	86%
SAT/ACT 25th-75th percentile	800-1030	800-1030
Freshmen in top 10% of HS class	17%	18%
Acceptance rate	99%	99%
Average alumni giving rate	7%	8%

Regional Master's Universities West	2007 Edition	2006 Edition
U. T. Tyler		
Tier	Top 1-63	3
Rank overall**	51	66-91
Peer assessment score (5.0)	2.8	2.5
Average freshman retention rate	58%	58%
Average grad rate	48%	44%
% of classes under 20	42%	48%
% of classes of 50 or more	13%	8%
Student/faculty ratio	17/1	16/1
% of faculty who are full time	82%	83%
SAT/ACT 25th-75th percentile	970-1180	968-1170
Freshmen in top 25% of HS class	42%	25%
Acceptance rate	75%	79%
Average alumni giving rate	4%	4%

**In 2007, tied with California Baptist Univ., Cal State - Stanislaus, Eastern Washington U., Oral Roberts U., San Francisco State U.

U. T. San Antonio		
Tier	3	4
Rank overall	64-91	94-121
Peer assessment score (5.0)	3.0	3.1
Average freshman retention rate	57%	65%
Average grad rate	28%	27%
% of classes under 20	25%	14%
% of classes of 50 or more	23%	28%
Student/faculty ratio	23/1	26/1
% of faculty who are full time	92%	89%
SAT/ACT 25th-75th percentile	910-1130	870-1090
Freshmen in top 25% of HS class	35%	39%
Acceptance rate	99%	99%
Average alumni giving rate	2%	2%

Regional Master's Universities West	2007 Edition	2006 Edition
U. T. Brownsville		
Tier	4	4
Rank overall	95-123	94-121
Peer assessment score (5.0)	2.2	2.2
Average freshman retention rate	67%	67%
Average grad rate	35%	N/A
% of classes under 20	51%	59%
% of classes of 50 or more	7%	6%
Student/faculty ratio	18/1	17/1
% of faculty who are full time	77%	77%
SAT/ACT 25th-75th percentile	N/A	N/A
Freshmen in top 25% of HS class	19%	29%
Acceptance rate	100%	100%
Average alumni giving rate	2%	1%
U. T. Pan American		
Tier	4	4
Rank overall	95-123	94-121
Peer assessment score (5.0)	2.4	2.3
Average freshman retention rate	67%	64%
Average grad rate	27%	25%
% of classes under 20	19%	17%
% of classes of 50 or more	15%	18%
Student/faculty ratio	21/1	20/1
% of faculty who are full time	94%	93%
SAT/ACT 25th-75th percentile	16-21	16-20
Freshmen in top 25% of HS class	48%	42%
Acceptance rate	N/A	64%
Average alumni giving rate	1%	1%
U. T. Permian Basin		
Tier	4	4
Rank overall	95-123	94-121
Peer assessment score (5.0)	2.2	2.1
Average freshman retention rate	63%	63%
Average grad rate	30%	27%
% of classes under 20	45%	44%
% of classes of 50 or more	9%	9%
Student/faculty ratio	18/1	17/1
% of faculty who are full time	82%	81%
SAT/ACT 25th-75th percentile	860-1080	860-1120
Freshmen in top 25% of HS class	50%	55%
Acceptance rate	86%	95%
Average alumni giving rate	3%	2%

Note: 2007 edition is based primarily on fall 2005 data and 2006 edition is based primarily on fall 2004 data.

Source: U.S. News & World Report, "America's Best Colleges," 2006 and 2007 editions.

II. *USNWR* "America's Best Graduate Schools 2007:" U. T. System Summary

USNWR uses a combination of qualitative and quantitative data to establish its rankings of graduate programs in business, education, engineering, law, and medicine. These data include statistical indicators (such as entrance exam scores, acceptance rates, student/faculty ratios, and research expenditures) and responses to reputational surveys sent to over 9,600 academics and professionals in fall 2005.

USNWR bases its rankings of all specialties, and of the overall programs in science, health specialties, social science, and humanities solely on reputational rankings of experts surveyed. And, the heading of "doctoral universities" in the "Best American Colleges" publication is merely a classification and says nothing about graduate education or research. Many critiques of *USNWR*'s methodology and the use of these rankings have appeared in recent years.

In April 2006, *USNWR* published new graduate program rankings in business, education, engineering, law, library and information studies, medicine, and the sciences. Not all programs are re-ranked each year; rankings from earlier years were re-published for health professions, public affairs, fine arts, and the social sciences and humanities. A summary of earlier rankings may be found in the U. T. System's Accountability and Performance Report (http://www.utsystem.edu/IPA/acctrpt/2005/profiles.pdf).

The most common trend in this most recent ranking was for graduate programs to shift by just a point or two, if at all. Thirteen programs (ten at U. T. Austin, two at U. T. Dallas, and one at U. T. Southwestern Medical Center) moved up compared with earlier rankings. Also of note, the engineering school at U. T. Dallas and the Medical School (Primary Care and Research) at U. T. Medical Branch were added to the rankings this year. The number of U. T. System institution programs ranked ten or better is also noteworthy: 34 at U. T. Austin and 2 at U. T. Southwestern Medical Center.

Table V-4

***U.S. News & World Report:* "America's Best Graduate Schools 2006"**

U. T. System graduate programs listed in *USNWR*	2007 Edition	2006 Edition	Prior Edition	Tied with other institutions
U. T. Arlington				
Mechanical Engineering	not ranked	85 of 100		
Health				
Nursing			115 of 277 (2004)	Tie among 33 institutions
Social Work			33 of 101 (2005)	Tie among 5 institutions
Public Affairs			76 of 116 (2005)	Tie among 16 institutions
City Mgt & Urban Policy			26 of 32 (2005)	Arizona State, CUNY-Baruch
U. T. Austin				
Business School	18 of 240	18 of 189		Emory
Accounting	2 of 33	3 of 31	2 (2005)	
Entrepreneurship	8 of 28	9 of 29	8 (2005)	
Executive MBA	13 of 22	12 of 24	14 (2004)	UC-Berkeley
Finance	18 of 29	18 of 26	16 (2004)	Carnegie Mellon
Information Systems	3 of 27	3 of 30		
International	15 of 25	16 of 25		
Management	21 of 23			U of Maryland
Marketing	9 of 25	9 of 25	10 (2004)	UC-Berkeley
Part-time MBA	25 of 31			Seattle U, St. Louis U
Production/Operations	17 of 25	13 of 25	14 (2004)	UC-Berkeley
Supply Chain/Logistics	not ranked	19 of 24	17 (2004)	
Education School	15 of 240	15 of 93		U of Oregon
Administration/Supervision	7 of 26	8 of 27	4 (2005)	
Curriculum/Instruction	14 of 24	14 of 24	11 (2004)	UNC, Arizona State

U. T. System graduate programs listed in *USNWR*	2007 Edition	2006 Edition	Prior Edition	Tied with other institutions
Educational Psychology	14 of 24	12 of 23		
Elementary Education	13 of 22	17 of 20	15 (2004)	UNC, U of Minnesota
Higher Ed Administration	22 of 24	20 of 23	16 (2004)	U of Missouri, U of Illinois
Secondary Education	not ranked	12 of 22	11 (2004)	
Special Education	8 of 23	6 of 25	8 (2005)	
Engineering School	13 of 187	12 of 198		
Aerospace/Astronautical	7 of 39	6 of 40		Cornell, Princeton, U of Illinois
Bioengineering/Biomedical	18 of 46	15 of 49	20 (2004)	Stanford, U of Utah
Chemical	7 of 65	7 of 67	6 (2005)	Princeton
Civil	4 of 85	3 of 86		Georgia Tech, MIT
Computer	8 of 68	9 of 68		
Electrical/Electronic	10 of 83	12 of 83	11 (2002)	
Environmental	2 of 54	5 of 43	6 (2004)	Johns Hopkins, UC-Berkeley
Industrial/Manufacturing	20 of 35	18 of 40	16 (2002)	U of Arizona, U of Illinois, U of Pittsburgh
Materials	25 of 51	26 of 55	21 (2003)	Brown, Case Western
Mechanical	10 of 91	10 of 100		Carnegie Mellon, Northwestern, Princeton
Petroleum	1 of 10	1 of 12		Stanford
Fine Arts			21 of 138 (2004)	Tie among 7 institutions
Painting/Drawing			7 of 21 (2004)	San Francisco Art Institute
Printmaking			6 of 15 (2004)	School of the Art Institute of Chicago
Sculpture			12 of 14 (2004)	
Health				
Audiology			22 of 51 (2005)	U of Connecticut
Clinical Psychology			11 of 129 (2005)	Duke, Northwestern, Vanderbilt
Nursing			19 of 277 (2004)	Boston College, Columbia, etc.
Nurse Practitioner: Family			21 of 28 (2004)	Tie among 8 institutions
Pharmacy		2 of 57		
Rehabilitation Counseling			15 of 65 (2004)	Tie among 5 institutions
Social Work			7 of 101 (2005)	UNC
Speech-Language Pathology			10 of 124 (2005)	U of Illinois, U of Pittsburgh
Law School	16 of 180	15 of 189		
Dispute Resolution	not ranked	18 of 18		
Environmental Law	18 of 22	18 of 23		
Intellectual Property	21 of 27	18 of 28		Boston College, U of Minnesota
International	11 of 26	14 of 24		
Tax	15 of 25	9 of 25	5 (2005)	USC
Trial Advocacy	not ranked	6 of 16	9 (2004)	
Library /Information Studies	7 of 50			Indiana U., U of Pittsburgh
Archives and Preservation	1 of 9			
Digital Librarianship	11 of 11			
Information Systems	11 of 12			
Law Librarianship	3 of 6			
School Library Media	16 of 17			Kent State
Public Affairs			10 of 116 (2005)	Tie among 7 institutions
Public Finance & Budgeting			16 of 33 (2005)	Carnegie Mellon
Public Management Admin			10 of 37 (2005)	
Public Policy Analysis			9 of 33 (2005)	
Social Policy			9 of 22 (2005)	
Sciences				
Biological Sciences	24 of 163			U of Illinois, UNC, U of Pennsylvania
Ecology/Evolutionary Bio	8 of 17			Indiana U, Princeton, U of Georgia
Chemistry	9 of 92			Cornell, Northwestern
Analytical	7 of 18			

U. T. System graduate programs listed in *USNWR*	2007 Edition	2006 Edition	Prior Edition	Tied with other institutions
Inorganic	13 of 19			
Organic	10 of 17			
Physical	12 of 22			Yale
Theoretical	10 of 20			U of Illinois
Computer Science	9 of 71			U of Wisconsin
Artificial Intelligence	6 of 20			
Programming Language	14 of 19			
Systems	8 of 24			
Theory	11 of 23			
Earth Sciences	9 of 81			Harvard
Geology	5 of 26			U of Michigan
Geophysics/Seismology	8 of 22			
Paleontology	9 of 13			
Mathematics	15 of 101			Brown
Algebra/Number Theory	16 of 21			Cal Tech, Northwestern, U of Utah
Analysis	13 of 19			U of Wisconsin
Applied Math	8 of 25			Stanford
Geometry	11 of 19			
Topology	8 of 18			
Physics	11 of 94			Columbia
Atomic/Molecular/Optical	10 of 17			U of Maryland, U of Rochester
Condensed Matter	19 of 21			U of Michigan
Cosmology/Relativity	10 of 15			
Elementary Particles/Fields	15 of 17			SUNY-Stony Brook
Plasma	7 of 11			
Social Sciences and Humanities				
Economics		25 of 56	21 (2005)	Boston U
Labor Economics		14 of 14		
English		19 of 93	18 (2005)	Northwestern, UNC, U Illinois
American Lit after 1865		20 of 20		
History		19 of 91	22 (2005)	Indiana U, U of Virginia
Latin American		1 of 17		
Political Science		25 of 58	18 (2002)	Indiana U, U of Iowa, U of Washington
Psychology (Research)		12 of 209		MIT, Stanford, U of Minnesota
Child Dev/Family Relations		66 of 209		Tie among 11 institutions
Dept. of Educational Psych		77 of 209		Tie among 12 institutions
Behavioral/Neuroscience		12 of 15		Carnegie Mellon, Harvard
Social Psychology		13 of 16		
Sociology		14 of 64	23 (2005)	Cornell, Duke
Sex and Gender		16 of 20		CUNY Graduate School
Sociology of Population		5 of 29		Penn State
U. T. Dallas				
Business School	54 of 240	64 of 189	76 (2004)	U of Colorado-Boulder
Information Systems	24 of 27	27 of 30		Harvard
Engineering School	89 of 187			LSU-Baton Rouge, U of Oklahoma, West Virginia U
Electrical/Electronic	77 of 83			Tufts, U of Nebraska-Lincoln, Washington State U, UNC-Charlotte
Health				
Audiology			5 of 51 (2004)	U of Wisconsin
Speech-Language Pathology			17 of 124 (2005)	Ohio State, Penn State, U of Colorado, U of Florida
Public Affairs			76 of 116 (2005)	Tie among 16 institutions
Sciences				

U. T. System graduate programs listed in *USNWR*	2007 Edition	2006 Edition	Prior Edition	Tied with other institutions
Biological Sciences	125 of 163			Tie among 21 institutions
U. T. El Paso				
Nursing			174 of 277 (2004)	Tie among 31 institutions
Nursing-Midwifery			26 of 39 (2004)	Tie among 9 institutions
U. T. Pan American				
Rehabilitation Counseling			39 of 65 (2004)	Springfield College, U of Memphis
U. T. San Antonio				
Fine Arts			61 of 138 (2004)	Tie among 13 institutions
Sculpture			13 of 14 (2004)	Washington U in St. Louis
U. T. Southwestern Medical Center				
Health				
Clinical Psychology			68 of 129 (2004)	Tie among 8 institutions
Physical Therapy			64 of 100 (2005)	Tie among 10 institutions
Physician Assistant			7 of 63 (2004)	Baylor, UTMB
Rehabilitation Counseling			58 of 65 (2004)	Tie among 8 institutions
Medical School (Primary Care)	20 of 126	23 of 62	30 (2004)	
Medical School (Research)	19 of 126	17 of 62		
Internal Medicine	9 of 27	9 of 27	10 (2005)	Yale
Pediatrics	not ranked	17 of 22		
Women's Health	16 of 25	9 of 20		Brown, Stanford
Psychology (Research)		136 of 209		Tie among 15 institutions
Sciences				
Biological Sciences	19 of 163			Columbia, U of Chicago
Biochemistry/Biophysics	10 of 11			
Molecular Biology	13 of 15			U of Chicago, U of Wisconsin
U. T. Medical Branch				
Health				
Community Health			24 of 44 (2004)	Bowling Green, Indiana U, U of Miami
Nursing			58 of 277 (2004)	Baylor, CSU-LA, Penn State, USC, etc.
Nursing-Midwifery			26 of 39 (2004)	Tie among 9 institutions
Physical Therapy			40 of 100 (2005)	Tie among 12 institutions
Physician Assistant			7 of 63 (2004)	Baylor, UT Southwestern
Medical School (Primary Care)	63 of 126			SUNY-Syracuse, Stony Brook, TAMU-HSC, U of Oklahoma, USC
Medical School (Research)	57 of 126			Jefferson Medical College, U of Arizona, UT HSC-Houston
Sciences				
Biological Sciences	81 of 163			Tie among 8 institutions
U. T. Health Science Center-Houston				
Health				
Nursing			29 of 277 (2004)	Duke, Georgetown, Vanderbilt, etc.
Practitioner: Family			17 of 28 (2004)	Rush U
Practitioner: Geriatric			13 of 15 (2004)	U of Maryland
Nursing-Anesthesia			6 of 70 (2004)	Duke, Oakland U, U of Pittsburgh
Public Health			12 of 21 (2004)	
Medical School (Research)	57 of 126	55 of 62	56 (2004)	Jefferson Medical College, U of Arizona, UT Medical Branch
Sciences				
Biological Sciences	56 of 163			Tie among 11 institutions
U. T. Health Science Center-San Antonio				
Health				
Nursing			39 of 277 (2004)	Arizona State, U of Florida, etc.
Occupational Therapy			34 of 81 (2005)	Tie among 5 institutions

U. T. System graduate programs listed in *USNWR*	2007 Edition	2006 Edition	Prior Edition	Tied with other institutions
Occupational Therapy (Laredo)			61 of 81 (2005)	Tie among 10 institutions
Physical Therapy			91 of 100 (2005)	Tie among 10 institutions
Physician Assistant			14 of 63 (2004)	Quinnipiac U, U of Nebraska Med Ctr
Sciences				
Biological Sciences	73 of 163			Tie among 7 institutions

University of Florida Top American Research Universities Study.

The Lombardi Program on Measuring Institutional Performance at TheCenter of the University of Florida has published a ranking of research institutions for six years (most recently dated December 2005, but published in March 2006). Building on a benchmarking and accountability initiative required by the Florida legislature, this report is considered more objective than other studies, as it includes no reputational information. This ranking system is the one that best reflects the overall strength of research institutions.

Its primary focus is "the measure of a research university's success as an enterprise . . . the quantity of high-quality human capital it can accumulate and sustain" (p. 10, 2004 edition). This approach is somewhat limited, however, in that it looks at institutions as a whole and is considered by some to underemphasize undergraduate education. Nine measures, including such criteria as research expenditures, size of endowment, and alumni giving, were identified specifically to measure competitiveness of research universities in garnering resources to support research. The most recent (2005-06) published ranking of the "top research universities" is based on data collection from 187 institutions that reported receiving at least $20 million in federal research funding in FY 2003. Institutions are grouped on the basis of how many measures they have in the top 25. (In addition to these primary rankings, on its web site, TheCenter also publishes data on these indicators for a total of 640 institutions, including 389 public universities, that reported receiving any federal research funding.)

Using this cluster approach, TheCenter placed 51 institutions in the "top 25" of all public and private research universities in 2005, based on reaching the absolute top 25 in at least one of the nine measures.

The minimum level to reach the 25th position in each measure in 2005 was as follows (dates vary because of differences in sources this study uses):

- $409,684,000 in total FY 2003 research expenditures
- $238,206,000 in total FY 2003 federal research expenditures
- $1,730,063,000 in endowment assets in FY 2004
- $161,603,000 in annual giving in FY 2004
- 38 national academy members in 2004
- 24 faculty awards (national fellowships) received in 2004
- 407 doctorates awarded in 2004
- 521 postdoctoral appointments in 2003
- 600-720 verbal; 660-770 quantitative 25th and 75th percentile SAT scores for freshmen entering in 2003

The University of Florida Lombardi Center: *The Top America Research Universities*, 2005.

The table on page 28 displays the most current (2005) national ranking among all institutions and among public institutions alone, on each of nine measures for all U. T. System institutions included in the study by TheCenter at the University of Florida. It also includes an additional measure of undergraduate student quality. (Depending on institution mission, not every measure appears for all institutions ranked; each ranking is higher when only public institutions are compared.)

Ranking of systems. The U. T. System is noteworthy for the number of its institutions that appear in the lists of "top 25" public and private institutions on various measures. This is due to U. T. Austin's strengths, combined with the research expenditures, private giving, and postdoctoral programs at U. T. System health-related institutions. TheCenter study deliberately focuses on ranking individual institutions. The authors have argued that faculty are the primary drivers affecting research university performance and faculty are almost always associated with a specific institution. They contend, moreover, that "totals for systems reflect primarily the political and bureaucratic arrangements of public university campuses rather than any performance criteria." In the 2004 edition, the Lombardi Center added a brief analysis of the performance of public research university systems (pp. 17-19, 36). It showed that the U. T. System as a whole was third nationally, behind the University of California System and Johns Hopkins University in federal research

expenditures (as reported to the NSF for FY 2002), and second nationally in total research expenditures; the U. C. System was first.

Highlights from the 2005 Report: Looking at change from 2002 to 2005, U. T. System institutions increased their ranking in a number of areas [increase is in both the national (public and private) and public-only rankings unless otherwise noted]:

Arlington	Federal research, endowment (public), faculty awards, postdoctoral appointments, national merit scholars
Austin	Endowment, annual giving, national academy members, faculty awards
Dallas	Total research, federal research, annual giving, national academy members, faculty awards, postdoctoral appointments (national) national merit scholars
El Paso	Endowment (national), faculty awards, postdoctoral appointments (national)
Pan American	Total research, federal research, endowment, annual giving, faculty awards, doctorates, national merit scholars
San Antonio	Federal research (national), endowment (public), annual giving, postdoctoral appointments
SWMC	Total research, federal research, endowments, annual giving, national academy members
UTMB	Total research, federal research, endowments, annual giving, faculty awards, doctorates, postdoctoral appointments
HSC-H	Endowments (national), annual giving, national academy members, faculty awards, doctorates
HSC-SA	Endowments, annual giving, postdoctoral appointments
MDACC	Total research, federal research, endowment, annual giving, postdoctoral appointments

U. T. Austin

- In 2005, U. T. Austin was once again ranked in the top 25, with five measures ranked in the top 25 and two measures ranked in the top 26-50.
- In 2004, U. T. Austin moved higher in the top 25 of all universities, ranking in the top 25 with six measures, and with one in the top 26-50. Based on the clustering of institutions, it was also among the top 10 public institutions.
- In 2005, the top ten public universities were: UC Berkeley, University of Michigan, University of Washington, UCLA, University of Minnesota-Twin Cities, University of Wisconsin-Madison, UC San Francisco, University of North Carolina, UC San Diego, and University of Illinois - Urbana-Champaign.
- Small differences separate schools in some categories. For example, in 2005, U. T. Austin was ranked 26th in federal research expenditures ($231,996,000); UC Berkeley was ranked 25th in this category ($238,206,000), and Emory University ranked 27th ($228,255,000). These differences could result from variations in cost items, like salaries, in grants.
- Based on 2003 data in the "Top American Research Universities" report for 2005, U. T. Austin ranked fifth in federal research expenditures and seventh in total research expenditures among universities without a medical school. Total research and development expenditures rankings for these universities are as follows: (1) Berkeley ($507 million); (2) Illinois ($494 million); (3) MIT ($486 million); (4) Pennsylvania State University ($480 million); (5) Texas A&M University ($456 million); and (6) U. T. Austin ($344 million). Federal research and development expenditures rankings are as follows: (1) MIT ($356 million); (2) Pennsylvania State ($271 million); (3) Illinois ($266 million); (4) Berkeley ($238 million); and (5) U. T. Austin ($232 million).
- U. T. Austin continues to stand out in its very high ranking in numbers of National Merit and Achievement Scholars. Although not one of the nine formal indicators, this measure is used by the TheCenter as a supplement to show undergraduate quality. In 2005, U. T. Austin was ranked fifth among all institutions; it was third in 2004, second in 2003, third in 2002, and second in 2001.

U. T. Southwestern Medical Center

- In 2005, U. T. Southwestern Medical Center moved into the top 25 with one measure in the top 25 (postdoctoral appointments) and five measures in the top 26-50 among all institutions: total research expenditures, federal research expenditures, annual giving, national academy members, and faculty awards.
- Other institutions in this group include the University of Colorado - Boulder and Michigan State University.

U. T. M. D. Anderson Cancer Center

- The M. D. Anderson Cancer Center also moved into the top 25 of all public and private institutions with one measure in the top 25 (postdoctoral appointments) and two measures in the top 26-50: total research expenditures and annual giving.
- Among other institutions in this group are Brown University and Rockefeller University.

Other U.T. System health-related institutions ranked comparatively highly among *public* research institutions in 2005, as they did in 2002, 2003, and 2004. The U. T. Medical Branch at Galveston and U. T. Health Science Center-Houston ranked in the top 26-50 among public institutions.

U. T. Medical Branch at Galveston

- UTMB ranked in the top 26-50 public universities in the 2005 study.
- Among public institutions, it was ranked 44th in endowments and 32nd in numbers of postdoctoral appointments.
- Other schools in this group include: University of California-Riverside, University of Houston – University Park, and University of Massachusetts Medical School – Worcester.

U. T. Health Science Center-Houston

- The Health Science Center-Houston was ranked in 2005 in the top 26-50 public universities, with one measure in the top 26-50 of public institutions: federal research expenditures.
- Other institutions in this group include: the Medical University of South Carolina, University of Alabama-Tuscaloosa, Mississippi State University, Oklahoma State University - Stillwater, and the University of New Mexico-Albuquerque.

U. T. Health Science Center-San Antonio

- Although the Health Science Center-San Antonio was not ranked in the top 26-50 public institutions this year, it had been in that group for the past four years.
- It had four measures ranked in the top 100 of all institutions and seven measures in the top 100 of public institutions.

Conclusions. Over the past four years, relative positions have changed only slightly. The impact of medical schools deserves particular attention in the U. T. System context. Earlier editions of the Florida study pointed out that the presence of medical schools on a campus provides a distinct advantage to universities in competing for research grants. The authors argued that medical centers that are part of research campuses also have a greater impact on research activities of faculty in related and allied disciplines. In the 2005 report, only four institutions ranked in the top 25 in federal research expenditures do not have medical schools (MIT, Pennsylvania State University, University of Illinois – Urbana-Champaign, and UC Berkeley). All of the top 10 institutions in research expenditures have medical schools.[22] If U. T. Austin and U. T. Medical Branch federal R&D expenditures in FY 2003 were combined, the total ($325 million) would rank fifteenth among all institutions. If U. T. Austin and U. T. Southwestern Medical Center's federal FY 2003 R&D expenditures were combined, the total ($409 million) would rank seventh among all institutions.

[22] *The Top American Research Universities*, December 2005, p. 192.

TheCenter's conclusion is if U. T. Austin had a medical school, it is likely that it would appear much higher in the rankings, but this would not be the case for all institutions currently lacking medical schools.

This year, TheCenter looked again at the question of impact of medical schools on the rankings. But TheCenter widened their perspective to include the impact of engineering schools. This new study shows that if the national rankings were to exclude federal research expenditures by AAMC medical schools and ASEE engineering schools, U. T. Austin would rank 11 rather than 24.[23]

TheCenter concludes that "highly competitive research oriented medical schools contribute substantially to the success of many American research campuses."[24] Still, as top-ranked MIT demonstrates, it is possible to be "exceptionally effective" without the presence of a medical school.

Moreover, the comparatively high ranking of U. T. System health-related institutions is noteworthy, given their more focused mission. They are included in the Florida study because they receive federal research funding, but other ranking systems, for example from the National Institutes of Health, provide a more focused assessment of their competitive position among peers.

Data summary. The following summary displays data on all U. T. System institutions noted in the *Top American Research Universities* report for 2002 through 2005, distinguishing ranking on each measure for all universities (first number) and all public universities (second number).

Data are collected on universities receiving any federal research funding. It is important to note that this system therefore excludes many universities. Even if not ranked highly, being included in the survey is an indication of an institution's success in obtaining federal research support.

[23] *The Top American Research Universities*, December 2005, pp. 20-21.
[24] Ibid., p.16.

Table V-5

Top American Research Universities
U. T. Institutions – Overview of 2002-2005 National Rankings

In 2005, 640 total institutions were ranked, including 389 public institutions. This table displays ranking among all institutions (first number) / ranking among all public institutions only (second number).

	Research Expenditures	Federal Research	Endowment Assets	Annual Giving	National Academy Members	Faculty Awards	Doctorates Granted	Postdoc Appointees	25th-75th percentile/ Median SAT	National Merit Scholars**
U. T. System Academic Institutions*										
UTA 02	243 / 177	264 / 188	534 / 177	409 / 171	135 / 82	287 / 176	135 / 88	188 / 129	666 / 189	--
03	221 / 159	221 / 158	558 / 184	507 / 198	137 / 82	285 / 175	160 / 100	193 / 134	610 / 160	--
04	237 / 175	243 / 176	540 / 177	467 / 196	140 / 83	195 / 127	178 / 107	193 / 136	not provided	--
05	245 / 180	255 / 187	537 / 175	525 / 205	144 / 88	203 / 132	197 / 119	174 / 122	not provided	291 / 118
Austin 02	31 / 19	26 / 14	25 / 6	25 / 12	20 / 9	27 / 15	2 / 2	62 / 37	170 / 32	3 / 1
03	32 / 20	25 / 14	25 / 5	30 / 14	18 / 8	25 / 13	3 / 3	67 / 41	149 / 27	2 / 1
04	33 / 21	22 / 11	24 / 5	8 / 4	18 / 8	21 / 10	3 / 2	65 / 40	144 / 23	3 / 2
05	31 / 19	26 / 15	23 / 4	11 / 1	18 / 8	18 / 8	3 / 2	67 / 40	138 / 23	5 / 2
UTD 02	225 / 162	243 / 174	193 / 70	535 / 207	135 / 82	287 / 176	174 / 108	170 / 117	221 / 46	110 / 51
03	228 / 165	244 / 173	200 / 74	548 / 210	137 / 82	153 / 96	172 / 107	164 / 113	237 / 49	107 / 49
04	197 / 145	212 / 152	193 / 71	444 / 188	140 / 83	195 / 127	191 / 114	173 / 121	not provided	80 / 35
05	194 / 142	210 / 150	204 / 75	291 / 137	105 / 62	159 / 107	187 / 114	168 / 117	143 / 25	61 / 26
UTEP 02	203 / 146	174 / 120	305 / 105	235 / 116	--	287 / 176	272 / 156	222 / 152	1,171 / 411	--
03	205 / 148	183 / 127	307 / 108	194 / 103	--	199 / 123	282 / 160	--	1,258 / 429	--
04	211 / 156	191 / 135	291 / 102	248 / 129	--	274 / 175	278 / 160	249 / 170	not provided	--
05	207 / 153	195 / 138	300 / 111	247 / 121	--	135 / 93	278 / 161	220 / 153	not provided	--
UTPA 02	398 / 275	376 / 268	513 / 171	569 / 217	--	287 / 176	411 / 202	--	1,184 / 414	--
03	376 / 265	371 / 267	539 / 177	404 / 171	--	199 / 123	414 / 205	--	1,272 / 434	--
04	389 / 270	376 / 269	532 / 175	616 / 234	--	--	417 / 201	--	not provided	--
05	369 / 267	364 / 267	462 / 157	268 / 130	--	203 / 132	389 / 194	--	not provided	291 / 118
UTSA 02	247 / 179	238 / 170	583 / 199	554 / 214	--	126 / 85	480 / 222	--	939 / 307	286 / 110
03	251 / 179	236 / 168	613 / 204	527 / 205	--	--	467 / 219	224 / 53	1,002 / 320	--
04	261 / 193	251 / 183	625 / 204	500 / 205	--	147 / 95	448 / 209	215 / 150	not provided	--
05	255 / 189	232 / 170	594 / 192	367 / 162	--	203 / 132	497 / 228	203 / 143	not provided	--

* U. T. Brownsville, U. T. Permian Basin, U. T. Tyler, and U. T. Health Center-Tyler are not listed because they did not report federal research funding for the period 1999-2003 to the NSF R&D survey.

** Although not one of the study's primary measures, TheCenter provides data on National Merit and Achievement Scholars to supplement information about quality of undergraduate students.

Source: Top American Research Universities publication and web site: http://thecenter.ufl.edu/research_data.html

Top American Research Universities (continued)

U. T. Institutions – Overview of 2002-2005 National Rankings

In 2005, 640 total institutions were ranked, including 389 public institutions. This table displays ranking among all institutions (first number) / ranking among all public institutions only (second number).

	Research Expenditures	Federal Research	Endowment Assets	Annual Giving	National Academy Members	Faculty Awards	Doctorates Granted	Postdoc Appointees	25th-75th percentile/ Median SAT	National Merit Scholars**
U. T. System Health-Related Institutions*										
SWMC 02	50 / 33	49 / 28	67 / 18	52 / 27	34 / 17	36 / 22	215 / 128	19 / 10	NA	NA
03	44 / 29	45 / 25	57 / 18	40 / 22	35 / 18	56 / 33	213 / 128	26 / 13	NA	NA
04	42 / 28	44 / 25	60 / 17	52 / 27	35 / 18	50 / 29	237 / 135	43 / 22	NA	NA
05	45 / 30	45 / 26	55 / 16	29 / 15	32 / 15	41 / 24	220 / 130	20 / 12	NA	NA
UTMB 02	97 / 67	88 / 56	134 / 45	124 / 74	115 / 70	202 / 132	261 / 151	61 / 36	NA	NA
03	100 / 70	91 / 58	132 / 47	106 / 62	115 / 70	199 / 123	233 / 137	58 / 33	NA	NA
04	94 / 67	88 / 57	127 / 43	113 / 69	116 / 70	108 / 68	252 / 147	75 / 48	NA	NA
05	86 / 59	83 / 55	130 / 44	103 / 58	117 / 71	135 / 93	259 / 150	56 / 32	NA	NA
HSC-H 02	85 / 56	69 / 43	330 / 110	181 / 96	97 / 57	106 / 70	156 / 100	65 / 40	NA	NA
03	84 / 56	68 / 42	327 / 113	121 / 72	89 / 53	104 / 66	144 / 92	130 / 88	NA	NA
04	87 / 60	67 / 43	308 / 109	141 / 84	87 / 51	97 / 61	162 / 99	111 / 76	NA	NA
05	90 / 63	69 / 43	306 / 113	126 / 75	90 / 53	88 / 56	138 / 89	119 / 79	NA	NA
HSC-SA 02	94 / 64	81 / 50	161 / 56	137 / 83	135 / 82	79 / 51	236 / 138	110 / 73	NA	NA
03	90 / 62	82 / 51	170 / 64	139 / 83	137 / 82	69 / 44	260 / 150	97 / 66	NA	NA
04	93 / 66	80 / 51	153 / 52	152 / 89	140 / 83	79 / 47	296 / 166	87 / 57	NA	NA
05	97 / 69	88 / 60	156 / 55	132 / 79	144 / 88	98 / 65	263 / 152	87 / 56	NA	NA
MDACC 02	54 / 36	66 / 40	146 / 49	75 / 41	135 / 82	--	--	63 / 38	NA	NA
03	47 / 31	65 / 40	150 / 54	84 / 49	137 / 82	--	--	37 / 19	NA	NA
04	43 / 29	57 / 34	177 / 64	65 / 36	140 / 83	274 / 175	--	25 / 13	NA	NA
05	36 / 22	62 / 38	128 / 43	48 / 24	144 / 88	--	--	21 / 13	NA	NA

* U. T. Brownsville, U. T. Permian Basin, U. T. Tyler, and U. T. Health Center-Tyler are not listed because they did not report federal research funding for the period 1999-2003 to the NSF R&D survey.

** Although not one of the study's primary measures, TheCenter provides data on National Merit and Achievement Scholars to supplement information about quality of undergraduate students.

Source: Top American Research Universities publication and web site: http://thecenter.ufl.edu/research_data.html

National Research Council Rankings of Doctoral Programs. Considered one of the more objective of the ranking systems since the 1920s, the National Research Council (affiliated with the National Academy of Science and its predecessors) has ranked doctoral programs, not institutions. It has presented its findings roughly once every decade (most recently in 1995). Based on surveys sent to faculty asking their opinion on faculty and program quality within particular disciplines, 20 measures include scholarly quality measured by publications, citations, awards and honors, and effectiveness in educating graduate students.

Critiques of the most recent study focused on the reputational component of the surveys, and on its weakness in representing emerging and cross-disciplinary fields. Studies have found, in addition, that the ratings seem, perhaps not surprisingly, to be more influenced by size and selectivity than more specific factors of quality.[13]

Since 1995, when the last study was published, doctoral-level research has become increasingly interdisciplinary; defining disciplines and determining how to compare them with earlier data has been a major issue for the next study. The next study was announced in fall 2003; pilot studies began in 2005; the report is scheduled for release in 2007 (see: http://www7.nationalacademies.org/resdoc/Whats_new.html.)

Expected changes for 2007 include:

- The primary purpose of this study continues to be the evaluation of quality doctoral programs; it is not intended to be an overall ranking of institutional quality or rank.
- Data on research funding, faculty publications, and related elements will be supplemented with new data on how students are treated and how they perform (including attrition rates and time to degree).
- Institutions will not be rated in numerical order; they will be grouped into wider bands, to deemphasize slight and probably insignificant differences in program quality.
- The number of broad disciplines to be ranked has been expanded from 41 to 57.

D. Recent Top Programs in National Rankings

A summary of *USNWR* and National Research Council rankings of research programs and schools is provided, below.

[13] Volkwein and Grunig, pp. 268-69.

Table V-6

Recent Top Programs in National Rankings

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank***	***USNWR* most recent ranking**	**Notes** The *USNWR* rankings refer to the edition year in which a new ranking is published. The edition date is one year later than the date of publication, i.e., the 2006 edition is published in 2005.
Academic Institutions			
	Rank/ # Programs Ranked		
U. T. Arlington			
Best Business Top School (UG)		114	*USNWR*, 2002
Chemistry	114/168		
Computer Science	85/108		
Electrical Engineering	63/126		
English	99/127		
Linguistics	40/41		
Mathematics	108/139		
Mechanical Engineering	83.5/110	85	*USNWR,* 2006
Nursing		115	*USNWR*, 2003
Physics	117/147		
Psychology	102/185		
Public Affairs Top School		97	*USNWR*, 2002
Social Work		33	*USNWR*, 2004
U. T. Austin			
Engineering			
Aerospace (UG)		9	*USNWR*, 2002
Aerospace/Astronautical	8/33	7	*USNWR*, 2007
Astrophysics/Astronomy	10/33		
Bioengineering/Biomedical	20/38	18	*USNWR*, 2007
Chemical Engineering (UG)		5	*USNWR*, 2003
Chemical Engineering	10/93	7	*USNWR*, 2007
Civil Engineering (UG)		4	*USNWR*, 2007
Civil Engineering	4/86	4	*USNWR*, 2007
Computer Engineering		8	*USNWR*, 2007
Electrical/Electronic	14/126	10	*USNWR*, 2007
Electrical/Electronic (UG)		11	*USNWR*, 2002
Engineering Highest Degree (UG)		11	*USNWR*, 2007
Engineering Top School		13	*USNWR*, 2007
Environmental (UG)		8	*USNWR*, 2002
Environmental/Env. Health		2	*USNWR*, 2007
Industrial/Manufacturing		20	*USNWR*, 2007
Materials (UG)		17	*USNWR*, 2002
Materials Engineering	20/165	25	*USNWR*, 2007
Mechanical Eng (UG)		11	*USNWR*, 2002
Mechanical Engineering	15/110	10	*USNWR*, 2007
Petroleum Eng		1	*USNWR*, 2007

* In its 1995 rankings, the National Research Council ranked individual doctoral programs from a total of 274 institutions. The total number of programs that were ranked differed considerably among fields.

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank***	***USNWR* most recent ranking**	**Notes** The *USNWR* rankings refer to the edition year in which a new ranking is published. The edition date is one year later than the date of publication, i.e., the 2006 edition is published in 2005.
Academic Institutions			
Biology			
Biochemistry & Molecular Biology	33/194		
Biological Sciences Top School		24	*USNWR*, 2007
Cell & Developmental Biology	43/179		
Ecology, Evolution & Behavior	11/129	8	*USNWR*, 2007
Molecular & General Genetics	28/103		
Neurosciences	50/102		
Physiology	34.5		
Chemistry	13/168		
Analytical Chemistry		7	*USNWR*, 2007
Chemistry Top School		9	*USNWR*, 2007
Inorganic Chemistry		13	*USNWR*, 2007
Organic Chemistry		10	*USNWR*, 2007
Physical Chemistry		12	*USNWR*, 2007
Theoretical Chemistry		10	*USNWR*, 2007
Computer Science	7/108		
Artificial Intelligence		6	*USNWR*, 2007
Computer Science Top School		9	*USNWR*, 2007
Databases		8	*USNWR*, 2000
Hardware		10	*USNWR*, 2000
Programming Languages		14	*USNWR*, 2007
Systems		8	*USNWR*, 2007
Theory		11	*USNWR*, 2007
Geology (Geosciences) / Earth Sciences	16/100	9	*USNWR*, 2007
Geology Top School		5	*USNWR*, 2007
Geophysics / Seismology		8	*USNWR*, 2007
Hydrogeology		6	*USNWR*, 2000
Paleontology		9	*USNWR*, 2007
Sedimentology/Stratigraphy		1	*USNWR*, 2000
Tectonics/Structure		6	*USNWR*, 2000
Mathematics	23/139		
Algebra / Number Theory		16	*USNWR*, 2007
Analysis		13	*USNWR*, 2007
Applied Mathematics		8	*USNWR*, 2007
Geometry		11	*USNWR*, 2007
Mathematics Top School		15	*USNWR*, 2007
Topology		8	*USNWR*, 2007
Physics	11/147		
Astrophysics & Space		8	*USNWR*, 2000
Atomic / Molecular / Optical		10	*USNWR*, 2007
Condensed Matter / Low Temp		19	*USNWR*, 2007
Cosmology / Relativity		10	*USNWR*, 2007
Elementary Particle / Nuclear		15	*USNWR*, 2007
Nonlinear Dynamics / Chaos Theory		1	*USNWR*, 2000

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank***	***USNWR* most recent ranking**	**Notes** The *USNWR* rankings refer to the edition year in which a new ranking is published. The edition date is one year later than the date of publication, i.e., the 2006 edition is published in 2005.
Academic Institutions			
Physics Top School		11	*USNWR*, 2007
Plasma		7	*USNWR*, 2007
Health			
Audiology		22	*USNWR*, 2005
Clinical Psychology		11	*USNWR*, 2005
Nursing		19	*USNWR*, 2004
Nursing Family		21	*USNWR*, 2004
Nursing Service Admin		7	*USNWR*, 2001
Pharmacology	28/127		
Rehabilitation Counseling		15	*USNWR*, 2004
Pharmacy		2	*USNWR*, 1999 or prior
Public Affairs Top School		10	*USNWR*, 2005
City Management & Urban Policy		14	*USNWR*, 2002
Public Finance/Budgeting		19	*USNWR*, 2002
Public Management Admin		10	*USNWR*, 2005
Public Policy Analysis		9	*USNWR*, 2005
Social Policy		9	*USNWR*, 2005
Law			
Dispute Resolution		18	*USNWR*, 2006
Environmental Law		18	*USNWR,* 2007
Intellectual Property Law		21	*USNWR,* 2007
International Law		11	*USNWR,* 2007
Law Top School		16	*USNWR,* 2007
Tax Law		15	*USNWR,* 2007
Trial Advocacy		6	*USNWR*, 2006
Business			
Accounting (UG)		1	*USNWR*, 2005
Accounting		2	*USNWR*, 2007
Business Top School (UG)		5	*USNWR*, 2007
Business Top School		18	*USNWR*, 2007
E-Commerce (UG)		3	*USNWR*, 2003
Entrepreneurship (UG)		5	*USNWR*, 2003
Entrepreneurship		8	*USNWR*, 2007
Executive MBA		13	*USNWR*, 2007
Finance		18	*USNWR*, 2007
Mgmt Information Systems (UG)		3	*USNWR*, 2007
Information Systems		3	*USNWR*, 2006
Insur/Risk Mgmt (UG)		3	*USNWR*, 2002
Intnl Business (UG)		4	*USNWR*, 2005
International Business		15	*USNWR*, 2007
Management		21	*USNWR*, 2007
Management (UG)		5	*USNWR*, 2007
Marketing (UG)		3	*USNWR*, 2007
Marketing		9	*USNWR*, 2007

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank***	***USNWR* most recent ranking**	**Notes** The *USNWR* rankings refer to the edition year in which a new ranking is published. The edition date is one year later than the date of publication, i.e., the 2006 edition is published in 2005.
Academic Institutions			
Part-time MBA		25	*USNWR*, 2007
Production/Operations Mgmt (UG)		13	*USNWR*, 2002
Production/Operations Mgmt		17	*USNWR*, 2007
Quantitative Analysis/Method (UG)		6	*USNWR*, 2002
Quantitative Analysis		13	*USNWR*, 2003
Supply Chain/Logistics		19	*USNWR*, 2006
Education			
Administration/Supervision		7	*USNWR*, 2007
Child Development/Family Relations		66	*USNWR,* 2006
Counseling/Personnel Services		19	*USNWR*, 2002
Curriculum/Instruction		14	*USNWR*, 2007
Education Policy		14	*USNWR*, 2003
Educational Psychology		14	*USNWR*, 2007
Education Top Schools-Research		15	*USNWR*, 2006
Elementary Education		13	*USNWR*, 2007
Higher Education Administration		22	*USNWR*, 2007
Secondary Education		12	*USNWR*, 2006
Special Education		8	*USNWR*, 2007
Social Work		7	*USNWR*, 2005
Architecture		10	*USNWR*, 1999 or prior
Art History	19/38		
Art Painting and Drawing		17	*USNWR*, 1999 or prior
Art Printmaking		6	*USNWR*, 2005
Anthropology	12/69		
Classics	8/29		
Drama/Theatre		8	*USNWR*, 1999 or prior
Economics	31/107	25	*USNWR*, 2006
Labor Economics		14	*USNWR,* 2006
English	21/127	19	*USNWR*, 2006
American Literature post-1865		20	*USNWR*, 2006
Comparative Literature	21/44		
Creative Writing		30	*USNWR*, 1999 or prior
Medieval/Renaissance Literature		17	*USNWR*, 2002
Third World Literature		3	*USNWR*, 1999 or prior
Film		7	*USNWR*, 1999 or prior
Fine Arts (Master) Top School		21	*USNWR*, 2005
Sculpture		9	*USNWR*, 2004
French	23/45		
Geography	14/36		
Germanic Studies	13/32		
History	22/111		
History Top School		19	*USNWR*, 2006
Latin American		1	*USNWR*, 2006
Library / Information Sciences		7	*USNWR*, 2007

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank***	***USNWR* most recent ranking**	**Notes** The *USNWR* rankings refer to the edition year in which a new ranking is published. The edition date is one year later than the date of publication, i.e., the 2006 edition is published in 2005.
Academic Institutions			
Archives & Preservation		1	*USNWR*, 2007
Digital Librarianship		11	*USNWR*, 2007
Information Systems		11	*USNWR*, 2007
Law Librarianship		3	*USNWR*, 2007
School Library Media		16	*USNWR*, 2007
Linguistics	11/41		
Music	17/65	17	*USNWR*, 1999 or prior
Composition		11	*USNWR*, 1999 or prior
Conducting		15	*USNWR*, 1999 or prior
Jazz		10	*USNWR*, 1999 or prior
Opera/Voice		15	*USNWR*, 1999 or prior
Piano/Organ/Keyboard		10	*USNWR*, 1999 or prior
Philosophy	27/72		
Political Science	19/98		
Comparative Politics		18	*USNWR*, 2002
Political Science Top School		25	*USNWR*, 2006
Psychology	17/185	12	*USNWR*, 2006
Behavioral/Neuroscience		12	*USNWR*, 2006
Social Psychology		13	*USNWR*, 2006
Sociology	16/95	14	*USNWR*, 2006
Sociology of Population		5	*USNWR*, 2006
Spanish and Portuguese	12/54		
Speech-Lang-Pathology		10	*USNWR*, 2005
U. T. Dallas			
Audiology		5	*USNWR*, 2005
Biological Sciences Top School		125	*USNWR*, 2007
Biochemistry & Molecular Biology	129.5/194		
Business Top School		54	*USNWR*, 2007
Information Systems		24	*USNWR*, 2007
Chemistry	151/168		
Computer Science	76/108		
Engineering School		89	*USNWR*, 2007
Electrical / Electronic		77	*USNWR*, 2007
Geosciences	67/100		
Mathematics	137/139		
Public Affairs Top School		65	*USNWR*, 2002
Speech-Lang Pathology		17	*USNWR*, 2005
Statistics-Biostatistics	57/65		
U. T. El Paso			
Geosciences	85/100		
Nursing		174	*USNWR*, 2004
Nursing Midwifery (w/ Texas Tech)		26	*USNWR*, 2004

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank***	***USNWR* most recent ranking**	**Notes** The *USNWR* rankings refer to the edition year in which a new ranking is published. The edition date is one year later than the date of publication, i.e., the 2006 edition is published in 2005.
Academic Institutions			
U. T. Pan American			
Rehabilitation Counseling		39	*USNWR*, 2004
U. T. San Antonio			
Sculpture		13	*USNWR*, 2004
Engineering Highest Degree (UG)		46	*USNWR*, 2003

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank**	**U.S. News most recent ranking**	**Notes** In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Health Institutions			
U. T. Southwestern Medical Center			
Biochemistry		9	*USNWR*, 2005
Biochemistry & Molecular Biology	20/194	10	*USNWR*, 2007
Biological Sciences		19	*USNWR*, 2007
Biomedical Engineering	28/38		
Cell & Developmental Biology	18/179		
Clinical Psychology		68	*USNWR*, 2005
Internal Medicine		9	*USNWR*, 2007
Medical Top School: Primary Care		20	*USNWR*, 2007
Medical Top School: Research		19	*USNWR*, 2007
Molecular Biology		13	*USNWR*, 2007
Molecular and General Genetics	18/103		
Neurosciences	36.5/102		
Pharmacology/Toxicology	2/127	6	*USNWR*, 2000
Primary Care		36	*USNWR*, 2005
Physician Assistant		7	*USNWR*, 2004
Physical Therapy		61	*USNWR*, 2005
Psychology	89.5/185	136	*USNWR*, 2006
Rehabilitation Counseling		58	*USNWR*, 2003
Internal Medicine		9	*USNWR*, 2004
Women's Health		16	*USNWR*, 2007
U. T. Medical Branch-Galveston			
Biochemistry & Molecular Biology	99/194		
Biological Sciences		81	*USNWR*, 2007
Cell & Developmental Biology	111/179		
Community Health		24	*USNWR*, 2004
Medical Top School: Primary Care		63	*USNWR*, 2007

Program Graduate/Professional level unless otherwise noted.	**1995 National Research Council Rank**	**U.S. News most recent ranking**	**Notes** In this list, the USNWR rankings refer to the edition year, which is one year later than the date of publication, i.e., the 2005 edition is published in 2004.
Medical Top School: Research		57	*USNWR*, 2007
Neurosciences	42/102		
Nursing		58	*USNWR*, 2005
Nursing Midwifery		26	*USNWR*, 2004
Pharmacology	65/127		
Physical Therapy		40	*USNWR*, 2005
Physician Assistant		7	*USNWR*, 2004
Physiology	34.5/140		
U. T. Health Science Center-Houston			
Biochemistry & Molecular Biology	42.5/194		
Biological Sciences		56	*USNWR*, 2007
Cell & Developmental Biology	38/179		
Medical Top School: Research		57	*USNWR*, 2007
Molecular & General Genetics	26/103		
Neurosciences	51/102		
Nursing		29	*USNWR*, 2005
Nursing Anesthesia		6	*USNWR*, 2004
Nursing Family		17	*USNWR*, 2004
Nursing Gerontological/Geriatric		13	*USNWR*, 2004
Pharmacology	38/127		
Physiology	23.5/140		
School of Public Health		12	*USNWR*, 2004
U. T. Health Science Center-San Antonio			
Biochemistry & Molecular Biology	64/194		
Biological Sciences		73	*USNWR*, 2007
Cell & Developmental Biology	57.5/170		
Medical Geriatrics		17	*USNWR*, 2004
Nursing		39	*USNWR*, 2005
Occupational Therapy		34	*USNWR*, 2005
Pharmacology	71/127		
Physician Assistant		14	*USNWR*, 2004
Physiology	41.5/140		

National Ranking of U. T. System Institutions Degrees Awarded to Minority Students

Undergraduate degrees

- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. On average nationally, 7 percent of baccalaureate degrees were awarded to Hispanic students in 2004-05, compared with an average of almost 32 percent at U. T. System academic institutions. U. T. System health-related institutions awarded Hispanic students almost 25 percent of undergraduate certificates and degrees, an increase over 2000-01 and unchanged from 2003-04.
- During the 2004-05 academic year, the most recent year for which comparable national institutional data are available, the U. T. System institutions were at the head of the list of the top 100 institutions nationwide granting the bachelor's degree to Hispanic students (*Diverse Issues in Higher Education [DIHE]*, June 2006).
  - Pan American – 2nd
  - San Antonio – 3rd
  - Austin – 7th. Austin was 5th in bachelor's degrees to all minority students.
  - El Paso – 8th
- U. T. System institutions also ranked in the top ten in numbers of baccalaureate degrees awarded to Hispanic students in specific disciplines in 2005:
  - U. T. Austin – area studies (5); biological and biomedical sciences (4); engineering (4); mathematics and statistics (3); physical sciences (2); social sciences (2).
  - U. T. Brownsville/Texas Southmost College – mathematics and statistics (2).
  - U. T. El Paso – biological and biomedical sciences (5); business and management (4); engineering (3); health professions (3); physical sciences (4).
  - U. T. Pan American – biological and biomedical sciences (2); business and management (3); engineering (9); English language and literature (1); health professions (2); physical sciences (4).
  - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); English language and literature (8); mathematics and statistics (6); psychology (5).
  - U. T. HSC-San Antonio – health professions and clinical sciences (4).
- Rankings of note for bachelor's degrees to all minority students:
  - U. T. Austin – area studies (9); biology (6); engineering (5); mathematics (4); social sciences (5).
  - U. T. Brownsville – mathematics (10).
  - U. T. HSC-San Antonio – health professions and clinical sciences (9).

Table V-7

National Ranking of U. T. System Institutions by Degrees Awarded to Minority Students*

	UTA		UT Austin		UTB		UTD		UTEP		UTPA		UTSA		UTMB		HSC-H		HSC-SA	
Based on number of degrees conferred in	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05
Undergraduate Degree Program Rankings																				
All Disciplines																				
Total Minority	49	52	5	5			--	86	28	43	31	26	25	22						
African American	81	79																		
Hispanic	48	52	8	7	26	28			3	8	2	2	4	3						
Area, Ethnic, Culture & Gender Studies																				
Total Minority			9	9									35	41						
Hispanic			5	5					20	50			13	13						
Biological and Biomedical Sciences																				
Total Minority	38	21	6	6					37	42	24	24	15	10						
African American	--	43	48	--									--	47						
Hispanic	38	30	7	4	42	27			5	6	2	2	1	1						
Business, Management, Marketing, etc.																				
Total Minority	23	31	17	18			51	45	39	--	--	44	16	13						
Hispanic	29	37	26	38	28	29			4	12	6	3	2	2						
Computer and Information Science																				
Total Minority			16	23			17	25												
Hispanic			28	36	48	25			16	22	--	50	24	25						
Engineering																				
Total Minority	31	36	3	5					31	45			49	--						
African American	46	37	28	37																
Asian American	27	42	4	8																
Hispanic			3	4					4	3	11	9	9	11						
English Language & Literature/Letters																				
Total Minority			16	18							15	14	25	22						
African American	--	39											--	32						
Hispanic			10	11	21	34					1	1	7	8						
Health Professions & Clinical Sciences																				
Total Minority	33	43							2	14	11	3			--	42			7	9
African American	33	46																		
Hispanic	42	37	20	25	40	41			2	3	3	2			31	17	45	38	4	4
Mathematics and Statistics																				
Total Minority			3	4	17	10					22	48	24	24						
African American			19	19																
Hispanic			1	3	3	2			11	19	4	12	8	6						
Physical Sciences (not ranked in 2006)																				
Total Minority			9	na					33	na	37	na								
Hispanic			2	na	28	na			4	na	4	na	16	na						
Psychology																				
Total Minority			25	29					47	--			23	21						
Hispanic			24	23	46	37			13	32	20	25	4	5						
Social Sciences																				
Total Minority			6	5																
African American			50	41																
Hispanic			2	2							23	25	27	24						

* 2006 ranking of 2004-05 graduates and 2005 ranking of 2003-04 graduates based on preliminary data.

Source for Undergraduate Degrees: Diverse Issues in Higher Education, Vol. 23, No. 8 (June 2006)

Graduate and Professional Degrees

- U. T. System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees.
- Nationally in 2004-05, 5.7 percent of all PhDs were awarded to Black students and 3.4 percent to Hispanic students. For master's degrees, 9.3 percent were awarded to Black students and 5.4 percent to Hispanic students. These data represent steady, but very small, increases over the past decade, and underscore the persistent underrepresentation of Black and Hispanic doctoral recipients (*DIHE*, July 2006).
- Also noted in the *DIHE* analysis are the differences in the percentages of each minority group in the various disciplines. Asian Americans continue to earn relatively high numbers of degrees in science, technology, engineering, math, and the health professions, while Black and Hispanic students continue to be underrepresented in these categories. Nearly half of all doctoral degrees awarded to Black students were in education. There have been efforts to improve underrepresented minorities' participation in these disciplines, but the success has been minimal. Underrepresented minorities are almost 30 percent of the population but received only slightly more than 4 percent of doctoral degrees in STEM fields.
- Between 2001 and 2005, the proportion of graduate and professional degrees U. T. System academic institutions awarded to White students decreased by 8 percentage points to 45.7 percent, less than half of all degrees conferred, compared with the national average of 79 percent (includes Foreign students) in 2004-05.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at all U. T. System academic institutions except U. T. Tyler where it declined slightly. The U. T. System academic institution average was 17 percent, compared with 3.4 percent (doctorate) and 5.4 percent (professional) nationally. U. T. System health-related institutions awarded 12.8 percent of graduate and first professional degrees to Hispanic students in 2004-05, which was up significantly over 2000-01 but basically unchanged from 2003-04.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. Tyler. The average for U. T. System academic institutions was 3.5 percent, continuing a recent upward trend. National averages for 2004-05 are 5.7 percent of doctoral degrees and 9.3 percent of first professional degrees. U. T. System health-related institutions awarded 4.4 percent of graduate and first professional degrees to Black students, up from 2000-01 but down slightly from 2003-04.
- Over this period, 2001 to 2005, the largest increase at U. T. System institutions has been a 3.5 percentage point rise of international students receiving graduate and first professional degrees, followed closely by a 3.3 percentage point raise for Hispanic students.
- At the master's level, six U. T. System academic institutions ranked nationally among the top 100 schools in awarding the master's degrees to Hispanic students during 2004-05 (*DIHE*, July 2006).
  - U. T. Pan American – 5
  - U. T. El Paso – 6
  - U. T. San Antonio – 11
  - U. T. Austin – 21
  - U. T. Brownsville/Texas Southmost College – 48
  - U. T. Arlington – 92
- Among institutions awarding master's to Hispanic students, U. T. System institutions rank in the top ten in many specific fields, and first in several:
  - U. T. Austin – engineering (4).
  - U. T. Brownsville – English language and literature (10).
  - U. T. Dallas – physical sciences (9).
  - U. T. El Paso – business (6); education (8); engineering (4); mathematics (1); physical sciences (9).
  - U. T. Pan American – education (4); health professions (2); psychology (10).

- U. T. San Antonio – biology (1); education (9); mathematics (5).
- U. T. HSC-Houston – biology (4).

- Nationally, U. T. System academic institutions are ranked highly among those conferring doctoral degrees to Hispanic students.
  - U. T. Austin ranked 7th in doctoral degrees in all fields to all minority students, 10th to African-American students, and 2nd to Hispanic students; 4th in education doctorates to all minority students, 9th to African-American students, and 3rd to Hispanic students; and 3rd in social science doctorates to all minority students, 3rd to African-American students, and 1st to Hispanic students.
  - U. T. Dallas tied for 4th in doctoral degrees in mathematics awarded to all minority students.
  - U. T. Pan American ranked 1st in business doctorates for Hispanic students.
- U. T. System institutions rank highly in degrees conferred to minority professional students in 2005.
  - U. T. Austin ranked 4th in law degrees for Hispanic students.
  - U. T. Medical Branch ranked 4th in medical degrees awarded to Hispanic students.
  - U. T. HSC-Houston ranked 6th in dental degrees and 5th for medical degrees awarded to Hispanic students.
  - U. T. HSC-San Antonio ranked 2nd in medical degrees and 2nd in dental degrees awarded to Hispanic students.
  - U. T. Southwestern ranked 7th in medical degrees for total minority students and for Hispanic students.

Table V-8

National Ranking of U. T. System Institutions by Degrees Awarded to Minority Students *

	UTA		UT Austin		UTB		UTD		UTEP		UTPA		UTSA		UTMB		HSC-H		HSC-SA	
Based on number of degrees conferred in	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05
Master's Degree Program Rankings																				
All Disciplines																				
Total Minority		78		28				87		47		31		65						
Hispanic	72	92	20	21	60	48			5	6	9	5	17	11						
Area, Ethnic, Culture & Gender Studies																				
Total Minority			8	19																
African American			9	--																
Hispanic			4	11																
Biology																				
Total Minority									32	--			27	15			20	14		
African American																	27	--		
Hispanic	15	--							1	11			1	1			22	4	15	--
Business																				
Total Minority			18	20			28	30												
Hispanic			8	15			52	45	7	6	--	48	30	17						
Computer and Information Science																				
Total Minority							36	45												
Asian American							27	28												
Hispanic									8	11	13	20	--	20						
Education																				
Total Minority									15	24	23	--	26	25						
Hispanic					28	21			6	8	9	4	11	9						
Engineering																				
Total Minority	25	26	18	13			33	--	48	45										
African American	40	39	29	39																
Asian American	19	20	22	18			28	36												
Hispanic	50	40	8	4			50	--	5	4	--	30								
English Language & Literature/Letters																				
Total Minority			22	12					14	--	--	40								
Hispanic			5	23	--	10			2	18	18	18								
Health Professions & Clinical Sciences																				
Total Minority											--	28					15	22		
African American																	--	50		
Hispanic			47	36					11	15	8	2			41	46	5	15	10	11
Mathematics																				
Total Minority	--	50	--	37			--	28	15	15			7	50						
Hispanic									2	1			1	5						
Physical Sciences																				
Total Minority			28	--			--	21	14	49										
Hispanic							--	9	1	9										
Psychology																				
Hispanic			--	32							49	10								
Social Sciences																				
Total Minority			43	--									--	49						
African American	--	47					--	47												
Hispanic			12	40							--	33	15	18						

* 2006 ranking of 2004-05 graduates and 2005 ranking of 2003-04 graduates based on preliminary data.

Source for Graduate/Professional Degrees: Diverse Issues in Higher Education, Vol. 23, No. 11 (July 2006)

Table V-8 (cont.)

National Ranking of U. T. System Institutions by Degrees Awarded to Minority Students *

	UTA		UT Austin		UTD		UTEP		UTPA		SWMC		UTMB		HSC-H		HSC-SA	
Based on number of degrees conferred in	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05
First Professional Degree Program Rankings																		
Dentistry																		
Total Minority															17	14	22	17
African American															9	--		
Hispanic															20	6	3	2
Law																		
Total Minority			18	11														
African American			--	26														
Hispanic			5	4														
Medicine																		
Total Minority											4	7	10	15	48	31	20	28
African American											45	19	15	38	--	38		
Hispanic											12	7	3	4	13	5	5	2
Doctoral Degree Program Rankings																		
All Disciplines																		
Total Minority			13	7											90	85		
African American			38	10														
Hispanic	--	77	5	2			74	93	--	65					64	--		
Biology																		
Total Minority											--	20			6	12		
African American																		
Hispanic															5	--		
Business																		
Total Minority			10	--					--	16								
Hispanic									--	1								
Education																		
Total Minority			7	4														
African American			29	9														
Hispanic			2	3			24	21	--	21								
Engineering																		
Total Minority	42	27	11	12	42	32	36	--										
Hispanic			6	--														
Health Sciences																		
Total Minority			40	--											28	43		
African American															--	16		
Mathematics																		
Total Minority	3	--			--	4												
Physical Sciences																		
Total Minority			21	28														
Psychology																		
Total Minority			44	--														
Hispanic			14	18														
Social Sciences and History																		
Total Minority			13	3														
African American			--	3														
Hispanic			8	1														

* 2006 ranking of 2004-05 graduates and 2005 ranking of 2003-04 graduates based on preliminary data.

Source for Graduate/Professional Degrees: Diverse Issues in Higher Education, Vol. 23, No. 11 (July 2006)

Institution Profiles

U. T. System Academic Institutions

The University of Texas at Arlington
Mission Statement

The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

As a University, we affirm our commitment to the following objectives:

- The University is committed to comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.

- The University prepares students for full, productive lives and informed and active citizenship. To that end, we have developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Outside the classroom a wide range of student organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to supplement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as traditional students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study.

- The mission of a university can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.

- Mindful of its role as a resource to the community, locally, nationally, and internationally, the University continually seeks partnerships with public and private concerns in order to advance the economic, social, and cultural welfare of its constituencies. We serve the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical, and dramatic productions.

U. T. Arlington
Analysis of Peer Comparisons

UT Arlington's state appropriation per FTE student was lower than seven of nine identified peer institutions.

UT Arlington reported lower research expenditures per FTE faculty than six of the eight peers for which comparable information was available.

UT Arlington ranked lowest among its peers (both current and aspirational) with regard to one-year retention rates and was tied 8th out of 10 with regard to six-year graduation rates.

Table V-9

University of Texas at Arlington Comparative and Aspirational Peer Institutions and their Comparative Data (Fall 2005)

University	State Approp / FTE Student	Total Revenue / FTE Student	Research Expeditures / FTE Faculty	Total Enrollment	% Graduate Students	Doctoral Degrees Awarded	% in Housing	SAT 25th Percentile Score	SAT 75th Percentile Score	1st Year Retention Rate	Graduation Rate within 150% of Time
U.T. Arlington	***$4,748***	***$15,833***	***$26,406***	***25,432***	***23%***	***86***	***14%***	***950***	***1170***	***69%***	***40%***
Comparative Peers											
SAN DIEGO STATE UNIVERSITY	$6,791	$14,683	$133*	31,802	17%	44	13%	980	1180	83%	53%
UNIVERSITY OF MEMPHIS	$6,765	$19,515	$43,923	20,465	21%	109	13%	935	1200	71%	33%
UNIV OF WISCONSIN-MILWAUKEE	$4,896	$16,559	$26,339	27,502	17%	90	12%	950	1210	73%	42%
UNIVERSITY OF NORTH TEXAS	$4,419	$15,478	$11,238	31,958	21%	146	21%	990	1210	75%	43%
Aspirational Peers											
ARIZONA STATE UNIV-MAIN CAMPUS	$6,380	$21,224	$51,586	51,612	19%	314	14%	960	1185	79%	55%
UNIV OF HOUSTON-UNIVERSITY PARK	$5,425	$23,896	$68,187	35,344	15%	211	7%	950	1190	77%	40%
GEORGE MASON UNIVERSITY	$4,737	$20,171	$37,599	29,728	37%	167	28%	1000	1210	82%	53%
UNIVERSITY OF SOUTH FLORIDA	$8,832	$26,954	$72,417	42,660	20%	194	13%	1030	1210	82%	48%
UNIV OF CALIFORNIA-SANTA CRUZ	$7,461	$34,335	$125,455	15,012	9%	105	45%	1050	1280	88%	70%

Data Sources: IPEDS Peer Analysis System Fall 2005, US News FY 2005

Notes:
FTE Student is calculated by IPEDS
FTE Faculty is calculated as all Full-time Faculty + 1/3 Part-time Faculty
% Residential Housing was calculated as 1 - % Living off Campus
25th Percentile Score is the cutoff where 25% of SAT scores fell at or below this score
75th Percentile Score is the cutoff where 75% of SAT scores fell at or below this score
* San Diego State says that changes in IPEDS definitions for Research Expenditures change the way they report this figure and they are aware of the significant change that has resulted.

Centers of Excellence

U. T. Arlington				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Nanotechnology Research and Teaching Facility	To coordinate and facilitate research and educational programs in nanotechnology within the College of Engineering and across the University.	Hired eight new faculty members in the College of Engineering, obtained four congressional earmarks to purchase state of the art analysis and fabrication equipment, obtained several research grants.	Air Force Research Laboratory, National Science Foundation, Texas Advanced Technology Program, Excellence Funds, private industry.	$8.4 M
Automation and Robotics Research Institute	To coordinate and facilitate research and educational programs in manufacturing and robotics within the College of Engineering and across the University.	Hired new Institute Director, added three new technical staff members, selected to be the lead institution for the Texas Manufacturing Assistance Center (TMAC).	National Institute for Science and Technology, NSF, private industry.	$5 M/yr
Biomedical Engineering and Technology	To coordinate and facilitate research and educational programs in biotechnology within the College of Engineering, across the University, and with UTSWMC.	Hired three new faculty members, constructed a research and teaching laboratory for tissue engineering, formed a collaboration with UTSWMC and UT Dallas to pursue research opportunities in medical imaging.	National Institutes of Health, Defense Advanced Research Projects Agency, the American Cancer Society, private industry.	$2 M
Bioscience and Bioengineering Center (BBC)	To serve as a multi-user research facility; a place to share instrumentation and technical assistance; and train undergraduate, graduate and post-doctoral students in emerging areas of the life sciences.	Biologists, biochemists, chemists, mathematicians, biomedical engineers and computer scientists in the UT Arlington Colleges of Science and Engineering are working in the emerging areas of biotechnology, computational biology, medical imaging, bioinformatics, biocomputing, genomics and proteomics, and nanobiotechnology.	The BBC has a modest operating budget, but has submitted federal earmark and stateline funding requests.	Leveraged funds from the Texas Workforce Commission and in-kind contributions from IBM healthcare and life sciences.
Center for Nanostructured Materials (CNM)	To foster interdisciplinary collaborations, to share and provide instrumentation and technical assistance, and to train undergraduates and graduate students in the area of nanoscience.	The center has 20 active faculty participants and a combined total of over $8 million in external grant support. CNM's early efforts have been focused on acquiring research instrumentation. CNM is focused on recruiting key faculty to enhance the collaborative research efforts.	DOE, NSF, Welch, DARPA, SPRING Earmark through AFOSR	$8 M
Center for High Energy Physics	To collaborate with national and international accelerator laboratories, primarily but not limited to Fermi National Lab in Illinois and CERN in Switzerland.	The Dzero experiment is at Fermi lab and the ATLAS experiment is at CERN. The group constructed a very large detector array for each lab, an essential part of the experiments for which UT Arlington is the leading authority in the world. The detector at Fermi Lab discovered the top quark, the last undetected quark of the standard model. It is constructing a "forward proton detector" and hopes to discover new accelerator events. Studies of new types of digital detector arrays for the next linear collider are underway. The group has also expanded its capabilities to include grid computing, the enormous amount of data from the ATLAS experiment, and it is expected to win a Tier II HEP computer center for the ATLAS collaboration.	Primarily by DOE, but also by NSF, Texas Advanced Research Project and other sources. The Tier II center was awarded and involves sustained multiyear funding	$3 M

Center for Renewable Energy Research and Technology (CREST)	To coordinate collaborations amongst faculty and students involved in research on energy-related problems including renewable energy such as solar, geothermal, hydroelectric, wind and biomass.	Generation of hydrogen using sunlight and water; photovoltaic solar cells; integrating renewables into the grid; hydrogen-powered aircraft; fuel cells; micro-wind mills using piezoelectric materials; new photocatalyst development for solar hydrogen.	U.S. Department of Energy; National Science Foundation; ACS Petroleum Research Fund.	$5 million
Institute for Urban Studies	To conduct basic and applied research into urban problems and public policy and make available the results of this research to scholars, public bodies and public officials, and private groups.	Research: identifying costs and benefits of various urban transportation options, including carpooling, managed lane facilities, rail, and toll; analyzing urban land use and transportation system planning and procedures; examining adjustment issues related to adolescent Katrina evacuees; identifying and examining factors related to reduction of neighborhood gang violence; tracking effects of public housing relocation projects; developing models of government reform in eastern European countries	National Science Foundation; U.S. Department of Justice; U.S. Department of State; U.S. Department of Housing and Urban Development; U.S. Department of Commerce; Texas Department of Transportation	$2.5 Million, past 3 years

The University of Texas at Austin
Mission Statement

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development of new knowledge. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

The core purpose of the university is "to transform lives for the benefit of society." The core values are learning ("a caring community, all of us students, helping one another grow"), discovery ("expanding knowledge and human understanding"), freedom ("to seek the truth and express it"), leadership ("the will to excel with integrity and the spirit that nothing is impossible"), individual opportunity ("many options, diverse people and ideas; one university"), and responsibility ("to serve as a catalyst for positive change in Texas and beyond"). Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

The University of Texas at Austin is one of three institutions in Texas with membership in the Association of American Universities. Its enrollment is among the largest for single-campus universities in the United States. Composed of 16 colleges and schools, the university had a fall 2005 enrollment of 49,696 (36,878 undergraduates, 11,391 graduate students, and 1,427 law students).

About 13,000 students graduate from the university each year and more than 450,000 have graduated since the establishment of the university. Students attending the university come from all 254 counties in Texas, all 50 states, and more than 120 foreign countries. The 2,700 faculty include a Nobel laureate, Pulitzer Prize winners, MacArthur fellows, and hundreds of members of prestigious academic and scientific organizations. The students and faculty are supported by a staff of 14,000.

The university is a major research institution with more than 90 research units, including units at the main campus, the J. J. "Jake" Pickle Research Campus, the Marine Science Institute at Port Aransas, the McDonald Observatory near Fort Davis, and the Bee Cave Research Center. The university's research expenditures in fiscal year 2005-2006 exceeded $380 million.

Containing more than 8 million volumes, the library of the university is the fifth largest academic library in the nation and is consistently ranked among the country's top 10 research libraries. The university's holdings in Latin American materials are recognized as among the most significant in the world. Also world-renowned is the Harry Ransom Humanities Research Center that houses 30 million literary manuscripts, 1 million rare books, 5 million photographs, and more than 100,000 artworks. The Jack S. Blanton Museum of Art contains 17,000 works of art from Europe, the United States, and Latin America. The L. B. J. Library and Museum contains more than 40 million documents relating to President Lyndon Baines Johnson. And the Texas Memorial Museum houses the Texas Natural History Collections, including the non-vertebrate paleontology collections and the Vertebrate Paleontology Laboratory.

In the area of international education, the university annually ranks among the top five universities in the nation both for the number of enrolled international students and for the number of students sent to study abroad.

In service beyond its campus, the university administers many programs designed to inform and assist educators, students, and the general public. Community outreach programs include the Vaughn Gross Center for Reading and Language Arts and the National Center for Educational Accountability. The university also plays an important role in the economic development of the state by bringing significant federal and private-sector research funding to Texas, by training highly educated professionals for entry into a skilled work force, by providing preparation for successful entrepreneurship, by creating an attractive environment for businesses to relocate to Texas, and by providing intellectual property for the development of new businesses.

National Peer Institutions and Their Comparison Data

The University of Texas at Austin compares itself with 11 public AAU institutions: University of California at Berkeley, University of California at Los Angeles, University of Illinois at Urbana/Champaign, Indiana University at Bloomington, University of Michigan–Ann Arbor, Michigan State University, University of Minnesota–Twin Cities, University of North Carolina–Chapel Hill, Ohio State University, University of Washington–Seattle, and University of Wisconsin–Madison.

Of these major public research institutions, U. T. Austin had the 3rd largest fall 2005 total enrollment behind the University of Minnesota and Ohio State University. While U. T. Austin ranks tenth out of 12 institutions for percentage of enrollment in graduate/professional schools (at 25.8%), it ranks third in the number of doctoral degrees awarded among peer institutions.

U.T. Austin ranks seventh (tie) out of 12 for SAT scores in the 25th percentile for both verbal and math scores, 540 and 570 respectively. Among the 75th percentile score, UT Austin ranks fifth (tie) out of 12 for verbal and seventh (tie) out for 12 for math, 670 and 690 respectively.

In terms of retention, U. T. Austin's first year retention rate of 93 percent (2004 cohort) ranks sixth (tie) out of 12 institutions. Its six-year retention rate of 75 percent (1999 cohort) ranks seventh out of 12 institutions.

Research expenditures of $380 million are high considering that U. T. Austin does not have an integral medical school. All other comparison institutions except UC Berkeley and Indiana have integral medical schools that contribute substantially to research expenditure totals.

U. T. Austin was next to last in total Educational & General expenditures per FTE student in fiscal year 2005.

U. T. Austin ranks sixth out of 12 in the number of National Academy members for fall 2004, and is number one in the number of National Merit Scholars for fall 2004 among its peer institutions.

Table V-10
The University of Texas at Austin
Office of Institutional Research
National Peer Institutions and Their Comparison Data

University	Total Enrollment * Fall 2005	SAT 25th Percentile Verbal / Math Fall 2005	SAT 75th Percentile Verbal / Math Fall 2005	1st Year Retention (%) 2004 Cohort	6 Year Graduation Rate (%) 1999 Cohort	Graduate and Professional Enrollment (%) Fall 2005	Doctoral Degrees Awarded 2004-05	Total Research Expenditures ($1000) 2004-05	Total E&G Expenditure / FTE Student 2004-05
University of California - Berkeley	33,547	590/630	710/740	97	87	30.0	801	$399,504	$42,198
University of California - Los Angeles	35,625	570/600	690/720	97	87	33.3	657	$555,233	$57,823
Univ. of Illinois at Urbana-Champaign	41,938	550/620	670/730	93	82	26.3	636	$327,102	$31,241
Indiana Univ. at Bloomington	37,958	490/500	610/620	87	71	22.1	397	$86,774	$20,851
Univ. of Michigan at Ann Arbor	39,993	590/630	690/730	96	86	36.3	725	$519,958	$47,582
Michigan State University	45,166	490/520	620/650	91	74	21.0	425	$235,981	$27,112
Univ. of Minnesota - Twin Cities	51,175	540/570	660/690	87	61	35.9	678	$450,071	$42,036
Univ. of North Carolina at Chapel Hill	27,276	600/610	690/700	97	84	38.5	459	$271,208	$51,686
Ohio State University - Main	50,504	530/550	640/660	90	68	25.9	590	$332,692	$29,897
University of Washington at Seattle	39,251	530/570	650/670	93	74	30.0	519	$574,900	$49,868
University of Wisconsin at Madison	40,793	560/600	670/700	94	78	27.4	664	$638,147	$41,092
UT Austin	49,696	540/570	670/690	93	75	25.8	719	$343,500	$25,897

* IPEDS reported enrollment

Sources: Common Data Set, NCES IPEDS Peer Analysis System, and web site: http://thecenter.ufl.edu/research_data.html

Centers of Excellence

U. T. Austin				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Lozano Long Institute of Latin American Studies (LLILAS)	LLILAS is a multidisciplinary institute focusing on Latin American Studies, operating under the umbrella of the College of Liberal Arts, a language and national resource center under Title VI of the Higher Education Act, and integrating more than 30 academic departments and offering programs that lead to the B.A., M.A., and Ph.D. degrees in Latin American Studies.	LLILAS is home to six centers, including the Argentine Studies Center, Brazil Center, Center for Environmental Studies in Latin America (CESLA), Center for Indigenous Languages of Latin America (CILLA), Center for Latin American Social Policy (CLASPO), the Latin American Network Information Center, and the Mexican Center. It is also home for the Benson Latin American Collection, a world-renown library and for LANIC, the electronic gateway to Latin America. Besides the degrees in Latin American Studies, it offers joint degree programs with Business, Communications, Community and Regional Planning, Law, and the LBJ School of Public Affairs.	Primary sources of funding are (in decreasing amounts): research contracts and grants (51.8%); institutional funds (38.5%); and gifts (9.6%). Total expenditures in FY2005-06 were $1.49 million.	Ratio of research plus gifts to institutional expenditures was 1.60:1
Institute for Computational Engineering Sciences (ICES)	ICES' purpose is to provide the infrastructure and intellectual leadership for developing outstanding interdisciplinary programs in research and graduate study in the computational sciences and engineering and in information technology.	ICES is an organized research center created to function as an interdisciplinary research center for faculty and graduate students in computational sciences and engineering, mathematical modeling, applied mathematics, software engineering, and computational visualization. The Institute supports five research centers and numerous research groups, and new research units in distributed and grid computing, computational biology, biomedical science and engineering, computational materials research, and many others are planned for the next few years. It also supports the Computational and Applied Mathematics graduate degree program leading to the M.S. and Ph.D. degrees. Organizationally it reports to the Vice President for Research and draws faculty from seventeen participating departments.	Primary sources of funding are (in decreasing amounts): research contracts and grants (67.9%); gifts (19.9%); and institutional funds (12.2%). Total expenditures in FY2005-06 were $7.76 million.	Ratio of research plus gifts to institutional expenditures was 7.18:1
Blanton Museum of Art	The Jack S. Blanton Museum of Art is one of the foremost university art museums in the country and the leading museum serving the City of Austin and Central Texas. Its permanent collection spans the history of Western civilization with approximately 17,000 works of art from Europe, the United States, and Latin America, and the Museum presents a wide range of special exhibitions and educational programs to the University and the surrounding region.	The Museum serves as a teaching resource, a laboratory for innovative curatorial and educational research, a center for scholarship and professional training, a catalyst for interdisciplinary exchange and collaboration among many departments across campus, and a model for community outreach programs. As the only encyclopedic art museum in central Texas, the Museum responds to the needs of citizens in the region through collaboration with the community, audience involvement, and outreach programs which help elementary and secondary school teachers integrate art into all aspects of the K-12 curriculum. The first phase of the building project for the Blanton Museum is in progress and this new building is scheduled for occupancy in early 2006.	Primary sources of funding are (in decreasing amounts): gifts (87.6%); institutional funds (12.4%); and research contracts and grants (0.01%). Total expenditures in FY2005-06 were $6.68 million.	Ratio of research plus gifts to institutional expenditures was 7.10:1

Institute for Cellular and Molecular Biology (ICMB)	The Institute's purpose is to do fundamental research into the basic processes of living cells and tissues, particularly the revolutionary developments in genetics, cell biology, and molecular biology. Its objectives are: to build a world-class multidisciplinary research and teaching center in cellular and molecular biology, to focus basic research efforts on molecular genetics and molecular biology problems that will advance our understanding of disease processes and methods for therapy or cure, and to build a multidisciplinary center of excellence for biotechnology.	The Institute fosters development of cellular and molecular biology programs by providing a base for faculty recruiting in the area of molecular biology in the various life sciences departments, it provides the home and support base for the graduate program in Cellular and Molecular Biology, and it is responsible for developing and maintaining essential shared support facilities for cellular and molecular biology research. It is housed in the Louise and James Robert Moffett Molecular Biology Building, and its four multidisciplinary thrust areas are: chemical biology (e.g., structural biology, drug design, nanotechnology, metabolic and tissue engineering); functional genomics (e.g., gene analysis technology, bioinformatics, molecular evolution, computational biology); molecular pathogenesis (e.g., bacterial pathogenesis, virology, gene therapy, immunology, alcoholism/drug addition); and developmental biology/signal transduction (e.g., model organisms, oncogenesis, organismal development.	Primary sources of funding are (in decreasing amounts): research contracts and grants (65.3%); institutional funds (34.2%); and gifts (0.5%). Total expenditures in FY2005-06 were $12.13 million.	Ratio of research plus gifts to institutional expenditures was 1.93:1
Population Research Center (PRC)	The center is one of the nation's foremost interdisciplinary research and training units supporting research in the population sciences. The center provides infrastructure support services and project development support essential for the conduct of large-scale collaborative projects focused on both domestic and international population problems. The faculty are renowned for their work in five scientific areas: Population Health; Religion and Demographic Processes; Education and the Transition to Adulthood; and Latin America and US Border Demography. Underlying the work of the PRC is a foundation that emphasizes fundamental attention to issues of national and international importance; rigorous attention to, and application of, the most advanced methodological techniques; and an orientation toward federal and major foundation grant funding and publication in top-tier scientific journals.	The PRC provides the resources and culture necessary to facilitate the highest level of population-related research and training activities among its faculty members and students. Resource-wise, the PRC provides state-of-the-art project administration, advanced computing and information services, and a seed grant program that supports faculty development of innovative and fundable research. The PRC is housed in dedicated space in the UT Tower. Culturally, the PRC is oriented toward facilitating the submission and support of federal and foundation grants, the production and dissemination of the highest level of population-related knowledge, and rigorous training activities that orient both undergraduate and graduate students toward population-related careers in the United States and abroad. The PRC is also the home of two focal centers: the Center for Research on Interactive Technology, Television & Children, and the Center for the Scientific Study of Religion.	Primary sources of funding are (in decreasing amounts): research contracts and grants (92.2%); institutional funds (7.8%); and gifts (0.0%). Total expenditures in FY2005-06 were $5.61 million.	Ratio of research plus gifts to institutional expenditures was 11.8:1

The University of Texas at Brownsville/Texas Southmost College
Mission Statement

The mission of The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) Partnership is to provide accessible, affordable, postsecondary education of high quality, to conduct research which expands knowledge and to present programs of workforce training and continuing education, public service, and cultural value. The partnership combines the strengths of the community college and those of a university by increasing student access and eliminating inter-institutional barriers while fulfilling the distinctive responsibilities of each type of institution.

The University of Texas at Brownsville and Texas Southmost College Partnership offers Certificates and Associate, Baccalaureate, and Graduate degrees in liberal arts, the sciences, and professional programs designed to meet student demand as well as regional, national, and international needs.

UTB/TSC places excellence in learning and teaching at the core of its commitments. It seeks to help students at all levels develop the skills of critical thinking, quantitative analysis and effective communications which will sustain lifelong learning. It seeks to be a community university which respects the dignity of each learner and addresses the needs of the entire community.

UTB/TSC advances economic and social development, enhances the quality of life, fosters respect for the environment, provides for personal enrichment, and expands knowledge through programs of research, service, continuing education and training. It convenes the cultures of its community, fosters an appreciation of the unique heritage of the Lower Rio Grande Valley and encourages the development and application of bilingual abilities in its students. It provides academic leadership to the intellectual, cultural, social, and economic life of the bi-national urban region it serves.

Philosophy Statement

The University of Texas at Brownsville and Texas Southmost College are committed to excellence. It is dedicated to stewardship, integrity, service, openness, accessibility, efficiency, and citizenship. UTB/TSC is committed to students, participatory governance, liberal education, human dignity, the convening of cultures and respect for our environment.

Partnership Statement

The community university has its roots in the establishment of two of the area's higher education institutions, The University of Texas at Brownsville and Texas Southmost College. Texas Southmost College was created by the Brownsville Independent School District in 1926. First established as The Junior College of the Lower Rio Grande Valley, its name was later changed to Brownsville Junior College in 1931. Upon the establishment of the Southmost Union Junior College District in 1949, it was renamed Texas Southmost College.

The University of Texas at Brownsville was created by the Texas Legislature in 1991. The foundation for UTB was laid in 1973 when Pan American University in Edinburg began offering off-campus courses at Texas Southmost College. In 1977, the Legislature approved the establishment of Pan American University at Brownsville as an upper-level center. In 1989, the University became a part of The University of Texas System. The bill that created The University of Texas at Brownsville also authorized the University to enter into a partnership agreement with Texas Southmost College. The partnership was created under the provisions of Subchapter L, Section 1, Chapter 51 of the Texas Education Code. Created to improve the continuity, quality and efficiency of the educational programs and services offered by the university and the community college, the partnership combines the administrative, instructional and support services of the upper-level university and the community college and eliminates artificial barriers between them. The partnership combines junior, senior, and graduate-level programs with certificate, associate and continuing education programs, thus offering a unique combination of services to the people of the Lower Rio Grande Valley and the State.

The partnership was fully implemented in 1992 with shared administration, faculty, staff, and facilities. This partnership expanded open-admissions educational opportunities for students from the certificate level to master's level and expanded Workforce Training and Continuing Education.

UTB/TSC serves the needs of the Lower Rio Grande Valley region with 94% of the student population residing in Cameron County.

U. T. Brownsville and Texas Southmost College (UTB/TSC) Summary

Enrollment and Program Growth

Enrollment at UTB/TSC has increased by 113% since Fall 1992, going from 7,358 to 15,712 students in Fall 2006 (based on preliminary numbers). In just the last five years, enrollment has increased an average of 10.9% per year.

UTB/TSC has the following degree programs from which students may choose: 19 master's programs, 38 bachelor's programs, 24 associate's programs, and 18 certificates. We are making progress toward adding a doctorate in education.

UTB/TSC has experienced increases in degrees awarded: from 1992 to 2005, 158% increase in certificates, 137% increase in associate degrees, 86% increase in baccalaureate degrees, and 206% increase in master's degrees.

UTB/TSC ranked #28 in total bachelor's degrees awarded to Hispanic students. Based on the number of bachelor's degrees awarded in a specific program, UTB ranked #2 in Mathematics and #5 in Multi/Interdisciplinary Studies.

Faculty, Research and Excellence

UTB/TSC has 373 fulltime faculty members. In Fall 2006, 10 new faculty lines were filled to address enrollment and program increases.

Between FY 2001 and FY 2006, UTB/TSC had a 712% increase in federal research funding expenditures. Increases in federal grants and contracts have resulted in the implementation of Centers of Excellence in Gravitational Wave Astronomy and Biomedical Studies and the establishment of partnerships to educate pre-school teachers.

Progress in developing excellence in 2006 includes a 97% pass rate for teacher certification, a 93% pass rate for associate degree nursing board exams, and a 93% pass rate for vocational nursing licensures.

Footnotes

[1] *The Hispanic Outlook in Higher Education*, May 2006.

U. T. Brownsville Comparisons

Table V-11

Total Number of Associates, Bachelors, Masters, and Doctoral Programs by Type

University	Associates	Bachelors	Masters	Doctoral	Total Number of Degrees
Texas A&M Commerce	0	120	87	7	214
Stephen F. Austin	0	86	59	2	147
UT Pan American	1	55	49	3	108
UT Tyler	0	52	44	0	96
UTB/TSC	***24***	***38***	***19***	***0***	***81***
Texas A&M International	0	33	27	1	61
UT Permian Basin	0	31	21	0	52
Univ. of Houston Downtown	0	37	7	0	44

Source: THECB, Program Inventory (October 16, 2006).

UTB/TSC: Academic Affairs.

Table V-12

Number of Students Served

University	Fall 2005	Spring 2006
UT Pan American	17,048	16,058
UTB/TSC	***13,316***	***12,763***
Univ. of Houston Downtown	11,433	10,741
Stephen F. Austin	11,290	10,503
Texas A&M Commerce	8,677	8,242
UT Tyler	5,746	5,397
Texas A&M International	4,298	4,380
UT Permian Basin	3,406	3,288

Source: THECB, PREP On-Line, Enrollment Data, Total Headcount (Non Duplicate).

UTB/TSC unduplicated headcount: Data Management and Reporting, UTB/TSC Institutional Profile.

Table V-13

Income of Region Served

University	County	Median Income in 2003 Per Household
Univ. of Houston Downtown	Harris	$42,262
UT Tyler	Smith	38,642
Texas A&M Commerce	Hunt	37,347
UT Permian Basin	Ector	33,124
Stephen F. Austin	Nacogdoches	29,223
Texas A&M International	Webb	28,857
UTB/TSC	***Cameron***	***26,352***
UT Pan American	Hidalgo	25,937

Source (County): THECB, Higher Education Locator Map (HELM).

Source (Median Household Income in 2003): STATS Indiana, USA Counties IN Profile, www.stats.indiana.edu.

Table V-14

Percent of Minority Students

University	Fall 2004		
	Minority Students	Total Students	Percent
Texas A&M International	4,166	4,298	97%
UT Pan American	16,056	17,048	94
UTB/TSC	***12,545***	***13,316***	***94***
Univ. of Houston Downtown	8,739	11,433	76
UT Permian Basin	1,405	3,406	41
Texas A&M Commerce	2,768	8,677	32
Stephen F. Austin	2,979	11,290	26
UT Tyler	1,236	5,746	22

Source: THECB, PREP On-Line, Enrollment Data, Total Headcount by Ethnic Origin.

UTB/TSC unduplicated headcount; Data Management and Reporting, UTB/TSC Institutional Profile.

Table V-15

Demographic Profile of Students

University	In-State	Out-of State	Foreign	Totals by Semester
UT Permian Basin (fall 2005)	3,248	98	60	3,406
UT Permian Basin (spring 2006)	3,131	92	65	3,288
Texas A&M International (fall 2005)	4,004	31	263	4,298
Texas A&M International (spring 2006)	4,111	33	236	4,380
UT Tyler (fall 2005)	5,485	144	117	5,746
UT Tyler (spring 2006)	5,165	124	108	5,397
Texas A&M Commerce (fall 2005)	8,016	262	399	8,677
Texas A&M Commerce (spring 2006)	7,595	255	392	8,242
Stephen F. Austin (fall 2005)	10,951	221	118	11,290
Stephen F. Austin (spring 2006)	10,184	200	119	10,503
Univ. of Houston Downtown (fall 2005)	11,043	66	324	11,433
Univ. of Houston Downtown (spring 2006)	10,384	59	298	10,741
UTB/TSC (fall 2005)	**12,514**	**245**	**557**	**13,316**
UTB/TSC (spring 2006)	**12,360**	**23**	**380**	**12,763**
UT Pan American (fall 2005)	16,468	147	433	17,048
UT Pan American (spring 2006)	15,419	204	435	16,058

Source: THECB, PREP On-Line, Enrollment Data, Total Headcount by Geographic Source.

UTB/TSC: Institutional data files using the 12th official unduplicated headcount list (10/16/06).

Table V-16

Total Number of Degrees Conferred by Level

University	Certificates	Associates	Bachelors	Masters	Doctoral	Total Fall 2005
UT Permian Basin	0	0	437	127	0	564
Texas A&M International	0	0	623	196	0	819
UT Tyler	0	0	792	223	0	1,015
Univ. of Houston Downtown	0	0	1,647	51	0	1,698
UTB/TSC	***264***	***766***	***681***	***189***	***0***	***1,900***
Texas A&M Commerce	0	0	1,118	905	34	2,057
Stephen F. Austin	0	0	1,785	474	12	2,271
UT Pan American	0	0	1,987	525	12	2,524

Source: THECB, PREP On-Line, Degrees Awarded Data, Total Awards by Level.

Table V-17

Size of Budget

University	State Appropriations FY 2006	Students Fall 2005	State Appropriations Per Student
Texas A&M International	$38,512,621	4,298	$8,960
UT Permian Basin	$18,710,740	3,406	5,493
UT Tyler	$31,090,020	5,746	5,411
Stephen F. Austin	$55,531,501	11,290	4,919
Texas A&M Commerce	$42,079,592	8,677	4,850
UT Pan American	$76,416,854	17,048	4,482
Univ. of Houston Downtown	$36,648,030	11,433	3,205
UTB/TSC	***$36,612,229***	***13,316***	***2,749***

Source (State Appropriations): THECB, Legislative Appropriations

Source (Students): THECB, Prep On-Line, Enrollment Data, Total Headcount (Non-Duplicate).

UTB/TSC unduplicated headcount: Data Management and Reporting, UTB/TSC Institutional Profile.

Table V-18

Ratio of Faculty to Students by Semester

University	All Faculty	Students	Ratio Faculty : Students
UT Pan American (fall 2005)	807	17,048	1:21
UT Pan American (spring 2006)	819	16,058	1:20
Univ. of Houston Downtown (fall 2005)	573	11,433	1:20
Univ. of Houston Downtown (spring 2006)	564	10,741	1:19
UTB/TSC (fall 2005)	***617***	***13,316***	***1:22***
UTB/TSC (spring 2006)	***694***	***12,763***	***1:18***
Texas A&M International (fall 2005)	282	4,298	1:15
Texas A&M International (spring 2006)	299	4,380	1:15
Texas A&M Commerce (fall 2005)	572	8,677	1:15
Texas A&M Commerce (spring 2006)	533	8,242	1:15
UT Tyler (fall 2005)	364	5,746	1:16
UT Tyler (spring 2006)	367	5,397	1:15
Stephen F. Austin (fall 2005)	761	11,290	1:15
Stephen F. Austin (spring 2006)	737	10,503	1:14
UT Permian Basin (fall 2005)	216	3,406	1:16
UT Permian Basin (spring 2006)	231	3,288	1:14

Source Full-Time Faculty: THECB, PREP On-Line, Faculty Headcount Data, Total Headcount (Non Duplicate).
Source Students: THECB, PREP On-Line, Enrollment Data, Total Headcount (Non Duplicate).
UTB/TSC Faculty: Human Resources 10/16/06.
UTB/TSC Students (unduplicated headcount): Data Management and Reporting.

Table V-19

Ratio of Full-Time to Part-Time Faculty

University	All Faculty	Full-Time Faculty	Part-Time Faculty	Fall 2004 Ratio Full-Time : Part-Time
Stephen F. Austin	582	469	113	4:1
UT Pan American	701	570	131	4:1
Texas A&M International	247	163	84	2:1
UT Permian Basin	190	121	69	2:1
UT Tyler	340	211	129	2:1
Texas A&M Commerce	496	286	210	1:1
UTB/TSC	***561***	***314***	***247***	***1:1***
Univ. of Houston Downtown	547	268	279	1:1

Source: THECB, Texas Public Universities' Data and Performance Report, provided by e-mail.
UTB/TSC: Human Resources Department (10/16/2006).

Table V-20

Ratio of Staff to Students
(Full-Time, Non-Faculty Personnel)

University	Number of Staff Fall 2004	Number of Students Fall 2004	Ratio
Texas A&M International	333	4,269	1:13
Stephen F. Austin	801	11,172	1:14
Texas A&M Commerce	561	8,547	1:15
UT Pan American	1012	17,030	1:17
UTB/TSC	**626**	**10,604**	**1:18**
UT Permian Basin	174	3,291	1:19
UT Tyler	271	5,326	1:20
Univ. of Houston Downtown	372	11,408	1:31

Source (Staff): THECB,
Source (Students): THECB, Total Headcount (Non Duplicate), Enrollment Data.
UTB/TSC unduplicated student headcount: Data Management and Reporting, UTB/TSC Institutional Profile.

Table V-21

Research Effort and Sponsored Programs
(Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, FY 2005)

University	Total
UT Pan American	$6,119,863
UTB/TSC	***$5,374,665***
Stephen F. Austin	$4,328,157
Texas A&M Commerce	$1,798,878
UT Permian Basin	$1,641,016
UT Tyler	$969,190
Univ. of Houston Downtown	$563,252
Texas A&M International	$250,332

Source: THECB, Research Expenditures, Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, Texas Public Universities, FY 2005.

Centers of Excellence

U. T. Brownsville-Texas Southmost				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Center for Master Teaching	To provide pre-service opportunities for students as well as induction programs for beginning teachers; to provide for the enhancement of technology literacy, and serve as a site where educators can use technology to identify and apply solutions to educational challenges. The center will conduct research to answer questions related to best teaching practices. In addition, the center will also create a learning community where parents, community members and educators commit to excellence in student learning and outcomes.	Created a task force whose role has been to define the mission, purpose and goals of the center. Compiled a list of model centers began conducting telephone interviews to discern information such as mission statements; type of research focus; and infrastructure questions such as funding, staffing, organizational placement. Task Force members and School of Education faculty and staff will visit centers to collect additional information. Scheduled a round table summit with leading researchers in the field of teaching and learning and foundations structured to facilitate discussions of participants in addressing educational issues of importance. Assigned two grant writers to the School of Education to seek / increase external funding focused on an aggressive research agenda.	AT&T Foundation, W. K. Kellogg Foundation, J. Paul Getty Trust, Carnegie Foundation, NSF, SBC Foundation, Texaco Foundation, Allen Foundation, Exxon Education Foundation, Ford Foundation.	Charles Butt $1 million donation K-16 Special Line Item Funding
Center for Gravitational Wave Astronomy (CGWA)	To provide excellence in research and education in areas related to gravitational wave astronomy.	Research at the center focuses on theoretical aspects of gravitational wave astronomy, specifically astrophysical source modeling, gravitational wave data analysis, and the phenomenological astrophysics of gravitational wave sources. The center has a successful visitors' program, offers several postdoctoral openings, and annually hosts several international conferences to promote scientific collaborations and continually expose its faculty and students to world-class research. Education and outreach activities form an important part of the center, supporting undergraduate and graduate students in many ways.	NASA Group 3 OMU University Research Center (URC) Program and National Science Foundation (NSF)	$ 6 million from NASA $2 million from NSF

Center for Biomedical Studies	To enhance the quality of life in the Lower Rio Grande Valley of Texas through research programs aimed at addressing health concerns that will bring long-term benefits to the state and nation.	The Center has several affiliated centers that concentrate research efforts in specific fields of biology, biotechnology and medicine, with special emphasis on problems relevant to the Lower Rio Grande Valley population. This includes research efforts on health issues relevant to the area as well as biotechnological approaches that may contribute to the region's development. The scientific approaches are as varied as the interests of the individual researchers and range from fundamental studies of biological function to hospital clinical trials. Clinical research is performed in collaboration with associated hospitals. The Center faculty educate UTB/TSC students in diverse biomedical-biotechnology fields and create the appropriate programs to achieve this goal.	NIH, AHA, UTHSPH and DOD	$10.1 million from NIH $260,000 from AHA $1 million from DOD

The University of Texas at Dallas
Vision and Mission Statement

The vision of The University of Texas at Dallas is to be one of the nation's best public research universities and one of the great universities of the world. The University of Texas at Dallas serves the Metroplex and the State of Texas as a global leader in innovative, high quality science, engineering, and business education and research. The mission of The University of Texas at Dallas is to produce engaged graduates prepared for life, work, and leadership in a constantly changing world; to advance excellent educational and research programs in the natural and social sciences, engineering and technology, management, and the liberal, creative, and practical arts; and to transform ideas into actions that directly benefit the personal, economic, social, and cultural lives of the citizens of Texas.

Strategic Initiatives

The University of Texas at Dallas aspires to be a first-rank public research university with focused centers of excellence, prepared to meet the challenges of a rapidly changing, technology-driven global society; a global force in innovative, transdisciplinary research and education in emerging areas of technology, science, and learning; a ground-breaking leader in both framing and answering the questions faced by business, policy makers, and the public; a synergistic partner with local industry, government, and cultural organizations as well as local K-12 schools, community colleges, and universities and one of the most creative, innovative universities in the nation and world.

The combination of need, focus, youth, quality, location, collaboration, and UT System resources makes UTD's goal to become one of the nation's premier public research universities a realistic possibility. UTD has consciously avoided the structure of the traditional university with traditional academic disciplines that often become academic silos. Rather than trying to offer all programs for all people, the University will continue to build by adding to strengths, to those focused areas of excellence where individuals are encouraged to break free of constricted modes of thinking.

The strategic plan defines the institution that UTD aspires to be, states its vision and mission, identifies its goals, lays out the strategies necessary to achieve these goals, spells out an implementation plan, and identifies measures of progress. This strategic plan sets forth a proactive set of bold actions that over time will secure UTD's place as one of the world's great universities.

UTD will invest in six strategic initiatives for success:

1. Discovering Tomorrow's Inventions Today
2. Preparing Students for Tomorrow's Challenges
3. Managing Change in a Constantly Changing Society
4. Securing the Safety of the Future
5. Improving the Health and Quality of Life of Individuals and Society
6. Making a Great City Even Greater

These six initiatives are interlocked and deliberately overlap each other. They transcend traditional disciplines, involve the entire UTD community, and will enable UTD to better fulfill its mission to serve the region and the State. The goal of these initiatives is to transform UTD into a dynamic, intellectual, research force that has direct and powerful impact on the quality of the intellectual, cultural, physical, and economic life of Dallas's citizens as well as the citizens of the world, and the initiatives go hand in hand with meeting face-on the challenges which UTD must overcome. Over the next ten years, these initiatives will provide a roadmap for UTD's future.

The following outcomes provide a way for UTD to measure its growth as well as set interim goals that will allow UTD to become a top-tier, public research university:

- 800 tenure-system faculty members
- 15,000 full-time-equivalent (FTE) students
- Student/faculty ratio of approximately 20 to 1
- $100,000,000 in annual research expenditures
- $15,000,000 in annual endowment distributions ($320M endowment)
- 300 doctoral degrees awarded annually
- Academic ranking of entering freshmen in the top 50 of public universities
- 10 members of the National Academies of science and engineering
- 15% annual giving participation rate of alumni
- 10% of entering freshmen from out of state
- Overall university ranking among the top 50 public research universities and, eventually, among the top 20

Growth and success rely on concentrated efforts within the context of a reasonable plan that must be considered a "living document," one subject to periodic review and reasoned changes. To meet the objectives listed above, UTD will need to focus its administrative efforts on the following seven imperatives:

- Enhance graduation rates
- Double the size of the faculty
- Add 5,000 FTE students
- Increase number of doctoral degrees granted
- More than double research funding
- Improve annual giving and endowment
- Reduce costs
- Tell UTD's story better

U. T. Dallas
Peer Institutions

The University of Texas at Dallas selected ten national universities as comparative and aspirational institutions. They are in decreasing order of federal research funding per tenure/tenure-track faculty: Georgia Institute of Technology; University of California Santa Cruz, University of California Santa Barbara, SUNY of Albany, University of Maryland – Baltimore County, University of California Riverside; George Mason University, SUNY Binghamton, Ohio University and Miami University – Oxford.[1]

UTD's intention is to raise its outcomes to the level of its aspirational group over the next ten years. However, it must be noted that all of the institutions chosen are either nationally prominent or are aggressively pursuing national prominence.[2]

Given that among the total aspirational and comparison groups, UTD continues to rank near the bottom in state appropriations per student (Figure V-1), it remains surprising how well the university is performing. Excluding Miami University of Ohio, which has a unique tuition and state appropriations arrangement, only George Mason has lower state appropriations per FTE student. In terms of total revenue per FTE student, UTD lags the California schools, SUNY Albany and Georgia Tech.

Figure V-3 presents comparative data on SAT scores for entering freshmen. As can be seen UTD's freshmen compare very well with the aspirational peers and the university placed second in the 75th percentile SAT scores of entering freshmen. Table V-10 provides additional data on the entering freshmen class. As can be seen UTD placed sixth overall (tying with Miami University Oxford) in the percentage of entering students who were in the top 10 percent of their high school class. The university's freshmen retention rate of 82%, while well above the national average, is comparable to George Mason University and University of Maryland-Baltimore County but is at the bottom of the list. The six-year graduation rate is only slightly better than George Mason University.

In terms of total research expenditures and federally financed research per full-time faculty, the university compares quite well with older more established institutions. Using the most current comparative data available, UTD ranked seventh in total research expenditures per tenured and on-track faculty ($103,661) and ranked seventh in revenue from federal operating contracts and grants per tenured and on-track faculty ($83,220). The size of the university's tenured and on-track faculty is, however, a limiting factor. For the same time period, the average size of the full-time faculty for the ten comparison/aspirational institutions was 622 compared to 329 for UTD.

For the university to reach its aspirations, it must sustain and enhance its indicators of student quality in terms of recruitment, retention and six-year graduation. It must also lower its student/faculty ratio to about 17/1 — which will be a difficult task in an era of declining state resources. In the area of research production, the university must raise the dollar value of its R&D effort. First, it must retain its productive research faculty and expand their efforts. Secondly, it must increase the size of its full-time faculty in areas critical to the economic future of Texas.

[1] The universities were chosen using criteria developed by both the Jordan Commission and the Accountability Working Group.
[2] Comparative data on a large number of measures in chart and tabular formats are attached to this summary in Appendix A.

Figure V-1

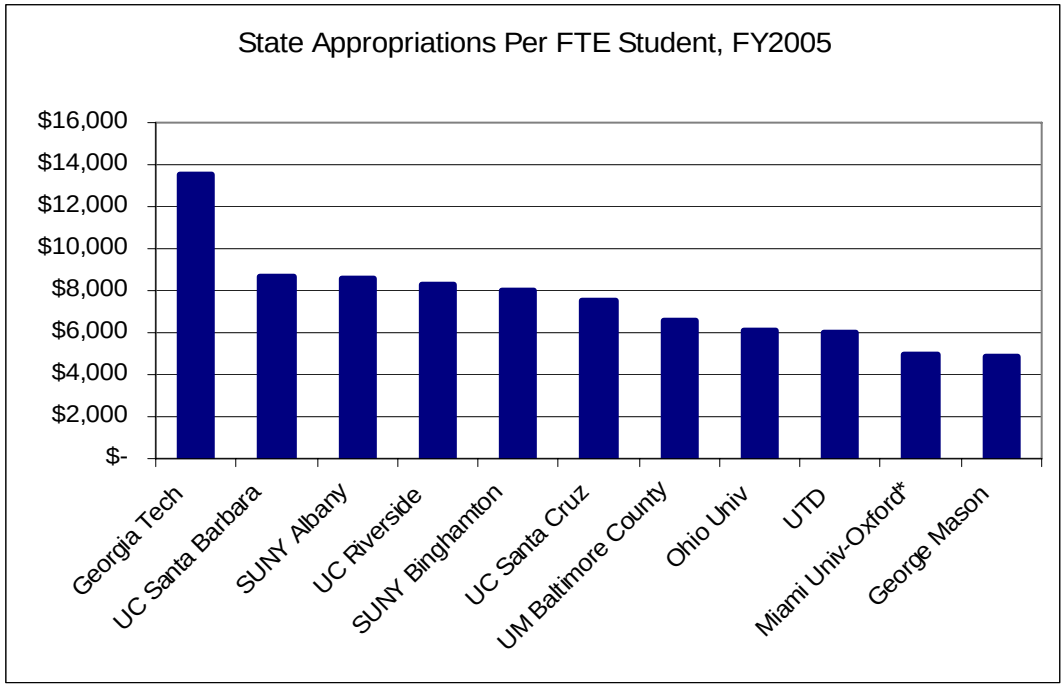


Figure V-2

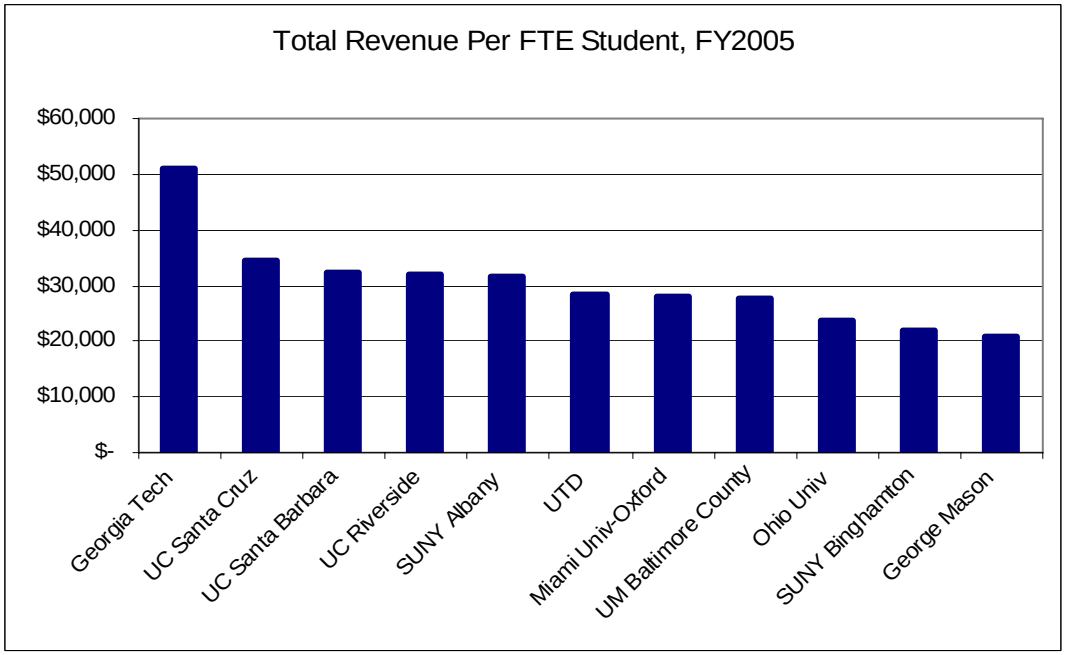


Figure V-3

SAT 25th-75th Percentile Scores for UTD and Aspirational and Comparator Universities, 2005

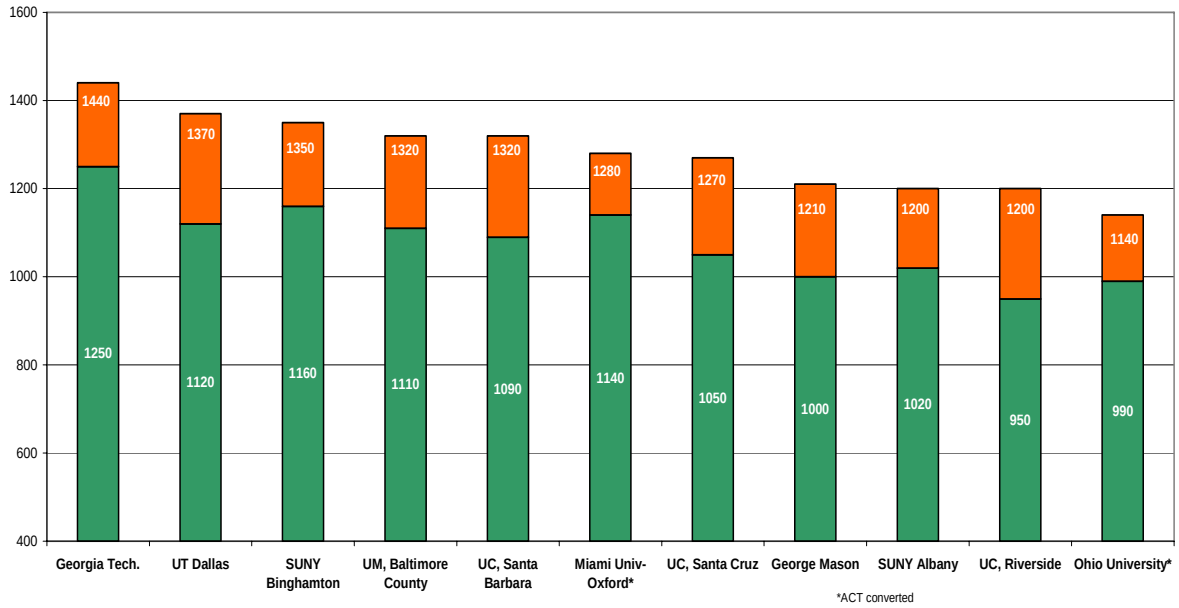


Figure V-4

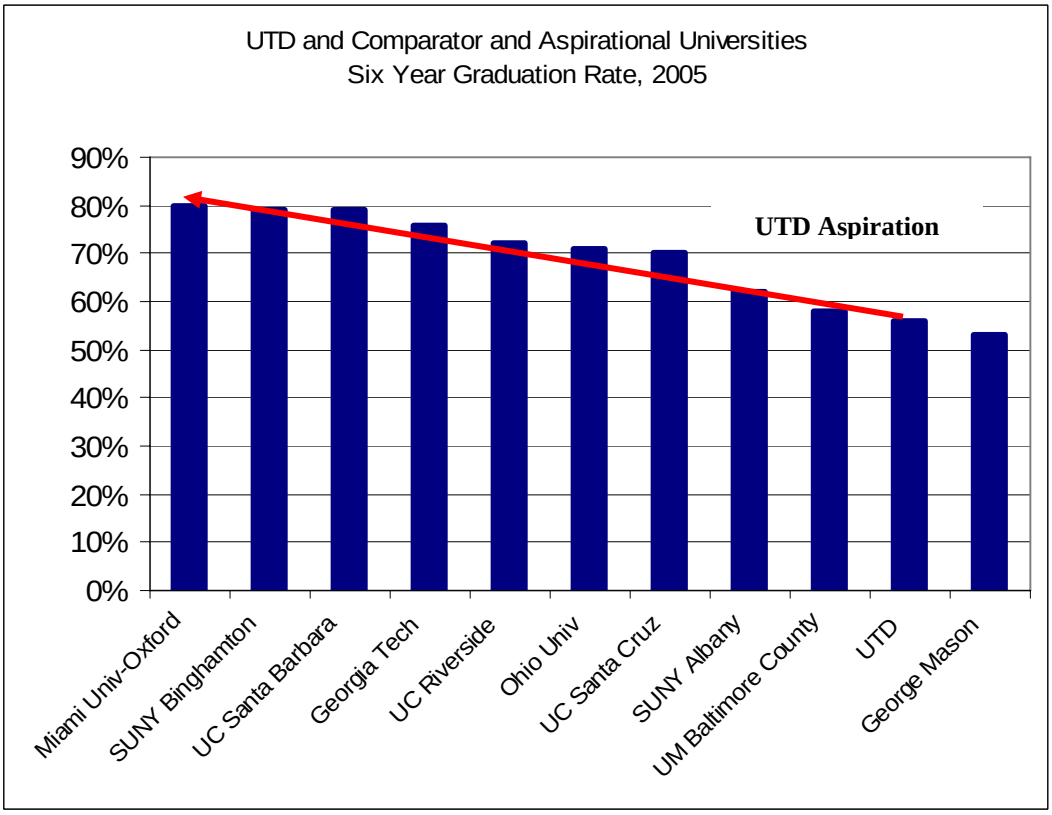


Figure V-5

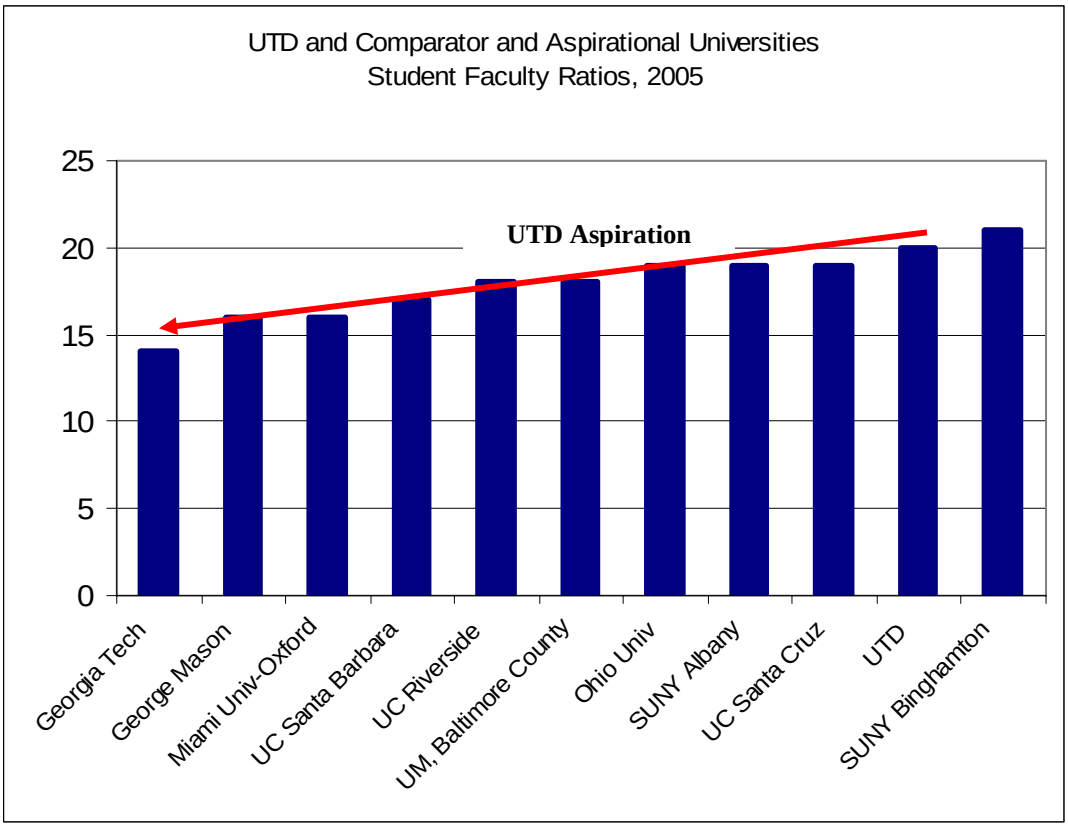


Figure V-6

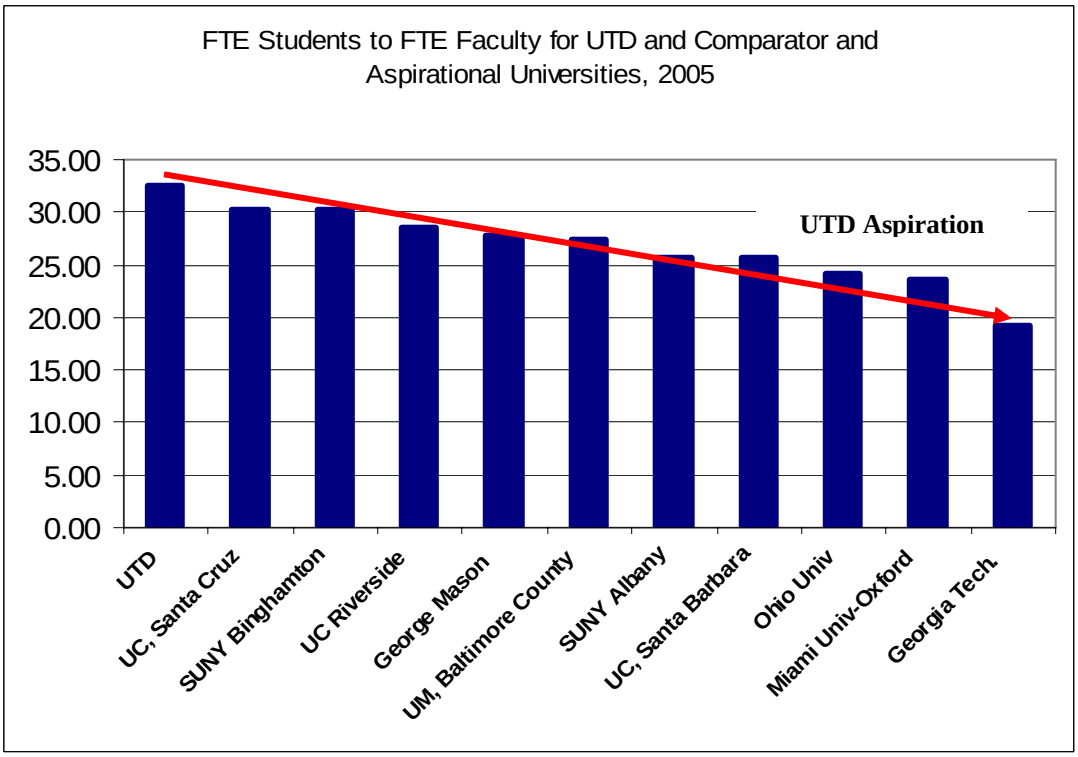


Figure V-7

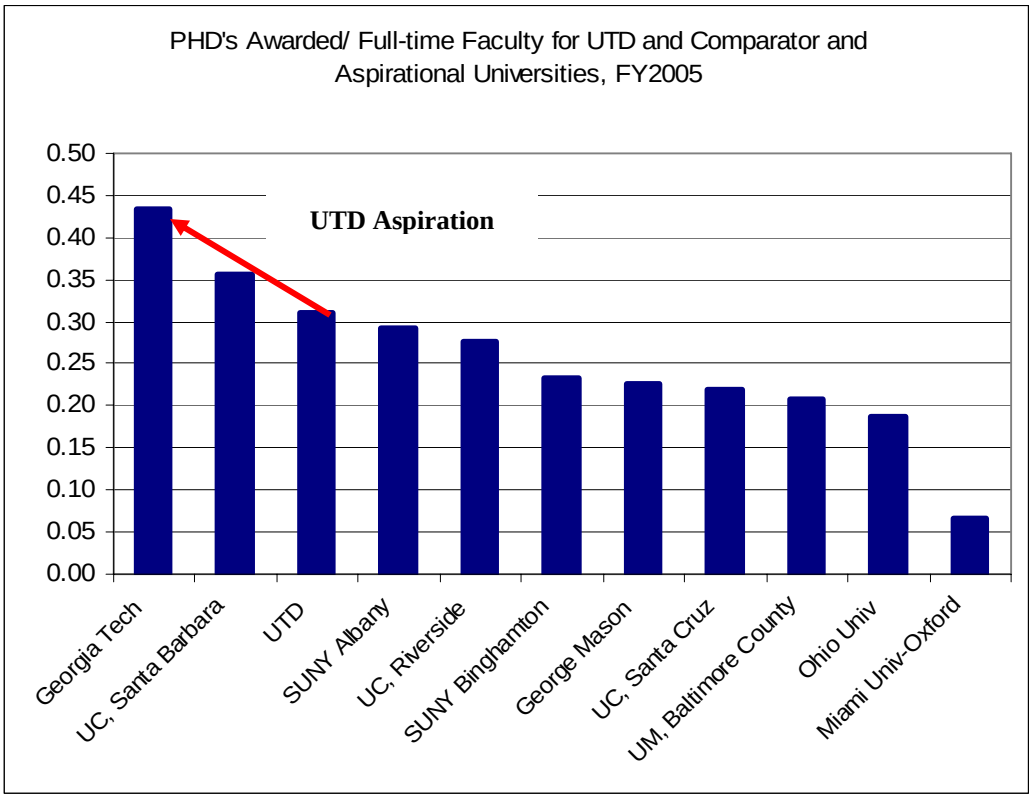


Figure V-8

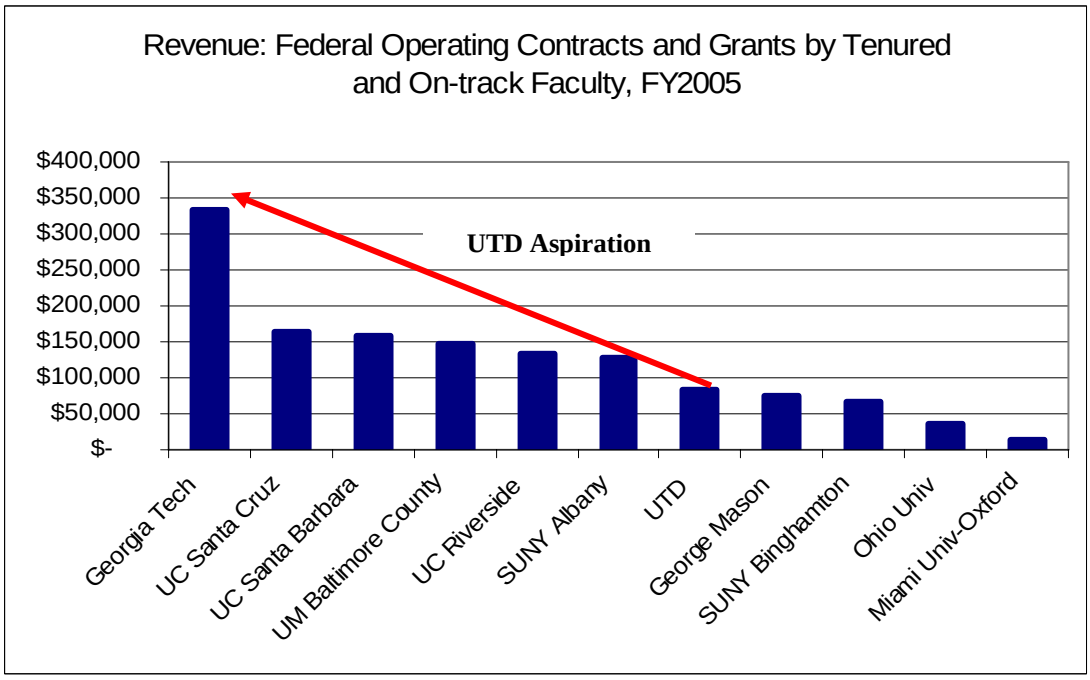


Figure V-9

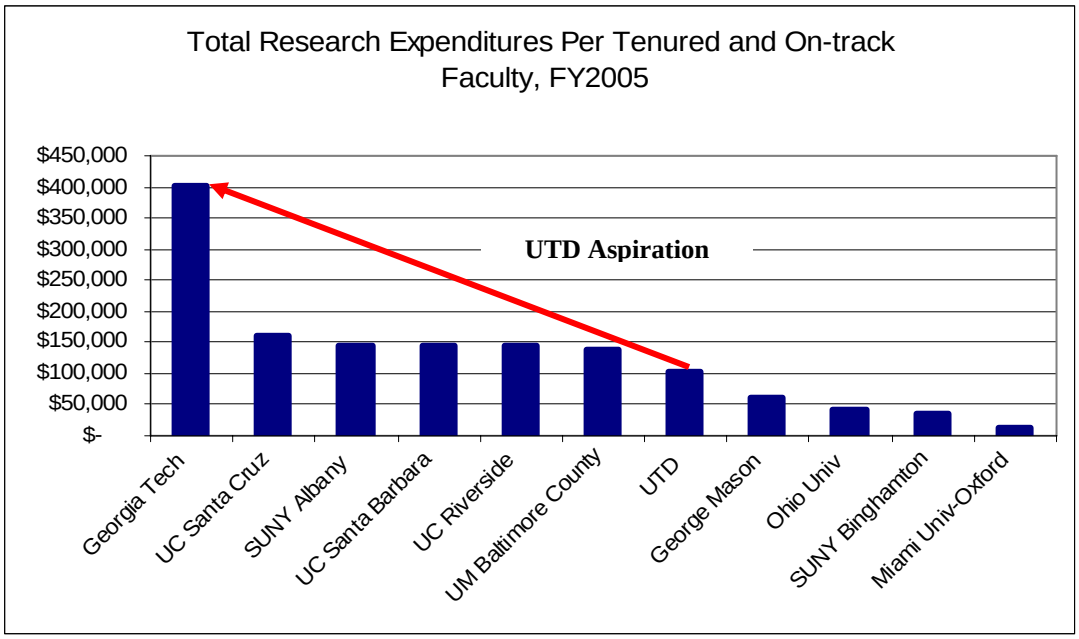


Table V-22

Institution Name	Total Enrollment (Fall 2005)^	% of Undergrads in Campus Housing (2005)*	Six-year Graduation Rate (2005)*	Acceptance Rate (2005)*
The University of Texas at Dallas	14,480	21%	56%	51%
Comparative Institutions				
George Mason University	29,728	28%	53%	69%
SUNY Albany	17,040	61%	62%	63%
University of Maryland, Baltimore County	11,650	34%	58%	71%
Aspirational Institutions				
Georgia Institute of Technology	17,135	64%	76%	68%
Miami University-Oxford	16,722	44%	80%	69%
Ohio University	20,461	45%	71%	89%
SUNY Binghamton	14,018	58%	79%	43%
University of California, Riverside	16,622	27%	72%	76%
University of California, Santa Barbara	21,016	29%	79%	53%
University of California, Santa Cruz	15,012	45%	70%	75%

Table V-22 (continued)

Institution Name	SAT/ ACT 25th Percentile Score (2005)*	SAT/ ACT 75th Percentile Score (2005)*	Freshman Retention Rate (2005)*	Freshmen in Top 10% of High School Class (2005)*
The University of Texas at Dallas	1120	1370	82%	41%
Comparative Institutions				
George Mason University	1000	1210	82%	14%
SUNY Albany	1020	1200	84%	14%
University of Maryland, Baltimore County	1110	1320	82%	30%
Aspirational Institutions				
Georgia Institute of Technology	1250	1440	91%	66%
Miami University-Oxford	1140	1280	90%	41%
Ohio University	990	1140	83%	16%
SUNY Binghamton	1160	1350	91%	47%
University of California, Riverside	950	1200	85%	94%
University of California, Santa Barbara	1090	1320	91%	96%
University of California, Santa Cruz	1050	1270	88%	96%

Institution Name	Student Faculty Ratio (2005)*	Doctoral Degrees Awarded (FY2005)^	Graduate Enrollment (2005)^	Graduate Enrollment (as % of Total)
The University of Texas at Dallas	20/1	102	5,068	35%
Comparative Institutions				
George Mason University	16/1	167	10,920	37%
SUNY Albany	19/1	159	5,027	30%
University of Maryland, Baltimore County	18/1	77	2,244	19%
Aspirational Institutions				
Georgia Institute of Technology	14/1	355	5,294	31%
Miami University-Oxford	16/1	44	1,771	11%
Ohio University	19/1	147	2,824	14%
SUNY Binghamton	21/1	99	2,844	20%
University of California, Riverside	18/1	159	2,002	12%
University of California, Santa Barbara	17/1	287	2,939	14%
University of California, Santa Cruz	19/1	105	1,387	9%

Table V-22 (continued)

Institution Name	FTE Enrollment (Fall 2004)^	State Appropriations FY 2005^		Total Revenue FY 2005^	
		Dollars	Per FTE Student	Dollars	Per FTE Student
The University of Texas at Dallas	10,714	$ 64,087,651	$ 5,982	$302,803,673	$ 28,262
Comparative Institutions					
George Mason University	20,443	$ 100,043,208	$ 4,894	$426,001,942	$ 20,839
SUNY Albany	13,989	$ 119,898,693	$ 8,571	$441,521,817	$ 31,562
University of Maryland, Baltimore County	10,100	$ 66,376,510	$ 6,572	$280,982,311	$ 27,820
Aspirational Institutions					
Georgia Institute of Technology	15,789	$ 213,543,998	$ 13,525	$805,530,192	$ 51,018
Miami University-Oxford	15,929	$ 78,154,406	$ 4,906	$448,216,353	$ 28,138
Ohio University	19,133	$ 116,466,554	$ 6,087	$451,092,372	$ 23,577
SUNY Binghamton	12,863	$ 102,917,234	$ 8,001	$283,746,265	$ 22,059
University of California, Riverside	16,412	$ 135,667,000	$ 8,266	$524,217,000	$ 31,941
University of California, Santa Barbara	20,588	$ 178,830,000	$ 8,686	$665,293,000	$ 32,315
University of California, Santa Cruz	14,556	$ 109,439,000	$ 7,518	$503,654,000	$ 34,601

Institution Name	FT Tenure/ On-track Faculty (2004)^	Revenue: Federal Operating Contracts and Grants FY 2005^		Total Research Expenditures FY 2005^	
		Dollars	Per T/TT Faculty	Dollars	Per T/TT Faculty
The University of Texas at Dallas	329	$ 27,379,435	$ 83,220	$ 34,104,476	$ 103,661
Comparative Institutions					
George Mason University	738	$ 55,465,667	$ 75,157	$ 45,081,605	$ 61,086
SUNY Albany	546	$ 69,093,902	$ 126,546	$ 79,415,013	$ 145,449
University of Maryland, Baltimore County	369	$ 54,051,302	$ 146,480	$ 50,646,003	$ 137,252
Aspirational Institutions					
Georgia Institute of Technology	818	$ 273,374,298	$ 334,198	$329,293,494	$ 402,559
Miami University-Oxford	675	$ 10,171,861	$ 15,069	$ 9,489,280	$ 14,058
Ohio University	789	$ 27,817,038	$ 35,256	$ 33,151,618	$ 42,017
SUNY Binghamton	426	$ 28,621,629	$ 67,187	$ 14,723,661	$ 34,563
University of California, Riverside	577	$ 77,073,000	$ 133,575	$ 83,213,000	$ 144,217
University of California, Santa Barbara	804	$ 126,458,000	$ 157,286	$116,567,000	$ 144,984
University of California, Santa Cruz	480	$ 78,007,000	$ 162,515	$ 76,653,000	$ 159,694

*Source: Institutional Common Data Sets for fall 2005.

^Sources: U.S. Department of Education Peer Analysis System – IPEDS Finance, IPEDS Enrollment, IPEDS Completions, IPEDS Staff reports.

Centers of Excellence

U. T. Dallas			
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**
Cybersecurity & Emergency Preparedness Institute	Conducts leading-edge research and implements programs for Homeland Security in the areas of digital forensics, network security, and emergency preparedness for first responders.	Information assurance and survivability; emergency responder training; attack confinement.	Dept. of Homeland Security
Sickle Cell Disease Research Center	To conduct the ground-breaking research necessary to identify the molecular/genetic causes of sickle-cell disease and seek its cure.	Endothelial biology of sickle cell disease; treatment strategies that include novel approaches to induce fetal hemoglobin production.	NIH
NanoTech Institute	To develop new science and technology exploiting the nanoscale, to provide a place where physicists, chemists, biologists, ceramicists, metallurgists, and mathematicians join in teams with engineers to solve problems and to function as an engine of economic growth by eliminating boundaries that interfere with the transition from science to technology to product.	Nanostructured hybrid composite membranes for fuel cells; carbon nanotube fiber supercapacitors; carbon nanotube electrode assemblies for thermal energy harvesting; nanoscale polymeric photocells by advanced electrospinning. New Hires: Associate Professor Kyeongjae Cho and Research Scholar Doo Baik.	Zyvex Corporation, Air Force Office of Scientific Research
Center for BrainHealth	To conduct research and service contributions in developing treatments, cures and preventative strategies aimed at improving cognitive mental health.	Pediatric traumatic brain injury treatment; adaptive cognitive strategies for dementia, Alzheimer's and normal aging seniors.	Private philanthropy
William B. Hanson Space Center	To advance the understanding of the evolution of Solar system bodies and their interaction with the Sun through the design, construction, and flight of space plasma sensors for spacecraft and rockets; the development of software and analysis tools for data interpretation; and the advancement of numerical models of the solar terrestrial environment.	Investigating geospace environment with multiple probes; studying space weather phenomena.	NASA
Callier Center for Communication Disorders	To conduct research on the causes, treatment and prevention of communication disorders.	Continuation of clinical services to the community in addition to various research projects regarding audiology and correction of hearing impairment. New Hires: Callier Center Director Thomas Campbell, Professor Christine Dollaghan, Associate Professor Bart Rypma and Assistant Professor Daniel Krawczyk.	Private philanthropy
MiNDS – MicroNano Devices and Systems Laboratory		Research ranges from ultra-thin gate dielectrics for scaled silicon CMOS to using genetically engineered viruses to produce electronic circuits.	Naval Research Laboratories
Institute for Interactive Arts and Engineering	To provide students with an opportunity to learn about interactive advancements in the fields of communication, entertainment, education and training, as well as in scientific and medical applications.	Create expression in robots using advances in elastomer material sciences to enact a sizable range of natural humanlike facial expressions; design and demonstrate a next-generation, wireless Graphical User Interface (GUI) prototype	Alcatel, Ignition Inc, Fossil, Ritual Entertainment, Magic Lantern Playware

U. T. Dallas			
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**
		for Personal Digital Assistants (PDAs), pocket PCs and other mobile devices. New hires: Research Scholars Feifan Liu and Zhengyu Niu.	
Human Language Technology Research Institute	To enable computers to interact with humans using natural language capabilities, and to serve as useful assistants to humans by providing services such as automatic text understanding and retrieval, information extraction and question answering, automatic translation and speech recognition.	Reference resolution for natural language understanding; creating a tool for transforming WordNet into Core Knowledge Base; adaptive protocols for a distributed JAVA virtual machine. New hire: Research Scholar Rodolfo Delmonte.	NSF

The University of Texas at El Paso
Mission Statement

The University of Texas at El Paso is dedicated to teaching and to the creation, interpretation, application, and dissemination of knowledge. UTEP prepares its students to meet lifelong intellectual, ethical, and career challenges through quality educational programs, excellence in research and in scholarly and artistic production, and innovative student programs and services, which are created by responsive faculty, students, staff, and administrators.

As a member of The University of Texas System, UTEP accepts as its mandate the provision of higher education to the residents of El Paso and the surrounding region. Because of the international and multicultural characteristics of this region, the University provides its students and faculty with distinctive opportunities for learning, teaching, research, artistic endeavors, cultural experiences, and service.

Vision

The University of Texas at El Paso commits itself to providing quality higher education to a diverse student population. Classified as a Doctoral/Research-Intensive university, UTEP seeks to extend the greatest possible educational access to a region which has been geographically isolated with limited economic and educational opportunities for many of its people. The University will ensure that its graduates obtain the best education possible, one which is equal, and in some respects superior, to that of other institutions, so that UTEP's graduates will be competitive in the global marketplace. UTEP also envisions capitalizing on its bi-national location to create and maintain multicultural, inter-American educational and research collaborations among students, faculty, institutions, and industries, especially in northern Mexico.

The UTEP community – faculty, students, staff, and administrators – commits itself to the two ideals of excellence and access. In addition, the University accepts a strict standard of accountability for institutional effectiveness as it educates students who will be the leaders of the 21st century. Through the accomplishment of its mission and goals via continuous improvement, UTEP aspires to be an educational leader in a changing economic, technological, and social environment: a new model for Texas higher education.

Achieving Mission and Excellence

Meeting the Needs of the State and Region

- UTEP serves the higher educational needs of the El Paso Region:
  82.6% of UTEP students are from El Paso County.[1]
- UTEP students reflect the multicultural mix of the region: 73% of UTEP students are Hispanic Americans.[1]
- UTEP provides access and opportunity to people of the region:
  The El Paso Metropolitan Area has the lowest per-capita income among the six largest metropolitan areas in Texas. Since income is strongly related to education, providing access to first-generation students will have a significant economic impact on the region. 50% of UTEP's first-time freshmen are first-generation college students.[2] 29% of UTEP students (Fall 2005) report family incomes of $20,000 or less; comparable national averages are 10% at large public research (doctoral) universities[3], and 29% at community colleges.[4]

[1] UTEP Factbook 2005
[2] New Students Survey, Fall 2005
[3] Council of Independent Colleges: http://www.cic.edu/makingthecase/data/access/income/index.asp
[4] Lumina Foundation Focus, Fall 2005, P. 5

- UTEP is the first choice for the majority of students from the region:
  88% of freshmen students indicated that UTEP was their first or second choice for college.[2]
- UTEP is the choice for the region's top students who enroll in public institutions in the State:
  56% of El Paso County's Top 10% high school graduates who are enrolled in public institutions in Texas, are enrolled at UTEP.[5]
- UTEP provides access and opportunity to students from Northern Mexico – a region that is socially and economically linked to El Paso: 9% of UTEP students are Mexican nationals.[1]

Peer Institutions Comparisons

- Research
  UTEP's federal and total research expenditures are higher than its current in-state peer group (Table V-29). The University ranks in the top five in federal research expenditures and sixth in total research expenditures among public universities (non-health) in Texas (Table V-25). UTEP's federal research expenditures are the second highest in the UT System (Table V-25).
- Faculty
  UTEP's ratio of FTE student to FTE faculty is 19:1[6] and is within the range of ratios of its current and aspirational peer groups (Table V-29).
- Enrollment
  UTEP's enrollment in fall 2005 was 19,268. UTEP's enrollment falls within the range of its current and aspirational peer groups.[1]
- Graduation rate – 6 year
  UTEP's six-year graduation rate is 28% and is within the range of its current peer group[1.] Increasing this measure is a priority for the institution and initiatives are underway to improve students' steady progress toward degree completion.
- Persistence Rate – 1 year
  UTEP's one-year persistence rate of 69% is within the range of its current and aspirational peer groups[1.] Raising the persistence rate is a priority for the institution.

Achieving Excellence

- Fostering Diversity and Student Success
  - UTEP's College of Engineering was identified as the top engineering school for Hispanics by Hispanic Business Magazine (Table V-27). The magazine says that UTEP "is changing the face of engineering and producing highly trained graduates heavily recruited by the industry's leading companies".[7]
  - The National Survey of Student Engagement and the American Association for Higher Education identified UTEP as one of the 20 colleges and universities that was "unusually effective in promoting student success" (Table V-28).[8]
  - UTEP is identified a Model Institution for Excellence by the National Science Foundation for our success in creating educational opportunities for non-traditional students; there are only six MIE institutions in the country.
  - UTEP's pass rates for professional licensure exams also confirm the quality of our graduates. In FY2006 the pass rate for nursing was 91.0%. The most recent official pass rate (final) for teachers was 92% (09-2004 to 12-2005)
- Student Recognition and Awards
  - Truman Scholar in 2006 awarded to an undergraduate, political science student. While one of only 70 awards given nationally, this year's Truman Scholar represents the second consecutive year a UTEP student has been granted this honor.

[5] Texas Higher Education Coordinating Board, Fall 2006
[6] The University of Texas System, Statistical Handbook 2006
[7] Hispanic Business, September 2006
[8] Project DEEP Interim Report, p. 1

- National Defense Science and Engineering Graduate (NDSEG) Fellowship from the Department of Defense awarded to a doctoral student
- Department of Homeland Security Fellowship awarded to a doctoral student
- The Thomas R. Pickering Fellowship from the US Department of State to an undergraduate student
- The UTEP Forensics (debate and public speaking) Program and the Pi Kappa Delta, a national forensic honorary society, earned top honors at the 2006 Pi Kappa Delta National Invitational Tournament held in Gatlinburg, Tenn., March 9-12.
- Theatre, Dance and Film students won recognition at State and Region VI Festivals of Kennedy Center American College Theatre for their production of *Anna in the Tropics*
- UTEP's student athletes have been recognized for their outstanding academic achievement
  - Academic All-American (11)
  - Women's Soccer team was recognized as an NSCAA Team Academic Award recipient for the third consecutive year
  - Conference USA academic awards:
    - Academic Medal (3.75 Cumulative GPA or higher) (19)
    - Scholar-Athlete of the year (3)

- Degrees Awarded
  - UTEP was ranked in the top ten in the United States in granting baccalaureate degrees to Hispanics in 2005-2006.[9] UTEP was one of the top ten institutions in the number of baccalaureate degrees awarded to Hispanics in Biological and Biomedical Sciences, Engineering, and Health Professions and Related Clinical Sciences.[10]
  - UTEP was ranked in the top ten in the United States in granting Master's degrees to Hispanics in 2005-2006[9, 10] and ranked in the top ten in awarding Master's degrees to Hispanics in Education and Engineering[10].
- K-16 Collaborations
  - UTEP has received national recognition for the region-wide El Paso Collaborative for Academic Excellence. The Collaborative partners K-16 educators with local business and civic leaders to improve academic achievement for all students in math, science, literacy and technology. The Collaborative is supported by $29.3 M grant from the National Science Foundation. UTEP also received a $5 M grant from the Carnegie Foundation to join a select number of colleges and universities in the Teachers for a New Era Program. UTEP works with the El Paso Community College, local public school teachers and administrators to continue to develop innovative K-12 initiatives to improve teacher training programs and pupil learning in the El Paso region.
- Health and Health Disparities Research

  UTEP has recently established a strong record in health-related research:
  - UTEP's Hispanic Health Disparities Research Center was awarded a five-year, multi-million dollar grant funded by the National Institutes of Health National Center for Minority Health and Health Disparities. Last year, the Center focused on projects such as: (a) Adherence to HIV/AIDS medication among Hispanics along the U.S.-Mexico border, (b) Use of support groups to maintain healthy lifestyles among elderly Mexican-Americans with Type 2 diabetes, and (c) Barriers associated with annual re-screening mammography among low-income Mexican-American women.
  - The Environmental Health Program on Border Asthma (ARCH program), funded by the National Institutes of Health/National Institute of Environmental Health Sciences, was awarded a multi-year, multi-million dollar grant to examine environmental correlates of asthma in children living in El Paso.

[9] The Hispanic Outlook in Higher Education Magazine, May 2006
[10] Diverse Issues in Higher Education, June 2006

- The U.S.-Mexico Border Interdisciplinary Research Training Project was awarded a multi-year, multi-million dollar grant from the National Institutes of Health to examine minority health disparities and collaboratively train students entering the medical fields.
- Since 2003, UTEP's School of Nursing has increased research funding from $1.7 to nearly $18 million.

- Athletics
  - As part of its Centennial Celebration in 2006, the NCAA has picked Texas Western College's historic 72-65 defeat of Kentucky in the 1966 championship game as one of the "25 Most Defining Moments in NCAA History." Led by Coach Don Haskins, Texas Western College started five African-Americans, the first team ever to do so, in an NCAA basketball championship game, defeating the all-white Kentucky squad. After Texas Western's victory, athletics programs in the South began to desegregate, and the 1966 game eventually became a symbol for African-Americans' breakthrough into college sports. This inspirational story was released last year as the feature film "Glory Road," which also won the ESPY Award as the 2006 Best Sports Movie.
  - Men's Track and Field
    - Ranked second nationally, placed seventh in the NCAA championship, and captured the Conference USA indoor and outdoor titles.
  - Men's Basketball
    - Third straight postseason tournament appearances
    - Won 20 games or more in three straight seasons
  - Men's Cross Country
    - Finished 14th at the NCAA Championship and won the Conference USA title
  - Football
    - Appeared in a bowl in back-to-back seasons
    - Ranked in two top-25 national polls (Associated Press and USA Today)
  - Women's Soccer
    - Won 20 games, a school and Conference USA record, and competed in the postseason NCAA tournament
    - Recognized as an NSCAA Team Academic Award recipient for the third consecutive year. The award recognizes teams with a cumulative grade point average of 3.0 or higher for the fall and spring semesters

Table V-23
Federal/State Research and Development Expenditure Ranking, Total Expenditure Dollars Generated – All Funds, FY 2005 — Top 10 Texas Academic Public Institutions of Higher Education

Institution	Federal Dollar Rank	Federal R&D Dollars	State R&D Dollars	Total Dollars Generated	Ratio Federal to State
UT at Austin	1	$269,612,823	$46,242,063	$315,854,886	5.83
Texas A&M and Services	2	$213,410,136	$122,373,603	$335,783,739	1.74
Univ. of Houston	3	$41,484,043	$22,982,585	$64,466,628	1.81
UT at El Paso	**4**	**$23,961,812**	**$8,810,215**	**$32,772,027**	**2.72**
Texas Tech	5	$22,804,929	$15,856,694	$38,661,623	1.44
UT at Dallas	6	$20,239,225	$17,142,475	$37,381,700	1.18
UT at Arlington	7	$17,833,042	$12,478,497	$30,311,539	1.43
UT at San Antonio	8	$16,266,915	$5,254,286	$21,521,201	3.10
Prairie View A&M	9	$8,822,333	$2,696,215	$11,518,548	3.27
Univ. of North Texas	10	$7,881,131	$2,447,634	$10,328,765	3.22

Source: Texas Higher Education Coordinating Board, Research Expenditures Report, FY2005

Table V-24
Top 10 Institutions Granting Baccalaureate Degrees to Hispanics 2003-2004

Baccalaureate-Granting Institutions	Rank	No. of Students
Florida International University	**1**	2677
The University of Texas-Pan American	**2**	1666
The University of Texas –San Antonio	**3**	1514
California State University-Fullerton	**4**	1380
California State University-Northridge	**5**	1310
California State University-Long Beach	**6**	1301
University of Texas-El Paso	**7**	**1229**
The University of Texas-Austin	**8**	1171
San Diego State University	**9**	1138
California State University-Los Angeles	**10**	1053

Source: The Hispanic Outlook in Higher Education Magazine, May 2006

Table V-25
Top 10 Engineering Schools for Hispanics

Institution	Rank
The University of Texas-El Paso	**1**
Purdue University	2
Georgia Institute of Technology	3
Massachusetts Institute of Technology	4
University of California, Irvine	5
Michigan State University	6
University of Central Florida	7
Stanford University	8
University of Texas-Austin	9
University of New Mexico	10

Source: Hispanic Business Magazine, September 2006

Table V-26
20 Colleges that Foster Student Success

Institutions	
The University of Texas-El Paso	Sewanee – University of the South (TN)
Alverno College (Wis.)	Sweet Briar College (VA.)
California State University at Monterey Bay	University of Kansas (KS)
The Evergreen State College (WA)	University of Maine-Farmington
Fayetteville State University (NC)	University of Michigan-Ann Arbor
George Mason University (VA)	Ursinus College (PA)
Gonzaga University (WA)	Wabash College (IN)
Longwood University (VA)	Wheaton College (MA)
Macalester College (MN)	Winston-Salem State University (NC)
Miami University (OH)	Wofford College (SC)

Source: Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E.J., et al. (2005). Student Success In College: Creating Conditions That Matter. San Francisco, CA: Josey bass.

Table V-27
U. T. El Paso Peer Institution Comparisons
2005-2006

	Carnegie Classification-Basic[1]	Total Enrollment[3]	FTE Student to Faculty[2]	One-Year Persist. Rate[2]	Six-Year Graduation Rate[2]	Federal Research Expenditures FY 05	Total Research Expenditures FY 05
CURRENT				(FTFTF %)	(FTFTF %)		
UTEP	RU/H	19,268	19:1	69	28	$23,961,812[4]	$32,772,027[4]
Texas							
University of North Texas	RU/H	32,047	18:1	76	43	$7,881,131[4]	$10,082,230[4]
U. T. Arlington	RU/H	25,432	22:1	70	40	$17,833,042[4]	$30,311,539[4]
U. T. San Antonio	Master's L	27,291	23:1	57	28	$16,174,944[4]	$21,521,201[4]
Out-of-State							
Florida Atlantic University	RU/H	25,994	18:1	69	36	$34,340,585[6]	$51,382,098[6]
North. Arizona University	RU/H	18,779	16:1	69	48	$41,113,650[13]	$70,049,186[13]
San Diego State University	RU/H	31,082	19:1	82	53	$59,539,523[11]	$129,616,049[1]
Univ. of Akron	RU/H	22,636	18:1	66	35	$14,300,194[9]	$27,537,869[9]
University of Nevada-Las Vegas	RU/H	28,104	20:1	72	41	$86,748,395[7]	$95,041,091[7]
ASPIRATIONAL							
Texas							
University of Houston	RU/H	35,344	21:1	79	40	$41,484,043[4]	$64,466,628[4]
Out-of-State							
Arizona State University	RU/VH	61,033	22:1	78	55	$125,962,700[5]	$183,217,436[5]
Florida Int. University	RU/H	37,424	17:1	83	48	$57,135,223[10]	$78,985,982[10]
SUNY-Buffalo	RU/VH	27,220	15:1	86	59	$151,890,000[12]	$267,271,000[12]
UC-Riverside	RU/VH	16,622	18:1	85	72	$79,260,071[14]	$109,765,259[14]
University of Wisconsin-Milwaukee	RU/H	26,769	20:1	72	42	$19,552,100[8]	$35,500,400[8]

Sources:

[1] Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, August 4, 2006 edition
[2] U.S. News & World Report America's Best Colleges 2007 Premium Online Edition
[3] Institutional online Factbooks & Institutional Research Offices
[4] Texas Higher Education Coordinating Board, Research and Expenditures Report, FY04
[5] Arizona State University, 2005 Annual Report of Sponsored Supported Project Activity
[6] Florida Atlantic University, Office of Institutional Effectiveness & Analysis, 2005-2006 Fact book
[7] University of Nevada, Las Vegas, Office of Institutional Analysis and Planning
[8] University of Wisconsin-Milwaukee, Office of Resource Analysis, 2005-2006 Budget Report,
[9] University of Akron, Office of the Vice President of Research, the 2005 Research Faculty Focus
[10] Florida International University, Office of Planning and Institutional Effectiveness, 2005-2006 Fact book
[11] San Diego State University, Research Foundation Annual Report 2004-2005
[12] SUNY, University at Buffalo, Office of the Vice President of Research, IMPACT, Ten Ways We Shape the Future
[13] North Arizona University, Planning Budget and Institutional Research, Fact book Fiscal Year 2006
[14] University of California, Riverside, Office of Research, Contract and Grant Activity and Expenditure Report Fiscal Year 2005, Annual Summary Report

Carnegie Status:

RU/H: Research Universities (high research activity)
Master's L: Master's Colleges and Universities (larger programs)
RU/VH: Research Universities (very high research activity)

Notes: **FTFTF** = first-time, full-time freshmen

Centers of Excellence

U. T. El Paso			
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**
Border Biomedical Research Center	To facilitate and expand the pathobiology. The Center is the focal point of pathobiology research that addresses the biomedical and health issues of the bicultural population of the El Paso/Ciudad Juarez region of the Texas-Mexico border.	Conduct basic and applied research on border health topics, including infectious and genetic/metabolic disease and toxicology	National Institutes of Health (NIH)
Hispanic Health Disparities Research Center	To explore innovation in health disparities research, and to mentor and train future researchers, and to develop health researchers focused on Hispanic health disparities	The Center has identified three areas of research foci: metabolic processes and disorders, psychosocial and behavioral research, mental health and mental health care.	National Institutes of Health (NIH)
El Paso Collaborative for Academic Excellence	To improve the academic achievement for k-16 students in math, science, literacy and technology in the El Paso region through the development and application of knowledge, and by fostering evaluation and best practices	Development and application of knowledge that supports: school improvement processes; parents' involvement and support, field-based teacher preparation; alignment of education curricula from K to 16; engagement of business and community in improving the quality of education.	National Science Foundation, U.S. Department of Education; Pew Charitable Trust
Center for Entrepreneurial Development, Advancement, Research, and Support	To foster economic development in the region through applied research, knowledge transfer and support	Supporting business creation and growth. Educating students, business owners, and prospective business owners about the formation and management of companies in free enterprise systems.	The Kaufman Foundation and other sources
Institute for Policy and Economic Development (IPED)	To explore and address the social, economic, and policy issues of the Paso del Norte region using an interdisciplinary framework	Research design, data collection, and analysis in the following areas: public policy, economic development, business, international trade, transportation.	Various sources of funding including State appropriations, grants, foundations, and corporations.
W. M. Keck Border Biomedical Manufacturing and Engineering Laboratory	To develop complex anatomical structures for a variety of research and clinical applications.	The three primary research focus areas of the W.M. Keck BBMEL are Biomedical Imaging, Modeling and Manufacturing, Cardiovascular Hemodynamics, and Tissue Engineering, and each focus area hinges on the development and use of RP technologies to manufacture complex anatomical shapes	W. M. Keck Foundation

The University of Texas-Pan American

Included here are UTPA's statements of purpose and aspiration which will guide the University into the future. These statements are used as the basis for institutional strategic planning, and will be used to inspire faculty, staff and students to perform to the best of their ability.

Vision Statement

The University of Texas-Pan American (UTPA) is the premier learner-centered research institution in the State of Texas. We actively engage businesses, communities, cultural organizations, educational organizations, health providers and industry to find solutions to civic, economic, environmental and social challenges through inquiry and innovation.

Mission Statement

The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master's and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

Values Statements

- We value ethical conduct based on honesty, integrity, and mutual respect in all interactions and relationships.
- We value student access to higher education, recognizing their diversity and needs.
- We value student success fostered through the commitment of faculty and staff.
- We value a diversity of perspectives, experiences, and traditions as essential components of a quality education.
- We value curiosity, exploration, inquiry, innovation, creativity, and an entrepreneurial spirit.
- We value collaboration with internal and external constituent groups.
- We value active involvement in shared governance, consensus-building, teamwork, and open communication.
- We value our relationship as a united community of scholars, students, and staff, enriching each other's work and lives through our commitment to the advancement of UTPA.

U. T. Pan American
Peer/Aspirant Institutions Analysis
Fall 2004 Data

Current Status Peer Institutions

In-State
Sam Houston State University
Stephen F. Austin State University
Texas State University-San Marcos
The University of Texas at San Antonio

Out-of-State
California State University-Los Angeles
California State University-Northridge
City University of New York-City College
City University of New York-Lehman College
San Francisco State University

Aspirational Peer Institutions

In-State
The University of Texas at El Paso

Out-Of-State
Florida Atlantic University
Northern Arizona University
San Diego State University
University of Colorado at Denver

Criteria

1. Carnegie Classification
2. Fall Enrollment
3. Proportion of Hispanic Students
4. Proportion of Graduate Students
5. First-Year Freshman Retention
6. Six-Year Graduation Rate
7. Total Research Expenditures
8. Faculty FTE
9. Total Research Expenditures per FTE
10. Proportion of Undergraduate Degrees in Science, Engineering, Business, Health Professions, and Education
11. Ranking in *Hispanic Outlook* Magazine for Awarding Bachelor's, Master's, and Doctoral Degrees to Hispanic Students
12. NCAA Division

U. T. Pan American
Peer/Aspirant Institutions Analysis
Fall 2004 Data

The preference criteria used by UTPA to choose its peer and aspirant institutions are listed on the prior page. Current status peers are Carnegie Classification Master's Large; aspirants are Carnegie Classification Research High institutions except for University of Colorado at Denver which is Research Very High.

UTPA's total enrollment in Fall 2005 of 17,048 ranked 10th among its peer and aspirant institutions. UTPA's percentage of graduate enrollment, however, is the lowest compared to either set. To increase its graduate enrollment, UTPA will increase recruitment, add degree programs, and seek additional scholarship funding.

Compared to all peer and aspirant institutions, UTPA has the largest percentage and number of Hispanic students. On a national level, UTPA ranks among the top few four-year institutions for proportion and number of Hispanic students.

According to the *Hispanic Outlook in Higher Education Magazine* (May 8, 2006), UTPA ranks 2nd (behind Florida International University) in the number of bachelor's degrees awarded to Hispanic students, 5th for the number of master's degrees, and 75th for the number of doctoral degrees. UTPA outranks all the institutions in its peer and aspirant groups on the number of bachelor's and master's degrees awarded to Hispanics and lags behind its out-of-state aspirant, San Diego State University, in the number of doctoral degrees awarded to Hispanics. As UTPA's two doctoral programs mature and enrollments increase, and as additional programs are implemented, the number of Hispanic graduates will increase, as will the institution's national ranking.

Of all the institutions, UTPA's first-year retention of 68% is higher than that at UT San Antonio and Stephen F. Austin, and is tied with Sam Houston State and UT El Paso. The University's six-year graduation rate of 30% is tied with UT San Antonio and is 2 percentage points higher than UT El Paso. To improve first-year retention and graduate rates at UTPA, the institution is implementing several strategies. Among these are: monitoring the success of the Learning Framework Course, increasing focus on Writing Across the Curriculum, establishing an undergraduate academic advising model, instituting programs to encourage and enable more students to take full course loads, and offering a more balanced schedule of classes throughout the day and into the evening.

Total annual research expenditures at UTPA were higher than 6 of the 14 institutions in the peer and aspirant group. However, research dollars per FTE faculty at UTPA are fifth lowest among the comparison group. UTPA will have to improve this statistic in order to achieve one of its strategic goals, to "Become an outstanding research institution, emphasizing collaborative partnerships and entrepreneurship." Among the strategies planned for FY07 to address this issue are: developing institutional and college research agendas, expanding the table of graduate programs to meet regional needs, developing grant activity to support doctoral programs, promoting collaborative research partnerships, establishing research forums to encourage collaborative partnerships, establish an avenue to capitalize on research collaborations with government and industry to encourage entrepreneurship, and creating the infrastructure to transform appropriate university research into commercial ventures. (See UTPA's *Compact with the University of Texas System, FY2007 through FY2008* for more detail.)

Tables V-28 and V-29

U. T. Pan American Peer Institutions
Fall 2005
CURRENT STATUS PEERS: In-State

Institution	Carnegie Class.	Fall 2005 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergrad Degrees FY2005 in:				
							Science, Tech., Engg. & Math	Arts & Sciences	Business	Education	Health Sciences
UT San Antonio	Master's Large	27,337	40%	45%	15%	13%	17%	44%	30%	0%	1%
Texas State Univ. - San Marcos	Master's Large	27,129	70%	20%	10%	12%	7%	44%	25%	0%	5%
Sam Houston State Univ.	Master's Large	15,357	74%	10%	16%	12%	5%	36%	29%	0%	2%
Stephen F. Austin State Univ.	Master's Large	11,435	74%	7%	19%	9%	8%	41%	24%	0%	7%
UTPA	Master's Large	17,048	6%	87%	7%	12%	15%	52%	16%	0%	11%

CURRENT STATUS PEERS: In-State (cont.)

Institution	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE [1]	Research $ Per FFTE	Hispanic Outlook Top 100 Rank			NCAA Division
						B	M	D	
UT San Antonio	58%	30%	$18,322,683	855	$21,430	4	11		I
Texas State Univ. - San Marcos	74%	52%	$8,897,768	985	$9,033	20	38		I
Sam Houston State Univ.	68%	39%	$2,860,287	551	$5,191		84		I
Stephen F. Austin University	67%	35%	$4,141,953	500	$8,284				I
UTPA	68%	30%	$5,025,329	610	$8,238	2	5	75	I

CURRENT STATUS PEERS: Out-of-State

Institution	Carnegie Class.	Fall 2005 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergrad Degrees FY2005 in:				
							Science, Tech., Engg. & Math	Arts & Sciences	Business	Education	Health Sciences
Cal. State - Los Angeles	Master's Large	20,034	13%	44%	43%	-	14%	38%	22%	11%	5%
Cal. State - Northridge	Master's Large	33,243	32%	26%	42%	19%	10%	52%	24%	4%	3%
CUNY - City College	Master's Large	12,440	21%	28%	51%	24%	28%	60%	3%	5%	2%
CUNY - Lehman College	Master's Large	10,615	17%	42%	41%	20%	16%	45%	10%	3%	17%
San Francisco State U.	Master's Large	27,789	31%	13%	56%	16%	9%	48%	26%	5%	4%
UTPA	Master's Large	17,048	6%	87%	7%	12%	15%	52%	16%	0%	11%

CURRENT STATUS PEERS: Out-of-State (cont.)

Institution	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE [1]	Research $ Per FFTE	Hispanic Outlook Top 100 Rank			NCAA Division
						B	M	D	
Cal. State - Los Angeles	75%	32%	$338,008	768	$440	6	18		II
Cal. State - Northridge	77%	36%	$1,285,494	1,143	$1,125	7	26		I
CUNY - City College	79%	35%	$29,041,332	698	$41,606	42	53		III
CUNY - Lehman College	74%	34%	$4,427,769	491	$9,018	26	52		III
San Francisco State U.	81%	40%	$19,200,222	1,048	$18,321	40	60		II
UTPA	68%	30%	$5,025,329	610	$8,238	2	5	75	I

Tables V-30 and V-31

ASPIRANT INSTITUTIONS: In-State

Institution	Carnegie Class.	Fall 2005 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergrad Degrees FY2005 in: Science, Tech., Engg. & Math	Arts & Sciences	Business	Education	Health Sciences
UT El Paso	Research High	19,268	12%	72%	16%	15%	18%	43%	21%	0%	12%
UTPA	Master's Large	17,048	6%	87%	7%	12%	15%	52%	16%	0%	11%

ASPIRANT INSTITUTIONS: In-State (cont.)

Institution	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE [1]	Research $ Per FFTE	Hispanic Outlook Top 100 Rank B	M	D	NCAA Division
UT El Paso	68%	28%	$29,128,754	761	$38,277	3	6	100	I
UTPA	68%	30%	$5,025,329	610	$8,238	2	5	75	I

ASPIRANT INSTITUTIONS: Out-Of-State

Institution	Carnegie Class.	Fall 2005 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergrad Degrees FY2005 in: Science, Tech., Engg. & Math	Arts & Sciences	Business	Education	Health Sciences
Florida Atlantic University	Research High	25,994	58%	16%	26%	13%	13%	35%	28%	13%	7%
Northern Arizona University	Research High	18,779	73%	12%	15%	29%	11%	35%	19%	22%	5%
San Diego State University	Research High	31,802	46%	19%	35%	18%	11%	50%	20%	2%	4%
University of Colorado-Denver	Research Very High	12,051	78%	9%	13%	38%	19%	55%	24%	0%	0%
UTPA	MA I	17,048	6%	87%	7%	12%	15%	52%	16%	0%	11%

ASPIRANT INSTITUTIONS: Out-Of-State (cont.)

Institution	1st Year Retention Rate	6-Year Graduate Rate	Total Research Expend.	Faculty FTE [1]	Research $ Per FFTE	Hispanic Outlook Top 100 Rank B	M	D	NCAA Division
Florida Atlantic University	72%	37%	$28,377,618	1,052	$26,975	37	50		I
Northern Arizona University	69%	48%	$19,615,438	940	$20,867	72	15		I
San Diego State University	83%	53%	$164,526	1,215	$135	14	25	46	I
University of Colorado-Denver	72%	42%						79	N/A
UTPA	68%	30%	$5,025,329	610	$8,238	2	5	75	I

FOOTNOTES:

The data are for Fall 2005, or the 2004-2005 fiscal year.

IPEDS online PAS system is used for most data.

Degrees awarded are from the Education Trust's College Results website.

Carnegie classification is from Carnegie website, and NCAA Division is from NCAA website.

[1] Faculty FTE includes Instruction/research and public service staff from IPEDS PAS System

Centers of Excellence

U. T. Pan American			
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**
Center for Border Economic Studies (CBEST)	To focus on interdisciplinary policy-relevant research and strategic partnerships with private sector, foundations, government agencies, multilateral organizations, and other research centers in support of sustainable economic development on the US/Mexico border.	CBEST has supported 23 research projects by faculty in four of the UTPA colleges, faculty in other U.S. universities, Mexico, and Spain. A recent project is the study of the impact of Mexican national visitors on the economy of the lower Rio Grande Valley. Another is to evaluate the effect of the Department of Homeland Security's US VISIT program to track impact of entry and exit of foreign visitors on the local economy.	Economic Development Agency of the Department of Commerce, Levi Strauss Foundation, San Benito Economic Development Authority, Texas Instruments.
Center on Health and Aging (CoHA)	To enhance the quality of senior's lives by providing educational resources that contribute toward their overall health improvement and social empowerment through research and education.	CoHA administers grants from the National Institutes of Health (NIH) and the Center for Disease Control (CDC), and the Minority Biomedical Research and Support Program (MBRS). In 2003 the center conducted a bi-national nutrition and exercise program in Monterrey and Nuevo Leon, Mexico, and South Texas including Corpus Christi, coordinated through the Consortium for North American Higher Education Collaboration, and funded by the Ford Foundation and the William and Flora Hewlett Foundation. In 2003 the center directed a Basic Computer Literacy Program funded by Texas Department on Aging to refit university surplus computers for senior community centers.	UTPA, NIH, National Heart, Lung, and Blood Institute, National Institute of General Medical Sciences, Consortium for North American Higher Education Collaboration, CDC.

The University of Texas of the Permian Basin
Mission Statement

Our Vision:

...continued and sustained growth in academic programs, student services, and the student body while encouraging continuous improvement in our academic quality.

In concert with The University of Texas System:

The mission of The University of Texas of the Permian Basin is to provide quality education to all qualified students in a supportive educational environment; to promote excellence in teaching, research, and service; and to serve as a resource for the intellectual, social, economic, and technological advancement of our diverse constituency in West Texas.

To Our Students

The University is committed to promoting the widest level of participation within our region by focusing on the potential of each student. As a regional institution, the University offers to both traditional and nontraditional students an environment of support and collegiality with a personal concern for each student's successful completion of his or her educational goals. Undergraduate programs balance a curriculum in the liberal arts and sciences with preparation for professional specializations. Graduate programs provide regionally appropriate professional and academic studies. All academic programs, while focused regionally, ensure our graduates may compete globally.

To Our Faculty and Staff

The University seeks to foster an atmosphere conducive to professional growth. We are dedicated to maintaining an environment that allows each of our faculty and staff to reach his or her professional goals. Through the success of our faculty and staff, and by their integrative efforts, centers of excellence will be created and enhanced.

To Our Community

The University recognizes its responsibility to help advance the economic base of the Permian Basin and West Texas. By serving as a resource of intellectual, social, economic and technological advancement, the University serves as a valuable research asset for the region's economic development. Our greatest contributions are providing well-prepared graduates to West Texas employers and instilling a love of life-long learning.

U. T. Permian Basin
Analysis of Peer Comparisons

The University of Texas of the Permian Basin selected a group of ten national public universities with similar missions as comparable and aspirational institutions for benchmark measures of institutional performance. This comparison provides one context for analyzing our progress in achieving our vision of transforming the University in size and scope from a commuter school to a University that values high quality learning and research, serving traditional students while continuing excellence in serving West Texas.

The University's major initiatives are outlined in our most recent planning document, *Compact with the University of Texas System, FY 2007 through FY 2008*. Strategies for the achievement of the university's vision and mission are detailed under the initiatives of growth, quality, graduation rate improvement, research, and partnerships.

Growth – At 12.5% from Fall 2003 to Fall 2005, the growth rate of UT Permian Basin has exceeded all but one of the benchmark institutions, Florida Gulf Coast University. During this same time period, the proportion of state appropriations to total revenue per full-time equivalent student at UT Permian Basin fell from 51.1% to 37.4%, a 13.7 percentage point drop. The closest comparable drop was another Texas institution, Texas A&M at Corpus Christi, from 50.3% to 42.3%, an 8.0 percentage point drop. This reduction in support during a time of rapid growth may impact the speed at which goals in long-term growth, quality, and graduation rate improvement can be met.

Quality – A benchmark measure of quality is the percentage of full-time faculty who are tenured and on tenure track. At 79%, UT Permian Basin ranked 7th of the 11 institutions. One of the University's strategies outlined in the *Compact* is to increase the percentage of student credit hours taught by tenured and tenure track faculty. To be implemented, this will require adequate funding for the hiring of tenured and tenure track faculty. Another benchmark of quality is ratio of students to faculty, with a lower ratio indicating students have more access to faculty and more individualized instruction. UT Permian Basin ranked 3rd lowest of 11 along with two others.

Graduation Rate Improvement – Of nine institutions, four show higher graduation rates. The remaining five, in which UT Permian Basin is included, have six-year graduation rates of 35%. Five of nine, including UT Permian Basin, have increased graduation rates over the past three periods, while three have seen variability in rates, and one has decreased. Over the past five years, the University has recruited more residential, full-time students and has instituted new or enhanced academic, financial, and cultural support services in order to facilitate students' progress to the degree. The University's retention rate is not as good as expected this period, which may impact the future graduation rate for this cohort. Over the past three years, five of nine institutions including UT Permian Basin experienced decreases in retention; three had variable rates; two showed increases.

Research – UT Permian Basin ranked 4th of nine in total research expenditures. This includes applied research and technology transfer expenditures through the Center for Energy and Economic Diversification. Currently, the University is leading or participating in major national and regional initiatives in nuclear, coal, and alternate energy generation which have significant potential to increase the level of federally funded research. These projects are detailed as collaborative efforts in other sections of this report.

Partnerships – UT Permian Basin is involved in energy research collaborations with national industry, state and area governments, and local business and industry, as well as other UT System institutions. Collaborative efforts for growth, quality, and improved graduation rates are detailed in other sections.

Table V-32
Aspirational and Comparative Peers

University	Total Enrollment Fall 2005	% Hispanic Undergrads 2005	Hispanic-Serving Institution 2004-05	% 1st Year, Full-time Enrollment 2005	% Graduate Enrollment 2005
UT Permian Basin	**3,406**	**37%**	**HSI**	**9%**	**23%**
Aspirational Peers					
Arizona State University, West	7,734	18%		6%	14%
California State University, Dominguez Hills	12,357	35%	HSI	6%	27%
California State University, Stanislaus	8,137	28%	HSI	9%	20%
Florida Gulf Coast University	7,249	9%		17%	15%
University of Colorado at Colorado Springs	9,333	9%		11%	31%
Comparative Peers					
California State University, San Marcos	7,502	21%		9%	15%
Colorado State University at Pueblo	5,870	24%	HSI	11%	13%
Eastern New Mexico University, Main Campus	4,033	29%	HSI	14%	18%
Texas A&M University, Corpus Christi	8,365	38%	HSI	15%	19%
University of Illinois, Springfield	4,517	2%		3%	42%

University	Acceptance Rate 2005	SAT/ ACT 25th Percentile 2005	SAT/ ACT 75th Percentile 2005	1st Year Full-time Retention 2004-05	6-Year Graduation Rate 1999 cohort
UT Permian Basin	**95%**	**860**	**1120**	**59%**	**35%**
Aspirational Peers					
Arizona State University, West	86%	930	1150	74%	no cohort
California State University, Dominguez Hills	13%	740	950	73%	35%
California State University, Stanislaus	58%	850	1090	82%	52%
Florida Gulf Coast University	76%	940	1130	74%	38%
University of Colorado at Colorado Springs	65%	970	1190	69%	39%
Comparative Peers					
California State University, San Marcos	37%	880	1090	73%	35%
Colorado State University at Pueblo	94%	840	1070	59%	35%
Eastern New Mexico University, Main Campus	65%	770	1090	57%	35%
Texas A&M University, Corpus Christi	85%	823	1040	60%	37%
University of Illinois, Springfield	63%	22	27	84%	no cohort

Source: IPEDS reports; HSI designation based on Title V eligibility, USDOED. CSU-Pueblo acceptance rate and SAT scores from 2004.

Figure V-10

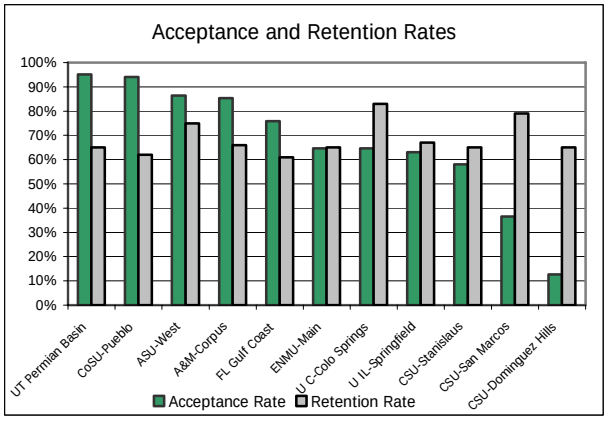
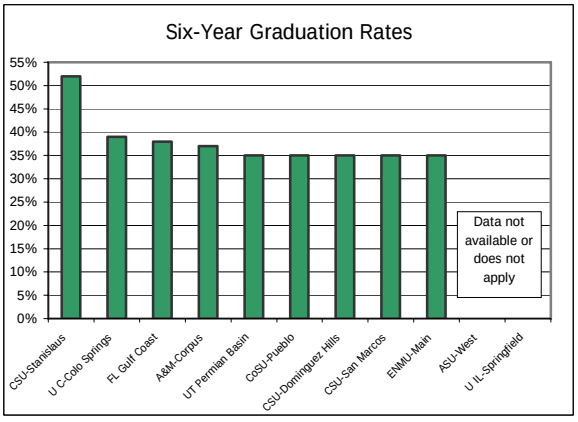


Figure V-11



Aspirational and Comparative Peers (continued)

University	FTE Student Enrollment FY 2004-05	State Appropriations Per FTE Student FY 2004-05	Total Revenue Per FTE Student FY 2004-05	Total E&G Expenditures FY 2004-05
UT Permian Basin	**2,576**	**$6,169**	**$16,507**	**$30,639,150**
Aspirational Peers				
Arizona State University, West	5,395	$7,474	$12,973	$61,532,000
California State University, Dominguez Hills	9,323	$6,967	$13,360	$118,003,268
California State University, Stanislaus	6,493	$8,055	$13,418	$83,907,364
Florida Gulf Coast University	5,001	$7,440	$18,626	$79,380,547
University of Colorado at Colorado Springs	6,351	$2,462	$12,725	$65,986,695
Comparative Peers				
California State University, San Marcos	6,048	$8,814	$16,020	$83,678,538
Colorado State University at Pueblo	4,582	$2,532	$10,986	$42,722,392
Eastern New Mexico University, Main Campus	3,182	$8,221	$19,764	$50,180,006
Texas A&M University, Corpus Christi	7,153	$7,029	$16,626	$87,699,445
University of Illinois, Springfield	3,229	$6,827	$20,853	$48,955,449

University	% Tenured/ Tenure Track of FT Faculty F 2005	Student/ Faculty Ratio F 2005	Federal Science & Engineering FY 2003	Total Research Expenditures FY 2004-05
UT Permian Basin	**79%**	**19/1**	**$12,000**	**$1,587,620**
Aspirational Peers				
Arizona State University, West	72%	26/1	no data	$231,000
California State University, Dominguez Hills	87%	21/1	$2,155,000	no data
California State University, Stanislaus	83%	18/1	$163,000	$64,766
Florida Gulf Coast University	6%	19/1	$458,000	$1,912,085
University of Colorado at Colorado Springs	64%	18/1	no data	$3,935,018
Comparative Peers				
California State University, San Marcos	89%	22/1	$2,153,000	$526,419
Colorado State University at Pueblo	78%	20/1	$1,003,000	$537,613
Eastern New Mexico University, Main Campus	85%	19/1	$395,000 [1]	$556,530
Texas A&M University, Corpus Christi	93%	20/1	$2,008,000	$8,028,991
University of Illinois, Springfield	88%	14/1	no data	$521,451

Source: IPEDS reports; National Science Foundation Federal S&E Support to Universities ([1] ENMU all campuses)

Figure V-12

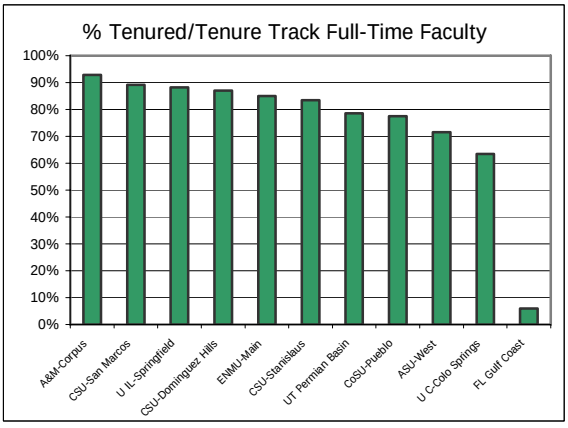
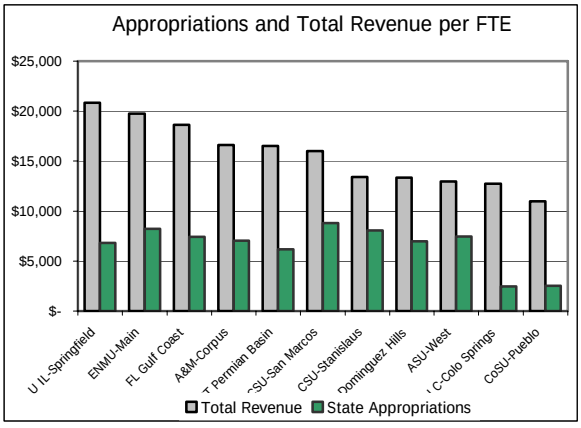


Figure V-13



Centers of Excellence

U. T. Permian Basin			
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**
Center for Energy and Economic Diversification (CEED)	To conduct research and outreach activities to aid the West Texas Energy Industry and promote regional economic growth and diversification	**Energy Research.** Participant in national winning bid to be on short list to host site of FutureGen, $1 billion energy facility initiative sponsored by the U.S. Department of Energy and FutureGen Alliance. Conducts research funded by U.S. DOE, U.S. EDA, and State Energy Conservation Office on alternative energy sources in the Permian Basin. Works with US Geological Survey and Texas Bureau of Economic Geology evaluating subsidence risks in Winkler County. Initiatives include the process to convert biomass into liquid fuel and feasibility of converting depleted, deep gas wells in West Texas to geothermal extraction wells. **Energy Outreach.** Petroleum Industry Alliance provides information to the Permian Basin oil and gas industry, serving as catalyst to attract new oil and gas projects. Co-sponsor, with Petroleum Technology Transfer Council and a number of energy companies involved in CO_2 enhanced production, of the annual CO_2 Conference and the CO_2 Geo-Sequestration Workshop. Permian Basin Digital Petroleum Library, an electronic library for independent operators, with PTTC. **Economic Diversification Programs.** Works with counties, communities, economic development agencies, and businesses throughout West Texas and Southeastern New Mexico to provide technical assistance and data services for economic development and diversification of economic base. The West Texas Export Assistance Center of the U.S. Department of Commerce promotes international trade. The UTPB Small Business Development Center partners in the Space Alliance Technology Outreach Program (SATOP) to provide free engineering consultation in aerospace-developed technologies to inventors and small businesses.	Special Item. Grants from United States DOE, THECB, private foundations. Private funding from corporate and business sponsors and donors. Revenue from workshops, seminar fees, service contracts. Cost-sharing with governmental agencies, institutions, and organizations.
John Ben Sheppard Public Leadership Institute (JBSPLI)	Created by the 74th Texas legislature to provide Texans and Texas youth education for and about leadership, ethics, and public service.	**National Leadership.** John Ben Shepperd Distinguished Lecture Series. Panels of prominent international experts address topics such as "The Security of America's Borders" and "An Evening with Mikhael Gorbachev", wherein Gorbachev discussed the end of the Cold War, Russia today, and the future with Pulitzer Prize winner Steve Liesman of CNBC. **Statewide Leadership Programs.** High school Leadership Forums throughout Texas; advanced leadership study in Youth Leadership Camp. High school leadership curriculum approved by TEA for social studies credit. Annual Texas Leadership Forum, recognizing local and state Outstanding Texas Leaders; bringing together college students, young adult leaders, Texas Lyceum, state public leaders to discuss issues facing Texas. **Advanced Leadership Studies.** First Bachelor's in Texas public universities in Leadership Studies. Master's in Public Administration - Leadership Emphasis. Leadership Certificate Program for agencies and organizations; community leadership programs. Annual academic journal, *The John Ben Shepperd Journal of Practical Leadership*; Editorial Board of outstanding state leaders. Intern placements at Washington, D.C. Archer Center, Texas Speaker's office, U.S. Congressman office. West Texas Public Symposia on important topics (water, school finance, energy issues) identified by civic, governmental and service agency leaders in region's towns and communities.	Special Item. Civic and community organizations throughout the state sponsor and financially support the forums. Private donations provide support to programs.

The University of Texas at San Antonio
Mission Statement

Vision

The University of Texas at San Antonio is creating the future of Texas by developing leaders for a multicultural society and by building innovative partnerships that will transform the economy of the region.

Mission

The University of Texas at San Antonio is a premier public institution of higher education with a growing national and international reputation. Renowned as an institution of access and excellence at both the undergraduate and graduate levels, UTSA is committed to research, discovery, learning, and public service. UTSA embraces the multicultural traditions of Texas, serves as a center for intellectual and creative resources, and is a catalyst for the economic development of Texas.

Peer Comparisons

Introduction

We have selected three different sets of institutions for peer comparisons:

- Aspirational Peers
  These institutions have been identified primarily because, while similar on a number of basic comparisons, exhibit characteristics of research institutions that we are moving toward.

- Texas Emerging Research Institutions
  These institutions were identified by the Texas Higher Education Coordinating Board. While different in many respects, all are moving to improve their research capabilities and graduate programs.

- Out-of-State Peers
  These institutions exhibit similar characteristics to UTSA, but are located in other states. The choice of these institutions was based on program similarities, size, financial information, degrees awarded, distribution of FT vs. PT students, graduate vs. undergraduate students, and percent of minority students.

Tables 1 and 2 provide comparison information on these three groups of institutions. All data in tables from, or derived from, IPEDS 2005 Surveys.

Key Findings

Aspirational Peers

- UTSA is larger than the majority of these institutions. Trends over the last five years indicate that UTSA's enrollment will continue to increase, while this trend may not be evident for many of these institutions.
- UTSA has a much larger enrollment of minority students than any of these institutions.
- While awarding similar numbers of Bachelor's and Master's Degrees, UTSA is significantly lower than the average of this group in terms of Doctoral Degrees awarded.
- Research expenditures at UTSA are lower than all but one of these institutions.
- UTSA's graduation and retention rates are at the low end of this group, our SAT/ACT score distributions are lower than the average, and our admissions rate is the highest.
- Conclusion: UTSA is a large institution compared to this group, yet does not have the research/graduate education capabilities of most of these institutions. Additionally, we are a "minority-majority" institution, and none of these schools have minority enrollment over 40%. And, we are the least selective institution when looking at both entering standardized test score data or admissions rate. UTSA will reconsider the use of these institutions for coming years; we will identify institutions of larger size with research capabilities that mirror our expectations for the upcoming decade.

Texas Emerging Research Institutions

- The one factor uniting these institutions is their desire to improve their research capabilities and graduate education; they are otherwise quite diverse in terms of maturity, size and other comparison information.
- UTSA awarded the lowest number of Doctoral Degrees among the institutions in this group and we have the lowest percent of graduate students in the group. The 12 Doctoral Degrees awarded this year more than doubled the number from last year (4), and we anticipate awarding significantly more in the current year.
- UTSA's research expenditures place it near the bottom of this group.
- Our graduation and retention rates are lower than the average for this group, as are our SAT/ACT scores. In addition, we accept a much higher percent of applicants than other institutions in this group.
- Conclusion: If UTSA is to reach Tier 1 status as a research institution, we will need to improve our research infrastructure. We must also improve our graduation and retention rates while maintaining access to education for those we traditionally serve.

Out-of-State Peers

- We are the second largest institution in this group, but our minority student enrollment is higher than all other institutions.
- We are similar in terms degrees awarded at all levels.
- UTSA's research expenditure is fairly high among this group, with only one institution higher; our total expenditures are similar.
- Our graduation and retention rates are low compared to the other institutions in this group but our SAT and ACT scores place us slightly lower than the group average. We are less selective than all other institutions in terms of admissions rate.
- Conclusion: These institutions are relatively similar to UTSA, except for minority student enrollment and student success data.

Table V-33

Peer Institutions, Basic Comparison Data

Institution	FTE Enrollment	Headcount Enrollment	Degree Seeking Undergrads	% PT Degree Seeking Undergrads	% Minority Students	% Graduate Students	Bachelor's Degrees Awarded	Master's Degrees Awarded	Doctoral Degrees Awarded
Aspirational Peers[13]									
U. Nevada – Las Vegas	21,987	28,134	21,022	26%	31%	19%	3,103	895	37
U. Wisconsin – Milwaukee	23,464	27,502	21,662	14%	16%	17%	3,181	1,236	90
University of Memphis	16,318	20,465	15,228	25%	39%	21%	2,293	889	109
Cleveland State	11,075	15,482	8,804	27%	23%	33%	1,690	1,381	35
MEAN	**18,211**	**22,896**	**16,679**	**23%**	**27%**	**23%**	**2,567**	**1,100**	**68**
UT San Antonio	**22,151**	**27,337**	**23,301**	**25%**	**57%**	**14%**	**3,258**	**855**	**12**
Texas Emerging Research Institutions									
UT Dallas	10,981	10,981	14,480	9,353	33%	35%	2,047	1,340	102
Texas Tech	25,743	25,743	28,001	22,967	17%	15%	4,264	1,100	175
University of North Texas	25,924	25,924	31,958	25,378	26%	21%	4,360	1,524	146
University of Houston	28,828	28,828	35,344	26,858	51%	15%	4,528	1,428	211
UT Arlington	20,003	20,003	25,432	19,222	37%	23%	3,378	1,807	86
UT El Paso	14,811	14,811	19,268	15,975	76%	17%	1,552	671	30
MEAN	21,048	**21,048**	**25,747**	**19,959**	**40%**	**21%**	**3,355**	**1,312**	**125**
UT San Antonio	22,151	**22,151**	**27,337**	**23,301**	**57%**	**14%**	**3,258**	**855**	**12**
Out-of-State Peers									
Cal State – Fresno	17,980	20,371	17,557	15%	48%	14%	3,069	795	9
Eastern Michigan	17,694	23,486	18,263	28%	22%	21%	2,923	1,135	12
San Francisco State	24,115	28,950	23,575	23%	48%	19%	4,865	1,615	0
UNC – Charlotte	17,079	20,772	16,225	16%	22%	20%	2,843	799	40
Boise State	14,039	18,385	15,623	31%	11%	8%	1,642	396	1
MEAN	18,181	**22,393**	**18,249**	**23%**	**30%**	**16%**	**3,068**	**948**	**12**
UT San Antonio	22,151	**27,337**	**23,301**	**25%**	**57%**	**14%**	**3,258**	**855**	**12**

[13] Prior year Aspirational Peers included The University of New Orleans; not included this year due to Hurricane Katrina effects on enrollment.

Peer Institution Comparisons (cont)									
Institution	Total Operating Expenditures	Research Expenditures	Graduation Rate	Retention Rate	SAT Total 25th Percentile	SAT Total 75th Percentile	ACT COMP 25th Percentile	ACT COMP 75th Percentile	Admissions Rate
Aspirational Peers									
U. Nevada – Las Vegas	$389,038,000	$35,839,000	41%	72%	890	1140	18	24	80.7%
U. Wisconsin – Milwaukee	$361,254,864	$33,476,237	42%	73%	n/a	n/a	20	24	88.8%
University of Memphis	$311,760,806	$47,085,808	33%	71%	935	1200	18	24	71.4%
Cleveland State	$235,483,303	$14,415,812	30%	60%	n/a	n/a	n/a	n/a	n/a
MEAN	**$324,384,243**	**$32,704,214**	**37%**	**69%**	**913**	**1,170**	**19**	**24**	**80.3%**
UT San Antonio	**$269,992,190**	**$18,322,683**	**30%**	**58%**	**880**	**1110**	**18**	**22**	**99.3%**
Texas Emerging Research Institutions									
UT Dallas	$208,668,199	$34,104,476	56%	82%	1120	1370	24	29	51.0%
Texas Tech	$445,369,102	$40,435,537	55%	84%	1040	1220	22	26	70.9%
University of North Texas	$349,749,075	$12,653,899	43%	75%	990	1210	20	25	69.4%
University of Houston	$539,962,326	$77,187,523	40%	77%	950	1190	19	24	80.6%
UT Arlington	$280,614,668	$23,368,940	40%	69%	950	1170	19	24	79.1%
UT El Paso	$239,774,125	$29,128,754	28%	68%	n/a	n/a	n/a	n/a	n/a
MEAN	**$344,022,916**	**$36,146,522**	**44%**	**76%**	**1,010**	**1,232**	**21**	**26**	**70.2%**
UT San Antonio	**$269,992,190**	**$18,322,683**	**30%**	**58%**	**880**	**1110**	**18**	**22**	**99.3%**
Out-of-State Peers									
Cal State – Fresno	$217,290,074	n/a	43%	86%	840	1080	16	22	62.6%
Eastern Michigan	$269,247,299	$4,946,302	38%	73%	900	1150	18	23	72.8%
San Francisco State	$359,443,122	$19,200,222	40%	81%	880	1140	18	23	67.0%
UNC – Charlotte	$253,712,358	$16,808,355	49%	79%	980	1160	19	24	72.5%
Boise State	$208,577,533	$10,382,750	32%	61%	910	1165	17	26	89.7%
MEAN	**$261,654,077**	**$12,834,407**	**40%**	**76%**	**902**	**1,139**	**18**	**24**	**72.9%**
UT San Antonio	**$269,992,190**	**$18,322,683**	**30%**	**58%**	**880**	**1110**	**18**	**22**	**99.3%**

Centers of Excellence

U. T. San Antonio				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
San Antonio Life Sciences Institute (SALSI)	To strengthen collaboration between UTSA and UTHSC-SA and enhance their research, teaching and service missions.	$915,000 in funding announced for eight research and educational projects that will be conducted by investigators from both institutions. While the majority of the initial 26 research and 3 educational proposals submitted were judged as scientifically excellent by an external review panel of national and international scientists, limited funding allowed SALSI to fully support only six research proposals whose costs ranged from $97,000 to $185,000. Two of the educational proposals were partially funded. The second round of proposals for fiscal year 2004-2005 brought 19 research and two educational proposals that are being reviewed.	SALSI is supported by institutional and state funds over a two-year period. Targeted research areas include bioengineering, bioterrorism, health disparities and neuroscience.	Expect to fund about 20 proposals per year in the $50,000 to $200,000 range with budgets appropriate to the scope of the project. Proposals outside this range would be considered, but must be carefully justified. Funds have been set aside for innovative non-research programs, including joint educational efforts.
The Institute for Demographic and Socioeconomic Research (IDSER)	A comprehensive research institute to examine the determinants and consequences of population change, including: implications for the number and types of households; impacts on demand for private and public-sector goods and services; markets (retail, real estate, communication, and other services); labor force availability and training; public elementary, secondary and higher education; human services such as TANF, Food Stamps, Medicaid; criminal justice and prisons.	Coordinating agency for the Texas State Data Center Location of the Office of the State Demographer of Texas: – Completes annual population estimates for all counties, places and the State of Texas; – Produces biennial projections of the population of Texas by age, sex and race/ethnicity; Used by nearly all state agency and many local governmental and private-sector sources for personnel, facility and fiscal planning. Performs selected analyses of the demographic, socioeconomic and policy Implications of population and related change for the Texas Legislature and numerous state agencies.	Appropriated funds of $320K / year.	Contracts this year totaling $1M with the Texas Legislative Council, Texas Workforce Council, Texas Department of Transportation, US Department of Commerce – Economic Development Administration, The Houston Endowment, The Meadows Foundation, HEB, and others
Institute for the Protection of American Communities (IPAC)	To combine emerging technology from UTSA centers and private and public sectors to focus on protecting communities and neighborhoods. Consists of three UTSA (CIAS, CEBBER, CRSET) and two San Antonio based academic research centers (UTHSCSA and St Mary's Law School's Center for Terrorism Law)	Center for Infrastructure Assurance and Security (CIAS): Current research primarily focused on: intrusion detection, steganography, biometrics, forensics, infrastructure vulnerabilities, wireless encryption, City/County Cyber Security Exercises (Dark Screen) Center of Excellence in Biotechnology, Bioprocessing, Education and Research (CEBBER). Current research activities: 1) biosensor 'cantilever sensing element'	CIAS: Began in 2001 with a $2.5 million appropriation from the DOD to strengthen the nation's homeland defense needs. Funding from the DoD have totaled $10 million to date CEBBER: The primary seed funding ($1, 746,000) for the CEBBER were Congressional dollars (2004). Currently	CIAS: In addition to the Congressional add-ons to the DoD Appropriations, funding has also been received from the Department of Homeland Security. A $1 million grant was received to conduct exercises and develop

		development for detection of threat agents, 2) pilot scale up and 'downstream' processing of biological reagents, 3) candidate vaccine development for Chlamydia trichomonas, 4) quorum sensing for identification of biofilm metabolic response markers in wound healing 5) sentinel site (35 world wide) surveillance of antigenic shift in influenza clinical isolates and detection assay development- discrimination of Types A and B Influenza and Type A subspeciation assays N1H1, N1H3, N1H5 (avian) and N1H7 (avian) and 6) development of a DNA/genomic repository/ sequencing core for high throughput/rapid response analysis of naturally occurring and bioengineered stealth pathogens. Current education activities: Development of short courses (molecular biology certification) for the Department of Defense personnel (presented to DTRA for programmatic funding). Matriculation (full support provided by respective Federal and Private Contract agencies) into the Cellular Molecular Biology Ph.D. Program of the Department of Biology. Currently training in the CEBBER, Ph.D./MS level (government sponsored) students at no cost to the State of Texas. Currently pending is a 5 year, Undergraduate Research Program (National Science Foundation) to be housed in the CEBBER. Center for Response and Security Engineering and Technology (CRSET): Current research grouped within 3 areas: (1) High-consequence event simulation and analysis, (2) Material Science and Engineering Sustainment, (3) Sensors, Detection and Monitoring. Example projects being formulated or underway are: (1) Effect of Design and Construction Uncertainty on Structural Integrity For High-Consequence Events, (2) Use of Multi-Variant Analysis to Identify High Loss Car Bombing Events, (3) Dual-Mode Roadside Improvised Device (IEDs) Detection System	pending, we have Congressional 'plus up' ($2,500,000) and several grants (NIH and NSF, ~$7,500,000). CRSET: Only funding to date is $75,000 for a roadside improvised explosive device project. This represents Phase 1 of a $215,000 project	training materials to teach communities how to conduct their own. Additional training and exercise funding is being sought from DHS CEBBER: Congressional dollars have been used for 'seeding' of projects of significant potential development and future pay off. Additionally, for the purpose of securing long term support, the facility's core capability (~ $2,000,000 equipment capital investment) as well as 'in house' expertise are being integrated into current mission and Department of Defense program element needs. CRSET: Pursuing federal and industry funding

Center for Infrastructure Assurance and Security (CIAS)	Designed to leverage San Antonio's Infrastructure Assurance and Security (IAS) strengths as part of the solution to the nation's Homeland Defense needs and deficit of IAS talent and resources. Designated by the National Security Agency as a Center of Academic Excellence in Information Security.	Current research primarily focused on: intrusion detection, wireless encryption, steganography, biometrics, forensics, infrastructure vulnerabilities, computer crime (with FBI), data mining, database, DarkScreen (City/County Cyber Security Exercises)	Began in 2001 with a $2.5 million appropriation from the DOD to strengthen the nation's homeland defense needs.	Will be jointly pursuing external funding for the FIRST project, targeting $5 M.

The University of Texas at Tyler
New Millennium Vision
Mission Statement

The University of Texas at Tyler is a comprehensive, coeducational institution of higher education offering undergraduate and graduate degree programs as a component of the renowned University of Texas System. The University of Texas at Tyler's vision is to be nationally recognized for its high quality education in the professions and in the humanities, arts and sciences, and for its distinctive core curriculum. Guided by an outstanding and supportive faculty, its graduates will understand and appreciate human diversity and the global nature of the new millennium. They will think critically, act with honesty and integrity, and demonstrate proficiency in leadership, communication skills, and the use of technology.

The University is committed to providing a setting for free inquiry and expects excellence in the teaching, research, artistic performances and professional public service provided by its faculty, staff and students. As a community of scholars, the University develops the individual's critical thinking skills, appreciation of the arts, humanities and sciences, international understanding for participation in the global society, professional knowledge and skills to enhance economic productivity, and commitment to lifelong learning.

Within an environment of academic freedom, students learn from faculty scholars who have nationally recognized expertise in the arts and sciences, and in such professions as engineering, public administration, education, business, health sciences, and technology. The faculty engages in research and creative activity, both to develop and maintain their own scholarly expertise and to extend human knowledge. The results of that research and other creative efforts are made available to students in the classroom and to the general public through publication, technology transfer and public service activities. The institution also seeks to serve individuals who desire to enhance their professional development, broaden their perspectives, or enrich their lives.

U. T. Tyler
Peer Analysis Summary

The University of Texas at Tyler has a larger percentage of undergraduate enrollment than most of its peer institutions and awards proportionally more bachelor's degrees than its peers.

In terms of retention, UT Tyler has a lower first-year retention rate than its peers, but has the highest six-year graduation rate of all its peer institutions. Still transitioning from an upper-level commuter campus to a four-year university, UT Tyler's 2005-06 data reports comparatively fewer undergraduates living on campus than its peers. UT Tyler's first dormitory opened in Fall 2006 which will increase the institution's residential population with expectations of improving retention levels also.

Although steadily increasing, total research expenditures are among the lowest of its peers.

SAT and ACT scores show that UT Tyler is serving students with high ability—entering freshman 25th and 75th percentile scores are higher than most of its peers'. Its student/faculty ratio sits comfortably within the range of the other institutions.

Table V-34

Institution Name	Total Enroll-ment	% UGrad Enroll	First-time	SAT [ACT] 25th %ile	SAT [ACT] 75th %ile	Total Degrees Awarded	% Bach Degrees Awarded	1st Year Retention rate	6 Year Grad Rate	Ugrads in on-campus housing	Stud/ Fac Ratio	Full-time Faculty	Total Research Expenditures 2005 ($)
UT Tyler	**5,777**	**81%**	**582**	**970 [20]**	**1180 [25]**	**994**	**78%**	**60%**	**55%**	**10%**	**17:1**	**232**	**956,622**
Peers													
California State University-Bakersfield	7,549	79%	782	820	1060	1,597	78%	79%	38%			317	277,721
University of Colorado at Colorado Springs	9,333	69%	1,044	970	1190	1,620	66%	69%	39%	13%	18:1	315	3,935,018
University of Illinois at Springfield	4,517	58%	138	22	27	1,157	58%	84%				187	521,451
U of Tennessee-Chattanooga	8,656	84%	1,456	19	23	1,616	75%	65%	45%	33%	16:1	435	9,835,048
The University of West Florida	9,632	85%	934	990	1200	2,221	72%	74%	42%	16%	19:1	366	11,054,941
Aspiring Peers													
Northern Arizona University	18,773	71%	1,729	920	1080	5,163	55%	69%	48%	37%	16:1	755	19,615,438
Portland State University	23,929	74%	1,416	910	1170	5,227	56%	67%	35%	0%	18:1	731	21,786,901
University of North Carolina Charlotte	20,772	80%	2,890	980	1160	3,682	77%	79%	49%	28%	14:1	888	16,808,355
University of North Carolina Greensboro	16,147	77%	2,425	940	1140	3,013	65%	77%	51%	32%	16:1	781	11,469,691
U of Southern Maine	10,974	79%	984	900	1110	1,600	63%	67%	34%	21%	13:1	397	18,649,000

Centers of Excellence

U. T. Tyler	
Name of Center of Excellence	**Purpose**
Hispanic Business Development	A joint venture with Tyler Area Chamber of Commerce, the Center seeks to assist small and medium size Hispanic firms to succeed in the marketplace via training seminars and consulting activities.
Center for Classical, Medieval and Renaissance Studies	An interdisciplinary center dedicated to study, scholarship and teaching of classical and early modern studies. Center is also dedicated to sharing the art, history, literature, music, and philosophy of the period with public schools and the community at large. Source of funding: privately funded through gifts and grants.

Institution Profiles
U. T. System Health-Related Institutions

The University of Texas Southwestern Medical Center at Dallas
MISSION STATEMENT

The University of Texas Southwestern Medical Center at Dallas is a component institution of The University of Texas System and is committed to pursuing high standards of achievement in instruction, research, and clinical activities. Since its inception in 1943, U. T. Southwestern has evolved as one of the leading biomedical institutions in the country and its programs are designed and implemented with the intent to sustain this progress in the future.

As an academic health science center, the central mission of the institution is to educate health professionals whose lifelong career objectives will be to provide the best possible care, apply the most appropriate treatment modalities, and continue to seek information fundamental to the treatment and prevention of disease. Within an environment of interdisciplinary activity and academic freedom at Southwestern, students receive training from faculty scholars who have in-depth expertise in the many specialties of health care and the biomedical sciences. Faculty members also engage in research and patient care so that they can generate new knowledge in the fight against disease and maintain their clinical skills while serving the people of Texas to the best of their ability. Research findings are made available directly to students and indirectly to the general public as practicing professionals adopt new treatment modalities. The focus of the faculty, students, and administration at The University of Texas Southwestern Medical Center at Dallas will remain on providing exemplary educational programs, creating new knowledge, delivering quality medical care, maintaining the highest ethical standards, advancing the scientific basis of medical practice, and demonstrating concern and compassion for all people. Every aspect of the university's operation will be conducted in as cost-effective a manner as possible.

The institution consists of the Southwestern Medical School, the Southwestern Graduate School of Biomedical Sciences, and the Southwestern Allied Health Sciences School and offers degrees and programs with subject matter limited to health-related fields.

The central purpose of The University of Texas Southwestern Medical School at Dallas is to produce physicians who will be inspired to maintain lifelong medical scholarship and who will apply the knowledge gained in a responsible and humanistic manner to the care of patients. The Southwestern Medical School has assumed responsibility for the continuum of medical education. The institution offers instructional programs not only in undergraduate medical education leading to the M.D. degree, but also graduate training in the form of residency positions and fellowships as well as continuing education for practicing physicians and medical scientists. An important focus of the educational effort is training primary care physicians and preparing doctors who will practice in underserved areas of Texas. Another instructional role of Southwestern Medical School faculty members is that of fully preparing those medical students who seek a career in academic medicine and research, including the opportunity to earn both the M.D. and Ph.D. degrees simultaneously.

The Southwestern Graduate School of Biomedical Sciences provides well qualified individuals seeking an M.A., M.S., or Ph.D. degree with the opportunity and the encouragement to investigate rigorously and be creative in solving significant problems in the biological, physical, and behavioral sciences. In addition to acquiring information in their area of research expertise, graduate students at the Southwestern Medical Center are encouraged to develop and test new ideas in the classroom and to communicate their ideas to others within the research-oriented medical community. Although enrolled in a specific program, the students are not restricted to courses in their major field of study. Exposure to a wide variety of academic disciplines is necessary to prepare each individual for the rapidly changing emphasis in the biomedical sciences. Therefore, graduate students at Southwestern gain a wide perspective of contemporary biomedical science through interdisciplinary courses, seminars and informal discussions involving scholastic interaction with students and faculty from other educational programs within the University.

Southwestern Medical Center
MISSION STATEMENT
(continued)

The educational programs of the Southwestern Allied Health Sciences School have been established to educate individuals at the baccalaureate and master's degree levels for those professions which support the health care delivery team concept. The School offers baccalaureate degree programs in several fields, post-baccalaureate courses of study, certificate programs, and master's degree programs in allied health science fields of study. As an integral part of Southwestern Medical Center, the School works cooperatively in education, research, and service contexts. It prepares allied health professionals of the highest quality and competency to help meet health care needs of the people of Texas. Through research and scholarly pursuits related to health care, it advances scientific knowledge and practices of the allied health profession. If offers consultation, technical assistance, and professional services to meet education and health care needs of the community. In addition, it contributes to the continued growth and development of allied health professions, including reduction of barriers to career advancement through pathways to graduate or post-graduate education. The School views its community obligations as being important and therefore works actively to publicize career opportunities and respond in an appropriate manner to the requirements of health care institutions, agencies, and service providers in the area.

Table V-35
Southwestern Medical School
Peer Institution Comparisons

Institution/Medical School	Total Dollar Amount NIH Grants Awarded FY2005+	Total Dollar Amount Research Grant Expenditures FY2004*	Number of House-staff 2005*	Number of M.D. Degrees Conferred 2005*	Faculty per Medical Student Ratio 2005*	National Academy of Sciences Members 2006 ^	Licensing Income 2004 ^^	Top Universities in Biomedical Research 1997 – 2001 Study of Research Impact Science Watch ^^^
Southwestern	$170,541,372	$198,234,810	1,267	204	1.48	16	$11,541,081	Top 10 ranking in 4 of 6 fields
Baylor College of Medicine	256,809,346	253,156,656	1,261	172	2.29	3	6,758,000	Top 10 ranking in 1 of 6 fields
University of California–Los Angeles	303,795,874	415,325,593	1,970	171	2.86	30 For entire University	Not Disaggregated from System **	Top 10 ranking in 0 of 6 fields
University of California–San Diego	238,030,687	230,109,745	690	107	1.61	65 For entire University	Not Disaggregated from System **	Top 10 ranking in 4 of 6 fields
University of California–San Francisco	398,155,640	442,127,903	1,161	163	2.62	31	Not Disaggregated from System **	Top 10 ranking in 5 of 6 fields
University of Michigan	265,022,135	201,217,916	966	167	1.46	21 For entire University	10,633,528 for entire University	Top 10 ranking in 2 of 6 fields
University Of North Carolina–Chapel Hill	217,440,740	146,201,325	794	153	1.72	11 For entire University	3,818,314 for entire University	Top 10 ranking in 0 of 6 fields
University of Washington –Seattle	308,792,765	449,160,428	1,137	172	2.02	42 For entire University	22,808,483 for entire University ***	Top 10 ranking in 2 of 6 fields

Analysis: U. T. Southwestern remains at the forefront of education with more medical degrees conferred that its peer institutions and more house staff than most peer institutions.

U. T. Southwestern's School of Allied Health Sciences continues to provide educational opportunities for individuals.

U. T. Southwestern's research program moves closer to parity with its aspirational peers with expanded NIH and research grant funding.

Data Sources: + NIH Website September 2006 *AAMC. ^ NAS Website, September 2006.

^^ Chronicle of Higher Education from Association of University Technology Managers, 2004 Survey results

^^^ Science Watch, Sept./Oct 2002, study of research impact at the top 100 federally funded universities

Notes: ** $74,275,000 reported for University of California System in 2004

***Washington Research Foundation, U of Washington

Table V-36

Southwestern Allied Health Sciences School
Peer Institution Medical School Comparisons

Institution	Students	Graduates
Southwestern Medical Center-Dallas	385	137
Medical College of Georgia	577	230
Univ. of Arkansas for Medical Sciences	420	246
Univ. of Kansas Medical Center	451	206
Medical Branch-Galveston	545	341
HSC-San Antonio	462	185
Univ. of Mississippi Medical Center	323	174
State Univ. of NY-Upstate Medical/Syracuse	218	102
Thomas Jefferson University (Philadelphia)	1,030	363
The Ohio State University	526	208
University of Illinois at Chicago	853	320

Source: 2000 Membership and Resource Directory Association of Allied Health Professionals

Centers of Excellence

U. T. Southwestern Medical Center				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Institute for Nobel/NAS Biomedical Research	To provide world-class biomedical research.	Retention of Nobel and NAS faculty, recruitment of prospective Nobel/NAS faculty, support of their research.	State, philanthropy, tobacco funds, federal and private competitive grants.	$115 million in federal/ private funds from base of $7 M state funds.
Center for Human Nutrition	To facilitate research, health professional education, public education.	Nutrition research, cholesterol guidelines, training of fellows for nutrition research careers.	Private endowment, tobacco funds, federal and private grants.	Initial $4 M endowment ($200,000/year) plus Eminent Scholar matching funds from Tobacco Funds has grown to $5 M/year program.
Center for Basic Neuroscience	To enhance research, graduate student, and post-doctoral education.	Molecular and cellular neuroscience research and training.	State, philanthropy, grants.	State funds of $1 M/year have led to federal and private research funds of $11 M/year
Howard Hughes Medical Institute	To conduct biomedical research.	Ten HHMI Investigators.	HHMI, federal grants.	UTSWMC expended $40 M once for research facilities, in return for which HHMI provided a $20 M one-time gift plus $10 M per year, which has led to an additional $35 M in research grants annually.
Clinical Center for Neurological Diseases	To provide clinical care and clinical research.	Comprehensive care for thousands of patients at Parkland, Zale Lipshy, and the Aston Center; many clinical trials in stroke, aneurysm, Alzheimer's, Parkinson's, Multiple Sclerosis, etc.	MSRDP, Parkland contract, philanthropy, state.	State funds represent less than 5% of the total budget.
Metroplex Advanced Medical Imaging Center (with UT Dallas and UT Arlington)	To conduct research and clinical diagnoses.	Basic research, clinical research and clinical care using MRI, PET, CAT, SPECT, and NMR imaging technologies for brain, heart, and cancer.	Grants, MSRDP, TRB for facility, philanthropy, DOD special appropriations, malpractice rebate.	TRB of $56 million in 2003 for a new imaging and research building has already been leveraged by one-time federal appropriation and philanthropy of $40 M plus on-going grants of $4 M/year, with possibly more grants after the building is completed.

UT Medical Branch: Mission Statement

The mission of The University of Texas Medical Branch is to provide scholarly teaching, innovative scientific investigation, and state-of-the-art patient care, in a learning environment to better the health of society.

UTMB's education programs enable the state's talented individuals to become outstanding practitioners, teachers, and investigators in the health care sciences, thereby meeting the needs of the people of Texas and its national and international neighbors.

UTMB's comprehensive primary, specialty, and sub-specialty care clinical programs support the educational mission and are committed to the health and well-being of all Texans through the delivery of state-of-the-art preventive, diagnostic, and treatment services.

UTMB's research programs are committed to the discovery of new, innovative biomedical and health services knowledge leading to increasingly effective and accessible health care for the citizens of Texas.

Source: http://www.utmb.edu/mission/

UT Medical Branch: Peer Comparison Analysis

A proposed list of institutions was reviewed by UTMB leadership and input was solicited from the UTMB President's Council (which includes the Deans) as well as hospital leadership. After all the input was analyzed, ten peer institutions were selected. The following table provides data for the academic and clinical measures that were chosen. UTMB is very similar to the other free-standing academic health centers (AHCs) for nearly all of the academic measures. The more traditional universities that are not free-standing AHCs generally have larger student bodies, faculties, revenues, and expenses.

Of all of the peers listed, UTMB has the largest medical school enrollment and number of graduations. Enrollment in UTMB's School of Nursing is relatively large (606, including doctoral nurses in the graduate school). UTMB graduate and allied health school enrollments are in the middle of the peer enrollment ranges. Enrollments in all four of UTMB's schools have increased over those reported last year. Very few of the peer institutions were able to do the same.

Since the UTMB instruction expenses from IPEDS (Integrated Postsecondary Education Data System) also include UTMB's MSRDP (Medical Service, Research and Development Plan), Practice Plan, and Center dollars, they appear to be somewhat higher than those listed for our peers.

Peer data for the clinical measures are sourced from the Action O-I benchmarking database provided by Solucient, through our affiliation with University Health System Consortium. This reporting is based on calendar quarters, so the data reflected in the table below represent annual measures through June 30, 2006. UTMB's volumes are greater than most of the reported peers and also include a higher percentage of outpatient activity. Additionally, UTMB's percentage of indigent care is higher than the peer group; this is reflected in the "Charity Care" category below. These differences have bearing on the cost and revenue ratios: UTMB's cost per CMI adjusted discharge is 4.5% lower than the peer group average, while the net operating revenue per CMI adjusted discharges is 17.2% lower.

Table V-37

University of Texas Medical Branch Peer Data - FY06

	University of Texas Medical Branch	University of Texas Medical Branch Peers									
	University of Texas Medical Branch	Oregon Health and Science University	Medical University of South Carolina	Medical College of Georgia	University of North Carolina at Chapel Hill	University of Alabama at Birmingham [1]	University of California-San Francisco	University of Wisconsin-Madison	University of Virginia Health Science Center	University of Iowa	SUNY Health Science Center at Brooklyn
Institution has Hospital	•	•	•	•	•	•	•	•		•	•
Free-Standing Academic Health Center	•	•	•	•			•				•
Public Control of Institution	•	•	•	•	•	•	•	•	•	•	•
Grants a Medical Degree	•	•	•	•	•	•	•	•	•	•	•
Measure											
IPEDS Data[2]											
Academic Year 2004-2005 12-Month Unduplicated Headcount Enrollment (all Schools)	**2,260**	3,013	2,829	2,419	30,438	20,478	2,876	45,646		34,501	1,774
Total Full-time Faculty Fall 2005	**886**	1,175	608	579	2,559	1,957	2,308	3,012		2,051	410
FY 2005 Revenues: Federal Operating Grants and Contracts[3] in thousands)	**$121,697**	$264,856	$121,834	$46,016	$369,739	$317,211	$497,737	$485,126	$297,562	$269,886	$36,168
FY 2005 Instruction Expenses (in thousands)	**278,860** [4]	$86,759	$129,898	$95,444	$575,951	$218,267	$151,507	$389,629	$228,440	$253,156	$66,039
Enrollment (Headcount)											
School of Medicine (Source: AAMC MSPS Report - Fall 2004 data)[5]	**824**	480	310	710	649	689	602	602	554	581	779
Graduate School of Biomedical Sciences (Source: AAMC MSPS Report 2004)[5]	**274**	443	151	91	720	382	519	607	354	237	110
School of Allied Health (Source: Institutional websites for Fall 2005)	**428**	Not applicable	728	563	369	1660	Not applicable	Not applicable	Not applicable	217	295
School of Nursing (Source: Institutional websites for Fall 2005)	**573** [7]	872 [8]	376	335	530	629	602	770	514	664	375
Graduations											
School of Medicine (Source: AAMC MSPS Report 2005)[6,9]	**190**	86	66	173	153	160	163	133	134	131	188
Graduate School of Biomedical Sciences (Source: Institutional websites for Fall 2005)	**52**		35	59		210	61		68		25
School of Allied Health (Source: Institutional websites for Fall 2005)	**120**	Not applicable	230	234		380 [10]	Not applicable	Not applicable	Not applicable	143	82
School of Nursing (Source: Institutional websites for Fall 2005)	**231** [11]		210	185	211	230		181	162	324	193
Volume and Cost Data[12]											
Inpatient Admissions	**36,302**	25,384	29,509	21,574	31,803		27,859	22,780	29,441	26,139	
Outpatient Visits[13]	**663,556**		394,468	270,533					543,508	574,891	
Adjusted Discharges	**65,690**	39,974	47,116	35,133	52,612		38,996	41,252	50,168	46,930	
Average Length of Stay	**4.92**	5.03	5.71	5.44	6.36		6.38	5.56	5.78	6.60	
Cost per CMI[14] Adjusted Discharge	**$9,269**	$10,673	$10,311	$6,886	$8,728		$13,996	$9,259	$8,724	$9,087	
Net Operating Revenue/CMI Adjusted Discharge	**$9,177**	$11,312	$10,680	$7,339	$8,523		$15,266	$17,039	$9,149	$9,388	
Payor Mix[12]											
Medicare Percentage Discharges	**18.4%**		27.4%		27.1%						
Medicaid Percentage Discharges	**42.3%**		31.1%		28.0%						
Commercial Percentage Discharges	**24.3%**		29.1%		31.7%						
Self-pay Percentage Discharges	**6.9%**		6.5%		4.1%						
Other Payor	**1.5%**		5.8%		6.6%						
Charity Care Percentage Discharges	**6.6%**		0.0%		2.5%						

[1] At University of Alabama at Birmingham, allied health science is part of the school of medicine.

[2] Data Source: National Center for Educational Statistics (NCES) IPEDS. University of Virginia figures are for main campus.

[3] Public Universities use GASB and Private use FASB

[4] This figure also includes UTMB's MSRDP (Medical Service, Research and Development Plan), Practice Plan, and Center dollars.

[5] AAMC MSPS: Association of American Medical Colleges Medical School Profile System.

[6] Includes certificates

[7] Includes midwifery.

[8] Includes 39 PhD students.

[9] FTE (Headcount not available).

[10] Association of American Medical Colleges Medical School Profile System has not yet posted 2005 data.

[11] Includes 2 PhD nursing degrees counted in the 52 Graduate School of Biomedical Sciences.

[12] Data Source: Action OI database, representing quarterly volumes or statistics based on (calendar quarters) 2005 Q3 - 2006 Q2.

[13] The outpatient visit number does not include Day Surgery, ER, Observation Cases, Employee Health, Radiation Therapy, Pre-anesthesia Testing, Electromyography Lab, and CHD Internal Medicine Specialties Clinic visits. These areas are not mapped to the Ambulatory Services profiles in Action O-I.

[14] CMI: Case Mix Index

UT Medical Branch: Centers of Excellence

Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Center for Biodefense and Emerging Infectious Diseases	To facilitate research and training in Biodefense and Emerging Infectious Diseases.	Awarded funding by NIH/NIAID to the Western Regional Center of Excellence (WRCE) for Biodefense and Emerging Infectious Diseases. The WRCE comprises more than 32 institutions in Texas, New Mexico, Oklahoma, Arkansas, and Louisiana and was formed to bring together a wealth of scientific expertise on biothreat agents and contemporary biomedical technology. With a budget of $50M for 5 years, the WRCE currently funds 9 major research projects, 12 developmental projects, 5 career development projects, and 8 scientific cores. www.utmb.edu/CBEID/	School of Medicine operating funds; Private Philanthropy; President's Office funds	Total external support as PI $105M (funds obtained subsequent to the original funding for the past 3 years).
Galveston National Laboratory (GNL)	To provide research space to develop therapies, vaccines, and tests for microbes that might be used as weapons by terrorists, as well as naturally occurring diseases such as SARS and West Nile encephalitis.	Expected opening date: 2008. UTMB will own and operate the GNL; the National Institute of Allergy and Infectious Disease (NIAID) will oversee the research projects. Pathogens to be studied: anthrax, bubonic plague, hemorrhagic fevers (such as Ebola), typhus, West Nile virus, influenza, drug-resistant tuberculosis, etc. www.utmb.edu/GNL/	Federal Grants	Federal grant amount: $110M. Local share (covered by state revenue bonds): $40M. Philanthropy: $17M.
General Clinical Research Center (GCRC)	To provide the infrastructure that supports investigators in the design, initiation, conduct and publication of clinical studies using highly skilled personnel and state-of-the-art technologies.	GCRC provides an optimal setting for controlled studies by basic and clinical investigators; bi-directional and multidisciplinary interactions among those involved in basic and clinical research on both children and adults; environment and resources for developing future physician-scientists in the clinical research arena; and technological and therapeutic approaches to ensure rapid translation of new basic scientific knowledge into effective patient care in such areas as muscle function, pathogenesis, dietary cancer prevention, and effect of bed rest. The GCRC has two satellite units: the Flight Analog Research Unit and the Short Radius Centrifuge Facility. These satellites are funded by NASA and used exclusively for studies using bed rest as an analog for microgravity and developing countermeasures. www.utmb.edu/gcrc/	School of Medicine operating funds; Federal Grants; Private Philanthropy	NCRR: $2.3M Y43 (renewed for 5 years). NASA: $1.9M (including Flight Analog Research Unit and Short-Radius Centrifuge Facility. Total external support as PIs conducting research on the GCRC: $64.6M.
Center for Inter-disciplinary Research in Women's Health (CIRWH)	To promote, stimulate, and support interdisciplinary research related to women's health.	Design and seek funding for collaborative grants, partner with existing programs to encourage investigations of sex/gender differences in health and disease, and provide structured mentoring to motivated junior investigators who are committed to women's health. To seek solutions to health problems that are more common in women, have different manifestations in women than men, or require different treatment in women than men. Furthermore, it will promote interactions between investigators from different backgrounds who can contribute different perspectives, training, and expertise to collaborative efforts. www.utmb.edu/cirwh/	State of Texas tobacco funds; Private Philanthropy	Total external support of center members as PI: $29.5M (funds obtained subsequent to the original funding for last 3 years).

Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Sealy Center on Aging	To improve the health and wellbeing of the elderly, statewide and nationally, through education, research, clinical and social services, community participation and advocacy, and the establishment of cooperative links with other geriatric and gerontological centers.	Stimulate and support development of multidisciplinary research initiatives in aging. Coordinate development and submission of funding requests, particularly multidisciplinary center grants and program projects. Coordinate faculty development throughout UTMB for junior faculty involved in basic and clinical research in aging or in population-based and outcomes research. Develop innovative educational initiatives in geriatrics for UTMB students, post doctoral trainees and community physicians. Continued to recruit excellent faculty with ethnic diversity to UTMB aging programs. www.utmb.edu/aging/	Federal Grants; Private Philanthropy	FY 2005 external funding for aging research was $16,087,000, an 86% increase over 2001 and a fourfold increase over 1997 funding.

The University of Texas at Health Science Center - Houston
Mission Statement

The University of Texas Health Science Center at Houston (HSC-H) is an institution in The University of Texas System committed to the pursuit of high standards of achievement in instruction, student performance, clinical service, research, and scholarly accomplishment toward improvement of the health of Texans.

As an academic health science center, this institution is one in which undergraduate, graduate, and post-graduate students are educated broadly in the sciences of health and disease and are prepared for health-related careers in the provision of human services, and for investigating the mysteries of the biomedical sciences. Within an environment of academic freedom, students learn from faculty scholars who have in-depth expertise in the predominant health disciplines and the biomedical sciences. Research both to extend human knowledge related to health and to develop and maintain their own scholarly and professional expertise is led by faculty who involves and educates students and trainees in these research pursuits.

UTHSC-H consists of the following organizational units which are listed by date of establishment:

- Dental Branch (established 1905; joined U. T. 1943)*
- Graduate School of Biomedical Sciences (1963)*
- School of Public Health (1967)*
- Medical School (1970)*
- School of Nursing (1972)*
- School of Health Information Sciences (established as the School of Allied Health Sciences 1973; reorganized and name changed 2001)*
- Harris County Psychiatric Center (established 1981; joined UTHSC-H 1989)

The comprehensiveness of this university, featuring the presence of six major health-related schools – medicine, dentistry, public health, nursing, health informatics, and biomedical science – provides an environment beneficial to collaborative endeavors in teaching, research and service. Interdisciplinary projects and activities bring faculty and students together in a rich learning environment. Collectively, these units respond to the health care manpower needs of the citizens of Texas, the City of Houston, and Harris County and its surrounding counties by developing creative models for the training of health professionals, particularly emphasizing interdisciplinary educational models, and addressing the growing demand for primary care health professionals.

With over 200 clinical affiliates in the State, UTHSC-H provides health professions students with a variety of clinical and community-based experiences. With such experiences in urban, suburban, and rural environments, UTHSC-H students are trained where Texans live. The School of Public Health, the oldest accredited school of public health in the State of Texas, acknowledges and accepts a unique responsibility to reach throughout the state to prepare individuals for the challenges of this expanding field. Four regional campuses are already in place in Brownsville, Dallas, El Paso, and San Antonio to assist in meeting the increasing demand for public health professionals. The health informatics program in the School of Health Information Sciences is unique in Texas – and the nation. With its interdisciplinary focus, this program provides an invaluable resource of expertise and training in health informatics for our state.

In addition to the six schools, the Harris County Psychiatric Center (HCPC) is a unique feature of the organization that is committed to advances in mental health services and care as well as education of mental health-care professionals.

The University of Texas Health Science Center at Houston considers itself a member of a large learning community and works to contribute to and draw from the intellectual pursuit of the other institutions in the Texas Medical Center and the greater Houston area. To benefit this local community and the entire State of Texas, this institution offers a variety of continuing education programs to assist practicing health professionals in utilizing the latest findings of research from the worldwide community of scholars in

clinical and biomedical fields. As a result of participation in these professional enhancement programs, practitioners adopt new modalities for the treatment and prevention of disease. With these outreach efforts and programs aimed at promoting science and math as well as careers in health care to young students in grades K-12, UTHSC-H will meet new challenges to the health of the citizens of the State of Texas.

*This academic unit offers degrees and programs with subjects limited to health-related fields

UT Health Science Center - Houston
Peer Analysis

Executive Summary

The University of Texas Health Science Center at Houston (HSC-H), created in 1972, consists of six schools: the Dental Branch, Graduate School of Biomedical Sciences, Medical School, School of Health Information Sciences, School of Nursing, and School of Public Health. This comparative study looks at how HSC-H fares relative to a set of five out-of-state institutions (University of Michigan, UNC-Chapel Hill, U. of Washington-Seattle, UC-San Diego, U. of Alabama-Birmingham) and three UT health-related institutions (UT Southwestern, UTMB, UTHSC-San Antonio). This list of peer institutions is the result of dean input and the resulting overlap among our six schools with respect to their perceived peers.

Table V-38
Medical School Peer Comparison

	HSC-H	Median	HSC-H as % of Median
Total Enrollment, 2004	816	772	105.7%
Total Residents, 2004	796	706	112.7%
Full-time Faculty, incl. Instructors, 2004	713	1,139	62.6%
Full-time Clinical Faculty, 2004	618	952	64.9%
Full-time Basic Science Faculty, 2004	95	154	61.7%
State Appropriations, 2004	$74,149,699	$75,730,203	97.9%
Total Dollar Amount of Medical School NIH Research Grants, 2005	$56,699,760	$191,223,520	29.6%

Table V-39
IPEDS Peer Comparison

	HSC-H	Median	HSC-H as % of Median
Enrollment: 12 month unduplicated headcount			
* First Professional	1,106	1,106	100.0%
* Graduate	2,140	3,912	54.7%
Awards/degrees conferred: Health professions & related clinical sciences			
* Bachelor's degree	177	249	71.1%
* Master's Degree	291	291	100.0%
* Doctoral degree	18	19	94.7%
* First Professional degree	252	258	97.7%

The University of Texas Health Science Center at Houston continues to strive for success in not only the measures above, but in all those related to quality health education and research. Relative to last year's analysis, the HSC-H did gain some ground, predominately in the area of NIH-funded research. This is particularly telling given that HSC-H's Medical School faculty count is considerably less than the median at its peer institutions. In its current Compact with The University of Texas System and its recently adopted institutional strategic plan, the HSC-H includes education and research goals designed to achieve the institutional vision of becoming a nationally recognized academic health center. To do so includes striving

to further leverage state appropriations. Appropriated amounts are in line with other UT components and as compared with the median of all peers. One example of recent success is the receipt of a $36 million NIH grant spurring innovation for the HSC-H to develop one of the nation's first Center for Clinical and Translational Sciences (one of only twelve nationally and the only one in Texas). Plans to accelerate recruiting and retaining world-class scientists are well underway with the recruitment of Thomas Caskey, M.D., F.A.C.P., a member of both the Institute of Medicine and the National Academy of Sciences; Mauro Ferrari, Ph.D., one of the founders of the field of biomedical nanotechnology; and Paul Simmons, Ph.D., a leading international authority on adult and other bone marrow stem cells. In addition, with the recent completion of the Brown Foundation Institute of Molecular Medicine's Fayez S. Sarofim Research Building, efforts to build and equip the Medical School's Replacement Research Facility, and receipt of Tuition Revenue Bonds for a new Dental Branch Building, HSC-H is in a strong position to positively impact not only research activity, but also the education and training of the next generation of health professionals.

Table V-40 HSC-H Peer Institutions

	UTHSC-H	UT Southwestern	UTMB	UT HSC San Antonio	University of Michigan	UNC-Chapel Hill	U. Washington - Seattle	U. California - San Diego	U. Alabama Birmingham
list based on UTHSC-H component schools									
Medical School	*	*	*	*	*	*	*	*	*
Dental School	*			*	*	*	*		*
Nursing School	*		*	*	*	*	*		*
Public Health School	*				*	*	*		*
Graduate School of Biomedical Sciences	*	*	*	*				*	
Health Informatics (school or pgm)	*								
Medical School Comparisons[1]									
Total Enrollment, 2004	816	867	835	816	696	642	772	491	692
Total Residents, 2004	796	1,251	365	663	930	691	1,012	653	706
Full-time Faculty, incl. Instructors, 2004	713	1,322	921	804	1,497	1,206	1,850	834	1,139
Full-time Clinical Faculty, 2004	618	1,093	767	659	1,343	995	1,604	786	952
Full-time Basic Science Faculty, 2004	95	2,293	154	145	154	211	246	48	187
State Appropriations, 2004	$74,149,699	$99,133,328	$79,955,102	$75,730,203	$40,603,573	$65,525,207	$60,332,309	$79,506,693	$75,906,628
Total Dollar Amount of Medical School NIH Research Grants, 2005[2]	$56,699,760	$170,541,372	$114,609,698	$74,757,066	$265,022,135	$217,440,740	$308,792,765	$238,030,687	$191,223,520
Rank (n=123)	62	21	38	53	10	17	6	16	18
University-wide Comparisons									
Total Dollar Amount of NIH grants, 2005[3]	$81,548,352	$170,541,372	$115,922,154	$81,440,359	$386,027,410	$296,566,365	$462,021,658	$309,416,840	$228,687,941
Rank (n=535)	60	31	49	61	7	15	3	13	20
IPEDS Student Comparisons, 2005									
Enrollment: 12 month unduplicated headcount									
* First Professional	1,106	904	817	1,170	2,640	2,508	1,881	585	992
* Graduate	2,140	1,430	859	964	13,424	9,999	10,908	3,912	5,609
Awards/degrees conferred:									
Health professions & related clinical sciences									
* Bachelor's degree	177	49	247	352	229	258	251	n/a	295
* Master's Degree	291	85	136	114	294	377	303	5	365
* Doctoral degree	18	n/a	14	2	40	51	58	n/a	19
* First Professional degree	252	211	199	279	324	383	311	117	258

[1] AAMC Medical School Profile System

[2] http://grants1.nih.gov/grants/award/rank/medttl05.htm

[3] http://grants1.nih.gov/grants/award/trends/dheallinst05.htm

Centers of Excellence

U. T. Health Science Center-Houston				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Hispanic Center of Excellence	The first goal places emphasis on the recruitment and performance of Hispanic students by establishing a pipeline of qualified Hispanic dental applicants and subsequent matriculants. The second goal focuses on increasing the recruitment and retention of Hispanic faculty.	Key activities include Summer Enrichment Programs; Dental Admissions Test Preparation; Mentoring, Support and Seminars; and Health Professions Advising. Hispanic students will participate in a pre-matriculation program that provides an academic transition into the first year of dental school. Additional academic support measures include personal tutorial programs and highly structured Dental National Board reviews. Key activities for faculty include workshops, seminars, and mentoring are planned to increase the junior Hispanic faculty's' foundational knowledge and skills in the areas of research, didactic and clinical teaching, and administration to increase their ability to achieve promotion and tenure.	HRSA 93 157	
Specialized Center of Research in Scleroderma	To identify the genes and molecular pathways causing scleroderma.	Three projects (two basic research of human tissues and animal models with UTMDACC and one prognosis study collecting Texas patients. UTSA and UTMB are extra HSC-H sites) and two cores (tissue culture and Admin/Biostat).	NIH P50	
Substance Abuse-Medication Development Research Center	To conduct translational and clinical research in the quest for medications, and medication behavior therapy combinations to treat Substance Use Disorders.	Clinical trials of: * new medications for alcohol, nicotine, cocaine, and heroin dependence. * medication combinations for alcohol, nicotine, cocaine, and heroin dependence. * medication plus behavior therapy combinations for several substance use disorders. Human laboratory evaluation of: * mechanisms and effects of MDMA ("ecstasy"), cocaine, and potential treatment medications. * 'impulsivity' as a determinant and consequence of stimulant abuse and dependence. Clinical Research Center with UTMB studying medications and effects of new cocaine treatment medication. Functional Magnetic Resonance Imaging related to clinical trials and human laboratory research. Preclinical research examining mechanisms of abuse and dependence and treatment medications.	NIH P50	
Specialized Program in Acute Stroke	To develop phase 1 clinical studies to bring experimental research into acute stroke therapy to bedside clinical evaluation.	Established clinical, genetics, statistical, and teaching cores. Five clinical projects include: acute stroke pharmaco-therapy, ultrasound enhanced clot lysis, a novel rehabilitation strategy, and the efficacy of a stroke education program targeted at Mexican American middle school kids and their families. Telemedicine program	NIH P50	Two supple-mentary awards are being used to develop new projects leading to

U. T. Health Science Center-Houston				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
		expands activities to outlying hospitals, a genetics program harvests DNA and proteins from acute stroke patients, and a stroke registry maintains demographic and outcome data. The grant supports faculty in five Medical School departments, the School of Public Health and consortia with Baylor School of Medicine and the University of Michigan.		future grant applications
Core Grant for Vision Research	To provide core support for NEI supported UTHSC-H vision researchers.		NIH P30	
Hispanic Health Research Center in the Lower Rio Grande Valley	Research focuses on the predominantly (85 percent) Hispanic population of the Lower Rio Grande Valley and its major health threats- obesity and cardiovascular disease, diabetes and cancer.	Scientists at the Hispanic Health Research Center will tackle issues of health disparities, build data on Hispanic health, develop intervention strategies and initiate research collaborations throughout South Texas.	NIH P20	
Center for Clinical Research and Evidence-Based Medicine	To increase the public's healthy years of life by promoting clinical research of the highest quality and by advancing the application of this research in preventing acute and chronic illness, disability, and premature death.	1) The Clinical Research Curriculum is designed to promote clinical research expertise among clinical investigators at the fellow and junior faculty levels. Since the program began in 1999, we have had over 400 participants from a variety of Texas Medical Center institutions including the UTHSC-H Medical School, Dental Branch, School of Nursing, and School of Public Health; MD Anderson Cancer Center; Memorial Hermann Hospital; and Baylor College of Medicine. 2) A Master's Degree Program in clinical research has recently been developed at the Medical School. We enrolled the first students in September 2002. The curriculum is designed to meet the educational needs of clinical researchers and to accommodate clinicians' busy schedules; it can be completed in 3-4 years depending on the amount of time a student devotes to the program. 3) The Clinical Epidemiology and Evidence-based Medicine Teaching Program applies the principles of epidemiology and population medicine to clinical practice by promoting and teaching the practice of evidence-based medicine throughout the Medical School.	NIH	

The University of Texas Health Science Center – San Antonio

MISSION STATEMENT

The mission of The University of Texas Health Science Center at San Antonio is to serve the needs of the citizens of Texas, the nation, and the world through programs committed to excellence and designed to:

- educate health professionals for San Antonio and the entire South Texas Community and for the state of Texas to provide the best possible health care, to apply state-of-the-art treatment modalities, and to continue to seek information fundamental to the prevention, diagnosis, and treatment of disease.

- play a major regional, national, and international role as a leading biomedical education and research institution in the discovery of new knowledge and the search for answers to society's health-care needs.

- be an integral part of the health-care delivery system of San Antonio and the entire South Texas community, as well as an important component of the health-care delivery system of the state of Texas and the nation.

- serve as a catalyst for stimulating the life science industry in South Texas, culminating in services and technology transfer that benefit local and state economies.

- offer continuing education programs and expertise for professional and lay communities.

Brief Summary of Peer School Comparisons

Peer comparisons were made across schools for each of the five schools in the UTHSCSA: the School of Allied Health Sciences, the Graduate School of Biomedical Sciences, the Dental School, the Medical School and the School of Nursing. Factors chosen for comparison differed among schools as well as peer schools, as each school was given the discretion to select their own comparative measures and peers. It should be noted that comparisons, described below and in the table, should be made bearing in mind that there may be instances when the data among the peers schools and the HSC-SA school are not strictly comparable due to unknown differences in definitions or methods of calculating the measure.

The HSC-SA School of Allied Health Sciences has a smaller number of FTE faculty and much higher student-faculty ratio than peer schools. Moreover, the School of Allied Health Sciences graduated substantially more students (n=346 in 2005-2006) than 2 of their peers, even though their state funded allocation was less than 2 of the 3 peer comparison schools. The total dollar amount of grants funded by NIH to the HSC-SA Graduate School of Biomedical Sciences' faculty was comparable to their peer comparison schools with the exception of UC Irvine and U of Kentucky, despite the fact the HSC-SA Graduate School graduates a far higher number of students than those 2 peer institutions. The HSC-SA Dental School ranked higher with peer dental schools in total enrollment, compared favorably in the number of specialty programs, and was ranked higher than 3 of the 4 comparison schools in NIDCR funding. The HSC-SA Medical School has an average student/faculty ratio in its peer group. The HSC-SA Medical School's research funds are favorable in the mid-range as compared to 4 of their selected peer medical schools, and 30% higher than the amount reported for the UTHSC-H medical school. The HSC-SA School of Nursing graduated 5 PhD's and this figure is higher than that two of their peer schools. NIH funding for the HSC-SA Nursing School was higher than that received by the N Carolina nursing school, but lagged below that of the UTHSC-H nursing school.

Table V-41
U. T. Health Science Center-San Antonio Peer Comparisons by School

School / Peers	Measures				
	State Fund Allocation[1]	FTE Faculty[1]	FTE Students[1]	Number Graduates[1]	Student: Faculty Ratio[1]
UTHSCSA Allied Health	**$4,722,605**	**51.8**	**523**	**346**	**10:1**
SWMC	$4,492,085	93	457	130	5:1
UTMB	$5,496,000	41	473	122	11:1
MUSC					
Alabama*	$10,151,966	94	1,142	456	12:1
School / Peers	Total Dollar Amount of NIH Grants	Total Degrees Conferred			
UTHSCSA Graduate School	**$88,457,846**	**90**			
UTHSC-H	**$81,440,359**	**99**			
UTMB	$81,548,352	39			
UC Irvine	$115,922,002	50			
U Kentucky	$126,040,602	75			
U Louisville	$83,411,657	59			
School / Peers	Public/State Assisted[2]	1st Year Pre-Doc Enrollment[2]	Total Pre-Doc Enrollment[2]	Number of Specialty Programs[3]	National Rank/NIDCR Funding[4]
UTHSCSA Dental School	**Yes**	**93**	**348**	**10**	**16***
SUNY-Buffalo	Yes	87	249	9	17
U of Iowa	Yes	78	299	11	10
UCLA	Yes	88	349	10	6
U of Florida	Yes	85	344	9	7
School / Peers	Total Students (Medical & Graduate)[5]	Total Full-time Faculty[5]	Number of House Staff[5]	Student/ Faculty Ratio[5]	Total Dollar Amount NIH Grants[5]
UTHSCSA Medical School	**2,177**	**1,587**	**712**	**1.37:1**	**$74,757,066**
U of Florida	1,984	1,166	893	1.70:1	$81,787,097
U of VA	2,123	909	674	2.34:1	$133,656,153
MUSC	1,526	949	506	1.61:1	$80,252,378
UTHSC-H	1,728	765	816	2.25:1	$56,699,760
Ohio State	1,751	1,907	681	0.92:1	$86,223,839

School / Peers	Total Students[6]	Total Degrees Conferred[6]			Total Full-Time Faculty FTE[6]	Total Dollar Amount of NIH Grants[6]	Practice Plan Revenue[6]
		BSN	MSN	PhD			
UTHSCSA Nursing School	**786**	**167‡**	**47‡**	**5**	**63**	**$1,141,027**	**$496,287**
N Carolina	581	168	64	10	99*	$7,472,546	$197,413
Ohio State	757	151	66	2	58**	$1,642,498	Not applicable
UTHSC-H	821	169	113	2 (DSN)	58	$1,227,360	$1,593,532

*Includes faculty appointed at 75% FTE or greater which is the definition of full time at our institution **Does not include faculty who are hired by OSU under a contractual agreement with another agency;
[1]2006 data, Source: personal communication; No response from MUSC; [2]2005 data, Source: ADA Predoctoral Survey;
[3]2005 data, Source: ADA Advanced Education Survey; [4]2005 data, Source: NIH/NIDCR Rankings; [5]2005 data, Source: AAMC;
[6]2005 data, Source: Personal communication
Comments: ‡Increased number of BSN and MSN graduates from prior year; ±Increase in Student/Faculty ratio

Centers of Excellence

U. T. Health Science Center-San Antonio				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Medical Hispanic Center of Excellence	To provide tutorial services to Hispanic students, increase the percentage of Hispanic students graduating medical school in 4 years to equal that of non-minority students. To enhance research, administrative, and teaching skills of junior Hispanic medical faculty.	Increased student recruitment and retention; enhanced recruitment and retention of Hispanic faculty; community outreach pertaining to educational pipeline; clinical experiences in medically underserved areas; address workforce shortage along the US -Mexico Border.	U.S. Department of Health and Human Services Health Resources Service Admin; Aetna Foundation.	$921,788 yearly in grants. $287,000 in contracts. $40,000 in foundation funding. $936,000 in endowment funding.
National Center of Excellence in Womens' Health	UTHSC-SA and partner institutions, University Health System (UHS) and SAMHD, will work to enhance scientific and cultural knowledge, clinical practice, leadership, education, and community services in women's health in San Antonio and South Texas.	This program has five components: clinical services, research, community outreach, professional development and leadership. Activities.	US Department of Health and Human Services, Office on Women's Health	FY07 - $149,999 plus incentive award of $17,000 for a total of $166,999
Hispanic Center of Excellence in Dentistry	To provide students and faculty with opportunities to participate in activities and courses designed to encourage them to share knowledge, broaden their perspectives, and develop mental and physical skills in ways that will ease the pursuit of dental excellence and help make their work more productive and satisfying.	The Center serves as a catalyst for institutionalizing a commitment to Hispanic dental students and faculty. The Center concentrates efforts to develop a competitive applicant pool, enhance student performance, and provide opportunities for strengthening teaching and research skills for junior minority faculty. The Center also aims to expand information resources and curriculum enhancement, and to collaborate in placing dental students in community-based clinical training opportunities.	HRSA	Yrs 2001-04: $2.2 M Yr 2004-7: $1,162,534
Nathan Shock Center of Excellence in Basic Biology of Aging	To provide investigators at UTHSCSA and the region with core support for biological research in aging and pilot research grants.	Currently, 53 of the Shock Center investigators have 103 research grants that deal with some aspect of aging. 46 of these grants are funded by the NIA. In addition to the NIA grants, Center investigators have 29 grants from NIH (other than NIA). Center investigators also have 19 grants from the Department of Veterans Affairs and 21 grants from various private foundations.	National Institute on Aging, NIH (5P30 AG13319)	Total annual of $.8M for private foundations. The total annual funding for all 115 grants for the current year is over $30M.
John A. Hartford Center for Excellence in Geriatric Education	Part of a nationwide network of 28 medical centers working to increase the nation's capacity to provide effective and affordable health care to its rapidly growing elderly population.	Fellows: The primary purpose of the John A. Hartford Center is to develop geriatric academicians. The Center of Excellence recruits and supports physicians for 1-3 years of additional training in geriatrics. In addition to advanced clinical training, fellows are mentored in research, publishing, grant writing, and teaching. The goal is to prepare the fellows to assume faculty positions in geriatrics.	John A. Hartford Foundation	$150,000 annually
South Texas Health Research Center	To improve the health of the people in South Texas	Health Education – to participate in the development of an effective health education campaign. Health Promotion – to plan, develop and implement culturally appropriate community outreach and communication campaigns aimed to the regional population in South	State	$2,587,395

U. T. Health Science Center-San Antonio				
		Texas.		
Frederic C. Bartter General Clinical Research Center (GCRC)	The GCRC is one of 79 centers funded by the National Center for Research Resources (NCRR) of the National Institutes of Health (NIH) to provide core support to investigators conducting translational and clinical research. The GCRC provides a safe environment for human subjects enrolled in research studies.	The GCRC currently supports over 100 active investigator initiated protocols from 15 different research groups within the UTHSCSA and San Antonio. The GCRC operates under a unique sharing agreement between the South Texas Veterans Health Care System and the UTHSCSA.	NCRR, NIH (M01-RR-01346)	The GCRC grant in 2006 is $3.35 million. The investigator-held grants that utilize the GCRC have a value of $14.3 million in 2006.
VERDICT, a VA Health Services Research and Development (HSR&D) Research Enhancement Award Program	To improve the health of veterans by researching methods of improving the performance of the clinical microsystems.	VERDICT investigators are identifying new opportunities for improving care for patients with health care problems that are complex, that have resisted standard methods of quality improvement, and/or are understudied.	VHA HSR&D	$254,000 in Center Core funds; $3 million in total funding from all sources FY 06 (includes VA, NIH, CDC, etc)
Children's Cancer Research Institute	The Children's Cancer Research Institute, (CCRI), is an interdisciplinary research center focused on childhood cancer origins, pathogenesis, therapeutics, and outcomes, driven by the belief that a complete understanding of the genetic and molecular mechanisms underlying pediatric cancers will lead to improvements with a favorable impact not on just childhood cancers but on cancer at all ages.	Key activities at CCRI are: Recruitment and Faculty Development: Highly selective international recruitment activity is ongoing as CCRI selects an outstanding faculty of principal investigators. Research Themes & Programs: The research themes and programs at CCRI are Molecular Oncogenesis/Cancer Genetics, Hematologic Malignancies, Tumor Virology, Experimental Therapeutics, and Epidemiology, Cancer Control, and Bioinformatics.	State Permanent Health Fund, ($200 million endowment funded with proceeds from state tobacco litigation)	Federal funds -$916,000; Endowed Chair - $1,000,000 ($250,000 installment); Other grants - $90,000; Contributions – $64,000
San Antonio Cancer Institute	The mission of the San Antonio Cancer Institute, (SACI), is to provide the organizational framework and resources required to promote interdisciplinary research in defined areas of basic science, clinical research and cancer prevention and control, and to translate the applications derived from that research to the cancer community at large.	Five research programs encompass the research activities of the San Antonio Cancer Institute: Genitourinary Oncology, Aging and Cancer, Cancer Prevention and Population Science, Experimental Therapeutics, and Genomic Integrity and Tumor Development. These programs represent a recent influx and integration of new resources, talents and leadership in the cancer center and address several exciting new research directions and discoveries. Members of the SACI have access to fourteen shared resources that provide technology and expertise to enhance research productivity and scientific collaborations within SACI.	State, Federal (NCI/NIH), private nonprofit; NCI/NIH P30 CA054174 $3,069,362; State - $2,300,000; Private non profit - $1,800,000	Total amount of cancer related funding received by SACI members in 2006 - $70.6 million
Research Imaging Center	To provide state of the art functional and anatomical imaging to the regional and South Texas communities as well as to national and international collaborators.	Research and Service: Combining International Prominence in Human Brain Mapping with being a Regional Research Resource. Imagers/Instruments: Magnetic Resonance Imaging, Positron Imaging, Transcranial Magnetic Stimulation, Event Related Potential. Teaching: Medical Physics Graduate Program, Neuroscience Imaging, Biomedical Imaging, Clinical: MRI and PET primarily on patients with epilepsy and on other clinical subjects as the need arises	State, (1.3M), NIH, Cost Recovery, DOD, Philanthropic	$191.5M Entire Project Total Award (D&I); $24.4M RIC total Funds (D&I plus $8.2M State ETF & DARPA est. arrival 10/2006 FY 2006

U. T. Health Science Center-San Antonio				
Barshop Institute for Longevity and Aging Studies	To enhance the quality of gerontological research and clinical applications, with the ultimate goal of providing humankind with longer, healthier lives, free of age-related, debilitating disease.	The Barshop Institute unites and fosters collaboration among more than 160 faculty members from four San Antonio research institutions (all five Schools of the UTHSCSA, UTSA, VA-STVHCS, and the SFBR) whose research focus is aging processes and age-related disease.		
VA Neurodegeneration Research Center, a VA Biomedical Laboratory Research and Development (BLR&D) Research Enhancement Award Program	To improve the health of veterans by training investigators in research on environmental/genetic interactions in the etiology of neurodegenerative diseases.	1. The research focus of the center is to use novel transgenic/ knockout mouse models to identify environmental hazards, genetic deficiencies, and therapies that play a role in the etiology of neurodegenerative diseases of importance to veterans and to use the data obtained with animal models to study potential mechanisms of neurodegeneration in human subjects. 2. To train researchers in identification of environmental hazards and genetic deficiencies that play a role in neurodegenerative disease and to identify new therapeutic targets for treatment.	VHA BLR&D	$250,000 in Center Core funds per year; $1.25 million in total funding for all years.
Aging Intervention Testing Center	The Aging Intervention Testing Center is one of 3 centers nationally that is funded by the NIA to test the effects of potential anti-aging treatments.	The center provides expertise to investigators wishing to test anti-aging effects of compounds targeting suspected therapeutic targets.	National Institute on Aging, NIH (U01 AG022307)	Center total of $540,000 in the current year. Total budget of $2.5 million for all years form the NIA. Current year income of $143,000 from industry.

The University of Texas M. D. Anderson Cancer Center
MISSION STATEMENT

The mission of The University of Texas M. D. Anderson Cancer Center is to eliminate cancer in Texas, the nation, and the world through outstanding programs that integrate patient, care, research and prevention, and through education for undergraduate and graduate students, trainees, professionals, employees and the public.

The vision states: We shall be the premier cancer center in the world, based on the excellence of our people, our research-driven patient care and our science. We are Making Cancer History®.

The Texas Legislature created M. D. Anderson Cancer Center (MDACC) in 1941 as a component of The University of Texas dedicated to the treatment and study of cancer. There are currently 1,447 faculty, both M.D. and Ph.D. MDACC is one of the nation's original three Comprehensive Cancer Centers designated by the National Cancer Act of 1971 and is one of 39 such centers today. MDACC has ranked among the nation's top two cancer hospitals in U.S. News & World Report's "America's Best Hospitals" survey since its inception 15 years ago, and achieved a number one ranking in four of the past seven years.

Since 1944, more than 700,000 patients have turned to MDACC for cancer care in the form of surgery, chemotherapy, radiation therapy, immunotherapy or combinations of these and other treatments. This multidisciplinary approach to treating cancer was pioneered here. In 2006, more than 78,000 patients received care at MDACC, and over 27,000 of them were new. Over 40% of these patients were Texans from outside Harris County and almost 26% are from outside Texas, seeking the research-based care that has made MDACC so widely respected.

At MDACC, scientific knowledge gained in the laboratory is rapidly translated into clinical care through research trials. During 2005, more than 9,600 patients participated in clinical trials exploring novel therapies, the largest such program in the nation. The results of a number of trials with MDACC clinical investigators as leaders or leading contributors have become standards of care for cancer treatment. Examples include fludarabine and Campath® for chronic lymphocytic leukemia, Gleevec® for chronic myelogenous leukemia, Iressa® for lung cancer, and Tamoxifin® as prevention for breast cancer.

In 2006, the institution spent more than $409 million in research, and now ranks first in both number of grants and total dollars awarded by the National Cancer Institute. The research budget has doubled over the past five years. MDACC holds ten NCI Specialized Programs of Research Excellence grants in lung, bladder, prostate, ovarian, head and neck, pancreatic and endometrial cancers, breast, melanoma and leukemia. Expanded research efforts in epidemiology and behavioral sciences complement achievements made in the clinical cancer arena. There also has been growth in immunology, genetics and computational biology

More than 4,100 students take part in educational programs each year, including physicians, scientists, nurses, and other health professionals. MDACC offers bachelor's degrees in six allied health disciplines. Nearly one thousand residents and fellows come to MDACC each year to receive specialized training, and 550 graduate students are enrolled in the graduate School of Biomedical Sciences, run jointly with the UT Health Science Center – Houston (UTHSC-H). More than 1,000 research fellows and postdoctoral trainees are being trained in MDACC's laboratories. MDACC provides public education programs to teach health individuals about cancer symptoms and risk factors, and how to make critical health care decisions when necessary. There are also summer programs for high school students and science teachers.

Table V-42

M. D. Anderson Cancer Center
Institutional Comparisons

FY 2005	#NCI Grants	$ NCI Grants	Ranking in NCI Funding	$ NIH grants	Ranking in NIH funding		# SPOREs**	Hospital Admissions for cancer care	Outpatient Visits	# Therapeutic Clinical Protocols	Total Revenue	Designated Comprehensive Cancer Center
MDACC	232	$114.5M	1st	$153.0M	43rd		8	20,728	767,909	642	$2.0B	yes
MSKCC	120	$65.7M	7th	$92.0M	64th		3	21,156	454,093	445	$1.6B	yes
Duke Cancer Center	118	$63.0M	9th*	$391.2M*	6th*		11		783,154		$1.6B	yes
FHCR	130	$91.7M	2nd	$208.8M	27th		4	5,192	71,090		$307M	yes
Roswell Park	69	$33.7M	29th	$38.0M	125th		1	4,400	153,000	522		yes
Dana Farber	112	70.4$M	5th	$116.9M	56th		7	949	184,800		$540M	yes

MSKCC Memorial Sloan Kettering Cancer Center, New York
FHCR Fred Hutchison Cancer Research Center, Seattle
*Not disaggregated from Duke University Medical Center
**Specialized Programs of Research Excellence

Centers of Excellence

U. T. M. D. Anderson Cancer Center				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Proton Therapy Center	To construct and operationalize a state of the art proton cancer treatment center	Construction complete and Hitachi. Ltd, has successfully tested the first proton beam. Calibrating synchrotron, beam support system and gantries will continue. It is expected that the first patient will be treated in Spring 2006. The Proton Center will be only the 3rd in the U.S. In addition to providing the most effective radiation treatment for cancers of the prostate, eye, lung, brain, head and neck, and pediatric cancers, the opportunities for research are extensive.	Unique private-public partnership, with funding and investors including Hitachi, Ltd., Sanders Morris Harris (investment bankers), and the pension systems of the Houston Firefighters and Police Officers.	Land valued at $2.5M (MDACC contribution) yielded $125M facility
Center for Cancer Immunology Research	To bring together world-class scientists and clinicians to focus on how immune system cells interact with each other, develop ways to manipulate these circuits, and to develop vaccines for a variety of cancers.	Dr. Yong-jun Liu oversees this multidisciplinary effort focusing on basic, translational and clinical immunology. Research groups on immune receptors, dendritic cells, T cells, hematopoietic stem cells, and immunosuppression and skin cancer. Clinical programs include vaccine development and immunotherapy to treat graft-vs-host diseases. Strong collaborations across the institution (BMT, leukemia and lymphoma, cancer biology, melanoma and skin, and molecular therapeutics).	P30, Core Grant, philanthropy, other grants.	$3.6 M in annual direct grant funding; peer reviewed funding increased 86% in five years. In 2004, $1M philanthropic gift established the Center.
Kleberg Center for Molecular Markers	To bring investigators in molecular markers, molecular pathology, molecular therapeutics, GI cancers together to focus on characterizing the molecular changes in cancer tumors.	This research requires sophisticated core laboratories for genomics and proteomics. Collaborations have begun with UC Berkeley, the University of Washington and the NCI. Identification of molecular markers of cancer is integral to the earlier diagnosis of cancer and to the improved selection and monitoring of therapy for each patient, based on the genetic and molecular abnormalities in each patient's cancer.	Core Grant, philanthropy, NCI, Department of Defense.	The Kleberg Foundation support has been leveraged to achieve: $3M in other gifts; was critical to the successful funding of a NIH Roadmap Grant and a NIH SPORE grant totaling over $7M. with industry to obtain $1.3M "in kind"; currently over $12M in federal grants pending.

The University of Texas Health Center at Tyler
MISSION STATEMENT
October 7, 2005

To serve East Texas and beyond through excellent patient care and community health, comprehensive education, and innovative research.

Table V-43
UT Health Science Center at Tyler
2006 Comparative Peer Institutions

Shaded areas = Family Medicine Residency program

Facility		The University of Texas Health Science Center at Tyler		Broadlawns Medical Center	LSUHCSD-Leonard J. Chapbert Medical Center	University of South Alabama Medical Center
Staffed Beds		109		89	82	112
Discharges		3,378		4,205	5,040	5,904
Inpatient Days		24,836		17,429	22,530	37,133
Emergency Department		8,887		27,724	25,377	29,183
Discharges by Payer Source	**Medicare**	1,871		864	855	1,235
	%	55%		21%	17%	21%
	Medicaid	380		1,150	2,209	1,043
	%	11%		27%	44%	18%
	Commercial	557		357	275	1,015
	%	16%		8%	5%	17%
	Self-Pay	570		1,834	1,701	2,611
	%	17%		44%	34%	44%
	Total	3,378		4,205	5,040	5,904
Gross Charges by Payer Source	**Medicare**	$87,807,588		$12,095,124	$21,132,517	$38,551,422
	%	52%		14%	20%	23%
	Medicaid	$18,807		$16,131,089	$35,046,795	$27,068,087
	%	11%		19%	34%	16%
	Commercial	$34,602,407		$6,807,067	$6,063,493	$36,871,313
	%	21%		8%	6%	22%
	Self-Pay	$27,105,935		$49,306,779	$43,365,183	$66,269,892
	%	16%		58%	40%	39%
	Total	$168,322,506		$84,340,059	$104,607,988	$168,760,714
Net Revenues by Payer Source	**Medicaid**	$24,532,207		$8,369,571	$8,471,953	$21,660,876
	%	29%		12%	15%	26%

	Medicaid	$3,671,396		$11,132,381	$44,410,508	$14,069,194
	%	4%		16%	78%	17%
	Commercial	$15,938,105		$3,058,316	$2,729,756	$21,059,128
	%	19%		4%	5%	25%
	Self-Pay	$1,907,424		$8,637,244	$580,068	$9,199,650
	%	2%		12%	1%	11%
	State/Local Subsidies	$37,467,516		$39,630,842	$678,736	$17,478,437
	%	45%		56%	1%	21%
	Total	$83,516,648		$70,828,354	$56,851,021	$83,467,245
		UTHCT – Family Medicine Residency; basic and clinical research; 45% state/local funds		Broadlawns – Family Medicine Residency; no research; 56% state/local funds	Leonard J. Chabert – contract with Oschner for Residency Program; no research; some state/local funds	Univ. of South Alabama – Family Medicine Residency; some clinical; and basic research; 21% state/local funds. *** NAPH survey – 112 beds, website say 406 beds*

Centers of Excellence

U. T. Health Center-Tyler				
Name of Center of Excellence	**Purpose**	**Key activities**	**Source of funding**	**Funds leveraged**
Center for Pulmonary and Infectious Disease Control (CPIDC) www.uthct.edu/CPID/CPIDC_Index.htm	To provide telephone consultation in infectious diseases, education of health care providers in infectious diseases, and research in infectious diseases.	Almost 13,000 telephone consultations have been done since 1993. Over 19,000 health care providers have been educated since 1993. Educational programs in bioterrorism have been given since 2002. Five CPIDC faculty are actively engaged in research on tuberculosis, and one performs research on Chlamydia pneumoniae.	State General Revenue.	$400,000 NIH, $700,000 American Lung Association per year.
Texas Institute of Occupational Safety and Health (TIOSH®) www.tiosh.org/	To provide an occupational and environmental medicine program at UTHC-Tyler.	TIOSH was created to offer a total program concept to assist companies and their employees in meeting the goal of a safer and healthier workplace and, by design, maintains the Health Center's three-pronged mission to provide patient care and to conduct education and research.	TIOSH is located at and operated by the UTHCT Occupational Health Clinic, which is a member of the Association of Occupational and Environmental Clinics (AOEC). AOEC is a national network of clinical facilities dedicated to research and education as well as the prevention and treatment of occupational / environmental diseases.	
Southwest Center for Agricultural Health, Injury Prevention, and Education www.swagcenter.org/	To coordinate research, prevention/intervention, education, and outreach projects in US Public Health Region VI related to agricultural health and injury prevention.	The Southwest Center for Agricultural Health, Injury Prevention, and Education was created in late 1995 at UTHC-Tyler as part of a NIOSH program initiative. The initiative established a network of centers to conduct programs of research, prevention, intervention, education, and outreach designed to reduce occupational injuries and diseases among agricultural workers and their families. Current Projects include: Stakeholder Services - Center-based outreach and educational efforts include dissemination and evaluation of the video and curriculum module, “Livestock Safety for Kids”, publication of the bi-annual newsletter Cultivation, and management of the SW Center website.	Southwest Center for Agricultural Health, Injury Prevention, and Education.	NIOSH-funded center that coordinates research, prevention/intervention, education, and outreach projects in U.S. Public Health Region VI related to agricultural health and injury prevention.
Southwest Center for Pediatric Environmental Health www.swcpeh.org/index.htm	The Pediatric Environmental Health Specialty Units (PEHSU) program, established in 1998 to provide a unique collaboration between occupational/ environmental clinics and academic pediatric programs. This collaboration provides a forum for pediatricians and environmental health specialists to combine their expertise in addressing children's environmental exposures and diseases of suspected environmental origin. The mission of the PEHSU program is to: reduce environmental health threats to children, improve access to expertise in pediatric environmental medicine, and strengthen public health prevention capacity. The primary means of accomplishing this mission include education, consultation, referral, advocacy, research, and networking.	SW Center for Pediatric Environmental Health is one of thirteen Pediatric Environmental Health Specialty Units located throughout the country in Canada, and in Mexico. The SW-CPEH provides services to health care providers, public health officials and the general public in EPA Region VI, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. SW-CPEH is based at UTHCT. A recent study indicates that an alarming one in six American women has high levels of mercury in their blood, high enough levels to interfere with her unborn baby's development. Mercury is a neurotoxin that causes brain damage, which leads to lowered IQ, learning disabilities, and impaired memory and vision.	Funded through a grant from Assn of Occupational and Environmental Clinics (AOEC).	

Texas Lung Injury Institute	UTHCT received a grant from the National Institutes of Health (NIH) in 2005 in the amount of almost $7.8 million. Through this five-year grant, UTHCT will study and provide insight into how to protect the lungs from scarring. Scarring causes lung tissue to thicken and interferes with the lungs' ability to transfer oxygen into the bloodstream. About 40,000 Americans die from lung scarring, or fibrosis, each year.	This NIH consortium grant will allow UTHCT researchers to study lung scarring and identify new ways to protect the lungs from scarring. An internationally-known field of experts in their respective fields directs this research. The UTHCT research team will investigate how cells lining the lungs and airways promote lung scarring and then will test ways to prevent it. The research team includes investigators from the University of Pennsylvania and from a biopharmaceutical company in San Diego, California. A physician researcher at the University Hospital in Giessen, Germany, is also part of the lung injury team. This grant is a major initiative of UTHCT's Texas Lung Injury Institute (TLII), a research consortium of UTHCT investigators and external partners, who collaborate to identify new and better ways to treat lung injury and scarring. The Institute is headquartered at UTHCT. Investigators at the Institute conduct research to improve patient care, test new treatment strategies in clinical trials and find new drugs to cure lung diseases. These diseases include various forms of acute lung injury (ALI), pulmonary fibrosis, cystic fibrosis and chronic obstructive pulmonary disease or COPD. The Institute will use private donations to support projects early in their development.	National Heart and Lung Institute of the National Institutes of Health (NIH) With results from this research, UTHCT will leverage these funds to obtain additional new funding from NIH and other extramural sources of support. Several Institute projects that relate to the NIH-funded study of lung injuries are just beginning. These projects include investigation of a new strategy to prevent lung scarring with a long-acting fibrinolysin, or clot-busting agent. The Institute is seeking additional NIH and other extramural funding to support this work.	
Center for Healthy Aging www.uthct.edu/patientcare.htm	Tyler and surrounding communities are fast-growing retirement areas and are recognized as one of the best retirement areas in the country. Therefore, UTHCT established in 2003 the East Texas Center for Rural Geriatric Studies (now known as the UTHCT Center for Healthy Aging) to design, develop, and implement a comprehensive program that targets the aging population in East Texas.	The Texas State Legislature approved and the Governor signed legislation in June 2003 that officially designated the East Texas Center for Rural Geriatric Studies at UTHCT. Now known as the UTHCT Center for Healthy Aging, the Center's programs encompass research, clinical care, public health and public policy, and professional education. The Center has built a successful clinical program that includes comprehensive senior assessments, a separate senior assessment center, and state-of-the-art protocols for the good care of the older person. In August 2005, the Center started providing nursing home care to nursing homes in the area (up to 12 currently). The Center also sponsors a caregiver support group called the East Texas Coalition of Geriatric Professionals.	Local funds and philanthropic dollars	

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

Number and percent increase of first-time, full-time degree-seeking undergraduates, disaggregated by ethnicity and gender	
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.

Ethnic composition of high school graduates in state	
TEA http://www.tea.state.tx.us/adhocrpt/adstg03.html	The number and percentage of high school graduates by ethnicity. Shows progress toward *Closing the Gaps* goals.

Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates (contextual measure)	
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."

Number and percent of first-time, full-time, degree-seeking undergraduates from top 10 percent of their high school class, by ethnicity (contextual measure)	
CBM 001 Student Report and CBM 00B Admissions Report	First-time summer/fall undergraduates at each institution from the CBM 001 Student Report matched to same summer/fall timeframe of admitted students from the CBM 00B Admissions Report for that institution with entering status 01 (no previous college work for level of degree sought), seeking associate or bachelor's degree, from a Texas county. Establishes another starting point to measure value-added.

Number of undergraduate students enrolled on 12th class day, by ethnicity, gender, and age	
CBM 001 Student Report	The number of undergraduate students enrolled on the 12th class day each Fall from the CBM 001 Student Report, total, and by ethnicity and gender.

Number and percent increase first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads (contextual measure)	
CBM 001 Student Report and CBM 002 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.

Percent TEXAS grant funds allocated (contextual measures) **Number of full-time undergraduate students receiving financial aid, and amount awarded** **Tuition, required fees, and scholarship aid** **Total financial aid disaggregated by source** **Total financial aid and net tuition and fees**	
U. T. System Office of Institutional Studies, and U. T. System institutions	Measures institutional efforts to enhance affordability.

One-year persistence rate for first-time, full-time, degree-seeking undergraduates enrolled at this University, by ethnicity and gender	
CBM 001 Student Report and CBM 002 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 *includes* students who enrolled in summer and continued enrollment in the fall. This is similar to LBB outcome measure, but includes disaggregation by ethnicity.

Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen	
CBM 001 Student Report, 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 *includes* students who enrolled in summer and continued enrollment in the fall.

Four-year graduation rate from this University of transfer/community college students	
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.

Six-year persistence rates of students enrolled at this University, by ethnicity and gender **Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender**	
CBM 001 Student Report, 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 *includes* 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.

Number of baccalaureate degrees awarded, by ethnicity and gender	
CBM 009 Graduation Report	Number of baccalaureate degrees awarded annually, total and by ethnicity and gender.

Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender	
SBEC Accountability System for Educator Preparation – Accreditation Status Report	Data drawn from SBEC to be most accurate and current; may not match LBB reports. Pass rates of initial test takers for categories as defined by the SBEC. Shows U. T. System institutions' productivity in developing teachers for Texas.

Licensure exam pass rates of nursing graduates	
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.

Licensure exam pass rates of engineering graduates	
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.

Student outcomes: satisfaction with advising	
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'.

Student outcomes: evaluation of overall educational experience **Student outcomes: likelihood of attending same institution again**	
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.

Postgraduation experience	
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

Average GRE, LSAT, GMAT scores of entering students	
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.

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

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

Graduate/professional student certification/licensure exam pass rates for law	
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.

Graduate/professional student certification/licensure exam pass rates for pharmacy	
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.

Math, science, and engineering degrees conferred (contextual measure)	
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 *Closing the Gaps by 2015* report on high-priority fields.

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

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

II. Teaching, Research, and Health Care Excellence

Dollar amount of research expenditures, by funding source (federal, state, private, local)	
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.

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

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

Number and percent of FTE tenure/tenure-track faculty holding extramural grants	
Grant information from U. T. System institutions; and CBM 008 Faculty Report	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. 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.

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

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

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

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

Number of faculty and staff, by ethnicity and gender	
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-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.

FTE student/FTE faculty ratio	
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.

Percent lower division semester credit hours taught by tenure/tenure track faculty	
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.

Number of postdoctoral fellows	
U. T. System institutions	

Examples of high-priority, externally funded research collaborations **Examples of high-priority educational collaborations**	
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 *Closing the Gaps* in participation and performance between Texas and other leading states; other significant impact.

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

III. Service to and Collaborations with Communities

Teacher employment rates	
	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.

Contributions to K-12 education, and high-priority collaborations with schools and community colleges	
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.

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

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

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

IV. Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e., State appropriations, tuition, etc.)	
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.

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

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

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

Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	
U. T. 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.

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

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

Ratio of research expenditures to research E&G sq. ft.	
U. T. System Office of Facilities Planning and Construction; THECB Space Project model	

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

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

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

Small class trends	
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

Centers of Excellence	
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

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

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

National board exam first-time pass rate for dental students	
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.

National board exam first-time pass rate for medical students	
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.

National licensure exam pass rates of graduate level nursing students (R.N., and advanced practice nursing)	
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.

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

Graduation rates of medical, dental, nursing, allied health, public health, and informatics students	
THECB accountability system, http://txhighereddata.org/Interactive/Accountability/	This system does not count full cohorts, so numbers may be distorted for programs that admit significant numbers of students after fall semester.

Postgraduation experience	
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

Amount of research expenditures, by funding source (federal, state, private, local)	
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.

Amount of research funds as a percent of formula-derived general appropriations revenue	
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.

Number and percent of FTE tenure/tenure-track faculty holding extramural grants	
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.

Ratio of research expenditures to FTE faculty	
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.

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

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

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

Number of faculty and staff, by ethnicity and gender	
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.

FTE student/FTE faculty ratio	
Student data from health-related institutions; CBM 008 Faculty Report	Like LBB explanatory measure. FTE faculty from CBM 008 Faculty Report rank codes 1-5 and appointment codes 01, 03, 11, 12, 13 (Instruction, patient care, academic support, research, public service). THECB faculty data only available from FY 01 forward. FTE student data from THECB.

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

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

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

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

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

III. Service to and Collaborations with Communities

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

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

Sources of donor support **Alumni giving trends**	
	Same as III, p. 6, above.

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

IV. Organizational Efficiency and Productivity

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

Key operating expenses disaggregated by purpose	
	Same as IV. A, p. 7, above.

Total System patient care revenue	
U. T. System hospital reports; MSRDP and institutional reports	

Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations	
U. T. System Annual Hospital Report and U. T. System institutions' report of General Revenue for hospital operations	

Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	
	Same as IV. A, p. 6, above.

Amount expended for administrative costs as a percent of expenditures	
	Same as IV. A, p. 6, above.

Clinical revenue per FTE clinical faculty	
MSRDP Report, Faculty Salary Report, and U. T. System Health-Related institutions	Clinical charges and collections illustrate the volume of care that faculty provide.

Ratio of research expenditures to research E&G sq. ft.	
U. T. System Office of Facilities Planning and Construction; THECB Space Project model	Includes funding for clinical trials; but excludes space used for clinical trials.

Construction projects—total projected cost, number of projects, # sq. ft. to be added **Facility condition index**	
	Same as IV. A, p. 7, above.

V. Institutional Profiles

Centers of Excellence	
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).