

The University of Texas System

Nine Universities. Six Health Institutions. Unlimited Possibilities.

December 2005

A Transparent Approach to Higher Education Accountability

Developed and Implemented by The University of Texas System

Our Commitment to Accountability

One of the highest priorities of the Chancellor and the Board of Regents of The University of Texas System is to be accountable – to take responsibility for measuring and reporting the effectiveness of our work and to use that information to continuously improve our performance. The UT System is committed to ensuring the highest degree of quality in teaching, research, and patient care. And the UT System is committed to communicating its performance to policymakers and citizens so they can get clear answers to the question, "What is the return on our investment in higher education?" Given the fact of scarce public resources coupled with the public's increased demands for higher education services, accountability is more important than ever.

Leading a New Approach

The UT System acknowledges that the American higher education system is among the best in the world – that it is already highly accountable and takes that responsibility very seriously. And while, like Texas, nearly all states have accountability programs in place, these systems serve a multitude of purposes and aren't always designed to provide accessible information to external stakeholders. There was no single, comprehensive, coordinated, and internally aligned accountability system that could be used as a basis for strategic planning or for focusing on long-term educational priorities of the state.

To make its accountability more transparent, consistent, and useful, with the publication of its first comprehensive Accountability and Performance Report in 2004, the UT System made an unprecedented commitment to measure performance, productivity, and outcomes of 15 highly diverse universities in the largest and fastest growing higher education system in the country's second most populous state. The second UT System Accountability and Performance Report was published in February 2005, and the third edition will be released in February 2006.

Also in 2004, the State of Texas inaugurated a state-wide higher education accountability system that matches in many dimensions the framework developed by the UT System.

What is the UT System's New Approach?

The UT System's accountability system is designed to facilitate planning, to make strategic resource allocations, to offer incentives for exemplary performance, to promote greater efficiencies and higher productivity, to establish expectations where improvements are needed, and to be outcome-oriented. It serves as a vehicle for communication with policymakers and the public. It makes higher education operations and outcomes transparent.

The UT System's approach to accountability also addresses management and reporting needs of the state and the System. The System continues to work with policymakers to define state priorities and ways to measure progress. Examples of priorities that are monitored include:

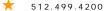
- Affordability (tuition and financial aid);
- Student success and outcomes (graduation rates, licensure exam pass rates, learning outcomes);
- Impact of research and teaching on economic development (technology transfer, collaborations with industry);
- Efficiency and service (assignable classroom space per student, student/faculty ratios, energy savings).

This framework aligns the mission, goals, and priorities of the UT System and member institutions with key uniform data measurements to focus on outcomes and look at change over time.











Defining the Accountability Framework

Four broad System-wide goals are the basis for planning the new approach to accountability:

- Ensuring access and success for students;
- Enhancing the quality of academic programs, health care programs, and patient care;
- Improving service to and collaborations with communities and the state;
- Strengthening efficiency and productivity.

This annual report provides an accountability framework for the UT System Board of Regents, UT System offices and institutions, the legislature, and the public. This framework is derived from the UT System's planning context, based on state, regional, and local needs, including those identified in the Texas Higher Education Coordinating Board's Closing the Gaps higher education master plan. The report focuses on data related to System goals and priorities articulated in its long-range plan, "Service to Texas in the New Century," and individual institution missions, long-range plans, goals, and priorities.

What is the Purpose of the UT System's Report and How will it Be Used?

The purpose of the report reflects the UT System's ongoing commitment to foster and monitor its overall accountability, including individual institution and System functions that contribute to its academic, health care, and service missions. The report provides information and analysis that demonstrate how UT 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 by each institution.

Five-year trend line data sets are displayed to provide a baseline of institutional performance and a basis for reviewing institutions and establishing benchmarks for continuous improvement and future performance. These data are being used by the System in conjunction with other documents such as each institution's Compact and each president's Presidential Work Plan, to evaluate performance and establish expectations of each institution. (For more information about the institutional compacts, see www.utsystem.edu/ipa/compacts.)

This report is used as an almanac and ready reference on broad trends in institutional performance and to support management decisions and planning. It highlights key priorities, successes, and issues that require attention and contribute to future goal setting, but it does not substitute for the more detailed planning information, fact books, and web-based resources available from each institution. The report is also a widely-circulated public document, distributed to elected and appointed officials, and available on the Web for reference by students, alumni, parents, patients, donors, grantors, and other members of the public interested in the UT System's plans and performance.

Sources of Data

Data in this report come from UT System and legislatively mandated reports, including data provided to the Texas Higher Education Coordinating Board and the Texas Legislative Budget Board, and from information gathered from UT System institutions. The goal is to integrate and focus the information previously disseminated through several different performance reports. The report emphasizes results and the service the UT System provides to Texas.

Scope of Performance Measures

Performance measures provide a 360-degree, longitudinal view of activities that support the educational, research, and health care missions of UT institutions. These measures are organized in five main sections:

- Student Access, Success, and Outcomes;
- Teaching, Research, and Heath Care Excellence;
- Service to and Collaborations with Communities;
- Organizational Efficiency and Productivity;
- Institutional Profiles (including rankings and other comparisons with peer institutions).

Within this framework, measures are tailored to the specific missions of academic and health-related institutions, with considerable overlap in types of measures: academic institutions – 70 measures; health institutions – 50 measures; and System – 15 measures. Approximately 50 percent of all measures are outcome- or input-related. Others provide context or track progress that ultimately translates into outcomes.

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Data are presented for a five-year period, as available. Each section of the report includes trend analysis, a discussion of implications for future planning, and measures proposed for future development. Comparisons to peer institutions are based on a selection of measures used in this report. Analysis of trend data and comparisons are used to set future performance targets and identify areas of strength and areas where improvement is needed.

Timeline

The report is presented to the U. T. System Board of Regents in February of each year.

For More Information

Contact:

The University of Texas System Office of Institutional Planning and Accountability, 512-499-4798, www.utsystem.edu/ipa.

The full report is available on the Web, at www.utsystem.edu/ipa/acctrpt/.



The University of Texas System

Accountability and Performance Report 2005

Index of Performance Measures

U. T. System Academic Institutions

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

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

Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates

Number and percent of first-time, full-time, degree-seeking undergraduates from top 10% of their high school class, by ethnicity

Number of undergraduate students enrolled on 12th class day, by ethnicity, gender, and age

Number of first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads

Total financial aid disaggregated by source

Total financial aid and net tuition and fees

Percent TEXAS grant funds allocated

Number of financial aid awards to undergraduate students, and amount awarded

Tuition, required fees, and scholarship aid

First-year persistence rate for first-time, full-time degree-seeking undergraduates enrolled at this University, by ethnicity, gender

Four-, five-, and six-year graduation rates from this University of first-time, full-time undergraduates

Six-year persistence rates of undergraduates enrolled at this University, by ethnicity and gender

Four-year graduation rate from this University of transfer/community college students

Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender

Number of baccalaureate degrees awarded, by ethnicity and gender

Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender

Licensure exam pass rates of nursing graduates

Licensure exam pass rates of engineering graduates

Student outcomes: satisfaction with advising

Student outcomes: evaluation of overall educational experience Student outcomes: likelihood of attending same institution again Student learning outcomes: Collegiate Learning Assessment

Postgraduate experience: Percent of baccalaureate graduates employed or enrolled in a graduate/professional program in Texas

Graduate and Professional Students

Average entrance examination scores: GRE, LSAT, GMAT

Number of graduate and professional students enrolled on the 12th class day, by ethnicity and gender

Number of degrees awarded by level (masters, professional, doctoral), disaggregated by gender and ethnicity

Graduate/professional student certification/licensure exam pass rates for law

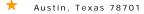
Graduate/professional student certification/licensure exam pass rates for pharmacy

Graduate and professional degrees in high priority fields

Graduate education degrees conferred

Number of graduate and professional programs, by level











U. T. System Academic Institutions, continued

Teaching, Research, and Health Care Excellence

Dollar amount of research expenditures, by funding source (federal, state, private, local)

Sponsored revenue, by funding source

State appropriations for research as a percent of research expenditures

Number and percent of FTE tenure/tenure-track faculty holding extramural grants

Ratio of research expenditures to FTE tenure/tenure-track faculty

Total number of endowed professorships and chairs, number filled, and percent of total tenure/tenure-track faculty

Faculty awards

Number of new invention disclosures

Number of patents issued

Number of licenses and options executed

Gross revenue from intellectual property

Number of new public start-up companies

Number of faculty and staff, by ethnicity and gender

FTE student/FTE faculty ratio

Percent lower division semester credit hours taught by tenure/tenure-track faculty

Percent lower division semester credit hours taught by professional faculty

Number of postdoctoral fellows

Examples of high-priority externally funded research collaborations

Examples of high-priority educational collaborations

Faculty salaries and trends

Service to and Collaborations with Communities

Contributions to K-12 education, and high-priority collaborations with schools and community colleges

Examples of economic impact (periodic studies), and aggregate impact on regional economies

Examples of high-priority collaborations with business, industry, health, public, and community organizations

Historically Underutilized Business trends

Sources of donor support (alumni, individuals, foundations, corporations, other)

Distance education trends

Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e., state appropriations, tuition, etc.)

Key operating expenses, disaggregated by purpose

Adjusted total revenue (tuition, fees, state appropriations) per FTE student and per FTE faculty

Appropriated funds per FTE student and per FTE faculty

Total dollar amount of endowment, and ratio per FTE student and per FTE faculty

Amount expended for administrative costs as a percent of expenditures

Assignable space per FTE student

Space utilization rate of classrooms

Ratio of research expenditures to research E&G sq. ft.

Energy Use

Construction projects—total projected cost, number of projects, number of square feet to be added

Facility condition index

Small class trends











U. T. System Health-Related Institutions

Student Access, Success, and Outcomes

Number of undergrad, grad, and professional students enrolled by school on the 12th class day, by ethnicity, gender, and level

Licensure/certification rate of allied health students

National board exam first-time pass rate for dental students

National board exam first-time pass rate for medical students

National licensure exam pass rates of graduate level nursing students (R.N., and advance practice nursing)

Number of degrees awarded, by school, level, ethnicity, and gender

Graduation rates of medical, dental, nursing, allied health, public health, and informatics students

Medical student satisfaction

Postgraduate experience: Percent of baccalaureate graduates employed or enrolled in a graduate/professional program in Texas

Teaching, Research, and Health Care Excellence

Dollar amount of research expenditures, disaggregated by funding source

Sponsored revenue, by funding source

Amount of research expenditures as a percent of formula-derived general appropriations revenue

Number and percent of FTE tenure/tenure-track & FTE non-tenure-track research faculty holding extramural grants

Ratio of research expenditures to FTE faculty

Total number of endowed professorships and chairs, number filled, and percent of total tenure/tenure-track faculty

Faculty awards

Number of new invention disclosures

Number of patents issued

Number of licenses and options executed

Gross revenue from intellectual property

Number of new public start-up companies

Number of faculty and staff, by ethnicity, and gender

FTE student/FTE faculty ratio

Number of Accreditation Council for Graduate Medical Education-accredited resident programs

Number of residents in ACGME-accredited programs

State-owned and affiliated hospital admissions by U. T. institution faculty

State-owned and affiliated hospital days by U. T. institution faculty

Clinic visits in state-owned and affiliated facilities treated by U. T. institution faculty

Total charges for un-sponsored charity care by faculty in state-owned and affiliated facilities

Patient satisfaction ratings

Examples of high-priority externally funded research collaborations

Examples of high-priority educational collaborations

Service to and Collaborations with Communities

Examples of high-priority collaborations with schools

Examples of economic impact (periodic studies), and aggregate impact on regional economies

Examples of high-priority collaborations with business, health, industry, public, and community organizations

Historically Underutilized Business trends

Sources of donor support (alumni, individuals, foundations, corporations, other)

Distance education trends

Organizational Efficiency and Productivity

Key operating revenue sources, disaggregated by source (i.e. state appropriations, tuition, etc.)

Key operating expenses disaggregated by purpose

Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations

Total dollar amount of endowment, and ratio per FTE student and per FTE faculty

Amount expended for administrative costs as a percent of expenditures

Clinical billings and collections per FTE clinical faculty

Ratio of research expenditures to research E&G sq. ft.

Energy Use

Facility condition index

Construction projects—total projected cost, number of projects, # sq. ft. to be added





Austin, Texas 78701







U. T. System

System Performance

Total enrollments, percent increase over previous year

Comparison of total U. T. System enrollment increases with increases for all senior institutions in Texas

Number of total graduates as a percent of total graduates in state

Percent of U. T. Hispanic graduates as % of all Hispanic graduates in state

Percent of U. T. Black graduates as % of all Black graduates in state

Hispanic Serving Institutions in System

Total sponsored expenses

Total technology development (inventions, patents, license agreements, public start-ups, intellectual property income)

Total operating revenue by fund sources

Total operating expenditures by purpose

Total expenses for U. T. System Administration

Number and demographics of System employees (compare with State demographics)

U. T. System bond rating

Total patient care revenue

Energy use

Institutional Profiles

National rankings (institutions, programs)

Faculty awards (subfields, regional)

Peer Comparisons

Centers of Excellence

UT Arlington

UT Austin

UT Brownsville/Texas Southmost College

UT Dallas

UT El Paso

UT Pan American

UT Permian Basin

UT Tyler

UT Southwestern Medical Center at Dallas

UT Medical Branch at Galveston

UT Health Science Center-Houston

UT Health Science Center-San Antonio

UT M. D. Anderson Cancer Center

UT Health Center-Tyler









