

The University of Texas System
Board of Regents

Accountability and Performance Report



2005-2006

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
2005-2006**

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Introduction

Background, Purpose, and Audience

- 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.
- 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 outcomes, 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 will provide the basis for reviewing institutions and establishing benchmarks for future performance. The report is used by the System to establish expectations and evaluate performance of each institution, in conjunction with other documents such as each institution's Compact and each president's work plan.
- Many stakeholders have an interest in 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 – the Board, System officials, and campus administrators, faculty, staff, and students. It is also intended to be a public document for elected and appointed officials, students, alumni, parents, patients, donors, grantors, and other members of the public interested in U. T. System's plans and performance.

Report Scope and Framework

- As the U. T. System gains responsibility for certain decision-making, it also takes responsibility to be accountable for the results of those decisions and to demonstrate that it is an efficient and responsible steward of public resources in serving Texas.
- 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 relating to accountability of higher education systems and institutions, and complements the statewide accountability system developed in 2004.
- The U. T. System accountability framework encompasses all functions within the System and among academic and health-related institutions that support their academic, health care, and service missions.
- This report is organized according to a five-part framework that highlights and tracks 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.
- Implications for the Future and 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.
- Data in this report come from System and legislatively mandated reports, including annual data provided to the Texas Higher Education Coordinating Board and the Legislative Budget Board, and from other information gathered from U. T. System institutions. The goal is to integrate and focus the information previously disseminated through several different performance reports.

Related U. T. System Accountability Initiatives and Reports

- 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. These compacts reflect the unique goals and character of each institution, highlighting action plans, progress, and outcomes. Faculty, staff, and students helped to create these compacts, so that a shared plan and vision resulted. 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 ending 2006 and 2007 were completed in the summer of 2005. They are updated annually. For more information and to view each Compact, visit the U. T. System's institutional planning and accountability Web site, at www.utsystem.edu/ipa/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 student's 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 flexibility; write, 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.
- 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. In addition to measures of student engagement and satisfaction, pass rates on licensure exams, and postgraduation experience, for 2005-06, the U. T. System now also displays measures of student learning outcomes from the Collegiate Learning Assessment.

I. Student Access, Success, and Outcomes

Total U. T. System Enrollment

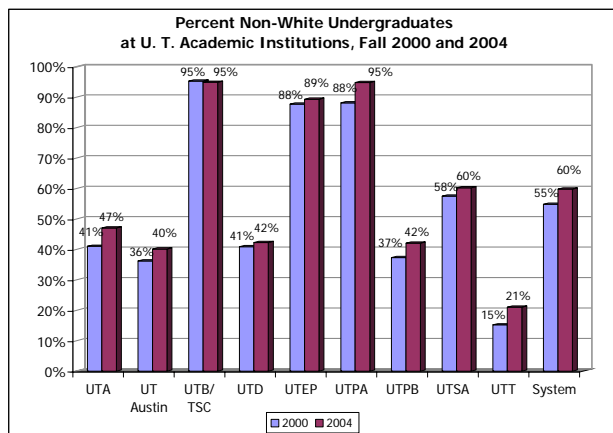
- In fall 2005, enrollments at all U. T. System institutions totaled 185,816, nearly 1.7% higher than fall 2004 enrollments, and were 34% of all public university enrollments in Texas.
- U. T. System academic institutions enrolled 174,846 students in fall 2005, up 1.6% from the previous fall.
- U. T. System health-related institutions enrolled 10,970 students, 2.5% more than in fall 2004.

Total U.T. System Enrollment Fall 2004 and Fall 2005			
	Fall 2004	Fall 2005	% Change
Arlington	25,297	25,216	-0.3%
Austin	50,377	49,233	-2.3
Brownsville/TSC*	11,546	13,250	14.8
Dallas	14,092	14,399	2.2
El Paso	18,918	19,257	1.8
Pan American	17,030	17,048	0.1
Permian Basin	3,291	3,406	3.5
San Antonio	26,175	27,291	4.3
Tyler	5,326	5,746	7.9
Total Academic	172,052	174,846	1.6%
SWMC-Dallas	2,273	2,350	3.4%
UTMB Galveston	2,121	2,172	2.4
HSC-Houston	3,399	3,587	5.5
HSC-San Antonio	2,837	2,775	-2.2
M. D. Anderson	70	86	22.9
Total Health-Related	10,700	10,970	2.5%
Total U.T. System	182,752	185,816	1.7%

Undergraduate Student Enrollment and Graduation Trends – U. T. System Academic Institutions

Undergraduate Enrollments

- From fall 1999 to fall 2003, enrollment of first-time, full-time, degree-seeking undergraduates increased 38.6%, from 14,223 to 19,707. Just over half of these students are female.



Over this five-year period, the portion of first-time students who are White declined from 47.9% to 42.4%. By comparison, 47.7% of students in the 2004 Texas high school graduating class were White.

- The portion of Black students declined slightly, from 4.9% to 4.7%, and continues to be proportionately less than the 13.6% of Black students in the 2004 Texas high school graduating class.
- The portion of Hispanic students increased from 32.8% to 38.2%, above the overall proportion – 35% – of Hispanic students in the 2004 Texas high school graduating class.
- Of the 137,268 undergraduates enrolled at U. T. System academic institutions in fall 2004, 40% were White, 5% were Black, and 41% were Hispanic.

Financial Aid

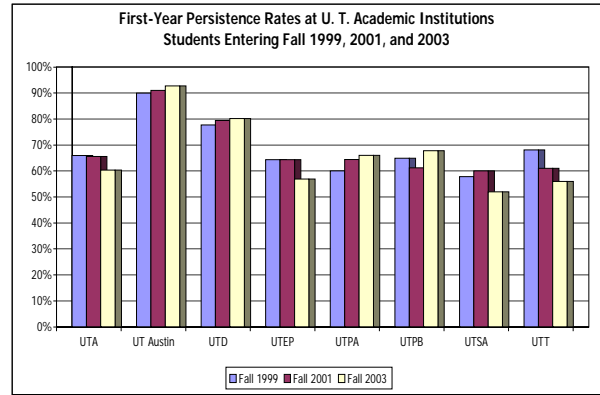
- In FY 2004-05, \$767 million was allocated for 228,587 financial aid awards to U. T. System academic institution students (some students received more than one award, including grants, loans, and work study).
- 40% of undergraduate students received some amount of need-based aid; a total of 50% received all types of aid.
- Of the scholarships and aid, federal grants made up 42%, a decrease of three percentage points

from last year; institutional funds increased to 33%, from 30% last year; state funds provided another 17%, up from 16% in 2003-04; and 9% came from private sources.

- By dollar amount, loans comprised 52% of total awards, down from 56% in 2003-04; grants and scholarships comprised 47%, up from 43% in 2003-04; and work-study provided 1% of all financial aid.

Persistence

- 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 quality of undergraduate experience.
- Among students matriculating between fall 1999 and 2003, persistence rates increased at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin, but declined at other institutions. (Data for 2003 may under-represent total persistence due to a change in method of data collection.)
- The increases hold for minority groups: persistence rates of Hispanic students exceeded those of White students at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. And the rates increased over this five-year period among Hispanic students at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin.



- Persistence rates among white students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. Pan American.

Graduation Rates

- Four-, five-, and six-year graduation rates are increasing at nearly every U. T. System academic institution; all institutions have in place and are enhancing programs to assist students to complete their degrees more quickly.

Undergraduates Graduating in Six Years or Less from the Same U. T. Academic Institution, Total				
Enrolled Fall	1995	1996	1997	1998
Arlington	30.6%	36.4%	36.7%	37.6%
Austin	69.9	71.9	70.1	73.8
Dallas	55.2	51.8	56.2	56.2
El Paso	25.1	24.4	25.6	27.2
Pan American	22.9	24.6	26.2	26.6
Permian Basin	24.0	23.2	29.5	31.3
San Antonio	26.6	25.5	27.6	27.0
Tyler*	--	--	--	41.4

* Tyler did not admit freshmen until Summer/Fall 1998.

Source: Texas Higher Education Coordinating Board

- While still lower at most U. T. System campuses than the 51% national average, six-year graduation rates steadily increased between the 1995 and 1998 entering classes by:
 - 7 points at U. T. Arlington
 - 3.9 points at U. T. Austin
 - 1 point at U. T. Dallas
 - 2.1 points at U. T. El Paso
 - 3.7 points at U. T. Pan American
 - 7.3 points at U. T. Permian Basin
 - 0.4 points at U. T. San Antonio
- This trend applies, with some variation, across ethnic and racial groups. Graduation rates among Black students increased at most institutions. At U. T. El Paso, and U. T. Permian Basin, this rate exceeds that of White students.
- Graduation rates among Hispanic students also increased at all institutions except U. T. Dallas and U. T. Tyler.

Degrees Conferred

- U. T. System academic institutions conferred 22,469 baccalaureate degrees in 2004. Statewide, the U. T. System produces approximately one-third of the baccalaureate degrees conferred each year in Texas.
- 57% of graduates were females in 2004, and 48.9% were White (down from 53.8% in 2000). The proportion of Black graduates increased slightly, from 4.3 to 4.8%, and the proportion of Hispanic graduates increased from 28.5 to 30.2%.
- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. During the 2003-04 academic year, the most recent year for which comparable national institutional data are available, U. T. System schools were at the head of the list of the top 100 institutions nation-wide granting the bachelor's degree to Hispanic students: Pan American – 2nd; El Paso – 3rd; San Antonio – 4th; Austin – 8th.

Student Experience

- In the 2005 National Survey of Student Experience, a large majority of students reported their overall educational experience as “good” or “excellent” in 2003, 2004, and 2005.
- Nationally, in 2003, 2004, and 2005, 87% of survey participants reported that their educational experience was “good” or “excellent.”
- Between 2003 and 2005, an increased proportion of first-year students participating in this survey reported being satisfied with their experience at U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.
- Over the same period, the proportion of seniors rating their experience “good” or “excellent” increased at U. T. Pan American and U. T. Tyler.

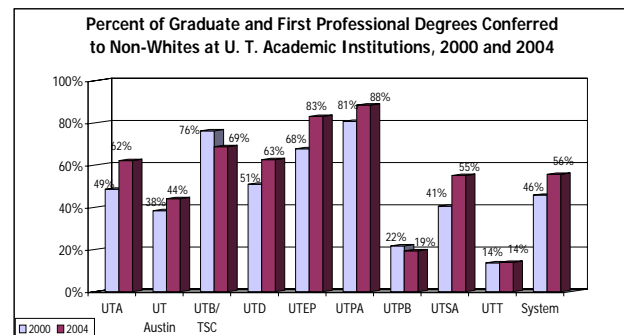
Student Learning Outcomes

- The Collegiate Learning Assessment. 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, a total of 124 institutions participated in the 2004-05 assessment. The 2004-05 test results will help establish a baseline from which future progress can be measured.
- Initial Results Are Positive. Results from this preliminary phase of assessment show that for all campuses that participated in sufficient numbers, overall performance was at the mid-range of expected and national performance and, in some cases, above expected levels. Seniors had strong results in problem solving and even stronger results in analytic writing. And the difference between freshmen and senior scores was significant, suggesting that many U. T. System academic institutions add value during their students’ college careers.
- Summary of Results. Freshmen and seniors at U. T. System academic institutions scored as well or better than the national sample on the CLA performance task, which measures problem solving, critical thinking, and analytical reasoning. Seniors from U. T. San Antonio, U. T. Pan American, and U. T. Dallas did particularly well compared with the national sample. On the analytic writing task scores, seniors at U. T. El Paso, U. T. San Antonio, U. T. Pan American, U. T. Austin, U. T. Tyler, U. T. Dallas, and U. T. Arlington did even better compared with the national sample. Comparisons of freshmen and senior score results suggest that U. T. Permian Basin, U. T. San Antonio, U. T. Pan American, and U. T. Arlington added significant value to their students when these score differences are taken into consideration.

Graduate and Professional Student Enrollment and Graduation Trends – U. T. System Academic Institutions

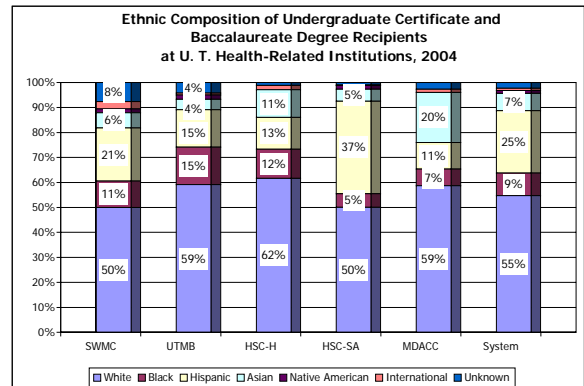
- From 2000 to 2004, the overall proportion of non-White and international students has increased at U. T. System academic institutions except U. T. Brownsville/Texas Southmost College. In 2000, the overall proportion of non-White students at U. T. System academic institutions was 48.1%; it was 54.4% in 2004 (excluding students whose ethnicity or race was unknown).
- The overall proportion of graduate and professional degrees awarded to non-White students increased from 2000 to 2004. From 2000 to 2004, more non-White students received graduate and professional degrees at each U. T. System academic institution except U. T. Brownsville/TSC, U. T. Permian Basin, and U. T. Tyler.

- The proportion of Hispanic graduate and professional students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.
- The proportion of Black graduate and professional students increased on every campus except U. T. Arlington and U. T. Tyler. Although small compared with other ethnic/racial groups, the proportion more than doubled at U. T. Brownsville/TSC, U. T. Pan American, and U. T. Permian Basin.



Enrollment and Graduation Trends – U. T. System Health-Related Institutions – Undergraduate Students

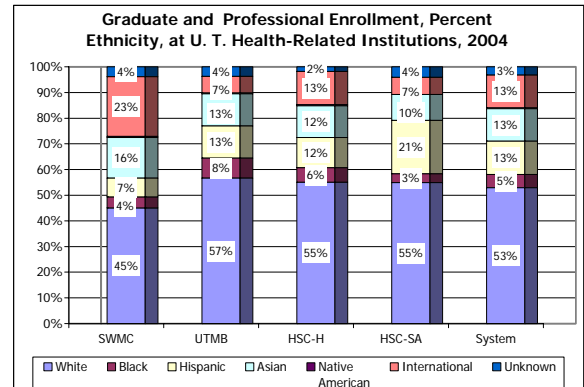
- 2,022 undergraduate students were enrolled at U. T. System health-related institutions in fall 2004, nearly level with the 2,018 enrolled in 2000.
- An increase in undergraduate nursing enrollments from 2000 to 2004 at U. T. Medical Branch, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio counters the statewide trend of overall reductions in nursing enrollments. However, 2004 nursing enrollments at U. T. Health Science Center-San Antonio declined compared with 2003.
- 80% of undergraduates in health-related programs are female, as they have been for the previous two years.
- On average, between 2000 and 2004, enrollments of White undergraduate students at U. T. System health-related institutions declined to 51.2%.
- Enrollments of Black students decreased by 3 percentage points. However, at U. T. Medical Branch, the proportion of Black students enrolled in allied health increased by more than a third, to 11.7%.
- The proportion of Hispanic allied health students increased by 5.5 percentage points at U. T. Southwestern Medical Center. The proportion of Hispanic biomedical science students increased by 8.4 percentage points at U. T. Medical Branch.
- The proportion of Hispanic nursing students increased slightly at U. T. Medical Branch and U. T. Health Science Center-Houston but declined slightly at U. T. Health Science Center-San Antonio.
- The total number of baccalaureate degrees and certificates awarded by U. T. System health-related institutions has declined from 2000 to 2004.



- From 2000 to 2004, the proportion of non-White undergraduates receiving degrees from U. T. System health-related institutions increased from 37 to 45%.
- Over this period, health-related degrees to Black students increased slightly, to 9%.
- The proportion of Black students receiving allied health degrees almost doubled at U. T. Medical Branch and more than quadrupled at U. T. Health Science Center-San Antonio. The proportion also increased in nursing at U. T. Health Science Center-Houston and U. T. Health Science Center-San Antonio.
- Health-related degrees awarded to Hispanic students increased to 25% for the U. T. System as a whole.
- The proportion of Hispanic degree recipients increased from 0 to 20% in allied health at U. T. Southwestern Medical Center; increased by 86% in allied health at U. T. Medical Branch; and increased in nursing at U. T. Health Science Center-Houston and U. T. Health Science Center-San Antonio.

Enrollment and Graduation Trends at U. T. System Health-Related Institutions – Graduate Students

- Between 2000 and 2004, overall enrollments in graduate and professional programs have increased by 22% at U. T. System health-related institutions, and the pace of this change increased in the period 2002 to 2004.
- Proportionately, enrollments have increased most in allied health, biomedical sciences, and nursing. At U. T. Southwestern Medical Center, enrollments in allied health grew 185% in this period and 253% at U. T. Medical Branch.
- Graduate level nursing enrollments increased by 37% at U. T. Medical Branch, 15% at U. T. Health Science Center-Houston, and 80% at U. T. Health Science Center-San Antonio.



Graduate and professional enrollments have become more diverse:

- From 2000 to 2004, the proportion of graduate and professional White students at U. T. System health-related institutions decreased from 61 to 53%.
- The proportion of Black students increased slightly, from 4.3 to 5.2%.
- The proportion of Hispanic students increased slightly, from 11.9 to 13.0%.
- Between 2000 and 2004, the number of graduate and professional degrees awarded by U. T. System health-related institutions increased by 11%.
- This trend includes significant proportional increases in degrees awarded in allied health and public health, with more modest proportional increases in biomedical sciences, medicine, and health information systems.
- However, the ethnic composition of graduate and professional degree recipients has changed less than enrollments from between 2000 to 2004, although the proportion of White students has declined from 65 to 60%.
- In 2004, 5% of graduates were Black, 13% were Hispanic, and 14% were Asian.

Medical Student Satisfaction

- Over 85% of graduates agreed or strongly agreed that they were satisfied with their education at U. T. System medical schools in 2004 and 2005. This percentage increased from 2004 to 2005 at three of the four medical schools.
- In 2005, more than 92% of graduates from U. T. Southwestern and U. T. Health Science Center-San Antonio – and more than 98% from U. T. Medical Branch – agreed or strongly agreed that they were satisfied.

Implications for Future Planning

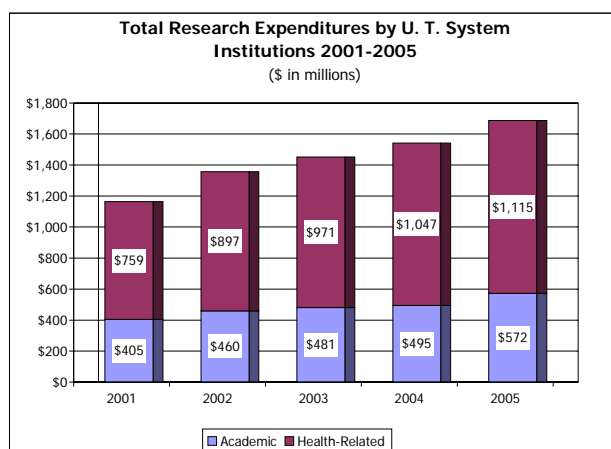
- The U. T. System must continue its commitment to improve the rates of undergraduate student persistence and graduation.
- The System should make it a high priority to continue to address the decline in production of degrees in high-priority health fields.
- Addressing the relationship between ethnicity 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.
- 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

Research Funding Trends



- In FY 2005, U. T. System health-related and academic institutions together generated research and research-related expenditures totaling almost \$1.7 billion. In the period from FY 2001 to FY 2005, this total has increased by 45%, and reflects an average annual increase of 10%.
- By comparison, national academic R&D increased by 10.9% from FY 2001 to FY 2002, and by 10.2% from FY 2002 to FY 2003 (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 one-half of total R&D expenditures in FY 2003.)

Academic Institutions

- From 2001 to 2005, federal research expenditures increased at every U. T. System academic institution, and on average, by 41%. Between 2001 and 2005, research and research-related expenditures have averaged a 10% annual increase. In FY 2005, U. T. System academic institutions' research and research-related expenditures totaled \$572 million, a 16% increase over the previous year.
 - From FY 2003 to FY 2005, expenditures increased by 51% at U. T. Arlington, 64% at U. T. Brownsville/TSC, 38% at U. T. Dallas, 35% at U. T. Pan American, and 43% at U. T. San Antonio.
 - Among Texas institutions, U. T. Austin ranked second in research and development expenditures in FY 2004. These expenditures comprised almost 19% of the total of Texas public institution research and research-related expenditures in 2004 of \$2.253 billion.
- 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.
- 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.

Health-Related Institutions

- In FY 2005, U. T. System health-related institution research and research-related expenditures totaled \$1.115 billion, a 6.5% increase over the previous year. From 2001 to 2005, research and research-related expenditures have increased 47%, an average of nearly 12% per year.
- Among Texas health-related institutions, U. T. System health-related institutions ranked first in research and development expenditures in FY 2004. These expenditures comprised more than 49% of the \$2.253 billion total in Texas public university and health-related institution research and research-related expenditures in 2004.
- Five U. T. System health-related institutions are among the top 10 Texas public institutions in research expenditures: U. T. Southwestern Medical Center (3), U. T. M. D. Anderson Cancer Center (4), U. T. Health Science Center-Houston (5), U. T. Medical Branch (6), and U. T. Health Science Center-San Antonio (7).
 - Research expenditures per tenured/tenure-track faculty have increased at each institution. In FY 2005, the average was \$867,000 at U. T. Southwestern Medical Center; \$586,000 at U. T. M. D. Anderson Cancer Center; \$354,000 at U. T. Health Science Center-Houston; \$304,000 at U. T. Medical Branch; \$252,000 at U. T. Health Science Center-San Antonio; and \$116,553 at U. T. Health Center-Tyler.

Institutional Rankings

- 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 2003, and included 617 public and private research universities.
- For the period in FY 2002 and 2003, 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. Health Science Center-Houston, U. T. Medical Branch, and U. T. Health Science Center-San Antonio).
- Numerous programs at U. T. System institutions are ranked in the top 10 nationally.

Endowed Faculty Positions

- From 2004 to 2005, 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.
- With the addition of U. T. Brownsville/Texas Southmost College's three positions in 2003, every U. T. System academic institution now has endowed positions. From FY 2001 to FY 2005, U. T. Arlington more than doubled the number of its endowed professorships and chairs. U. T. El Paso increased the number of its endowed positions by over 21% from 2001 to 2005. At U. T. San Antonio, the number of endowed positions almost tripled from 2001 to 2005. From 2001 to 2005, U. T. Tyler increased its endowed positions by more than 50%.
- Between 2001 and 2005, the number of endowed positions has increased at all U. T. System health-related institutions except U. T. Health Center-Tyler.
- U. T. Southwestern Medical Center has a very high proportion of endowed positions, which increased from 67% in 2001 to 73% in 2005.

Awards and Honors

Cumulative Honors at U. T. Academic Institutions				
	Total	UTA	Austin	UTD
Nobel Prize	4		2	2
Pulitzer Prize	19		19	
National Academy of Sciences	21		19	2
National Academy of Engineering	50		49	1
American Academy of Arts and Sciences	42		41	1
American Law Institute	23		23	
American Academy of Nursing	25	12	13	

Source: U. T. System Academic Institutions

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	16	15		1		
American Academy of Arts and Sciences	15	13		2		
American Academy of Nursing	31		6	14	11	
Howard Hughes Medical Institute	15	15				
Investigators Institute of Medicine International	26	17	2	4	2	1
Association for Dental Research	39			35	4	

Source: U. T. System Health-Related Institutions

Technology Transfer

- From 2001 to 2004, technology transfer activities increased modestly among most U. T. System health-related institutions. From 2001 to 2004, the number of new invention disclosures decreased at U. T. Southwestern and U. T. Medical Branch. The number increased at U. T. Health Science Center-Houston, U. T. Health Science Center-San Antonio, U. T. M. D. Anderson, and U. T. Health Center-Tyler. From 2003 to 2004, however, the total declined, although the number increased at U. T. Medical Branch.
- The number of patents issued increased by more than 12% from 2001 to 2004.
- From 2001 to 2004, most institutions achieved an increase in the number of licenses and options executed; they more than doubled at U. T. Health Science Center-Houston and more than tripled at U. T. M. D. Anderson Cancer Center.
- 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.

Aggregate U. T. System Technology Transfer, 2001-2004

Total New Invention Disclosures				Total Patents Issued				Total Licenses & Options Executed			
2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
455	476	523	486	99	102	99	119	109	97	152	140

Public Start-up Companies Formed				Total Gross Revenue Received from Intellectual Property			
2001	2002	2003	2004	2001	2002	2003	2004
18	16	12	12	\$22,907,414	\$26,555,136	\$24,579,924	\$29,668,635

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

Graduate Medical Education

- In 2004-05 U. T. System health-related institutions had 3,328 residents enrolled in accredited resident programs, up slightly from the 3,270 enrolled in 2003-04.

Clinical Care

- State-owned hospital admissions by U. T. System health-related institution faculty increased between FY 2000 and FY 2004 from 58,902 to 70,147.
- Hospital days increased from 1.1 million to 1.3 million.
- Outpatient visits increased from 5.0 million to 5.6 million.
- Total charges for charity care increased from \$445 million in FY 2000 to \$704 million in FY 2004.

Student/Faculty Ratios

- 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 has increased faster than faculty at most institutions. As a result, the ratio of FTE students to FTE faculty has increased slightly at seven institutions. It ranges from 26:1 at U. T. San Antonio to 16:1 at U. T. Tyler. It has remained stable at U. T. Brownsville/TSC at 18:1. Reflecting its strategic plan, the ratio of FTE students to FTE faculty has declined at U. T. Austin.
- At U. T. System health-related institutions the ratios are much lower, between 1.3 and 2.5 to 1, reflecting the necessity of close interaction between faculty and students in health education programs.

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.
- Measures of information technology resources to support teaching and research should be developed.
- Faculty salary trend data for health-related institutions should be developed.

III. Service to and Collaborations with Communities

Contributions to Teacher Preparation

- 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 and again in 2005, when it dipped below 1995 levels. In 2005, U. T. System academic institutions produced 3,279 certified teachers, over 14 percent of the teachers trained in Texas that year.
- While the System's contribution to the number of teachers remains the largest in the state, 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.
- Despite and overall decline, several U. T. System academic institutions have increased the numbers of teachers they are producing by significant proportions from 1995 to 2005: U. T. Dallas by 58 percent; U. T. El Paso by 7.3 percent; and U. T. San Antonio by 32 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.

Economic Impact

- 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 216,000 jobs. For every on-campus job, an additional 1.5 jobs are added.
- In addition, the state's \$1.6 billion direct investment brings in a total economic impact of \$2.3 billion from out-of-state resources.

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

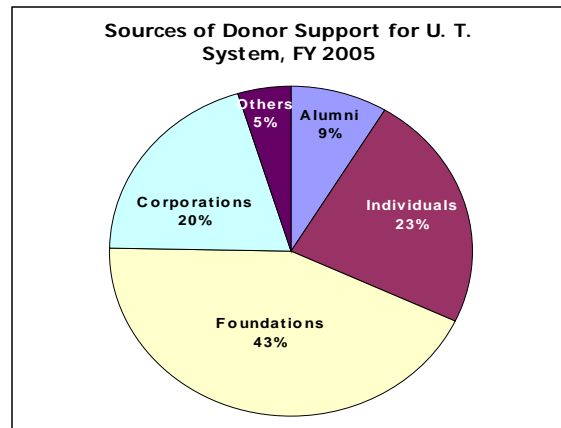
Historically Underutilized Business Expenditures

- From FY 2001 to FY 2005, the U. T. System has increased its HUB procurement expenditures from 11.4 to 15.4% of total expenditures.
- As a proportion of total expenditures, the FY 2004 U. T. System HUB expenditures exceeded the state's average (13.9%).
- In FY 2005, the U. T. System exceeded overall HUB goals in procurement expenditures for commodities.
- Between 2001 and 2005, total U. T. System HUB expenditures increased by more than 130%, driven by a very significant increase in HUB building construction and commodities expenditures.

Private Support

- Total private philanthropic support of U. T. System institutions has increased to nearly \$500 million. However, FY 2004 was the peak in the most recent five-year period; between FY 2004 and FY 2005, total giving decreased from \$658 million to \$497 million. Alumni giving declined by the greatest amount and proportion between 2003 and 2005.
- U. T. Austin ranked 12 in 2004 among all institutions in total voluntary support, down from ninth in 2003. It was second among all national public research universities after UCLA.
- According to the Council for Aid to Education 2004 ranking, within Texas, nine U. T. System institutions ranked in the top 20 in voluntary support: U. T. Austin (1), U. T. Southwestern Medical Center (2), U. T. M. D. Anderson Cancer Center (4), U. T. Medical Branch (8), U. T. Health Science Center-Houston (11), U. T. Health Science Center-San Antonio (12), U. T. El Paso (16), U. T. Pan American (18), and U. T. Dallas (20). And all U. T. institutions ranked above 48 in voluntary giving received in 2004.
- From FY 2001 to FY 2005, alumni giving increased at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan

American, U. T. San Antonio, U. T. Tyler, U. T. Medical Branch, and U. T. Health Science Center-Houston.



- Between FY 2004 and FY 2005, the pattern of giving shifted. In 2005, foundations accounted for 43% of all donor support, up from 32% in FY 2004. Alumni giving was 19% of the total in FY 2004, decreasing to 9% in FY 2005.

Distance Education Trends

- From 2002 to 2005, overall U. T. TeleCampus course registrations increased 66%, from 5,676 to 9,397. 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 9,244 in 2005.
- Course registrations in health-related institution courses are much smaller – 153 in 2005 – but this represents a 173% increase since 2002.
- As the number of online programs grows, the number of degrees completed with at least 50% of courses taken through the U. T. TeleCampus is also increasing, from 8 graduate degrees in 2000-01 to 19 undergraduate and 72 graduate degrees in 2004-05.

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.
- As the U. T. System pursues specific collaborative initiatives, such as the San Antonio Life Sciences Institute, Project Emmitt, and the partnership with Texas Instruments and International SEMATECH, it should track the impact of these investments by tracking grant and contract funding leveraged, patent applications and awards, and new start-up companies and jobs created.

Measures for Future Development

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on 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 citizen awareness and satisfaction of U. T. as a system.
- Measure the impact of U. T. System strategic communications.

IV. Organizational Efficiency and Productivity

Revenues and Expenditures – Academic Institutions

- In FY 2005, U. T. System revenue to academic institutions totaled \$2.9 billion; 25% came from state appropriations, down from 28% in FY 2004. Government grants and contracts provided 23%. Tuition provided 25%, up one percentage point from FY 2004.
- Over the past five years, revenue per full-time equivalent student has held steady or decreased at eight U. T. System academic institutions. In FY 2005, it ranged from \$5,000 at U. T. Brownsville/TSC to \$13,000 at U. T. Austin and U. T. Dallas.
- Adjusted total revenue per full-time equivalent faculty has decreased at five institutions, and increased at four institutions over the past five years. In FY 2005, it ranged from \$89,000 at U. T. Brownsville/TSC to \$280,000 at U. T. Dallas.
- Academic institution expenditures totaled \$2.9 billion; one-third were allocated to instruction; another 18% went to student services, academic support, and scholarships and fellowships. Sixteen percent was spent on research.

Revenues and Expenditures – Health-Related Institutions

- Health-related institution revenues totaled \$5.8 billion in FY 2005; 14% from state appropriations (down from 16% in FY 2004); hospital sales and services generated 40%; physician fees, 13%, and grants and contracts provided another 21%.
- Expenditures totaled \$5.6 billion, with 43% going to hospitals and clinics; 21% to instruction; and 16% to research.

Patient Care

- The U. T. System health-related institutions provide a very significant portion of health services to Texans throughout the state.
- Since 2000, total patient care revenue has increased from \$1.4 billion to nearly \$2.3 billion, reflecting the growing base of patients and scope of service by U. T. System institutions.

Bond Rating

- The U. T. System is one of only two public institutions of higher education to receive the highest possible credit ratings from all three major rating agencies. Revenue Financing System and Permanent University Fund debt is currently rated Aaa/AAA/AAA by Moody's, Standard and Poor's, and Fitch, respectively.
- 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.

Administrative Expenses

- Between FY 2001 and FY 2005, U. T. System Administration administrative expenses increased from \$35.7 million to \$70.3 million.
- The System incurred increases in certain expenses between 2004 and 2005: 118% increase in federal grants for instruction; 25% increase in service department expenses for institutional support; and 147% increase for a new expense of \$1.5 for depreciation and amortization.
- For most U. T. System academic institutions, administrative expenses comprise between 8 and 11% 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 2001, the ratio of administrative expenses to total expenses has stayed level on average, decreasing at five institutions and increasing at three.
- The average ratio of administrative costs to total expenses has decreased to 5.7% in FY 2005, from 6.3% in FY 2001 at U. T. System health-related institutions. This change reflects efforts to operate more efficiently.
- Between FY 2001 and FY 2005, administrative expenses as a proportion of total expenses have decreased at three of the six health-related institutions, increasing at the other three.

Endowments

- Taken together, the value of U. T. System endowments totaled \$5.2 billion as of August 31, 2005, a 48% increase over the value in FY 2001. These endowments include funds managed by

UTIMCO as well as those held by other entities, as reported to the Council for Aid to Education each year.

- The total value increased by 53% for U. T. System academic institution endowments, and by 43% for U. T. System health-related institutions.

Trends in Small Class Size at U. T. System Academic Institutions

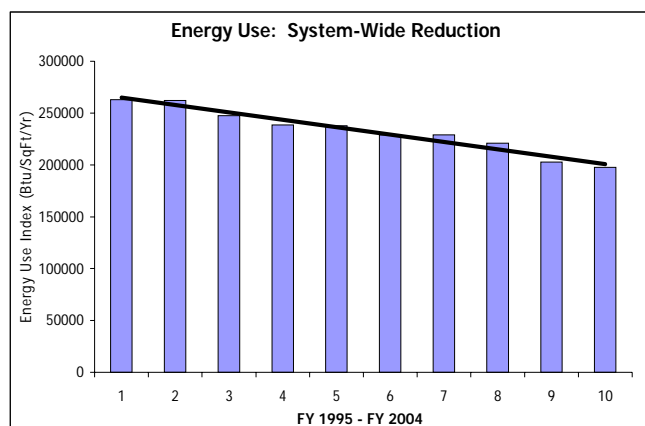
- The number of small classes is small in proportion to all classes offered at U. T. System academic institutions and is decreasing on most campuses.
- In 2005, on average, only 5.2% of all classes were small. (Small classes are defined as those courses with fewer than ten students at the undergraduate level or fewer than five students at the graduate level.)
- In 2005, 71% of undergraduate and 76% of graduate small courses were offered because they

were cross-listed, needed to maintain proper sequencing, or required for graduation.

- The number of classes enrolling fewer than ten undergraduate students declined between 2002 and 2005 at U. T. Arlington, U. T. Brownsville, U. T. Dallas, U. T. El Paso, 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, and U. T. Permian Basin between 2002 and 2005.

Energy Use

- Energy expenses comprise approximately 68% of academic institutions total operation and infrastructure support costs, and 50% at health-related institutions.
- In 2001, the U. T. System set a goal to reduce energy consumption by 10 to 15% by 2011.
- From 1994 to 2004, U. T. System institutions have, on average, reduced energy use by 27% per gross square foot, during a period when total gross square footage increased by over 40%.
- 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.



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 2006.
- *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 2006.

- *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 task force recommendations.
- Refine the methodology for collecting and analyzing all faculty and staff (human resources) data.

V. Institutional Profiles

- Institutional ranking highlights. The full accountability report includes an extensive discussion of rankings and individual institutional profiles compared with peer institutions. Highlights of rankings are provided here.
- 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.

U. T. Academic Institutions

Ranking and honors highlights:

A number, but not all, of U. T. System institutions have programs or faculty that have achieved high national recognition in their fields. Highlights are listed below; more detail is available in the full report.

U. T. Arlington

- 9 programs ranked by National Research Council (NRC) in 1995.

U. T. Austin

- 2 Nobel Prize holders.
- Highest number of National Academies of Science and Engineering members of any institution in Texas (68 in 2005).
- Over 25 programs ranked 20th or higher in 1995 NRC ranking of doctoral programs.
- Ranked 17 among all public and private research universities (2004).

U. T. Dallas

- 2 Nobel Prize holders.
- 2 members of the National Academy of Sciences.
- 6 programs ranked by NRC in 1995.

U. T. El Paso

- 1 program ranked by NRC in 1995.
- Ranked number 1 nationally in number of Hispanic biology and physical science students who earn master's (2005).

U. T. Pan American

- Number 1 nationally in number of English language/literature and number 3 in health professional baccalaureate degrees awarded to Hispanic students (2005).

U. T. Permian Basin

- U.S. Department of Education exemplary bilingual education teacher training program.

U. T. San Antonio

- Ranked number 1 in mathematics and biology masters degrees awarded to Hispanic students (2005).

U. T. Tyler

- Online MBA and M.S. in Kinesiology degrees named best in the nation.

U. T. Health-Related Institutions

Ranking and honors highlights:

A number, but not all, of U. T. System institutions have programs or faculty that have achieved high national recognition in their fields. Highlights are listed below; more detail is available in the full report.

U. T. Southwestern Medical Center

- 4 faculty are Nobel Prize holders.
- 15 faculty are members of National Academy of Sciences.
- 13 members of the American Academy of Arts and Sciences.
- 15 Howard Hughes Medical Institute Investigators.
- 17 Institute of Medicine members (top 10% of American medical schools, 2003).
- 7 programs ranked by NRC in 1995; Pharmacology ranked #2.

U. T. Medical Branch at Galveston

- 2 members of the Institute of Medicine.
- 6 members of the American Academy of Nursing.
- 5 programs ranked by National Research Council in 1995.

U. T. Health Science Center-Houston

- 1 Nobel Prize winner.
- 1 National Academy of Sciences member.
- 2 members of the American Academy of Arts and Sciences.
- 4 Institute of Medicine members.
- 14 members of the American Academy of Nursing.
- 6 programs ranked by National Research Council in 1995.

U. T. Health Science Center-San Antonio

- 2 Institute of Medicine member.
- 11 members of the American Academy of Nursing.
- 4 programs ranked by the National Research Council in 1995.

U. T. M. D. Anderson Cancer Center

- 1 Institute of Medicine member.
- Ranked number 1 cancer hospital.

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]

Executive Order

BY THE
GOVERNOR OF THE STATE OF TEXAS

Executive Department
Austin, Texas
January 22, 2004

EXECUTIVE ORDER
RP 31

Relating to accountability of higher education systems and institutions.

WHEREAS, the people of the State of Texas expect the state to provide the highest quality of higher education; and

WHEREAS, Texas public institutions of higher education and the systems in which they operate are funded by both public funds and tuition paid by private citizens; and

WHEREAS, the public has the right to demand complete accountability for its investment in institutions of education; and

WHEREAS, public K-12 education has been required to provide comprehensive accountability to the citizens of Texas for more than 10 years; and

WHEREAS, systems and institutions of higher education must be able to clearly define the need for additional state-funding in a manner which will justify the public's continued investment of resources;

NOW, THEREFORE, I, Rick Perry, Governor of the State of Texas, by virtue of the power and authority vested in me by the constitution and laws of the State of Texas, do hereby order the following:

The boards of regents for public institutions of higher education in the state shall direct that each institution and system work with the Higher Education Coordinating Board to create a comprehensive system of accountability.

This system will provide the citizens of Texas, the Governor, and the Legislature with the information necessary to determine the effectiveness and quality of the education students receive at individual institutions. It will also provide the basis to evaluate the institutions' use of state resources.

This system of accountability shall be approved by the Boards of Regents and the Texas Higher Education Coordinating Board no later than December 17, 2004.

This executive order supersedes all previous orders inconsistent with its terms and shall remain in effect and in full force until modified, amended, rescinded, or superseded by me or by a succeeding Governor.

Given under my hand this the 22nd day of January, 2004.

RICK PERRY
Governor

Attested by:

GEOFFREY S. CONNOR
Secretary of State

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. intend to act strategically to accomplish its goals?"

"How well are the System and institutions doing to achieve their goals and add 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. 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 will provide the basis for reviewing institutions and establishing benchmarks for future performance. The report will be 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.

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 gains 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 relating to accountability of higher education systems and institutions, and should complement the statewide accountability system developed in the past year. The U. T. System accountability framework builds on the strong foundation established by the State, the Board of Regents, U. T. System administration offices and institutions.

This System-wide accountability framework encompasses all functions within the System and among academic and health-related institutions that support their academic, research, health care, and service missions.

Accountability is linked to other activities that are related to, but not the same as, this project:

- Assessment of learning – this is a vital and growing activity for the U. T. System. Over time, results from the U. T. System’s learning assessment initiative will provide important data for future editions of this report.
- The U. T. System Compact process – Development of institutions’ System-level Compacts is aligned with accountability and performance reporting.
- Compliance – this relates specifically to legally mandated processes and reporting activities. Information from compliance reports may contribute to accountability studies, but accountability does not replace or subsume compliance activities.
- Quality and process improvement – higher education institutions, at every level, can use quality principles to improve service. The U. T. System has undertaken a number of initiatives that will support or provide information for the accountability report. Examples include: redesigned travel forms, faculty satisfaction survey, Office of Technology and Information Services customer satisfaction surveys, inclusion of service in employee evaluation forms, and a System Administration value-added initiative.
- Budget process – accountability information may be used in making resource allocation decisions.
- At the institutional level, regional and specialized accreditation studies provide additional, periodic information related to accountability.

Report Framework

- This report is organized in a five-part framework intended that highlights and tracks 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. 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.

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 all 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 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 new measures, U. T. institutions provided 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. 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, so that a shared plan and vision resulted. 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. They will be 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/ipa/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 student's 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, 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, for 2005-06, the U. T. System will include measures of student learning outcomes, as well.

- 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.

Because a national cross-section of 124 institutions of every type participate, the CLA test makes it possible for 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. 52-57, below, for detailed results of the first year’s assessment.

¹Business-Higher Education Forum, *Public Accountability for Student Learning in Higher Education*, 2004, http://www.bhef.com/includes/pdf/2004_public_accountability.pdf, and State Higher Education Executive Officers [SHEEO], 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>.

²In 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.

³See 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 plan, *Service to Texas in the New Century*, 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: 2005 Progress Report* (Texas Higher Education Coordinating Board [THECB], July 2005; <http://www.thecb.state.tx.us/reports/pdf/0870.pdf>).

Progress toward Participation

Overall Enrollment

- As the table and graphs on the next page illustrate, 185,816 students were enrolled at U. T. System institutions in fall 2005. This represents 34.3 percent of all public university enrollments in the state.
- Between fall 2004 and fall 2005, overall enrollment at U. T. System institutions increased by nearly 2 percent. Although small, this growth rate exceeded the statewide trend where, overall, enrollments increased by less than one percent over this period.
- Enrollment in fall 2005 increased at every U. T. System academic institution except U. T. Arlington and U. T. Austin (which capped enrollments in fall 2003). U. T. Austin, U. T. Brownsville/TSC, U. T. Permian Basin, and U. T. Tyler have slightly exceeded their 2005 *Closing the Gaps* enrollment targets.
- Taken together, however, fall 2005 enrollments were 4,508 less than 2005 *Closing the Gaps* enrollment target for U. T. System academic institutions.
- Total fall 2005 enrollment of 10,970 in the U. T. System health-related institutions increased by 2.5 percent over fall 2004, and exceeded the 2005 *Closing the Gaps* enrollment targets by 775 students.
- Fall 2005 enrollment totals do not include those students displaced by Hurricane Katrina who enrolled in U. T. System institutions. Nearly one thousand visiting students enrolled in a U. T. System institution: 856 at academic institutions and 89 at health-related institutions.

Table I-1

Total U.T. System Enrollment				
Fall 2004 and Fall 2005 Compared with 2005 <i>Closing the Gaps</i> Target				
	Fall 2004	Fall 2005	% Change from Previous Year	Closing the Gaps 2005 Target
Academic				
Arlington	25,297	25,216	-0.3%	26,310
Austin	50,377	49,233	-2.3	49,200
Brownsville/TSC*	11,546	13,250	14.8	13,000
Dallas	14,092	14,399	2.2	14,953
El Paso	18,918	19,257	1.8	21,229
Pan American	17,030	17,048	0.1	18,122
Permian Basin	3,291	3,406	3.5	3,370
San Antonio	26,175	27,291	4.3	27,470
Tyler	5,326	5,746	7.9	5,700
Total Academic Institutions	172,052	174,846	1.6%	179,354
Health-Related				
SWMC-Dallas	2,273	2,350	3.4%	2,247
UTMB Galveston	2,121	2,172	2.4	1,989
HSC-Houston	3,399	3,587	5.5	3,405
HSC-San Antonio	2,837	2,775	-2.2	2,485
M. D. Anderson Cancer Center	70	86	22.9	69
Total Health-Related	10,700	10,970	2.5%	10,195
Total U.T. System	182,752	185,816	1.7%	189,549

*Brownsville/TSC enrollment represents unduplicated headcounts

Source: Texas Higher Education Coordinating Board

Figure I-1

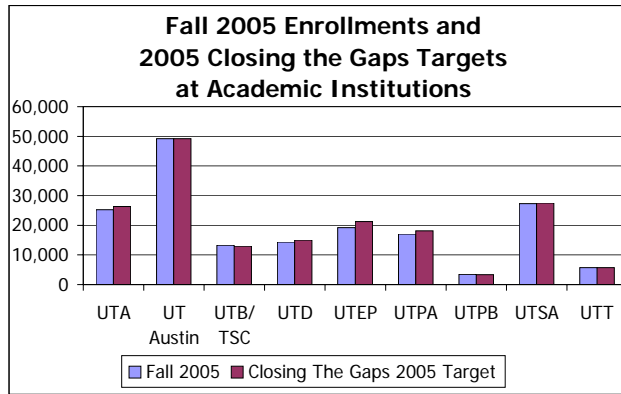
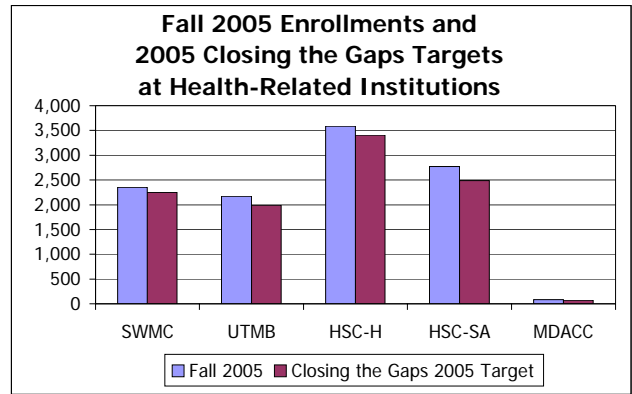


Figure I-2



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 2005 progress report on *Closing the Gaps*.

Enrollment of Black and Hispanic Students

- Between fall 2000 and 2004, the number of Black students increased at all U. T. System academic institutions except U. T. Pan American – where there was no change – and three of five 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 29 percent and the number of Hispanic students grew by 32 percent.
- See pp. I-14 and I-23 for additional detail and analysis.

Table I-2

Student Ethnicity at The University of Texas System Fall 2004 Enrollments Compared with 2000

	Black Students			Hispanic Students		
	Fall 2000	Fall 2004	% Change From Fall 2000	Fall 2000	Fall 2004	% Change from Fall 2000
Academic						
Arlington	2,469	3,089	25.1%	2,212	2,957	33.7%
Austin	1,582	1,759	11.2	5,920	6,782	14.6
Brownsville/TSC	23	33	43.5	8,248	10,476	27.0
Dallas	697	873	25.3	701	1,098	56.6
El Paso	370	461	24.6	10,588	13,556	28.0
Pan American	64	64	0.0	10,695	14,813	38.5
Permian Basin	81	153	88.9	675	1,112	64.7
San Antonio	948	1,596	68.4	8,498	11,874	39.7
Tyler	332	511	53.9	118	257	117.8
Total Academic Institutions	6,566	8,539	30.0%	47,655	62,925	32.0%
Health-Related						
SWMC-Dallas	70	104	48.6%	111	171	54.1%
UTMB-Galveston	178	171	-3.9	313	287	-8.3
HSC-Houston	173	200	15.6	322	411	27.6
HSC-San Antonio	83	106	27.7	562	719	27.9
M. D. Anderson Cancer Center*	6	5	-16.7	5	9	80.0
Total Health-Related Institutions	510	586	14.9%	1,313	1,597	21.6%
Total U. T. System	7,076	9,125	29.0%	48,968	64,522	31.8%

*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.

Degrees awarded:

- Together, U. T. System institutions conferred 19,922 baccalaureate degrees in 2000 and 23,268 in 2004. In 2004, total degrees awarded by U. T. System institutions represented more than a quarter – 28 percent – of the statewide total of 84,573 baccalaureate degrees awarded.
- Between 2000 and 2004, production of doctoral degrees by U. T. System institutions grew from 1,065 to 1,084 – reversing a declining trend – and was 40 percent of the state total. Statewide, the downward trend was also reversed, increasing from 2,629 in 2000 to 2,729 in 2004.

Table I-3

Progress Toward Degrees				
AY	Baccalaureate		Doctoral	
	99-00	03-04	99-00	03-04
Academic				
Arlington	2,813	3,280	78	75
Austin	7,803	8,959	703	683
Brownsville/TSC	475	684	--	--
Dallas	1,303	1,823	64	50
El Paso	1,695	1,754	17	24
Pan American	1,340	1,894	7	11
Permian Basin	334	443	--	--
San Antonio	2,487	2,912	4	5
Tyler	731	720	--	--
Total Academic	18,981	22,469	873	848
Health-Related				
SWMC-Dallas ¹	103	61	54	59
UTMB-Galveston	368	240	36	38
HSC-Houston	91	145	75	105
HSC-San Antonio	379	323	27	34
M. D. Anderson*	--	30	--	--
Total Health-Related	941	799	192	236
Total U. T. System	19,922	23,268	1,065	1,084

*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

Table I-4

Progress Toward High-Priority Undergraduate Degrees						
U. T. System Institutions						
AY	2005 Closing the Gaps Target			2005 Closing the Gaps Target		
	99-00	03-04		99-00	03-04	
Academic						
Arlington ²	281	341	349	282	315	304
Austin	1,321	1,613	1,375	239	216	215
Brownsville/TSC	45	125	84	119	192	172
Dallas	366	436	909	40	32	0
El Paso	200	244	740	137	207	257
Pan American	107	125	159	145	184	171
Permian Basin	34	36	58	--	--	--
San Antonio	203	302	684	33	27	0
Tyler	83	81	421	163	116	211
Total Academic	2,640	3,303	4,779	1,158	1,289	1,330
Health-Related						
SWMC-Dallas ¹				96	52	69
UTMB Galveston				368	240	380
HSC-Houston				126	172	208
HSC-San Antonio				434	478	341
M. D. Anderson				--	58	69
Total Health-				1,024	1,000	1,067
Total U. T. System	2,640	3,303	4,779	2,182	2,289	2,397

*Engineering, Computer Science, Mathematics, Physical Sciences

**Nursing and Allied Health

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

² In 03-04, U. T. Arlington also awarded 246 baccalaureate degrees in Information Systems, a field closely related to Computer Science.

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 2003-04, U. T. System academic institutions conferred a total of 3,303 baccalaureate degrees and certificates in high-priority technical fields. Since 1999-2000, the number increased at every U. T. System academic institution except U. T. Tyler (where there was a decrease of just two degrees). In some cases, the increases were notably large: nearly 300 additional degrees at U. T. Austin; 80 additional degrees at U. T. Brownsville/TSC; 70 more at U. T. Dallas; and nearly 100 additional degrees at U. T. San Antonio.
- In 2003-04, U. T. System academic institutions also awarded 1,289 baccalaureate degrees and certificates in high-priority health fields, a more modest increase over the number awarded in 1999-2000. The number increased by 73 at U. T. Brownsville/TSC and by 70 at U. T. El Paso.
- 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 degrees, which were adjusted upward in 2004.

Graduate-Level Education Degrees

- In addition, between 2000 and 2004, U. T. System institutions collectively have increased the number of graduate-level education degrees from 1,210 to 1,453.
- See data on numbers of education degrees on page I-70.

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 03-04

AY	Black			Hispanic		
	99-00	03-04	% Change From 99-00	99-00	03-04	% Change From 99-00
Academic						
Arlington	250	362	44.8%	276	401	45.3%
Austin	274	310	13.1	1,041	1,144	9.9
Brownsville/TSC	3	2	-33.3	992	1,652	66.5
Dallas	68	132	94.1	93	143	53.8
El Paso	47	35	-25.5	1,179	1,288	9.2
Pan American	4	9	125.0	1,222	1,615	32.2
Permian Basin	15	17	13.3	77	145	88.3
San Antonio	98	162	65.3	1,088	1,387	27.5
Tyler	64	51	-20.3	15	26	73.3
Total Academic	823	1,080	31.2%	5,983	7,801	30.4%
Health-Related						
SWMC-Dallas ¹	14	7	-50.0	8	14	75.0
UTMB Galveston	41	36	-12.2	49	36	-26.5
HSC-Houston	12	20	66.7	12	22	83.3
HSC-San Antonio	21	26	23.8	119	177	48.7
M. D. Anderson*	0	5	N/A	0	8	N/A
Total Health-Related	88	94	6.8%	188	257	36.7%
Total U. T. System	911	1,174	28.9%	6,171	8,058	30.6%

*M. D. Anderson enrolled students for the first time in fall 2001.
¹ Allied Health baccalaureate program transitioned to Master's status.

Source: Texas Higher Education Coordinating Board

- From 1999-2000 to 2003-04, the number of baccalaureate degrees and certificates awarded to Black and Hispanic students increased by over 30 percent at U. T. System academic institutions.
- Over this period at U. T. Arlington, the number of degrees awarded to Black and Hispanic students increased by 45 percent.
- At U. T. Dallas, the number of degrees awarded to Black students nearly doubled, from 68 to 132, and degrees awarded to Hispanic students increased by 54 percent.
- At U. T. Pan American, the number of degrees awarded to Black students, although small, increased by 125 percent; degrees to Hispanic students, by 32 percent.

- U. T. Permian Basin increased the number of degrees awarded to Hispanic students by 88 percent.
- At U. T. San Antonio, 65 percent more Black students received degrees in 2003-04 than in 1999-2000.
- At U. T. Tyler, 73 percent more Hispanic students received degrees in 2003-04 than in 1999-2000, (a comparatively small number).
- U. T. System health-related institutions enroll many fewer undergraduates. Overall, between 1999-2000 and 2003-04, undergraduate awards increased by 7 percent for Black students and 37 percent for Hispanic students.
- Proportionately larger increases occurred at: U. T. Health Science Center-Houston – 67 percent for Black students and 83 percent for Hispanic students; 75 percent increase for Hispanic students at U. T. Southwestern Medical Center; and 49 percent for Hispanic students at U. T. Health Science Center-San Antonio.

U. T. 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. Academic Institutions

Undergraduate Participation and Success

Table I-6

Enrollment of First-Time, Full-Time Degree-Seeking Undergraduates* at U. T. Academic Institutions							
	Fall	1999	2000	2001	2002	2003	% increase Fall 99-03
Arlington		1,389	1,586	1,833	2,114	2,414	73.8%
Austin		6,921	7,558	7,197	7,832	6,480	-6.4
Dallas		601	801	984	905	1,048	74.4
El Paso		1,662	2,018	2,156	2,310	2,428	46.1
Pan American		1,692	1,771	1,945	2,082	2,485	46.9
Permian Basin		97	144	165	218	295	204.1
San Antonio		1,670	1,729	1,911	3,002	4,132	147.4
Tyler		191	175	243	293	425	122.5
Total		14,223	15,782	16,434	18,756	19,707	38.6%

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

Note: Brownsville/TSC 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 has increased over the past five years — rising 38.6 percent from fall 1999. Enrollments at U. T. Permian Basin more than doubled over the past five years, and increased by nearly 150 percent at U. T. San Antonio. The number rose 123 percent at Tyler due to downward expansion at that institution to enroll freshmen and sophomores.
- The headcount reported here includes those graduating from high school and enrolling in the summer semester.

Table I-7

First Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions, Percent Female							
	Fall	1999	2000	2001	2002	2003	
Arlington		50.8%	50.3%	49.6%	50.5%	48.7%	
Austin		50.7	51.0	52.0	52.4	54.6	
Dallas		40.1	37.8	40.9	44.6	40.1	
El Paso		52.6	51.8	53.6	52.3	51.3	
Pan American		58.0	56.7	57.8	54.7	54.6	
Permian Basin		67.0	59.7	63.0	57.8	54.6	
San Antonio		52.9	51.8	51.1	54.0	50.2	
Tyler		66.5	65.1	56.8	56.3	56.2	
System		52.0%	51.0%	52.0%	52.5%	51.8%	

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

Source: Texas Higher Education Coordinating Board

- Fifty-two percent of first-time full-time students were female in 2003. However, females persist in higher proportions than do male students (see Table I-23). Thus, 54 percent of all undergraduates were female in 2003, 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

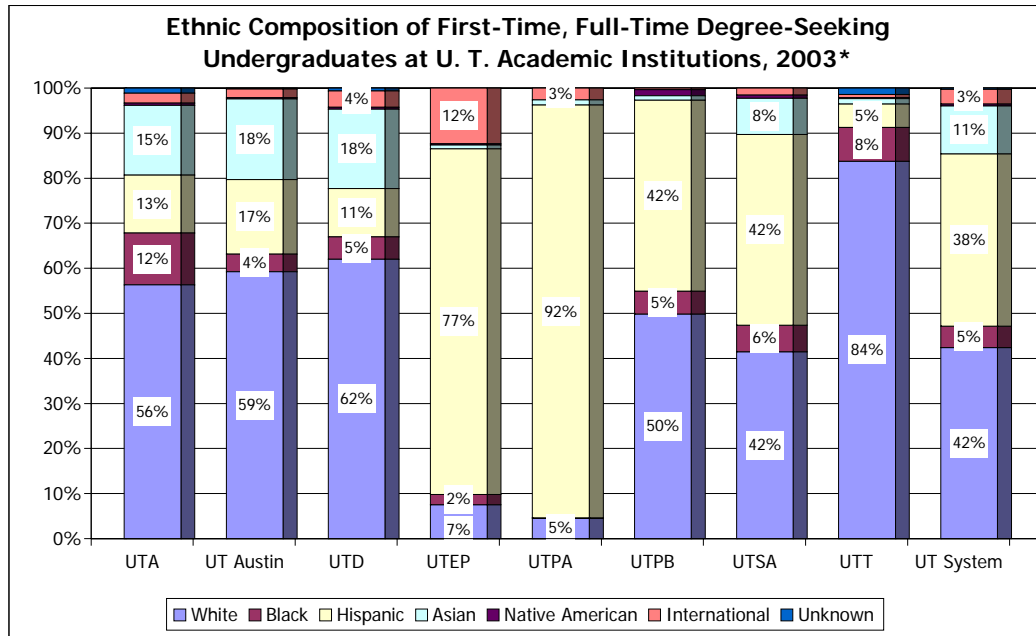
	Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	1999	55.2%	14.4%	13.8%	12.7%	0.6%	3.2%	--
	2003	56.3	11.6	12.8	15.5	0.5	2.2	1.1
Austin	1999	63.1	4.1	13.9	17.3	0.4	1.2	--
	2003	59.2	3.9	16.5	17.9	0.3	1.9	0.2
Dallas	1999	62.6	5.7	6.8	22.6	0.2	2.2	--
	2003	62.0	5.0	10.7	17.7	0.4	3.6	0.7
El Paso	1999	11.7	2.9	73.8	1.1	0.2	10.3	--
	2003	7.5	2.3	76.7	0.8	0.3	12.4	--
Pan American	1999	15.1	0.2	81.7	0.8	0.2	2.0	--
	2003	4.5	0.0	91.6	1.2	--	2.6	--
Permian Basin	1999	63.9	0.0	35.1	0.0	1.0	--	--
	2003	49.8	5.1	42.4	1.0	1.4	0.3	--
San Antonio	1999	36.9	7.5	48.8	4.4	0.4	2.0	--
	2003	41.5	5.9	42.3	8.0	0.7	1.6	--
Tyler	1999	86.9	4.7	3.7	2.6	1.6	0.5	--
	2003	83.8	7.5	5.2	1.2	0.2	0.7	1.4
Total Academic Institutions	1999	47.9%	4.9%	32.8%	11.4%	0.4%	2.6%	--
	2003	42.4%	4.7%	38.2%	10.7%	0.4%	3.3%	0.3%

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

Source: Texas Higher Education Coordinating Board

- At U. T. Austin, U. T. Dallas, 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 has increased between fall 1999 and fall 2003.
- In 2003, Hispanic students comprised just over 38 percent of all first-time, full-time, degree-seeking undergraduates at U. T. System academic institutions. This was up from 33 percent in 1999, and was approaching the overall proportion – 40 percent – of college-age Hispanics in Texas.
- However, the percentage of Black students has declined at six of nine academic institutions. Comparatively larger increases at the other three result in a small total decrease.

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
2003-2004 Academic Year**

	# h.s. graduates	% by ethnicity
White	116,497	47.7%
Black	33,213	13.6
Hispanic	85,412	35.0
Native American	739	0.3
Asian-Pacific Islander	8,304	3.4
Total	244,165	

Source: Texas Education Agency

- The ethnic composition of the Texas high school graduating class of 2003-04 was split, with less than half (48 percent) White students.
- Hispanic students comprised just over one-third of the 2004 high school graduating class.
- U. T. System academic institutions together matriculated a smaller proportion of White students (42 percent) and a larger proportion of Hispanic students (38 percent) than the proportions among 2004 high school graduates in Texas.
- However the proportion of new Black students (5 percent) at U. T. System academic institutions has been and continues to be lower than the proportion among the high school graduates (14 percent).

- Nationally, some states have experienced declines in Black enrollments among first-time students. In fall 2005, the University of Kentucky experienced a 41 percent decline, from 256 (6 percent of the entering class) to 151 (4 percent). In Florida's public universities, the number – 5,371 – was 566 less than the previous year, representing 14 percent of total enrollment, down from nearly 16 percent and the lowest it has been since 1999. (*Chronicle of Higher Education*, "Public Colleges in Florida and Kentucky Try to Account for Sharp Drops in Black Enrollments," 10/14/2005: <http://chronicle.com/daily/2005/10/2005101403n.htm>.)
- Furthermore, at U. T. Brownsville/Texas Southmost College, 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.

Contextual Measure: Student Preparation

Table I-10

		Average ACT/SAT Scores of First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions				
		Fall 00*	Fall 01	Fall 02	Fall 03	Fall 04
Arlington	ACT	22	21	21	22	22
	SAT	1048	1051	1046	1067	1066
Austin	ACT	25	25	26	26	26
	SAT	1211	1217	1222	1230	1230
Dallas**	ACT	25	25	25	25	27
	SAT	1189	1179	1209	1225	1239
El Paso	ACT	19	19	18	18	19
	SAT	905	927	902	920	924
Pan American	ACT	18	18	18	18	18
	SAT	920	926	914	928	922
Permian Basin	ACT	21	21	20	21	22
	SAT	954	987	993	993	991
San Antonio	ACT	20	20	20	21	20
	SAT	975	971	983	993	980
Tyler	ACT	24	23	22	23	23
	SAT	1096	1089	1071	1042	1068

*In fall 2000, the Gateway Program which admits provisional students was moved from summer to fall; since then, the SAT/ACT scores of these provisional students have been averaged into the fall cohort.

**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. Tyler. Average ACT scores have held level or declined very slightly at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.
- In fall 2004, average SAT scores increased over averages in fall 2003 at three institutions: U. T. Dallas, U. T. El Paso, and U. T. Tyler. The SAT scores at U. T. San Antonio decreased from 2003 to 2004 because of a change in institutional practices. The large majority of provisional students are now admitted in the fall semester instead of the spring or summer.
- Average ACT scores increased slightly from fall 2003 to fall 2004 at U. T. Dallas, U. T. El Paso, and U. T. Permian Basin.

Table I-11

Number of Top 10 Percent High School Graduates Enrolled as First-Time Undergraduates at U. T. Academic Institutions						
	Fall	2000	2001	2002	2003	2004
Arlington		323	326	349	405	403
Austin		3,319	3,404	3,878	4,219	4,186
Dallas		132	239	268	316	321
El Paso		228	274	290	303	306
Pan American		0	69	38	41	161
Permian Basin		25	35	43	53	49
San Antonio		215	182	343	423	342
Tyler		63	72	54	68	81

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

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 2000 to fall 2004, the numbers have increased at every U. T. System academic institution.
- However, with fast overall enrollment growth, the proportion has declined at U. T. San Antonio and U. T. Tyler.

Figure I-4

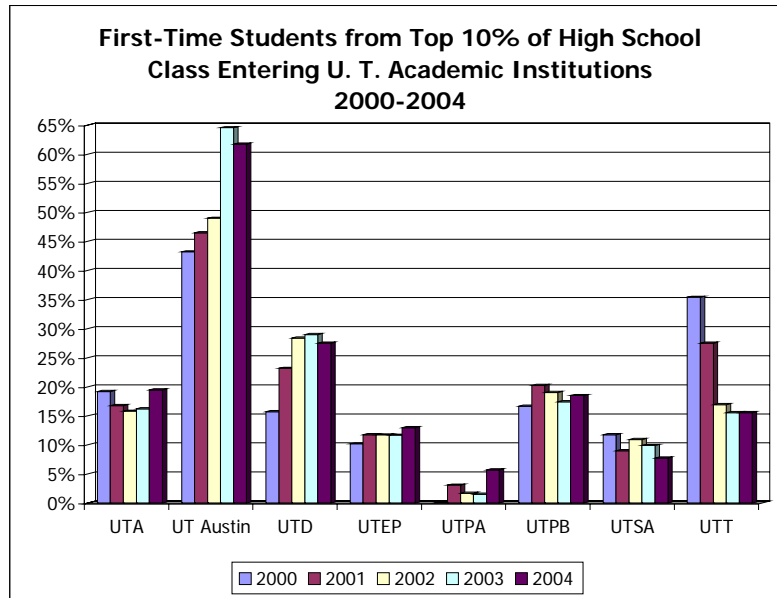


Table I-12

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

		Total	White	Black	Hispanic	Asian	Native American
Arlington	Fall						
	2000	323	18.2%	15.8%	20.7%	29.4%	0.0%
	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	
Austin	2000	3,319	39.9	52.2	57.9	49.4	28.1
	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
Dallas	2000	132	16.0	17.9	20.3	15.3	0.0
	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
El Paso	2000	228	10.3	0.0	12.2	9.1	0.0
	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
Pan American	2000	0	0.0	0.0	0.0	0.0	0.0
	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
Permian Basin	2000	25	21.4	0.0	13.7	0.0	0.0
	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
San Antonio	2000	215	8.4	8.1	15.6	10.0	16.7
	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
Tyler	2000	63	34.4	66.7	20.0	50.0	25.0
	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

Notes:

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

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

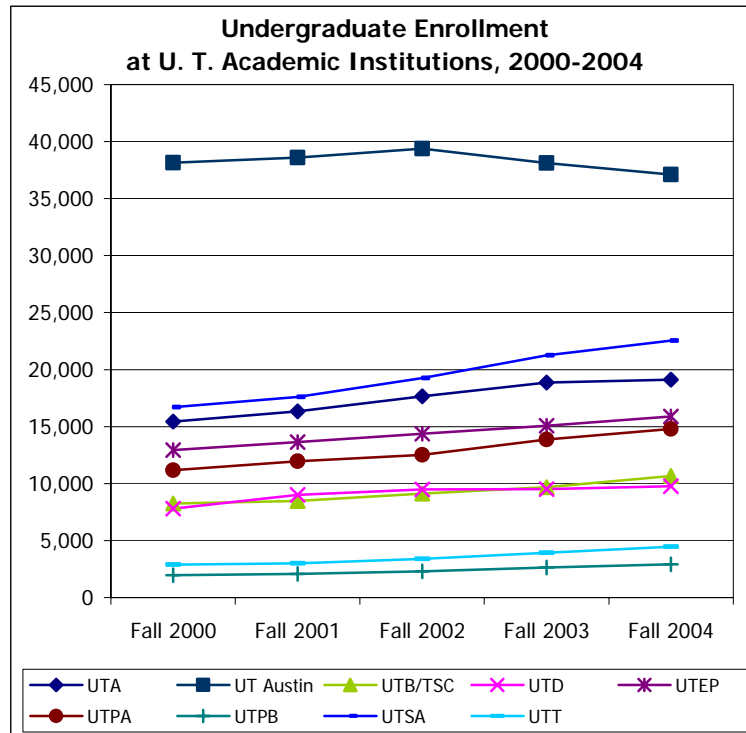
Source: Texas Higher Education Coordinating Board

Table I-13

Total Fall Undergraduate Headcount at U. T. Academic Institutions						% Change Fall 00-04
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	
Arlington	15,449	16,330	17,649	18,867	19,114	23.7%
Austin	38,162	38,609	39,391	38,112	37,101	-2.8
Brownsville/TSC	8,244	8,470	9,131	9,699	10,656	29.3
Dallas	7,807	9,009	9,482	9,523	9,782	25.3
El Paso	12,955	13,642	14,384	15,085	15,901	22.7
Pan American	11,186	11,971	12,509	13,870	14,788	32.2
Permian Basin	1,979	2,077	2,292	2,638	2,923	47.7
San Antonio	16,707	17,599	19,244	21,242	22,537	34.9
Tyler	2,892	3,004	3,409	3,922	4,466	54.4
Total Academic Institutions	115,381	120,711	127,491	132,958	137,268	19.0%

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 20 percent from 2000 to 2004.
- The proportion of growth was greatest at U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler, but enrollment increased by 25 percent or more at six institutions and by 24 and 23 percent at U. T. Arlington and U. T. El Paso respectively. U. T. Austin capped enrollment, and enrollment is now decreasing slightly.
- 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 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Arlington	53.3%	53.3%	53.3%	52.5%	53.2%
Austin	50.5	50.5	50.5	51.2	51.6
Brownsville/TSC	61.1	61.4	60.7	59.7	59.5
Dallas	48.1	48.2	49.6	48.9	47.8
El Paso	53.9	54.4	54.7	54.2	54.4
Pan American	57.9	58.6	58.3	58.1	57.7
Permian Basin	64.1	66.5	65.5	62.7	62.3
San Antonio	55.5	55.0	55.0	53.9	53.5
Tyler	66.7	65.7	62.8	61.3	60.4
System	53.9%	54.0%	54.1%	53.8%	54.0%

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 at least half, and often significantly more than half, of the undergraduate students on all campuses except U. T. Dallas. This parallels national enrollment patterns, where 57.6 percent of college students are female.
- At U. T. Brownsville/Texas Southmost College, U. T. Permian Basin, and U. T. Tyler, the proportion of female students has declined between 2000 and 2004, but they still outnumbered male students by nearly three to two.
- The proportion of female students has increased slightly from 2000 to 2004 at U. T. Austin and U. T. El Paso.

Age

Table I-15

Average Undergraduate Age at U. T. Academic Institutions						
	Fall	2000	2001	2002	2003	2004
Arlington		25	24	24	24	24
Austin		21	21	21	21	21
Brownsville/TSC		25	25	25	25	25
Dallas		26	26	25	25	25
El Paso		24	24	23	23	24
Pan American		23	23	23	23	23
Permian Basin		29	28	28	27	27
San Antonio		25	25	24	24	23
Tyler		28	27	27	26	26

Source: Texas Higher Education Coordinating Board

- Between 2000 and 2004, the average undergraduate age has decreased slightly at U. T. Arlington, U. T. Dallas, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler. These decreases parallel the decrease in proportion of part-time undergraduate students at these institutions. (See Table I-16.)

- Higher average ages of the undergraduate population at U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. Permian Basin, and U. T. Tyler may be affected by the number of stop-outs (time of matriculation to actual degree).

Race and Ethnicity

Figure I-6

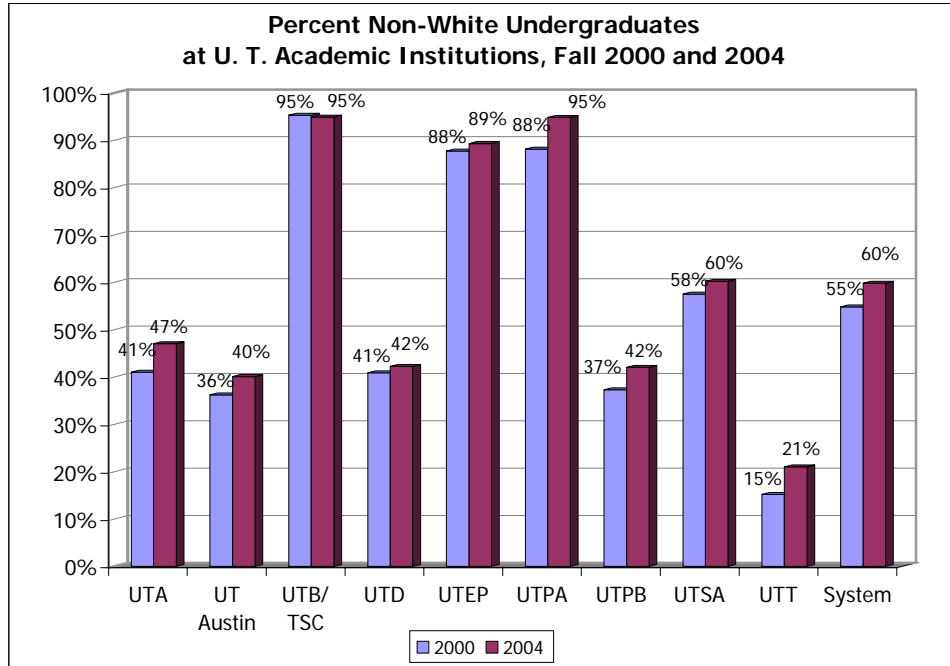
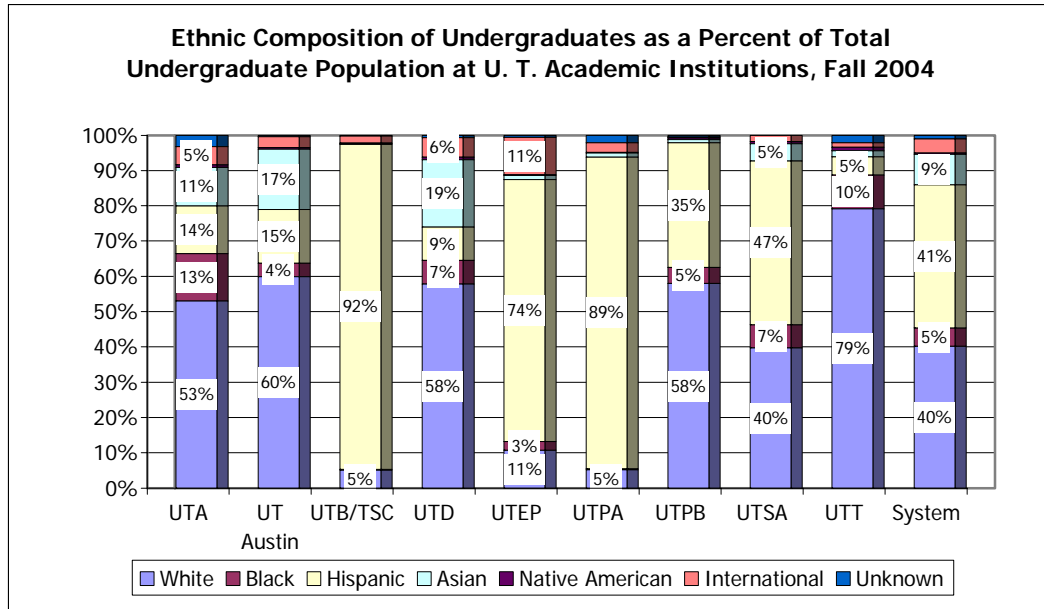


Figure I-7



- Although the numbers of non-White undergraduate students have increased from 2000 to 2004, the proportion of each ethnic population, illustrated here for fall 2004, has not changed significantly.
- Forty-one percent of all U. T. System academic institution undergraduates enrolled in fall 2004 were Hispanic, approaching the overall proportion – 45 percent – of Hispanic students enrolled in K-12 schools in 2004, as reported by the Texas Education Agency.
- U. T. Brownsville/Texas Southmost College, U. T. El Paso, and U. T. Pan American serve the largest proportion of Hispanic students; U. T. Permian Basin and U. T. San Antonio also serve large numbers of Hispanic students.
- U. T. Arlington, U. T. Dallas, and U. T. Tyler serve comparatively large proportions of Black students.

Contextual Measure: Part-time students

- Part-time students continue to comprise a significant portion of undergraduate enrollments at all U. T. System academic institutions, although the overall proportion has decreased slightly over the past five years.
- Nationally, 22 percent of undergraduates were enrolled part-time in public four-year institutions in 2003, 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. Over the past five years, this proportion has declined at most U. T. academic institutions, held level at UTB/TSC, and increased at U. T. El Paso.

Table I-16

Part-Time Undergraduates, Percent of Total at U. T. Academic Institutions						
	Fall	2000	2001	2002	2003	2004
Arlington		33.3%	31.5%	29.7%	28.5%	28.3%
Austin		12.2	11.9	10.6	9.9	9.4
Brownsville/TSC		52.4	54.3	53.7	52.3	52.4
Dallas		46.5	45.3	43.0	36.5	34.2
El Paso		28.7	26.6	25.6	27.1	31.2
Pan American		34.8	34.0	31.2	29.8	27.9
Permian Basin		43.2	41.6	38.0	35.6	37.3
San Antonio		33.6	31.6	30.0	26.6	25.4
Tyler		45.4	39.9	36.8	30.6	28.6
Total Academic Institutions		28.7%	27.9%	26.6%	25.4%	25.5%

Source: Texas Higher Education Coordinating Board

Figure I-8

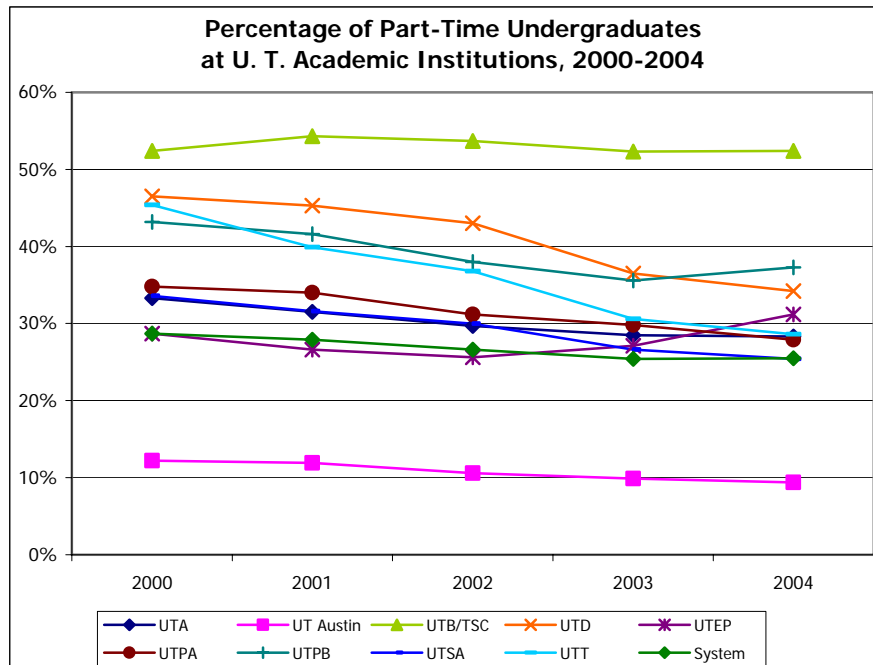


Table I-17

Part-Time, First-Time Degree-Seeking Undergraduates at U. T. Academic Institutions, Percent of Total						
	Fall	1999	2000	2001	2002	2003
Arlington		5.6%	5.9%	5.6%	4.3%	3.4%
Austin		1.6	1.6	1.7	1.1	0.9
Dallas		4.9	4.5	4.6	4.2	3.9
El Paso		10.3	9.8	7.5	6.4	6.4
Pan American		15.8	15.0	12.9	8.0	7.1
Permian Basin		9.3	4.0	4.6	3.1	3.0
San Antonio		7.8	5.4	5.6	4.4	3.2
Tyler		0.0	1.1	0.8	2.3	2.7
Total Academic Institutions		5.9%	5.5%	5.1%	3.7%	3.5%

Note: Brownsville/TSC 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 6 percent to 3.5 percent from fall 1999 to fall 2003.
- The National Center for Education Statistics reported in fall 2003 that 21 percent of the nation's first-time degree-seeking students are enrolled part-time.
- However, as they progress through their undergraduate careers, the proportion of part-time students increases. In fall 2004, 25.5 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 2004-05, \$767 million was allocated for 228,587 financial aid awards to U. T. System academic institution students (some students received more than one award, including grants, loans, and work study). (See Table I-20.)
- Forty percent of undergraduate students received some form of need-based aid. Fifty percent received some amount of need-based, merit, or other form of aid.
- Of the scholarships and aid, federal grants made up 42 percent, a decrease of three percentage points from last year; institutional funds increased to 33 percent from 30 percent the previous year; state funds provided another 17 percent, up slightly from 16 percent in 2003-04; and 9 percent came from private sources, as in the previous year.
- By dollar amount, loans comprised 52 percent of total awards, down from 56 percent in 2003-04; grants and scholarships comprised 47 percent, up from 43 percent in 2003-04; 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.

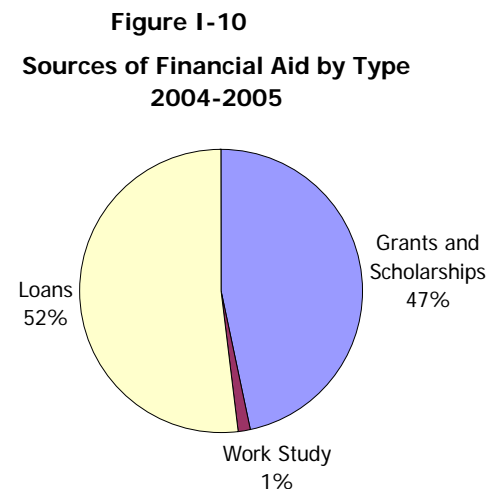
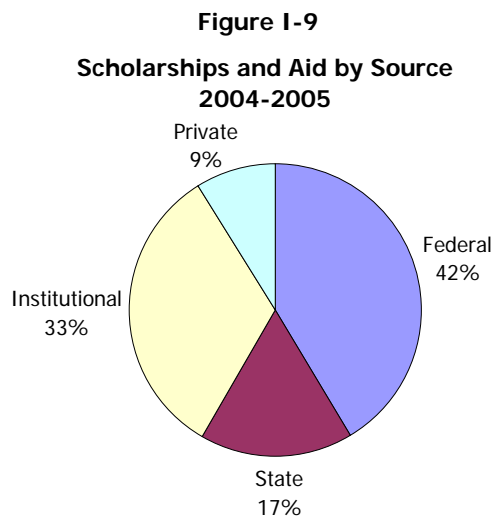


Table I-18

**Non-Loan Financial Aid Awards and Total Tuition and Fees
at U. T. Academic Institutions FY 2004-2005**

	Total Non-Loan Financial Aid Awards	Total Tuition and Fee Charges*
Arlington	\$35,832,205	\$87,210,000
Austin	133,579,288	216,481,000
Brownsville/TSC**	24,351,930	7,576,000
Dallas	12,665,754	45,676,000
El Paso	44,381,609	50,504,000
Pan American	57,237,432	28,661,000
Permian Basin	4,878,162	7,243,000
San Antonio	47,837,907	92,460,000
Tyler	8,670,266	9,956,000

* Figures represent net tuition and fee charges which exclude discounts and allowances.

** Tuition and fee charges for Brownsville only; financial aid awards for Brownsville and TSC.

Source: Annual Financial Report, Exhibit B and Academic Institutions

- In FY 2004-2005, financial aid awards averaged 68 percent of the total cost of tuition and fees at all U. T. System academic institutions.
- For some institutions, total financial aid awards covered more than total tuition and fees, contributing to other costs of attendance that students incurred.

Table I-19

TEXAS Grants Awarded at U. T. Academic Institutions

	FY	2003	2004	2005
Arlington		\$4,013,772	\$3,708,576	\$4,360,018
Austin		14,001,098	14,601,000	16,260,790
Brownsville/TSC		1,919,133	2,210,645	2,381,213
Dallas		2,396,791	2,007,510	2,195,916
El Paso		7,616,384	6,003,680	6,996,910
Pan American		13,516,684	10,476,346	15,268,692
Permian Basin		446,429	505,540	425,462
San Antonio		3,722,808	5,724,220	5,647,070
Tyler		772,675	743,353	568,711

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.

Contextual Measure: Undergraduate Financial Aid Awards and Recipients at U. T. Academic Institutions 2004-05

Table I-20

Undergraduate Financial Aid Awards and Recipients			Undergraduate Financial Aid Awards and Recipients		
Source of Funding	Number of Awards	Amount Awarded	Source of Funding	Number of Awards	Amount Awarded
Arlington			Pan American		
Federal	6,718	\$15,018,174	Federal	10,243	\$27,570,978
State	1,388	4,415,331	State	5,834	19,384,203
Institutional	9,121	11,538,153	Institutional	5,410	7,109,940
Private	1,675	3,441,308	Private	831	1,305,222
Work Study	817	1,419,239	Work Study	1,049	1,867,089
Loans	10,301	37,690,846	Loans	5,453	21,191,331
TOTAL	30,020	\$73,523,051	TOTAL	28,820	\$78,428,763
Austin			Permian Basin		
Federal	8,474	\$22,527,836	Federal	1,369	\$3,306,121
State	5,244	17,136,374	State	155	425,462
Institutional	24,502	78,716,722	Institutional	354	404,832
Private	4,916	12,113,523	Private	382	564,112
Work Study	1,812	3,084,833	Work Study	110	177,635
Loans	17,244	147,443,243	Loans	1,598	7,974,451
TOTAL	62,192	\$281,022,531	TOTAL	3,968	\$12,852,613
Brownsville/TSC			San Antonio		
Federal	7,882	\$20,512,782	Federal	10,279	\$25,351,905
State	1,446	2,543,430	State	1,798	5,707,180
Institutional	996	395,416	Institutional	5,392	7,173,193
Private	151	145,346	Private	3,911	7,978,699
Work Study	473	754,956	Work Study	827	1,626,930
Loans	4,721	20,818,161	Loans	16,155	88,600,783
TOTAL	15,669	\$45,170,091	TOTAL	38,362	\$136,438,690
Dallas			Tyler		
Federal	2,522	\$5,963,768	Federal	1,731	\$4,093,640
State	690	2,221,888	State	178	568,711
Institutional	3,041	2,807,210	Institutional*	1,049	1,266,335
Private	681	1,143,359	Private	1,564	2,585,823
Work Study	161	529,529	Work Study	76	155,757
Loans	7,013	29,485,208	Loans	2,092	11,508,611
TOTAL	14,108	\$42,150,962	TOTAL	6,690	\$20,178,877
El Paso			* Includes institutional work-study program.		
Federal	9,109	\$24,520,487			
State	2,479	7,879,043	GRAND TOTAL	228,587	\$767,149,824
Institutional	4,811	8,145,770			
Private	1,487	2,587,469			
Work Study	571	1,248,840			
Loans	10,301	33,002,637			
TOTAL	28,758	\$77,384,246			

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

Average Net Tuition and Fees

Table I-21

	Tuition and Fees Per SCH ¹	Discounted Amount Based on Financial Aid	Average Discounted Tuition & Fees	Percent Discount
Arlington	\$177	\$53	\$124	30%
Austin ²	234	76	158	32
Dallas	212	52	160	25
El Paso	155	80	75	52
Pan American	105	60	45	57
Permian Basin	129	55	74	43
San Antonio	176	67	109	38
Tyler	135	54	81	40
Average	\$165	\$62	\$103	38%

¹Includes: Tuition and required fees.

²Tuition and Fees per Student Credit Hour includes tuition, required fees, and course-specific fees.

Note: Excludes U. T. Brownsville/TSC because financial aid data were unavailable.

Source: U. T. System Academic Institutions, Common Data Set

- In 2004 and 2005, on average, tuition and required fees per semester credit hour cost \$165.
- However, the average discount increased between 2004 and 2005, from \$48 to \$62. As a result, the average percent discount increased from 36% to 38%.

Student Success: Persistence and Graduation Rates

Persistence Rates

Table I-22

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

	Year of Matriculation				
	Fall 1999	2000	2001	2002	2003
Arlington	65.9%	68.0%	65.6%	66.4%	60.4%
Austin	89.9	91.0	90.5	91.4	92.7
Dallas	77.7	78.0	79.4	83.8	80.2
El Paso	64.3	64.6	64.3	68.7	56.9
Pan American	60.0	61.0	64.4	66.3	66.0
Permian Basin	64.9	55.6	61.2	65.6	67.8
San Antonio	57.8	62.8	60.0	58.6	51.9
Tyler	68.1	60.0	60.5	54.3	56.0

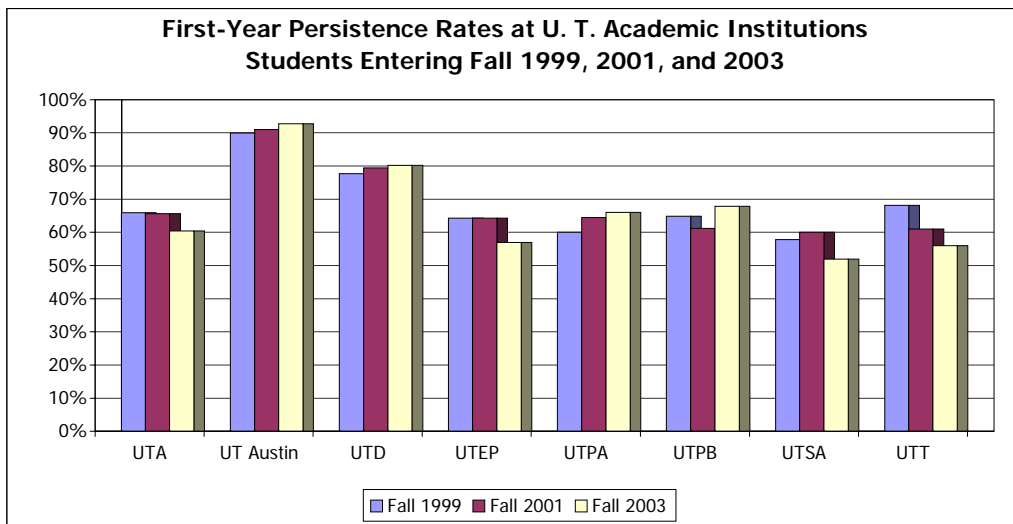
Notes: Most students at Brownsville/TSC matriculate at TSC, so first-year persistence rates cannot accurately be calculated for the campus.

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.

Persistence rates for entering cohorts may be inconsistent because of variability in social security numbers (SSNs). For example, at U. T. El Paso, adjusting for changed SSNs in the fall 2003 cohort, the first-year persistence rate would be 66.4%.

Source: Texas Higher Education Coordinating Board

Figure I-11



- Among students matriculating between fall 1999 and 2003, persistence rates increased at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin.

Table I-23

		Year of Matriculation					
		Fall	1999	2000	2001	2002	2003
Arlington	Female		67.0%	69.3%	70.0%	67.8%	62.7%
	Male		64.8	66.6	61.2	65.0	58.3
Austin	Female		91.0	92.5	91.8	92.0	93.0
	Male		88.7	89.5	89.0	90.7	92.3
Dallas	Female		73.0	80.9	80.3	83.9	81.2
	Male		80.8	76.3	78.7	83.6	79.5
El Paso	Female		68.3	68.0	67.3	70.6	59.6
	Male		59.8	60.9	60.8	66.7	54.1
Pan American	Female		62.3	64.7	65.8	68.6	69.8
	Male		57.0	56.1	62.6	63.6	61.5
Permian Basin	Female		64.6	57.0	63.5	66.7	68.3
	Male		65.6	53.4	57.4	64.1	67.2
San Antonio	Female		63.9	65.1	59.2	59.8	54.2
	Male		50.9	60.2	60.9	57.1	49.6
Tyler	Female		67.7	59.6	60.1	50.9	58.2
	Male		68.8	60.7	61.0	58.6	53.2

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

- At all campuses, females persisted in higher proportions than males, for the class matriculating in fall 2003.
- The increases hold for minority groups: persistence rates of Hispanic students exceeded those of White students at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. And the rates increased over this five-year period among Hispanic students at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin.
- Persistence rates among white students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. Pan American.
- 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 quality of undergraduate experience.

Table I-24

**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	1999	61.1	68.5	67.2	84.7	33.3	61.4	--
	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
Austin	1999	90.3	91.5	85.0	93.5	85.7	68.8	--
	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
Dallas	1999	76.1	88.2	48.8	88.2	**	76.9	--
	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
El Paso	1999	56.7	69.4	67.7	61.1	25.0	48.0	--
	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	--
Pan American	1999	55.9	50.0	60.8	84.6	**	50.0	--
	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	--
Permian Basin	1999	67.7	--	61.8	--	**	--	--
	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	**	--
San Antonio	1999	55.7	54.8	59.3	64.9	83.3	51.5	--
	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	--
Tyler	1999	71.1	66.7	71.4	0.0	**	**	--
	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

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 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 has improved 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 nearly six percentage points at U. T. Austin, by four at U. T. Pan American, and by nearly seven at U. T. Permian Basin.
 - The five-year rate increased by 12 points at U. T. Permian Basin, by over 9 percentage points at U. T. Arlington, by 5 points at U. T. Austin, by almost four points at U. T. El Paso, by six points at U. T. Pan American. (It increased by nearly 15 points at U. T. Tyler with just two years of data.)
- 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/Texas Southmost College typically start at TSC, accurate graduation rates cannot be calculated. These data issues will be addressed in future studies.

Table I-25

Undergraduates Graduating in Four Years or Less from Same U. T. Academic Institution, Total						
Enrolled Fall	1996	1997	1998	1999	2000	
Arlington	13.2%	12.7%	12.3%	14.5%	15.1%	
Austin	39.2	36.5	38.9	41.3	44.8	
Dallas	30.3	31.7	37.7	29.6	30.6	
El Paso	2.9	2.5	3.6	4.5	4.0	
Pan American	5.9	6.2	7.8	8.4	10.2	
Permian Basin	9.3	15.2	17.0	15.5	16.0	
San Antonio	5.5	6.3	6.3	6.1	6.8	
Tyler*	--	--	26.3	37.9	21.1	

* 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-26

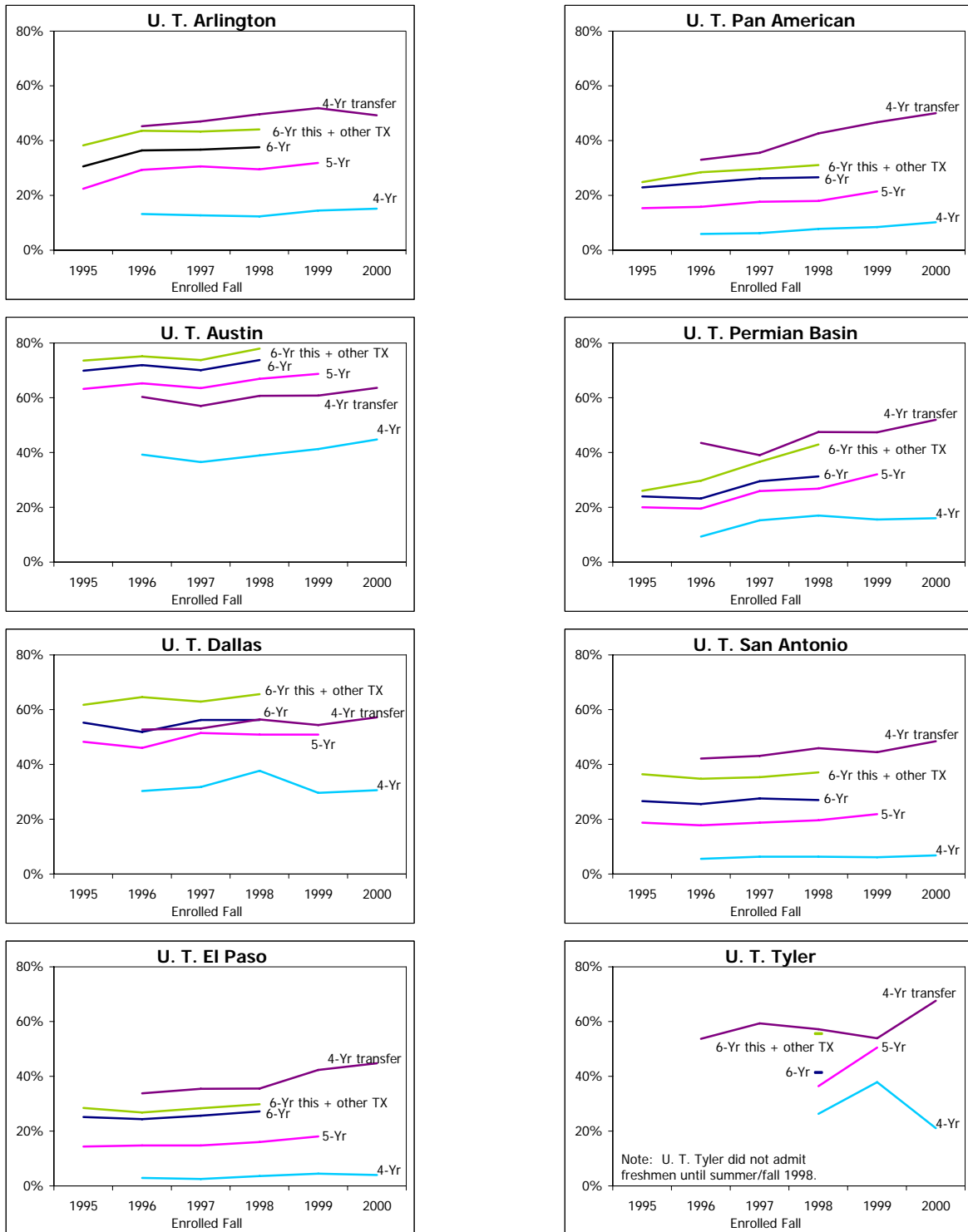
Undergraduates Graduating in Five Years or Less from the Same U. T. Academic Institution, Total						
Enrolled Fall	1995	1996	1997	1998	1999	
Arlington	22.4%	29.3%	30.6%	29.5%	31.8%	
Austin	63.2	65.2	63.5	66.9	68.7	
Dallas	48.3	46.0	51.5	50.9	50.9	
El Paso	14.4	14.8	14.8	16.0	18.1	
Pan American	15.3	15.8	17.7	18.0	21.5	
Permian Basin	20.0	19.5	25.9	26.8	32.0	
San Antonio	18.7	17.8	18.7	19.6	21.8	
Tyler*	--	--	--	36.4	50.5	

* Tyler did not admit freshmen until summer/fall 1998.

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 52 percent for those students enrolled in 1996.

Table I-27

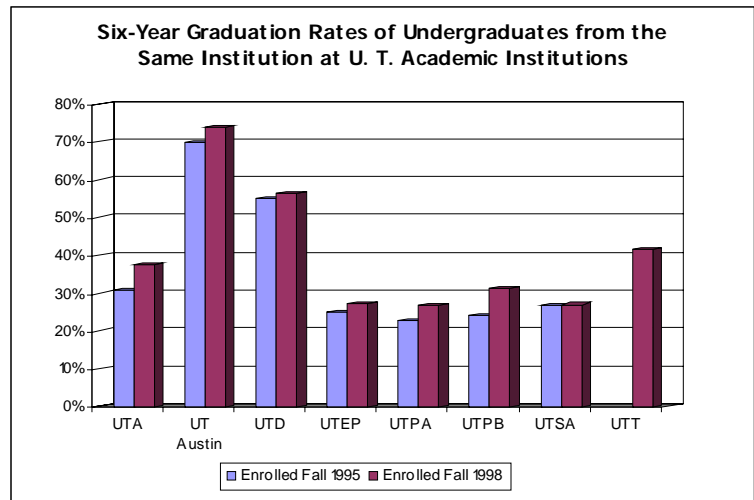
Undergraduates Graduating in Six Years or Less from the Same U. T. Academic Institution, Total				
Enrolled Fall	1995	1996	1997	1998
Arlington	30.6%	36.4%	36.7%	37.6%
Austin	69.9	71.9	70.1	73.8
Dallas	55.2	51.8	56.2	56.2
El Paso	25.1	24.4	25.6	27.2
Pan American	22.9	24.6	26.2	26.6
Permian Basin	24.0	23.2	29.5	31.3
San Antonio	26.6	25.5	27.6	27.0
Tyler*	--	--	--	41.4

* Tyler did not admit freshmen until Summer/Fall 1998.

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 one year of data from its first year of freshmen admissions in 1998.)
- The rate has increased between the 1995 and 1998 entering classes by:
 - 7 points at U. T. Arlington
 - 3.9 points at U. T. Austin
 - 1 point at U. T. Dallas
 - 2.1 points at U. T. El Paso
 - 3.7 points at U. T. Pan American
 - 7.3 points at U. T. Permian Basin
 - 0.4 points at U. T. San Antonio

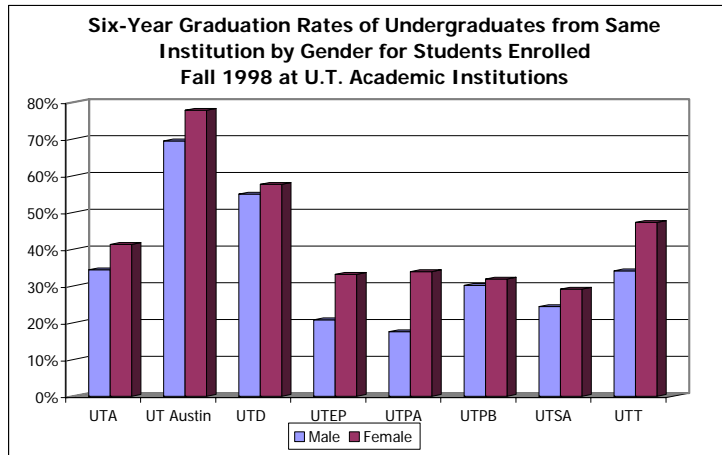
Figure I-13



- 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 greater than 50 percent four-year and greater than 75 percent six-year graduation rates. U. T. El Paso states in its institutional compact a goal of achieving a 50 percent six-year graduation rate by 2014.

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 1998.

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.

Table I-28

Six-Year Graduation Rate from 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
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
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
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
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
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	--	--	--
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
Tyler	1998	41.9	42.9	40.0	**	--	--

**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.

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 79%.

Source: Texas Higher Education Coordinating Board

- 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, U. T. Permian Basin, and U. T. San Antonio, this rate exceeds that of White students.

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 found that for students who graduated from high school in 1992 (http://nces.ed.gov/programs/quarterly/vol_5/5_3/4_2.asp#2):
 - 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-29

Four-Year Graduation Rates of Undergraduate Transfer Students* at U. T. Academic Institutions						
	Enrolled Fall	1996	1997	1998	1999	2000
Arlington		45.2%	47.0%	49.6%	51.8%	49.2%
Austin		60.3	57.0	60.7	60.8	63.6
Dallas		52.7	53.1	56.4	54.4	57.2
El Paso		33.8	35.4	35.5	42.3	44.8
Pan American		33.0	35.5	42.6	46.7	50.0
Permian Basin		43.5	39.0	47.5	47.4	51.9
San Antonio		42.1	43.1	45.9	44.5	48.4
Tyler		53.7	59.3	57.2	53.9	67.6

*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, on average, transfer students who enter U. T. System academic institutions with 30 credits 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.
- For these students transferring between fall 1996 and fall 2000, graduation rates, already comparatively high, have increased at every U. T. System academic institution.

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, graduation rates are from 2 to 14 points higher than if the same-institution rates are considered alone.

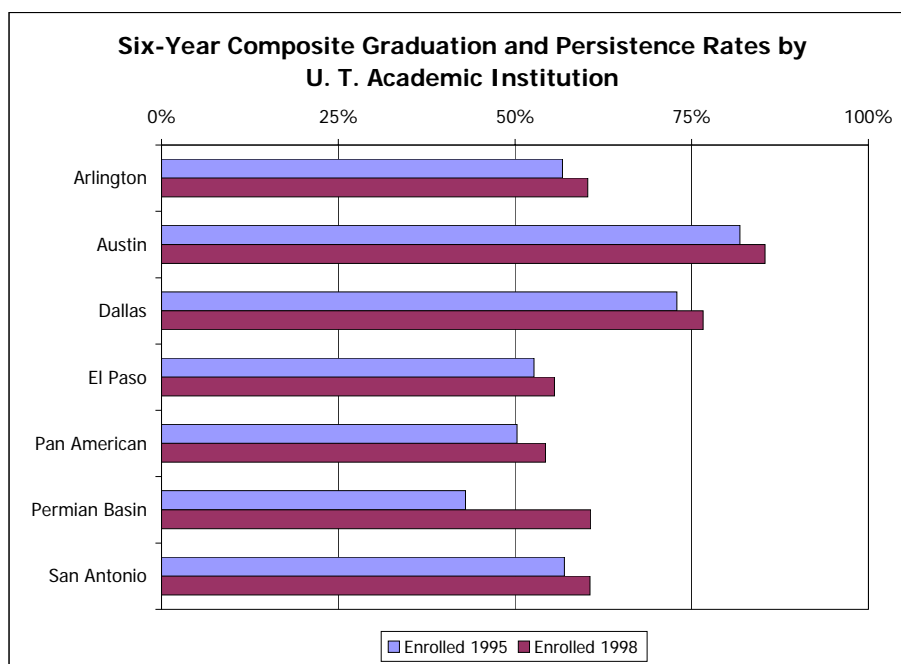
Table I-30

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
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
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
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
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
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
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
Tyler	1998	41.4	14.1	5.1	6.1	66.7

* 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.

Source: Texas Higher Education Coordinating Board

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-31

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

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

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.

Source: Texas Higher Education Coordinating Board

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

Table I-32

**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
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
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
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
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
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	--	--	--
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
Tyler	1998	66.3	71.4	80.0	**	--	--

**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.

U. T. Tyler did not admit freshmen until Summer/Fall 1998.

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

Source: Texas Higher Education Coordinating Board

- For classes matriculating from 1995 through 1998, 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 only down very slightly for Hispanic students who matriculated at U. T. Dallas.)
- The increases were comparatively high among Black students at U. T. Dallas (up nearly 23 points), U. T. Pan American (up 19 points), and among Hispanic students at U. T. Permian Basin (up nearly 31 points).

Undergraduate Degrees

Table I-33

Baccalaureate Degrees Awarded at U. T. Academic Institutions						
	AY	99-00	00-01	01-02	02-03	03-04
Arlington		2,813	2,798	2,892	3,150	3,280
Austin		7,803	7,624	8,005	8,463	8,959
Brownsville/TSC*		475	543	618	613	684
Dallas		1,303	1,386	1,537	1,605	1,823
El Paso		1,695	1,651	1,692	1,798	1,754
Pan American		1,340	1,431	1,597	1,634	1,894
Permian Basin		334	329	417	345	443
San Antonio		2,487	2,590	2,637	2,873	2,912
Tyler		731	702	684	619	720
Total Academic Institutions		18,981	19,054	20,079	21,100	22,469

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

AY	99-00	434
	00-01	459
	01-02	443
	02-03	642
	03-04	775

Source: Texas Higher Education Coordinating Board

- The number of degrees awarded increased from 2000 to 2004 at U. T. System academic institutions except U. T. Tyler (where the number of degrees awarded increased in 2003-04 compared with the previous year).
- As student retention and graduation rates increase, the number of degrees may be expected to increase as well.

Table I-34

Baccalaureate Degrees Conferred, Percent Female at U. T. Academic Institutions						
	AY	99-00	00-01	01-02	02-03	03-04
Arlington		56%	58%	58%	57%	58%
Austin		53	53	54	52	53
Brownsville/TSC		68	68	68	69	65
Dallas		56	52	51	55	55
El Paso		61	60	59	63	62
Pan American		61	62	64	65	66
Permian Basin		67	68	66	70	67
San Antonio		57	57	58	58	55
Tyler		70	70	70	67	68
Academic Institution Average		57%	57%	57%	57%	57%

Source: Texas Higher Education Coordinating Board

- Between 2000 and 2004, 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-35

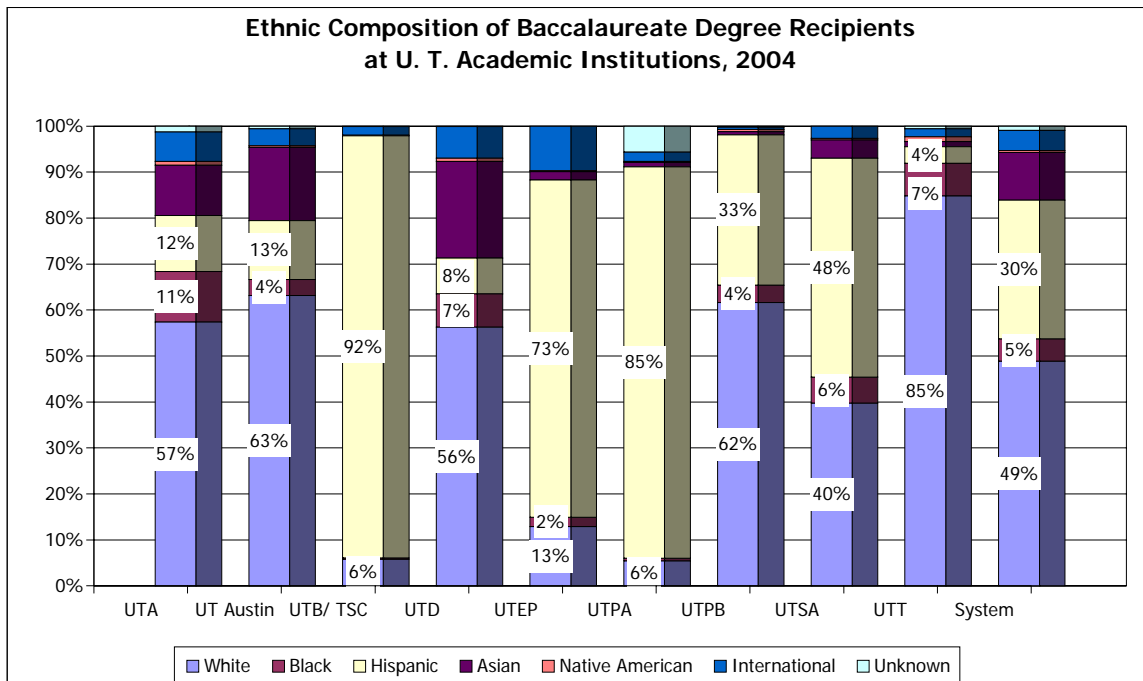
		Baccalaureate Degree Recipients, Percent Ethnicity at U. T. Academic Institutions						
		White	Black	Hispanic	Asian	Native American	International	Unknown
Arlington	AY							
	99-00	63.4%	8.9%	9.8%	14.1%	0.7%	3.0%	--
	03-04	57.3	11.0	12.2	10.9	0.8	6.4	1.3
Austin	99-00	66.3	3.5	13.3	12.7	0.3	3.7	0.1
	03-04	63.3	3.5	12.8	16.0	0.3	3.7	0.6
Brownsville/TSC	99-00	8.0	0.2	89.9	0.2	--	1.7	--
	03-04	5.8	0.3	91.7	0.1	--	1.9	0.1
Dallas	99-00	62.4	5.2	7.1	21.0	0.5	3.7	0.1
	03-04	56.3	7.2	7.8	21.0	0.7	6.9	0.1
El Paso	99-00	17.5	2.8	69.6	1.4	0.4	8.4	--
	03-04	12.9	2.0	73.4	1.8	0.2	9.7	--
Pan American	99-00	6.9	0.3	90.0	0.7	0.1	1.6	0.4
	03-04	5.5	0.5	85.3	1.0	0.2	2.0	5.7
Permian Basin	99-00	70.4	4.5	23.1	0.9	0.6	0.6	--
	03-04	61.6	3.8	32.7	0.7	0.5	0.5	0.2
San Antonio	99-00	46.4	3.9	43.7	3.7	0.4	1.7	--
	03-04	39.8	5.6	47.6	4.0	0.3	2.7	--
Tyler	99-00	85.4	8.8	2.1	1.6	1.2	1.0	--
	03-04	84.9	7.1	3.6	1.1	1.1	1.7	0.6
Total Academic Institutions								
	99-00	53.8%	4.3%	28.5%	9.5%	0.4%	3.4%	0.1%
	03-04	48.9%	4.8%	30.2%	10.4%	0.4%	4.4%	0.9%

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Black students increased from 2000 to 2004 at U. T. Arlington, U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. Pan American, and U. T. San Antonio.
- The proportion of baccalaureate degrees awarded to Hispanic students increased over this period at U. T. Arlington, U. T. Brownsville/Texas Southmost College, 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 more than doubled at U. T. Arlington from 2000 to 2004, and increased by over three percentage points at U. T. Dallas.
- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. On average nationally, 6.4 percent of baccalaureate degrees were awarded to Hispanic students in 2003-04, compared with an average of 30.2 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 (*Black Issues in Higher Education*, June 2005).

- Pan American – 2nd
 - El Paso – 3rd
 - San Antonio – 4th
 - Austin – 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 – biological and biomedical sciences (7); engineering (3); English language and literature (10); mathematics and statistics (1); physical sciences (2); social sciences (2).
 - U. T. Brownsville/Texas Southmost College – mathematics and statistics (3).
 - U. T. El Paso – biological and biomedical sciences (5); business and management (4); engineering (4); health professions (2); physical sciences (4).
 - U. T. Pan American – biological and biomedical sciences (2); business and management (6); English language and literature (1); health professions (3); mathematics and statistics (4); physical sciences (4).
 - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); engineering (9); English language and literature (7); mathematics and statistics (8); psychology (4).
- [For more detail on these rankings, see Section V, pp. V-37-42.]

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:¹

- 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,² by individual institutions, in other states' systems, or in national studies.³ 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.⁴

Licensure Examination Pass Rates in Critical Fields

The University of Texas System's Contribution to Teacher Preparation

Licensure exams. 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 improved between 2000 and 2004, and tend to be comparatively high in many cases for test takers who graduated from U. T. System institutions.

¹In 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.

² <http://www.theccb.state.tx.us/InteractiveTools/Accountability/>.

³ 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>.

⁴"CLA in Context," p. 8.

Table I-36

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

	Ethnicity	2000	2001	2002	2003	2004
Arlington	White	96.1%	96.7%	99.7%	99.8%	98.7%
	Black	75.5	88.3	98.2	94.9	96.8
	Hispanic	93.3	93.8	100.0	97.8	95.8
	Other	93.0	87.0	100.0	100.0	96.8
	All	93.0	95.1	99.6	99.0	97.8
Austin	White	97.6	99.3	100.0	98.8	98.9
	Black	96.3	100.0	100.0	100.0	97.0
	Hispanic	91.2	92.5	100.0	96.1	97.4
	Other	97.9	87.9	100.0	98.2	97.3
	All	96.6	97.3	100.0	98.4	98.4
Brownsville/TSC	White	96.8	91.6	100.0	100.0	97.1
	Black	--	100.0	--	--	100.0
	Hispanic	85.4	79.4	90.7	89.0	93.3
	Other	100.0	75.0	94.0	90.0	100.0
	All	88.4	81.6	91.7	89.8	93.6
Dallas	White	95.4	100.0	99.5	100.0	100.0
	Black	83.0	100.0	93.9	100.0	100.0
	Hispanic	91.0	71.0	86.0	100.0	100.0
	Other	100.0	88.0	100.0	100.0	100.0
	All	94.7	98.4	98.5	100.0	100.0
El Paso	White	91.1	91.7	94.1	94.0	97.9
	Black	80.0	86.4	92.0	88.0	100.0
	Hispanic	78.7	76.7	85.0	90.9	87.8
	Other	83.0	75.0	78.0	97.7	87.5
	All	81.1	79.2	86.6	91.5	89.2
Pan American	White	92.9	95.2	95.7	94.0	89.7
	Black	100.0	100.0	--	86.0	100.0
	Hispanic	80.5	82.4	83.0	82.5	88.7
	Other	67.0	82.0	73.0	75.0	85.2
	All	81.7	83.8	83.8	83.3	88.6
Permian Basin	White	91.4	95.2	96.7	98.2	99.0
	Black	57.0	63.0	80.0	94.4	100.0
	Hispanic	86.4	81.6	84.8	96.3	95.9
	Other	77.0	100.0	--	100.0	100.0
	All	89.2	90.1	93.3	97.4	98.2
San Antonio	White	98.1	98.4	98.2	94.5	97.5
	Black	85.0	95.5	91.7	89.2	96.6
	Hispanic	92.0	88.0	96.5	88.1	90.6
	Other	100.0	96.4	100.0	93.3	96.6
	All	95.7	93.7	97.2	90.9	94.0
Tyler	White	94.7	93.3	96.7	97.5	98.5
	Black	91.3	72.0	80.0	85.2	96.6
	Hispanic	88.0	70.0	58.0	100.0	100.0
	Other	80.0	100.0	100.0	100.0	100.0
	All	94.2	91.8	94.8	96.9	98.4

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-37

		2000	2001	2002	2003	2004
Teacher Certification Initial Pass Rates by Gender at U. T. Academic Institutions, 2000-2004						
Arlington	Male	89.0%	94.7%	100.0%	98.1%	94.7%
	Female	93.8	95.6	99.5	99.2	98.7
Austin	Male	98.1	93.4	100.0	97.6	96.9
	Female	96.3	98.5	100.0	98.6	98.6
Brownsville/TSC	Male	86.5	81.2	93.1	84.0	92.4
	Female	89.4	81.4	91.1	90.7	93.9
Dallas	Male	95.6	98.4	100.0	100.0	100.0
	Female	94.2	98.4	97.9	100.0	100.0
El Paso	Male	79.2	71.8	83.4	90.3	86.1
	Female	81.7	81.1	87.4	91.7	89.7
Pan American	Male	76.8	78.4	81.6	77.7	86.5
	Female	83.1	85.7	84.2	85.1	89.3
Permian Basin	Male	83.7	90.3	87.8	97.1	98.0
	Female	90.8	90.0	94.2	97.4	98.2
San Antonio	Male	93.6	89.1	96.5	88.0	91.4
	Female	96.2	94.7	97.4	91.6	95.1
Tyler	Male	93.8	85.4	94.9	94.6	98.7
	Female	94.2	93.2	94.7	97.7	98.3

Source: State Board for Educator Certification

- From 2000 to 2004, pass rates for females have increased at every campus except U. T. San Antonio. Pass rates for males have also increased at all campuses except U. T. Austin and U. T. San Antonio.
- 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 two years, U. T. Dallas has had 100 percent initial pass rates for teacher certification exams for males and females of all ethnicities.

Licensure Exam Pass Rates for 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-38

		99-00	00-01	01-02	02-03	03-04
Licensure Exam Initial Pass Rates for Nursing and Engineering Baccalaureate Graduates at U. T. Academic Institutions						
Nursing	Arlington	85.6%	92.2%	86.7%	83.0%	86.2%
	Austin	90.9	96.0	87.0	89.4	96.1
	El Paso	85.2	94.7	95.8	87.1	86.6
	Pan American	91.8	84.1	88.6	93.4	81.0
	Tyler	95.3	89.8	85.0	93.0	98.9
Engineering	Arlington	79.0	78.0	75.0	71.0	84.0
	Austin	88.5	93.8	91.9	85.8	89.3
	El Paso	82.4	69.8	81.8	83.3	87.5
	San Antonio	55.2	78.8	77.4	77.9	66.7
	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 1999-00 and 2003-04 for students at each institution except U. T. Pan American. 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.
- 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. Statewide, average pass rates have approached 80 percent over the past few years. In 2002, the statewide average pass rate was 73 percent; all U. T. System institutions exceeded this rate. From 1999-00 to 2003-04, pass rates at all U. T. System academic institutions increased except at U. T. Tyler where they have been 100 percent every year. In 2003-04, pass rates were in the 80th and 90th percentiles for students from all institutions except U. T. San Antonio.

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.

Figure I-17

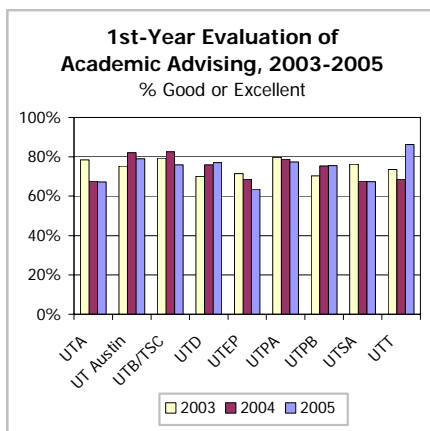


Figure I-18

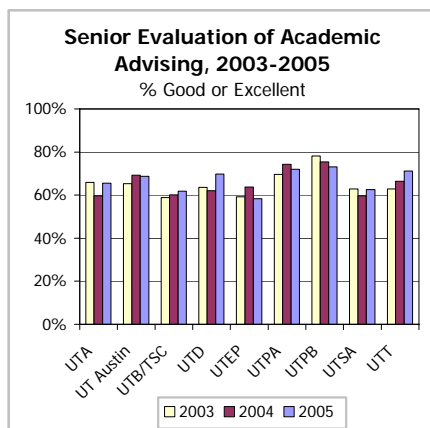


Table I-39

Academic Advising at U. T. Academic Institutions, 2003-2005
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
UT Austin 2003	75.2	65.3	315	265
2004	82.1	69.3	318	293
2005	79.1	68.8	507	455
UTB/TSC 2003	79.3	58.9	116	107
2004	82.6	60.2	69	98
2005	76.0	61.8	50	76
UTD 2003	70.1	63.6	97	99
2004	76.0	62.1	75	66
2005	77.1	69.8	83	106
UTEP 2003	71.4	59.2	154	370
2004	68.6	63.7	204	375
2005	63.6	58.3	140	151
UTPA 2003	79.8	69.7	203	264
2004	78.8	74.3	198	222
2005	77.3	72.0	233	250
UTPB 2003	70.3	78.2	74	101
2004	75.4	83.2	61	101
2005	75.5	73.2	53	82
UTSA 2003	76.3	62.8	198	266
2004	67.6	59.7	142	176
2005	67.3	62.6	171	262
UTT 2003	73.5	62.8	98	242
2004	68.6	66.4	137	128
2005	86.2	71.2	130	316

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

- Evaluation by first-year students of academic advising as “good” or “excellent” increased from 2003 to 2005 at U. T. Austin, U. T. Dallas, U. T. Permian Basin, and U. T. Tyler.
- Over the same period, seniors increasingly evaluated academic advising as “good” or “excellent” at U. T. Austin, U. T. Brownsville/TSC, U. T. Dallas, U. T. Pan American, and U. T. Tyler.
- Increasing emphasis on and investments in advising by U. T. System institutions are intended to improve student satisfaction and success.

Student Experience

- A large majority of students reported their overall educational experience as “good” or “excellent” in 2003, 2004, and 2005.
- Nationally, in 2003, 2004, and 2005, 87 percent of survey participants reported that their educational experience was “good” or “excellent.”
- Between 2003 and 2005, an increased proportion of first-year students participating in this survey reported being satisfied with their experience at U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.
- Over the same period, the proportion of seniors rating their experience “good” or “excellent” increased at U. T. Pan American and U. T. Tyler.

Figure I-19

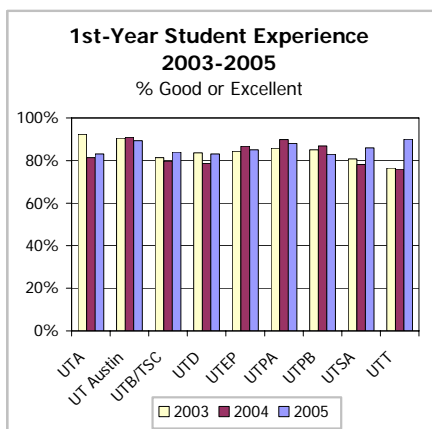


Figure I-20

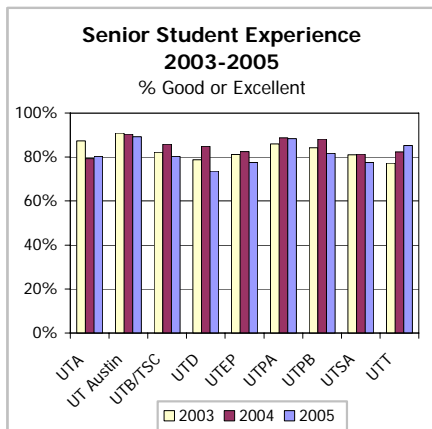


Table I-40

Educational Experience at U. T. Academic Institutions, 2003-2005					
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
UT Austin	2003	90.5	90.9	315	265
	2004	90.9	90.4	318	293
	2005	89.3	89.2	507	455
UTB/TSC	2003	81.4	82.2	97	107
	2004	79.7	85.9	69	99
	2005	84.0	80.3	50	76
UTD	2003	83.6	78.8	116	99
	2004	78.7	84.8	75	66
	2005	83.1	73.6	83	106
UTEP	2003	84.4	81.1	154	370
	2004	86.8	82.4	204	375
	2005	85.0	77.5	140	151
UTPA	2003	85.8	86.0	204	264
	2004	89.9	88.7	198	222
	2005	88.1	88.4	235	250
UTPB	2003	85.1	84.2	74	101
	2004	86.9	88.1	61	101
	2005	83.0	81.7	53	82
UTSA	2003	80.8	81.0	198	268
	2004	78.2	81.3	142	176
	2005	86.0	77.5	171	262
UTT	2003	76.5	77.3	98	242
	2004	75.9	82.3	137	130
	2005	90.0	85.2	130	317

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

- 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, and 2005.
- Between 2003 and 2005, the percentage of first-year students indicating that they would attend the same institution again increased at U. T. Brownsville, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler. U. T. Pan American is down from 2003 level but did increase from 2004 to 2005.
- Over the same period, seniors increasingly said they would attend the same institution again at U. T. Arlington, U. T. Austin, U. T. Pan American, U. T. San Antonio, and U. T. Tyler. U. T. Brownsville is down from 2003 level, but did increase from 2004 to 2005.
- Ratings exceeded the national average among freshmen at U. T. Austin, U. T. Brownsville/TSC, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.
- Ratings among seniors also exceeded the national average at U. T. Austin, U. T. Brownsville/TSC, U. T. Pan American and U. T. Tyler.

Figure I-21

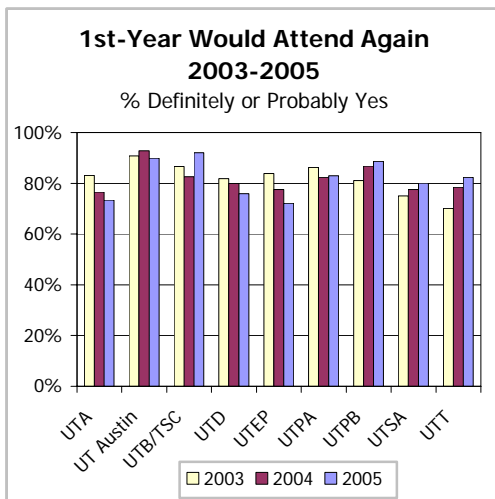


Figure I-22

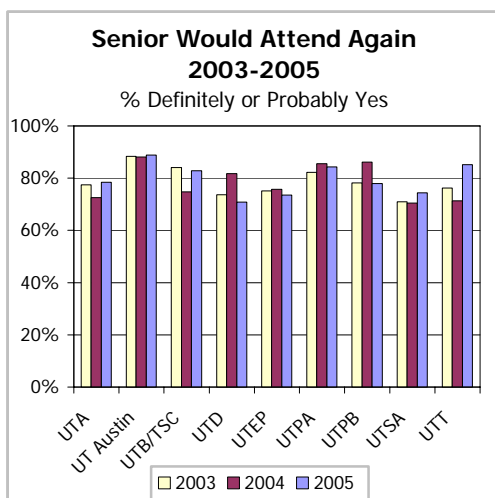


Table I-41

Would You Attend the Same Institution Again? 2003-2005				
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
UT Austin 2003	90.8	88.3	315	265
2004	92.8	88.1	318	293
2005	89.9	88.8	507	455
UTB/TSC 2003	86.6	84.1	97	107
2004	82.6	74.7	69	99
2005	92.0	82.9	50	76
UTD 2003	81.9	73.7	116	99
2004	80.0	81.8	75	66
2005	75.9	70.8	83	106
UTEP 2003	83.8	75.1	154	370
2004	77.5	75.7	204	374
2005	72.1	73.5	140	151
UTPA 2003	86.2	82.2	203	264
2004	82.3	85.6	198	222
2005	83.0	84.3	235	249
UTPB 2003	81.1	78.2	74	101
2004	86.7	86.1	60	101
2005	88.7	78.0	53	82
UTSA 2003	75.0	70.9	196	265
2004	77.5	70.5	142	176
2005	80.1	74.4	171	262
UTT 2003	70.1	76.2	137	130
2004	78.4	71.3	97	240
2005	82.3	85.2	130	317

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, a total of 124 institutions participated in the 2004-05 assessment. The 2004-05 test results will help establish a baseline from which future progress can be measured.⁵

A Tool to Assess General Intellectual Skills. The CLA test results help answer several 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?
- Have the institutions added value as indicated by seniors showing levels of critical thinking, writing, and problem solving higher than expected relative to that expected of freshmen?

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, 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? 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. The CLA uses ACT, or ACT-equivalent scores to provide a basis to compare students with similar levels of preparation for college. With this information, test results can reveal the extent to which the institution helps students achieve their expected level of learning – a measure of the added value to the students' learning experience.

⁵ 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.

Initial Results Are Positive. Results from this preliminary phase of assessment show that for all campuses that participated in sufficient numbers, overall performance was at the mid-range of expected and national performance and, in some cases, above expected levels. Seniors had strong results in problem solving and even stronger results in analytic writing. And the difference between freshmen and senior scores was significant, suggesting that many U. T. System academic institutions add value during their students’ college careers.

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, which measures problem solving, critical thinking, and analytical reasoning. Seniors from U. T. San Antonio, U. T. Pan American, and U. T. Dallas did particularly well compared with the national sample. On the analytic writing task scores, seniors at U. T. El Paso, U. T. San Antonio, U. T. Pan American, U. T. Austin, U. T. Tyler, U. T. Dallas, and U. T. Arlington did even better compared with the national sample. Comparisons of freshmen and senior score results suggest that U. T. Permian Basin, U. T. San Antonio, U. T. Pan American, and U. T. Arlington added significant value to their students when these score differences are taken into consideration.

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.

The table on the next page provides a snapshot of the results for each U. T. System institution. More specific analysis follows (pp. I-54-57)

Table I-42

Collegiate Learning Assessment Scores for U. T. Academic Institutions

Freshmen	Measure	National Expected Score	Expected Institution Score	Actual Institution Score	Actual Senior Performance Relative to Expected Performance	National Comparison
UTA	Performance Task	22.5	22.64	22.5		As expected
	Analytic Writing Task	22.9	22.81	22.0		As expected
UTD	Performance Task	22.5	26.21	27.1		As expected
	Analytic Writing Task	22.9	26.29	26.7		As expected
UTEP	Performance Task	22.5	20.29	20.4		As expected
	Analytic Writing Task	22.9	21.34	22.5		As expected
UTPA	Performance Task	22.5	19.57	19.8		As expected
	Analytic Writing Task	22.9	20.54	21.5		As expected
UTPB	Performance Task	22.5	21.97	20.9		As expected
	Analytic Writing Task	22.9	22.22	22.0		As expected
UTSA	Performance Task	22.5	21.59	22.0		As expected
	Analytic Writing Task	22.9	22.30	23.1		As expected

Note: Freshmen level data were not available for U. T. Austin, U. T. Brownsville, and U. T. Tyler.

Seniors

UTA	Performance Task	24.8	24.74	24.3	-0.44	As expected
	Analytic Writing Task	27.3	27.08	27.2	-0.06	As expected
UT Austin	Performance Task	24.8	28.05	27.7	-0.35	As expected
	Analytic Writing Task	27.3	30.01	30.9	0.89	As expected
UTD	Performance Task	24.8	28.59	29.0	0.41	As expected
	Analytic Writing Task	27.3	30.98	31.1	0.12	As expected
UTEP	Performance Task	24.8	23.76	23.0	-0.76	As expected
	Analytic Writing Task	27.3	25.90	27.3	1.40	Above expected
UTPA	Performance Task	24.8	22.70	23.5	0.80	As expected
	Analytic Writing Task	27.3	24.70	25.9	1.20	Above expected
UTSA	Performance Task	24.8	23.69	25.0	1.31	Above expected
	Analytic Writing Task	27.3	27.06	28.3	1.24	Above expected
UTT	Performance Task	NA	NA	NA	NA	Not available
	Analytic Writing Task	27.3	27.71	28.4	0.69	As expected

Note: Senior level data were not available for U. T. Brownsville and U. T. Permian Basin.

Source: U. T. System Office of Academic Affairs

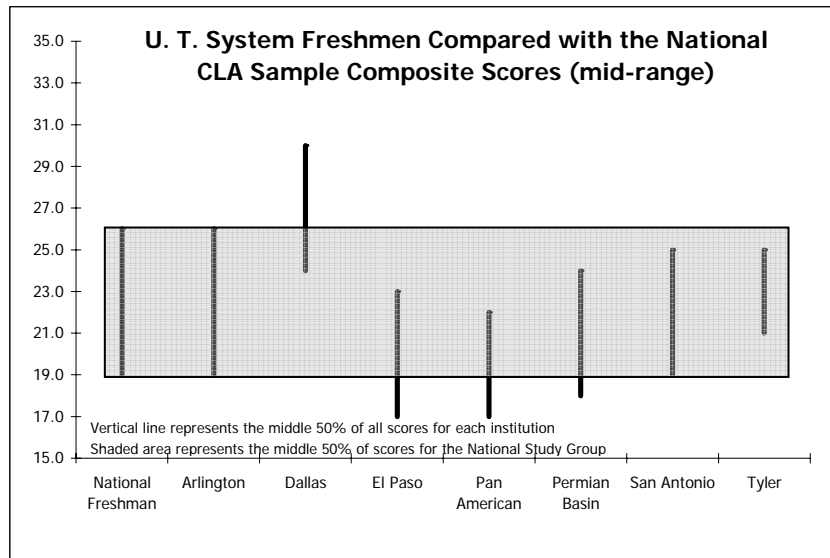
Composite Scores: Comparing U. T. System and National Results.

- Combining results on all of the CLA questions, given similar levels of preparation (based on the ACT-equivalent scores), U. T. System academic institution freshmen and seniors scored as well or better than students at institutions around the nation.
- Freshmen from U. T. Dallas scored quite significantly higher than the national sample.
- U. T. System institution seniors from U. T. Austin and U. T. Dallas scored much higher than the national sample.
- These results are extraordinarily important for the U. T. System and the state. Compared with significantly lower scores at many institutions in other parts of the country, it appears that freshmen and seniors in the U. T. System are holding their own or exceeding national standards for problem solving, critical thinking, and writing.
- With a single year of results, it is too soon to find causal relationships among these results and other measures of student outcomes, like engagement and satisfaction. However, with another year or more of test scores, the U. T. System institutions will have information to compare and correlate trends in student engagement and postgraduate experience.

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

- U. T. Dallas freshmen scored well above the national sample.
- U. T. Arlington, U. T. San Antonio, and U. T. Tyler freshmen scored within the national norm.
- Many U. T. El Paso, U. T. Pan American, and U. T. Permian Basin freshmen were within the national norm, but the lower end of their ranges were below the national norm.
- Freshmen did not take the test in sufficient numbers at U. T. Austin and U.T. Brownsville to provide a significant sample for this analysis.

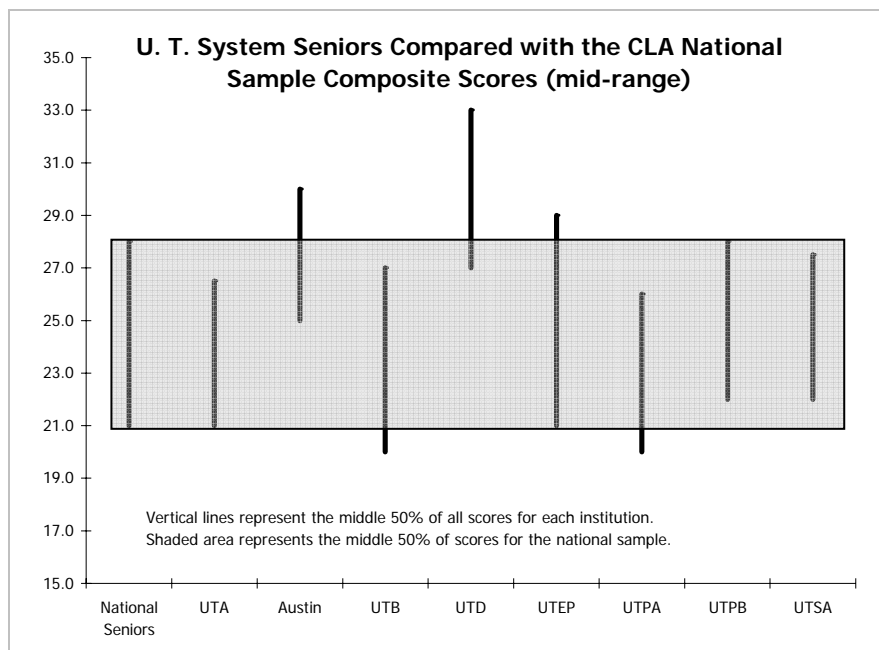
Figure I-23



Senior Composite Scores. Senior students at U. T. System institutions scored even better compared with the national sample than did freshmen (Figure I-24).

- Seniors at U. T. Austin and U. T. Dallas performed better than the national group.
- Seniors at U. T. El Paso slightly exceeded the national norm at the top of the range.
- The mid-range of scores at U. T. Permian Basin and U. T. San Antonio fell almost entirely in the mid-range of national scores.
- At U. T. Pan American and U. T. Brownsville/TSC, senior scores were largely within the mid-range of national scores, but were slightly lower at the bottom end of the range.
- U. T. Tyler did not have a large enough sample to make a significant comparison.

Figure I-24



Senior "performance task" (problem solving) scores.

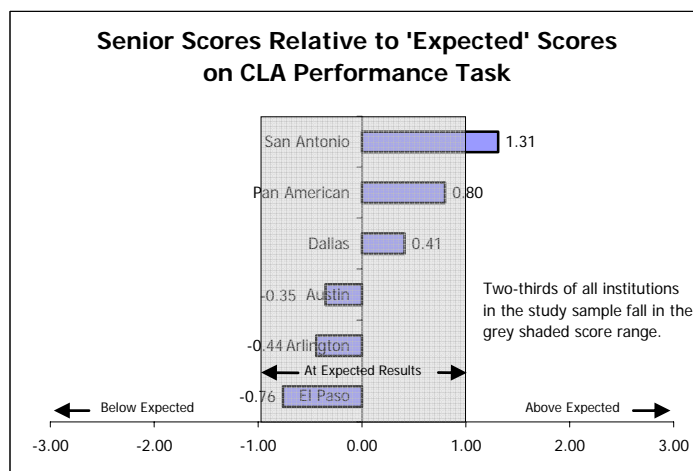
U. T. System institution seniors scored at expected or higher levels, compared with the national sample, on the CLA performance task – problem solving, analytical reasoning, and critical thinking (Figure I-25).

- U. T. San Antonio seniors scored significantly higher than expected, relative to the national sample.
- The mean scores for seniors at U. T. Pan American and U. T. Dallas scores were higher than 50 percent of the deviation scores of the national sample.
- U. T. Austin, U. T. Arlington, and U. T. El Paso seniors

scored within, but in the lower half of, the expected deviation range.

- U. T. Brownsville/TSC, U. T. Permian Basin, and U. T. Tyler did not have a sufficient number of tests takers for this analysis.

Figure I-25

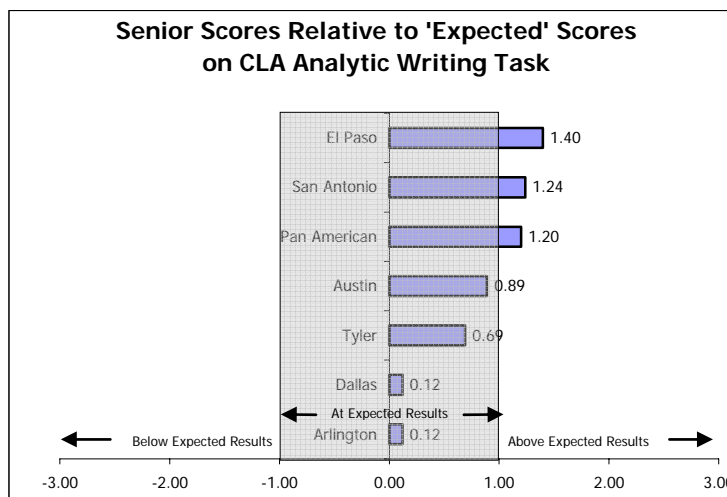


Comparison on the writing tasks.

These tasks seek to measure the ability to make an argument, critique an argument, and write analytically. All U. T. System institutions performed as well or better than the national sample in the development of analytic writing skills (Figure I-26).

- The mean score for seniors at U. T. El Paso, U. T. San Antonio, and U. T. Pan American was significantly higher than the national mean, and at the high end, exceeded expected results.
- The mean score for seniors at U. T. Austin and U. T. Tyler was higher than 50 percent of the national sample deviation scores.
- The scores for seniors at U. T. Dallas and U. T. Arlington were slightly above 50 percent of the national results.

Figure I-26

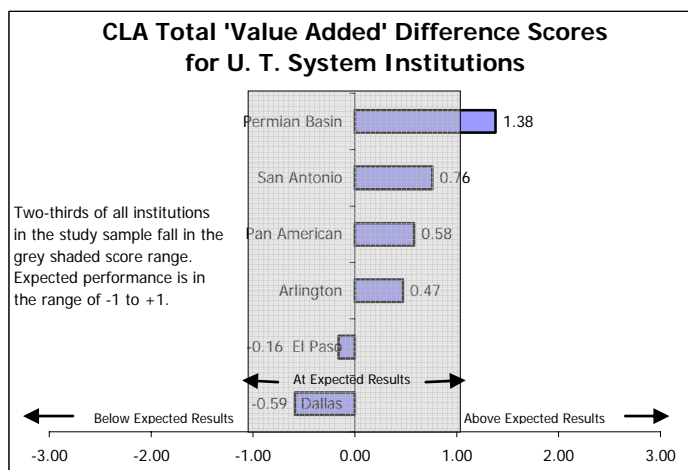


Adding value. The majority of U. T. System institutions add value to student learning at expected or even higher levels. The CLA measures this by comparing the difference between seniors' scores relative to the national group, with the freshmen scores relative to the national sample (Figure I-27).⁶

- At the top of its range, the average "value-added" scores at U. T. Permian Basin exceeded two-thirds of the national sample, suggesting a significant difference in learning between the freshman and senior years.
- There was also a positive difference in the "value-added" scores at U. T. San Antonio, U. T. Pan American, and U. T. Arlington, and these scores fell in the upper half of the national "value-added" score range.
- At U. T. El Paso and U. T. Dallas the results fell within the range of two-thirds of the national sample,

but at these two institutions freshman scores were somewhat higher than senior scores; thus the "value-added" difference falls below the national median. Possible explanations for the slightly negative score might include an overrepresentation of transfer students in the senior sample or the presence of a more selective freshman class being admitted to U. T. El Paso and U. T. Dallas than past years.

Figure I-27



⁶ The analysis in this section provides inferences about the institution's contribution to student learning. Two samples are involved in this analysis: the freshmen class sample and the senior class sample. Each sample includes roughly 100 students and in some cases less. Given sample limitations and the fact that this is a preliminary study, the analysis is not intended to compare results among institutions. Although the "value added" data show interesting trends, meaningful comparisons will depend on additional testing and further study of the results, and the UT System is designing a longitudinal study for this purpose.

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%
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%
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%
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%
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%
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%
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%
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%
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%

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.
- 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 data are limited 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. 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.

Table I-44

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

GRE	AY 00-01	AY 01-02	AY 02-03	AY 03-04	AY 04-05
Arlington	1132	1116	1136	1121	1100
Austin	1197	1199	1200	1207	1213
Brownsville	774	779	908	835	813
Dallas	1148	1166	1181	1163	1163
El Paso	964	947	937	943	965
Pan American	865	888	817	811	834
Permian Basin	983	880	929	913	825
San Antonio	1023	1017	1043	1042	1011
Tyler	NA	NA	968	925	952
LSAT**	AY 00-01	AY 01-02	AY 02-03	AY 03-04	AY 04-05
Austin	85	83	90		
GMAT					
Arlington	542	545	538	539	529
Austin	654	645	645	645	649
Dallas	530	537	537	540	543
El Paso	456	452	443	431	448
Pan American	548	543	474	500	445
Permian Basin	558	509	468	465	471
San Antonio	511	522	508	525	500

**Data shown represent LSAT percentiles for resident students. Non-resident percentiles for AY 00-01 through AY 02-03 are as follows: 89, 88, and 90 respectively.

Source: U. T. System Academic Institutions.

- Over the past five years, GRE scores have increased U. T. Austin, U. T. Brownsville/TSC, U. T. Dallas, and U. T. El Paso. Between 2003-04 and 2004-05, average scores increased at U. T. Austin, U. T. El Paso, U. T. Pan American, and U. T. Tyler.
- It is important to note that many programs do not require GRE exam scores for admission.
- Average GMAT scores for 2004-05 were lower at all schools except U. T. Dallas than they were in 2000-01. However, the 2004-05 scores were higher than the previous year at U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. Permian Basin.

Graduate Student Enrollment Trends

Table I-45

Graduate and Professional Headcount at U. T. Academic Institutions						
	Fall	2000	2001	2002	2003	2004
Arlington		4,975	4,850	6,172	6,112	6,183
Austin		11,834	12,007	12,870	13,314	13,276
Brownsville/TSC		751	834	822	893	890
Dallas		3,138	3,446	3,747	4,195	4,310
El Paso		2,269	2,578	2,848	3,457	3,017
Pan American		1,574	1,669	1,883	2,045	2,242
Permian Basin		293	332	380	390	368
San Antonio		2,123	2,284	2,772	3,423	3,638
Tyler		700	728	845	847	860
Total						
Academic Institutions		27,657	28,728	32,339	34,676	34,784

Source: Texas Higher Education Coordinating Board

- Graduate and professional enrollment at U. T. System academic institutions has increased significantly – by 26 percent – from 2000 to 2004.
- Proportionately, the greatest percentage change occurred at U. T. Dallas (37 percent), U. T. Pan American (42 percent), and U. T. San Antonio (71 percent).
- But, from 2003 to 2004, enrollments increased very little, paralleling the national trend, where enrollments increased 2 percent from 2003 to 2004.

Table I-46

Graduate and Professional Students, Percent Female at U. T. Academic Institutions						
	Fall	2000	2001	2002	2003	2004
Arlington		55.1%	49.9%	51.6%	48.3%	50.2%
Austin		46.9	47.1	47.7	48.5	48.4
Brownsville/TSC		64.6	63.1	64.5	65.1	62.4
Dallas		43.1	42.4	42.0	42.9	45.3
El Paso		57.7	57.0	54.8	57.4	59.2
Pan American		63.7	63.5	63.5	64.4	64.7
Permian Basin		61.4	60.8	63.4	60.3	61.7
San Antonio		57.9	57.8	57.5	58.1	59.8
Tyler		62.4	65.4	65.2	65.3	65.8
Academic Institution						
Average		51.7%	50.8%	51.2%	51.5%	52.5%

Source: Texas Higher Education Coordinating Board

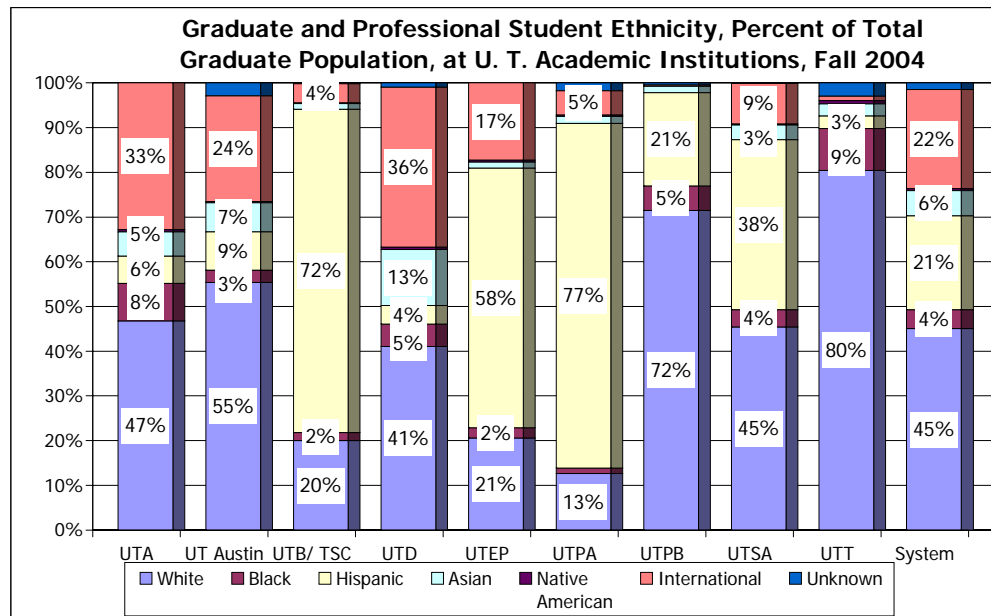
- The gender mix in the graduate and professional student headcount has remained nearly constant at most campuses during the 2000-2004 period.
- Females at U. T. Brownsville/Texas Southmost College, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler account for nearly or more than 60 percent of graduate and first professional students. This is in line with national trends: 58 percent of the graduate and first professional student population in 2003 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 2000 to 2004, the overall proportion of non-White and international students has increased at U. T. System academic institutions except U. T. Brownsville/Texas Southmost College (see table on next page). In 2000, the overall proportion of non-White students at U. T. System academic institutions was 48.1 percent; it was 53.4 percent in 2004 (excluding students whose ethnicity or race was unknown).
- The proportion of Black graduate and professional students increased on every campus except U. T. Arlington and U. T. Tyler. Although small compared with other ethnic/racial groups, the proportion more than doubled at U. T. Brownsville/Texas Southmost College, U. T. Pan American, and U. T. Permian Basin.
- The proportion of Hispanic graduate and professional students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.

Figure I-28



- These trends parallel increases among minority graduate students nationally.
- From 2000 to 2004, enrollments of international students increased from 21.2 percent to 22.2 percent, slightly countering the national trend, where enrollments fell by 3 percent in 2004.

Table I-47

Ethnic Composition of Graduate and Professional Students at U. T. Academic Institutions, 2000 and 2004								
		White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
	Fall							
Arlington	2000	54.5%	9.5%	7.4%	3.8%	0.6%	24.3%	--
	2004	46.7	8.4	6.1	5.4	0.5	32.8	0.0
Austin	2000	59.4	2.4	6.5	4.6	0.5	24.7	2.0
	2004	55.3	2.7	8.6	6.5	0.3	23.6	2.9
Brownsville/TSC	2000	19.4	0.5	75.8	0.5	--	3.3	0.4
	2004	20.0	1.8	72.2	1.3	0.1	4.3	0.2
Dallas	2000	44.2	3.5	2.8	12.9	0.3	36.1	0.1
	2004	41.1	5.0	4.2	12.5	0.5	35.8	1.0
El Paso	2000	29.1	2.2	52.8	1.9	0.2	13.8	--
	2004	20.6	2.3	58.0	1.4	0.4	17.3	--
Pan American	2000	15.4	0.5	76.6	1.8	0.1	5.5	--
	2004	12.7	1.2	77.2	1.6	0.3	5.4	1.8
Permian Basin	2000	80.2	2.4	16.0	1.0	--	0.3	--
	2004	71.5	5.4	20.9	1.4	--	0.3	0.5
San Antonio	2000	53.1	3.6	33.1	2.5	0.8	7.0	--
	2004	45.4	3.9	38.0	3.3	0.2	9.1	0.1
Tyler	2000	82.7	9.7	3.3	1.9	0.4	2.0	--
	2004	80.3	9.4	2.8	2.7	0.7	1.0	3.0
Total Academic Institutions	2000	51.0%	3.9%	18.0%	4.6%	0.4%	21.2%	0.9%
	2004	45.1%	4.2%	21.0%	5.7%	0.4%	22.2%	1.5%

Source: Texas Higher Education Coordinating Board

Graduate and Professional Education

Table I-48

		Graduate and First Professional Degrees Conferred at U. T. Academic Institutions, by Level						% Change
AY		99-00	00-01	01-02	02-03	03-04	00-04	
Arlington	Master's	975	1,087	1,069	1,366	1,796	84.2%	
	Doctorate	78	87	72	62	75	-3.8	
	Total	1,053	1,174	1,141	1,428	1,871	77.7	
Austin	Master's	2,540	2,567	2,644	2,650	2,835	11.6	
	Doctorate	703	720	644	668	683	-2.8	
	First Professional	526	577	586	596	588	11.8	
	Total	3,769	3,864	3,874	3,914	4,106	8.9	
Brownsville/TSC	Master's	151	146	148	155	166	9.9	
	Total	151	146	148	155	166	9.9	
Dallas	Master's	1,077	1,129	1,172	1,299	1,363	26.6	
	Doctorate	64	69	58	70	50	-21.9	
	First Professional	--	--	--	--	4	--	
	Total	1,141	1,198	1,230	1,369	1,417	24.2	
El Paso	Master's	419	449	466	578	660	57.5	
	Doctorate	17	28	27	30	24	41.2	
	Total	436	477	493	608	684	56.9	
Pan American	Master's	412	359	430	379	489	18.7	
	Doctorate	7	8	10	8	11	57.1	
	Total	419	367	440	387	500	19.3	
Permian Basin	Master's	92	87	68	101	109	18.5	
	Total	92	87	68	101	109	18.5	
San Antonio	Master's	616	570	683	641	769	24.8	
	Doctorate	4	4	5	6	5	25.0	
	Total	620	574	688	647	774	24.8	
Tyler	Master's	140	163	121	184	196	40.0	
	Total	140	163	121	184	196	40.0	
Total Academic Institutions		7,821	8,050	8,203	8,793	9,823	25.6%	

Source: Texas Higher Education Coordinating Board

- The total number of graduate and first professional degrees conferred by U. T. System schools rose by 25.6 percent from 2000 to 2004.
- The numbers increased by over 77 percent at U. T. Arlington, over 24 percent at U. T. Dallas, 57 percent at U. T. El Paso, and nearly 25 percent at U. T. San Antonio.
- The overall decline in number of doctoral degrees conferred at U. T. Arlington, U. T. Austin, and U. T. Dallas over this period parallels the national trend.
- U. T. Arlington conferred 13 and U. T. Austin 15 more doctoral degrees in 2004 than in 2003. This is similar to a shift nationally, where Ph.D. degrees increased slightly in 2003 and 2004, as reported by NSF in November 2005 [<http://www.nsf.gov/statistics/infbrief/nsf06301/>].
- 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 Degrees Conferred, Percent Female at U. T. Academic Institutions						
	AY	99-00	00-01	01-02	02-03	03-04
Arlington		49.3%	51.5%	50.5%	46.6%	44.4%
Austin		46.8	47.6	46.9	47.3	47.6
Brownsville/TSC		67.5	67.1	72.3	72.3	66.9
Dallas		44.2	46.2	43.7	45.5	43.5
El Paso		55.5	60.6	57.2	59.9	55.3
Pan American		66.6	67.8	69.3	69.0	69.0
Permian Basin		65.2	62.1	64.7	69.3	75.2
San Antonio		57.4	58.2	60.5	58.1	58.1
Tyler		59.3	67.5	59.5	68.5	56.6
Total Academic Institutions		50.0%	51.3%	50.6%	50.7%	49.6%

Source: Texas Higher Education Coordinating Board

- Nationally, 56 percent of those students enrolled in graduate and first professional programs were female in 2003. At U. T. Brownsville/Texas Southmost College, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio, the proportion of female students earning graduate degrees was significantly higher.

Degrees Awarded by Ethnicity

- The overall proportion of graduate and professional degrees awarded to non-White students increased from 2000 to 2004 (see Table I-50). From 2000 to 2004, more non-White students received graduate and professional degrees at each U. T. System academic institution except U. T. Brownsville/TSC, 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-29

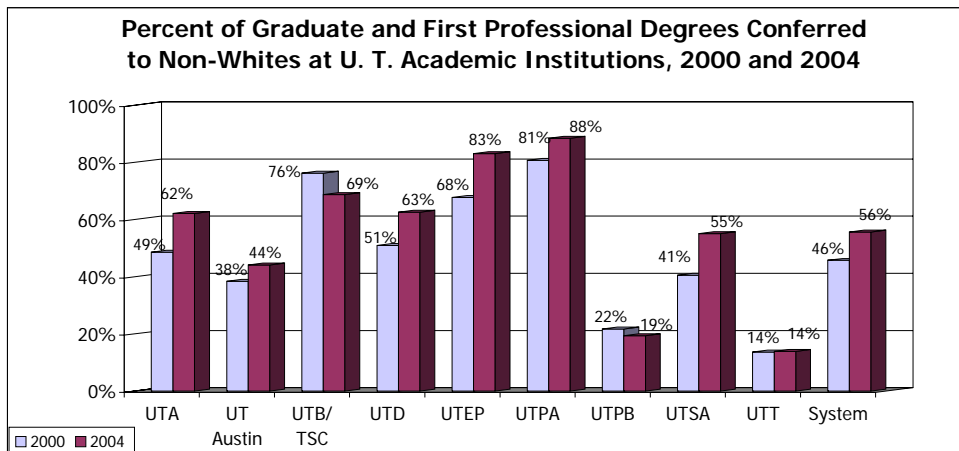
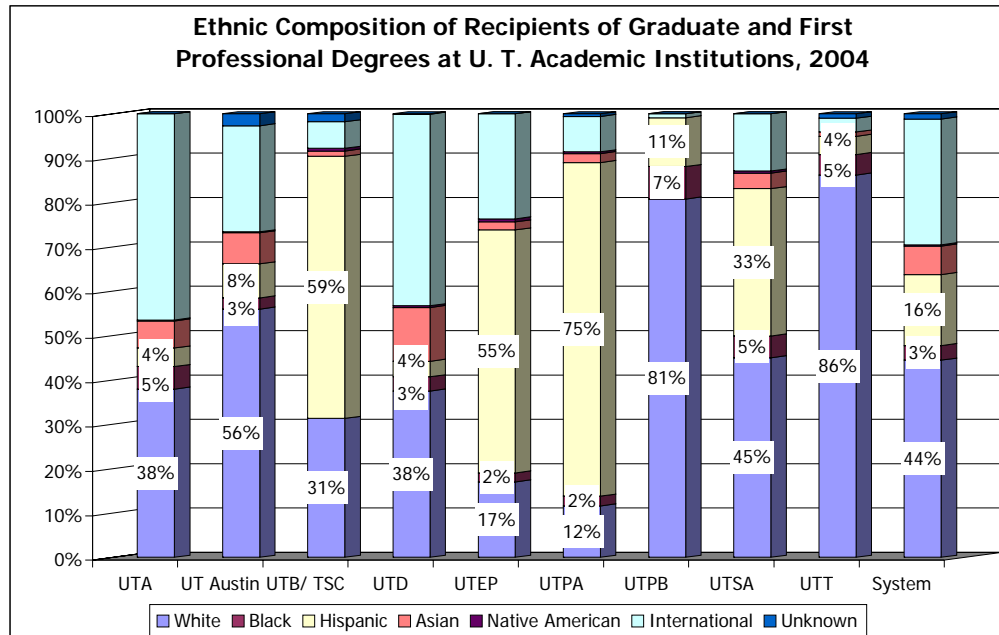


Figure I-30



- Nationally, in 2003, 6.6 percent of all Ph.D.s were awarded to Black students, and 4.9 percent to Hispanic students, according to a 2005 report by the Woodrow Wilson National Fellowship Foundation. These data represent steady, but very small increases over the past two decades, and underscore the persistent underrepresentation of Black and Hispanic doctoral recipients.
- Between 2000 and 2004, the proportion of graduate and professional degrees awarded to White students by U. T. System academic institutions decreased by 10 percentage points to 44 percent, less than half of all degrees conferred, compared with the national average of 59.9 percent in 2003-04.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler. The average for U. T. System academic institutions was 16 percent, compared with 4.6 percent nationally.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. This reverses the trend from previous years, when the overall proportion was declining slightly.
- Over the period 2000 to 2004, the largest increase has been a 6 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 2003-04 (*Black Issues in Higher Education*, July 2005).
 - U. T. El Paso – 5
 - U. T. Pan American – 9
 - U. T. San Antonio – 17
 - U. T. Austin – 20
 - U. T. Brownsville/Texas Southmost College – 60
 - U. T. Arlington – 72

- Among institutions awarding master’s and first professional degrees to Hispanic students, U. T. System institutions rank in the top ten in many specific fields, and first in several:
 - U. T. Austin – area studies (4), business (8), engineering (8); English language and literature (5), law (5).
 - U. T. El Paso – biology (1, tie); business (7); computer and information sciences (8); education (6); engineering (5); English language and literature (2); mathematics (2); physical sciences (1).
 - U. T. Pan American – education (9); health professions (8).
 - U. T. San Antonio – biology (1, tie); mathematics (1).
- Nationally, U. T. System academic institutions are ranked highly among those conferring doctoral degrees to Hispanic students.
 - U. T. Austin – 5th in doctoral degrees in all fields to Hispanic students; 10th in business and management to all minority students; 2nd in education degrees to Hispanic students and 7th for total minority students; 6th in engineering; and 8th in social sciences.
 - U. T. Arlington tied for 3rd in doctoral degrees in mathematics awarded to all minority students.

Table I-50

**Percent of Graduate and First Professional Degrees Conferred by Ethnicity
at U. T. Academic Institutions, 2000 and 2004**

	AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	99-00	51.5%	5.5%	3.7%	5.5%	0.5%	33.3%	--
	03-04	37.9	5.1	4.2	6.1	0.2	46.5	--
Austin	99-00	61.6	2.1	7.2	6.0	0.3	21.9	0.9
	03-04	55.9	2.5	7.7	7.0	0.2	23.9	2.7
Brownsville/TSC	99-00	23.8	--	72.8	--	--	3.3	--
	03-04	31.3	--	59.0	1.2	0.6	6.0	1.8
Dallas	99-00	49.1	2.9	2.8	9.3	0.2	35.7	0.1
	03-04	37.5	3.2	3.5	12.1	0.4	43.2	0.1
El Paso	99-00	32.3	2.5	39.0	3.0	0.7	22.5	--
	03-04	17.0	2.0	54.8	1.8	0.7	23.7	--
Pan American	99-00	19.3	0.2	69.7	2.4	0.7	7.2	0.5
	03-04	11.6	2.2	75.2	2.0	0.4	8.0	0.6
Permian Basin	99-00	78.3	2.2	18.5	--	--	1.1	--
	03-04	80.7	7.3	11.0	--	--	0.9	--
San Antonio	99-00	59.5	2.6	28.1	3.1	0.3	6.5	--
	03-04	45.0	4.9	33.2	3.5	0.5	12.9	--
Tyler	99-00	86.4	7.1	1.4	0.7	--	4.3	--
	03-04	86.2	4.6	4.1	1.0	--	3.1	1.0
Total Academic Institutions	99-00	54.3%	2.7%	14.1%	5.6%	0.3%	22.5%	0.5%
	03-04	44.4%	3.3%	16.0%	6.4%	0.3%	28.3%	1.2%

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	2000	2001	2002	2003	2004
Law		93.9%	93.4%	91.0%	92.7%	92.6%
Texas Jurisprudence Exam						
Pharmacy		99.1	98.2	100.0	99.0	93.6
North American Pharmacists Licensing Examination (NAPLEX)						

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

- Over the past five years, the pass rate of U .T. Austin law students has decreased slightly from 93.9 to 92.6 percent.
- *Hispanic Business* ranked U. T. Austin's law school number one in the nation for Hispanic students in 2003 and 2004.

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 99 or 100 percent in 2000, 2002, and 2003. However, in 2004, it declined to 93.6 percent.

Contextual Measures: 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 Degrees Conferred in High-Priority Fields at U. T. Academic Institutions							
Technical Fields	AY	2000	2001	2002	2003	2004	
Biological and Physical Sciences	Arlington*	N/A	N/A	N/A	11	17	
	Austin	4	5	5	2	5	
	Dallas	10	7	8	5	8	
Computer and Information Sciences	Arlington**	123	31	22	29	60	
	Austin	66	57	72	49	53	
	Dallas	214	262	284	275	224	
	El Paso	13	10	12	32	43	
	Pan American	6	7	15	10	22	
	San Antonio	22	19	33	34	45	
	Tyler	7	5	3	7	9	
Engineering	Arlington	172	242	294	473	595	
	Austin	539	528	576	551	656	
	Dallas	102	72	81	180	233	
	El Paso	70	64	69	100	111	
	Pan American	0	10	8	14	9	
	San Antonio	20	22	18	28	51	
	Tyler	0	1	1	1	5	
Engineering-Related Technologies	Tyler	5	6	9	7	5	
Mathematics	Arlington	14	11	7	14	15	
	Austin	27	30	46	46	35	
	Dallas	8	6	13	16	13	
	El Paso	3	7	5	7	12	
	Pan American	4	1	3	3	1	
	San Antonio	4	4	3	4	15	
	Tyler	0	0	0	1	1	
Physical Sciences	Arlington	13	14	15	26	20	
	Austin	131	111	109	131	148	
	Brownsville/TSC	0	0	0	0	1	
	Dallas	39	36	35	28	29	
	El Paso	16	21	22	26	18	
	Permian Basin	5	2	0	2	1	
	San Antonio	5	4	5	5	7	
Total Academic Institutions		1,642	1,595	1,773	2,117	2,467	

* 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 2000 to 2004, from a System total of 1,642 to 2,467.
- 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. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.

Table I-52

Graduate and Professional Degrees Conferred in High-Priority Fields		2000	2001	2002	2003	2004
Health Fields						
(continued)						
Communication Disorders	Austin	38	36	30	28	32
Sciences and Services	Dallas	102	81	77	102	78
	El Paso	8	14	14	10	8
	Pan American	14	15	14	17	31
Nursing	Arlington	20	56	44	52	53
	Austin	56	64	55	47	51
	Brownsville/TSC	0	0	12	3	4
	El Paso	27	28	21	26	16
	Pan American	5	7	15	16	10
	Tyler	7	4	1	8	13
Rehabilitation/Therapeutic Services	El Paso	24	22	15	14	18
	Pan American	8	10	19	11	17
Total Academic Institutions		309	337	317	334	331

Source: Texas Higher Education Coordinating Board

Health fields

- The overall trend, a matter of concern to the U. T. System, has been a decrease in total numbers of degrees conferred by academic institutions in high-priority health fields from 357 in 1999 to 317 in 2002, with a modest rebound in 2003 to 334. In 2004, the total number declined slightly to 331.
- From 2000 to 2004, the number of graduate-level communication disorders degrees conferred at U. T. Pan American increased.
- The number of nursing degrees increased at U. T. Arlington (where it more than doubled from 20 to 53), U. T. Brownsville, U. T. Pan American, and U. T. Tyler (nearly doubling from 7 to 13).
- The number of rehabilitation/therapeutic services degrees conferred by U. T. Pan American also more than doubled during this period.

Graduate Degrees Conferred in Education

Table I-53

Graduate Education Degrees Conferred at U. T. Academic Institutions, 2000-2004						
AY	99-00	00-01	01-02	02-03	03-04	
Arlington	68	145	139	110	130	
Austin	317	318	308	298	240	
Brownsville/TSC	106	112	101	122	129	
Dallas	4	8	7	7	5	
El Paso	129	188	154	231	238	
Pan American	217	198	223	189	272	
Permian Basin	63	46	35	63	72	
San Antonio	242	230	312	264	297	
Tyler	64	79	48	62	70	
Total Academic Institutions	1,210	1,324	1,327	1,346	1,453	

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 five years, the number of students receiving graduate education degrees from U. T. System academic institutions has increased by 20 percent.
- Between 2000 and 2004, very significant proportional increases in numbers of education degrees were achieved at U. T. Arlington (91%) and at U. T. El Paso (84%). Proportional increases of over 20 percent occurred at U. T. Brownsville/TSC, U. T. Dallas, U. T. Pan American, and U. T. San Antonio.

Contextual Measure: 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	00-01	01-02	02-03	03-04	04-05
Arlington	Master's	69	69	73	73	76
	Doctoral	30	30	30	34	35
Austin	Master's	108	113	114	117	117
	Doctoral	88	91	91	91	91
	Professional	2	2	2	2	2
Brownsville/TSC	Master's	15	15	16	18	25
Dallas	Master's	40	40	42	46	46
	Doctoral	18	19	22	23	27
El Paso	Master's	72	72	79	77	79
	Doctoral	8	8	9	12	13
Pan American*	Master's	42	42	43	46	45
	Doctoral	2	2	2	2	2
	Professional*	--	1	1	1	1
Permian Basin	Master's	17	17	17	19	19
San Antonio	Master's	34	34	36	37	42
	Doctoral	4	4	10	12	16
Tyler	Master's	23	25	25	25	27
Total Academic Institutions		572	584	612	635	663

* 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. Health-Related Institutions

Enrollment at U. T. 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

		Fall	2000	2001	2002	2003	2004
Total Undergraduate Enrollment at U. T. Health-Related Institutions, by School							
SWMC	Allied Health**		239	215	169	146	134
	Biomedical Sciences		2	6	24	38	57
UTMB	Allied Health		268	165	136	134	111
	Biomedical Sciences*		20	27	38	47	38
	Nursing*		423	430	450	417	432
HSC-H	Dental		78	74	78	74	76
	Nursing		186	258	281	272	305
HSC-SA	Allied Health		341	418	379	347	328
	Nursing		421	485	528	547	471
MDACC	Health Sciences		40	48	59	75	70
Total Health-Related			2,018	2,126	2,142	2,097	2,022

* Includes post-baccalaureate students; decrease in Allied Health due to transition to Master's-level programs.

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

Source: Texas Higher Education Coordinating Board

- Overall, undergraduate enrollments in 2004 were at the same level as in 2000.
- The increase in undergraduate nursing enrollments from 2000 to 2004 at U. T. Medical Branch, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio counters the statewide trend of overall reductions in nursing enrollments. However, 2004 nursing enrollments at U. T. Health Science Center-San Antonio declined compared with 2003.
- As Table I-56 shows, 80 percent of undergraduates in health-related programs are female, as they have been for the previous two years.

Table I-56

		Fall	2000	2001	2002	2003	2004
SWMC	Allied Health		76.2%	73.0%	74.0%	74.0%	74.6%
	Biomedical Sciences		50.0	16.7	29.2	39.5	45.6
UTMB	Allied Health*		77.6	77.6	78.7	76.1	73.9
	Biomedical Sciences*		70.0	66.7	55.3	63.8	63.2
	Nursing*		90.8	87.9	87.8	87.3	86.6
HSC-H	Dental		97.4	98.6	100.0	100.0	98.7
	Nursing		88.2	87.6	87.5	83.8	85.2
HSC-SA	Allied Health		56.6	56.2	66.5	68.3	70.1
	Nursing		81.0	81.0	84.1	86.3	85.4
MDACC	Health Sciences		67.5	62.5	74.6	65.3	65.7
Overall Health-Related			78.8%	77.1%	80.3%	80.1%	80.1%

*Includes post-baccalaureate students

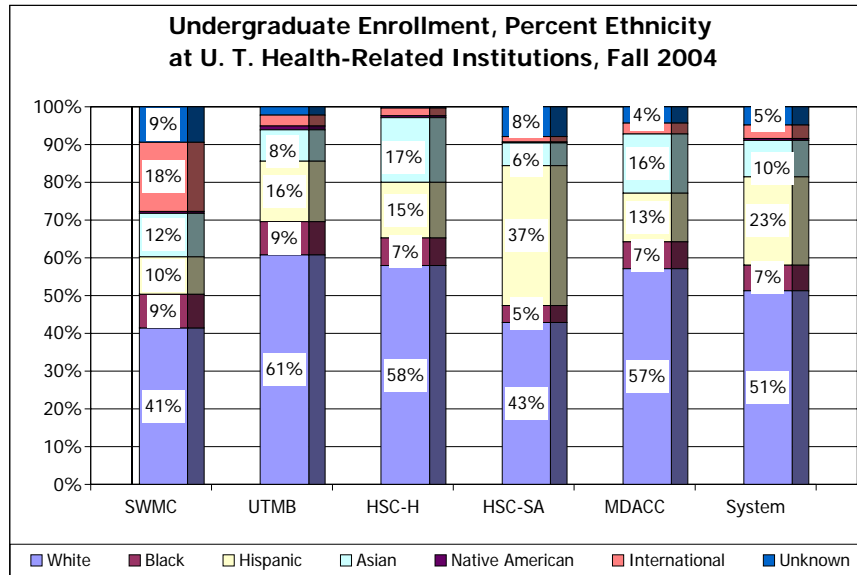
Source: Texas Higher Education Coordinating Board

Table I-57

		Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
SWMC	Allied Health	2000	61.9%	13.0%	7.9%	7.1%	0.4%	1.3%	8.4%
		2004	50.7	11.2	13.4	11.2	0.7	6.7	6.0
	Biomedical Sciences	2000	50.0	--	--	--	--	50.0	--
		2004	19.3	3.5	1.8	12.3	--	45.6	17.5
UTMB	Allied Health	2000	57.1	8.6	20.5	11.2	--	1.1	1.5
		2004	41.4	11.7	22.5	13.5	--	9.9	0.9
	Biomedical Sciences	2000	70.0	5.0	10.0	15.0	--	--	--
		2004	73.7	5.3	18.4	--	--	--	2.6
	Nursing	2000	62.6	14.9	12.1	7.1	--	0.7	2.6
		2004	64.6	8.3	14.1	7.6	1.4	1.4	2.5
HSC-H	Dental	2000	66.7	3.8	20.5	9.0	--	--	--
		2004	63.2	1.3	17.1	17.1	1.3	--	--
	Nursing	2000	60.8	14.0	13.4	10.2	0.5	1.1	--
		2004	56.7	8.9	14.1	17.0	0.3	2.6	0.3
HSC-SA	Allied Health	2000	44.9	4.1	41.9	6.2	0.9	2.1	--
		2004	38.7	3.7	43.0	6.4	--	1.5	6.7
	Nursing	2000	49.4	8.3	35.6	3.3	0.5	0.7	2.1
		2004	45.9	5.1	32.9	5.7	0.4	1.3	8.7
MDACC	Health Sciences	2000	60.0	15.0	12.5	12.5	--	--	--
		2004	57.1	7.1	12.9	15.7	--	2.9	4.3
Overall Health-Related		2000	56.0%	10.0%	23.1%	7.2%	0.3%	1.1%	2.2%
		2004	51.2%	6.8%	23.4%	9.6%	0.5%	3.6%	4.8%

Source: Texas Higher Education Coordinating Board

Figure I-31



- On average, between 2000 and 2004, enrollments of White undergraduate students at U. T. System health-related institutions declined to 51.2 percent.
- Enrollments of Black students decreased by 3 percentage points. However, at U. T. Medical Branch, the proportion of Black students enrolled in allied health increased by more than one-third, to 11.7 percent.
- The proportion of Hispanic allied health students increased by 5.5 percentage points at U. T. Southwestern Medical Center. The proportion of Hispanic biomedical science students increased by 8.4 percentage points at U. T. Medical Branch.
- The proportion of Hispanic nursing students increased slightly at U. T. Medical Branch and U. T. Health Science Center-Houston but declined slightly at U. T. Health Science Center-San Antonio.

Graduate and Professional Enrollment

- Between 2000 and 2004, overall enrollments in graduate and professional programs have increased by 22 percent at U. T. System health-related institutions, and the pace of this change increased in the period 2002 to 2004.
- Proportionately, enrollments have increased most in allied health, biomedical sciences, and nursing. At U. T. Southwestern Medical Center, enrollments in allied health grew 185 percent in this period and 253 percent at U. T. Medical Branch.
- Graduate level nursing enrollments increased by 37 percent at U. T. Medical Branch, 15 percent at U. T. Health Science Center-Houston, and 80 percent at U. T. Health Science Center-San Antonio.

Table I-58

		Fall	2000	2001	2002	2003	2004
SWMC*	Allied Health		65	100	134	173	185
	Biomedical Sciences		375	420	472	525	1,049
	Medical		824	813	838	867	848
	Total		1,264	1,333	1,444	1,565	2,082
UTMB	Allied Health		73	154	198	222	258
	Biomedical Sciences		233	234	256	274	321
	Medical		810	823	813	820	824
	Nursing		100	94	114	145	137
	Total		1,216	1,305	1,381	1,461	1,540
HSC-H	Biomedical Sciences		416	443	465	490	514
	Dental		296	340	335	324	301
	Health Information Sciences		45	64	62	74	64
	Medical		817	829	825	837	847
	Nursing		395	388	402	426	455
	Public Health		910	890	886	908	837
	Total		2,879	2,954	2,975	3,059	3,018
HSC-SA	Allied Health		134	109	146	205	241
	Biomedical Sciences		272	277	320	314	318
	Dental		402	396	404	397	395
	Medical		824	829	822	816	816
	Nursing		149	151	129	128	268
	Total		1,781	1,762	1,821	1,860	2,038
Total Health-Related			7,140	7,354	7,621	7,945	8,678

* 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	2000	2001	2002	2003	2004
SWMC	Allied Health		83.1%	79.0%	75.4%	79.2%	82.2%
	Biomedical Sciences		48.5	48.3	50.6	54.7	46.1
	Medical		34.5	39.9	41.1	43.6	44.1
	Total		41.1	45.5	47.4	51.2	48.5
UTMB	Allied Health		68.5	76.6	79.3	81.1	78.7
	Biomedical Sciences		51.9	50.9	50.8	50.7	56.1
	Medical		44.6	46.1	44.5	47.6	49.2
	Nursing		91.0	84.0	86.0	88.3	88.3
	Total		51.2	53.3	54.1	57.3	59.0
HSC-H	Biomedical Sciences		52.6	51.2	51.6	55.3	56.8
	Dental		49.0	47.4	46.6	49.4	50.8
	Health Information Sciences		53.3	51.6	53.2	45.9	53.1
	Medical		41.0	42.3	46.3	48.0	47.5
	Nursing		71.9	69.8	69.7	71.1	74.5
	Public Health		68.4	69.6	69.6	69.2	70.5
	Total		56.6	56.3	57.4	58.8	60.0
HSC-SA	Allied Health		76.9	77.1	78.1	79.0	78.4
	Biomedical Sciences		48.9	48.4	47.8	49.4	48.1
	Dental		41.5	44.2	46.3	44.3	45.8
	Medical		51.0	50.9	51.8	53.3	56.0
	Nursing		85.9	85.4	82.9	86.7	88.1
	Total		53.4	53.6	54.2	55.9	59.7
Overall Health-Related			52.1%	53.1%	54.1%	56.3%	57.0%

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 2000 to 2004 to 57 percent.
- This trend cuts across nearly every health field.

Table I-60

**Graduate and Professional Student Headcount
at U. T. Health-Related Institutions, by School and by Type of Degree**

		Fall	2000	2001	2002	2003	2004
Master's Degrees							
Southwestern*	Allied Health		65	100	134	173	185
	Biomedical Sciences		52	46	48	50	477
Medical Branch	Allied Health		73	154	198	222	258
	Biomedical Sciences		46	47	37	43	48
	Nursing		79	67	93	116	135
HSC-Houston	Biomedical Sciences		62	70	64	71	83
	Health Information Sciences		45	58	57	68	55
	Clinical Research		--	--	15	21	17
	Nursing		372	360	368	388	411
	Public Health		661	660	665	675	601
HSC-San Antonio	Allied Health		134	109	146	205	241
	Biomedical Sciences		76	89	105	95	75
	Dental School/Academics		--	--	--	8	--
	Nursing		128	124	98	96	244
Master's Total		1,793	1,884	2,028	2,231	2,830	
Professional Degrees							
Southwestern	Medical		824	813	838	867	848
Medical Branch	Medical		810	823	813	820	824
HSC-Houston	Dental Academics		56	86	82	66	45
	Dental School		240	254	253	258	256
	Medical		817	829	810	816	830
HSC-San Antonio	Dental School		358	354	356	348	353
	Dental School/Academics		44	42	48	41	42
	Medical		824	829	822	816	816
Professional Total		3,973	4,030	4,022	4,032	4,014	
Doctoral Degrees							
Southwestern	Biomedical Sciences		323	374	424	475	572
Medical Branch	Biomedical Sciences		187	187	219	231	273
	Nursing		21	27	21	29	2
HSC-Houston	Biomedical Sciences		354	373	401	419	431
	Health Information Sciences		--	6	5	6	9
	Nursing		23	28	34	38	44
	Public Health		249	230	221	233	236
HSC-San Antonio	Biomedical Sciences		196	188	215	219	243
	Nursing		21	27	31	32	24
Doctoral Total		1,374	1,440	1,571	1,682	1,834	
Total Health-Related		7,140	7,354	7,621	7,945	8,678	

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

* 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

Diversity

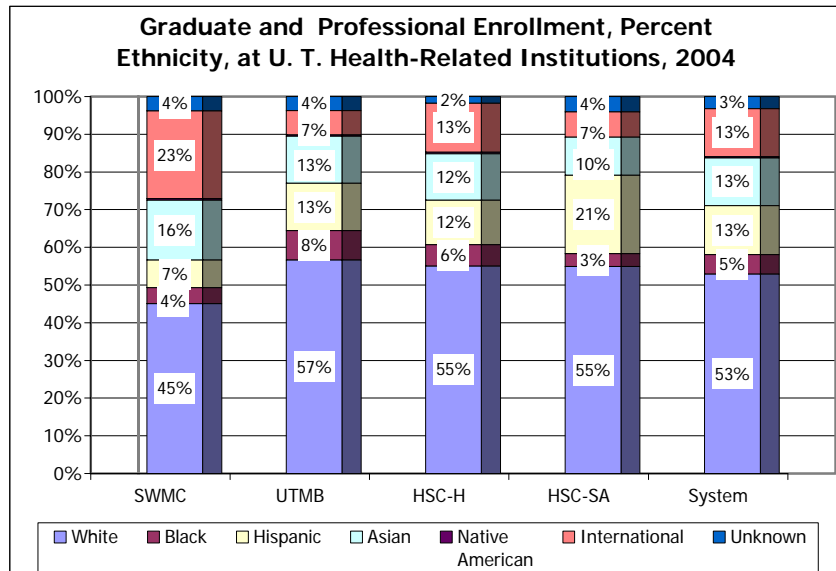
Table I-61

			Graduate and Professional Students, Percent Ethnicity at U. T. Health-Related Institutions, Fall 2000 and Fall 2004, by School						
			White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
SWMC	Allied Health	2000	87.7%	--	1.5%	4.6%	1.5%	3.1%	1.5%
		2004	72.4	4.9	7.6	8.6	--	1.6	4.9
	Biomedical Sciences	2000	59.7	1.9	4.5	8.5	0.3	22.9	2.1
		2004	35.5	1.7	4.2	9.0	0.4	45.5	3.8
	Medical	2000	57.4	3.9	9.0	27.4	0.1	0.7	1.5
		2004	50.9	7.1	11.1	26.2	0.5	0.6	3.7
UTMB	Allied Health	2000	80.8	--	6.8	11.0	--	--	1.4
		2004	55.8	12.8	16.7	8.5	--	1.6	4.7
	Biomedical Sciences	2000	48.9	3.0	8.6	4.7	2.1	31.3	1.3
		2004	54.2	4.0	7.5	5.0	0.6	27.4	1.2
	Medical	2000	48.1	9.8	21.9	18.8	0.2	0.1	1.1
		2004	54.1	7.4	14.6	17.8	0.2	1.0	4.9
Nursing	2000	87.0	5.0	3.0	--	1.0	3.0	1.0	
	2004	79.6	9.5	5.1	5.1	--	--	0.7	
HSC-H	Biomedical Sciences	2000	51.0	1.9	6.3	11.3	0.5	28.6	0.5
		2004	43.2	3.7	8.6	9.3	0.4	33.9	1.0
	Dental	2000	57.8	2.7	4.7	28.4	--	6.1	0.3
		2004	55.1	3.0	15.3	23.6	0.7	2.3	--
	Health Information Sciences	2000	60.0	4.4	4.4	13.3	--	17.8	--
		2004	29.7	6.3	1.6	15.6	1.6	45.3	--
Medical	2000	72.3	2.2	11.1	13.5	0.7	0.1	--	
	2004	68.1	3.8	13.7	10.7	0.4	0.8	2.5	
Nursing	2000	74.9	7.6	7.8	7.6	0.8	1.3	--	
	2004	70.1	8.6	5.5	10.5	0.4	3.1	1.8	
Public Health	2000	51.0	8.6	12.9	13.4	0.4	12.3	1.4	
	2004	42.8	8.2	14.7	12.3	0.4	19.4	2.3	
HSC-SA	Allied Health	2000	75.4	1.5	17.9	4.5	--	0.7	--
		2004	46.9	2.9	41.5	4.6	--	0.4	3.7
	Biomedical Sciences	2000	50.4	0.7	12.5	3.3	0.4	30.5	2.2
		2004	32.7	1.6	14.8	5.7	--	38.1	7.2
	Dental	2000	64.9	1.5	15.7	10.9	0.7	2.2	4.0
		2004	64.8	1.5	16.2	10.4	--	3.0	4.1
Medical	2000	67.0	1.9	15.4	14.8	0.4	0.4	0.1	
	2004	60.9	3.7	17.3	15.6	--	0.2	2.3	
Nursing	2000	75.8	5.4	14.1	2.0	0.7	--	2.0	
	2004	55.2	8.2	26.5	3.4	0.4	--	6.3	
Total Health-Related		2000	60.6%	4.3%	11.9%	14.2%	0.5%	7.4%	1.1%
		2004	52.9%	5.2%	13.0%	12.7%	0.3%	12.8%	3.2%

Source: Texas Higher Education Coordinating Board

- From 2000 to 2004, the proportion of graduate and professional White students at U. T. health-related institutions decreased from 61 to 53 percent.
- The proportion of Black students increased slightly, from 4.3 to 5.2 percent.
- The proportion of Hispanic students increased slightly, from 11.9 to 13.0 percent.

Figure I-32



Licensure/Certification Examination Pass Rates – U. T. 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	2000	2001	2002	2003	2004
		(pass rates for first-time test takers)					
Allied Health	Southwestern		90.1%	85.6%	94.4%	86.0%	91.0%
	Medical Branch		90.0	93.0	91.0	79.1	87.6
	HSC-Houston		97.0	97.4	100.0	100.0	97.3
	HSC-San Antonio		90.0	93.4	94.6	80.4	85.7
	M. D. Anderson		--	--	100.0	100.0	100.0
Dentistry: National Board Dental Examination	HSC-Houston		99.0	96.5	96.7	91.3	94.1
	HSC-San Antonio		94.0	97.0	93.0	90.0	97.0
Medicine (Part 1 or Part 2) United States Medical Licensing Examination	Southwestern		97.9	97.6	98.4	99.7	97.8
	Medical Branch		91.0	87.7	90.0	92.5	94.8
	HSC-Houston		91.0	91.0	91.0	91.0	90.0
	HSC-San Antonio		94.5	92.0	93.0	94.0	94.0
Nursing (BSN) National Council Licensure Exam	Medical Branch		91.0	90.0	87.0	88.8	94.6
	HSC-Houston		91.0	94.0	97.0	94.0	95.0
	HSC-San Antonio		90.0	91.0	86.0	93.3	88.3
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		72.0	86.0	76.0	84.4	90.4
	HSC-Houston		62.0	66.0	73.0	68.0	61.0
	HSC-San Antonio		85.0	85.0	76.0	85.0	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 except advanced practice nursing, these pass rates are over, and in many cases, significantly higher, than 85 percent.
- Allied health exam pass rates were 100 percent in 2002-2004 for students at U. T. M. D. Anderson Cancer Center.
- In 2004, the nursing advance practice certification rate was 100 percent for students at U. T. Health Science Center-San Antonio.

Degrees Conferred

Table I-63

		AY	99-00	00-01	01-02	02-03	03-04
Total Degrees and Certificates Conferred to Undergraduates at U. T. Health-Related Institutions							
Certificates							
SWMC	Allied Health		5	9	5	0	5
HSC-H	Dental		35	39	34	39	27
HSC-SA	Allied Health		55	157	213	212	155
MDACC	Health Sciences		0	26	34	32	45
	Total		95	231	286	283	232
Baccalaureate Awards							
SWMC	Allied Health		103	106	104	70	61
UTMB	Allied Health		212	141	95	38	53
	Nursing		156	171	201	163	187
HSC-H	Dental		0	0	0	0	10
	Nursing		91	97	116	127	135
HSC-SA	Allied Health		143	131	42	64	70
	Nursing		236	168	220	238	253
MDACC	Health Sciences		0	13	10	20	30
	Total		941	827	788	720	799
Total Health-Related			1,036	1,058	1,074	1,003	1,031

Source: Texas Higher Education Coordinating Board

- The total number of baccalaureate degrees and certificates awarded by U. T. System health-related institutions has declined from 2000 to 2004.
- 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

		AY	99-00	00-01	01-02	02-03	03-04
Total Undergraduate Certificates and Degrees Conferred, Percent Female at U. T. Health-Related Institutions							
Certificates							
SWMC	Allied Health		40.0%	77.8%	60.0%	--	60.0%
HSC-H	Dental		100.0	97.4	97.1	100.0	100.0
HSC-SA	Allied Health		81.8	33.1	31.5	31.1	38.1
MDACC	Health Sciences		--	61.5	61.8	68.8	66.7
Baccalaureate Awards							
SWMC	Allied Health		66.0	81.1	70.2	77.1	68.9
UTMB	Allied Health		68.4	77.3	75.8	81.6	79.2
	Nursing		86.5	87.1	90.0	92.6	85.0
HSC-H	Dental		--	--	--	--	100.0
	Nursing		87.9	90.7	87.1	89.0	85.9
HSC-SA	Allied Health		73.4	65.6	64.3	68.8	72.9
	Nursing		78.0	81.5	80.5	82.8	86.2
MDACC	Health Sciences		--	69.2	60.0	80.0	66.7
Total Health-Related			77.1%	73.4%	70.9%	73.1%	75.4%

Source: Texas Higher Education Coordinating Board

- The proportion of women receiving health-related undergraduate degrees exceeds 75 percent; from 2000 to 2004, however, the proportion has declined slightly.

Table I-65

**Undergraduate Certificates and Degrees Conferred, Percent Ethnicity
at U. T. Health-Related Institutions, 1999-00 and 2003-04, by School**

			White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
			Certificates						
			AY						
SWMC	Allied Health	99-00	40.0%	40.0%	--	20.0%	--	--	--
		03-04	20.0	20.0	20.0	20.0	--	--	20.0
HSC-H	Dental	99-00	57.1	2.9	14.3	25.7	--	--	--
		03-04	70.4	--	22.2	3.7	--	3.7	--
HSC-SA	Allied Health	99-00	58.2	9.1	21.8	7.3	--	3.6	--
		03-04	56.8	2.6	29.7	5.2	2.6	0.6	2.6
MDACC*	Health Sciences	03-04	62.2	4.4	11.1	17.8	--	2.2	2.2
			Baccalaureate Awards						
SWMC	Allied Health	99-00	68.9	11.7	7.8	5.8	--	3.9	1.9
		03-04	52.5	9.8	21.3	4.9	1.6	3.3	6.6
UTMB	Allied Health	99-00	66.5	5.7	13.2	12.7	0.5	0.9	0.5
		03-04	49.1	11.3	24.5	7.5	--	3.8	3.8
	Nursing	99-00	59.6	18.6	13.5	7.7	0.6	--	--
		03-04	62.0	16.0	12.3	3.2	2.1	--	4.3
HSC-H	Dental	03-04	70.0	--	20.0	10.0	--	--	--
	Nursing	99-00	68.1	12.1	7.7	9.9	--	2.2	--
		03-04	59.3	14.8	10.4	12.6	--	1.5	1.5
HSC-SA	Allied Health	99-00	60.1	2.1	27.3	9.1	0.7	0.7	--
		03-04	48.6	8.6	37.1	2.9	2.9	--	--
	Nursing	99-00	61.4	5.5	28.8	3.0	0.8	0.4	--
		03-04	46.2	6.3	41.5	5.1	0.4	--	0.4
MDACC	Health Science	03-04	53.3	10.0	10.0	23.3	--	--	3.3
Total Health-Related		99-00	62.9%	8.5%	18.1%	8.5%	0.5%	1.2%	0.3%
		03-04	54.7%	9.1%	24.9%	6.9%	1.2%	0.9%	2.3%

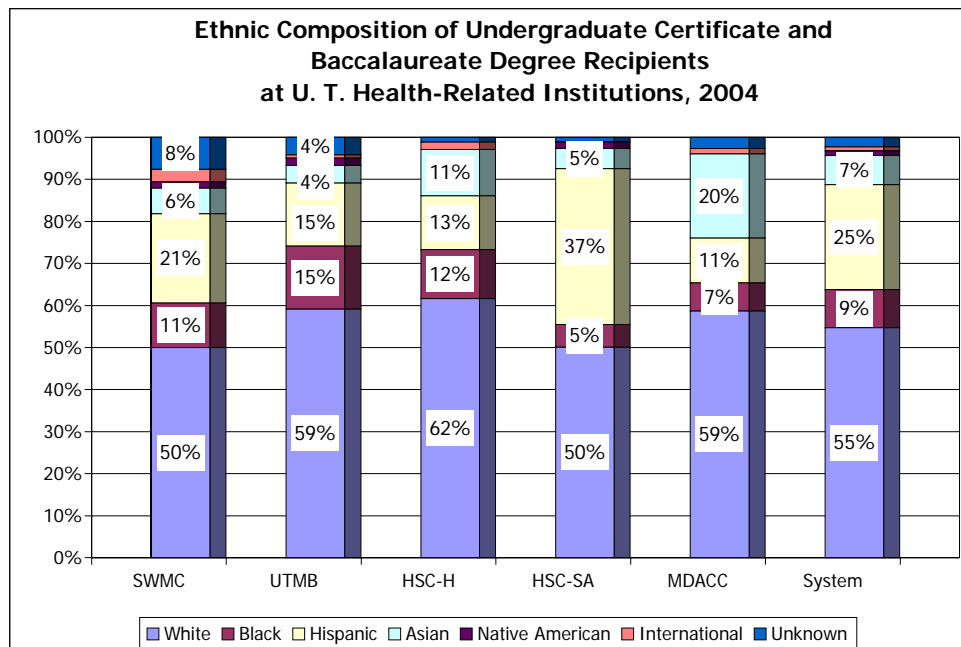
* MDACC was authorized to offer degrees in 1999, first degrees were awarded in 2001

Source: Texas Higher Education Coordinating Board

- From 2000 to 2004, the proportion of non-White undergraduates receiving degrees from U. T. System health-related institutions increased from 37 to 45 percent.
- Over this period, health-related degrees to Black students increased slightly to 9 percent.
- The proportion of Black students receiving allied health degrees almost doubled at U. T. Medical Branch and more than quadrupled at U. T. Health Science Center-San Antonio. The proportion also increased in nursing at U. T. Health Science Center-Houston and U. T. Health Science Center-San Antonio.

- Health-related degrees awarded to Hispanic students increased to 25 percent for the U. T. System as a whole.
- The proportion of Hispanic degree recipients increased from 0 to 20 percent in allied health at U. T. Southwestern Medical Center; increased by approximately 86 percent in allied health at U. T. Medical Branch; increased in nursing at U. T. Health Science Center-Houston; and in allied health and nursing at U. T. Health Science Center-San Antonio.
- According to the national ranking in *Black Issues in Higher Education* (July 2005), U. T. Health Science Center-San Antonio ranked 4th in health professional and clinical sciences degrees awarded to Hispanic students and 7th for total minority students in 2004.

Figure I-33



Graduate Certificates and Degrees Awarded

Table I-66

		AY	99-00	00-01	01-02	02-03	03-04
Total Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, 2000-2004							
SWMC	Allied Health		29	33	32	31	66
	Biomedical Sciences		73	65	63	59	77
	Medical		184	203	201	189	204
	Total		286	301	296	279	347
UTMB	Allied Health		35	36	37	74	61
	Biomedical Sciences		49	51	59	52	57
	Medical		184	183	194	181	190
	Nursing		31	46	21	37	34
	Total		299	316	311	344	342
HSC-H	Biomedical Sciences		74	67	75	86	77
	Dental		111	104	122	93	112
	Health Information Sciences		3	15	12	9	25
	Medical		201	186	214	186	194
	Nursing		122	135	92	106	114
	Public Health		142	147	154	147	213
	Total		653	654	669	627	735
HSC-SA	Allied Health		37	33	48	50	51
	Biomedical Sciences		52	55	46	60	61
	Dental		107	104	103	112	97
	Medical		196	195	193	194	199
	Nursing		46	56	46	31	28
	Total		438	443	436	447	436
Total Health-Related			1,676	1,714	1,712	1,697	1,860

Source: Texas Higher Education Coordinating Board

- Between 2000 and 2004, the number of graduate and professional degrees awarded by U. T. System health-related institutions increased by 11 percent.
- This trend includes significant proportional 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 of graduate level nursing degrees increased slightly at U. T. Medical Branch but declined at U. T. Health Science Center-Houston and U. T. Health Science Center-San Antonio.

Table I-67

Total Graduate and Professional Certificates and Degrees Awarded, Percent Female at U. T. Health-Related Institutions		AY	99-00	00-01	01-02	02-03	03-04
SWMC	Allied Health		75.9%	84.8%	81.3%	77.4%	71.2%
	Biomedical Sciences		49.3	52.3	42.9	45.8	55.8
	Medical		41.3	24.6	38.3	39.7	42.2
UTMB	Allied Health		88.6	72.2	64.9	81.1	85.2
	Biomedical Sciences		36.7	43.1	52.5	46.2	47.4
	Medical		37.0	44.8	52.1	41.4	40.0
	Nursing		96.8	95.7	85.7	86.5	85.3
HSC-H	Biomedical Sciences		50.0	53.7	57.3	54.7	45.5
	Dental		42.3	49.0	54.1	44.1	49.1
	Health Information Sciences		66.7	53.3	50.0	88.9	52.0
	Medical		51.2	38.2	36.9	40.3	46.9
	Nursing		76.2	75.6	70.7	63.2	64.9
	Public Health		72.5	74.1	69.5	63.3	66.2
HSC-SA	Allied Health		59.5	75.8	70.8	84.0	86.3
	Biomedical Sciences		42.3	52.7	47.8	46.7	54.1
	Dental		35.5	41.3	41.7	42.9	47.4
	Medical		42.3	47.2	52.8	51.0	52.8
	Nursing		87.0	83.9	91.3	77.4	71.4
Total Health-Related			52.0%	52.5%	53.3%	52.4%	54.7%

Source: Texas Higher Education Coordinating Board

- The overall proportion of female graduate and professional students receiving degrees from U. T. health-related institutions has increased slightly, from 52 percent to nearly 55 percent, although the proportion varies considerably among programs.
- Graduates in allied 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	99-00	00-01	01-02	02-03	03-04
Master's Certificate						
HSC-H	Dental	35	33	40	20	36
HSC-SA	Dental	17	18	19	17	17
	Total	52	51	59	37	53
Master's						
SWMC	Allied Health	29	33	32	31	66
	Biomedical Sciences	19	24	14	17	18
UTMB	Allied Health	35	36	37	74	61
	Biomedical Sciences	13	19	24	19	19
	Nursing	31	46	21	37	34
HSC-H	Biomedical Sciences	28	25	23	33	24
	Dental	12	16	20	14	17
	Health Information Sciences	3	15	12	8	23
	Medical Academics	--	--	--	1	3
	Nursing	119	132	92	105	108
	Public Health	116	115	123	119	169
HSC-SA	Allied Health	37	33	48	50	51
	Biomedical Sciences	25	18	20	30	27
	Nursing	46	56	46	31	28
	Total	513	568	512	569	648
Doctoral						
SWMC	Biomedical Sciences	54	41	49	42	59
UTMB	Biomedical Sciences	36	32	35	33	38
HSC-H	Biomedical Sciences	46	42	52	53	53
	Health Information Sciences	--	--	--	1	2
	Nursing	3	3	0	1	6
	Public Health	26	32	31	28	44
HSC-SA	Biomedical Sciences	27	37	26	30	34
	Total	192	187	193	188	236
Professional						
SWMC	Medical	184	203	201	189	204
UTMB	Medical	184	183	194	181	190
HSC-H	Dental	64	55	62	59	59
	Medical	201	186	214	185	191
HSC-SA	Dental	90	86	84	95	80
	Medical	196	195	193	194	199
	Total	919	908	948	903	923
Total Health-Related		1,676	1,714	1,712	1,697	1,860

Source: Texas Higher Education Coordinating Board

Table I-69

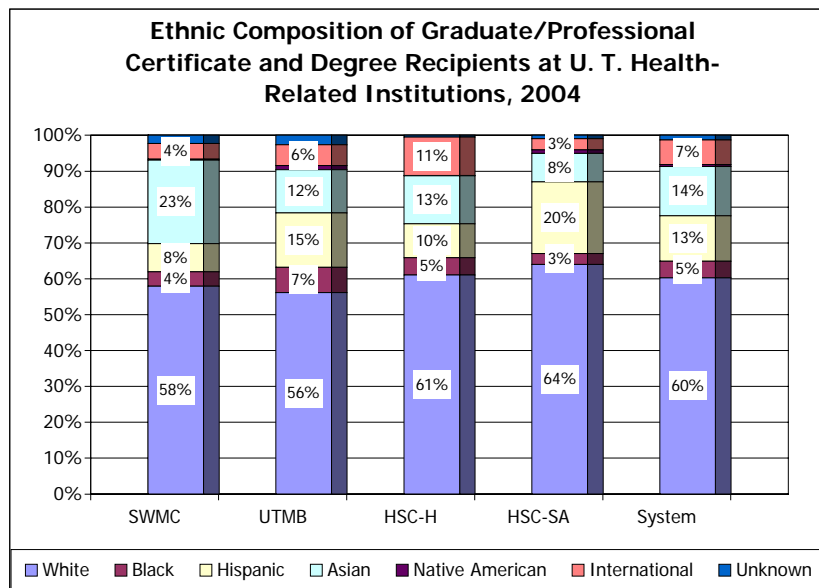
**Ethnic Composition of Graduate and Professional Certificate and Degree Recipients
at U. T. Health-Related Institutions, 1999-00 and 2003-04**

		AY	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown	
SWMC	Allied Health	99-00	96.6%	--	--	3.4%	--	--	--	
		03-04	81.8	9.1	3.0	3.0	--	--	3.0	
	Biomedical Sciences	99-00	64.4	1.4	5.5	5.5	--	23.3	--	
		03-04	59.7	--	6.5	10.4	1.3	19.5	2.6	
	Medical	99-00	65.2	4.3	6.5	23.9	--	--	--	
		03-04	49.5	3.9	9.8	34.8	--	--	2.0	
UTMB	Allied Health	99-00	85.7	--	8.6	--	2.9	2.9	--	
		03-04	70.5	4.9	14.8	6.6	--	1.6	1.6	
	Biomedical Sciences	99-00	55.1	2.0	--	12.2	2.0	28.6	--	
		03-04	47.4	5.3	3.5	5.3	1.8	33.3	3.5	
	Medical	99-00	47.3	13.0	26.6	13.0	--	--	--	
		03-04	51.6	8.4	19.5	16.3	1.1	--	3.2	
Nursing	99-00	80.6	9.7	3.2	6.5	--	--	--		
	03-04	70.6	5.9	11.8	8.8	2.9	--	--		
HSC-H	Biomedical Sciences	99-00	41.9	1.4	8.1	8.1	--	40.5	--	
		03-04	53.2	--	6.5	14.3	--	23.4	2.6	
	Dental	99-00	57.7	1.8	6.3	25.2	--	9.0	--	
		03-04	49.1	7.1	8.0	22.3	--	12.5	0.9	
	Health Information Sciences	99-00	66.7	--	--	--	--	33.3	--	
		03-04	24.0	--	4.0	28.0	--	44.0	--	
	Medical	99-00	66.2	4.0	17.9	10.9	1.0	--	--	
		03-04	77.3	1.5	9.3	11.3	--	0.5	--	
	Nursing	99-00	77.0	6.6	6.6	7.4	0.8	1.6	--	
		03-04	78.1	5.3	8.8	7.0	0.9	--	--	
	Public Health	99-00	65.5	4.9	7.7	11.3	--	10.6	--	
		03-04	50.2	8.5	12.7	11.7	--	16.4	0.5	
HSC-SA	Allied Health	99-00	86.5	--	5.4	8.1	--	--	--	
		03-04	47.1	5.9	43.1	--	2.0	--	2.0	
	Biomedical Sciences	99-00	55.8	3.8	11.5	9.6	1.9	17.3	--	
		03-04	54.1	1.6	13.1	4.9	1.6	21.3	3.3	
	Dental	99-00	72.0	1.9	13.1	13.1	--	--	--	
		03-04	73.2	1.0	18.6	4.1	1.0	1.0	1.0	
	Medical	99-00	66.3	0.5	13.3	17.9	2.0	--	--	
		03-04	65.8	2.5	17.1	14.1	0.5	--	--	
	Nursing	99-00	84.8	6.5	8.7	--	--	--	--	
		03-04	71.4	10.7	17.9	--	--	--	--	
	Total Health-Related		99-00	64.9%	4.2%	11.3%	13.1%	0.6%	5.9%	--
			03-04	60.2%	4.6%	12.7%	13.7%	0.5%	6.9%	1.3%

Source: Texas Higher Education Coordinating Board

- According to the national ranking in *Black Issues in Higher Education* (July 2005), U. T. Health Science Center-Houston ranked 5th, and U. T. Health Science Center-San Antonio ranked 10th in health professional and clinical sciences master's degrees awarded to Hispanic students in 2004.
- U. T. System health-related institutions rank highly in degrees conferred to minority professional and doctoral students in 2004.
 - U. T. Medical Branch ranked 3rd in medical degrees awarded to Hispanic students and 10th for total minority students.
 - U. T. Health Science Center-Houston ranked 5th in biology doctoral degrees awarded to Hispanic students and 6th for total minority students in 2004. HSC-Houston also ranked 9th for dental doctoral degrees for African-Americans.
 - U. T. Health Science Center-San Antonio ranked 5th in medical degrees and 3rd in dental degrees awarded to Hispanic students in 2004.
 - U. T. Southwestern ranked 4th in medical degrees for total minority students.

Figure I-34



- The ethnic composition of graduate and professional degree recipients has changed little from between 2000 to 2004, although the proportion of White students has declined from 65 to 60 percent.
- In 2004, 5 percent of graduates were Black, 13 percent were Hispanic, and 14 percent were Asian.
- These proportions lag the trend toward greater diversity among enrolled graduate and professional students (see Table I-61, above).

Contextual Measure: U. T. 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 Rates¹	Fall 1997 Cohort	Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Point/Percent Change Fall 1997 to Fall 2000
Southwestern Medical Center					
First-time entering cohort	13	21	19	15	15.4%
Percent Master's or Above	62%	48%	68%	67%	4.7%
Medical Branch*					
First-time entering cohort	111	71	34	27	-75.7%
Percent Master's or Above	89%	87%	77%	89%	-0.1%
*Excludes students who transferred from other institutions or students who matriculated in semesters other than Fall; methodology underrepresents this in cohorts.					
HSC-Houston					
First-time entering cohort	235	263	265	247	5.1%
Percent Master's or Above	59%	52%	53%	58%	-0.7%
HSC-San Antonio					
First-time entering cohort	73	47	155	81	11.0%
Percent Master's or Above	75%	70%	70%	73%	-2.2%
Doctoral Graduation Rates²	Fall 1990 Cohort	Fall 1991 Cohort	Fall 1992 Cohort	Fall 1993 Cohort	Point/Percent Change Fall 1990 to Fall 1993
Southwestern Medical Center					
First-time entering cohort	77	82	81	70	-9.1%
Percent Master's Received	3%	6%	5%	13%	9.9%
Percent Ph.D. Received	57%	65%	70%	59%	1.6%
Medical Branch					
First-time entering cohort	47	40	40	46	-2.1%
Percent Master's Received	6%	3%	10%	15%	9.2%
Percent Ph.D. Received	51%	60%	75%	59%	7.7%
HSC-Houston					
First-time entering cohort	105	117	128	98	-6.7%
Percent Master's Received	10%	7%	2%	5%	-4.9%
Percent Ph.D. Received	56%	61%	54%	58%	2.2%
HSC-San Antonio					
First-time entering cohort	64	46	31	50	-21.9%
Percent Master's Received	9%	9%	7%	12%	3.0%
Percent Ph.D. Received	47%	54%	42%	56%	9.0%

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.

Source: Texas Higher Education Coordinating Board Accountability System

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
Southwestern	2004	58.4	38.2	2.8	0.0	0.6
	2005	48.5	44.1	4.4	2.9	0.0
Medical Branch	2004	26.8	60.8	9.2	3.3	0.0
	2005	30.2	67.9	0.0	1.9	0.0
HSC-Houston	2004	28.5	56.9	9.0	4.9	0.7
	2005	27.7	58.7	5.8	7.1	0.6
HSC-San Antonio	2004	33.0	56.9	3.7	4.6	1.8
	2005	50.0	44.4	1.9	3.7	0.0

Source: U. T. System Health-Related Institutions

- Over 85 percent of graduates agreed or strongly agreed that they were satisfied with their education at U. T. System medical schools in 2004 and 2005. This percentage increased from 2004 to 2005 at three of the four medical schools.
- In 2005, more than 92 percent of graduates from U. T. Southwestern and U. T. Health Science Center-San Antonio – and more than 98 percent from U. T. Medical Branch – agreed or strongly agreed that they were satisfied.
- The 2004 and 2005 data are not strictly comparable. Survey participation was mandatory in 2004 but not in 2005. 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.
- 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
Southwestern	87.4%	83.0%	82.7%	84.3%
Medical Branch	92.9%	95.5%	93.9%	94.0%
HSC-Houston	94.5%	97.9%	96.6%	95.3%
HSC-San Antonio	89.7%	90.6%	89.3%	85.3%
M. D. Anderson	NA	92.3%	100.0%	85.7%

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.
- 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.
- 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 2001-2005

Table II-1

Total U. T. System Research and Research-Related Expenditures, FY 2001-2005					
	FY 01	FY 02	FY 03	FY 04	FY 05
Academic	\$405,150,305	\$459,852,291	\$480,941,798	\$495,039,869	\$572,277,724
Health-Related	758,730,912	896,756,996	970,691,322	1,046,463,612	1,114,736,515
Total	\$1,163,881,217	\$1,356,609,287	\$1,451,633,120	\$1,541,503,481	\$1,687,014,239

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

- In FY 2005, U. T. System health-related and academic institutions together generated research and research-related expenditures totaling almost \$1.7 billion. In the period from FY 2001 to FY 2005, this total has increased by 45 percent, and reflects an average annual increase of 10 percent.
- By comparison, national academic R&D increased by 10.9 percent from FY 2001 to FY 2002, and by 10.2 percent from FY 2002 to FY 2003 (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 one-half of total R&D expenditures in FY 2003.)

Figure II-1

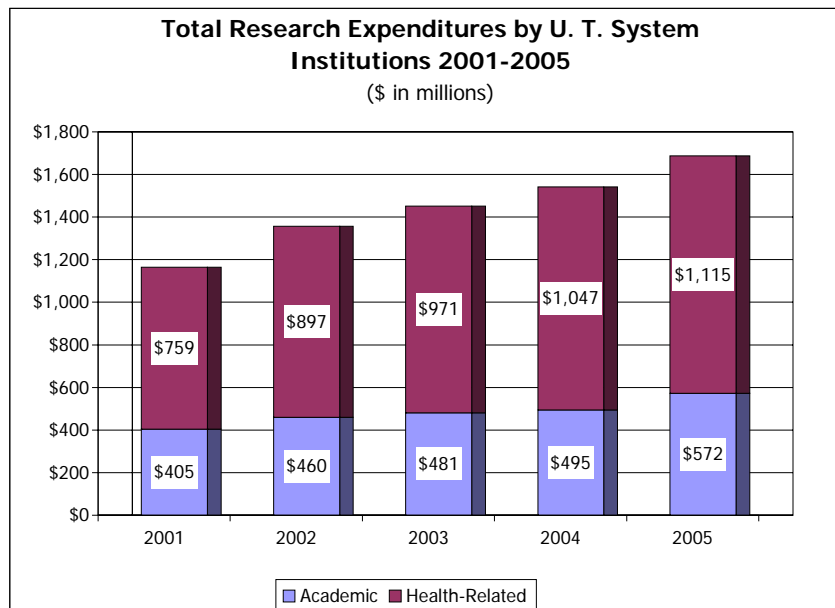
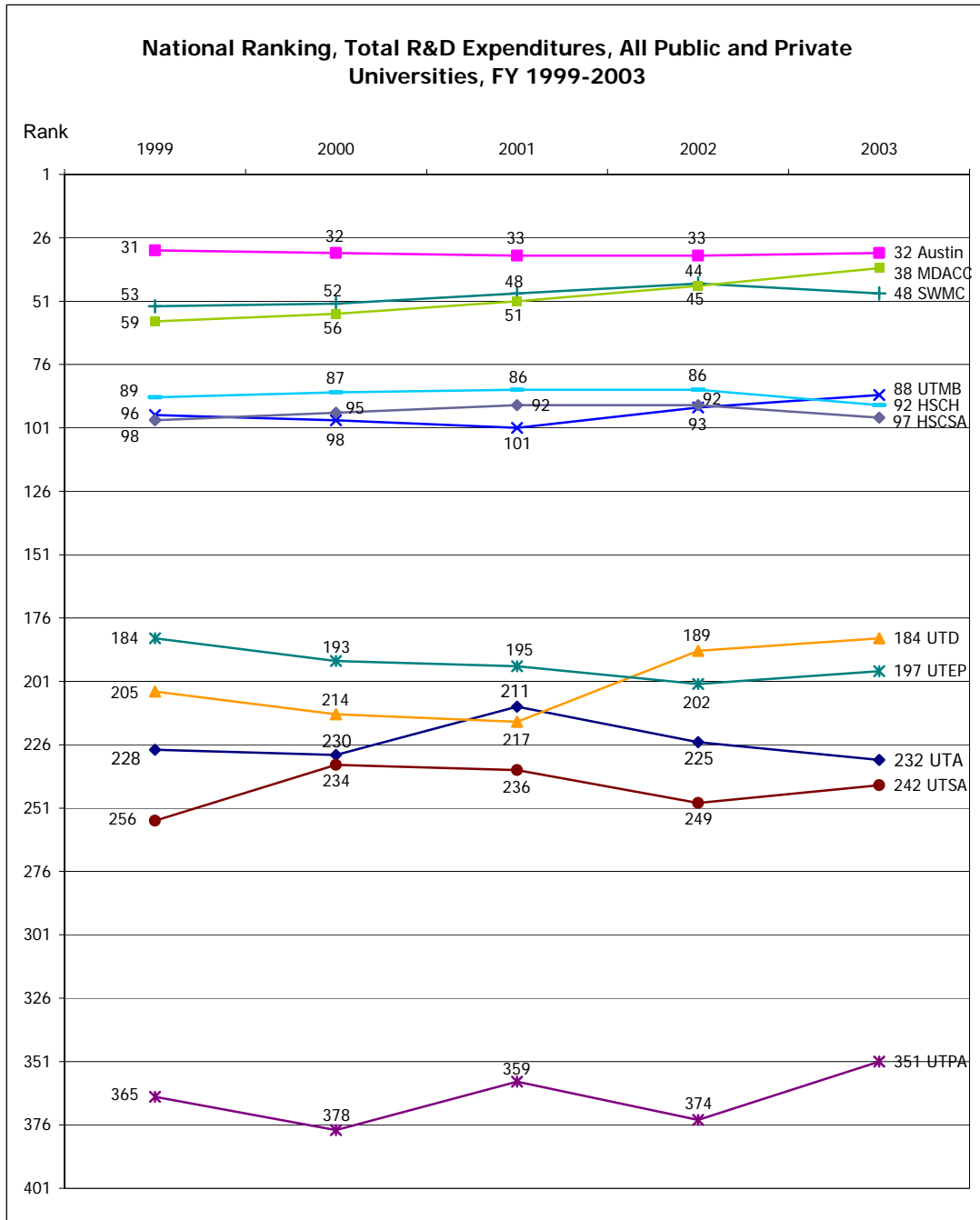


Figure II-2



- 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 2003, and included 617 public and private research universities.
- For the period in FY 2002 and 2003, 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. Health Science Center-Houston, U. T. Medical Branch, 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 204 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 2004.

Table II-2

Top Texas Public Institutions in Research and Research-Related Expenditures, FY 2004

Texas A&M	1*
UT Austin	2
UT Southwestern	3
UT M. D. Anderson	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 University	10
UT El Paso	11
UT Dallas	12
UT Arlington	13

* Expenditures reported includes Texas A&M Extension Services.

Source: "Research Expenditures, September 1, 2003 - August 31, 2004," THECB report, April 2005

Research Funding Trends: U. T. System Academic Institutions 2001-2005

- In FY 2005, U. T. System academic institutions' research and research-related expenditures totaled \$572 million, a 16 percent increase over the previous year. Between 2001 and 2005, research and research-related expenditures have averaged a 10 percent annual increase.
- From FY 2003 to FY 2005, expenditures increased by 51 percent at U. T. Arlington, 64 percent at U. T. Brownsville/TSC, 38 percent at U. T. Dallas, 35 percent at U. T. Pan American, and 43 percent at U. T. San Antonio.
- Among Texas institutions, U. T. Austin ranked second in research and development expenditures in FY 2004. These expenditures comprised almost 19 percent of the total of Texas public institution research and research-related expenditures in 2004 of \$2.253 billion.

Table II-3

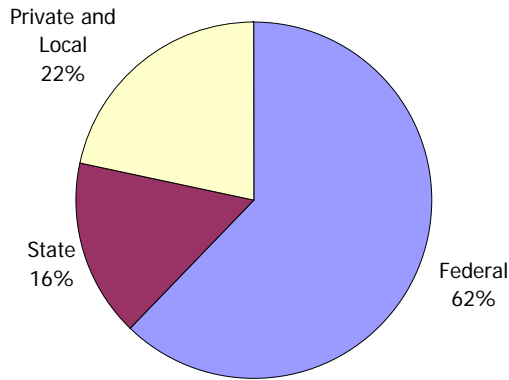
Research Expenditures by Source 2005 – U. T. Academic Institutions

	Federal	State	Private	Local	Total
Arlington	\$17,833,042	\$12,344,019	\$3,491,846	\$158,053	\$33,826,960
Austin	269,612,823	46,242,063	63,943,277	43,069,549	422,867,712
Brownsville/TSC	4,897,516	--	60,137	417,012	5,374,665
Dallas	19,933,291	16,689,781	4,765,439	1,722,288	43,110,799
El Paso	23,961,812	8,810,215	2,159,756	1,081,802	36,013,585
Pan American	3,770,457	1,401,987	619,835	23,885	5,816,164
Permian Basin	360,016	586,641	36,178	177,859	1,160,694
San Antonio	16,174,944	5,024,344	1,123,424	1,283,132	23,605,844
Tyler	143,425	116,196	200,365	41,315	501,301
Total	\$356,687,326	\$91,215,246	\$76,400,257	\$47,974,895	\$572,277,724

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

Figure II-3

Sources of Research Support 2005



- The federal government provides the majority of research and research-related funding – 62 percent.
- Private and local sources together provide the next largest proportion – 22 percent.
- Sixteen percent of research funds expended in 2005 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 2001 to 2005, sponsored revenue has increased by 52 percent at U. T. System academic institutions.

Table II-4

Sponsored Revenue – U. T. Academic Institutions, FY 2001-2005
(\$ in thousands)

	FY 01	FY 02	FY 03	FY 04	FY 05
Arlington	\$28,285	\$33,812	\$38,347	\$41,516	\$52,795
Austin	294,052	356,624	369,278	383,632	408,557
Brownsville/TSC	56,888	59,308	59,448	67,575	75,024
Dallas	15,717	25,412	25,563	50,559	38,571
El Paso	50,457	64,340	68,710	73,454	74,340
Pan American	31,773	48,605	56,699	56,898	60,903
Permian Basin	3,831	4,274	4,699	5,063	5,326
San Antonio	31,912	42,053	53,798	56,832	64,476
Tyler	5,555	4,517	5,393	6,802	7,414
Total Academic	\$518,470	\$638,945	\$681,935	\$742,331	\$787,406

Source: Exhibit B of Annual Financial Report

Table II-5

Sponsored Revenue by Source – U. T. Academic Institutions, FY 2005

(\$ in thousands)

	Federal	State	Local	Private	Total
Arlington	\$39,912	\$7,362	\$47	\$5,474	\$52,795
Austin	304,840	39,782	1,874	62,061	408,557
Brownsville/TSC	33,058	2,260	39,417	289	75,024
Dallas	27,379	6,242	696	4,254	38,571
El Paso	59,644	8,998	1,156	4,542	74,340
Pan American	43,807	15,712	0	1,384	60,903
Permian Basin	4,474	800	16	36	5,326
San Antonio	54,100	8,331	453	1,592	64,476
Tyler	5,316	1,592	8	498	7,414
Total	\$572,530	\$91,079	\$43,667	\$80,130	\$787,406

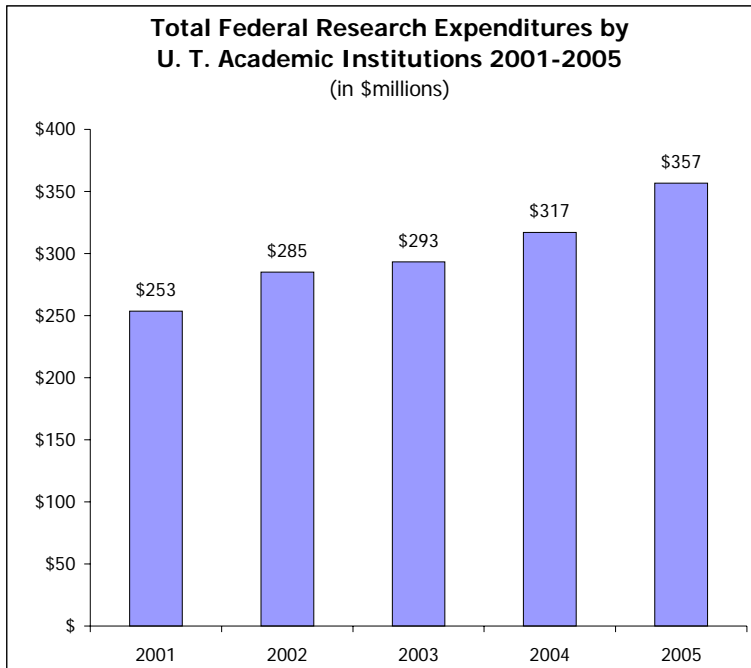
Source: Exhibit B of Annual Financial Report

- Federal funding continues to be the primary source of sponsored revenue to U. T. System academic institutions.

Federal Research Expenditures

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

Figure II-4



- Continued increases in these funds are critical to the success of the academic institutions in the U. T. System.
- From 2001 to 2005, federal research expenditures for all academic institutions increased at every U. T. System academic institution, and on average, by 41 percent.

- At U. T. Arlington, federal research expenditures increased by 61 percent between FY 2004 and FY 2005, and by 93 percent since 2001.
- At U. T. Brownsville, the one-year increase was 70 percent, and 712 percent over five years.
- U. T. Dallas increased these expenditures 27 percent over the past year, and 127 percent over five years.
- U. T. Pan American's federal expenditures increased 41 percent over the past year, and 185 percent over five years.
- Although U. T. Permian Basin's expenditures decreased from FY 2004 to FY 2005, since FY 2001, they have increased 144 percent.
- U. T. San Antonio increased its expenditures by 38 percent since the previous year, and 101 percent over five years.
- U. T. Tyler's expenditures in FY 2005 decreased over FY 2004, but increased 115 percent since FY 2001.

Table II-6

Federal Research Expenditures by U. T. Academic Institutions								
FY	2001	2002	2003	2004	2005	% change FY 04-05	% change FY 01-05	
Arlington	\$9,224,210	\$7,923,657	\$7,993,576	\$11,093,256	\$17,833,042	60.8%	93.3%	
Austin	202,440,085	235,436,101	240,537,689	249,014,154	269,612,823	8.3	33.2	
Brownsville/TSC	602,856	896,646	1,011,353	2,889,894	4,897,516	69.5	712.4	
Dallas	8,781,295	11,815,490	14,432,841	15,733,571	19,933,291	26.7	127.0	
El Paso	22,872,682	19,796,441	17,022,000	22,232,318	23,961,812	7.8	4.8	
Pan American	1,324,426	1,394,780	1,895,223	2,666,191	3,770,457	41.4	184.7	
Permian Basin	147,629	138,194	166,777	1,215,420	360,016	-70.4	143.9	
San Antonio	8,032,790	7,641,990	10,049,314	11,705,185	16,174,944	38.2	101.4	
Tyler	66,827	67,617	174,362	585,874	143,425	-75.5	114.6	
Total	\$253,492,800	\$285,110,916	\$293,283,135	\$317,135,863	\$356,687,326	12.5%	40.7%	

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

	FY 2000			FY 2004		
	Research Expenditures	Appropriated Research Funds	Percent Approp. Research	Research Expenditures	Appropriated Research Funds	Percent Approp. Research
Arlington	\$14,552,315	\$1,825,604	13%	\$22,417,130	\$966,140	4%
Austin	295,901,287	12,119,570	4	382,391,771	4,352,519	1
Brownsville/TSC	299,359	63,097	21	3,273,326	0	0
Dallas	15,923,269	1,516,610	10	31,274,590	585,737	2
El Paso	27,784,046	381,069	1	32,067,735	267,042	1
Pan American	2,175,562	400,157	18	4,309,262	0	0
Permian Basin	811,973	0	0	1,895,564	15,000	1
San Antonio	10,613,082	109,800	1	16,516,457	148,618	1
Tyler	210,747	0	0	894,034	0	0
Total	\$368,271,640	\$16,415,907	4%	\$495,039,869	\$6,335,056	1%

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

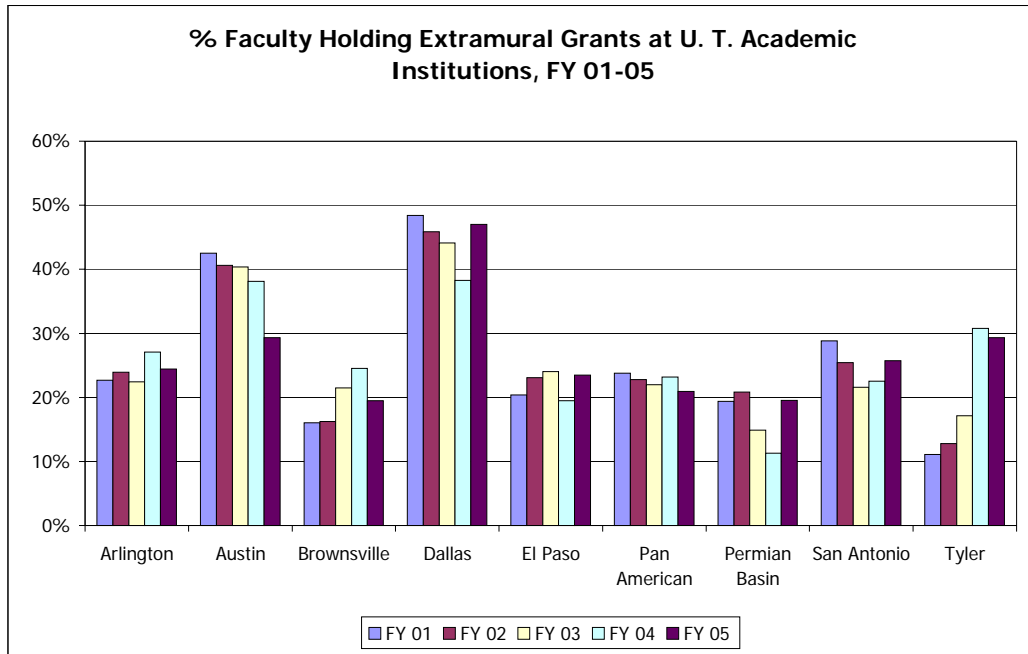
Source: THECB "Survey of Research Expenditures" and "Report of Awards -- Advanced Program/Advanced Technology Programs"

- State appropriations for research represent a comparatively small, but important, source of support at each institution. In 2004, these appropriations were one percent of all research expenditures, down from four 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 *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/ipa/wag/homepage.htm for more information on this 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 2001 at U. T. Arlington, U. T. Austin, U. T. Brownsville/TSC, U. T. Dallas, U. T. Pan American (by 69 percent), U. T. San Antonio, and U. T. Tyler (by 141 percent).
- From FY 2001 to FY 2005, the number of faculty holding grants has increased at U. T. Arlington, U. T. Brownsville/TSC, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler (by 214 percent).
- Over this period, the proportion of tenure/tenure-track faculty holding grants has increased at five institutions: U. T. Arlington, U. T. Brownsville/TSC, U. T. El Paso, U. T. Permian Basin, and U. T. Tyler (by 164 percent).

Table II-8

Faculty Holding Extramural Grants at U. T. Academic Institutions		FY 01	FY 02	FY 03	FY 04	FY 05
Arlington	# grants	164	210	183	268	210
	# T/TT faculty holding grants	105	114	108	133	123
	#FTE T/TT faculty	463	476	482	491	503
	% T/TT faculty holding grants	23%	24%	22%	27%	24%
Austin	# grants	2,332	2,285	2,494	2,538	2,643
	# T/TT faculty holding grants	640	630	649	647	512
	#FTE T/TT faculty	1,506	1,551	1,608	1,698	1,745
	% T/TT faculty holding grants	42%	41%	40%	38%	29%
Brownsville	# grants	34	36	47	56	50
	# T/TT faculty holding grants	34	36	47	55	46
	#FTE T/TT faculty	212	222	219	224	236
	% T/TT faculty holding grants	16%	16%	21%	25%	19%
Dallas	# grants	246	212	218	180	327
	# T/TT faculty holding grants	121	111	112	109	142
	#FTE T/TT faculty	250	242	254	285	302
	% T/TT faculty holding grants	48%	46%	44%	38%	47%
El Paso	# grants	229	244	180	222	218
	# T/TT faculty holding grants	77	89	97	80	102
	#FTE T/TT faculty	378	386	404	411	434
	% T/TT faculty holding grants	20%	23%	24%	19%	24%
Pan American	# grants	131	132	130	193	221
	# T/TT faculty holding grants	67	71	73	84	78
	#FTE T/TT faculty	282	312	332	362	373
	% T/TT faculty holding grants	24%	23%	22%	23%	21%
Permian Basin	# grants	19	28	15	16	10
	# T/TT faculty holding grants	13	15	11	8	17
	#FTE T/TT faculty	67	72	74	71	87
	% T/TT faculty holding grants	19%	21%	15%	11%	20%
San Antonio	# grants	170	208	165	207	178
	# T/TT faculty holding grants	81	86	87	93	114
	#FTE T/TT faculty	281	338	403	413	443
	% T/TT faculty holding grants	29%	25%	22%	23%	26%
Tyler	# grants	22	29	39	55	53
	# T/TT faculty holding grants	14	17	25	44	44
	#FTE T/TT faculty	126	133	146	143	150
	% T/TT faculty holding grants	11%	13%	17%	31%	29%

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.

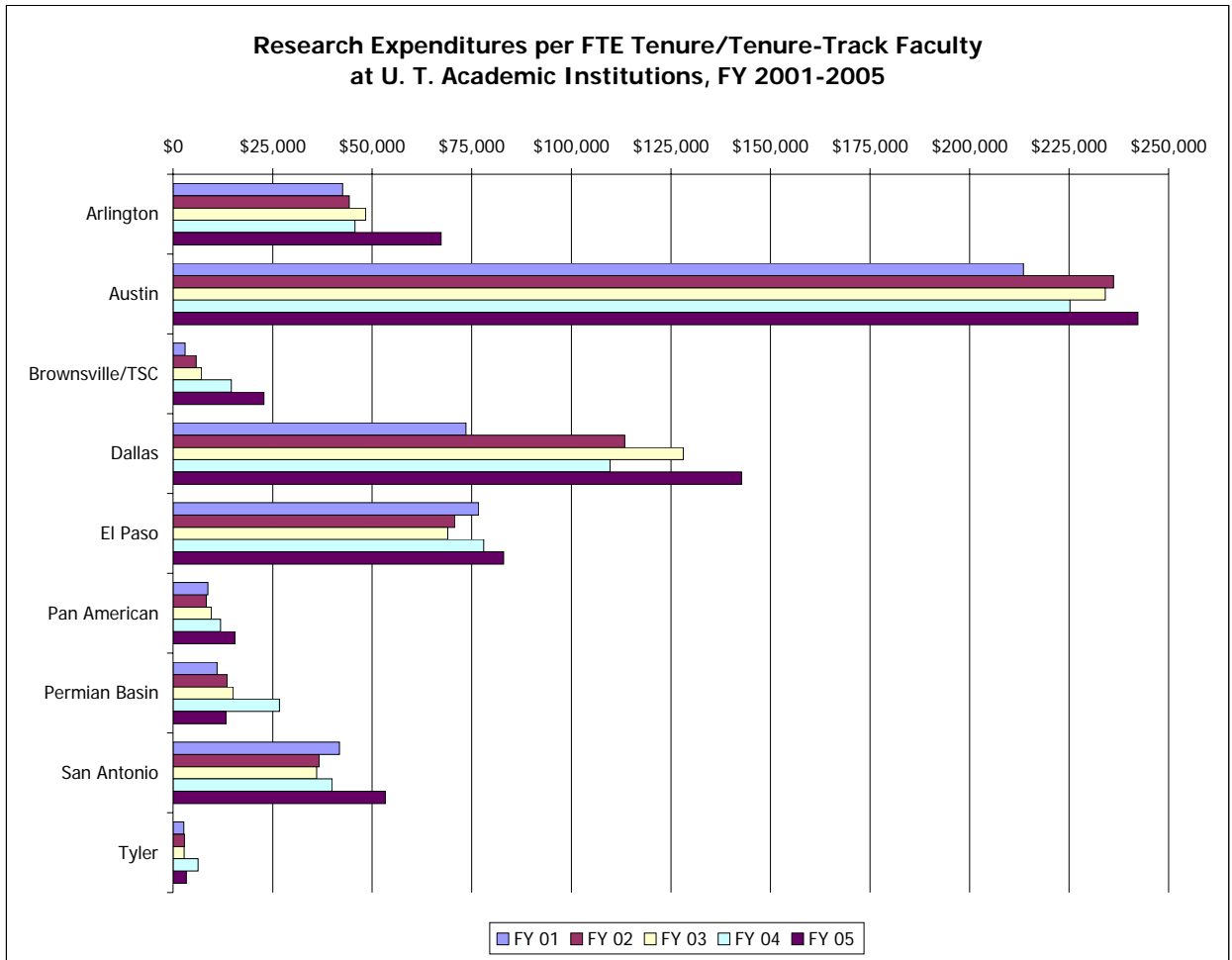
Table II-9

Research Expenditures per FTE Tenure/Tenure Track Faculty at U. T. Academic Institutions FY 2001-2005									
	FY 2001			FY 2002			FY 2003		
	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	\$19,966,034	469	\$42,572	\$21,072,964	476	\$44,271	\$23,314,938	482	\$48,371
Austin	321,580,736	1,506	213,533	366,355,359	1,551	236,206	376,403,651	1,608	234,082
Brownsville	635,365	212	2,997	1,286,638	222	5,796	1,558,306	219	7,116
Dallas	18,531,582	252	73,538	27,444,057	242	113,405	32,547,141	254	128,138
El Paso	29,003,608	378	76,729	27,328,772	386	70,800	27,847,152	404	68,929
Pan American	2,601,598	299	8,701	2,605,758	312	8,352	3,193,419	332	9,619
Permian Basin	737,853	67	11,013	980,905	72	13,624	1,118,184	74	15,111
San Antonio	11,751,323	281	41,820	12,402,017	338	36,692	14,547,732	403	36,099
Tyler	342,206	126	2,716	375,821	133	2,826	411,275	146	2,817

	FY 2004			FY 2005		
	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	\$22,417,130	491	\$45,656	\$33,826,960	503	\$67,250
Austin	382,391,771	1,698	225,201	422,867,712	1,745	242,331
Brownsville	3,273,326	224	14,613	5,374,665	236	22,774
Dallas	31,274,590	285	109,735	43,110,799	302	142,751
El Paso	32,067,735	411	78,024	36,013,585	434	82,981
Pan American	4,309,262	362	11,904	5,816,164	373	15,593
Permian Basin	1,895,564	71	26,698	1,160,694	87	13,341
San Antonio	16,516,457	413	39,991	23,605,844	443	53,286
Tyler	894,034	143	6,252	501,301	150	3,342

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



Private Funding

Table II-10

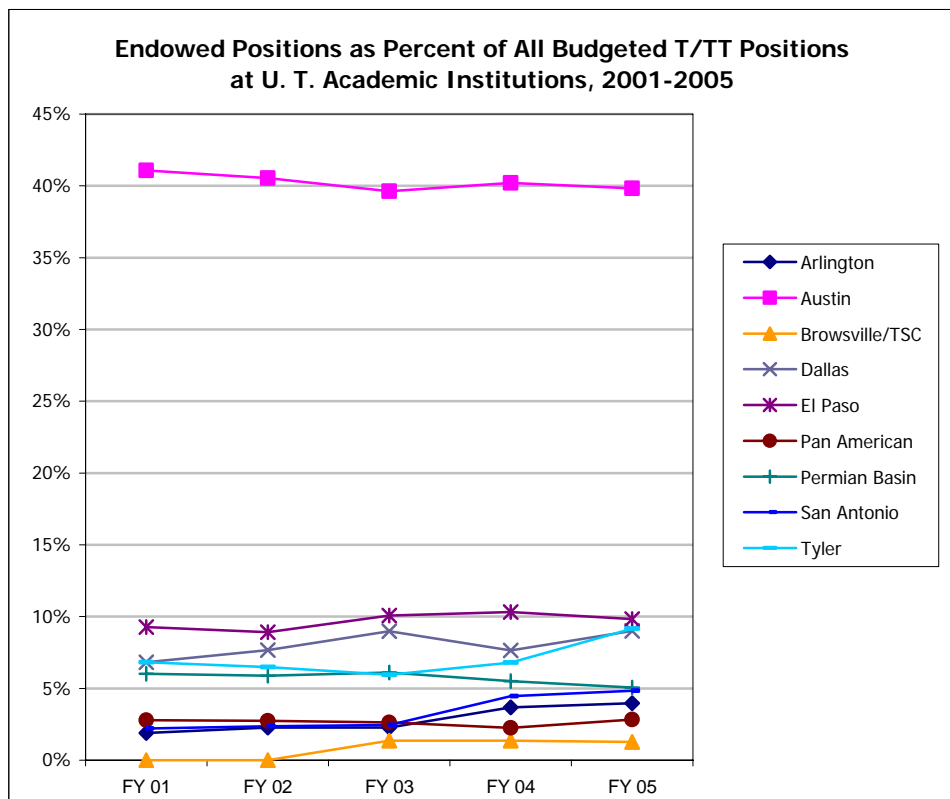
		FY 01	FY 02	FY 03	FY 04	FY 05
Endowed Faculty Positions at U. T. Academic Institutions						
Arlington	Total Budgeted Endowed Professorships and Chairs	10	12	12	20	22
	Number Filled	5	7	7	9	13
	% of Total Budgeted T/TT Positions Endowed	2%	2%	2%	4%	4%
Austin	Total Endowed Professorships and Chairs	715	725	731	738	747
	Number Filled	540	565	590	598	586
	% of Total Budgeted T/TT Positions Endowed	41%	41%	40%	40%	40%
Brownsville	Total Budgeted Endowed Professorships and Chairs	--	--	3	3	3
	Number Filled	--	--	2	3	3
	% of Total Budgeted T/TT Positions Endowed	0%	0%	1%	1%	1%
Dallas	Total Budgeted Endowed Professorships and Chairs	20	23	29	25	31
	Number Filled	20	23	29	20	24
	% of Total Budgeted T/TT Positions Endowed	7%	8%	9%	8%	9%
El Paso	Total Budgeted Endowed Professorships and Chairs	38	38	44	46	46
	Number Filled	29	26	38	35	35
	% of Total Budgeted T/TT Positions Endowed	9%	9%	10%	10%	10%
Pan American	Total Budgeted Endowed Professorships and Chairs	8	8	8	8	11
	Number Filled	2	2	2	4	4
	% of Total Budgeted T/TT Positions Endowed	3%	3%	3%	2%	3%
Permian Basin	Total Budgeted Endowed Professorships and Chairs	5	5	5	5	5
	Number Filled	5	5	4	5	5
	% of Total Budgeted T/TT Positions Endowed	6%	6%	6%	5%	5%
San Antonio	Total Budgeted Endowed Professorships and Chairs	9	10	11	20	25
	Number Filled	6	6	6	7	8
	% of Total Budgeted T/TT Positions Endowed	2%	2%	2%	4%	5%
Tyler	Total Budgeted Endowed Professorships and Chairs	9	9	9	11	14
	Number Filled	6	7	7	6	1
	% of Total Budgeted T/TT Positions Endowed	7%	6%	6%	7%	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/Texas Southmost College's three positions in 2003, every U. T. System academic institution now has endowed positions.

- From FY 2001 to FY 2005, U. T. Arlington more than doubled the number of its endowed professorships and chairs.
- U. T. El Paso increased the number of its endowed positions by over 21% from 2001 to 2005.
- At U. T. San Antonio, the number of endowed positions almost tripled from 2001 to 2005.
- From 2001 to 2005, U. T. Tyler increased its endowed positions by more than 50 percent.
- From 2004 to 2005, 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, 2005.

Table II-11

Cumulative Honors at U. T. Academic Institutions				
	Total	Arlington	Austin	Dallas
Nobel Prize	4		2	2
Pulitzer Prize	19		19	
National Academy of Sciences	21		19	2
National Academy of Engineering	50		49	1
American Academy of Arts and Sciences	42		41	1
American Law Institute	23		23	
American Academy of Nursing	25	12	13	

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 2004-2005 are listed below.

Table II-12

Faculty Awards Received at U. T. Academic Institutions, 2004-05						
	Total	UTA	Austin	UTD	UTEP	UTPA
National Academy of Sciences	1		1			
National Academy of Engineering	4		4			
American Academy of Arts and Sciences	4		4			
American Academy of Nursing	1	1				
American Association for Advancement of Science Fellows	2		1		1	
American Council of Learned Societies Fellows	1		1			
Fulbright American Scholars	8	1	4	2		1
Guggenheim Fellows	1		1			
National Institutes of Health (NIH) MERIT	1			1		
NSF CAREER awards (excluding those who are also PECASE winners)	16	1	9	6		
Sloan Research Fellows	2		2			
NEH Fellowships	5		2	2	1	

Source: U. T. System Academic Institutions

Technology Transfer – System Overview

Table II-13

Aggregate U. T. System Technology Transfer, 2001-2004											
Total New Invention Disclosures				Total Patents Issued				Total Licenses & Options Executed			
2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
455	476	523	486	99	102	99	119	109	97	152	140
Public Start-up Companies Formed				Total Gross Revenue Received from Intellectual Property							
2001	2002	2003	2004	2001	2002	2003	2004				
18	16	12	12	\$22,907,414	\$26,555,136	\$24,579,924	\$29,668,635				

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

- From 2001 to 2004, the U. T. System has increased the number of new invention disclosures, patents issued, licenses and options executed, and gross intellectual property revenue. The number of public start-up companies per year declined over this period.
- According to the U.S. Patent and Trademark Office, when academic and health-related institution patents are combined, in 2004 the U. T. System ranked fourth in number of patents issued (101). The University of California System topped the list, as it has for the past ten years, with 424 in 2004.
- In the most recent (FY 2004) Association of University Technology Managers' survey of university licensing, U. T. Southwestern Medical ranked 19, with \$11.5 million in licensing fees. With gross intellectual property revenue in FY 2004 of \$29.7 million, the U. T. System as a whole would have placed 11.

Table II-14

Patents Issued by U.S. Patent and Trademark Office Top-Ranked Universities, 2002-2004

	2001		2002		2003		2004	
	Rank	# Patents	Rank	# Patents	Rank	# Patents	Rank	# Patents
U. of California	1	402	1	431	1	439	1	424
California Institute of Tech.	3	124	3	110	2	139	2	135
Massachusetts Institute of Tech.	2	125	2	135	3	127	3	132
University of Texas System	4	89	5	93	4	96	4	101
Johns Hopkins U.	6	80	6	81	7	70	5	94
Stanford U.	5	84	4	104	5	85	6	75
U. of Michigan	--	--	12	47	8	63	7	67
U. of Wisconsin System	7	73	6	81	6	84	8	64
U. of Illinois System	--	--	--	--	20	39	9	58
Columbia U.	--	--	13	45	9	61	10	52

Source: United States Patent and Trademark Office Press Releases (3/18/05, 2/9/2004, 2/26/2003), www.uspto.gov

Technology Transfer – U. T. Academic Institutions

Table II-15

Technology Transfer Trends at U. T. Academic Institutions												
	Total New Invention Disclosures				Total Patents Issued				Total Licenses & Options Executed			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Arlington	5	11	21	17	3	2	2	2	1	1	0	0
Austin	85	83	69	87	20	21	28	32	34	24	20	23
Dallas	16	12	33	26	5	5	6	5	6	0	2	2
El Paso	7	10	10	11	0	0	0	0	1	0	0	1
Total Academic Institutions	113	116	133	141	28	28	36	39	42	25	22	26

	Public Start-up Companies Formed				Total Gross Revenue Received from Intellectual Property			
	2001	2002	2003	2004	2001	2002	2003	2004
Arlington	0	1	0	2	\$92,074	\$113,250	\$35,606	\$48,871
Austin	11	4	6	6	\$2,768,769	\$5,008,592	\$4,301,165	\$5,408,476
Dallas	0	0	0	0	\$241,799	\$47,971	\$149,093	\$110,904
El Paso	0	0	0	0	\$750	\$750	\$30,150	\$16,633
Total Academic Institutions	11	5	6	8	\$3,103,392	\$5,170,563	\$4,516,014	\$5,584,884

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 almost two-thirds between 2001 and 2004, to 32.
- Gross revenue from intellectual property doubled at U. T. Austin between 2001 and 2004.
- However, the pace of technology transfer has been comparatively slow over the past three years due to a combination of factors including recent economic downsizing which reduced the amount of venture activity and product innovation.
- The development associated with major investments, like U. T. Austin's and U. T. Dallas's Strategic Partnership for Research in Nanotechnology (see examples of research collaborations, p. II-25-28) and the establishment of a U. T. System Office of Research and Technology Transfer, are expected to help reverse this trend.
- 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, 38 percent of instructional faculty are women; most U. T. System academic institutions meet or exceed this figure (*Chronicle of Higher Education*, 12.3.04).

Table II-16

Tenure/Tenure-Track Faculty Headcount: Professors, Associate Professors, Assistant Professors, Instructors						
	Fall	2000	2001	2002	2003	2004
Arlington		535	525	524	532	543
Austin		1,800	1,833	1,904	1,897	1,926
Brownsville/TSC		208	222	219	225	236
Dallas		279	284	309	331	337
El Paso		410	426	437	441	468
Pan American		317	325	351	376	388
Permian Basin		73	78	80	79	94
San Antonio		405	421	450	449	516
Tyler		131	138	150	146	152

Source: Texas Higher Education Coordinating Board and UTB/TSC

Table II-17

Headcount: All Instructional Staff*						
	Fall	2000	2001	2002	2003	2004
Arlington		1,192	1,216	1,255	1,302	1,365
Austin		3,265	3,308	3,418	3,342	3,420
Brownsville/TSC		449	466	495	526	558
Dallas		596	655	716	743	774
El Paso		867	923	956	919	997
Pan American		738	628	667	716	772
Permian Basin		146	139	158	192	212
San Antonio		949	999	1,089	1,159	1,312
Tyler		257	285	302	293	350

*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

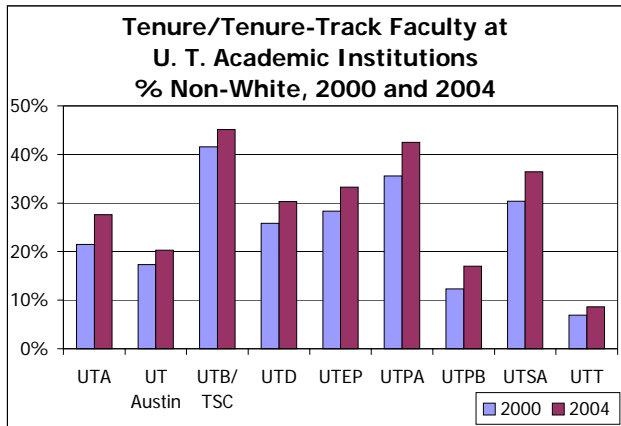


Figure II-9

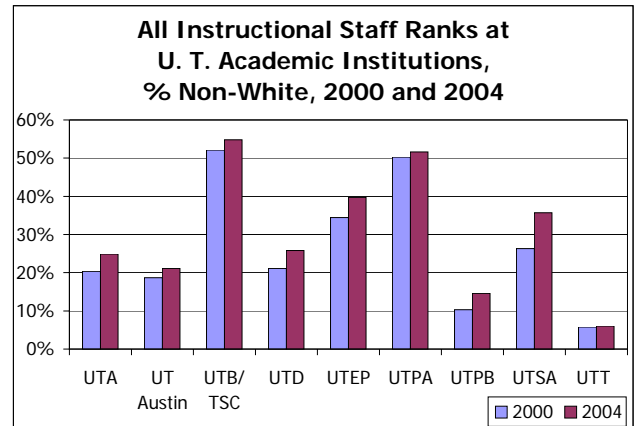


Figure II-10

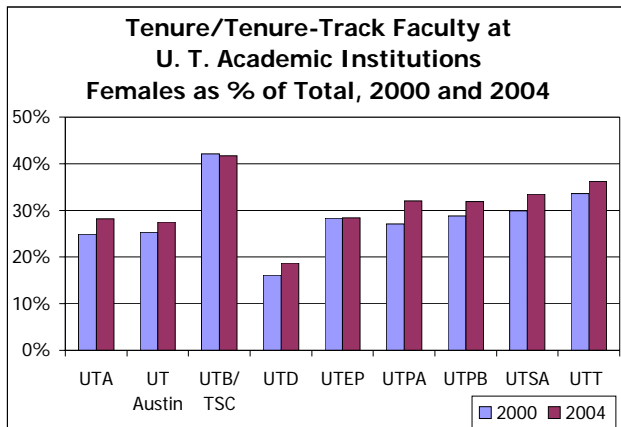
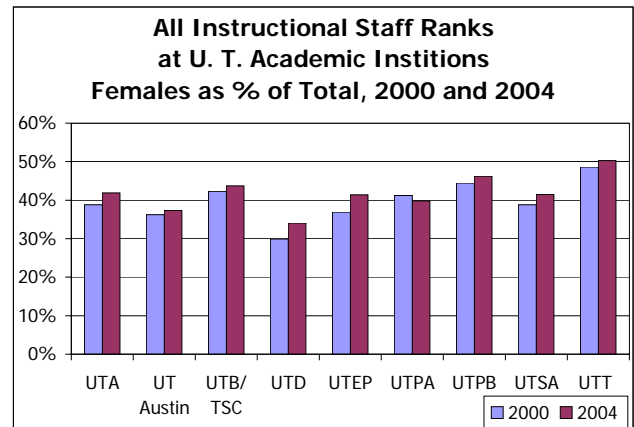


Figure II-11



Staff Headcount

Table II-18

		AY	01-02	02-03	03-04	04-05	05-06
Administrative, Other Non-Faculty and Student Employee Headcount at U. T. Academic Institutions*							
Arlington	Administrative		206	346	302	307	327
	Other, Non-Faculty		2,014	1,373	1,376	1,440	1,513
	Student Employees		1,026	1,737	1,724	2,145	2,112
Austin	Administrative		664	691	684	708	706
	Other, Non-Faculty		9,647	9,642	9,235	9,549	9,619
	Student Employees		8,676	8,948	8,853	9,058	9,179
Brownsville/TSC	Administrative		93	105	109	111	114
	Other, Non-Faculty		1,187	1,137	1,104	1,117	1,017
	Student Employees		1	N/A	N/A	N/A	212
Dallas	Administrative		111	123	101	103	110
	Other, Non-Faculty		1,179	1,281	1,341	1,384	1,530
	Student Employees		456	919	1,005	1,070	1,136
El Paso	Administrative		377	374	327	303	292
	Other, Non-Faculty		1,198	1,219	1,155	1,169	1,227
	Student Employees		1,672	1,772	1,638	1,815	1,882
Pan American	Administrative		76	84	82	80	89
	Other, Non-Faculty		1,521	1,366	1,434	1,453	1,495
	Student Employees		601	780	812	660	715
Permian Basin	Administrative		37	37	37	36	42
	Other, Non-Faculty		146	160	167	179	189
	Student Employees		165	201	210	260	229
San Antonio	Administrative		189	213	224	243	266
	Other, Non-Faculty		1,562	1,630	1,828	1,984	2,145
	Student Employees		616	648	731	894	993
Tyler	Administrative		36	40	37	40	43
	Other, Non-Faculty		231	246	261	293	296
	Student Employees		173	227	240	320	359

*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

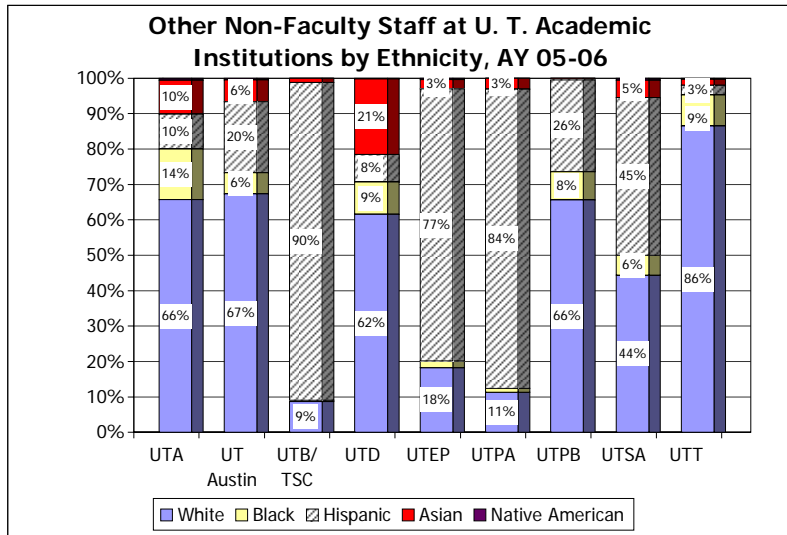


Figure II-13

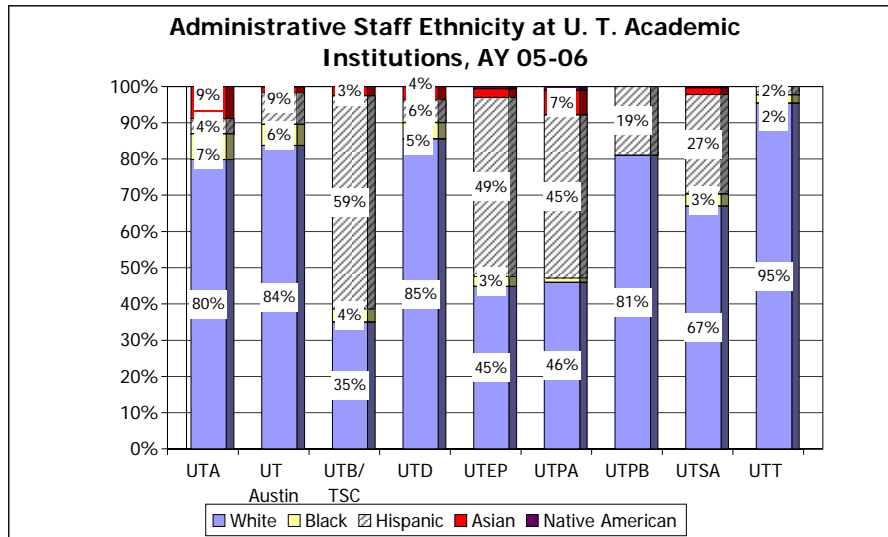
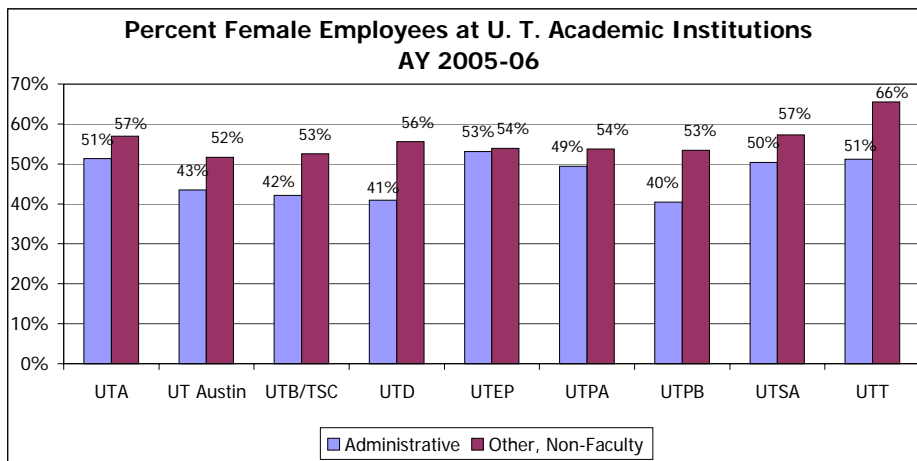


Figure II-14



Student/Faculty Ratios

Table II-19

		FTE Student / FTE Faculty Ratio at U. T. Academic Institutions					
		Fall	2000	2001	2002	2003	2004
Arlington	FTE Students		14,386	15,322	17,160	18,467	18,592
	FTE Faculty		722	752	782	834	866
	Ratio		20 to 1	20 to 1	22 to 1	22 to 1	21 to 1
Austin	FTE Students		42,772	43,629	45,700	45,144	44,572
	FTE Faculty		2,035	2,101	2,167	2,252	2,320
	Ratio		21 to 1	21 to 1	21 to 1	20 to 1	19 to 1
Brownsville/TSC	FTE Students*		5,796	5,838	6,319	6,758	7,262
	FTE Faculty**		325	348	359	378	403
	Ratio		18 to 1	17 to 1	18 to 1	18 to 1	18 to 1
Dallas	FTE Students		7,404	8,507	9,192	9,797	10,282
	FTE Faculty		374	380	424	468	489
	Ratio		20 to 1	22 to 1	22 to 1	21 to 1	21 to 1
El Paso	FTE Students		11,270	12,087	12,816	13,497	13,645
	FTE Faculty		618	651	678	656	711
	Ratio		18 to 1	19 to 1	19 to 1	21 to 1	19 to 1
Pan American	FTE Students		9,179	9,821	10,521	11,689	12,692
	FTE Faculty		470	476	511	556	616
	Ratio		20 to 1	21 to 1	21 to 1	21 to 1	21 to 1
Permian Basin	FTE Students		1,554	1,637	1,847	2,129	2,343
	FTE Faculty		92	99	106	118	133
	Ratio		17 to 1	17 to 1	17 to 1	18 to 1	18 to 1
San Antonio	FTE Students		13,274	14,264	15,934	18,203	19,565
	FTE Faculty		529	594	660	696	760
	Ratio		25 to 1	24 to 1	24 to 1	26 to 1	26 to 1
Tyler	FTE Students		2,316	2,502	2,862	3,390	3,891
	FTE Faculty		194	204	218	217	246
	Ratio		12 to 1	12 to 1	13 to 1	16 to 1	16 to 1

*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 has increased faster than for faculty at most institutions. As a result, the ratio of FTE students to FTE faculty has increased slightly at seven institutions. It has remained stable at U. T. Brownsville/TSC.
- Reflecting its strategic plan, the ratio of FTE students to FTE faculty has declined at U. T. Austin.

Tenure/Tenure-Track and Professional Faculty Teaching Lower Division Courses

Table II-20

Faculty Teaching Lower Division Semester Credit Hours at U. T. Academic Institutions						
	Faculty Rank	AY 00-01	AY 01-02	AY 02-03	AY 03-04	AY 04-05
Arlington	Tenure/Tenure-Track	40.0%	40.3%	36.8%	36.1%	31.6%
	Professional	49.1	51.2	53.8	56.0	59.6
Austin	Tenure/Tenure-Track	48.2	46.0	45.6	49.3	52.4
	Professional	32.3	35.2	36.2	33.6	29.7
Brownsville/TSC*	Tenure/Tenure-Track	64.7	71.0	64.4	59.4	57.9
	Professional	35.3	29.0	35.6	40.6	42.1
Dallas	Tenure/Tenure-Track	35.6	33.3	29.8	29.6	30.8
	Professional	60.4	63.1	65.9	65.8	63.0
El Paso	Tenure/Tenure-Track	47.7	40.1	39.3	41.9	40.1
	Professional	48.6	54.6	55.9	54.2	53.2
Pan American	Tenure/Tenure-Track	45.8	46.6	45.4	48.0	43.0
	Professional	51.9	48.8	52.3	49.0	54.5
Permian Basin	Tenure/Tenure-Track	64.2	67.8	51.2	48.0	47.2
	Professional	32.8	31.6	46.9	50.3	50.7
San Antonio	Tenure/Tenure-Track	44.1	44.4	45.6	43.1	38.5
	Professional	53.1	53.9	52.4	54.2	59.1
Tyler	Tenure/Tenure-Track	73.9	66.3	71.5	62.4	57.9
	Professional	26.1	33.7	26.9	36.3	40.6

*TSC data not included.

Source: Texas Higher Education Coordinating Board

- This measure illustrates the distribution of lower-division teaching between tenure/tenure-track and professional faculty. Teaching by both groups is necessary to cover all scheduled classes within the resources available to each institution.
- Professional faculty include instructors who bring special expertise but are not on tenure track: adjuncts, those with special appointments, visiting professors, emeritus professors, and lecturers; this group excludes teaching assistants.
- Since 2000, the proportion of tenure/tenure-track faculty teaching lower division semester credit hours has decreased at every U. T. System academic institution except U. T. Austin. At U. T. Austin, where the proportion began to increase again in 2004, the campus goal is to have at least 60 percent of undergraduate courses taught by tenure/tenure-track faculty.
- 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 01	FY 02	FY 03	FY04	FY05
Arlington	25	25	30	27	34
Austin	390	379	365	385	415
Brownsville/Texas Southmost	0	1	6	4	8
Dallas	41	49	39	56	36
El Paso	3	2	7	17	24
Pan American	--	--	1	2	2
Permian Basin	0	1	2	0	0
San Antonio	18	21	27	29	51

*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 36 percent; by 700 percent at U. T. Brownsville/Texas Southmost College (since FY 02, the first year UTB/TSC had postdoctoral fellows); also by 700 percent at U. T. El Paso; and nearly tripled 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: UT Arlington, UTSWMC Dallas	
Strategic Partnership for Research in Nanotechnology	Fosters nanotechnology-based education and research, and university/industry technology transfer in Texas.	UT Arlington, UT Austin, UT Dallas, UT Brownsville, UT Pan American, 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.	UT Pan American, Texas Tech University, Southern Methodist University, Rice University, Fermi National Accelerator Lab
U. T. Austin		
College of Pharmacy	The College of Pharmacy and The University of Texas Health Science Center at San Antonio is conducting a three-year, \$2 million grant from the United States Department of Health and Human Services to establish the College of Pharmacy Hispanic Center of Excellence. In addition, the college collaborates with the M.D. Anderson Cancer Center Science Park at Smithville in the conduct of a Joint National Institutes of Health (NIH) Center Grant.	M.D. Anderson Cancer Center Science Park at Smithville
School of Nursing	The University of Texas at Austin's School of Nursing is partnering with the University of New Mexico's Department of Nursing in the Southwest Partnership Center for Nursing Research on Health Disparities in the United States. The goals of the Center are (1) to increase the capacity and productivity of nurses conducting research to reduce and eliminate health disparities among rural, low-income Mexican Americans and American Indians, and (2) to prepare and mentor novice nurse researchers who are members of minority ethnic groups to gain proficiency in planning and implementing research, and in evaluating and disseminating their findings. Collaborators: University of New Mexico Department of Nursing	

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Vice President for Research	<p>UT Austin has entered into a Memorandum of Understanding (MOU) with Sandia National Laboratories (PI is Dr. Juan Sanchez). The purpose of the MOU is to provide a basis for interactions between UT Austin faculty and staff and Sandia researchers on joint research projects and short term research projects. Sandia and UT Austin will focus on the following areas: 1) collaboration between Sandia staff and UT Austin faculty, staff and students; 2) participation of UT Austin students, post-docs, faculty and staff in large scale US Department of Energy projects located at Sandia; 3) projects that require a range of capabilities not available at either institution alone; 4) access to funding resources not normally available to either party along; 5) involvement of Sandia staff in teaching university courses and in directing graduate students; 6) opportunities for short-term personnel exchanges; 7) availability of technical training and job-related continuing education for Sandia staff; and 8) opportunities for collaborative use of specialized research equipment. Specific areas of focus include materials science and engineering research; nanoscale science, engineering and technology; chemical and biochemical sensors; computational science and engineering; homeland security and countermeasures; hypervelocity impact physics; and other joint projects.</p> <p>Collaborators: Sandia National Laboratories</p>	
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, UT Pan American, Texas A&M University, 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		
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, UT Arlington, "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.	UT Arlington
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, UT Arlington, Texas A&M, Texas A&M Health Science Center and UT Brownsville

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
Texas Engineering and Technical Consortium: Launching the Texas Engineering Education Pipeline	Collaborative research with Engineering and Education partners to increase retention of undergraduate students in engineering, utilizing innovative pedagogical strategies and studying long- and short-term impacts on student retention.	UTEP Colleges of Engineering and Education, Baylor University, Lamar University, Prairie View A&M University, Rice University, Southern Methodist University, St. Mary's University of San Antonio, Texas A & M University, UT Arlington, UT Austin, UT San Antonio
Fund for the Improvement of Post-Secondary Education (FIPSE) – Latino Student Success at Hispanic-Serving Institutions	The project developed tools that help institutions assess the effectiveness of existing resource and strategies in retaining and graduating Latino Students and identify commonalities through NSSE data, IPEDS data, self-reported institutional data, and Title V grants.	California State University Los Angeles, California State University Dominguez Hills, CUNY Lehman College, CUNY New York City College of Technology, UTSA
National Science Foundation-ADVANCE 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.	University of California-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
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
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 Tecnológico 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, including research on bio-mass conversion into fuel, energy security, and alternative energy technologies and economics.	U.S. Dept. of Energy, The Welch Foundation

Examples of Research Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Technical Investigation of Subsidence and Collapse in Winkler County (CEED)	Addresses concerns regarding potential health and safety, damage to various facilities and infrastructure and threat to the quality of municipal water supplies.	U.S. Geological Survey, Texas Bureau of Economic Geology
Bacterial heme transport and hemoglobin expression	Research collaboration of Biology 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
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 -Purposes: 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)	-Established in 2004 -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 311 th Human Systems Wing at Brooks City-Base
U. T. Tyler		
Launching the Texas Engineering Education Pipeline: Deploying the Infinity Project Statewide	Helps educators deliver a maximum of engineering exposure with a minimum of training, expense, and time; to help students see the real value of math and science and its varied applications to high tech engineering.	UT Austin, UT Dallas, UT Arlington, SMU, Rice, Baylor, Texas Instruments
College of Nursing	The Aging RN Workforce: To decrease risks of injury/illness in RNs and other personnel via environmental interventions. Grant pending for this project; pilot project initiated Fall 2005	UTHC-Tyler medical staff, Mother Frances Hospital, East Texas Medical Center, Good Shepherd Medical Center, Longview Regional Medical Center, Laird Hospital
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. Collaborators: Dallas County Community College District, Tarrant County College District, Collin County Community College District, Texas A & M University-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.	Texas Health Resources, St. Paul Hospital, Zale Lipshy University Hospital, Parkland Health & Hospital System, Methodist Medical Center, Harris Methodist Fort Worth Hospital, John Peter Smith Health Network, North Texas Division of HCA, Medical City of Dallas
UTA 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 area.	West Texas A&M University, Canyon
U. T. Austin		
College of Pharmacy Partnerships and Cooperative Pharmacy Program	Supports professional and graduate education and training. Cooperative Pharmacy Program with Hispanic Serving Institutions and the Joint Pharm. D. Program. Strengths of these partnerships lead to establishment of the College of Pharmacy Hispanic Center of Excellence in September 2003. The cooperative program provides the Doctor of Pharmacy degree opportunities for South Texas institutions, graduates of the cooperative programs, and pharmacy professionals to meet the needs of the state, especially in traditionally underserved areas.	UT El Paso, UT Pan American, UTHSC-San Antonio, M.D. Anderson Cancer Center Science Park

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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 The University of Texas at 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.	UT System Institutions, Texas A&M Institutions, HBCU Institutes.
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 Ed.D. degrees have been awarded in the 17 years of this collaborative.	University of Houston
Health Careers Opportunity Program (HCOP) and Joint Admission Medical Program (JAMP)	Provides underrepresented minorities access to medical schools through facilitated admissions programs (Early Medical School Acceptance Programs).	UTMB 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.	UT Southwestern Medical Center
Urban Collaborative for Educational Leadership	Provides a "grow-your-own" principal preparation program to help prepare a diverse group of individuals to serve as principals with partner ISDs; will certify approximately 20 new principals each year for the participating ISDs.	Dallas ISD, Richardson ISD, UT Arlington

Examples of Educational Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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
U. T. El Paso		
UTEP/UT Austin Cooperative Pharmacy Program	Improving pharmacy manpower deficiencies of the region; offers pharmacy as a career opportunity for El Paso students; provides research opportunities for an underserved, understudied border population.	UT Austin, UT Pan American, UT San Antonio, many healthcare organizations in the area
Project Podemos	Development of effective models of parental engagement strategies through engagement of faculty, schools, and communities with pre-service teacher education students as action researchers.	AACTE (American Association of College Teacher Education), MetLife, UNT, UCF, USF, UI.
Title V Grant-EPCC/UTEP Transfer Program	A program to develop the transfer infrastructure to enable EPCC students to self-direct their transfer to UTEP, to develop a Transfer Center at EPCC's Valle Verde campus, to expand the Transfer Center at UTEP, and to develop Transfer Seminars and a communication plan to recruit and inform EPCC students about UTEP.	El Paso Community College
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, UT San Antonio
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, UT El Paso, UTHSC-San Antonio, 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	Delivers courses and degree programs to students throughout Texas and to sites throughout the world; delivers coursework leading to Certification as a Superintendent for educational administrators located in Texas as well as throughout the world.	UT TeleCampus, UT Arlington, UT Brownsville, UT Dallas, UT El Paso, UT Pan American, UT San Antonio, UT Tyler
Regional Community College Collaborations	Provides advising staff to assist entering Odessa College students to plan for an associate's degree and subsequent UTPB bachelor's degree. Expands educational opportunities for the citizens of Midland and surrounding area with the offering of UTPB degrees and teacher certification programs at the Midland College Teaching Site. Provides collaborative program funding through a Hispanic-Serving Institutions grant partnership with Howard College.	Odessa College Midland College Howard College

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.	UTSA-Alamo Community College District Partnership
Prefreshman Engineering Program (PREP)—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; The University of Texas at Arlington, The University of Texas at Brownsville, The University of Texas at El Paso, University of Houston, Texas A&M University at Laredo, Huston-Tillotson University (Austin), Del Mar College (Corpus Christi), University of Texas Pan American (Edinburgh), Texas Wesleyan University (Fort Worth), Texas State Technical College (Harlingen), Texas Tech University (Lubbock), Community College of Denver, Inter American University of Puerto Rico, Hostos Community College (Jersey City, NJ), New Mexico State University (Las Cruces, NM), and Florida International University (Miami, FL); Texas Department of Transportation, and 43 Texas school districts.	
Bridge Project	BRIDGE seeks to advance education and training in San Antonio to support the city’s economic development objectives. Our purpose is to bring together numerous stakeholder groups to promote advances in Science Technology, Engineering and Mathematics (STEM) in the San Antonio area. The main goals of the project are to create seamless K-16 system of education, where curriculum and instructional goals, particularly with STEM related programs. http://www.utsa.edu/bridge/	Approximately ten school districts and eight higher education partners are involved in this effort to improve, attract, create and sustain businesses and industries with high paying jobs for San Antonio.
U. T. Tyler		
MS in Environmental and Occupational Therapy	Proposed degree to meet the critical needs for Occupational Health and Public Health degrees for medical residents and other students.	UTHC-Tyler Dept. of Occupational Health
MBA On-Line	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.	UT TeleCampus and all UT institutions except UT Austin
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.	UTHC-Tyler, Texas Tech University Health Sciences Center School of Nursing

Contextual Measure: Faculty Salary Trends

Table II-24

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

FY	2001	2002	2003	2004	2005	average annual % change
Professor						
Arlington	\$75,217	\$78,030	\$80,475	\$80,498	\$86,074	3.5%
Austin	94,286	98,838	103,157	103,521	110,223	4.0
Brownsville/TSC*	56,812	58,771	59,984	61,517	66,808	4.2
Dallas	86,456	90,244	97,516	99,363	103,225	4.6
El Paso	67,855	73,133	75,139	76,147	83,174	5.3
Pan American	66,451	67,792	70,807	70,068	76,212	3.5
Permian Basin	65,532	65,918	69,375	72,830	73,657	3.0
San Antonio	72,701	79,785	85,104	90,687	93,204	6.4
Tyler	62,891	65,869	68,343	70,831	72,275	3.5
Associate Professor						
Arlington	\$55,091	\$57,277	\$60,165	\$60,633	\$65,192	4.3
Austin	60,670	63,502	65,913	64,965	70,348	3.8
Brownsville/TSC*	50,970	52,551	54,584	54,998	56,670	2.7
Dallas	63,332	67,436	72,634	72,494	80,141	6.1
El Paso	51,468	56,391	57,690	59,121	64,579	5.9
Pan American	55,757	56,850	59,877	59,394	65,365	4.1
Permian Basin	49,698	52,034	53,121	53,736	56,747	3.4
San Antonio	56,991	62,753	66,385	67,916	68,092	4.6
Tyler	50,422	52,014	53,598	53,956	58,284	3.7
Assistant Professor						
Arlington	\$49,269	\$52,274	\$55,632	\$56,417	\$59,669	4.9
Austin	57,569	59,919	61,674	62,510	67,009	3.9
Brownsville/TSC*	47,007	47,443	47,989	49,917	50,477	1.8
Dallas	67,561	74,716	74,351	74,210	79,449	4.2
El Paso	46,981	48,287	50,864	53,875	56,842	4.9
Pan American	47,060	48,214	51,357	50,633	53,465	3.3
Permian Basin	41,935	45,841	48,416	50,077	51,873	5.5
San Antonio	46,289	50,270	53,680	56,810	58,482	6.0
Tyler	45,184	48,216	47,435	46,917	51,227	3.3
Instructor						
Austin	\$40,033	\$45,807	\$58,090	\$44,143	\$47,377	6.1
Brownsville/TSC*	41,453	42,494	47,057	46,238	51,818	5.9
San Antonio	40,100	40,750	51,204	60,064	69,632	15.1

* Salary information available for Brownsville faculty only

Source: Texas Higher Education Coordinating Board

Table II-25

Average Faculty Salaries in Public Universities, FY 2005				
Texas and the 10 Most Populous States				
	Professor	Associate Professor	Assistant Professor	Instructor
New Jersey	\$106,596	\$77,547	\$61,261	\$41,741
California	98,195	69,320	58,611	40,636
Michigan	96,627	68,954	57,071	38,649
Pennsylvania	101,690	72,253	58,926	42,256
New York	92,572	68,850	56,678	42,776
Ohio	92,831	66,232	54,454	37,224
Illinois	92,408	65,813	56,310	36,107
Florida	88,926	64,381	55,817	40,074
N. Carolina	90,425	65,558	57,199	49,581
Georgia	90,860	63,437	53,124	37,527
10 States Average	95,517	67,974	56,921	39,427
National Average	90,153	65,302	54,920	38,642
Texas	\$91,529	\$64,400	\$56,026	\$39,512

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 and U. T. Dallas, the average salary of professors is higher than the national average and the 10 most populous state averages. At U. T. San Antonio, it is higher than the national average.
- 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. At U. T. Pan American, it is slightly above the national average.
- The average salary of assistant professors at U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. San Antonio is higher than the national and 10 most populous states' averages. At U. T. El Paso, it is higher than the national average.

Table II-26

U. T. Academic Institutions Average Tenure/Tenure-Track Faculty Salaries						
	FY 2001	2002	2003	2004	2005	average annual % change
Arlington	\$62,367	\$64,379	\$66,985	\$66,726	\$70,956	3.3%
Austin	78,326	81,589	85,080	84,911	90,156	3.6
Brownsville/TSC*	49,933	50,894	52,401	53,957	55,748	2.8
Dallas	74,651	79,542	83,347	84,332	89,812	4.8
El Paso	55,131	58,732	60,749	62,244	67,032	5.0
Pan American	55,513	56,268	59,143	58,489	62,711	3.1
Permian Basin	49,551	52,380	54,196	56,641	58,566	4.3
San Antonio	58,038	63,115	67,026	70,567	72,211	5.6
Tyler	52,426	54,441	55,521	56,532	59,427	3.2

* Salary information for Brownsville faculty only

Source: Texas Higher Education Coordinating Board

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

Research Funding Trends 2001-2005 (all sources)

- In FY 2005, U. T. System health-related institution research and research-related expenditures totaled \$1.115 billion, a 6.5 percent increase over the previous year. From 2001 to 2005, research and research-related expenditures have increased 47 percent, an average of nearly 12 percent per year.
- Among Texas health-related institutions, U. T. System health-related institutions ranked first in research and development expenditures in FY 2004. These expenditures comprised more than 49 percent of the \$2.253 billion total in Texas public university and health-related institution research and research-related expenditures in 2004.

Table II-27

Total U. T. Health-Related Institution Research and Research-Related Expenditures FY 2001-2005					
	FY 01	FY 02	FY 03	FY 04	FY 05
Total Health-Related	\$758,730,912	\$896,756,996	\$970,691,322	\$1,046,463,612	\$1,114,736,515

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

- For FY 2004, five U. T. System health-related institutions are among the top 10 Texas public institutions in research expenditures: U. T. Southwestern Medical Center (3), U. T. M. D. Anderson Cancer 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.)

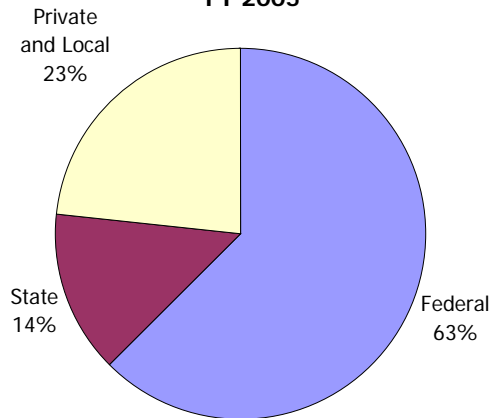
Table II-28

Research Expenditures by Source 2005 – U. T. Health-Related Institutions					
	Federal	State	Private	Local	Total
SWMC	\$202,057,099	\$24,387,086	\$82,773,473	\$11,584,226	\$320,801,884
UTMB	117,235,448	11,684,693	20,624,026	413,295	\$149,957,462
HSC-H	116,397,631	14,387,016	22,877,956	2,857,092	\$156,519,695
HSC-SA	95,125,850	4,805,126	24,433,128	9,694,431	\$134,058,535
MDACC	160,953,856	99,676,919	69,828,395	11,519,509	\$341,978,679
HC-T	4,956,399	2,594,710	833,377	3,035,774	\$11,420,260
Total	\$696,726,283	\$157,535,550	\$221,370,355	\$39,104,327	\$1,114,736,515

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 2005



- The federal government provides the majority of research and research-related funding – 63 percent.
- Private and local sources provide the next largest proportion – 23 percent.
- Fourteen percent of research funds expended in 2005 came from state sources.

Sponsored Revenue

Table II-29

Sponsored Revenue – U. T. Health-Related Institutions, FY 2001-2005					
(\$ in thousands)					
	FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	\$280,848	\$314,345	\$337,979	\$381,945	\$386,234
UTMB	125,397	169,547	183,131	174,093	199,592
HSC-H	267,262	204,448	228,623	235,442	240,446
HSC-SA	116,495	156,520	162,337	163,255	170,069
MDACC	126,920	158,868	180,502	211,442	212,727
HC-T	7,190	5,740	11,897	11,479	15,143
Total Health-Related	\$924,112	\$1,009,468	\$1,104,469	\$1,177,656	\$1,224,211

Source: Exhibit B or 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 2001 to 2005, sponsored revenue has increased by 32.5 percent at U. T. System health-related institutions.

Table II-30

Sponsored Revenue at U. T. Health-Related Institutions by Source, FY 2005					
(\$ in thousands)					
	Federal	State	Local	Private	Total
SWMC	\$208,901	\$6,498	\$116,371	\$54,464	\$386,234
UTMB	121,697	31,519	1,822	44,554	199,592
HSC-H	140,784	9,451	73,045	17,166	240,446
HSC-SA	112,500	2,466	40,948	14,155	170,069
MDACC	162,993	9	0	49,725	212,727
HC-T	6,930	1,039	5,822	1,352	15,143
Total	\$753,805	\$50,982	\$238,008	\$181,416	\$1,224,211

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.

Federal Research Expenditures

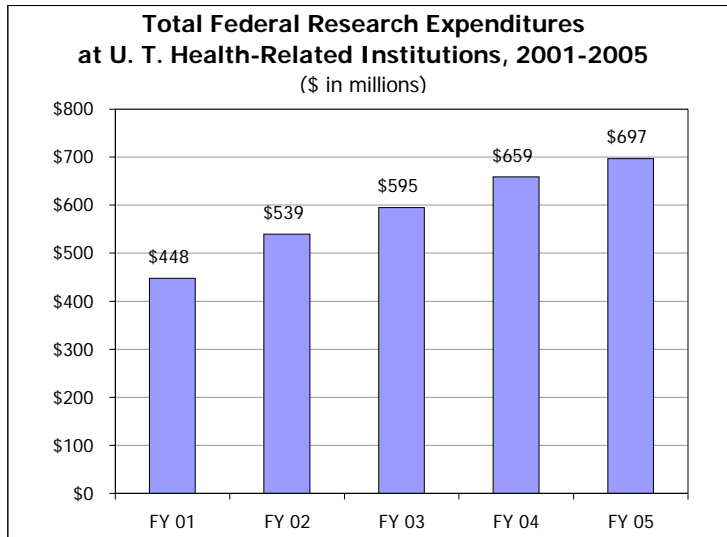
- Federal research expenditures are considered the national benchmark for research productivity at universities.
- From 2001 to 2005, these expenditures have increased by over 55 percent at four U. T. System health-related institutions.

Table II-31

Federal Research Expenditures by U. T. Health-Related Institutions FY 2001-2005							
FY	2001	2002	2003	2004	2005	% change FY 04-05	% change FY 01-05
SWMC	\$131,820,109	\$155,257,992	\$177,133,099	\$200,887,545	\$202,057,099	0.6%	53.3%
UTMB	63,274,494	78,100,188	93,039,583	102,490,775	117,235,448	14.4	85.3
HSC-H	91,267,003	101,738,767	111,170,193	110,438,174	116,397,631	5.4	27.5
HSC-SA	66,852,477	83,760,708	86,854,337	89,661,741	95,125,850	6.1	42.3
MDACC	91,543,036	117,633,074	122,868,912	150,528,694	160,953,856	6.9	75.8
HC-T	3,063,099	2,783,554	3,493,251	4,659,021	4,956,399	6.4	61.8
Total	\$447,820,218	\$539,274,283	\$594,559,375	\$658,665,950	\$696,726,283	5.8%	55.6%

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	2001	2002	2003	2004	2005
SWMC	Research Expenditures	\$222,378,235	\$263,958,410	\$277,956,511	\$314,403,028	320,801,884
	Formula-Derived General Revenue	77,985,287	80,813,651	80,802,981	71,498,979	71,463,445
	Research Expenditures/GR	285%	327%	344%	440%	449%
UTMB	Research Expenditures	91,088,019	109,139,538	129,860,903	132,768,911	149,957,462
	Formula-Derived General Revenue	75,036,601	76,554,573	76,605,352	67,860,400	67,807,752
	Research Expenditures/GR	121%	143%	170%	196%	221%
HSC-H	Research Expenditures	128,161,248	140,827,726	152,117,064	150,220,206	156,519,695
	Formula-Derived General Revenue	102,213,193	110,145,604	110,149,899	99,859,199	99,905,775
	Research Expenditures/GR	125%	128%	138%	150%	157%
HSC-SA	Research Expenditures	97,638,253	112,232,653	119,279,555	124,912,722	134,058,535
	Formula-Derived General Revenue	97,667,518	99,975,785	100,068,763	89,333,722	88,514,960
	Research Expenditures/GR	100%	112%	119%	140%	151%
MDACC	Research Expenditures	210,236,589	262,144,960	282,260,250	313,916,355	341,978,679
	Formula-Derived General Revenue	21,422,773	24,230,050	24,230,050	24,307,634	24,257,992
	Research Expenditures/GR	981%	1082%	1165%	1291%	1410%
HC-T	Research Expenditures	9,228,568	8,453,709	9,217,039	10,240,390	11,420,260
	Formula-Derived General Revenue	3,373,683	3,460,221	3,460,221	3,140,637	3,140,637
	Research Expenditures/GR	274%	244%	266%	326%	364%

Source: "Survey of Research Expenditures" submitted to the THECB; Formula-Derived General Revenue, Exhibit C of U. T. System Annual Financial Report (2000-2001) and Exhibit B of AFR for 2002-2004.

- Between 2001 and 2005, 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 but is declining somewhat at most institutions. The proportion has been particularly high at U. T. Southwestern Medical Center (71%) and U. T. M. D. Anderson (64%), where it has increased over the past five years, from 28% in FY 2001.
- From FY 2001 to FY 2005, the proportion of non-tenure-track research faculty holding grants has increased at U. T. Southwestern Medical Center, U. T. Health Science Center-Houston, U. T. M. D. Anderson Cancer Center, and U. T. Health Center-Tyler.

Table II-33

Faculty Holding Extramural Grants (All Sources and Types) at U. T. Health-Related Institutions		FY 01	FY 02	FY 03	FY 04	FY 05
SWMC	# Grants to T/TT faculty	703	861	846	882	880
	# T/TT faculty holding grants	303	323	282	257	264
	# FTE T/TT faculty	313	324	333	353	370
	% T/TT faculty holding grants	97%	100%	85%	73%	71%
	# NT research faculty holding grants	61	78	60	92	125
	# FTE NT research faculty	209	215	223	264	289
	% NT research faculty holding grants	29%	36%	27%	35%	43%
UTMB*	# Grants to T/TT faculty	730	782	721	513	517
	# T/TT faculty holding grants	250	263	240	244	217
	# FTE T/TT faculty	496	474	483	495	493
	% T/TT faculty holding grants	50%	55%	50%	49%	44%
	# NT research faculty holding grants	32	29	27	31	32
	# FTE NT research faculty	154	142	143	141	151
	% NT research faculty holding grants	21%	20%	19%	22%	21%
HSC-H	# Grants to T/TT faculty	408	480	442	501	525
	# T/TT faculty holding grants	196	223	219	219	209
	# FTE T/TT faculty	429	394	425	459	442
	% T/TT faculty holding grants	46%	57%	52%	48%	47%
	# NT research faculty holding grants	31	29	34	50	39
	# FTE NT research faculty	122	132	141	146	127
	% NT research faculty holding grants	25%	22%	24%	34%	31%
HSC-SA**	# Grants to T/TT faculty	1,233	1,395	1,404	444	422
	# T/TT faculty holding grants	292	266	312	235	231
	# FTE T/TT faculty	310	545	524	512	532
	% T/TT faculty holding grants	94%	49%	60%	46%	43%
	# NT research faculty holding grants	86	100	99	55	57
	# FTE NT research faculty	91	100	105	161	176
	% NT research faculty holding grants	95%	100%	94%	34%	32%
MDACC***	# Grants to T/TT faculty	671	698	736	743	1,032
	# T/TT faculty holding grants	145	153	145	344	374
	# FTE T/TT faculty	510	529	557	563	584
	% T/TT faculty holding grants	28%	29%	26%	61%	64%
	# NT research faculty holding grants	38	54	57	47	69
	# FTE NT research faculty	231	248	269	263	317
	% NT research faculty holding grants	16%	22%	21%	18%	22%
HC-T	# Grants	30	33	34	37	48
	# NT research faculty holding grants	13	19	19	23	28
	# FTE NT research faculty	26	29	29	32	32
	% NT research faculty holding grants	50%	66%	66%	72%	88%

Notes:

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

Non-tenure-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.

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.

Table II-34

**Research Expenditures per FTE Tenure/Tenure Track Faculty at U. T. Health-Related Institutions
FY 2001-2005**

	FY 2001			FY 2002			FY 2003		
	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	\$222,378,235	313	\$710,474	\$263,958,410	324	\$814,686	\$277,956,511	333	\$834,704
UTMB	91,088,019	496	183,645	109,139,538	474	230,252	129,860,903	483	268,863
HSC-H	128,161,248	429	298,744	140,827,726	394	357,431	152,117,064	425	357,923
HSC-SA	97,638,253	310	314,962	112,232,653	545	205,931	119,279,555	524	227,633
MDACC	210,236,589	510	412,229	262,144,960	529	495,548	282,260,250	557	506,751
HC-T*	9,228,568	118	78,208	8,453,709	106	79,752	9,217,039	113	81,567

	FY 2004			FY 2005		
	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	\$314,403,028	353	\$890,660	\$320,801,884	370	\$867,032
UTMB	132,768,911	495	268,220	149,957,462	493	304,173
HSC-H	150,222,206	459	327,281	156,519,695	442	354,117
HSC-SA	124,912,722	512	243,970	134,058,535	532	251,990
MDACC	313,916,355	563	557,578	341,978,679	584	585,580
HC-T*	10,240,390	105	97,528	11,420,260	98	116,533

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 01	FY 02	FY 03	FY 04	FY 05
SWMC	Total Budgeted Endowed Professorships and Chairs	223	238	252	271	282
	Number Filled	201	217	221	235	231
	Endowed Positions as % of Budgeted T/TT Positions	67%	70%	73%	76%	73%
UTMB*	Total Budgeted Endowed Professorships and Chairs	102	110	127	138	143
	Number Filled	80	80	99	102	117
	Endowed Positions as % of Budgeted T/TT Positions	21%	25%	27%	30%	31%
HSC-H	Total Budgeted Endowed Professorships and Chairs	89	96	100	96	123
	Number Filled	68	75	76	73	83
	Endowed Positions as % of Budgeted T/TT Positions	20%	22%	24%	24%	27%
HSC-SA	Total Budgeted Endowed Professorships and Chairs	70	76	78	82	83
	Number Filled	41	49	52	58	66
	Endowed Positions as % of Budgeted T/TT Positions	11%	13%	13%	15%	17%
MDACC	Total Budgeted Endowed Professorships and Chairs	101	105	110	111	116
	Number Filled	76	80	87	88	89
	Endowed Positions as % of Budgeted T/TT Positions	20%	20%	20%	19%	19%
HC-T**	Total Budgeted Endowed Professorships and Chairs	31	33	33	37	21
	Number Filled	29	27	27	28	17
	Endowed Positions as % of Budgeted Positions	41%	38%	41%	51%	26%

*In 2004, UTMB refined its methodology to match budgeted and filled positions.

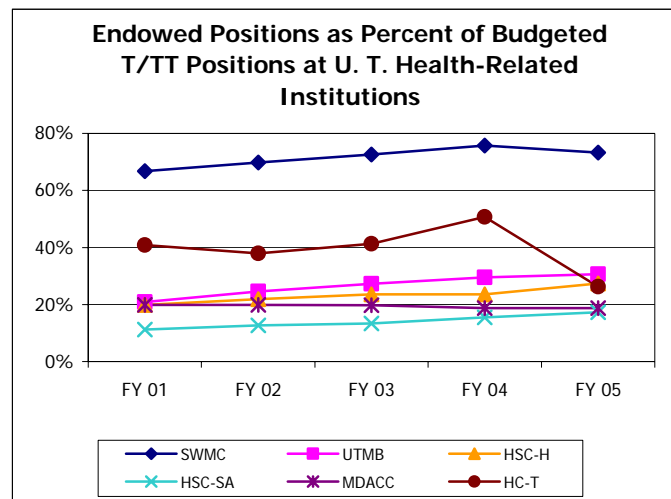
**The Health Center-Tyler does not have tenure-track positions, and in 2005, refined its methodology.

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 2001 and 2005, the number of endowed positions has increased at all U. T. System health-related

- institutions except U. T. Health Center - Tyler.
- U. T. Southwestern Medical Center has a very high proportion of endowed positions, which increased from 67% in 2001 to 73% in 2005.

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, 2005.

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	16	15		1		
American Academy of Arts and Sciences	15	13		2		
American Academy of Nursing	31		6	14	11	
Howard Hughes Medical Institute Investigators	15	15				
Institute of Medicine	26	17	2	4	2	1
International Association for Dental Research	39			35	4	

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 2004-2005 include:

Table II-37

Faculty Awards Received at U. T. Health-Related Institutions, 2004-05					
	Total	SWMC	UTMB	HSC-H	HSC-SA
American Academy of Arts and Sciences	1	1			
American Academy of Nursing	2			1	1
Howard Hughes Medical Institute Investigators	2	2			
Institute of Medicine	1				1
International Association for Dental Research	1				1
Fulbright American Scholars	4	1	2	1	
National Institutes of Health (NIH) MERIT Award	8	2		5	1
Pew Scholars in Biomedicine	1			1	
Robert Wood Johnson Policy Fellows	1		1		

Source: U. T. System Health-Related Institutions

Technology Transfer

Table II-38

	Total New Invention				Total Patents Issued				Total Licenses & Options			
	Disclosures								Executed			
	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
SWMC	115	128	103	89	23	32	19	34	24	26	33	34
UTMB	76	70	48	63	8	4	4	6	17	16	19	15
HSC-H	30	44	67	43	10	5	12	12	10	7	29	22
HSC-SA	29	30	43	34	11	12	9	9	6	5	24	10
MDACC	92	86	126	115	19	20	19	19	10	18	24	33
HC-T	0	2	3	1	0	1	0	0	0	0	1	0
Total Health-Related Institutions	342	360	390	345	71	74	63	80	67	72	130	114

	Public Start-up Companies Formed				Total Gross Revenue Received from Intellectual Property			
	2001	2002	2003	2004	2001	2002	2003	2004
	SWMC	3	2	1	1	\$10,511,895	\$10,691,956	\$11,209,200
UTMB	0	0	1	1	\$1,070,828	\$924,943	\$415,000	\$822,000
HSC-H	2	1	1	0	\$889,836	\$1,599,603	\$1,482,193	\$2,563,981
HSC-SA	0	2	0	0	\$2,406,751	\$2,433,549	\$2,500,657	\$2,404,207
MDACC	2	6	3	2	\$4,924,712	\$5,734,522	\$4,441,860	\$6,061,846
HC-T	0	0	0	0	\$0	\$0	\$15,000	\$65,378
Total Health-Related Institutions	7	11	6	4	\$19,804,022	\$21,384,573	\$20,063,910	\$24,083,751

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

- From 2001 to 2004, technology transfer activities increased modestly among most U. T. System health-related institutions.
- From 2001 to 2004, the number of new invention disclosures decreased at U. T. Southwestern and U. T. Medical Branch. The number increased at U. T. Health Science Center-Houston, U. T. Health Science Center-San Antonio, U. T. M. D. Anderson, and U. T. Health Center-Tyler. From 2003 to 2004, however, the total declined, although the number increased at U. T. Medical Branch.
- The number of patents issued increased by more than 12 percent from 2001 to 2004.
- From 2001 to 2004, most institutions achieved an increase in the number of licenses and options executed; they more than doubled at U. T. Health Science Center-Houston and more than tripled at U. T. M. D. Anderson Cancer Center.
- 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. Health-Related Institutions

Table II-39

Tenure/Tenure-Track Headcount: Professors, Associate Professors, Assistant Professors, Instructors					
	Fall	2001	2002	2003	2004
SWMC		333	339	360	373
UTMB		479	488	500	500
HSC-H		399	431	474	460
HSC-SA		570	550	530	536
MDACC		548	576	565	585

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

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

Table II-40

Headcount: All Instructional Staff*					
	Fall	2001	2002	2003	2004
SWMC		1,483	1,536	1,599	1,704
UTMB		1,244	1,259	1,259	1,281
HSC-H		1,124	1,270	1,263	1,297
HSC-SA		1,664	1,709	1,715	1,774
MDACC		1,017	1,071	1,133	1,190
HC-T		112	119	110	107

*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

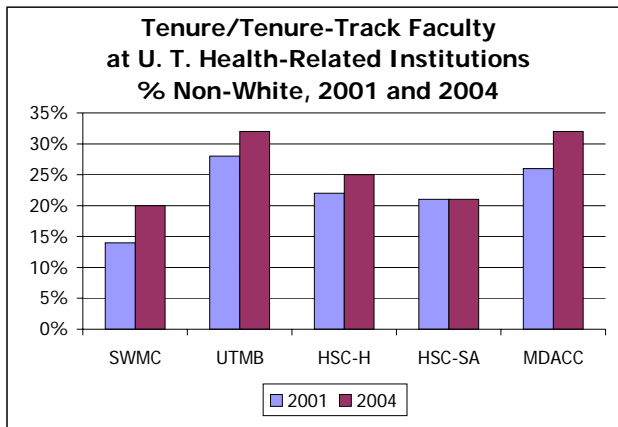


Figure II-19

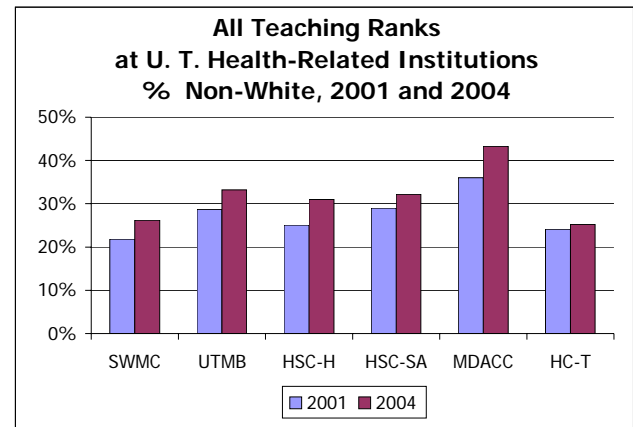


Figure II-20

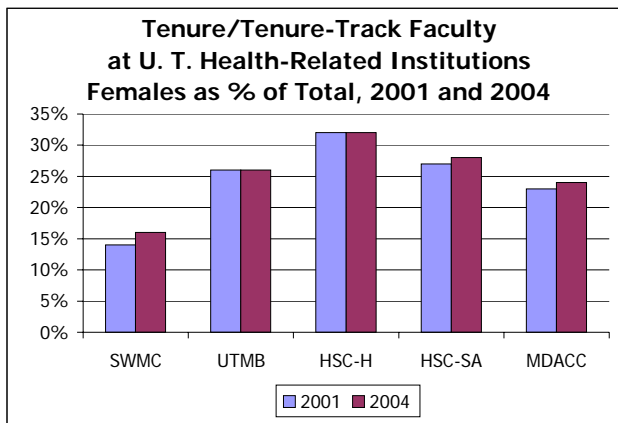
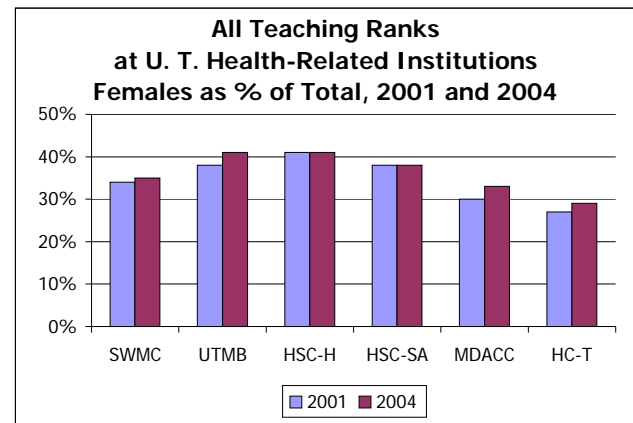


Figure II-21



Staff Headcount – U. T. Health-Related Institutions

Table II-41

		AY	01-02	02-03	03-04	04-05	05-06
Administrative, Other, Non-Faculty and Student Employee Headcount at U. T. Health-Related Institutions*							
SWMC ¹	Administrative		124	132	145	187	327
	Other, Non-Faculty		3,697	3,883	4,051	4,568	6,752
UTMB	Administrative		609	518	863	892	909
	Other, Non-Faculty		11,534	11,821	10,803	11,250	11,285
	Student Employees		245	400	416	421	442
HSC-H	Administrative		182	199	172	170	157
	Other, Non-Faculty		3,783	3,932	3,657	3,290	2,904
	Student Employees		457	465	438	436	400
HSC-SA	Administrative		126	126	125	133	140
	Other, Non-Faculty		2,995	3,090	3,009	3,053	3,037
	Student Employees		607	551	440	480	512
MDACC	Administrative		626	670	806	859	932
	Other, Non-Faculty		9,709	10,320	11,035	11,856	12,608
	Student Employees		252	280	318	356	359
HC-T	Administrative		63	76	80	50	46
	Other, Non-Faculty		1,095	1,041	1,062	1,110	1,035
	Student Employees		14	13	11	8	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

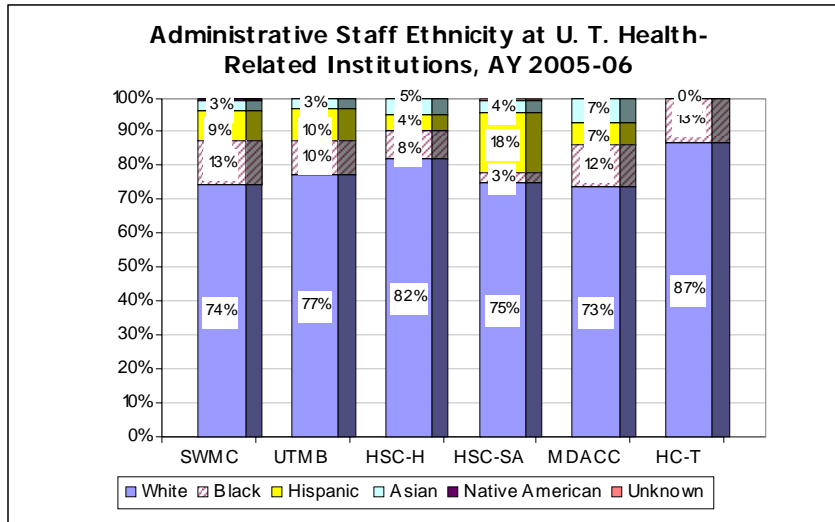


Figure II-23

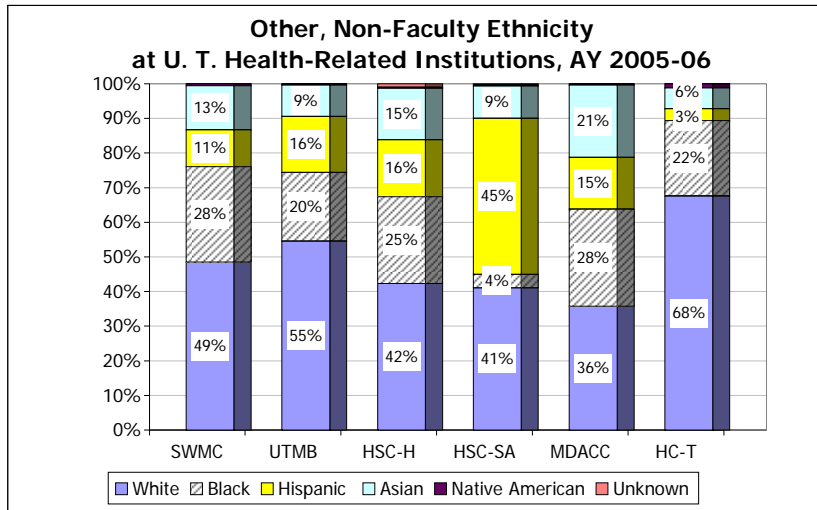
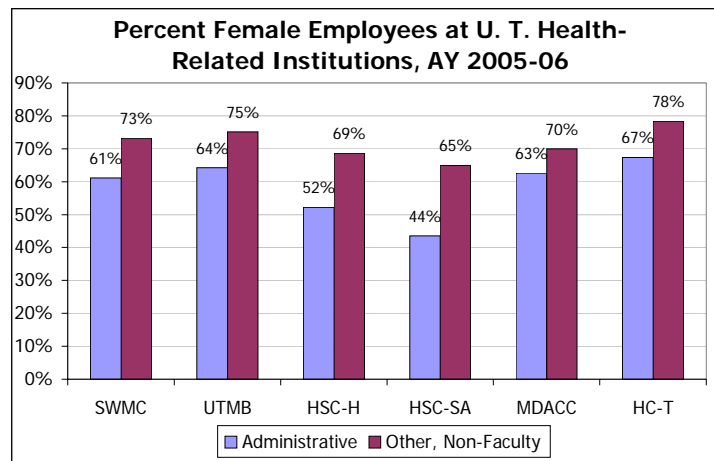


Figure II-24



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

Table II-42

		Fall	2001	2002	2003	2004
FTE Student / FTE Faculty Ratio at U. T. Health-Related Institutions*						
SWMC	FTE Students		1,517	1,613	1,744	1,988
	FTE Faculty		1,263	1,319	1,377	1,485
	Ratio		1.2 to 1	1.2 to 1	1.3 to 1	1.3 to 1
UTMB	FTE Students		1,758	1,809	1,820	1,882
	FTE Faculty		1,178	1,198	1,214	1,227
	Ratio		1.5 to 1	1.5 to 1	1.5 to 1	1.5 to 1
HSC-H	FTE Students		2,690	2,792	2,822	2,879
	FTE Faculty		1,012	1,140	1,127	1,163
	Ratio		2.7 to 1	2.4 to 1	2.5 to 1	2.5 to 1
HSC-SA	FTE Students		2,516	2,501	2,512	2,565
	FTE Faculty		1,188	1,182	1,190	1,245
	Ratio		2.2 to 1	2.1 to 1	2.1 to 1	2.1 to 1

*M. D. Anderson Cancer Center admits a small number of Health Sciences undergraduates each year (69.74 FTEs in fall 2004). However, MDACC collaborates extensively with the Health Science Center-Houston to serve hundreds of students who rotate through their joint programs. In FY 2004, this included 514 graduate students shared with HSC-H, as well as 305 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 continue to serve students in approximately the same proportions 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
SWMC	Accredited resident programs	78	79	77
	Number of residents in accredited programs	1,149	1,210	1,234
UTMB	Accredited resident programs	52	54	54
	Number of residents in accredited programs	543	551	553
HSC-H	Accredited resident programs	53	52	53
	Number of residents in accredited programs	761	735	780
HSC-SA	Accredited resident programs	53	54	53
	Number of residents in accredited programs	700	648	637
MDACC	Accredited resident programs	12	14	14
	Number of residents in accredited programs	100	103	100
HC-T	Accredited resident programs	2	2	2
	Number of residents in accredited programs	24	23	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 institution faculty.
- In nearly every case, over the past four 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 00	FY 01	FY 02	FY 03	FY 04
UTMB	32,505	32,927	35,099	37,190	40,452
MDACC	17,497	18,604	18,781	19,430	20,608
HC-T	3,714	3,554	3,805	3,765	3,369
HCPC*	5,186	5,700	6,135	5,906	5,718
Total Health-Related Institutions	58,902	60,785	63,820	66,291	70,147

*Harris County Psychiatric Center

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 00	FY 01	FY 02	FY 03	FY 04
SWMC	379,770	399,136	411,288	407,991	418,638
UTMB	170,797	175,956	186,975	194,642	199,862
HSC-H	248,045	221,127	243,315	273,499	230,959
HSC-SA	123,266	224,311	202,000	224,366	228,213
MDACC	131,788	137,204	137,207	146,673	153,002
HC-T	29,802	29,451	29,021	26,942	24,789
Total Health-Related Institutions	1,083,468	1,187,185	1,209,806	1,274,113	1,255,463

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 00	FY 01	FY 02	FY 03	FY 04
SWMC	1,528,751	1,775,500	2,064,987	1,959,288	2,132,792
UTMB*	754,538	760,765	819,560	852,759	845,210
HSC-H	838,448	553,976**	671,891	748,486	834,987
HSC-SA	915,725	854,046	834,000	1,110,429	1,070,608
MDACC	448,690	469,068	471,728	537,822	610,329
HC-T	132,772	135,978	140,473	119,515	114,968
Total	4,618,924	4,549,333	5,002,639	5,328,299	5,608,894

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

** The decrease from previous years is due to centralization of patient activity/billing.

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 00*	FY 01	FY 02	FY 03	FY 04
SWMC	\$211,953,613	\$234,938,900	\$256,968,945	\$281,998,363	\$312,465,011
UTMB	61,596,586	66,908,903	85,982,833	97,724,989	108,498,329
HSC-H	82,152,677	90,024,051	103,279,853	107,326,617	139,031,049
HSC-SA	60,729,594	60,602,900	70,149,189	77,586,366	85,647,220
MDACC	25,524,441	30,773,351	35,310,300	43,427,477	51,164,780
HC-T	3,261,170	4,992,457	5,405,720	6,814,083	7,008,950
Total Health-Related Institutions	\$445,218,081	\$488,240,562	\$557,096,840	\$614,877,895	\$703,815,339

*Figures represent the amount reported in the AFR and care provided by institution faculty as part of University Care Plus.

Source: Institutions' Annual Financial Reports

- In FY 2004, 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 at U. T. Health-Related Institutions

	Period of Survey	Overall Rating	Change from Previous Rating	Noteworthy Ratings	Comments
SWMC	June 2004 - June 2005	90.8%	UT Southwestern is now using Press Ganey Inc., a new measurement tool so we cannot accurately compare these results with last year's data.		New score is based on Press Ganey satisfaction measures. New data will allow us to measure patient satisfaction more accurately and address opportunities to improve our services in a more timely fashion.
UTMB	9.1.04-8.31.05	87.8% overall patient satisfaction for hospital 92.4% for outpatient areas (results are tabulated as the percentage of respondents who rate a given item "good" or "very good")	+ 6.81% for hospital + 7.7% for outpatient areas	Inpatient psychiatric areas received the 2004 Press Ganey Compass Award based on their overall patient satisfaction improvement.	UTMB routinely assesses patient satisfaction using the Satisfaction Measurement designed and analyzed by the national healthcare industry satisfaction and measurement improvement company, Press Ganey Associates, Inc.
HSC-H Harris County Psychiatric Center (HCPC)	Sep 2004 – May 2005	Overall average score of 4.01 for hospital patient satisfaction. On a scale of 1 – 5. With 5 being the highest score.	Increase from 3.97 for same reporting period last year.	Helpfulness of the Nursing, Social Workers and Medical staff have rated in the top five strengths for the past 4 quarters. Treatment Effectiveness continues to rate the highest across scales with an average score of 4.13. 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 4.21.	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 average quarterly sample size is 696 respondents.
HSC-H Dental Branch Clinics	Spring 2005	Dental Branch 80% excellent; 13.5% very good	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 2005	UT Physicians Satisfaction with overall treatment = 98% Would recommend to friends and family = 96%	97% rating in previous quarter; 95% rating in previous quarter	Overall target was 85%	Areas for continued improvement: reaching clinics by telephone; appointment wait times; parking.

	Period of Survey	Overall Rating	Change from Previous Rating	Noteworthy Ratings	Comments
HSC-SA (Dental School)	09/01/04-08/31/05	Overall satisfaction = 4.8 on 5 scale	Results similar to previous year	Patient satisfaction is high and consistent with previous surveys	
HSC-SA (School of Medicine)	2005, Q1, Q2	97.5% satisfaction with rehab team	95% rating in 2003	High satisfaction Rehab Medicine - First Quarter Satisfaction – 97% Second Quarter Satisfaction – 98%	Affiliated hospitals have ongoing patient satisfaction review processes in place. University Physicians Group has established the Patients First HOTLINE which allows patients to call directly to UPG Pt SVS for concerns Threshold for Rehab Medicine – 90%. Any area showing 10% dissatisfaction is reviewed in detail. Survey based on CMS CAHPS Hospital Survey with modifications made frequently to provide more evidence based responses.
MDACC	FY05: 2 nd Quarter	Top Priority Problem Areas: Inpatient: Continuity and transition: 30% problem score Outpatient: Access: 26% problem score			MDACC uses the NRC+Picker survey which measures negative responses. The higher the score the bigger the issue. Surveys sent to 4,000 patients, targeting 20 responses/month for each of 38 units. Results are reviewed at the unit level
HC-T	FY05: 9.1.04-8.31.05	FY04: 88.9 FY05: 90.0 (Scale 1-100)	Increase of (+) 2.0	Inpatient: (+) 0.6 Emergency Care: (+) 4.1 Outpatient: (+) 1.8	Overall, all patients types surveyed showed an improvement during FY05 as compared to FY04. The ER ranked in/above the 95 th percentile nationally for 2 consecutive quarters.

Examples of Externally Funded Research Collaborations – U. T. 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.	Howard Hughes Medical Institute
Alliance for Cellular Signaling	Studies the G-protein-rr signaling systems; identifies signaling molecules; determines molecular pathways; determines the quantitative analysis of the flow of information through the system.	Aventis Pharmaceuticals, Salk Institute for Biological Studies, Barbraham Institute – UK, California Institute of Technology (HHMI), Stanford University, and University of Michigan
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.	UT Dallas and UT Arlington
U. T. Medical Branch		
Texas Telehealth Disparities Network	The primary purpose is to reduce disparities in health through the development of a telehealth network in three distinct and geographically distant areas of Texas: Galveston County, Brownsville (Cameron County), and Tyler (Smith County). The secondary purpose is to determine if the appropriate use of telehealth can reduce health disparities and improve access to care. The outcomes include developing community-based coalitions in each site, assisting coalitions in developing successful community plans that include a telehealth application, developing a network for testing best practices in telehealth applications, and establishing telehealth delivery projects in Tyler and Galveston County. Funded through HRSA grant in the amount of \$361,718.	Partners include UT-Brownsville with its academic partner, Texas Southmost College, and UTHC-Tyler.

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.	There are over 200 current faculty mentors from more than a dozen departments across UTMB and the other five participating institutions, Rice University, Baylor College of Medicine, University of Houston, UTHSC-Houston, and UT M.D. Anderson Cancer Center.
Regional Center of Excellence in Biodefense and Emerging Infectious Diseases	The Regional Center of Excellence 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. It also provides crosscutting functions in computational biology and a streamlined process for translational development of vaccines and drugs leading to FDA approval.	Partners include 32 entities in Texas, New Mexico, Oklahoma, Arkansas, and Louisiana including UTHC-Tyler, UTHSC-San Antonio, UTHSC-Houston, Texas A&M, University of Houston, Rice University, National Institutes of Health/NIAID, MacroGenics Inc., University of New Mexico, Louisiana State University Health Science Center at Shreveport, and University of Oklahoma.
U. T. HSC-Houston		
The Gulf Coast Consortia	An interdisciplinary training program of excellence in computational and structural biology that will increase the number and quality of applicants and expands the number of students involved, both as trainees and participants.	UT MD Anderson, UT Medical Branch at Galveston, Baylor College of Medicine, Rice University, University of Houston, W.M. Keck Foundation
UT-TORCH	An interdisciplinary research training program providing opportunities for faculty, postdoctoral trainees, DDS/PhD students, PhD students, and DDS students; trainees may choose from three core foci—biometrics (development, genetics, bioengineering); molecular pathology (immunology, infectious diseases, cancer); patient oriented research and health informatics.	UT MD Anderson, Baylor College of Medicine, Rice University, Texas A & M Institute of Biosciences and Technology
NanoHealth Alliance	Creates a collaborative program that has the potential to greatly enhance our ability to diagnose, treat, and prevent disease at the molecular level.	UT MD Anderson, Baylor College of Medicine, Rice University, University of Houston

Examples of Research Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HSC-San Antonio		
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.	University Health System, UTSA Women's Study Institute, San Antonio Metropolitan Health District
Genotyping of M. tuberculosis using SSRs	Purpose is to develop and test RB DNA fingerprinting methods for tracking transmission of disease within the human population.	Public Health Research Institution, Lawrence Livermore National Lab, Baylor College of Medicine
Pesticide Exposure and Antioxidant Status During Pregnancy Among Hispanic Women at the U.S.-Mexico Border	The specific aims of this study are (a) to document the nature and level of exposure to pesticides and herbicides in the homes of pregnant Hispanic women residing at the U.S.-Mexico Border, (b) to evaluate the antioxidant status of these women during the third trimester of pregnancy and (c) to determine whether there appears to be a relationship between antioxidant status of these women and pesticide levels measured in the air and dust of their homes.	Department of Environmental Health Sciences at the Mailman School of Public Health, Columbia University
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 Alliance received federal funding of \$6.4M in FY05 and an FY06 request is pending. Funding agencies include NASA, Dept. of Defense, Health Resources and Services Administration (HRSA).	UTMDACC, Rice University, UTHSC-Houston, Univ. of Houston, Baylor College of Medicine, Texas Heart Institute.
Cancer in Minority Populations	With NCI funding, MDACC and the University of Puerto Rico are studying cancer-related issues in the Hispanic population. The focus is on research and other areas including diversity training, physician education and community outreach. The first research projects will address the molecular epidemiology of head and neck cancer, breast cancer and acute promyelocytic leukemia. This collaboration allows PRCC faculty to be on the inside of the latest medical techniques and technology, while MDACC faculty open a new door to dealing with cancer-related issues in the Hispanic population.	Minority Institution Cancer Center Partnership, University of Puerto Rico
Center for Biomedical Engineering	Initiates and nurtures synergistic collaboration among biomedical engineers, life scientists, and clinicians to catalyze the innovative development of clinically translatable strategies, and provide multidisciplinary education and training of the next generation of scientist in biomedical engineering. This ongoing collaboration is investigating moving forward with a joint Department of Biomedical Engineering.	UT Austin, UTHSC-Houston

Examples of Research Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HC-Tyler		
Structure and Function of SRP RNA	Advances the understanding of the basic process of protein transport across biological membranes.	UTHSC-San Antonio
Southwest Center for Agricultural Health, Injury Prevention, and Education http://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.	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

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.	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.	UT Dallas
Joint Program In Biomedical Engineering	Prepares students as biomedical engineers for careers in industry, hospitals, and research facilities.	UT Arlington
U. T. Medical Branch		
Early Medical School Acceptance Program (EMSAP)	The objective of the EMSAP is to increase the number of bilingual and bicultural physicians in Texas by offering outstanding high school students an opportunity to compete more effectively in gaining admission into UTMB and/or other medical schools. A maximum of 30 high school students (five from each of the university partners) are accepted each year and are offered conditional acceptance to UTMB's School of Medicine. One hundred and thirty students have participated in this program since its inception in 1998.	UT-Brownsville, UT-EI Paso, UT-Pan American, Texas A&M International University at Laredo, Prairie View A&M, and Texas Southern University.
Accelerated Baccalaureate Second Degree Nursing Program Expanded	The accelerated baccalaureate nursing program has increased enrollment on each campus by 50%. It is uniquely designed to deliver a professional nursing education program in three semesters to students with previous degrees. The program takes into consideration the academic accomplishments of applicants, builds on strengths, and prepares students both for entry into practice and for graduate nursing education. Students engage in the full scope of professional nursing education using innovative teaching approaches that combine online learning, distance technology, informatics, face-to-face seminars for synthesis, and intensive clinical experiences with faculty and expert preceptors. Faculty from the partnering institutions participate in the implementation of courses designed to move the students rapidly through the program, supervise clinical experiences, and evaluate the process and outcomes of this unique collaboration. Outcomes of the innovative teaching methods and resources used in this program are being studied by faculty from both schools.	UTHSC-Houston School of Nursing.
Texas Statewide Bioterrorism Continuing Education (BCE)	This is a HRSA funded project that provides high quality, standardized continuing education (CE) about bioterrorism and other public health emergencies to an interdisciplinary group of health professionals and other community members by teaching participants to recognize, report, manage, and work together as a team should a bioterrorism event or other public health emergency occur.	UTHSC-Houston, UTHSC-San Antonio, UTSWMC-Dallas, UTHC-Tyler.

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HSC-Houston		
Graduate School of Biomedical Sciences at Houston	Offers graduate programs with a greater critical mass of faculty and students; to provide high quality research training to a large number of students in a wide variety of areas in a cost effective manner.	UT MD Anderson, Texas A&M University Health Science Center, Institute of Biosciences and Technology
Collaborative Doctoral Degree in Nursing Program	Provides access to the Doctor of Science in Nursing program via distance education to UT El Paso.	UT El Paso
Educational Scholars Fellowship Program (ESFP)	Offers a two year fellowship program designed to expand teaching knowledge, skills and attitudes of participating faculty and enhances the educational mission of the three schools involved. The ESFP also collaborates with the University of Houston by providing coursework for the Master of Health Science Education degree offered the University of Houston.	Baylor College of Medicine, UT Dental Branch and Medical School at Houston, U of Houston
U. T. HSC-San Antonio		
South Texas Doctoral Bridge Program	NIH-funded program for underrepresented minority students to obtain an M.S. degree at the collaborating institutions so as to prepare them for matriculation in a Ph.D. program at a doctoral-granting institution.	University of Incarnate Word, UT Pan American, Texas State University at San Marcos
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.	Abilene Christian University, University of the Incarnate Word, McMurray University, UT Pan American, Prairie View University, St. Mary's University, Sam Houston State University, UT San Antonio, 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, UT El Paso
Collaborative Program in Physician Assistant Studies	To increase access to Physician Assistant Education in Laredo, Texas.	Texas A&M University in Laredo
U. T. M. D. Anderson		
Graduate Medical Education	MDACC participates in the training of residents and fellows by providing rotations in all Divisions.	UTHSC-Houston, UTHSC-San Antonio, UTMB, Baylor, UT Dental Branch, Texas Heart Institute, VA Hospital
Doctoral Degrees	Graduate School of Biomedical Sciences – joint degree granting.	UTHSC-Houston
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. Collaborators: UT Tyler, Kilgore College, Tyler Junior College, University of North Texas, Texas College of Osteopathic Medicine, University of North Dakota, St. Petersburg College; The University of Arkansas Medical School; Harding University-Arkansas; UT Southwestern; Hardin-Simmons University; Stephen F. Austin State University; Texas A&M University; Louisiana State University; Texas College; Texas Southern University; Texas Tech University; University of Louisiana; The University of Texas Medical School at Houston; The University of Oklahoma	

Examples of Educational Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Occupational Medicine Residency Program http://www.tiosh.org/residency.htm	Offers academic and practicum training in occupational medicine. The residency program is one of three (3) civilian programs in Texas and fewer than 35 in the United States and Canada accredited by the Accreditation Council for Graduate Medical Education.	Stephen F. Austin State University, Texas Department of State Health Services Regions 4 & 5N, Occupational Safety and Health Administration (OSHA)
UTHCT Community Outreach and Health Disparities	UTHCT's Community Outreach and Health Disparities Department participates in various health educational activities in collaboration with other institutions/organizations, such as: 1) to offer a course on health disparities; 2) to offer lecture series on health disparities; and 3) to offer annual health disparity conference.	MD Anderson, UTMB, as well as the Texas Department of State Health Services, East Texas Medical Center, Trinity Mother Frances Hospital, North East Texas Public Health District

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.
- Measures of information technology resources to support teaching and research should be developed.
- Faculty salary trend data for health-related institutions should be developed.

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 and again in 2005, when it dipped below 1995 levels. In 2005, U. T. System academic institutions produced 3,279 certified teachers, over 14 percent of the teachers trained in Texas that year. While the System's contribution to the number of teachers remains the largest in the state, 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

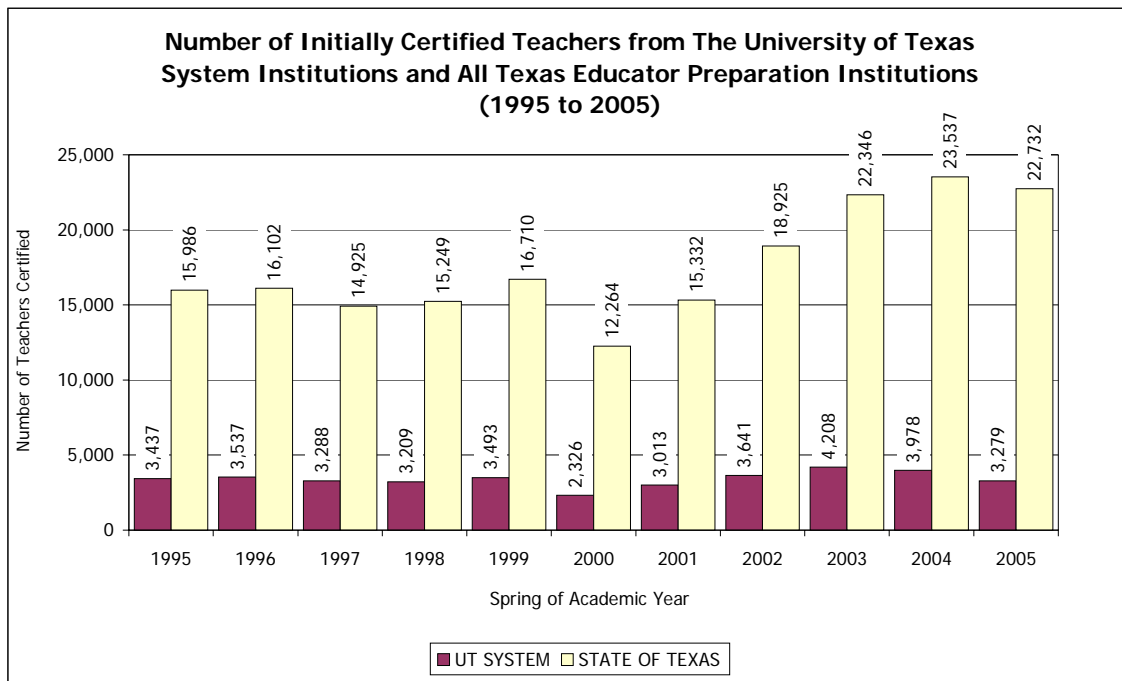


Table III-1

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

AY	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	Change: 95 to 05	
												#	%
UTA	304	324	329	300	249	83	354	480	373	379	305	1	0.3%
UT Austin	592	585	539	476	563	395	435	512	462	393	453	-139	-23.5%
UTB/TSC	221	269	248	258	259	165	242	252	330	300	209	-12	-5.4%
UTD	129	146	113	118	121	87	96	150	260	212	204	75	58.1%
UTEP	537	586	511	519	561	382	422	552	821	756	576	39	7.3%
UTPA	661	715	614	624	744	505	608	682	799	872	630	-31	-4.7%
UTPB	167	149	129	113	144	114	163	149	188	240	150	-17	-10.2%
UTSA	443	484	525	533	571	376	485	626	765	621	583	140	31.6%
UTT	383	279	280	268	281	219	208	238	210	205	169	-214	-55.9%
UT System	3,437	3,537	3,288	3,209	3,493	2,326	3,013	3,641	4,208	3,978	3,279	-158	-4.6%
Texas	15,986	16,102	14,925	15,249	16,710	12,264	15,332	18,925	22,346	23,537	22,732	6,746	42.2%

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

Source: U. T. System Office of Academic Affairs

- Despite and overall decline, several U. T. System academic institutions have increased the numbers of teachers they are producing by significant proportions from 1995 to 2005:
 - U. T. Dallas by 58 percent.
 - U. T. El Paso by 7.3 percent.
 - U. T. San Antonio by 32 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

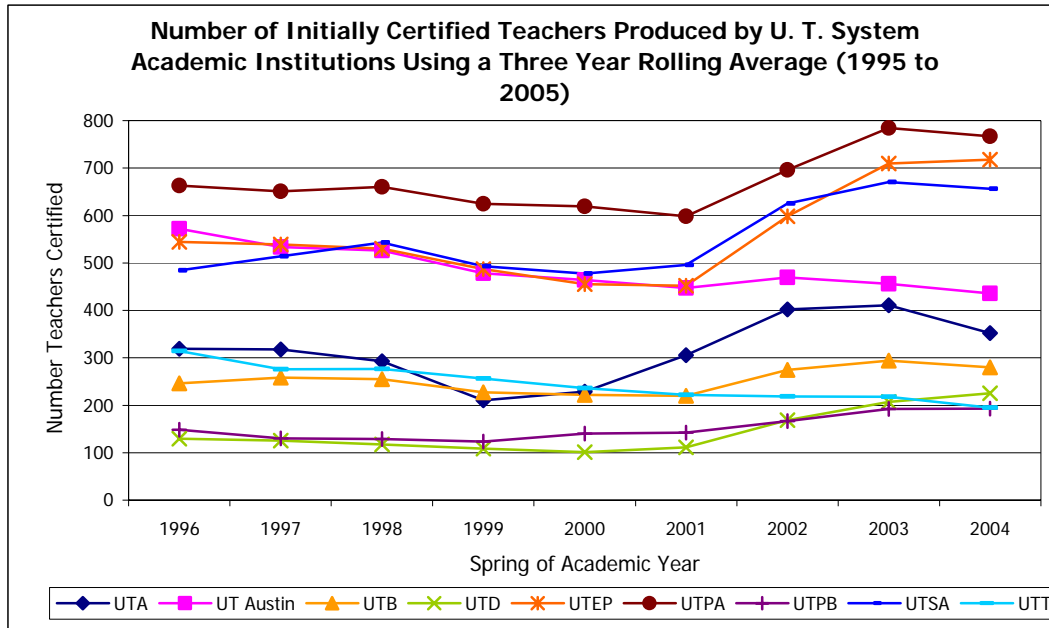


Table III-2

Texas Public School Teacher Employment Rates for U. T. System Institutions (1995-2004)

	Year after certification									
	1	2	3	4	5	6	7	8	9	10
Arlington	79.5%	77.9%	73.7%	68.6%	64.4%	60.8%	56.8%	53.5%	51.5%	45.7%
Austin	68.4	68.7	62.3	56.6	50.7	45.4	42.4	38.8	35.2	34.3
Brownsville	89.6	89.6	86.4	82.8	79.2	75.9	70.8	67.1	64.3	59.7
Dallas	69.9	68.2	63.1	56.2	52.0	45.7	46.1	42.1	40.0	34.9
El Paso	86.5	84.6	81.6	77.3	72.7	69.0	64.9	61.5	58.4	56.8
Pan American	90.8	88.4	85.1	81.1	76.6	72.9	69.9	65.6	62.3	59.8
Permian Basin	79.1	81.1	77.5	73.7	69.0	66.9	64.7	61.3	59.7	54.5
San Antonio	79.6	80.9	77.4	73.9	69.3	66.7	63.2	58.4	57.1	56.9
Tyler	77.1	79.0	77.6	75.7	72.1	69.3	66.0	63.8	59.3	55.1
UT System	81.4	80.9	77.0	72.8	68.2	64.4	61.0	57.1	54.2	51.6
State of Texas	81.4%	79.9%	75.4%	70.6%	66.0%	61.7%	58.1%	54.8%	51.9%	48.9%

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

Source: U. T. System Office of Academic Affairs

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 1994-1995 cohort and ending with the 2004-2005 cohort. The year 5 rate is the average employment rate for the five cohorts starting in 1994-1995 and ending with 1998-1999.

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 50 percent in 2004. 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.	UT Arlington, UT Austin, Texas A&M, Texas Tech, UT El Paso, UT Pan American, UT Brownsville, UT San Antonio, Texas A&M Commerce, Texas State Univ., Tarleton State Univ., Texas A&M Corpus Christi, University of Houston, UTSWMC Dallas School of Allied Health, Texas Women's Univ., ExxonMobil Foundation
The University of Texas at Arlington (UTA)/ Hurst-Euless-Bedford (H-E-B-) 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 Independent School District, 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		
UTOPIA	UTOPIA is an ambitious new initiative providing a digital knowledge gateway into the treasures of libraries, museums, galleries, and laboratories of The University of Texas at Austin. It is designed to open to the public the knowledge, research, and information and share these resources—free of charge. UTOPIA will also present the research of key faculty members to general audiences through online articles, presentations, lessons, and discussions. More than just a Web-based product, UTOPIA is a sustained, systematic effort by the University to digitize its resources and share them with the public. As such, UTOPIA will evolve and grow as the University continues to acquire new treasures, conduct groundbreaking research, and develop new technologies. In addition to general audiences, target audiences such as families, educators, and K-12 students will benefit from content tailored specifically to their needs. In concert with the University's commitment to improving the quality of public education in Texas, a large portion of UTOPIA will be devoted to developing curricula and providing online instructional tools for all K-12 teachers and students around the globe.	Funded initially by a \$2 million grant from the Houston Endowment, and a \$500,000 grant from the Telecommunications Infrastructure Fund

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
The UTeach Program	Recruits, prepares, and supports the next generation of math, science, and liberal arts teachers for Texas; increases the number and diversity of competent UT math, science, and computer science as well as liberal arts students entering the teaching field and assuming positions of educational leadership in their fields/disciplines.	Education Advancement Foundation, Hewlett Foundation, Intel Corp., Kodosky Foundation, Microsoft Corp., NSF, Powell Foundation, SBC Foundation, Sid Richardson Foundation, U.S. Dept. of Education
National Center for Educational Accountability	Improves learning through effective use of school and student data and the identification of best practices by: improving state data collection to improve decision making, using data to improve schools by creating the "Just for the Kids School Reports" to focus communities on the potential of every school, conducting research on school improvement issues, identifying the practices that distinguish consistently high-performing schools from other schools.	Education Commission of the States, Just for the Kids, National Alliance of Business, state departments of education
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
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.	Greenville ISD, McKinney ISD, Plano ISD, Sherman ISD, UT Austin/ Texas Homeless Education Office (THEO)
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.	UT Southwestern Medical Center, Dallas ISD Deaf Education Program

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
U. T. El Paso		
The El Paso Collaborative for Academic Excellence	A K-16 partnership representing U.T. El Paso, the El Paso Community College, area school districts, city and county public officials, community organizations and business leaders aimed at improving academic achievement for all students, K-16, in math, science, and literacy (reading and writing); significantly increasing the proportion of high school graduates prepared to enroll and succeed in a four-year college or university; and reducing the achievement gap between ethnic minority and poor students and their more privileged peers.	El Paso ISD, Ysleta ISD, Socorro ISD, Region 19 Education Service Center, El Paso Interreligious Sponsoring Organization, Greater El Paso Chamber of Commerce, El Paso Hispanic Chamber of Commerce, El Paso Black Chamber of Commerce, City of El Paso, County of El Paso
Mother-Daughter/ Father-Son Program at UTEP	In its 19th year, this program empowers young Hispanic girls and their mothers in creating their own hopes and their own bright futures. Program activities center around four important areas in the development of both mothers and daughters-- academic, career, community life, and personal development. The Father-Son Program is patterned after the Mother-Daughter Program and began in 1991.	8 El Paso Area Partner School Districts which include: El Paso ISD, Canutillo ISD, San Elizario ISD, Gadsden ISD, Fabens ISD, Clint ISD, Ysleta ISD, and Socorro ISD.
Project Imaginar	School-university-community partnership that integrates the creative arts, oral history, and public engagement into K-12 school programs.	Woodrow Wilson Foundation for Public Scholarship, UTEP's College of Education, Canutillo ISD.
U. T. Pan American		
GEAR UP "Si Se Puede" (Yes We Can)	<p>UTPA's current GEAR UP grant ends in FY06 when the 7,000 7th graders who have received for interventions to improve their public school performance and entry into postsecondary education, will graduate from high school. The institution in Summer 2005 received a second GEAR UP grant which will be able it to serve approximately 8,950 students that will be entering the seventh grade at 28 middle schools in 12 school districts. There will be 16 positions funded out of UTPA to support the project. UTPA will develop inter-local contracts to fund approximately 55 positions at the school based sites. The positions are for GEAR UP counselors and family & community liaisons. In addition college tutors will also be hired in assisting GEAR UP students with academic preparation. The partners in this new GEAR UP are included in the "Collaborations" below.</p> <p>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>	
Project PEERS	Motivates students to pursue careers in science, mathematics, engineering, and technology. Provides educators with unique teaching tools and compelling teaching experiences and engages minority and underrepresented students, educators, and researchers in NASA's education program.	National Aeronautics and Space Administration

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.	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 Youth Forums	Conducts Student Leadership Forums reaching over 5,000 students in 45 sites in high schools and service organizations throughout Texas; helps Texas develop a new generation of leaders with a desire to perform public service.	Lower Colorado River Authority, local school districts, several community colleges, and service organizations throughout the state
Multiple academic and cultural opportunities and events for kindergarten through secondary school students	Provides educational opportunities and incentives for students through: Annual Spanish Language Fair (K-12); Yes I Can! Si Se Puede! Youth Conference to promote awareness of college possibilities (8 th); 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
Regional School Districts' Collaborative Teacher Education Programs	Principal Cohort Graduate Program for prospective school principals (M.A. in Education--Educational Leadership) increases the number of well qualified and certified candidates for principal positions in the ECISD and MISD schools. ECISD/UTPB Teacher Graduate Education Incentive Program improves the quality of ECISD teachers by providing scholarship support for teachers to earn graduate credits in their teaching field.	Ector County ISD, Midland ISD
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

Examples of K-16 Collaborations – U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
America Reads/ America Counts Tutoring Program	In October 1997, The University of Texas at San Antonio 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 Independent School District, the Office of K-16 Initiatives and Honors College, 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.	San Antonio ISD
Louis Stokes Alliance for Minority Participation (LSAMP)	The University of Texas 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 (STEM) 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.	San Antonio College UTEP UTPA UT Austin UT Arlington UT Brownsville UT Tyler
U. T. Tyler		
Teacher Quality Grant - New Dimensions: Transforming Geometry Through Technology	Provides 20 high school geometry teachers with a stronger command of geometry and helps them develop modules that incorporate technology into their lessons.	Tyler ISD, Chapel Hill ISD, Arp ISD
Teaching Excellence in Mathematics and Science	Addresses the critical shortage of highly qualified teachers of mathematics and science in east Texas; conducts research and disseminates results about successful mathematics and science teacher preparation programs.	Region VII Education Service Center, Tyler ISD
Nurse-run School Health Clinic	Provide health care needs and health education for students, and training opportunities for college nursing students. This project is entering its fourth year and emphasis will be on mental health care needs of Van ISD students this year. UTT students will continue to have clinical experiences in screening and other health promotion and education activities	Van ISD

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 every metropolitan area with at least one U. T. System institution is included in the 2004 Milken Institute's Best Performing Cities index, and six of those eleven regions are in the top 100. The index ranks cities based on their economic performance and ability to keep and create jobs.¹

- In the 2004 index, the McAllen-Edinburg area was 18th, down from 9th in 2003, among all top performing cities.
- Dallas ranked 5th and Houston was 4th among the best performing of the nation's 10 biggest cities.
- Tyler was 11th (down from 2nd) on the list of 118 best-performing small 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	
Arlington	UT Arlington	33	95	
Austin	UT Austin	59	64	
Brownsville	UT Brownsville	8	24	
Dallas*	UT Dallas, UT Southwestern	78	114	
El Paso	UT El Paso	174	118	
Galveston	UT Medical Branch	164	145	
Houston*	UT HSC-Houston, UT M. D. Anderson	25	104	
McAllen-Edinburg	UT Pan American	9	18	
Midland-Odessa	UT Permian Basin	79	85	
San Antonio	UT San Antonio, UT HSC-San Antonio	78	78	
Tyler**	UT Tyler, UT HC-Tyler	2	11	

* Among the 10 largest cities, Dallas ranked 5th and Houston 4th.

** Ranking among 118 small cities.

Source: Milken Institute, *Best Performing Cities, November 2004*

¹ Ross C. DeVol and Frank Fogelbach, "Best Performing Cities: Where America's Jobs are Created and Sustained," Milken Institute, November 2004, pp. 2-3, 34-37, www.milkeninstitute.org/pdf/best_performing_cities_2004.pdf, downloaded 10.11.05.

It is widely accepted that increases in the percentage of college graduates living in a metropolitan area produces increases in job growth, wages, and housing prices. States with more college graduates have higher per capita incomes. According to the Federal Reserve Bank of Dallas 2004 Annual Report, Texas, with only 20 to 25 percent of its population over 25 possessing a college degree, has a lower per capita income than states such as Massachusetts and Maryland (35-40%), New Jersey and Virginia (30-35%), and California and New York (nearly 30%).²

The Dallas Federal Reserve Bank study also points out that the number of years of school completed increases the GDP per capita. The U.S. ranks at the top of the scale in both areas. But this report also notes that it is not solely the number of years of school completed, but the quality of the education received during those years that is important. For example, although students in the U.S. receive more years of education than in any other country, the country's per capita GDP for those years of schooling is below that of other nations. The U.S. is not getting as high a rate of return on its educational investment as other countries such as Japan.

A recent study by Jesse Shapiro published by the National Bureau of Economic Research shows that increases in regional economies are not solely the result of the increased productivity of these graduates.³ Shapiro's study suggests that at least one-third of these increases come from the increased quality-of-life demands these college graduates make for specialized goods and services, thus creating more jobs.

According to the Census Bureau's 2004 American Community Survey, Austin ranked 5th (45%) among metropolitan areas with the highest percentage of college graduates among residents 25 and older. Seattle was number one (51%) and San Diego number ten (39%).

Texas State Comptroller's 2003 Study

In February 2005, the Texas Office of the Comptroller updated its 2003 study of the economic impact of higher education in Texas.⁴ In this update, the Texas Comptroller reported that:

- Over time, state higher education contributes \$33.2 billion annually to the Texas economy. This is a \$5.50 economic return for every \$1 in state government appropriations.
- Spending and re-spending of out-of-state higher education student, research, and health care expenditures add \$10.1 billion per year to state economic output.
- The higher earnings and productivity of higher education's students eventually increases state economic capacity by another \$23.1 billion per year.
- Difficulties quantifying general knowledge and economic development roles of higher education understate even these total estimated impacts.
- Even with these positive impacts, state higher education funding is losing ground to other state services.
- The Texas higher education system does more than produce our future leaders. It helps create jobs and increase the quality of life for all Texans.

Research indicates that Texans do not have to have an advanced degree to receive the benefits of higher education. Those benefits are gained over the course of a lifetime of work: 15 percent for those with some college, about 11 percent for those who earn a master's degree, about 13 percent for a doctoral degree, and almost 18 percent for professional degrees such as law or medicine. These lifetime gains far exceed the costs of education for the private individual and the state.

² W. Michael Cox and Richard Alm, "2004 Annual Report: What D'Ya Know? Lifetime Learning In Pursuit of the American Dream," Federal Reserve Bank of Dallas, www.dallasfed.org/fed/annual/2004/ar04.pdf.

³ Jesse Shapiro, "Smart Cities: Quality of Life, Productivity, and the Growth Effects of Human Capital," University of Chicago, June 2005, <http://home.uchicago.edu/~jmshapir/history061505.pdf>, downloaded 10.11.05.

⁴ Texas Office of the Comptroller, "Special Report: The Impact of the State Higher Education System on the Texas Economy," February 2005, www.window.state.tx.us/specialrpt/highered05/highered05.pdf.

Texas undergraduate degree holders produce 78 percent, or \$21.3 billion of the \$27.3 billion, of the higher education output from higher education graduates. Advanced degree holders provide the remaining \$6 billion.

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.⁵ 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.

In line with the Comptroller's study on increased earnings for Texas college graduates, 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. 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				
	Initial Direct	Output Impact	Personal Income	Employment
Expenditures	Spending	[Initial+Recirculated]	Impact*	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

⁵ 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.

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.

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

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 microelectromechanical system (MEMS) 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, Respiration, 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.	UT El Paso, UT Pan American, University of Houston, Texas Tech University, Texas A&M University, National Institute of Standards and Technology (NIST), 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		
UT Film Institute	Trains and educates students to become experts in all elements of professional filmmaking through experienced gained in the production of feature-length motion pictures. Conducts research on the feasibility and efficacy of leading-edge film technology, the Institute contracts with Burnt Orange Productions relatively low-budget films over the next three years.	Burnt Orange Productions, Town Lake Films, Texas Film Commission, Austin Film Society, and other film-industry organizations in Austin, Los Angeles, and New York
Jackson School of Geosciences	GeoFORCE Texas was created by The University of Texas at Austin's Jackson School of Geosciences, with support from major corporations, to increase the number of minorities and females pursuing degrees in the geosciences. The program identifies high-achieving students entering the ninth grade in the predominantly Hispanic region of South Texas and offers them the chance to participate in inspiring, all-expenses paid summer seminars throughout their high school careers. Admitted students travel to The University of Texas at Austin and to locations of geologic significance around the United States, where they learn principles of geology, form lasting relationships, and meet leaders from science, government, and industry. The ambitious program has 140 participants and aims to enroll 1,000 students by 2009. To achieve its goals, the Jackson School has partnered with Southwest Texas Junior College to foster long-term relationships with the 22 independent school districts of Southwest Texas. More information is available at http://www.geosci.utexas.edu/geoforce/ .	Collaborators: GeoFORCE Texas is presently supported by nine industry sponsors: ConocoPhillips, Dominion E & P, ExxonMobil, Halliburton, Marathon Oil, Priority Oil & Gas, SBC Foundation, Schlumberger, and Shell

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Center for Social Work Research	<p>The School of Social Work's Center for Social Work Research formed The Protective Services Training Institute in 1991. It is a collaboration among the schools of social work at The University of Texas at Austin, The University of Texas at Arlington, and the University of Houston to provide training and certification services to the Texas Department of Family and Protective Services, specifically Adult Protective Services, Child Care Licensing, Child Protective Services, and Statewide Intake. Under contract with DFPS, the Institute trains more than 8,000 staff each fiscal year through more than 520 days of classroom training. More information is available at http://www.utexas.edu/research/cswr/psti/index.php.</p> <p>Collaborators: Texas Department of Family and Protective Services</p>	
Advanced Processing and Prototype Center (AP2C) and Texas Advanced Materials Research Center (AMRC)	<p>The mission of the AP2C is to: 1) sustain a manufacturing-like fabrication capability that enables innovative research in nanoscale systems; 2) develop the capability to prototype processes for the manufacture of nanoscale devices; 3) perform selected research on advanced concepts of interest to the US Department of Defense and the nanoelectronics industry; and 4) prototype promising research in the areas of electronics, photonics, and sensors. The purpose of the AMRC is to accelerate the advancement of research and development in advanced technologies to benefit the state and national economy. The PI for both is Dr. Sanjay Banerjee from the Microelectronics Research Center. AP2C is funded by DARPA.</p> <p>Collaborators: Sematech</p>	
U. T. Brownsville		
Cross Border Institute for Regional Development (CBIRD)	<p>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.</p>	<p>UT Austin, UT Pan American, Environmental Protection Agency, Texas Border Infrastructure Coalition (TBIC) and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)</p>
Center for Civic Engagement	<p>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.</p>	<p>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, BANSAs (private schools), Brownsville Boys and Girls Club, Good Neighbor Settlement House, Brownsville Housing Authority</p>
International Innovation Center (IIC)	<p>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.</p> <p>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</p>	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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.	UTD, Texas Instruments, State of Texas, City of Richardson, Collin County, Plano Independent School District.
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
U. T. El Paso		
Center for Civic Engagement	Provides programs that engage students and faculty with community-based organizations, non-profit organizations, and schools; through engagement, responds to community needs and enhances student learning; opens up interaction between UTEP and economically distressed neighborhoods. Partners include: Paso del Norte Community Resource Center, Women's Fund of El Paso, Empowerment Zone, Central Business Association, El Paso Collaborative for Community and Economic Development, EITC Coalition, El Paso Planning Department, El Paso Hispanic Chamber of Commerce, YISD, EPISD, SISD, Bowie High School International Business and Public Affairs Magnet School, Mujeres de la Esperanza, Paso Del Norte Literacy Council, AVANCE, Junior	Achievement, El Paso Collaborative for Academic Excellence, Neighborhood Liaison, PRAXIS, Mexican Consulate, Immigration/ Citizenship Class organization, through Project SHINE, YWCA, VOTE NOW! (community sites for voter registration), Texas Campus Compact, Earned Income Tax Coalition, FEMAP/FEMAP Foundation
Border Region Modeling Project	This project houses the 173-equation Borderplex Econometric Forecasting Model. Geographic coverage provided by the model encompasses El Paso, Texas; Ciudad Juárez, México; Ciudad Chihuahua, México; and Las Cruces, New Mexico. Sectoral coverage provided by the model includes demography, employment, personal income, retail sales, residential real estate, transportation, international commerce, water consumption, and cross border manufacturing.	El Paso Electric Company, Wells Fargo Bank, Federal Reserve Bank of Dallas, Universidad Autónoma de Cd. Juárez, El Paso Metropolitan Planning Organization, City of El Paso Office of Economic Development, UTEP Center for Transportation Infrastructure Systems
Mobile Technology Project (Project 'Extend')	Collaborative grant with UTEP's Colleges of Education and Engineering, and Canutillo ISD to extend new mobile technology resources to field-based pre-service teacher education courses. Collaborators: Hewlett Packard, UT El Paso's Colleges of Education and Engineering	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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. Collaborators: 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. Collaborators: Geografia 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. Collaborators: UT El Paso, University of Houston, Texas Tech University, National Institute of Standards & Technology (NIST), Texas A&M University, Manufacturing Extension Partnership, Southwest Research Institute, Local Manufacturers	
U. T. Permian Basin		
Economic Development Programs (CEED)	Supports economic development and diversification of 70 counties in West Texas, with Export Assistance Center; promotes awareness and development of infrastructure for alternative energy technologies through federal and state grants and contracts. Collaborators: U.S. Department of Commerce, La Entrada al Pacifico and Port-to-Plains development coalitions, State Energy Conservation Office, GeoPowering Texas groups with Southern Methodist University	
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
Andrews Business and Technology Center	Advises the City of Andrews in development of the Center that will house Odessa College and UT Permian Basin courses, expanding higher education opportunities to citizens of Andrews and surrounding area. The Center's construction is near completion and classes will be offered at the center beginning in January, 2006.	City of Andrews, Odessa College
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	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
Employer Education Council (EEC)	<p>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.</p> <p>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, SchoolLocker, Southwest General Hospital, Straus-Frank, Stynchula & Associates, UTSA, Valero Energy, Wendy's, Alamo Heights Independent School District, Archdiocese of San Antonio Catholic Schools, Career Plus Learning Academy, East Central Independent School District, Edgewood Independent School District, Eleanor Kolitz Academy, Fort Sam Houston Independent School District, Guardian Angel Performance Arts Academy, Harlandale Independent School District, Jubilee Academic Center, Judson Independent School District, Lackland Independent School District, La Escuela De Las Americas, North East Independent School District, Northside Independent School District, San Antonio Independent School District, Somerset Independent School District, South San Antonio Independent School District, Southside Independent School District, Southwest Independent School District, St. Mary's Hall</p>	
San Antonio Making Mentoring a Partnership (SAMMAP)	<p>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.</p> <p>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 Associates 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 Commission-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 Independent School District, Archdiocese of San Antonio Catholic Schools, East Central Independent School District, Edgewood Independent School District, Fort Sam Houston Independent School District, Harlandale Independent School District, Judson Independent School District, Lackland Independent School District, North East Independent School District, Northside Independent School District, San Antonio Independent School District, Somerset Independent School District, South San Antonio Independent School District, Southside Independent School District, Southwest Independent School District.</p>	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Purpose and Outcomes	Collaborators
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 Partnership for End of Life Care (TxPEC)— College of Nursing and Health Sciences	Conduct research to increase effectiveness of End of Life Care in East Texas. This descriptive, correlational study will be completed 8-31-05 and will be submitted for publication by 9-30-05. Outcome includes establishing basis for intervention project to increase effectiveness of end of life care decision making for East Texas. Opportunities also exist via Tx PEC to present this information to other Tx PEC chapters throughout Texas	East Texas Medical Center, Hospice of East Texas, Hearts Way Hospice (Longview)
SBA/STTR Research Grant funded by the Office of Naval Research	Development of a quick-attach, quick-release cargo restraint system for the Landing Craft Air Cushion (LCAC) used by the Marine Corps in delivering cargo from ship to shore. Phase I [funded at \$24,395 to UT Tyler and \$69,887 to Product Concept Development, Inc. (PCD)] of the research and development (R&D) project was completed during 2003-2004, and Phase II [funded at \$225,000 to UT Tyler and \$525,000 to PCD] of the R&D project has been awarded for 2004-2006. During Phase I of the project, the concept was proven of a gripping system that would minimize the time and personnel required to load and grip cargo, either vehicular or palletized on a LCAC, without a significant weight penalty.	Product Concept Development, Inc., a small business located in Palestine, Texas; Office of Naval Research

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

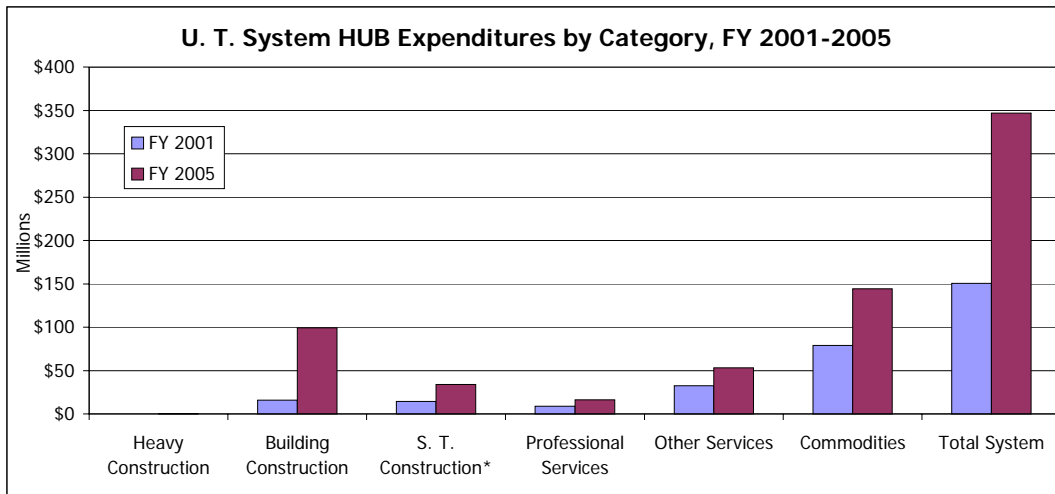
System-wide HUB Trends by Category

		System Total			Overall HUB Goal
		Total Expenditures	Total HUB Expenditures	Total HUB Expenditures	
FY 2001	Heavy Construction	\$240,617	\$2,597	1.1%	11.9%
	Building Construction	169,115,477	15,995,087	9.5	26.1
	S. T. Construction*	82,113,579	14,487,736	17.6	57.2
	Professional Services	89,599,077	8,796,255	9.8	20.0
	Other Services	299,052,308	32,407,748	10.8	33.0
	Commodities	677,941,918	78,889,622	11.6	12.6
	Total System	\$1,318,062,976	\$150,579,045	11.4%	
FY 2005	Heavy Construction	\$7,594,697	\$191,146	2.5%	11.9%
	Building Construction	578,724,678	99,081,503	17.1	26.1
	S. T. Construction*	108,635,276	33,768,895	31.1	57.2
	Professional Services	85,887,707	16,137,174	18.8	20.0
	Other Services	473,021,342	53,304,220	11.3	33.0
	Commodities	998,626,000	144,350,856	14.5	12.6
	Total System	\$2,252,489,700	\$346,833,794	15.4%	
	Total State	\$11,275,596,658	\$1,565,474,073	13.9%	

*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 2001 to FY 2005, the U. T. System has increased its HUB procurement expenditures from 11.4 percent to 15.4 percent of total expenditures.
- As a proportion of total expenditures, the FY 2004 U. T. System HUB expenditures exceeded the state's average (13.9 percent).
- In FY 2005, the U. T. System exceeded overall HUB goals in procurement expenditures for commodities.
- Between 2001 and 2005, total U. T. System HUB expenditures increased by more than 130 percent, driven by a very significant increase in HUB building construction and commodities expenditures.

HUB Trends – U. T. System Academic Institutions

Table III-9

HUB Trends at U. T. Academic Institutions			
	Total HUB Expenditures		% Change
	FY 01	FY 05	FY 01-05
Arlington	\$5,123,850	\$8,527,230	66.4%
Austin	22,231,278	37,948,713	70.7
Brownsville/TSC	1,382,229	3,064,835	121.7
Dallas	3,921,016	9,024,468	130.2
El Paso	2,752,686	8,383,037	204.5
Pan American	2,589,607	3,535,319	36.5
Permian Basin	359,781	451,801	25.6
San Antonio	7,039,416	10,833,856	53.9
Tyler	720,658	2,266,557	214.5
Total Academic	\$46,120,521	\$84,035,816	82.2%

Source: U. T. System Office of HUB Development

- Between FY 2001 and FY 2005, total HUB expenditures at the U. T. System academic institutions increased by 82 percent, with increases over 50 percent at seven of the nine campuses.
- The increase in HUB expenditures from 2001 to 2005 at U. T. Brownsville and U. T. Dallas 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 48 or above based on the measure of highest HUB expenditure rate.
- Three 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 2005

	\$ (millions) spent on HUBs	Rank
Austin	\$38.0	7
Arlington	\$8.5	27
Dallas	\$9.0	29
San Antonio	\$10.8	30
El Paso	\$8.4	35
Pan American	\$3.5	48

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 2005

	\$ (millions) spent on HUBs	Rank
Brownsville	\$11.4	21
El Paso	\$31.9	23
San Antonio	\$42.8	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 Support¹
(\$ in thousands)

	FY 01	FY 02	FY 03 ²	FY 04	FY 05
<u>Summary by Institution</u>					
Arlington	\$8,261	\$5,459	\$6,251	\$4,709	\$4,995
Austin	179,951	155,312	305,040	252,175	140,239
Brownsville/TSC	2,129	3,098	1,355	1,497	923
Dallas	5,535	4,876	6,853	12,220	15,339
El Paso	18,046	19,893	14,313	14,829	17,112
Pan American	4,995	7,633	3,898	13,384	5,975
Permian Basin	1,276	1,285	864	2,563	1,775
San Antonio	5,232	5,150	5,748	8,805	7,693
Tyler	6,484	3,184	6,763	4,534	6,315
Total Academic	\$231,909	\$205,890	\$351,085	\$314,716	\$200,366
SWMC	\$90,409	\$117,557	\$81,772	\$130,606	\$103,213
UTMB	38,150	41,041	37,591	46,162	33,102
HSC-H	23,807	34,875	29,647	35,031	37,742
HSC-SA	30,268	26,853	25,115	31,262	33,947
MDACC	61,585	57,834	59,621	96,927	79,278
HC-T	800	1,150	793	2,452	4,844
Total Health-Related	\$245,019	\$279,310	\$234,539	\$342,440	\$292,126
System Administration	\$563	\$946	\$1,384	\$915	\$4,953
System-wide Total	\$477,491	\$486,146	\$587,008	\$658,071	\$497,445
<u>Summary by Source</u>					
Alumni	\$42,554	\$52,639	\$212,748	\$125,078	\$42,726
Individuals ³	93,692	113,956	63,198	156,117	116,509
Foundations	197,239	200,197	199,432	217,092	214,856
Corporations	99,171	92,814	79,921	125,572	99,860
Others ⁴	44,835	26,540	31,709	34,212	23,494
Total	\$477,491	\$486,146	\$587,008	\$658,071	\$497,445

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

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

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

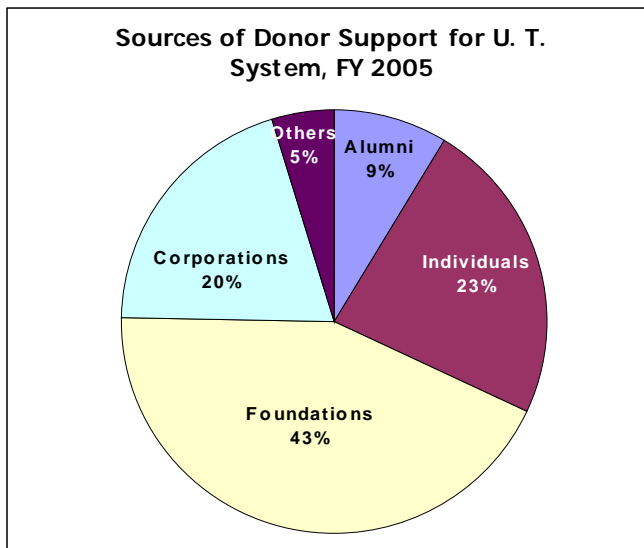
⁴Others = Fund Raising Consortia + Other Organizations.

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

- Although accounting changes noted above prevent specific longitudinal comparisons in the years from 2001 to 2005, total private philanthropic support of U. T. System institutions has increased over this period to nearly \$500 million. However, FY 2004 was the peak in this five-year period; between FY 2004 and FY 2005, total giving decreased from \$658 million to \$497 million. Alumni giving declined by the greatest amount and proportion between 2003 and 2005.
- U. T. Austin ranked 12 in 2004 among all institutions in total voluntary support, down from ninth in 2003. It was second among all national public research universities after UCLA.

- According to the Council for Aid to Education 2004 ranking, within Texas, nine U. T. System institutions ranked in the top 20 in voluntary support: U. T. Austin (1), U. T. Southwestern Medical Center (2), U. T. M. D. Anderson Cancer Center (4), U. T. Medical Branch (8), U. T. Health Science Center-Houston (11), U. T. Health Science Center-San Antonio (12), U. T. El Paso (16), U. T. Pan American (18), and U. T. Dallas (20). And all U. T. institutions ranked above 48 in voluntary giving received in 2004.
- From FY 2001 to FY 2005, alumni giving increased at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, U. T. Tyler, U. T. Medical Branch, and U. T. Health Science Center-Houston.

Figure III-4



- Between FY 2004 and FY 2005, the pattern of giving shifted.
- In 2005, foundations accounted for 43 percent of all donor support, up from 32 percent in FY 2004.
- Alumni giving was 19 percent of the total in FY 2004, decreasing to 9 percent in FY 2005.

Table III-13

Total Voluntary Support / Highest 20 / FY 2004		
1	Harvard University	\$540,333,491
2	Stanford University	524,123,993
3	Cornell University	385,936,235
4	University of Pennsylvania	332,829,949
5	University of Southern California	322,090,595
6	Johns Hopkins University	311,573,165
7	Columbia University	290,618,180
8	Massachusetts Institute of Technology	289,838,445
9	Yale University	264,771,841
10	University of California, Los Angeles	262,148,586
11	Duke University	254,999,006
12	University of Texas at Austin	252,175,348
13	Indiana University	248,458,068
14	University of Minnesota	245,682,841
15	New York University	214,863,578
16	University of California, San Francisco	213,996,780
17	University of Michigan	206,165,782
18	Ohio State University	203,273,515
19	University of Washington	195,762,442
20	University of North Carolina at Chapel Hill	186,934,586

Source: Council for Aid to Education's Voluntary Support of Education Survey Report, May 2005, www.cae.org/content/pdf/FullFY2004.pdf

Table III-14

		Sources of Donor Support by U. T. Academic Institution ¹				
		(\$ in thousands)				
		FY 01	FY 02	FY 03 ²	FY 04	FY 05
Arlington	Alumni	\$411	\$493	\$395	\$562	\$646
	Individuals	353	589	669	730	1,888
	Foundations	1,011	994	3,211	1,004	836
	Corporate	6,357	2,979	1,654	1,966	1,366
	Others	129	404	322	447	259
	Total	\$8,261	\$5,459	\$6,251	\$4,709	\$4,995
Austin	Alumni	\$36,175	\$44,941	\$206,166	\$118,165	\$35,251
	Individuals	27,070	26,376	16,719	28,286	15,645
	Foundations	45,362	46,521	47,827	40,146	45,050
	Corporate	52,513	33,259	27,229	59,404	40,700
	Others	18,831	4,215	7,099	6,174	3,593
	Total	\$179,951	\$155,312	\$305,040	\$252,175	\$140,239
Brownsville/TSC	Alumni	\$57	\$88	\$56	\$205	\$27
	Individuals	358	671	381	332	181
	Foundations	1,510	2,004	577	415	179
	Corporate	200	331	341	524	520
	Others	4	4	NA	21	16
	Total	\$2,129	\$3,098	\$1,355	\$1,497	\$923
Dallas	Alumni	\$1,153	\$603	\$566	\$1,144	\$1,180
	Individuals	361	622	679	6,259	2,869
	Foundations	2,433	1,592	2,593	2,400	6,981
	Corporate	1,129	1,483	2,539	1,879	3,787
	Others	459	576	476	538	522
	Total	\$5,535	\$4,876	\$6,853	\$12,220	\$15,339
El Paso	Alumni	\$1,669	\$1,756	\$1,616	\$1,103	\$2,459
	Individuals	7,296	2,614	1,039	1,552	2,093
	Foundations	5,520	6,265	6,542	6,145	7,745
	Corporate	3,352	7,404	4,455	5,765	4,644
	Others	209	1,854	661	264	171
	Total	\$18,046	\$19,893	\$14,313	\$14,829	\$17,112
Pan American	Alumni	\$70	\$52	\$73	\$54	\$74
	Individuals	3,126	540	753	11,388	1,621
	Foundations	563	537	324	489	1,320
	Corporate	1,187	6,343	2,623	1,398	2,709
	Others	49	161	125	55	251
	Total	\$4,995	\$7,633	\$3,898	\$13,384	\$5,975
Permian Basin	Alumni	\$49	\$27	\$25	\$33	\$49
	Individuals	494	519	152	1,907	685
	Foundations	389	117	333	464	736
	Corporate	327	555	333	138	286
	Others	17	67	21	21	19
	Total	\$1,276	\$1,285	\$864	\$2,563	\$1,775
San Antonio	Alumni	\$126	\$197	\$92	\$204	\$831
	Individuals	1,245	713	510	1,240	467
	Foundations	2,480	2,600	3,347	3,199	3,002
	Corporate	1,165	1,305	1,592	3,827	2,884
	Others	216	335	207	335	509
	Total	\$5,232	\$5,150	\$5,748	\$8,805	\$7,693
Tyler	Alumni	\$31	\$29	\$27	\$36	\$40
	Individuals	3,697	2,418	5,874	3,578	4,707
	Foundations	909	455	495	345	958
	Corporate	1,824	232	322	272	603
	Others	23	50	45	303	7
	Total	\$6,484	\$3,184	\$6,763	\$4,534	\$6,315
Total Academic		\$231,909	\$205,890	\$351,085	\$314,716	\$200,366

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

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

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

Figure III-5

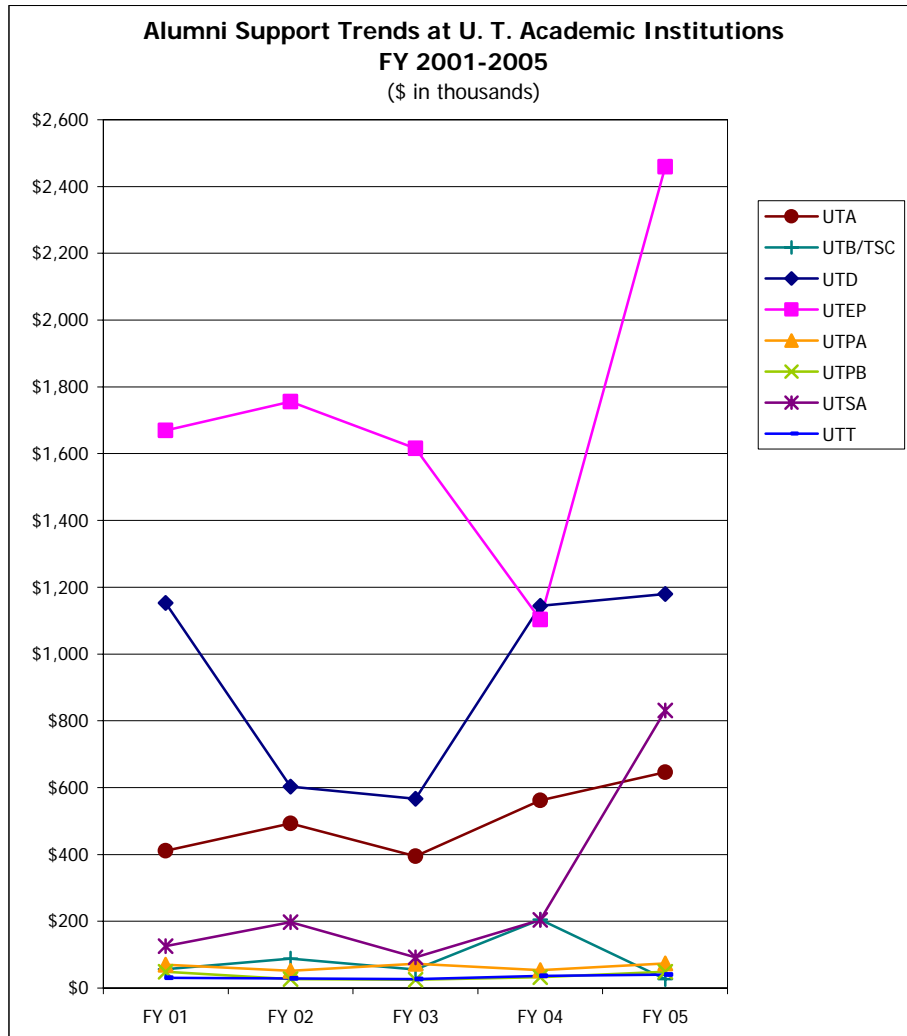
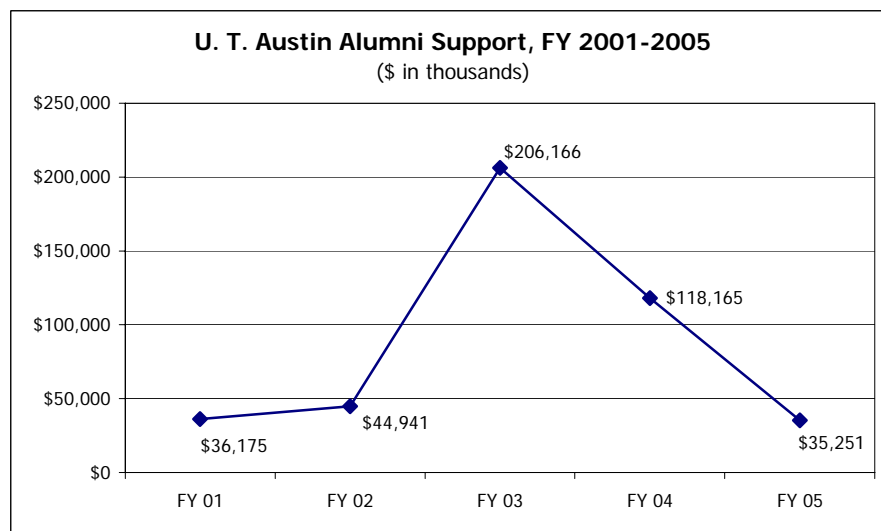


Figure III-6



III. Service to and Collaborations with Communities: U. T. 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
U. T. Medical Branch		
“Hot Jobs Directory” for health careers	The partners revised and updated the third edition of a health careers directory for use by secondary and college students, academic and career counselors, and other individuals. The directory supports the efforts of each of the participating entities to meet its respective statutory requirements to improve the supply, distribution, quality, and efficiency of health personnel in Texas. The directory also provides technical assistance and information to students, counselors, and others interested in health care professions.	Office of Rural Community Affairs (ORCA), East Texas AHEC, Texas Tech University Health Sciences Center, UT-San Antonio, Texas Education Agency (TEA), and the Health Education Training Centers Alliance of Texas (HETCAT).
Outreach Programs for Students and Educators: Inspiring, Motivating, and Enabling the Next Generation	A progressive series of programs for students in 4th through 12th grades that provides students with the skills necessary to succeed academically and inspire the next generation to pursue careers in science, health care, and technology; provides educators with an ongoing support system of sustained, high quality, professional development to assist them in implementing the TEKS; and engages all students with interesting, relevant, and meaningful science learning experiences.	Galveston ISD, Galveston College, UT-Austin, Rice University, Texas A&M at Galveston, and multiple others.

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Micro Academy for the Health Professions	The Micro Academy curriculum is designed to increase the attendance, performance, study skills, and self-confidence of high school students. Twenty-five economically and/or disadvantaged students are accepted every year. A critical component of the Micro Academy curriculum is the PSAT and SAT preparation, which includes test-taking skills, simulated testing, and comprehensive information related to the PSAT and SAT. Students become adept at answering questions in a timed setting and feedback is provided regarding their strengths and weaknesses as they relate to the exam content. Mentors meet regularly with students to encourage and assist them with their academic preparation for the PSAT and SAT. To assist with college matriculation, students are counseled and assisted in filing the appropriate financial aid applications. They are informed of scholarships, grants, and low-cost loans. Mentoring, tutoring, closer faculty interaction, career-based seminars, and close parental involvement complement classroom activities and help ensure the success of the program.	Ball High School, Galveston ISD.
U. T. HSC-Houston		
The Center for Academic and Reading Skills (CARS)	CARS is a research center that studies how reading and academic skills develop in normal children, children who are academically underachieving, and children who are disabled because of a variety of problems; identifies effective reading instruction and develop methods for implementing curricula, training teachers, and evaluating how well children respond to different curricula in order to significantly enhance the educational experiences of all children in Texas.	Houston ISD, UT Austin, University of Houston, Yale University—Center for Learning & Attention Disorders
CIRCLE (Center for Improving the Readiness of Children for Learning and Education)	Promotes quality learning environments for young children; provides community-based early childhood programs with neighborhood mentors, parents, and child care agencies. Uses the knowledge gained from years of studying young children to help promote the goals of the Texas Statewide Early Childhood Initiative.	Houston ISD, Spring Branch ISD, Humble ISD, Texas Head Start State Collaborative Office
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.	Spring Branch ISD, Houston ISD, 32 school districts in Brownsville, McAllen, and Harlingen
U. T. HSC-San Antonio		
CATCH (Community Approach to Careers in Health) Academy Program	The program is designed for high school students exploring careers in the health professions and their teachers.	South Central AHEC (Area Health Education Center)
Biomedical Summer Undergraduate Research Experience	Undergraduate students from across the U.S. work for ten weeks in a research lab.	NIH, various undergraduate institutions

Examples of K-16 Collaborations – U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
Juntos Podemos Program	Juntos Podemos students present a play as a recruitment strategy with 350 middle school, high school, and community college students and parents attending.	San Antonio College
U. T. M. D. Anderson		
Summer Program in Biomedical Sciences	Introduces Texas young people to a research environment and provides firsthand experience in the career opportunities available in the biomedical sciences. Students selected for the program are given a rare opportunity to conduct a research project in one of the biomedical disciplines under the guidance of a full-time member of the M. D. Anderson faculty. Emphasis is placed on the importance of the basic principles that form a foundation for scientific investigation.	Houston and area ISDs
Student Nurse Extern Program	Provides professional nursing students the opportunity to learn the fundamentals of oncology patient care. Students must be currently enrolled in an accredited BSN or ADN school of professional nursing and completed junior year of nursing. The program length is nine weeks. Each student will be assigned to work under the direct supervision of registered nurse preceptors in one an inpatient or outpatient area. In addition to clinical experience, students participate in weekly seminars such as Introduction to Oncology Nursing, Pathophysiology of Cancer, Characteristics of Major Cancers, Oncologic Emergencies, and special nursing issues. Students are paid an hourly salary.	Schools of Nursing
U. T. HC-Tyler		
Northeast Texas Consortium (NETNet)	Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking: <ul style="list-style-type: none"> • 15 higher-education institutions • 17 public school districts • 8 regional hospitals • 5 regional TDH offices or public health districts • 3 regional service centers (20-40+ school districts each) <p>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 technology colleges.</p>	Various institutions in rural Northeast Texas, including: <ul style="list-style-type: none"> • Rural Hospitals • Higher Education Institutions • Public School Systems • Texas Department of State Health Services • Regional Public Health Districts
Lake Country Area Health Education Center (AHEC) 1. Health Career Promotion 2. Health Education Programs in NE Texas K-12 ISDs	1. Provides classroom programs on health careers in age-appropriate manner 2. Provides health education programs on hygiene, prevention of drunk driving, nutrition, exercise.	32 ISDs in NE Texas
Lake Country AHEC “Growing Healthy” – Texas Cancer Council (TCC) grant working with 4, 5,6th grades in 9 counties of NE Texas	Addresses healthy behaviors to prevent/decrease the incidence of cancer in young adults. Addresses smoking prevention, sun safety, and healthy nutrition and exercise. 5545 students reached in 9 counties.	Six ISDs in NE Texas, including towns of: Van, Quitman, Mineola, Gilmer, Hewitt, Pittsburg, Mt. Vernon, Tyler, Mt. Pleasant, Hughes Springs, Daingerfield, Greenville

Economic Impact: U. T. Health-Related Institutions

See Tables III-4, III-5, and III-6 and discussion above, p. III-10-13.

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		
UTMB CMC/FBOP Medical Delivery System	<p>The UTMB Correctional Managed Care Division began the delivery of medical services for the Federal Bureau of Prisons' (FBOP) Beaumont Complex in 1998 after the US Congress commissioned a pilot project to carve out medical services within the FBOP system. Since that initial pilot project, UTMB has continued to deliver the primary, secondary, and tertiary level medical services and outpatient mental health services for the Beaumont Complex, which holds approximately 7,000 federal offenders.</p> <p>A unique aspect of this contract is the cooperative efforts between UTMB, the Texas Department of Criminal Justice (TDCJ), and the FBOP in addressing the inpatient needs of FBOP patients. FBOP patients are allowed to use the UTMB prison hospital under special security arrangements made possible by the TDCJ security staff within the UTMB hospital system. This cooperative arrangement helps to reduce the number of federal offender patients that might otherwise be housed in local community hospitals. Thus, this unique partnership helps improve public safety for a large number of citizens in the gulf coast area.</p> <p>This medical "carve-out" with the FBOP system is the only such fully capitated arrangement the FBOP has anywhere in the country. This speaks to UTMB's ability to meet the needs of this unique patient population while continuing to meet the expectations of the federal prison system.</p> <p>Collaborators: Texas Dept of Criminal Justice and the Federal Bureau of Prisons.</p>	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
WelCare Initiative Grant	The WelCare Initiative is a three-year community health project sponsored by a grant from the Department of Health and Human Services' Office of Minority Health. The initiative provides a new and different way to address the existing medical service delivery disparities and other barriers to good health care outcomes affecting the Galveston community. It is designed to be a comprehensive and holistic approach to understanding health care and assisting in the increased use of the appropriate health care services and navigating through the medical services delivery system. The project is designed to facilitate better health for the community by expanding St. Vincent's House free clinic into a community-wide continuum of care that serves the uninsured, especially those who live in low-income and predominantly minority neighborhoods.	St. Vincent's Episcopal House and Jesse Tree.
Frontera de Salud	<i>Frontera de Salud</i> is a service organization founded and staffed by medical, nursing, and allied health students committed to bringing primary health care to the underserved. The purpose of <i>Frontera's</i> mission is threefold: (1) to address community health issues by delivering cost-effective primary care to communities in need; (2) to further the clinical competency of <i>Frontera</i> 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.	Brownsville Community Health Center and the UTHSC-San Antonio.
U. T. HSC-Houston		
The University of Texas Health Science Center at Houston 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.	UT M. D. Anderson, University of Houston, Rice University, Baylor College of Medicine, GE Medical Systems
Center for Biosecurity and Public Health Preparedness	<p>The mission of the Center for Biosecurity and Public Health Preparedness is to educate, consult and conduct research to counter the public health threats of today.</p> <p>Collaborators:</p> <p><u>City, County, Regional & State Health Departments/Agencies</u> City of Houston – Office of the Mayor, Harris County – Office of the County Judge, Texas Department of State Health Services (DSHS), DSHS-Region 6/5S, DSHS - Region 11, US Virgin Islands Department of Health, State of Hawaii Department of Health, City of Houston Department of Health and Human Services, Harris County Public Health and Environmental Services, Galveston County Health District, Fort Bend Department of Health and Human Services, Cameron County Health Department, Sonora Health Department, Baja Health Department, Nuevo Leon Health Department, Chihuahua Health Department, Tamaulipas Health Department, Coahuila Health Department, Centro Nacional de Vigilancia Epidemiologica y Control de Enfermadades (CENAVECE) of Mexico City, South Central Area Health Education Center</p> <p><u>Professional Associations/Organizations/Commissions</u> National Association of County and City Health Officials (NACCHO), Texas Association of Local Health Officials (TALHO), American Medical Association (AMA), Texas Public Health Association (TPHA), PanAmerican Health Organization (PAHO), The US – Mexico Border Health Commission</p> <p><u>Institutes/Foundations/National Agencies</u> James A. Baker III Institute for Public Policy, Texas Institute for Health Policy Research, National Disaster Life Support Foundation, American Red Cross</p> <p><u>Businesses/Specialists in Communication/Distance Learning</u> O'Connor, Bilotta & Associates, LLC, Robert J. Howard & Associates, LLC, Simulation Education Services</p>	

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
School of Public Health H-E-B Fellowship Program	Improve level of childhood immunizations in the Houston community, increase the public awareness of the importance of childhood immunizations and help train the next generation of professionals who will address future issues of childhood immunization.	H-E-B Foundation, City of Houston Department of Health and Human Services
U. T. HSC-San Antonio		
School Based Oral Health Program	This program establishes an oral health clinic and prevention program in two public schools. The aim is to prevent oral disease and to prevent the use of tobacco.	Marion Independent School District, East Central Independent School District, Methodist Health Care Ministries
The AIT-SCM and MESA Center Partnership	The purpose is to investigate perceptions of risk and protective factors for Type 2 diabetes among young Native American Indian males: A CBPR Project.	American Indians in Texas at the Spanish Colonial Missions (AIT-SCM)
U.S. Hispanic Nutrition Research and Education Center	This program focuses on the promotion of nutrition education and research in Hispanic populations.	City of Harlingen, UT Pan American, UT Brownsville, UT San Antonio
U. T. M. D. Anderson		
Center for Advanced Biomedical Imaging	The Center for Advanced Biomedical Imaging is under design for the UT Research Park. This Center is receiving significant funding from the Texas Enterprise Fund (\$25M) and GE Health Care (\$30M). It will also benefit from the 2005 gift of \$30M from Red and Charline McCombs, naming the institute where this Center will reside.	UTHSC-Houston, State of Texas, General Electric Health Care, philanthropy.
Proton Therapy Center	Construction nearly complete and Hitachi, Ltd, installing and calibrating synchrotron, beam support system and gantries – a process that will take one year. 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. The Proton Center also is part of the McCombs Institute for the Early Detection and Treatment of Cancer.	Hitachi, Ltd. And Hitachi America, Ltd, Sanders Morris Harris, Inc., The Styles Co., the Houston Firefighters' Relief and Retirement Fund and Houston Police Officers' Pension System, project; General Electric Company; Varian Medical Systems; and IMPAC Medical Systems
Prostate Outreach Projects (POP)	Mobile unit provides free prostate cancer screening and has reached into a community at high risk, African American men age 40 and older. The educational program has reached more than 1700 men since April 2003. MDACC is also teaming with churches to encourage men to participate in a prostate cancer prevention study, the Selenium and Vitamin E Cancer Prevention Trial (SELECT). Four hundred institutions in the US, Canada, and Puerto Rico are recruiting 32,000 volunteers over a five year period.	Proctor & Gamble, more than 40 Houston-area African American churches, Southwest Oncology Group, 400 other institutions. Support has also been provided by the Texas Cancer Council, and federal appropriation via MDACC's Center for Research on Minority Health.

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Purpose and Outcomes	Collaborators
U. T. HC-Tyler		
Northeast Texas Consortium (NETNet)	<p>Provides a high-speed wireless data network designed for distance learning in rural Northeast Texas, linking:</p> <ul style="list-style-type: none"> • 15 higher-education institutions • 17 public school districts • 8 regional hospitals • 5 regional TDH offices or public health districts • 3 regional service centers (20-40+ school districts each) <p>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 technology colleges.</p>	<p>Various institutions in rural Northeast Texas, including:</p> <ul style="list-style-type: none"> • 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®) http://www.tiosh.org/	<p>The Texas Institute of Occupational Safety and Health is the occupational and environmental medicine program of the <u>UTHC-Tyler</u>. 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.</p>	<p>Multiple corporate citizens and agencies throughout East Texas, including Carrier Corporation, Goodyear, and the Texas Commission on Environmental Quality</p>
Texas College and UTHCT Community Outreach & Health Disparities: 1. The East Texas Project EXPORT Center 2. Texas College Community Health Clinic	<ol style="list-style-type: none"> 1. Partnering with Texas College, a Historically Black College, to build research capacity focused on health disparities regarding the prevention, diagnosis, and treatment of diabetes, hypertension, and obesity. (also implemented mentoring program to encourage students to participate in biomedical sciences and other research). 2. Community Clinic that provides primary health care services for students, staff, faculty at Texas College, as well as other members of the community. 	<p>Texas College</p>

HUB Trends – U. T. Health-Related Institutions

- Between FY 2001 and FY 2005, overall health-related institution HUB expenditures increased by more than 129 percent. U. T. Medical Branch increased HUB expenditures by almost 128 percent; U. T. M. D. Anderson Cancer Center by almost 300 percent, and U. T. Health Center-Tyler by more than 200 percent.
- 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 \$24 million in FY 2005, with M. D. Anderson spending nearly \$90 million.
- The six U. T. System health-related institutions were all among the top 50 HUB spending agencies in the state in FY 2005. Based on the rate of HUB expenditures they rank 3, 5, 9, 17, 23, and 32.

Table III-17

HUB Trends at U. T. Health-Related Institutions			
	Total HUB Purchases		% Change FY 01-05
	FY 01	FY 05	
SWMC	\$18,212,498	\$24,816,148	36.3%
UTMB	19,988,514	45,501,463	127.6
HSC-H	11,674,444	12,606,277	8.0
HSC-SA	6,224,006	7,343,421	18.0
MDACC	22,227,347	88,271,395	297.1
HC-T	1,260,111	3,928,165	211.7
Total Health	\$79,586,920	\$182,466,869	129.3%

Source: U. T. System Office of HUB Development

Table III-18

U. T. Health-Related Institutions Among Top 50 State Spending Agencies FY 2005

	\$ (millions) spent on HUBs	Rank
MDACC	\$88.3	3
UTMB	\$45.5	5
SWMC	\$24.8	9
HSC-H	\$12.6	17
HSC-SA	\$7.3	23
HC-T	\$3.9	32

Source: U. T. System Office of HUB Development

Private Support – U. T. Health-Related Institutions

Table III-19

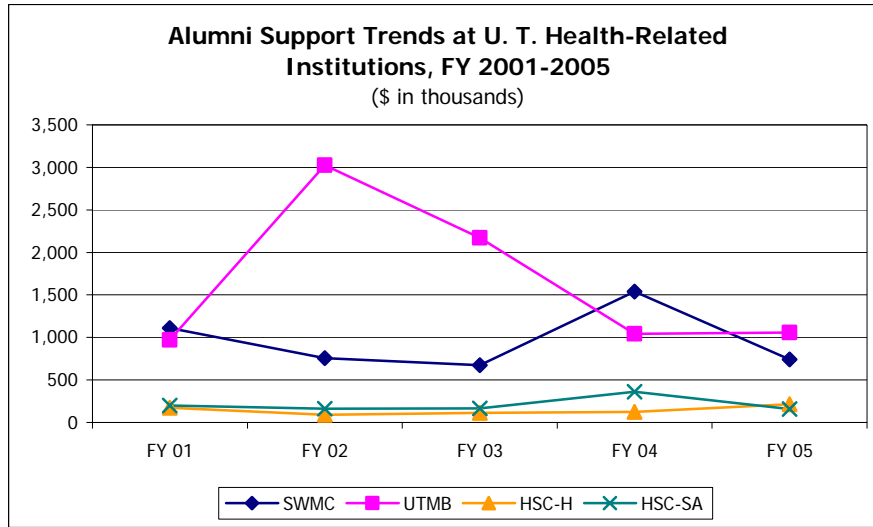
Sources of Donor Support by U. T. Health Related Institutions¹		(\$ in thousands)				
		FY 01	FY 02	FY 03 ²	FY 04	FY 05
SWMC	Alumni	1,109	758	672	1,540	740
	Individuals	12,204	40,108	4,544	25,822	23,634
	Foundations	50,162	57,429	54,654	74,582	56,801
	Corporate	13,086	13,957	16,431	19,730	16,499
	Others	13,848	5,305	5,471	8,932	5,539
	Total	\$90,409	\$117,557	\$81,772	\$130,606	\$103,213
UTMB	Alumni	970	3,027	2,173	1,041	1,057
	Individuals	1,043	919	1,528	7,972	4,687
	Foundations	32,502	31,801	30,599	33,779	24,561
	Corporate	1,667	1,832	783	1,483	1,043
	Others	1,968	3,462	2,508	1,887	1,754
	Total	\$38,150	\$41,041	\$37,591	\$46,162	\$33,102
HSC-H	Alumni	172	89	114	123	215
	Individuals	2,184	8,909	2,438	5,727	6,696
	Foundations	13,584	17,469	17,625	21,433	24,891
	Corporate	3,941	3,142	4,919	3,777	4,255
	Others	3,926	5,266	4,551	3,971	1,685
	Total	\$23,807	\$34,875	\$29,647	\$35,031	\$37,742
HSC-SA	Alumni	198	163	165	360	157
	Individuals	6,450	1,385	945	4,641	4,142
	Foundations	18,202	15,729	11,453	10,496	11,225
	Corporate	2,135	6,112	3,504	13,792	11,895
	Others	3,283	3,464	9,048	1,973	6,528
	Total	\$30,268	\$26,853	\$25,115	\$31,262	\$33,947
MDACC	Alumni	MDACC did not have alumnae within this reporting period.				
	Individuals	27,353	26,647	26,100	54,629	38,500
	Foundations	22,226	16,271	19,315	21,564	29,561
	Corporate	10,154	13,545	13,039	11,475	8,576
	Others	1,852	1,371	1,167	9,259	2,641
	Total	\$61,585	\$57,834	\$59,621	\$96,927	\$79,278
HC-T	Alumni	HC-T did not have alumnae within this reporting period.				
	Individuals	357	532	276	1,787	4,254
	Foundations	342	347	447	559	513
	Corporate	85	269	68	83	77
	Others	16	2	2	23	0
	Total	\$800	\$1,150	\$793	\$2,452	\$4,844
Total Health-Related		\$245,019	\$279,310	\$234,539	\$342,440	\$292,126

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

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

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

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, from 2002 to 2003, enrollments in online learning increased from 1.6 million to 1.9 million students, and this upward trend is projected to continue. (<http://www.sloan-c.org/resources/survey.asp>). Enrollment growth in on-line courses was concentrated in public institutions. Ninety-six percent of public institutions surveyed agreed or were neutral on the statement that online learning is critical to their long-term strategy. 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.

UT TeleCampus. The U. T. System faces the same pressures and opportunities that these national trends represent. 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.

In the past two years, enrollments have continued to increase while the budget was reduced by approximately one-third, suggesting that the UT TeleCampus provides a model for increasing the efficiency and productivity of course development and delivery.

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 on-line MBA, which leverages resources while remaining transparent to 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 and providing professional development of teachers in Texas.

UT TeleCampus Trends

- From 2002 to 2005, overall UT TeleCampus course registrations increased 66 percent, from 5,676 to 9,397. 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 9,244 in 2005.
- Course registrations in health-related institution courses are much smaller – 153 in 2005 – but this represents a 173 percent increase since 2002.

Table III-20

Number of Course Registrations through the UT TeleCampus					
	2001-02	2002-03	2003-04	2004-05	% Change 01-02 to 04-05
Academic					
Arlington	2,449	2,745	3,197	3,424	39.8%
Austin	148	76	59	25	-83.1
Brownsville/TSC	512	686	927	1,052	105.5
Dallas	614	637	528	283	-53.9
El Paso	256	239	630	961	275.4
Pan American	281	376	509	493	75.4
Permian Basin	801	1,012	1,674	2,137	166.8
San Antonio	76	134	187	247	225.0
Tyler	483	348	446	622	28.8
Total Academic Institutions	5,620	6,253	8,157	9,244	64.5%
Health-Related					
SWMC-Dallas*	0	28	52	52	85.7%
UTMB-Galveston	21	67	50	52	147.6
HSC-San Antonio	35	53	51	49	40.0
Total Health-Related Institutions	56	148	153	153	173.2%
Total U. T. System	5,676	6,401	8,310	9,397	65.6%

* % 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 increased between 2004 and 2005.
- Proportionately large increases took place at U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

Table III-21

Number of Students Enrolled in at Least One Course through the UT TeleCampus		
	2003-04	2004-05
Academic		
Arlington	2,197	2,425
Austin	50	48
Brownsville/TSC	591	542
Dallas	353	167
El Paso	504	733
Pan American	311	376
Permian Basin	863	1,006
San Antonio	123	221
Tyler	433	542
Total Academic Institutions	5,425	6,060
Health-Related		
SWMC-Dallas	53	52
UTMB-Galveston	4	2
HSC-San Antonio	53	51
Total Health-Related Institutions	110	105
Institution Not Selected	836	630
Total U. T. System	6,371	6,795

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%

Source: UT Telecampus

- Course completion rates for UT TeleCampus courses are high, rising to over 90 percent for enrollments in 2004-05.
- 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 19, 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	4
Austin	0
Brownsville/TSC	3
Dallas	0
El Paso	2
Pan American	2
Permian Basin	3
San Antonio	1
Tyler	3
Total Academic Institutions	18

Source: UT Telecampus

Table III-24

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

	Undergraduate	Graduate
2000-01	0	8
2001-02	0	11
2002-03	0	26
2003-04	3	88
2004-05	19	72

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 8 graduate degrees in 2000-01 to 19 undergraduate and 72 graduate degrees in 2004-05. 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 academic 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.
- As the U. T. System pursues specific collaborative initiatives, such as the San Antonio Life Sciences Institute, Project Emmitt, and the partnership with Texas Instruments and International SEMATECH, it should track the impact of these investments by tracking grant and contract funding leveraged, patent applications and awards, and new start-up companies and jobs created.

Measures for Future Development

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on 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 citizen awareness and satisfaction of U. T. as a system.
- Measure the impact of U. T. System strategic communications.

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	2001	2002	2003	2004	2005	
Revenues¹						
Tuition & Fees	\$593,460	\$526,798	\$593,011	\$675,107	\$786,461	
State Appropriations	1,514,637	1,615,398	1,585,646	1,578,062	1,557,538	
Government Grants & Contracts	959,917	1,188,435	1,292,805	1,396,363	1,461,008	
Nongovernment Grants & Contracts ²	478,013	454,553	485,305	520,438	513,787	
Gifts ²	206,504	197,090	193,936	181,915	265,764	
Sales and Services of Hospitals	1,405,059	1,525,988	1,669,380	1,889,355	2,302,552	
Sales and Services - Other	412,347	393,181	415,484	468,920	534,330	
Physician Fees	507,396	587,510	655,725	701,117	772,366	
Other	383,620	74,670	447,593	1,708,466	2,019,351	
Total System Revenues	\$6,460,953	\$6,563,623	\$7,338,885	\$9,119,743	\$10,213,157	
Expenses³						
Instruction	\$1,558,295	\$1,723,388	\$1,848,433	\$1,909,495	\$2,110,017	
Research	946,699	1,074,875	1,141,081	1,216,147	1,317,751	
Hospitals / Clinics	1,780,409	1,788,349	1,894,748	2,044,783	2,371,851	
Institutional Support & Physical Plant	795,730	889,729	936,984	971,879	1,048,399	
Public Service	173,080	185,570	199,278	209,085	216,724	
Academic Support	240,081	259,880	247,226	255,754	276,399	
Student Services	103,518	113,848	113,442	123,292	133,023	
Scholarships and Fellowships	273,246	156,300	184,003	200,034	208,768	
Auxiliary	260,863	268,220	289,147	289,906	327,378	
Depreciation	0	297,507	333,415	372,830	477,825	
Interest Expense	0	90,644	89,697	90,945	135,005	
Total System Expenses	\$6,131,921	\$6,848,310	\$7,277,454	\$7,684,150	\$8,623,140	

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: 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2005, Exhibit B of 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 2001	2002	2003	2004	2005
Total Expenses*	\$35,730	\$40,727	\$48,829	\$51,395	\$70,345
Percent Change	16.5%	14.0%	19.9%	5.3%	36.9%

*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: 2001, Exhibit C of Annual Financial Report (AFR), 2002 through 2005, Exhibit B of AFR

- Between FY 2004 and FY 2005, U. T. System Administration expenses increased.
- While total expenses have increased, expenses from State funds decreased from \$26.1 million in 2004 to \$25.4 million in 2005.
- The System incurred increases in certain expenses between 2004 and 2005: 118 percent increase in federal grants for instruction; 25 percent increase in service department expenses for institutional support; and 147 percent increase for a new expense of \$1.5 million for depreciation and amortization.

U. T. System Administration Employee Demographic Trends

Table IV-3

U. T. System Administration Staff Demographic Composition FY 2005 - FY 2006			
	2005	2006	
Total System Administration Employees	600	650	
Proportion by Ethnic/Racial Group	% System Employees	% System Employees	% Composition Capital Area Workforce Projected 2005
White	75.7%	73.5%	60.0%
Black	7.0	6.6	7.5
Hispanic	14.8	16.8	23.4
Asian	1.8	2.5	OTHER:
Native American	0.7	0.6	4.2

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 2005 shows that the U. T. System Administration's total employee group includes approximately 14 percent more White workers than the region as a whole.
- The proportion of Hispanic System Administration employees increased moderately from 2004 to 2005 but decreased slightly for Black employees.

Bond Rating

Table IV-4

U. T. System Bond Rating 2004 and 2005

	8/31/2004 Ratings			8/31/2005 Ratings		
	Standard			Standard		
	Moody's	and Poor's	Fitch	Moody's	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
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

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 two 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. Academic Institutions

Fiscal Performance

Table IV-5

Key Revenues and Expenses at U. T. Academic Institutions						
(\$ in thousands)						
	FY	2001	2002	2003	2004	2005
Revenues¹						
Arlington		\$221,734	\$237,532	\$245,959	\$270,336	\$302,099
Austin		1,231,579	1,213,687	1,264,015	1,351,634	1,469,575
Brownsville/TSC		88,070	92,540	95,719	100,621	114,082
Dallas		152,371	157,791	168,177	203,146	208,746
El Paso		205,717	205,183	217,376	229,337	244,114
Pan American		132,077	141,202	158,923	163,438	172,916
Permian Basin		27,122	26,497	27,187	29,048	33,200
San Antonio		179,208	190,195	214,529	243,498	286,719
Tyler		43,060	41,257	43,708	49,912	54,460
Total Academic Revenues		\$2,280,938	\$2,305,884	\$2,435,593	\$2,640,970	\$2,885,911
Expenses²						
Arlington		\$204,651	\$225,788	\$232,937	\$244,173	\$280,615
Austin		1,173,092	1,282,557	1,356,317	1,376,923	1,488,474
Brownsville/TSC		82,043	84,364	91,579	97,622	110,012
Dallas		134,757	156,063	174,666	182,410	208,668
El Paso		196,349	209,133	217,783	217,149	239,774
Pan American		120,568	138,577	155,276	157,557	176,569
Permian Basin		22,506	24,294	28,381	32,640	33,037
San Antonio		163,649	177,029	205,702	224,794	269,992
Tyler		36,161	38,781	43,980	48,984	55,668
Total Academic Expenses		\$2,133,776	\$2,336,586	\$2,506,621	\$2,582,252	\$2,862,809

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: 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2005, Exhibit B of AFR

- Because of changes in Government Accounting Standards Board reporting requirements, revenues and expenses before 2002 are not completely comparable to those posted earlier. These changes preclude the use of trend lines for the period before 2002.

Table IV-6

Key Revenues and Expenses by Source and Purpose at U. T. Academic Institutions
(\$ in thousands)

	FY	2001	2002	2003	2004	2005
Revenues¹						
Tuition & Fees		\$550,399	\$485,301	\$546,224	\$626,307	\$725,492
State Appropriations		679,919	725,893	719,033	723,237	727,974
Government Grants & Contracts		425,475	540,067	584,446	631,781	663,609
Nongovernment Grants & contracts ²		92,995	98,878	97,489	110,550	123,797
Gifts ²		123,703	97,107	93,560	78,814	99,244
Sales and Services - Other		263,661	266,487	310,306	325,417	374,183
Other		144,784	92,152	84,535	144,864	171,612
Total Academic Revenues		\$2,280,936	\$2,305,885	\$2,435,593	\$2,640,970	\$2,885,911
Expenses³						
Instruction		\$660,572	\$726,039	\$817,586	\$829,035	\$901,401
Research		335,021	375,262	391,709	401,580	459,736
Institutional Support & Physical Plant		315,602	358,589	384,665	387,764	419,019
Public Service		86,882	87,041	85,938	91,812	98,110
Academic Support		180,181	189,809	172,991	181,126	200,417
Student Services		93,128	101,766	101,746	109,858	122,923
Scholarships and Fellowships		249,180	151,075	175,997	190,147	200,780
Auxiliary		213,209	223,796	243,010	247,483	273,138
Depreciation		0	123,209	132,979	143,447	187,285
Total Academic Expenses		\$2,133,775	\$2,336,586	\$2,506,621	\$2,582,252	\$2,862,809

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.

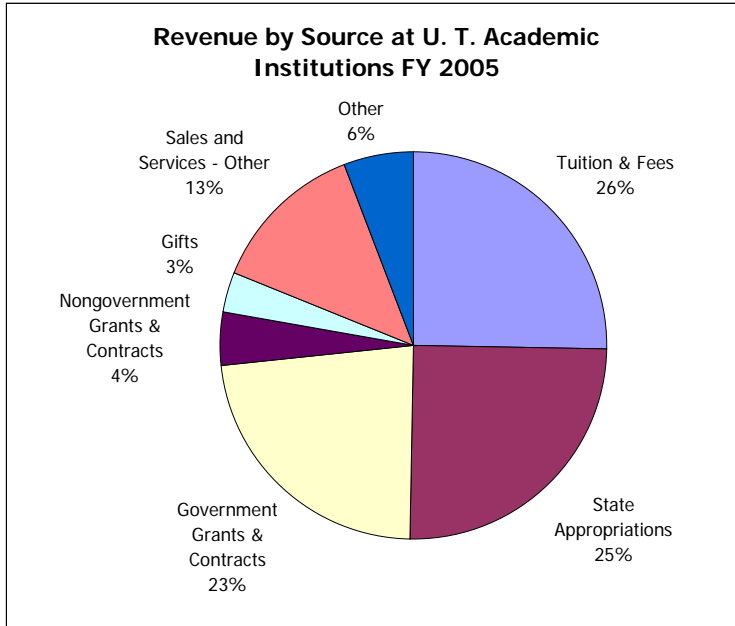
² Due to the implementation of Governmental Accounting Standards Board (GASB) Statement 33 in 2001, gifts are now reported on a separate line. The line titled Private Gifts, Grants, and Contracts has changed to Nongovernmental Grants and Contracts.

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: 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2005, Exhibit B of AFR

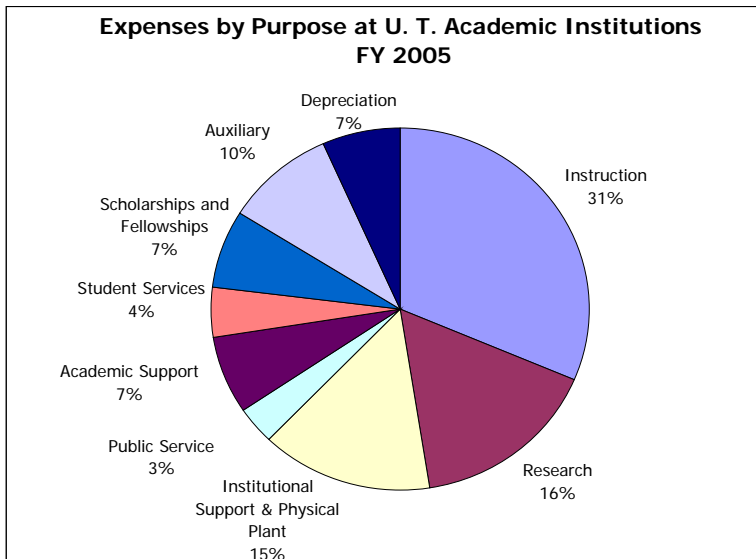
- Because of mandated changes in financial reporting requirements, revenue and expense categories from FY 2002 onward differ from those used earlier. Therefore, longitudinal comparisons before FY 2002 are not reliable.

Figure IV-1



- State appropriations provided 25 percent of revenue to academic institutions in FY 2005, down from 28 percent in FY 2004.
- Government grants and contracts provided 23 percent in FY 2005, down a percentage point from FY 2004.
- Tuition provided 25 percent of revenue in FY 2005, up one percentage point from 2004.

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 2004 and FY 2005.
- 16 percent was spent on research in FY 2005, as it was in FY 2004.

Revenue in Relation to Faculty and Students

Table IV-7

Adjusted Revenue per FTE Student					
U. T. Academic Institutions					
(\$ in thousands)					
FY	2001	2002	2003	2004	2005
UTA	\$12	\$12	\$10	\$11	\$11
UT Austin	13	12	12	13	13
UTB/TSC	4	4	5	4	5
UTD	15	13	13	13	13
UTEP	11	9	9	9	9
UTPA	10	8	8	8	7
UTPB	14	13	11	10	10
UTSA	10	9	9	9	10
UTT	13	13	12	11	10

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	2001	2002	2003	2004	2005
UTA	\$232	\$235	\$227	\$233	\$237
UT Austin	265	251	252	251	258
UTB/TSC	77	71	79	79	89
UTD	287	293	285	272	280
UTEP	195	168	165	182	180
UTPA	187	161	165	158	149
UTPB	231	210	196	178	180
UTSA	250	222	215	242	253
UTT	152	156	156	173	162

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 eight U. T. System academic institutions.
- Adjusted total revenue per full-time equivalent faculty has decreased at four institutions, and increased at five institutions.

Figure IV-3

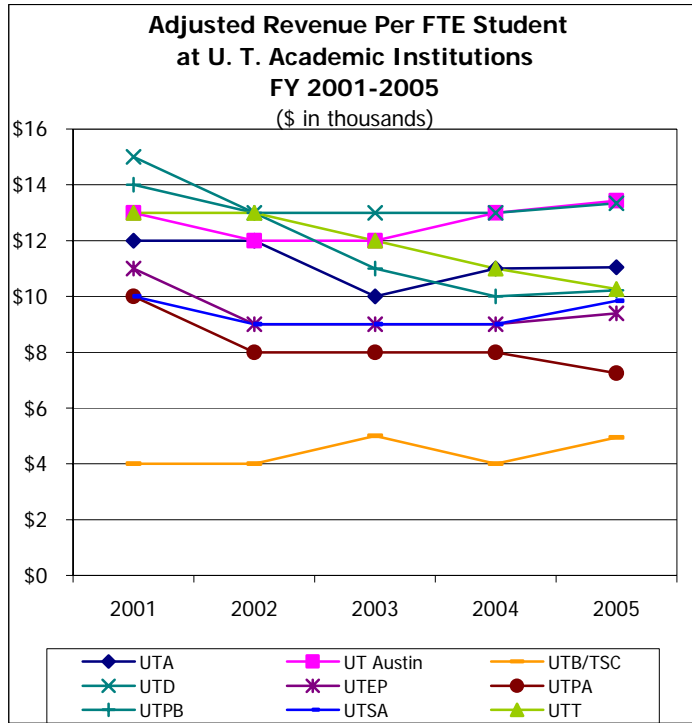
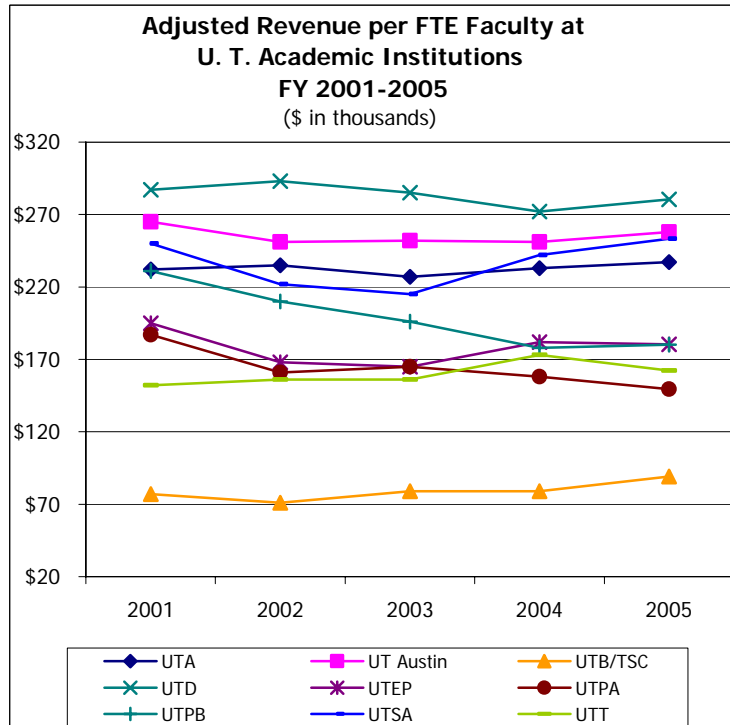


Figure IV-4



Appropriated Funds per FTE Student and FTE Faculty

- Over the past five years, appropriated funds per FTE student have decreased at eight U. T. System academic institutions and increased at U. T. Brownsville/TSC.
- In this period, appropriated funds have decreased per FTE faculty at eight institutions, increasing only at U. T. Brownsville/TSC.

Table IV-9

Appropriated Funds per FTE Student						
U. T. Academic Institutions						
(\$ in thousands)						
	FY	2001	2002	2003	2004	2005
UTA		\$6	\$7	\$6	\$5	\$5
UT Austin		7	7	6	6	6
UTB/TSC		3	4	4	3	4
UTD		7	7	7	7	6
UTEP		6	6	6	5	5
UTPA		6	6	6	5	5
UTPB		10	10	9	7	7
UTSA		5	6	5	4	4
UTT		9	10	9	8	7

Source: Appropriated funds are from Exhibit C of Annual Financial Report (AFR) for 2001, and Exhibit B of AFR for 2002 through 2005

Table IV-10

Appropriated Funds per FTE Faculty						
U. T. Academic Institutions						
(\$ in thousands)						
	FY	2001	2002	2003	2004	2005
UTA		\$124	\$133	\$123	\$116	\$110
UT Austin		137	138	132	128	124
UTB/TSC		60	60	68	62	66
UTD		146	164	145	137	131
UTEP		112	112	106	108	99
UTPA		122	119	114	106	98
UTPB		177	161	148	132	119
UTSA		138	135	120	115	107
UTT		109	127	117	120	104

Source: Appropriated funds are from Exhibit C of Annual Financial Report (AFR) for 2001, and Exhibit B of AFR for 2002 through 2005

Endowments — System Overview

- Taken together, the value of U. T. System endowments totaled \$5.3 billion as of August 31, 2005.
- This represents a 48 percent increase from 2001.

Table IV-11

U. T. System Endowments			
	Value** 8/31/01	Value** 8/31/05	% change 01-05
Arlington	\$31,366,000	\$45,635,000	45%
Austin	1,463,114,000	2,346,903,000	60%
Brownsville/TSC	927,000	5,599,000	504%
Dallas	190,257,000	222,424,000	17%
El Paso*	105,946,000	132,056,000	25%
Pan American	35,193,000	54,310,000	54%
Permian Basin	10,818,000	15,250,000	41%
San Antonio	23,071,000	36,386,000	58%
Tyler	42,104,000	53,508,000	27%
Total Academic	\$1,902,796,000	\$2,912,071,000	53%
SWMC*	\$644,909,000	\$980,022,000	52%
UTMB*	316,291,000	397,054,000	26%
HSC-H*	88,680,000	141,070,000	59%
HSC-SA*	252,520,000	319,886,000	27%
MDACC*	278,151,000	421,936,000	52%
HC-T*	29,465,000	36,271,000	23%
Total Health-Related	\$1,610,016,000	\$2,296,239,000	43%
Institution Total	\$3,512,812,000	\$5,208,310,000	48%
System Administration***	\$26,674,246	\$31,233,890	17%
U. T. System Total	\$3,539,486,246	\$5,239,543,890	48%

*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.)

***Endowment values for U. T. System Administration exclude the Permanent University Fund and the Permanent Health Fund.

Source: U. T. System Office of External Relations and U. T. institution reports to the Council for Aid to Education

Endowments – U. T. Academic Institutions

- The dollar value and number of endowments have grown substantially over the FY 2001 to FY 2005 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

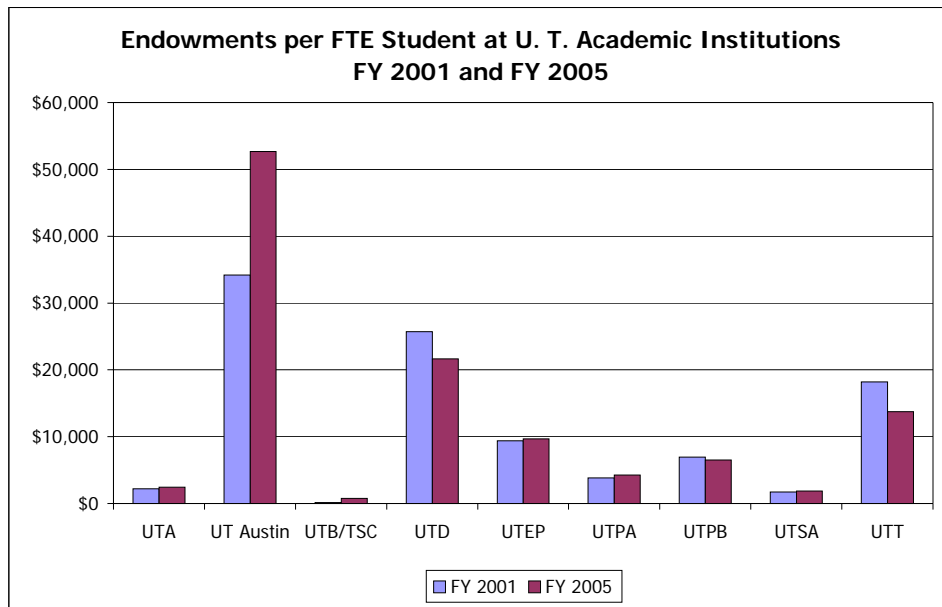
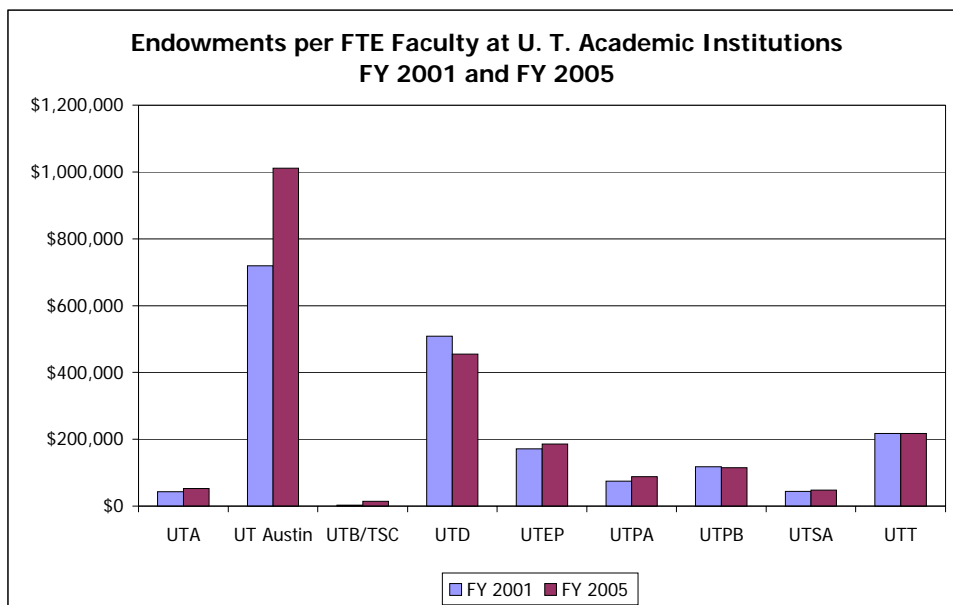


Figure IV-6



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		2001	2002	2003	2004	2005
Arlington	Administrative Costs	\$17,837,357	\$21,579,268	\$21,511,273	\$19,760,069	\$25,093,345
	Total expenses	184,283,140	203,533,024	208,510,480	215,692,279	248,058,888
	% Total expenses	9.7%	10.6%	10.3%	9.2%	10.1%
Austin	Administrative Costs	60,063,709	67,677,097	76,221,356	69,876,870	78,644,406
	Total expenses	1,032,620,206	1,138,486,509	1,205,183,325	1,226,185,936	1,329,200,750
	% Total expenses	5.8%	5.9%	6.3%	5.7%	5.9%
Brownsville/TSC	Administrative Costs	7,942,084	9,263,187	9,392,148	9,766,930	10,338,716
	Total expenses	79,743,151	81,778,670	88,405,902	94,151,928	106,017,620
	% Total expenses	10.0%	11.3%	10.6%	10.4%	9.8%
Dallas	Administrative Costs	12,153,366	14,658,832	14,461,491	13,851,220	16,377,438
	Total expenses	127,332,173	147,989,327	165,319,197	171,995,585	197,123,066
	% Total expenses	9.5%	9.9%	8.7%	8.1%	8.3%
El Paso	Administrative Costs	16,978,175	17,924,856	18,958,401	15,792,305	17,267,670
	Total expenses	167,094,714	180,960,988	184,577,195	184,916,787	201,897,595
	% Total expenses	10.2%	9.9%	10.3%	8.5%	8.6%
Pan American	Administrative Costs	11,319,804	12,382,010	12,557,050	12,880,257	13,127,484
	Total expenses	111,421,393	127,475,110	143,526,654	145,519,374	162,921,147
	% Total expenses	10.2%	9.7%	8.7%	8.9%	8.1%
Permian Basin	Administrative Costs	2,571,896	2,949,907	3,180,381	2,782,467	3,066,535
	Total expenses	20,814,390	22,939,693	26,640,735	30,348,776	30,634,758
	% Total expenses	12.4%	12.9%	11.9%	9.2%	10.0%
San Antonio	Administrative Costs	17,528,021	19,436,041	21,882,587	24,986,867	28,924,802
	Total expenses	155,681,582	169,362,224	196,341,610	214,453,142	256,384,848
	% Total expenses	11.3%	11.5%	11.1%	11.7%	11.3%
Tyler	Administrative Costs	4,443,152	5,319,266	6,584,941	7,735,271	7,499,899
	Total expenses	35,422,661	37,178,566	41,847,061	46,435,139	52,001,232
	% Total expenses	12.5%	14.3%	15.7%	16.7%	14.4%
Overall Average		7.9%	8.1%	8.2%	7.6%	7.8%

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 11 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 2001, the ratio of administrative expenses to total expenses has stayed level on average, decreasing at five institutions and increasing at three.
- At U. T. Permian Basin, from 2001 to 2005, total expenses have increased by nearly 50 percent to accommodate enrollment growth and expansion in related support services. But, administrative expenses have decreased from 12.4 percent to 10.0 percent, as the campus has made a concerted effort not to increase administrative expenses.

Facilities

- The following measures provide baselines for future reports. Data from the Coordinating Board are based on self-reports by each institution. Formulas for these calculations were changed in the past year, so results compared to previous years are not meaningful.

Table IV-13

Assignable Space per FTE Student at U. T. Academic Institutions, FY 2005

	FTE Students	E&G Assignable Sq. Ft.	Ratio E&G Assignable Sq. Ft. to FTE Student
Arlington	18,592	1,801,776	97
Austin	44,572	8,035,336	180
Brownsville/TSC *	7,262	556,964	77
Dallas	10,282	1,034,706	101
El Paso	13,645	1,329,746	97
Pan American	12,692	1,036,046	82
Permian Basin	2,343	241,269	103
San Antonio	19,565	1,334,538	68
Tyler	3,891	363,686	93

*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 2005

	# of Classrooms	Average Weekly Hours of Use	# of Class Labs	Average Weekly Hours of Use
Arlington	179	31.8	59	22.0
Austin	438	38.3	150	30.6
Brownsville/TSC	79	33.0	49	20.1
Dallas	90	35.7	20	35.5
El Paso	113	35.9	54	22.9
Pan American	132	35.6	36	27.7
Permian Basin	33	32.5	14	25.6
San Antonio	144	40.7	54	30.5
Tyler	58	33.4	6	31.9

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 2005, U. T. Austin and 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. Dallas, U. T. Pan American, U. T. Permian Basin, 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

	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
Arlington	\$33,826,960	236,583	\$143	\$95
Austin	422,867,712	1,536,054	275	264
Brownsville	5,374,665	364	14,766	2,323
Dallas	43,110,799	169,553	254	215
El Paso	36,013,585	160,527	224	204
Pan American	5,816,164	48,844	119	132
Permian Basin	1,160,694	12,758	91	238
San Antonio	23,605,844	110,720	213	179
Tyler	501,301	2,834	177	278
Total Academic	\$572,277,724	\$2,278,237	\$251	\$233

Source: THECB Space Projection Model based on institution self-reports

Table IV-16

Construction Projected for U. T. Academic Institutions, FY 2006-2011

Project Type	All Projects		Repair & Renovation		New Construction		
	# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost	
Arlington	Ed/Admin	4	\$76,342,950	1	\$15,000,000	3	\$61,342,950
	Auxiliary	0	0	0	\$0	0	\$0
	Research	0	0	0	\$0	0	\$0
	Total	4	\$76,342,950	1	\$15,000,000	3	\$61,342,950
Austin	Ed/Admin	11	192,894,000	7	\$96,350,000	4	\$96,544,000
	Auxiliary	13	391,795,000	5	\$75,300,000	8	\$316,495,000
	Research	3	12,800,000	0	\$0	3	\$12,800,000
	Total	27	\$597,489,000	12	\$171,650,000	15	\$425,839,000
Brownsville/TSC	U. T. Brownsville has no current CIP projects. For TSC projects, see p. IV-18.						
	Total	0	\$0	0	\$0	0	\$0
Dallas	Ed/Admin	2	30,243,750	2	\$30,243,750	0	\$0
	Auxiliary	0	0	0	\$0	0	\$0
	Research	2	98,925,000	1	\$13,925,000	1	\$85,000,000
	Total	4	\$129,168,750	3	\$44,168,750	1	\$85,000,000
El Paso	Ed/Admin	5	10,586,000	5	\$10,586,000	0	\$0
	Auxiliary	1	23,500,000	0	\$0	1	\$23,500,000
	Research	1	30,500,000	0	\$0	1	\$30,500,000
	Total	7	\$64,586,000	5	\$10,586,000	2	\$54,000,000
Pan American	Ed/Admin	9	59,212,000	2	\$12,087,000	7	\$47,125,000
	Auxiliary	2	14,094,000	0	\$0	2	\$14,094,000
	Research	1	5,000,000	0	\$0	1	\$5,000,000
	Total	12	\$78,306,000	2	\$12,087,000	10	\$66,219,000
Permian Basin	Ed/Admin	1	9,350,000	1	\$9,350,000	0	\$0
	Auxiliary	0	0	0	\$0	0	\$0
	Research	0	0	0	\$0	0	\$0
	Total	1	\$9,350,000	1	\$9,350,000	0	\$0
San Antonio	Ed/Admin	7	102,650,000	2	\$3,550,000	5	\$99,100,000
	Auxiliary	1	35,620,000	0	\$0	1	\$35,620,000
	Research	0	0	0	\$0	0	\$0
	Total	8	\$138,270,000	2	\$3,550,000	6	\$134,720,000
Tyler	Ed/Admin	2	45,850,000	1	\$11,000,000	1	\$34,850,000
	Auxiliary	1	1,900,000	0	\$0	1	\$1,900,000
	Research	0	0	0	\$0	0	\$0
	Total	3	\$47,750,000	1	\$11,000,000	2	\$36,750,000
Academic Institution Total		66	\$1,141,262,700	27	\$277,391,750	39	\$863,870,950

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 2005, identifies high-priority capital building and renewal needs. The CIP currently manages \$4.1 billion in new construction, repairs, and renovations, including \$1.1 billion for academic institutions and \$3.0 billion for health-related institutions.
- Between August 2001 and August 2005, the CIP for academic institutions has decreased from \$1.16 billion to \$1.14 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,

Project Type	All Projects		Repair & Renovation		New Construction	
	# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost
Ed/Admin	6	\$63,000,000 *	2	\$19,000,000	4	\$44,000,000
Auxiliary	1	13,500,000 **	0	\$0	1	\$13,500,000 **
Research	1	5,000,000 *	0	\$0	1	\$5,000,000
Total	8	\$81,500,000	2	\$19,000,000	6	\$62,500,000

* 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 2005

	Gross Sq. Ft.	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
Arlington	4,755,378	\$1,017,252,000	\$19,943,000	0.02
Austin	17,602,779	3,831,742,000	380,897,000	0.1
Brownsville*	248,799	89,704,000	0	0
Dallas	2,030,663	419,328,000	26,762,000	0.06
El Paso	3,607,365	762,080,000	19,741,000	0.03
Pan American	1,996,834	431,895,000	0	0
Permian Basin	728,650	155,529,000	0	0
San Antonio	3,141,785	652,952,000	58,648,000	0.09
Tyler	806,036	\$156,935,000	\$2,299,000	0.01

* Excludes Texas Southmost College

Source: U. T. System Office of Facilities Planning and Construction

- Nationally, a facilities condition index of 0.05 or less is considered to be a good rating, 0.10 is median, and a rating of 0.15 or more is substandard.
- The FCI of all academic institutions is "good" or "median."

Energy Use

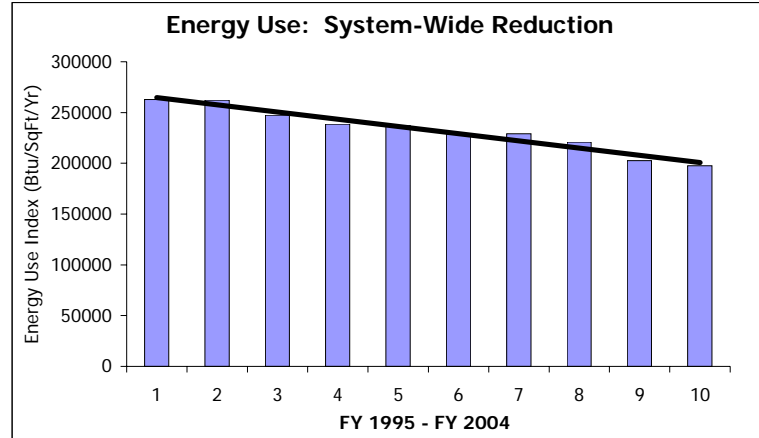
- A new measure, these data illustrate the increasing efficiency of operations of U. T. System academic institution physical plants.
- Utility funding comprises approximately 68 percent of the total operation and maintenance infrastructure support funds distributed by the infrastructure funding formula 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 1994 to 2004, U. T. System institutions have, on average, reduced energy use by 27 percent per gross square foot, during a period when total gross square footage increased by over 40 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. Academic Institutions

Table IV-18

Reduction in Energy Use by U. T. Academic Institutions, 1994-2004		
	2001-2004 Reduction (%)	1994-2004 Reduction (%)
Arlington	16	12
Austin	5	12
Brownsville/TSC	14	3
Dallas	21	11
El Paso	9	29
Pan American	-16	-14
Permian Basin	33	32
San Antonio	21	23
Tyler	19	39

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 2005, on average, only 5.2 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. System Academic Institutions – Number and Proportion of Small Classes, FY 2002-2005*

	FY 2002		FY 2003		FY 2004		FY 2005		
	#	% of total classes	#	% of total classes	#	% of total classes	#	% of total classes	% of total SCH
Arlington	232	4.8	138	2.7	161	3.0	64	1.2	0.2
Austin	611	5.8	521	4.8	605	5.6	632	5.8	0.4
Brownsville/TSC	201	12.2	124	7.5	157	9.4	164	9.0	3.9
Dallas	181	7.6	314	12.1	250	9.4	67	2.5	0.4
El Paso	278	7.2	260	6.2	314	7.6	102	2.3	0.3
Pan American	361	10.1	401	10.7	213	5.2	404	8.9	1.4
Permian Basin	120	18.5	178	23.4	153	18.1	124	14.0	3.0
San Antonio	160	4.2	179	4.4	132	3.1	202	4.3	0.5
Tyler	174	12.0	177	11.2	159	9.9	166	9.6	2.4
Total	2,318	7.1%	2,292	6.6%	2,144	6.1%	1,925	5.2%	0.6%

*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 2005, 71 percent of undergraduate and 76 percent of graduate small courses were offered because they were cross-listed, needed to maintain proper sequencing, or required for graduation.

Figure IV-8

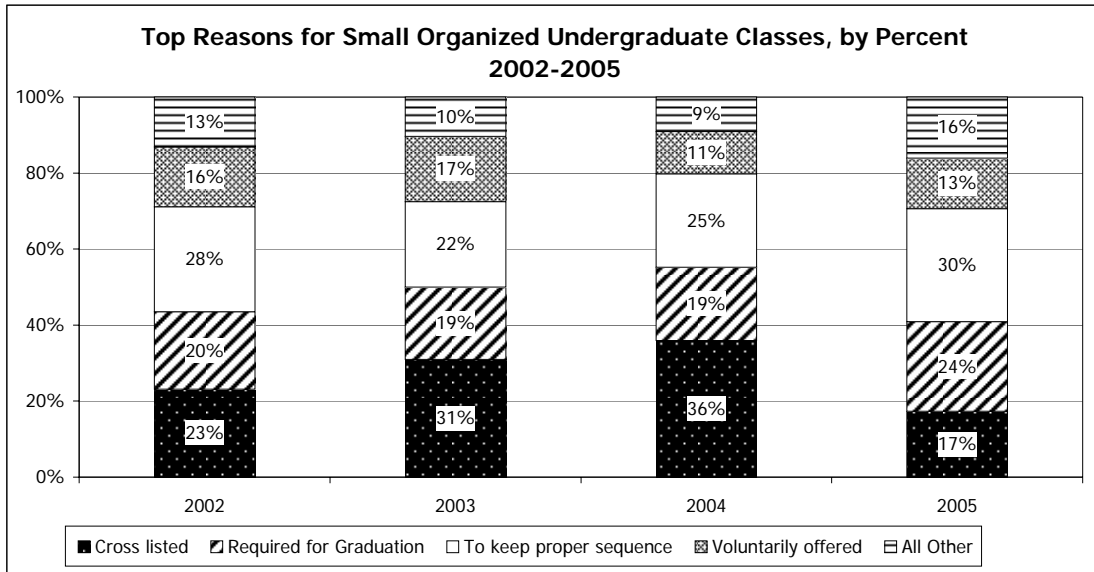
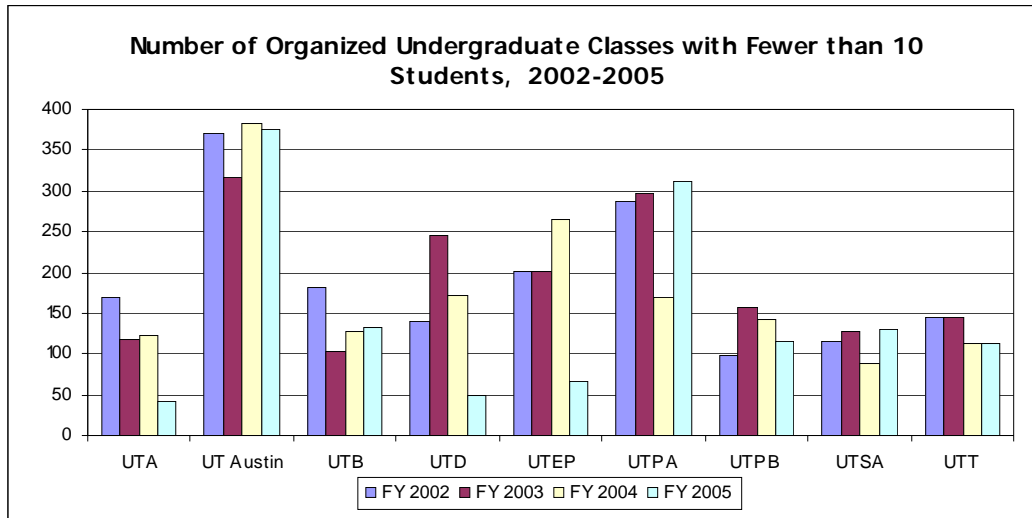


Figure IV-9



- The number of classes enrolling fewer than ten undergraduate students declined between 2002 and 2005 at U. T. Arlington, U. T. Brownsville, U. T. Dallas, U. T. El Paso, 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, and U. T. Permian Basin between 2002 and 2005.

Figure IV-10

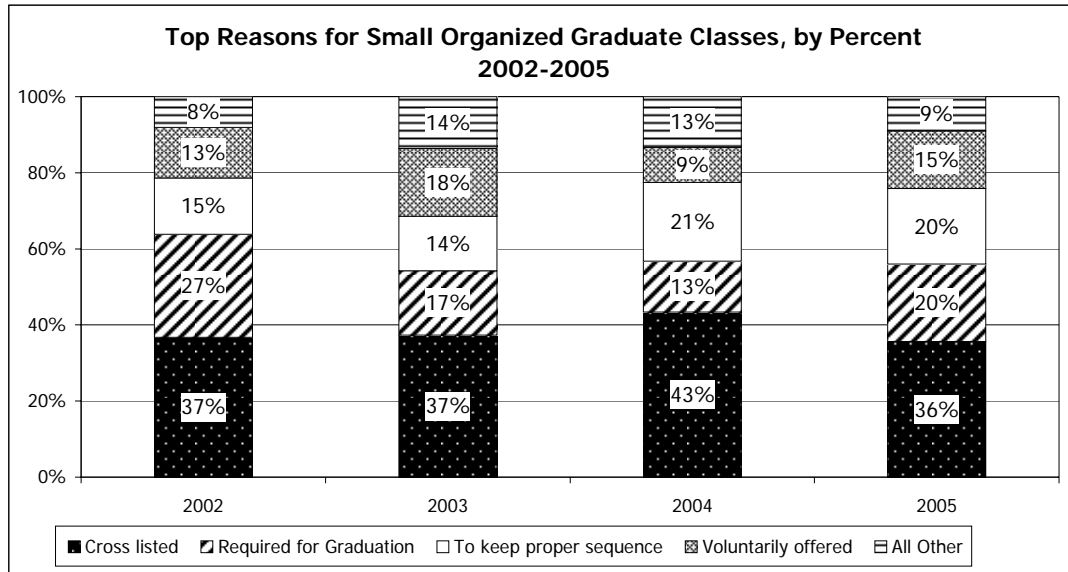
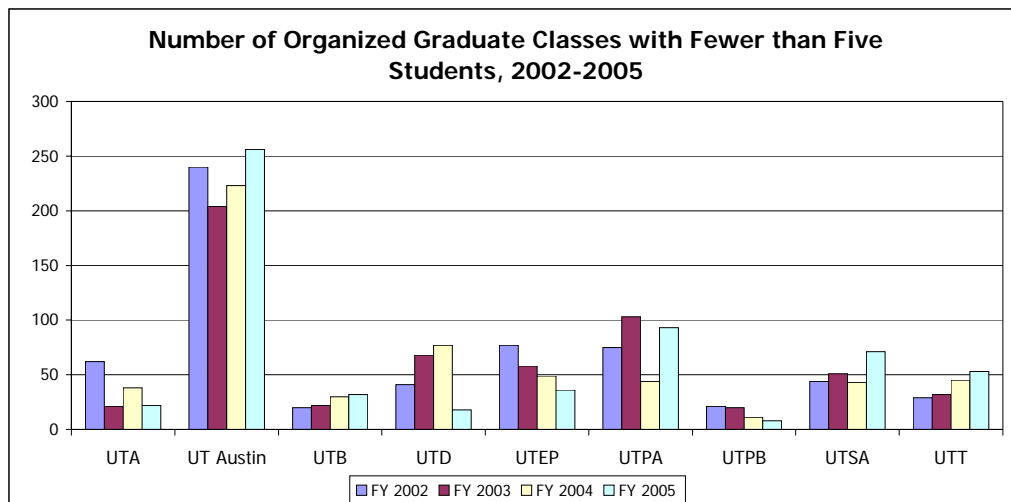


Figure IV-11



IV. Organizational Efficiency and Productivity: U. T. Health-Related Institutions

Fiscal Performance

Table IV-20

Key Revenues and Expenses at U. T. Health-Related Institutions						
(\$ in thousands)						
	FY	2001	2002	2003	2004	2005
Revenues*						
SWMC		\$670,645	\$725,174	\$745,386	\$868,586	\$1,114,023
UTMB**		1,229,592	1,246,647	1,261,376	1,286,576	1,365,222
HSC-H		501,601	550,258	572,903	616,105	628,236
HSC-SA		411,845	442,606	457,011	456,334	484,384
MDACC**		1,252,894	1,408,941	1,570,962	1,826,034	2,052,491
HC-T**		99,916	118,184	121,960	124,531	120,475
Total Health Revenues		\$4,166,493	\$4,491,810	\$4,729,598	\$5,178,166	\$5,764,831
Expenses*						
SWMC		\$615,084	\$699,826	\$746,429	\$803,998	\$1,049,016
UTMB**		1,211,619	1,254,959	1,275,215	1,307,590	1,400,443
HSC-H		495,528	547,008	573,053	574,011	601,287
HSC-SA		400,445	429,164	448,826	458,584	494,284
MDACC**		1,145,894	1,367,659	1,511,377	1,742,330	1,948,743
HC-T**		98,496	110,183	117,559	122,306	126,715
Total Health Expenses		\$3,967,066	\$4,408,799	\$4,672,459	\$5,008,819	\$5,620,488

*See next page for breakdown of sources of revenue and expense purposes.

**Institution has a hospital

Source: 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2005, Exhibit B of AFR

- Because of mandated changes in financial reporting requirements, revenue and expense categories from FY 2002 onward differ from those used earlier. Therefore, longitudinal comparisons before FY 2002 are not reliable.

Table IV-21

Key Revenues and Expenses by Source and Purpose at U. T. Health-Related Institutions						
(\$ in thousands)						
	FY	2001	2002	2003	2004	2005
Revenues¹						
Tuition & Fees		\$43,060	\$41,499	\$46,789	\$48,801	\$60,970
State Appropriations		825,314	881,042	858,325	848,767	823,491
Government Grants & Contracts		539,094	653,793	718,465	768,920	804,787
Nongovernment Grants & Contracts ²		385,018	355,675	386,004	408,736	419,424
Gifts ²		82,408	99,537	99,216	101,960	165,690
Sales and Services of Hospitals		1,405,059	1,525,988	1,669,380	1,889,356	2,302,552
Sales and Services - Other		144,327	124,236	99,060	138,772	146,567
Physician Fees		507,396	587,509	655,726	701,119	772,367
Other		234,817	222,531	196,633	271,735	268,983
Total System Revenues		\$4,166,493	\$4,491,810	\$4,729,598	\$5,178,166	\$5,764,831
Expenses³						
Instruction		\$898,700	\$997,351	\$1,026,853	\$1,073,255	\$1,200,019
Research		613,078	709,032	763,573	829,525	873,788
Hospitals / Clinics		1,780,409	1,788,350	1,894,749	2,044,782	2,403,634
Institutional Support & Physical Plant		445,779	511,028	535,033	575,971	589,058
Public Service		86,736	98,529	113,240	117,137	118,614
Academic Support		59,932	70,071	74,235	74,627	75,981
Student Services		10,701	12,081	11,697	13,436	10,102
Scholarships and Fellowships		24,076	5,226	8,006	9,889	7,988
Auxiliary		47,655	44,422	46,137	42,420	54,237
Depreciation		0	172,709	198,936	227,777	287,067
Total System Expenses		\$3,967,066	\$4,408,799	\$4,672,459	\$5,008,819	\$5,620,488

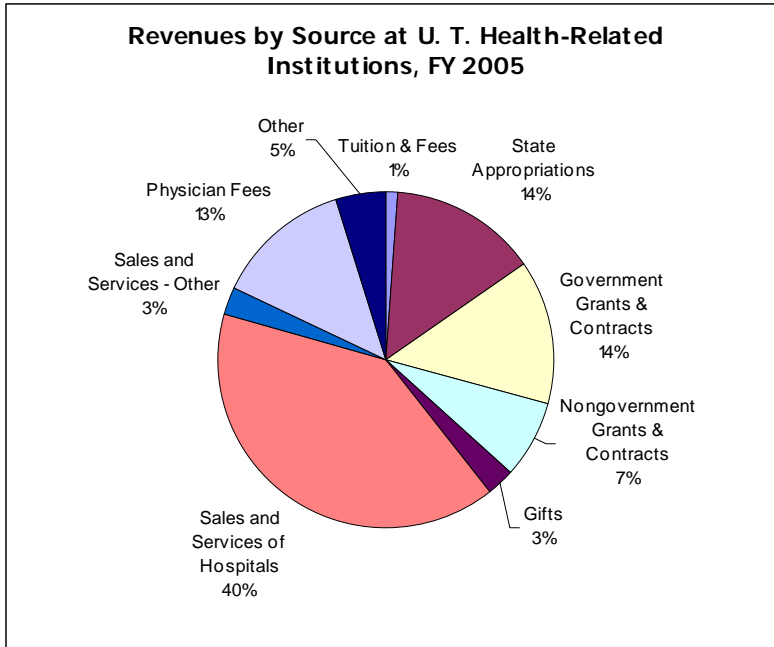
¹ These represent revenues reported on the U. T. System Annual Financial Report. Revenues do not include transfers between entities, such as transfers between System Administration and the component institutions, or transfers between component institutions and other state agencies. This prevents the 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.

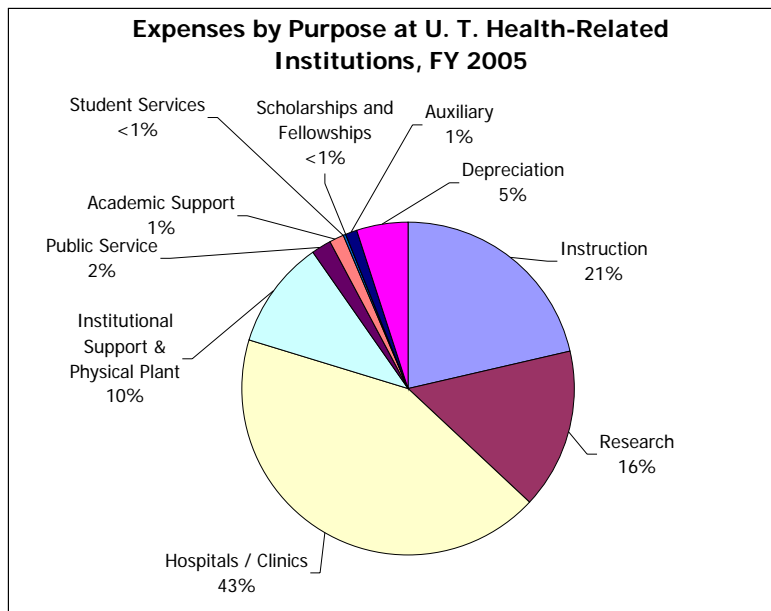
Source: 2001, Exhibit C of Annual Financial Report (AFR); 2002 through 2005, Exhibit B of AFR

Figure IV-12



- Between FY 2004 and FY 2005, state appropriations decreased from 16 to 14 percent of total revenue for U. T. System health-related institutions.

Figure IV-13



- As a proportion of total expenses, research declined slightly from 17 percent in FY 2004 to 16 percent in FY 2005.
- Hospital/clinic expenses increased from 41 percent in FY 2004 to 43 percent in FY 2005.

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 00	FY 01	FY 02	FY 03	FY 04
Total Net Hospital and Clinic Revenue	\$901,380	\$1,028,427	\$1,201,607	\$1,362,389	\$1,594,990
MSRDP (Practice Plan) Net Revenue*	519,809	582,624	579,463	648,388	701,117
Total Patient Care Revenue	\$1,421,189	\$1,611,051	\$1,781,070	\$2,010,777	\$2,296,107

*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.
- Since 2000, total patient care revenue has increased to almost \$2.3 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 compare State support through general revenue to the productivity of clinic and hospital care.

Table IV-23

General Revenue Per Hospital Admission					
	FY 00	FY 01	FY 02	FY 03	FY 04
UTMB	\$3,357	\$3,280	\$3,155	\$3,068	\$2,967
MDACC	\$6,268	\$5,894	\$4,793	\$4,677	\$4,839
UTHC-T	\$4,492	\$4,691	\$4,981	\$4,845	\$4,759
HCPC (Harris County Psychiatric Center)	\$3,978	\$3,715	\$3,544	\$3,572	\$3,464
Amount of General Revenue Per Patient Day					
UTMB	\$639	\$614	\$592	\$586	\$601
MDACC	\$832	\$810	\$667	\$620	\$652
UTHC-T	\$560	\$601	\$653	\$677	\$647
HCPC	\$378	\$357	\$336	\$331	\$328
Amount of General Revenue Per Hospital Outpatient and Clinic Visit					
UTMB	\$139	\$136	\$130	\$134	\$142
MDACC	\$242	\$232	\$179	\$168	\$163
UTHC-T	\$125	\$114	\$140	\$134	\$105
Hospital General Revenue as a Percent of Hospital Charity Care Provided					
UTMB	58%	58%	47%	37%	33%
MDACC	119%	119%	79%	63%	54%
UTHC-T	102%	82%	101%	126%	108%
HCPC	99%	86%	79%	87%	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. Health-Related Institutions

Table IV-24

Value of Endowments for U. T. Health-Related Institutions			
	Value** 8/31/01	Value** 8/31/05	% change 01-05
SWMC*	\$644,909,000	\$980,022,000	52%
UTMB*	316,291,000	397,054,000	26%
HSC-H*	88,680,000	141,070,000	59%
HSC-SA*	252,520,000	319,886,000	27%
MDACC*	278,151,000	421,936,000	52%
HC-T*	29,465,000	36,271,000	23%
Total Health-Related	\$1,610,016,000	\$2,296,239,000	43%

*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

Figure IV-14

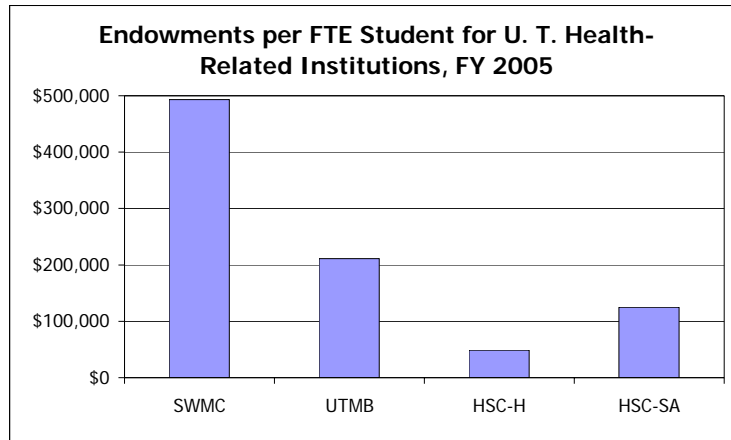
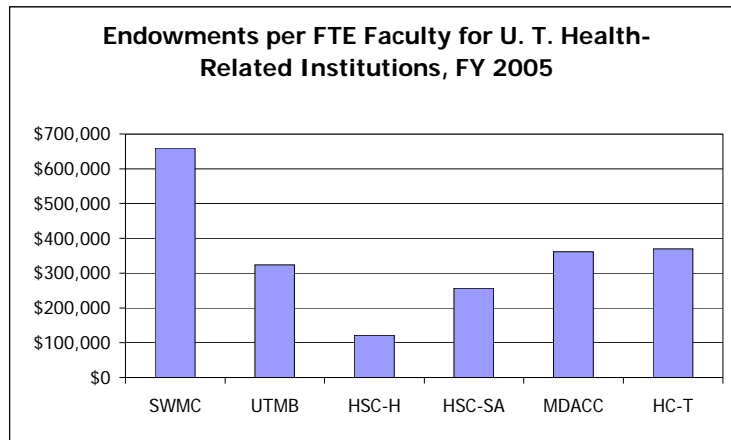


Figure IV-15



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		2001	2002	2003	2004	2005
SWMC	Administrative Costs	\$44,457,636	\$42,205,477	\$42,387,679	\$40,130,750	\$44,853,964
	Total Expenses	606,861,869	690,232,692	735,989,189	793,614,735	1,032,539,467
	% of Total Expenses	7.3%	6.1%	5.8%	5.1%	4.3%
UTMB	Administrative Costs	46,117,165	47,712,199	56,416,463	60,827,371	27,224,308
	Total Expenses	1,205,128,899	1,250,116,030	1,270,372,660	1,299,079,042	1,385,806,681
	% of Total Expenses	3.8%	3.8%	4.4%	4.7%	2.0%
HSC-H	Administrative Costs	38,128,782	42,586,601	53,784,642	52,038,601	57,436,074
	Total Expenses	481,106,061	529,561,107	556,851,437	559,110,020	585,123,963
	% of Total Expenses	7.9%	8.0%	9.7%	9.3%	9.8%
HSC-SA	Administrative Costs	26,088,462	29,389,937	21,900,153	24,368,830	29,929,278
	Total Expenses	393,704,929	426,495,884	445,497,569	452,422,247	486,377,061
	% of Total Expenses	6.6%	6.9%	4.9%	5.4%	6.2%
MDACC	Administrative Costs	83,818,920	115,533,058	132,292,905	143,898,025	149,412,496
	Total Expenses	1,116,711,352	1,337,644,384	1,492,951,108	1,724,249,855	1,936,133,125
	% of Total Expenses	7.5%	8.6%	8.9%	8.3%	7.7%
HC-T	Administrative Costs	5,569,048	5,421,006	8,083,042	8,520,041	9,202,113
	Total Expenses	97,935,722	107,798,331	115,092,220	119,374,181	124,549,135
	% of Total Expenses	5.7%	5.0%	7.0%	7.1%	7.4%
Overall Average		6.3%	6.5%	6.8%	6.7%	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 has decreased to 5.7 percent in FY 2005 from 6.3 percent in FY 2001 at U. T. System health-related institutions. This change reflects efforts to operate more efficiently.
- Between FY 2001 and FY 2005, administrative expenses as a proportion of total expenses have decreased at three of the six health-related institutions, increasing at the other three.

Clinical Revenue Related to Faculty Activity

Table IV-26

U. T. Health-Related Institutions					
Gross Patient Charges per FTE Clinical Faculty*					
	FY 00	FY 01	FY 02	FY 03	FY 04
SWMC	\$1,877,040	\$2,075,879	\$1,875,744	\$1,887,877	\$2,298,957
UTMB	1,007,724	1,164,058	1,167,720	1,271,177	1,265,074
HSC-H	1,049,428	1,128,029	1,244,127	1,329,066	1,697,852
HSC-SA**	--	861,381	794,409	767,370	624,550
MDACC	680,110	830,782	981,073	1,150,130	1,206,878
HC-T	713,317	469,517	503,005	481,916	531,309
Net Patient Revenues per FTE Clinical Faculty					
	FY 00	FY 01	FY 02	FY 03	FY 04
SWMC	\$539,599	\$596,028	\$537,835	\$524,252	630,618
UTMB	354,874	371,874	355,685	377,801	363,316
HSC-H	330,841	332,052	365,754	391,423	407,430
HSC-SA	--	341,747	238,141	269,250	191,290
MDACC	322,134	353,664	361,555	427,927	452,767
HC-T	296,015	149,618	162,769	162,839	179,726

*Based on operating budget figures; actual FTEs may change over the course of a year.
 **Include gross charges (FSS and capitated plans).

Source: MSRDP Report and Faculty Salary Report

- Gross patient charges illustrate the volume of care that faculty provide.
- 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 four 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 2005			FY 2004	FY 2003
	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	\$320,801,884	623,651	\$514	\$504	\$442
UTMB	149,957,462	452,233	\$332	\$298	\$291
HSC-H	156,519,695	355,412	\$440	\$450	\$413
HSC-SA	134,058,535	494,203	\$271	\$288	\$299
MDACC	341,978,679	580,846	\$589	\$556	\$582
HC-T	11,420,260	39,688	\$288	\$259	\$233

*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 2005				
	Gross Sq. Ft.	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
SWMC	8,322,991	\$2,138,702,000	--	0.00
UTMB	6,255,501	1,945,927,000	\$83,484,000	0.04
HSC-H	3,278,390	942,865,000	96,865,000	0.10
HSC-SA	2,780,678	858,377,000	73,133,000	0.09
MDACC	9,047,797	2,710,002,000	38,788,000	0.01
HC-T	656,026	232,211,000	7,337,000	0.03

Source: U. T. System Office of Facilities Planning and Construction

- Nationally, a facilities condition index of 0.05 or less is considered to be a good rating, 0.10 is median, and 0.15 or more is considered substandard.
- The FCI of all health-related institutions is "good" or "median."

- Between August 2001 and August 2005, the CIP for health-related institutions has increased from \$2.24 billion to \$2.97 billion.

Table IV-29

Construction Projected for U. T. Health-Related Institutions, FY 2006-2011							
Project Type		All Projects		Repair & Renovation		New Construction	
		# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost
SWMC	Ed/Admin	0	\$0	0	\$0	0	\$0
	Auxiliary	0	\$0	0	\$0	0	\$0
	Research	3	\$335,400,000	0	\$0	3	\$335,400,000
	Clinical	1	\$62,400,000	0	\$0	1	\$62,400,000
	Total	4	\$397,800,000	0	\$0	4	\$397,800,000
UTMB	Ed/Admin	2	\$35,260,254	1	\$7,900,000	1	\$27,360,254
	Auxiliary	1	\$18,780,000	0	\$0	1	\$18,780,000
	Research	4	\$97,110,000	3	\$92,980,000	1	\$4,130,000
	Clinical	5	\$463,500,673	2	\$16,410,000	3	\$447,090,673
	Total	12	\$614,650,927	6	\$117,290,000	6	\$497,360,927
HSC-H	Ed/Admin	2	\$13,000,000	2	\$13,000,000	0	\$0
	Auxiliary	1	\$7,500,000	0	\$0	1	\$7,500,000
	Research	2	\$200,530,000	0	\$0	2	\$200,530,000
	Clinical	2	\$82,500,000	1	\$60,000,000	1	\$22,500,000
	Total	7	\$303,530,000	3	\$73,000,000	4	\$230,530,000
HSC-SA	Ed/Admin	2	\$38,200,000	0	\$0	2	\$38,200,000
	Auxiliary	0	\$0	0	\$0	0	\$0
	Research	2	\$27,000,000	1	\$9,000,000	1	\$18,000,000
	Clinical	1	\$95,000,000	0	\$0	1	\$95,000,000
	Total	5	\$160,200,000	1	\$9,000,000	4	\$151,200,000
MDACC	Ed/Admin	19	\$586,100,000	14	\$294,500,000	5	\$291,600,000
	Auxiliary	6	\$111,400,000	0	\$0	6	\$111,400,000
	Research	9	\$433,800,000	2	\$50,000,000	7	\$383,800,000
	Clinical	7	\$354,200,000	5	\$54,200,000	2	\$300,000,000
	Total	41	\$1,485,500,000	21	\$398,700,000	20	\$1,086,800,000
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	1	\$3,500,000
	Total	1	\$3,500,000	0	\$0	1	\$3,500,000
Health-Related Total	70	\$2,965,180,927	31	\$597,990,000	39	\$2,367,190,927	

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, 1994-2004

	2001-2004 Reduction (%)	1994-2004 Reduction (%)
SWMC	28	45
UTMB	(10)	47
HSC-H	24	60
HSC-SA	11	31
MDACC	35	28
HC-T	1	11

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 2006.
- 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 2006.
- 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.

V. Institution Profiles

<p>Values</p> <p>The U. T. System is committed to the continued improvement and excellence of each of its nine universities and six health-related institutions.</p> <p>Goals</p> <ul style="list-style-type: none"> ▪ 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. <p>Priorities</p> <ul style="list-style-type: none"> ▪ 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/ipa/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. 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 of U. T. Academic Institutions		
U. T. System	#1 in total FY 2003 R&D expenditures #2 in total FY 2003 federal research expenditures	NSF 2005 NSF 2005
Arlington	4 th tier, national universities 232 of 619 in total R&D expenditures FY 2003	<i>U.S. News</i> , 2005 NSF 2005
Austin	17 among top public universities; 52 among all universities; Tied for 18th of all public and private research universities (640 total); 11th in public research universities (389 total); 32 in total R&D expenditures funding FY 2003 36 among top 500 world universities	<i>U.S. News</i> , 2006 Lombardi Center, 2005 NSF 2005 Shanghai Jiao Tong ranking 2005
Brownsville/TSC	4 th tier, master’s universities – West	<i>U.S. News</i> , 2005
Dallas	3 rd tier, national universities 184 of 619 in R&D expenditures FY 2003	<i>U.S. News</i> , 2005 NSF 2005
El Paso	4 th tier, national universities 197 of 619 in R&D expenditures FY 2003	<i>U.S. News</i> , 2005 NSF 2005
Pan American	4 th tier, master’s universities – West 351 of 619 in R&D expenditures FY 2003	<i>U.S. News</i> , 2005 NSF 2005
Permian Basin	4 th tier, master’s universities – West	<i>U.S. News</i> , 2005
San Antonio	4 th tier, master’s universities – West 242 of 619 in R&D expenditures FY 2003	<i>U.S. News</i> , 2005 NSF 2005
Tyler	3 rd tier, master’s universities – West	<i>U.S. News</i> , 2005

Noteworthy 2004-05 Rankings and Awards by Institution

The following are noteworthy awards received by U. T. System academic institution faculty in recent years. [*Sources: institutions; publications*]

U. T. Arlington: Individual faculty awards received in 2004-05

- American Academy of Nursing
- Fulbright American Scholar
- NSF CAREER Award
- Council of Educators in Landscape Architecture Educator of the Year Award
- AIA Dallas Design Honor Award
- Mellon Fellowship
- Korea Foundation Fellow
- Stanford Humanities Center Senior Fellow
- Academy of Emergency Nurses
- NIH Senior Scientist Award
- Humboldt Fellowship
- Applied Psychology Association Outstanding Career Award
- Fellow of the Biomedical Engineering Society.

U. T. Austin: Individual faculty awards received in 2004-05

- National Academy of Sciences
- National Academy of Engineering (4)
- American Academy of Arts and Sciences (4)
- American Association for Advancement of Science Fellows
- American Council of Learned Societies Fellows
- Fulbright American Scholars (4)
- Guggenheim Fellows
- NSF CAREER Award (9)
- Sloan Research Fellows (2)
- NEH Fellowships (2)
- Other NEH Awards and Grants (7)
 - Preservation and Access Award (2)
 - Collaborative Research Award (2)
 - Grant for Teaching and Learning Resource and Curriculum Development (2)
 - Fellowship Programs for Independent Research Institutions
- French Academy
- Department of Government and department chair received annual award by the American Political Science Association's Committee on the Status of Blacks in the Profession for advancing the professional development of African Americans within the discipline.
- Member of the American Association of Universities since 1929; one of only three AAU members in Texas.

U. T. Brownsville/Texas Southmost College: Individual faculty awards received in 2004-05

- National Institute for Staff & Organizational Development (NISOD) (4)
- Green Chair Honor Scholar (2)
- NEH Faculty Research Award

U. T. Dallas: Individual faculty awards received in 2004-05

- Fulbright American Scholars (2)
- National Institutes of Health MERIT Award
- NSF CAREER Award (9)
- NEH Fellowships (2)
- Production and Operations Management Society Fellow
- Vautrin Lud Prize in Geography

U. T. El Paso: Individual faculty awards received in 2004-05

- American Association for Advancement of Science Fellow
- NEH Fellowship
- Other NEH Awards and Grants (4)
 - Faculty Research Award (2)
 - Summer Stipend
 - We the People Grant
- NICHD Postdoctoral Fellowship
- 2005 Bilingual Educator Award from the Ministry of Education and Science of Spain
- KCACTF Award of Excellence for Best Production
- KCACTF Award of Excellence for Playwriting
- SWTA Outstanding Faculty Award
- Hispanos Triunfadores award for Education
- Fellow of the American Society of Newspaper Editors
- Annette Strauss Institute for Civic Participation Patricia Witherspoon Student Research Award
- Knight Cross of the Order of Merit of the Republic of Poland for Outstanding Contributions in the Field of International Cooperation Between Nations

U. T. Pan American: Individual faculty awards received in 2004-05

- American Academy of Physician Assistants' "Excellence through Diversity Award" (only one awarded per year by AAPA)
- American Advertising Federation's Silver ADDY Award
- American Assembly for Men in Nursing's Luther Christman Award
- American Society for Clinical Laboratory Science's Omicron Sigma Award for Service
- American Society of Mechanical Engineers' Curriculum Innovation Honorable Mention (2)
- Brazilian Economist Magazine's Top 15 Most Productive Brazilian Economics
- Fulbright Border Scholar
- Hispanic Association of Colleges and Universities' Kellogg Leadership Fellow
- Kellogg Foundation's Minority-Serving Institutions Leadership Fellow
- Lock Haven University's Distinguished Educator Award
- Moscow International Festival of Music's Laureate for Best Performance
- National Council of La Raza's Capital Award
- People Magazine's Heroes Among Us Award
- Southern Living Magazine's Power of the Spoken Word Award
- Texas Academy of Science's Distinguished Scientist Award
- Texas Council of Women School Executives' Bravo Award
- Texas Legislative Council's Leadership in Education Award
- Time Magazine for Kids' South Texas Region Teacher of the Year
- UTPA's Faculty Excellence Award for Outstanding Research and Scholarship
- UTPA's Faculty Excellence Award for Service
- UT System Chancellor's Council's Teaching Excellence Award
- Who's Who Among America's Teachers (14)
- Who's Who in Entertainment
- Who's Who in the South and Southwest

U. T. Permian Basin: Individual faculty awards received in 2004-05

- Rothermere American University resident fellow, University of Oxford

U. T. San Antonio: Individual faculty awards received in 2004-05

- NEH Faculty Research Award (7)
- Association of Agricultural Scientists of Indian Origin – Outstanding Young Scientist Award
- Association of Neuroscience Departments and Programs, 2003 Education Award
- Society for the Advancement of Chicanos and Native Americans in Science Distinguished K-12 Educator Award
- Susanne Roschwalb Award for International Research and Study
- International Behavioral Neurosciences Association, established award in name of Matthew J. Wayner
- College of Reviewers for the Canada Research Chair Program

U. T. Tyler: Individual faculty awards received in 2004-05

- W.T. "Doc" Ballard Excellence in Public Health Award
- ASCE (American Society of Civil Engineers) Fellow
- Distinguished Leadership Award from Association of Texas Technology Education
- Instructor Showcase Award from Northeast Texas Consortium
- Outstanding Board Member from East Texas Chapter of TSCPA

Table V-2

National Institutional Rankings Summary of U. T. Health-Related Institutions		
SWMC	#48 in FY 2003 R&D expenditures	NSF Survey of R&D, 2005
	In top 25 of all public and private research universities (640 ranked)	Lombardi Center, 2005
UTMB	#88 in FY 2003 R&D expenditures	NSF, 2005
	In top 26-50 of public research universities (389 ranked)	Lombardi Center, 2005
HSC-H	#92 in FY 2003 R&D expenditures	NSF, 2005
	In top 26-50 of public research universities (389 ranked)	Lombardi Center, 2005
HSC-SA	#97 in FY 2003 R&D expenditures	NSF, 2005
MDACC	#1 cancer hospital	<i>U.S. News</i> , 2003, 2004
	#38 in FY 2003 R&D expenditures	NSF, 2005
	In top 25 of all public and private research universities(640 ranked)	Lombardi Center, 2005

Noteworthy 2004-05 Rankings and Awards by Institution

The following are noteworthy awards received by U. T. System health-related institution faculty in recent years. [*Sources: institutions; publications*].

U. T. Southwestern Medical Center: Individual faculty awards received in 2004-05

- American Academy of Arts and Sciences
- Howard Hughes Medical Institute Investigators (2)
- Fulbright American Scholar
- Welch Foundation Hackerman Award
- Kinship Foundation's Searle Scholar Award
- American Association for the Advancement of Science Packard Scholar

U. T. Medical Branch at Galveston: Individual faculty awards received in 2004-05

- Fulbright American Scholar (2)
- Robert Wood Johnson Policy Fellows
- President, Texas Board of Nurse Examiners (BNE)
- ACG Presidential Poster Award Recipient (2)
- American College of Nurse-Midwives Foundation Teaching Excellence Award
- American Gastroenterological Association Research Mentors Award
- America's Best Doctors, Best Doctors, Inc. (10)
- America's Top Docs (3)
- America's Top Doctors Among Specialist in Pathology
- Appointed Mental Health Subject Matter Expert to the USAFR Surgeon General Command Chief Nurse
- Best Poster Award, Central Association of Obstetricians and Gynecologists 71st Annual meeting
- Best Practice Award from 'Cities United in Science Progress' - Lead-Safe...for Kids Sake Grant Competition July 2005
- Biophysical Society Young Investigator Award
- Certificate of Merit, Education Exhibit MR Imaging of Acute Abdomen during Pregnancy Radiological Society of North America meeting
- Chair (Second Term), Steering Committee, National NeuroAIDS Tissue Consortium, NIH
- Chair, Transfusion Medicine Resource Council, American Society for Clinical Pathology
- Chair, World Health Organization Steering Committee on Vaccine Research for Dengue and Other Flaviviruses
- Chumley award for advocacy from Texas Academy of Internal Medicine (Texas chapter of ACP)
- Consultant, National Infrared Spectroscopy Laboratory, Peking University
- CREOG National Award for Excellence in Resident Education
- Distinguished Alumnus Award, Berea College
- Editor-in-chief, Vector-Borne & Zoonotic Diseases
- Edmund Prince Fowler Award for Outstanding Basic Science Thesis from the Triological Society
- Elected Consultant of Neurology, Network of Advisors, NY

- Elected Member, Medical and Scientific Advisory Board, Shwachman-Diamond Syndrome International Foundation
- Elected Secretary of TMA Board of Councilors
- Fellow, American Congress of Rehabilitation Medicine
- Fellow, Royal College of Physicians, London, UK
- George Washington Institute for Spirituality and Health-John Templeton Foundation-Spirituality & Medicine Curricular Awards
- Howard Hughes Medical Institute Start Up Award
- John Mitchell Hemophilia of Georgia Liver Scholar of American Liver Foundation
- Laurette Award Recipient, Texas Academy of Internal Medicine, the Texas Chapter of the ACP
- Member, Board of Directors, American Association for Clinical Chemistry
- Member, Clinical and Integrative Gastrointestinal Pathobiology (CIGP) Study Section
- Member, Committee on the Transport of Laboratory Animals, Institute for Laboratory Animal Research, National Research Council, Washington, DC
- Member, NIH Hepatobiliary Pathophysiology Study Section
- Member, Phi Kappa Phi Honor Society (2)
- National Faculty Award American College of Obstetricians & Gynecologists Council On Resident Education in Obstetrics & Gynecology
- National Hispanic Medical Association Leadership Fellowship New York University Robert F. Wagner Graduate School of Public Service
- National Register's Who's Who in Executives and Professionals (2)
- National Register's Who's Who in Executives and Professionals Registered with the Library of Congress
- NIH/CIHR Young Investigator Travel Stipend
- NSF Career Award
- Occupational Therapy's Eleanor Clark Stagle Lectureship Award
- Plenary Session Presenter DDW/SSAT
- President, Galveston County Medical Society
- Promoting Excellence in End-of-life Care, Huntington's Disease Peer Workgroup, The Robert Wood Johnson Foundation
- Secretary, Texas Medical Association Board of Councilors
- Society for Gynecologic Investigation President's Presenters Award for most meritorious abstracts
- Travel Fellowship, Winter Conference on Brain Research
- Who's Who in America's Teachers January 2005
- Woman of Professional Excellence Award-Local Chapter 9-Region 5-American College of Nurse-Midwives
- UTMB: Distinguished Alumnus Award
- UTMB: Distinguished Faculty Teaching Award
- UTMB: Dr. Leon Bromberg Professorship for Excellence in Teaching Award
- UTMB: Edna S. Levin Professorship in Cancer Studies Award
- UTMB: Graduate Student Faculty Advocate Award
- UTMB: Graduate Student Organization Distinguished Teaching Award
- UTMB: Mary & J. Palmer Saunders Professorship for Excellence in Teaching Award
- UTMB: Endowed Chair: Edgar and Grace Gnitzinger Chair of Geriatric Nursing
- UTMB: Endowed Chair: Rebecca Sealy Distinguished Centennial Chair
- UTMB: Endowed Professorship: Alicia and Jesse Dunn Professor of Community and Public Health Nursing
- UTMB: Endowed Professorship: Betty Lee Evans Nursing Professorship
- UTMB: Endowed Professorship: Constance Brewer Koomey Professor of Nursing
- UTMB: Endowed Professorship: John P. McGovern Professor in the Healing Practices of Nursing
- UTMB: Endowed Professorship: Joseph B. and Mary A. Collerain Professor of Nursing
- UTMB: Executive Committee Institute of Human Infection and Immunity
- UTMB: Elected President of School of Medicine Board of Trustees
- UTMB: Osler Scholar Award
- UTMB: Raymond L. Gregory Professor of Medicine
- UTMB: President, UTMB Alumni Board of Trustees

U. T. Health Science Center-Houston: Individual faculty awards received in 2004-05

- American Academy of Nursing
- Fulbright American Scholars
- National Institutes of Health MERIT Award (5)

- Pew Scholar in Biomedicine
- Fellow, American Academy of Nurse Practitioners
- NIH Independent Scientist Award (5)
- America's Best Doctors, Best Doctors, Inc. (7)
- America's Top Docs (3)
- American Heart Association, Stroke Manuscript of the Year Award
- Annual Research Award from the American Academy of Nurse Practitioners
- Chair, Annual Planning Committee for the Emergency Nurses Association
- Chairperson, Research Program at the American Nurses Credentialing Center
- Joseph C. Valley Professional of the Year Award
- Member, Advisory Board for CRG Medical Foundation for Patient Safety
- Member, Board of Trustees of the American Academy of Nursing
- Member, Board of Directors of the American Academy of Nurse Practitioners Foundation
- Member, Board of Directors of the Anesthesia Patient Safety Foundation
- Recipient of the Macy Foundation Scholarship (\$40,000) to attend Columbia University for the Doctor of Nursing Practice program
- Member, Alpha Omega Alpha (3)
- President, American Psychiatric Association
- Fellow, American Association of the Advancement of Science (2)
- Fellow, American College of Physicians
- Fellow, Association of Clinical Scientists
- Diplomat, American Board of Forensic Odontology
- Fellow, International College of Dentists
- Fellow, Delta Sigma Delta
- Fellow, Omicron Kappa Upsilon National Dental Honor Society
- President, American Academy of Oral & Maxillofacial Radiology
- President, American Academy of Fixed Prosthodontics
- Distinguished Career Award, American Public Health Association, Public Health Education & Health Promotion section
- Rockefeller Foundation Resident Fellowship in the Humanities and the Study of Culture
- Member, Board of Directors, AANP Foundation

U. T. Health Science Center-San Antonio: Individual faculty awards received in 2004-05

- American Academy of Nursing
- Institute of Medicine
- International Association for Dental Researchers
- National Institutes of Health MERIT Award
- American Diabetes Assn. Junior Faculty Award
- President Elect, American Dental Education Association (ADEA)
- Advisory Council of the European Organization for Caries Research (ORCA)
- American Academy of Periodontology Fellowship Award
- Air Force Legion of Merit Medal
- HACU-Kellog Leadership Fellows Program
- Leadership Texas
- Educator of the Year Award, American College of Prosthodontics
- Secretary, American College of Prosthodontics
- President, International Academy of Gnathology
- President, American Prosthodontics Society
- Board of Directors, American College of Prosthodontics
- Distinguished Scientist Award, Mineralized Tissue
- Academic Educator of the Year Award from the Texas Occupational Therapy Association in 2004
- Educator of the Year Award from the Texas Academy of Physician Assistants
- President, Physician Assistant History Society
- President elect, Society for PA's in Pediatrics
- Board of Directors, Student Academy of the American Academy of Physician Assistants
- Board of Directors of the National Accreditation Agency for Clinical Laboratory Sciences, and Board of Directors of the Association of Genetic Technologists
- National Credentialing Agency, and Chair, National Credentialing Agency Exam Council, and Omicron Sigma for outstanding service to American Society for Clinical Laboratory Science

- Omicron Sigma for outstanding service to American Society for Clinical Laboratory Science
- American Society for Clinical Oncology-Distinguished Service Award for Scientific Leadership Lew R. Wasserman Award recipient
- Chairman of the Board of the Ophthalmic Mutual Insurance Company (the AAO-sponsored professional liability carrier) and Chairman of the Academy/OMIC Insurance and Marketing Committee
- Distinguished Scientist, American Heart Association 6/2005
- 4th Ann. Concepts in Contemporary Cardiology Career Achievement Award 4/2005
- Annual Excellence in Surface Science Award, Surfaces in Biomaterials Foundation 10/2004
- SATAI San Antonio Science and Technology Hall of Fame Inductee: Inaugural Year 11/2004
- Silver Medal Award (American Roentgen Ray Society)
- Magna Cum Laude Award (Radiological Society of North America)
- NORD Therapeutic Achievement Award for the Development of a Humanitarian Medical Device (The Vertical Expandable Prosthetic Titanium Rib) May 2005
- UTHSCSA Presidential Award for Clinical Excellence Recipient

U. T. M. D. Anderson Cancer Center: Individual faculty awards received in 2004-05

- Member, Institute of Medicine's Cancer Policy Forum
- President-elect, Society for Research on Nicotine and Tobacco
- President-elect, American society of Clinical Oncology
- President-elect, Society of Surgical Oncology
- President-elect, American Society for Therapeutic Radiology and Oncology
- Woodrow Wilson Award for Public Service
- Member, President's Cancer Panel
- Fulbright Lifetime Achievement Award
- Jahnigen Career Development Scholars Award, American Geriatrics Society
- Member, Texas Health and Human Services Council
- Member, State Health Services Council
- Minority Scholar Award, American Association for Cancer Research
- Kimmel Scholar Award, Sidney Kimmel Foundation for Cancer Research
- President, Association for Patient-Oriented Research
- Walter Nickel Award for Excellence in Teaching, American Society of Dermatopathology
- President-elect, American Society for Photobiology
- Excellence in Cancer Prevention Research Award, American Association for Cancer Research
- Fullbright Scholar
- President, Society of Medical Decision-Making (2004)
- President, American Association of Blood Banks (2004)
- Bristol Myers Squibb Freedom to Discover Award for Distinguished Achievement in Cancer Research (2004)
- Distinguished Service Award, American Board of Medical Specialties
- President, Society of Surgical Oncology (2004)
- American Cancer Society Award, American Society of Clinical Oncology (2004)
- Lifetime Achievement Award, American Society for Photobiology (2004)
- President, International Society of Gastroenterological Carcinogenesis (2004)
- Gold Medal for Distinguished Service, American Roentgen Ray Society (2004)
- Gold Medal Award for Lifetime Achievement, American Society of Therapeutic Radiology (2004)
- Distinguished Service Award, American Cancer Society (2004)

U. T. Health Center-Tyler: Individual faculty awards received in 2004-05

- America's Best Doctors, Best Doctors, Inc. (2)
- Fellow, American College of Physicians (2)
- Fellow, American College of Chest Physicians (3)
- EPA, Excellence Award in Children's Environmental Health to SWCPEH
- Chair, Biological Exposure Indices Committee, American Conference of Governmental Industrial Hygienists
- Houston Endowment Professorship for Environmental Science
- American Board of Occupational Health Nursing, Marguerite Graff Excellence Award
- Texas Department of State Health Services, Tuberculosis Expert Consultant
- Institute of Medicine - Member of Committee on Ethical Considerations for Revisions to HHS Regulations for Protection of Prisoners Involved in Research

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 market purposes from the rankings of graduate and research programs for more substantive purposes.¹

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.²

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. This classification arranged (but did not rank) institutions based on the size, scope, and mission, from "Research I" universities to those conferring two-year degrees. This scheme has been considered unsatisfactory for some time and has been regarded by some as a de facto ranking system. For these reasons, the Carnegie Foundation for the Advancement of Teaching is currently revising this system; the new scheme is scheduled for release in November 2005, designed to make comparisons among peer institutions easier, more flexible, and more fruitful.³

¹ 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.

² 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>.

³ <http://www.carnegiefoundation.org/Classification/2005-preliminary.htm>.

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 2005 publication of "America's Best Colleges 2006" and the April 2005 publication of the 2006 edition of "America's Best Graduate Schools."⁴

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%).

Few significant changes in relative placement occur each year because most institutions are not able to change rapidly the major drivers of their performance. A shift from the top 50 to the top of the second 50, as occurred with UT Austin in the most recent report, may represent small changes in just a few among many factors. A recent study found that "none of the universities under investigation realized a significant change in the *USNWR* rating."⁵ 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."⁶ Another study, of the 2001 edition, suggested that 90 percent of the variation in scores over time was caused by variation in the weightings, not in the performance of institutions.⁷ In looking at the predicted vs. actual graduate data, yet another study observed that only 9 of 198 institutions had significant differences and that the methodology "overstates the differences."⁸

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."⁹ And a more recent analysis of the methodology cited a number of institutional behaviors that

⁴ <http://www.usnews.com/usnews/rankguide/rghome.htm>

⁵ 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 UT Austin's Law School did not change.

⁶ 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.

⁷ Cited in Volkwein and Grunig, p. 275.

⁸ *Ibid*, p. 261.

⁹ *The Top American Research Universities*, 2004, pp. 7-8.

the *USNWR* rankings encourage, such as using “financial aid funds to buy talented students and penalize institutions that admit students from low-income, at-risk, or under-served populations.”¹⁰ The rankings may be viewed more as a measure of market position; they do not adequately recognize institutions that serve low income, at-risk, and under-served populations. And they do not take into account that genuine change on campuses takes more than one year to become visible, so that annual changes in the rankings are not likely to be highly significant.¹¹

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. In fact, *USNWR* states that 95% of institutions returned their rankings survey for the 2006 edition.¹²

I. Best Colleges 2006

A. National Doctoral Universities: 248 schools were included in this group; those ranked 1 through 124, including ties, were rank ordered on measures related to the undergraduate experience; the rest were grouped in tiers 3 (ranks 125 to 180) 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 (20), the University of Virginia (23), and UCLA and the University of Michigan (tied at 25).

UT Austin

With an overall score of 57, just one point less than in 2004, and a peer rating of 4.0, UT Austin was ranked 17 among public universities and 52 among all national universities. Its overall score was 58 in 2004, when it tied for 14 among public and 46 among all universities. Between 2004 and 2005, UT Austin increased its rating on four points: freshman retention increased from 91% to 92%; the graduation rate increased significantly, from 71% to 74%; the proportion of classes smaller than 20 increased slightly (33% to 34%); and the proportion of classes with 50 or more students declined from 25% to 24%. The top of the average SAT score range declined slightly, from 1350 to 1340. The proportion of top 10% high school graduates in the freshman class decreased from 69% to 66%. And the proportion of alumni giving decreased from 12% to 10%. Other national universities with a similar ranking included Syracuse University, UC-Davis, Pennsylvania State University, and University of Florida. Other public and private schools with similar peer ratings included the Georgia Institute of Technology, University of Illinois Urbana Champaign, Vanderbilt University, Emory University, and Georgetown University. (Texas A&M-College Station was ranked 60, in a tie with five other universities.)

UT Austin was also ranked 30 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 (10), University of Virginia (17), and Texas A&M-College Station (28). UT Austin was also noted among schools with “programs to look for: learning communities.”

A number of UT Austin undergraduate engineering programs continue to ranked among the best: Best program (11); civil engineering (4); environmental/environmental health (4, tied with UC-Berkeley and MIT).

¹⁰ Volkwein and Grunig, p. 258-9.

¹¹ *Ibid*, p. 263.

¹² *USNWR, American's Best Colleges 2006*, p. 78.

Its undergraduate business programs have also maintained their high ranking: best program (5, tied with Carnegie Mellon, NYU, and the University of North Carolina-Chapel Hill); accounting (2); finance (5); management information systems (3); and marketing (3).

UT Dallas

UT Dallas remained in the third tier (national universities ranked 128 to 188) with a slight decline in its peer assessment score (2.7 to 2.6). UTD improved in several areas, including freshman retention rate (79% to 81%) and percent of full-time faculty (86% to 87%). Class size showed significant improvement in a single year: percent of classes under 20 students (25% to 29%) and percent of classes with 50 or more students (33% to 26%). SAT scores for the 25th percentile increased slightly from 1110 to 1130, but scores for the 75th percentile held steady at 1340. Its graduation rate held steady at 56%. 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. Its alumni giving rate also remained unchanged at 4%. UTD experienced a slight decrease in the percentage of freshman from the top 10% of their high school class (41% to 40%) and a more significant change in their acceptance rate (50% to 53%). Schools with similar peer ratings were University of Central Florida, University of Maryland-Baltimore County, and the University of North Carolina – Greensboro.

UT Arlington

UT Arlington remained in the fourth tier with a peer rank of 2.5, the same score as in both 2004 and 2003. UT Arlington also had no change in freshman retention rate (69%) and the percent of freshmen from the top 10% of their high school class (22%). UTA showed improvement in the percent of classes with 50 or more students (25% to 24%) and – again as last year – in their acceptance rates (77% to 72%). UTA had slightly lower percentages of classes with less than 20 students (29% to 28%), of full-time faculty (89% to 88%), and of average alumni giving (5% to 4%). SAT scores also declined slightly (960-1180 to 950-1170). Schools with similar peer assessments included the University of South Florida, University of Massachusetts – Boston, University of Houston, Southern Illinois University at Carbondale, and Kent State University (OH).

UT Arlington was also ranked among the top 25 national universities with the lowest average debt among students.

UT El Paso

UT El Paso was again ranked in the fourth tier with a peer assessment score of 2.3, the same score as in both 2004 and 2003. UTEP held steady in a number of other categories including freshmen retention rate (70%), percent of classes with 50 or more students (13%), and percent of full-time faculty (86%). UTEP's graduation rate also increased (26% to 27%), as did the percent of freshmen from the top 10% of their high school class (17% to 18%) and the average alumni giving rate (7% to 8%). UTEP experienced a slight decline in the 25th percentile SAT scores (810 to 800), but there was no change in the 75th percentile scores (1030). The acceptance rate increased slightly from 98% to 99%. Schools with similar peer ratings included Texas Woman's University, University of Memphis, University of North Texas, University of Toledo (OH), Florida Atlantic University, and Wichita State University (KS).

B. Regional Master's Universities: West

572 universities and colleges are in this group, ranked within four geographic regions. Texas is included in the West region, which includes 123 schools.

UT Brownsville/Texas Southmost College

UT Brownsville's peer assessment score declined slightly (2.3 to 2.2), and it remained in the fourth tier (those ranked 94 through a tie at 121). UTB showed improvement in a number of categories including percent of classes under 20 students (53% to 59%), percent of classes with 50 or more students (7% to 6%), student/faculty ratio (18/1 to 17/1), and percentage of full-time faculty (76% to 77%). UTB continues to accept 100% of applicants, and average alumni giving remains at 1%. Schools with similar peer assessments included Cameron University (OK), Midwestern State University (TX), and New Mexico Highlands University.

UT Pan American

UT Pan American remains in the fourth tier with a peer assessment score that declined slightly from 2.4 to 2.3, although the campus experienced improvement in several categories: freshman retention rate (62% to 64%), average graduation rate (24% to 25%), percent of classes with 50 or more students (19% to 18%), student/faculty ratio (21/1 to 20/1), and percent of full-time faculty (88% to 93%). UTPA declined slightly in a few areas: percent of classes under 20 students (18% to 17%), percent of freshmen from top 25% of high school class (44% to 42%), and the average alumni giving rate (4% to 1%). ACT scores were mixed, with the 25th percentile increasing slightly (15 to 16) but the 75th percentile declining (21 to 20). The UTPA acceptance rate held steady at 64%. Peers with similar rankings: East Central University (OK), University of Alaska – Southeast, University of Great Falls (MT), and Western New Mexico University.

UT Permian Basin

UT Permian Basin remains in the fourth tier this year with a peer rank that decreased from 2.3 to 2.1. Improvement was noted in two areas: in the freshman retention rate (62% to 63%) and the student/faculty ratio (18/1 to 17/1). Between 2004 and 2005, there were several areas where UTPB declined: percent of classes under 20 students (53% to 44%), percent of classes with 50 or more students (7% to 9%), percentage of full-time faculty (82% to 81%), and acceptance rate (90% to 95%). Although the 25th percentile SAT scores declined from 870 to 860, the 75th percentile increased from 1090 to 1120. There was no change in graduation rate (27%), percent of freshman from the top 25% of their high school class (55%), and average alumni giving rate (2%). Schools with similar peer ratings included Prairie View A&M University and Sul Ross State University.

UT San Antonio

UT San Antonio moved from the third to the fourth tier in this year's rankings, although its peer rating of 3.1 has held steady for the past three years. Moreover, UTSA's peer rating of 3.1 is significantly higher than any other school in the fourth tier; the next closest is 2.6. In most categories, UTSA had the same numbers as in 2004: percent of classes under 20 students (14%), percent of classes with 50 or more students (28%), percent of freshmen from the top 25% of their high school class (39%), acceptance rate (99%), and average alumni giving rate (2%). And, there were small improvements in freshman retention rate (64% to 65%), average graduation rate (26% to 27%), and SAT scores (860-1080 to 870-1090). There was a significant increase in the percentage of full-time faculty (78% to 89%). However, *USNWR* reported a significant decline in the student-faculty ratio (23/1 to 26/1). There are no fourth-tier schools with similar peer ratings, and only one school in the third tier (those ranked 66 through a tie at 91)– California State University-Northridge (3.2) – is close.

UT Tyler

UT Tyler maintained its third-tier ranking, although its peer rating declined from 2.8 to 2.5. UT Tyler experienced improvement in the student/faculty ratio (17/1 to 16/1), SAT scores (930-1160 to 968-1170), acceptance rate (82% to 79%), and alumni giving (2% to 4%). There was a decline in other areas: a decrease in freshman retention rate (61% to 58%), percent of classes under 20 students (52% to 48%), percentage of full-time faculty (86% to 83%); and an increase in the percent of classes with 50 or more students (7% to 8%). UT Tyler has only one year of data for graduation rate (44%) and percent of freshman from the top 25% of their high school class (25%). Schools with similar peer ratings included West Texas A&M University, Southeastern Oklahoma State University, and private schools Texas Wesleyan University and Marylhurst University (OR).

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.

UT Austin is negatively affected in the rankings because of its size, limited financial resources, and state-mandated admissions (automatic admission for top 10%) requirements.

- Because of its size, the university has a high proportion of large classes and high student-to-faculty ratio.
- The combination of size and relatively low tuition and state appropriations negatively affects financial indicators such as expenditures per student and faculty salaries.
- Because of mandated admissions, measures of selectivity are negatively affected. Applicants who graduated within the top 10%, regardless of SAT scores or other factors, cannot be denied admission. On the positive side, the proportion of top 10% students helps the ranking. It is not possible from the data given to determine the trade-off between the advantages of more top 10% graduates and the disadvantages of lower selectivity.

Table V-3

UT System in the USNWR Rankings: America's Best Colleges 2005 & 2006 Editions

National Universities

	2005	2004	
UT Austin			
Tier	Top 1-124	Top 1-129	
Rank overall	52	46	Tied with Rensselaer Polytechnic, U. of Washington, Yeshiva U.
Rank public	17	14	Tied with U of Washington
Overall score	57	58	
Peer assessment score (5.0)	4	4.1	
Average freshman retention rate	92%	91%	
grad rate: predicted	71%	70%	
grad rate: actual	74%	71%	
% of classes under 20	34%	33%	
% of classes of 50 or more	24%	25%	
% of faculty who are full time	97%	97%	
SAT/ACT 25 th -75 th percentile	1110-1340	1110-1350	
Freshmen in top 10% of HS class	66%	69%	
Acceptance rate	51%	47%	
Average alumni giving rate	10%	12%	
UT Dallas			
Tier	3	3	
Rank overall	125-180	130-181	
Peer assessment score (5.0)	2.6	2.7	
Average freshman retention rate	81%	79%	
Grad rate: predicted	67%	69%	
Grad rate: actual	56%	56%	
% of classes under 20	29%	25%	
% of classes of 50 or more	26%	33%	
% of faculty who are full time	87%	86%	
SAT/ACT 25 th -75 th percentile	1130-1340	1110-1340	
Freshmen in top 10% of HS class	40%	41%	
Acceptance rate	53%	50%	
Average alumni giving rate	4%	4%	
UT Arlington			
Tier	4	4	
Rank overall	189-248	187-248	
Peer assessment score (5.0)	2.5	2.5	
Average freshman retention rate	69%	69%	
grad rate: predicted	49%	47%	
grad rate: actual	37%	37%	
% of classes under 20	28%	29%	
% of classes of 50 or more	24%	25%	
% of faculty who are full time	88%	89%	
SAT/ACT 25 th -75 th percentile	950-1170	960-1180	
Freshmen in top 10% of HS class	22%	22%	
Acceptance rate	72%	77%	
Average alumni giving rate	4%	5%	

National Universities

	2005	2004
UT El Paso		
Tier	4	4
Rank overall	189-248	187-248
Peer assessment score (5.0)	2.3	2.3
Average freshman retention rate	70%	70%
grad rate: predicted	30%	30%
grad rate: actual	27%	26%
% of classes under 20	32%	29%
% of classes of 50 or more	13%	13%
% of faculty who are full time	86%	86%
SAT/ACT 25th-75th percentile	800-1030	810-1030
Freshmen in top 10% of HS class	18%	17%
Acceptance rate	99%	98%
Average alumni giving rate	8%	7%

Regional Master's Universities - West

	2005	2004
UT Tyler		
Tier	3	3
Rank overall	66-91	64-92
Peer assessment score (5.0)	2.5	2.8
Average freshman retention rate	58%	61%
Average grad rate	44%	N/A
% of classes under 20	48%	52%
% of classes of 50 or more	8%	7%
Student/faculty ratio	16/1	17/1
% of faculty who are full time	83%	86%
SAT/ACT 25th-75th percentile	968-1170	930-1160
Freshmen in top 25% of HS class	25%	N/A
Acceptance rate	79%	82%
Average alumni giving rate	4%	2%
UT Brownsville		
Tier	4	4
Rank overall	94-121	94-124
Peer assessment score (5.0)	2.2	2.3
Average freshman retention rate	67%	N/A
Average grad rate	N/A	35%
% of classes under 20	59%	53%
% of classes of 50 or more	6%	7%
Student/faculty ratio	17/1	18/1
% of faculty who are full time	77%	76%
SAT/ACT 25th-75th percentile	N/A	N/A
Freshmen in top 25% of HS class	29%	N/A
Acceptance rate	100%	100%
Average alumni giving rate	1%	1%

Regional Master's Universities - West

	2005	2004
UT Permian Basin		
Tier	4	4
Rank overall	94-121	94-124
Peer assessment score (5.0)	2.1	2.3
Average freshman retention rate	63%	62%
Average grad rate	27%	27%
% of classes under 20	44%	53%
% of classes of 50 or more	9%	7%
Student/faculty ratio	17/1	18/1
% of faculty who are full time	81%	82%
SAT/ACT 25th-75th percentile	860-1120	870-1090
Freshmen in top 25% of HS class	55%	55%
Acceptance rate	95%	90%
Average alumni giving rate	2%	2%
UT Pan American		
Tier	4	4
Rank overall	94-121	94-124
Peer assessment score (5.0)	2.3	2.4
Average freshman retention rate	64%	62%
Average grad rate	25%	24%
% of classes under 20	17%	18%
% of classes of 50 or more	18%	19%
Student/faculty ratio	20/1	21/1
% of faculty who are full time	93%	88%
SAT/ACT 25th-75th percentile	16-20	15-21
Freshmen in top 25% of HS class	42%	44%
Acceptance rate	64%	64%
Average alumni giving rate	1%	4%
UT San Antonio		
Tier	4	3
Rank overall	94-121	64-92
Peer assessment score (5.0)	3.1	3.1
Average freshman retention rate	65%	64%
Average grad rate	27%	26%
% of classes under 20	14%	14%
% of classes of 50 or more	28%	28%
Student/faculty ratio	26/1	23/1
% of faculty who are full time	89%	78%
SAT/ACT 25th-75th percentile	870-1090	860-1080
Freshmen in top 25% of HS class	39%	39%
Acceptance rate	99%	99%
Average alumni giving rate	2%	2%

Source: U.S. News & World Report, "America's Best Colleges," 2005 and 2006 Editions

II. *USNWR* “America’s Best Graduate Schools 2006:” UT 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 9,500 academics and professionals in fall 2004.

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. It is not credible to rank small private universities like Notre Dame, Tufts, Boston College, and Wake Forest ahead of UT Austin in terms of graduate education and research, which is a possible but erroneous interpretation of the rankings. Thus, many critiques of *USNWR*’s methodology and the use of these rankings have appeared in recent years.

In April 2005, *USNWR* published new graduate program rankings in business, education, engineering, law, medicine, and social sciences and humanities. Not all programs are re-ranked each year; rankings from earlier years were re-published for health professions, public affairs, fine arts, and sciences. A summary of earlier rankings may be found in the UT System’s Accountability and Performance Report (<http://www.utsystem.edu/ipa/acctrpt/2004/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. Fourteen programs (ten at UT Austin, one at UT Dallas, two at Southwestern Medical Center, and one at the Health Science Center-Houston) moved up compared with earlier rankings. The number of UT System institution programs ranked ten or better is also noteworthy: 17 at UT Austin and 2 at Southwestern Medical Center.

Table V-4

U.S. News & World Report: “America’s Best Graduate Schools 2006”

UT System graduate programs listed in <i>USNWR</i> 2006 Edition	New or current ranking (previous ranking)	Tied with other institutions
UT Arlington		
Mechanical Engineering	85 of 100 ranked	8 other institutions
UT Austin		
Engineering School	12 of 198	
Aerospace/Astronautical	6 of 40	Texas A&M, Maryland
Bioengineering/Biomedical	15 of 49 (was 20 in 2004)	Columbia, U of Pittsburgh, U of Virginia
Chemical	7 of 67 (was 6 in 2005)	
Civil	3 of 86	
Computer	9 of 68	Cornell, Purdue
Electrical/Electronic	12 of 83 (was 11 in 2002)	
Environmental	5 of 43 (was 6 in 2004)	
Industrial/Manufacturing	18 of 40 (was 16 in 2002)	
Materials	26 of 55 (was 21 in 2003)	Ohio State, Rensselaer Polytech, U of Arizona, U of Illinois
Mechanical	10 of 100	Carnegie Mellon, Northwestern, Princeton
Petroleum	1 of 12	
Law School	15 of 189	
Dispute Resolution	18 of 18	
Environmental Law	18 of 23	
Intellectual Property	18 of 28	

UT System graduate programs listed in <i>USNWR</i> 2006 Edition	New or current ranking (previous ranking)	Tied with other institutions
International	14 of 24	
Tax	9 of 25 (was 5 in 2005)	Yale
Trial Advocacy	6 of 16 (was 9 in 2004)	Baylor, NYU, Northwestern, UC (Hastings), Michigan, Notre Dame
Management School	18 of 189 (was 23 in 2005)	Emory, U of Washington
Accounting	3 of 31 (was 2 in 2005)	
Entrepreneurship	9 of 29 (was 8 in 2005)	
Executive MBA	12 of 24 (was 14 in 2005)	UC Berkeley
Finance	18 of 26 (was 16 in 2004)	
Information Systems	3 of 30	
International	16 of 25	
Marketing	9 of 25 (was 10 in 2004)	Chicago
Production/Operations	13 of 25 (was 14 in 204)	
Supply Chain/Logistics	19 of 24 (was 17 in 2004)	Harvard
Education School	15 of 93	Indiana University-Bloomington
Administration/Supervision	8 of 27 (was 4 in 2005)	
Curriculum/Instruction	14 of 24 (was 11 in 2004)	U Maryland-College Park
Educational Psychology	12 of 23	Vanderbilt
Elementary Education	17 of 20 (was 15 in 2004)	Boston College, U of Iowa
Higher Ed Administration	20 of 23 (was 16 in 2004)	
Secondary Education	12 of 22 (was 11 in 2004)	U of Maryland-College Park, U Minnesota, U Washington
Special Education	6 of 25 (was 8 in 2005)	U Illinois-Urbana Champaign
Social Sciences and Humanities		
Economics	25 of 56 (was 21 in 2005)	Boston Univ
Labor Economics	14 of 14	
English	19 of 93 (was 18 in 2005)	Northwestern, U North Carolina, U Illinois
American Literature post-1865	20 of 20	
History	19 of 91 (was 22 in 2005)	Indiana U-Bloomington, U of Virginia
Latin American	1 of 17	
Political Science	25 of 58 (was 18 in 2002)	Indiana U-Bloomington, U of Iowa, U of Washington
Psychology (Research)	12 of 109	MIT, Stanford,, U of Minnesota-Twin Cities
Psychology (Research) (UT Austin – Child Development and Family)	66 of 109	Tie among 11 institutions/departments
Psychology (Research) (UT Austin – Ed Psych)	77 of 109	Tie among 12 institutions/departments
Behavioral/Neuroscience	12 of 15	Carnegie Mellon, Harvard
Social Psychology	13 of 16	
Sociology	14 of 64 (was 23 in 2005)	Cornell, Duke
Sociology of Population	5 of 29	Penn State
UT Dallas		
Management	64 of 189 (was 76 in 2004)	CUNY, Rutgers
Information Systems	27 of 30	Duke, Chicago, U of Connecticut
UT Southwestern Medical Center		
Internal Medicine	9 of 27 (was 10 in 2005)	
Medicine (Research)	17 of 62	Vanderbilt
Medicine (Primary Care)	23 of 62 (was 30 in 2004)	Johns Hopkins, Ohio State, Yeshiva Univ
Pediatrics	17 of 22	
Women's Health	9 of 20	Duke
Psychology (Research)	136 of 209	Tie among 15 institutions/departments
UT Health Science Center-Houston		
Medicine (Research)	55 of 62 (was 56 in 2004)	Jefferson Medical College, Stony Brook Univ

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. 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) UT 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.¹³ 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.

¹³ *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, UT Austin would rank 11 rather than 24.¹⁴

TheCenter concludes that "highly competitive research oriented medical schools contribute substantially to the success of many American research campuses."¹⁵ 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.

¹⁴ *The Top American Research Universities*, December 2005, pp. 20-21.

¹⁵ *Ibid.*, p.16.

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.

Table V-5

**Top American Research Universities
University of Texas System 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)

University of Texas System 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.¹⁵

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.
- Ratings will no longer be partially based on opinion; only statistics will be used.
- 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 *USN&WR* and National Research Council rankings of research programs and schools is provided, below.

¹⁵ 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*	USN&WR most recent ranking	Notes The <i>USN&WR</i> 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 UG Top School		114	<i>U.S. News, 2002</i>
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	<i>USN&WR, 2006</i>
Nursing		115	<i>USN&WR, 2003</i>
Physics	117/147		
Psychology	102/185		
Public Affairs Top School		97	<i>USN&WR, 2002</i>
Social Work		33	<i>USN&WR, 2004</i>
U. T. Austin			
Engineering			
Aerospace UG		9	<i>USN&WR, 2002</i>
Aerospace/Astronautical	8/33	6	<i>USN&WR, 2006</i>
Astrophysics/Astronomy	10/33		
Bioengineering/Biomedical	20/38	15	<i>USN&WR, 2006</i>
Chemical Engineering UG		5	<i>USN&WR, 2003</i>
Chemical Engineering	10/93	7	<i>USN&WR, 2006</i>
Civil Engineering UG		4	<i>USN&WR, 2003</i>
Civil Engineering	4/86	3	<i>USN&WR, 2006</i>
Computer Engineering		9	<i>USN&WR, 2006</i>
Electrical/Communications	14/126	12	<i>USN&WR, 2006</i>
Electrical/Electronic UG		11	<i>USN&WR, 2002</i>
Engineering Highest Degree UG		10	<i>USN&WR, 2003</i>
Engineering Top School		12	<i>USN&WR, 2006</i>
Environmental UG		8	<i>USN&WR, 2002</i>
Environmental/Env. Health		5	<i>USN&WR, 2006</i>
Industrial/Manufacturing		18	<i>USN&WR, 2006</i>
Materials UG		17	<i>USN&WR, 2002</i>
Materials Engineering	20/165	26	<i>USN&WR, 2006</i>
Mechanical Eng UG		11	<i>USN&WR, 2002</i>
Mechanical Engineering	15/110	10	<i>USN&WR, 2006</i>
Petroleum Eng		1	<i>USN&WR, 2006</i>

* 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*	USN&WR most recent ranking	Notes The <i>USN&WR</i> 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		29	<i>USN&WR</i> , 2003
Cell & Developmental Biology	43/179		
Ecology, Evolution & Behavior	11/129		
Molecular & General Genetics	28/103		
Neurosciences	50/102		
Physiology	34.5		
Chemistry			
Analytical Chemistry		9	<i>USN&WR</i> , 2003
Chemistry Top School		12	<i>USN&WR</i> , 2003
Inorganic Chemistry		13	<i>USN&WR</i> , 2003
Physical Chemistry		13	<i>USN&WR</i> , 2003
Computer Science			
Artificial Intelligence	7/108	5	<i>USN&WR</i> , 2003
Computer Science Top School		7	<i>USN&WR</i> , 2003
Databases		8	<i>USN&WR</i> , 2000
Hardware		10	<i>USN&WR</i> , 2000
Systems		9	<i>USN&WR</i> , 2003
Theory		11	<i>USN&WR</i> , 2003
Geology (Geosciences)			
Geology Top School	16/100	11	<i>USN&WR</i> , 2000
Hydrogeology		6	<i>USN&WR</i> , 2000
Paleontology		9	<i>USN&WR</i> , 2000
Sedimentology/Stratigraphy		1	<i>USN&WR</i> , 2000
Tectonics/Structure		6	<i>USN&WR</i> , 2000
Mathematics			
Applied Mathematics	23/139	11	<i>USN&WR</i> , 2003
Geometry/Topology		8	<i>USN&WR</i> , 2000
Mathematics Top School		15	<i>USN&WR</i> , 2003
Physics			
Astrophysics & Space	11/147	8	<i>USN&WR</i> , 2000
Atomic/Molecular		8	<i>USN&WR</i> , 2003
Condensed Matter/Low Temp		15	<i>USN&WR</i> , 2003
Elementary Particle/Nuclear		15	<i>USN&WR</i> , 2003
Nonlinear Dynamics/Chaos Theory		1	<i>USN&WR</i> , 2000
Physics Top School		13	<i>USN&WR</i> , 2003
Health			
Audiology		22	<i>USN&WR</i> , 2005
Clinical Psychology		11	<i>USN&WR</i> , 2005
Nursing		19	<i>USN&WR</i> , 2004
Nursing Family		21	<i>USN&WR</i> , 2004
Nursing Service Admin		7	<i>USN&WR</i> , 2001

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank*	USN&WR most recent ranking	Notes The USN&WR 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			
Pharmacology	28/127		
Rehabilitation Counseling		15	USN&WR, 2004
Pharmacy		2	USN&WR, 1999 or prior
Public Affairs Top School		10	USN&WR, 2005
City Management & Urban Policy		14	USN&WR, 2002
Public Finance/Budgeting		19	USN&WR, 2002
Public Management Admin		10	USN&WR, 2005
Public Policy Analysis		9	USN&WR, 2005
Social Policy		9	USN&WR, 2005
Law			
Dispute Resolution		18	USN&WR, 2006
Environmental Law		18	USN&WR, 2006
Intellectual Property Law		18	USN&WR, 2006
International Law		14	USN&WR, 2006
Law Top School		15	USN&WR, 2006
Tax Law		9	USN&WR, 2006
Trial Advocacy		6	USN&WR, 2006
Management			
Accounting (Best Bus UG)		1	USN&WR, 2005
Accounting		3	USN&WR, 2006
Business (Best Bus UG Top School)		6	USN&WR, 2005
Business Top School		18	USN&WR, 2006
E-Commerce (Best Bus UG)		3	USN&WR, 2003
Entrepreneurship (Best Bus UG)		5	USN&WR, 2003
Entrepreneurship		9	USN&WR, 2006
Executive MBA		12	USN&WR, 2006
Finance		18	USN&WR, 2006
General Management		19	USN&WR, 2004
Information Systems UG		3	USN&WR, 2003
Information Systems		3	USN&WR, 2006
Insur/Risk Mgmt (Best Bus UG)		3	USN&WR, 2002
Intl Business (Best Bus UG)		4	USN&WR, 2005
International Business		16	USN&WR, 2006
Management UG		5	USN&WR, 2003
Marketing UG		4	USN&WR, 2003
Marketing		9	USN&WR, 2006
Part-time MBA		25	USN&WR, 2002
Production/Operations Mgmt UG		13	USN&WR, 2002
Production/Operations Mgmt		13	USN&WR, 2006
Quantitative Analysis/Method UG		6	USN&WR, 2002
Quantitative Analysis		13	USN&WR, 2003
Supply Chain/Logistics		19	USN&WR, 2006
Education			
Administration/Supervision		8	USN&WR, 2006

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank*	USN&WR most recent ranking	Notes The <i>USN&WR</i> 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			
Child Development/Family Relations		66	<i>USN&WR</i> , 2006
Counseling/Personnel Services		19	<i>USN&WR</i> , 2002
Curriculum/Instruction		14	<i>USN&WR</i> , 2006
Education Policy		14	<i>USN&WR</i> , 2003
Educational Psychology		12	<i>USN&WR</i> , 2006
Education Top Schools-Research		15	<i>USN&WR</i> , 2006
Elementary Education		17	<i>USN&WR</i> , 2006
Higher Education Administration		20	<i>USN&WR</i> , 2006
Secondary Education		12	<i>USN&WR</i> , 2006
Special Education		7	<i>USN&WR</i> , 2006
Social Work		7	<i>USN&WR</i> , 2005
Architecture		10	<i>USN&WR</i> , 1999 or prior
Art History	19/38		
Art Painting and Drawing		17	<i>USN&WR</i> , 1999 or prior
Art Printmaking		6	<i>USN&WR</i> , 2005
Anthropology	12/69		
Classics	8/29		
Drama/Theatre		8	<i>USN&WR</i> , 1999 or prior
Economics	31/107	25	<i>USN&WR</i> , 2006
Labor Economics		14	<i>USN&WR</i> , 2006
English	21/127	19	<i>USN&WR</i> , 2006
American Literature post-1865		20	<i>USN&WR</i> , 2006
Comparative Literature	21/44		
Creative Writing		30	<i>USN&WR</i> , 1999 or prior
Medieval/Renaissance Literature		17	<i>USN&WR</i> , 2002
Third World Literature		3	<i>USN&WR</i> , 1999 or prior
Film		7	<i>USN&WR</i> , 1999 or prior
Fine Arts (Master) Top School		21	<i>USN&WR</i> , 2005
Sculpture		9	<i>USN&WR</i> , 2004
French	23/45		
Geography	14/36		
Germanic Studies	13/32		
History	22/111		
History Top School		19	<i>USN&WR</i> , 2006
Latin American		1	<i>USN&WR</i> , 2006
Library Science Archives/Prsrvin		1	<i>USN&WR</i> , 2000
Library Science Top School		10	<i>USN&WR</i> , 2000
Linguistics	11/41		
Music	17/65	17	<i>USN&WR</i> , 1999 or prior
Composition		11	<i>USN&WR</i> , 1999 or prior
Conducting		15	<i>USN&WR</i> , 1999 or prior
Jazz		10	<i>USN&WR</i> , 1999 or prior
Opera/Voice		15	<i>USN&WR</i> , 1999 or prior
Piano/Organ/Keyboard		10	<i>USN&WR</i> , 1999 or prior

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank*	USN&WR most recent ranking	Notes The <i>USN&WR</i> 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			
Philosophy	27/72		
Political Science	19/98		
Comparative Politics		18	<i>USN&WR</i> , 2002
Political Science Top School		25	<i>USN&WR</i> , 2006
Psychology	17/185	12	<i>USN&WR</i> , 2006
Behavioral/Neuroscience		12	<i>USN&WR</i> , 2006
Social Psychology		13	<i>USN&WR</i> , 2006
Sociology	16/95	14	<i>USN&WR</i> , 2006
Sociology of Population		5	<i>USN&WR</i> , 2006
Spanish and Portuguese	12/54		
Speech-Lang-Pathology		10	<i>USN&WR</i> , 2005
U. T. Dallas			
Audiology		5	<i>USN&WR</i> , 2005
Biological Sciences Top School		121	<i>USN&WR</i> , 2003
Biochemistry & Molecular Biology	129.5/194		
Business Top School		64	<i>USN&WR</i> , 2006
Information Systems		27	<i>USN&WR</i> , 2006
Chemistry	151/168		
Computer Science	76/108		
Geosciences	67/100		
Mathematics	137/139		
Public Affairs Top School		65	<i>USN&WR</i> , 2002
Speech-Lang Pathology		17	<i>USN&WR</i> , 2005
Statistics-Biostatistics	57/65		
U. T. El Paso			
Geosciences	85/100		
Nursing		174	<i>USN&WR</i> , 2004
Nursing Midwifery (w/ Texas Tech)		26	<i>USN&WR</i> , 2004
U. T. Pan American			
Rehabilitation Counseling		39	<i>USN&WR</i> , 2004
U. T. San Antonio			
Sculpture		13	<i>USN&WR</i> , 2004
Engineering Highest Degree UG		46	<i>USN&WR</i> , 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	<i>USN&WR</i> , 2005
Biochemistry & Molecular Biology	20/194		
Biological Sciences		14	<i>USN&WR</i> , 2005
Biomedical Engineering	28/38		
Cell & Developmental Biology	18/179		
Clinical Psychology		68	<i>USN&WR</i> , 2005
Internal Medicine		9	<i>USN&WR</i> , 2006
Medical Top School: Primary Care		23	<i>USN&WR</i> , 2006
Medical Top School: Research		17	<i>USN&WR</i> , 2006
Molecular Biology		10	<i>USN&WR</i> , 2004
Molecular and General Genetics	18/103		
Neurosciences	36.5/102		
Pharmacology/Toxicology	2/127	6	<i>USN&WR</i> , 2000
Primary Care		36	<i>USN&WR</i> , 2005
Physician Assistant		7	<i>USN&WR</i> , 2004
Physical Therapy		61	<i>USN&WR</i> , 2005
Psychology	89.5/185	136	<i>USN&WR</i> , 2006
Rehabilitation Counseling		58	<i>USN&WR</i> , 2003
Internal Medicine		9	<i>USN&WR</i> , 2004
Women's Health		9	<i>USN&WR</i> , 2004
U. T. Medical Branch-Galveston			
Biochemistry & Molecular Biology	99/194		
Biological Sciences Top School		75	<i>USN&WR</i> , 2003
Cell & Developmental Biology	111/179		
Community Health		24	<i>USN&WR</i> , 2004
Neurosciences	42/102		
Nursing		58	<i>USN&WR</i> , 2005
Nursing Midwifery		26	<i>USN&WR</i> , 2004
Pharmacology	65/127		
Physical Therapy		40	<i>USN&WR</i> , 2005
Physician Assistant		7	<i>USN&WR</i> , 2004
Physiology	34.5/140		
U. T. Health Science Center-Houston			
Biochemistry & Molecular Biology	42.5/194		
Biological Sciences Top School		60	<i>USN&WR</i> , 2005
Cell & Developmental Biology	38/179		
Medical Top School Research		55	<i>USN&WR</i> , 2006
Molecular & General Genetics	26/103		
Neurosciences	51/102		
Nursing		29	<i>USN&WR</i> , 2005
Nursing Anesthesia		6	<i>USN&WR</i> , 2004
Nursing Family		17	<i>USN&WR</i> , 2004
Nursing Gerontological/Geriatric		13	<i>USN&WR</i> , 2004

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.
Pharmacology	38/127		
Physiology	23.5/140		
School of Public Health		12	<i>USN&WR, 2004</i>
U. T. Health Science Center-San Antonio			
Biochemistry & Molecular Biology	64/194		
Biological Sciences Top School		68	<i>USN&WR, 2003</i>
Cell & Developmental Biology	57.5/170		
Medical Geriatrics		17	<i>USN&WR, 2004</i>
Nursing		39	<i>USN&WR, 2005</i>
Occupational Therapy		34	<i>USN&WR, 2005</i>
Pharmacology	71/127		
Physician Assistant		14	<i>USN&WR, 2004</i>
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, 6.4 percent of baccalaureate degrees were awarded to Hispanic students in 2003-04, compared with an average of 30.2 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 (*Black Issues in Higher Education*, June 2005).
 - Pan American – 2nd
 - El Paso – 3rd
 - San Antonio – 4th
 - Austin – 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 – biological and biomedical sciences (7); engineering (3); English language and literature (10); mathematics and statistics (1); physical sciences (2); social sciences (2).
 - U. T. Brownsville/Texas Southmost College – mathematics and statistics (3).
 - U. T. El Paso – biological and biomedical sciences (5); business and management (4); engineering (4); health professions (2); physical sciences (4).
 - U. T. Pan American – biological and biomedical sciences (2); business and management (6); English language and literature (1); health professions (3); mathematics and statistics (4); physical sciences (4).
 - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); engineering (9); English language and literature (7); mathematics and statistics (8); psychology (4).
 - According to the national ranking in *Black Issues in Higher Education* (July 2005), U. T. Health Science Center-San Antonio ranked 4th in health professional and clinical sciences degrees awarded to Hispanic students and 7th for total minority students in 2004.

Table V-7

National Ranking of UT System Institutions by Degrees Awarded to Minority Students*

Degrees conferred in	UTA		UT Austin		UTB/TSC		UTD		UTEP		UTPA		UTPB		UTSA		UTMB		HSC-H		HSC-SA	
	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04
Undergraduate Degree Programs																						
All Disciplines																						
Total Minority	47	49	5	5					29	28	33	31			25	25						
African American	76	81																				
Hispanic	56	48	8	8	25	26			2	3	3	2			4	4						
Area, Ethnic, Culture & Gender Studies																						
Total Minority			9	9											48	35						
African American			19																			
Hispanic			8	5					26	20					17	13						
Biological and Biomedical Sciences																						
Total Minority	38		6	6					49	37	25	24			11	15						
African American				48																		
Hispanic	39	38	7	7	32	42			10	5	2	2			1	1						
Business, Management, Marketing, etc.																						
Total Minority	19	23	18	17			50	51	33	39					17	16						
African American	44																					
Hispanic	39	29	29	26	25	28			4	4	10	6			2	2						
Computer and Information Science																						
Total Minority			15	16			23	17														
Hispanic			26	28	48				18	16	31				38	24						
Engineering																						
Total Minority	40	31	4	3					30	31					49							
African American	46		50	28																		
Asian American	27		5	4																		
Hispanic	45		3	3					2	4	15	11			11	9						
English Language & Literature/Letters																						
Total Minority			16	16							10	15			33	25						
Hispanic			12	10	18	21					1	1			12	7						
Health Professions & Clinical Sciences																						
Total Minority	37	33							6	2	5	11					22				9	7
African American	35	33															40					
Hispanic	36	42	16	20	40				2	2	1	3					17	31	49	45	4	4
Mathematics and Statistics																						
Total Minority			3	3	9	17			21		19	22			20	24						
African American			15	19																		
Hispanic			3	1	1	3			5	11	4	4			6	8						
Physical Sciences																						
Total Minority			12	9					25	33		37										
Hispanic			2	2	48	28	48		3	4	15	4	35		20	16						
Psychology																						
Total Minority			24	25						47					23	23						
Hispanic			16	24	26	46			23	13	24	20			6	4						
Social Sciences																						
Total Minority			8	6																		
African American			48	50																		
Hispanic			4	2	42						32	23			21	27						

* 2005 ranking of 2003-04 graduates and 2004 ranking of 2002-03 graduates based on preliminary data.

Source for Undergraduate Degrees: *Black Issues in Higher Education, Vol. 28, No. 8 (June 2005)*

Graduate and Professional Degrees

- U. T. System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees.
- Nationally, in 2003, 6.6 percent of all PhDs were awarded to Black students, and 4.9 percent to Hispanic students, according to a 2005 report by the Woodrow Wilson National Fellowship Foundation. These data represent steady, but very small increases over the past two decades, and underscore the persistent under representation of Black and Hispanic doctoral recipients. (*Diversity & the PH.D., A Review of Efforts to Broaden Race & Ethnicity in U.S. Doctoral Education*. http://www.woodrow.org/newsroom/News_Releases/WW_Diversity_PhD_web.pdf).
- Between 2000 and 2004, the proportion of graduate and professional degrees awarded to White students decreased by 10 percentage points to 44 percent, less than half of all degrees conferred, compared with the national average of 59.9 percent in 2003-04.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler. The U. T. System average was 16 percent, compared with 4.6 percent nationally.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. This reverses the trend from previous years, when the overall proportion was declining slightly.
- Over this period, 2000 to 2004, the largest increase has been a 6 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 2003-04 (*Black Issues in Higher Education*, July 2005).
 - U. T. El Paso – 5
 - U. T. Pan American – 9
 - U. T. San Antonio – 17
 - U. T. Austin – 20
 - U. T. Brownsville/Texas Southmost College – 60
 - U. T. Arlington – 72
- Among institutions awarding master's and first professional degrees to Hispanic students, U. T. System institutions rank in the top ten in many specific fields, and first in several:
 - U. T. Austin – area studies (4), business (8), engineering (8); English language and literature (5), law (5).
 - U. T. El Paso – biology (1, tie); business (7); computer and information sciences (8); education (6); engineering (5); English language and literature (2); mathematics (2); physical sciences (1).
 - U. T. Pan American – education (9); health professions (8).
 - U. T. San Antonio – biology (1, tie); mathematics (1).
- Nationally, U. T. System academic institutions are ranked highly among those conferring doctoral degrees to Hispanic students.
 - U. T. Austin – 5th in doctoral degrees in all fields to Hispanic students; 10th in business and management to all minority students; 2nd in education degrees to Hispanic students and 7th for total minority students; 6th in engineering; and 8th in social sciences.
 - U. T. Arlington tied for 3rd in doctoral degrees in mathematics awarded to all minority students.

- According to the national ranking in *Black Issues in Higher Education* (July 2005), U. T. Health Science Center-Houston ranked 5th, and U. T. Health Science Center-San Antonio ranked 10th in health professional and clinical sciences master's degrees awarded to Hispanic students in 2004.
- U. T. System health-related institutions rank highly in degrees conferred to minority professional and doctoral students in 2004.
 - U. T. Medical Branch ranked 3rd in medical degrees awarded to Hispanic students and 10th for total minority students.
 - U. T. Health Science Center-Houston ranked 5th in biology doctoral degrees awarded to Hispanic students and 6th for total minority students in 2004. HSC-Houston also ranked 9th for dental doctoral degrees for African-Americans.
 - U. T. Health Science Center-San Antonio ranked 5th in medical degrees and 3rd in dental degrees awarded to Hispanic students in 2004.
 - U. T. Southwestern ranked 4th in medical degrees for total minority students.

Table V-8

National Ranking of UT System Institutions by Degrees Awarded to Minority Students *

Degrees conferred in	UTA		UT Austin		UTB/TSC		UTD		UTEP		UTPA		UTSA		UTMB		HSC-H		HSC-SA	
	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04
Master's Degree Programs																				
All Disciplines																				
Total Minority			36						61	55	77									
Hispanic	96	72	21	20	47	60			7	5	4	9	14	17						
Area, Ethnic, Culture & Gender Studies																				
Total Minority			7	8									11							
African American			9	9																
Hispanic			5	4									2							
Biology																				
Total Minority									44	32			33	27				20	20	
African American																		27		
Hispanic	25								3	1	5		2	1			11	22		15
Business																				
Total Minority			25	18			38	28												
Hispanic			16	8			50	52	18	7			13	30						
Computer and Information Science																				
Total Minority							24	36												
Asian American							11	27												
Hispanic									10	8		13	17							
Education																				
Total Minority									34	15	16	23	33	26						
Hispanic					19	28			7	6	4	9	10	11						
Engineering																				
Total Minority	35	25	24	18				33		48										
African American			40	29	29															
Asian American			30	19	31	22			28											
Hispanic			50	14	8			50	12	5	18									
English Language & Literature/Letters																				
Total Minority			22	22					34	14										
Hispanic				5	9				3	2	9	18	9							
Health Professions & Clinical Sciences																				
Total Minority																		15		
African American											48						24			
Hispanic			22	47					7	11	5	8			41	12	5	35	10	
Mathematics																				
Total Minority			25						36	15			7							
Hispanic									3	2			1							
Physical Sciences																				
Total Minority			13	28					20	14										
Hispanic			4						2	1										
Psychology																				
Total Minority											50									
Hispanic									26		11	49								
Social Sciences																				
Total Minority				43																
Hispanic			24	12							12	31	15							

* 2005 ranking of 2003-04 graduates and 2004 ranking of 2002-03 graduates based on preliminary data.

Source for Graduate/Professional Degrees: *Black Issues in Higher Education, Vol. 22, No. 11 (July 2005)*

Table V-8 (cont.)

National Ranking of UT System Institutions by Degrees Awarded to Minority Students *

	UTA		UT Austin		UTD		UTEP		UTPA		SMMC		UTMB		HSC-H		HSC-SA	
	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04
First Professional Degrees																		
Dentistry																		
Total Minority																17		22
African American																15	9	15
Hispanic																20	4	3
Law																		
Total Minority			21	18														
Hispanic			7	5														
Medicine																		
Total Minority											13	4	5	10	39	48	18	20
African American											38	45	10	15				
Hispanic											13	12	6	3	15	13	5	5
Doctoral Degrees																		
All Disciplines																		
Total Minority				13													90	
African American			25	38														
Hispanic			5	5			56	74	98								64	
Biology																		
Total Minority															14	6		
African American											32				5			
Hispanic																5		
Business																		
Total Minority			9	10														
Education																		
Total Minority			12	7														
African American			22	29														
Hispanic			5	2			19	24	24									
Engineering																		
Total Minority	33	42	11	11	42	26	36											
Hispanic				6														
Health Sciences																		
Total Minority			13	40												28		
Mathematics																		
Total Minority			3															
Physical Sciences																		
Total Minority			11	21														
Psychology																		
Total Minority			32	44														
Hispanic			12	14														
Social Sciences and History																		
Total Minority			3	13														
African American			10															
Hispanic			3	8														

* 2005 ranking of 2003-04 graduates and 2004 ranking of 2002-03 graduates based on preliminary data.

Source for Graduate/Professional Degrees: *Black Issues in Higher Education*, Vol. 22, No. 11 (July 2005)

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 and ranked 7th out of ten in total revenue per FTE student.

UT Arlington reported lower research expenditures per FTE faculty than seven 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 tied for 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 (Compiled Fall 2005)

University	State Approp / FTE Student	Total Revenue / FTE Student	Research Expenditures / 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
<i>U.T. Arlington</i>	<i>\$4,852</i>	<i>\$16,285</i>	<i>\$19.477</i>	<i>25,297</i>	<i>24%</i>	<i>58</i>	<i>14%</i>	<i>950</i>	<i>1170</i>	<i>69%</i>	<i>37%</i>
Comparative Peers											
SAN DIEGO STATE UNIVERSITY	\$7,258	\$14,911	\$212*	32,043	18%	50	11%	970	1180	81%	46%
UNIVERSITY OF MEMPHIS	\$6,320	\$17,687	\$48,473	20,668	21%	100	13%	930	1200	73%	36%
UNIV OF WISCONSIN-MILWAUKEE	\$5,303	\$15,832	\$28,368	26,832	17%	75	13%	970	1230	73%	37%
UNIVERSITY OF NORTH TEXAS	\$4,516	\$15,040	\$13,387	31,155	22%	153	22%	980	1240	77%	40%
Aspirational Peers											
ARIZONA STATE UNIV-MAIN CAMPUS	\$6,256	\$19,873	\$50,978	49,171	19%	355	16%	990	1220	77%	55%
UNIV OF HOUSTON-UNIVERSITY PARK	\$5,430	\$20,632	\$53,261	35,180	17%	196	7%	940	1170	79%	39%
GEORGE MASON UNIVERSITY	\$4,431	\$19,121	\$34,253	28,874	37%	149	24%	990	1200	81%	53%
UNIVERSITY OF SOUTH FLORIDA	\$8,926	\$25,105	\$90,591	42,238	20%	179	13%	980	1190	79%	47%
UNIV OF CALIFORNIA-SANTA CRUZ	\$7,984	\$32,886	\$109,659	15,036	9%	107	40%	1050	1280	87%	69%

Data Sources: IPEDS Peer Analysis System Fall 2004, US News FY 2004

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.

There was a change in 2002 to the structure of data in the IPEDS Peer analysis system. The financial and graduate data were retrieved differently than Fall 2001 data and may not be completely comparable.

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	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 UTA 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 state-line 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 UTA 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

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 2004 enrollment of 50,377 (37,377 undergraduates, 11,533 graduate students, and 1,467 law students).

About 11,000 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 100 foreign countries. The 2,500 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 2004-2005 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.

UT Austin

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 2004 total enrollment behind Ohio State University and the University of Minnesota. While U. T. Austin ranks tenth out of 12 institutions for percentage of enrollment in graduate/professional schools (at 25.8%), it ranks second in the number of doctoral degrees awarded among peer institutions.

Over fifty percent of the entering freshmen at U. T. Austin have SAT scores ranging from 1110 (at the 25th percentile) to 1340 (at the 75th percentile).

In terms of retention, U. T. Austin's first year retention rate of 93 percent (2003 cohort) ranks fifth (tie) out of 12 institutions. Its six-year retention rate of 74 percent (1998 cohort) ranks seventh out of 12 institutions.

Research expenditures of \$309 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 2003.

U. T. Austin ranks sixth (tie) out of 12 in the number of National Academy members for fall 2003, and is number one in the number of National Merit Scholars for fall 2003 among its peer institutions.

Table V-10
U. T. Austin
Office of Institutional Research
National Peer Institutions and Their Comparison Data

University	Total Enrollment Fall 2004		SAT 25th Percentile 2004		SAT 75th Percentile 2004		1st Year Retention Rate (%) 2003 Cohort		6 Year Graduation Rate (%) 1998 Cohort		% Graduate/ Professional Enrollment (%) 2004		Doctoral Degrees Awarded 2003-04		Total Research Expenditures (\$1,000) FY 2003*		Total E&G Expenditure/ FTE Student FY 2003		National Academy Members Fall 2003		National Merit Scholars Fall 2003	
	Univ. of California at Berkeley	32,803		1200		1450		97		87		30.3		811		\$374,841		\$39,771		201		69
Univ. of California at Los Angeles	37,563		1180		1410		97		87		33.6		665		\$551,255		\$53,928		64		127	
Univ. of Illinois at Urbana/Champaign	40,687		1180		1400		90		80		27.2		574		\$331,089		\$29,247		55		43	
Indiana Univ. at Bloomington	37,821		990		1220		88		71		21.9		375		\$71,775		\$18,075		11		13	
Univ. of Michigan at Ann Arbor	39,533		1210		1400		96		87		37.2		660		\$503,610		\$47,017		73		66	
Michigan State Univ.	44,836		1005		1270		90		71		21.0		430		\$214,528		\$25,402		8		62	
Univ. of Minnesota - Twin Cities	50,954		1100		1340		86		56		34.8		592		\$410,115		\$40,877		38		40	
Univ. of North Carolina at Chapel Hill	26,878		1190		1390		95		81		38.5		439		\$257,945		\$49,406		37		151	
Ohio State Univ.	50,995		1070		1290		88		62		26.4		560		\$316,907		\$29,009		18		103	
Univ. of Washington at Seattle	39,199		1070		1310		92		69		29.3		506		\$552,567		\$46,554		77		44	
Univ. of Wisconsin at Madison	41,169		1160		1370		93		79		27.7		627		\$608,276		\$39,331		70		29	
U. T. Austin	50,377		1110		1340		93		74		25.8		702		\$309,126		\$23,666		55		263	

Note: Total enrollment at Berkeley was changed to 32,803 (IPEDS-reported enrollment) from their previously published number of 32,814 (Common Data Set).

Sources: Common Data Set, NCES 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 (60%); institutional funds (34%); and gifts (6%). Total expenditures in FY2004-05 were \$1.49 million.	Ratio of research plus gifts to institutional expenditures was 1.93:1
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 (64.5%); gifts (26.4%); and institutional funds (9.1%). Total expenditures in FY2004-05 were \$8.12 million.	Ratio of research plus gifts to institutional expenditures was 10:1
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 (90.2%); institutional funds (9.8%); and research contracts and grants (0%). Total expenditures in FY2004-05 were \$6.49 million.	Ratio of research plus gifts to institutional expenditures was 9.2:1

<p>Institute for Cellular and Molecular Biology (ICMB)</p>	<p>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.</p>	<p>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 addiction); and developmental biology/signal transduction (e.g., model organisms, oncogenesis, organismal development.</p>	<p>Primary sources of funding are (in decreasing amounts): research contracts and grants (70.1%); institutional funds (29.5%); and gifts (0.4%). Total expenditures in FY2004-05 were \$8.71 million.</p>	<p>Ratio of research plus gifts to institutional expenditures was 2.39:1</p>
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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.

A unique educational partnership was created between The University of Texas at Brownsville, established in 1991, and Texas Southmost College, established in 1926.¹ 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

A unique educational partnership was created between The University of Texas at Brownsville, established in 1991, and Texas Southmost College, established in 1926.¹ 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.

Enrollment and Program Growth

Enrollment at UTB/TSC has increased by 81% since Fall 1992, going from 7,358 to 13,316 students in Fall 2005. In the past 13 years, enrollment has increased an average of 6.2% per year.

UTB/TSC has the following degree programs: 25 masters, 36 bachelors, 30 associates, and 26 certificates.

UTB/TSC has experienced increases in degrees awarded: from 1992 to 2004, 103% increase in certificates, 139% increase in associate degrees, 158% increase in baccalaureate degrees, and 152% increase in master's degrees. In 2005, the University produced its first graduates in the M.S. in Physics and the B.A. in Communication.

UTB/TSC ranked #26 in total bachelor's degrees awarded to Hispanic students. In the number of bachelor's degrees awarded in specific program rankings are #3 in Mathematics, #6 in Interdisciplinary Studies, #8 in Foreign Language, and #8 in Protective Services.²

Faculty, Research and Excellence

UTB/TSC has 332 fulltime faculty members. In Fall 2005, 28 of 33 new faculty lines were filled to address enrollment and program increases.

Between FY 2001 and FY 2005, UTB/TSC had a 712% increase in Federal research expenditure, the highest percentage increase among UT academic institutions. Increases in federal grants and contracts have resulted in implementing Centers of Excellence in Gravitational Wave Astronomy and in Biomedical Studies and in establishing partnerships to educate pre-school teachers.

Progress in developing excellence in 2005 includes a 94% pass rate for teacher certification, a 95% pass rate for associate degree nursing boards, and 100% pass rate for vocational nursing licensure examination.

Footnotes

¹The bill that created The University of Texas at Brownsville in 1991 also authorized it to enter into a partnership arrangement with Texas Southmost College. The partnership was created under the provisions of Chapter 51, Subchapter L of the *Texas Education Code*.

²*The Hispanic Outlook in Higher Education*, May 2005.

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	126	84	6	216
Stephen F. Austin	0	98	70	2	170
UT Pan American	1	59	49	3	112
UT Tyler	0	51	44	0	95
UTB/TSC	16	37	25	0	78
Texas A&M International	0	34	28	1	63
UT Permian Basin	0	33	21	0	54
Univ. of Houston Downtown	0	37	7	0	44

Source: THECB, Program Inventory (August 22, 2005).

UTB/TSC: Academic Affairs.

Table V-12

Number of Students Served			
University	Fall 2004	Spring 2005	Total
UT Pan American	17,030	16,154	33,184
UTB/TSC	11,560	12,090	23,650
Univ. of Houston Downtown	11,408	10,760	22,168
Stephen F. Austin	11,172	10,451	21,623
Texas A&M Commerce	8,547	8,393	16,940
UT Tyler	5,326	5,308	10,634
Texas A&M International	4,269	4,202	8,471
UT Permian Basin	3,291	3,086	6,377

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 2002 Per Household
Univ. of Houston Downtown	Harris	\$42,704
UT Tyler	Smith	37,791
Texas A&M Commerce	Hunt	36,133
UT Permian Basin	Ector	32,165
Stephen F. Austin	Nacogdoches	28,813
Texas A&M International	Webb	27,619
UTB/TSC	Cameron	25,587
UT Pan American	Hidalgo	24,449

Source (County): THECB, Higher Education Locator Map (HELM).

Source (Median Household Income in 2002): 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	4,135	4,269	97%
UT Pan American	15,982	17,030	94
UTB/TSC	10,829	11,560	94
Univ. of Houston Downtown	8,674	11,408	76
UT Permian Basin	1,334	3,291	41
Texas A&M Commerce	2,646	8,547	31
Stephen F. Austin	2,785	11,172	25
UT Tyler	1,106	5,326	21

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 2004)	3,157	70	64	3,291
UT Permian Basin (spring 2005)	2,959	66	61	3,086
	6,116	136	125	6,377
Texas A&M International (fall 2004)	4,023	21	225	4,269
Texas A&M International (spring 2005)	3,953	23	226	4,202
	7,976	44	451	8,471
UT Tyler (fall 2004)	5,045	158	123	5,326
UT Tyler (spring 2005)	4,996	186	126	5,308
	10,041	344	249	10,634
Texas A&M Commerce (fall 2004)	7,903	274	370	8,547
Texas A&M Commerce (spring 2005)	7,774	267	352	8,393
	15,677	541	722	16,940
Stephen F. Austin (fall 2004)	10,848	226	98	11,172
Stephen F. Austin (spring 2005)	10,152	200	99	10,451
	21,000	426	197	21,623
Univ. of Houston Downtown (fall 2004)	10,996	58	354	11,408
Univ. of Houston Downtown (spring 2005)	10,350	57	353	10,760
	21,346	115	707	22,168
UTB/TSC (fall 2004)	11,198	23	339	11,560
UTB/TSC (spring 2005)	11,742	22	326	12,090
	22,940	45	665	23,650
UT Pan American (fall 2004)	16,522	127	381	17,030
UT Pan American (spring 2005)	15,651	125	378	16,154
	32,173	252	759	33,184

Source: THECB, PREP On-Line, Enrollment Data, Total Headcount by Geographic Source.

UTB/TSC: Institutional data files using the 12th official unduplicated headcount list (08/23/05).

Table V-16

**Percentage of Students Needing
Developmental Education**

(Incoming Students % Requiring Remediation)

University	AY 02-03
UT Pan American	74.0%
Univ. of Houston Downtown	60.2
Texas A&M International	54.5
UTB/TSC	42.9
Texas A&M Commerce	38.7
Stephen F. Austin	35.4
UT Permian Basin	8.0
UT Tyler	0.8

Source: THECB, Texas Public Universities' Data and Performance Report (August 2004), College Readiness Measures, AY 2002-2003.

TSC: THECB, 2004 Annual Data Profile, Retention and Remediation Fall 2002 First Time in College (FTIC) Cohort to Spring 2003, Institution Summary, TSC.

Table V-17

Total Number of Degrees Conferred by Level

University	Certificates	Associates	Bachelors	Masters	Doctoral	Total Fall 2004
UT Permian Basin	0	0	443	109	0	552
Texas A&M International	0	0	595	234	0	829
UT Tyler	0	0	720	196	0	916
Univ. of Houston Downtown	0	0	1,568	37	0	1,605
UTB/TSC	295	775	684	166	0	1,920
Texas A&M Commerce	0	0	1,080	853	32	1,965
Stephen F. Austin	0	0	1,717	437	11	2,165
UT Pan American	0	0	1,894	489	11	2,394

Source: THECB, PREP On-Line, Degrees Awarded Data, Total Awards by Level.

Table V-18

**Six-Year Graduation Rate for First-Time, Full-Time Undergraduate Bachelors
Enrolled in Fall 1997**

University	Six-Year Graduation Rate
Stephen F. Austin	47.7%
Texas A&M Commerce	43.7
Texas A&M International	38.7
UT Permian Basin	36.6
UT Pan American	29.6
Univ. of Houston Downtown	16.0
UT Tyler	0.0
UTB/TSC	N/A

Source: THECB, Higher Education Accountability System, Universities Performance.

*UTB/TSC: Data Management and Reporting. Upper division institution;
no first-time entering undergraduates for this institution.*

Table V-19

Size of Budget

University	State Appropriations FY 2005	Students Fall 2004	State Appropriations Per Student
Texas A&M International	\$37,659,307	4,269	\$8,822
UT Permian Basin	\$17,725,440	3,291	5,386
Texas A&M Commerce	\$45,031,656	8,547	5,269
Stephen F. Austin	\$58,086,924	11,172	5,199
UT Tyler	\$27,570,361	5,326	5,177
UT Pan American	\$72,472,906	17,030	4,256
Univ. of Houston Downtown	\$35,550,364	11,408	3,116
UTB/TSC	\$35,592,255	11,560	3,079

*Source (State Appropriations): THECB, 2004 Statistical Report. Legislative Appropriations:
All Funds, Agencies of Higher Education.*

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-20

Ratio of Faculty to Students by Semester

University	All Faculty	Students	Ratio Faculty : Students
UT Pan American (fall 2004)	772	17,030	1:22
UT Pan American (spring 2005)	799	16,154	1:20
Univ. of Houston Downtown (fall 2004)	553	11,408	1:21
Univ. of Houston Downtown (spring 2005)	557	10,760	1:19
UTB/TSC (fall 2004)	667	11,560	1:17
UTB/TSC (spring 2005)	593	12,090	1:20
Texas A&M International (fall 2004)	262	4,269	1:16
Texas A&M International (spring 2005)	271	4,202	1:16
UT Permian Basin (fall 2004)	212	3,291	1:16
UT Permian Basin (spring 2005)	213	3,086	1:14
Texas A&M Commerce (fall 2004)	555	8,547	1:15
Texas A&M Commerce (spring 2005)	555	8,393	1:15
UT Tyler (fall 2004)	350	5,326	1:15
UT Tyler (spring 2005)	357	5,308	1:15
Stephen F. Austin (fall 2004)	733	11,172	1:15
Stephen F. Austin (spring 2005)	725	10,451	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 08/24/05.

UTB/TSC Students (unduplicated headcount): Data Management and Reporting.

Table V-21

Ratio of Full-Time to Part-Time Faculty

University	All Faculty	Full-Time Faculty	Part-Time Faculty	Fall 2003 Ratio Full-Time : Part-Time
Stephen F. Austin	582	468	114	4:1
UT Pan American	652	492	160	3:1
Texas A&M Commerce	465	279	186	2:1
UT Tyler	287	193	94	2:1
Texas A&M International	247	171	76	2:1
UTB/TSC	528	280	248	1:1
Univ. of Houston Downtown	525	254	271	1:1
UT Permian Basin	183	109	74	1:1

Source: THECB, Texas Public Universities' Data and Performance Report, provided by e-mail.

UTB/TSC: Human Resources Department (08/25/05).

Table V-22

**Ratio of Staff to Students
(Full-Time, Non-Faculty Personnel)**

University	Number of Staff Fall 2003	Number of Students Fall 2003	Ratio
Texas A&M International	312	4,078	1:13
Stephen F. Austin	786	11,354	1:14
Texas A&M Commerce	547	8,353	1:15
UT Pan American	943	15,915	1:17
UT Permian Basin	158	3,028	1:19
UTB/TSC	527	10,604	1:20
UT Tyler	229	4,769	1:21
Univ. of Houston Downtown	349	10,974	1:31

Source (Staff): THECB, 2004 Statistical Report.

Source (Students): THECB, Total Headcount (Non Duplicate), Enrollment Data.

UTB/TSC unduplicated student headcount: Data Management and Reporting, UTB/TSC Institutional Profile.

Table V-23

Research Effort and Sponsored Programs
(Total Expenditures for Research and Other Research-Related
Sponsored Programs by Source of Funds, FY 2004)

University	Total
UT Pan American	\$4,309,262
Stephen F. Austin	\$3,743,887
UTB/TSC	\$3,273,326
UT Permian Basin	\$1,895,564
UT Tyler	\$894,034
Univ. of Houston Downtown	\$669,019
Texas A&M Commerce	\$609,864
Texas A&M International	\$185,137

Source: THECB, Research Expenditures, Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, Texas Public Universities, FY 2004.

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.	<p>Created a task force whose role has been to define the mission, purpose and goals of the center.</p> <p>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.</p> <p>Task Force members and School of Education faculty and staff will visit centers to collect additional information.</p> <p>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.</p> <p>Assigned two grant writers to the School of Education to seek / increase external funding focused on an aggressive research agenda.</p> <p>Commitment from UTB/TSC GEAR UP project to increase focus and funding for teacher quality initiatives.</p>	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.	<p>Charles Butt \$1 million donation</p> <p>GEAR UP 6 yr. funding</p> <p>K-16 Special Line Item Funding</p>

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 Mission Statement

The mission of The University of Texas at Dallas is to provide Texas and the nation with the benefits of educational and research programs of the highest quality. These programs address the multi-dimensional needs of a dynamic, modern society driven by the development, diffusion, understanding and management of advanced technology.

Strategic Intent

To be a nationally recognized top-tier university sculpted within a model of focused excellence. The university emphasizes education and research in engineering, science, technology and management while maintaining programs of focused excellence in other academic areas. Within the context of this mission, the goals of the university are as follows:

- To provide able, ambitious students with a high-quality, cost-effective education that combines the nurturing environment of a liberal arts college with the intellectual rigor and depth of a major research university.
- To discover new knowledge and to create new art that enriches civilization at large and contributes significantly to economic and social programs.
- To enhance the productivity of business and government with strategically designed, responsively executed programs of research, service and education.

The university intends to achieve these objectives by investing in students and faculty, building upon its programs, policies and operations and enhancing institutional character and excellence in education. The major thrusts of UTD's strategy to accomplish these goals are as follows:

- Continue to strengthen the identity of the university as a leader in higher education in terms of excellent faculty and superior students.
- Enhance the quality of its students' learning experiences and its employees' work environment.
- Emphasize education and research in engineering, science, technology and management, while maintaining concurrent programs of focused excellence in other fundamental fields of art and knowledge.
- Expand and intensify partnerships relations with business, governmental and educational neighbors.
- Enhance programmatic quality and institutional balance while adhering to rigorous quality standards.
- Actively pursue external support of and funding for the ambitious academic and service programs integral to its mission.

U. T. Dallas Peer Institutions

The University of Texas at Dallas selected nine 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 10 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 amongst the total aspirational and comparison groups, UTD continues to rank near the bottom in state appropriations per student, it remains surprising how well the university is performing. However, UTD still lags the California and New York schools, Georgia Tech and the University of Maryland – Baltimore County. UTD placed second (tying with SUNY Binghamton) in the 75th percentile SAT scores of entering freshmen and fifth overall (again tying with SUNY Binghamton) in the percent of entering students who were in the top 10 percent of their high school class. The university was at the bottom of the list in the freshmen retention rate (tying with George Mason University) and ninth in the six-year graduation rate.

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 full-time faculty (\$77,233) and ranked seventh in revenue from federal operating contracts and grants per full-time faculty (\$67,348). The size of the university's full-time faculty is, however, a limiting factor. For the same time period, the average size of the full-time faculty for the nine-comparison/aspirational institutions was 645 as 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

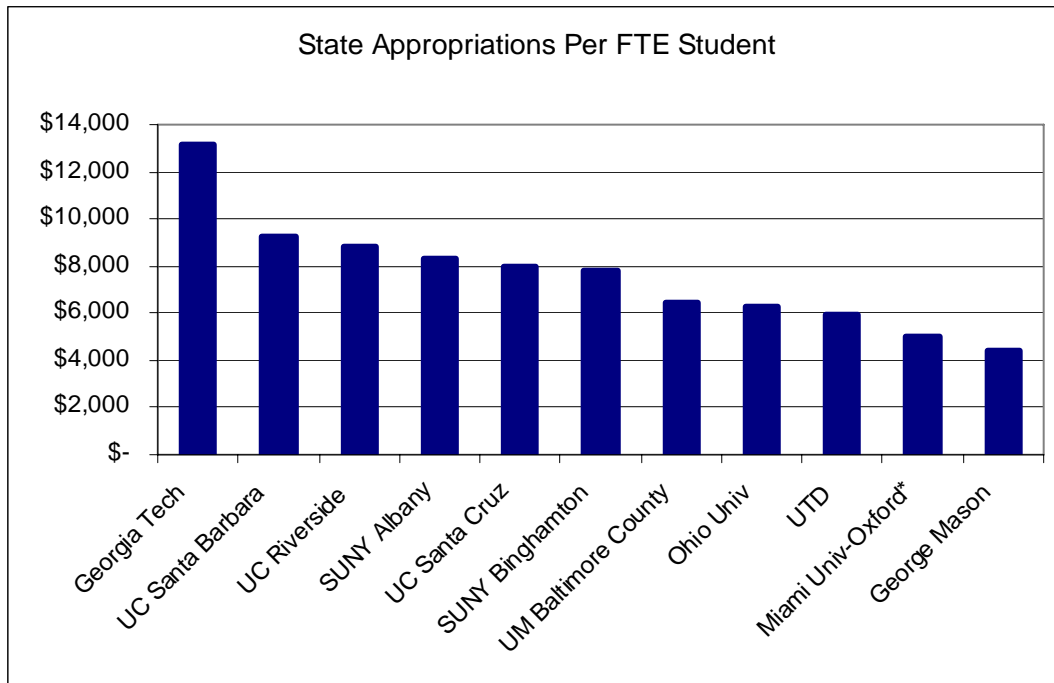


Figure V-2

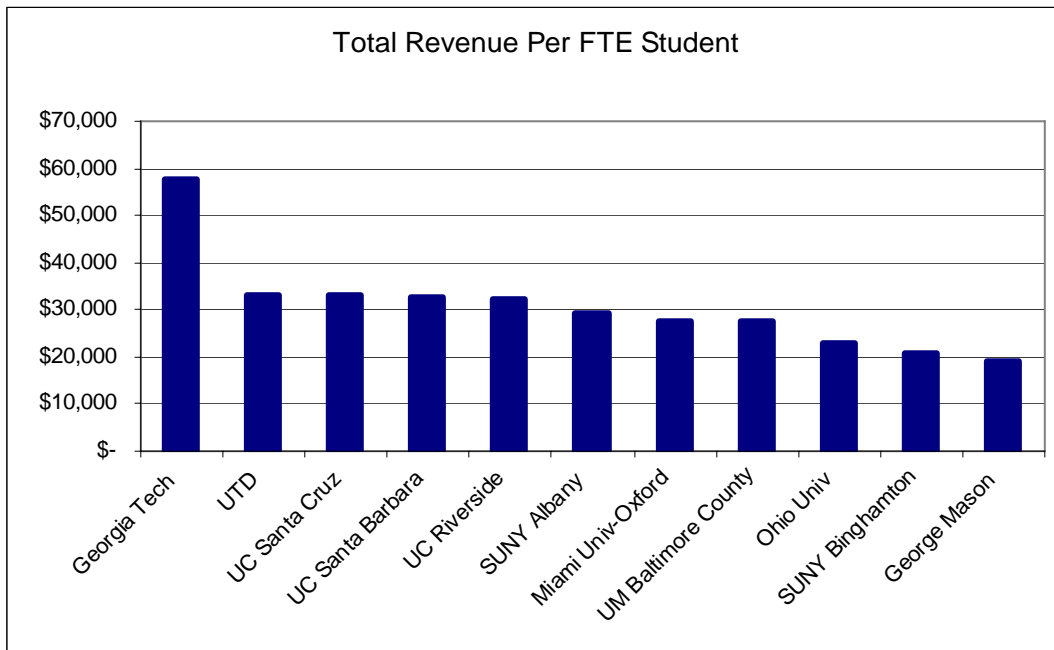


Figure V-3

25th and 75th SAT Percentiles for UTD and Aspirational and Comparator Universities, 2003.

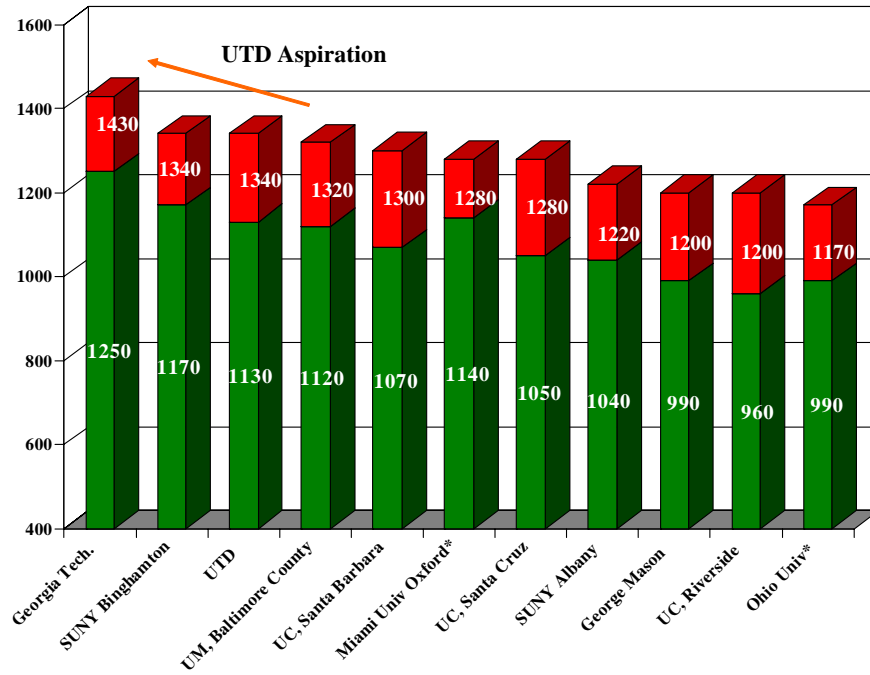


Figure V-4

UTD and Comparator and Aspirational Universities
Six Year Graduation Rate, 2003

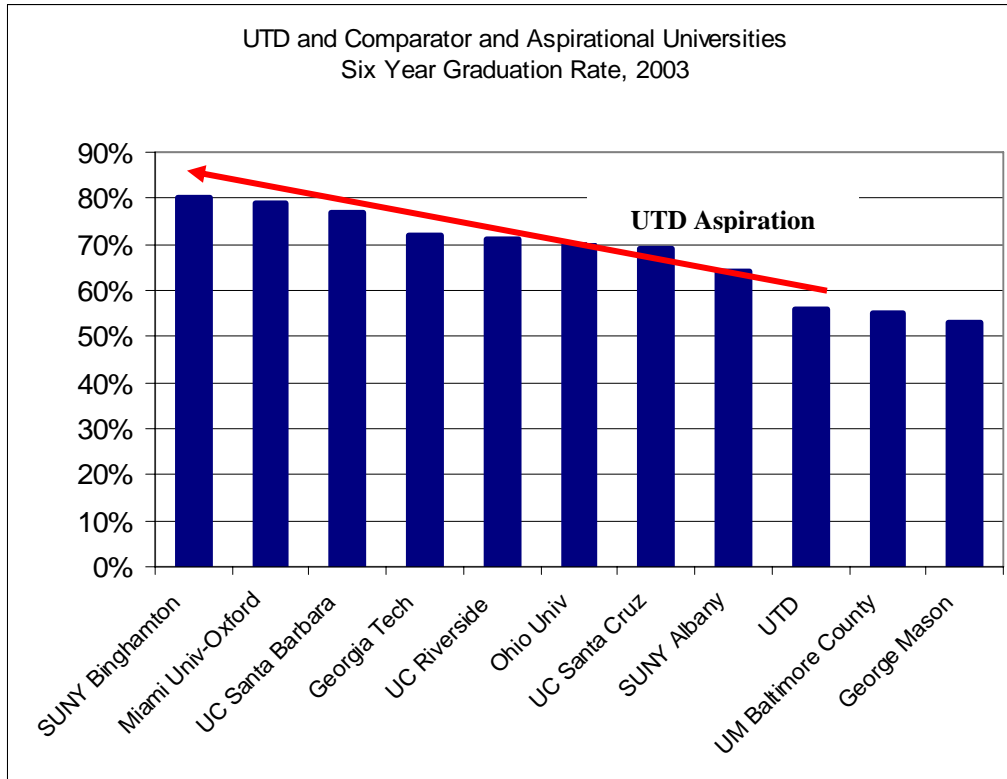


Figure V-5

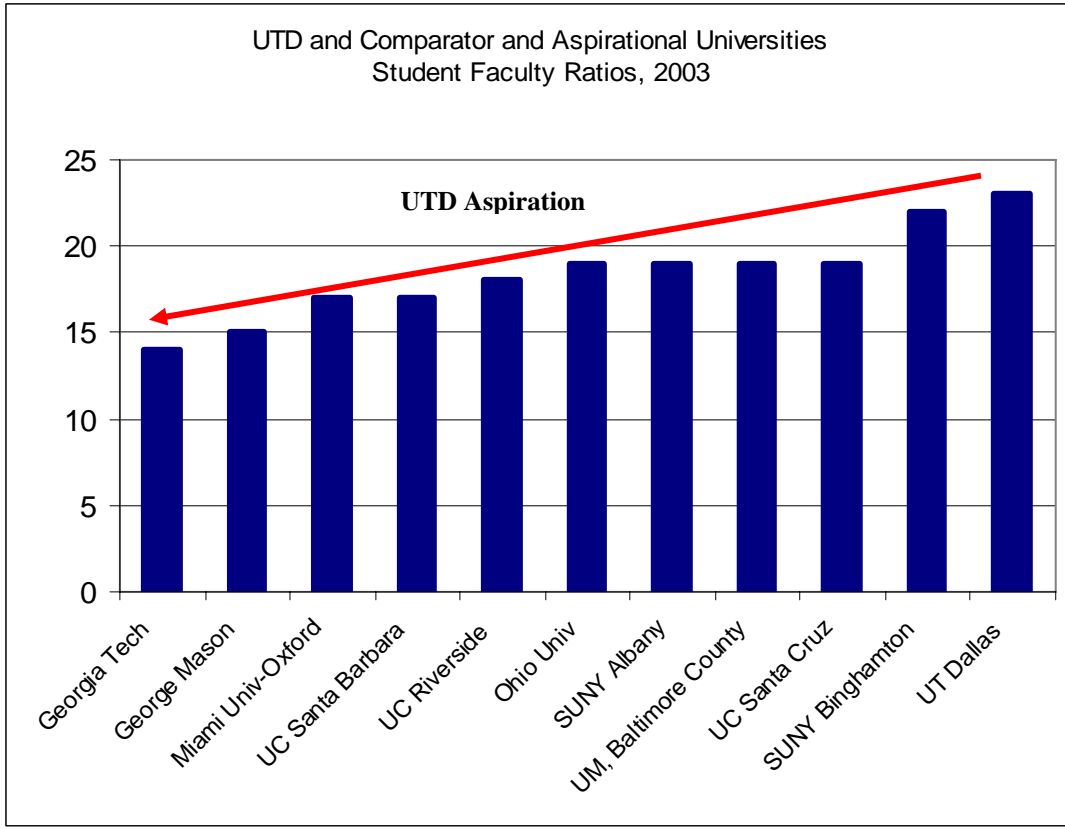


Figure V-6

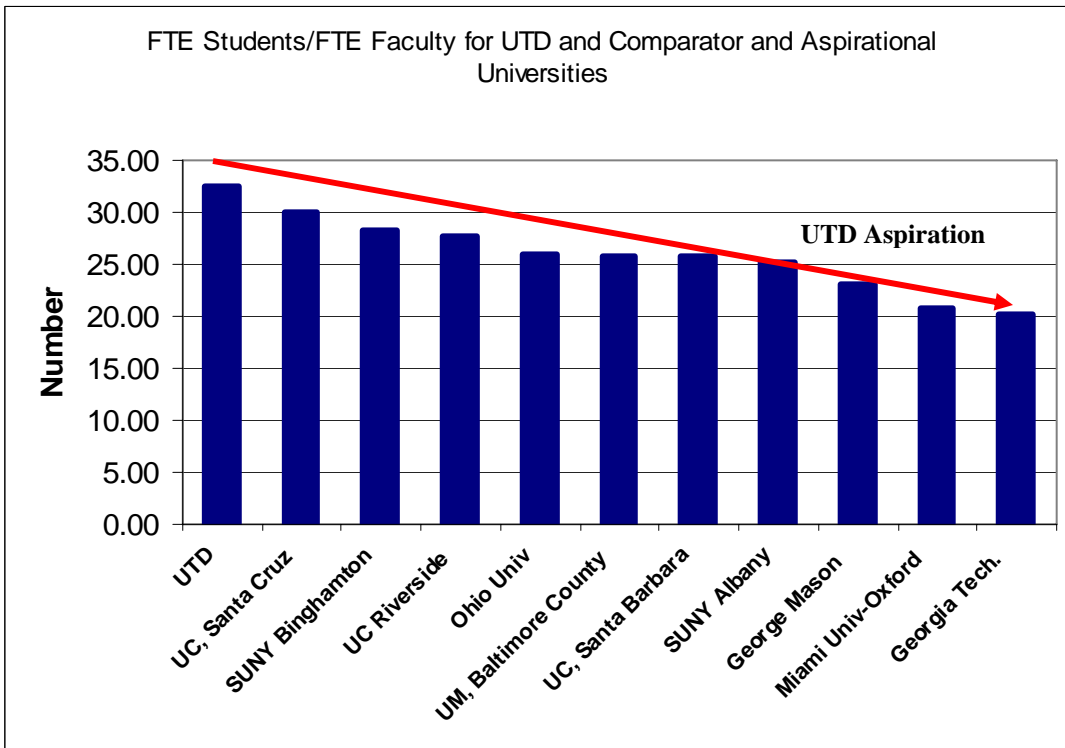


Figure V-7

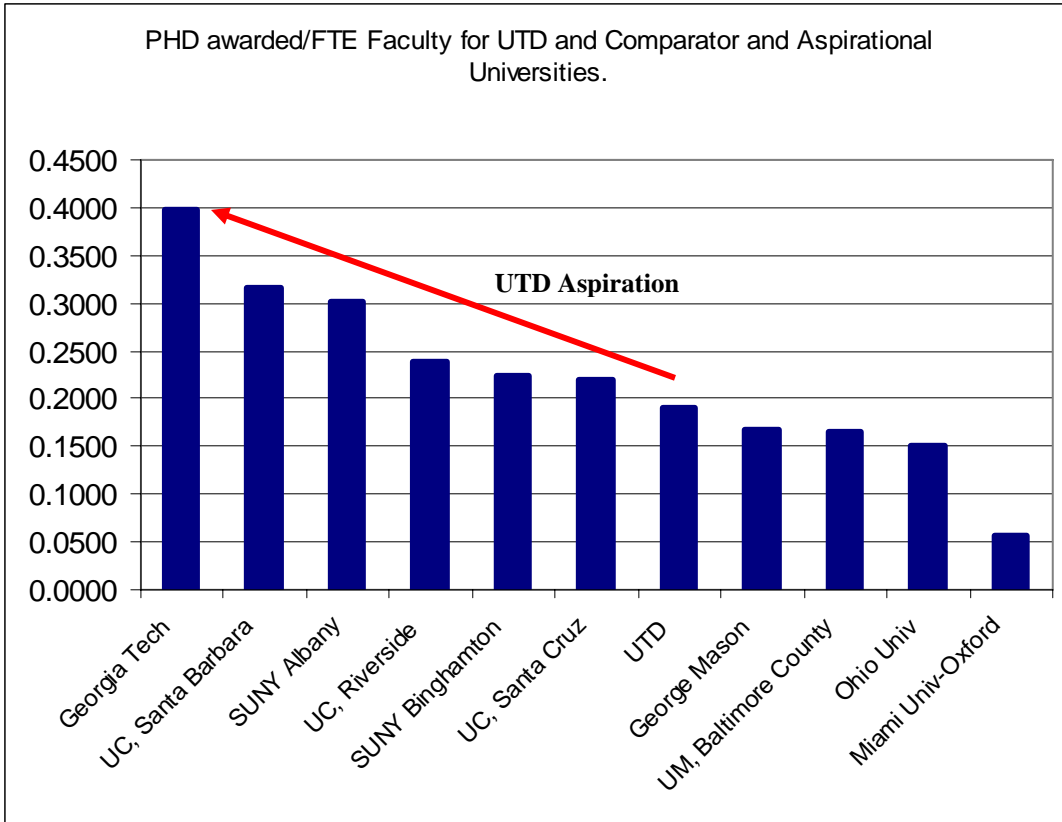


Figure V-8

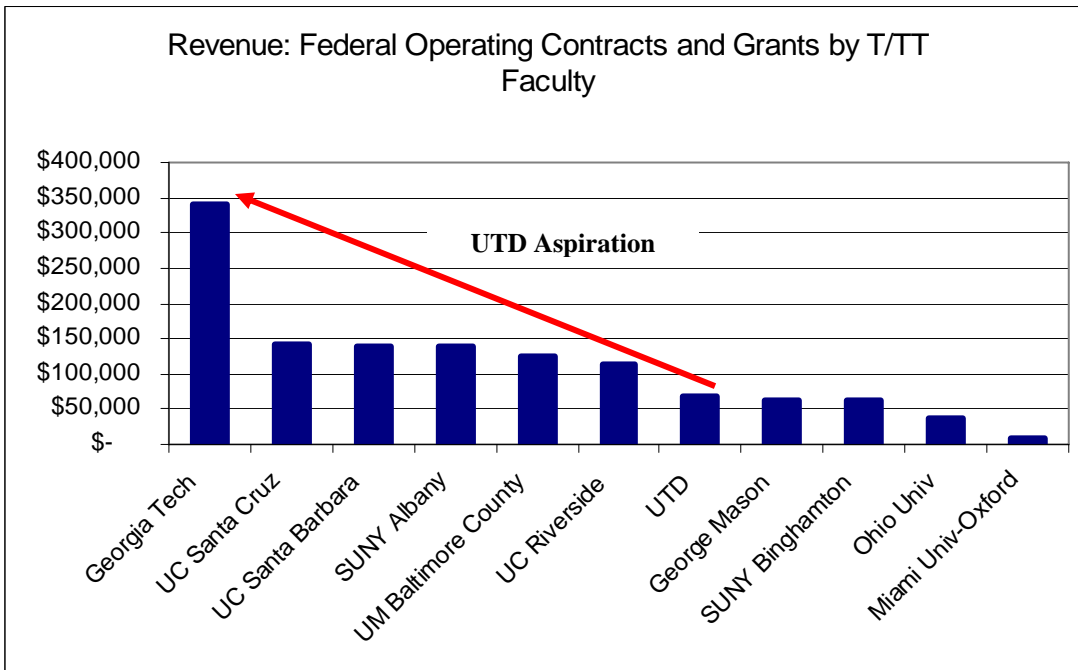


Figure V-9

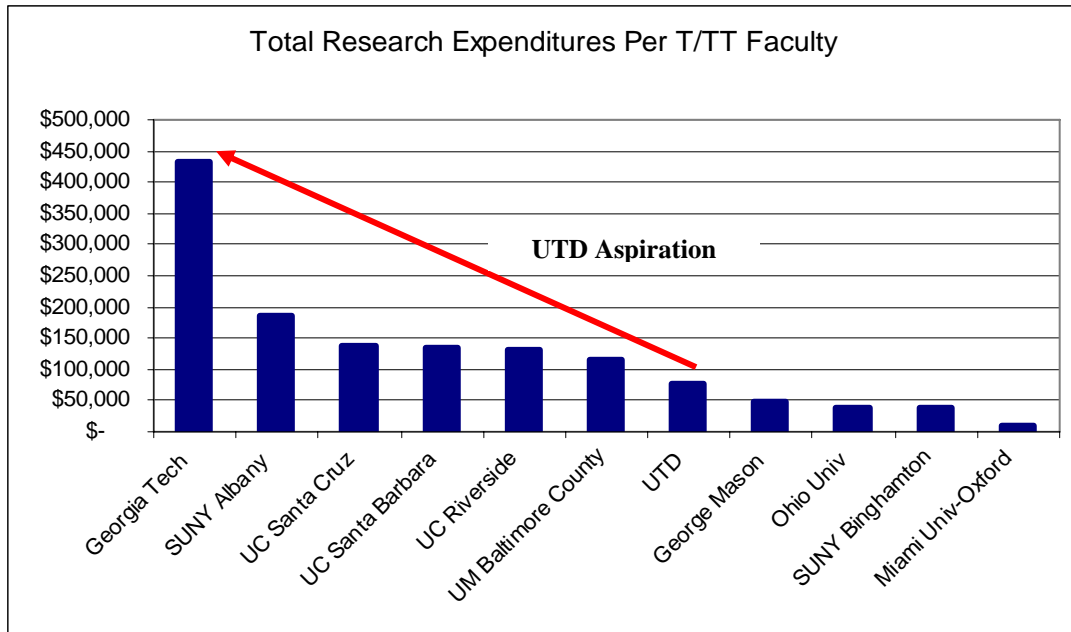


Table V-24

Comparative and Aspirational Institutions

Institution Name	Total Enrollment (2003)	% of Undergrads in Campus Housing (2003)	Six-year Graduation Rate (2003)	Acceptance Rate (2003)
The University of Texas at Dallas	14,092	21%	56%	53%
Comparative Institutions				
George Mason University	28,874	24%	53%	69%
SUNY Albany	16,293	58%	64%	56%
University of Maryland, Baltimore County	11,852	33%	55%	70%
Aspirational Institutions				
Georgia Institute of Technology	16,841	53%	72%	70%
Miami University-Oxford	17,161	45%	79%	71%
Ohio University	20,143	43%	70%	86%
SUNY Binghamton	13,860	58%	80%	44%
University of California, Riverside	17,104	28%	71%	79%
University of California, Santa Barbara	21,026	29%	77%	53%
University of California, Santa Cruz	15,036	40%	69%	70%
Institution Name	SAT/ ACT 25th Percentile Score (2003)	SAT/ ACT 75th Percentile Score (2003)	Freshman Retention Rate (2003)	Freshmen in Top 10% of High School Class (2003)
The University of Texas at Dallas	1130	1340	81%	40%
Comparative Institutions				
George Mason University	990	1200	81%	15%
SUNY Albany	1040	1220	84%	20%
University of Maryland, Baltimore County	1120	1320	82%	30%
Aspirational Institutions				
Georgia Institute of Technology	1250	1430	91%	66%
Miami University-Oxford	1140	1280	90%	37%
Ohio University	990	1170	84%	17%
SUNY Binghamton	1170	1340	92%	40%
University of California, Riverside	960	1200	85%	94%
University of California, Santa Barbara	1070	1300	91%	96%
University of California, Santa Cruz	1050	1280	87%	96%
Institution Name	Student Faculty Ratio (2003)	Doctoral Degrees Awarded (2003-04)	Graduate Enrollment (2003)*	Graduate Enrollment (as % of Total)
The University of Texas at Dallas	23/1	63	5,022	36%
Comparative Institutions				
George Mason University	15/1	149	10,787	37%
SUNY Albany	19/1	168	4,905	30%
University of Maryland, Baltimore County	19/1	65	2,184	18%
Aspirational Institutions				
Georgia Institute of Technology	14/1	311	5,295	31%
Miami University-Oxford	17/1	43	2,092	12%
Ohio University	19/1	111	2,765	14%
SUNY Binghamton	22/1	102	2,826	20%
University of California, Riverside	18/1	141	1,964	11%
University of California, Santa Barbara	17/1	253	2,905	14%
University of California, Santa Cruz	19/1	107	1,342	9%

Source: Fall 2003 data from Institutional Common Data Sets and U.S. Department of Education's IPEDS Peer Assessment

Table V-24 (continued)

Institution Name	FTE Enrollment (2003)	State Appropriations FY 2003-04		Total Revenue FY 2003-04	
		Dollars	Per FTE Student	Dollars	Per FTE Student
The University of Texas at Dallas	10,714	\$ 63,902,158	\$ 5,964	\$ 356,746,285	\$ 33,297
Comparative Institutions					
George Mason University	20,443	\$ 90,593,048	\$ 4,431	\$ 390,888,417	\$ 19,121
SUNY Albany	13,989	\$ 116,911,977	\$ 8,357	\$ 410,828,611	\$ 29,368
University of Maryland, Baltimore County	10,100	\$ 65,417,441	\$ 6,477	\$ 276,791,345	\$ 27,405
Aspirational Institutions					
Georgia Institute of Technology	15,789	\$ 207,830,560	\$ 13,163	\$ 910,261,096	\$ 57,652
Miami University-Oxford	15,929	\$ 80,078,439	\$ 5,027	\$ 438,478,227	\$ 27,527
Ohio University	19,133	\$ 119,933,911	\$ 6,268	\$ 438,133,311	\$ 22,899
SUNY Binghamton	12,863	\$ 100,140,028	\$ 7,785	\$ 266,909,869	\$ 20,750
University of California, Riverside	16,412	\$ 144,661,000	\$ 8,814	\$ 532,195,000	\$ 32,427
University of California, Santa Barbara	20,588	\$ 190,750,000	\$ 9,265	\$ 669,979,000	\$ 32,542
University of California, Santa Cruz	14,556	\$ 116,208,000	\$ 7,984	\$ 478,720,000	\$ 32,888

Institution Name	FT Tenure/ On-track Faculty (2003)	Revenue: Federal Operating Contracts and Grants FY 2003-04		Total Research Expenditures FY 2003-04	
		Dollars	Per T/TT Faculty	Dollars	Per T/TT Faculty
The University of Texas at Dallas	329	\$ 22,157,578	\$ 67,348	\$ 25,409,681	\$ 77,233
Comparative Institutions					
George Mason University	886	\$ 56,235,106	\$ 63,471	\$ 43,455,368	\$ 49,047
SUNY Albany	557	\$ 77,294,833	\$ 138,770	\$ 102,716,835	\$ 184,411
University of Maryland, Baltimore County	391	\$ 48,478,417	\$ 123,986	\$ 45,537,897	\$ 116,465
Aspirational Institutions					
Georgia Institute of Technology	784	\$ 266,014,692	\$ 339,304	\$ 338,458,402	\$ 431,707
Miami University-Oxford	766	\$ 7,166,513	\$ 9,356	\$ 7,873,532	\$ 10,279
Ohio University	736	\$ 27,721,271	\$ 37,665	\$ 29,073,506	\$ 39,502
SUNY Binghamton	454	\$ 28,031,271	\$ 61,743	\$ 17,126,235	\$ 37,723
University of California, Riverside	592	\$ 68,010,000	\$ 114,882	\$ 77,190,000	\$ 130,389
University of California, Santa Barbara	799	\$ 110,961,000	\$ 138,875	\$ 108,300,000	\$ 135,544
University of California, Santa Cruz	485	\$ 69,272,000	\$ 142,829	\$ 66,380,000	\$ 136,866

Source: U.S. Department of Education, IPEDS Peer Assessment

Centers of Excellence

U. T. Dallas			
Name of Center of Excellence	Purpose	Key activities	Source of funding
Digital Forensics & Emergency Preparedness Institute	To conduct leading-edge research and implement programs for Homeland Security for digital forensics, network security, and emergency preparedness for first responders.	Information assurance and survivability, emergency responder training, attack confinement.	Dept. of Homeland Security, EPA, CIA, QUEST Forum, Texas Commission on Environmental Quality.
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, National Heart Lung and Blood Institute, National Institute for Deafness and other Communication Disorders, Health Resources & Services Administration.
NanoTech Institute	To develop new science and technology exploiting the nanoscale, to provide a place where physicists, chemists, biologists, ceramicists, metallurgists, and mathematicians team 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.	Zyvex Corporation, Air Force Office of Scientific Research, DARPA, NASA, Lockheed-Martin, National Institute of Standards and Technology, Systems Research Center.
Center for Brain Health	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.	NIH, NIMH, NIDCD, Hogg Foundation, Pfizer Corp., Exxon-Mobil Foundation, Dallas Women's Foundation.
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, DOD, USAF, Ball Aerospace, Goddard Space Flight Center, Office of Naval Research, Jet Propulsion Laboratory, Orbital Technologies Corporation.
Callier Center for Communication Disorders	To conduct research on the causes, treatment and prevention of communication disorders.	Continuation of clinical services to the community and to various research projects regarding audiology and correction of hearing impairment.	Private donations.
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, U.S. Army, DARPA.
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 for Personal Digital Assistants (PDAs), pocket PCs and other	Alcatel, Ignition Inc., Fossil, Ritual Entertainment, Magic Lantern Playware.

U. T. Dallas			
Name of Center of Excellence	Purpose	Key activities	Source of funding
		mobile devices.	
Human Language Technology Research Institute	To enable computers to interact with humans using natural language capabilities, and to serve as assistants to humans by providing 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.	NSF, DARPA, NIH.

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.

The University of Texas at El Paso 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.

University of Texas at El Paso Achieving Mission and Excellence

Meeting the Needs of the State and Region

- UTEP serves the higher educational needs of the El Paso Region:
82.4% of UTEP students are from El Paso County.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. 53% of UTEP's first-time freshmen are first-generation college students.² 33% of UTEP students (Fall 2005) report family incomes of \$20,000 or less;

¹ UTEP Factbook 2004

² New Students Survey, Fall 2004

comparable national averages are 10% at large public research (doctoral) universities,³ and 29% at community colleges.⁴

- UTEP is the first choice for the majority of students from the region: 94% 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: 57% 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: 9.2% of UTEP students are Mexican nationals.¹
- UTEP students reflect the multicultural mix of the region: 71.7% of UTEP students are Hispanic.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 and total research expenditures among public research institutions (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 19:1¹ and is within the range of ratios of its current and aspirational peer groups (Table V-29).
- Enrollment
UTEP's enrollment in fall 2004 was 18,918. 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 27% and is within the range of its current peer group.¹ Increasing this measure is a major priority for the institution and significant plans are underway to improve the graduation rate.
- Persistence Rate – 1 year
UTEP's one-year persistence rate of 67% is within the range of its current and aspirational peer groups.¹ Raising the persistence rate is a major priority for the institution.

Achieving Excellence

- Fostering Student Success
 - UTEP's College of Engineering was identified as the top engineering school for Hispanics by Hispanic Business Magazine (Table V-27). The National Action Council for Minorities in Engineering has called UTEP "a model for other engineering institutions..."⁶
 - 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).⁷
 - 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.
- Degrees Awarded to Hispanic Students
 - UTEP was ranked third in the United States in granting baccalaureate degrees to Hispanics in 2003-2004.⁸ UTEP was one of the top ten institutions in the number of degrees awarded in Biological and Biomedical Sciences, Engineering, Physical Sciences, and Health Professions and Related Clinical Sciences.
 - UTEP was ranked fifth in the United States in granting Masters degrees to Hispanics in 2003-2004, and was first in the number of degrees granted in Biology, and Physical Science.⁴ UTEP was one of the top 10 institutions in the number of degrees award in Business, Computer and Information Sciences, English Languages and Literature, Engineering, and Mathematics.⁴
- Border Research
UTEP is nationally recognized for U.S. Mexico Border academic and research programs. Currently, UTEP has seven major research initiatives or centers that focus on border issues. UTEP is leveraging its

³ Council of Independent Colleges: <http://www.cic.edu/makingthecase/data/access/income/index.asp>

⁴ Lumina Foundation Focus, Fall 2005, P. 5

⁵ Texas Higher Education Coordinating Board, Fall 2005

⁶ Hispanic Business, September 2005

⁷ Project DEEP Interim Report, p. 1

⁸ Black Issues in Higher Education, June 2005

- current resources and expertise to develop the Border Research and Education Center of Excellence, which will allow it to emerge as one of the leading border research centers nationally and internationally.
- **K-16 Collaborations**
UTEP is nationally recognized for the city-wide partnership (the El Paso Collaborative for Academic Excellence) with K-16 education and local business and civic leaders aimed at improving 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.
 - **Economic Development**
UTEP was established in 1914 to respond to the professional and economic needs of the Southwestern U.S. and Northern Mexico. UTEP has played a major role in transforming the region into the largest binational metropolitan area in the world with two million residents. The Institute for Policy and Economic Development at UTEP estimated that the Institution continues to have a direct impact of almost \$200 M in direct expenditures on local businesses and almost \$230 M in personal income.⁹
 - **Students**
A significant number of our students go on to get doctoral degrees; the institution ranked tenth in the NSF's top ten baccalaureate-origin institutions of Hispanic science and engineering doctorate recipients from 1997-2001¹⁰. UTEP students also continue to gain national and regional recognition, in 2004-2005, UTEP students received:
 - National Science Foundation Graduate Research Fellowship (1)
 - National Vance L. Stickell Memorial Internship – America Advertising Federation (1)
 - Mondialogo Engineering Award (2)
 - Texas Intercollegiate Press Association, First Place Award (1) Second Place Award (4)
 - Bill Gove Scholarship – National Speakers Association
 - Outstanding Society of Physics Students Chapters – National Society of Physics Students (UTEP Society of Physics Students)
 - Third Place in Texas Regional Concrete Canoe Competition (UTEP Engineering Team)
 - Sixth Place in Pi Kappa Delta National Tournament (UTEP Forensics Team)
 - **Student Diversity**
UTEP had one of the largest proportions of international undergraduates (11%) among national universities.¹¹

Table V-25
Federal/State Research and Development Expenditure Ranking, Total Expenditure Dollars Generated – All Funds, FY 2004 – Top 10 Texas Academic Public Institutions of Higher Education

Institution	State R&D Dollars	Federal R&D Dollars	Total Dollars Generated	Total Dollar Rank	Ratio Federal to State
UT at Austin	\$43,796,627	\$249,014,154	\$292,810,781	1	5.69
Texas A&M and Services	\$114,043,131	\$174,570,204	\$288,613,335	2	1.53
Univ. of Houston	\$25,480,551	\$31,682,165	\$57,162,716	3	1.24
Texas Tech	\$15,129,210	\$23,393,040	\$38,522,250	4	1.55
UT at El Paso	\$7,286,141	\$22,232,318	\$29,518,459	5	3.05
UT at Dallas	\$9,113,937	\$15,733,571	\$24,847,508	6	1.73
UT at Arlington	\$7,935,643	\$11,093,256	\$19,028,899	7	1.4
UT at San Antonio	\$3,133,453	\$11,705,185	\$14,838,638	8	3.74
Texas A&M-Corpus Christi	\$4,073,301	\$6,233,432	\$10,306,733	9	1.53
University of North Texas	\$1,864,058	\$6,927,327	\$8,791,385	10	3.72

Source: Texas Higher Education Coordinating Board, Research Expenditures Report, FY2004

⁹ University of Texas Economic Impact Study, Institute for Policy and Economic development, October, 2003

¹⁰ NSF/NIH/USED/NEH/USDA/NASA 2003 Survey of Earned Doctorates

¹¹ U.S. News & World Report, America's Best Colleges, 2006 online Premium Edition

Table V-26
Top 10 Institutions Granting Baccalaureate Degrees to Hispanics 2003-2004

Baccalaureate-Granting Institutions	Rank	No. of Students
Florida International University	1	2588
The University of Texas-Pan American	2	1477
The University of Texas- El Paso	3	1461
The University of Texas –San Antonio	4	1357
California State University-Fullerton	5	1304
California State University-Los Angeles	6	1248
California State University-Northridge	7	1152
The University of Texas-Austin	8	1146
San Diego State University	9	1111
California State University-Long Beach	10	1087

Source: *Hispanic Outlook in Higher Education 2003-2004*

Table V-27
Top 10 Engineering Schools for Hispanics

Institution	Rank
The University of Texas-El Paso	1
Georgia Institute of Technology	2
University of Central Florida	3
San Diego State University	4
Michigan State University	5
Rice University	6
University of Texas at Austin	7
West Virginia University	8
Iowa State University	9
University of California, Irvine	10

Source: *Hispanic Business Magazine, September 2005*

Table V-28
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-29
U. T. El Paso Peer Institution Comparisons
2004-2005

	Carnegie Classification ¹	Total Enrollment ³	FTE Student to Faculty ²	One-Year Persist. Rate ²	Six-Year Grad. Rate ²	Federal Research Expenditures FY 04	Total Research Expenditures FY 04
CURRENT				(FTFTF %)	(FTFTF %)		
UTEP	D/R-I	18,918	19:1	67	27	\$22,232,318 ⁴	\$29,518,459 ⁴
Texas							
University of North Texas	D/R-E	31,155	18:1	77	40	\$6,927,327 ⁴	\$8,791,385
U. T. Arlington	D/R-E	25,297	22:1	69	37	\$11,093,256 ⁴	\$19,028,899 ⁴
U. T. San Antonio	M I	26,175	26:1	65	27	\$11,705,185 ⁴	\$14,838,638 ⁴
Out-of-State							
Florida Atlantic University	D/R-I	25,383	17:1	68	37	\$14,662,000 ⁶	\$23,767,000 ⁶
North. Arizona University	D/R-I	19,147	17:1	68	50	N/A	N/A
San Diego State University	D/R-I	32,043	24:1	81	46	N/A	N/A
Univ. of Akron	D/R-I	23,282	19:1	67	35	\$11,222,211 ⁹	\$21,441,504 ⁹
University of Nevada-Las Vegas	D/R-I	27,334	20:1	72	41	\$68,234,773 ⁷	\$73,421,556 ⁷
ASPIRATIONAL							
Texas							
University of Houston	D/R-E	35,180	21:1	79	39	\$31,682,165 ⁴	\$57,162,716 ⁴
Out-of-State							
Arizona State University	D/R-E	58,156	22:1	77	55	\$81,903,574 ⁵	\$131,802,263 ⁵
Florida Int. University	D/R-E	35,061	17:1	85	47	\$46,867,510 ¹⁰	\$78,955,252 ¹⁰
SUNY-Buffalo	D/R-E	27,276	15:1	85	60	N/A	N/A
UC-Riverside	D/R-E	17,104	18:1	85	71	N/A	N/A
University of Wisconsin-Milwaukee	D/R-E	26,832	21:1	73	37	\$17,357,400 ⁸	\$42,047,000 ⁸

Sources:

¹Carnegie Foundation for the Advancement of Teaching, 2000 Edition Listings

²U.S. News & World Report America's Best Colleges 2006 online Premium Edition

³Institutional online Factbooks & Institutional Research Offices

⁴Texas Higher Education Coordinating Board, Research and Expenditures Report, FY04

⁵Arizona State University 2004 Annual Report of Sponsored and TRIF Supported Activity

⁶Office of Institutional Effectiveness & Analysis, Florida Atlantic University

⁷Office of Institutional Analysis and Planning, University of Nevada, Las Vegas

⁸2004-2005 Budget Report, Office of Resource Analysis, University of Wisconsin-Milwaukee

⁹Institutional Research, University of Akron

¹⁰Office of Planning and Institutional Effectiveness, Florida International University

Carnegie Status:

D/R-I = Doctoral/Research Universities – Intensive

D/R-E = Doctoral/Research Universities – Extensive

M I = Master's Colleges and Universities I

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
Center for Border Research and Education	To serve the needs of the US-Mexico Border region through research and education initiatives.	Integrate border-related research activities on campus, including health, education, economic development, environment, resource management, trade, and security.	Various sources of funding including State appropriations, grants, foundations, and corporations.
Border Biomedical Research Center	To enhance the capability for biomedical research relevant to the Border region, strengthen the research posture of the University of Texas at El Paso as one of the nation's leading Hispanic-majority institutions, and promote the progress of minority scientists into the mainstream of biomedical research	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 serve health needs of Hispanic population along the border through research and educational initiatives by UTEP and the University of Houston's School of Public Health	Conduct research and education for Hispanic communities in the El Paso region	National Institutes of Health (NIH)
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 various sources

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) seeks to be 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.

Approved by THECB July 21, 2005

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 I; aspirants are Carnegie Classification Doctoral Research Intensive institutions.

UTPA's total enrollment in Fall 2004 of 17,030 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 9, 2005), UTPA ranks 2nd (behind Florida International University) in the number of bachelor's degrees awarded to Hispanic students, and 8th for the number of master's degrees. UTPA outranks all the institutions in its peer and aspirant groups on the number of bachelor's degrees awarded to Hispanics and lags behind its in-state aspirants, The University of Texas at El Paso, in the number of master's degrees awarded to Hispanics. In 2003 UTPA ranked 93rd for doctoral degrees awarded to Hispanics, but in 2004 it did not place on the ranking list. 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 66% is higher than that at UT San Antonio only, and is tied with Stephen F. Austin. The University's six-year graduation rate of 27% is tied with UT El Paso as the lowest compared to the remaining peer and aspirant institutions. To improve first-year retention and graduate rates at UTPA, the institution will implement several strategies in FY06. 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. (See UTPA's *Compact with the University of Texas System, FY2006 through FY2007* for more detail.)

Total annual research expenditures at UTPA were higher than 5 of the 13 institutions which reported this statistic. However, research dollars per tenured/tenure track faculty at UTPA are second 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 FY06 to address this issue are: developing a comprehensive plan to encourage and support faculty engagement in research to include networking activities, access to information, pre-proposal support, proposal writing assistance, indirect cost recovery, and impact on merit and promotion outcomes; establishing a focused institutional research agenda; encouraging faculty to develop academic research centers as recommended by the Washington Advisory Group (WAG) report; and phasing in the three-course workload. (See UTPA's *Compact with the University of Texas System, FY2006 through FY2007* for more detail.)

Tables V-30 and V-31

U. T. Pan American Peer Institutions
Fall 2004
CURRENT STATUS PEERS: In-State

Institution	Carnegie Class.	Fall 2004 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergraduate Degrees FY2004 in:				
							Science	Engineering	Business	Health Profess.	Education
UT San Antonio	MA I	26,175	41%	45%	14%	14%	12%	6%	30%	1%	9%
Texas State Univ. - San Marcos	MA I	26,783	71%	19%	10%	16%	7%	1%	25%	5%	13%
Sam Houston State Univ.	MA I	14,371	73%	11%	16%	14%	10%	1%	29%	2%	11%
Stephen F. Austin State Univ.	MA I	11,374	75%	7%	18%	15%	12%	0%	24%	7%	15%
UTPA	MA I	17,030	6%	87%	7%	13%	11%	4%	16%	11%	21%

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	62%	29%	\$12,865,558	435	\$29,576	4	16		I
Southwest Texas State Univ.	76%	48%	\$7,614,617	514	\$14,814	18	34		I
Sam Houston State Univ.	68%	40%	\$2,641,114	324	\$8,152		74		I
Stephen F. Austin University	66%	35%	\$3,631,361	343	\$10,587				I
UTPA	66%	27%	\$3,874,764	366	\$10,587	2	8		I

CURRENT STATUS PEERS: Out-of-State

Institution	Carnegie Class.	Fall 2004 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergraduate Degrees FY2004 in:				
							Science	Engineering	Business	Health Profess.	Education
Cal. State - Los Angeles	MA I	20,307	13%	44%	43%	26%	11%	3%	22%	5%	11%
Cal. State - Northridge	MA I	31,341	32%	26%	42%	21%	8%	2%	24%	3%	4%
CUNY - City College	MA I	12,099	21%	28%	51%	25%	16%	12%	3%	2%	5%
CUNY - Lehman College	MA I	10,281	18%	43%	39%	21%	16%	0%	10%	17%	3%
San Francisco State U.	MA I	28,804	30%	12%	58%	21%	7%	2%	26%	4%	5%
UTPA	MA I	17,030	6%	87%	7%	13%	11%	4%	16%	11%	21%

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%	34%	N/A	N/A	N/A	6	9		II
Cal. State - Northridge	76%	36%	\$1,255,749	N/A	N/A	7	39		I
CUNY - City College	77%	31%	\$28,700,356	259	\$110,812	70	50		III
CUNY - Lehman College	74%	35%	\$3,738,276	N/A	N/A	51	43		III
San Francisco State U.	80%	40%	\$18,025,956	N/A	N/A	40	49		II
UTPA	66%	27%	\$3,874,764	366	\$10,587	2	8		I

Tables V-32 and V-33

ASPIRANT INSTITUTIONS: In-State

Institution	Carnegie Class.	Fall 2004 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergraduate Degrees FY2004 in:				
							Science	Engineering	Business	Health Profess.	Education
UT El Paso	DRI	18,918	12%	72%	16%	18%	10%	8%	21%	12%	17%
UTPA	MA I	17,030	6%	87%	7%	13%	11%	4%	16%	11%	21%

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			NCAA Division
						B	M	D	
UT El Paso	67%	27%	\$28,458,337	418	\$68,082	3	4	85	I
UTPA	66%	27%	\$3,874,764	366	\$10,587	2	8		I

ASPIRANT INSTITUTIONS: Out-Of-State

Institution	Carnegie Class.	Fall 2004 Enroll.	% Anglo	% Hispanic	% Other	% Graduate	% of Undergraduate Degrees FY2004 in:				
							Science	Engineering	Business	Health Profess.	Education
Florida Atlantic University	DRI	25,319	59%	15%	26%	17%	10%	3%	28%	7%	13%
Northern Arizona University	DRI	19,137	74%	11%	15%	30%	9%	2%	19%	5%	22%
San Diego State University	DRI	32,043	46%	19%	35%	18%	7%	4%	20%	4%	2%
University of Colorado at Denver	DRI	16,610	61%	8%	31%	40%	13%	5%	24%	0%	0%
UTPA	MA I	17,030	6%	87%	7%	13%	11%	4%	16%	11%	21%

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			NCAA Division
						B	M	D	
Florida Atlantic University	71%	37%	\$30,849,560	565	\$54,601	37	60		I
Northern Arizona University	70%	50%	\$18,824,650	N/A	N/A	61	11		I
San Diego State University	84%	46%	\$241,018	N/A	N/A	9	25	91	I
University of Colorado at Denver	69%	39%	\$6,354,874	278	\$22,859		72		N/A
UTPA	66%	27%	\$3,874,764	366	\$10,587	2	8		I

FOOTNOTES:

The data are for Fall 2004, or the 2003-2004 fiscal year.

IPEDS online PAS system is used for most data.

Carnegie classification is from Carnegie website, and NCAA Division is from NCAA website.

¹ Tenured/Tenure Track Faculty in-state data are from THECB online PREP Query Tool; out-of-state data, from email survey.

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

For the past three years, we have benchmarked 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 commuter students.

Our strategies in pursuit of our vision have been focused on **growth** in enrollment, academic programs, student services, and research; **quality** enhancement of academic programs through specialized accreditations and all areas of institutional services through continuing assessment and improvement; **research** expansion in areas that support instruction, encourage faculty development, and aid in the economic growth of West Texas; and **partnering** to develop increased capacity to reach the vision in each strategic area within the realities of limited state and institutional resources.

We have had substantial success as benchmarked against our past performance in each area. Our milestones to growth and excellence are detailed in our most recent planning cycle, *Compact with UT System 2006-2007*. Broad highlights from that self-assessment and projection of next strategic steps are enrollment growth of over 8% from fall 2003 to fall 2004; freshman retention rate of over 68% in fall 2004, increased from under 64% in fall 2003; stepped-up schedule for AACSB-International accreditation with all signs favorable and three other accreditation efforts on target; large gains in dollar amounts of external grant funding from previous years; and new services established through strategic partnerships with regional community colleges, area cities, and universities in Mexico and China. Our next efforts will follow the same directions and be fueled by the past years' gains and our continuing drive to succeed.

We look to our comparative and aspirational peers for the larger picture of how we thrive and how we may be perceived against national benchmarks. We see, bearing in mind the University's strategic goals, that in **growth** we have grown by 50 percent in five years and have the highest current growth rate of all peers. In **quality**, the University seeks to hire faculty with the highest instructional, scholarship, and research credentials. In terms of instructional needs, UT Permian Basin's faculty-to-student ratio is excellent in comparison to either group and has remained so over time. The University's six-year graduation rate has moved up a notch in the comparative peer group, an important gain for only the 8th graduating cohort in its history, reflecting focused efforts in academic support services and financial aid programs.

In the area of **research**, in 2003, UT Permian Basin was 3rd among 6 comparative peers and in 2004, it was 2nd. Among its aspirational peers, the University has remained 2nd for both periods. In percentage of graduate student enrollment, the University's recruitment strategies have moved it from 4th to 3rd among its aspirational peers; it is 2nd for both years among its comparative peers.

While there are no nationally published benchmarks for **partnerships**, it is important to note the effectiveness of partnering for all the strategic initiatives of the University, especially in this environment of tight resources where we sustained a drop in state appropriations of an average \$1,400 per FTE student from 2003 to 2004. One such area is enrollment **growth**, and the University has been active in partnering with regional community colleges to provide seamless transfer as well as seamless programs. The new BAAS and BSIT programs are the outcome of such efforts, along with the seven degree programs now offered off-campus in Midland and other programs in outreach throughout the underserved rural and small-city areas of western Texas. The international partnerships of the University currently not only include the neighboring nation of Mexico but the sister city and academic institutions of oil-producing regions of China. Partnering has also leveraged UT Permian Basin's ability to attract funding for **research** from the National Institutes of Health and from the U.S. Department of Education for a variety of education initiatives.

UT Permian Basin has continually improved and continues to meet greater demands. We look at these measures and see where we are thriving and where our future challenges lie. The University is on the way to its vision, continuing to gain ground and positioned to achieve its goals.

Aspirational and Comparative Peers

University	Total Enrollment Fall 2004	% Hispanic Undergrads 2004	Hispanic-Serving Institution 2004-05	% 1st Year, Full-time Enrollment 2004	% Graduate Enrollment 2004
The University of Texas of the Permian Basin	3,291	36.2%	HSI	10%	21.5%
Aspirational Peers					
Arizona State University, West	7,348	17.7%		6%	16.5%
California State University, Dominguez Hills	12,613	35.5%	HSI	8%	29.7%
California State University, Stanislaus	7,858	26.9%	HSI	11%	21.2%
Florida Gulf Coast University	5,955	8.8%		18%	16.7%
University of Colorado at Colorado Springs	9,039	8.7%		15%	31.0%
Comparative Peers					
California State University, San Marcos	7,365	20.4%		10%	15.5%
Colorado State University at Pueblo	5,741	24.4%	HSI	15%	9.6%
Eastern New Mexico University, Main Campus	3,939	28.7%	HSI	18%	19.8%
Texas A&M University, Corpus Christi	8,227	36.8%	HSI	18%	20.0%
University of Illinois, Springfield	4,396	1.8%		4%	43.0%

University	Acceptance Rate 2004	SAT/ ACT 25th Percentile 2004	SAT/ ACT 75th Percentile 2004	1st Year Full-time Retention 2003-04	6-Year Graduation Rate 1998 cohort
The University of Texas of the Permian Basin	90%	870	1080	69%	31%
Aspirational Peers					
Arizona State University, West	82%	900	1130	74%	no cohort
California State University, Dominguez Hills	15%	720	930	69%	35%
California State University, Stanislaus	63%	840	1090	80%	45%
Florida Gulf Coast University	73%	950	1130	80%	37%
University of Colorado at Colorado Springs	65%	970	1190	68%	37%
Comparative Peers					
California State University, San Marcos	70%	870	1090	75%	40%
Colorado State University at Pueblo	94%	840	1070	60%	29%
Eastern New Mexico University, Main Campus	67%	790	1050	59%	32%
Texas A&M University, Corpus Christi	84%	808	1058	63%	44%
University of Illinois, Springfield	43%	23	28	79%	no cohort

Source: IPEDS reports; HSI designation based on Title V eligibility, USDOED.

Figure V-UTPB 1

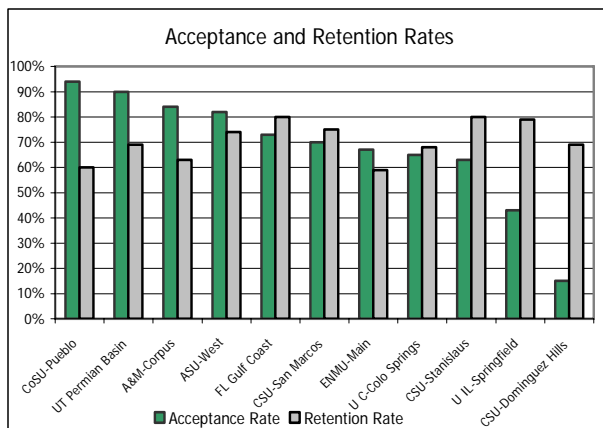
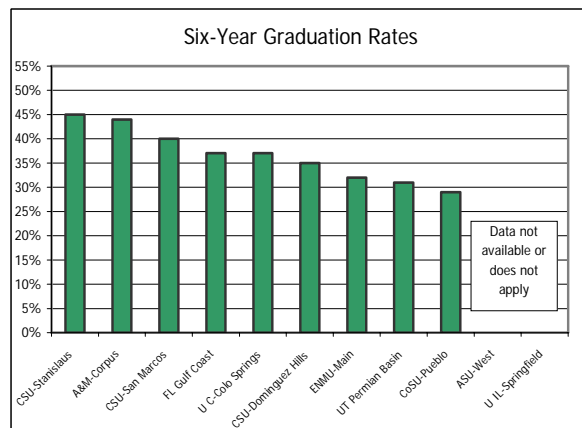


Figure V-UTPB 2



Aspirational and Comparative Peers (continued)

University	FTE Student Enrollment FY 2003-04	State Appropriations Per FTE Student FY 2003-04	Total Revenue Per FTE Student FY 2003-04	Total E&G Expenditures FY 2003-04
The University of Texas of the Permian Basin	2,393	\$6,526	\$18,554	\$30,352,339
Aspirational Peers				
Arizona State University, West	6,012	\$6,020	\$10,589	\$60,592,000
California State University, Dominguez Hills	9,488	\$7,160	\$12,727	\$118,969,368
California State University, Stanislaus	6,528	\$8,202	\$20,220	\$87,381,722
Florida Gulf Coast University	4,500	\$6,947	\$18,623	\$67,053,247
University of Colorado at Colorado Springs	4,725	\$3,448	\$15,927	\$62,147,015
Comparative Peers				
California State University, San Marcos	6,139	\$8,890	\$18,046	\$88,883,224
Colorado State University at Pueblo	4,480	\$2,591	\$10,830	\$41,529,921
Eastern New Mexico University, Main Campus	3,018	\$8,317	\$20,160	\$48,669,598
Texas A&M University, Corpus Christi	6,970	\$7,233	\$14,496	\$73,135,106
University of Illinois, Springfield	3,208	\$6,020	\$28,570	\$45,300,518

University	% Tenured/Tenure Track of FT Faculty F 2004	Student/Faculty Ratio ¹ F 2004	Federal Science & Engineering FY 2002	Total Research Expenditures FY 2003-04
The University of Texas of the Permian Basin	78.8%	17/1	\$267,000²	\$1,808,967
Aspirational Peers				
Arizona State University, West	78.0%	19/1	no data	\$478,000
California State University, Dominguez Hills	82.5%	22/1	\$2,032,000	no data
California State University, Stanislaus	86.0%	18/1	no data	\$397,203
Florida Gulf Coast University	7.1%	18/1	\$150,000	\$1,004,646
University of Colorado at Colorado Springs	70.9%	18/1	no data	\$3,292,604
Comparative Peers				
California State University, San Marcos	92.5%	21/1	\$2,811,000	\$53,266
Colorado State University at Pueblo	88.1%	18/1	\$824,000	\$575,172
Eastern New Mexico University, Main Campus	87.1%	18/1	\$100,000	\$369,813
Texas A&M University, Corpus Christi	89.4%	21/1	\$1,173,000	\$6,562,097
University of Illinois, Springfield	90.4%	no data	\$33,000	\$1,480,112

Source: IPEDS reports; ¹ U.S. News & World Report; National Science Foundation Federal S&E Obligations (² UTPB data from FY01)

Figure V-UTPB 3

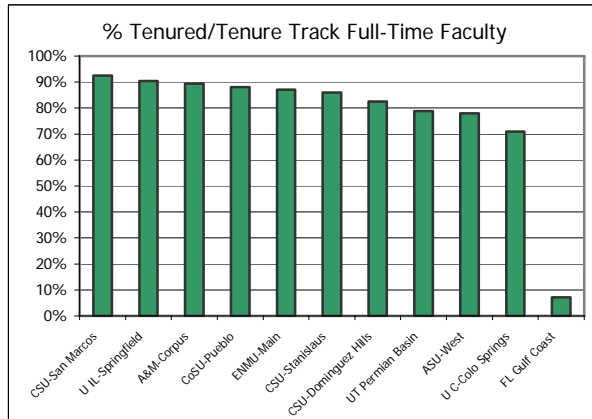
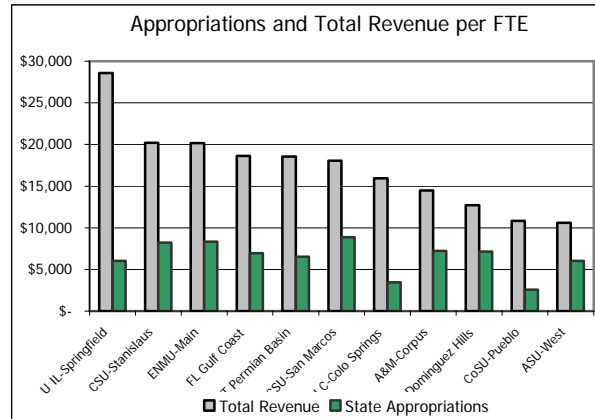


Figure V-UTPB 4



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	<p>Energy Research. Conducts research funded by the U.S. Department of Energy, U.S. EDA, and State Energy Conservation Office on alternative energy sources in the Permian Basin. Works with the US Geological Survey and Texas Bureau of Economic Geology to evaluate risks to industry and governmental infrastructure of subsidence in Winkler County. Initiatives include the process to convert biomass into liquid fuel and the feasibility of converting depleted, deep gas wells in West Texas to geothermal extraction wells.</p> <p>Energy Outreach. Petroleum Industry Alliance provides information to the Permian Basin oil and gas industry and serves as catalyst to attract new oil and gas projects. Co-sponsor, with the Petroleum Technology Transfer Council and a number of energy companies involved in CO2 enhanced production, of the annual CO2 Conference and the CO2 Geo-Sequestration Workshop. Another joint effort with the PTTC is the Permian Basin Digital Petroleum Library, an electronic library for independent operators.</p> <p>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.</p>	<p>Special Item.</p> <p>Grants from United States DOE, THECB, private foundations.</p> <p>Private funding from corporate and business sponsors and donors.</p> <p>Revenue from workshops, seminar fees, service contracts.</p> <p>Cost-sharing with governmental agencies, institutions, and organizations.</p>
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.	<p>National Leadership. Panels of prominent international experts address topics such as “Weapons of Mass Destruction” and “Energy, Economics, and National Security” in Distinguished Lectures Series.</p> <p>Statewide Leadership Programs. High school Leadership Forums throughout the state of Texas and high school elective curriculum in leadership. Advanced high school leadership study in Youth Leadership Camp. Recognition of local and statewide Outstanding Texas Leaders in annual Texas Leadership Forum, bringing together young adult leaders, the Texas Lyceum, and state public leaders in discussions of issues facing Texas.</p> <p>Advanced Leadership Studies. First Bachelor’s degree in Texas public universities developed in Leadership Studies. Master’s in Public Administration - Leadership Emphasis added in FY 2005. Teacher as a Leader summer institute of graduate credit leadership courses for teachers from throughout the state. Non-Profit Leadership Certificate Program of leadership and management techniques for agencies and organizations. Initial development in FY 2005 of an annual academic journal, <i>The John Ben Sheppard Journal of Practical Leadership</i>; outstanding leaders across the state to serve on the Editorial Board.</p> <p>West Texas Public Symposia on topics of importance identified by civic, governmental and service agency leaders in 19 small towns and communities in the region.</p>	<p>Special Item.</p> <p>Civic and community organizations throughout the state sponsor and financially support the forums.</p> <p>Private donations provide support to programs.</p>

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**
This group of 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**
This set of institutions was 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 many characteristics similar to UTSA, but are located in other states. The choice of these institutions was based on program similarities, size of institutions, financial information, degrees awarded, distribution of FT versus PT students, graduate versus undergraduate students, and percent of minority students.

The tables that follow present basic comparison information (Table V-35) as well as changes seen from 2000 to 2004 (Table V-36). The sources of information include NCES/IPEDS data, US News & World Report survey data, and the US Census Bureau.

Key Findings

Aspirational Peers

Table V-35

- Demographic comparisons indicate these institutions are similar in size, Carnegie Classification, and financial base.
- UTSA has a much higher percentage of minority students, and a somewhat lower percentage of graduate students than these institutions.
- While we award similar numbers of bachelor's and master's degrees, we trail to some extent in the number of doctoral degrees awarded.
- UTSA's ratio of operating expenditures per FTE students is much lower than the group average, and trails significantly the institution (University of New Orleans) ranked immediately above us for this measure.
- Similarly, UTSA's research expenditures are a lower percentage of the total operating expenditures than all institutions in this group.
- While our six-year graduation rate is lower than the average for the group, it is not the lowest among this set of peers. Our one-year retention rate similarly trails the group average.
- In terms of "selectivity," the two primary ways of evaluating this are the SAT and/or ACT scores of entering freshmen and the percent of freshmen accepted for admissions. For SAT/ACT, UTSA trails these institutions to some degree, and we have the highest acceptance rate; we are the least selective institution in this group.
- Conclusion: Our graduation rate is impacted by our selectivity measures and comparatively low operating expenditures per FTE student. See third bullet under Emerging Research for additional comments regarding funding.

Table V-36

- UTSA increased in FTE students by 40% more than the group average from 2000 to 2004 and 18% more than the institution with the next highest increase (University of Nevada – Las Vegas).
- While our FTE students increased much more than the group or any institution within the group, the change in operating expenses over this same period of time was comparable to the group as a whole.
- UTSA's change in operating expenses per FTE students showed a *decrease* of almost 18% while the group mean showed an increase of almost 13%.
- Our improvement in six-year graduation rate was 4% higher than the group average, and second highest in the group.
- Conclusion: We are improving student success with fewer resources per student. See third bullet under Emerging Research for additional comments regarding funding.

Texas Emerging Research Institutions

Table V-35

- This is a fairly diverse set of institutions demographically; a major similarity is the motivation to move to higher levels of graduate education and research productivity.
- UTSA awarded the lowest number (4) of doctoral degrees among this group. Data from the most recently finished AY, not reported in this table, will show that UTSA has more than doubled the number of doctoral degrees awarded.
- UTSA ranks the lowest in the ratio of operating expenditures per FTE student. The most recently completed legislative session, however, provided UTSA with significant increases in funding; this increase should improve the ratio in the next reporting cycle.
- UTSA is below the average of this group on percent of expenses devoted to research; we are the second lowest among this set of peers.
- UTSA's six-year graduation rate and one-year retention rate are lower than the group average.
- We, along with UTEP, are the least selective of the institutions – as measured by a combination of SAT/ACT scores and admissions rate.
- Conclusion: We are at a relatively early stage along the research continuum among our class of universities.

Table V-36

- From 2000 to 2004 UTSA was the fastest growing institution in this group, increasing by approximately 37% more FTE students than the group average and almost 17% more than the institution showing the second highest increase in FTE students (UT Dallas).
- Our operating expenses increased 12% more than the group with a 28% increase; only UT Dallas (45%) exceeded this increase.
- Despite the increase in operating expenses, our operating expenses per FTE students decreased by 18%, while the group showed a slight increase of about 1%. Only two other institutions showed a decrease in operating expenses per FTE student, UT Arlington (-6%) and UTEP (-7%).
- Our six year graduation rate increased by almost 6% from the 1994 to the 1998 cohort of entering students; this was better than the overall group improvement.
- Conclusion: Our growth in student enrollment has outpaced our growth in funding but our graduation rate has improved steadily.

Out-of-State Peers

Tables 1a and 1b (Table V-35)

- UTSA is similar in size, but we have the highest minority undergraduate percentage in the group.
- Similar to findings in the other peer groups, our operating expenses per FTE student is the lowest in the group.
- Our graduation rate and retention rate are both lower than the group averages.
- We are somewhat less selective, primarily in terms of acceptance rate rather than SAT/ACT scores of our entering freshmen.

Table 2 (Table V-36)

- Our rate of growth in terms of FTE students was almost 40% higher than the institution ranking second on that measure (UNC – Charlotte).
- Similarly, our increase in expenditures was also the highest in the group, and 8% higher than the next institution (Boise State).
- Even though our expenditures increased more than any other institution, our expenditures per FTE student was the lowest in the group. And, between 2000 and 2004 we evidenced an 18% decrease in operating expenses per FTE students, while the group decrease was only about 3%. Again, our growth in students outpaces our growth in expenditures.
- Our almost 6% increase in six-year graduation rate from the 1994 to the 1998 entering freshman cohort was better than the group average and third best in the group.
- Conclusion: UTSA improved student success under conditions of phenomenal growth with fewer resources per student compared with out-of-state peers.

Table V-35

Peer Institutions, Basic Comparison Data

Institution	Carnegie Class	MSA Size ¹⁴	Total Enrollment ¹⁵	FTE Students ₂	Degree Seeking Undergrad ²	% PT Undergrad ^{2, 16}	% Minority Students ²	% Graduate Students ²	Bachelor's Degrees Awarded ²	Master's Degrees Awarded ²	Doctoral Degrees Awarded ²
Aspirational Peers											
Univ. Nevada – Las Vegas	DRE	1,576,541	27,339	21,488	20,608	28.5%	33.6%	17.7%	2,951	883	44
Univ. Wisconsin - Milwaukee	DRI	1,514,313	26,832	22,627	20,914	19.7%	16.5%	16.9%	3,698	1,360	75
Univ. of Memphis	DRI	1,239,337	20,668	16,536	15,466	26.4%	42.1%	20.8%	1,860	820	100
Cleveland State	DRE	2,139,512	15,664	11,348	8,944	31.8%	25.4%	32.4%	1,681	1,279	37
Univ. of New Orleans	DRE	1,317,541	17,350	13,594	13,005	27.8%	37.4%	23.8%	1,727	867	79
Mean:		1,557,449	21,571	17,119	15,787	26.8%	31.0%	22.3%	2,383	1,042	67
UTSA	M1	1,820,719	26,175	22,586	22,259	24.8%	58.3%	13.9%	2,871	757	4
Texas Emerging Research Institutions											
UT Dallas	DRE	3,739,509	14,092	10,714	9,017	29.7%	36.4%	35.6%	1,775	1,444	63
Texas Tech	DRI	257,188	28,325	25,880	23,329	10.4%	17.4%	15.2%	3,850	1,065	174
UNT	DRI	1,850,161	31,155	25,228	24,274	21.5%	27.4%	22.1%	4,238	1,343	153
Univ. Houston – University Park	DRI	5,075,733	35,180	28,381	26,366	30.1%	56.5%	16.8%	4,367	1,392	196
UTA	DRI	1,850,161	25,297	19,943	18,663	28.3%	38.6%	24.4%	3,212	1,752	58
UTEP	DRE	705,436	18,918	14,668	15,448	29.9%	78.5%	17.6%	1,984	781	30
Mean:		1,947,736	27,775	22,820	21,616	24.0%	43.7%	19.2%	3,530	1,267	122
UTSA	M1	1,820,719	26,175	22,586	22,259	24.8%	58.3%	13.9%	2,871	757	4
Out-of-State Peers											
Cal State – Fresno	M1	850,325	19,781	17,276	16,782	15.0%	47.1%	15.2%	2,922	563	2
E. Michigan Univ.	M1	2,028,778	23,862	17,340	18,622	30.5%	22.3%	20.4%	2,884	1,234	11
San Francisco State	M1	1,695,211	28,804	23,351	22,721	23.7%	51.3%	21.1%	4,574	1,714	17
Univ. North Carolina - Charlotte	M1	1,437,427	19,846	16,090	15,472	19.8%	23.2%	20.0%	2,782	849	26
Boise State	M1	510,876	18,332	13,459	14,841	36.7%	9.3%	8.8%	1,308	233	4
Mean:		1,304,523	22,125	17,834	17,688	25.1%	30.6%	17.1%	2,894	919	12
UTSA	M1	1,820,719	26,175	22,586	22,259	24.8%	58.3%	13.9%	2,871	757	4

¹⁴ U.S. Census Bureau, July 2003 estimates of Metropolitan Statistical Areas population size within which institution is located

¹⁵ IPEDS 2004; note, however, that % PT undergraduates and % graduate students are calculated from enrollment data at those levels

¹⁶ IPEDS Enrollment Survey 2004 data for UTSA misreports our numbers of PT and FT undergraduates; data in the table reflect correct values. IPEDS data being corrected with NCES.

Table V-35 (cont.)

Peer Institutions, Basic Comparison Data

Institution	Total Operating Expenditures ¹⁷	Operating Expenditures per FTE student	Total Research Expenditures ¹	% Expenditures for Research	6-yr. Grad Rate, 1997 Cohort ¹	Retention Rate ¹⁸	SAT Total 25 th Percentile ¹	SAT Total 75 th Percentile ¹	ACT 25 th Percentile ¹	ACT 75 th Percentile ¹	% Freshmen Admitted ¹⁹
Aspirational Peers											
Univ. Nevada – Las Vegas	\$351,762,000	\$16,370	\$32,877,000	9.4%	41.5%	72%	900	1140	18	24	80.1%
Univ. Wisconsin - Milwaukee	\$349,427,129	\$15,443	\$30,098,100	8.6%	37.1%	73%	n/a	n/a	20	24	89.0%
Univ. of Memphis	\$290,536,293	\$17,570	\$42,559,646	14.7%	35.7%	73%	930	1200	18	24	70.3%
Cleveland State	\$225,941,451	\$19,910	\$15,036,515	6.7%	27.0%	62%	n/a	n/a	16	22	n/a
Univ. of New Orleans	\$188,588,774	\$13,873	\$25,341,270	13.4%	24.5%	68%	900	1170	18	23	63.4%
Mean:	\$281,251,129	\$16,633	\$29,182,506	10.5%	33.2%	70%	910	1170	18	23	75.7%
UTSA	\$224,793,741	\$9,953	\$12,865,558	5.7%	29.1%	65%	890	1120	18	22	99.3%
Texas Emerging Research Institutions											
UT Dallas	\$182,409,997	\$17,025	\$25,409,681	13.9%	56.1%	81%	1130	1340	24	29	53.1%
Texas Tech	\$425,826,150	\$16,454	\$37,655,977	8.8%	54.4%	82%	1020	1220	21	26	67.1%
UNT	\$320,907,894	\$12,720	\$14,944,144	4.7%	39.6%	77%	1000	1220	21	26	72.1%
Univ. Houston – University Park	\$499,548,076	\$17,601	\$71,086,130	14.2%	38.7%	79%	940	1170	19	23	80.6%
UTA	\$244,172,608	\$12,244	\$16,860,274	6.9%	37.6%	69%	950	1180	19	24	72.0%
UTEP	\$217,149,460	\$14,804	\$28,458,337	13.1%	27.2%	70%	830	1100	n/a	n/a	n/a
Mean:	\$341,520,251	\$15,141	\$33,800,972	9.6%	39.5%	75%	948	1178	20	25	70.0%
UTSA	\$224,793,741	\$9,953	\$12,865,558	5.7%	29.1%	65%	890	1120	18	22	99.3%
Out-of-State Peers											
Cal State – Fresno	\$233,817,153	\$13,370	n/a	n/a	45.9%	81%	820	1080	n/a	n/a	69.7%
E. Michigan Univ.	\$261,441,395	\$14,638	\$4,802,643	1.8%	41.0%	71%	870	1140	18	23	80.6%
San Francisco State	\$347,770,160	\$14,607	\$18,025,956	5.2%	40.3%	77%	870	1130	n/a	n/a	64.9%
Univ. North Carolina - Charlotte	\$224,827,269	\$13,973	\$12,122,775		46.6%	77%	970	1160	19	24	71.8%
Boise State	\$194,333,981	\$13,958	\$8,763,288	4.5%	30.2%	60%	875	1065	18	27	92.4%
Mean:	\$254,679,459	\$14,109	\$10,928,666	4.2%	40.8%	73%	881	1115	18	25	75.9%
UTSA	\$224,793,741	\$9,953	\$12,865,558	5.7%	29.1%	65%	890	1120	18	22	99.3%

¹⁷ IPEDS 2004; note, however, SAT Total 25th and 75th percentiles generated by adding SATV and SATM percentiles

¹⁸ USN&WR 2006; reports three-year average

¹⁹ IPEDS 2004 – calculated from number of applications and number of admissions reported on Institutional Characteristics, 2004

Table V-36

Peer Comparisons: Important Changes, 2000 – 2004

Institution	FTE Students 2000 ²⁰	FTE Students 2004 ²¹	% Change FTE Students	Operating Expenditures 2000 ²²	Operating Expenditures 2004 ²	% Change Operating Expenditures	Operating Expenditures per FTE Student 2000 ¹	Operating Expenditures per FTE Student 2004 ²	% Change Operating Expenditures per FTE Student	6-yr Grad Rate 1994 Cohort ¹	6-yr Grad Rate 1998 Cohort ²	Change 6-yr Grad Rate
Aspirational Peers												
Univ. Nevada – Las Vegas	15,686	21,488	37.0%	\$238,686,000	\$351,762,000	47.8%	\$15,216	\$16,370	7.6%	35.4%	41.5%	6.1%
Univ. Wisconsin - Milwaukee	18,994	22,627	19.1%	\$290,831,192	\$349,427,129	20.2%	\$15,312	\$15,443	0.9%	38.1%	37.1%	-1.0%
Univ. of Memphis	15,831	16,536	4.5%	\$232,844,433	\$290,536,293	24.8%	\$14,708	\$17,570	19.5%	33.3%	35.7%	2.4%
Cleveland State	11,000	11,348	3.2%	183,155,100	\$225,941,451	23.4%	\$16,650	\$19,910	19.6%	26.9%	27.0%	0.1%
Univ. of New Orleans	12,442	13,594	9.3%	\$147,394,623	\$188,588,774	28.0%	\$11,487	\$13,873	17.1%	22.3%	24.5%	2.2%
Mean:	14,791	17,119	14.6%	\$218,582,270	\$281,251,129	28.7%	\$14,747	\$16,633	12.9%	31.2%	33.2%	2.0%
UTSA	14,495	22,586	55.8%	\$175,789,176	\$224,793,741	27.9%	\$12,128	\$9,953	-17.9%	23.2%	29.1%	5.9%
Texas Emerging Research Institutions												
UT Dallas	7,695	10,714	39.2%	\$126,099,130	\$182,409,997	44.7%	\$16,387	\$17,025	3.9%	51.0%	56.1%	5.1%
Texas Tech	22,439	25,880	15.3%	\$392,938,191	\$425,826,150	8.4%	\$17,511	\$16,454	-6.0%	47.7%	54.4%	6.7%
UNT	21,673	25,228	16.4%	\$266,650,173	\$320,907,894	20.4%	\$12,303	\$12,720	3.4%	36.2%	39.6%	3.4%
Univ. Houston – University Park	25,479	28,381	11.4%	\$429,934,215	\$499,548,076	16.2%	\$16,874	\$17,601	4.3%	34.9%	38.7%	3.8%
UTA	15,467	19,943	28.9%	\$201,126,757	\$244,172,608	21.4%	\$13,004	\$12,244	-5.9%	30.7%	37.6%	6.9%
UTEP	12,071	14,668	21.5%	\$192,329,703	\$217,149,460	12.9%	\$15,933	\$14,804	-7.1%	23.5%	27.2%	3.7%
Mean:	19,426	22,820	18.7%	\$296,595,808	\$341,520,838	15.8%	\$15,335	\$15,141	1.2%	37.3%	39.5%	4.9%
UTSA	14,495	22,586	55.8%	\$175,789,176	\$224,793,741	27.9%	\$12,128	\$9,953	-17.9%	23.2%	29.1%	5.9%
Out-of-State Peers												
Cal State – Fresno	16,035	17,488	9.1%	\$262,284,871	\$233,817,153	-10.9%	\$16,357	\$13,370	-18.3%	40.3%	45.8%	5.5%
E. Michigan Univ.	17,476	17,860	2.2%	\$227,720,472	\$261,441,395	14.8%	\$13,030	\$14,638	12.3%	33.8%	41.0%	7.2%
San Francisco State	21,373	23,809	11.4%	\$321,215,251	\$347,770,160	8.3%	\$15,029	\$14,607	-2.8%	32.1%	40.3%	8.2%
Univ. North Carolina - Charlotte	13,706	16,090	17.4%	\$206,923,641	\$224,827,269	8.7%	\$15,097	13,973	-7.5%	50.5%	46.6%	-3.9%
Boise State	12,033	13,923	15.7%	\$162,571,472	\$194,333,981	19.5%	\$13,510	\$13,958	3.3%	27.8%	30.2%	2.4%
Mean:	16,125	17,834	11.2%	\$236,143,141	\$236,143,141	8.1%	\$14,605	\$14,109	-2.6%	36.9%	40.8%	3.9%
UTSA	14,495	22,586	55.8%	\$175,789,176	\$224,793,741	27.9%	\$12,128	\$9,953	-17.9%	23.2%	29.1%	5.9%

²⁰ IPEDS 2000

²¹ IPEDS 2004

²² IPEDS 2000 Finance Survey reports Total Current Funds Expenditures and Transfers for FY9900; not exactly the same as Total Operating Expenditures reported for FY0304 reported on IPEDS 2004 Finance Survey using GASB standards (Total Expenses)

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: <ul style="list-style-type: none"> — 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	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,	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

U. T. San Antonio				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
		<p>(CEBBER):</p> <p>Current research activities: 1) biosensor 'cantilever sensing element' 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.</p> <p>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.</p> <p>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</p>	<p>746,000) for the CEBBER were Congressional dollars (2004). Currently pending, we have Congressional 'plus up' (\$2,500,000) and several grants (NIH and NSF, ~\$7,500,000).</p> <p>CRSET: Only funding to date is \$75,000 for a roadside improvised explosive device project. This represents Phase 1 of a \$215,000 project</p>	<p>received to conduct exercises and develop training materials to teach communities how to conduct their own. Additional training and exercise funding is being sought from DHS</p> <p>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.</p> <p>CRSET: Pursuing federal and industry funding</p>

U. T. San Antonio				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
		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		
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 experienced explosive growth, with an increase of over 58% in headcount and an 80% increase in FTE students or semester credit hours productivity from Fall 1999 to Fall 2004. U. T. Tyler is a highly regarded full-service, comprehensive university of five academic colleges, with existing programs such as a distinctive core curriculum, additional lower-level courses, advising centers and freshman learning centers, additional high-quality faculty, an array of student support services, an NCAA Division III sports program, newly formed academic and student support spaces, and new on-campus apartments. We expect to monitor our progress against our peer institutions while we increase enrollment, add master's and doctoral programs, increase research, and improve retention.

A major focus at U.T. Tyler is to increase the first year retention rate. U.T. Tyler's first year retention rate is low compared to peers but improving.

The six-year graduation rate for U.T. Tyler (44.2%) exceeds all of its comparative peers and two of its five aspirational peers. The university has developed ongoing efforts to sustain and continually improve graduation rates.

Undergraduates living on-campus comprise 10% of U.T. Tyler's students, which ranks last among its comparative and aspirational peers. Plans have been developed and new student housing is under construction, which will increase the number of undergraduate students living on campus.

As a young institution, another challenge is to improve U.T. Tyler's peer ranking of 10th out of the eleven institutions for total research expenditures. Research expenditures are expected to significantly increase at U.T. Tyler as a new office of Sponsored Research has begun its first year of operation.

In terms of student-to-faculty ratio, U.T. Tyler ranks sixth (tie) among its peer group. This ratio has slightly increased due to the institution's tremendous growth.

Table V-37
The University of Texas at Tyler
National Peer and Aspiring Peer Institutions

2004-2005 Comparison Data

University	Tot Enrollment	% Undergrad. Enrollment	First Time	SAT/[ACT] 25th %ile	SAT/[ACT] 75th %ile	Total Degrees Awarded	% Bach Degrees Awarded	1st Year Retention rate	6 Year Grad Rate	Undergrads in on-campus housing	Stud/Fac Ratio	FTE Faculty	Total Research Expenditures 2004 (\$)
U. T. Tyler	5,303	78.4%	489	968 [20]	1170 [25]	918	77%	57%	44.2%	10%	16:1	240.7	850,096
<i>Peers:</i>													
California State University-Bakersfield	7,755	77.5%	743	810	1080	1,501	79%	76%	37.6%				62,294
University of Colorado--Colorado Springs	9,039	69.0%	939	970	1190	1,603	65%	68%	37.0%	20%	18:1	380.7	3,292,604
University of Illinois-Springfield	4,396	57.0%	90	23	28	1,079	58%	79%			13:1		1,480,112
The University of Tennessee--Chattanooga	8,689	85.2%	1,489	17	23	1,622	72%	68%	23.8%	28%	17:1	486.7	7,116,677
The University of West Florida	9,518	83.8%	868	21	26	1,991	74%	72%	41.3%	16%	20:1	353.7	10,374,510
<i>Aspiring Peers:</i>													
Northern Arizona University	19,137	69.6%	2,278	940	1180	5,065	58%	70%	50.2%	38%	17:1	912.3	18,824,650
Portland State University	23,444	74.0%	1,176	910	1150	4,390	66%	66%	33.9%				18,440,408
University of North Carolina-Charlotte	19,846	80.0%	2,601	970	1160	3,657	76%	77%	46.6%	27%	15:1	928.0	12,122,775
University of North Carolina-Greensboro	15,329	75.8%	2,161	940	1140	3,162	66%	77%	50.2%	32%	16:1	786.0	13,738,781
U of Southern Maine	11,089	78.8%	868	900	1100	1,515	64%	68%	31.0%	21%	16:1		18,676,000

Sources: 2003-2004 IPEDS Peer Analysis, 2003-04 Common Data Sets, US News FY2004

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 Excellence in Teaching Mathematics and Science	To be a model of an interdisciplinary, technology-based approach to teaching, research, and service in the mathematics and science education community.
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. It 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-38
Southwestern Medical School
Peer Institution Comparisons

Institution/Medical School	Total Dollar Amount NIH Grants Awarded FY2003*	Total Dollar Amount Research Grant Expenditures FY2003*	Number of House-staff 2003*	Number of M.D. Degrees Conferred 2003*	Faculty per Medical Student Ratio 2003*	National Academy of Sciences Members 2003 ^	Licensing Income 2003 ^^	Top Universities in Biomedical Research 1997 – 2001 Study of Research Impact Science Watch ^^^
Southwestern	\$173,839,840	\$185,534,766	1,160	201	1.48	15	\$10,630,537	Top 10 ranking in 4 of 6 fields
Baylor College of Medicine	246,410,097	248,356,488	1,199	157	2.75	3	7,023,000	Top 10 ranking in 1 of 6 fields
University of California–Los Angeles	288,429,419	388,363,734	1,424	147	2.96	30 For entire University	Not Disaggregated from System **	Top 10 ranking in 0 of 6 fields
University of California–San Diego	219,646,784	187,270,857	640	97	1.41	66 For entire University	Not Disaggregated from System **	Top 10 ranking in 4 of 6 fields
University of California–San Francisco	350,786,145	406,209,917	1,408	135	2.41	30	Not Disaggregated from System **	Top 10 ranking in 5 of 6 fields
University of Michigan	241,388,940	199,821,591	911	161	1.79	25 For entire University	7,423,419 for entire University	Top 10 ranking in 2 of 6 fields
University Of North Carolina–Chapel Hill	199,091,797	134,646,772	661	151	1.86	11 For entire University	3,808,043 for entire University	Top 10 ranking in 0 of 6 fields
University of Washington –Seattle	290,097,322	442,547,594	1,019	182	2.30	39 For entire University	29,131,798 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 than 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: *AAMC. ^ NAS Website, September 2005.

^^ Chronicle of Higher Education from Association of University Technology Managers, 2003 Survey results

^^^ Science Watch, Sept./Oct 2002, study of research impact at the top 100 federally funded universities

Notes: ** \$61,119,000 reported for University of California System in 2003

***Washington Research Foundation, U of Washington

Table V-39

**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, 2005 (with the exception for Costs per Case Mix Index (CMI) Adjusted Discharge where only 2005 Q2 (April 1–June 30) data are available for the peer group facilities.) 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: although UTMB's cost per CMI adjusted discharge is 23.2% lower than the peer group average, the net operating revenue per CMI adjusted discharges is 25.7% lower.

With the second calendar quarter data submission, Solucient implemented several new expense categories to better conform to industry standards. For example, Professional Fee Expenses are no longer excluded from the calculation of Total Direct Operating Expenses. An unfortunate consequence of this and other changes is that data for the most recent quarter lack comparability with previous quarters. (That is why we could only provide one quarter's worth of expense data for the peer group facilities.) As expected, the inclusion of Professional Fee Expenses increased Costs per CMI Adjusted Discharge. For UTMB, the increase is about \$820 per CMI Adjusted Discharge.

UTMB also made some refinements. We have excluded normal newborns from the calculation of the Case Mix Index (CMI) adjustment factor and patient discharges, per Solucient's instructions. The net effect on Costs per CMI Adjusted Discharge was <1%.

Table V-40

	University of Texas Medical Branch	University of Texas Medical Branch Peers									
		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 Data²											
Academic Year 2003-2004 12-Month Unduplicated Headcount Enrollment (all Schools)	2,152	3,052	2,762	2,272	29,750	20,319	2,827	46,153	30,307	33,224	1,711
Total Full-time Faculty Fall 2004 ³	806	Not available	Not available	Not available	2,465	Not available	Not available	Not available	2,026	2,090	Not available
FY 2004 Revenues: Federal Operating Grants and Contracts ⁴ (in thousands)	\$106,847	\$234,136	\$115,350	\$34,868	\$384,618	\$294,608	\$464,176	\$445,895	\$270,996	\$261,594	\$34,397
FY 2004 Instruction Expenses (in thousands)	\$214,982 ⁵	\$95,189	\$121,218	\$97,806	\$532,927	\$209,831	\$149,242	\$375,761	\$210,564	\$269,294	\$61,135
Enrollment (Headcount)											
School of Medicine (Source: AAMC M SPS Report - Fall 2004 data) ⁶	835	422	297	716	642	692	620	593	552	583	773
Graduate School of Biomedical Sciences (Source: AAMC M SPS Report 2004) ⁶	273	376	167	96	700	771 ⁸	426	515	320	545	125
School of Allied Health (Source: Institutional websites for Fall 2004)	369	Not applicable	673	547	3209	1542	Not applicable	Not applicable	Not applicable	7139	276 ¹⁰
School of Nursing (Source: Institutional websites for Fall 2004)	606 ¹¹	840 ¹²	395	352	512	569	536	720	550	786	385
Graduations											
School of Medicine (Source: AAMC M SPS Report 2003) ^{6,13}	194	93	71	172	151	155	135	135	135	165	193
Graduate School of Biomedical Sciences (Source: Institutional websites for Fall 2004)	57 ¹⁴	54	50	Not available	Not available	219 ⁸		Not available		Not available	17
School of Allied Health (Source: Institutional websites for Fall 2004)	114	Not applicable	222	Not available	189	298	Not applicable	Not applicable	Not applicable	919	89 ¹⁰
School of Nursing (Source: Institutional websites for Fall 2004)	221 ¹⁴	295	153	Not available	224	161		157	Not available	2609	127
Volume and Cost Data¹⁵											
Inpatient Admissions	37,812	25,292	28,680		31,334		26,949	22,517	29,054	25,127	
Outpatient Visits ¹⁶	756,046		346,135				553,665	541,319	548,946	577,031	
Adjusted Discharges	70,886	44,374	43,905		49,237		37,001	39,934	49,630	43,738	
Average Length of Stay	5.26	4.57	5.93		6.45		6.20	5.61	5.74	6.98	
Cost per CMI ¹⁷ : Adjusted Discharge	\$7,535	\$12,836	\$9,692		\$9,003		\$10,952	\$11,004	\$7,525	\$9,979	
Net Operating Revenue/CMI Adjusted Discharge	\$7,368	\$9,680	\$9,908		\$8,749		\$14,769	\$9,440	\$9,179	\$10,190	
Payor Mix¹⁵											
Medicare Percentage Discharges	18.8%		29.0%		28.6%		29.9%				
Medicaid Percentage Discharges	36.3%		28.1%		26.5%		20.7%				
Commercial Percentage Discharges	24.9%		35.5%		36.3%		47.1%				
Self-pay Percentage Discharges	6.6%		5.9%		4.6%		0.8%				
Other Payor	0.5%		1.6%		1.5%		0.7%				
Charity Care Percentage Discharges	12.9%		0.0%		2.5%		0.9%				

- 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 Many institutions were missing faculty numbers from Fall 2004 IPEDS.
- ⁴ Public Universities use GASB and Private use FASB
- ⁵ This figure also includes UTM B's M SRDP (Medical Service, Research and Development Plan), Practice Plan, and Center dollars.
- ⁶ AAMC M SPS: Association of American Medical Colleges Medical School Profile System.
- ⁷ Data were unavailable from the source listed and had to be obtained via the institution's Web site.
- ⁸ Includes masters and doctoral level "Joint Health Sciences" and "Public Health" degrees.
- ⁹ Data were unavailable from the source listed the institution's Web site; they were obtained directly from institution.
- ¹⁰ Includes midwifery.
- ¹¹ Includes 39 PhD students.
- ¹² FTE (Headcount not available).
- ¹³ Association of American Medical Colleges Medical School Profile System has not yet posted 2004 data.
- ¹⁴ Includes 2 PhD nursing degrees counted in the 57 Graduate School of Biomedical Sciences.
- ¹⁵ Data Source: Action OI database, representing quarterly volumes or statistics based on (calendar quarters) 2004 Q3 - 2005 Q2. Because Solucient changed the reporting criteria for the data elements used in the calculation of "Cost per CMI Adjusted Discharge", only 2005 Q2 data are reflected for the peers.
- ¹⁶ 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.
- ¹⁷ 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 Addiction Research (CAR)	To stimulate and support translational research in addiction. To disseminate science-based knowledge on addiction. To provide UTMB with core support for behavioral models of psychiatric and neurological disease. To function as an advisory resource, promoting the use of science in the formulation of policies and the development of consortiums and programs at national, state, and local levels.	The Center for Addiction Research has 52 members with the overall goal of curing addiction and recovering the lives of addicts. The CAR supports its tripartite mission of translational research, education, and community outreach through the administrative structure and several support mechanisms. The CAR supports the review and submission of grant proposals for members; oversees an NIH NIDA training grant for graduate and postdoctoral training in addiction research; collaborates with departments to recruit new faculty to UTMB; funds a peer-reviewed, intramural pilot program <i>Fostering Advances in Addiction Science</i> that supports research in addiction; sponsors seminars in the field of substance abuse and drug addiction; conducts clinical trials on medications with the promise of becoming the initial pharmacotherapy available for stimulant addiction; leads the first Texas Addiction Center Consortium to encourage cross-collaborative research and to develop policy and funding initiatives; works with community substance abuse and drug addiction organizations to augment treatment methods for substance abuse and drug addiction.	State of Texas tobacco funds School of Medicine operating funds	Total external support of center members as PIs: \$8M (funds obtained subsequent to the original funding for the past 3 years).
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.	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).
Center for Biomedical Engineering	To provide an effective organization for research and training in a strong multi-disciplinary environment. To improve the quality of health care delivery through the advancement of bioengineering and biotechnology.	To develop cooperative research and teaching relationships between UTMB medical faculty and bioengineers at UTMB and other Texas universities. To provide graduate and postdoctoral students with a means to conduct their research endeavors alongside experienced physicians, scientists, and biomedical engineers. Establish strategic alliances with industry partners to enable access to advanced technology and facilitate the process of technology transfer. Attract funding for research and training from diverse organizations. http://www.utmb.edu/cbme/	School of Medicine operating funds Federal Grants Private Philanthropy	Total external support of center members as PIs: \$13.8M (funds obtained subsequent to original funding for past 3 years).

Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Educational Cancer Center	To identify ways that medical schools in Texas can collaborate to achieve the goals of the Texas Cancer Plan. To educate Texas cancer patients and their caregivers regarding the nutritional requirements of living with cancer. To use the community-based health improvement process model to increase cancer awareness and screening, and reduce mortality and incidence rates among targeted disparities locations.	<p>The goal is to continue to create learning resources to assist students in developing problem solving skills and clinical reasoning skills by encompassing learning experiences that closely simulate tasks that the physician is expected to perform to effectively prevent, detect, and control cancer. CATCHUM is currently developing a 16-module online course that will be available to the eight Texas medical school students via the CATCHUM website (www.catchum.utmb.edu).</p> <p>Continued funding by the Texas Cancer Council, the CNNT project continues to conduct patient/caregiver workshops throughout the state of Texas on obesity, respite care, and curriculum development for health care workers.</p> <p>Collaborate with the OEPs to develop educational materials and arrange conferences. Obesity Summit attended for TexMed 2005 where CNNT presented material on risk reduction by nutritional choice. The CNNT is currently working on a respite care program. Health worker curriculum to be completed and implemented this period.</p> <p>Continued funding by NIH/NCI: Project 3 of UTMB Center for Population Health and Health Disparities (CPHHD) P50 grant. Project 3 team is working with the local health coalition in Liberty County (Cancer Awareness Network) to conduct an educational workshop on community-based screening and protocols for positive case findings.</p> <p>Received commended status and three-year certificate of approval from American College of Surgeons for clinical program, including prevention and early detection programs.</p>	School of Medicine operating funds Federal Grants Private Philanthropy	CATCHUM: \$978,527. CNNT: \$152,399. Project 3: \$623,110.
<u>Center for Inter-disciplinary Research in Women's Health (CIRWH)</u>	To promote, stimulate, and support interdisciplinary research related to women's health.	<p>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.</p> <p>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.</p> <p>http://www.utmb.edu/cirwh/</p>	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
<u>General Clinical Research Center (GCRC)</u>	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. http://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.
<u>Galveston National Laboratory (GNL)</u>	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.	Federal Grants	Federal grant amount: \$110M. Local share (covered by state revenue bonds): \$40M. Philanthropy: \$17M.
<u>Sealy Center on Aging</u>	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. http://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.
<u>Sealy Center for Cancer Cell Biology</u>	To promote original scientific research in the molecular and cellular biology of cancer and to facilitate translation of novel research findings into clinical applications for the improved treatment, diagnosis, and prevention of cancer.	Expanded membership now includes 16 faculty members, including two new recruits. Center has applied for (and in FY06 should be awarded) an American Cancer Society institutional research grant and an NIH/National Cancer Institute training grant for pre- and postdoctoral fellows. Advanced Signaling in Cancer course offered to students in Fall 2005. Obtained additional office space (and plans are underway for research space) in Blocker Medical Research Building to conduct cancer research.	Federal Grants Private Philanthropy	Total annual cancer-related funding at UTMB is more than \$9 million from all funding sources.

Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
<u>Sealy Center for Environmental Health and Medicine</u> (SCEHM)	At UTMB, the Sealy Center for Environmental Health & Medicine proactively addresses issues in environmental health by striving to project future trends in research, education, and working within communities to better redefine community service and clinical intervention, while consistently outlining new plans of attack in environmental health to better prepare for future challenges.	This Center was established in 2000 with the mission to address important issues in environmental health by promoting excellence in research, education, community outreach, and clinical intervention. Galveston's proximity to many sources of significant environmental problems, such as oxidant and particulate pollutants, hazardous chemical releases, toxic waste sites, and old buildings with peeling lead paint, makes UTMB a compelling site for a multidisciplinary environmental health sciences center. During the SCEHM's first five years, this center successfully promoted new research initiatives, provided transition funding for faculty recruitment, provided critical support for mass spectrometry and proteomics, facilitated recruitment of outstanding students and fellows, and supported creative community outreach activities. In addition, the SCEHM addressed the institution-wide need for analytical morphology by developing a research histopathology service core, and for gene expression analysis by supporting a molecular genomics service core. Both cores are now independent of the SCEHM. Contributions of the SCEHM to UTMB's excellence in environmental health research and training were important factors in sustained funding from the National Institute of Environmental Health Sciences (NIEHS) for our environmental toxicology training grant and our center in environmental toxicology. Thus, the SCEHM has helped UTMB to achieve national and international preeminence in the environmental health sciences. www.utmb.edu/scehm	State of Texas tobacco funds School of Medicine operating funds Private Philanthropy	573 publications authored and ~\$137.5M in grants generated by SCEHM members during the years 2000 to 2004.
<u>Sealy Center for Molecular Sciences</u> (SCMS)	To establish a collaborative environment for a group of outstanding scientists conducting research in basic eukaryotic molecular genetics.	SCMS houses an outstanding genetic research team, which is poised to become one of the top 25 medical research facilities in the country. Primary pursuits of the SCMS include the discovery and translation of the basic principles governing the repair and replication of genes, the regulation of transcription, and signal transduction in cells. The basic research performed by SCMS will uncover some of the critical factors that underlie human genetic disorders and that will lend themselves to wide practical application for treatments. Investigations primarily emphasize the discovery of basic principles governing the repair and replication of the cellular genetic material, the regulation of gene transcription, and the mechanisms of cellular signal transduction. http://www.scms.utmb.edu/	School of Medicine operating funds Federal Grants	Total external support as PI \$20.7M (funds obtained subsequent to original funding total for past 3 years).

Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
<u>Sealy Center for Vaccine Development</u>	To improve human health by conducting research focused on the development and use of vaccines, developing public policy and education programs to foster vaccine acceptance, and training investigators in the field of vaccine research.	The center fosters the highest quality research and facilitates the translation of laboratory findings to prevention of infectious diseases in the community. Specific examples of diseases and pathogens for which vaccine development research and/or clinical trials are being conducted include malaria, respiratory viruses, flavaviruses, sexually transmitted diseases, rickettsial organisms, Rift Valley fever, and enteric bacteria such as <i>H. pylori</i> . Members of the center also examine influences on vaccine acceptance and uptake, and address issues relevant to the development of public policies governing health care. In addition, the center facilitates education and training in vaccinology for graduate students and physicians. The community outreach program develops and implements model programs which foster increased rates of vaccination within the local community and can be exported to other communities. http://www.utmb.edu/scvd/	Private Philanthropy	Institutional Return on Investment: \$20,760,660 (\$14,094,115 (direct) + \$6,666,545 (indirect)) – SCVD- initiated multi-investigator NIH grants and contracts (2002–2009).
Sealy Center for Structural Biology	To provide infrastructure and research expertise in computational and structural biology, bioinformatics, and biophysics	Structure-based drug design in inflammatory diseases and biodefense, proteomics of asthma, and infectious diseases are among some of the areas of research excellence. Participation in the Keck Center for Interdisciplinary Training/Gulf Coast Consortia involving UTMB, Rice, Baylor College of Medicine, UT M.D. Anderson Cancer Center, U. Houston, and UTHSC-Houston.	State of Texas tobacco funds School of Medicine operating funds Private Philanthropy	Various NIH center grants such as NHLBI Proteomics (\$14.7M/7 years.) and NIAID Proteomics (\$6.3M/5 years). Total funding of PIs: more than \$30M for past 3 years.
<u>Center for Tropical Diseases - A World Health Organization (WHO)</u>	To alleviate suffering caused by tropical infectious diseases through the application of basic, applied, and field research.	The education programs at the center contribute to enhancing the scientific infrastructure of tropical infectious diseases research as well as aiding others to understand the importance and control of these diseases. The diagnostic and reference laboratory services provide an important resource for the diagnosis and management of infectious diseases. http://www.utmb.edu/ctd/	Federal grants	See the Center for Biodefense and Emerging Infectious Diseases.

The University of Texas at Health Science Center - Houston Mission Statement

The University of Texas Health Science Center at Houston (HSC-H) is a component of 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 and three UT health-related institutions. The 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-41
Medical School Peer Comparison**

	HSC-H	Median	HSC-H as % of Median
Total Enrollment, 2003	810	733	110.5%
Total Residents, 2003	755	633	119.3%
Full-time Faculty, incl. Instructors, 2003	668	1,104	60.5%
Full-time Clinical Faculty, 2003	585	929	63.0%
Full-time Basic Science Faculty, 2003	83	157	52.9%
State Appropriations, 2003	\$81,621,101	\$77,329,132	105.6%
Total Dollar Amount of Medical School NIH Research Grants, 2004 ²	\$51,035,079	\$209,973,601	24.3%

**Table V-42
IPEDS Peer Comparison**

	HSC-H	Median	HSC-H as % of Median
Enrollment: 12 month unduplicated headcount			
* First Professional	1,085	1,093	99.3%
* Graduate	2,102	4,472	47.0%
Awards/degrees conferred: Health professions & related clinical sciences			
* Bachelor's degree	125	220	56.8%
* Master's Degree	234	268	87.3%
* Doctoral degree	12	24	50.0%
* First Professional degree	242	269	90.0%
Tuition & fee revenues per FTE	\$4,610	\$5,457	84.5%
State & local government appropriations per FTE	\$49,197	\$15,093	326.0%
Instruction expenses per FTE	\$75,750	\$18,710	404.9%

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 lose some ground, predominately in the area of research. Recent and projected NIH cutbacks are affecting the HSC-H perhaps more significantly than other institutions as NIH-funded activity accounts for more than one-half of all research conducted on campus. In its recent Compact with The University of Texas System, the HSC-H has specified education and research goals and objectives in line with its vision to become a nationally recognized academic health center. To that end, HSC-H is working to further leverage its state appropriations. Amounts are in line with other UT components but significantly higher on a per FTE basis than our out-of-state peers. We also plan to help accelerate recruiting and retaining world-class scientists, those who are likely to attain NAS membership status and bring considerable prestige to the HSC-H research enterprise. In addition, efforts to build and equip the Institute of Molecular Medicine and the Medical School's Research Replacement Facility will have a positive impact on not only research activity, but also on the HSC-H's ability to educate and train the next generation of health professionals.

Table V-43 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
<i>list based on UTHSC-H component schools</i>									
Medical School	*	*	*	*	*	*	*	*	*
Dental School	*			*	*	*	*		*
Nursing School	*		*	*	*	*	*		*
Public Health School	*				*	*	*		*
Graduate School of Biomedical Sciences	*	*	*	*				*	
Health Informatics (school or pgm)	*								
Medical School Comparisons¹									
Total Enrollment, 2003	810	831	821	822	678	641	771	513	695
Total Residents, 2003	755	569	537	625	911	661	1,019	640	603
Full-time Faculty, incl. Instructors, 2003	668	1,241	892	768	1,213	1,193	1,771	723	1,014
Full-time Clinical Faculty, 2003	585	1,038	736	610	1,100	986	1,540	679	872
Full-time Basic Science Faculty, 2003	83	203	156	158	113	207	231	44	142
State Appropriations, 2003	\$81,621,101	\$93,366,042	\$83,434,782	\$78,102,564	\$43,448,380	\$65,302,845	\$55,551,855	\$76,555,700	\$79,009,280
Total Dollar Amount of Medical School NIH Research Grants, 2004 ²	\$51,035,079	\$172,246,995	\$104,311,923	\$79,826,775	\$245,342,433	\$212,868,565	\$307,873,069	\$231,023,209	\$207,078,637
University-wide Comparisons									
Total Dollar Amount of NIH grants, 2004 ³	\$80,515,380	\$172,246,995	\$105,156,283	\$88,457,846	\$368,176,446	\$289,652,932	\$473,432,138	\$304,039,410	\$243,443,313
IPEDS Student Comparisons, 2003									
Enrollment: 12 month unduplicated headcount									
* First Professional	1,085	869	821	1,182	3,399	2,456	1,750	548	1,003
* Graduate	2,102	639	689	777	12,481	9,288	10,338	3,547	5,396
Awards/degrees conferred:									
Health professions & related clinical sciences									
* Bachelor's degree	125	71	287	300	178	265	226	32	214
* Master's Degree	234	39	79	86	295	414	268	n/a	346
* Doctoral degree	12	n/a	8	5	21	31	40	n/a	26
* First Professional degree	242	189	180	288	293	356	312	128	250
IPEDS Financial Comparisons, 2003									
Tuition & fee revenues per FTE	\$4,610	\$5,190	\$3,978	\$5,723	\$12,612	\$6,024	\$7,157	\$5,013	\$3,987
State & local government appropriations per FTE	\$49,197	\$61,333	\$142,814	\$48,040	\$8,911	\$15,087	\$8,169	\$12,992	\$15,098
Instruction expenses per FTE	\$75,750	\$178,121	\$105,989	\$68,100	\$14,759	\$21,773	\$15,647	\$13,079	\$14,508

¹ AAMC Medical School Profile System

² <http://grants1.nih.gov/grants/award/rank/medttl04.htm>

³ <http://grants1.nih.gov/grants/award/trends/dheallinst04.htm>

Centers of Excellence

U. T. Health Science Center-Houston				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
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.	<p>Clinical trials of:</p> <ul style="list-style-type: none"> * 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. <p>Human laboratory evaluation of:</p> <ul style="list-style-type: none"> * mechanisms and effects of MDMA ("ecstasy"), cocaine, and potential treatment medications. * 'impulsivity' as a determinant and consequence of stimulant abuse and dependence. <p>Clinical Research Center with UTMB studying medications and effects of new cocaine treatment medication.</p> <p>Functional Magnetic Resonance Imaging related to clinical trials and human laboratory research.</p> <p>Preclinical research examining mechanisms of abuse and dependence and treatment medications.</p>	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 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.	NIH P50	Two supplementary awards are being used to develop new projects leading to 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	To increase the public's healthy years of life by promoting clinical		NIH	

U. T. Health Science Center-Houston				
Name of Center of Excellence	Purpose	Key activities	Source of funding	Funds leveraged
Research and Evidence-Based Medicine	research of the highest quality and by advancing the application of this research in preventing acute and chronic illness, disability, and premature death.			

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.

**Table V-44
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	\$4,331,307	57.3	661	314	12:1		
SWMC	\$4,492,085	85.4	462	121	5:1		
UTMB	\$5,496,000	43	369	118	9:1		
MUSC	\$2,944,200	66	668	Unavailable	10:1		
Alabama*	\$8,263,386	98	1063	418	11:1		
School/ Peers	Total Dollar Amount of NIH Grants	Total Degrees Conferred					
UTHSCSA Graduate School	\$88,457,846	90					
UTHSC-H	\$80,515,200	42					
UTMB	\$105,156,283	48					
UC Irvine	\$113,939,247	78					
U Kentucky	\$85,758,344	53					
U Louisville	\$49,273,536	39					
School/ Peers	Public/State Assisted ²	1 st Year Pre-Doc Enrollment ²	Total Pre-Doc Enrollment ²	Number of Specialty Programs ³	National Rank/NIDCR Funding ⁴		
UTHSCSA Dental School	Yes	94	348	9	8[†]		
SUNY-Buffalo	Yes	88	349	9	16		
U of Iowa	Yes	77	299	11	11		
UCLA	Yes	88	366	8	6		
U of Florida	Yes	82	316	10	4		
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	1149	574	637	2.00:1[±]	\$74,157,028		
U of Florida	682	985	857	0.70:1	\$60,948,137		
U of VA	860	761	624	1.13:1	\$122,366,248		
MUSC	774	721	519	1.07:1	\$78,119,762		
UTHSC-H	898	623	755	1.44:1	\$61,504,289		
Ohio State	1354	1102	569	1.23:1	\$68,258,858		
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	675	264[‡]	42[‡]	1	65	\$1,415,779	\$526,601
N Carolina	580	173	46	6	106.8**	\$8,123,024	\$136,493
Ohio State	719	144	66	1	Unavailable	\$757,950	Not applicable
UTHSC-H	732	157	124	9	62	\$817,003	\$1,908,056***

*Aspirational School; **Includes research and part-time faculty FTE; ***Total billed-not exclusively revenue
¹2004 data, Source: personal communication; No response from MUSC; ²2004 data, Source: ADA Predoctoral Survey;
³2003 data, Source: ADA Advanced Education Survey; ⁴2004 data, Source: NIH/NIDCR Rankings; ⁵2003 data, Source: AACMC;
⁶2004 data,
Source: Personal communication
Comments: [†]Increased rank from prior year; [‡]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, reduce the percentage of Hispanic students dismissed or repeating the year, provide a prematriculation program to 20 incoming 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, to increase ability of junior Hispanic faculty to be tenured or promoted, to increase recruitment of Hispanic faculty.	Increased student recruitment and retention. Enhanced recruitment and retention of Hispanic faculty.	HRSA.	\$921,788
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. The Center will work to eliminate disparities in women's health, improve access to health care services, and promote multidisciplinary collaborations among biomedical and social scientists and clinicians.	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	\$149,999
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 2001-4 \$2.2 M Yr 2004-6 \$592,019 Yr 2005-06 \$570,515
Nathan Shock Center of Excellence in Basic Biology of Aging		Currently, 45 of the Shock Center investigators have 115 research grants that deal with some aspect of aging. Forty-one of these grants are funded by the NIA. <u>Transgenic Core:</u> Develops genetically engineered animals for studying roles of specific genes in aging, nutrition, and age-related diseases. <u>Animal Core:</u> Maintains and monitors colonies of aging mice and rats used in basic research and determines the effect of genetic and anti-	National Institute on Aging, NIH (5P30 AG13319)	Shock Center total of over \$1M in the current year. NIA-funded grants annual total amounts to \$15.2M. Other NIH (not NIA) annual total is

U. T. Health Science Center-San Antonio

		<p>aging interventions on longevity and various physiological markers of aging.</p> <p><u>Pathology Core:</u> Conducts comprehensive pathological analysis of rodent models to assist investigations into genetic and nutritional manipulations of age-related processes and diseases.</p> <p><u>Oxidative Stress Core:</u> Provides analysis of oxidative damage to cell components with age linked to alterations in physiology and pathology.</p> <p><u>Optical Imaging Core:</u> Provides a means for investigators to provide multi-level, correlative analysis of the physiological processes involved in aging using state-of-the-art technology.</p> <p><u>Research Development Core:</u> Develops investigators new to aging research for the future needs of biogerontology by providing funds for pilot projects.</p> <p>Three Center faculty members have MERIT grants from 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. Twenty-one grants from various private foundations</p>		<p>\$10M. Total annual of \$7 M from DVA. Total annual of \$.8M for private foundations. The total annual funding for all 115 grants for the current year is over \$30M.</p>
John A. Hartford Center for Excellence in Geriatric Education	<p>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. The Center sponsors activities that extend to faculty, fellows, residents, and students in an effort to address the critical shortage of trained physicians in geriatric medicine.</p>	<p><u>Fellows:</u> 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. <u>Faculty:</u> The John A. Hartford Center promotes faculty expertise in geriatrics with weekly Gerontology and Geriatrics Grand Rounds sessions, where an average of 15 faculty and fellows from across the medical school meet to share their knowledge.</p> <p><u>Residents:</u> John A. Hartford Center residents receive one-on-one mentoring in research and attend the national meeting of the American Geriatric Society. Internal Medicine residents experience block rotations, a continuity care clinic, and a journal club. Family Practice residents receive up to three rotations and an acute training experience. To encourage Family Practice and Internal Medicine residents to pursue Geriatrics, the Center awards prizes in recognition of excellence.</p> <p><u>Students:</u> As part of a total reorganization of the first year medical student curriculum, a required geriatrics preclinical experience has been cancelled.</p>	John A. Hartford Foundation	\$150,000 annually
South Texas Health Research Center	To improve the health of the people in South Texas	<p>Health Policy – to provide technical support into local and regional entities in an effort to develop effective health policy activities.</p> <p>Health Education – to participate in the development of an effective health education campaign.</p> <p>Research – to implement active and</p>	State	2,587,395

U. T. Health Science Center-San Antonio

		<p>effective faculty development programs in research to increase support from NIH and other funding sources.</p> <p>Health Promotion – to plan, develop and implement culturally appropriate community outreach and communication campaigns aimed to the regional population in South Texas.</p>		
<p>Frederic C. Bartter General Clinical Research Center (GCRC)</p>	<p>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.</p> <p>The Primary mission of the GCRC is to facilitate biomedical research that improves the health of the public.</p> <p>The GCRC is also committed to improving:</p> <ol style="list-style-type: none"> 1. Graduate research education for investigators in all clinical and translational disciplines. 2. Science, math, and health literacy in K-12 education. 	<p>Established in 1982 and continuously funded for the past 24 years, 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. The GCRC has the capacity to provide services for both inpatient and outpatient studies. Over the years, the GCRC has been the site for physiology studies in diabetes, phase I oncology and hematology studies, cohort studies on aging, lupus, and rheumatoid arthritis, family studies of heart disease, psychiatric studies of addiction and bipolar disorders, neurological studies of amyotrophic lateral sclerosis, pediatric studies of chromosome abnormalities, studies in rehabilitation medicine, and studies of the effects of alternative medications.</p> <p>The GCRC offers the following services:</p> <ol style="list-style-type: none"> 1. Nursing Support 2. Bionutritional Services 3. Laboratory Specimen Processing 4. Data Safety Monitoring Program 5. DXA Scanning 6. Ultrasonography 7. Research Imaging Core (MRI and PET) – managed by the Research Imaging Center 8. Biostatistics and Informatics Core – managed by the Center for Biostatistics and Epidemiology 9. Master of Science in Clinical Investigation (MSCI) Degree Program. 10. Science Education and Outreach Programs to K-12 Teachers and Students 	<p>NCRR, NIH (M01-RR-01346)</p>	<p>The GCRC grant in 2005 is \$3.4 million.</p> <p>The investigator-held grants that utilize the GCRC have a value of \$12.1 million in 2005.</p> <p>The NIH funded education programs (MSCI and Science Education) add an additional \$0.8 million in 2005. (NCRR R25-RR-08549, NHLBI R25-HL-075777, NCRR K30 RR-022282)</p>
<p>VERDICT, a VA Health Services Research and Development (HSR&D) Research Enhancement Award Program</p>	<p>To improve the health of veterans by researching methods of improving the performance of the clinical microsystems that surround and support the healthcare system-patient interface.</p>	<ol style="list-style-type: none"> 1. Identify effective, theory-based methods of facilitating organizational change necessary to provide evidence-based, patient-centered health care. 2. Promote improved chronic illness care management through research on effective methods of implementing the chronic illness care model, including defining roles of the system and health care providers in increasing patient self-efficacy and self-management skills. 3. Identify effective methods, such as real-time decision support, for enhancing evidence-based, shared 	<p>VHA HSR&D</p>	<p>\$708,000 in Center Core funds; \$3.5 million in total funding from all sources FY'05 (includes VA, NIH, CDC, etc)</p>

U. T. Health Science Center-San Antonio

U. T. Health Science Center-San Antonio				
		decision making.		
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: <u>Recruitment and Faculty Development:</u> Highly selective international recruitment activity is ongoing as CCRI selects an outstanding faculty of principal investigators. <u>Research Themes & Programs:</u> The research themes and programs at CCRI are Molecular Oncogenesis/Cancer Genetics, Hematologic Malignancies, Tumor Virology, Experimental Therapeutics, and Epidemiology, Cancer Control, and Bioinformatics. <u>Educational Efforts:</u> CCRI supports undergraduate, pre-doctoral, and post-doctoral students in our laboratories, and hosts symposia, invited speaker series, and special meetings of academic and professional groups.	State Permanent Health Fund, (\$200 million endowment funded with proceeds from state tobacco litigation)	Federal funds - \$954,000 Other grants - \$649,000
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: Cancer Prevention and Population Science, Cancer-Related Bone Diseases, Experimental Therapeutics, Genomic Integrity and Carcinogenesis, and Geriatric Oncology. 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. The SACI Shared Resources include: Antigen and Antibody Production; Biostatistics and Medical Informatics; Clinical Protocol and Data Management; Cytogenetics and Genetics; Flow Cytometry; Genetic Mouse Models; Laboratory Animal Resources; Macromolecular Structure; Mass Spectrometry; Microarray; Optical Imaging; Pathology; Pharmacology; and Protein-Protein Interactions.	State, Federal (NCI/NIH), private nonprofit	NCI/NIH P30 CA054174 \$2,834,018 State-\$1,250,000; Private non profit, \$2,500,000
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. The faculty at the Center are available to mentor investigators who need additional help in areas of imaging, image processing, data analysis, etc. The mission of the RIC is to provide imaging support to the research community in the manner that brings the highest possible return of extramural funding in both the short and long term. The RIC has an	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, NIH, Philanthropic , Cost Recovery	\$93M FY2005

U. T. Health Science Center-San Antonio

	internationally known, excellent reputation in human imaging and is in the process of developing an equally outstanding program in animal imaging.			
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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 1069 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 six years.

Since 1944, more than 650,000 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 2005, 74,220 patients received care at MDACC, and 27,367 of them were new. About one-third of these patients were Texans from outside Houston and another third came from outside Texas, seeking the research-based care that has made MDACC so widely respected. The institution consistently sees approximately 22% of the cancer cases in Harris County, 10% of the cases in Texas, and 1% of the cases in the U.S.A.

At MDACC, scientific knowledge gained in the laboratory is rapidly translated into clinical care through research trials. During 2003, 12,232 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 Tamoxifen® as chemoprevention for breast cancer.

In 2005, the institution spent more than \$342 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 nine NCI Specialized Programs of Research Excellence grants in lung, bladder, prostate, ovarian, head and neck, pancreatic and endometrial cancers, melanoma and leukemia.

Expanded research efforts in epidemiology and behavioral sciences complement achievements made in the clinical cancer arena. Cancer prevention services are offered in individual and corporate programs, from personalized risk assessment to screening and genetic counseling.

More than 4,000 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). Nearly 1,000 research fellows 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.

During the past five years MDACC has experienced tremendous growth in each of its four mission areas. The number of patients served has increased 40%. There has been a corresponding increase in faculty and staff, as well as facilities. Between 2003 and 2005, the institution opened 1.9 million square feet of

new space for clinical, research, education and prevention programs. This includes creation of a new University of Texas Research Park, 1.5 miles south of the campus, in collaboration with UTHSC-H. The landmark program of the Research Park is the Red and Charline McCombs Institute for the Early Detection and Treatment of Cancer, which will be comprised of six research programs. Three are built and open: cancer metastasis, immunology, molecular markers; the Proton Center will open in 2006; planning is well-underway for biomedical imaging and experimental therapeutics.

The increases in our mission-driven activities fulfill our Strategic Vision for 2000-2005, which states, "We will aim to increase our research and patient care activities by up to 50% over the next five years." This record of unparalleled growth has been made possible by the collaborative and coordinated planning efforts of many leaders on the faculty and administrative staff, along with financial support from operating margins, philanthropy, the state of Texas and the U. T. System.

Table V-45

**M. D. Anderson Cancer Center
Institutional Comparisons**

FY 2004	#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	235	\$107.1M	1st	\$145.1M	45th		8	20,608	605,848	652	\$1.8B	yes
MSKCC	117	\$61.8M	7th	\$90.4M	65th		1	20,064	426,499	436	\$1.4B	yes
Duke Cancer Center	132	\$58.9M	8th *	\$343.8M*	10 th *		10	7,621	676,642		\$1.4B	yes
FHCR	127	\$82.2M	2 nd	\$207.3M	27th		3				\$286M	yes
Roswell Park				\$40.1M	126th		0	4,320	146,000	455	\$261M	yes
Dana Farber	125	\$75.2M	5th	\$122.1M	51st		4	953	178,238	587	\$489M	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 3 rd 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-46
Comparative Peer Institutions**

Facility	The University of Texas Health Center at Tyler	Broadlawns Medical Center - University of Iowa College of Medicine	MHS-Memorial Hospital Pembroke	Natividad Medical Center	Medical Center of Central Georgia
Staffed Beds	119	89	149	159	495
Discharges	3,773	4,747	6,550	8,416	28,378
Inpatient Days	26,942	17,826	29,698	35,411	151,466
Occupancy	62%	55%	55%	61%	84%
Emergency Department	9,466	27,459	34,038	31,740	55,199
Medicare Discharges	2,124	925	3,569	952	11,528
Medicare Percentage	56%	19%	54%	11%	41%
Medicaid Discharges	337	1,113	595	4,760	5,083
Medicaid Percentage	9%	23%	9%	57%	18%
Commercial Discharges	613	397	1,678	1,916	9,833
Commercial Percentage	16%	8%	26%	23%	35%
Self-Pay Discharges	699	2,312	708	788	1,934
Self-Pay Percentage	19%	49%	11%	9%	7%
Uncompensated Care	\$24,472,492	\$40,259,662	\$11,856,671	\$7,845,977	\$48,111,486
Percentage	20%	48%	15%	6%	10%

Key: Family Medicine Residency

The University of Texas Health Center at Tyler (UTHCT) selected its comparative peer institutions primarily based on inpatient services, such as the number of staffed beds, inpatient days, discharges (including the number and percentages of discharges for Medicare, Medicaid, commercial, and self-pay patients), and the percentage of uncompensated care. The data on which UTHCT based its comparative peer analysis are from the 2003 Characteristics Survey, conducted by the National Association of Public Hospitals and Health Systems (NAPH).

In addition, UTHCT selected one aspirational hospital: the Medical Center of Central Georgia. This hospital has several residency programs, including family medicine, internal medicine, and general surgery. Although its programs and volumes are greater, the Medical Center has several clinical programs that UTHCT has (cardiac care, oncology care, surgical care, and emergency care). UTHCT is developing strategic linkages with larger hospital systems in the East Texas region in order to increase the Health Center's influence and access to additional patients. This will benefit UTHCT's research capabilities and help grow UTHCT's residency programs, as well as clinical programs in cardiology, oncology, surgery, geriatrics, and emergency medicine. In the future, UTHCT may explore the development of residency programs in internal medicine, emergency medicine, general surgery, as well as fellowships in cardio-pulmonology, infectious diseases, and geriatric/gerontologic medicine. Through the strategic linkages with the larger hospital systems in East Texas, the University of Texas Health Center at Tyler, a 105-bed hospital, will have access to an additional 400-500 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. It works with multiple corporate citizens and agencies throughout East Texas		
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.	<p>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.</p> <p>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.</p>	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.	<p>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.</p> <p>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 lower IQ, learning disabilities, and impaired memory and vision.</p>	AOEC, US EPA, ATSDR	

<p>Texas Lung Injury Institute</p>	<p>This five-year \$7.5 million grant from the National Heart and Lung Institute of the NIH will provide insight about new ways to protect the lung against injury and excessive scarring from diseases such as pneumonia, emphysema, and diseases of the immune system.</p>	<p>The Program Project Grant Director at UTHCT is responsible for the overall direction and scope of the project. UTHCT researchers will determine how blocking the clearance of clots affects lung inflammation and repair. The Institute is focused on research programs that relate to its central theme of lung injury and its repair. The projects involve collaborations with investigators at Duke, University of Pennsylvania, University of California at San Francisco, and in industry. Lung injuries addressed by this work encompass diseases occurring at all ages, including lung scarring that occurs in geriatric populations.</p>	<p>National Heart and Lung Institute of NIH</p>	<p>\$7.5 million 5-year Program Project Grant from the National Institutes of Health</p>
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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. 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/adstq03.html	The number and percentage of high school graduates by ethnicity. Shows progress toward <i>Closing the Gaps</i> 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 12 th 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 <i>includes</i> students who enrolled in summer and continued enrollment in the fall. This is similar to LBB outcome measure, but includes disaggregation by ethnicity.
Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen	
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 in fall, and who graduated from this university within four, five, or six years. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. The THECB proposes that data on enrollments in private H.E. institutions will be available in the future.
Four-year graduation rate from this University of transfer/community college students	
CBM 001 Student 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. This is similar to LBB outcome 16 and 26, but is based on 30 or more SCH of transfer credit rather than 60 SCH.
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 and CBM 002 Texas Success Initiative Report	The percentage of undergraduates who entered this University as first-time, full-time undergraduates who have not yet graduated but who continued to be enrolled at this university six years later. The cohort <i>includes</i> students who enrolled in summer and continued enrollment in the fall. Matching was based on student social security number or student identification number. The six-year composite graduation and persistence rates from this or another Texas public 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 public university or who continue to be enrolled at this or another Texas public 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, private 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 12 th 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. <i>Source for national trends: Diversity & the Ph.D., A Review of Efforts to Broaden Race & Ethnicity in U. S. Doctoral Education. http://www.woodrow.org/newsroom/News_Releases/WW_Diversity_PhD_web.pdf.</i>

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 <i>Closing the Gaps by 2015</i> 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	<p>Measure includes competitive, external grants that are officially made to a principal investigator through the institution; i.e., those tracked through an office of sponsored programs a similar office. This definition does not distinguish between sources or the purposes of the grants; they could be from federal, state, corporate, or foundation sources and could be for research, discovery, training or service, as long as they are competitive and made to individual investigators. It excludes block grants or other noncompetitive grants made to the institution. FTE tenure/tenure-track data come from CBM 008 Faculty Report using rank codes 1-4 for tenure/tenure track positions (Professor, Associate Professor, Assistant Professor and Instructor) and appointment codes 01 and 02 (direct class room instruction and assignments that directly supplement classroom instruction). The appointment codes count the percent of time devoted to each activity. This measure of faculty research productivity is not influenced by size of grants.</p> <p>Grants are only counted when first received. This can lead to a noticeable variation in the number of grants and the number of faculty holding grants from year to year.</p>

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.
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Faculty awards

U. T. System institutions	Cumulative and annual additions to national and international honors, fellowships, academy memberships for most recent academic year.
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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.
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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.
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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.
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Percent lower division semester credit hours taught by tenure/tenure track faculty
Percent lower division semester credit hours taught by professional faculty

CBM 004 Class Report; CBM 008 Faculty Report; U. T. System academic institutions	The percent of semester credit hours taught by tenure/tenure track and professional faculty. Similar to LBB outcome measure, but broader; "professional" category includes instructional faculty who are neither tenure/tenure track nor Teaching Assistants. Tenure-track faculty are CBM 008 Faculty Report ranks 1-4; professional faculty are CBM 008 Faculty Report code 5. Semester credit hour data comes from the CBM 004 Class Report.
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Number of postdoctoral fellows

U. T. System institutions	
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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 <i>Closing the Gaps</i> in participation and performance between Texas and other leading states; other significant impact.
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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.)	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002 through 2004, 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)	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002 through 2004, 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; CAE annual report; FTE student and faculty data from THECB and U. T. System academic institutions	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 12 th 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 awarded by school level, ethnicity, and gender.
Graduation rates of medical, dental, nursing, allied health, public health, and informatics students	
THECB accountability system, http://www.thecb.state.tx.us/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	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002-2004, 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	<p>Measure includes competitive, external grants that are officially made to a principal investigator through the institution; i.e., those tracked through an office of sponsored programs a similar office. This definition does not distinguish between sources or the purposes of the grants; they could be from federal, state, corporate, or foundation sources and could be for research, discovery, training or service, as long as they are competitive and made to individual investigators. It excludes block grants or other noncompetitive grants made to the institution.</p> <p>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.</p>

Ratio of research expenditures to FTE faculty	
2000 and 2001 Exhibit C of Annual Financial Report (AFR); 2002-2004, 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.
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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.
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**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.
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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.
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**Examples of high-priority externally funded research collaborations
Examples of high-priority educational collaborations**

U. T. System institutions	Same as II, p. 5, above.
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Faculty salaries and trends

U. T. System Office of Health Affairs; U. T. institutions	Budgeted salaries for given fiscal year.
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III. Service to and Collaborations with Communities

Examples of high-priority collaborations with schools

U. T. System institutions	Same as III, p. 5, above.
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Historically Underutilized Business trends

U. T. System institutions	Same as III, p. 6, above.
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**Sources of donor support
Alumni giving trends**

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

	Same as III, p. 6, above.
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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).