

The University of Texas System  
Board of Regents

# Accountability and Performance Report



2003-2004

The University of Texas at Arlington • The University of Texas at Austin • The University of Texas at Brownsville • 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

The University of Texas System  
**Accountability and Performance Report  
2003-2004**

**Contents**

**Index of Measures**

**Tables and Figures**

**Highlights**

**Introduction**

The University of Texas System Mission Statement  
Governor's Executive Order RP31 Relating to Accountability of Higher  
Education Systems and Institutions  
Accountability Context and Framework

**I. Student Access and Success**

Values, Goals, Priorities  
Academic Institutions  
Health Institutions  
Implications for Future Planning and Measures for Future Development

**II. Teaching, Research, and Health Care Excellence**

Values, Goals, Priorities  
Academic Institutions  
Health Institutions  
Implications for Future Planning and Measures for Future Development

**III. Service to and Collaborations with Communities**

Values, Goals, Priorities  
Academic Institutions  
Health Institutions  
Implications for Future Planning and Measures for Future Development

**IV. Organizational Efficiency and Productivity**

Values, Goals, Priorities  
Academic Institutions  
Health Institutions  
Implications for Future Planning and Measures for Future Development

## **V. Institution Profiles**

### **Rankings**

Overview

National and Regional Institutional Rankings

### **Missions and Peer Comparisons**

#### Academic Institutions

The University of Texas at Arlington

The University of Texas at Austin

The University of Texas at Brownsville

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

#### Health Institutions

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 Houston

The University of Texas Health Science Center at San Antonio

The University of Texas M. D. Anderson Cancer Center

The University of Texas Health Center at Tyler

## **Appendix**

Sources and Definitions

# Index of Measures

## U. T. Academic Institutions

Page

### I. Student Access and Success

Section I

#### Undergraduate Participation and Success

Number and percent increase of first-time, full-time degree-seeking undergraduates, disaggregated by ethnicity and gender	12
Ethnic composition of first-time, full-time undergraduates compared with composition of high school graduates in state	13
Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates	15
Number and percent of first-time, full-time, degree-seeking undergraduate from top 10% of their high school class, by ethnicity	16
Number of undergraduate students enrolled on 12 <sup>th</sup> class day, by ethnicity, gender, and age	18
Number of first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads	21
Total financial aid disaggregated by source	23
Total financial aid and net tuition and fees	24
Percent TEXAS grant funds allocated	24
Number of full-time undergraduate students receiving financial aid and amount awarded	25
Tuition, required fees, and scholarship aid	26
First-year persistence rate for first-time, full-time degree-seeking undergraduates enrolled at this University, by ethnicity, gender	27
Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen	30
Six-year persistence rates of students enrolled at this University, by ethnicity and gender	32
Four-year graduation rate from this University of transfer/community college students	33
Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender	34
Number of baccalaureate degrees awarded, by ethnicity and gender	37
Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender	39
Licensure exam pass rates of nursing graduates	42
Licensure exam pass rates of engineering graduates	42
Certification exam pass rates of accounting graduates	42
Student outcomes: satisfaction with teaching	43
Student outcomes: satisfaction with advising	44
Student outcomes: evaluation of overall educational experience	45
Student outcomes: likelihood of attending same institution again	46

#### Graduate and Professional Students

Average GRE scores of entering students	47
Number of graduate and professional students enrolled on the 12 <sup>th</sup> class day, by ethnicity and gender	47
Number of degrees awarded by level (masters, professional, doctoral), disaggregated by gender and ethnicity	50
Graduate/professional student certification/licensure exam pass rates for law	54
Graduate/professional student certification/licensure exam pass rates for pharmacy	54
Graduate and professional degrees in high priority fields	55
Graduate education degrees conferred	57
Number of graduate and professional programs, by level	58

## U. T. Academic Institutions

Page

### II. Teaching, Research, and Health Care Excellence

#### Section II

Dollar amount of sponsored (externally funded) research expenditures, by funding source (federal, state, private, local)	5
State appropriations for research as a percent of sponsored (external) research funds expended	7
Number and percent of FTE tenure/tenure-track faculty holding extramural grants	8
Ratio of sponsored research expenditures to FTE tenure/tenure-track faculty	10
Total number of endowed professorships and chairs, number filled, and percent of total tenure/tenure-track faculty	12
Faculty awards	13
Total technology development (inventions, patents, license agreements, public start-up companies, intellectual property income)	15
Number of new invention disclosures	16
Number of patents issued	16
Number of licenses and options executed	16
Net revenue from intellectual property	16
Number of new public start-up companies	16
Number of faculty and staff, by ethnicity and gender	17
FTE student/FTE faculty ratio	19
Percent lower division semester credit hours taught by tenure/tenure-track faculty	20
Percent lower division semester credit hours taught by professional faculty	20
Number of postdoctoral fellows	21
Examples of externally funded research collaborations	22
Examples of educational collaborations	25
Faculty salaries and trends	28
Post-tenure review data	30

### III. Service to and Collaborations with Communities

#### Section III

Contributions to K-12 education, and collaborations with schools and community colleges	3
Examples of economic impact (periodic studies)	12
Examples of collaborations with business, industry, health, public, and community organizations	14
Historically Underutilized Business trends	20
Sources of donor support	21
Alumni giving trends	24

### IV. Organizational Efficiency and Productivity

#### Section IV

Key operating revenue sources, disaggregated by source (i.e., state appropriations, tuition, etc.)	8
Key operating expenses, disaggregated by purpose	8
Adjusted total revenue (tuition, fees, state appropriations) per FTE student and per FTE faculty	10
Appropriated funds per FTE student and per FTE faculty	12
Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	13
Amount expended for administrative costs as a percent of expenditures	15
Assignable space per FTE student	16
Space utilization rate of classrooms	16
Construction projects—total projected cost, number of projects, number of square feet to be added	17
Facility condition index	18

## U. T. Health-Related Institutions

	Page
<b>I. Student Access and Success</b>	<b>Section I</b>
Number of undergrad, grad, and professional students enrolled by school on the 12 <sup>th</sup> class day, by ethnicity, gender, and level	59
Licensure/certification rate of allied health students	65
National board exam first-time pass rate for dental students	65
National board exam first-time pass rate for medical students	65
National licensure exam pass rates of graduate level nursing students (R.N., and advance practice nursing)	65
Number of degrees awarded, by school, level, ethnicity, and gender	66
Graduation rates of medical, dental, nursing, allied health, public health, and informatics students	73
<b>II. Teaching, Research, and Health Care Excellence</b>	<b>Section II</b>
Dollar amount of sponsored (externally funded) research expenditures, disaggregated by funding source	32
Amount of sponsored (external) research funds as a percent of formula-derived general appropriations revenue	34
Number and percent of FTE tenure/tenure-track & FTE non-tenure-track research faculty holding extramural grants	35
Ratio of externally funded research expenses to FTE faculty	36
Total number of endowed professorships and chairs, number filled, and percent of total tenure/tenure-track faculty	36
Faculty awards	38
Number of new invention disclosures	40
Number of patents issued	40
Number of licenses and options executed	40
Net revenue from intellectual property	40
Number of new public start-up companies	40
Number of faculty and staff, by ethnicity, and gender	41
FTE student/FTE faculty ratio	43
Number of Accreditation Council for Graduate Medical Education-accredited resident programs	44
Number of residents in ACGME-accredited programs	44
State-owned and affiliated hospital admissions by U. T. institution faculty	45
State-owned and affiliated hospital days by U. T. institution faculty	45
Clinic visits in state-owned and affiliated facilities treated by U. T. institution faculty	45
Total charges for un-sponsored charity care by faculty in state-owned and affiliated facilities	46
Patient satisfaction ratings	47
Examples of externally funded research collaborations (within U. T. System, and with other U.S. and international collaborators)	48
Examples of educational collaborations	51
Post-tenure review data	55
<b>III. Service to and Collaborations with Communities</b>	<b>Section III</b>
Examples of collaborations with schools	25
Examples of economic impact (periodic studies)	27
Examples of collaborations with business, health, industry, public, and community organizations	28
Historically Underutilized Business trends	30
Sources of donor support	31
Alumni giving trends	32
Educational programs for non-UT Physicians and medical personnel	33

## U. T. Health-Related Institutions

Page

### IV. Organizational Efficiency and Productivity

Section IV

Key operating revenue sources, disaggregated by source (i.e. state appropriations, tuition, etc.)	20
Key operating expenses disaggregated by purpose	20
Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations	23
Total dollar amount of endowment, and ratio per FTE student and per FTE faculty	24
Amount expended for administrative costs as a percent of expenditures	25
Net operating margin of faculty practice plans	26
Clinical billings and collections per FTE clinical faculty	26
Expenditures on and number of participants in staff and faculty professional development	27
Ratio of research expenditures to research E&G sq. ft.	28
Facility condition index	28
Construction projects—total projected cost, number of projects, # sq. ft. to be added	29

## U. T. System

### V. System Performance

Total enrollments, percent increase over previous year	I-3
Comparison of total U. T. System enrollment increases with increases for all senior institutions in Texas	I-3
Number of total graduates as a percent of total graduates in state	I-6
Percent of U. T. Hispanic graduates as % of all Hispanic graduates in state	I-8
Percent of U. T. Black graduates as % of all Black graduates in state	I-8
Hispanic serving institutions in System	I-9
Total sponsored expenses	II-3
Total technology development (inventions, patents, license agreements, public start-ups, intellectual property income)	II-15
Citizen awareness and satisfaction of U. T. as a System (survey)	III-34
Total operating revenue by fund sources	IV-3
Total operating expenditures by purpose	IV-3
Total expenses for U. T. System Administration	IV-4
Number and demographics of System employees (compare with State demographics)	IV-4
U. T. System bond rating	IV-5
Total patient care revenue	IV-22

## Tables and Figures

Tables	Section I	Page
I-1	Total Enrollment at The University of Texas System, Fall 2002 and Fall 2003 Compared with 2005 Closing the Gaps Target	4
I-2	Student Ethnicity at The University of Texas System, Fall 2002 Enrollments Compared with 2000 and 2005 Closing the Gaps Target	5
I-3	Progress Toward Degrees—U.T. System Institutions	6
I-4	Progress Toward High-Priority Undergraduate Degrees, U. T. System Institutions	7
I-5	Undergraduate Degrees and Certificates Awarded to Black and Hispanic Students by U. T. Institutions, 2001-02	8
I-6	Enrollment of First-time, Full-time Degree-Seeking Undergraduates, U. T. Academic Institutions	12
I-7	First-time, Full-time Degree-Seeking Undergraduates, Percent Female at U. T. Academic Institutions	12
I-8	First-time, Full-time Degree-Seeking Undergraduates, by Percent Ethnicity, U. T. Academic Institutions	13
I-9	Texas High School Graduates by Ethnicity, 2001-2002 Academic Year	14
I-10	Average ACT/SAT Scores of First-time, Full-time Degree-Seeking Undergraduates—U. T. Academic Institutions	15
I-11	Number of Top 10 Percent High School Graduates who Applied, Were Admitted, and Enrolled at U. T. Academic Institutions	16
I-12	Percent of First-Time Undergraduates at U. T. Academic Institutions Who Were in the Top Ten Percent of Their High School Graduating Class, by Ethnicity	17
I-13	Total Fall Undergraduate Headcount—U. T. Academic Institutions	18
I-14	Undergraduate Gender Composition: Percent Female at U. T. Academic Institutions	19
I-15	Average Undergraduate Age at U. T. Academic Institutions	19
I-16	Part-time Undergraduates, Percent of Total at U. T. Academic Institutions	21
I-17	Part-Time, First-Time Degree-Seeking Undergraduates, Percent of Total – U. T. Academic Institutions	22
I-18	Non-Loan Financial Aid Awards and Total Tuition and Fees, U. T. Academic Institutions, FY 2002-03	24
I-19	Texas Grants Awarded as % of Allocation, U. T. Academic Institutions, FY 2002-2003	24
I-20	Undergraduate Financial Aid Awards and Recipients at U. T. Academic Institutions, 2002-03	25
I-21	Undergraduate Tuition, Required Fees, and Scholarship Aid at U. T. Academic Institutions, 2002-2003	26
I-22	First Year Persistence Rates for First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions	27
I-23	First-Year Persistence Rates for First-Time, Full-Time Degree-Seeking Undergraduates by Gender at U. T. Academic Institutions	28
I-24	First-Year Persistence Rates of First-Time, Full-Time Degree-Seeking Undergraduates by Ethnicity, U. T. Academic Institutions	29
I-25	Undergraduates Graduating in Four Years or Less from Same U. T. Academic Institution, Total	30
I-26	Undergraduates Graduating in Five Years or Less from the Same U. T. Academic Institution, Total	31
I-27	Undergraduates Graduating in Six Years or Less from the Same U. T. Academic Institution, Total	31
I-28	Six Year Graduation Rate from Same U. T. Academic Institution, by Ethnicity	33
I-29	“Four-Year” Graduation Rates from U. T. Academic Institutions of Undergraduate Transfer Students	33
I-30	Six Year Composite Graduation and Persistence Rates, Students Enrolled at U. T. Academic Institutions in 1995 and 1996	34
I-31	Six Year Composite Graduation and Persistence Rates by Gender at U. T. Academic Institutions	35
I-32	Six Year Composite Graduation and Persistence Rates by Ethnicity at U. T. Academic Institutions	36
I-33	Baccalaureate Degrees Awarded by U. T. Academic Institutions	37
I-34	Undergraduate Degrees Conferred by Percent Female at U. T. Academic Institutions	37
I-35	Baccalaureate Degree Recipients by Percent Ethnic Composition at U. T. Academic Institutions	38
I-36	Teacher Certification (ExCet Exam) Initial Pass Rates by Ethnicity at U. T. Academic Institutions	40
I-37	ExCet Initial Pass Rates by Gender at U. T. Academic Institutions, 1999-2002	41
I-38	Licensure Exam Initial Pass Rates for Nursing, Engineering, and Accounting, Baccalaureate Graduates at U. T. Academic Institutions	42



## Tables and Figures

Tables (continued)	Section I	Page
I-39	Lower-Division Teaching 2003	43
I-40	Upper-Division Teaching 2003	43
I-41	Academic Advising 2003—Academic Institutions	44
I-42	Evaluation of Educational Experience 2002	45
I-43	Evaluation of Educational Experience 2003	45
I-44	Would You Attend the Same Institution Again? 2002	46
I-45	Would You Attend the Same Institution Again? 2003	46
I-46	Average GRE Scores of Entering Graduate Students at U. T. Academic Institutions	47
I-47	Graduate and Professional Headcount—U. T. Academic Institutions	47
I-48	Graduate and Professional Students—Percent Female at U. T. Academic Institutions	48
I-49	Ethnic Composition of Graduate and Professional Students, U. T. Academic Institutions, 1999 and 2002	49
I-50	Number of Graduate and First Professional Degrees Conferred by U. T. Academic Institutions AY 1999-2002	50
I-51	Graduate and First Professional Degrees Conferred by Level at U. T. Academic Institutions	50
I-52	Graduate and First Professional Degrees Conferred, Percent Female at U. T. Academic Institutions	51
I-53	Graduate and First Professional Degrees Conferred by Ethnicity, Percent of Total Enrollments, U. T. Academic Institutions, 1999 and 2002	53
I-54	Licensure Exam Pass Rates of Law and Pharmacy U. T. Austin Graduates	54
I-55	Graduate and Professional Degrees Conferred in High Priority Fields by U. T. Academic Institutions	55
I-56	Graduate Education Degrees Conferred by U. T. Academic Institutions, 1999-2002	57
I-57	Number of Graduate and Professional Programs by Level at U. T. System Academic Institutions	58
I-58	Total Undergraduate Enrollment at U. T. Health-Related Institutions, by School	59
I-59	Undergraduate Enrollment at U. T. Health-Related Institutions, by School, Percent Female	59
I-60	Undergraduate Headcount by School, Percent Ethnicity at U. T. Health-Related Institutions, 1999 and 2002	60
I-61	Graduate and Professional Headcount at U. T. Health-Related Institutions	61
I-62	Graduate and Professional Headcount at U. T. Health-Related Institutions by School Percent Female	61
I-63	Graduate and Professional Student Headcount by Type of Degree and by School, U. T. Health-Related Institutions, 1999-2002	62
I-64	Graduate and Professional Student Headcount at U. T. Health-Related Institutions by School, Fall 1999 and Fall 2002, Ethnic Composition	63
I-65	Average Licensure Exam Pass Rates of Allied Health, Dentistry, Medicine, and Nursing Graduates — U. T. Health-Related Institutions	65
I-66	Total Degrees and Certificates Conferred to Undergraduates at U. T. Health-Related Institutions	66
I-67	Total Certificates and Degrees Conferred, Percent Female, U. T. Health-Related Institutions	66
I-68	Undergraduate Certificates and Degrees Conferred at U. T. Health-Related Institutions by School, 1998-99 and 2001-02, Ethnic Composition	67
I-69	Total Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, 1999-2002	68
I-70	Total Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, Percent Female	69
I-71	Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, by Level and School	70
I-72	Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, 1998-99 and 2001-02, Ethnic Composition	71
I-73	Graduation Rates for Full-Time Students in U. T. Health-Related Institution Programs	73

## Tables and Figures

Figures	Section I	Page
I-1	Fall 2003 Enrollments and 2005 Closing the Gaps Targets, Academic Institutions	4
I-2	Fall 2003 Enrollments and 2005 Closing the Gaps Targets, Health-Related Institutions	4
I-3	First-time, Full-time Degree-Seeking Undergraduates at U. T. Academic Institutions, % Ethnicity 2002	14
I-4	First-Time Students from Top 10% of High School Class Entering U. T. Academic Institutions, 1999-2002	16
I-5	Undergraduate Enrollment at U. T. Academic Institutions, 1999-2002	18
I-6	% Non-white Undergraduates at Academic Institutions, Fall 1999 and 2002	20
I-7	Ethnic Composition of Undergraduates as a Percent of Total Undergraduate Population Fall 2002 at Academic Institutions	20
I-8	Percentage of Part-Time Undergraduates at U. T. Academic Institutions, 1999-2002	22
I-9	Sources of Student Aid by Type 2002-03	23
I-10	Scholarships and Aid by Source	23
I-11	First Year Persistence Rates at U. T. Academic Institutions, Students Entering 1999-2002	27
I-12	Six Year Graduation Rates of Undergraduates from the Same Institution, U.T. Academic Institutions, Total	32
I-13	Six Year Graduation Rate from Same Institution by Gender Students Enrolled Fall—U. T. Academic Institutions, 1996	32
I-14	Six Year Composite Graduation and Persistence Rates by U. T. Academic Institution	35
I-15	Ethnic Composition of U. T. Academic Institution Undergraduate Degree Recipients, 2002	39
I-16	Student Evaluation of Lower-Division Instruction 2003	44
I-17	Senior Evaluation of Upper-Division Instruction 2003	44
I-18	Student Evaluation of Academic Advising 2003	44
I-19	1 <sup>st</sup> Yr Student Experience “Excellent” or “Good”	45
I-20	Senior Experience “Excellent or “Good”	45
I-21	1 <sup>st</sup> Yr Would Attend Again	46
I-22	Senior Would Attend Again	46
I-23	Graduate and Professional Student Ethnicity, % of Total Graduate Population, U. T. Academic Institutions, Fall 2002	49
I-24	Percent of Graduate and First Professional Degrees Conferred to Non-Whites by U. T. Academic Institutions, 1999-2002	51
I-25	Ethnic Composition of Recipients of U. T. Academic Institution Graduate and First Professional Degrees	52
I-26	U. T. Health-Related Institution Undergraduate Enrollment, by Ethnicity Fall 2002	60
I-27	Graduate and Professional Enrollment by Ethnic Composition, U. T. Health-Related Institutions 2002	63
I-28	U. T. Health-Related Institutions Undergraduate Certificates and Baccalaureate Degrees Awarded in 2002 by Ethnicity	68
I-29	U. T. Health-Related Institutions Graduate/Professional Certificates and Degrees Awarded in 2002, Ethnic Composition	72

## Tables and Figures

Tables	Section II	Page
II-1	Total U. T. System Research and Research-Related Expenses 1999-2003	3
II-2	Sponsored (Externally Funded) Research Expenditures by Source 2003—U. T. Academic Institutions	5
II-3	Federal Research Expenditures by Academic Institutions	6
II-4	Appropriated Research Funds as a Percentage of Sponsored Research Funds—U. T. Academic Institutions	7
II-5	Faculty Holding Extramural Grants—U. T. Academic Institutions	8
II-6	Sponsored Research Expenditures per FTE Tenure/Tenure-Track Faculty—U. T. Academic Institutions FY 1999-2003	10
II-7	Endowed Faculty Positions—U. T. Academic Institutions	12
II-8	Cumulative Honors—U. T. Academic Institutions	13
II-9	Faculty Awards Received in 2002-2003—U. T. Academic Institutions	14
II-10	Aggregate U. T. System Technology Transfer	15
II-11	Patents Issued by U.S. Patent and Trademark Office, Top-Ranked Universities	15
II-12	Technology Transfer 2001 and 2002—U. T. Academic Institutions	16
II-13	Tenure/Tenure-Track Faculty Headcount—Professors, Associate Professors, Assistant Professors, Instructors	17
II-14	Faculty Headcount: All Instructional Ranks	17
II-15	Classified and Non-Classified Staff Headcount—U. T. Academic Institutions	18
II-16	FTE Student/FTE Faculty Ratio—U. T. Academic Institutions	19
II-17	Faculty Teaching Lower Division Semester Credit Hours	20
II-18	Postdoctoral Fellows—U. T. Academic Institutions	21
II-19	Examples of Research Collaborations—U. T. Academic Institutions	22
II-20	Examples of Educational Collaborations—U. T. Academic Institutions	25
II-21	Average Budgeted Salaries of Instructional Faculty by Rank—U. T. Academic Institutions	28
II-22	Average Faculty Salaries in Public Universities, Texas and the Ten Most Populous States, FY 2003	29
II-23	U. T. Academic Institutions Average Tenure/Tenure-Track Faculty Salaries	29
II-24	Post-Tenure Review—U. T. Academic Institutions, AY 2002-2003	30
II-25	Top 10 Texas Public Institutions in Research and Research-Related Expenditures, FY 2002	31
II-26	Total U. T. Health-Related Institution Research and Research-Related Expenses 1999-2003	31
II-27	Total Externally Funded Research Expenditures by Source, U. T. Health-Related Institutions, FY 2003	32
II-28	Federal Research Expenditures by Health-Related Institutions	33
II-29	External Research Expenditures as a Percentage of Formula-Derived General Appropriations Revenue—U. T. Health-Related Institutions	34
II-30	Faculty Holding Extramural Grants (All Sources and Types)—U. T. Health-Related Institutions	35
II-31	External Research Expenditures per FTE Tenure/Tenure-Track Faculty—U. T. Health-Related Institutions, FY 2001-2003	36
II-32	Endowed Faculty Positions—U. T. Health-Related Institutions	36
II-33	Cumulative Honors—U. T. Health-Related Institutions	38
II-34	Faculty Awards Received 2002-2003—U. T. Health-Related Institutions	38
II-35	Technology Transfer 2001-2003—U. T. Health-Related Institutions	40
II-36	Tenure and Tenure-Track Faculty Headcount: Professors, Associate Professors, Assistant Professors, Instructors	41
II-37	Faculty Headcount: All Instructional Ranks	41
II-38	Classified and Non-Classified Staff Headcount—U. T. Health-Related Institutions	42
II-39	FTE Student/FTE Faculty Ratio—U. T. Health-Related Institutions	43
II-40	Accredited Resident Programs and Residents at U. T. Health-Related Institutions	44
II-41	State-Owned Hospital Admissions by U. T. Health-Related Institution Faculty	45
II-42	State-Owned and Affiliated Hospital Days by U. T. Health-Related Institution Faculty	45
II-43	Clinic Visits in State-Owned and Affiliated Facilities Treated by U. T. Health-Related Faculty	45
II-44	Total Charges for Un-sponsored Charity Care by Faculty in State-Owned and Affiliated Facilities—U. T. Health-Related Institutions	46
II-45	Patient Satisfaction—U. T. Health-Related Institutions	47

## Tables and Figures

Tables (continued)	Section II	Page
II-46	Examples of Externally Funded Research Collaborations—U. T. Health-Related Institutions	48
II-47	Examples of Educational Collaborations—U. T. Health-Related Institutions	51
II-48	Post-Tenure Review—U. T. Health-Related Institutions	57
<b>Figures</b>		
II-1	Total Research Expenditures by U. T. System Institutions 1999-2003	3
II-2	National Ranking, Total R&D Expenditures, All Public and Private Universities, FY 1998-2001	4
II-3	Sources of Research Support 2003	5
II-4	Increase in Federal Research Expenditures by U. T. Academic Institutions 1999-2003	6
II-5	% Faculty Holding Extramural Grants 1999-2003, U. T. Academic Institutions	9
II-6	U. T. Academic Institutions—Research Expenditures per FTE Faculty, FY 1999-2003	11
II-7	Endowed Positions as % of All Budgeted Tenure/Tenure-Track Positions—U. T. Academic Institutions, 1999-2003	13
II-8	U. T. Academic Faculty Ethnicity--% Non-White, 1999 and 2002	17
II-9	All U. T. Academic Instructional Ranks Ethnicity % Non-White 1999 and 2002	17
II-10	U. T. Academic Female Faculty as Percent of Total 1999-2002	17
II-11	All U. T. Academic Instructional Ranks—Females as Percent of Total, 1999 and 2002	17
II-12	U. T. Academic Institutions Classified Staff Ethnicity FY 2003	18
II-13	U. T. Academic Institutions Non-Classified Staff Ethnicity FY 2003	18
II-14	U. T. Academic Institutions--% Female Employees FY 2003	18
II-15	U. T. Health-Related Institutions Sources of Research Support, FY 2003	32
II-16	Total Federal Research Expenditures—U. T. Health-Related Institutions, 1999-2003	33
II-17	U. T. Health-Related Institutions—Endowed Positions as % of Budgeted Tenure/Tenure-Track Positions	37
II-18	U. T. Health-Related Faculty Ethnicity -- % Non-White, 1999-2002	41
II-19	All U. T. Health-Related Teaching Ranks Ethnicity--% Non-White 1999 and 2002	41
II-20	U. T. Health-Related Female Faculty as % of Total 1999 and 2002	41
II-21	All U. T. Health-Related Teaching Ranks—Females as % of Total, 1999-2002	41
II-22	U. T. Health-Related Institutions—Non-Classified Staff Ethnicity, FY 2003	42
II-23	U. T. Health-Related Institutions—Classified Staff Ethnicity, FY 2003	42
II-24	U. T. Health-Related Institutions--% Female Employees, FY 2003	42

## Tables and Figures

Tables	Section III	Page
III-1	Number of Initially Certified Teachers from U. T. System Institutions, U. T. System and Texas 1993-2002	4
III-2	Average Percentage of Initially Certified Teachers Graduating from U. T. Institutions Employed in Texas Public Schools after Obtaining Certification	4
III-3	Examples of K-16 Collaborations—U. T. Academic Institutions	5
III-4	Economic Impact of U. T. Academic and Health-Related Institutions, Examples from Recent Studies	12
III-5	Examples of Collaborations with Business, Nonprofit, and Community Organizations, U. T. Academic Institutions	14
III-6	System-Wide HUB Trends by Category	18
III-7	HUB Trends—U. T. Academic Institutions	20
III-8	U. T. Academic Institutions Among Top 50 State Spending Agencies, FY 2003	20
III-9	U. T. Academic Institutions Among Top 25 State Spending Agencies of Over \$5 Million FY 2003	20
III-10	Summary of Giving Trends: Sources of Donor Support	21
III-11	Total Voluntary Support/Highest 25/FY2002	22
III-12	Sources of Donor Support by U. T. Academic Institution	23
III-13	Examples of K-16 Collaborations—U. T. Health-Related Institutions	25
III-14	Examples of Collaborations with Business, Nonprofit, and Community Organizations, U. T. Health-Related Institutions	28
III-15	HUB Trends by Institution, U. T. Health-Related Institutions	30
III-16	U. T. Health-Related Institutions Among Top 50 State Spending Agencies FY 2003	30
III-17	Sources of Donor Support by U. T. Health-Related Institution	31
III-18	Educational Programs for Non-U.T. Physicians and Medical Personnel, U. T. Health-Related Institutions	33
III-19	Attitudes about the U. T. System value, importance to the economy, and accessibility	34
III-20	National attitudes about higher education	35
<b>Figures</b>		
III-1	Number of Initially Certified Teachers from The University of Texas System Institutions and All Texas Educator Preparation Institutions (1993-2002)	3
III-2	U. T. System HUB Expenditures by Category, FY 1999-FY 2003	19
III-3	Sources of Donor Support U. T. System, FY 2003	22
III-4	Alumni Support Trends at U. T. Academic Institutions, 1999-2003	24
III-5	U. T. Austin Alumni Support 1999-2003	24
III-6	Alumni Support Trends at U. T. Health-Related Institutions, 1999-2003	32

## Tables and Figures

Tables	Section IV	Page
IV-1	Key Revenues and Expenses—U. T. System	3
IV-2	Total Expenses for U. T. System Administration Operations	4
IV-3	U. T. System Administration Staff Demographic Composition, FY 2003	4
IV-4	U. T. System Bond Rating 2002 and 2003	5
IV-5	Key Revenues and Expenses—U.T. Academic Institutions	7
IV-6	Key Revenues and Expenses by Source and Purpose—U. T. Academic Institutions	8
IV-7	Adjusted Revenue per FTE Student, U. T. Academic Institutions	10
IV-8	Adjusted Revenue per FTE Faculty, U. T. Academic Institutions	10
IV-9	Appropriated Funds per FTE Student—U. T. Academic Institutions	12
IV-10	Appropriated Funds per FTE Faculty—U. T. Academic Institutions	12
IV-11	U. T. System Endowments	13
IV-12	Amount Expended for Administrative Costs as a Percent of Expenses—U. T. Academic Institutions	15
IV-13	Assignable Space per Student FY 2003—U. T. Academic Institutions	16
IV-14	Space Utilization of Classrooms FY 2003—U. T. Academic Institutions	16
IV-15	Construction Projected for FY 2004 – FY 2009—U. T. Academic Institutions	17
IV-16	Facilities Condition Index FY 2003—U. T. Academic Institutions	18
IV-17	Key Revenues and Expenses—U. T. Health-Related Institutions	19
IV-18	Key Revenues and Expenses by Source and Purpose—U. T. Health-Related Institutions	20
IV-19	Total U. T. System Patient Care Revenue—U. T. Health-Related Institutions	22
IV-20	Hospital and Clinic Service in Relation to Hospital General Revenue ?????	23
IV-21	U. T. Health-Related Institutions—Value of Endowments	24
IV-22	Amount Expended for Administrative Costs as a Percent of Expenses, U. T. Health-Related Institutions	25
IV-23	Net Operating Margin of Faculty Practice Plans, U. T. Health-Related Institutions	26
IV-24	U. T. Health-Related Institutions, Gross Clinical Billings and Net Collections Per Clinical Faculty	26
IV-25	Staff and Faculty Professional Development FY 2003—U. T. Health-Related Institutions	27
IV-26	Research Space FY 2003—U. T. Health-Related Institutions	28
IV-27	Facilities Condition Index FY 2003—U.T. Health-Related Institutions	28
IV-28	Construction Projected for FY 2004 – FY 2009—U. T. Health-Related Institutions	29
<b>Figures</b>		
IV-1	U. T. Academic Institution—Revenue by Source FY 2003	9
IV-2	U. T. Academic Institutions—Expenses by Purpose FY 2003	9
IV-3	U. T. Academic Institutions—Adjusted Revenue per FTE Faculty FY 1999-2003	11
IV-4	U. T. Academic Institutions—Adjusted Revenue per FTE Student FY 1999-2003	11
IV-5	U. T. Academic Institutions, Endowments per FTE Student FY 99 and FY 03	14
IV-6	U. T. Academic Institutions, Endowments per FTE Faculty FY 99 and FY 03	15
IV-7	U. T. Health-Related Institutions, Revenues by Source FY 2003	21
IV-8	U. T. Health-Related Institutions—Expenses by Purpose FY 2003	21
IV-9	U. T. Health-Related Institutions Endowments per FTE Student FY 03	24
IV-10	U. T. Health-Related Institutions Endowments per FTE Faculty FY 03	24

## Tables and Figures

Tables	Section V	Page
V-1	U. T. Academic Institutions--National Institutional Rankings Summary	3
V-2	U. T. Health-Related Institutions--National Institutional Rankings Summary	6
V-3	Top American Research Universities, University of Texas Institutions, Overview of 2003 and 2002 National Rankings	15
V-4	Recent Top Programs in National Rankings	16
<b>U. T. Arlington</b>		
V-5	Comparative and Aspirational Peer Institutions and their Comparative Data	27
V-6	National Peer Institutions and Their Comparison Data	31
<b>U. T. Brownsville</b>		
V-7	Comparisons	35
V-8	Number of Students Served	35
V-9	Income of Region Served	36
V-10	Percent of Minority Students	36
V-11	Demographic Profile of Students	37
V-12	Percentage of Students Needing Developmental Education	38
V-13	Total Number of Degrees Conferred by Level	38
V-14	Six-Year Graduation Rate for First-Time, Full-Time Undergraduate Bachelors Enrolled in Fall 1995	39
V-15	Size of Budget	39
V-16	Ratio of Full-Time Faculty to Students by Semester	40
V-17	Ratio of Full-Time to Part-Time Faculty	41
V-18	Staff	41
V-19	Research Effort and Sponsored Programs	42
<b>U. T. Dallas – Table</b>		
V-20	Comparative and Aspirational Institutions	50
<b>U. T. Dallas -- Figures</b>		
V-1	State Appropriations Per FTE Student	45
V-2	Total Revenue Per FTE Student	45
V-3	25 <sup>th</sup> and 75 <sup>th</sup> SAT Percentiles for UTD and Aspirational and Comparator Universities, 2001	46
V-4	Federally Financed Research Per T/TT Faculty	46
V-5	Six-Year Graduation Rate (2001)	47
V-6	Total Research Expenditures Per T/TT Faculty	47
V-7	Federally Financed Research Per T/TT Faculty	48
V-8	UTD and Comparator and Aspirational Universities Student Faculty Ratios, 2001	48
V-9	FTE Students/FTE Faculty for UTD and Comparator and Aspirational Universities	49
V-10	PHD Awarded/FTE Faculty for UTD and Comparator and Aspirational Universities	49
<b>U. T. El Paso</b>		
V-21	Federal/State Research and Development Expenditure Ranking	56
V-22	Top 10 Baccalaureate—Origin Institutions of Hispanic Science and Engineering Doctorate Recipients: 1997-2001	56
V-23	Peer Institutions 2001-02 Benchmarking Data	60

## Tables and Figures

Tables (continued)	Section V	Page
<b>U. T. Pan American</b>		
V-24	Current Status Peers: In-State	67
V-25	Current Status Peers: Out-of-State	67
V-26	Current Status Peers: In-State	67
V-27	Current Status Peers: Out-of-State	68
V-28	Aspirational Peer Institutions: In-State	68
V-29	Aspirational Institutions: Out-of-State	68
<b>U. T. Permian Basin – Tables</b>		
V-30	Resource Indicators	75
V-31	Research Indicators	75
V-32	Enrollment Distribution	76
V-33	Access and Success Indicators	76
V-34	Selection Indicators	77
<b>U. T. Permian Basin – Figures</b>		
V-11	State Appropriations Per FTE Student	74
V-12	Total Revenue Per FTE Student	74
V-13	Student Faculty Ratio (Students per Faculty)	74
V-14	Total Research Expenditures Per T/TT Faculty	74
V-15	Access and Success	74
V-16	Six-Year Graduation Rate	74
<b>U. T. San Antonio</b>		
V-35	Institutional Peers	81
<b>U. T. Tyler</b>		
V-36	U. T. Tyler Comparator Institutions	85
<b>U. T. Southwestern Medical Center - Dallas</b>		
V-37	Medical School Peer Institution Comparisons	91
V-38	Allied Health Sciences School Peer Institution Medical School Comparisons	92
<b>U. T. Medical Branch - Galveston</b>		
V-39	Peers	95
<b>U. T. Health Science Center – Houston</b>		
V-40	Comparative Peer Institutions	101
V-41	Aspirational Peer Institutions	101
V-42	Comparative and Aspirational Peer Institutions	102
<b>U. T. Health Science Center – San Antonio</b>		
V-43	Total of NIH Extramural Awards as reported on NIH Web-site	104
V-44	Total Dollar Amount of Research Grants	104
V-45	Number of Degrees Conferred	104
V-46	Faculty/Student Ratio, Total Full-time Faculty	104
V-47	Total Students	104
V-48	Practice Plan Revenue	105
V-49	Charity Care Delivered	105
V-50	Comparison of Public Data for Comparative Universities, Aspirational Universities, and HSC-SA	105



## Tables and Figures

Tables (continued)	Section V	Page
V-51	Operating Budget for Allied Health Programs at All U.S. Academic Health Centers, and Southern Academic Health Centers as Compared to HSC-SA for AY 2002-03	105
V-52	Comparison of Federal Grant Dollars Received from All Academic Health Centers, Southern Association of Academic Health Centers, and HSC-SA	106
V-53	Total Extramural Income by Program for All Academic Health Centers, Southern Academic Health Centers, and HSC-SA	106
V-54	FTE Faculty Per Allied Health Program for National and Southern Academic Health Centers as Compared to HSC-SA	106
V-55	Mean Number of Allied Health Students: Mean Percent of Minority Students Enrolled at All, Southern, and HSC-SA Academic Health Centers	107
V-56	Average Student to Faculty Ratios by Program for All, Southern, and HSC-SA Academic Health Centers	107
V-57	Average Cost per Allied Health Student for All, Southern, and HSC-SA Academic Health Centers	107
V-58	HSC-SA Peer Institutions	108
V-59	HSC-SA Peer Institutions—Medical School	108
V-60	HSC-SA Peer Institutions—Graduate School	108
<b>U. T. M. D. Anderson Cancer Center</b>		
V-61	Institutional Comparisons	110
V-62	U. T. Health Data Benchmarks	111
<b>U. T. Health Center – Tyler</b>		
V-63	Comparative and Aspirational Peer Institutions	114

The University of Texas System Accountability and Performance Report  
2003-04

Highlights

Index

Introduction ..... 1  
Student Access and Success ..... 2  
Teaching, Research, and Health Care Excellence ..... 8  
Service to and Collaborations with Communities ..... 14  
Organizational Efficiency and Productivity ..... 18  
Institutional Profiles ..... 24

Introduction

This new, annual report provides an accountability framework for The University of Texas System Board of Regents, U. T. System offices and institutions, the Legislature, and the public. The report's framework is derived from the U. T. System's planning context, based on state, regional, and local needs, including those identified in the Texas Higher Education Coordinating Board's *Closing the Gaps* higher education master plan. The report focuses on data related to System goals and priorities articulated in its long-range plan, "Service to Texas in the 21<sup>st</sup> Century," and individual institution missions, long-range plans, goals, and priorities.

This new framework reflects the U. T. System's ongoing commitment to foster continuous improvement, good management, and transparency within the component 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 component institutions.

As a new endeavor, the data displayed in the first edition of this report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines. Each institution will develop performance targets, which will be included in the next editions of this report, as a point of comparison to the trend lines in performance on the selected list of indicators identified here.

The report will provide the basis for reviewing institutions and establishing benchmarks for future performance. It will be used by the System in conjunction with other documents such as each of

the institution's Compact and each president's Presidential Work Plan, to evaluate performance and establish expectations of each institution.

The U. T. System expects this report to be used as an almanac and ready reference on broad trends in institutional performance and to support management decision making and planning. It will highlight key issues, successes, and topics that require attention, and contribute to future goal setting, but will not substitute for the more detailed planning information, fact books, and web-based resources available from each institution.

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. The report emphasizes results and the service the U. T. System provides to Texas.

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

- I. Student Access and Success;
- II. Teaching, Research, and Health Care Excellence;
- III. Service to and Collaborations with Communities;
- IV. Organizational Efficiency and Productivity;
- V. Institutional Profiles (including rankings and other comparisons with peer institutions).

Within this framework, measures are tailored to the specific missions of academic and health-related institutions, with considerable overlap in types of measures:

- Academic Institutions – 69 measures
- Health-Related Institutions – 48 measures
- System – 15 measures

Approximately half of all measures are outcome- or input-related. Others provide context, or track progress that ultimately translates into outcomes.

The period of reporting is FY 1999 to FY 2003, as longitudinal data are available. (Basic, preliminary fall 2003 enrollment data are noted, below.) Each section of the report includes a discussion of implications for future planning and measures for future development. Comparisons to peer institu-

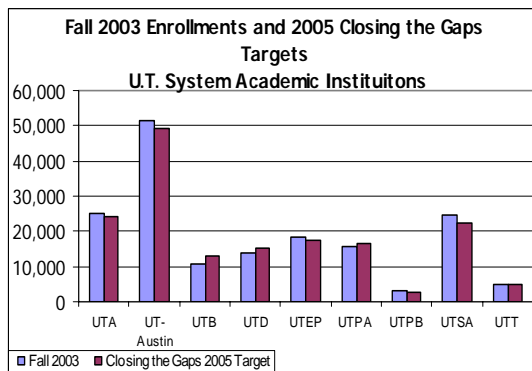
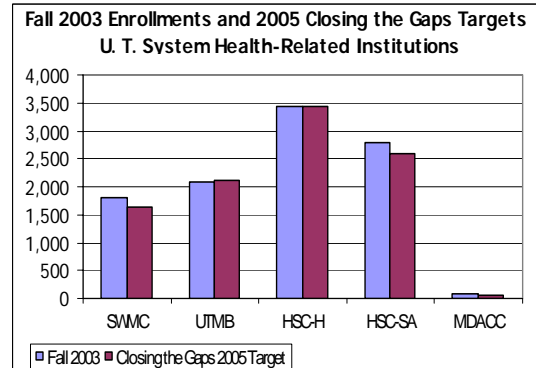
tions are based on a selection of measures used in this report. Analysis of trend data and comparisons will be used to set future performance targets and identify areas of strength and areas where improvement is needed.

This summary highlights key findings, but does not cover every performance measure for every institution. Readers are encouraged to consult the full report for an index of all measures and complete detail about each institution.

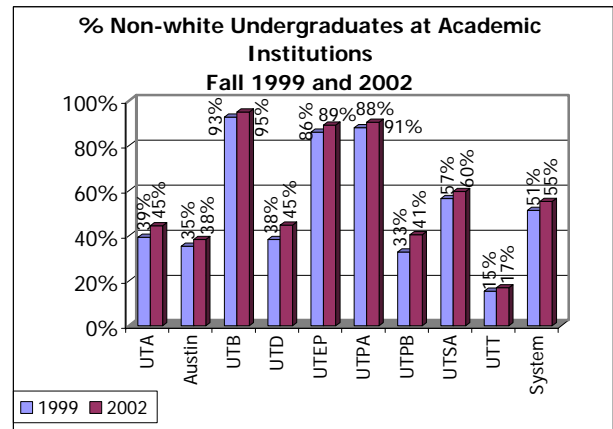
## Student Access and Success

### The U. T. System Contributions to *Closing the Gaps* Goals

**Enrollment.** 177,944 students were enrolled in the U. T. System in fall 2003 (12<sup>th</sup> day count). This represents 37.6 percent of all public university enrollments, 15.5 percent of all public and private higher education enrollments, and 75 percent of all health institution enrollments, and in Texas. This was nearly a 5 percent increase over fall 2002 enrollments, about the same as the statewide increase of 4.92 percent. Although the THECB does not set targets for university systems, collectively fall 2003 enrollments in the U. T. System exceeded by 2,500 students the aggregate enrollment projection of 175,442 for 2005.



**Diversity.** At all U. T. academic institutions and all but one health-related institution, the number of Black and Hispanic students increased between 2000 and 2002. U. T. El Paso, U. T. Pan American, U. T. San Antonio, U. T. Brownsville, and U. T. Austin were among the top 25 institutions with the greatest increase in Hispanic students.



Degrees awarded. In 2002, U. T. institutions conferred 20,877 degrees, a 4.8 percent increase over 2000. These represent 26.5 percent of all degrees conferred by public institutions in Texas in 2002. Between 2000 and 2002, the overall state total production of doctoral degrees declined; at U. T. institutions, the total decreased from 1,065 in 2000 to 1,009 in 2002. In high-priority fields (as defined by the Texas Higher Education Coordinating Board) in 2002, U. T. institutions conferred 2,923 degrees and certificates in high-priority technical fields; 2,198 degrees in high-priority health fields, and 3,329 graduate-level education degrees.

Degrees awarded to Black and Hispanic students. U. T. institutions conferred 7.8 percent of the undergraduate degrees received by Black students in 2002. U. T. institutions conferred 26 percent of the degrees received by Hispanic students in 2002.

### **U. T. Academic Institutions Undergraduate Student Performance Measures**

Enrollment of first-time, full-time degree-seeking undergraduates. Between fall 1998 and 2001, undergraduate enrollment increased by 20.5 percent to 16,554. On average, first-time students are 52 percent female; at Brownsville and Tyler, students are over 60 percent female. Between fall 1998 and 2002, the proportion of non-white students increased from 52 percent to 56 percent.

Ethnic composition of first-time, full-time undergraduates compared with general high school graduate ethnic composition. Overall, 44 percent of first-time, full-time U. T. undergraduates in fall 2001 were White, 35 percent were Hispanic, 12 percent were Asian, 4.5 percent were Black, and 4 percent were International. Statewide, 49.9 percent of high school graduates in 2002 were White, 33.1 percent Hispanic, 13.3 percent Black, and 3.4 Asian. U. T. institutions collectively exceeded the statewide proportion of Hispanic students, who comprise the majority of students at U. T. Brownsville, U. T. El Paso, and U. T. Pan American. U. T. institutions collectively lagged behind the state-wide enrollment of Blacks (4.5 percent to 13.3 percent) except at U. T. Arlington, where 13.5 percent of first-time, full-time students were Black, slightly above the state average among high school graduates.

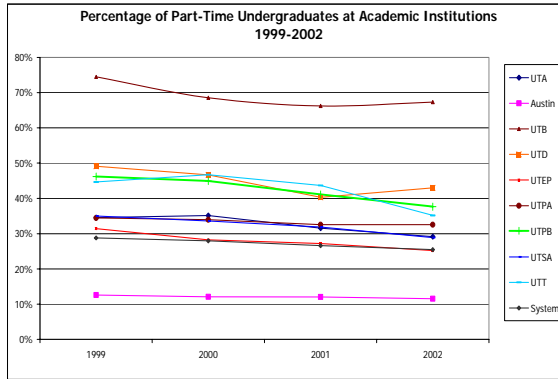
Top-10 percent high school graduates enrolled at U. T. institutions (contextual measure). Between fall 1999 and 2002, the proportion of top-10 percent students increased at U. T. Austin, U. T. Dallas, and U. T. El Paso. Although the proportion declined over this four-year period, over 15 percent of students enrolled in fall 2002 at Arlington, Permian Basin, and Tyler came from the top 10 percent of their high school class.

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. The U. T. System includes six 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. No other public, four-year system in the country, except the California State University System, includes 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, and the New Mexico State University System each have one HSI.

Total fall undergraduate headcount and demographic trends. Enrollment increased at every U. T. academic institution between fall 1999 and 2002, from a total of 106,434 to 121,335. Fifty-four percent of all undergraduates were female in fall 2002; at U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler, females outnumber male students by nearly two to one. The average age of students has changed little since 1999; students average 21 years old at U. T. Austin; 23 at U. T. El Paso, U. T. Pan American, U. T. Brownsville, and U. T. Permian Basin; and 27 to 28 years old at U. T. Tyler.

The proportion of non-White students increased at every U. T. academic institution between fall 1999 and 2002. In fall 2002, 45 percent of undergraduates were White; 35 percent Hispanic; 10 percent Asian, and 5 percent Black. U. T. Brownsville (94 percent), U. T. El Paso (74 percent), and U. T. Pan American (87 percent) serve the largest proportion of Hispanic students; U. T. Permian Basin (35 percent) and U. T. San Antonio (48 percent) also serve large proportions of Hispanic students.

Part-time students (contextual measure). Part-time students comprise a significant portion of undergraduate enrollments – 25.5 percent in 2002; over time this ratio has decreased. Nationally, an average 22 percent of undergraduates enrolled at four-year institutions attend part time. Institutions with comparatively more part-time students include U. T. Brownsville (67.3 percent); U. T. Dallas (43 percent); and U. T. Permian Basin (37.7 percent). U. T. Austin has the least (11.6 percent). However, comparatively few first-time degree students begin part-time – 5.1 percent overall in fall 2002. This contrasts with the national average of 21 percent for first-time degree students.



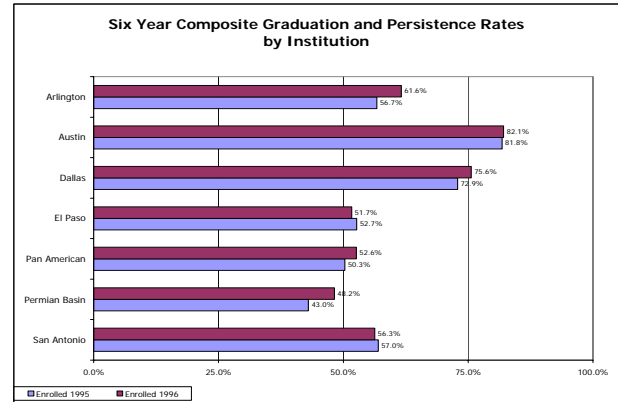
**Affordability, financial aid, and average net tuition.**

In academic year 2002-03, nearly 60 percent of U. T. academic institutions' undergraduates received some form of financial assistance, totaling \$629 million. The total number of awards was 213,789; 53 percent loans; 45 percent scholarships and grants; and 2 percent work-study. Forty-three percent of all awards came from federal sources; 27 percent from institutional funds, 19 percent from state funds, and 11 percent from private sources. Tuition and fees vary significantly among institutions; on average, tuition and fees per semester credit hour in 2002-03 cost \$132. After taking financial aid into account, the average discounted semester credit hour cost \$91, a 31 percent discount.

**First-year persistence rates.** According to the American College Testing Program, the first-year persistence rate nationally for four-year public institutions averaged 71.9 percent in 2001. U. T. Austin (91 percent) and U. T. Dallas (78 percent) exceeded this average, but rates at other U. T. institutions were in the mid-50 percent to mid-60 percent range. The rates have increased at the majority of U. T. academic institutions between 1999 and 2002. Female students' persistence exceeded males' at every institution except U. T. Tyler.

**Five- and six- year graduation rates.** Five-year and six-year graduation rates for students entering and graduating from the same U. T. institution are increasing at most U. T. academic institutions, with more female than male students graduating in six years. However, only U. T. Austin (71.9% for fall 1996 entering class) and U. T. Dallas (51.8% for 1996 entering class) are above the national average six-year graduation rate of 50.7 percent; the rate at U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio is in the mid-20 percent range.

**Composite persistence/graduation rates.** These rates take into account students who were still enrolled or had graduated at the same institution or at another Texas institution. This measure shows more



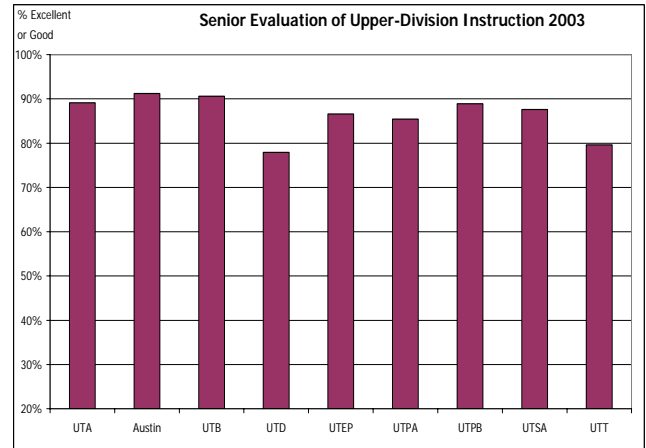
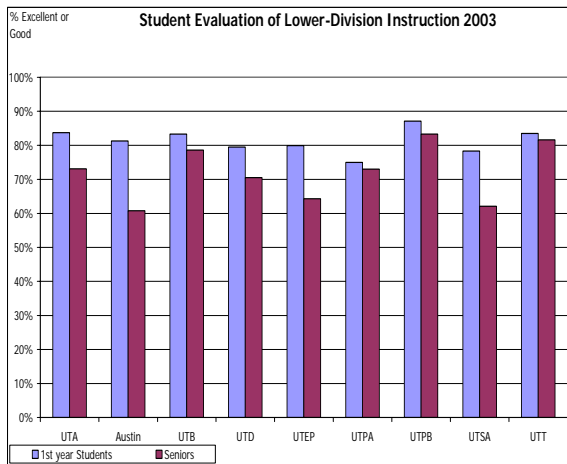
success among students across the System, with more than 50 percent of students persisting or graduating within six years at all institutions except U. T. Permian Basin.

**Transfer students' graduation rates.** At all but two academic institutions, students who transferred to a U. T. institution with 30 or more semester credits in fall 1998 graduated within four years at rates generally in the mid-30 percent to mid-50 percent range – higher than a six-year graduation rate for students matriculating at and graduating from the same institution. At U. T. Austin, the transfer graduation rate of 60.7 percent did not exceed the six-year graduation rate of 71.9 percent.

**Undergraduate degree production.** In academic year 2001-02, U. T. academic institutions conferred 20,079 baccalaureate degrees, up from 18,896 in AY 1998-99. The System produces approximately one-third of the baccalaureate degrees conferred each year in Texas. Fifty-seven percent of degrees went to female students, 49 percent were conferred on non-White students, 30 percent to Hispanic students, 9.4 percent to Asian students, and 4.5 percent to Black students. Four U. T. institutions rank in the top 10 nationally in granting degrees to Hispanic students: U. T. Pan American (2<sup>nd</sup>), U. T. El Paso (3<sup>rd</sup>), U. T. San Antonio (4<sup>th</sup>), and U. T. Austin (6<sup>th</sup>).

**Licensure pass rates.** Teacher certification exam pass rates by students from U. T. academic institutions from 1999 to 2002 have been in the mid-80 percent to mid-90 percent range; rates have been somewhat lower at U. T. Pan American. Pass rates for nursing and engineering exams have been in the mid-80 to 90 percent range; the engineering pass rate for Tyler was 100 percent from 1999 through 2002. Accounting exam pass rates have been in the 30 to 40 percent range for most U. T. academic institutions; similar to the statewide average of 41 percent in 2002.

Student outcomes – satisfaction with teaching, advising, and educational experience. The U. T. System academic institutions participate in the National Survey of Student Engagement. Items from this survey have been included in this report in lieu of pending results from the System’s learning assessment pilot project. Overall, in the 2003 survey, a large majority of first-year students and seniors rated their instruction as “good or excellent.” First-year students consistently rate lower-division instruction higher than do seniors. Seniors consistently rate upper-division instruction higher than lower-division instruction.



The proportion of first-year students saying they would attend the same institution again is generally in the low- to mid-80 percent range; it increased slightly at four institutions between 2002 and 2003. Overall, seniors reported a slightly lower level of satisfaction, but it also increased over this period at four institutions. This parallels the national trend, which averaged 81 percent in 2002 and 82 percent in 2003. At U. T. Arlington and U. T. Austin, over 90 percent of first-year students rated their educational experience as “good” or “excellent” in 2003, as did 91 percent of seniors at U. T. Austin.

## U. T. Academic Institution Graduate and Professional Students

Average GRE scores. Between 1999 and 2002, the average of quantitative and verbal GRE scores has increased for graduate students enrolling at most U. T. academic institutions. GRE scores are useful indicators of student preparation and selectivity, but are not required by all programs.

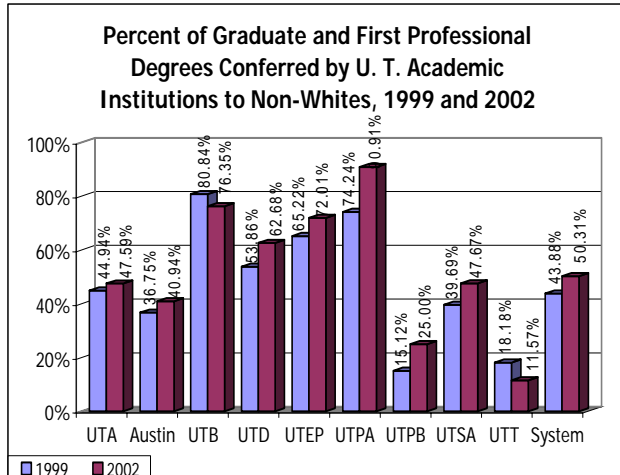
Enrollment. Graduate and professional student headcount has increased by almost 24 percent from 26,134 in fall 1999 to 32,069 in fall 2002. At U. T. Arlington, it nearly doubled from 3,883 to 6,172. 51 percent of students are female overall, in proportions over 60 percent at U. T. Brownsville, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.

Ethnicity. In fall 2002, 54 percent of graduate and professional students at U. T. academic institutions were non-White, up from 47 percent in 1999, including over 70 percent of students at U. T. Brownsville and U. T. Pan American.

Degrees conferred. Between 1999 and 2002, the number of graduate and professional degrees

conferred increased by 7 percent from 7,664 to 8,203, with larger increases at U. T. Pan American (49 percent), U. T. San Antonio (31 percent), and U. T. Dallas (23 percent). This increase trails the 24 percent increase in enrollments and should be expected to grow in future years.

Over this period, the ethnic diversity of students receiving degrees increased at most institutions. In 2002, 50 percent of graduate and professional degrees were conferred on non-white students. Sixteen percent went to Hispanic students, 3 percent to Black students, 16 percent to Asian students, and 25 percent to International students. Three U. T. institutions are ranked in the top 10 nationally of schools awarding master’s or doctoral degrees to Hispanic students: U. T. Austin (Ph.D. – 4<sup>th</sup>), U. T. Pan American (Master’s – 5<sup>th</sup>), U. T. El Paso (Master’s – 10<sup>th</sup>).

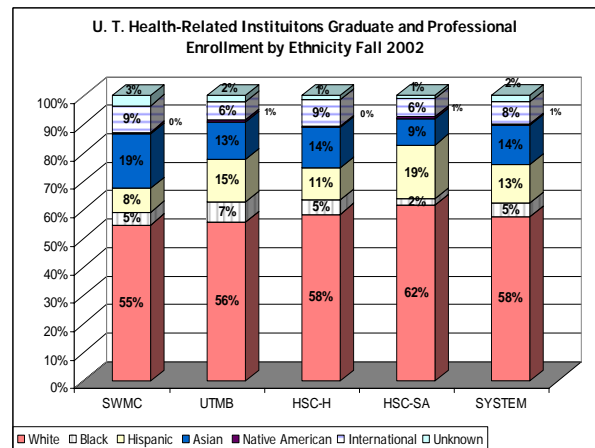
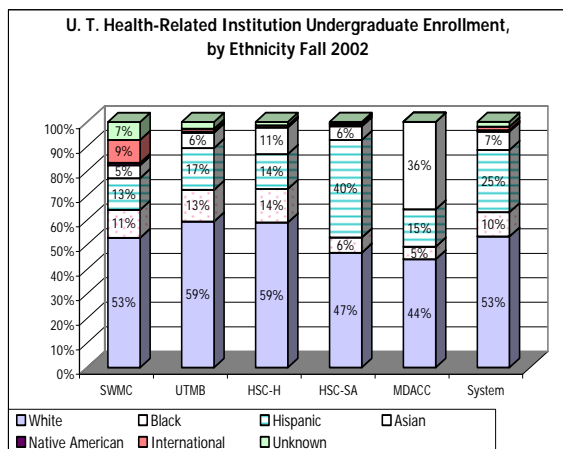


**Degrees in High-Priority Fields.** In 2002, U. T. academic institutions conferred 1,773 degrees in high priority technical fields, an increase from 1,659 in 1999. Three hundred and seventeen degrees were conferred in high-priority health fields, a decrease from 357 in 1999. At the same time, the number of graduate-level nursing degrees increased at U. T. Austin and U. T. Pan American, and U. T. Brownsville graduated its first class of 12 nursing students in 2002. U. T. academic institutions conferred 1,327 graduate education degrees in 2002, up from 1,217 in 1999.

### U. T. Health-Related Institutions Performance Measures

**Undergraduate enrollment.** Total enrollments increased from 1,955 to 2,120 between 1999 and 2002. The number of nursing students increased from 325 to 450 at U. T. Medical Branch Galveston, 186 to 281 at the U. T. Health Science Center-Houston, and from 416 to 528 at the U. T. Health Science Center-San Antonio. 80 percent of students were female in fall 2002. The proportion of non-white students increased between 1999 and 2002, from 41.5 percent to 46.7 percent.

female in 2002, and 40.3 percent were non-White, an increase from 32.9 percent in 1999. At U. T. Health Science Center-San Antonio, the proportion of Hispanic students in Biomedical Sciences nearly doubled, from 9 percent to 17 percent; and more than doubled in allied health, from 13 percent to 32 percent.



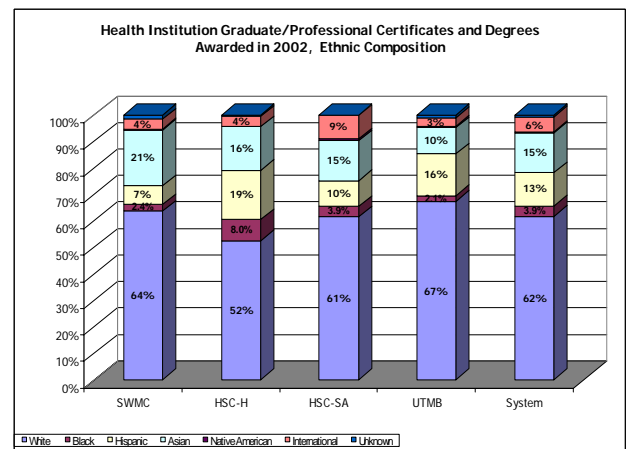
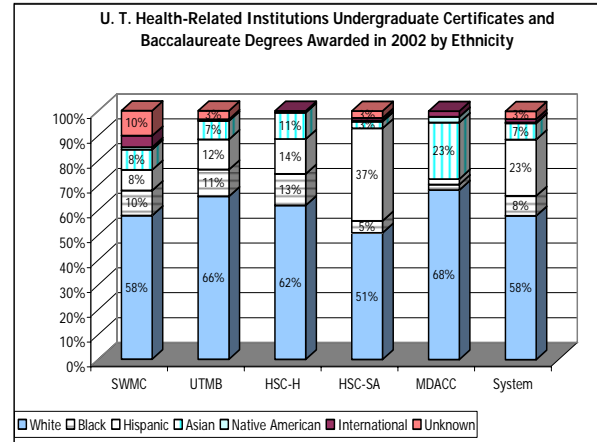
**Graduate and professional enrollment.** Total enrollments changed from 7,274 in 1999 to 7,668 in 2002. Between 1999 and 2002, the number of allied health students at U. T. Southwestern Medical Center more than doubled from 63 to 134, and nearly tripled at U. T. Medical Branch from 71 to 198. Overall, 54.4 percent of students were

**Licensure exam pass rates.** In allied health, dentistry, and medicine, pass rates exceed, and, in many cases, are significantly higher than, 90 percent. One hundred percent of students from the U. T. Health Science Center-Houston and U. T. M. D. Anderson Cancer Center passed the Allied Health examination. Pass rates for nursing exams were lower for Advance Practice nursing, in the mid-70 percent range.

**Degrees conferred.** A total of 1,074 undergraduate degrees and certificates were conferred by U. T.

health-related institutions in 2002, from 1,048 in 1999. Seventy-one percent went to female students, and 37.1 percent went to non-white students. Overall, the number of graduate and professional degrees conferred declined slightly between 1999 and 2002, from a total of 1,724 to 1,712. Fifty-three percent went to female students, and 38.3 percent went to non-white students, the same proportion as in 1999.

**Graduation rates (contextual measure).** The U. T. System has analyzed graduation rates for full-time students at health-related institutions. The years to complete programs vary considerably, as do the numbers of students enrolled. In some fields, such as allied health and public health, significant numbers of students attend part time. In others, such as the joint M.D./Ph.D. program at Southwestern Medical Center, work on the Ph.D. lengthens the time to graduation in the M.D. Graduation rates generally range from the mid-70 percent to 100 percent, and have increased slightly in nearly all programs for cohorts matriculating from 1998 to 2001.



### Student Access and Success: 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-related fields, particularly nursing degrees.
- Addressing the relationship between ethnicity and increased student access and success must remain a priority for the System.
- Development of data on student learning outcomes and post-graduation experience, particularly employment trends, should be a priority.

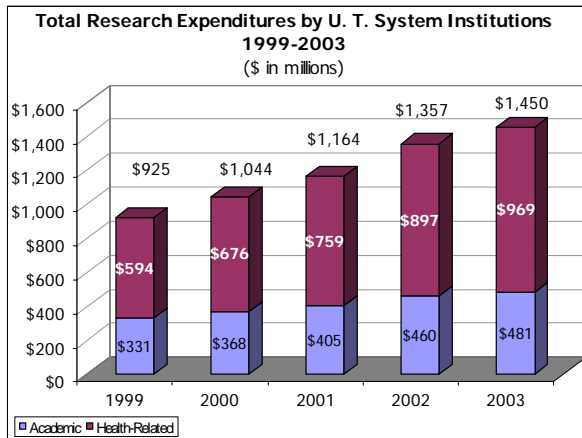
### Measures for Future Development

- Measures of affordability: tuition trends, net cost of attendance, impact of federal tax credits and deductions.
- Refine enrollment forecasts.
- Number and percent increase of first-time, full-time degree-seeking first-generation freshmen.
- Persistence and graduation rates of first-generation freshmen.
- Number of community college transfer students enrolled on 12<sup>th</sup> day of class.
- Student learning outcomes (academic undergraduates).
- Student satisfaction (refine NSSE questions).
- Graduate/professional student satisfaction.
- Post-graduation experience of undergraduate and graduate/professional students, for example, surveys of job placement, employer satisfaction.
- Entrance examination trends for graduate and professional programs, e.g., law.
- Refine and expand information on graduation rates.
- Nursing program transfer patterns (associate to RN, BSN).
- Satisfaction of medical students (AAMC or TMA survey data).



## Teaching, Research, and Health Care Excellence

U. T. System research trends: total research and research-related expenditures. In 2003, research expenditures totaled \$1.45 billion, an increase of 57 percent over expenditures of \$925 million in 1999. Health-related institutions generated approximately two-thirds of the total.

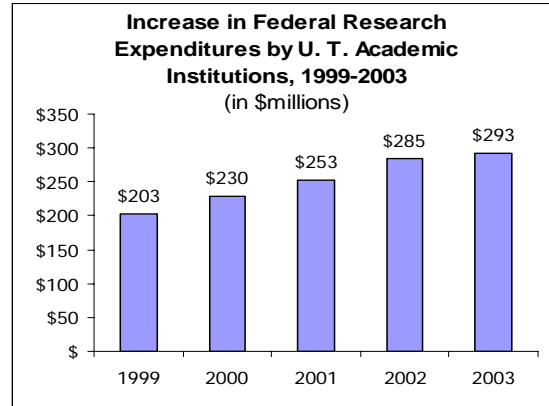


National ranking. For the period FY 1998 to FY 2001, total R&D expenditures of three U. T. System institutions – Austin, Southwestern Medical Center, and M. D. Anderson Cancer Center – have been in the top 50 among 625 ranked public and private research universities. Three institutions have been in the top 51 to 100 – the Health Science Center-Houston, the Health Science Center-San Antonio, and the Medical Branch at Galveston.

### Academic Institutions

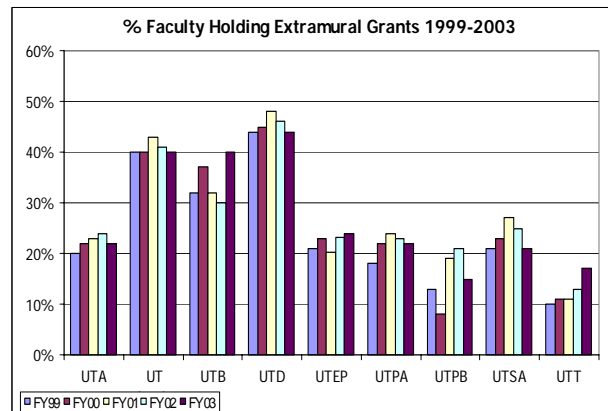
Research expenditures. In 2003, U. T. academic institutions' research and research-related expenditures totaled \$480.9 million, a 4.6 percent increase over the previous year. Between 1999 and 2003, research and research-related expenditures have averaged an 11.3 percent annual increase. Among Texas institutions, U. T. Austin ranks second in research and development expenditures. In 2002, U. T. academic institutions' expenditures comprised 23 percent of the total of Texas public institution research and research-related expenditures in 2002 of \$2.044 billion. In FY 2003, the federal government provided 61 percent of these funds, 21 percent came from private sources, and the State provided 18 percent.

Federal research expenditures. Between 1999 and 2003, federal research expenditures for all U. T. academic institutions increased by 44.2 percent.

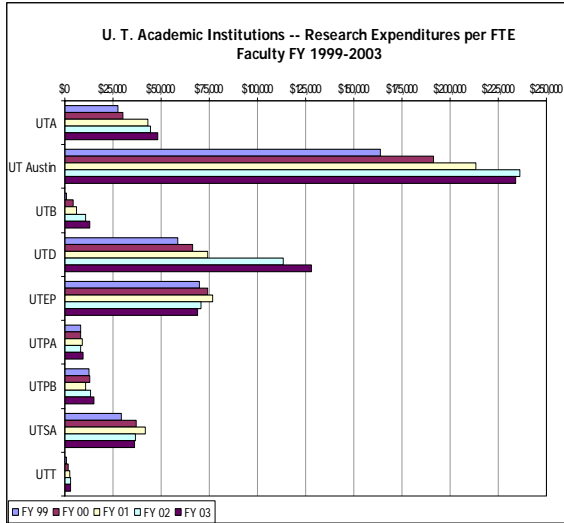


Appropriated research funds in relation to sponsored research funds. State appropriations for research to U. T. academic institutions equaled 4 percent of total sponsored research funding in FY 2000 and FY 2002. These appropriations provide leverage for additional funds.

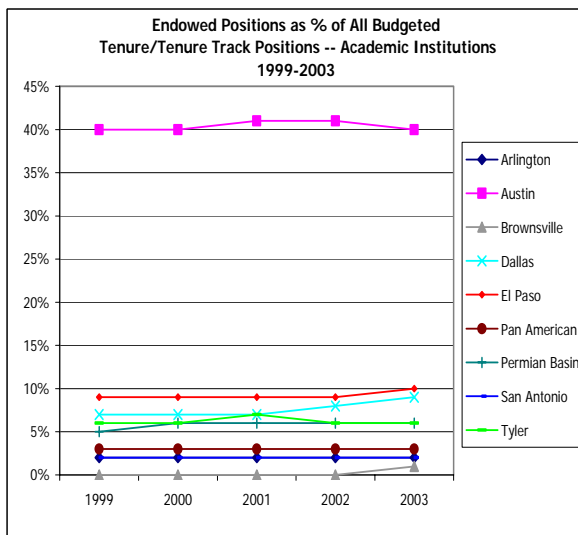
Faculty holding extramural grants. The number of external grants held by tenure/tenure-track faculty has increased at most U. T. academic institutions between 1999 and 2003. The proportion of faculty holding grants has also increased at U. T. Arlington, U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.



Research expenditures per FTE faculty. From FY 1999 to 2003, this ratio has increased at most U. T. academic institutions, with greater proportionate growth at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. San Antonio, and U. T. Tyler.



**Endowed faculty positions.** The ratio of endowed to budgeted faculty positions illustrates the impact of endowed professorships and chairs in supplementing the faculty positions that institutions are able to support with State appropriations, tuition, grants, and other sources of funding. These positions help institutions compete for, recruit, and retain top faculty who help institutions achieve excellence in targeted fields. Over the period FY 1999-2003, U. T. academic institutions have increased the number of endowed positions by an average of 21 percent. These endowments reflect the specific fundraising environment for each institution, which is influenced by local and regional economic conditions. With the addition of U. T. Brownsville's three positions in 2003, every U. T. institution now has endowed positions.



**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 honors received by faculty members on or before September 1, 2003.

Cumulative Honors – U. T. Academic Institutions				
	Total	UTA	UT Austin	UTD
Nobel Prize	3		2	1
Pulitzer Prize	1		1	
National Academy of Sciences	19		17	2
National Academy of Engineering	45		44	1
American Acad. of Arts & Sciences	35		34	1
American Law Institute	23		23	
American Academy of Nursing	22	9	13	

Faculty at U. T. academic institutions receive many other prestigious awards and honors detailed in the full report.

**Technology transfer: System trends.** Together, U. T. System institutions disclosed 474 new inventions in 2002, up from 455 in 2001. One hundred and one patents were issued in 2002, up from 99 in 2001. The numbers decreased in licenses and options executed (109 to 97) and in public start-up companies formed (18 to 16). Net revenue from intellectual property was unchanged at \$13.8 million. According to the U.S. Patent and Trademark Office, when academic and health-related institution patents are combined, the U. T. System ranked fourth in 2001 and fifth in 2002 in the number of patents issued. The University of California System topped the list with 402 in 2001 and 431 in 2002.

**Technology transfer: academic institutions.** From 2001 to 2002, new invention disclosures increased from 113 to 116. The number of patents issued remained stable at 28. Licenses and options executed declined from 42 to 25, and the number of new public start-up companies decreased from 11 to five. Net intellectual property revenue increased from \$1.4 million to \$2.6 million. U. T. Austin was among the top five institutions signing exclusive license agreements in Texas in FY 2002.

**FTE student/faculty ratio.** Although the numbers of FTE students and FTE faculty have increased over the past five years at all U. T. System academic institutions, the ratio of FTE students to FTE faculty has increased at seven of the institutions.

Student : Faculty Ratio		
	98-99	02-03
UTA	19 : 1	22 : 1
Austin	20 : 1	21 : 1
UTB	37 : 1	39 : 1
UTD	18 : 1	22 : 1
UTEP	18 : 1	19 : 1
UTPA	19 : 1	21 : 1
UTPB	17 : 1	17 : 1
UTSA	25 : 1	24 : 1
TTT	11 : 1	13 : 1

The ratio of FTE students to FTE faculty has remained constant at U. T. Permian Basin and has declined slightly at U. T. San Antonio.

Teaching of lower division classes. Both tenure/tenure-track and non-tenure-track professional faculty contribute to lower division teaching. Teaching by both groups is necessary to cover all scheduled classes. In fall 2002, the proportion of lower-division semester credit hours taught by tenure/tenure-track faculty ranged from 30 percent at U. T. Dallas to 72 percent at U. T. Tyler. Between fall 1999 and 2002, the proportion of lower-division semester credit hours taught by professional faculty has increased at all U. T. academic institutions except San Antonio and Tyler.

Postdoctoral appointments.

The number of postdoctoral fellows at an institution is a measure of the size and growth of its advanced research programs. These numbers are indicative of the service U. T. academic institutions provide in preparing researchers who are likely to make the discoveries that advance fields in the future.

Postdoctoral Fellows		
	FY 99	FY 03
UTA	16	30
Austin	246	233
UTB	0	6
UTD	29	39
UTEP	4	7
UTPB	0	2
UTSA	4	19

The number of postdoctoral fellows has increased substantially at Arlington, Brownsville, Dallas, El Paso, and San Antonio.

Externally funded research and educational collaborations.

The U. T. System has made it a high priority to increase the research and educational collaborations among U. T. institutions as well as with organizations and schools outside of U. T. 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. Specific examples from each institution are described in the full report.

Faculty salary trends (contextual measure).

To remain competitive, certain U. T. System academic institutions pay faculty slightly more on average than the average of four-year institutions in the 10 most populous states. U. T. Austin and U. T. Dallas on average pay faculty with rank of Professor more than the national average and the 10 most populous states averages. The average salary for Associate Professors at U. T. Austin, U. T. Dallas, and U. T. San Antonio is higher than the 10 most populous states average and the national average. Faculty members with the rank of Assistant Professor on average earn comparatively more than their counterparts nationally or in the 10 most populous states. Instructors at U. T. System institutions are paid more on average than their counterparts nationally or in the 10 most populous states.

Post-tenure review trends (contextual measure).

The post-tenure review process is designed to assess the continued professional development and productivity of faculty after they achieve tenure. In academic year 2001-02, of the 413 tenured faculty subject to review, 350, or 84.7 percent, had satisfactory ratings; 53, or 12.8 percent were not reviewed due to promotion, retirement, resignation, leave of absence, or other reasons; nine, or 2.2 percent, received unsatisfactory review; one, or 0.2 percent, had a review still in progress. In academic year 2002-03, 335 cases were reviewed; 93.7 percent were satisfactory; 0.9 percent (three cases) were unsatisfactory; 3 percent were not reviewed due to promotion, retirement, or other reasons; and 2.4 percent of the reviews are still in progress.

## U. T. Health-Related Institutions

**Research funding.** In 2003, U. T. health institution research and research-related expenditures totaled \$969.4 million, an 8 percent increase over the previous year. Between 1999 and 2003, research and research-related expenditures have increased 63.2 percent.

Among Texas health-related institutions, U. T. health-related institutions ranked first in research and development expenditures in FY 2002 with a total of \$897 million. These expenditures comprised 43 percent of the total of Texas public university and health institution research and research-related expenditures in 2002 of \$2.087 billion. For FY 2002, five U. T. health institutions are among the top 10 Texas public institutions in research expenditures.

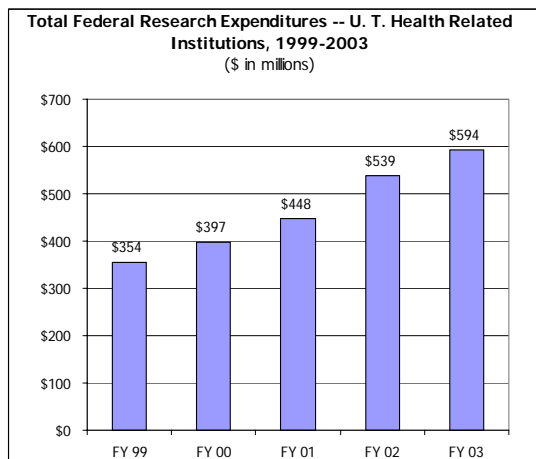
### Top 10 Texas Public Institutions in Research and Research-Related Expenditures, FY 2002

Texas A&M*	1*
U. T. Austin	2
U. T. Southwestern Medical Center	3
U. T. M. D. Anderson Cancer Center	4
U. T. Health Science Center-Houston	5
U. T. Health Science Center-San Antonio	6
U. T. Medical Branch at Galveston	7
University of Houston	8
Texas Tech University	9
Texas A&M System Health Science Center	10

\*Includes Texas A&M Extension Services

Sixty-two percent of research funds came from the federal government in FY 2003, 25 percent from private sources, and 13 percent from the state.

**Federal research funding.** Federal research expenditures by U. T. health-related institutions increased by 68 percent, from \$353.6 million to \$594.6 million between FY 1999 and 2003.



### External research expenditures as a percentage of formula-derived general appropriations revenue.

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

Research Expenditures/General Revenue		
	FY 99	FY 03
SWMC	224%	342%
UTMB	113%	169%
HSC-H	112%	138%
HSC-SA	86%	119%
MDACC	741%	1164%
HC-T	308%	266%

Between 1999 and 2003, the proportion of research expenditures to formula-derived general revenue has increased at each health institution, with the exception of the Health Center at Tyler. For three institutions, Southwestern Medical Center, M. D. Anderson Cancer Center, and the Health Center at Tyler, research expenditures exceed by more than 200 percent the amount of formula-derived general revenue.

**Faculty holding external grants.** In health-related institutions, faculty of many appointment types hold extramural grants to conduct research.

Contributions of both tenure/tenure-track and non-tenure/tenure-track faculty to research are measured by the proportion of faculty holding grants in a given year. This measure illustrates success irrespective of the size of a particular grant.

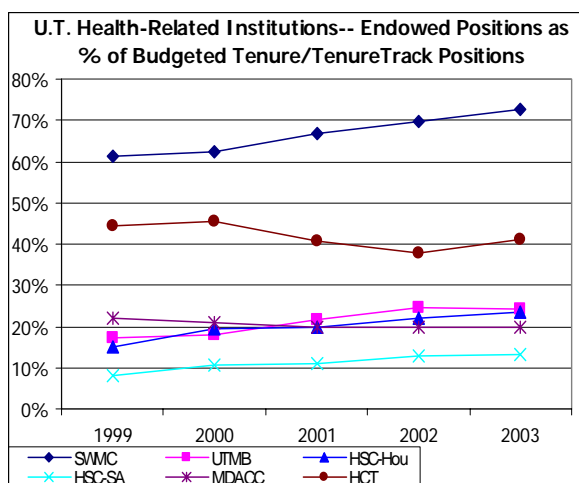
### % Faculty Holding Extramural Grants (All Sources and Types) FY 2003

SWMC	% T/TT Faculty	85%
	% NT Research Faculty	27%
UTMB	% T/TT Faculty	50%
	% NT Research Faculty	19%
HSC-H	% T/TT Faculty	52%
	% NT Research Faculty	24%
HSC-SA	% T/TT Faculty	82%
	% NT Research Faculty	94%
MDACC	% T/TT Faculty	26%
	% NT Research Faculty	21%
HC-T	% NT Research Faculty	66%

**External research expenditures per FTE faculty.** The ratio of the dollar amount of external research expenditures to FTE faculty in a given year illustrates the success of the faculty in acquiring research funding.

External Research Expenditures per FTE Tenure/Tenure-Track Faculty		
	FY 01	FY 03
	Exp Amt / FTE Faculty	Exp Amt / FTE Faculty
SWMC	\$426,200	\$ 497,799
UTMB	140,135	207,416
HSC-H	232,699	268,734
HSC-SA	243,256	244,827
MDACC	283,720	341,719
HC-T	354,945	317,829

Endowed faculty positions. Over the period FY 1999-2003, U. T. health-related institutions have increased the number of endowed positions by an average of 27 percent. At U. T. Southwestern Medical Center, over 70 percent of tenure/tenure-track faculty positions were endowed in FY 2003.



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, 2003.

Cumulative Honors – Health-Related Institutions						
	Total	SWMC	UTMB	HSC-H	HSC-SA	MDACC
Nobel Prize	5	4		1		
National Acad. of Sciences	16	15		1		
American Acad. of Arts and Sciences	14	12		2		
American Acad. of Nursing	23		6	9	9	
Institute of Medicine	24	16	2	4	1	1
Internat'l Assoc. for Dental Research	3				3	

Technology transfer. Between 2001 and 2002, technology transfer outcomes increased modestly among U. T. health-related institutions. New invention disclosures increased from 342 to 385; at U. T. Southwestern Medical Center they increased from 155 to 128 and at the Health Science Center-Houston from 30 to 44. New patents issued increased from 71 to 73 overall from 23 to 32 at Southwestern Medical Center. The number of licenses and options executed increased from 67 to 72, with an increase at M. D. Anderson from 10 to 18. New public start-up companies increased from 7 to 11; at M. D. Anderson the number increased from 2 to 6. Net revenue from intellectual property decreased slightly, from \$12.3 million to \$11.1 million.

FTE student/faculty ratios. The number of faculty and students has increased slightly at U. T. health-related institutions over the past three years. The student/faculty ratios range from 2 to 1 at Southwestern Medical Center and Medical Branch, to 3 to 1 at the Health Science Centers at Houston and San Antonio. M. D. Anderson Cancer Center admits a small number of undergraduates, but serves hundreds of students collaboratively with the Health Science Center-Houston.

Graduate medical education: accredited resident programs. The number of resident programs and number of residents in these programs is a measure of the contribution health institutions make to education and development of medical professionals.

**Accredited Resident Programs and Residents at U. T. Health-Related Institutions AY 2002-03**

	Programs	Students
SWMC	78	1,149
UTMB	52	543
HSC-H	53	761
HSC-SA	53	700
MDACC	12	100
HC-T	2	24

With the exception of Southwestern Medical Center, the number of accredited resident programs has remained stable over the past five years. The number of residents in accredited programs has increased substantially at three U. T. health-related institutions, notably at M. D. Anderson, where the number of residents nearly doubled, and at the Health Science Center-San Antonio, where residents increased from 586 to 700 over the past five years.

Clinical and hospital care. This measure illustrates the scope of hospital and clinical care provided by U. T. health-related institution faculty.

**Care Provided by U. T. Health-Related Institution Faculty at State-Owned and Affiliated Facilities**

	FY 99	FY 02	% change 99-02
Hospital Admissions	58,339	63,801	9.4
Hospital Days	1,177,062	1,244,338	5.7
Clinic Visits	5,034,342	5,002,639	-0.6
Charges For Un-Sponsored Charity Care	\$436,859,456	\$557,096,840	36.6%

In 2001, U. T. health-related institutions provided nearly 90 percent of all charity care provided by public health-related institutions in Texas.

Patient satisfaction.

Patient satisfaction is an important element of U. T. System health-related institutions' service. Each institution has its own satisfaction rating system; these may focus on particular departments or overall operations. The Medical Branch at Galveston and the Health Center-Tyler work with the national healthcare industry satisfaction and measurement improvement company, Press Ganey Associates, Inc., to survey patients. Satisfaction scores, summarized in the full report, are generally very high, and in most cases show improvement over time.

Externally funded research and educational collaborations.

The U. T. System has made it a high priority to increase the research and educational collaborations among U. T. institutions as well as organizations and schools outside of U. T. 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. Specific examples from each institution are described in the full report.

Post-tenure review.

This review process provides the means to assess and enhance the continued vitality of faculty throughout their careers. In a total of eight cases out of 145 in 2002, faculty were considered in need of additional support or marginal, and two were considered unsatisfactory. In 2003, four cases out of 147 were considered in need of additional support or marginal; two were considered unsatisfactory. In these cases, the department head and post-tenure review committee developed a remediation plan with the faculty member; progress will be monitored in 2004.

**Teaching, Research, and Health Care: Implications for Future Planning**

- The U. T. System should emphasize the priority of research collaborations between academic and health-related institutions.
- 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.
- Measurement of the number of faculty grants should be refined, and reasons for declines in numbers should be analyzed.

**Measures for Future Development**

- The U. T. System should develop a methodology and process to collect data on all sponsored expenditures, by source and type, including research, training, and public service.
- For the health-related institutions, a performance measure related to citations in national/international indices should be developed.
- Measures of teaching excellence (student evaluations, awards, other indicators) require further development. These should be related to data on student learning in the section on student access and success.
- Information technology support and resources contribute significantly to faculty success in teaching and research. A context or progress measure should be developed reflecting trends in: technical infrastructure, distance education, and faculty training.
- Data on faculty FTEs and salaries should be refined and simplified so that faculty effort related to key areas of activity – teaching, research, and clinical care, can be clearly described and tracked.

## Service to and Collaborations with Communities

### The U. T. System's Contribution to Teacher Preparation

Teacher preparation is a major responsibility of U. T. 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.

<b>Number of Initially Certified Teachers from U. T. System Institutions and Texas 1993–2002</b>				
	1993	2002	# Chg 93-02	% Chg 93-02
UTA	272	471	199	73.2%
UT Austin	512	487	-25	-4.9
UTB	153	239	86	56.2
UTD	136	148	12	8.8
UTEP	454	535	81	17.8
UTPA	482	665	183	38.0
UTPB	152	144	-8	-5.3
UTSA	349	603	254	72.8
UTT	281	219	-62	-22.1
U. T. System	2,791	3,511	720	25.8%
TEXAS	13,119	17,927	4,808	36.6%

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. In 2002, U. T. System institutions produced 3,511 certified teachers, 20 percent of the teachers trained in Texas that year. Between 1993 and 2002, the U. T. System increased the production of teachers by 720, or 26 percent, including a 73 percent increase at U. T. Arlington, 56 percent at U. T. Brownsville, and a 73 percent increase at U. T. San Antonio. However, while the System's contribution to the number of teachers has increased and is the largest in the state, proportionately, the System is currently producing a lower percentage of teachers than it has in past years.

Teachers trained at U. T. System institutions are becoming increasingly diverse. U. T. institutions produced a greater percentage of both Black and Hispanic teachers in 2002 than in any previous year.

The success of teachers, reflected in their ongoing retention rates, is an important measure of the impact of U. T. teacher preparation programs. Teachers graduating from U. T. System institution programs return to teaching in greater proportions than the state average. Six of nine institutions had retention rates of 93 percent or greater. The System average was 93.2 percent, compared with 91.8 percent for the state as a whole.

Every Child, Every Advantage is a System-wide program to enhance the quality of education in public schools. The initiatives are designed to: 1) strengthen university-based teacher preparation programs; 2) produce high-quality professional development and instructional tools for current teachers; and 3) create research-based instructional programs for elementary and secondary schools.

Institutions throughout the U. T. System participate in various aspects of these initiatives, which include the establishment of an elementary charter school in East Austin. With support from the Houston Endowment and the Meadows Foundation, teacher-training materials are developed and disseminated and a review course for high school students preparing for the state-required Assessment of Knowledge and Skills test (TAKS) is offered via the UT TeleCampus. Another Houston Endowment funded project, which will assess the quality of teacher preparation programs by analyzing the academic growth of students in classes taught by recently certified teachers, involves all nine U. T. academic institutions.

K-16 collaborations. Each U. T. System academic institution and health-related institution engages in many collaborations with K-12 schools and community colleges, affecting thousands of students and teachers each year. The full report provides detail on examples from each institution.

## Economic Impact

System-level perspective. Higher education institutions make a substantial impact on the economy of their communities, region, and state. Across Texas and the nation, this is considered 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, as consumers of business products, and as the source of new business ideas.

According to a 2000 Lasker Foundation study on the impact of health research, the increase in life expectancy associated with the prevention and treatment of disease in the 1970s and 1980s totaled \$57 trillion. This study estimated that medical research which reduced deaths from cancer by just one-fifth would be worth \$10 trillion. Based on such estimates, this study suggests that “research generating even modest advances against major killer diseases is bound to be a superb investment.” More locally, the Texas Comptroller’s 2003 report on the economic impact of higher education concluded that the six U. T. health-related institutions contribute more than \$2 billion in health care services to the state.

A 2002 U. T. System study estimated that its institutions contribute over \$8 billion to the state’s economy annually, including both the value of resources attracted from outside the state and the increased productivity of people attending and graduating from U. T. institutions. It is also noteworthy that U. T. academic institutions are present in three of the top 20 cities in the Milken Institute’s 2003 ranking of best performing cities – Brownsville-Harlingen (8); McAllen-Edinburg (9); and San Antonio (18). Tyler was ranked as the second-best performing small city, noted as home to a major health research facility and university (U. T. Tyler and U. T. Health Center-Tyler).

U. T. System institution economic impact. For communities, the impact of a local institution, a particular program, creation of a new business, or employment of local residents can be more meaningful than aggregate statistics. Individual institutions periodically conduct impact studies from

which the following brief summaries are drawn. Additional specific examples of community service and collaborations are presented in the full report, and the full-length studies are available from the U. T. System or individual institutions.

### Economic Impact of U. T. Academic and Health-Related Institutions Examples from Recent Studies

	Financial Impact	Jobs	Year of Study
Arlington	\$487 million	8,995	2002
El Paso	\$349 million	4,871	2002
Pan American	\$276 million	5,376	2002
Permian Basin	\$99 million	5,376	2002
San Antonio	\$852 million	9,335	2003
Medical Branch	\$934 million	25,403	2002
M. D. Anderson	\$2.4 billion	35,469	2003

Collaborations with business, nonprofit, and community organizations. Each U. T. System institution engages in many collaborations with business, nonprofit, and community organizations, affecting thousands of citizens each year. The full report provides descriptions of examples of these activities from each institution.

Historically Underutilized Business program: System-wide trends. 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.

### HUB Expenditures as % of Total Expenditures

	Total Exp.	Total HUB Exp.	HUB % of Total
System	\$1,680,788,310	\$246,191,857	14.6%
State	\$9,013,971,755	\$1,174,918,905	13.0%

Over the past five years, the U. T. System has increased its HUB procurement expenditures from 13.6 percent to 14.6 percent of total expenditures. As a proportion of total expenditures, the FY 2003 U. T. System HUB expenditures also exceeded the state’s average (13 percent).

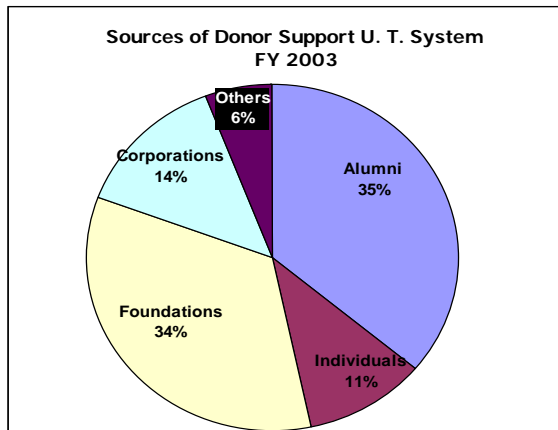
In FY 2003 the U. T. System exceeded overall HUB goals in procurement expenditures for heavy construction and commodities; this is an improvement from FY 1999, when only the goal in commodities expenditures was exceeded. Between FY 1999 and FY 2003, total U. T. System HUB expenditures increased by 76 percent.



Academic institutions' HUB trends. Between FY 1999 and 2003, U. T. academic institutions' HUB expenditures increased 40.3 percent, from \$41.3 million to \$58 million. In terms of proportion of HUB expenditures, San Antonio, Dallas, El Paso, Arlington, Pan American, and Austin were among top 50 state spending agencies in 2003.

Health-related institutions' HUB trends. Between FY 1999 and 2003, U. T. health-related institutions' HUB expenditures increased 37 percent, from \$73 million to \$100 million. In terms of proportion of HUB expenditures, all six health-related institutions were among top 50 state spending agencies in 2003. Southwestern Medical Center, the Medical Branch at Galveston, and M. D. Anderson Cancer Center each made total HUB purchases in excess of \$27 million in FY 2003.

Private support: System-wide trends. Private philanthropy plays an increasingly critical role in the ability of U. T. institutions to meet their teaching, research, and clinical care roles. Private philanthropic support of U. T. System institutions has increased over the period 1999 to 2003.



Collectively, in FY 2002 (the latest year for which comparative data are available), U. T. institutions ranked third in the nation for total voluntary support, after the University of California System and the University of Southern California.

Although required national accounting changes prevent specific longitudinal comparisons in the years between 1999 and 2003, private philanthropic support of U. T. System institutions has increased over this period, from \$350 million to \$590 million. During this period, alumni giving increased at five academic and three health-related institutions in the U. T. System. These increases are particularly noteworthy given the recent national downward trends in private giving. For example, for the period

ending June, 2002, alumni giving dropped by 13.6 percent nationally.

Donor support of U. T. System institutions.

<b>Donor Support of U. T. Academic Institutions</b> (\$ in thousands)				
FY 99	FY 00	FY 01	FY 02	FY 03
\$162,915	\$282,276	\$231,909	\$205,890	\$351,085

<b>Donor Support of U. T. Health-Related Institutions</b> (\$ in thousands)				
FY 99	FY 00	FY 01	FY 02	FY 03
\$186,228	\$264,816	\$247,869	\$283,193	\$237,199

Service to the health profession community: educational programs for non-U. T. medical personnel. Providing continuing education and professional development to the health profession community is an important service that U. T. health-related institutions provide. Through these medical, nursing, and dental programs, tens of thousands of professionals benefit from the clinical based research and experience of U. T. health-related institution faculty. In FY 2003, U. T. health-related institutions offered over 2,000 programs for the professionals in the medical community, serving over 70,000 participants.

Citizen awareness and satisfaction. In March 2003, the U. T. System commissioned a survey of public attitudes toward higher education in Texas. Key findings from this survey relate to opinions about higher education generally, and about U. T. institutions. The results are similar to those from a spring 2003 national survey of opinions about higher education.

**Attitudes about the U. T. System Value,  
Importance to the Economy, and Accessibility**

Percent of parents of college age or younger children who agreed that “an education at a U. T. System school is a very good value for the money.”	88%
Respondents who agreed or strongly agreed that “the U. T. System is critical to the economy of Texas.”	82%
Respondents who volunteered that “geographical accessibility/many campuses” is the best thing about the U. T. System.	1 in 4
Respondents who were unaware that the U. T. health-related institutions provide over \$1 billion annually in health care for uninsured Texans.	2 of 3
Respondents who named The University of Texas at Austin when asked to give the first college or university that came to mind when thinking about higher education.	25%

<b>Attitudes about higher education in Texas</b>	
Respondents naming K-12 schools as the “single most important priority for the state to spend our tax dollars on.” Health care was in second place at 22.6 percent.	50%
Respondents who say that higher education is the most important priority for the state.	12%
Respondents who believe that the portion of the Texas state budget going to higher education should be increased.	74%
Respondents identifying two major ways universities can improve lives of Texans: 1) education initiatives to improve K-12 schools. 2) economic development and creating more jobs.	45% 40%
Respondents who expressed a strong interest in spreading funds out more equally among all Texas colleges and universities, rather than concentrating them on a few institutions to make them world-class research and teaching institutions.	88%
Those agreeing with the statement that “families like mine can’t afford college.”	45%
Parents of college-age children who believe that loans and grants exist that could make college affordable for “families like us.”	85%

*Source: “Public Attitudes Toward Higher Education in Texas,” A Survey for the University of Texas Foundation, March 2003.*

**Service to and Collaborations with Communities: Implications for Future Planning**

- The U. T. System makes a strong and positive impact on the communities in which its institutions reside, their surrounding regions, and the state as a whole.
- The U. T. System will continue its commitment to help improve K-16 education, including documentation of specific outputs in terms of numbers of teachers produced and retention of teachers in the field. Increasing the number and quality of certified teachers for Texas schools should remain a priority. The System will, in addition, consider further study of specific impacts in terms of numbers of students and teachers involved in collaborative projects.
- General economic impact studies have been conducted periodically by several U. T. System institutions over the past few years, and in conjunction with the state-level study by the Comptroller of Public Accounts. For the future, the U. T. System will measure the economic impact of major new investments, for example through its partnership with Texas Instruments and Sematech in the Metroplex, and in the San Antonio Life Sciences Institute. As these initiatives grow and mature, this assessment of return on investment will include such areas as: grant and contract funding leveraged, patent applications and awards, new start-up companies, and jobs created.
- Achieving increases in private support must be a System priority.

**Measures for Future Development**

- Expand and refine the methodology to assess the U. T. System’s impact on K-12 education.
- Develop measures to track and assess continuing and distance education trends.
- Refine the methodology and provide additional data on endowment growth.

## Organizational Efficiency and Productivity

### U. T. System Overview

Key revenues and expenses. 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.

<b>U. T. System Key Revenues and Expenses</b>					
Consolidated Totals (\$ in billions)					
	FY 99	FY 00	FY 01	FY 02	FY 03
Revenues	\$5.3	\$5.9	\$6.4	\$6.6	\$7.3
Expenses	\$5.1	\$5.6	\$6.1	\$6.8	\$7.3

#### Expenses for System Administration operations.

<b>Total Expenses for System Administration Operations</b>					
(\$ in thousands)					
	FY 99	FY 00	FY 01	FY 02	FY 03
Expenses	\$16,964	\$30,676	\$35,730	\$40,727	\$48,829
% change from previous year	41.7%	80.8%	16.5%	14.0%	19.9%

Bond rating. 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 component institutions of the System. The U. T. System is the only public institution of higher

education to receive the highest possible credit ratings from all three major rating agencies. RFS 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.

System Administration employee demographic trends. This measure addresses the U. T. System's commitment to supporting a diverse working environment.

#### **U. T. System Administration Staff Demographic Composition, 2002-03**

	Headcount	% of Total	Composition Texas Workforce – Capital Area, 2002
White	436	78.0%	66.8%
Black	36	6.4	6.8
Hispanic	69	12.3	22.6
Asian	12	2.2	All other groups:
Native American	2	0.4	3.8%
International	4	0.7	
<b>Total Employees</b>	<b>559</b>		

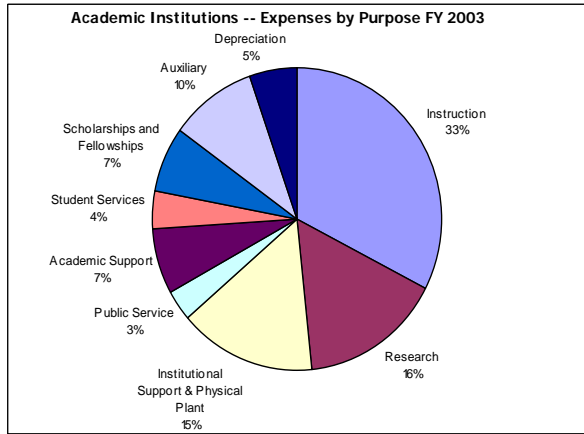
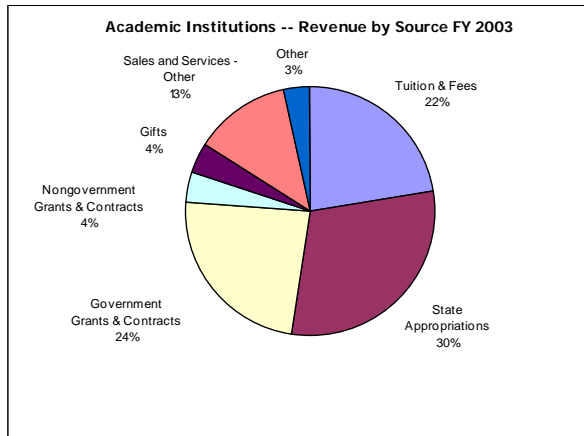
Comparison with the Capital Area workforce pattern in 2000, the most recent data available, shows that the U. T. System Administration's total employee group includes approximately 10 percent more White workers than the region as a whole, and 10 percent fewer Hispanic workers.

## U. T. Academic Institutions

### Key revenues and expenses.

#### Key Revenues and Expenses – Academic Institutions Consolidated Totals (\$ in billions)

	FY 99	FY 00	FY 01	FY 02	FY 03
Revenues	\$1.8	\$2.3	\$2.3	\$2.3	\$2.4
Expenses	\$1.8	\$1.9	\$2.1	\$2.3	\$2.5



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. State appropriations provide just over 30 percent of revenue to academic institutions. The next largest source of revenue is government grants and contracts followed by tuition and fees. One third of expenses were allocated to instructional purposes.

Adjusted revenue per FTE student and FTE faculty. Adjusted total revenue includes tuition, fees, and State appropriations. This measure illustrates the trends in state support and tuition in proportion to numbers of instructional faculty and students at U. T. System institutions. It is one indication of resources available to serve students and to recruit and retain faculty.

Between 1999 and 2003, revenue per full-time equivalent student has held steady or decreased at seven U. T. System academic institutions. Adjusted total revenue per full-time equivalent instructional faculty has decreased at two institutions, and increased at seven institutions.

Appropriated funds per FTE student and FTE faculty. Appropriated funds per FTE student have held steady or increased slightly at all U. T. System academic institutions. Appropriated funds have increased per FTE instructional faculty.

#### Appropriated Funds per FTE Student and FTE Faculty

	(\$ in thousands)			
	Per Student		Per Faculty	
	FY99	FY 03	FY 99	FY 03
UTA	\$6	\$6	\$112	\$123
UT Austin	6	6	120	132
UTB*	3	4	114	161
UTD	7	7	133	145
UTEP	6	6	101	106
UTPA	6	6	114	126
UTPB	8	9	130	148
UTSA	5	5	117	120
UTT	7	9	78	117

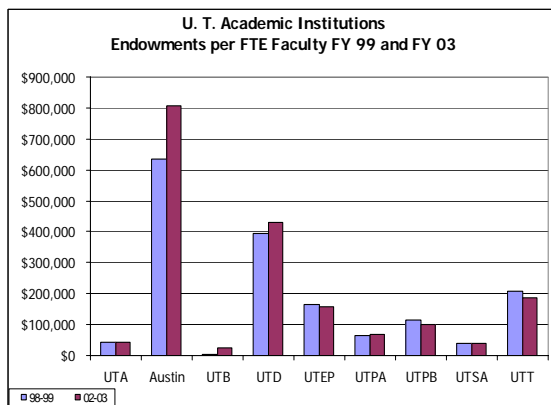
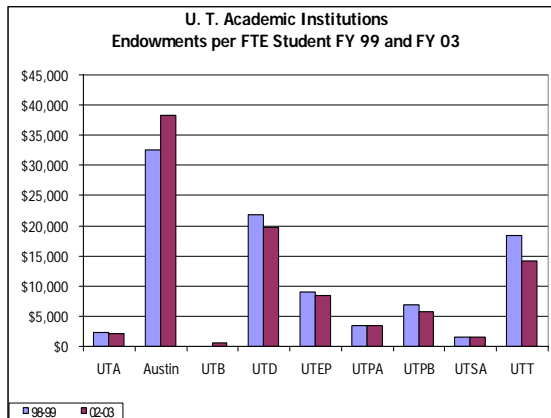
\*Includes Texas Southmost College students

Endowments: System Overview.

<b>U. T. System Endowments</b>				
(\$ in billions)				
	Market Value		% change 99-03	# Endowments 8/31/03
	8/31/99	8/31/03		
Academic	\$1.7	\$2.2	27%	5,169
Health-Related	\$1.5	\$1.5	3%	1,795
<b>Total</b>	<b>\$3.2</b>	<b>\$3.7</b>	<b>16%</b>	<b>6,964</b>

Taken together, the value of U. T. System endowments totaled \$3.7 billion as of August 31, 2003, as reported to the Council in Aid to Education. This represents an increase of 16 percent from 1999.

Endowments: academic institutions. The dollar value and number of endowments have grown substantially over the past five years at all U. T. System institutions. The ratios 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.



Administrative costs in relation to total expenses. Administrative Cost Measures are reported to the Legislative Budget Board by each institution as an annual performance measure. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

For most academic institutions, administrative expenses comprise between 9 and 12 percent of total expenses. This variation 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. These expenses have remained essentially level at Arlington and Austin. Administrative expenses as a proportion of total expenses decreased or held steady between 1999 and 2003 at Arlington, Brownsville, Dallas, Pan American, Permian Basin, San Antonio, and Tyler.

<b>Administrative Costs as % of Total Expenses</b>		
	FY 99	FY 03
UTA	10.5%	10.3%
UT Austin	5.9%	6.3
UTB	15.0%	10.6
UTD	9.3%	8.7
UTEP	9.0%	10.3
UTPA	11.7%	8.7
UTPB	13.7%	11.9
UTSA	11.1%	11.1
UTT	16.9%	15.8

Facilities: utilization of classrooms. According to the 2002 THECB report on classroom use, four U. T. institutions (San Antonio, Austin, Brownsville, and Permian Basin) were in the top 10 in Texas for average number of hours of classroom use, with San Antonio first in the state [THECB Fall 2002 Classroom and Class Lab Utilization Summaries, March 14, 2003]. Four U. T. institutions (Arlington, Brownsville, San Antonio, and Austin) were also in the top 10 in Texas in hours of use of class laboratory space, with Arlington first in the state.

Construction projected for FY 2004-FY 2009. The U. T. System's Capital Improvement Program, approved by the Board of Regents in August 2003, identifies high-priority capital building and renewal needs. The CIP currently manages \$4.59 billion in new construction, repairs, and renovations, including \$1.349 billion for academic institutions. 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. institutions and the System.

Facilities condition index. 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."

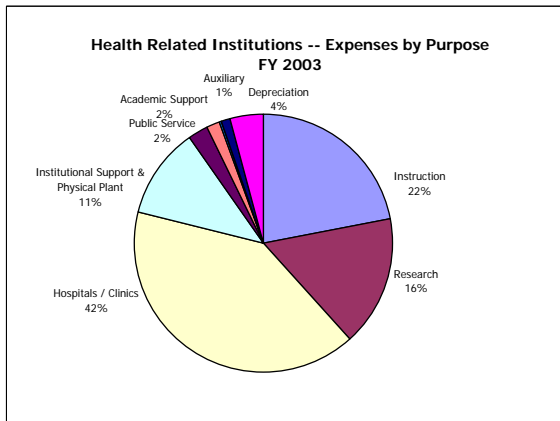
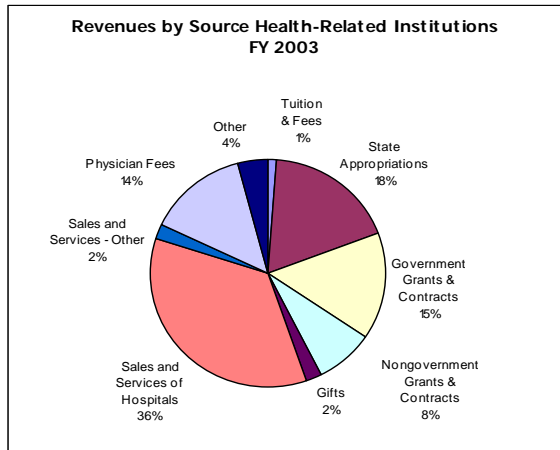
## U. T. Health-Related Institutions

Key revenues and expenses.

### Key Revenues and Expenses – U. T. Health-Related Institutions

Consolidated Totals  
(\$ in billions)

	FY 99	FY 00	FY 01	FY 02	FY 03
Revenues	\$3.4	\$3.8	\$4.2	\$4.5	\$4.7
Expenses	\$3.4	\$3.7	\$4.0	\$4.4	\$4.7



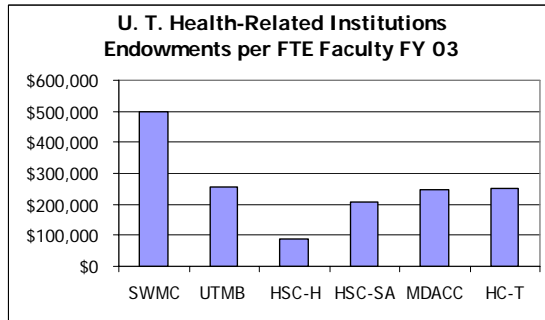
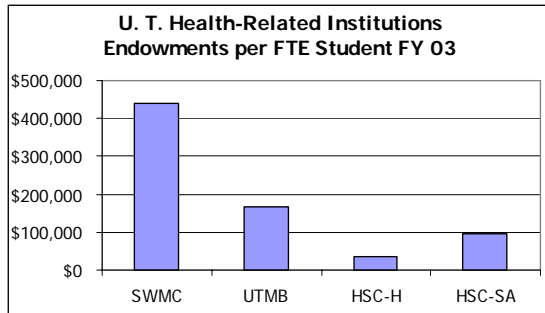
Patient care revenue. The U. T. System health-related institutions provide a very significant portion of health services to Texans throughout the state. Since 1998, total patient care revenue has increased to over \$2 billion, reflecting the growing

base of patients and scope of service by U. T. institutions.

These measures compare state support through general revenue to the productivity of clinic and hospital care. They provide a base trend line to evaluate changes in future years.

	FY 99	FY 00	FY 01	FY 02
<b>General Revenue Per Hospital Admission</b>				
UTMB	\$3,121	\$3,357	\$3,280	\$3,155
MDACC	4,038	6,268	5,894	4,793
UTHC-T	4,264	4,492	4,691	4,981
HCPC*	3,639	3,978	3,715	3,544
* (Harris County Psychiatric Center)				
<b>Amount of General Revenue Per Patient Day</b>				
UTMB	\$596	\$639	\$614	\$592
MDACC	525	832	810	667
HC-T	531	560	601	653
HCPC	360	378	357	336
<b>Amount of General Revenue Per Hospital Outpatient and Clinic Visit</b>				
UTMB	\$122	\$138	\$136	\$130
MDACC	161	242	232	179
HC-T	117	125	114	140
<b>Hospital General Revenue As a Percent of Hospital Charity Care Provided</b>				
UTMB	49%	57%	61%	47%
MDACC	80	119	119	79
HC-T	127	102	82	101
HCPC	92	99	86	79

Endowments: health-related institutions. The total value of endowments for the benefit of health-related institutions has grown substantially at several U. T. health-related 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.



Administrative costs in relation to total expenses. Administrative Cost Measures are reported to the Legislative Budget Board by each institution as an annual performance measure. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service department.

	Administrative Costs as % of Total Expenses	
	FY 99	FY 03
SWMC	6%	6%
UTMB	4	4
HSC-H	10	10
HSC-SA	6	5
MDACC	8	9
HC-T	6	7

For most health-related institutions, administrative expenses comprise between 4 percent and 8 percent of total expenses. Reflecting efforts to operate efficiently, these costs have decreased or increased very little, over the past five years. Between 1999 and 2003, administrative expenses as a proportion of total expenses have decreased or remained level at Southwestern Medical Center, the Health Science Center-Houston, Health Science Center-San Antonio, and the Health Center-Tyler. Over this period, they have increased by one percentage point at the Medical Branch at Galveston and M. D. Anderson Cancer Center, which both own and operate large hospitals.

Practice plan and clinical revenue related to faculty activity: net operating margin. Practice plan revenue is an important resource for institutions. It supports faculty and other salaries at the U. T. health-related institutions and is necessary to operate the clinical enterprise of these institutions. The net operating margin of faculty practice plans illustrates the scale and overall productivity of practice plans on an annual basis.

	Net Operating Margin of Faculty Practice Plans (\$ in thousands)	
	FY 99	FY 03
SWMC	\$21,084	\$11,510
UTMB	1,873	11,222
HSC-H	(8,377)	11,475
HSC-SA	8,852	14,952
MDACC	9,189	19,651
HC-T	347	1,762

Gross clinical billings and net collections. Gross clinical billings illustrate the volume of care faculty provide. Net collections differ due to varying contractual allowances, the provision of indigent care, and billing and collection practices, among other issues. In four of six cases, the net collections per FTE clinical faculty have increased over the past four years.

	Gross Clinical Billings Per FTE Clinical Faculty	
	FY 99	FY 02
SWMC	\$1,562,021	\$2,570,805
UTMB	876,888	1,303,391
HSC-H	938,953	1,244,127
HSC-SA	753,996	940,779
MDACC	928,866	684,608
HC-T	585,313	503,005
	Net Collections Per Clinical Faculty	
	FY 99	FY 02
SWMC	\$ 462,213	\$ 737,131
UTMB	292,677	397,010
HSC-H	246,613	365,754
HSC-SA	282,437	421,341
MDACC	351,331	252,299
HC-T	251,524	162,769

Professional development of faculty and staff. Programs and the ways participants are counted vary among institutions. Institution investments in staff and faculty professional development are important means to retain valued employees and ensure and improve quality of services. In FY 2003, health-related institutions invested \$2.5 million in professional development activities such as continuing clinical education, information technology training, compliance training, and other programs for faculty and staff.

Facilities: research space.

**Research Space FY 2003 – Health-Related institutions**

	Research Expenditures *	Research E&G Sq. Ft.**	Research Exp. per Sq. Ft. of Research Space
SWMC	\$215,435,988	629,103	\$342.4
UTMB	91,918,879	445,878	206.1
HSC-H	106,265,515	368,535	288.3
HSC-SA	88,949,435	399,232	222.8
MDACC	216,237,983	485,193	445.7
HC-T	8,232,841	39,612	207.8

\* Includes funding for clinical trials

\*\* Excludes research space used for clinical trials.

Facilities Condition Index. 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 health-related institutions is “good” or “median.”

Construction projected for FY 2004-FY 2009.

Between August 2000 and August 2003 the CIP of the health-related institutions has nearly doubled, from \$1.764 billion to \$3.243 billion.

**Organizational Efficiency and Productivity: Implications for Future Planning**

- The U. T. System expects to refine the measures and comparative benchmarks it will use in the future to assess the productivity and efficiency of its operations, based on forthcoming recommendations from task forces on efficiency and productivity studies and on capital planning, which were established in late 2003.
- Investment of resources in recruiting, retaining, and developing faculty and staff is and will be a critical success factor for U. T. institutions. This report provides a framework for the future assessment of the effectiveness of these investments.
- The U. T. System will continue to depend 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.
- The description and analysis of U. T. System institutions’ endowments deserve additional attention and refinement.
- The U. T. System currently lacks a consistent, centralized system 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 as part of a state-wide agency adjustment to reporting on staffing trends and deserve additional attention for the future.

**Measures for Future Development**

- Refine the methodology for collecting and analyzing all faculty and staff (HR) data.
- Develop a methodology to track and analyze internal staff promotion trends.
- Refine space utilization models.
- Develop a measure to track the number of clinical trials (health-related institutions) and related space use measures.
- Consider adding a measure of energy use ratios.



## 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 under-graduate experience. For these reasons, the lists of top schools are not identical across the rankings systems.

### U. T. Academic institutions

<b>U. T. System</b>	#2 in FY 2001 federal science and engineering funding	NSF R&D Survey 2003
<b>Doctoral institutions</b>		
Arlington	4 <sup>th</sup> tier	US News, 2003
Austin	17 <sup>th</sup> among top public universities; 53 <sup>rd</sup> among all universities	US News, 2003
	In top 25 of all public and private research universities (625 total); in top 15 public research universities (370 ranked);	Lombardi Center, 2003
	28 <sup>th</sup> in federal science and engineering funding	NSF 2003
Dallas	3 <sup>rd</sup> tier	US News, 2003
El Paso	4 <sup>th</sup> tier	US News, 2003
<b>Master's institutions</b>		
Brownsville	4 <sup>th</sup> tier, western regional universities	US News, 2003
Pan American	4 <sup>th</sup> tier, western regional universities	US News, 2003
Permian Basin	4 <sup>th</sup> tier, western regional universities	US News, 2003
San Antonio	3 <sup>rd</sup> tier, western regional universities	US News, 2003
Tyler	2 <sup>nd</sup> tier, western regional universities	US News, 2003

#### 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 in 1995.
- 21 fellows of national engineering professional societies (2003).

#### U. T. Austin

- 2 Nobel prize holders.
- Highest number of National Academies of Science and Engineering members of any institution in Texas (55 in 2003).
- Over 25 programs ranked 20<sup>th</sup> or higher in 1995 National Research Council ranking of doctoral programs.

#### U. T. Dallas

- 1 Nobel prize holder.
- 2 members of the National Academies of Science.
- 6 programs ranked by National Research Council in 1995.

#### U. T. El Paso

- 1 program ranked by NRC in 1995.

## U. T. Health-Related Institutions

SWMC	#44 in FY 2001 federal science and engineering expenditures In top 30 of all public and private research universities (625 ranked)	NSF Survey of R&D, 2003 Lombardi Center, 2003
UTMB	#99 in FY 2001 science and engineering expenditures In top 26-50 of public research universities (370 ranked)	NSF, 2003 Lombardi Center, 2003
HSC-H	#83 in FY 2001 science and engineering expenditures In top 26-50 of public research universities	NSF, 2003 Lombardi Center, 2003
HSC-SA	#89 in FY 2001 science and engineering expenditures In top 26-50 of public research universities	NSF, 2003 Lombardi Center, 2003
MDACC	#1 cancer hospital #47 in FY 2001 science and engineering expenditures In top 26-50 of all public and private research universities	US News, 2003 NSF, 2003 Lombardi Center, 2003

### 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 hold Nobel prizes (2003).
- 14 faculty are members of National Academy of Sciences (top 10% of American medical schools, 2003).
- 12 members of the American Academy of Arts and Sciences (top 10% of American medical schools, 2003).
- 15 Institute of Medicine members (top 10% of American medical schools, 2003).
- 7 programs ranked by NRC in 1995; Pharmacology ranked #2.
- #2 in citations for impact in biology and biochemistry, and molecular biology and genetics (Science Watch, 2002).

#### U. T. Medical Branch at Galveston

- 5 programs ranked by National Research Council in 1995.

#### U. T. Health Science Center-Houston

- 1 Nobel Prize winner.
- 1 National Academy of Science member.
- 4 Institute of Medicine members (2002).
- 3 American Academy of Arts and Sciences members (2002).
- 6 programs ranked by National Research Council in 1995.

#### U. T. Health Science Center-San Antonio

- 1 Institute of Medicine member.
- 4 programs ranked by the National Research Council in 1995.

#### U. T. M. D. Anderson Cancer Center

- 1 Institute of Medicine member.



## 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.

[1998]

# 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 have emphasized 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 its component institutions seek to excel?"

"How does U. T. intend to act strategically to accomplish its goals?"

"How well are the System and component institutions doing to achieve their goals and add value; what needs to be done next?"

This new framework reflects the U. T. System's ongoing commitment to foster and monitor its overall accountability, including component 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 component institutions.

As a new endeavor, the data displayed in the first edition of this report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines. The report will provide the basis for reviewing institutions and establishing benchmarks for future performance. It 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 U. T.'s accountability. This report will serve internal and external accountability purposes and will be used as a management tool. It is intended for the U. T. System itself—its Board, System officials, and administrators, faculty, and staff of component institutions. 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.'s plans and performance.

## Report Scope

As the U. T. System gains responsibility for certain decision-making, we will show how we will ensure U. T.'s accountability for the results of those decisions and demonstrate that we are efficient and responsible stewards of public resources.

This report provides the basis to respond to Governor Perry's January 22, 2004, Executive Order RP 31 relating to accountability of higher education systems and institutions. It builds on the strong foundation established by the State, the Board of Regents, System offices, and component institutions, through such reports as:

### *Internal*

- *Service to Texas in the New Century and Recommendations on Implementing the Long-Range Plan* (U. T. Board of Regents)
- *Key Statistical Report* (Business Affairs for U. T. Board of Regents)
- *General Academic Components Institutional Accountability Portfolios* (Academic Affairs for U. T. Board of Regents)
- *Other topic-specific internal reports and data sets*

### *External*

- *Texas Public Universities Data and Performance Report* (Texas Higher Education Coordinating Board)
- *Annual Statistical Supplement* (Texas Higher Education Coordinating Board)
- *Performance Measures for Strategic Planning and Budgeting System* (Legislative Budget Board and Governor's Office of Budget, Planning and Policy)
- *Agency Strategic Plans* (Legislative Budget Board and Governor's Office of Budget, Planning and Policy)
- *Closing the Gaps* (Texas Higher Education Coordinating Board)
- *Excellence Funding* report (Education Code, Section 62.077 [H.B. 1839])

The U. T. System accountability framework encompasses all functions within the System and among component academic and health-related institutions that support their academic, 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. 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 component institutions' System-level Compacts will be 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, etc.
- Budget process – accountability information may be used in making resource allocation decisions.

### **Report Framework**

- This report is organized according to the five-part framework intended to highlight and track U. T. System institutions' impact in areas that are of high importance for the System, and that relate to key state goals:
  - I. Student Access and Success
  - 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

- Within this framework, 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.

Taken altogether, this report includes data, with considerable overlap between health and academic institutions, on the following measures, listed in the Table of Contents on pp. iii-vi.

- 69 performance measures for academic institutions;
- 48 measures for health institutions;
- 15 measures for the System as a whole.

Of these, approximately 25 percent were adapted from existing reports to the Coordinating Board, Legislative Budget Board, or other external or internal entities; 25 percent derive from existing indicators but were modified for the purpose of this report; and 50 percent were newly designed for this report.

## **Report Development and Data Sources**

### System-wide representation

In early 2003, the Chancellor established a System-wide accountability working group to help develop the accountability strategy, identify and define performance indicators and benchmarks, and refine the studies and report. Representation includes faculty and staff from component institutions and individuals from appropriate System offices.

### Consultation

Throughout the development process, the U. T. System has communicated 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.





## I. Student Access and Success

### **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 Fields

The State of Texas *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. The U. T. System takes seriously its responsibility and role in helping to close these gaps, embedding this commitment in its 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 five universities designated as Hispanic-Serving Institutions – U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Permian Basin – 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 summarized below. Additional detail on all topics is available from the source document, *Closing the Gaps by 2015: 2003 Progress Report* (Texas Higher Education Coordinating Board [THECB], July 2003; <http://www.thecb.state.tx.us/reports/pdf/0621.pdf>).

#### Progress toward Participation

##### Overall Enrollment

- As the table and graphs below illustrate, 177,944 students were enrolled at U. T. System institutions in fall 2003, based on a preliminary count. This represents 37.6 percent of all public university enrollments in the state, and 15.5 percent of all higher education enrollments state-wide.
- Between fall 2002 and fall 2003, overall enrollment at U. T. System institutions increased by nearly 5 percent. This is a significant contribution to the State's goal of increasing enrollments to close the gaps in college attendance. Enrollment increased at every institution except U. T. Austin, which planned to cap enrollments in fall 2003. Compared with the overall state trend, this 4.9 percent increase exceeds the average increase by 0.8 percent.
- Fall 2003 enrollments at five academic and four health-related institutions have already exceeded the 2005 closing the gaps targets. Fall 2003 enrollment at the other health-related institutions is nearly at its 2005 *Closing the Gaps* target point.
- Although the THECB does not set targets for Systems collectively, fall 2003 enrollments at U. T. academic and health-related institutions exceed the aggregate enrollment goal for 2005 by 2,500 students.

Table I-1

**Total U. T. System Enrollment  
Fall 2002 and Fall 2003 Compared with 2005 *Closing the Gaps* Target**

	Fall 2002	Fall 2003	% Change from Previous Year	Closing the Gaps 2005 Target
<b>Academic</b>				
Arlington	23,821	24,979	4.9%	24,140
Austin	52,261	51,426	-1.6	49,200
Brownsville*	9,974	10,705	7.3	13,000
Dallas	13,229	13,725	3.7	15,090
El Paso	17,232	18,542	7.6	17,593
Pan American	14,392	15,889	10.4	16,405
Permian Basin	2,672	3,044	13.9	2,582
San Antonio	22,015	24,665	12.0	22,588
Tyler	4,254	4,783	12.4	5,025
<b>Total Academic Institutions</b>	<b>159,850</b>	<b>167,758</b>	<b>4.9%</b>	<b>165,623</b>
<b>Health-Related</b>				
SWMC-Dallas	1,637	1,796	9.7%	1,630
UTMB Galveston	2,005	2,088	4.1	2,109
HSC-Houston	3,334	3,442	3.2	3,426
HSC-San Antonio	2,728	2,785	2.1	2,585
M. D. Anderson Cancer Center	59	75	27.1	69
<b>Total Health-Related</b>	<b>9,763</b>	<b>10,186</b>	<b>4.3%</b>	<b>9,819</b>
<b>Total, U. T. System</b>	<b>169,613</b>	<b>177,944</b>	<b>4.9%</b>	<b>175,442</b>

\*Brownsville enrollments include students enrolled at Texas Southmost College.

Source: Texas Higher Education Coordinating Board

Figure I-1

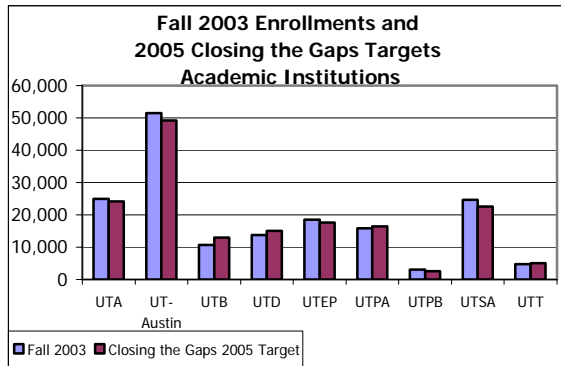
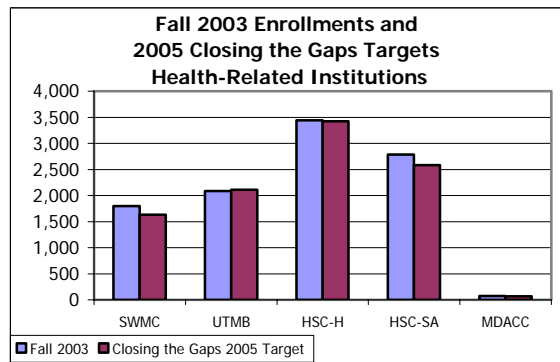


Figure I-2



## Enrollment of Black and Hispanic Students

- According to the THECB, statewide, total enrollment increases among Black students in Texas higher education institutions is on target to meet 2015 goals.
- At all U. T. academic institutions, and at all but one health-related institution (where change was very small), the number of Black and Hispanic students increased between 2000 and 2002.
- In fall 2002, five U. T. academic institutions and one health-related institution had exceeded their 2005 target for enrollment of Black students. U. T. Austin and U. T. El Paso were among the top 25 institutions in the state having the greatest increase in numbers of Black students between 2000 and 2002.
- Half of the total state increase between 2000 and 2002 in Hispanic enrollment occurred at 12 institutions including four U. T. academic institutions: Brownsville, El Paso, Pan American, San Antonio.
- U. T. Austin, U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. San Antonio were among the top 25 institutions with the greatest increase in numbers of Hispanic students between 2000 and 2002.
- Three U. T. health-related institutions (Health Science Center-Houston, Health Science Center-San Antonio, and M. D. Anderson) exceed their 2005 target for enrollment of Hispanic students.

Table I-2

### Student Ethnicity at The University of Texas System Fall 2002 Enrollments Compared with 2000 and 2005 Closing the Gaps Target

	Black Students			Hispanic Students		
	Fall 2002	% Change from Fall 2000	Closing the Gaps 2005 Target	Fall 2002	% Change from Fall 2000	Closing the Gaps 2005 Target
<b>Academic</b>						
Arlington	2,973	20.4%	2,900	2,589	17.0%	2,900
Austin	1,675	5.9	1,950	6,419	8.4	8,150
Brownsville	21	-30.0	60	10,420	9.2	11,570
Dallas	885	27.0	811	893	27.4	963
El Paso	409	10.5	387	12,245	15.6	12,896
Pan American	72	12.5	75	12,327	15.3	14,712
Permian Basin	102	25.9	94	863	27.9	928
San Antonio	1,229	29.6	1,103	10,118	19.1	11,689
Tyler	364	9.6	526	167	41.5	251
<b>Total Academic Institutions</b>	<b>7,730</b>	<b>17.6%</b>	<b>7,906</b>	<b>56,041</b>	<b>14.5%</b>	<b>64,059</b>
<b>Health-Related</b>						
SWMC-Dallas	88	25.7%	90	146	31.5%	155
UTMB-Galveston	180	1.1	184	311	-0.6	332
HSC-Houston	196	13.3	220	392	21.7	293
HSC-San Antonio	96	15.7	80	695	23.7	555
M. D. Anderson Cancer Center*	3	-50.0	11	9	80.0	7
<b>Total Health-Related Institutions</b>	<b>563</b>	<b>10.4%</b>	<b>585</b>	<b>1,553</b>	<b>18.3%</b>	<b>1,342</b>
<b>Total U. T. System</b>	<b>8,293</b>	<b>17.1%</b>	<b>8,491</b>	<b>57,594</b>	<b>14.6%</b>	<b>65,401</b>

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

Source: Texas Higher Education Coordinating Board, THECB "Closing the Gaps by 2015: 2003 Progress Report," July 2003

## Degrees Awarded and Degrees in High-Priority Fields

Each year, U. T. 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. institutions conferred 19,922 baccalaureate degrees in 2000 and 20,877 in 2002, a 4.8 percent increase. In 2002, total degrees awarded by U. T. institutions represented more than a quarter – 26.5 percent – of the statewide total of 78,929 baccalaureate degrees.
- Between 2000 and 2002, production of doctoral degrees by U. T. institutions declined by 5.3 percent; 1,065 doctoral degrees were conferred in 2000 and 1,009 in 2002. The statewide total also declined, from 2,621 in 2000 to 2,539 in 2002.
- Seven U. T. institutions were in the top 25 in the state having the greatest increase between 2000 and 2002 in numbers of baccalaureates conferred (Pan American, Dallas, Austin, San Antonio, Brownsville, Permian Basin, Arlington).
- U. T. Austin, U. T. Brownsville, and U. T. Permian Basin are close to their 2005 baccalaureate targets; in 2002, U. T. Southwestern Medical Center conferred twice as many baccalaureate degrees as its 2005 target.
- The numbers of doctoral degrees conferred in 2002 increased at U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Health Science Center-Houston. U. T. Pan American and U. T. Medical Branch are close to their 2005 doctoral degree targets.

**Table I-3**

	<b>Progress Toward Degrees</b>					
	Baccalaureate			Doctoral		
	1999-2000	2001-2002	<i>Closing the Gaps</i> 2005 Target	1999-2000	2001-2002	<i>Closing the Gaps</i> 2005 Target
<b>Academic</b>						
Arlington	2,813	2,892	3,150	78	72	95
Austin	7,803	8,005	8,050	703	644	715
Brownsville	475	618	628	--	--	--
Dallas	1,303	1,537	1,956	64	58	78
El Paso	1,695	1,692	2,132	17	27	40
Pan American	1,340	1,597	1,667	7	10	15
Permian Basin	334	417	422	--	--	--
San Antonio	2,487	2,637	3,857	4	5	45
Tyler	731	684	1,025	--	--	--
<b>Total Academic</b>	<b>18,981</b>	<b>20,079</b>	<b>22,887</b>	<b>873</b>	<b>816</b>	<b>988</b>
<b>Health-Related</b>						
SWMC-Dallas	103	104	50	54	49	241
UTMB Galveston	368	296	421	36	35	36
HSC-Houston	91	116	176	75	83	131
HSC-San Antonio	379	262	397	27	26	45
M. D. Anderson*	0	20	69	--	--	--
<b>Total Health-Related</b>	<b>941</b>	<b>798</b>	<b>1,113</b>	<b>192</b>	<b>193</b>	<b>1,441</b>
<b>Total U. T. System</b>	<b>19,922</b>	<b>20,877</b>	<b>24,000</b>	<b>1,065</b>	<b>1,009</b>	<b>1,416</b>

\*M. D. Anderson provides joint graduate degrees with the HSC-Houston. It enrolled students for the first time in fall 2001. Target is for all MDACC degrees.

*Source: THECB Closing the Gaps by 2015: 2003 Progress Report, July 2003*

Table I-4

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

	Technical Certificates and Baccalaureate Degrees*		Health Certificates and Baccalaureate Degrees**	
	2001- 2002	<i>Closing the Gaps</i> 2005 Target	2001- 2002	<i>Closing the Gaps</i> 2005 Target
<b>Academic</b>				
Arlington	320	325	277	290
Austin	1,406	1,375	255	215
Brownsville	78	84	89	272
Dallas	402	909	35	45
El Paso	213	740	134	239
Pan American	135	498	170	277
Permian Basin	47	45	--	--
San Antonio	255	684	28	32
Tyler	67	421	152	211
<b>Total Academic</b>	<b>2,923</b>	<b>5,081</b>	<b>1,140</b>	<b>1,581</b>
<b>Health-Related</b>				
SWMC-Dallas			102	50
UTMB Galveston			296	421
HSC-Houston			150	210
HSC-San Antonio			475	341
MDACC			35	69
<b>Total Health-Related</b>			<b>1,058</b>	<b>1,091</b>
<b>Total U. T. System</b>	<b>2,923</b>	<b>5,081</b>	<b>2,198</b>	<b>2,672</b>

\*Engineering, Computer Science, Mathematics, Physical Sciences

\*\* Nursing and Allied Health

Source: THECB Closing the Gaps by 2015: 2003 Progress Report, July 2003

**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. Targets are projected by individual institutions and provided to the THECB.
- In 2002, U. T. System institutions conferred a total of 2,923 degrees and certificates in high-priority technical fields and 2,198 in high-priority health fields.
- U. T. Austin, U. T. San Antonio, U. T. Arlington, U. T. Dallas, U. T. Brownsville, and U. T. Pan American were among the top 25 institutions in the state in increased numbers of technical awards between 2000 and 2002.
- The number of high-priority degrees awarded in 2002 by U. T. Austin and U. T. Permian Basin has exceeded their 2005 target; the numbers are close to 2005 targets for U. T. Arlington and U. T. Brownsville.
- U. T. Pan American, U. T. Health Science Center-Houston, and U. T. Austin were among the top institutions with increases in health awards between 2000 and 2002.



- U. T. Southwestern Medical Center has exceeded its 2005 target for baccalaureate degrees by more than 100 percent; U. T. Austin has exceeded by substantial margins its 2005 target for health awards.

### Graduate-Level Education Degrees

- In addition, between 1999 and 2002, U. T. System institutions collectively have increased the number of graduate-level education degrees from 1,217 to 1,327.
- See data on numbers of education degrees on page I-57, below.

### Undergraduate Degrees Awarded to Black and Hispanic Students

- According to the THECB's most recent *Closing the Gaps* report, 12,632 associate and baccalaureate degrees and certificates were awarded to Black students statewide in 2001-02. Collectively, U. T. institutions awarded 982 of these, or 7.8 percent.
- Three institutions were in the top 25 in the state in increased numbers of undergraduate awards to Black students in 2002: U. T. Arlington, U. T. Dallas, and U. T. San Antonio.
- In 2001-02, 26,256 associate and baccalaureate degrees and certificates were awarded to Hispanic students statewide. Collectively, U. T. institutions awarded 6,854 of these, or 26.1 percent.
- U. T. Pan American and U. T. Health Science Center-San Antonio were in the first and second place in the state in increased numbers of undergraduate awards to Hispanics students between 2000 and 2002.
- Six U. T. institutions were in the top 25 in increased numbers of undergraduate awards to Hispanic students: U. T. Pan American, U. T. Health Science Center-San Antonio, U. T. San Antonio, U. T. Brownsville, U. T. Permian Basin (with a 71.4 percent increase between 2000 and 2002), and U. T. Arlington.

Table I-5

**Undergraduate Degrees and Certificates Awarded to Black  
and Hispanic Students by U. T. Institutions  
2001-02**

	Black	Hispanic
<b>Academic</b>		
Arlington	324	326
Austin	228	1,021
Brownsville	6	1,077
Dallas	105	123
El Paso	41	1,212
Pan American	4	1,375
Permian Basin	16	132
San Antonio	123	1,227
Tyler	53	23
<b>Total Academic</b>	<b>900</b>	<b>6,516</b>
<b>Health</b>		
SWMC-Dallas	11	9
UTMB Galveston	32	36
HSC-Houston	19	21
HSC-San Antonio	19	271
M. D. Anderson*	1	1
<b>Total Health</b>	<b>82</b>	<b>338</b>
<b>System Total</b>	<b>982</b>	<b>6,854</b>

\*M. D. Anderson awards most degrees at the graduate/professional level.

Source: THECB *Closing the Gaps by 2015: 2003 Progress Report, July 2003*

### **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 enrollment, among who at least 50 percent are low-income.
- The U. T. System includes six Hispanic-Serving Institutions: Brownsville, El Paso, Pan American, Permian Basin, San Antonio, and Health Science Center-San Antonio.
- No other public, four-year system in the country, except the California State University System, includes 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, and the New Mexico State University System each have one HSI.



## **Student Access and Success**

### **U. T. System Academic Institutions**

### **U. T. System Health-Related Institutions**

## I. Student Access and Success: U. T. Academic Institutions

### Undergraduate Participation and Success

Table I-6

Enrollment of First-Time, Full-Time Degree-Seeking Undergraduates* U. T. Academic Institutions					
	Fall 1998	Fall 1999	Fall 2000	Fall 2001	% increase Fall 98-01
Arlington	1,216	1,389	1,586	1,833	50.7%
Austin	6,596	6,921	7,558	7,197	9.1
Brownsville**	0	0	22	120	NA
Dallas	491	601	801	984	100.4
El Paso	1,639	1,662	2,018	2,156	31.5
Pan American	1,686	1,692	1,771	1,945	15.4
Permian Basin	112	97	144	165	47.3
San Antonio	1,896	1,670	1,729	1,911	0.8
Tyler***	99	191	175	243	145.5
<b>Total</b>	<b>13,735</b>	<b>14,223</b>	<b>15,804</b>	<b>16,554</b>	<b>20.5%</b>

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

\*\*Brownsville's counts are low because most students enroll through Texas Southmost College.

\*\*\*Tyler first admitted freshmen in summer/fall 1998.

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 four years — rising 20.5 percent from fall 1998. The number rose 145 percent at Tyler due to downward expansion at that institution to enroll freshmen and sophomores. U. T. Brownsville's count reflects the fact that most UTB/TSC students initially enroll through Texas Southmost College.
- 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 Percent Female at U. T. Academic Institutions				
	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Arlington	45.8%	50.8%	50.3%	49.6%
Austin	51.3	50.7	51.0	52.0
Brownsville			59.1	66.7
Dallas	43.4	40.1	37.8	40.9
El Paso	51.7	52.6	51.8	53.6
Pan American	55.3	58.0	56.7	57.8
Permian Basin	61.6	67.0	59.7	63.0
San Antonio	53.2	52.9	51.8	51.1
Tyler	55.6	66.5	65.1	56.8
<b>System</b>	<b>52%</b>	<b>52%</b>	<b>51%</b>	<b>52%</b>

Source: Texas Higher Education Coordinating Board

- According to the latest statistics from the National Center for Education Statistics, women account for 53 percent of the first-time, full-time enrollment at degree granting institutions. As of fall 2001, five U. T. academic institutions had female undergraduate populations at or above this average.

Table I-8

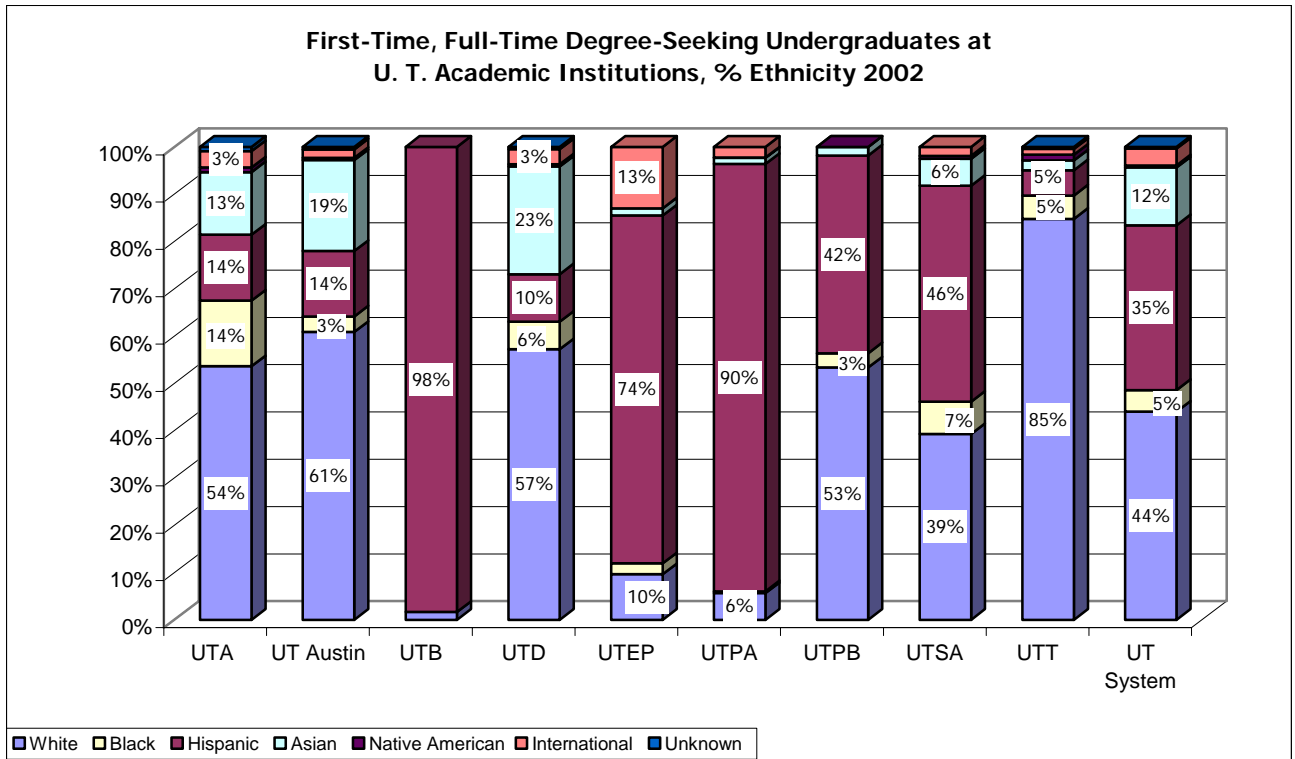
**First-Time, Full-Time Degree-Seeking Undergraduates, by Percent Ethnicity  
U. T. Academic Institutions**

	Fall	White	Black	Hispanic	Asian	Native	Inter- national	Unknown	
Arlington	1998	58.6%	13.3%	12.7%	11.8%	1.4%	2.3%	--	
	2001	53.6	13.9	14.0	13.2	1.0	3.4	0.9	
Austin	1998	65.3	3.0	13.1	16.9	0.5	1.2	0.0	
	2001	60.8	3.3	13.9	19.2	0.5	1.8	0.5	
Brownsville*	1998		* Includes only students matriculating at U. T. Brownsville						
	2001	1.7	--	98.3	--	--	--	--	
Dallas	1998	62.5	3.5	10.6	20.6	1.0	1.8	--	
	2001	57.2	5.8	10.1	22.8	0.5	3.2	0.5	
El Paso	1998	9.6	2.4	74.4	1.0	0.3	12.2	--	
	2001	9.6	2.3	73.6	1.5	0.0	13.0	--	
Pan American	1998	14.4	0.9	81.7	1.4	0.2	1.4	--	
	2001	5.7	0.4	90.4	1.3	0.1	2.3	--	
Permian Basin	1998	48.2	6.3	45.5	--	--	--	--	
	2001	53.3	3.0	41.8	1.8	--	--	--	
San Antonio	1998	41.7	6.0	47.5	3.5	0.3	0.9	--	
	2001	39.3	6.8	45.7	5.7	0.6	1.9	--	
Tyler	1998	86.9	7.1	5.1	1.0	--	--	--	
	2001	84.8	4.9	5.3	2.1	1.2	1.2	0.4	
<b>System</b>	<b>1998</b>	<b>48.5%</b>	<b>4.1%</b>	<b>33.7%</b>	<b>10.7%</b>	<b>0.5%</b>	<b>2.6%</b>	<b>0.0%</b>	
	<b>2001</b>	<b>44.0%</b>	<b>4.5%</b>	<b>34.9%</b>	<b>12.2%</b>	<b>0.4%</b>	<b>3.6%</b>	<b>0.4%</b>	

*Source: Texas Higher Education Coordinating Board*

- At U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. San Antonio, and U. T. Tyler, the proportion of non-White first-time, full-time degree-seeking undergraduates has increased between fall 1998 and fall 2001.

Figure I-3



**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  
2001-2002 Academic Year**

	# h.s. graduates	% by ethnicity
White	112,444	49.9%
Black	30,070	13.3
Hispanic	74,489	33.1
Native American	579	0.3
Asian - Pacific Islander	7,708	3.4
Total	225,290	

*Source: Texas Education Agency*

- The ethnic composition of the Texas high school graduating class of 2001-2002 indicates an almost even split between Whites and non-Whites. (There is no category for International students.)
- Hispanic students comprised 33 percent of the graduating class.
- The ethnic composition of first-time, full-time degree-seeking undergraduates at U. T. academic institutions does not reflect the overall composition of the Texas High School graduating class of 2001-2002. At U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, non-

Whites are the significant majority of the population—reflecting the general population of the counties that supply students to those respective universities.

- The ethnic composition at U. T. Arlington more closely resembles the ethnic composition of statewide high school graduates in 2002, in terms of the percentage of Whites and Blacks enrolled at the institution.

### Contextual Measure: Student Preparation

Table I-10

		Fall 98	Fall 99	Fall 00*	Fall 01	Fall 02
Average ACT/SAT Scores of First-Time, Full-Time Degree-Seeking Undergraduates – U. T. Academic Institutions						
Average Scores						
Arlington	ACT	22	22	22	21	21
	SAT	1050	1053	1048	1051	1046
Austin	ACT	25	25	25	25	26
	SAT	1209	1207	1211	1217	1222
Dallas**	ACT	25	25	25	25	25
	SAT	1193	1205	1189	1179	1209
El Paso	ACT	19	19	19	19	18
	SAT	912	909	905	927	902
Pan American	ACT	18	18	18	18	18
	SAT	923	930	920	926	914
Permian Basin	ACT	21	21	21	21	20
	SAT	986	1026	954	987	993
San Antonio	ACT	20	20	20	20	20
	SAT	981	990	985	993	985
Tyler	ACT	26	26	24	23	22
	SAT	1200	1153	1096	1089	1071

\*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 were averaged into the fall cohort.

\*\*ACT averages are based on much smaller numbers of students than SAT averages.

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.
- For those students submitting test scores, over the past five academic years, average scores have held level or declined slightly at most U. T. academic institutions.
- Average SAT scores increased slightly at U.T. Austin, U. T. Dallas, and U. T. San Antonio over this period.
- Average ACT scores increased slightly at U. T. Pan American (where more students submit ACT than SAT test scores) and U. T. Austin.
- While institutions may seek increases in average scores, other issues related to access and preparation weigh in admission decisions.



**Contextual Measure: Student Preparation**

**Table I-11**

**Number of Top 10 Percent High School Graduates Who Applied, Were Admitted, and Enrolled at U. T. Academic Institutions**

	Fall	1999	2000	2001	2002
Arlington		271	323	326	349
Austin		2,903	3,319	3,404	3,878
Brownsville		0	0	0	0
Dallas		164	132	239	268
El Paso		224	228	274	290
Pan American		0	0	69	38
Permian Basin		26	25	35	43
San Antonio		264	215	182	342
Tyler		77	63	72	54

*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 high school class and who applied, were admitted, and enrolled at a U. T. System academic institution. The numbers have increased at nearly every U. T. academic institution.
- The chart and table below show the percent of all full- and part-time, first-time undergraduate students who graduated in the top 10 percent of their high school class.
- Between fall 1999 and fall 2002, the proportion of top 10 percent graduates has increased at U. T. Austin, U. T. Dallas, and U. T. El Paso.
- Although the proportion has declined over the past four years, more than 15 percent of students enrolled in fall 2002 at U. T. Arlington, U. T. Permian Basin, and U. T. Tyler came from the top 10 percent of their high school class.

**Figure I-4**

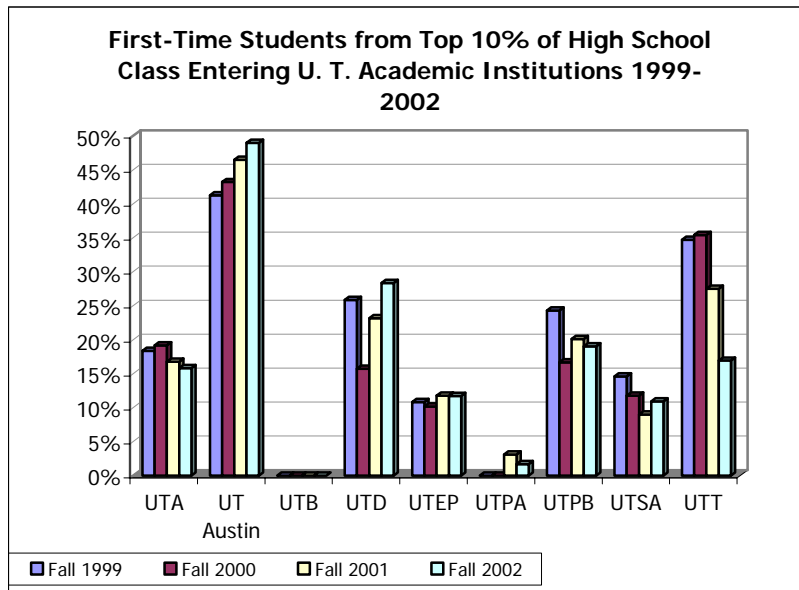


Table I-12

**Percent of First-Time Undergraduates at U. T. Academic Institutions Who Were in the Top 10 Percent of Their High School Graduating Class, by Ethnicity**

	Fall	White	Black	Hispanic	Asian	Native American
Arlington	1999	18.3%	17.4%	18.3%	24.7%	20.0%
	2000	18.2	15.8	20.7	29.4	0.0
	2001	16.9	16.7	20.3	17.1	10.5
	2002	13.4	11.6	23.7	25.5	11.1
Austin	1999	36.5	55.2	52.0	49.7	39.3
	2000	39.9	52.2	57.9	49.4	28.1
	2001	44.0	57.0	55.8	50.7	29.4
	2002	45.2	57.6	60.8	54.5	55.9
Brownsville	1999	0.0	--	0.0	--	--
	2000	0.0	--	0.0	--	--
	2001	0.0	--	0.0	--	--
	2002	0.0	--	0.0	--	--
Dallas	1999	27.6	11.8	34.8	23.6	100.0
	2000	16.0	17.9	20.3	15.3	0.0
	2001	28.9	19.0	15.5	16.6	20.0
	2002	31.1	23.8	38.8	22.1	0.0
El Paso	1999	14.4	3.4	11.9	20.7	25.0
	2000	10.3	0.0	12.2	9.1	0.0
	2001	12.4	6.1	13.9	11.8	0.0
	2002	11.2	3.1	13.5	25.0	0.0
Pan American	1999	0.0	0.0	0.0	0.0	0.0
	2000	0.0	0.0	0.0	0.0	0.0
	2001	1.6	0.0	3.3	4.0	0.0
	2002	0.7	--	1.8	0.0	--
Permian Basin	1999	26.9	0.0	21.1	--	0.0
	2000	21.4	0.0	13.7	0.0	0.0
	2001	21.5	20.0	19.2	0.0	--
	2002	20.2	0.0	19.3	0.0	0.0
San Antonio	1999	9.5	10.5	19.6	15.8	16.7
	2000	8.4	8.1	15.6	10.0	16.7
	2001	6.5	8.8	12.1	5.3	0.0
	2002	7.8	7.5	15.1	6.0	6.7
Tyler	1999	*data not available				
	2000	34.4	66.7	20.0	50.0	25.0
	2001	30.1	21.4	18.8	0.0	0.0
	2002	17.2	23.5	13.0	0.0	50.0

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

Source: Texas Higher Education Coordinating Board

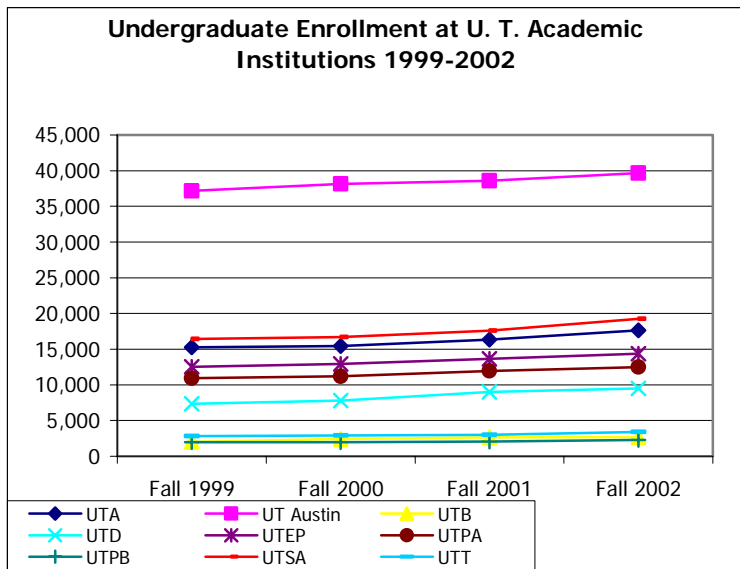
Table I-13

**Total Fall Undergraduate Headcount – U. T. Academic Institutions**

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Arlington	15,266	15,449	16,330	17,649
Austin	37,159	38,162	38,609	39,661
Brownsville	2,032	2,406	2,660	2,705
Dallas	7,331	7,807	9,009	9,482
El Paso	12,533	12,955	13,642	14,384
Pan American	10,924	11,186	11,971	12,509
Permian Basin	1,970	1,979	2,077	2,292
San Antonio	16,416	16,707	17,599	19,244
Tyler	2,803	2,892	3,004	3,409
<b>Academic Institution Total</b>	<b>106,434</b>	<b>109,543</b>	<b>114,901</b>	<b>121,335</b>

Source: Texas Higher Education Coordinating Board

Figure I-5



- Undergraduate enrollment at U. T. academic institutions has increased significantly during the past four years.
- Overall enrollment growth reflects both growth in the college-going population and the overall health of the economy.

**Table I-14****Undergraduate Gender Composition: Percent of Females at U. T. Academic Institutions**

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Arlington	52.6%	53.3%	53.3%	53.3%
Austin	50.4	50.5	50.5	50.6
Brownsville	63.7	63.7	64.3	63.4
Dallas	48.6	48.1	48.2	49.6
El Paso	53.4	53.9	54.4	54.7
Pan American	57.2	57.9	58.6	58.3
Permian Basin	64.8	64.1	66.5	65.5
San Antonio	54.9	55.5	55.0	55.0
Tyler	67.0	66.7	65.7	62.8
<b>System</b>	<b>53.6%</b>	<b>53.9%</b>	<b>54.0%</b>	<b>54.1%</b>

*Source: Texas Higher Education Coordinating Board*

- The gender composition at U. T. academic institutions has remained generally constant over the last four years.
- Female students represent at least half, and often significantly more than half, of the undergraduate students on all campuses. This parallels national enrollment patterns.
- At U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler, female students outnumbered male students by nearly two to one.

**Table I-15****Average Undergraduate Age at U. T. Academic Institutions**

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Arlington	25	25	24	24
Austin	21	21	21	21
Brownsville	28	27	27	27
Dallas	26	26	26	26
El Paso	24	24	24	23
Pan American	23	23	23	23
Permian Basin	29	29	28	28
San Antonio	25	25	25	24
Tyler	29	28	27	27

*Source: Texas Higher Education Coordinating Board*

- The average undergraduate age has changed little over the last four years, decreasing slightly at U. T. Arlington, U. T. Brownsville, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Higher average ages of the undergraduate population at U. T. Brownsville, 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).

Figure I-6

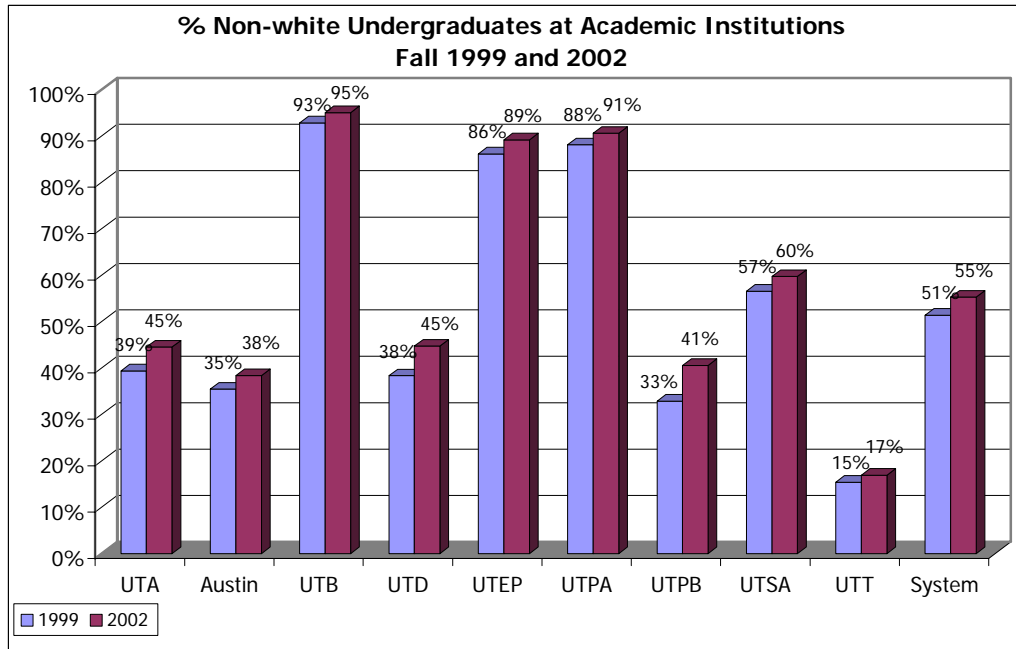
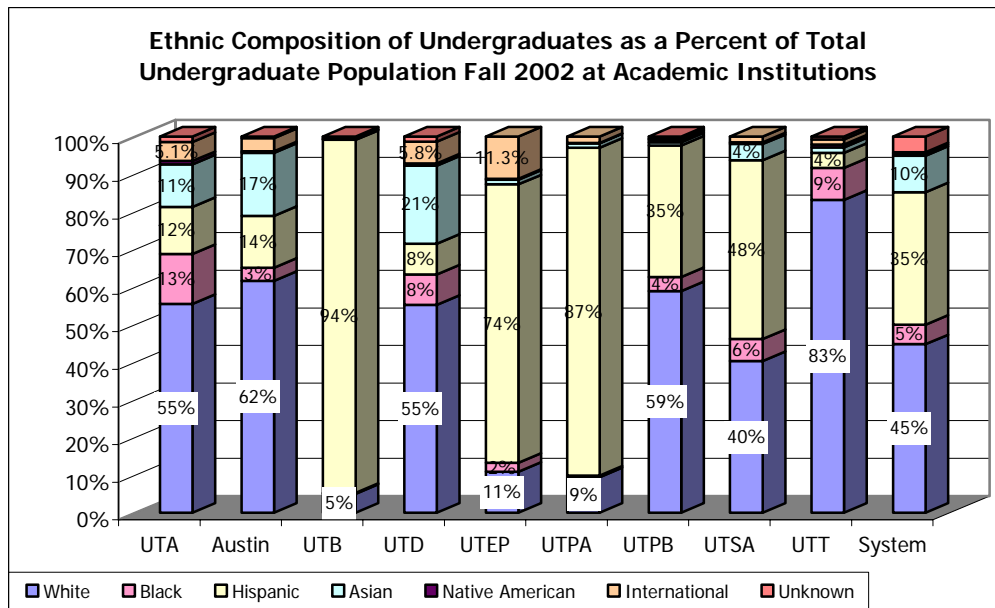


Figure I-7



- Although the numbers of non-White undergraduate students have increased between 1999 and 2002, the proportion of each ethnic composition of populations, illustrated here for fall 2002, has not changed significantly.
- U.T. Brownsville, 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 African-American students.

**Contextual Measure: Part-time students**

- Part-time students comprise a significant portion of undergraduate enrollments at all U. T. academic institutions.
- Nationally, 22 percent of undergraduates enrolled in public four-year institutions are enrolled part-time according to the National Center for Education Statistics.
- At all U. T. academic institutions except U. T. Austin, the overall proportion of part-time students is above the national average but is declining.

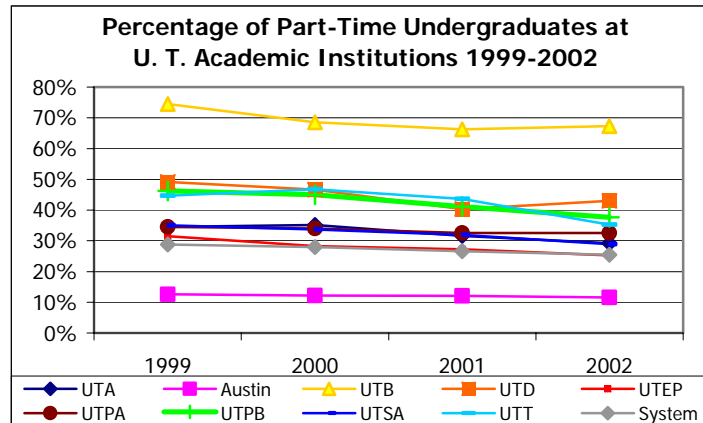
**Table I-16**

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

	Fall	1999	2000	2001	2002
Arlington		34.5%	35.1%	31.5%	29.2%
Austin		12.6	12.1	12.0	11.6
Brownsville		74.5	68.5	66.2	67.3
Dallas		49.1	46.7	40.3	43.0
El Paso		31.4	28.2	27.2	25.2
Pan American		34.5	34.0	32.5	32.6
Permian Basin		46.2	45.0	41.1	37.7
San Antonio		35.0	33.6	31.9	28.9
Tyler		44.7	46.7	43.7	35.2
<b>Overall Academic Institutions</b>		<b>28.8%</b>	<b>28.0%</b>	<b>26.6%</b>	<b>25.5%</b>

*Source: Texas Higher Education Coordinating Board*

**Figure I-8**



**Table I-17**

<b>Part-Time, First-Time Degree-Seeking Undergraduates Percent of Total – U. T. Academic Institutions</b>					
	Fall	1999	2000	2001	2002
Arlington		5.9%	5.6%	5.9%	5.6%
Austin		2.2	1.6	1.6	1.7
Brownsville		100.0	100.0	33.3	11.8
Dallas		6.1	4.9	4.5	4.6
El Paso		11.8	10.3	9.8	7.5
Pan American		12.1	15.8	15.0	12.9
Permian Basin		3.4	9.3	4.0	4.6
San Antonio		6.9	7.8	5.4	5.6
Tyler		1.0	14.0	1.1	0.8
<b>Overall Academic Institutions</b>		<b>6.2%</b>	<b>6.1%</b>	<b>5.5%</b>	<b>5.1%</b>

*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.
- 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.

## Affordability and Undergraduate Student Financial Aid

### Overview:

- In academic year 2002-03, of the 127,000 undergraduate students enrolled in the nine U. T. System academic institutions, over 75,000, or approximately 59 percent, received some form of financial assistance.
- This totaled \$628,652,612.
- Since students can receive more than one award, the total number of awards was 213,888.
- By dollar amount, loans comprised 53 percent of total awards; grants and scholarships comprised 45 percent; and work-study provided the least aid proportionately at 2 percent.
- Of the scholarships and aid, federal grants made up 43 percent, institutional funds provided 27 percent, state funds provided another 19 percent, and 11 percent came from private sources.
- Taken together, these sources of financial aid enhance the accessibility of U. T. institutions to students from a wide range of economic backgrounds.

Figure I-9

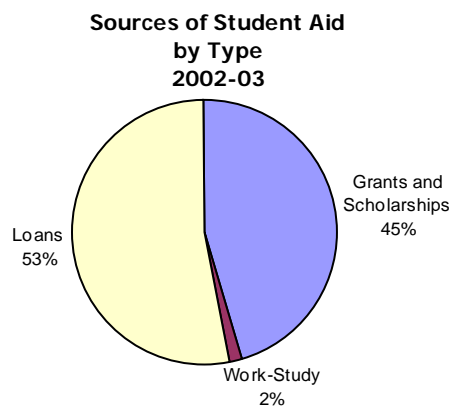
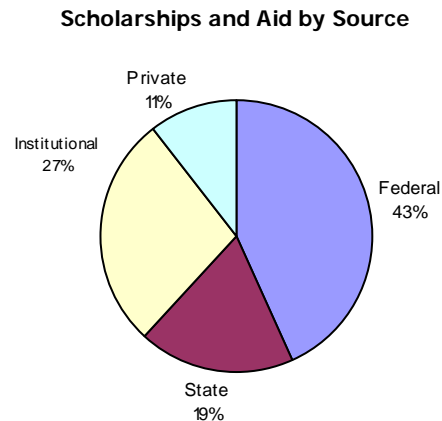


Figure I-10



- The Texas Higher Education Coordinating Board determined that students needed an additional \$219.7 million to meet fully their cost to attend college; they needed to generate these additional funds through employment, personal loans, or through other means.
- Additional detail on U. T. System academic institution financial aid and tuition is available on the U. T. System Tuition Website, <http://www.utsystem.edu/news/tuition/>.



**Table I-18**

**Non-Loan Financial Aid Awards and Total Tuition and Fees  
U. T. Academic Institutions FY 2002-03**

	Total Non-Loan Financial Aid Awards	Total Tuition and Fee Charges
Arlington	\$32,628,689	\$ 99,073,079
Austin	94,012,931	306,241,690
Brownsville*	22,699,370	7,324,791
Dallas	14,516,581	70,919,523
El Paso	37,880,053	51,474,765
Pan American	48,956,211	39,733,416
Permian Basin	4,686,726	7,421,927
San Antonio	33,359,292	82,642,787
Tyler	6,577,935	11,776,333

\*Total tuition and fee data for Brownsville do not include Texas Southmost College; however, financial aid awards are for the partnership.

*Source: U. T. System Office of Academic Affairs; U. T. System Annual Financial Report, 2003*

**Table I-19**

**Texas Grants Awarded as % of Allocation  
U. T. Academic Institutions FY 2002-2003**

	Total Texas Grant Allocation to Institution	Awards as % of Total Allocation
Arlington	\$ 4,013,772	100.0%
Austin	14,001,098	93.1
Brownsville	1,919,133	86.6
Dallas	2,396,791	83.5
El Paso	7,616,384	81.8
Pan American	13,516,684	100.0
Permian Basin	446,429	93.7
San Antonio	3,722,808	100.0
Tyler	772,675	97.9

*Source: U. T. System Office of Academic Affairs*

- Texas Grant funds are allocated based on institutional criteria and must then be matched to student eligibility.
- By fall 2003, all allocated funds were fully utilized.

**Contextual Measure: Undergraduate Financial Aid Awards and Recipients at U. T. Academic Institutions 2002-03**

**Table I-20**

Source of Funding	Number of Recipients	Amount Awarded	Source of Funding	Number of Recipients	Amount Awarded
<b>Arlington</b>			<b>Pan American</b>		
Federal	5,526	\$12,251,888	Federal	9,645	\$23,580,984
State	1,477	4,013,772	State	5,503	16,419,988
Institutional	8,209	10,997,249	Institutional	5,748	5,526,829
Private	2,437	3,825,313	Private	813	1,212,228
Work Study	929	1,540,467	Work Study	1,073	2,216,182
Loans	9,586	46,102,349	Loans	5,296	16,942,359
<b>TOTAL</b>	<b>28,164</b>	<b>\$78,731,038</b>	<b>TOTAL</b>	<b>28,078</b>	<b>\$65,898,570</b>
<b>Austin</b>			<b>Permian Basin</b>		
Federal	8,453	\$20,771,720	Federal	1,045	\$3,137,494
State	5,382	13,705,847	State	163	455,286
Institutional	16,239	43,363,655	Institutional	274	330,458
Private	4,933	13,411,603	Private	536	627,294
Work Study	1,588	2,760,106	Work Study	64	136,194
Loans	15,243	120,491,045	Loans	2,313	5,960,028
<b>TOTAL</b>	<b>51,838</b>	<b>\$214,503,976</b>	<b>TOTAL</b>	<b>4,395</b>	<b>\$10,646,754</b>
<b>Brownsville</b>			<b>San Antonio</b>		
Federal	7,272	\$16,868,512	Federal	8,365	\$18,778,289
State	1,660	3,044,014	State	2,600	6,224,874
Institutional	1,872	795,455	Institutional	4,318	3,076,356
Private	1,381	1,215,640	Private	3,212	4,131,445
Work Study	392	775,750	Work Study	408	1,148,328
Loans	3,099	12,503,014	Loans	17,629	68,030,258
<b>TOTAL</b>	<b>15,676</b>	<b>\$35,202,385</b>	<b>TOTAL</b>	<b>36,532</b>	<b>\$101,389,550</b>
<i>*UTB and TSC awards</i>			<b>Tyler</b>		
<b>Dallas</b>			Federal	1,370	\$2,946,112
Federal	1,691	\$3,638,022	State	273	714,316
State	712	1,899,250	Institutional	645	519,771
Institutional	3,656	8,107,116	Private	1,955	2,260,704
Private	458	502,205	Work Study	75	137,033
Work Study	123	369,988	Loans	1,764	9,905,228
Loans	14,195	31,381,441	<b>TOTAL</b>	<b>6,082</b>	<b>\$16,483,164</b>
<b>TOTAL</b>	<b>20,835</b>	<b>\$45,898,022</b>	<b>GRAND TOTAL</b>		
<b>El Paso</b>			<b>213,789</b>	<b>\$628,652,612</b>	
Federal	8,677	\$21,413,374			
State	3,320	7,053,991			
Institutional	3,920	5,135,300			
Private	779	3,074,152			
Work Study	638	1,203,235			
Loans	4,855	22,019,101			
<b>TOTAL</b>	<b>22,189</b>	<b>\$59,899,153</b>			

Source: U. T. System Office of Academic Affairs

## Average Net Tuition and Fees

Table I-21

---

**Undergraduate Tuition, Required Fees, and Scholarship Aid  
at U. T. Academic Institutions 2002-2003**

	Tuition and Fees Per SCH <sup>1</sup>	Average Discount Based on Financial Aid	Average Discounted SCH	Average Percent Discount
Arlington	\$148	\$40	\$108	27%
Austin <sup>2</sup>	181	47	134	26
Dallas	164	38	126	23
El Paso	117	48	69	41
Pan American	94	46	48	49
Permian Basin	108	48	60	44
San Antonio	134	25	109	19
Tyler	108	33	75	31
<b>Average</b>	<b>\$132</b>	<b>\$41</b>	<b>\$91</b>	<b>31%</b>

<sup>1</sup>Includes: Tuition and required fees.

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

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

---

*Sources: U. T. System Academic Institutions, IPEDS Common Data Set*

**Student Success: Persistence and Graduation Rates**

**Table I-22**

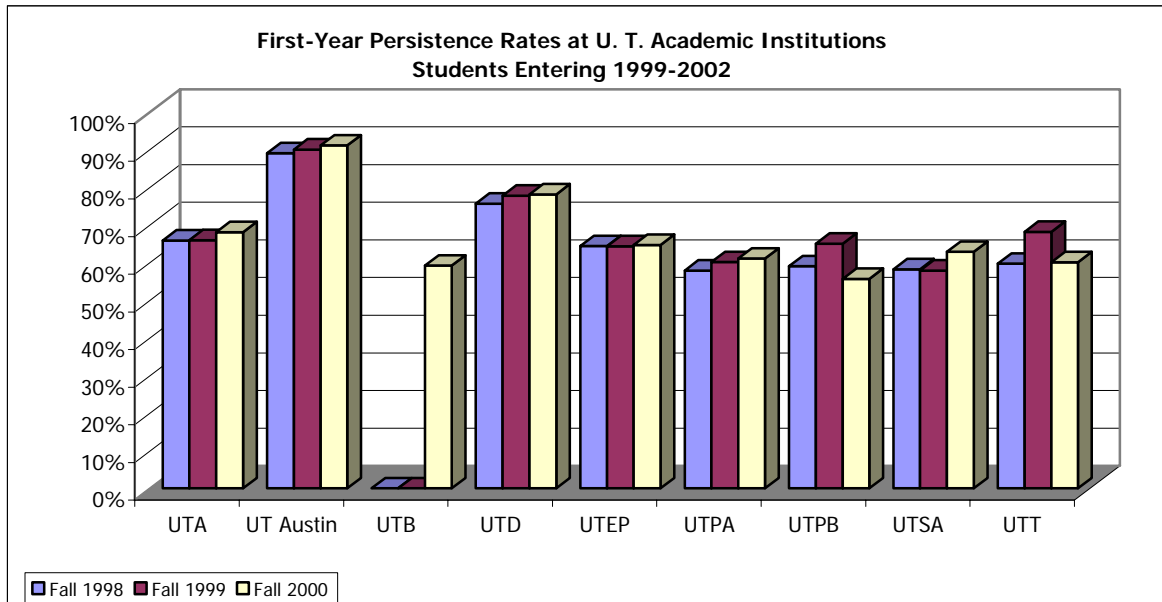
**First-Year Persistence Rates for First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions**

	Year of Matriculation		
	Fall 1998	Fall 1999	Fall 2000
Arlington	65.8%	65.9%	68.0%
Austin	89.0	89.9	91.0
Brownsville	--	--	59.1
Dallas	75.6	77.7	78.0
El Paso	64.3	64.3	64.6
Pan American	57.8	60.0	61.0
Permian Basin	58.9	64.9	55.6
San Antonio	58.1	57.8	62.8
Tyler	59.6	68.1	60.0

The persistence rate for U. T. Brownsville represents only those students who matriculated at U. T. Brownsville, not Texas Southmost College.

*Source: Texas Higher Education Coordinating Board*

**Figure I-11**



- The first-year persistence rates for first-time, full-time degree-seeking undergraduates has improved at the majority of the U. T. academic campuses. According to the American College Testing Program (ACT), the first-year persistence rate nationally for four-year public institutions was 71.9 percent in 2001.

- U. T. Austin and U. T. Dallas post rates well above the national average for public four-year institutions, and also well above the 75.1 percent rate of private institutions. At U. T. Arlington, U. T. Dallas, U. T. Pan American, and U. T. San Antonio, the first-year persistence rate has increased significantly.
- The persistence rate for U. T. Brownsville represents only those students who matriculated at U. T. Brownsville, not Texas Southmost College.
- Various factors may affect a student's decision to return to school. These stop-outs and/or drop-outs may be academic, financial, familial, social, or any combination of these factors.
- These rates apply to students remaining at the same institution in their second year of college. This dilutes the persistence rate for institutions participating in the Coordinated Admission Program (CAP) – U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.<sup>1</sup>
- For example, with over 1,000 students in the CAP program, U. T. San Antonio anticipates that slightly more than half of those students will leave after their first year.

**Table I-23**

		Year of Matriculation		
		Fall 1998	Fall 1999	Fall 2000
Arlington	Female	67.7%	67.0%	69.3%
	Male	64.2	64.8	66.6
Austin	Female	90.1	91.0	92.5
	Male	87.8	88.7	89.5
Brownsville	Female	NA	NA	61.5
	Male			55.6
Dallas	Female	73.2	73.0	80.9
	Male	77.3	80.8	76.3
El Paso	Female	67.2	68.3	68.0
	Male	61.2	59.8	60.9
Pan American	Female	62.8	62.3	64.7
	Male	51.6	57.0	56.1
Permian Basin	Female	59.4	64.6	57.0
	Male	58.1	65.6	53.4
San Antonio	Female	58.8	63.9	65.1
	Male	57.3	50.9	60.2
Tyler	Female	67.3	67.7	59.6
	Male	50.0	68.8	60.7

*Source: Texas Higher Education Coordinating Board*

<sup>1</sup>For students who are not offered regular admission to U. T. Austin, CAP provides admission to participating universities and, pending successful completion of required credits and at least a 3.0 GPA, guarantees future admission to U. T. Austin without the need to reapply.

- For students beginning college in 1998 and 2000, with the exception of U. T. Tyler, females attending U. T. System academic institutions had higher one-year persistence rates than did males.
- One-year persistence rates have improved for both genders at U. T. Arlington, U. T. Austin, U. T. Pan American, and U. T. San Antonio.
- Persistence rates for female students improved at all institutions except U. T. Permian Basin and U. T. Tyler.
- Persistence rates for males improved at U. T. Arlington, U. T. Austin, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.

**Table I-24**

<b>First-Year Persistence Rates of First-Time, Full-Time Degree-Seeking Undergraduates by Ethnicity U. T. Academic Institutions</b>								
	Year of Matriculation	White	Black	Hispanic	Asian	Native American	Inter- national*	Unknown
Arlington	Fall 1998	62.8%	66.7%	66.9%	81.8%	52.9%	57.1%	
	1999	61.2	68.5	67.2	84.8	33.3	61.4	
	2000	65.6	71.6	61.8	81.5	75.0	56.1	
Austin	1998	88.5	94.4	85.8	93.7	80.6	72.8	100.0
	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	66.7
Brownsville**	1998				NA			
	1999				NA			
	2000			59.1				
Dallas	1998	73.6	76.5	69.2	85.2	60.0	77.8	
	1999	76.1	88.2	48.8	88.2	100.0	76.9	
	2000	76.1	80.0	73.2	89.4	0.0	48.0	
El Paso	1998	61.4	60.0	68.4	81.3	80.0	41.0	
	1999	56.7	69.4	67.7	61.1	25.0	48.0	
	2000	59.9	59.7	67.5	60.0	0.0	52.6	
Pan American	1998	59.7	46.7	57.3	65.2	33.3	70.8	
	1999	55.9	50.0	60.8	84.6	100.0	50.0	
	2000	53.7	72.7	62.0	95.0		51.3	
Permian Basin	1998	55.6	57.1	62.8	--	--	--	
	1999	67.7		61.8	--	--	--	
	2000	55.2	40.0	55.7	100.0	100.0	--	
San Antonio	1998	56.9	59.7	59.3	57.6	66.7	44.4	
	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	
Tyler	1998	59.3	71.4	60.0	--	--	--	
	1999	71.1	66.7	71.4	--	33.3	0.0	
	2000	58.4	88.9	40.0	100.0	50.0	100.0	

\*Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). U. T. Austin, accounting for SSN changes, the first-year persistence rate for international students is approximately 94%.

\*\*The persistence rate for U. T. Brownsville represents only those students who matriculated at U. T. Brownsville, not Texas Southmost College.

*Source: Texas Higher Education Coordinating Board*

- Persistence rates for Black students matriculating between fall 1998 and fall 2000 increased at U. T. Arlington, U. T. Dallas, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.
- Persistence rates for Hispanic students increased over this period at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. San Antonio.
- Persistence rates for White students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. San Antonio.

### Graduation and Persistence Rates

- The following tables illustrate trends in the success of students in continuing and completing their baccalaureate education at U. T. academic institutions.
- The four-year graduation rates illustrated here demonstrate that increasing numbers of students at nearly every U. T. academic institution are graduating in four years, but underscore the need to emphasize improvement in this area.
- Five- and six-year graduation rates are more commonly used to benchmark student success; the trend is modest progress at most U. T. academic institutions.
- U. T. academic institutions have in place and are enhancing programs to assist students in completing their studies more quickly. Results of these initiatives should be reflected in trends over the coming years.

**Table I-25**

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

	Enrolled Fall 1995	Enrolled Fall 1996	Enrolled Fall 1997	Enrolled Fall 1998
Arlington	9.6%	13.2%	12.7%	12.3%
Austin	35.6	39.2	36.5	38.9
Dallas	32.0	30.3	31.7	37.7
El Paso	2.1	2.9	2.5	3.6
Pan American	5.3	5.9	6.2	7.8
Permian Basin	10.0	9.3	15.2	17
San Antonio	5.2	5.5	6.3	6.3
Tyler**	--	--	--	26.3

\*Students at Brownsville typically start out at Texas Southmost College and therefore a four-year rate cannot be calculated.

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

*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	Enrolled Fall 1996	Enrolled Fall 1997
Arlington	22.4%	29.3%	30.6%
Austin	63.2	65.2	63.5
Dallas	48.3	46.0	51.5
El Paso	14.4	14.8	14.8
Pan American	15.3	15.8	17.7
Permian Basin	20.0	19.5	25.9
San Antonio	18.7	17.8	18.7

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

*Source: Texas Higher Education Coordinating Board*

- By cohort group, the percent of first-time, full-time degree-seeking undergraduates who graduated in five years or less from the same institution shows improvement in the number of students completing undergraduate education.

**Table I-27**

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

	Enrolled Fall 1995	Enrolled Fall 1996
Arlington	30.6%	36.4%
Austin	69.9	71.9
Dallas	55.2	51.8
El Paso	25.1	24.4
Pan American	22.9	24.6
Permian Basin	24.0	23.2
San Antonio	26.6	25.5

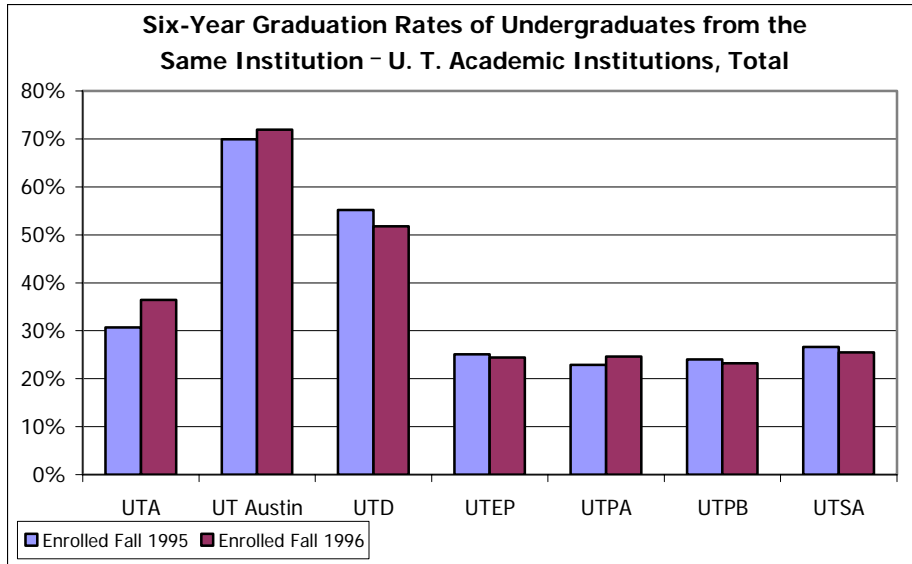
\*Tyler did not admit freshmen until summer/fall 1998.

*Source: Texas Higher Education Coordinating Board*

- According to the National Center for Education Statistics, the six-year graduation rate for those receiving a Bachelor's degree is 50.7 percent for those students enrolled in 1995.

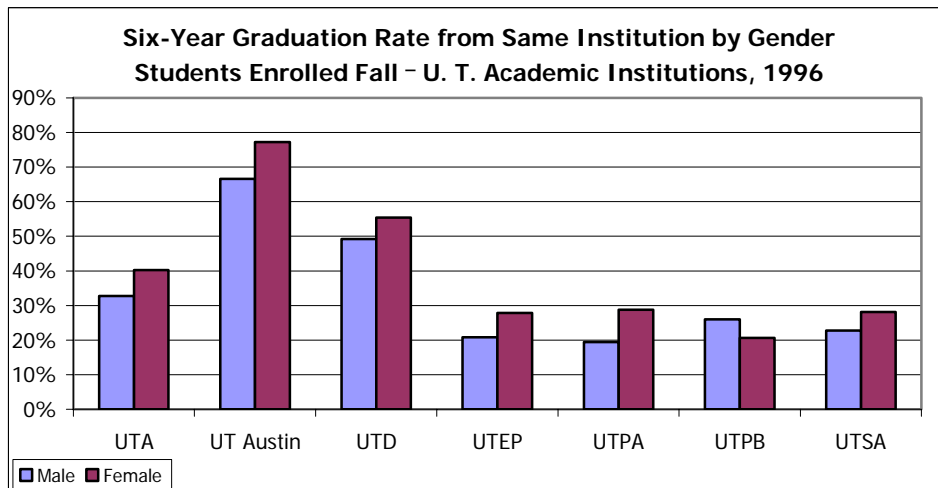


Figure I-12



- Between students matriculating in fall 1995 and fall 1996, there has been improvement in the total six-year or less graduation rate at U. T. Arlington, U. T. Austin, and U. T. Pan American.

Figure I-13



- Tyler did not admit freshmen until summer/fall 1998.
- For students enrolled fall 1996, a higher percentage of females earned their degrees in six years or less than did their male counterparts. This trend is consistent with previous years, and is in keeping with the general finding that more undergraduate degrees are awarded to women than to men.

**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	26.0%	31.8%	21.4%	52.6%	33.3%	31.2%
	1996	35.4	23.9	25.6	57.2	44.4	54.9
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
Dallas	1995	52.3	33.3	50.0	69.2	50.0	66.6
	1996	48.0	33.4	53.3	65.9	0.0	63.7
El Paso	1995	23.1	21.7	24.3	47.4	50.0	31.2
	1996	23.8	14.2	23.3	14.4	33.3	35.1
Pan American	1995	20.6	0.0	23.3	0.0	0.0	0.0
	1996	25.0	0.0	24.4	37.5	0.0	71.5
Permian Basin	1995	26.8	14.3	22.2	--	0.0	--
	1996	17.8	0.0	31.9	0.0	--	--
San Antonio	1995	26.6	28.4	25.6	31.2	50.0	33.4
	1996	26.6	26.7	23.5	33.0	100.0	14.3

\*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

**Table I-29****Four-Year Graduation Rates from U. T. Academic Institutions of Undergraduate Transfer Students\***

	Enrolled Fall 1996	Enrolled Fall 1997	Enrolled Fall 1998
Arlington	45.2%	47.0%	49.6%
Austin	60.3	57.0	60.7
Brownsville	55.0	0.0	55.6
Dallas	52.7	53.1	56.4
El Paso	33.8	35.4	35.5
Pan American	33.0	35.5	42.6
Permian Basin	43.5	39.0	47.5
San Antonio	42.1	43.1	45.9
Tyler	53.7	59.3	57.2

\*First-time 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

- U. T. academic institutions serve a significant number of students who begin postsecondary study at community colleges, and then transfer to complete their baccalaureate degrees.

- The graduation rates shown above are for first-time community college transfer students with 30 or more semester credit hours who received an undergraduate degree within four years of enrolling at a U. T. institution.
- Community college graduates may bring forward all semester credit hours earned within a five year window prior to admission to a senior level institution.
- Over the past three years, an increasing number of community college transfer students have graduated within four years of enrolling at U. T. institutions.

### Composite Graduation and Persistence Rates

- Composite graduation and persistence rates show the success of students as they progress through an institution, or more than one institution, toward graduation.

**Table I-30**

**Six-Year Composite Graduation and Persistence Rates  
Students Enrolled at U. T. Academic Institutions in 1995 and 1996**

	Enrolled Fall	Graduating from Same University	Graduating from Another Texas Public Institution	Persisting at Same Institution	Persisting at Another Public 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
Austin	1995	69.9	3.7	3.9	4.3	81.8
	1996	71.9	3.2	3.2	3.8	82.1
Dallas	1995	55.2	6.5	4.3	6.9	72.9
	1996	51.8	12.8	5.2	5.8	75.6
El Paso	1995	25.1	3.3	14.1	10.2	52.7
	1996	24.4	2.4	16.0	8.9	51.7
Pan American	1995	22.9	2.0	13.3	12.1	50.3
	1996	24.6	3.8	13.1	11.1	52.6
Permian Basin	1995	24.0	2.0	10.0	7.0	43.0
	1996	23.2	6.5	2.8	15.7	48.2
San Antonio	1995	26.6	9.8	8.4	12.2	57.0
	1996	25.5	9.3	9.1	12.4	56.3

*Source: Texas Higher Education Coordinating Board*

- The majority of 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 admitted its first freshman class in 1998. It is too soon to calculate six-year persistence and graduation rates for these students.
- Overall, persistence and graduation rates are improving at most U. T. academic institutions.
- Female students' success exceeds that of male students at all institutions.

Figure I-14

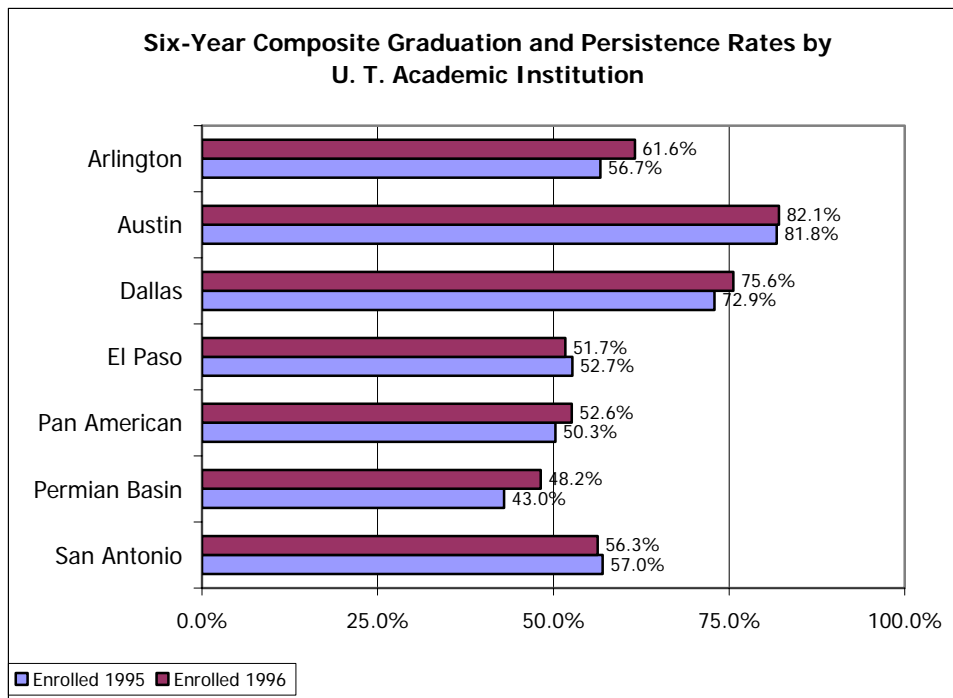


Table I-31

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

	Male		Female	
	Enrolled Fall 95	Enrolled Fall 96	Enrolled Fall 95	Enrolled Fall 96
Arlington	53.1%	58.8%	60.3%	64.3%
Austin	78.2	77.9	85.7	86.4
Dallas	67.8	73.8	79.1	78.3
El Paso	49.5	45.8	54.9	57.3
Pan American	42.9	45.2	55.6	58.1
Permian Basin	41.1	48.0	44.3	48.1
San Antonio	51.7	49.0	61.6	63.2

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

Source: Texas Higher Education Coordinating Board

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
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
Dallas	1995	72.3	47.7	63.3	83.3	100.0	77.7
	1996	72.7	61.3	83.3	88.6	0.0	63.7
El Paso	1995	47.7	32.6	53.2	58.0	100.0	58.4
	1996	45.5	26.2	53.0	62.0	66.6	54.9
Pan American	1995	47.4	14.3	50.8	50.0	25.0	0.0
	1996	56.0	18.2	52.2	75.0	50.0	71.5
Permian Basin	1995	48.2	42.9	36.1	0.0	0.0	0.0
	1996	50.0	0.0	51.1	0.0	0.0	0.0
San Antonio	1995	56.0	53.4	58.2	63.7	50.0	41.7
	1996	57.5	49.2	55.8	60.3	100.0	21.4

\*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.

*Source: Texas Higher Education Coordinating Board*

- Composite persistence and graduation success varies by ethnic group.
- Overall, Asian students have achieved the highest composite graduation and persistence rates at all U. T. academic institutions, paralleling national trends.
- At U. T. Dallas, U. T. El Paso, and U. T. Permian Basin rates for the 1996 count are the same or higher among Hispanic as they are among White students.
- At all institutions except U. T. Permian Basin, the cumulative rates of Black students are lower than for other groups.
- Additional years of data are needed to develop a statistically significant longitudinal analysis.

## Undergraduate Degrees

Table I-33

### Baccalaureate Degrees Awarded by U. T. Academic Institutions

	AY 98-99	99-00	00-01	01-02
Arlington	2,892	2,813	2,798	2,892
Austin	7,932	7,803	7,624	8,005
Brownsville	494	475	543	618
Dallas	1,217	1,303	1,386	1,537
El Paso	1,740	1,695	1,651	1,692
Pan American	1,330	1,340	1,431	1,597
Permian Basin	342	334	329	417
San Antonio	2,212	2,487	2,590	2,637
Tyler	737	731	702	684
<b>Total Academic Institutions</b>	<b>18,896</b>	<b>18,981</b>	<b>19,054</b>	<b>20,079</b>

Source: Texas Higher Education Coordinating Board

- Statewide, U. T. System produces approximately one-third of the baccalaureate degrees conferred each year in Texas.
- The number of degrees awarded has increased at most U. T. academic institutions. However, the number has not increased as rapidly as enrollments.
- As student retention and graduation rates increase, the number of degrees may be expected to increase as well.

Table I-34

### Undergraduate Degrees Conferred by Percent Female at U. T. Academic Institutions

	1999	2000	2001	2002
Arlington	57%	56%	58%	58%
Austin	53	53	53	54
Brownsville	64	68	68	68
Dallas	56	56	52	51
El Paso	59	61	60	59
Pan American	65	61	62	64
Permian Basin	72	67	68	66
San Antonio	57	57	57	58
Tyler	70	70	70	70
<b>Academic Institution Average</b>	<b>57%</b>	<b>57%</b>	<b>57%</b>	<b>57%</b>

Source: Texas Higher Education Coordinating Board

- Between 1999 and 2002, a significant majority of the degrees awarded by the academic institutions were conferred to women.

**Table I-35**

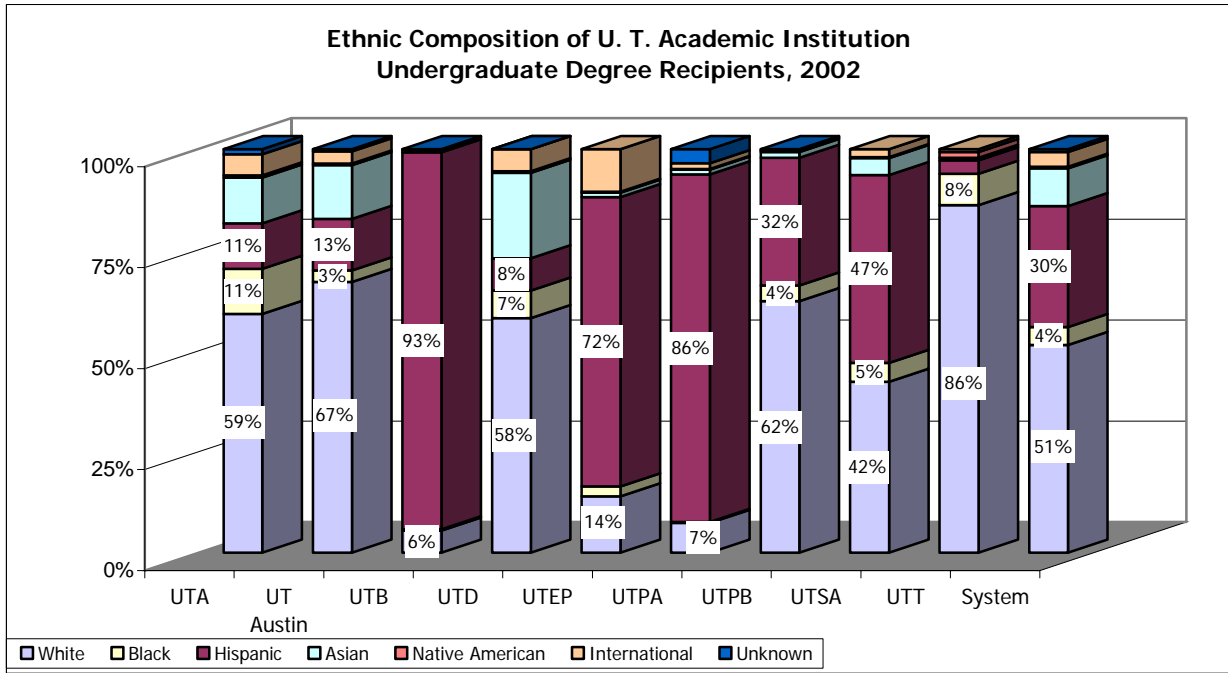
**Baccalaureate Degree Recipients by Percent Ethnic Composition at U. T. Academic Institutions**

	AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	1999	65.7%	8.5%	9.3%	12.6%	0.7%	3.3%	
	2002	59.1	11.2	11.3	11.3	0.6	5.2	1.3
Austin	1999	67.1	3.6	13.8	11.5	0.5	3.4	
	2002	67.1	2.8	12.8	13.3	0.4	3.0	0.5
Brownsville	1999	9.1	0.4	88.1	0.2	2.0	0.2	--
	2002	5.5	0.3	93.4	--	--	0.6	0.2
Dallas	1999	64.7	4.4	6.7	19.1	0.5	4.6	--
	2002	58.1	6.8	8.0	21.2	0.4	5.5	
El Paso	1999	16.9	2.2	71.7	1.5	0.4	7.4	--
	2002	14.0	2.4	71.6	1.1	0.2	10.6	--
Pan American	1999	7.5	0.7	89.8	0.3	0.1	1.5	0.2
	2002	7.4	0.3	86.1	1.2	0.1	1.4	3.5
Permian Basin	1999	73.4	2.9	21.9	1.2	0.3	0.3	--
	2002	62.4	3.8	31.7	1.4	0.2	0.2	0.2
San Antonio	1999	48.4	4.2	42.0	3.6	0.5	1.4	--
	2002	42.4	4.7	46.5	4.2	0.3	2.0	--
Tyler	1999	88.6	5.2	3.0	1.5	1.1	0.7	--
	2002	86.1	7.7	3.4	0.6	1.5	0.7	--
<b>Overall Academic Institutions</b>								
	<b>1999</b>	<b>55.2%</b>	<b>4.1%</b>	<b>28.3%</b>	<b>8.7%</b>	<b>0.5%</b>	<b>3.2%</b>	<b>0.0%</b>
	<b>2002</b>	<b>51.4%</b>	<b>4.5%</b>	<b>30.0%</b>	<b>9.4%</b>	<b>0.4%</b>	<b>3.7%</b>	<b>0.7%</b>

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Black students increased between 1999 and 2002 at U. T. Arlington, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- The proportion of baccalaureate degrees awarded to Hispanic students increased at U. T. Arlington, U. T. Brownsville, U. T. Dallas, U. T. Permian Basin, and U. T. San Antonio over this period.
- During the 2000-2001 academic year, the most recent year for which comparable national institutional data are available, the 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 Am — 2<sup>nd</sup>
  - El Paso — 3<sup>rd</sup>
  - San Antonio — 4<sup>th</sup>
  - Austin — 6<sup>th</sup>
- During that same period, U. T. academic institutions captured the top four spots among institutions in Texas for granting baccalaureate degrees to Hispanic students.

Figure I-15



### Certification/Licensure Exam Pass Rates for High-Priority Professions

Pass rates of certification exams are one illustration of the success of academic programs in preparing students for the tests that will enable them to practice licensed professions.

#### Teaching certification.

- The Accountability System for Education Preparation (ASEP) was authorized in the 1995 rewriting of the Texas Education Code. The State Board of Educator Certification (SBEC) was charged with the responsibility for evaluating the Teacher Preparation Programs in the state. In order to be accredited, each program must meet passing standards established by SBEC in seven category groups including gender and ethnicity.
- Prior to September 2002 the accreditation performance standard established by the SBEC for each candidate group was 70 percent for first-year initial test-takers or an 80 percent cumulative (three year) pass rate for those with small groups. Combined pass rates for groups of less than 30 examinees are not used to determine accreditation status.
- During the 2002 testing period, every U. T. System institution was accredited.
- As of September 1, 2002, higher performance standards were set for teacher certification programs. The standard for each candidate group was increased to 75 percent for first-year initial test takers or 85 percent if the cumulative pass rate is utilized. U. T. institutions including U. T. Arlington and U. T. Austin have implemented programs designed to enhance the preparation of students for the educator examinations.
- In the measures below, SBEC pass rates for initial test takers are reported, to be consistent with criteria used in accrediting the programs.



**Table I-36**

**Teacher Certification (ExCet Exam) Initial Pass Rates by Ethnicity at U. T. Academic Institutions**

	Ethnicity	1999	2000	2001	2002
Arlington	White	93.5%	92.9%	95.4%	95.3%
	Black	70.2	--	78.1	79.8
	Hispanic	80.0	83.3	90.6	91.0
	Other	100.0	100.0	82.9	83.3
	All	90.3	89.2	92.4	91.9
Austin	White	97.8	97.5	98.4	97.3
	Black	97.7	91.2	90.9	91.9
	Hispanic	97.7	89.8	88.1	96.2
	Other	85.1	96.0	84.1	94.0
	All	97.3	95.9	95.2	96.7
Brownsville	White	94.9	92.1	89.0	89.7
	Black	100.0	--	100.0	--
	Hispanic	91.6	78.9	77.5	76.7
	Other	100.0	75.0	66.7	83.3
	All	83.6	80.8	78.7	77.6
Dallas	White	94.6	94.0	97.6	95.3
	Black	37.9	69.2	60.9	--
	Hispanic	66.6	100.0	87.1	82.6
	Other	81.8	91.7	80.0	80.7
	All	85.8	92.6	91.3	89.5
El Paso	White	89.7	87.0	90.1	91.6
	Black	77.1	53.3	67.9	84.0
	Hispanic	77.6	74.2	71.9	80.0
	Other	100.0	80.0	66.7	72.7
	All	80.2	76.3	74.7	81.9
Pan American	White	89.6	90.7	95.2	89.2
	Black	40.0	80.0	77.8	66.7
	Hispanic	74.6	75.1	73.9	73.6
	Other	60.0	50.0	55.6	73.3
	All	76.3	76.5	75.5	74.5
Permian Basin	White	87.2	89.5	88.6	88.0
	Black	30.0	70.0	42.9	63.6
	Hispanic	73.5	74.0	81.3	73.9
	Other	60.0	77.8	100.0	100.0
	All	81.2	84.1	85.1	82.3
San Antonio	White	95.5	95.9	95.3	94.1
	Black	81.6	75.0	92.0	68.8
	Hispanic	80.6	86.3	83.5	80.8
	Other	75.0	86.1	93.2	77.6
	All	89.2	91.3	89.0	88.6
Tyler	White	91.8	91.8	91.0	90.4
	Black	61.3	80.0	65.7	71.4
	Hispanic	100.0	100.0	81.8	68.8
	Other	66.7	87.5	100.0	88.9
	All	90.4	91.3	89.0	89.0

*Source: State Board of Educator Certification*

**Table I-37**

**ExCet Initial Pass Rates by Gender at U. T. Academic Institutions  
1999-2002**

		1999	2000	2001	2002
Arlington	Male	88.6	86.9	92.6	89.0
	Female	90.9	89.7	92.5	92.7
Austin	Male	97.8	97.0	91.7	95.4
	Female	97.2	95.6	96.2	96.8
Brownsville	Male	80.1	72.7	73.5	79.1
	Female	84.7	83.8	79.9	77.2
Dallas	Male	81.6	90.9	95.5	92.5
	Female	86.6	92.6	89.7	88.3
El Paso	Male	75.7	72.0	--	76.8
	Female	82.1	77.5	76.6	83.3
Pan American	Male	70.8	73.0	--	--
	Female	78.5	77.6	77.8	76.6
Permian Basin	Male	80.6	80.5	85.7	--
	Female	81.7	84.9	84.8	84.8
San Antonio	Male	85.4	86.0	84.8	82.4
	Female	90.5	92.5	90.8	86.6
Tyler	Male	86.9	93.0	84.1	90.8
	Female	91.1	91.0	90.1	87.8

*Source: State Board of Educator Certification*

## Licensure Exam Pass Rates for Nursing, Engineering, and Accounting

Table I-38

Licensure Exam Initial Pass Rates for Nursing, Engineering, and Accounting Baccalaureate Graduates at U. T. Academic Institutions*		98-99	99-00	00-01	01-02
Nursing	Arlington	81.6	85.6	85.6	86.7
	Austin	91.8	90.9	96.0	87.0
	El Paso	87.7	85.2	94.7	95.8
	Pan American	74.0	91.8	84.1	88.6
	Tyler	98.5	95.3	83.0	85.0
Engineering	Arlington	68.7	79.0	78.0	75.0
	Austin	91.5	88.5	93.8	91.9
	El Paso	69.6	82.4	69.8	81.8
	San Antonio	58.6	55.2	78.8	77.4
	Tyler	100.0	100.0	100.0	100.0
Accounting**	Arlington		58.2	28.3	46.4
	Austin		74.7	70.1	73.0
	Brownsville		10.0	40.0	25.0
	Dallas		39.4	44.4	35.3
	El Paso		32.1	35.7	40.7
	Pan American		5.9	10.0	37.5
	Permian Basin		25.0	33.3	0.0
	San Antonio		15.2	40.0	42.4
	Tyler		36.4	22.2	26.7

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

\*\*The Board of Accounting reports pass rates by part of exam. The rates displayed here are for test-takers passing two, three, or four parts of the exam.

Source: Legislative Budget Board Estimates and Performance Measures Reports; State Board of Accountancy

- **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.
- **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 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. State-wide, average pass rates have approached 80 percent over the past few years. For 2002, the state-wide average pass rate was 73 percent; all U. T. institutions exceeded this rate.
- **Accounting.** Under the Public Accountancy Practice Act, individuals wishing to perform the duties of a certified public accountant must, in addition to other requirements, pass the Uniform Certified Public Accountant Examination written by the American Institute of Certified Public Accountants. The statewide averages have run traditionally low: 40.8 in 2000, 38.1 in 2001, and 41.3 in 2002.

**Student Outcomes**

- Student satisfaction is an outcome measure of the educational experience. Legislation passed in 1999 in the 76<sup>th</sup> session of the Texas Legislature requires that all state agencies and public universities address customer satisfaction.
- To meet this mandate, U. T. System participates in the National Survey of Student Engagement (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.

**Student Assessment of Advising and Teaching**

- U. T. System formed a consortium of System institutions during the 2003 administration of the NSSE to customize participation in the NSSE survey.
- Consortiums participating in the NSSE survey are allowed to ask additional questions; the measures on lower- and upper-division instruction presented here are taken from those additional questions.
- The measure on academic advising is based on the common NSSE questionnaire.
- These measures are proxies for a more in-depth examination of indicators of teaching success; these will be added in future editions of the report.

**Table I-39**

<b>Lower-Division Teaching 2003</b>				
How would you rate the quality of instruction in the lower-division courses you have taken at this university?				
	% Responding "Good or Excellent"		# Respondents	
	1 <sup>st</sup> year Students	Seniors	1 <sup>st</sup> year Students	Seniors
Arlington	83.7%	73.1%	129	141
Austin	81.3	60.8	310	263
Brownsville	83.3	78.6	96	103
Dallas	79.5	70.5	117	88
El Paso	79.9	64.3	149	350
Pan American	75.0	73.0	180	241
Permian Basin	87.1	83.3	70	90
San Antonio	78.3	62.1	120	153
Tyler	83.5	81.6	97	179

**Table I-40**

<b>Upper-Division Teaching 2003</b>		
How would you rate the quality of instruction in the upper-division courses you have taken at this university?		
	% Responding "Good or Excellent"	# of Senior Respondents
	Seniors	
Arlington	89.1%	156
Austin	91.2	262
Brownsville	90.6	106
Dallas	77.9	95
El Paso	86.6	359
Pan American	85.4	253
Permian Basin	88.9	99
San Antonio	87.6	161
Tyler	79.6	235

Figure I-16

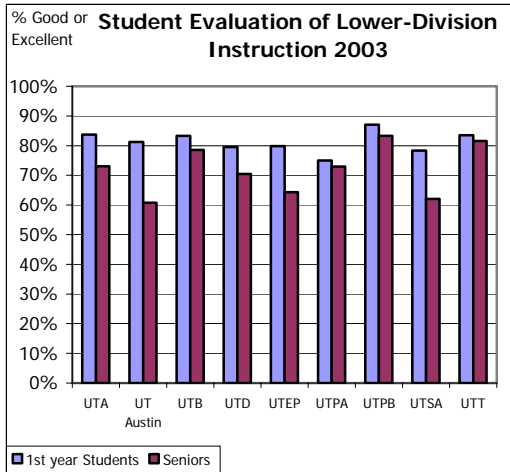


Figure I-17

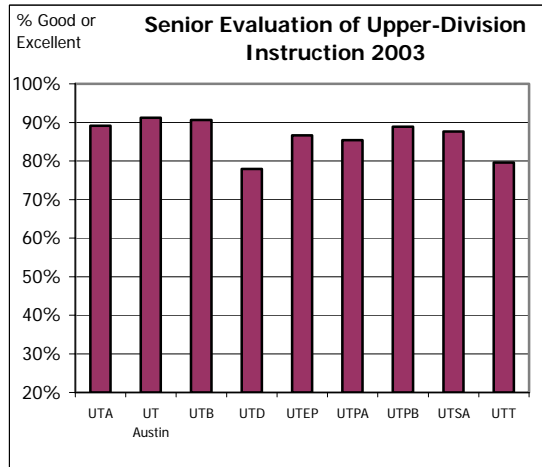
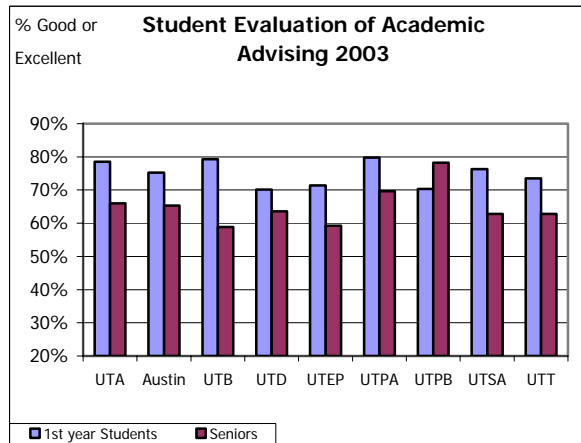


Table I-41

**Academic Advising 2003 — U. T. Academic Institutions**  
How would you rate the quality of the academic advising you have received at this university?

	% Responding "Good or Excellent"		# Respondents	
	1 <sup>st</sup> year Students	Seniors	1 <sup>st</sup> year Students	Seniors
Arlington	78.5%	66.0%	130	159
Austin	75.2	65.3	315	265
Brownsville	79.3	58.9	116	107
Dallas	70.1	63.6	97	99
El Paso	71.4	59.2	154	370
Pan American	79.8	69.7	203	264
Permian Basin	70.3	78.2	74	101
San Antonio	76.3	62.8	198	266
Tyler	73.5	62.8	98	242

Figure I-18



## Student Experience

**Table I-42**

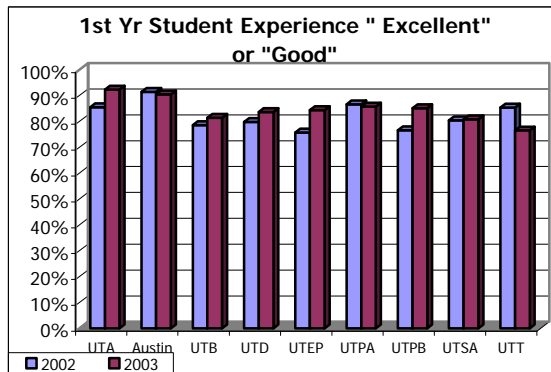
<b>Evaluation of Educational Experience 2002</b> How would you evaluate your entire educational experience at this institution (Excellent, Good, Fair, or Poor)?				
	% Responding "Good or Excellent"		# Respondents	
	1 <sup>st</sup> year Students	Seniors	1 <sup>st</sup> year Students	Seniors
Arlington	85.5%	80.7%	161	155
Austin	91.4	86.3	291	277
Brownsville	78.6	79.2	84	101
Dallas	79.8	84.2	119	133
El Paso	75.7	77.8	70	99
Pan American	86.6	87.1	112	124
Permian Basin	76.6	75.0	64	91
San Antonio	80.4	80.1	143	191
Tyler	85.4	88.0	96	166

**Table I-43**

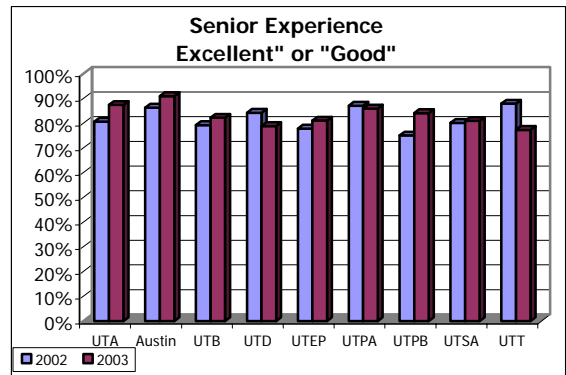
<b>Evaluation of Educational Experience 2003</b> How would you evaluate your entire educational experience at this institution (Excellent, Good, Fair, or Poor)?				
	% Responding "Good or Excellent"		# Respondents	
	1 <sup>st</sup> year Students	Seniors	1 <sup>st</sup> year Students	Seniors
Arlington	92.3%	87.4%	130	159
Austin	90.5	90.9	315	265
Brownsville	81.4	82.2	97	107
Dallas	83.6	78.8	116	99
El Paso	84.4	81.1	154	370
Pan American	85.8	86.0	204	264
Permian Basin	85.1	84.2	74	101
San Antonio	80.8	81.0	198	268
Tyler	76.5	77.3	98	242

- A large majority of students reported their overall experience as "good" or "excellent" in 2003.
- Nationally, in 2002 and 2003, 87 percent of survey participants reported that their educational experience was "good" or "excellent."

**Figure I-19**



**Figure I-20**



- Between 2002 and 2003, an increased proportion of students participating in this survey at U. T. academic institutions reported being satisfied with their experience.

**Table I-44**

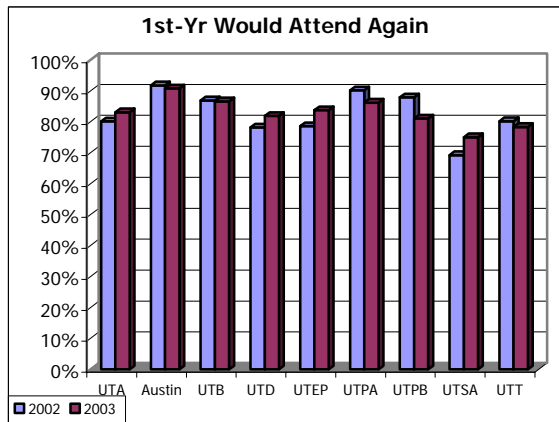
<b>Would You Attend the Same Institution Again? 2002</b>				
If you could start over again, would you go to the same institution you are now attending (Definitely yes, Probably yes, Probably no, Definitely no)?				
	% Responding "Definitely or Probably Yes"		# Respondents	
	1 <sup>st</sup> year Students	Seniors	1 <sup>st</sup> year Students	Seniors
Arlington	80.2%	72.9%	131	155
Austin	91.8	84.1	291	277
Brownsville	86.9	80.2	84	101
Dallas	78.2	82.0	119	133
El Paso	78.6	65.0	70	97
Pan American	90.2	84.7	112	124
Permian Basin	87.9	85.7	64	91
San Antonio	69.2	71.7	143	191
Tyler	80.2	85.5	96	166

**Table I-45**

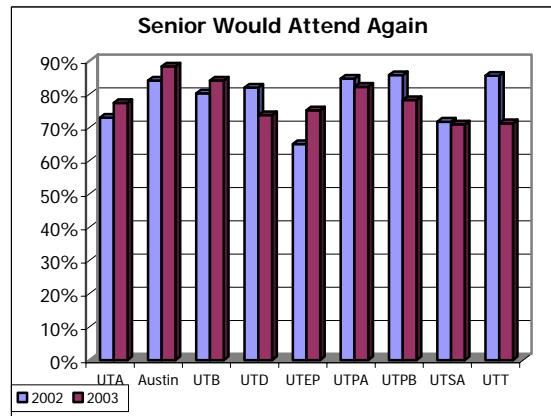
<b>Would You Attend the Same Institution Again? 2003</b>				
If you could start over again, would you go to the same institution you are now attending (Definitely yes, Probably yes, Probably no, Definitely no)?				
	% Responding "Definitely or Probably Yes"		# Respondents	
	1 <sup>st</sup> year Students	Seniors	1 <sup>st</sup> year Students	Seniors
Arlington	83.1%	77.4%	130	159
Austin	90.8	88.3	315	265
Brownsville	86.6	84.1	97	107
Dallas	81.9	73.7	116	99
El Paso	83.8	75.1	154	370
Pan American	86.2	82.2	203	264
Permian Basin	81.1	78.2	74	101
San Antonio	75.0	70.9	196	265
Tyler	78.4	71.3	97	240

- The percentage of respondents indicating that they would attend the same institution is smaller than the educational experience rating. This parallels the national trend, which averaged 81 percent in 2002 and 82 percent in 2003.

**Figure I-20**



**Figure I-22**



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

### Graduate Student Preparation

Average Graduate Record Examination scores provide a perspective on the preparation of students for graduate school. The test is just one among multiple predictors of success in graduate school.

**Table I-46**

**Average GRE Scores of Entering Graduate Students at  
U. T. Academic Institutions \***

	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Arlington	1084	1102	1132	1116	1136
Austin	1196	1180	1197	1199	1200
Brownsville	769	825	774	779	908
Dallas	1121	1127	1148	1166	1181
El Paso	938	887	964	947	937
Pan American	829	860	865	888	817
Permian Basin	926	927	983	880	929
San Antonio	986	971	1023	1017	1043
Tyler	NA	NA	NA	NA	968

*\*Quantitative and Verbal Score Totals*

*Source: U. T. System Academic Institutions*

- Over the past five years, GRE scores have increased at most U. T. academic institutions.
- It is important to note that many programs do not require GRE exam scores for admission.

### Graduate Student Enrollment Trends

**Table I-47**

**Graduate and Professional Headcount – U. T. Academic Institutions**

	Fall 1999	2000	2001	2002
Arlington	3,883	4,975	4,850	6,172
Austin	11,850	11,834	12,007	12,600
Brownsville	790	751	834	822
Dallas	2,770	3,138	3,446	3,747
El Paso	2,162	2,269	2,578	2,848
Pan American	1,646	1,574	1,669	1,883
Permian Basin	254	293	332	380
San Antonio	2,192	2,123	2,284	2,772
Tyler	587	700	728	845
<b>Total</b>	<b>26,134</b>	<b>27,657</b>	<b>28,728</b>	<b>32,069</b>

*Source: Texas Higher Education Coordinating Board*



- Graduate and professional enrollment at U. T. academic institutions has increased significantly from 1999 to 2002. System-wide graduate and professional enrollment has increased by roughly 24 percent.
- The greatest percentage change occurred at U. T. Arlington, where the graduate and professional population increased by approximately 59 percent between 1999 and 2002.

**Table I-48**

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

	Fall	1999	2000	2001	2002
Arlington		51%	55%	50%	52%
Austin		47	47	47	47
Brownsville		63	65	63	64
Dallas		44	43	42	42
El Paso		56	58	57	55
Pan American		64	64	64	63
Permian Basin		64	61	61	63
San Antonio		58	58	58	58
Tyler		65	62	65	65
<b>Academic Institution Average</b>		<b>51%</b>	<b>52%</b>	<b>51%</b>	<b>51%</b>

*Source: Texas Higher Education Coordinating Board*

- The gender mix in the graduate and professional student headcount has remained nearly constant at each campus during the 1999 – 2002 periods.
- Females at U. T. Brownsville, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler account for over 60 percent of graduate and first professional students. Nationally, females comprise 58 percent of the graduate and first professional student population.
- Females at U. T. Austin and U. T. Dallas are underrepresented when compared to the national population of graduate and first professional students.

**Ethnic Composition of Graduate and Professional Students**

- Between 1999 and 2002, the overall proportion of non-white students has increased at U. T. academic institutions except U. T. Brownsville (see table on next page).
- The proportion of Black graduate and professional students increased at U. T. Arlington, U. T. Brownsville, and U. T. Permian Basin, and remained essentially level at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.
- The proportion of Hispanic students increased at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, and remained level at U. T. Dallas, U. T. Permian Basin, and U. T. Tyler.

Figure I-23

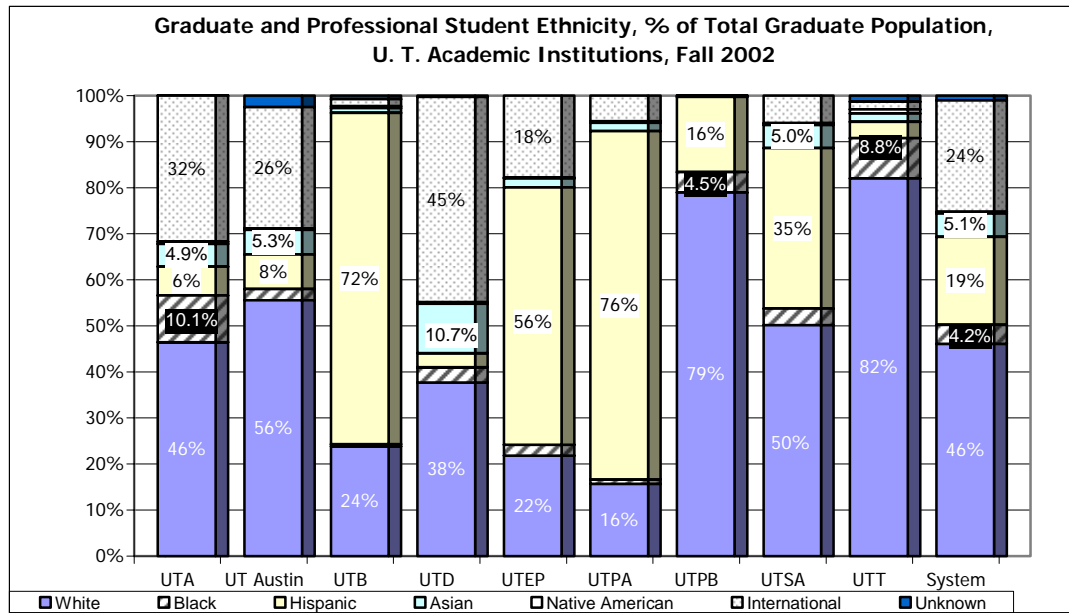


Table I-49

Ethnic Composition of Graduate and Professional Students  
U. T. Academic Institutions 1999 and 2002

	Fall	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
Arlington	1999	58.9%	6.7%	4.9%	4.7%	0.6%	24.2%	0.0%
	2002	46.5	10.1	6.3	4.9	0.5	31.7	0.0
Austin	1999	60.3	2.3	6.8	4.9	0.5	23.6	1.7
	2002	55.6	2.4	7.5	5.3	0.3	26.3	2.5
Brownsville	1999	22.8	0.4	69.9	0.8	0.4	5.8	0.0
	2002	23.8	0.5	71.9	1.1	0.4	1.6	0.7
Dallas	1999	49.8	3.3	3.1	9.5	0.1	34.2	0.0
	2002	37.7	3.3	3.0	10.7	0.4	44.6	0.3
El Paso	1999	32.3	2.4	48.9	2.1	0.4	13.9	0.0
	2002	21.8	2.4	55.9	1.9	0.2	17.8	0.0
Pan American	1999	18.2	0.5	73.5	1.9	0.2	5.7	0.0
	2002	15.7	1.0	75.6	1.8	0.4	5.5	0.0
Permian Basin	1999	78.7	2.8	16.1	2.4	0.0	0.0	0.0
	2002	78.9	4.5	16.3	0.3	0.0	0.0	0.0
San Antonio	1999	54.6	3.2	33.2	3.1	0.5	5.4	0.0
	2002	50.1	3.6	34.9	5.0	0.4	6.0	0.0
Tyler	1999	84.0	9.0	3.2	0.9	1.0	1.9	0.0
	2002	82.0	8.8	3.6	1.8	0.9	1.7	1.3
<b>Academic Total</b>	<b>1999</b>	<b>53.1%</b>	<b>3.1%</b>	<b>17.9%</b>	<b>4.5%</b>	<b>0.5%</b>	<b>20.1%</b>	<b>0.8%</b>
	<b>2002</b>	<b>46.1%</b>	<b>4.2%</b>	<b>19.1%</b>	<b>5.1%</b>	<b>0.4%</b>	<b>24.2%</b>	<b>1.1%</b>

Source: Texas Higher Education Coordinating Board

## Graduate and Professional Education

Table I-50

Number of Graduate and First Professional Degrees Conferred by U. T. Academic Institutions AY 1999 - 2002					
	AY 98-99	AY 99-00	AY 00-01	AY 01-02	% change 99 - 02
Arlington	1,155	1,053	1,174	1,141	-1%
Austin	3,815	3,769	3,864	3,874	2
Brownsville	167	151	146	148	-11
Dallas	997	1,141	1,198	1,230	23
El Paso	460	436	477	493	7
Pan American	295	419	367	440	49
Permian Basin	86	92	87	68	-21
San Antonio	524	620	574	688	31
Tyler	165	140	163	121	-27
<b>Total</b>	<b>7,664</b>	<b>7,821</b>	<b>8,050</b>	<b>8,203</b>	<b>7%</b>

Source: Texas Higher Education Coordinating Board

- The total number of graduate and first professional degrees conferred by U. T. System schools rose by 7 percent from 1999 to 2002.
- The greatest increases occurred at U. T. Pan American (49 percent), U. T. San Antonio (31 percent), and U. T. Dallas (23 percent).
- This increase trails the increase of 24 percent in overall graduate and professional enrollments, and may be expected to grow in future years.

Table I-51

Graduate and First Professional Degrees Conferred by Level at U. T. Academic Institutions					
		AY 98-99	99-00	00-01	01-02
Arlington	Master's	1,071	975	1,087	1,069
	Doctorate	84	78	87	72
Austin	First Professional	541	526	577	586
	Master's	2,539	2,540	2,567	2,644
	Doctorate	735	703	720	644
Brownsville	Master's	167	151	146	148
Dallas	Master's	937	1,077	1,129	1,172
	Doctorate	60	64	69	58
El Paso	Master's	442	419	449	466
	Doctorate	18	17	28	27
Pan American	Master's	293	412	359	430
	Doctorate	2	7	8	10
Permian Basin	Master's	86	92	87	68
San Antonio	Master's	523	616	570	683
	Doctorate	1	4	4	5
Tyler	Master's	165	140	163	121

Source: Texas Higher Education Coordinating Board

Table I-52

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

	AY	98-99	99-00	00-01	01-02
Arlington		51.3%	49.3%	51.5%	50.5%
Austin		45.8	46.8	47.6	46.9
Brownsville		59.9	67.6	67.1	72.3
Dallas		43.3	44.2	46.2	43.7
El Paso		55.4	55.5	60.6	57.2
Pan American		67.8	66.6	67.9	69.3
Permian Basin		62.8	65.2	62.1	64.7
San Antonio		55.3	57.4	58.2	60.5
Tyler		70.9	59.3	67.5	59.5
<b>Overall Academic Institutions</b>		<b>49%</b>	<b>50%</b>	<b>51%</b>	<b>51%</b>

Source: Texas Higher Education Coordinating Board

- Nationally, 56 percent of those students enrolled in graduate and first professional programs are female. At U. T. Brownsville, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio the proportion of female students is significantly higher.

**Degrees Awarded by Ethnicity**

- Between 1999 and 2002, the ethnic diversity of students receiving graduate and professional degrees has increased at most U. T. System academic institutions.

Figure I-24

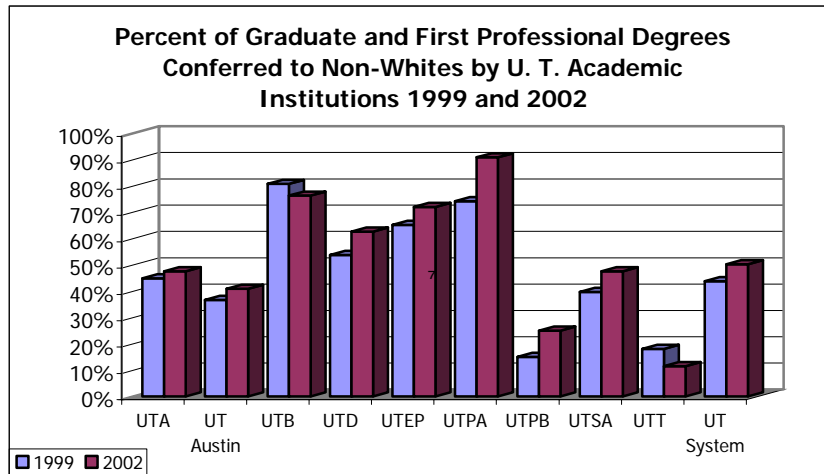
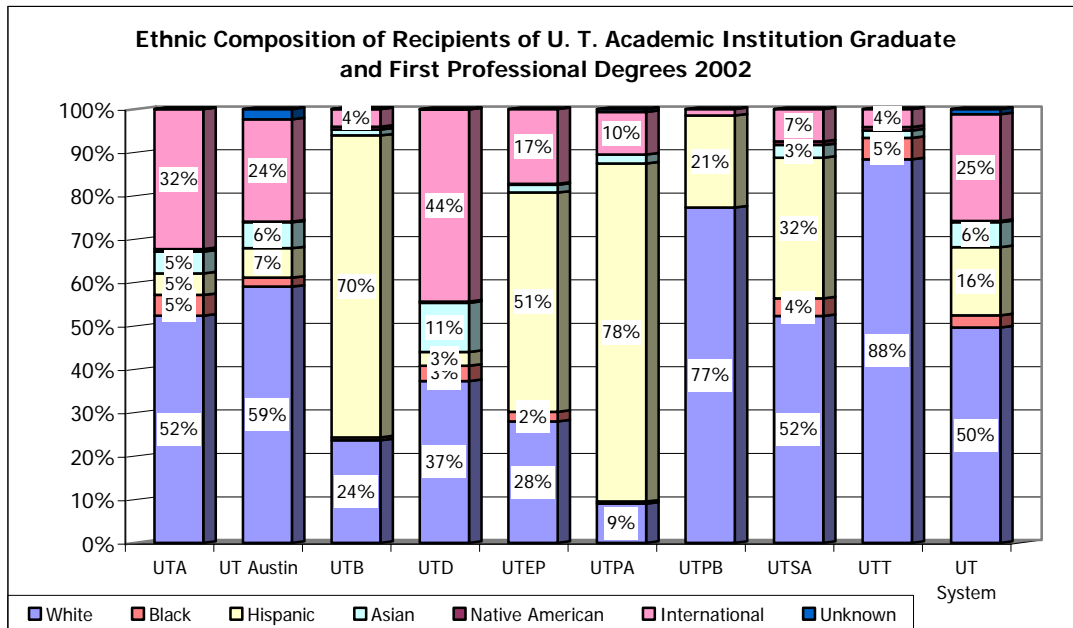


Figure I-25



- Between 1999 and 2002, the percent of graduate and first professional degrees awarded to Hispanics increased at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.
- During the same period, the percent of graduate and first professional degrees awarded to Blacks increased at U. T. Dallas, U. T. El Paso, U. T. Permian Basin, and U. T. San Antonio.
- Five U. T. System academic institutions ranked nationally among the top 100 schools in awarding the Master's degree's to Hispanic students during 2000-2001.
  - U. T. Pan American — 5
  - U. T. El Paso — 10
  - U. T. San Antonio — 13
  - U. T. Austin -- 29
  - U. T. Brownsville — 51
- Among Texas institutions, those same schools ranked 1, 2, 3, 6, and 9.
- U. T. Austin ranked 12th nationally in the number of doctoral degrees conferred to Black students. Statewide, U. T. Austin is the top producer of Ph.D.'s earned by Blacks.
- Nationally, in awarding Ph.D.'s to Hispanics:
  - U. T. Austin ranked 4th
  - U. T. El Paso ranked 50th
  - U. T. Pan American ranked 90th
- Among Texas public institutions those schools ranked number 1, 4, 7, and 9.

Table I-53

**Graduate and First Professional Degrees Conferred by Ethnicity  
Percent of Total Enrollments, U. T. Academic Institutions 1999 and 2002**

	Fall	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
Arlington	1999	55.1%	6.3%	3.5%	4.2%	0.3%	30.6%	--
	2002	52.4	4.7	5.0	5.0	0.6	32.3	--
Austin	1999	63.3	2.7	7.6	5.0	0.5	20.4	0.4
	2002	59.1	2.1	6.8	6.0	0.2	23.6	2.4
Brownsville	1999	19.2	1.8	71.9	--	--	7.2	--
	2002	23.6	0.7	69.6	1.4	0.7	4.1	--
Dallas	1999	46.1	2.6	2.5	14.7	0.2	33.8	--
	2002	37.3	3.5	3.2	11.4	0.2	44.3	0.1
El Paso	1999	34.8	1.7	44.3	2.8	0.2	16.1	--
	2002	28.0	2.2	50.5	1.8	0.2	17.2	--
Pan American	1999	25.8	--	69.5	--	--	4.7	--
	2002	9.1	0.5	78.0	2.0	--	9.8	0.7
Permian Basin	1999	84.9	2.3	12.8	--	--		--
	2002	75.0	2.9	20.6	--	--	1.5	--
San Antonio	1999	60.3	3.6	24.2	2.3	0.4	9.2	--
	2002	52.3	4.1	32.4	2.9	0.9	7.4	--
Tyler	1999	81.8	9.7	1.8	1.2	1.2	4.2	--
	2002	88.4	5.0	-	1.7	0.8	4.1	--
<b>System</b>	<b>1999</b>	<b>56.1%</b>	<b>3.3%</b>	<b>13.4%</b>	<b>5.4%</b>	<b>0.4%</b>	<b>21.2%</b>	<b>--</b>
	<b>2002</b>	<b>49.7%</b>	<b>2.8%</b>	<b>15.7%</b>	<b>5.7%</b>	<b>0.3%</b>	<b>24.6%</b>	<b>1.2%</b>

*Source: Texas Higher Education Coordinating Board*

## Licensure Exam Pass Rates of Law and Pharmacy Graduates

Table I-54

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

	FY 99	FY 00	FY 01	FY 02
<b>Law</b>	88.1%	93.9%	93.4%	91.0%
Texas Jurisprudence Exam				
<b>Pharmacy</b>	98.2	99.1	98.2	100.0
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*

- 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.
- These pass rates provide an indirect measure of the contribution of U. T. programs to the pool of qualified professionals in the state.

#### Law

- Ninety-nine percent of 2002 graduates who were actively seeking employment had jobs nine months after graduation; the average starting salary for these graduates was \$90,971.
- In 2002-03, more than 500 law firms participated in on-campus interviews and nationwide job fairs at U. T. Austin.
- Since 1995, U. T. Austin graduates have accepted tenure or tenure-track teaching positions in the law schools at Indiana University (Bloomington), New York University, Ohio State, and the Universities of Alabama, Arizona (Tucson), Cincinnati, Georgia, Houston, Michigan (Ann Arbor), Mississippi, Nevada (Las Vegas), and North Carolina (Chapel Hill).
- *Hispanic Business* (Sept. 2003) ranked U. T. Austin's law school number one in the nation for Hispanic students.

#### 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 new 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.

## Contextual Measures: Graduate and Professional Degrees in High Priority Fields

Table I-55

		AY	1999	2000	2001	2002
<b>Technical Fields</b>						
Biological and Physical Sciences	Austin		6	4	5	5
	Dallas		10	10	7	8
Computer and Information Sciences	Arlington		100	123	31	22
	Austin		82	66	57	72
	Dallas		237	214	262	284
	El Paso		6	13	10	12
	Pan American		5	6	7	15
	San Antonio		19	22	19	33
	Tyler		6	7	5	3
Engineering	Arlington		179	172	242	294
	Austin		540	539	528	576
	Dallas		81	102	72	81
	El Paso		62	70	64	69
	Pan American		0	0	10	8
	San Antonio		25	20	22	18
	Tyler		0	0	1	1
Engineering-Related Technicians	Tyler		9	5	6	9
Mathematics	Arlington		12	14	11	7
	Austin		24	27	30	46
	Dallas		14	8	6	13
	El Paso		4	3	7	5
	Pan American		3	4	1	3
	San Antonio		10	4	4	3
	Tyler		1	0	0	0
Physical Sciences	Arlington		20	13	14	15
	Austin		125	131	111	109
	Dallas		42	39	36	35
	El Paso		23	16	21	22
	Permian Basin		4	5	2	0
	San Antonio		10	5	4	5
<b>Total</b>			<b>1,659</b>	<b>1,642</b>	<b>1,595</b>	<b>1,773</b>

Source: Texas Higher Education Coordinating Board

- 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-55**

<b>Graduate and Professional Degrees Conferred in High Priority Fields</b>		1999	2000	2001	2002
<b>Health Fields</b>					
Communication Disorders Sciences and Services	Austin	44	38	36	30
	Dallas	93	102	81	77
	El Paso	14	8	14	14
	Pan American	24	14	15	14
Nursing	Arlington	60	20	56	44
	Austin	53	56	64	55
	Brownsville	0	0	0	12
	El Paso	30	27	28	21
	Pan American	8	5	7	15
	Tyler	4	7	4	1
Rehabilitation/Therapeutic Services	El Paso	24	24	22	15
	Pan American	3	8	10	19
<b>Total</b>		<b>357</b>	<b>309</b>	<b>337</b>	<b>317</b>

*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 1999 to 2002, from a System total of 1,659 to 1,773.
- The trend in numbers of graduate and professional degrees across most programs and most institutions has been level or downward.
- The exceptions, where the number of degrees conferred has increased over the period 1999-2002, include:
  - Increases in numbers of computer and information sciences degrees conferred at U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. San Antonio.
  - Increases in numbers of engineering degrees conferred at U. T. Arlington, U. T. Austin, and U. T. El Paso, U. T. Pan American, and U. T. Tyler.
  - An increase in the number of graduate-level mathematics degrees at U. T. Austin and U. T. El Paso.

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.
- During this period, the number of graduate-level nursing degrees conferred at U. T. Austin and U. T. Pan American increased, and U. T. Brownsville graduated its first class of 12 in 2002.
- The number of rehabilitation/therapeutic services degrees conferred by U. T. Pan American also increased during this period.
- The number of communication disorders degrees conferred at U. T. El Paso has remained level for most of this period.

## Graduate Education Degrees Conferred in Education

Table I-56

<b>Graduate Education Degrees Conferred by U. T. Academic Institutions 1999-2002</b>				
	98-99	99-00	00-01	01-02
Arlington	75	68	145	139
Austin	379	317	318	308
Brownsville	115	106	112	101
Dallas	0	4	8	7
El Paso	159	129	188	154
Pan American	177	217	198	223
Permian Basin	63	63	46	35
San Antonio	183	242	230	312
Tyler	66	64	79	48
<b>System Total</b>	<b>1,217</b>	<b>1,210</b>	<b>1,324</b>	<b>1,327</b>

*Source: Texas Higher Education Coordinating Board*

- The U. T. System makes a key contribution to the state's supply of education professionals.
- Over the past five years, the number of students receiving graduate education degrees from U. T. institutions has increased by 3.5 percent.
- U. T. Arlington, U. T. Pan American, and U. T. San Antonio achieved proportionately larger increases over this period.

### Contextual Measure: Number of Graduate and Professional Programs

The number of academic programs illustrated on Table I-56 below helps illustrate the scale of an institution's academic programs and scope of service to students.

**Table I-57**

		<b>Number of Graduate and Professional Programs by Level at U. T. Academic Institutions</b>					<b>% change 99-03</b>
<b>AY</b>		<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	
Arlington	Master's	60	64	69	69	73	22%
	Doctoral	22	22	30	30	30	36
Austin	Master's	106	108	108	113	114	8
	Doctoral	87	88	88	91	91	5
	Professional	2	2	2	2	2	0
Brownsville	Master's	14	15	15	15	16	14
Dallas	Master's	35	39	40	40	42	20
	Doctoral	18	18	18	19	22	22
El Paso	Master's	58	72	72	72	80	38
	Doctoral	8	8	8	8	9	13
Pan American	Master's	37	38	42	42	43	16
	Doctoral	2	2	2	2	2	0
	Professional	--	--	--	1	1	100
Permian Basin	Master's	17	17	17	17	17	0
San Antonio	Master's	52	57	57	61	61	17
	Doctoral	2	3	3	4	10	400
Tyler	Master's	23	23	23	25	25	9
<b>Total</b>		<b>543</b>	<b>576</b>	<b>594</b>	<b>610</b>	<b>637</b>	<b>17%</b>

*Source: U. T. System Academic Institutions*

- Expansion of graduate programs reflects the institutions' response to growing enrollments and to growth in targeted areas. This growth has been concentrated largely at the master's level.
- For example, Brownsville has added master's programs in Nursing in Public Health and Bilingual Education.
- To leverage resources, some institutions offer programs jointly with other U. T. 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 Austin in Border Studies and Pharmacy, and with the U. T. Health Science Center-Houston in Nursing.

## I. Student Access and Success: 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 12<sup>th</sup> day of class, disaggregated by level, by school, by gender, and by ethnicity.

**Table I-58**

<b>Total Undergraduate Enrollment at U. T. Health-Related Institutions, by School</b>		Fall	1999	2000	2001	2002
SWMC	Allied Health		246	239	215	169**
	Biomedical Sciences		12	2	6	24
UTMB	Allied Health		360	268	165	136
	Biomedical Sciences*		11	20	27	38
	Nursing*		325	423	430	450
HSC-H	Dental		76	78	74	78
	Nursing		186	186	258	281
HSC-SA	Allied Health		323	341	374	357
	Nursing		416	421	485	528
MDACC	Health Sciences		0	40	48	59
<b>Total Health-Related</b>			<b>1,955</b>	<b>2,018</b>	<b>2,082</b>	<b>2,120</b>

\*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

- The increase in undergraduate nursing enrollments counters the statewide trend from 1992 to 1998, of overall reductions in nursing enrollments.
- At the graduate level (see pp. II-61, 62, 68), there has been a decline in nursing enrollments and degrees conferred due to reduction in numbers of available nursing faculty, and increasing demands for nurses in the workplace who have slowed down or postponed graduate-level study.

**Table I-59**

<b>Undergraduate Enrollment at U. T. Health-Related Institutions by School, Percent Female</b>		Fall	1999	2000	2001	2002
SWMC	Allied Health		71.2%	56.9%	52.7%	64.7%
	Biomedical Sciences		33.3	50.0	16.7	29.2
UTMB	Allied Health*		72.8	77.6	77.6	78.7
	Biomedical Sciences*		63.6	70.0	66.7	55.3
	Nursing*		87.4	90.8	87.9	87.8
HSC-H	Dental		98.7	97.4	98.6	100.0
	Nursing		90.9	88.2	87.6	87.5
HSC-SA	Allied Health		70.9	56.6	56.2	66.5
	Nursing		78.1	81.0	81.0	84.1
MDACC	Health Sciences		0.0	35.5	41.1	56.4
<b>Overall Health-Related</b>			<b>78.6%</b>	<b>78.8%</b>	<b>76.9%</b>	<b>80.1%</b>

\*Includes post-baccalaureate students

Source: Texas Higher Education Coordinating Board

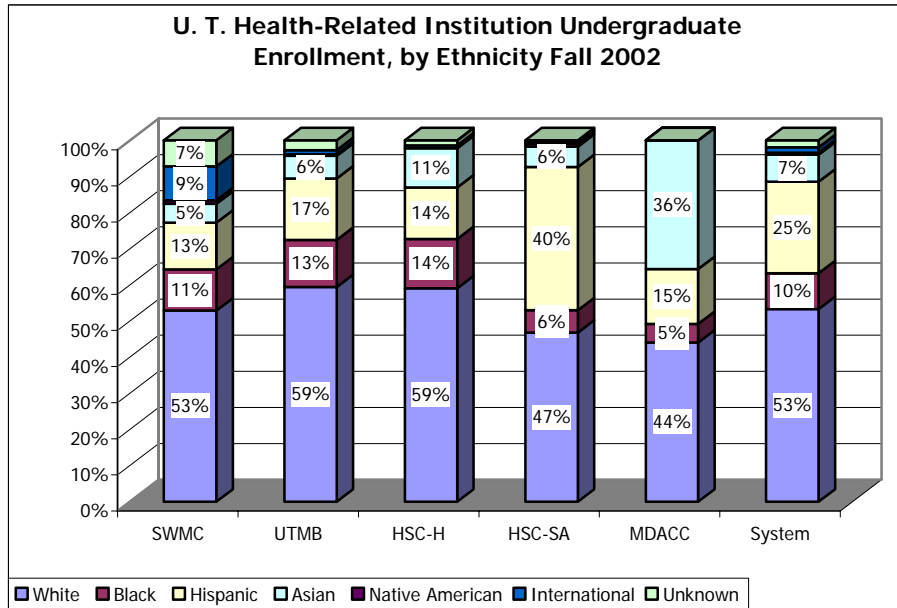
Table I-60

**Undergraduate Headcount by School, Percent Ethnicity at U. T. Health-Related Institutions 1999 and 2002**

			White	Black	Hispanic	Asian	Native American	International	Unknown
SWMC	Allied Health	Fall 1999	66.3%	15.0%	6.9%	7.7%	0.4%	2.0%	1.6%
		2002	55.6	13.0	14.8	5.3	1.2	2.4	7.7
	Biomed. Sciences	1999	83.3	8.3	--	--	--	8.3	--
		2002	33.3	--	--	4.2	--	58.3	4.2
UTMB	Allied Health	1999	60.8	5.8	18.3	12.8	0.3	0.8	1.1
		2002	53.7	8.8	23.5	8.1	--	2.9	2.9
	Biomed. Sciences	1999	63.6	--	--	9.1	--	18.2	9.1
		2002	65.8	5.3	26.3	0.0	--	0.0	2.6
	Nursing	1999	63.7	14.2	12.3	8.6	--	--	1.2
		2002	60.7	14.9	14.2	6.2	0.7	0.4	2.9
HSC-H	Dental Branch	1999	59.2	2.6	19.7	18.4	--	--	--
		2002	73.1	2.6	17.9	5.1	--	1.3	--
	Nursing	1999	63.4	12.4	11.3	10.8	--	2.2	--
		2002	55.2	16.7	13.2	12.5	--	0.7	1.8
HSC-SA	Allied Health	1999	49.9	5.0	34.4	8.7	0.9	1.2	--
		2002	50.1	4.8	35.3	7.0	0.8	0.8	1.1
	Nursing	1999	56.0	7.7	32.2	3.4	0.5	0.2	56.0
		2002	45.5	7.2	41.7	4.7	0.8	0.2	45.5
MDACC	Health Sciences	1999			[not degree granting at this time]				
		2002	44.1	5.1	15.3	35.6	44.1	5.1	15.3
<b>Overall Health-Related</b>		<b>1999</b>	<b>59.5%</b>	<b>9.1%</b>	<b>20.7%</b>	<b>8.7%</b>	<b>0.4%</b>	<b>1.0%</b>	<b>0.7%</b>
		<b>2002</b>	<b>53.3%</b>	<b>9.9%</b>	<b>25.3%</b>	<b>7.5%</b>	<b>0.6%</b>	<b>1.5%</b>	<b>1.9%</b>

Source: Texas Higher Education Coordinating Board

Figure I-26



**Table I-61**

<b>Graduate and Professional Headcount at U. T. Health-Related Institutions</b>						
		Fall	1999	2000	2001	2002
Southwestern	Allied Health		63	65	100	134
	Biomedical Sciences		411	375	420	472
	Medical School		807	824	813	838
	<b>Total</b>		<b>1,281</b>	<b>1,264</b>	<b>1,333</b>	<b>1,444</b>
Medical Branch	Allied Health		71	73	154	198
	Biomedical Sciences		255	233	234	256
	Medical		820	810	823	813
	Nursing		111	100	94	114
	<b>Total</b>		<b>1,257</b>	<b>1,216</b>	<b>1,305</b>	<b>1,381</b>
HSC-Houston	Biomedical Sciences		424	416	443	465
	Dental Branch		325	330	370	362
	Health Info. Sciences		36	45	64	62
	Medical		831	817	830	825
	Nursing		392	395	390	402
	Public Health		922	910	890	885
	<b>Total</b>		<b>2,930</b>	<b>2,913</b>	<b>2,987</b>	<b>3,001</b>
HSC-San Antonio	Allied Health		139	134	153	167
	Biomedical Sciences		271	272	277	320
	Dental		396	402	396	404
	Medical School		824	824	829	822
	Nursing		176	149	151	129
	<b>Total</b>		<b>1,806</b>	<b>1,781</b>	<b>1,806</b>	<b>1,842</b>
<b>Total Health-Related</b>			<b>7,274</b>	<b>7,174</b>	<b>7,431</b>	<b>7,668</b>

*Source: Texas Higher Education Coordinating Board*

**Table I-62**

<b>Graduate and Professional Headcount at U. T. Health-Related Institutions by School Percent Female</b>						
		Fall	1999	2000	2001	2002
Southwestern	Allied Health		79.4%	83.1%	79.0%	75.4%
	Biomedical Science		47.4	48.5	48.3	50.6
	Medical		35.3	34.5	39.9	41.1
	<b>Total</b>		<b>41.4%</b>	<b>41.1%</b>	<b>45.5%</b>	<b>47.4%</b>
Medical Branch	Allied Health		80.3	68.5	76.6	79.3
	Biomedical Science		48.6	51.9	50.9	50.8
	Medical		43.2	44.6	46.1	44.5
	Nursing		92.8	91.0	84.0	86.0
	<b>Total</b>		<b>50.8%</b>	<b>51.2%</b>	<b>53.3%</b>	<b>54.1%</b>
HSC-Houston	Biomedical Science		52.4	52.6	51.2	51.6
	Dental Branch		47.5	49.0	47.4	46.6
	Health Info. Sciences		47.2	53.3	51.6	53.2
	Medical		41.5	41.0	42.3	46.3
	Nursing		74.7	71.9	69.8	69.7
	Public Health		69.0	68.4	69.6	69.6
	<b>Total</b>		<b>57.0%</b>	<b>56.6%</b>	<b>56.3%</b>	<b>57.4%</b>
HSC-San Antonio	Allied Health		69.8	76.9	79.1	86.2
	Biomedical Science		46.1	48.9	48.4	47.8
	Dental		40.4	41.5	44.2	46.3
	Medical		48.7	51.0	50.9	51.8
	Nursing		88.6	85.9	85.4	82.9
	<b>Total</b>		<b>52.0%</b>	<b>53.4%</b>	<b>54.3%</b>	<b>55.2%</b>
<b>Overall Health-Related</b>			<b>52.0%</b>	<b>52.2%</b>	<b>53.3%</b>	<b>54.4%</b>

*Source: Texas Higher Education Coordinating Board*

Table I-63

**Graduate and Professional Student Headcount by Type of Degree and by School  
U. T. Health-Related Institutions, 1999-2002**

		Fall	1999	2000	2001	2002
<b>Master's Degrees</b>						
Southwestern	Allied Health		63	65	100	134
	Biomedical Sciences		61	52	46	48
Medical Branch	Allied Health		71	73	154	198
	Biomedical Sciences		46	46	47	37
	Nursing		91	79	67	93
HSC-Houston	Biomedical Sciences		67	62	70	64
	Dental		31	34	30	27
	Health Information Sciences		29	45	58	57
	Medical		--	--	--	15
	Nursing		371	372	360	368
	Public Health		675	661	660	664
HSC-San Antonio	Allied Health		139	134	109	146
	Biomedical Sciences		76	76	89	105
	Dental		7	0	0	0
	Nursing		152	128	124	98
<b>Master's Total</b>		<b>1,886</b>	<b>1,827</b>	<b>1,962</b>	<b>2,075</b>	
<b>Professional Degrees</b>						
Southwestern	Medical		807	824	813	838
Medical Branch	Medical		820	810	823	813
HSC-Houston	Dental		249	240	254	253
	Medical		831	817	830	810
HSC-San Antonio	Dental/Academic		30	44	42	48
	Dental		359	358	354	356
	Medical		824	824	829	822
<b>Professional Total</b>		<b>3,965</b>	<b>3,973</b>	<b>4,031</b>	<b>4,022</b>	
<b>Doctoral Degrees</b>						
Southwestern	Biomedical Sciences		350	323	374	424
Medical Branch	Biomedical Sciences		209	187	187	219
	Nursing		20	21	27	21
HSC-Houston	Biomedical Sciences		357	354	373	401
	Health Information Sciences		--	--	4	5
	Public Health		247	249	230	221
	Nursing		21	23	28	34
HSC-San Antonio	Biomedical Sciences		195	196	188	215
	Nursing		24	21	27	31
<b>Doctoral Total</b>		<b>1,423</b>	<b>1,374</b>	<b>1,438</b>	<b>1,571</b>	
<b>Total Health-Related Graduate and Professional Degrees</b>			<b>7,274</b>	<b>7,174</b>	<b>7,431</b>	<b>7,668</b>

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

Source: Texas Higher Education Coordinating Board

Table I-64

**Graduate and Professional Student Headcount at U. T. Health-Related Institutions by School  
Fall 1999 and Fall 2002, Ethnic Composition**

			White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
<b>SWMC</b>									
Biomed. Sciences	1999		64.2%	1.5%	3.9%	8.8%	0.0%	20.9%	0.7%
	2002		52.1	1.3	6.1	7.6	0.6	27.3	4.9
Allied Health	1999		90.5	0.0	1.6	4.8	0.0	3.2	0.0
	2002		77.6	7.5	5.2	4.5	0.0	0.7	4.5
Medical	1999		61.8	3.5	7.8	24.9	0.2	0.7	1.0
	2002		52.4	6.0	10.1	28.0	0.4	0.6	2.5
<b>UTMB</b>									
Biomed. Sciences	1999		54.1%	2.4%	8.2%	5.5%	1.6%	27.8%	0.4%
	2002		47.7	3.1	6.6	5.9	1.2	32.4	3.1
Medical	1999		45.7	11.5	24.8	17.7	0.0	0.2	0.1
	2002		53.3	8.1	18.6	17.1	0.5	0.5	2.0
Allied Health	1999		78.9	0.0	9.9	8.5	1.4	1.4	0.0
	2002		60.6	8.6	15.7	12.6	0.0	0.5	2.0
Nursing	1999		88.3	5.4	1.8	1.8	0.0	1.8	0.9
	2002		82.5	7.0	5.3	2.6	1.8	0.9	0.0

Source: Texas Higher Education Coordinating Board

Figure I-27

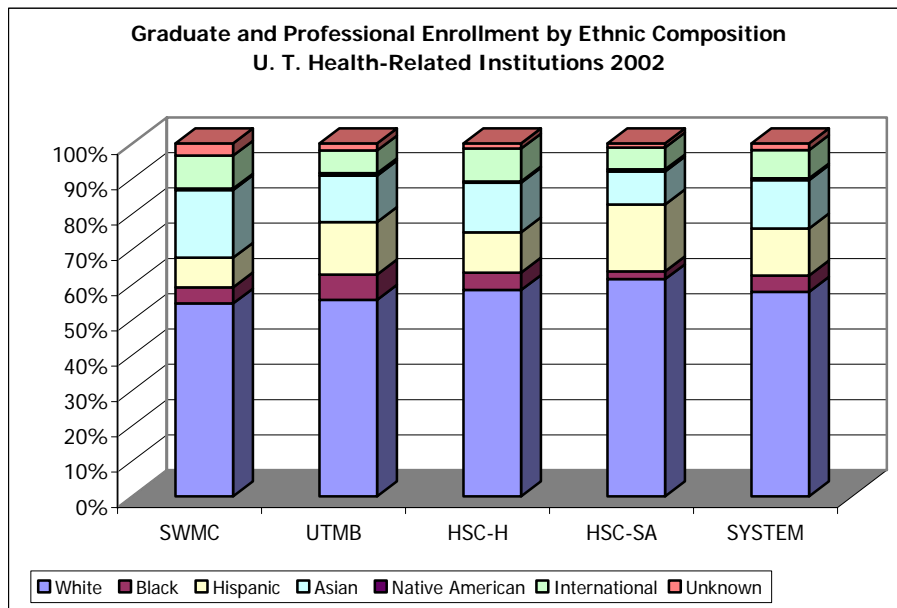




Table I-64

**Graduate and Professional Student Headcount at U. T. Health-Related Institutions by School  
Fall 1999 and Fall 2002, Ethnic Composition, continued**

			White	Black	Hispanic	Asian	Native American	International	Unknown
HSC-Houston									
Dental	1999		58.4%	2.3%	4.6%	28.1%	0.0%	6.6%	0.0%
	2002		54.6	3.9	9.6	26.0	0.3	4.5	1.2
Biomed. Sciences	1999		48.4	2.8	6.1	11.1	0.5	31.1	0.0
	2002		48.6	2.4	7.3	11.0	0.2	30.1	0.4
Medical	1999		68.8	3.1	14.6	12.5	1.0	0.0	0.0
	2002		69.6	3.0	12.5	12.7	0.2	0.5	1.5
Health Info. Sciences	1999		50.0	5.6	5.6	19.4	0.0	19.4	0.0
	2002		45.2	0.0	3.2	22.6	0.0	29.0	0.0
Public Health	1999		54.6	7.6	11.4	13.2	0.8	12.3	0.2
	2002		47.9	7.7	16.0	14.6	0.3	10.8	2.7
Nursing	1999		76.5	6.4	6.4	8.7	0.5	1.5	0.0
	2002		75.4	7.5	7.0	8.0	1.0	0.8	0.5
HSC-San Antonio									
Dental	1999		68.7%	2.0%	13.9%	12.9%	0.5%	1.3%	0.8%
	2002		72.8	1.0	16.1	8.2	0.5	0.5	1.0
Biomed. Sciences	1999		57.2	1.5	8.9	4.8	0.0	27.7	0.0
	2002		39.4	1.6	17.2	4.1	0.6	34.4	2.8
Medical	1999		65.3	1.7	15.2	16.6	0.8	0.2	0.1
	2002		64.6	2.2	17.9	14.2	0.5	0.1	0.5
Allied Health	1999		76.3	2.2	13.8	7.2	--	0.7	0.0
	2002		53.3	3.0	35.9	3.6	0.6	1.2	2.4
Nursing	1999		83.0	4.0	11.4	1.1	0.6	0.0	0.0
	2002		72.1	7.0	17.1	2.3	1.6	0.0	0.0
<b>All Health-Related</b>		<b>1999</b>	<b>61.8%</b>	<b>4.4%</b>	<b>11.7%</b>	<b>14.1%</b>	<b>0.5%</b>	<b>7.3%</b>	<b>0.3%</b>
		<b>2002</b>	<b>58.0%</b>	<b>4.6%</b>	<b>13.3%</b>	<b>13.7%</b>	<b>0.5%</b>	<b>8.0%</b>	<b>1.9%</b>

Source: Texas Higher Education Coordinating Board

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

Table I-65

Average Licensure Exam Pass Rates of Allied Health, Dentistry, Medicine and Nursing Graduates, U. T. Health-Related Institutions		FY 99	FY 00	FY 01	FY 02
		(pass rates for first-time test takers)			
Allied Health	Southwestern	96.5%	90.1%	85.6%	94.4%
	Medical Branch	96.0	90.0	93.0	91.0
	HSC-Houston	100.0	97.0	97.4	100.0
	HSC-San Antonio	90.0	90.0	93.4	94.6
	M. D. Anderson	--	--	--	100.0
Dentistry: National Board Dental Examination	HSC-Houston	95.0	99.0	96.5	96.7
	HSC-San Antonio	95.0	94.0	97.0	93.0
Medicine (Part 1 or Part 2) United States Medical Licensing Examination	Southwestern	98.0	97.9	97.6	98.4
	Medical Branch	85.0	91.0	87.7	90.0
	HSC-Houston	95.0	91.0	91.0	91.0
	HSC-San Antonio	94.0	94.5	92.0	93.0
Nursing (BSN) National Council Licensure Exam	Medical Branch	97.0	91.0	90.0	87.0
	HSC-Houston	95.0	91.0	94.0	97.0
	HSC-San Antonio	90.0	90.0	91.0	86.0
Nursing (Advance Practice) Percent of MSN graduates who are certified for Advanced Practice Status in Texas two years after completing their degree programs as of August 31 of the current calendar year*	Medical Branch	82.0	72.0	86.0	76.0
	HSC-Houston	55.0	62.0	66.0	73.0
	HSC-San Antonio	93.0	85.0	85.0	76.0

\*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 all fields except nursing, these pass rates are over, and in many cases, significantly higher, than 90 percent.

## Degrees Conferred

### Undergraduate Certificates and Degrees Awarded — U. T. Health-Related Institutions

Table I-66

		AY	98-99	99-00	00-01	01-02
<b>Total Degrees and Certificates Conferred to Undergraduates at U. T. Health-Related Institutions</b>						
<b>Certificates</b>						
SWMC	Allied Health		4	5	9	5
HSC-H	Dental		31	35	39	34
HSC-SA	Allied Health		54	55	157	213
MDACC	Health Sciences		0	0	26	34
	<b>Total</b>		<b>89</b>	<b>95</b>	<b>231</b>	<b>286</b>
<b>Baccalaureate Awards</b>						
SWMC	Allied Health		148	103	106	104
UTMB	Nursing		148	156	171	201
	Allied Health		191	212	141	95
HSC-H	Nursing		91	91	97	116
HSC-SA	Nursing		243	236	168	220
	Allied Health		138	143	131	42
MDACC	Health Sciences		0	0	13	10
	<b>Total</b>		<b>959</b>	<b>941</b>	<b>827</b>	<b>788</b>
<b>Total Certificates and Degrees</b>			<b>1,048</b>	<b>1,036</b>	<b>1,058</b>	<b>1,074</b>

Source: Texas Higher Education Coordinating Board

- The decline in Allied Health baccalaureate degrees reflects the transition in the field to master's-level degrees, together with a national decline in numbers of applications.

Table I-67

		AY	98-99	99-00	00-01	01-02
<b>Total Certificates and Degrees Conferred, Percent Female U. T. Health-Related Institutions</b>						
<b>Certificates</b>						
SWMC	Allied Health		100%	40%	78%	60%
HSC-H	Dental		97	100	97	97
HSC-SA	Allied Health		85	82	33	31
MDACC	Health Sciences		--	--	62	62
<b>Baccalaureate Awards</b>						
SWMC	Allied Health		68	66	81	70
UTMB	Nursing		82	87	87	90
	Allied Health		69	68	77	76
HSC-H	Nursing		87	88	91	87
HSC-SA	Nursing		81	78	82	80
	Allied Health		76	73	66	64
MDACC	Health Sciences		--	--	69	60
<b>Overall Undergraduate</b>			<b>77%</b>	<b>77%</b>	<b>73%</b>	<b>71%</b>

Source: Texas Higher Education Coordinating Board

Table I-68

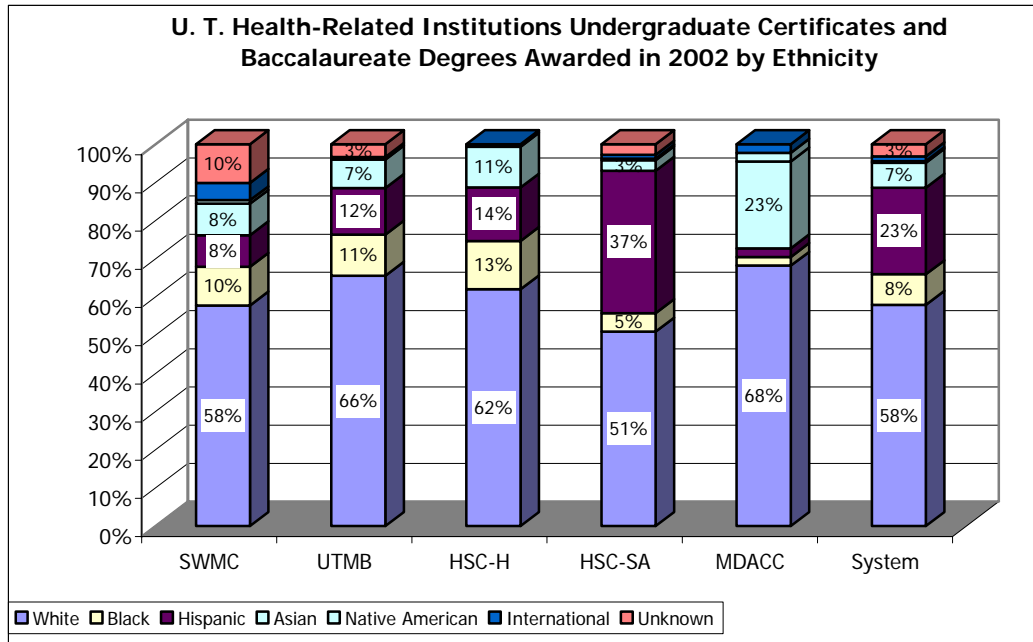
**Undergraduate Certificates and Degrees Conferred at U. T. Health-Related Institutions by School  
1998-99 and 2001-02, Ethnic Composition**

		AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
			<b>Certificates</b>						
SWMC	Allied Health	1999	75.0%	25.0%	--	--	--	--	--
		2002	80.0	0.0	--	20.0	--	--	--
HSC-H	Dental	1999	61.3	0.0	6.5	29.0	--	3.2	--
		2002	76.5	0.0	14.7	8.8	--	0.0	--
HSC-SA	Allied Health	1999	53.7	1.9	24.1	18.5	0.0	1.9	0.0
		2002	54.9	1.9	37.1	2.4	0.5	1.9	1.4
MDACC*	Health Sciences	2002	70.6	0.0	2.9	23.5	0.0	2.9	--
			<b>Baccalaureate Awards</b>						
SWMC	Allied Health	1999	78.4%	6.1%	4.1%	8.1%	0.7%	2.7%	0.0%
		2002	56.7	10.6	8.7	7.7	1.0	4.8	10.6
UTMB	Allied Health	1999	64.4	5.2	15.2	14.1	0.5	0.5	0.0
		2002	62.1	8.4	17.9	10.5	0.0	1.1	0.0
	Nursing	1999	69.6	15.5	9.5	5.4	0.0	0.0	0.0
		2002	67.2	11.9	9.5	6.0	0.0	0.5	5.0
HSC-H	Nursing	1999	65.9	11.0	14.3	7.7	0.0	1.1	--
		2002	57.8	16.4	13.8	11.2	0.0	0.9	--
HSC-SA	Allied Health	1999	67.4	2.2	23.9	5.8	0.0	0.7	--
		2002	42.9	0.0	52.4	4.8	0.0	0.0	--
	Nursing	1999	66.3	7.0	21.4	4.5	0.8	0.0	0.0
		2002	48.6	8.6	34.6	2.7	0.5	0.5	4.6
MDACC	Health Sciences	2002	60.0	10.0	0.0	20.0	10.0	--	--
<b>Overall Health-Related</b>		<b>1999</b>	<b>67.5%</b>	<b>7.1%</b>	<b>15.5%</b>	<b>8.8%</b>	<b>0.4%</b>	<b>0.9%</b>	<b>--</b>
		<b>2002</b>	<b>62.9%</b>	<b>8.5%</b>	<b>18.1%</b>	<b>8.5%</b>	<b>0.5%</b>	<b>1.2%</b>	<b>0.3%</b>

\*MDACC was authorized to offer degrees in 1999; first degrees were awarded in 2001.

Source: Texas Higher Education Coordinating Board

Figure I-28



Graduate Certificates and Degrees Awarded

Table I-69

		AY	98-99	99-00	00-01	01-02
<b>Total Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions 1999-2002</b>						
SWMC	Biomedical Science		78	73	65	63
	Medical		194	184	203	201
	Allied Health		0	29	33	32
	<b>Total</b>		<b>272</b>	<b>286</b>	<b>301</b>	<b>296</b>
UTMB	Biomedical Science		52	49	51	59
	Nursing		61	31	46	21
	Allied Health		36	35	36	37
	Medical		202	184	183	194
	<b>Total</b>		<b>351</b>	<b>299</b>	<b>316</b>	<b>311</b>
HSC-H	Nursing		113	122	135	92
	Health Information Sciences		0	3	15	12
	Dental		111	111	104	122
	Biomedical Science		98	74	67	75
	Public Health		151	142	147	154
	Medical		195	201	186	214
	<b>Total</b>		<b>668</b>	<b>653</b>	<b>654</b>	<b>669</b>
HSC-SA	Biomedical Science		56	52	55	46
	Nursing		42	46	56	46
	Allied Health		29	37	33	48
	Dental		104	107	104	103
	Medical		202	196	195	193
	<b>Total</b>		<b>433</b>	<b>438</b>	<b>443</b>	<b>436</b>
<b>Total Health-Related</b>			<b>1,724</b>	<b>1,676</b>	<b>1,714</b>	<b>1,712</b>

Source: Texas Higher Education Coordinating Board

Table I-70

		AY	98-99	99-00	00-01	01-02
SWMC	Biomedical Science		44.9%	49.3%	52.3%	42.9%
	Medical		32.5	41.3	24.6	38.3
	Allied Health		--	75.9	84.8	81.3
UTMB	Biomedical Science		32.7	36.7	43.1	52.5
	Nursing		88.5	96.8	95.7	85.7
	Allied Health		83.3	88.6	72.2	64.9
	Medical		41.1	37.0	44.8	52.1
HSC-H	Nursing		74.3	76.2	75.6	70.7
	Health Information Sciences		--	66.7	53.3	50.0
	Dental		39.6	42.3	49.0	54.1
	Biomedical Science		52.0	50.0	53.7	57.3
	Public Health		72.2	72.5	74.1	69.5
	Medical		51.3	51.2	38.2	36.9
HSC-SA	Biomedical Science		39.3	42.3	52.7	47.8
	Nursing		92.9	87.0	83.9	91.3
	Allied Health		79.3	59.5	75.8	70.8
	Dental		40.4	35.5	41.3	41.3
	Medical		43.1	42.3	47.2	52.8
<b>Health-Related Total</b>			<b>51.2%</b>	<b>52.0%</b>	<b>52.5%</b>	<b>53.3%</b>

*Source: Texas Higher Education Coordinating Board*

**Table I-71**

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

	AY	98-99	99-00	00-01	01-02
<b>Master's Certificate</b>					
HSC-H	Dental	34	35	33	40
HSC-SA	Dental	15	17	18	19
	<b>Total</b>	<b>49</b>	<b>52</b>	<b>51</b>	<b>59</b>
<b>Master's</b>					
SWMC	Biomedical Sciences	22	19	24	14
	Allied Health	0	29	33	32
UTMB	Biomedical Sciences	13	13	19	24
	Nursing	61	31	46	21
	Allied Health	36	35	36	37
HSC-H	Nursing	110	119	132	92
	Health Information Sciences	0	3	15	12
	Dental	20	12	16	20
	Biomedical Sciences	37	28	25	23
	Public Health	123	116	115	123
HSC-SA	Biomedical Sciences	25	25	18	20
	Nursing	42	46	56	46
	Allied Health	29	37	33	48
	<b>Total</b>	<b>518</b>	<b>513</b>	<b>568</b>	<b>512</b>
<b>Doctoral</b>					
SWMC	Biomedical Sciences	56	54	41	49
UTMB	Biomedical Sciences	39	36	32	35
HSC-H	Nursing	3	3	3	0
	Biomedical Sciences	61	46	42	52
	Public Health	28	26	32	31
HSC-SA	Biomedical Sciences	31	27	37	26
	<b>Total</b>	<b>218</b>	<b>192</b>	<b>187</b>	<b>193</b>
<b>Professional</b>					
SWMC	Medical	194	184	203	201
UTMB	Medical	202	184	183	194
HSC-H	Dental	57	64	55	62
	Medical	195	201	186	214
HSC-SA	Medical	202	196	195	193
	Dental	89	90	86	84
	<b>Total</b>	<b>939</b>	<b>919</b>	<b>908</b>	<b>948</b>
<b>Health-Related Total</b>		<b>1,724</b>	<b>1,676</b>	<b>1,714</b>	<b>1,712</b>

*Source: Texas Higher Education Coordinating Board*

Table I-72

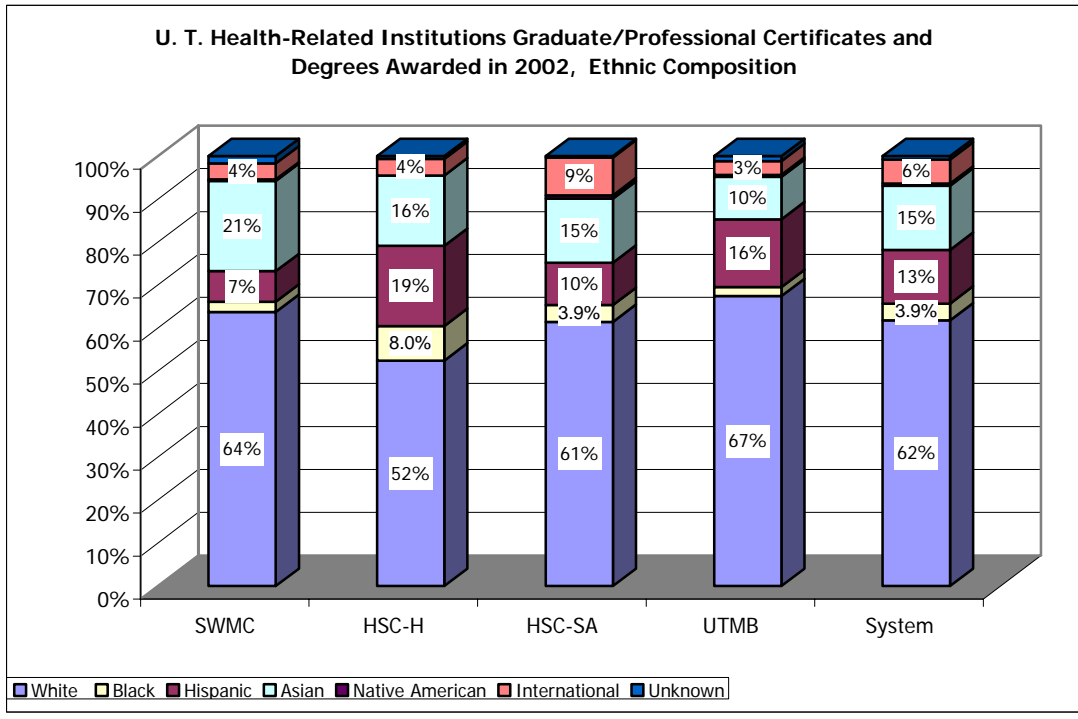
**Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions  
1998-99 and 2001-02, Ethnic Composition**

			White	Black	Hispanic	Asian	Native American	Inter-national	Unknown	
SWMC	Biomedical Science	AY 1999	55.1%	--	7.7%	5.1%	--	32.1%	--	
		2002	68.3	--	3.2	11.1	--	17.5	--	
	Medical	1999	66.0	2.6	4.6	23.2	3.6	--	--	
		2002	58.2	3.5	9.5	26.4	--	0.5	2.0	
	Allied Health	1999	--	--	--	--	--	--	--	
		2002	87.5	--	--	6.3	3.1	--	3.1	
UTMB	Biomedical Science	1999	46.2	3.8	5.8	11.5	--	32.7	--	
		2002	59.3	--	10.2	11.9	--	18.6	--	
	Nursing	1999	86.9	1.6	4.9	3.3	1.6	1.6	--	
		2002	85.7	--	9.5	--	--	4.8	--	
	Allied Health	1999	86.1	--	5.6	5.6	--	2.8	--	
		2002	89.2	--	2.7	5.4	--	--	2.7	
	Medical	1999	51.5	10.4	19.8	16.8	1.5	--	--	
		2002	39.7	12.9	25.6	21.7	--	--	0.5	
	HSC-H	Nursing	1999	77.9	5.3	6.2	9.7	--	0.9	--
			2002	70.7	5.4	10.9	10.9	--	2.2	--
		Health Information	1999	--	--	--	--	--	--	--
			2002	50.00	8.3	--	8.3	--	33.3	--
Dental		1999	55.0	2.7	9.0	22.5	--	10.8	--	
		2002	58.2	2.5	7.4	20.5	--	11.5	--	
Biomedical Science		1999	43.9	1.0	8.2	11.2	0.0	35.7	--	
		2002	45.3	5.3	4.0	14.7	2.7	28.0	--	
Public Health		1999	62.3	9.3	7.3	11.9	0.7	8.6	0.0	
		2002	55.2	5.8	11.7	14.3	0.0	11.7	1.3	
Medical		1999	60.0	4.1	20.0	15.9	--	--	--	
		2002	70.1	1.9	12.2	14.5	1.4	--	--	
HSC-SA	Biomedical Science	1999	66.1	--	8.9	10.7	--	14.3	--	
		2002	65.2	--	8.7	2.2	--	23.9	--	
	Nursing	1999	81.0	2.4	11.9	2.4	--	2.4	--	
		2002	71.7	2.2	21.7	--	--	--	4.4	
	Allied Health	1999	86.2	--	3.5	6.9	--	3.5	--	
		2002	68.8	4.2	18.8	8.3	--	--	--	
	Medical	1999	62.9	4.0	17.8	14.9	0.5	--	--	
		2002	71.5	2.1	14.0	11.4	1.0	--	--	
	Dental	1999	52.9	1.9	22.1	15.4	1.9	5.8	--	
		2002	58.3	1.9	18.5	15.5	--	2.9	2.9	
	<b>Overall Health-Related</b>		<b>1999</b>	<b>61.7%</b>	<b>4.2%</b>	<b>12.1%</b>	<b>14.2%</b>	<b>0.9%</b>	<b>7.0%</b>	<b>--</b>
			<b>2002</b>	<b>61.7%</b>	<b>3.9%</b>	<b>12.5%</b>	<b>15.0%</b>	<b>0.5%</b>	<b>5.6%</b>	<b>0.8%</b>

Source: Texas Higher Education Coordinating Board



Figure I-29



## Contextual Measure: U. T. Health-Related Institution Graduation Rates

- Measuring graduation rates is a means to assess the outcomes and productivity of academic programs.
- The tables below represent the U. T. System's pilot effort to gather graduation data for health-related institution academic programs.
- Percentages reflect portions of full-time students matriculating in a given year who complete a program within expected number of years. These vary by program.
- The number of students enrolled varies significantly among programs; percentages reflect very small numbers of students in some cases.

**Table I-73**

### Graduation Rates for Full-Time Students in U. T. Health-Related Institution Programs

	1998	1999	2000	2001
	Year of Matriculation			
<b>Southwestern Medical Center</b>				
Medical (includes MD-PhD students) (4 years)*	83%	85%	79%	NA
Allied Health UG Degree/Certificate (2 years)	77	78	78	78
Allied Health Graduate Program (2 years)	100	97	94	97
*Due to the structure of the combined program, students enrolled in the MD/PhD program will take longer than 4 years to graduate				
<b>Medical Branch</b>				
Medical Program (4 years)	78	79	74	NA
Nursing BSN Program (2 years)	75	77	74	72
Nursing BSN-Flex Op Track Program (2 years)	79	80	84	100
Nursing MSN-Nurse Practitioner (2 years)	88	94	100	76
Nursing MSN-Midwifery Program (2 years)	63	83	71	57
Nursing PhD Program (4 years)	--	50	20	--
Allied Health Masters-Physical Therapy (3 years)	100	100	100	100
Allied Health Bachelors-Occupational Therapy (2.25 years)	90	91	74	86
Allied Health Bachelors-Respiratory Care (2 years)	83	88	70	100
Allied Health Bachelors-Physician Asst. (2.25 years)	82	85	98	76
Allied Health Bachelors-Clinical Laboratory Science (2 years)	56	67	86	55

- This list does not include programs with very small numbers of students.
- Full-time undergraduate nursing and allied health students are defined as at least 12 SCH during fall and spring semesters; at least 5 SCH during summer semesters. Full time graduate and allied health students are defined as at least 9 SCH during fall and spring semesters; at least 5 SCH during summer semesters.
- Completions were not counted for students graduating in a different major than that in which they were enrolled. Students who did not enter a degree program but earned a degree were not counted.
- For the School of Medicine, factors that may prevent completion in 4 years include leaves of absence, dismissal, AR, or participation in the MD/PhD program. Students who transferred after year 1 of medical school are not included.

---

**Graduation Rates for Full-Time Students in U.T. Health-Related Institution Programs, continued**

	1998	1999	2000	2001
	Year of Matriculation			
<b>HSC-Houston</b>				
Medical Program (4 years)	78%	87%	86%	--
Dental Program (4 years)*	85	85	95	--
Nursing Program BSN (3 years)	91	89	91	91
Nursing Program MSN (5 years)	96	90	96	--
Nursing Program DSN (4 years)	67	--	--	--
Allied Health Dental Hygiene Program (2 years)	88	95	95	87
Public Health Program MPH (2 years)**	50	48	43	36
Public Health Program MS (2 years)**	44	65	50	25
Public Health Program DrPH (3 years)**	42	9	20	13
Public Health Program PhD (5 years)**	87	67	67	--
Informatics Program Master's (2 years)**	58	50	23	--
Informatics Program Doctoral (2 years)**	--	--	--	--

\*The reporting method does not account for transfer or advanced standing enrollees.

\*\*A majority of Public Health and Informatics students are part-time.

**HSC-San Antonio**

Medical Program (4 years) entry 1994, 1995, 1996, 1997	87%	83%	86%	87%
Dental Program (4 years) entry 1994, 1995, 1996, 1997	76	89	86	78
Nursing Program BSN, MSN, PhD (3 years) entry 1995, 1996, 1997, 1998	84	57	60	71
Allied Health Program (3 years) entry 1995, 1996, 1997, 1998	79	69	85	81

*Source: U. T. Health-Related Institutions*

---

- This information is important but must be interpreted carefully. For example, at U. T. Southwestern Medical Center, each entering class has approximately 15 students enrolled in the MD/PhD program. This program is important in meeting future workforce needs in medical research and academic medicine. Because this program combines years of study for the PhD with years required for a medical degree, the more successful U. T. Southwestern is in recruiting students into this program, the more the four-year graduation rate will decline.
- Additionally, a growing number of medical students will stop out of medical school for year-long research fellowships. This important aspect of preparing medical school students for careers in research and/or academic medicine will cause these students to take longer than four years to graduate.

## **Student Access and Success: 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-related fields, particularly nursing degrees.
- Addressing the relationship between ethnicity and increased student access and success must remain a priority for the System.
- Development of data on student learning outcomes and post-graduation experience, particularly employment trends, should be a priority.

### **Measures for Future Development**

- Measures of affordability should be expanded, including:
  - Tuition trends
  - Net cost of attendance
  - Impact of federal tax credits and deductions
- Refine enrollment forecasts developed by the THECB.
- Develop a methodology to collect data on first-generation students that can be tied to the number and percent increase of first-time, full-time degree-seeking undergraduates' enrollment, persistence, and graduation rates.
- Number of community college transfer students enrolled on 12<sup>th</sup> day of class.
- Expand and refine the data and analysis of student learning outcomes (academic undergraduates) and student satisfaction measures (refine NSSE questions).
- Develop a methodology to assess graduate/professional student satisfaction.
- Develop a methodology to track and assess the post-graduation experience of undergraduate and graduate/professional students, for example, surveys of job placement or employer satisfaction.
- Add data on entrance examination trends for graduate and professional programs, e.g., law.
- Refine and expand information on graduation rates of students at all levels.
- Develop a methodology to track and assess nursing program transfer patterns (associate to RN, BSN).
- Add measures on the satisfaction and post-graduation experience of medical students (AAMC or TMA survey data).



## 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 1999-2003

Table II-1

**Total U. T. System Research and Research-Related Expenses  
1999-2003**

(\$ in millions)

	FY 99	FY 00	FY 01	FY 02	FY 03
Academic	\$ 331.2	\$ 368.3	\$ 405.1	\$ 459.8	\$ 480.9
Health-Related	594.1	675.9	758.7	896.8	969.4
<b>Total</b>	<b>\$925.3</b>	<b>\$1,044.2</b>	<b>\$1,163.8</b>	<b>\$1,356.6</b>	<b>\$1,450.3</b>

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

- In 2003, U. T. System health-related and academic institutions together generated research and research-related expenses totaling over \$1.45 billion. In the four-year period between FY 1999 and 2003, this total has increased by 57 percent, and reflects an average annual increase of 14.2 percent.
- Health-related institutions generate approximately two-thirds of total U. T. System research and research-related expenses.

Figure II-1

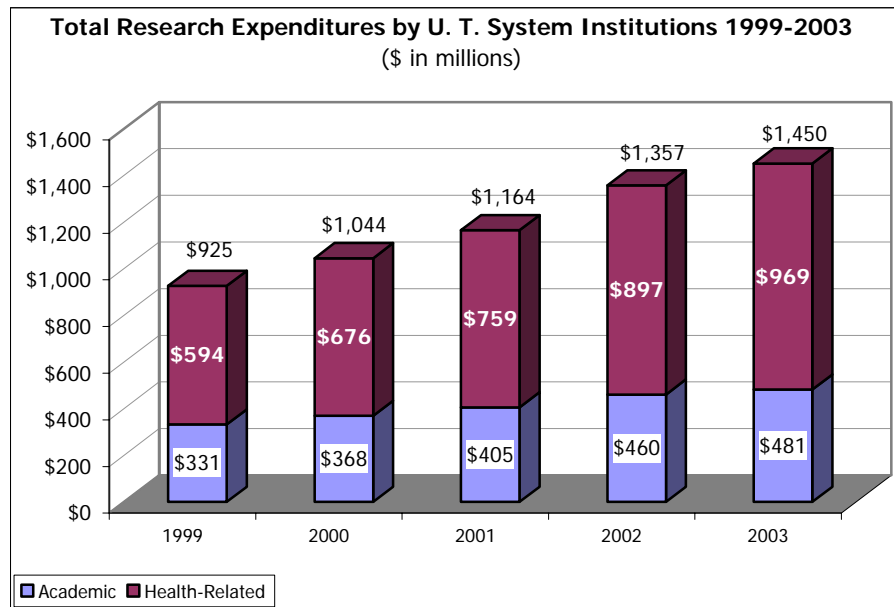
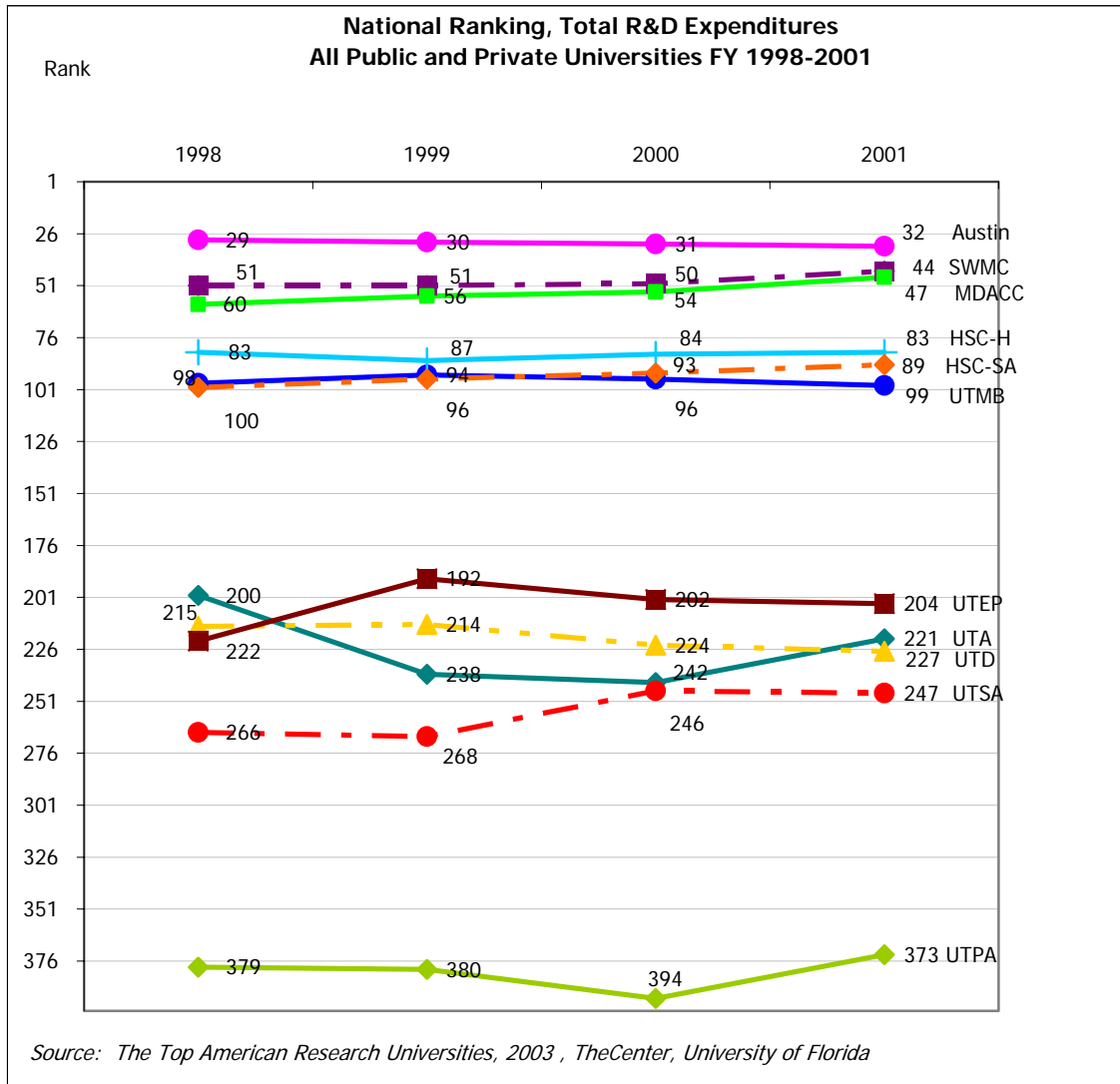




Figure II-2



- 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, covers the period FY 1998 to FY 2001, and included 625 public and private research universities.
- For the period FY 1998 to FY 2001, the total R&D expenditures of three U. T. System institutions (Austin, Southwestern Medical Center, and 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 (Health Science Center-Houston, Health Science Center-San Antonio, and Medical Branch at Galveston).
- Four U. T. System academic institutions (El Paso, Arlington, Dallas, and San Antonio) have been in the top 204 to 247; and one (Pan American) has been in the top 375.

## II. Teaching, Research, and Health Care Excellence: U. T. Academic Institutions

### Academic Institution Research Funding Trends 1999-2003

- In 2003, U. T. academic institutions' research and research-related expenditures totaled \$480.9 million, a 4.6 percent increase over the previous year. Between 1999 and 2003, research and research-related expenditures have averaged an 11.3 percent annual increase.
- Among Texas institutions, U. T. Austin ranks second in research and development expenditures. In 2002, U. T. academic institutions' expenditures comprised 23 percent of the total of Texas public institution research and research-related expenditures in 2002 of \$2.044 billion.

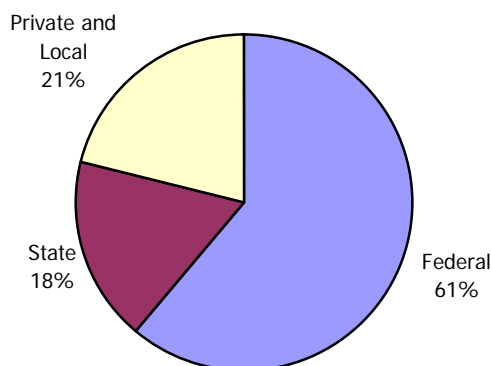
Table II-2

Sponsored (Externally Funded) Research Expenditures by Source 2003					
U. T. Academic Institutions					
	Federal	State	Private	Local	Total
Arlington	\$ 7,993,576	\$ 12,556,981	\$ 2,645,986	\$ 118,395	\$ 23,314,938
Austin	240,537,689	50,660,045	53,628,387	31,577,530	376,403,651
Brownsville	1,011,353	--	293,490	253,463	1,558,306
Dallas	14,432,841	10,547,623	5,806,908	1,759,769	32,547,141
El Paso	17,022,000	7,857,281	1,674,207	1,293,664	27,847,152
Pan American	1,895,223	1,094,378	175,519	28,299	3,193,419
Permian Basin	166,777	661,768	35,837	253,802	1,118,184
San Antonio	10,049,314	3,057,841	978,205	462,372	14,547,732
Tyler	174,362	141,650	89,655	5,608	411,275
<b>Total</b>	<b>\$293,283,135</b>	<b>\$ 86,577,567</b>	<b>\$ 65,328,194</b>	<b>\$35,752,902</b>	<b>\$480,941,798</b>

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

Figure II-3

#### Sources of Research Support 2003



- The federal government provides the majority of research and research-related funding – 61 percent.
- Private and local sources together provide the next largest proportion – 21 percent.
- Eighteen percent of research funds expended in 2003 came from state sources.

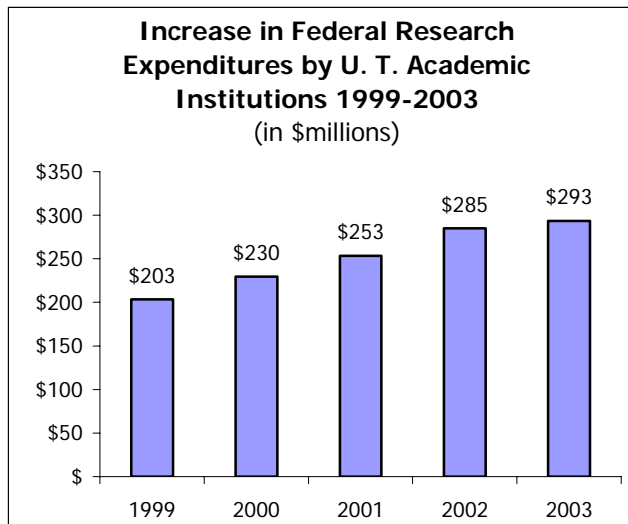
**Table II-3**

**Federal Research Expenditures by U. T. Academic Institutions**

	FY 99	FY 00	FY 01	FY 02	FY 03	% Change FY 02-03	% Change FY 99-03
Arlington	\$ 6,289,004	\$ 5,242,897	\$ 9,224,210	\$ 7,923,657	\$ 7,993,576	0.9%	27.1%
Austin	159,245,664	185,190,446	202,440,085	235,436,101	240,537,689	2.2	51.0
Brownsville	21,857	241,980	602,856	896,646	1,011,353	12.8	4,527.1
Dallas	7,192,600	7,049,617	8,781,295	11,815,490	14,432,841	22.2	100.7
El Paso	23,871,117	22,972,030	22,872,682	19,796,441	17,022,000	-14.0	-28.7
Pan American	1,077,255	1,149,325	1,324,426	1,394,780	1,895,223	35.9	75.9
Permian Basin	155,219	233,075	147,629	138,194	166,777	20.7	7.4
San Antonio	5,480,519	7,421,650	8,032,790	7,641,990	10,049,314	31.5	83.4
Tyler	22,519	63,307	66,827	67,617	174,362	157.9	674.3
<b>Total</b>	<b>\$203,355,754</b>	<b>\$229,564,327</b>	<b>\$253,492,800</b>	<b>\$285,110,916</b>	<b>\$293,283,135</b>	<b>2.9%</b>	<b>44.2%</b>

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

**Figure II-4**



- The federal government provides the largest proportion (61 percent) of research and research-related funding to academic institutions.
- Between 1999 and 2003, federal research expenditures for all academic institutions increased by 44.2 percent.
- Continued increases in these funds are critical to the success of the academic institutions in the U. T. System.

Table II-4

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

	FY 00			FY 02		
	Sponsored Research Funds	Appropriated Research Funds	Percent Approp. Research	Sponsored Research Funds	Appropriated Research Funds	Percent Approp. Research
Arlington	\$ 14,552,315	\$ 1,825,604	13%	\$ 21,072,964	\$ 2,561,199	12%
Austin	295,901,287	12,119,570	4	366,355,359	12,630,501	3
Brownsville	299,359	63,097	21	1,286,638	0	0
Dallas	15,923,269	1,516,610	10	27,444,057	1,702,442	6
El Paso	27,784,046	381,069	1	27,328,772	424,756	2
Pan American	2,175,562	400,157	18	2,605,758	218,331	8
Permian Basin	811,973	0	0	980,905	175,000	18
San Antonio	10,613,082	109,800	1	12,402,017	98,000	1
Tyler	210,747	0	0	375,821	0	0
<b>Total</b>	<b>\$368,271,640</b>	<b>\$16,415,907</b>	<b>4%</b>	<b>\$459,852,291</b>	<b>\$17,810,229</b>	<b>4%</b>

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

- Research funds are appropriated in the first year of each biennium. This measure reflects just the most recent two biennial cycles.
- This measure compares state appropriations for research with each institution's total sponsored research funding. State appropriations for research represent a comparatively small, but important, source of support at each institution, averaging four percent for academic institutions.

**Faculty Holding Extramural Grants**

- The number and percentage of faculty holding grants provides another measure of productivity which emphasizes success in obtaining an award, rather than the size of the award (Table II-5, next page). This is relevant particularly in humanities, arts, and some social sciences, where the number and size of grants is 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 principle investigators, or as co-investigators. This productivity is reflected in the "total number of grants" rows.

Table II-5

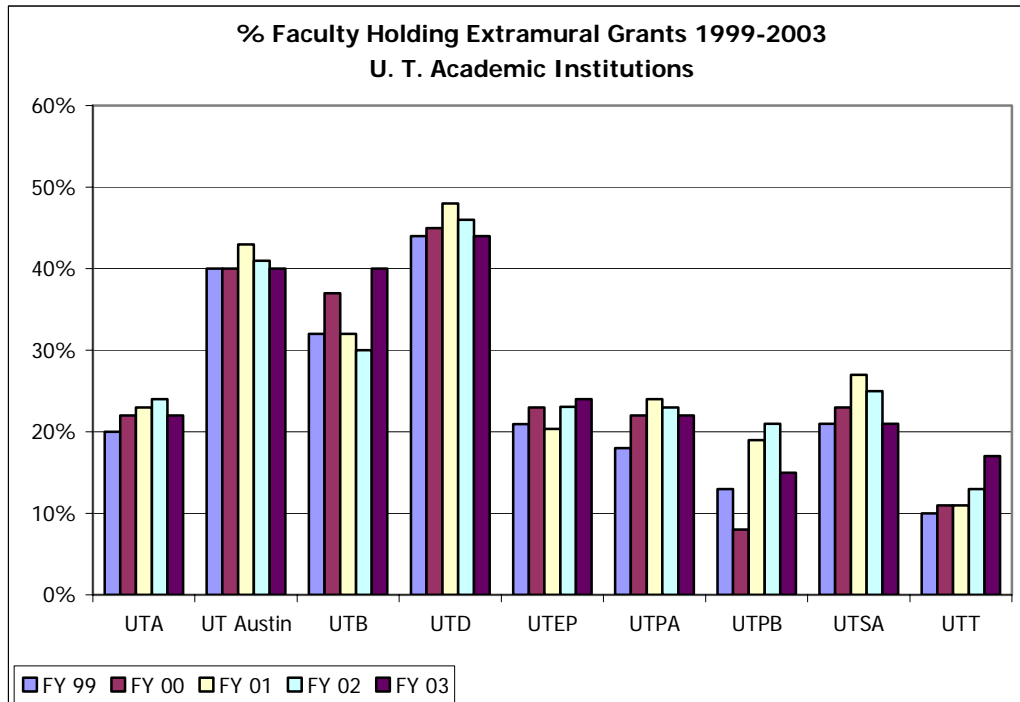
Faculty Holding Extramural Grants – U. T. Academic Institutions

		FY 99	FY 00	FY 01	FY 02	FY 03
Arlington	# grants	159	168	164	210	183
	# T/TT faculty holding grants	96	106	105	114	108
	# FTE T/TT faculty	491	482	463	476	482
	% T/TT faculty holding grants	20%	22%	23%	24%	22%
Austin	# grants	2,210	2,336	2,332	2,285	2,476
	# T/TT faculty holding grants	644	620	640	630	649
	# FTE T/TT faculty	1,619	1,547	1,506	1,551	1,608
	% T/TT faculty holding grants	40%	40%	42%	41%	40%
Brownsville	# grants	19	26	34	36	47
	# T/TT faculty holding grants	19	26	34	36	47
	# FTE T/TT faculty	59	70	107	119	119
	% T/TT faculty holding grants	32%	37%	32%	30%	39%
Dallas	# grants	171	185	246	212	218
	# T/TT faculty holding grants	102	109	121	111	112
	# FTE T/TT faculty	234	240	250	242	254
	% T/TT faculty holding grants	44%	45%	48%	46%	44%
El Paso	# grants	252	264	229	244	180
	# T/TT faculty holding grants	83	86	77	89	97
	# FTE T/TT faculty	397	374	378	386	404
	% T/TT faculty holding grants	21%	23%	20%	23%	24%
Pan American	# grants	97	117	131	132	130
	# T/TT faculty holding grants	52	60	67	71	73
	# FTE T/TT faculty	285	270	282	312	332
	% T/TT faculty holding grants	18%	22%	24%	23%	22%
Permian Basin	# grants	8	8	19	28	15
	# T/TT faculty holding grants	8	5	13	15	11
	# FTE T/TT faculty	60	64	67	72	74
	% T/TT faculty holding grants	13%	8%	19%	21%	15%
San Antonio	# grants	122	164	162	202	156
	# T/TT faculty holding grants	56	66	75	83	86
	# FTE T/TT faculty	271	287	281	338	403
	% T/TT faculty holding grants	21%	23%	27%	25%	21%
Tyler	# grants	21	19	22	29	39
	# T/TT faculty holding grants	12	13	14	17	25
	# FTE T/TT faculty	119	120	126	133	146
	% T/TT faculty holding grants	10%	11%	11%	13%	17%

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

- For some institutions, including U. T. Arlington, U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. Tyler, the proportion of faculty holding grants has increased gradually over the past five years.
- For others, the proportion increased through FY 2000-01, and then decreased roughly to the FY 1999 level.

Figure II-5



## Research Expenditures per FTE Faculty — Academic Institutions

- The ratio of research and research-related expenditures to FTE faculty largely reflects the size of each campus.
- Within that context, this measure also serves as a general indicator of research productivity for each institution.

Table II-6

### Sponsored Research Expenditures per FTE Tenure/Tenure-Track Faculty — U. T. Academic Institutions FY 1999 -2003

	FY 99			FY 00			FY 01		
	Sponsored Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Sponsored Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Sponsored Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
Arlington	\$ 13,589,868	491	\$ 27,678	\$ 14,552,315	482	\$ 30,192	\$ 19,966,034	463	\$ 43,123
Austin	265,121,992	1,619	163,757	295,901,287	1,547	191,274	321,580,736	1,506	213,533
Brownsville	56,104	59	951	299,359	70	4,277	635,365	107	5,938
Dallas	13,676,687	234	58,447	15,923,269	240	66,347	18,531,582	250	74,126
El Paso	27,754,726	397	69,911	27,784,046	374	74,289	29,003,608	378	76,729
Pan American	2,296,623	285	8,058	2,175,562	270	8,058	2,601,598	282	9,226
Permian Basin	752,051	60	12,534	811,973	64	12,687	737,853	67	11,013
San Antonio	7,914,116	271	29,203	10,613,082	287	36,979	11,751,323	281	41,820
Tyler	88,011	119	740	210,747	120	1,756	342,206	126	2,716

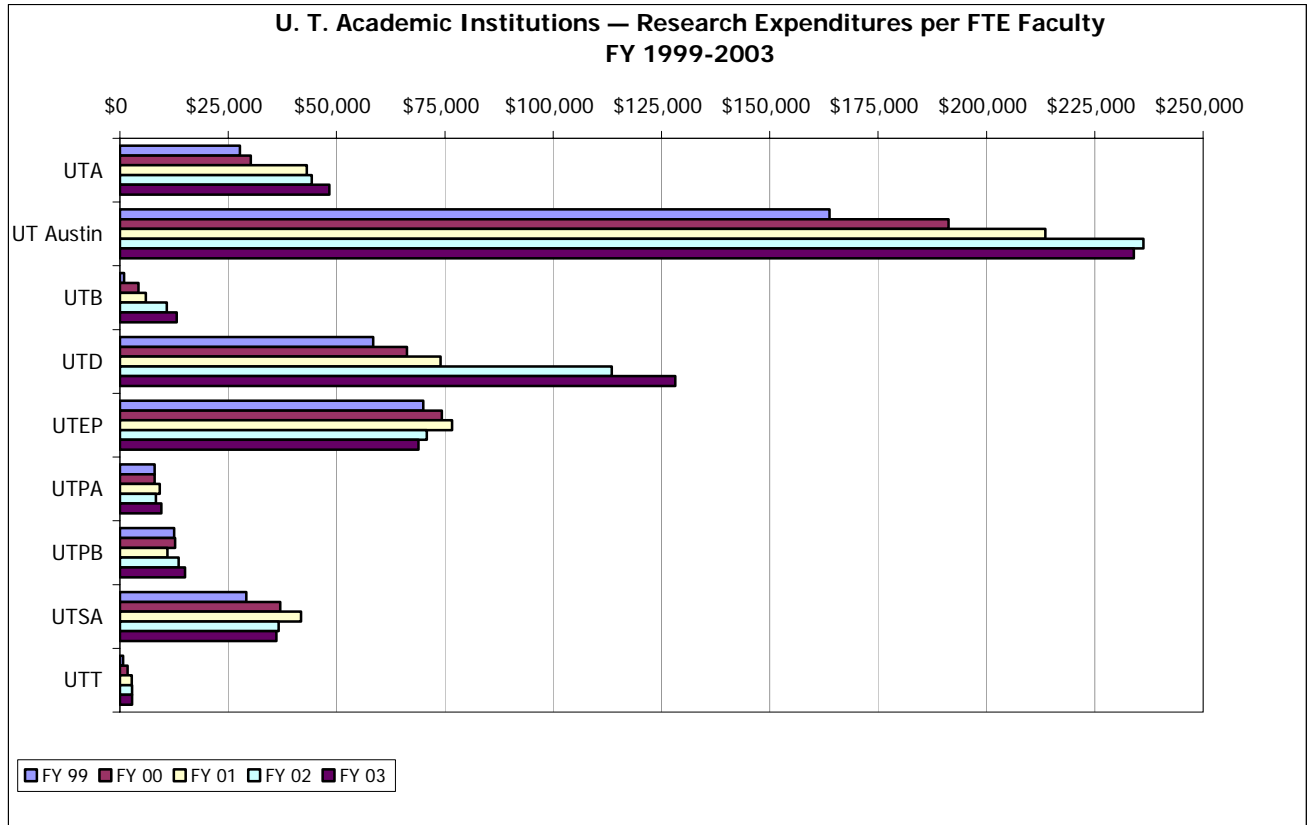
  

	FY 02			FY 03		
	Sponsored Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty	Sponsored Research Expenditures	FTE T/TT Faculty	Ratio Exp Amt/ FTE T/TT Faculty
Arlington	\$ 21,072,964	476	\$ 44,271	\$ 23,314,938	482	\$ 48,371
Austin	366,355,359	1,551	236,206	376,403,651	1,608	234,082
Brownsville	1,286,638	119	10,812	1,558,306	119	13,095
Dallas	27,444,057	242	113,405	32,547,141	254	128,138
El Paso	27,328,772	386	70,800	27,847,152	404	68,929
Pan American	2,605,758	312	8,352	3,193,419	332	9,619
Permian Basin	980,905	72	13,624	1,118,184	74	15,111
San Antonio	12,402,017	338	36,692	14,547,732	403	36,099
Tyler	375,821	133	2,826	411,275	146	2,817

Source: Sponsored Research Expenditures from 1999-2003 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.

- Over the past five years, this ratio has increased at most academic institutions, with greater proportionate growth at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. San Antonio, and U. T. Tyler.

Figure II-6





## Private Funding

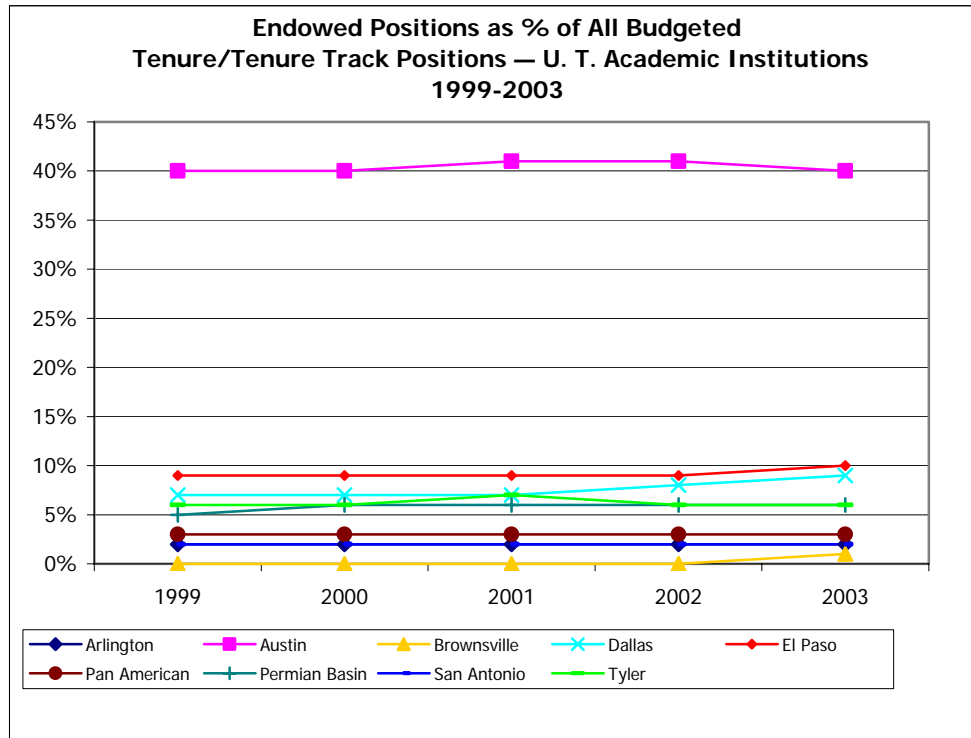
Table II-7

Endowed Faculty Positions – U. T. Academic Institutions		FY 99	FY 00	FY 01	FY 02	FY 03
Arlington	Total Budgeted Endowed Professorships and Chairs	10	10	10	12	12
	Number Filled	6	5	5	7	7
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	2%	2%	2%	2%	2%
Austin	Total Budgeted Endowed Professorships and Chairs	697	705	715	725	731
	Number Filled	511	510	540	565	590
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	40%	40%	41%	41%	40%
Brownsville	Total Budgeted Endowed Professorships and Chairs	--	--	--	--	3
	Number Filled	--	--	--	--	2
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	--	--	--	--	1%
Dallas	Total Budgeted Endowed Professorships and Chairs	20	20	20	23	29
	Number Filled	20	20	20	23	29
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	7%	7%	7%	8%	9%
El Paso	Total Budgeted Endowed Professorships and Chairs	37	37	38	38	44
	Number Filled	29	31	29	26	38
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	9%	9%	9%	9%	10%
Pan American	Total Budgeted Endowed Professorships and Chairs	8	8	8	8	8
	Number Filled	2	2	2	2	2
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	3%	3%	3%	3%	3%
Permian Basin	Total Budgeted Endowed Professorships and Chairs	4	5	5	5	5
	Number Filled	4	4	5	5	4
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	5%	6%	6%	6%	6%
San Antonio	Total Budgeted Endowed Professorships and Chairs	8	8	9	10	11
	Number Filled	6	7	6	6	6
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	2%	2%	2%	2%	2%
Tyler	Total Budgeted Endowed Professorships and Chairs	7	8	9	9	9
	Number Filled	7	6	6	7	7
	% of Total Budgeted Tenure/Tenure-Track Positions Endowed	6%	6%	7%	6%	6%

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.
- Over the period FY 1999-2003, U. T. institutions have increased the number of endowed positions by an average of 21 percent.
- These endowments reflect the specific fundraising environment for each institution, which are influenced by local and regional economic conditions.
- With the addition of U. T. Brownsville's three positions in 2003, every U. T. institution now has endowed positions.
- 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, 2003.

Table II-8

**Cumulative Honors – U. T. Academic Institutions**

	Total	UTA	UT Austin	UTD
Nobel Prize	3		2	1
Pulitzer Prize	1		1	
National Academy of Sciences	19		17	2
National Academy of Engineering	45		44	1
American Academy of Arts and Sciences	35		34	1
American Law Institute	23		23	
American Academy of Nursing	22	9	13	

*Source: U. T. System Academic Institutions*

- Faculty at U. T. academic institutions receive many other prestigious awards, honors, prizes, and professional recognitions. Additional information on specific honors is available upon request from individual institutions.
- Noteworthy awards received in 2002-2003 are listed below.

**Table II-9**  
**Faculty Awards Received in 2002-03 – U. T. Academic Institutions**

	UTA	UT Austin	UTD	UTEP	UTPA	UTPB	UTT
National Academy of Sciences			1				
National Academy of Engineering		1	2				
American Academy of Arts & Sciences		3					
American Academy of Nursing	4						
American Council of Learned Societies Fellows		2					
Cottrell Scholars							
Fulbright American Scholars	1	4			1		
Getty Scholars in Residence							
Guggenheim Fellows		1					
National Institutes of Health (NIH) MERIT		1					
Outstanding Investigator Awards		4					
NSF CAREER awards (excluding those who are also PECASE winners)		1	1	2			
Sloan Research Fellows	1	3					
Charles Coolidge Marketing Research Award, Assn. For Logic Programming Exec. Comm.			1				
Spinu Hanet Mathematics Prize			1				
Romanian Academy of Sciences			1				
American Society of Mechanical Engineers	1						
NEH Summer Stipend	1						
Fellow, American Assn of Colleges of Nursing Leadership for Academic Nursing							1
2002, 2003 Outstanding Educator Award American Accounting Association, Southwest Region,							1
2003 Outstanding Educator Award, Academy of Management, Southwest Region						1	

*Source: U. T. System Academic Institutions*

## Technology Transfer – System Overview

**Table II-10**

<b>Aggregate U. T. System Technology Transfer</b>									
Total New Invention Disclosures		Total Patents Issued		Total Licenses & Options Executed		Public Start-up Companies Formed		Total Net Revenue Received from Intellectual Property*	
2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
455	474	99	101	109	97	18	16	\$13,751,680	\$13,762,204

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

- According to the U.S. Patent and Trademark Office, when academic and health-related institution patents are combined, in 2001 the U. T. System ranked fourth in number of patents issued (89), and fifth in 2002 (93). The University of California System topped the list with 402 in 2001 and 431 in 2002 [Goldie Blumenstyk, "U. of California Again Tops the List of Universities Awarded the Most Patents," *Chronicle of Higher Education*, March 18, 2003].

**Table II-11**

	<b>Patents Issued by U.S. Patent and Trademark Office Top-Ranked Universities</b>			
	2001		2002	
	Rank	# Patents	Rank	# Patents
University of California	1	402	1	431
Massachusetts Institute of Technology	2	125	2	135
California Institute of Technology	3	124	3	109
Stanford University	5	84	4	104
<b>University of Texas System</b>	<b>4</b>	<b>89</b>	<b>5</b>	<b>93</b>
Johns Hopkins University	6	80	6	81
University of Wisconsin System	7	73	6	81
State University of New York System	17	41	8	55
Pennsylvania State University system	11	52	9	50
Michigan State University	18	39	10	49

*Source: Chronicle of Higher Education, March 18, 2003, downloaded 9.28.03.*

## Technology Transfer 2001 and 2002 – U. T. Academic Institutions

Table II-12

### Technology Transfer 2001 and 2002 – U. T. Academic Institutions

	Number of New Invention Disclosures		Number of Patents Issued		Number of Licenses & Options Executed		Public Start-up Companies Formed		Net Revenue Received from Intellectual Property*	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Arlington	5	11	3	2	1	1	0	1	(\$ 36,647)	(\$ 29,176)
Austin	85	83	20	21	34	24	11	4	1,592,334	3,220,664
Dallas	16	12	5	5	6	0	0	0	(38,446)	(468,729)
El Paso	7	10	0	0	1	0	0	0	(77,340)	(85,470)
<b>Total</b>	<b>113</b>	<b>116</b>	<b>28</b>	<b>28</b>	<b>42</b>	<b>25</b>	<b>11</b>	<b>5</b>	<b>\$1,439,901</b>	<b>\$2,637,289</b>

**Academic Institutions**

\*Revenues received from intellectual property minus direct expenditures

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey (conducted every two years)

- 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.
- Net revenue from intellectual property more than doubled at U. T. Austin between 2001 and 2002. Austin was among the top five institutions signing exclusive license agreements in Texas in FY 2002 [Texas Higher Education Coordinating Board, Technology Development and Transfer, FY 2002 (November 2002) <http://www.theccb.state.tx.us/research/>].
- However, the pace of technology transfer has been comparatively slow over the past two years due to a combination of factors including the 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 (pp. II-22, 23), are expected to help reverse this trend.
- Other U. T. academic institutions, like U. T. El Paso, are in earlier stages of building technology transfer and commercialization programs, and investments in developing the necessary infrastructure will exceed revenues generated temporarily.

**Faculty Headcount – U. T. Academic Institutions**

**Table II-13**

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

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Arlington	557	535	525	524
Austin	1,803	1,800	1,833	1,904
Brownsville	194	179	166	178
Dallas	264	279	284	294
El Paso	412	410	426	437
Pan American	317	315	325	351
Permian Basin	74	76	78	80
San Antonio	389	404	421	450
Tyler	125	131	138	150

Source: U. T. System Key Statistical Report 2003, data as reported to THECB

**Table II-14**

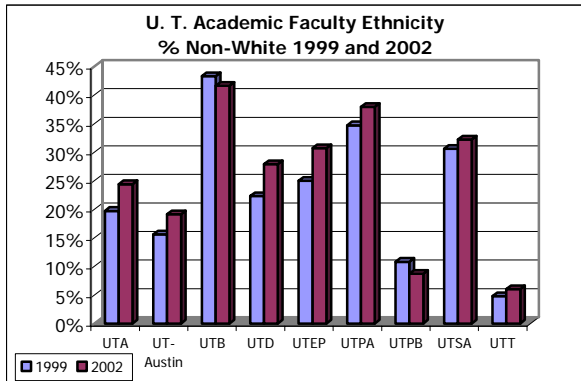
**Faculty Headcount: All Instructional Ranks\***

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Arlington	1,180	1,192	1,216	1,255
Austin	3,168	3,265	3,308	3,418
Brownsville	454	449	300	357
Dallas	576	594	655	700
El Paso	862	867	923	956
Pan American	685	739	628	667
Permian Basin	137	150	139	158
San Antonio	904	947	999	1,089
Tyler	274	257	285	302

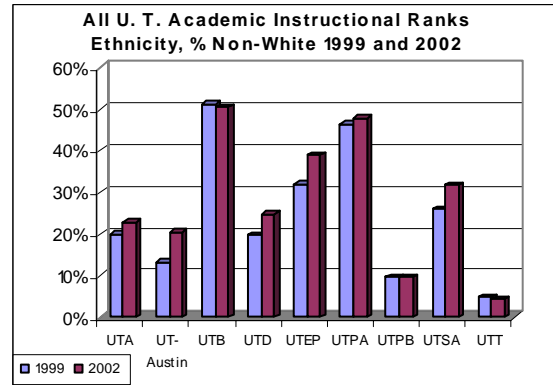
\*All Ranks includes Professors, Assistant Professors, Instructors, Lecturers, Teaching Assistants, Visiting Teachers, and Special, Adjunct, and Emeritus faculty at the institution.

Source: U. T. System Key Statistical Report 2003; data as reported to THECB

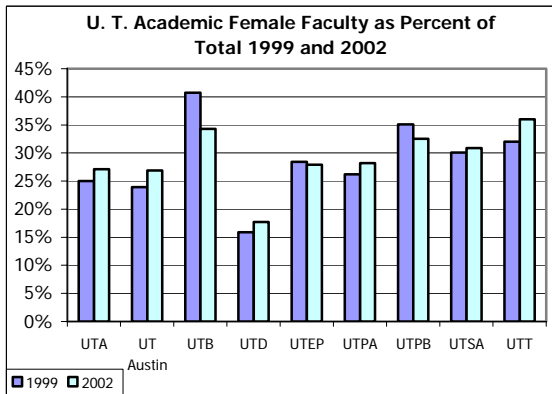
**Figure II-8**



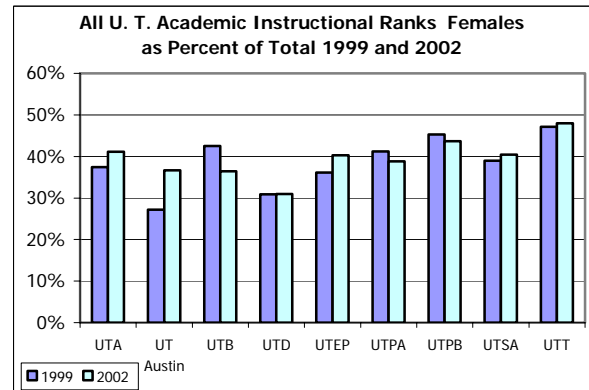
**Figure II-9**



**Figure II-10**



**Figure II-11**



**Staff Headcount**

**Table II-15**

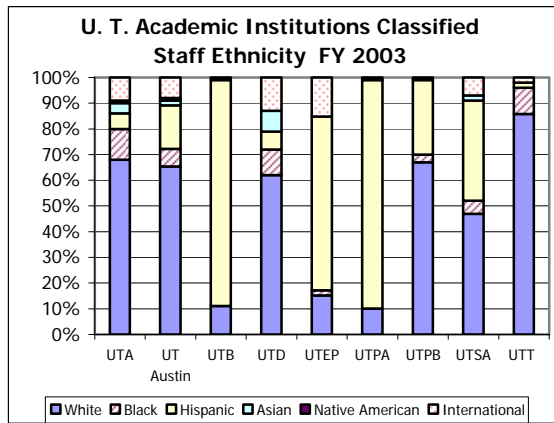
**Classified and Non-Classified Staff Headcount – U. T. Academic Institutions\***

	Total	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Arlington	Classified	1,485	1,424	1,251	1,249	1,273
	Non-Classified	1,970	2,067	1,990	2,012	2,247
Austin	Classified	7,792	7,687	7,613	7,938	8,071
	Non-Classified	10,336	10,680	10,990	11,302	11,551
Brownsville	Classified	344	356	395	415	444
	Non-Classified	673	678	668	867	795
Dallas	Classified	1,024	1,056	1,037	1,232	1,270
	Non-Classified	875	955	1,146	1,199	1,238
El Paso	Classified	1,005	994	990	1,036	1,053
	Non-Classified	1,953	2,032	2,056	2,218	2,314
Pan American	Classified	641	686	682	789	810
	Non-Classified	1,423	1,516	1,573	1,595	1,720
Permian Basin	Classified	136	146	144	144	159
	Non-Classified	175	174	200	216	249
San Antonio	Classified	1,254	1,286	1,361	1,421	1,469
	Non-Classified	969	955	998	1,106	1,203
Tyler	Classified	312	196	213	225	231
	Non-Classified	58	164	172	221	293

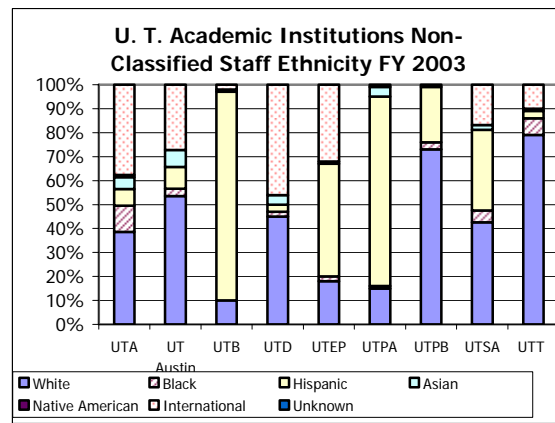
\* Non-classified staff include administrative and professional staff, excluding faculty. Classified staff includes positions which do not entail significant instructional or administrative responsibilities.

Source: U. T. System Office of Human Resources

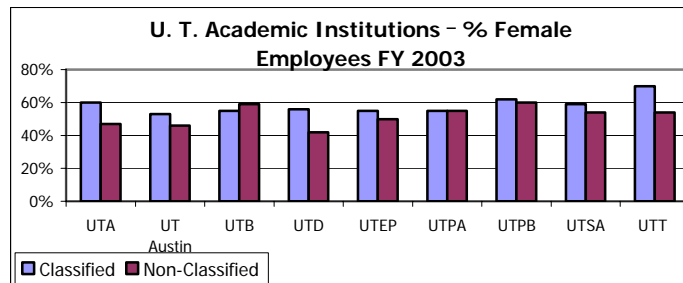
**Figure II-12**



**Figure II-13**



**Figure II-14**



## Student/Faculty Ratios

**Table II-16**

**FTE Student / FTE Faculty Ratio – U. T. Academic Institutions**

		AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Arlington	FTE Students	13,395	13,714	14,386	15,322	17,160
	FTE Faculty	708	720	722	752	782
	Ratio	19 to 1	19 to 1	20 to 1	20 to 1	22 to 1
Austin	FTE Students	41,724	41,688	42,772	43,629	45,700
	FTE Faculty	2,129	2,048	2,035	2,101	2,167
	Ratio	20 to 1	20 to 1	21 to 1	21 to 1	21 to 1
Brownsville	FTE Students	5,267	5,765	5,866	5,912	6,354
	FTE Faculty	141	147	161	162	161
	Ratio	37 to 1	39 to 1	36 to 1	36 to 1	39 to 1
Dallas	FTE Students	6,265	6,681	7,404	8,507	9,192
	FTE Faculty	348	358	374	380	424
	Ratio	18 to 1	19 to 1	20 to 1	22 to 1	22 to 1
El Paso	FTE Students	10,767	10,863	11,270	12,087	12,816
	FTE Faculty	588	592	618	651	678
	Ratio	18 to 1	18 to 1	18 to 1	19 to 1	19 to 1
Pan American	FTE Students	8,901	9,133	9,179	9,821	10,521
	FTE Faculty	457	452	470	476	511
	Ratio	19 to 1	20 to 1	20 to 1	21 to 1	21 to 1
Permian Basin	FTE Students	1,483	1,500	1,554	1,637	1,847
	FTE Faculty	90	90	92	99	106
	Ratio	16 to 1	17 to 1	17 to 1	17 to 1	17 to 1
San Antonio	FTE Students	12,859	13,054	13,274	14,264	15,934
	FTE Faculty	521	532	529	594	660
	Ratio	25 to 1	25 to 1	25 to 1	24 to 1	24 to 1
Tyler	FTE Students	2,149	2,172	2,316	2,502	2,862
	FTE Faculty	191	191	194	204	218
	Ratio	11 to 1	11 to 1	12 to 1	12 to 1	13 to 1

\*Includes students who matriculate through Texas Southmost College

\*\*Includes faculty in Master Technical Instructor ranks

*Source: Texas Higher Education Coordinating Board*

- 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 ratio of FTE students to FTE faculty has increased slightly at eight institutions, as the number of students has increased at a faster pace than the number of faculty.
- The ratio of FTE students to FTE faculty has remained nearly constant at U. T. Permian Basin, and has declined slightly at U. T. San Antonio.
- 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.



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

Table II-17

Faculty Teaching Lower Division Semester Credit Hours – U. T. Academic Institutions						
	Faculty Rank	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03
Arlington	Tenure/Tenure-Track	49.7%	43.6%	40.0%	40.3%	36.8%
	Professional	37.3	46.6	49.1	51.2	53.8
Austin	Tenure/Tenure-Track	52.5	50.4	48.2	46.0	45.6
	Professional	28.1	31.4	32.3	35.2	36.2
Brownsville	Tenure/Tenure-Track	67.8	64.9	64.7	71.0	64.4
	Professional	32.2	35.1	35.3	29.0	35.6
Dallas	Tenure/Tenure-Track	35.3	38.6	35.6	33.3	29.8
	Professional	58.9	56.7	60.4	63.1	65.9
El Paso	Tenure/Tenure-Track	52.9	48.3	47.7	40.1	39.3
	Professional	44.9	47.7	48.6	54.6	55.9
Pan American	Tenure/Tenure-Track	48.7	48.2	45.8	46.6	45.4
	Professional	43.7	45.5	51.9	48.8	52.3
Permian Basin	Tenure/Tenure-Track	65.2	68.1	64.2	67.8	51.2
	Professional	33.7	30.6	32.8	31.6	46.9
San Antonio	Tenure/Tenure-Track	32.5	38.4	44.1	44.4	45.6
	Professional	64.5	59.6	53.1	53.9	52.4
Tyler	Tenure/Tenure-Track	46.6	70.9	73.9	66.3	71.5
	Professional	53.4	29.1	26.1	33.7	26.9

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.
- 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.
- 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.

## Training Postdoctoral Fellows

**Table II-18**

**Postdoctoral Fellows – U. T. Academic Institutions**

	FY 99	FY 00	FY 01	FY 02	FY 03
Arlington	16	19	25	25	30
Austin	246	246	213	207	233
Brownsville	0	0	0	1	6
Dallas	29	41	41	49	39
El Paso	4	6	3	2	7
Permian Basin	0	0	0	1	2
San Antonio	4	6	11	15	19

*Source: U. T. System Academic Institutions*

- The number of postdoctoral fellows at an institution is a measure of the size and growth of its advanced research programs. These numbers are indicative of the service U. T. academic institutions provide in preparing researchers who are likely to make the discoveries that advance fields in the future.
- Postdoctoral fellowships are typically funded by public grants or private gifts, so these positions also demonstrate the impact of an institution's success in obtaining external funding to support its research programs.
- Reflecting a growing emphasis on research at U. T. academic institutions, the number of postdoctoral fellows has increased over the past five years, except at U. T. Austin.
- Postdoctoral fellows have nearly doubled at U. T. Arlington and U. T. El Paso, increased six-fold at U. T. Brownsville, increased by one-third at U. T. Dallas, and increased nearly five times at U. T. San Antonio.

## Examples of Externally Funded Research Collaborations

- The U. T. System has made it a high priority to increase the research collaborations among U. T. institutions as well as organizations outside of U. T.
- 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. research is very large. Below are examples from each institution of current and high priority collaborative research projects.
- Additional information about these collaborations is available on the U. T. System's collaborations web site, at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

**Table II-19**

<b>Examples of Research Collaborations – U. T. Academic Institutions</b>		
	<b>Purpose and Outcomes</b>	<b>Collaborators</b>
U. T. Arlington		
<b>Texas Institute for Intelligent Bio-Nano Materials and Structure for Aerospace Vehicles</b>	Research on materials for the next generation of aerospace vehicles, producing new ultra light, ultra strong composite materials.	National Aeronautics and Space Administration, collaborative effort among Prairie View A&M University, Rice University, Texas A&M University, Texas Southern University, University of Houston
<b>Strategic Partnership for Research in Nanotechnology</b>	Fosters nanotechnology-based education and research, and university/industry technology transfer in Texas.	UT Arlington, UT Austin, UT Dallas, and Rice University
<b>Experimental High Energy Physics</b>	To design, install, and operate 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 Laboratory
U. T. Austin		
<b>Countermeasures to Biological and Chemical Threats</b>	Develops human and material resources to counter Biological/Chemical threats and Bioterrorism; to develop sensors to biological threat agents; to develop vaccines; to establish an archival data set of diseases in Texas; to conduct surveillance in real time of patients entering emergency medical facilities.	UT System campuses, Texas Department of Health, Civil Support Team, Office of Emergency Management
<b>Strategic Partnership for Research in Nanotechnology</b>	Promotes nanotechnology research and scholarly publications, workshops, patents and technology licenses, undergraduate courses, and graduate student education.	Rice University, UT Dallas, UT Arlington
<b>Education and Group Support for Diabetic Hispanics</b>	Tests behavioral interventions designed for Mexican Americans in order to overcome genetic predisposition for diabetes in this high-risk population.	UT Health Science Center–Houston School of Public Health
<b>Armenia ICT Master Strategy Development</b>	IC2 is working with SETA Corporation and the Armenian government to create an ICT master strategy for the nation.	Government of Armenia (Armenian Development Agency and ICT Secretariat), SETA Corporation
U. T. Brownsville		
<b>LIGO Scientific Collaboration</b>	Provides an international collaboration of relativistic astrophysics and scientists from several universities and laboratories to study gravitational waves of cosmological origin.	Universities and laboratories in Japan, Germany, Italy, England, Australia, and U.S.

U. T. Dallas		
<b>Strategic Partnership for Research in Nanotechnology</b>	See Austin listing, above.	Rice University, UT Dallas, UT Austin
<b>fMRI Brain Mapping</b>	Conducts brain mapping research; to seek federal and private funding for a research-dedicated fMRI machine; to develop new treatments of mental disorders and brain diseases.	UT Southwestern Medical Center
<b>Cochlear Implant Program</b>	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
U. T. El Paso		
<b>ITR Collaborative Research</b>	A research project to create a cyber-infrastructure for the geosciences to share interdisciplinary datasets to understand earth systems.	Rice University, University of Utah, NSF
<b>Community-Based Participatory Research in Environmental Health</b>	Collaborative effort to study lead levels in children in a bi-national setting.	Texas Tech Health Sciences Center, FEMAP, Center for Border Health Research, NIEHS
<b>Southwest Border and Technology Collaboration Program: The Materials Corridor</b>	Research with Mexican and U.S. institutions to develop new materials and materials processes that support sustainable economic development using environmentally friendly energy efficient technologies.	University of Arizona, UC San Diego, Arizona State University, University of New Mexico, New Mexico Tech, U. of Houston, UC Riverside, University of Utah, U.S. Dept. of Energy, CONACYT
U. T. Pan American		
<b>Preparing Tomorrow's Teachers to Use Technology</b>	Increases the proficiency of teacher education faculty, mentor teachers, and pre-service teachers in the use of technology for teaching and learning.	Johns Hopkins University Center for Technology in Education (CTE)
<b>VaNTH Biomedical Engineering</b>	Develops learning modules for bioengineering based on effective learning theory	MIT, Vanderbilt University, Northwestern University, UT Austin, Harvard, UT San Antonio
<b>Advanced Process Technologies for Controlling Functional Nanostructures and Polymer/Nanotube Composites</b>	Investigates the composites for promising applications of nanotechnology such as photocells, photo detectors, electroluminescent displays, and EMI shielding.	Rice University
U. T. Permian Basin		
<b>EDA University Center</b>	Works with local governments and regional planning authorities on applied research to assist in economic development in the region; to increase economic activity in West Texas.	U.S. Economic Development Administration
<b>Center for Energy and Economic Diversification</b>	Research, training, and technology transfer activities on issues facing the region's primary industry, energy; to conduct research on bio-mass conversion into fuel, energy security, and alternative energy technologies and economics.	Welch Foundation, Advanced Technology Program—Coordinating Board

U. T. San Antonio		
<b>Latino Student Success</b>	Identifies programs and policies which benefit Hispanic students; to build a profile of these efforts for dissemination; to double the college graduation rate of Hispanic students across the country; to spotlight those universities whose practices should be emulated.	Hispanic Scholarship Foundation Institute, UT San Antonio, UT El Paso, CSU-Dominguez Hills, CSU-Los Angeles, City University of New York-Lehman College, City University of New York College of Technology, FIPSE, U.S. Department of Education
<b>Center for Infrastructure Assurance and Security</b>	Conducts current research in Biometrics, Intrusion Detection, Wireless Technologies, Steganography, Database and Data Mining to assist in new technologies and better processes for these types of technologies.	Air Force Research Labs and Air Intelligence Agency
<b>Center of Excellence in Biotechnology and Bioprocessing Education and Research</b>	Creation of a Center for Research and Education in various aspects of Bioprocessing and Biotechnology.	UTSA, Air Force, City of San Antonio
U. T. Tyler		
<b>Launching the Texas Engineering Education Pipeline: Deploying the Infinity Project Statewide</b>	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

## Examples of Educational Collaborations

- The U. T. System encourages educational collaborations among U. T. institutions as well as with organizations outside of U. T.
- 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.
- Additional information about these collaborations is available on the U. T. System's collaborations web site, at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

**Table II-20**

<b>Examples of Educational Collaborations – U. T. Academic Institutions</b>		
	<b>Purpose and Outcomes</b>	<b>Collaborators</b>
U. T. Arlington		
<b>The Texas TWO-STEP Projects</b>	Offers seamless transition pathways from high schools to community colleges and on to universities.	Dallas County Community College District, Tarrant County College District, Collin County Community College District
<b>Urban Collaborative for Educational Leadership</b>	Provides a graduate program variation specifically tailored to help urban school districts grow their own future school leaders from a more diverse pool of candidates.	UT Dallas, Dallas ISD, Richardson ISD
<b>UTA School of Social Work/West Texas A&amp;M University (WTAMU) Joint Degree Program</b>	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		
<b>DEFINE: Administrative Computing System</b>	Provides, improves, and maintains a computing system that provides payroll, procurement, human resources, budget, financial accounting, and management services for Texas institutions of higher education.	UT Arlington, UT Brownsville, UT El Paso
<b>UT System Digital Library (UTSDL)</b>	Expansion of existing services and programs; creates entirely new options for access to scholarly information for the UT System community, including distance learners.	UT System Administration
<b>Cooperative Pharmacy Program</b>	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
U. T. Brownsville		
<b>Physics Degree Collaboration</b>	Increases the number of students gaining access and graduating with a Master degree in Physics; increases significantly the number of Hispanics pursuing and obtaining an advanced degree in Physics.	UT Dallas, UT El Paso

U. T. Dallas		
<b>Alliance for Medical Management Education</b>	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
<b>Urban Collaborative for Educational Leadership</b>	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
<b>Computer Science/Electrical Engineering (CE/EE) OnLine Degree Program</b>	Provides telecommunications professionals with the ability to obtain a master's degree online.	UT Arlington, UT TeleCampus
U. T. El Paso		
<b>UTEP/UT-Austin Cooperative Pharmacy Program</b>	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
<b>Job-Embedded Model for Paraprofessionals</b>	Increasing the number of fully-certified teachers to help reduce the teacher shortage in the El Paso public schools; fulfills the "No Child Left Behind" legislative requirements for paraprofessionals.	El Paso Community College
<b>Career and Technology Education Program</b>	Designed to increase the pool of highly qualified career and technology education teachers for El Paso and other West Texas schools; participants may be post-baccalaureate or be experienced professionals with licensure in a trade or industrial area.	UTEP College of Education; El Paso school districts; Region 19; El Paso Community College
U. T. Pan American		
<b>Doctor of Philosophy in Nursing, Clinical Nurse Scientist</b>	Increasing the number of Ph.D.-trained nursing scientist faculty in the Rio Grande Valley.	UT Health Science Center-San Antonio
<b>Hispanic Pharmacy Center of Excellence (HCOE)</b>	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, UT Health Science Center-San Antonio, Health Resources and Services Administration
U. T. Permian Basin		
<b>Clinical Lab Sciences Bachelor's Degree to the Permian Basin</b>	Delivery of a B.S. degree in Clinical Lab Sciences via interactive television and web-based instruction; delivers a program where there is great need at a minimal cost.	UT Medical Branch at Galveston
<b>UT TeleCampus</b>	Delivery of one bachelor's and two master's programs to students throughout Texas and to sites throughout the world.	UT TeleCampus, UT Arlington, UT Tyler
<b>Regional College Collaborations</b>	Expanding higher educational opportunities for students throughout West Texas; to encourage growth in enrollments at UT Permian Basin and at partner institutions in West Texas and the State of Chihuahua, Mexico.	Western Texas College; Howard College; Angelo State University; Midland College; Odessa College; Sul Ross State University; Autonomous University of Chihuahua, Mexico; Odessa College

U. T. San Antonio		
<b>Ph.D. program in Biomedical Engineering</b>	Training for future scholars in the use of fundamental bioengineering approaches for the investigation biomedical quests associated with the diagnosis and treatment of human diseases.	UT Health Science Center-San Antonio
U. T. Tyler		
<b>MSN-Nurse Practitioner degree (Family, Pediatric, Geriatric)</b>	Increasing the number of advanced nurse practitioners in the region; to increase the quality of health care for residents of rural East Texas.	UT Health Center-Tyler, Texas Tech University Health Sciences Center School of Nursing
<b>Master of Science in Nursing (Psychiatric, Acute Care)</b>	Makes available specialty tracks not otherwise available.	UT Arlington, UT Health Center-Tyler
<b>Cooperative Doctoral Program in Educational Human Resource Development</b>	Encourages students in the East Texas area to pursue doctoral studies in the much-needed area of Human Resource Development.	Texas A&M University College Station
<b>Student Health Clinic</b>	Develop a health clinic for Tyler students, constructed by the Health Center-Tyler; it will provide training opportunities for nursing college practitioners	U. T. Health Center-Tyler



## Contextual Measure: Faculty Salary Trends

Table II-21

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

	FY 00	FY 01	FY 02	FY 03	Average annual % change
<b>Professor</b>					
Arlington	\$71,218	\$75,217	\$78,030	\$ 80,475	4.2%
Austin	88,922	94,286	98,838	103,157	5.1
Brownsville	54,520	56,812	58,771	59,984	3.2
Dallas	83,503	86,456	90,244	97,516	5.3
El Paso	65,298	67,855	73,133	75,139	4.8
Pan American	64,927	66,451	67,792	70,807	2.9
Permian Basin	64,314	65,532	65,918	69,375	2.6
San Antonio	70,086	72,701	79,785	85,104	6.7
Tyler	59,264	62,891	65,869	68,343	4.9
<b>Associate Professor</b>					
Arlington	\$52,145	\$55,091	\$57,277	\$60,165	5.1
Austin	58,369	60,670	63,502	65,913	4.7
Brownsville	49,322	50,970	52,551	54,584	4.0
Dallas	62,010	63,332	67,436	72,634	6.5
El Paso	49,509	51,468	56,391	57,690	2.7
Pan American	51,569	55,757	56,850	59,877	5.5
Permian Basin	48,093	49,698	52,034	53,121	5.2
San Antonio	54,463	56,991	62,753	66,385	4.5
Tyler	47,141	50,422	52,014	53,598	3.3
<b>Assistant Professor</b>					
Arlington	\$47,173	\$49,269	\$52,274	\$55,632	5.7
Austin	54,362	57,569	59,919	61,674	4.3
Brownsville	44,293	47,007	47,443	47,989	2.7
Dallas	63,063	67,561	74,716	74,351	5.7
El Paso	43,884	46,981	48,287	50,864	5.1
Pan American	44,790	47,060	48,214	51,357	4.7
Permian Basin	41,616	41,935	45,841	48,416	5.2
San Antonio	45,286	46,289	50,270	53,680	5.9
Tyler	44,794	45,184	48,216	47,435	2.0
<b>Instructor</b>					
Austin	\$40,106	\$40,033	\$45,807	\$58,090	13.7
Brownsville	38,115	41,453	42,494	47,057	7.3
Permian Basin	38,100	--	--	--	--
San Antonio	36,742	40,100	40,750	51,204	12.1

Source: Texas Higher Education Coordinating Board

Table II-22

**Average Faculty Salaries in Public Universities  
Texas and the 10 Most Populous States  
FY 2003**

	Professor	Associate Professor	Assistant Professor	Instructor
New Jersey	\$100,467	\$74,214	\$57,758	\$39,620
California	95,173	68,653	57,035	31,136
Pennsylvania	94,962	69,107	56,241	41,442
New York	89,656	67,436	54,432	39,183
Michigan	91,056	66,343	55,019	40,287
Ohio	86,808	62,539	51,207	34,855
N. Carolina	6,184	62,644	53,305	44,004
Georgia	89,630	63,507	52,182	37,631
Illinois	86,529	62,211	52,303	32,595
Florida	83,538	61,221	52,384	37,676
10 States Average	82,400	65,788	54,187	37,843
National Average	85,596	62,427	52,078	36,720
<b>Texas</b>	<b>\$85,405</b>	<b>\$60,450</b>	<b>\$52,051</b>	<b>\$36,948</b>

Includes all public four-year (Carnegie Classifications I, IIA, and IIB) institutions  
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 Study

- Annualized average salaries are based on salaries for the fall of each year.

Table II-23

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

	FY 00	FY 01	FY 02	FY 03	Average annual % change
Arlington	\$58,851	\$62,367	\$64,379	\$66,985	4.4%
Austin	73,837	78,326	81,589	85,080	4.8
Dallas	72,420	74,651	79,542	83,347	4.8
El Paso	52,944	55,131	58,732	60,749	4.7
Pan American	52,819	55,513	56,268	59,143	3.9
Brownsville	48,385	49,933	50,894	52,401	2.7
Permian Basin	49,008	49,551	52,380	54,196	3.4
San Antonio	55,839	58,038	63,115	67,026	6.3
Tyler	50,654	52,426	54,441	55,521	3.1

Source: Texas Higher Education Coordinating Board

- 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.
- U. T. Austin and U. T. Dallas on average pay faculty with rank of professor more than the national average and the 10 most populous state averages.
- The average salary for associate professor 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.
- Faculty members with the rank of assistant professor on average earn comparatively more than their counterparts nationally or in the 10 most populous states.
- Instructors at U. T. System institutions are paid more on average than their counterparts nationally or in the 10 most populous states.

**Contextual Measure: Post Tenure Review Trends**

**Table II-24**

**Post-Tenure Review – U. T. Academic Institutions  
AY 2002 and 2003**

	AY	Total Tenured Faculty	Subject to Review	Satisfact.	Unsatisfact.	Review in Progress	Not Reviewed*
Arlington	02	401	51	37	1	0	13
	03		69	59	0	8	2
Austin	02	1,390	170	158	4	0	8
	03		142	133	1		8
Brownsville	02	138	16	14	1	1	0
	03		9	8	1	0	0
Dallas	02	240	27	25	0	0	2
	03		21	21	0	0	0
El Paso	02	274	42	33	1	0	8
	03		28	27	1	0	0
Pan American	02	209	44	31	2	0	11
	03		25	25	0	0	0
Permian Basin	02	42	5	5	0	0	0
	03		5	5	0	0	0
San Antonio	02	282	48	37	0	0	11
	03		28	28	0	0	0
Tyler	02	81	10	10	0	0	0
	03		8	8	0	0	0
Total Cases AY 01-02		3,057	413	350	9	1	53
% of Total Cases			13.5%	84.8%	2.2%	0.2%	12.8%
Total Cases AY 02-03			335	314	3	8	10
% of Total Cases				93.7%	1.0%	2.4%	2.9%

\*Due to promotion, retirement, leave of absence, or other reasons

Source: U. T. System Office of Academic Affairs

- The post-tenure review process is designed to assess the continued professional development and productivity of faculty after they achieve tenure.
- Over the period 1999-2001, 40 tenured faculty received less than satisfactory reviews. Of those faculty, 13 have successfully completed their professional development plans, 11 are still in progress and have not received second reviews, and 16 have resigned or retired.
- In academic year 2001-02, of the 3,057 tenured members of the faculties of the general academic components, 413, or 13.5 percent, were subject to the six-year post-tenure review during the 2001-2002 academic year. Of the 413 tenured faculty subject to review: 350, or 84.8 percent, had satisfactory ratings; 53, or 12.8 percent were not reviewed due to promotion, retirement, resignation, leave of absence, or other reasons; one, or 0.2 percent, had reviews still in progress; and nine, or 2.2 percent, received unsatisfactory reviews.
- In academic year 2002-03, of 335 cases, 314 or 93.7 percent were satisfactory; three were unsatisfactory; eight reviews are still in progress; and 10 cases (3 percent) were not reviewed due to promotion, retirement, leave of absence, or other reasons.
- Additional details are on file in the Office of Academic Affairs.

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

### Research Funding Trends 1998-2003 (all sources)

- In 2003, U. T. health-related institution research and research-related expenditures totaled \$969.4 million, an 8 percent increase over the previous year. Between 1999 and 2003, research and research-related expenditures have increased 63.2 percent.
- Among Texas health-related institutions, U. T. health-related institutions ranked first in research and development expenditures in FY 2002 with a total of \$897 million. These expenditures comprised 43 percent of the \$2.087 billion total in Texas public university and health-related institution research and research-related expenditures in 2002.
- For FY 2002, five U. T. health-related institutions are among the top 10 Texas public institutions in research expenditures:

Table II-25

#### Top 10 Texas Public Institutions in Research and Research-Related Expenditures, FY 2002

Texas A&M	1*
U. T. Austin	2
U. T. Southwestern Medical Center	3
U. T. M. D. Anderson Cancer Center	4
U. T. Health Science Center-Houston	5
U. T. Health Science Center-San Antonio	6
U. T. Medical Branch at Galveston	7
University of Houston	8
Texas Tech University	9
Texas A&M University Health Science Center	10

\*Expenditures reported include Texas A&M Extension Services

Source: "Research Expenditures, September 1, 2001- August 31, 2002," THECB report, April 2003.

Table II-26

#### Total U. T. Health-Related Institution Research and Research-Related Expenses 1999-2003 (\$ in millions)

	FY 99	FY 00	FY 01	FY 02	FY 03
<b>Total Health-Related</b>	<b>\$594.1</b>	<b>\$675.9</b>	<b>\$758.7</b>	<b>\$896.8</b>	<b>\$969.4</b>

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

**Table II-27**

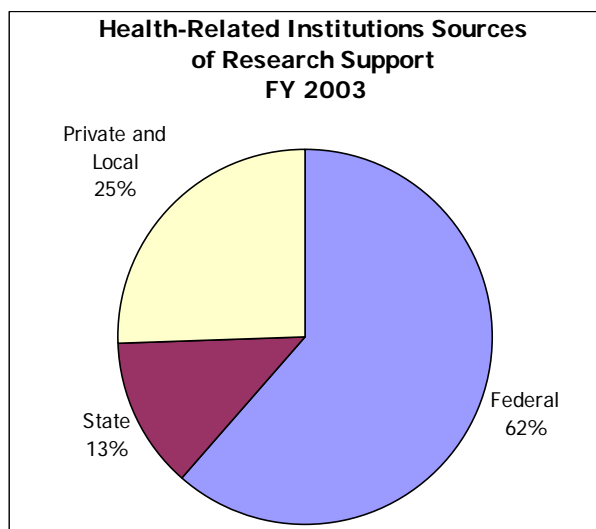
**Total Externally Funded Research Expenditures by Source  
U. T. Health-Related Institutions  
FY 2003**

	Federal	State	Private	Total
SWMC	\$177,133,099	\$15,995,844	\$83,562,847	\$276,691,790
UTMB	93,039,583	13,783,990	23,037,330	129,860,903
HSC-H	111,170,193	11,870,094	29,076,777	152,117,064
HSC-SA	86,854,337	5,899,827	26,525,391	119,279,555
MDACC	122,868,912	78,378,650	81,012,688	282,260,250
HC-T	3,493,251	2,410,740	3,313,048	9,217,039
<b>Total</b>	<b>\$594,559,375</b>	<b>\$128,339,145</b>	<b>\$246,528,081</b>	<b>\$969,426,601</b>

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**



- The federal government provides the majority of research and research-related funding – 62 percent.
- Private and local sources provide the next largest proportion – 25 percent.
- Thirteen percent of research funds expended in 2003 came from state sources.

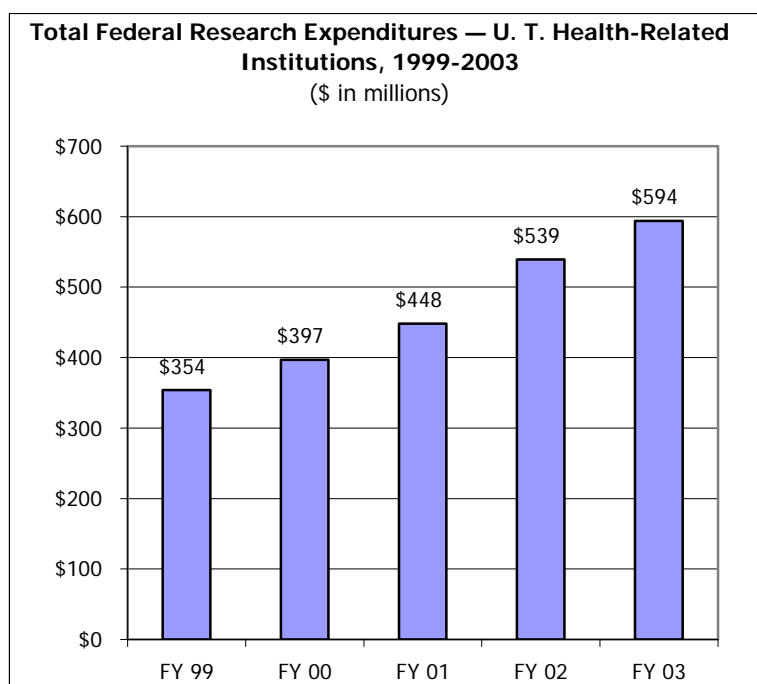
**Table II-28**

**Federal Research Expenditures by U. T. Health-Related Institutions**

	FY 99	FY 00	FY 01	FY 02	FY 03	% change 02 - 03	% change 99 - 03
SWMC	\$99,994,840	\$109,165,343	\$131,820,109	\$155,257,992	\$177,133,099	14.1%	77.1%
UTMB	55,061,209	61,356,467	63,274,494	78,100,188	93,039,583	19.1	69.0
HSC-H	72,684,141	82,991,431	91,267,003	101,738,767	111,170,193	9.3	53.0
HSC-SA	54,128,757	58,600,224	66,852,477	83,760,708	86,854,337	3.7	60.5
MDACC	69,412,772	81,871,561	91,543,036	117,633,074	122,868,912	4.5	77.0
HC-T	2,297,638	2,807,980	3,063,099	2,783,554	3,493,251	25.5	52.0
<b>Total</b>	<b>\$353,579,357</b>	<b>\$396,793,006</b>	<b>\$447,820,218</b>	<b>\$539,274,283</b>	<b>\$594,559,375</b>	<b>10.3%</b>	<b>68.2%</b>

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

**Figure II-16**



- The federal government provides the largest proportion (62 percent) of research and research-related funding to academic institutions.
- Continued increases in these funds are critical to the success of the academic institutions in the U. T. System.
- By 2003 federal research expenditures for all health-related institutions increased 68 percent over expenditures in 1999.

**Table II-29**

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

		FY 99	FY 00	FY 01	FY 02	FY 03
SWMC	Research Expenditures	\$163,518,455	\$189,216,337	\$222,378,235	\$263,958,410	\$276,691,790
	Formula-Derived General Revenue	72,738,478	78,052,642	77,985,287	80,813,651	80,802,981
	Research Expenditures/GR	225%	242%	285%	327%	342%
UTMB	Research Expenditures	83,236,093	87,146,267	91,088,019	109,139,538	129,860,903
	Formula-Derived General Revenue	73,579,456	75,052,140	75,036,601	76,554,573	76,605,352
	Research Expenditures/GR	113%	116%	121%	143%	170%
HSC-H	Research Expenditures	106,703,164	122,914,171	128,161,248	140,827,726	152,117,064
	Formula-Derived General Revenue	94,611,729	102,341,076	102,213,193	110,145,604	110,149,899
	Research Expenditures/GR	113%	120%	125%	128%	138%
HSC-SA	Research Expenditures	77,246,242	86,074,434	97,638,253	112,232,653	119,279,555
	Formula-Derived General Revenue	89,755,591	97,729,893	97,667,518	99,975,785	100,068,763
	Research Expenditures/GR	86%	88%	100%	112%	119%
MDACC	Research Expenditures	155,126,396	182,196,490	210,236,589	262,144,960	282,260,250
	Formula-Derived General Revenue	20,906,746	21,422,773	21,422,773	24,230,050	24,230,050
	Research Expenditures/GR	742%	850%	981%	1082%	1165%
HC-T	Research Expenditures	8,256,219	8,402,408	9,228,568	8,453,709	9,217,039
	Formula-Derived General Revenue	2,672,012	3,373,683	3,373,683	3,460,221	3,460,221
	Research Expenditures/GR	309%	249%	274%	244%	266%

*Source: "Survey of Research Expenditures" submitted to the THECB; Formula-Derived General Revenue, Exhibit C of U. T. System Annual Financial Report (1999-201) and Exhibit B of AFR for 2002 and 2003.*

- Comparing external research expenditures to formula-derived general revenue illustrates the scope of research activities at health-related institutions and the leveraging effect of state support.
- Between 1999 and 2003, the proportion of research expenditures to formula-derived general revenue has increased at each health-related institution, with the exception of the Health Center –Tyler where it has been well over 200 percent for the past four years.
- For three U. T. health-related institutions, Southwestern Medical Center, M. D. Anderson Cancer Center, and the 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. health-related institutions, faculty of many appointment types hold extramural grants to conduct research.
- The Table II-30 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 size of a particular grant.
- Table II-31 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-30

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

		FY 01	FY 02	FY 03
SWMC	# Grants to T/TT Fac	703	861	846
	# T/TT Fac Holding Grants	303	323	282
	# FTE T/TT Faculty	313	324	333
	% T/TT Fac Holding Grants	97%	100%	85%
	# NT Research Faculty Holding Grants	61	78	60
	# FTE NT Research Faculty	209	215	223
	% NT Research Faculty Holding Grants	29%	36%	27%
UTMB	# Grants to T/TT Fac	730	782	721
	# T/TT Fac Holding Grants	250	263	240
	# FTE T/TT Faculty	496	474	483
	% T/TT Fac Holding Grants	50%	56%	50%
	# NT Research Faculty Holding Grants	32	29	27
	# FTE NT Research Faculty	154	142	143
	% NT Research Faculty Holding Grants	21%	20%	19%
HSC-H	# Grants to T/TT Fac	408	480	442
	# T/TT Fac Holding Grants	196	223	219
	# FTE T/TT Faculty	429	394	425
	% T/TT Fac Holding Grants	46%	57%	52%
	# NT Research Faculty Holding Grants	31	29	34
	# FTE NT Research Faculty	122	132	141
	% NT Research Faculty Holding Grants	25%	22%	24%
HSC-SA	# Grants to T/TT Fac	1,233	1,395	1,404
	# T/TT Fac Holding Grants	292	266	312
	# FTE T/TT Faculty	310	389	382
	% T/TT Fac Holding Grants	94%	68%	82%
	# NT Research Faculty Holding Grants	86	100	99
	# FTE NT Research Faculty	91	100	105
	% NT Research Faculty Holding Grants	95%	100%	94%
MDACC*	# Grants to T/TT Fac	671	698	736
	# T/TT Fac Holding Grants	145	153	145
	# FTE T/TT Faculty	510	529	557
	% T/TT Fac Holding Grants	28%	29%	26%
	# NT Research Faculty Holding Grants	38	54	57
	# FTE NT Research Faculty	231	248	269
	% NT Research Faculty Holding Grants	16%	22%	21%
HC-T	# Grants	30	33	34
	# NT Research Faculty Holding Grants	13	19	19
	# FTE NT Research Faculty	26	29	29
	% NT Research Faculty Holding Grants	50%	66%	66%

Non-tenure-track research faculty exclude those appointed primarily to teach.

\*"Tenure/tenure-track" equivalent faculty at MDACC are awarded seven-year term appointments, renewable through a formal promotion and reappointment process.

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



**Table II-31**

**External Research Expenditures per FTE Faculty – U. T. Health-Related Institutions  
FY 2001-2003**

	FY 01			FY 02			FY 03		
	Research Expenditures	FTE Faculty	Ratio Exp Amt/ FTE Faculty	Research Expenditures	FTE Faculty	Ratio Exp Amt/ FTE Faculty	Research Expenditures	FTE Faculty	Ratio Exp Amt / FTE Faculty
SWMC	\$222,378,235	522	\$426,012	\$263,958,410	539	\$489,719	\$276,691,790	556	\$497,647
UTMB	91,088,019	650	140,135	109,139,538	616	177,175	129,860,903	626	207,446
HSC-H	128,161,248	551	232,598	140,827,726	526	267,733	152,117,064	566	268,758
HSC-SA	97,638,253	401	243,487	112,232,653	489	229,515	119,279,555	487	244,927
MDACC	210,236,589	741	283,720	262,144,960	777	337,381	282,260,250	826	341,719
HC-T	9,228,568	26	354,945	8,453,709	29	291,507	9,217,039	29	317,829

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

Source: The Sponsored Research Expenditures are from the 1999 through 2003 Survey of Research Expenditures submitted to the Texas Higher Education Coordinating Board. FTE faculty from the THECB.

**Private Funding**

**Table II-32**

**Endowed Faculty Positions – U. T. Health-Related Institutions**

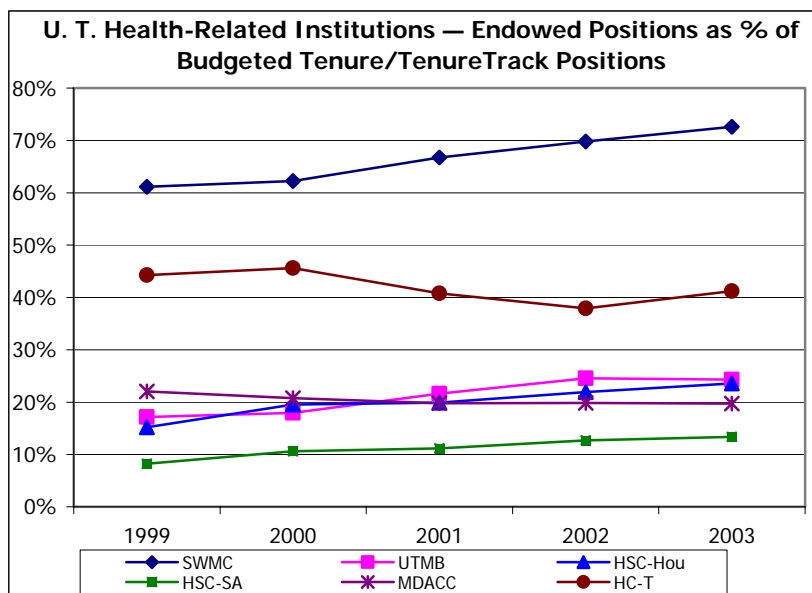
		FY 99	FY 00	FY 01	FY 02	FY 03
SWMC	Budgeted Endowed Professorships and Chairs	198	211	223	238	252
	Number Filled	182	189	201	217	221
	Endowed Positions as % of Budgeted T/TT Positions	61%	62%	67%	70%	73%
UTMB	Budgeted Endowed Professorships and Chairs	92	97	106	110	113
	Number Filled	80	72	80	86	91
	Endowed Positions as % of Budgeted T/TT Positions	17%	18%	22%	25%	24%
HSC-H	Budgeted Endowed Professorships and Chairs	71	87	89	96	100
	Number Filled	60	70	68	75	76
	Endowed Positions as % of Budgeted T/TT Positions	15%	20%	20%	22%	24%
HSC-SA	Budgeted Endowed Professorships and Chairs	53	67	70	76	78
	Number Filled	28	34	41	49	52
	Endowed Positions as % of Budgeted T/TT Positions	8%	11%	11%	13%	13%
MDACC	Budgeted Endowed Professorships and Chairs	95	97	101	105	110
	Number Filled	60	67	76	80	87
	Endowed Positions as % of Budgeted T/TT Positions	22%	21%	20%	20%	20%
HC-T	Budgeted Endowed Professorships and Chairs	31	31	31	33	33
	Number Filled	28	29	29	27	27
	Endowed Positions as % of Budgeted Positions*	44%	46%	41%	38%	41%

\*The Health Center Tyler does not have tenure-track positions.

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.
- 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 each institution's specific fundraising environment, which are influenced by local and regional economic conditions.
- Over the period FY 1999-2003, U. T. health-related institutions have increased the number of endowed positions by an average of 27 percent.
- 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.

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, 2003.

**Table II-33**

<b>Cumulative Honors – U. T. Health-Related Institutions</b>						
	<b>Total</b>	SWMC	UTMB	HSC-H	HSC-SA	MDACC
Nobel Prize	<b>5</b>	4		1		
National Academy of Sciences	<b>16</b>	15		1		
American Academy of Arts and Sciences	<b>14</b>	12		2		
American Academy of Nursing	<b>23</b>		6	9	9	
Institute of Medicine	<b>24</b>	16	2	4	1	1
International Association for Dental Research	<b>3</b>				3	

*Source: U. T. System Health-Related Institutions*

- Faculty at U. T. health-related institutions receive many other prestigious awards, honors, prizes, and professional recognitions. Additional information on specific honors is available upon request from individual institutions.
- Noteworthy awards received in 2002-2003 include:

**Table II-34**

<b>Faculty Awards Received 2002-2003 – U. T. Health-Related Institutions</b>						
	SWMC	UTMB	HSC-H	HSC-SA	MDA	HC-T
National Academy of Sciences	2					
American Academy of Arts & Sciences	1					
American Academy of Nursing			2			
Institute of Medicine	1					
Burroughs Wellcome Fund Career Awards	4			3		
Fulbright American Scholars	2	2			1	
National Institutes of Health (NIH) MERIT Award	10	1		1		
NIH Outstanding Investigator Award		1	4			
National Medal of Science and National Medal of Technology				2		
Pew Scholars in Biomedicine			2			
Robert Wood Johnson Policy Fellows			1			
Sloan Research Fellows			1			
Albany Medical Center Prize	2					
Member, Board of Directors of the American Board of Surgery		2				
Award of Merit, American Occupational Therapy Assn.		1				
American Cancer Society Scholar		1				

**Faculty Awards Received 2002-2003 – U. T. Health-Related Institutions**

	SWMC	UTMB	HSC-H	HSC-SA	MDACC	HC-T
NIH Independent Scientist Award		1				
Nicholas Cavies Memorial Scholar		1				
Recognition of Achievement Award, American Occupational Therapy Assn.		1				
NCI (Merit Award), "Repair of UV Irradiated DNA: Excision Genes of Yeast"		1				
Robin H. Mendelson Award; American Society for Clinical Laboratory Science Education and Research Fund, Inc		1				
Member, Board of Directors of the American Board of Plastic and Reconstructive Surgery		1				
Cardiovascular and Pulmonary Section of APTA Award for Best Research		1				
Member, National Advisory Mental Health Council of the National Institutes of Health		1				
Chair, Research and Development Committee, American Congress of Physical Medicine and Rehabilitation		1				
Teaching Excellence, American College of Nurse-Midwives (ACNM)		1				
Appointed to National Advisory Board, Kessler Medical Rehabilitation Research and Education Corporation, New Jersey		1				
Fellow, American Academy of Nurse Practitioners		3				
Fellow, American Academy of Experts in Traumatic Stress		1				
President, Texas Board of Nurse Examiners (BNE)		1				
Member, International Nursing Coalition for Mass Casualty Education		1				
American Society of Nephrology, Carl W. Gottschalk Research Scholar				1		
American Federation for Aging, Paul Beeson Physician Faculty Scholars in Aging Research Award				1		
V Foundation V Scholar Award				1		
American Diabetes Assn. Junior Faculty Award				1		
National Kidney Foundation Postdoctoral Research Fellowship Award				1		
PKD Foundation Research Fellowship Award				1		
Veteran's Admin. Career Development Award				1		
American Assn. of Obstetricians and Gynecologists Foundation AAOGF/AGOS Fellowship Career Development Award				1		
Robert Wood Johnson Foundation Generalist Physician Faculty Scholar				1		
American Assn. of Dental Research Student Res. Group Mentor of the Year				1		
American Academy of Pediatric Dentistry, Pediatric Dentist of the Year				1		
Omicron Kappa Upsilon (OKU) National Dental Honor Society's Stephen H. Leeper Award for Teaching Excellence				1		
American Cancer Society Award for Research Excellence in Epidemiology and Prevention					1	
Member, Royal Academy of Medicine of Belgium					1	
Bristol-Myers Squibb Oncology 2003 Horizon Achievement Award in Cancer Research					1	
President, American Association for Cancer Research					1	
President, American Society for Translational Radiology and Oncology					1	
Award for Excellence in Cancer Prevention Research, American Assn. for Cancer Research					1	
David Karnofsky Memorial Award of the Amer. Society of Clinical Oncology					1	
Simon Shubitz Award, University of Chicago					1	
Houston Endowment Professorship for Environmental Science						1
Chair, Biological Exposure Indices Committee, American Conference of Governmental Industrial Hygienists						1
Moncrief Endowment						1
Welch Foundation Hackerman Award	1					
Bristol-Myers Squibb Research Award	3					
W. M. Keck Foundation Distinguished Young Scholar in Medical Research	1					
Science Magazine Young Scientist Prize	1					

*Source: U. T. Health-Related Institutions*

## Technology Transfer

Table II-35

Technology Transfer 2001 and 2002 – U. T. Health-Related Institutions										
	Number of New Invention Disclosures		Number of Patents Issued		Number of Licenses & Options Executed		Public Start-up Companies Formed		Net Revenue Received from Intellectual Property*	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
SWMC	115	128	23	32	24	26	3	2	\$ 8,306,241	\$ 7,508,792
UTMB	76	70	8	4	17	16	0	0	15,714	(342,945)
HSC-H	30	44	10	5	10	7	2	1	392,816	883,693
HSC-SA	29	30	11	12	6	5	0	2	993,923	1,075,413
MDACC	92	86	19	20	10	18	2	6	2,603,085	1,999,962
<b>Total</b>	<b>342</b>	<b>358</b>	<b>71</b>	<b>73</b>	<b>67</b>	<b>72</b>	<b>7</b>	<b>11</b>	<b>\$12,311,779</b>	<b>\$11,124,915</b>

\*Revenues received from intellectual property minus direct expenditures

Source: Texas Higher Education Coordinating Board Technology Development and Transfer Survey (conducted every two years)

- Between 2001 and 2002, technology transfer activities increased modestly among health-related institutions.
- U. T. health-related institutions at M. D. Anderson, Southwestern Medical Center, and the Medical Branch at Galveston were among the top five Texas institutions signing exclusive license agreements [Texas Higher Education Coordinating Board, Technology Development and Transfer, FY 2002 (November 2002) <http://www.thecb.state.tx.us/research/>]
- According to the Association of University Technology Managers, Southwestern Medical Center also generated more licensing revenue than any other Texas university or medical center, and ranked among the top U.S. academic institutions in 2001 for royalties received ("UT Southwestern Leads in License Revenue, Survey Shows," *Dallas Business Journal*, July 24, 2003, <http://dallas.bizjournals.com/dallas/stories/2003/07/21/daily44.html>).
- Year-to-year changes in intellectual property income and expenditures reflect the relationship between increases in gross income and increased expenditures, particularly in increasing staff and resources to promote technology transfer.

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

Table II-36

### Tenure, Tenure-Track, and Clinical Faculty Headcount: Professors, Associate Professors, Assistant Professors, Instructors

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
SWMC	1,151	1,151	1,111	1,187
UTMB	937	930	761	665
HSC-H	1,031	1,059	1,014	1,166
HSC-SA	592	583	564	534
MDACC	703	791	853	942
HC-T*	124	116	118	119

\*HC-T faculty do not have tenure-track appointments.

Source: U. T. System Key Statistical Report, 2003

Table II-37

### Faculty Headcount: All Instructional Ranks\*

	Fall 1999	Fall 2000	Fall 2001	Fall 2002
SWMC	1,586	1,566	1,573	1,536
UTMB	1,100	1,012	935	1,135
HSC-H	1,085	1,080	1,187	1,270
HSC-SA	1,305	1,365	1,620	1,679
MDACC	844	939	1,003	1,061
HC-T	124	116	118	119

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

Source: U. T. System Key Statistical Report, 2003

Figure II-18

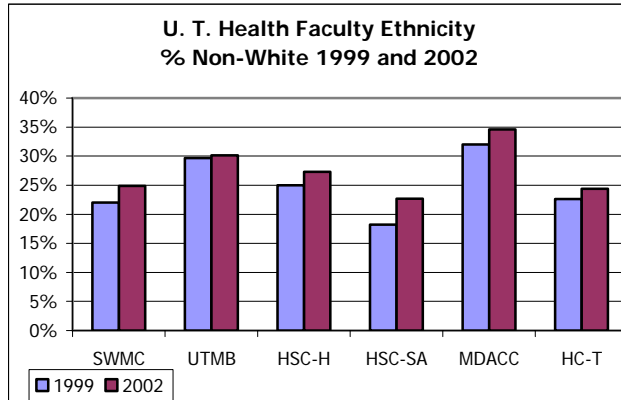


Figure II-19

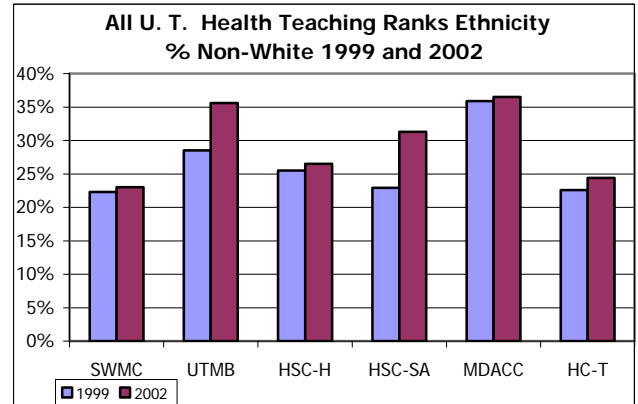


Figure II-20

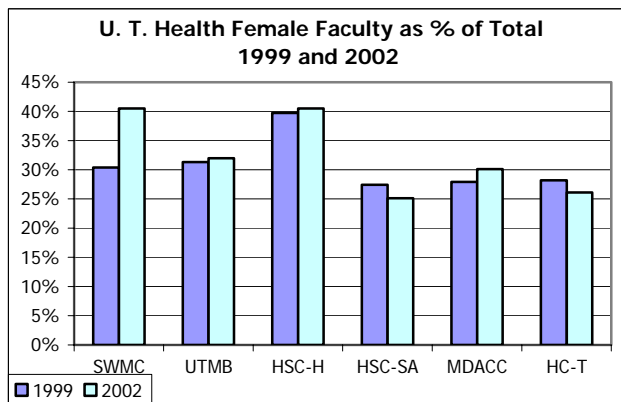
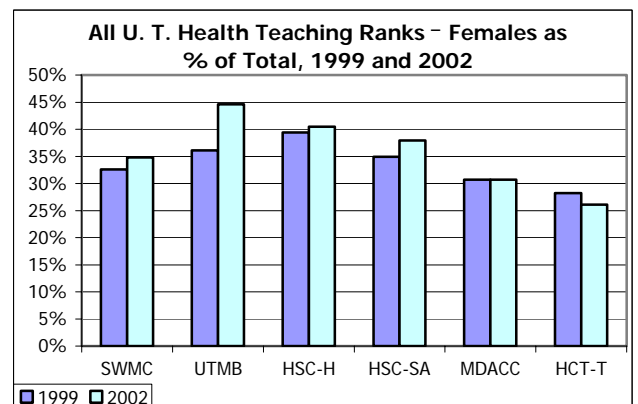


Figure II-21



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

Table II-38

		FY99	FY00	FY 01	FY 02	FY 03
SWMC	Classified	3,199	3,223	3,353	3,686	3,855
	Non-Classified	121	124	127	142	164
UTMB	Classified	12,256	10,856	10,612	10,915	11,061
	Non-Classified	1,848	1,796	1,777	1,797	1,821
HSC-H	Classified	2,893	3,016	2,972	2,941	3,622
	Non-Classified	279	293	283	1,602	1,140
HSC-SA	Classified	2,610	2,654	2,520	2,586	2,697
	Non-Classified	800	772	804	1,147	1,074
MDACC	Classified	6,966	7,806	8,777	9,483	10,112
	Non-Classified	770	812	852	908	1,264
HC-T	Classified	1,040	1,129	1,087	1,080	1,051
	Non-Classified	77	85	91	99	82

\* Non-classified staff include administrative and professional staff, excluding faculty. Classified staff include positions which do not entail significant instructional or administrative responsibilities.

Source: U. T. System Office of Human Resources

Figure II-22

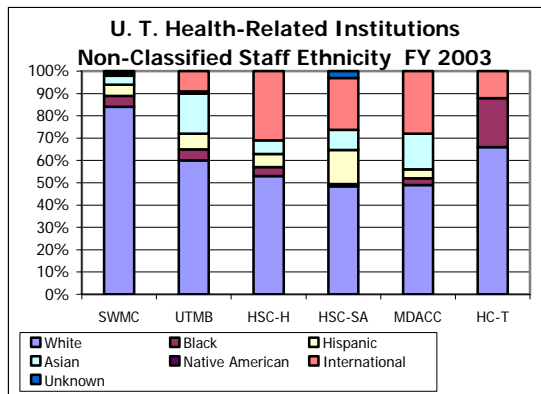


Figure II-23

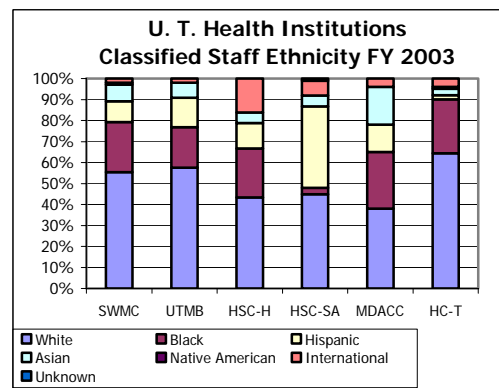
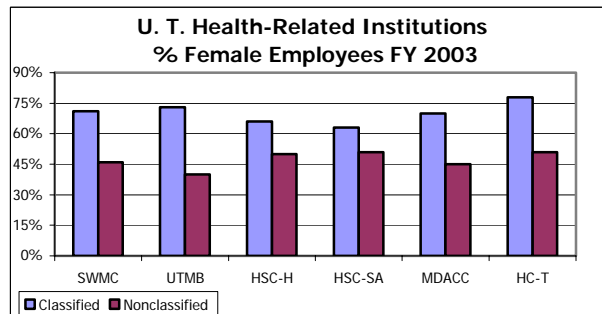


Figure II-24



## FTE Student/FTE Faculty Ratio – Health-Related Institutions

Table II-39

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

		Fall 01	Fall 02	Fall 03
SWMC	FTE Students	1,398	1,414	1,496
	FTE Faculty	744	691	768
	Ratio	2 to 1	2 to 1	2 to 1
UTMB	FTE Students	1,924	1,957	1,848
	FTE Faculty	782	768	764
	Ratio	2 to 1	3 to 1	2 to 1
HSC-H	FTE Students	2,635	2,736	2,823
	FTE Faculty	745	749	829
	Ratio	4 to 1	4 to 1	3 to 1
HSC-SA	FTE Students	2,377	2,491	2,597
	FTE Faculty	1,165	1,039	1,036
	Ratio	2 to 1	2 to 1	3 to 1

\*M. D. Anderson Cancer Center admits a small number of Health Sciences undergraduates each year (59 FTEs in fall 2003). However, MDACC collaborates extensively with the Health Science Center-Houston to serve hundreds of students who rotate through their joint programs. In FY 2003, this included 450 graduate students shared with HSC-H, as well as 310 nursing students.

\*The Health Center-Tyler does not admit students.

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



## Graduate Medical Education

**Table II-40**

<b>Accredited Resident Programs and Residents at U. T. Health-Related Institutions</b>		<b>AY 98-99</b>	<b>AY 02-03</b>
SWMC	Accredited resident programs	66	78
	Number of residents in accredited programs	959	1149
UTMB	Accredited resident programs	53	52
	Number of residents in accredited programs	557	543
HSC-H	Accredited resident programs	51	53
	Number of residents in accredited programs	698	761
HSC-SA	Accredited resident programs	53	53
	Number of residents in accredited programs	586	700
MDACC	Accredited resident programs	11	12
	Number of residents in accredited programs	83	100
HC-T	Accredited resident programs	2	2
	Number of residents in accredited programs	24	24

*Source: U. T. Health-Related Institutions*

- The number of resident programs and number of residents in these programs is a measure of the contribution health-related institutions make to the education and development of medical professionals.
- With the exception of U. T. Southwestern Medical Center, the number of accredited resident programs has remained stable over the past five years. The increase at SWMC is due to the acquisition of St. Paul Hospital, including its existing resident programs. The stable number overall is due to the significant state and federal cuts, together with the limits set by accrediting agencies, and is a national issue of current and high priority.
- In this same period, the number of residents in accredited programs has increased at four health-related institutions, notably at M. D. Anderson, where the number of residents nearly doubled, and at the Health Science Center-San Antonio, where residents increased from 586 to 700 over the past five years.

## Clinical and Hospital Care

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

**Table II-41**

<b>State-Owned Hospital Admissions by U. T. Health-Related Institution Faculty</b>					
	FY 99	FY 00	FY 01	FY 02	% change 99-02
UTMB	33,073	32,505	32,927	35,080	6.1%
MDACC	16,499	17,497	18,604	18,781	13.8
HC-T	3,504	3,714	3,554	3,805	8.6
HPCP*	5,263	5,186	5,700	6,135	16.6
<b>Total</b>	<b>58,339</b>	<b>58,902</b>	<b>60,785</b>	<b>63,801</b>	<b>9.4%</b>

\*Harris County Psychiatric Center

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

**Table II-42**

<b>State-Owned and Affiliated Hospital Days by U. T. Health-Related Institution Faculty</b>					
	FY 99	FY 00	FY 01	FY 02	% change 99-02
SWMC	370,942	379,770	399,136	445,820	20.2%
UTMB	173,136	170,797	175,956	186,975	8.0
HSC-H	276,273	248,045	221,127	243,315	-11.9
HSC-SA	201,745	123,266	224,311	202,000	0.1
MDACC	126,803	131,788	137,204	137,207	8.2
HC-T	28,163	29,802	29,451	29,021	3.0
<b>Total</b>	<b>1,177,062</b>	<b>1,083,468</b>	<b>1,187,185</b>	<b>1,244,338</b>	<b>5.7%</b>

Source: *LBB Performance Report*

**Table II-43**

<b>Clinic Visits in State-Owned and Affiliated Facilities Treated by U. T. Health-Related Institution Faculty</b>					
	FY 99	FY 00	FY 01	FY 02	% change 99-02
SWMC	1,752,510	1,528,751	1,775,500	2,064,987	17.8%
UTMB*	813,296	754,538	760,765	819,560	0.8
HSC-H	1,100,253	838,448	553,976**	671,891	-38.9
HSC-SA	832,255	915,725	854,046	834,000	0.2
MDACC	409,443	448,690	469,068	471,728	15.2
HC-T	126,585	132,772	135,978	140,473	11.0
<b>Total</b>	<b>5,034,342</b>	<b>4,618,924</b>	<b>4,549,333</b>	<b>5,002,639</b>	<b>-0.6%</b>

\* 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: *LBB Performance Report*

**Table II-44**

**Total Charges For Un-Sponsored Charity Care by Faculty in State-Owned and Affiliated Facilities — U. T. Health Institutions**

	FY 99*	FY 00*	FY 01	FY 02
SWMC	\$194,564,381	\$211,953,613	\$234,938,900	\$256,968,945
UTMB	68,702,958	61,596,586	66,908,903	85,982,833
HSC-H	56,869,784	82,152,677	90,024,051	103,279,853
HSC-SA	94,385,418	60,729,594	60,602,900	70,149,189
MDACC	19,717,163	25,524,441	30,773,351	35,310,300
HC-T	2,619,752	3,261,170	4,992,457	5,405,720
<b>Total</b>	<b>\$436,859,456</b>	<b>\$445,218,081</b>	<b>\$488,240,562</b>	<b>\$557,096,840</b>

\*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 2001, U. T. 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. health-related institutions' service.
- Each institution has its own satisfaction rating system; these may focus on particular departments or on the overall operation. The Medical Branch at Galveston and the Health Center-Tyler use the national healthcare industry satisfaction and measurement improvement company, Press Ganey Associates, Inc., to survey their patients.
- Satisfaction scores, summarized on the table on the next page, are generally very high and in most cases show improvement over time.
- Additional information about patient satisfaction is available from each institution.

Table II-45

Patient Satisfaction – U. T. Health-Related Institutions

	Period of Survey	Overall Rating	Change from Previous Rating	Noteworthy Ratings	Comments
SWMC	1.1.02-12.31.02	91.86% satisfied (100% = outstanding)	+ .35%	86% satisfied with phone calls 90% satisfied with clinic experience 94% satisfied with physician	Patient satisfaction has been consistently in the above-average and outstanding range for two years in all categories.
UTMB	8.1.02-7.31.03	82.2% overall patient satisfaction for hospital  85.8% for outpatient areas (results are tabulated as the percentage of respondents who rate a given item "good" or "very good")	+ .60% for hospital  - .60 for outpatient areas	The Acute Care for Elders inpatient hospital was named number one in patient satisfaction in 2002 by Press Ganey Associates.	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	March – April 2003	Overall rating: 1.4 on a 1-5 scale (1 = agrees strongly)		Overall rating of the Harris County Psychiatric Center in June 2003 was 3.96 on a scale of 5 (agrees strongly) to 1 (strongly disagrees).	The HCPC rating has increased for the past four months; treatment effectiveness continues to be a major strength.
	June 2003	Harris County Psychiatric Center 3.96 on a scale of 1 to 5 (low to high)	Increase from May 2003 rating of 3.94	Hospital environment rated 3.76; staff competency, 3.98; treatment effectiveness, 4.03	The rating has increased for the past four months. Treatment effectiveness continues to be a major strength.
	Fall 2002	Dental Branch 83.1% excellent; 13.5% very good		Patient satisfaction is high, and consistent with previous surveys.	Ratings performed for each Dental Branch clinic.
	FY 2002-03	University Care Plus 95% (55% excellent; 40% good)	93% rating in previous quarter	Overall visit target was 85%	Areas for continued improvement: phone issues; appointment wait times.
HSC-SA (School of Medicine)	2003	95% satisfaction with rehab team		High satisfaction with Children's Center at the Texas Diabetes Institute – 92% satisfaction with timeliness of getting and completing appointments	Affiliated hospitals have ongoing patient satisfaction review processes in place. University Physicians Group is establishing the Patients First Steering Committee and will have data in the future.
MDACC	1.1.03 – 3.31.03	Overall care given: Inpatients 93.4 Outpatients 92.6	Inpatient rating of care given was 91.7 in period 2.15-5.15.02	Likelihood of recommending hospital or clinic: Inpatients 94.4 Outpatients 96.3	Inpatient ratings exceeded C4QI means; outpatient ratings exceeded or equaled means on 3 of 5 indicators, and were within 2 points on the other 2.
HC-T	4.1.03 – 6.30.03	89.3 medical practice score (scale of 1-100)	No change from previous quarter	84.7 Inpatient score (up 3.7 points from previous quarter) 85.7 Emergency Care Center (up .7 points from previous quarter)	

Source: U. T. System Health-Related Institutions

## Examples of Externally Funded Research Collaborations – Health-Related Institutions

- The U. T. System has made it a high priority to increase the research collaborations among U. T. 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. research is very large. Below are examples from each institution of current and high priority collaborative research projects.
- Additional information about these collaborations is available on the U. T. System's collaborations web site, at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

**Table II-46**

<b>Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Southwestern Medical Center</b>		
<b>Howard Hughes Medical Institute</b>	A medical research organization employing its own scientific teams who also serve as faculty at 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
<b>Alliance for Cellular Signaling</b>	Studies the G-protein-rr signaling systems; identifies signaling molecules; to determine 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, University of Michigan
<b>Sickle-cell Research Treatment Center</b>	Provides the latest medical advances and treatment in sickle-cell disease to the North Texas community; coordinates and collaborates on research projects funded by the National Institutes of Health and other universities.	UT Dallas
<b>U. T. Medical Branch at Galveston</b>		
<b>Regional Center of Excellence in Biodefense and Emerging Infectious Diseases</b>	Provides access to state-of-the-art proteomics, genomics, standardized small animal and non-human primate models of infectious diseases, and BSL-4 laboratory facilities, as well as crosscutting functions in computation biology and a streamlined process for translational development of vaccines and drugs leading to FDA approval.	20 institutions in Texas, New Mexico, Oklahoma, Arkansas, Louisiana, UT Health Center-Tyler, UT Health Science Center-San Antonio, UT Health Science Center-Houston, Texas A&M, University of Houston, Rice University, National Institutes of Health/NIAID, Macrogenics Co., University of New Mexico, Louisiana State University Health Science Center, Shreveport, Oklahoma University
<b>UTMB-UT Austin-Central Texas Veteran's Health Care System Research Coalition</b>	Creation of interdisciplinary training programs of excellence in health related research; will develop a unique research environment through research coalitions focused on new frontiers of multiple fields of diverse sciences; to develop shared facilities for major equipment.	UT Austin, Central Texas Veteran's Health Care System
<b>Texas Gulf Coast Digestive Diseases Center (DDC)</b>	Facilitates on-going GI-related research in Southeast Texas, building on thematic areas of gastrointestinal development, infection, and injury to stimulate innovative treatment development as well as research.	UT Health Science Center-Houston, Baylor College of Medicine

<b>Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Medical Branch at Galveston, continued		
<b>Gulf Coast Consortia</b>	Use of the latest technologies in describing and understanding biological phenomena; identifies new molecular targets for prevention and treatment of infectious diseases, cancer, cardiovascular diseases, genetic neurodegenerative diseases, and additional diseases related to aging; attracts faculty and trainees by transcending the boundaries of traditional departments.	UT M. D. Anderson, UT Health Science Center-Houston, Rice University, Baylor College of Medicine, University of Houston, National Science Foundation, W.M. Keck Foundation, Dow Chemical Co.
U. T. Health Science Center-Houston		
<b>The Gulf Coast Consortia</b>	Creation of an interdisciplinary training program of excellence in computational and structural biology; increases the number and quality of applicants and expand the number of students involved, both as trainees and participants.	UT M. D. Anderson, UT Medical Branch at Galveston, Baylor College of Medicine, Rice University, University of Houston, W.M. Keck Foundation
<b>Support of Human Subjects Protection Program at UTHSC-H and Regional Consortium of IRBs</b>	Completes the implementation of an electronic system for the management of the IRB information; develops a plan for a regional consortium of IRBs linked via a shared electronic IRB management system.	UT Brownsville, Texas Southern University, Prairie View A&M University
<b>The University of Texas Health Science Center at Houston Programs in Biotechnology</b>	Creating 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
U. T. Health Science Center-San Antonio		
<b>Biomedical Neuroscience</b>	Organizes and promotes the intellectual and technological assets of the institution to provide a rich environment of research and training; conducts training programs at the pre-and postdoctoral level; enables productive inter-institutional interactions in both research and training with the neuroscience programs.	UT San Antonio, UT Austin, others
<b>Aging</b>	Managing collaborations through their aging programs.	UT Austin
<b>Transgenic &amp; Assisted Reproductive Technology in Baboons</b>	Establishing an animal model for assisted reproductive technologies; produces transgenic sub-human primates.	UT San Antonio, Southwest National Primate Research Center, Southwest Foundation for Biomedical Research
<b>Assisted Reproductive Technology and Effects on Mutant Frequency in Transgenic Mice</b>	Determining the genetic effects of ART.	UT San Antonio, University of Hawaii
<b>San Antonio Cancer Institute</b>	A NCI-designated cancer center; to support a laboratory and clinical research infrastructure focusing on causation, molecular, cellular, and clinical characteristics of cancer, its treatment, and prevention.	Cancer Therapy and Research Center

<b>Examples of Externally Funded Research Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. M. D. Anderson Cancer Center</b>		
<b>Gulf Coast Consortia</b>	Creating interdisciplinary training programs of excellence in computational and structural biology; increases the number and quality of applicants and expand the number of students involved, both as trainees and participants.	UT Health Science Center-Houston, UT Medical Branch at Galveston, Baylor College of Medicine, Rice University, University of Houston, W.M. Keck Foundation
<b>Center for Biomedical Engineering</b>	Implementing engineering solutions to the cancer problem; integrates molecular and cellular biology with engineering to improve the diagnosis, therapy, and prevention of cancer; collaborates on early detection using optical technologies.	UT Austin, UT Health Science Center-Houston, Whittaker Foundation
<b>Partners for Excellence in Cancer Research</b>	Improving research on cancer health care disparities for ethnic populations.	National Cancer Institute, University of Puerto Rico Cancer Center
<b>U. T. Health Center-Tyler</b>		
<b>Structure and Function of SRP RNA</b>	Advancing the understanding of the basic process of protein transport across biological membranes.	UT Health Science Center-San Antonio
<b>Texas-Mexico Border Infectious Disease Monitoring Program</b>	Strengthening state and local disease prevention and control programs; to monitor Tuberculosis (TB) transmission at the border; minimizes TB transmission	UT Medical Branch at Galveston
<b>Southwest Center for Agriculture Safety and Health</b>	Coordination of the education, research, and prevention activities for rural health areas; reduces injuries among agriculturally related populations	TAMUHSC, Texas Agricultural Experiment Station, West Texas A&M University, National Institute for Occupational Safety and Health, National Center for Farmworker Health, Drexel University, University of New Mexico, Louisiana State University
<b>Understanding the Frequency of Close Call Reports: Translation of best Practices from Aviation to Healthcare</b>	An anonymous close call reporting system; collects and describes close call reports from all healthcare providers at UTHC-T.	UT M. D. Anderson, UT Medical Branch at Galveston, Agency for Healthcare Research and Quality, Memorial Hermann Hospital System

## Examples of Educational Collaborations

- The U. T. System encourages educational collaborations among U. T. institutions as well as with organizations outside of U. T. Below are examples from each institution of current and high priority collaborative research projects.
- Additional information about these collaborations is available on the U. T. System's collaborations web site, at: [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>].

Table II-47

<b>Examples of Educational Collaborations – U. T. Health-Related Institutions</b>		
	Illustrative Examples	Collaborators
U. T. Southwestern Medical Center		
<b>Graduate Medical Education (Residency Education Program)</b>	Improving 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, Zale Lipshy Univ. Hospital & approx. 20 other hospitals
<b>Family Practice Residency Program</b>	Provides post-graduate training in family practice medicine.	St. Paul Medical Center, Parkland Health and Hospital System, Four other hospitals outside the Dallas area
<b>Joint Program In Biomedical Engineering</b>	Prepares students as biomedical engineers for careers in industry, hospitals, and research facilities of educational and medical institutions	UT Arlington
U. T. Medical Branch at Galveston		
<b>UTMB Work School Program</b>	Increasing the number and retention of nurses; to include other degrees and certificates for positions that are difficult to fill.	Lamar University, Galveston Community College, College of the Mainland
<b>Cancer Teaching and Curriculum Enhancement in Undergraduate Medicine (CATCHUM) Project</b>	A consortium devoted to cancer prevention and control education for undergraduate medical students.	UT Health Science Center-Houston, UT Southwestern Medical Center at Dallas, UT Health Science Center-San Antonio, Baylor College of Medicine, Texas A&M College of Medicine, Texas Tech University Health Science Center, National Cancer Institute
<b>UTMB East Texas Geriatric Education Center</b>	Provides enhanced interdisciplinary geriatric education and clinical training for professionals and students in allopathic medicine, nursing, occupational therapy, physical therapy, physician assistant studies, and social work.	UT Health Science Center-San Antonio, Lamar University, Stephen F. Austin University, Sam Houston State University, East Texas Area Health Education Center (AHEC), Brazos AHEC



<b>Examples of Educational Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Health Science Center-Houston</b>		
<b>Graduate School of Biomedical Sciences at Houston</b>	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 M. D. Anderson, Texas A&M University Health Science Center, Institute of Biosciences and Technology
<b>Collaborative Doctoral Degree in Nursing Program</b>	Provides access to the Doctor of Science in Nursing program via distance education to UT El Paso.	UT El Paso
<b>Collaborative Master of Public Health Degree Program</b>	To offer concentrations in Behavioral Sciences and Environmental Sciences to students in the Master of Public Health program.	UT El Paso
<b>U. T. Health Science Center-San Antonio</b>		
<b>Dental Early Acceptance Program (DEAP)</b>	A dual degree program to allow students to apply credits earned during Dental School to college requirements.	UT San Antonio, UT Pan American, Southwest Texas State University, St. Mary's University
<b>Biomedical Engineering</b>	Promotes research and training in various areas of bioengineering.	UT San Antonio
<b>Master of Deaf Education and Hearing Science</b>	Development and implementation of a graduate level teachers' education program in deaf education; to train teachers to use oral-auditory methods in the education of deaf children.	Sunshine Cottage School for Deaf Children, UT San Antonio
<b>Collaborative Admissions Partnership for Health Professions Scholars</b>	Streamlining admissions processes for St. Mary's students who wish to pursue bachelors and professional master's degrees in Allied Health Science programs.	St. Mary's University
<b>U. T. M. D. Anderson Cancer Center</b>		
<b>MS in Nursing for Clinical Research Management</b>	Prepares RNs at the graduate level to manage clinical research trials involving human subjects; to create a pool of qualified nurses to meet the increasing need in Texas to support the application of the human genome project to clinical trials in academic settings, the pharmaceutical industry, and in other research enterprises	UT Health Science Center-Houston
<b>Graduate School of Biomedical Sciences/Joint Degree Granting</b>	Offers graduate programs with a greater critical mass of faculty and students than either institution alone could offer; to provide high quality research training to a large number of students in a wide variety of areas in a very cost effective manner.	UT Health Science Center-Houston
<b>U. T. Health Center-Tyler</b>		
<b>Collaborative Master's Degree Programs with Texas A&amp;M University and Stephen F. Austin State University</b>	Offers three master's degree programs in biotechnology, environmental science, and public health	Texas A&M University, Stephen F. Austin State University
<b>Joint Collaborations with Various Higher Educational Institutions for Clinical Rotations and Health Care Training</b>	Allows students in nursing, allied health, and medicine to have clinical rotations at an academic training hospital and outpatient facility.	UT Tyler, Kilgore College, Tyler Junior College, University of North Texas, Texas College of Osteopathic Medicine, University of North Dakota, St. Petersburg College

**Examples of Educational Collaborations – U. T. Health-Related Institutions**

	Illustrative Examples	Collaborators
U. T. Health Center-Tyler, continued		
<b>Collaboration Projects with other Health Care Institutions for UTHCT Residency Programs</b>	Allows residents the opportunity for clinical rotations in OB/GYN and Inpatient Pediatrics.	Trinity Mother Francis Health System, Trinity Mother Francis Health System, East Texas Medical Center
<b>UTHCT Employee Scholarship Program</b>	Provides a joint scholarship program for employees of UTHCT to attend educational programs at UT Tyler.	UT Tyler
<b>UTHCT's Occupational Medicine Residency Program</b>	Provides a residency program in occupational medicine, one of only three civilian programs in Texas and one of fewer than 40 nationwide.	Stephen F. Austin State University, Occupational Safety and Health Administration, Texas Department of Health, Regions 4 & 5 North

## **Post-Tenure Review**

- Post-tenure review is a valuable means to assess and promote the continued vitality of faculty throughout their careers.
- The table on the following page illustrates the outcomes of post-tenure review cases among health institutions in FY 2002 and 2003. Nearly all demonstrated good performance.
- Out of 145 cases in 2002, eight faculty were considered in need of additional support or marginal, and two were considered unsatisfactory. In 2003, four cases out of 147 were considered in need of additional support or marginal; two were considered unsatisfactory.
- In these less-than-satisfactory cases, the department head and post-tenure review committee developed a remediation plan with the faculty member; progress will be monitored in 2004.

**Table II-48**

**Post-Tenure Review – U. T. Health-Related Institutions**

	Review Outcomes		
	Performing Well	Needs Additional Support or Marginal	Unsatisfactory
<b>Southwestern Medical Center</b>			
Medical 2002	19		
Allied Health 2002	1		
<b>TOTAL 2002</b>	<b>20</b>		
Medical 2003	23		
Allied Health 2003			
<b>TOTAL 2003</b>	<b>23</b>		
<b>Medical Branch at Galveston</b>			
Medical 2002	30		1
Allied Health 2002	1		1
<b>TOTAL 2002</b>	<b>31</b>		<b>2</b>
Medical 2003	27	1	1
Allied Health 2003	2		
<b>TOTAL 2003</b>	<b>29</b>	<b>1</b>	<b>1</b>
<b>Health Science Center-Houston</b>			
Medical 2002	5		
Dental 2002	7	2	
Nursing 2002	1	1	
Hlth Infor Sci 2002		2	
Public Health	4	2	
<b>TOTAL 2002</b>	<b>17</b>	<b>7</b>	
Medical 2003	6	1	
Allied Health 2003			
Dental 2003	19		
Nursing 2003			
Hlth Infor Sci 2003	1	1	
Public Health2003			
<b>TOTAL 2003</b>	<b>26</b>	<b>2</b>	
<b>Health Science Center-San Antonio</b>			
Medical 2002	12	1	
Dental 2002	5		
Graduate 2002	15		
Nursing 2002	1		
Allied Health 2002	1		
<b>TOTAL 2002</b>	<b>34</b>	<b>1</b>	
Medical 2003	12	1	
Dental 2003	3		
Graduate 2003	9		
Nursing 2003			
Allied Health 2003	1	1	
<b>TOTAL 2003</b>	<b>25</b>	<b>2</b>	
<b>M. D. Anderson Cancer Center</b>			
<b>TOTAL 2002*</b>	<b>33</b>		
<b>TOTAL 2003*</b>	<b>39</b>		<b>1</b>

\*M. D. Anderson institutional faculty are not tenured in schools.

Source: U. T. System Office of Health Affairs

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

### **Implications for Future Planning**

- The U. T. System should emphasize the priority of research collaborations between academic and health-related institutions.
- 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.
- Measurement of the number of faculty grants should be refined, and reasons for declines in numbers should be analyzed.

### **Measures for Future Development**

- The U. T. System should develop a methodology and process to collect data on all sponsored expenditures, by source and type, including research, training, and public service.
- For the health-related institutions, a performance measure related to citations in national/international indices should be developed.
- Measures of teaching excellence (student evaluations, awards, other indicators) require further development. These should be related to data on student learning in the section on student access and success.
- Information technology support and resources contribute significantly to faculty success in teaching and research. A context or progress measure should be developed reflecting trends in technical infrastructure, distance education, and faculty training.
- Data on faculty FTEs and salaries should be refined and simplified so that faculty effort related to key areas of activity – teaching, research, and clinical care, can be clearly described and tracked.

### III. Service to and Collaborations with Communities

#### **Values**

The U. T. System is committed to:

- Rendering 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.
- Serving 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.



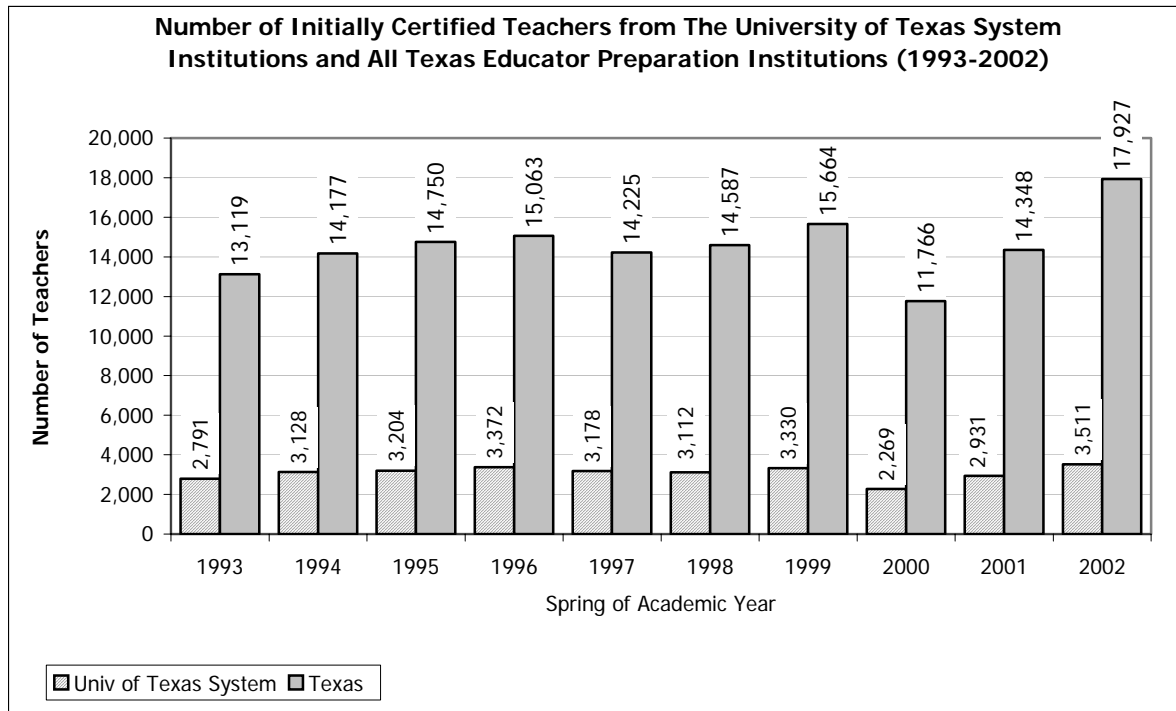
### III. Service to and Collaborations with Communities: U. T. Academic Institutions

#### The University of Texas System's Contribution to Teacher Preparation

Teacher preparation is a major responsibility of the U. T. 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. Between 1993 and 2002, The U. T. System increased the production of teachers by 720. In 2002, U. T. System institutions produced 3,511 certified teachers, 20 percent of the teachers trained in Texas that year. However, while the System's contribution to the number of teachers has increased and is the largest in the state, the System is currently producing a 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



Source: *The University of Texas System Teacher Preparation: Production, Retention, and Employment of Teachers 1995-2002*, U. T. System, October 2003.



**Table III-1**

<b>Number of Initially Certified Teachers from U. T. System Institutions U. T. System and Texas 1993–2002</b>												
	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	# Chg 93-02	% Chg 93-02
Arlington	272	299	284	316	323	298	244	82	344	471	199	73.2%
Austin	512	591	525	531	515	455	525	387	422	487	-25	-4.9
Brownsville	153	230	212	263	241	255	238	160	238	239	86	56.2
Dallas	136	141	115	139	109	117	121	85	98	148	12	8.8
El Paso	454	521	519	569	499	503	548	375	409	535	81	17.8
Pan American	482	503	633	692	601	602	706	492	590	665	183	38.0
Permian Basin	152	150	153	135	117	108	134	104	156	144	-8	-5.3
San Antonio	349	397	417	472	509	525	553	370	474	603	254	72.8
Tyler	281	296	346	255	264	249	261	214	200	219	-62	-22.1
<b>U. T. System</b>	<b>2,791</b>	<b>3,128</b>	<b>3,204</b>	<b>3,372</b>	<b>3,178</b>	<b>3,112</b>	<b>3,330</b>	<b>2,269</b>	<b>2,931</b>	<b>3,511</b>	<b>720</b>	<b>25.8%</b>
<b>TEXAS</b>	<b>13,119</b>	<b>14,177</b>	<b>14,750</b>	<b>15,063</b>	<b>14,225</b>	<b>14,587</b>	<b>15,664</b>	<b>11,766</b>	<b>14,348</b>	<b>17,927</b>	<b>4,808</b>	<b>36.6%</b>

*Source: The University of Texas System Teacher Preparation: Production, Retention, and Employment of Teachers 1995-2002, U. T. System, October 2003.*

Teachers trained at U. T. System institutions are becoming increasingly diverse. U. T. institutions produced a greater percentage of both African-American and Hispanic teachers in 2002 than in any previous year.

The success of teachers, reflected in their ongoing retention rates, is an important measure of the impact of U. T. teacher preparation programs. Teachers graduating from U. T. System institution programs return to teaching in greater proportions than the state average. Six of nine institutions had retention rates of 93 percent or greater. The System average was 93.2 percent, compared with 91.8 percent for the state as a whole.

The U. T. System also exceeds the state average in the percentage of certified teachers employed from one to eight years after obtaining certification, ranging from 82.5 percent after one year, to 56.9 percent after eight years.

**Table III-2**

<b>Average Percentage of Initially Certified Teachers Graduating from U. T. Institutions Employed in Texas Public Schools after Obtaining Certification</b>									
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
Arlington	79.1%	76.7%	71.3%	67.0%	64.3%	60.3%	55.9%	48.9%	
Austin	70.0	70.2	62.6	56.0	50.9	45.4	42.2	41.3	
Brownsville	92.5	90.4	87.3	82.3	78.6	76.8	71.8	63.2	
Dallas	70.4	66.2	60.5	52.2	49.9	43.8	42.0	40.9	
El Paso	86.9	84.7	81.4	76.5	72.5	70.1	64.8	61.5	
Pan American	92.0	89.2	85.2	81.0	77.8	74.7	70.5	67.1	
Permian Basin	81.3	83.1	78.2	74.7	69.6	65.0	66.5	60.3	
San Antonio	81.0	81.1	76.6	73.4	69.4	64.6	61.7	59.2	
Tyler	77.8	79.4	77.4	76.1	72.2	69.1	64.2	59.0	
<b>Overall U. T. System</b>	<b>82.5%</b>	<b>81.3%</b>	<b>76.8%</b>	<b>72.2%</b>	<b>68.3%</b>	<b>64.5%</b>	<b>60.7%</b>	<b>56.9%</b>	
<b>TEXAS</b>	<b>81.6%</b>	<b>79.5%</b>	<b>74.9%</b>	<b>69.9%</b>	<b>65.5%</b>	<b>61.2%</b>	<b>57.7%</b>	<b>54.2%</b>	

*Source: The University of Texas System Teacher Preparation: Production, Retention, and Employment of Teachers 1995-2002, U. T. System, October 2003.*

- For more detailed information about the U. T. System's contribution to preparing teachers, see the recent study: *The University of Texas System Teacher Preparation: Production, Retention, and Employment of Teachers 1995-2002*, Ed Fuller and Pedro Reyes, The University of Texas System, October 2003.

### Every Child, Every Advantage

*Every Child, Every Advantage* is a System-wide program to enhance the quality of education in public schools. The initiatives are designed to: 1) strengthen university-based teacher preparation programs; 2) produce high-quality professional development and instructional tools for current teachers; and 3) create research-based instructional programs for elementary and secondary schools.

Institutions throughout the U. T. System participate in various aspects of these ECEA initiatives, which include the establishment of a new charter elementary school in East Austin, development and dissemination of teacher-training materials through a grant from the Houston Endowment and the Meadows Foundation, and a review course through the UT TeleCampus for high school students preparing for the state-required graduation test. All nine U. T. academic institutions will participate in a project that will analyze the academic growth of students in classes taught by recently certified teachers in order to assess the quality of teacher preparation programs. *(For more information about ECEA, visit the ECEA web site at: <http://www.utsystem.edu/EveryChild/>)*

### 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. institutions and the K-12 school community. More extensive detail is available at [<http://www.utsystem.edu/ogr/CollabProj-Intro.htm>], and from individual institutions.

**Table III-3**

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Arlington		
<b>The Texas Science Careers Consortium</b>	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, Southwest Texas State, Tarleton State University, Texas A&M Corpus Christi, University of Houston, UT Southwestern School of Allied Health, Texas Women's University, ExxonMobil Foundation
<b>The University of Texas at Arlington (UTA)/Hurst-Eules-Bedford (H-E-B-) ISD Partnership for Excellence in Science and Mathematics</b>	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

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Arlington, continued		
<b>Advanced Placement Summer Institute</b>	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		
<b>University Interscholastic League</b>	Provides leadership and guidance to public school debate and athletic teachers. Since 1909 the UIL has grown into the largest interschool organization of its kind in the world; organizes and properly supervises contests for public schools that assist in preparing public school students for citizenship.	All school districts
<b>University Elementary Charter School</b>	A charter school sponsored by U. T. Austin opened in the fall of 2003, to serve pre-kindergarten, kindergarten, and first grade students. The school provides an excellent education foundation grounded in research-based educational practices and the Texas Essential Knowledge and Skills for a diverse group of students, and serves as a professional development and research outreach for the College of Education.	Austin Independent School District
<b>The UTeach Program</b>	Recruits, prepares, and supports the next generation of math and science teachers for Texas; increases the number and diversity of competent UT math, science, and computer science 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., National Science Foundation, Powell Foundation, SBC Foundation, Sid Richardson Foundation, U.S. Dept. of Education
<b>National Center for Educational Accountability</b>	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		
<b>Gaining Early Awareness and Readiness for Undergraduate Programs</b>	Increases the number of students who are prepared to enter and succeed in post-secondary education through tutoring, mentoring, career counseling, parental involvement, college preparation, leadership development, community outreach, professional development, curriculum support, and scholarships.	Brownsville ISD, Harlingen ISD, Los Fresnos ISD, UT Pan American, Brownsville Medical Center, Valley Regional Medical Center, Valley Coke-Cola Bottling
<b>ENLACE</b>	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, Brownsville ISD
<b>Upward Bound</b>	Provides instruction in reading, writing, study skills, academic, financial, or personal counseling and exposure to academic programs and cultural events; the goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.	Brownsville ISD

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Dallas		
<b>Lincoln and Madison High Schools SAT and College Preparation Seminar</b>	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
<b>McKinney ISD Partnership for Education of Homeless Children and Young</b>	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.	McKinney ISD, Plano ISD, Sherman ISD
<b>Callier Hearing Impaired Preschool</b>	Provides a demonstration model mainstream preschool for hearing impaired and like number of hearing children; provides a training site for new professionals.	Dallas ISD
U. T. El Paso		
<b>The El Paso Collaborative for Academic Excellence</b>	A city-wide partnership of education for business and civic leaders aimed at improving academic achievement for all students, K-16 in math, science, literacy (reading and writing) and technology; significantly increasing the proportion of high school graduates enrolling in UTEP and other colleges/universities, and graduating from college.	El Paso Community College, El Paso ISD, Ysleta Independent School District, El Paso Interreligious Sponsoring Organization, Greater El Paso Chamber of Commerce, El Paso Hispanic Chamber of Commerce
<b>Developing Networks of Responsibility</b>	Develops and sustains school-university-community partnerships to improve the schooling of children and youth in at-risk situations.	College of Education; El Paso Community College; Canutillo Independent School District
<b>Mother-Daughter/Father-Son Program at UTEP</b>	In its 18 <sup>th</sup> year, this program empowers young Hispanic women 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 12 years ago in 1991.	Area school districts.
U. T. Pan American		
<b>GEAR UP Adopt-a School Program</b>	Significantly increases the number of low-income students who are prepared to enter and succeed in postsecondary education. Follows and mentors a single cohort of over 7,000 students beginning with grade 7 in the middle school level and continue through high school graduation and college enrollment in 17 high schools throughout the Rio Grande Valley.	Lorenzo de Zavala Middle School, La Joya ISD; Lincoln Middle School, McAllen ISD; Liberty Middle School, Pharr-San Juan-Alamo ISD; U.S. Department of Education
<b>Project PEERS</b>	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
<b>TexPrep: Texas Pre-Freshman Engineering Program</b>	Improves access to careers in sciences, mathematics, and engineering to traditionally under-represented and female students. To achieve the goal, the program includes: academics, role modeling and mentoring, hands-on experience and career awareness.	Lower Rio Grande Valley Workforce Development Board, NASA, Shell Oil Foundation, UTSA, Donna ISD, Edcouch-Elsa ISD, Hidalgo ISD, La Joya ISD, La Villa ISD, McAllen ISD, Mercedes ISD, Mission CISD, Pharr-San Juan- Alamo ISD, South Texas ISD, Weslaco ISD

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Permian Basin		
<b>Principal Cohort Graduate Program</b>	Provides a cohort program for prospective school principals for its M.A. in Education--Educational Leadership program; increases the number of well qualified and certified candidates for principal positions in the ECISD and MISD schools.	Ector County ISD, Midland ISD
<b>ECISD/UTPB Teacher Graduate Education Incentive</b>	Improves the quality of ECISD teachers through having more teachers earn graduate credits in their teaching field. Both ECISD and UTPB provide scholarship support for those in the program.	Ector County ISD
<b>John Ben Shepperd Public Leadership Institute Youth Forums</b>	Conducts 35-40 forums, for 1,000 – 2,000 students each year throughout Texas in collaboration with local school districts, colleges, the LCRA, and service organizations; helps Texas develop a new generation of leaders with a desire to perform public service.	Several Texas Community Colleges
<b>Bilingual Education Grants</b>	Increases the number of bilingual teachers in West Texas by advising, financial support, and academic assistance through graduation and certification.	U.S. Department of Education, Ector County, Midland ISD
U. T. San Antonio		
<b>Texas Pre-Freshman Engineering Program (TexPREP)</b>	Provides an eight-week, mathematics-based academic enrichment program designed for students in grades six through eleven; identifies achieving middle and high school students with an interest in math, science, engineering, and technology and provides them with the academic reinforcement to increase the number of competently prepared students from Texas who will successfully pursue engineering, science, technology in college.	Del Mar College, Alamo Community College District, Houston Community College District, UT Arlington, UT El Paso, UT Pan American, Texas Tech University, Texas A&M International University, The University of Houston, Custom Foods, Sodexho Inc
<b>Gaining Early Awareness and Readiness for Undergraduate Programs</b>	Increases the number of low-income, first generation students enrolled in post-secondary education through admissions and financial aid, career exploration, college entry awareness, standardized test preparation, scholarship search aid assistance, and admissions technical assistance, and other pre-college prep services.	Northside ISD, Mitre Corp.
<b>TRIO Educational Talent Search Program</b>	Provides educational opportunities to students from economically disadvantaged areas in South Texas and San Antonio; assists with financial aid, admissions, and enrollment processes to enter a post secondary educational institution. Serves 600 middle and high school economically and educationally disadvantaged students in five counties throughout South Texas and San Antonio.	Eagle Pass ISD, Northside ISD, San Felipe Consolidated ISD, UT Pan American, UT Arlington, UT Brownsville, Texas A&M Kingsville, The University of North Texas, Southwest Junior College
<b>UTSA College Access Program</b>	Provides a college access program for junior and senior level students to attend and attain college credit at a UTSA campus.	Boerne ISD
<b>Early College Childhood Program</b>	Increases student access to institutions of higher education.	Southwest ISD, Southside ISD, East Central ISD
U. T. Tyler		
<b>Teacher Quality Grant - New Dimensions: Transforming Geometry Through Technology</b>	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

<b>Examples of K-16 Collaborations – U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Tyler, continued		
<b>The Principal and Superintendent Institute</b>	Provides intensive and ongoing professional development for school leaders to maintain skills and knowledge necessary to restructure and lead the schools of the 21st Century; facilitates the process of restructuring learner-centered schools that meet the needs of the diverse and individual student by focusing on sustained and continuous improvement.	Area School Superintendents, Board Members and/or District or School Administrators, Forty-Five Area Public School Systems, Region VII Head Start
<b>Teaching Excellence in Mathematics and Science</b>	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

## Economic Impact: System-Level Perspective

Higher education institutions make a substantial impact on the economy of 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.

## National Perspective

- That an educated workforce contributes to successful regional economies is a widely-accepted proposition. For example, the Milken Institute's 2003 report on "Best Performing Cities" states that:

Regional economic dynamism is epitomized by fast-growing-entrepreneurial companies – 'gazelle' companies. For a metro area to be a successful [sic] over the long haul, it has to have capable entrepreneurs... its very foundation rests upon its rejuvenation capability... .

A region's most important source of competitive advantage is the knowledge embedded in its people... in the current, increasingly intangible economy; concentrations of talent are attracting firms. The knowledge skills, experience and innovative potential of talented individuals have greater value than capital equipment... .

Research laboratories – private, government and university-based – are important drivers of economic development. Investments in R&D strengthen local research competency and attract future investments by the private and public sectors in a process of dynamic feedback loops... .

The social capital resident in a region – a locale's network of public and private institutions – plays a key role in maximizing the rate of return on all of these assets.

- It is noteworthy that U. T. academic institutions are present in three of the top 20 cities in the Milken Institute's 2003 ranking of best performing cities – Brownsville-Harlingen (8); McAllen-Edinburg (9); and San Antonio (18).
- In addition, Tyler was ranked as the second-best performing small city, noted as home to a major health research facility and university (U. T. Tyler and U. T. Health Center-Tyler).

[Ross C. DeVol and Frank Fogelbach, "Best Performing Cities: Where America's Jobs Are Created," Milken Institute, June 2003, pp. 4-5, 8-10, [http://www.milkeninstitute.org/pdf/best\\_cities\\_june2003.pdf](http://www.milkeninstitute.org/pdf/best_cities_june2003.pdf) downloaded 10.19.03]

- The importance of education, skills, and a vibrant cultural mix to local economies was described in detail in Richard Florida's 2002 book, *The Rise of the Creative Class: And How It's*

*Transforming Work, Leisure Community and Everyday Life.* Edward Glaeser, an economist at Harvard, has noted that since the 1880s, "the level of skills in a city has been the best predictor of economic growth" (John Leland, "On a Hunt for Ways to Put Sex in the City," *The New York Times*, December 11, 2003).

### Previous Texas Studies

- In 2002, U. T. System institutions were estimated to contribute over \$8 billion to the state's economy annually, including both the value of resources attracted from outside the state and the increased productivity of people attending and graduating from U. T. institutions. [*U. T. System Economic Impact Report, Office of Development, 2002*]  
<http://www.utsystem.edu/news/Economic%20Impact.pdf>
- In a 1994 study, the Bureau of Business Research at U. T. Austin estimated that the U. T. System attracted nearly \$835 million to the state. Using economic multipliers from a standard input-output analysis, this study derived an estimate of \$2.4 billion in business activity, \$1.6 billion in personal income, and 35,623 jobs throughout the state. [Texas Comptroller of Public Accounts, "The Impact of the State Higher Education System on the Texas Economy," January 2003, p. 5  
<http://www.window.state.tx.us/specialrpt/highered03/> ]

### Texas Comptroller's 2003 Study

- Return on higher education investments. As the Texas Comptroller wrote in 2003,

Every dollar invested in our state's higher education system pumps more than five dollars into our Texas economy. It is a remarkable return on our money for Texans today and a vital stake in the future for successful generations of Texans tomorrow.

If state institutions stopped educating students, the flow of human capital into the economy would diminish almost instantaneously, barring massive out-migration of Texas students to institutions in other states, followed by reverse migration back into the state.

[Texas Comptroller of Public Accounts, "The Impact of the State Higher Education System on the Texas Economy," January 2003, pp. 1, 17  
<http://www.window.state.tx.us/specialrpt/highered03/> ]

- This impact derives from leveraged state support, direct and indirect contribution to business volume, job creation, career enhancement, attraction of philanthropic support, increased tax base, health care services, and more. According to this study, the total impact of Texas' higher education system on the state economy was nearly \$29 billion per year.
- U. T. aggregate impact. Because the U. T. System contributes over one-third of total student enrollments in the state, the System's overall economic impact on the state is nearing \$10 billion per year.
- Impact on earnings. The Comptroller's report noted that approximately 79 percent of the difference in earnings between high school and baccalaureate graduates is due to knowledge gained in college, rising to 90 percent at the graduate level. Based on these factors, together with data on national-level mean earnings and college costs, the Comptroller estimated the overall rate of return on higher education in Texas to average 12.8 percent. This varies by degree: the rate of return on a bachelor's degree averages 11.5 percent, 10.9 percent for a master's degree, 13 percent for a doctoral degree, and 18.3 percent for a professional degree.
- Impact on productivity. Based on national studies of labor productivity, the Comptroller further estimated that the productivity gains from higher education averaged 0.2 percent in



manufacturing and 0.2 percent in non-manufacturing gross state product. In other words, higher education added \$1.5 billion to the state's economy in increased productivity [pp. 17-18]. The report points out that this is an annualized figure and that, at some diminished level, these gains generate returns through a worker's lifetime.

**Future Studies**

- In presenting these estimates, the Comptroller acknowledged that “difficulties quantifying general knowledge and economic development roles of higher education understate even these total estimated impacts.”
- All of these estimates are based on aggregated average data. To achieve a more complete and accurate picture of the private and public impact of higher education would require use of unit (individual student) record data, together with use of consistent models to study each institution in its regional context. [See also Stephen L. DesJardins, “The Monetary Returns to Instruction,” in Darrell R. Lewis and James Hearn, *The Public Research University*, 2003, pp. 175-205.]
- Ideally, future studies would make it possible to estimate more accurately the increased prosperity that a region or state would gain with the addition to the economy of a certain number of college graduates.

**Economic Impact Studies: Academic Institutions**

For communities, the impact of a local institution, a particular program, creation of a new business, or employment of local residents can be more meaningful than aggregate statistics. Individual institutions periodically conduct impact studies from which the following brief summaries are drawn. Additional specific examples of community service and collaborations are presented in the sections on collaboration, below. (The full-length studies are available from the U. T. System or individual institutions.)

**Table III-4**

<b>Economic Impact of U. T. Academic and Health-Related Institutions Examples from Recent Studies</b>			
	Financial Impact	Jobs	Year of Study
Arlington	\$487 million in Metroplex	8,995	2002
El Paso	\$349 million in region	4,871	2002
Pan American	\$276 million in region	5,376	2002
Permian Basin	\$99 million in region	5,376	2002
San Antonio	\$852 million in Texas	9,335	2003
Medical Branch	\$934 million in SE Texas	25,403	2002
M. D. Anderson	\$2.4 billion in Texas	35,469	2003

*Source: U. T. System institutions*

**U. T. Arlington**

- A 2002 study estimated that U. T. Arlington's annual impact on business volume in the Metroplex was \$487 million. [*The University of Texas at Arlington and the Metroplex: An Economic Impact Analysis*, Office of Institutional Research and Planning, U. T. Arlington, November 2002.]
- University-related business supported 5,576 jobs in Arlington and 8,995 in the Metroplex.
- U. T. Arlington's Center for Economic Development Research and Service alone has contributed to the creation or retention of 280 jobs, \$6.3 million in public sector investment, \$310 million in private sector investment, and \$225,000 in increased tax revenues.

### **U. T. Dallas**

- In collaboration with U. T. Dallas' programs in science and engineering research and education, Texas Instruments is planning to build a \$3 billion plant — one of fewer than a dozen in the world — that will make advanced semiconductors on 12-inch diameter silicon wafers. The basic production from the Texas Instruments facility, reasonable anticipated expansions over the next several years, and the gains from the modest value-capture scenario generate gains for Texas as a whole of \$7.523 billion in output each year and 88,135 jobs. The stabilized yearly increase in State revenue (in constant 2003 dollars) will total \$360 million at project maturity.

### **U. T. El Paso**

- A 2002 impact study by U. T. El Paso estimates that 4,871 local jobs were attributable to U. T. El Paso's presence in the community. ["The University of Texas at El Paso Economic Impact," Special Edition of the *Border Business Review*, January 2003.]
- U. T. El Paso contributed \$349 million to local business volume. U. T. El Paso-related sales volume was 3.5 percent of El Paso's total retail and wholesale sales.
- Construction projects made a \$45.5 million impact on the community, and generated 606 new jobs.

### **U. T. Pan American**

- U. T. Pan American's direct and indirect impact on the local economy was \$275.9 million, according to a 2002 study. [Bret L. Mann, José A. Pagán, and Sukhjit Sethi, *Economic Impact of the University of Texas Pan American 2001-2006*, U. T. Pan American, April 2002.]
- Direct local spending had a multiplier effect of \$78.5 million on the community.
- Total employment associated with those expenditures was 5,376.

### **U. T. Permian Basin**

- U. T. Permian Basin's economic impact on the Midland-Odessa community, including direct and indirect expenditures, exceeded \$99 million in 2002. [*Economic Impact UT PB*, 2002.]
- Contributions to area sales averaged \$7,000 per student.
- Regional employment attributable to U. T. Permian Basin totals 2,478 jobs.

### **U. T. San Antonio**

- U. T. San Antonio's total estimated economic impact for the state of Texas was \$852.4 million, according to a 2003 study. [Gary I. Bridges and Michael Cline, *Economic Impact Study of the University of Texas at San Antonio*, Institute for Economic Development, The University of Texas at San Antonio, August, 2003.]
- An estimated 9,335 jobs in Texas were attributable to U. T. San Antonio's impact on the economy.
- U. T. San Antonio's Small Business Development Center services resulted in \$87.6 million in increased sales, 1,064 new jobs, and 1,332 jobs saved.

### Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. institutions and their communities. More details are available at <http://www.utsystem.edu/ogr/CollabProj-Intro.htm>, and from individual institutions.

**Table III-5**

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Arlington</b>		
<b>Photovoltaic Module Manufacturing - Intelligent Processing and Manufacturing Scale-Up</b>	Improves process control and automation capabilities for high-scale ultra thin amorphous silicon solar cell manufacturing through a joint staff-faculty-industrial effort to develop the next generation of materials handling solutions for the manufacture of solar cell panels.	BP Solar, LLC; US Department of Energy's National Renewable Energy Labs
<b>NSF GOALI-MEMS-Based Sensors and Actuators for Medical and Biological Applications</b>	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, Resprionics, Inc., InterMEMS, Inc, Microfab, Inc.
<b>Texas Manufacturing Assistance Center</b>	Increases the global competitiveness of Texas' 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
<b>Arlington Technology Incubator</b>	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
<b>U. T. Austin</b>		
<b>UT Film Institute</b>	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
<b>State Energy Program – Clean Energy Technologies at ATI</b>	The Clean Energy Incubator has provided a needed resource to Central Texas that helps qualified, early stage, clean energy companies fill in knowledge gaps and build stronger business propositions, accelerating their time-to-market.	State Energy Conservation Office

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	Illustrative Examples	Collaborators
U. T. Brownsville		
<b>Cross Border Institute for Regional Development (CBIRD)</b>	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 addresses these issues; assists in the management of critically important natural resources.	UT Austin, UT Pan American, Environmental Protection Agency, Texas Border Infrastructure Coalition (TBIC)
<b>Texas Center for Border Economic &amp; Entrepreneurial Development</b>	As an integral component of Workforce Training Continuing Education, assists in creating new jobs and retaining existing jobs by training new employees and upgrading employees' job skills; serves over 255 businesses with technical assistance through its small enterprise counseling and technical assistance staff. CEED and its business community partnerships obtained grants and contracts totaling \$1,046,000 and provides training to 1,049 participants during this past fiscal year; 467 small business clients received training and received \$2.8 million in federal contract awards.	
U. T. Dallas		
<b>Texas Instruments Semiconductor Plant</b>	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.
<b>Digital Forensics and Emergency Preparedness Institute</b>	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.
<b>Cecil and Ida Green Center for the Study of Science and Society</b>	Formerly housed at Harvard University, the Texas Schools Project is the Green Center's primary research activity and deals with the impact of science and technology on society. The center develops programs on telecommunications, the impacts of minority suburbanization, ethical issues in research, technology policy and management and biological and chemical weapons.	Texas Education Agency, Texas Higher Education Coordinating Board, and UTD.

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	Illustrative Examples	Collaborators
U. T. El Paso		
<b>Center for Civic Engagement</b>	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.	
<b>Centers for Entrepreneurial Development, Advancement, Research and Support (CEDARS)</b>	CEDARS fosters economic development through activities that support business creation and growth. CEDARS staff and volunteers provide continuing education, counseling, publications and other efforts designed to add knowledge about the formation and management of enterprises.	J.P. Morgan Chase Bank; Scott, Hulse, Marshall, Feuille & Thurmond, PC; The John D. Williams Company; Tropical Sportswear; Colman Concepts Rockett Advertising; The Greater El Paso Chamber of Commerce; El Paso Black Chamber of Commerce; El Paso Hispanic Chamber of Commerce; Central Business Association
<b>Border Region Modeling Project</b>	This project houses the 210-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
U. T. Pan American		
<b>Mexican Business Information Center (MBIC)</b>	To provide Mexican demographic and economic information to businesses, public officials, and the community in general. MBIC also provides data on maquiladoras.	INEGI (Mexican Census Bureau), SECOFI
<b>Texas Manufacturing Assistance Center (TMAC)</b>	To increase the global competitiveness of Texas' manufacturers by providing assistance in the appropriate technologies and techniques and to increase deployment of advanced manufacturing practices and technology and other research results.	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		
<b>Center for Energy and Economic Diversification</b>	To conduct research, training, and technology transfer activities on issues facing the region's primary industry, energy. This work includes research on bio-mass conversion into fuel, energy security, and alternative energy technologies and economics.	UT Austin, The Welch Foundation, Advanced Technology Program of THECB

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions</b>		
	Illustrative Examples	Collaborators
U. T. Permian Basin, continued		
<b>EDA University Center</b>	One of five in Texas funded by the U.S. Economic Development Administration. The Center works with local governments and regional planning authorities on applied research to assist in economic development in the region. It also assists these entities in identifying and obtaining federal economic assistance funding.	U.S. Economic Development Administration
U. T. San Antonio		
<b>San Antonio: Making Mentoring a Partnership</b>	Established as a community-wide initiative in 1998 by the greater San Antonio Chamber of Commerce, San Antonio: Making Mentoring A Partner (SAMMAP) to demonstrate a nationwide model of a successful business and community educational effort. As of August 2003, 37,000 students have been mentored from grades K-12 from throughout Bexar County.	Greater San Antonio Chamber of Commerce, USAA, Big Brothers Big Sisters
<b>UTSA Institute for Economic Development</b>	Provides Economic Development Extension Services to 25,600 small businesses annually, primarily in a 79-county Border Region, through 10 field Centers with higher ed partners, under several federal grants administered by UTSA; creates/retains 1,700 jobs/yr, \$270 million SBA loans, \$5.7 million in new state taxes revenues, deliver 1,000 workshops/seminars to 14,000 business owners, conducted 7,000 consulting engagements, 4,000 applied research tasks and 16 community projects in 2003.	UT Pan American, Texas State University, Angelo State University, Sul Ross State University, US Small Business Administration, Laredo Development Foundation, Numerous Chambers of Commerce/Trade Assoc, Numerous Banks/Lending Agencies/Corporations/Procuring Agencies, Universidad Autonoma de Guadalajara
<b>UTSA/Kelly Material Science and Engineering Sustainment Laboratory (KMSESL)</b>	Will establish a UTSA/Kelly Material Science and Engineering Sustainment Laboratory (KSESL) by renovating an existing Kelly USA building and acquiring new and using some of the old equipment left by the Air Force. This lab will serve as the core of UTSA materials sciences and engineering research and educational programs and as the core of Kelly USA's Center of Excellence for transportation maintenance, repair, and overhaul (MRO).	Greater Kelly Development Authority
U. T. Tyler		
<b>Hispanic Business Center and Research Program</b>	Increases the number of successful Hispanic-owned businesses and the number of Hispanic students at UT Tyler; conduct research and disseminates results recognizing the needs for resources to serve the growing Hispanic small businesses of East Texas as well as the economic implications of homeownership; 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

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Academic Institutions		
	Illustrative Examples	Collaborators
U. T. Tyler, continued		
<b>East Texas Rural Fiscal and Physical Outreach Program</b>	To improve the fiscal and physical health in East Texas; to serve the growing Hispanic population of East Texas; to identify the health care provider's educational needs; to provide continuing education programs for small businesses, with an emphasis on health care providers; to provide professional continuing education programs that will enhance health care provider's language skills and knowledge of the Hispanic culture.	UT Tyler, Health Center Tyler, Lake Country AHEC, Texas Department of Health

### 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.

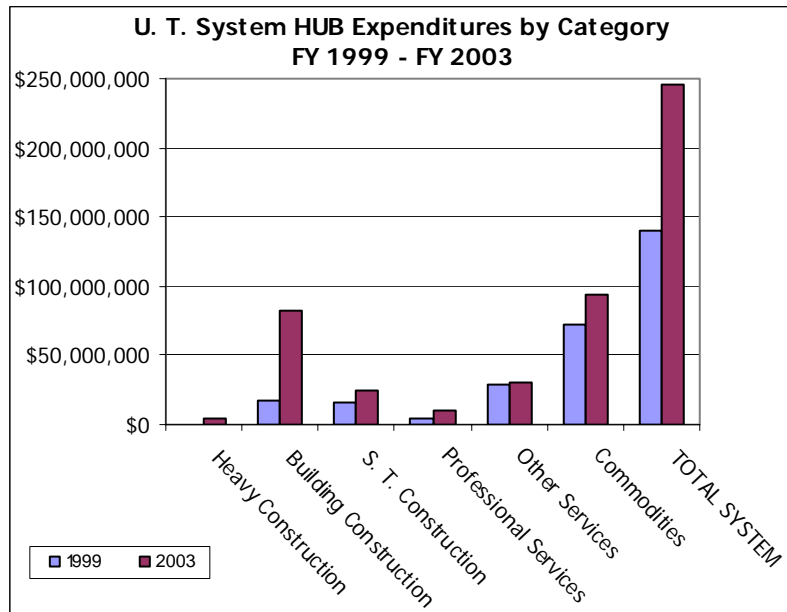
**Table III-6**

		System-Wide HUB Trends by Category			Overall
		Total	System Total	Total HUB	HUB
		Expenditures	Total HUB Expenditures	Total HUB Expenditures	Goal
FY 2003	Heavy Construction	\$ 18,029,466	\$ 4,125,984	22.9%	11.9%
	Building Construction	494,683,768	81,807,903	16.5	26.1
	S. T. Construction*	86,437,984	24,907,904	28.8	57.2
	Professional Services	88,028,348	10,281,089	11.7	20.0
	Other Services	304,144,712	30,809,807	10.1	33.0
	Commodities	689,464,032	94,259,170	13.7	12.6
	<b>Total System</b>	<b>\$1,680,788,310</b>	<b>\$246,191,857</b>	<b>14.6%</b>	
	<b>Total State</b>	<b>\$9,013,971,755</b>	<b>\$1,174,918,905</b>	<b>13.0%</b>	
FY 1999	Heavy Construction	\$ 164,693	\$ 0	0.0%	11.9%
	Building Construction	139,464,201	17,968,583	12.9	26.1
	S. T. Construction*	60,868,706	16,345,893	26.9	57.2
	Professional Services	44,670,003	4,320,013	9.7	20.0
	Other Services	233,992,030	28,743,911	12.3	33.0
	Commodities	553,200,771	72,528,118	13.1	12.6
	<b>Total System</b>	<b>\$1,032,360,404</b>	<b>\$139,906,518</b>	<b>13.6%</b>	

\*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-2



- Over the past five years, the U. T. System has increased its HUB procurement expenditures from 13.6 to 14.6 percent of total expenditures.
- As a proportion of total expenditures, the FY 2003 U. T. System HUB expenditures also exceeded the state's average (13 percent).
- In FY 2003 the U. T. System exceeded overall HUB goals in procurement expenditures for heavy construction and commodities; this is an improvement from FY 1999, when only the goal in commodities expenditures was exceeded. Between FY 1999 and FY 2003, total U. T. System HUB expenditures increased by 76 percent.



### HUB Trends – U. T. Academic Institutions

- Between FY 1999 and FY 2003, seven academic institutions increased their HUB purchases.
- The HUB purchases at U. T. Arlington, U. T. Brownsville, U. T. Dallas, and U. T. Permian Basin increased by 100 percent or more over this period.

**Table III-7**

#### HUB Trends – U. T. Academic Institutions

	Total HUB Expenditures		% Change
	FY 99	FY 03	FY 99-03
Arlington	\$ 3,556,424	\$ 8,699,998	144.6%
Austin	23,123,416	23,090,639	-0.1
Brownsville	873,226	1,846,340	111.4
Dallas	2,752,460	7,148,095	159.7
El Paso	2,723,175	4,316,920	58.5
Pan American	2,479,704	2,463,471	-0.7
Permian Basin	434,127	869,671	100.3
San Antonio	4,635,947	8,719,016	88.1
Tyler	745,884	819,914	9.9
<b>Subtotal Academic</b>	<b>\$41,324,363</b>	<b>\$57,974,064</b>	<b>40.3%</b>

*Source: U. T. System Office of HUB Development*

- Six U. T. academic institutions are included in the list of the top 50 spending agencies in the state. They rank 37 or above based on the measure of highest HUB expenditure rate.
- Four 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-8**

#### U. T. Academic Institutions Among Top 50 State Spending Agencies FY 2003

	Rate	Rank
San Antonio	27.8	2
Dallas	27.3	3
El Paso	19.8	8
Arlington	16.7	14
Pan American	12.7	29
Austin	11.3	37

**Table III-9**

#### U. T. Academic Institutions Among Top 25 State Spending Agencies of Over \$5 Million FY 2003

	Rate	Rank
San Antonio	27.8	5
Dallas	27.3	6
Brownsville	27.0	7
El Paso	19.8	9

- One U. T. academic institution (U. T. Austin) is among the top 25 State agencies spending more than \$5 million with the smallest percentage spent with HUBs.

## Private Support – U. T. System Perspective

Table III-10

<b>Summary Giving Trends: Sources of Donor Support</b>					
(\$ in thousands)					
<b><u>Summary by Institution</u></b>	FY 99	FY 00 <sup>1</sup>	FY 01	FY 02	FY 03 <sup>2</sup>
Arlington	\$ 4,430	\$ 9,150	\$ 8,261	\$ 5,459	\$ 6,251
Austin	130,847	201,637	179,951	155,312	305,040
Brownsville	871	1,275	2,129	3,098	1,355
Dallas	5,869	36,737	5,535	4,876	6,853
El Paso	10,875	9,831	18,046	19,893	14,313
Pan American	2,755	10,460	4,995	7,633	3,898
Permian Basin	1,225	1,541	1,276	1,285	864
San Antonio	3,423	7,056	5,232	5,150	5,748
Tyler	2,620	4,589	6,484	3,184	6,763
<b>Academic Total</b>	<b>\$162,915</b>	<b>\$282,276</b>	<b>\$231,909</b>	<b>\$205,890</b>	<b>\$351,085</b>
SWMC	\$64,150	\$115,033	\$90,409	\$117,557	\$81,772
UTMB	23,342	34,769	38,150	41,041	37,591
HSC-H	24,675	23,880	23,807	34,875	29,647
HSC-SA	17,307	26,499	33,118	30,736	27,775
MDACC	55,239	63,526	61,585	57,834	59,621
HC-T	1,515	1,109	800	1,150	793
<b>Health-Related Total</b>	<b>\$186,228</b>	<b>\$264,816</b>	<b>\$247,869</b>	<b>\$283,193</b>	<b>\$237,199</b>
<b>UT System Adm.</b>	<b>\$ 689</b>	<b>\$ 612</b>	<b>\$ 563</b>	<b>\$ 946</b>	<b>\$ 1,384</b>
<b>System-wide Total</b>	<b>\$349,832</b>	<b>\$547,704</b>	<b>\$480,341</b>	<b>\$490,029</b>	<b>\$589,668</b>
<b><u>Summary by Source</u></b>					
Alumni	\$ 30,985	\$ 46,219	\$ 42,554	\$ 52,639	\$ 212,748
Individuals <sup>3</sup>	84,747	131,069	93,692	113,956	63,245
Foundations	131,033	195,112	197,239	200,197	199,432
Corporations	78,252	110,608	99,171	92,814	79,980
Others <sup>4</sup>	24,815	64,696	47,685	30,423	34,263
<b>Total</b>	<b>\$349,832</b>	<b>\$547,704</b>	<b>\$480,341</b>	<b>\$490,029</b>	<b>\$589,668</b>

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

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

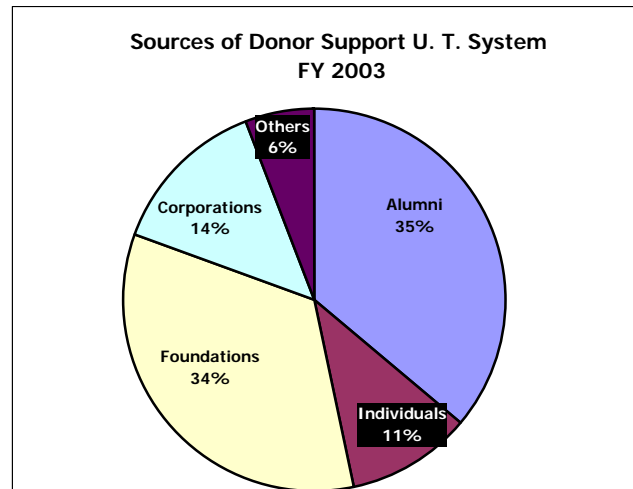
<sup>3</sup>Individuals = Parents and Other Individuals in Council on Aid to Education reports.

<sup>4</sup>Others = Fund Raising Consortia + Other Organizations

Source: Council for Aid to Education Annual Survey, FY 2003; U. T. System Office of the Comptroller.

- Private philanthropy plays an increasingly critical role in the ability of U. T. institutions to meet their teaching, research, and clinical care roles.
- Although accounting changes noted above prevent specific longitudinal comparisons in the years between 1999 and 2003, private philanthropic support of U. T. System institutions has increased over this period.
- These increases are particularly noteworthy given the recent national downward trends in private giving. For example, for the period ending June 2002, alumni giving dropped by 13.6 percent nationally. ["Gifts to Higher Education Drop for the First Time in 15 Years," Council for Aid to Education, News Release, March 13, 2003].

Figure III-3



- During this period, alumni giving increased at five academic and three health-related institutions in the U. T. System.
- Collectively, in FY 2002 (the latest year for which comparative data are available), U. T. institutions ranked third in the nation for total.

Table III-11

**Total Voluntary Support/ Highest 25 / FY 2002**

1	Univ of California, System Summary (Oakland, CA)	\$1,009,631,936
2	University of Southern California (Los Angeles, CA)	585,161,932
3	Univ of Texas System Summary (Austin, TX)	488,711,849
4	Harvard University (Cambridge, MA)	477,617,144
5	Leland Stanford Junior University (Stanford, CA)	454,769,878
6	Cornell University (Ithaca, NY)	363,031,766
7	University of Pennsylvania (Philadelphia, PA)	319,742,070
8	Johns Hopkins University (Baltimore, MD)	318,687,392
9	University of Wisconsin-Madison (Madison, WI)	307,213,842
10	Univ of California, Los Angeles (Los Angeles, CA)	282,343,369
11	Columbia University (New York, NY)	271,231,231
12	Duke University (Durham, NC)	264,580,048
13	Yale University (New Haven, CT)	256,342,000
14	University of Virginia (Charlottesville, VA)	255,043,646
15	New York University (New York, NY)	251,407,906
16	University of Minnesota (Minneapolis, MN)	233,338,357
17	University of Washington (Seattle, WA)	231,814,108
18	Univ of California, Berkeley (Berkeley, CA)	223,260,969
19	Massachusetts Institute of Technology (Cambridge, MA)	220,572,527
20	Univ of Illinois - System Summary (Urbana, IL)	219,585,462
21	Michigan State University (East Lansing, MI)	211,629,395
22	Emory University (Atlanta, GA)	210,372,283
23	Univ of California, San Francisco (San Francisco, CA)	207,227,552
24	Vanderbilt University (Nashville, TN)	198,514,829
25	Princeton University (Princeton, NJ)	185,223,317
	Grand total, face value for FY 2002	

Source: Council for Aid to Education Data Miner (downloaded 10.9.03)

Table III-12

**Sources of Donor Support by U. T. Academic Institution**  
(\$ in Thousands)

		FY 99	FY 00 <sup>1</sup>	FY 01	FY 02	FY 03 <sup>2</sup>	
Arlington	Alumni	\$ 410	\$ 387	\$ 411	\$ 493	\$ 395	<sup>1</sup> Beginning in 2000, gift totals include certain categories of deferred gifts, at face value, based on official CAE gift reporting guidelines. <sup>2</sup> Beginning in 2003, gift totals include certain categories of deferred gifts, at present value, based on official CAE gift reporting guidelines. <i>Source: Council for Aid to Education Annual Survey, FY 2003: U. T. System Office of the Comptroller.</i>
	Individuals	297	277	353	589	669	
	Foundations	779	769	1,011	994	3,211	
	Corporations	2,584	7,661	6,357	2,979	1,654	
	Others	360	56	129	404	322	
	<b>Total</b>	<b>\$ 4,430</b>	<b>\$ 9,150</b>	<b>\$ 8,261</b>	<b>\$ 5,459</b>	<b>\$ 6,251</b>	
Austin	Alumni	27,328	42,079	36,175	44,941	206,166	
	Individuals	31,595	19,443	27,070	26,376	16,719	
	Foundations	35,576	58,902	45,362	46,521	47,827	
	Corporations	31,093	56,725	52,513	33,259	27,229	
	Others	5,255	24,488	18,831	4,215	7,099	
	<b>Total</b>	<b>\$130,847</b>	<b>\$201,637</b>	<b>\$179,951</b>	<b>\$155,312</b>	<b>\$305,040</b>	
Brownsville	Alumni	1	67	57	88	56	
	Individuals	189	109	358	671	381	
	Foundations	55	726	1,510	2,004	577	
	Corporations	371	350	200	331	341	
	Others	255	23	4	4		
	<b>Total</b>	<b>\$ 871</b>	<b>\$ 1,275</b>	<b>\$ 2,129</b>	<b>\$ 3,098</b>	<b>\$ 1,355</b>	
Dallas	Alumni	104	170	1,153	603	566	
	Individuals	624	32,538	361	622	679	
	Foundations	3,508	2,809	2,433	1,592	2,593	
	Corporations	1,219	799	1,129	1,483	2,539	
	Others	414	421	459	576	476	
	<b>Total</b>	<b>\$ 5,869</b>	<b>\$ 36,737</b>	<b>\$ 5,535</b>	<b>\$ 4,876</b>	<b>\$ 6,853</b>	
El Paso	Alumni	772	763	1,669	1,756	1,616	
	Individuals	1,295	1,752	7,296	2,614	1,039	
	Foundations	3,923	3,718	5,520	6,265	6,542	
	Corporations	4,677	3,418	3,352	7,404	4,455	
	Others	208	180	209	1,854	661	
	<b>Total</b>	<b>\$ 10,875</b>	<b>\$ 9,831</b>	<b>\$ 18,046</b>	<b>\$ 19,893</b>	<b>\$ 14,313</b>	
Pan American	Alumni	86	70	70	52	73	
	Individuals	770	917	3,126	540	753	
	Foundations	967	737	563	537	324	
	Corporations	743	8,702	1,187	6,343	2,623	
	Others	189	34	49	161	125	
	<b>Total</b>	<b>\$ 2,755</b>	<b>\$ 10,460</b>	<b>\$ 4,995</b>	<b>\$ 7,633</b>	<b>\$ 3,898</b>	
Permian Basin	Alumni	13	23	49	27	25	
	Individuals	831	1,060	494	519	152	
	Foundations	95	157	389	117	333	
	Corporations	227	254	327	555	333	
	Others	59	47	17	67	21	
	<b>Total</b>	<b>\$ 1,225</b>	<b>\$ 1,541</b>	<b>\$ 1,276</b>	<b>\$ 1,285</b>	<b>\$ 864</b>	
San Antonio	Alumni	109	93	126	197	92	
	Individuals	473	3,359	1,245	713	510	
	Foundations	1,778	2,212	2,480	2,600	3,347	
	Corporations	740	1,001	1,165	1,305	1,592	
	Others	323	391	216	335	207	
	<b>Total</b>	<b>\$ 3,423</b>	<b>\$ 7,056</b>	<b>\$ 5,232</b>	<b>\$ 5,150</b>	<b>\$ 5,748</b>	
Tyler	Alumni	237	38	31	29	27	
	Individuals	1,522	1,640	3,697	2,418	5,874	
	Foundations	194	2,647	909	455	495	
	Corporations	657	263	1,824	232	322	
	Others	10	1	23	50	45	
	<b>Total</b>	<b>\$ 2,620</b>	<b>\$ 4,589</b>	<b>\$ 6,484</b>	<b>\$ 3,184</b>	<b>\$ 6,763</b>	
<b>Academic Institutions Total</b>	<b>\$162,915</b>	<b>\$282,276</b>	<b>\$231,909</b>	<b>\$205,890</b>	<b>\$351,085</b>		

Figure III-4

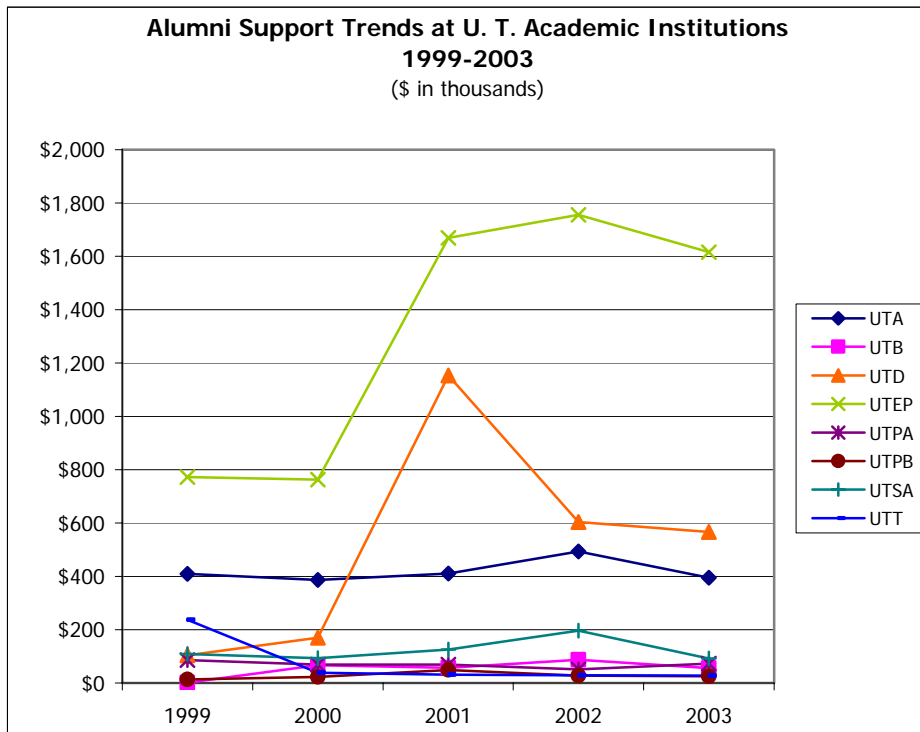
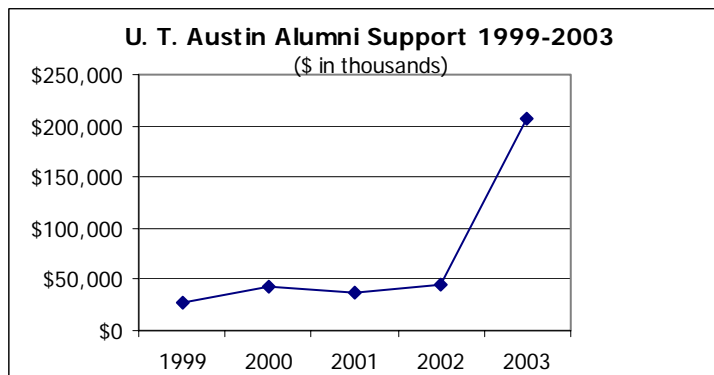


Figure III-5



### 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. health-related institutions and the K-12 school community. More extensive detail is available at [\[http://www.utsystem.edu/ogr/CollabProj-Intro.htm\]](http://www.utsystem.edu/ogr/CollabProj-Intro.htm), and from individual institutions.

**Table III-13**

<b>Examples of K-16 Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
<b>U. T. Southwestern Medical Center</b>		
<b>STARS (Science Teachers Access to Resources at Southwestern)</b>	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
<b>SURF (Summer Undergraduate Research Fellowship Program)</b>	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
<b>DCCCD Certificate: Emergency Medicine Education Program</b>	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 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
<b>U. T. Medical Branch at Galveston</b>		
<b>Outreach Programs for Students and Educators: Inspiring, Motivating, and Enabling the Next Generation</b>	A progressive series of programs for students in 4-12th grades to provide students with the skills necessary to succeed academically and inspire the next generation to pursue careers in science, healthcare, and technology, to provide educators with an ongoing support system of sustained, high quality professional development to assist them in implementing the TEKS and engaging ALL students with interesting, relevant, and meaningful science learning experiences.	Galveston ISD, Galveston College, multiple others, UT Austin, Rice University, Texas A&M at Galveston
<b>Sealy Center for Environmental Health and Medicine / Galveston Independent School District Bench Tutorials: Scientific Research and Design program</b>	Pairs a high school student with a UTMB graduate student, postdoctoral fellow, or faculty mentor, spending approximately four hours per week in supervised instruction and research from a participating laboratory; provides a fully-engaged hard-science collaboration between high school students and UTMB faculty members	Galveston ISD, Ball High School, Clear Creek ISD, UT MD Anderson, Texas A&M University at Galveston, Texas A&M University at College Station, Texas Education Agency, National Oceanic & Atmospheric Administration, Dr. Leon Bromberg Charitable Trust Foundation

<b>Examples of K-16 Collaborations – U. T. Health-Related Institutions</b>		
	<b>Illustrative Examples</b>	<b>Collaborators</b>
U. T. Medical Branch, continued		
<b>Sealy Center for Environmental Health and Medicine / Galveston ISD Youth Environmental Studies (YES) Lab School program</b>	Designs and further refines an ongoing curriculum for middle school students that addresses a wide variety of educational questions; reduces dropout rate among Galveston-area children; improves reading comprehension and academic performance.	Galveston ISD, Central Middle School
U. T. Health Science Center - Houston		
<b>The Center for Academic and Reading Skills (CARS)</b>	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; to significantly enhances the educational experiences of all children in Texas.	Houston ISD, UT Austin, University of Houston, Yale University—Center for Learning & Attention Disorders
<b>CIRCLE (Center for Improving the Readiness of Children for Learning and Education)</b>	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 Heart Start State Collaborative Office
<b>Science Education Partnership</b>	Provides technological, instructional, and content resources to help SBISD teachers facilitate classroom instruction that is designed to meet grade-specific standards mandated by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and to be assessed through the Texas Assessment of Knowledge and Skills (TAKS); provides preparation for disadvantaged students hoping to go to college; introduces students to the world of research in biomedical and behavioral sciences in an effort to stimulate career interests in the health professions.	Spring Branch ISD
U. T. M. D. Anderson Cancer Center		
<b>Summer Workshop for High School Science Educators</b>	A core program that provides combined didactic and laboratory updates for teachers on developments in biological and physical sciences; provides teachers an additional opportunity to interact with students at the laboratory bench.	Carl B. and Florence E. King Foundation
<b>Carl B. and Florence E. King Foundation High School summer Program in Biomedical Sciences</b>	Provides students with an opportunity to conduct a research project in one of the biomedical disciplines under the guidance of an MD Anderson faculty; interests students in pursuing research or medical careers and brings enthusiasm for learning back to their school districts and fellow students.	Carl B. and Florence E. King Foundation
U. T. Health Center - Tyler		
<b>K-12 Education Classes in Sex Education, Smoking Cessation, and Diabetes</b>	Provides community service education classes offered to local K-12 institutions and students in sex education, smoking cessation, and diabetes.	John Tyler High School, Robert E. Lee High School, Camp Tyler Diabetes Camp
<b>Lake Country AHEC Health Career/Health Education Programs in NE Texas K-12 ISDs</b>	Provides health career promotion and health education programs for the Independent School Districts in 19 counties in Northeast Texas; promotes health care careers to K-12 students in the area ISDs, as well as increases health education programming in these schools for both students and teachers.	19 Independent School Districts in NE Texas

## **Economic Impact: U. T. Health-Related Institutions**

A recent study estimated the economic value of the national investment in medical research, going beyond traditional investment measures. [*Exceptional Returns: The Economic Value of America's Investment in Medical Research*, Mary Woodard Lasker Charitable Trust, May 2000 <http://www.laskerfoundation.org/reports/pdf/exceptional.pdf>] According to this study, the increase in life expectancy associated with the prevention and treatment of disease in the 1970s and 1980s totaled \$57 trillion. This study estimated that medical research which reduced deaths from cancer by just one-fifth would be worth \$10 trillion. Based on such estimates, this study suggests that "research generating even modest advances against major killer diseases is bound to be a superb investment."

More locally, the State Comptroller's 2003 report on the economic impact of higher education concluded that the six U. T. health-related institutions contribute more than \$2 billion in health care services.

Individual institutions periodically conduct impact studies, from which the following brief summaries are drawn. Additional specific examples of community service and collaborations are presented in the sections on collaboration, below. (The full-length studies are available from the U. T. System or individual institutions.)

### **U. T. Medical Branch at Galveston**

- Based on a 2001 study, U. T. Medical Branch at Galveston generated a total of \$236.7 million in direct and indirect expenses on Galveston Island. [Michael A. Hanna and Ken U. Black, *The University of Texas Medical Branch – Galveston Economic Impact 2001*, Center for Economic Development and Research, University of Houston-Clear Lake, July 2002]
- UTMB generates 16,477 jobs in direct and indirect employment.
- This study estimated that UTMB generated a total of \$934.2 million in business volume and 25,403 jobs in the southeast Texas region.

### **U. T. M. D. Anderson Cancer Center**

- An economic impact study by Southwest Business Research for M. D. Anderson reported a \$1.903 billion expenditure impact and a \$225 million construction impact on the Houston region in FY 2002, for a total impact of \$2.218 billion [Robert F. Hodgkin, and Roberto Marchesini, *The University of Texas M. D. Anderson Cancer Center Economic Impact 2002*, March 2003].
- This report estimated a total expenditure impact on the state of Texas of \$2.446 billion.
- U. T. M. D. Anderson Cancer Center also provided a total of 35,469 jobs in the region.



## Collaborations with Business, Nonprofit, and Community Organizations

The following examples illustrate the wide range of business and community collaborations between U. T. institutions and their communities. More extensive detail is available at <http://www.utsystem.edu/ogr/CollabProj-Intro.htm>, and from individual institutions.

Table III-14

Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions		
	Illustrative Examples	Collaborators
U. T. Southwestern Medical Center at Dallas		
<b>University Medical Center Clinical Care Programs</b>	Provides hospital and outpatient services to the North Texas community as the University Medical Center; to more efficiently enhance the patient care within the hospitals and outpatient clinics, jointly seek opportunities for cutting business costs, and integrate management and operational activities.	Zale Lipshy University Hospital, St. Paul University Medical Center
<b>Parkland Health and Hospital Systems (PHHS) Clinical Care Programs</b>	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
<b>Biotech Startup Initiative Project</b>	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 at Galveston		
<b>UTMB Mini Medical School</b>	Provides a layperson's "medical school" featuring lectures from renown UTMB faculty on issues ranging from depression to genomics; increases name recognition and enhances the image of UTMB to various publics; also available online as a Mini Medical School, called eMini Medical School.	Pfizer Pharmaceutical, Barrios Technology, Inc
<b>Development of a Regional Hospital Response Plan for Bioterrorism and Other Disasters</b>	Enables an integrated and coordinated disaster response by the healthcare facilities in each of 26 regions in the state. The outcome will be a plan for Trauma Services Area-R, to provide shared medical staff, equipment, supplies, services, information, etc.	Multiple hospitals in the region, Texas Department of Health, Trauma Service Area "R"
<b>Creating Pathways to Success</b>	Assists unemployed and under-employed residents of Galveston who live in subsidized housing to become employed or advance their careers in the healthcare field. This project allows the provision of education, childcare, transportation, school supplies, stipends, and other essentials needed to ensure each participant's success.	The WorkSource, Galveston Housing Authority
U. T. Health Science Center-Houston		
	See listings in Section II under "Research Collaborations" for the Gulf Coast Consortium, Biotechnology, and Hispanic Health Research Center.	

<b>Examples of Collaborations with Business, Nonprofit, and Community Organizations U. T. Health-Related Institutions</b>		
	Illustrative Examples	Collaborators
U. T. Health Science Center-San Antonio		
<b>Master of Deaf Education and Hearing Science</b>	Sunshine Cottage School for Deaf Children; UTSA and UTHSCSA are developing a graduate level teachers' education program in deaf education. Sunshine Cottage provides adjunct faculty and classroom facilities; UTSA will provide teacher certification support for graduate students and course work in cultural issues; UTHSCSA will provide instruction in oral-auditory education and clinical development appropriate for teachers.	Sunshine Cottage for Deaf Children
<b>Transgenic and Assisted Reproductive Technology in Baboons</b>	Establishes an animal model for assisted reproductive technologies and produces transgenic sub-human primates.	Southwest National Primate Center, Southwest Foundation for Biomedical Research
<b>San Antonio Cancer Institute</b>	Establishes a National Cancer Institute-designated and funded cancer center to support key institutional research facilities. Developmental and planning funds facilitate program growth and development.	Cancer Therapy and Research Center
U. T. M. D. Anderson		
<b>Proton Therapy Center</b>	Provides the most precise form of radiation therapy available, minimizing harm to surrounding tissues and optimizing treatment. This will be an 85,000 sf building and an anchor of The University of Texas Research Park; allows M. D. Anderson to have full clinical, research and staffing responsibilities for an investment of \$2.5M in land for the building. The facility will be only the third such in the U.S., and the most technologically advanced.	Hitachi, Ltd., Sanders Morris Harris, Inc., The Styles Company
<b>The University of Texas Research Park</b>	Development of a research park to attract pharmaceutical and biomedical technology to Houston on 116 acres of UT land, 2 miles south of the Texas Medical Center.	UT Health Science Center Houston, Texas Medical Center
U. T. Health Center - Tyler		
<b>Two Healthcare Clinics at Smith County Jail</b>	Provides two healthcare clinics at the Smith County Jail; fosters collaborative relationships with the Smith County Commissioners.	Smith County Jail
<b>TDH Tuberculosis Contract</b>	Management of the inpatient care of tuberculosis patients in Texas; maintains public safety, as contagious tuberculosis patients frequently must be isolated in a controlled hospital inpatient environment. The cure rate for tuberculosis patients hospitalized at UTHC-T is close to 100 percent with a relapse rate of only 1-2 percent.	Texas Department of Health
<b>Northeast Texas Consortium (NET Net)</b>	Provides a high-speed wireless data network designed for distance learning that links 15 higher-education institutions in 50 rural Northeast Texas counties; 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.	Rural Hospitals, Public School Systems, Texas Department of Health, Regional Public Health Districts

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

**Table III-15**

<b>HUB Trends</b>			
<b>U. T. Health-Related Institutions</b>			
Total HUB Purchases			
	FY 99	FY 03	% Change
SWMC	\$13,280,515	\$27,416,517	106.4%
UTMB	21,481,469	29,523,193	37.4
HSC-H	7,740,023	7,014,436	-9.4
HSC-SA	4,994,730	5,179,065	3.7
MDACC	23,642,552	28,666,849	21.3
HC-T	2,071,636	2,524,014	21.8
<b>Total Health</b>	<b>\$73,210,925</b>	<b>\$100,324,074</b>	<b>37.0%</b>

*Source: U. T. System Office of HUB Development*

- Between FY 1999 and FY 2003, overall health-related institution HUB expenditures increased by 37 percent; U. T. Southwestern Medical Center increased its HUB purchases by the largest dollar amount and percentage.
- 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 \$27 million in FY 2003.
- The six U. T. System health-related institutions were all among the top 50 spending agencies in the state in FY 2003. Based on the rate of HUB expenditures they rank 11, 27, 28, 41, 43, and 45.
- Southwestern Medical Center was also among the top 25 State agencies spending more than \$50 million with the largest percentage spent with HUBs.
- Three U. T. System health-related institutions (U. T. Health Center-Tyler, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio) are among the top 25 State agencies spending more than \$5 million with the smallest percentage spent with HUBs.

**Table III-16**

<b>U. T. Health-Related Institutions</b>		
<b>Among Top 50 State</b>		
<b>Spending Agencies FY 2003</b>		
	Rate	Rank
SWMC	18.4	11
UTMB	13.7	27
HSC-H	13.3	28
HSC-SA	9.9	41
MDACC	9.1	43
HC-T	7.8	45

Private Support – U. T. Health-Related Institutions

Table III-17

Sources of Donor Support by U. T. Health-Related Institution  
(\$ in thousands)

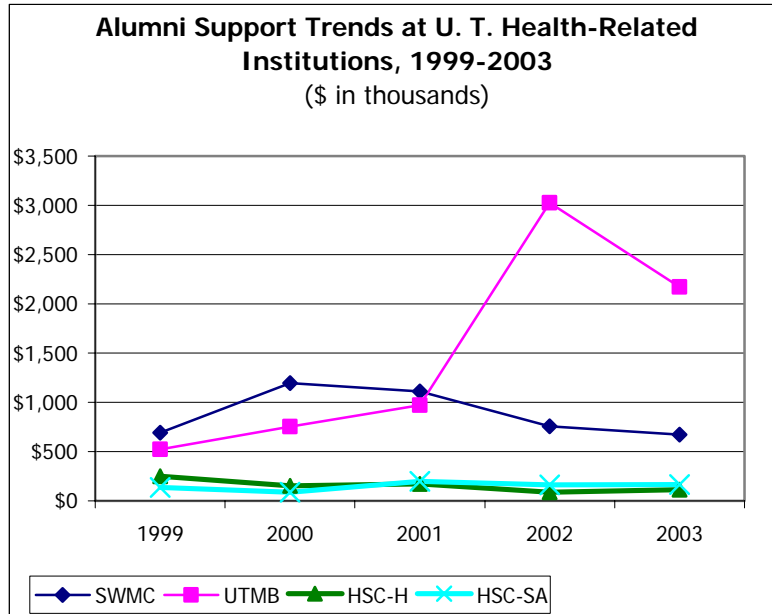
		FY 99	FY 00 <sup>1</sup>	FY 01	FY 02	FY 03 <sup>2</sup>
SWMC	Alumni	\$ 691	\$ 1,195	\$ 1,109	\$ 758	\$ 672
	Individuals	14,938	27,008	12,204	40,108	4,544
	Foundations	33,525	50,983	50,162	57,429	54,654
	Corporations	11,007	10,672	13,086	13,957	16,431
	Others	3,989	25,175	13,848	5,305	5,471
	<b>Total</b>	<b>\$64,150</b>	<b>\$115,033</b>	<b>\$90,409</b>	<b>\$117,557</b>	<b>\$81,772</b>
UTMB	Alumni	523	753	970	3,027	2,173
	Individuals	3,119	2,327	1,043	919	1,528
	Foundations	16,604	27,657	32,502	31,801	30,599
	Corporations	1,029	1,994	1,667	1,832	783
	Others	2,067	2,038	1,968	3,462	2,508
	<b>Total</b>	<b>\$23,342</b>	<b>\$34,769</b>	<b>\$38,150</b>	<b>\$41,041</b>	<b>\$37,591</b>
HSC-H	Alumni	250	153	172	89	114
	Individuals	2,309	4,475	2,184	8,909	2,438
	Foundations	10,759	10,854	13,584	17,469	17,625
	Corporations	5,225	3,373	3,941	3,142	4,919
	Others	6,132	5,025	3,926	5,266	4,551
	<b>Total</b>	<b>\$24,675</b>	<b>\$23,880</b>	<b>\$23,807</b>	<b>\$34,875</b>	<b>\$29,647</b>
HSC-SA	Alumni	135	89	198	163	165
	Individuals	720	8,636	6,450	1,385	992
	Foundations	7,932	9,087	18,202	15,729	11,453
	Corporations	3,589	2,337	2,135	6,112	3,563
	Others	4,931	6,350	6,133	7,347	11,602
	<b>Total</b>	<b>\$17,307</b>	<b>\$26,499</b>	<b>\$33,118</b>	<b>\$30,736</b>	<b>\$27,775</b>
MDACC	Alumni	MDACC did not have alumnae within this reporting period.				
	Individuals	25,607	26,588	27,353	26,647	26,100
	Foundations	14,605	23,520	22,226	16,271	19,315
	Corporations	14,443	12,967	10,154	13,545	13,039
	Others	584	451	1,852	1,371	1,167
	<b>Total</b>	<b>\$55,239</b>	<b>\$63,526</b>	<b>\$61,585</b>	<b>\$57,834</b>	<b>\$59,621</b>
HC-T	Alumni	HCT did not have alumnae within this reporting period.				
	Individuals	233	764	357	532	276
	Foundations	688	297	342	347	447
	Corporations	558	34	85	269	68
	Others	36	14	16	2	2
	<b>Total</b>	<b>\$ 1,515</b>	<b>\$ 1,109</b>	<b>\$ 800</b>	<b>\$ 1,150</b>	<b>\$ 793</b>
<b>Health Institutions Total</b>		<b>\$186,228</b>	<b>\$264,816</b>	<b>\$247,869</b>	<b>\$283,193</b>	<b>\$237,199</b>

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

<sup>2</sup>Beginning 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 2003; U. T. System Office of the Comptroller.

Figure III-6



## Service to the Health Professional Community – U. T. Health-Related Institutions

Table III-18

		FY 99	FY 00	FY 01	FY 02	FY 03
<b>Educational Programs for Non-U. T. Physicians and Medical Personnel</b>						
<b>U. T. Health-Related Institutions</b>						
SWMC	# Programs Offered	382	350	261	253	214
	# People Served	148,476	154,230	75,898 <sup>1</sup>	32,535	23,613 <sup>2</sup>
UTMB	# Programs Offered	520	1,208	1,276	1,001	934 <sup>3</sup>
	# People Served	16,933	12,096	20,260	18,484	18,175
HSC-H	# Programs Offered	140	148	135	121	136
	# People Served	27,259	15,762	20,345	18,880	16,498
HSC-SA	# Programs Offered	263	295	356	323	312 <sup>4</sup>
	# People Served	14,005	11,933	13,054	11,691	5,938
MDACC <sup>5</sup>	# Programs Offered	44	51	45	58	48
	# People Served	3,385	3,578	3,311	4,965	4,764
HC-T	# Programs Offered	not available		1	57	175
	# People Served			41	349	2,189
<b>Total # Programs Offered</b>		<b>1,349</b>	<b>2,052</b>	<b>2,074</b>	<b>1,813</b>	<b>924</b>
<b>Total People Served</b>		<b>210,058</b>	<b>197,599</b>	<b>132,909</b>	<b>86,904</b>	<b>53,002</b>

<sup>1</sup> Decrease resulted from reduction in number of out-of-state programs sponsored by U. T. Southwestern.

<sup>2</sup> Projection for reporting period.

<sup>3</sup> MBG collects and reports data by calendar year; FY 2003 is an incomplete enumeration for the reporting period.

<sup>4</sup> Projection for reporting period.

<sup>5</sup> Continuing medical education only.

*Source: U. T. Health-Related Institutions*

- Providing continuing education and professional development to the health profession community is an important service that U. T. health-related institutions provide.
- Through these medical, nursing, and dental programs, tens of thousands of professionals benefit from the research and clinical based experience of U. T. health-related institution faculty.

**System Measure: Citizen Awareness and Satisfaction**

Texas survey. In March 2003, the U. T. System commissioned a survey of public attitudes toward higher education in Texas. Key findings from this survey relate to opinions about higher education generally, and about U. T. institutions.

These findings provide a baseline against which future trends will be assessed.

**Table III-19**

<b>Attitudes about the U. T. System Value, Importance to the Economy, and Accessibility</b>	
▪ Percent of parents of college age or younger children who agreed that “an education at a U. T. System school is a very good value for the money.”	88%
▪ Respondents who agreed or strongly agreed that “the U. T. System is critical to the economy of Texas.”	82%
▪ Respondents who volunteered that “geographical accessibility/many campuses” are the best thing about the U. T. System.	1 in 4
▪ Respondents who were unaware that the U. T. health-related institutions provide over \$1 billion annually in health care for uninsured Texans.	2 of 3
▪ Respondents who named The University of Texas at Austin when asked to give the first college or university that came to mind when thinking about higher education.	25%
<b>Attitudes about Higher Education in Texas</b>	
▪ Respondents naming K-12 schools as the “single most important priority for the state to spend our tax dollars on.” Health care was in second place at 22.6 percent.	50%
▪ Respondents who say that higher education is the most important priority for the state.	12%
▪ Respondents who believe that the portion of the Texas state budget going to higher education should be increased.	74%
▪ Respondents identifying two major ways universities can improve lives of Texans:	
1) education initiatives to improve K-12 schools.	45%
2) economic development and creating more jobs.	40%
▪ Respondents who expressed a strong interest in spreading funds out more equally among all Texas colleges and universities, rather than concentrating them on a few institutions to make them world-class research and teaching institutions.	88%
▪ Those agreeing with the statement that “families like mine can’t afford college.”	45%
▪ Parents of college-age children who believe that loans and grants exist that could make college affordable for “families like us.”	85%
<i>Source: “Public Attitudes Toward Higher Education in Texas,” A Survey for the University of Texas Foundation, March 2003.</i>	

National survey. In spring 2003, *The Chronicle of Higher Education* published results of its national survey of public opinion on higher education.

The responses to that poll were similar to the results of the Texas opinion survey.

**Table III-20**

---

<b>National Attitudes about Higher Education</b>	
▪ Respondents believe it is very important for colleges to prepare undergraduates for a career.	71%
▪ Respondents who believe it is very important for colleges to provide education to adults so they qualify for better jobs.	65%
▪ Respondents who said a four-year degree is essential for success in our society.	51%
▪ Those responding that it is very important for colleges to help elementary and high schools do better job teaching children.	63%
▪ Respondents who believe that offering a broad-based general education to undergraduates is very important.	59%
▪ Those who believe that a very important role for colleges is research-based discovery.	56%
▪ Respondents who believe it is very important for colleges to conduct research that will make businesses more competitive.	42%

*Source: "Public Colleges Emphasize Research, but the Public Wants a Focus on Students," Vol. 49, Issue, 34, Page A14, downloaded April 28, 2003*

---



## **Service to and Collaborations with Communities: Implications for the Future and Measures for Future Development**

### **Implications for the Future**

- The U. T. System has a strong and positive impact on the communities in which its institutions reside, their surrounding regions, and the state as a whole.
- The U. T. System will continue its commitment to help improve K-16 education, including documentation of specific outputs in terms of numbers of teachers produced and retention of teachers in the field. It should make it a priority to increase the number and quality of certified teachers for Texas schools. The System will, in addition, consider further study of specific impacts in terms of numbers of students and teachers involved in collaborative projects.
- General economic impact studies have been conducted periodically by several U. T. System institutions over the past few years, and in conjunction with the state-level study by the Comptroller of Public Accounts. For the future, the U. T. System will measure the economic impact of major new investments, for example, its Metroplex initiatives in partnership with Texas Instruments and International SEMATECH, and in the San Antonio Life Sciences Institute. As these initiatives grow and mature, this assessment of return on investment will include such areas as: grant and contract funding leveraged, patent applications and awards, new start-companies, and jobs created.

### **Measures for Future Development**

- Expand and refine the methodology to assess the U. T. System's impact on K-12 education.
- Develop measures to track and assess continuing and distance education trends.
- Refine the methodology and provide additional data on endowment growth.

## IV. Organizational Efficiency and Productivity

### **Values**

The U. T. System is committed to enhancing the efficiency and productivity of its component 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 99	FY 00	FY 01	FY 02	FY 03
<b>Revenues<sup>1</sup></b>					
Tuition & Fees	\$ 491,462	\$ 525,329	\$ 593,460	\$ 526,798	\$ 593,011
State Appropriations	1,385,530	1,503,568	1,514,637	1,622,530	1,592,778
Government Grants & Contracts	764,728	907,562	959,917	1,188,435	1,292,805
Nongovernment Grants & Contracts <sup>2</sup>	484,385	511,828	478,013	454,553	485,305
Gifts <sup>2</sup>	0	0	206,504	197,090	193,936
Sales and Services of Hospitals	1,102,762	1,259,114	1,405,059	1,525,988	1,669,380
Sales and Services – Other	322,958	384,761	412,347	393,181	415,484
Physician Fees	418,119	452,997	507,396	587,510	655,725
Other	378,027	397,952	383,620	74,670	447,593
<b>Total System Revenues</b>	<b>\$5,347,971</b>	<b>\$5,943,111</b>	<b>\$6,460,953</b>	<b>\$6,570,755</b>	<b>\$7,346,017</b>
<b>Expenses<sup>3</sup></b>					
Instruction	\$1,414,524	\$1,472,951	\$1,558,295	\$1,723,388	\$1,848,433
Research	743,129	848,646	946,699	1,074,875	1,141,081
Hospitals / Clinics	1,456,734	1,646,345	1,780,409	1,788,349	1,894,748
Institutional Support & Physical Plant	678,705	703,751	795,730	889,729	936,984
Public Service	154,333	167,142	173,080	185,570	199,278
Academic Support	189,475	220,147	240,081	259,880	247,226
Student Services	80,140	89,863	103,518	113,848	113,442
Scholarships and Fellowships	211,663	230,457	273,246	156,300	184,003
Auxiliary	222,677	249,079	260,863	268,220	289,147
Depreciation	0	0	0	297,507	333,415
Interest Expense	0	0	0	90,644	89,697
<b>Total System Expenses</b>	<b>\$5,151,380</b>	<b>\$5,628,381</b>	<b>\$6,131,921</b>	<b>\$6,848,310</b>	<b>\$7,277,454</b>

<sup>1</sup>These represent revenues reported in the U. T. System Annual Financial Report. To prevent 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, these revenues exclude transfers between entities such as transfers between System Administration and System institutions, or transfers between institutions and other state agencies.

<sup>2</sup> 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.

<sup>3</sup> 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: 1999 through 2001, Exhibit C of Annual Financial Report (AFR); 2002 & 2003, 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

<b>Total Expenses for U. T. System Administration Operations</b>					
(\$ in thousands)					
	FY 99	FY 00	FY 01	FY 02	FY 03
Total Expenses	\$16,964	\$30,676	\$35,730	\$40,727	\$48,829
Percent Change	41.7%	80.8%	16.5%	14.0%	19.9%

*Source: 1999 through 2001, Exhibit C of Annual Financial Report (AFR), 2002 & 2003, Exhibit B of AFR*

## U. T. System Administration Employee Demographic Trends

Table IV-3

<b>U. T. System Administration Staff Demographic Composition FY 2003</b>			
	# Headcount	% of Total	% Composition of Texas Workforce – Capital Area 2002
White	436	78.0%	66.8%
Black	36	6.4	6.8
Hispanic	69	12.3	22.6
Asian	12	2.2	
			OTHER:
Native American	2	0.4	3.8%
International	4	0.7	
<b>Total System Administration</b>	<b>559</b>		

*Source: U. T. Office of Human Resources and U.S. Census Bureau*

- This measure addresses the U. T. System's commitment to supporting a diverse working environment.
- Comparison with the Capital Area workforce pattern in 2000, the most recent data available, shows that the U. T. System Administration's total employee group includes approximately 10 percent more White workers than the region as a whole.
- The Texas workforce information is derived from "Texas Population Estimates and Projections Program, Projections of the Population of Texas and Counties in Texas by Age, Sex, and Race/Ethnicity for 2000-2040, 2001," U.S. Census Bureau, Census 2000.

## Bond Rating

Table IV-4

### U. T. System Bond Rating 2002 and 2003

Permanent University Fund	8/31/02 Ratings			8/31/03 Ratings		
	Moody's	Standard and Poor's	Fitch	Moody's	Standard and Poor's	Fitch
<b>Fixed Rate Bonds</b>						
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
<b>Revenue Financing System</b>						
<b>Fixed Rate Bonds</b>						
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
Series 2003A & B	-	-	-	Aaa	AAA	AAA

Source: U. T. System Office of Finance

- The Revenue Financing System (RFS) is the primary debt program for the U. T. System. The RFS is supported by a System-wide pledge of all legally available revenues and balances to secure payment of debt issued on behalf of component institutions of the System.
- The U. T. System is the only public institution of higher education to receive the highest possible credit ratings from all three major rating agencies. RFS 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 RFS 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 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 2004 – FY 2009 Capital Improvement Program.
- One measure of financial performance is the Annual Operating Margin ratio, as measured by Moody's. The Annual Operating Margin ratio measures the relative profitability of a university by dividing its operating surplus (profit) by total operating revenues. A second financial performance measure is the Actual Debt Service Coverage ratio that measures a university's ability to pay debt service with operating cash flow. These financial ratios, in particular, have declined at the U. T. System over the past 10 years and should be monitored as a signal of reduced financial flexibility.
- Due to significant changes in GAAP accounting that were implemented in FY 2002, these ratios can only be monitored from 2002 forward, although the historical trends are clear.



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

### Fiscal Performance

Table IV-5

<b>Key Revenues and Expenses – U. T. Academic Institutions</b>					
(\$ in thousands)					
	FY 99	FY 00	FY 01	FY 02	FY 03
<b>Revenues*</b>					
Arlington	\$ 188,604	\$ 205,916	\$ 221,734	\$ 237,532	\$ 245,959
Austin	980,694	1,075,670	1,231,579	1,213,687	1,264,015
Brownsville	63,789	76,525	88,070	93,590	96,769
Dallas	110,306	128,751	152,371	157,791	168,177
El Paso	171,015	196,707	205,717	205,183	217,376
Pan American	110,086	125,438	132,077	146,557	165,004
Permian Basin	20,730	26,150	27,122	26,497	27,187
San Antonio	147,761	172,398	179,208	190,195	214,529
Tyler	29,082	37,456	43,060	41,257	43,708
<b>Total Academic Revenues</b>	<b>\$1,822,067</b>	<b>\$2,045,011</b>	<b>\$2,280,938</b>	<b>\$2,312,289</b>	<b>\$2,442,724</b>
<b>Expenses</b>					
Arlington	\$ 176,120	\$ 190,647	\$ 204,651	\$ 225,788	\$ 232,937
Austin	995,068	1,071,617	1,173,092	1,282,557	1,356,317
Brownsville	61,867	67,402	82,043	84,364	91,579
Dallas	103,104	119,735	134,757	156,063	174,666
El Paso	161,698	181,903	196,349	209,133	217,783
Pan American	100,733	108,650	120,568	138,577	155,276
Permian Basin	18,347	21,074	22,506	24,294	28,381
San Antonio	134,359	149,803	163,649	177,029	205,702
Tyler	28,104	32,495	36,161	38,781	43,980
<b>Total Academic Expenses</b>	<b>\$1,779,400</b>	<b>\$1,943,326</b>	<b>\$2,133,776</b>	<b>\$2,336,586</b>	<b>\$2,506,621</b>

\*These represent revenues reported on the U. T. System Annual Financial Report. To prevent 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, these revenues exclude transfers between entities such as transfers between System Administration and System institutions, or transfers between institutions and other state agencies.

Source: 1999 through 2001, Exhibit C of Annual Financial Report (AFR); 2002 & 2003, 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 – U. T. Academic Institutions**  
(\$ in thousands)

	FY 99	FY 00	FY 01	FY 02	FY 03
<b>Revenues</b>					
Tuition & Fees	\$ 452,423	\$ 485,681	\$ 550,399	\$ 485,301	\$ 546,224
State Appropriations	596,149	677,798	679,919	733,024	726,164
Government Grants & Contracts	339,841	401,144	425,475	540,067	584,446
Nongovernment Grants & Contracts	112,997	99,574	92,995	98,878	97,489
Gifts	0	0	123,703	97,107	93,560
Sales and Services - Other	219,527	248,469	263,661	266,487	310,306
Other	101,130	132,346	144,784	91,426	84,535
<b>Total Academic Revenues</b>	<b>\$1,822,067</b>	<b>\$2,045,011</b>	<b>\$2,280,938</b>	<b>\$2,312,289</b>	<b>\$2,442,724</b>
<b>Expenses</b>					
Instruction	\$ 596,693	\$ 617,187	\$ 660,572	\$ 726,039	\$ 817,586
Research	266,574	304,062	335,021	375,262	391,709
Institutional Support & Physical Plant	263,037	282,034	315,602	358,589	384,665
Public Service	73,929	79,071	86,882	87,041	85,938
Academic Support	130,809	163,430	180,181	189,809	172,991
Student Services	70,980	80,089	93,128	101,766	101,746
Scholarships and Fellowships	188,825	208,263	249,180	151,075	175,997
Auxiliary	188,553	209,189	213,209	223,796	243,010
Depreciation	0	0	0	123,209	132,979
<b>Total Academic Expenses</b>	<b>\$1,779,400</b>	<b>\$1,943,326</b>	<b>\$2,133,776</b>	<b>\$2,336,586</b>	<b>\$2,506,621</b>

\*These represent revenues reported on the U. T. System Annual Financial Report. To prevent 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, these revenues exclude transfers between entities such as transfers between System Administration and System institutions, or transfers between institutions and other state agencies.

*Source: 1999 through 2001, Exhibit C of Annual Financial Report (AFR); 2002 & 2003, 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.
- State appropriations provide just over 30 percent of revenue to academic institutions.
- The next largest source of revenue is government grants and contracts followed by tuition and fees.
- One third of expenses were allocated to instruction, 16 percent to research, 15 percent to institutional support and physical plant, and 11 percent to student services and academic support.

Figure IV-1

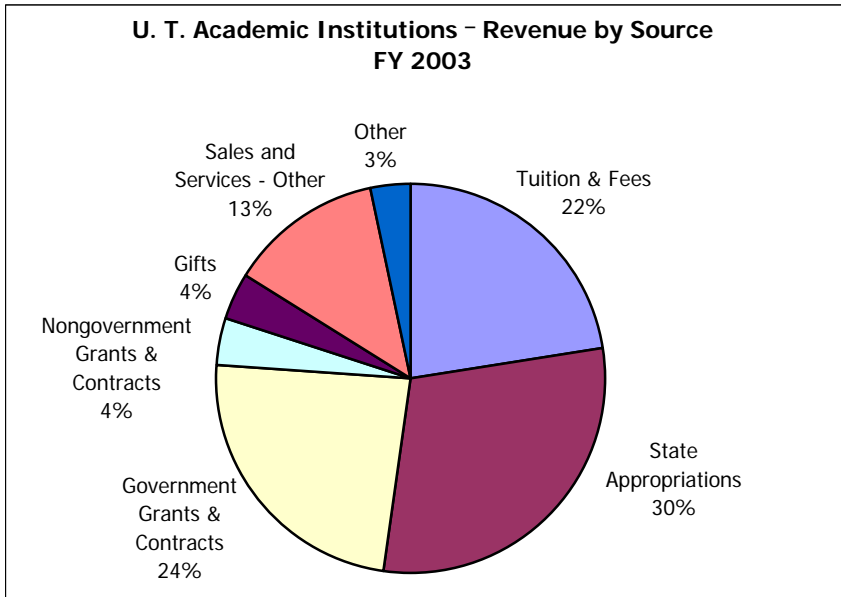
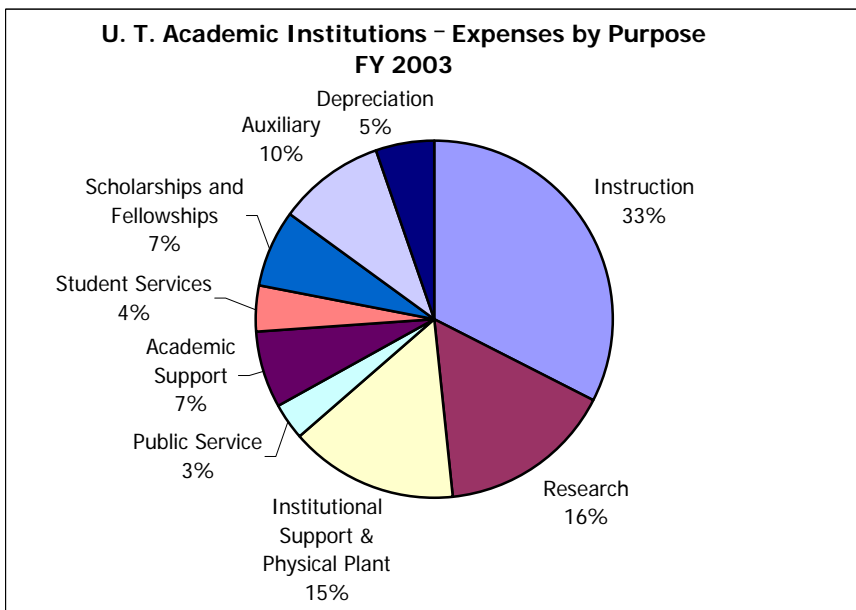


Figure IV-2



## Revenue in Relation to Faculty and Students

**Table IV-7**

<b>Adjusted Revenue per FTE Student</b>					
<b>U. T. Academic Institutions</b>					
(\$ in thousands)					
	FY 99	FY 00	FY 01	FY 02	FY 03
UTA	\$11	\$11	\$12	\$12	\$10
UT Austin	11	12	13	12	12
UTB*	4	5	4	4	5
UTD	13	14	15	13	13
UTEP	10	11	11	9	9
UTPA	9	9	10	8	9
UTPB	11	14	14	13	11
UTSA	9	10	10	9	9
UTT	10	14	13	13	12

\*Includes Texas Southmost College Students  
Adjusted total revenue includes tuition, fees, and state appropriations.

*Source: U. T. Office of Business Affairs; FTE data from the THECB*

**Table IV-8**

<b>Adjusted Revenue per FTE Faculty</b>					
<b>U. T. Academic Institutions</b>					
(\$ in thousands)					
	FY 99	FY 00	FY 01	FY 02	FY 03
UTA	\$201	\$215	\$232	\$235	\$227
UT Austin	224	248	265	251	252
UTB	140	178	156	158	183
UTD	240	269	287	293	285
UTEP	175	195	195	168	165
UTPA	167	188	187	174	177
UTPB	177	228	231	210	196
UTSA	210	240	250	222	215
UTT	116	154	152	156	156

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 instructional 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 seven U. T. System academic institutions.
- Adjusted total revenue per full-time equivalent instructional faculty has decreased at two institutions, and increased at seven institutions.

Figure IV-3

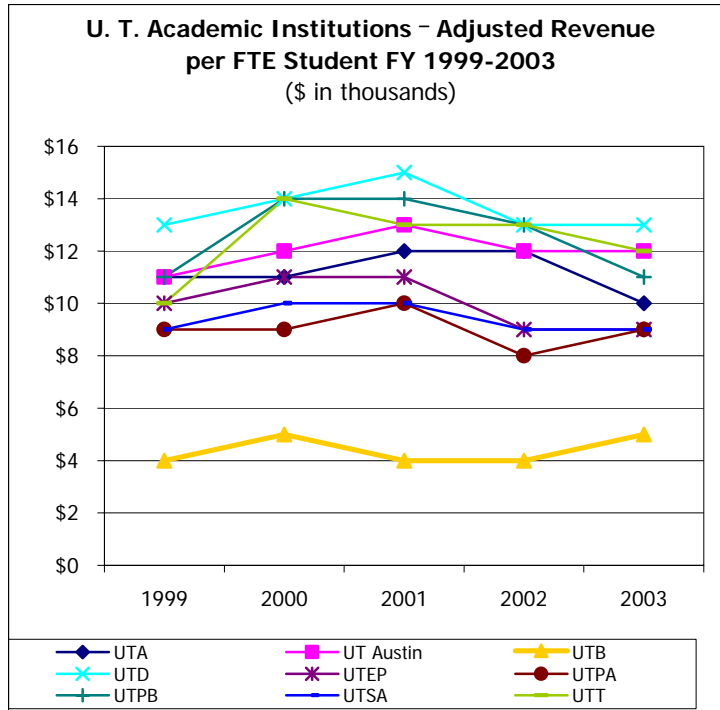
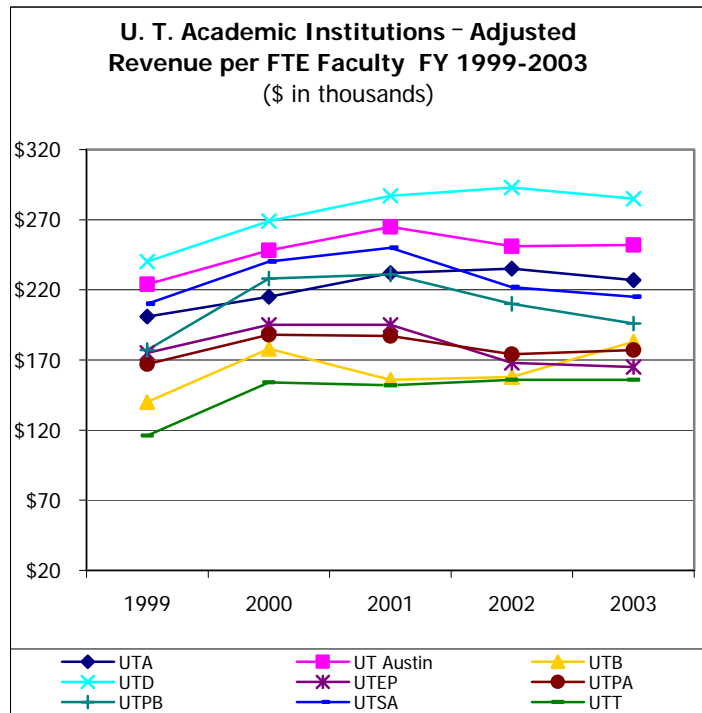


Figure IV-4



## Appropriated Funds per FTE Student and FTE Faculty

- Appropriated funds per FTE student have held steady or increased slightly at all U. T. System academic institutions.
- Appropriated funds have increased per FTE instructional faculty.

**Table IV-9**

**Appropriated Funds per FTE Student – U. T. Academic Institutions**  
(\$ in thousands)

	FY 99	FY 00	FY 01	FY 02	FY 03
Arlington	\$6	\$6	\$6	\$7	\$6
Austin	6	7	7	7	6
Brownsville*	3	4	3	4	4
Dallas	7	8	7	7	7
El Paso	6	6	6	6	6
Pan American	6	6	6	6	6
Permian Basin	8	11	10	10	9
San Antonio	5	6	5	6	5
Tyler	7	10	9	10	9

\*Includes Texas Southmost College students

*Source: Appropriated funds are from Exhibit C of Annual Financial Report (AFR) for 1999 through 2001, and Exhibit B of AFR for 2002 & 2003.*

**Table IV-10**

**Appropriated Funds per FTE Faculty – U. T. Academic Institutions**  
(\$ in thousands)

	FY 99	FY 00	FY 01	FY 02	FY 03
Arlington	\$112	\$121	\$124	\$133	\$123
Austin	120	135	137	138	132
Brownsville	114	148	121	135	161
Dallas	133	146	146	163	145
El Paso	101	117	112	112	106
Pan American	114	128	122	131	126
Permian Basin	130	177	177	162	148
San Antonio	117	140	138	135	120
Tyler	78	114	109	127	117

*Source: Appropriated funds are from Exhibit C of Annual Financial Report (AFR) for 1999 through 2001, and Exhibit B of AFR for 2002 & 2003.*

## Endowments — System Overview

- Taken together, the value of U. T. System endowments totaled \$3.7 billion as of August 31, 2003.
- This represents an increase of 16 percent from 1999.

**Table IV-11**

<b>U. T. System Endowments</b>				
	Value** 8/31/99	Value** 8/31/03	% change 99-03	# Endowments 8/31/03
Arlington	\$ 29,822,000	\$ 34,735,000	16%	212
Austin	1,355,016,000	1,748,909,139	29	3,851
Brownsville	441,000	3,904,000	785	40
Dallas	136,778,000	181,753,000	33	91
El Paso*	97,445,000	107,008,000	10	416
Pan American	30,072,000	35,493,000	18	192
Permian Basin	10,170,000	10,582,000	4	72
San Antonio	20,675,000	25,148,000	22	174
Tyler	39,490,000	40,349,000	2	121
<b>Total Academic</b>	<b>\$1,719,909,000</b>	<b>\$2,187,881,139</b>	<b>27%</b>	<b>5,169</b>
SWMC*	\$ 593,224,000	\$ 656,221,000	11%	591
UTMB*	302,115,000	306,674,000	2	450
HSC-H*	77,088,000	99,139,000	29	264
HSC-SA*	252,852,000	246,573,000	-2	192
MDACC*	256,739,000	205,089,000	-20	265
HC-T*	16,473,000	28,288,000	72	33
<b>Total Health- Related</b>	<b>\$1,498,491,000</b>	<b>\$1,541,984,000</b>	<b>3%</b>	<b>1,795</b>
<b>System Total</b>	<b>\$3,218,400,000</b>	<b>\$3,729,865,139</b>	<b>16%</b>	<b>6,964</b>

\*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 UT 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*

## Endowments – U. T. Academic Institutions

- The dollar value and number of U. T. System academic institutions' endowments have grown substantially over the past five years at all U. T. System 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.

Figure IV-5

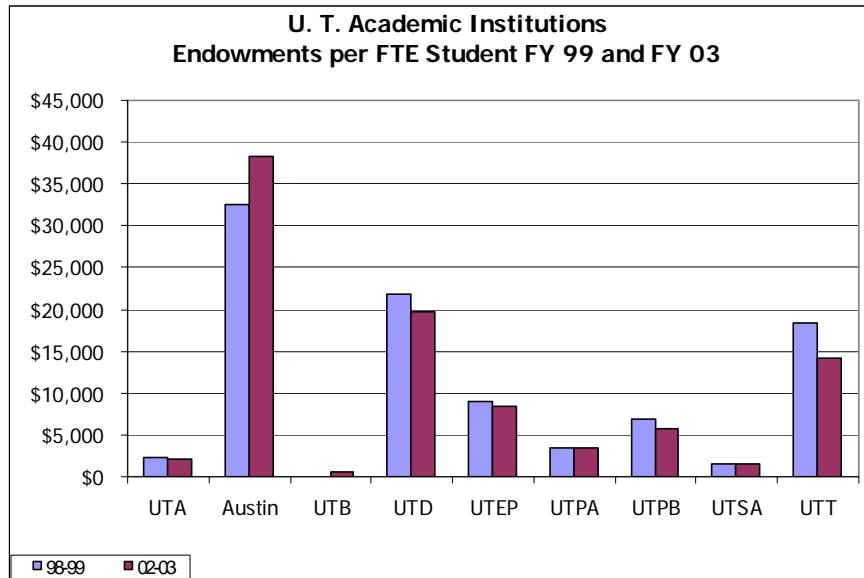
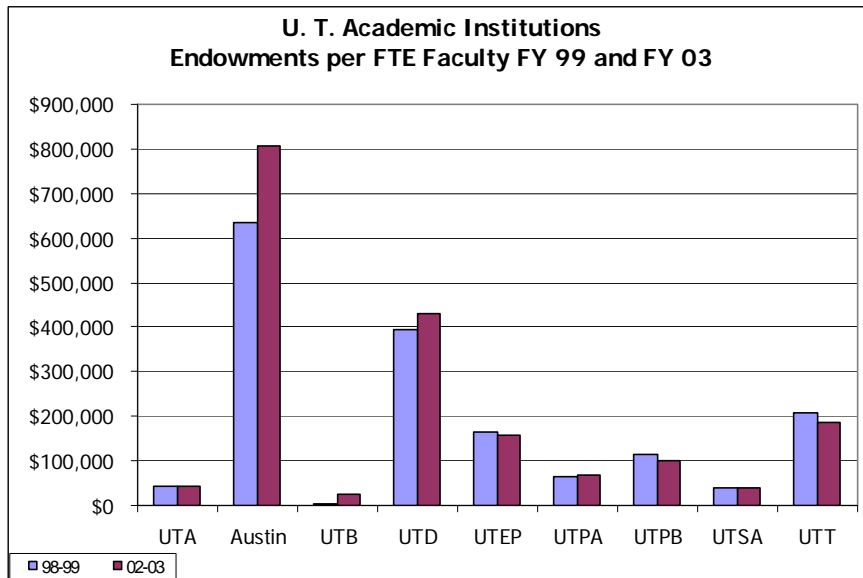


Figure IV-6



## Administrative Costs in Relation to Total Expenses

Table IV-12

		Amount Expended for Administrative Costs as a Percent of Expenses – U. T. Academic Institutions				
		FY 99	FY 00	FY 01	FY 02	FY 03
<b>Arlington</b>	Administrative Costs	\$ 16,496,367	\$ 18,610,542	\$ 17,837,357	\$ 21,579,268	\$ 21,511,273
	Total expenses	157,049,146	170,542,797	184,283,140	203,533,024	208,510,480
	% Total expenses	10.5%	10.9%	9.7%	10.6%	10.3%
<b>Austin</b>	Administrative Costs	51,331,923	53,435,702	60,063,709	67,677,097	76,221,356
	Total expenses	867,744,355	931,233,422	1,032,620,206	1,138,486,509	1,205,183,325
	% Total expenses	5.9%	5.7%	5.8%	5.9%	6.3%
<b>Brownsville</b>	Administrative Costs	9,082,989	7,445,212	7,942,084	9,263,187	9,392,148
	Total Expenses	60,414,365	65,414,370	79,743,151	81,778,670	88,405,902
	% Total Expenses	15.0%	11.4%	10.0%	11.3%	10.6%
<b>Dallas</b>	Administrative Costs	9,106,730	10,648,481	12,153,366	14,658,832	14,461,491
	Total Expenses	97,452,385	113,342,014	127,332,173	147,989,327	165,319,197
	% Total Expenses	9.3%	9.4%	9.5%	9.9%	8.7%
<b>El Paso</b>	Administrative Costs	12,395,295	15,902,208	16,978,175	17,924,856	18,958,401
	Total Expenses	138,299,117	152,326,250	167,094,714	180,960,988	184,577,195
	% Total expenses	9.0%	10.4%	10.2%	9.9%	10.3%
<b>Pan American</b>	Administrative Costs	10,779,965	12,138,740	11,319,804	12,382,010	12,557,050
	Total Expenses	92,503,851	100,523,147	111,421,393	127,475,110	143,526,654
	% Total Expenses	11.7%	12.1%	10.2%	9.7%	8.7%
<b>Permian Basin</b>	Administrative Costs	2,281,093	2,442,990	2,571,896	2,949,907	3,180,381
	Total Expenses	16,604,724	19,093,462	20,814,390	22,939,693	26,640,735
	% Total Expenses	13.7%	12.8%	12.4%	12.9%	11.9%
<b>San Antonio</b>	Administrative Costs	14,030,304	16,288,866	17,528,021	19,436,041	21,882,587
	Total Expenses	126,978,221	143,057,869	155,681,582	169,362,224	196,341,610
	% Total Expenses	11.1%	11.4%	11.3%	11.5%	11.1%
<b>Tyler</b>	Administrative Costs	4,571,917	5,669,423	4,443,152	5,319,266	6,584,941
	Total Expenses	27,005,952	31,618,835	35,422,661	37,178,566	41,847,061
	% Total Expenses	16.9%	17.9%	12.5%	14.3%	15.7%
<b>Overall Average</b>		<b>11.5%</b>	<b>11.3%</b>	<b>10.2%</b>	<b>10.7%</b>	<b>10.4%</b>

Source: Administrative Cost Measures reported to the Legislative Budget Board by each institution as an annual performance measure. 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. academic institutions, administrative expenses comprise between 9 and 12 percent of total expenses. This relationship is largely a function of size, with larger institutions gaining economies of scale that cause administrative expenses to be a smaller portion of total expenses.
- These expenses have remained essentially level at U. T. Arlington and U. T. Austin.
- Administrative expenses as a proportion of total expenses decreased or held steady between 1999 and 2003 at seven U. T. institutions (Arlington, Brownsville, Dallas, Pan American, Permian Basin, San Antonio, and Tyler).



## Facilities

- The following measures provide baselines for future reports. Data from the Coordinating Board are based on self-reports by each institution.

**Table IV-13**

**Assignable Space per Student FY 2003 – U. T. Academic Institutions**

	Student Headcount	FTE Students	E&G Gross Square Feet	E&G Assignable Square Feet	Ratio E&G Gross Sq. Ft. to Headcount Students	Ratio E&G Assignable Sq. Ft. to FTE Student
Arlington	23,821	17,160	2,936,818	1,762,091	123	103
Austin	52,261	45,700	12,638,158	7,582,895	242	166
Brownsville*	9,963	6,354	187,030	112,218	19	18
Dallas	13,229	9,192	1,500,980	900,588	113	98
El Paso	17,232	12,816	2,015,412	1,209,247	117	94
Pan American	14,392	10,521	1,652,755	991,653	115	94
Permian Basin	2,672	1,847	353,947	212,368	132	115
San Antonio	22,016	15,934	1,711,797	1,027,078	78	64
Tyler	4,254	2,862	502,353	301,412	118	105

\*Includes Texas Southmost College students

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, 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.

Source: THECB Campus Planning Website; U. T. System Office of Facilities Planning and Construction

- This table compares total space (E&G gross square feet) available per student to the amount of assignable space (E&G assignable square feet) per student that is used to carry out an institution's missions of instruction, research, and many kinds of public service.

**Table IV-14**

**Space Utilization of Classrooms FY 2003 – U. T. Academic Institutions**

	Number of Classrooms	Average Weekly Hours of Use	Number of Class Labs	Average Weekly Hours of Use
Arlington	186	32.9	101	72.7*
Austin	430	39.6	153	29.5
Brownsville	71	49.2	47	32.6
Dallas	122	27.2	40	18.5
El Paso	139	32.6	45	23.4
Pan American	148	26.6	86	15.4
Permian Basin	30	40.8	14	18.0
San Antonio	102	49.2	48	31.0
Tyler	64	32.0	8	24.9

\*Based on Coordinating Board formula. Using institutional data, U. T. Arlington's ratio is 40.8.

Source: THECB Campus Planning Web Site; U. T. System Office of Facilities Planning and Construction

- According to the 2002 THECB report on classroom usage, four U. T. institutions (San Antonio, Austin, Brownsville, and Permian Basin) were in the top ten in Texas in average number of hours of classroom use, with San Antonio first in the state [*THECB Fall 2002 Classroom and Class Lab Utilization Summaries*, March 14, 2003].
- Four U. T. institutions (Arlington, Brownsville, San Antonio, and Austin) were also in the top ten in Texas in hours of use of class laboratory space, with Arlington first in the state.

## Contextual Measure

Table IV-15

### Construction Projected for FY 2004 - FY 2009 – U. T. Academic Institutions

	Project Type	All Projects		Repair and Renovation		New Construction		New Square Footage
		# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost	
Arlington	Ed/Admin	6	\$ 25,395,201	3	\$ 9,211,201	3	\$ 16,184,000	105,024
	Auxiliary	8	84,038,000	1	3,300,000	7	80,738,000	517,800
	Research	1	39,875,945	0	0	1	39,875,945	128,200
	<b>Total</b>	<b>15</b>	<b>\$149,309,146</b>	<b>4</b>	<b>\$12,511,201</b>	<b>11</b>	<b>\$136,797,945</b>	<b>751,024</b>
Austin	Ed/Admin	12	257,000,000	8	136,700,000	4	120,300,000	236,331
	Auxiliary	8	205,969,000	3	32,309,000	5	173,660,000	601,160
	Research	8	149,350,000	3	38,850,000	5	110,500,000	316,378
	<b>Total</b>	<b>28</b>	<b>\$612,319,000</b>	<b>14</b>	<b>\$207,859,000</b>	<b>14</b>	<b>\$404,460,000</b>	<b>1,153,869</b>
Brownsville	Ed/Admin	1	26,010,000	0	0	1	26,010,000	98,300
	Auxiliary	0	0	0	0	0	0	0
	Research	0	0	0	0	0	0	0
	<b>Total</b>	<b>1</b>	<b>\$26,010,000</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>\$26,010,000</b>	<b>\$ 98,300</b>
Dallas	Ed/Admin	0	0	0	0	0	0	0
	Auxiliary	2	11,100,000	0	0	2	11,100,000	15,350
	Research	1	36,993,750	1	36,993,750	0	0	75,000
	<b>Total</b>	<b>3</b>	<b>\$48,093,750</b>	<b>1</b>	<b>\$36,993,750</b>	<b>2</b>	<b>\$11,100,000</b>	<b>90,350</b>
El Paso	Ed/Admin	5	21,372,000	4	11,372,000	1	10,000,000	52,604
	Auxiliary	3	42,050,000	0	0	3	42,050,000	280,000
	Research	2	34,000,000	0	0	2	34,000,000	143,965
	<b>Total</b>	<b>10</b>	<b>\$97,422,000</b>	<b>4</b>	<b>\$11,372,000</b>	<b>6</b>	<b>\$86,050,000</b>	<b>476,569</b>
Pan American	Ed/Admin	6	64,587,000	2	6,587,000	4	58,000,000	195,465
	Auxiliary	0	0	0	0	0	0	0
	Research	0	0	0	0	0	0	0
	<b>Total</b>	<b>6</b>	<b>\$64,587,000</b>	<b>2</b>	<b>\$6,587,000</b>	<b>4</b>	<b>\$58,000,000</b>	<b>195,465</b>
Permian Basin	Ed/Admin	1	9,350,000	1	9,350,000	0	0	0
	Auxiliary	2	14,300,000	0	0	2	14,300,000	115,000
	Research	0	0	0	0	0	0	0
	<b>Total</b>	<b>3</b>	<b>\$23,650,000</b>	<b>1</b>	<b>\$9,350,000</b>	<b>2</b>	<b>\$14,300,000</b>	<b>115,000</b>
San Antonio	Ed/Admin	2	60,332,154	0	0	2	60,332,154	234,000
	Auxiliary	6	120,994,500	0	0	6	120,994,500	522,000
	Research	1	89,700,000	0	0	1	89,700,000	220,000
	<b>Total</b>	<b>9</b>	<b>\$271,026,654</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>271,026,654</b>	<b>976,000</b>
Tyler	Ed/Admin	1	34,850,000	0	0	1	34,850,000	148,885
	Auxiliary	4	21,500,000	0	0	4	21,500,000	134,800
	Research	0	0	0	0	0	0	0
	<b>Total</b>	<b>5</b>	<b>\$56,350,000</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>\$56,350,000</b>	<b>283,685</b>

Number of projects and total project cost includes 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, approved by the Board of Regents in August 2003, identifies high-priority capital building and renewal needs. The CIP currently manages \$4.59 billion in new construction, repairs, and renovations, including \$1.349 billion for academic institutions and \$3.243 billion for health-related institutions.
- Between August 2000 and August 2003, the CIP for academic institutions has increased by approximately one-third, from \$1.002 billion to \$1.349 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. institutions and the U. T. System.

**Table IV-16**

**Facilities Condition Index FY 2003 – U. T. Academic Institutions**

	Gross Square Feet	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
Arlington	4,647,509	\$908,122,000	\$35,113,000	0.04
Austin	17,681,179	3,493,055,000	352,019,000	0.10
Brownsville	1,089,196	226,191,000	9,911,000	0.04
Dallas	2,011,634	372,229,000	23,466,000	0.06
El Paso	3,505,832	671,317,000	29,488,000	0.04
Pan American	1,985,274	380,065,000	48,000	0.00
Permian Basin	653,047	138,160,000	1,228,000	0.01
San Antonio	2,434,245	454,139,000	27,299,000	0.06
Tyler	734,331	132,257,000	7,481,000	0.06

*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."

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

### Fiscal Performance

Table IV-17

Key Revenues and Expenses – U. T. Health-Related Institutions					
(\$ in thousands)					
	FY 99	FY 00	FY 01	FY 02	FY 03
<b>Revenues*</b>					
SWMC	\$ 550,832	\$ 612,742	\$ 670,645	\$ 725,174	\$ 745,386
UTMB**	1,064,770	1,175,622	1,229,592	1,248,647	1,261,376
HSC-H	428,786	482,356	501,601	550,258	572,903
HSC-SA	341,579	363,254	411,845	442,606	457,011
MDACC**	918,387	1,099,424	1,252,894	1,408,941	1,570,962
HC-T**	84,273	96,770	99,916	118,184	121,960
<b>Total Health Revenues</b>	<b>\$3,388,627</b>	<b>\$3,830,168</b>	<b>\$4,166,493</b>	<b>\$4,493,810</b>	<b>\$4,729,598</b>
<b>Expenses*</b>					
SWMC	\$ 523,180	\$ 570,634	\$ 615,084	\$ 699,826	\$ 746,429
UTMB**	1,102,023	1,152,839	1,211,619	1,254,959	1,275,215
HSC-H	437,615	473,777	495,528	547,008	573,053
HSC-SA	331,059	361,749	400,445	429,164	448,826
MDACC**	882,052	1,008,015	1,145,894	1,367,659	1,511,377
HC-T**	85,241	93,804	98,496	110,183	117,559
<b>Total Health Expenses</b>	<b>\$3,361,170</b>	<b>\$3,660,818</b>	<b>\$3,967,066</b>	<b>\$4,408,799</b>	<b>\$4,672,459</b>

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

\*\*Institution has a hospital.

Source: 1999 through 2001, Exhibit C of Annual Financial Report (AFR), 2002 & 2003, 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-18

**Key Revenues and Expenses by Source and Purpose – U. T. Health-Related Institutions**  
(\$ in thousands)

	FY 99	FY 00	FY 01	FY 02	FY 03
<b>Revenues<sup>1</sup></b>					
Tuition & Fees	\$ 39,039	\$ 39,647	\$ 43,060	\$ 41,499	\$ 46,789
State Appropriations	786,915	821,601	825,314	881,042	858,325
Government Grants & Contracts	431,035	512,858	539,094	653,793	718,465
Nongovernment Grants & Contracts <sup>2</sup>	370,983	411,884	385,018	357,675	386,004
Gifts <sup>2</sup>	0	0	82,408	99,537	99,216
Sales and Services of Hospitals	1,102,762	1,259,113	1,405,059	1,525,988	1,669,380
Sales and Services - Other	100,297	123,202	144,327	124,236	99,060
Physician Fees	418,118	452,997	507,396	587,509	655,726
Other	139,478	208,866	234,817	222,531	196,633
<b>Total Health Revenues</b>	<b>\$3,388,627</b>	<b>\$3,830,168</b>	<b>\$4,166,493</b>	<b>\$4,493,810</b>	<b>\$4,729,598</b>
<b>Expenses<sup>3</sup></b>					
Instruction	\$ 818,747	\$ 856,907	\$ 898,700	\$ 997,351	\$1,026,853
Research	477,764	545,690	613,078	709,032	763,573
Hospitals / Clinics	1,456,762	1,646,364	1,780,409	1,788,350	1,894,749
Institutional Support & Physical Plant	401,786	394,495	445,779	511,028	535,033
Public Service	81,057	88,350	86,736	98,529	113,240
Academic Support	58,757	56,878	59,932	70,071	74,235
Student Services	9,302	10,033	10,701	12,081	11,697
Scholarships and Fellowships	22,873	22,211	24,076	5,226	8,006
Auxiliary	34,122	39,890	47,655	44,422	46,137
Depreciation	0	0	0	172,709	198,936
<b>Total Health Expenses</b>	<b>\$3,361,170</b>	<b>\$3,660,818</b>	<b>\$3,967,066</b>	<b>\$4,408,799</b>	<b>\$4,672,459</b>

<sup>1</sup>These represent revenues reported on the Annual Financial Report. To prevent 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, these revenues exclude transfers between entities such as transfers between System Administration and System institutions, or transfers between institutions and other state agencies.

<sup>2</sup>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.

<sup>3</sup>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: 1999 through 2001, Exhibit C of Annual Financial Report (AFR), 2002 & 2003, Exhibit B of AFR

Figure IV-7

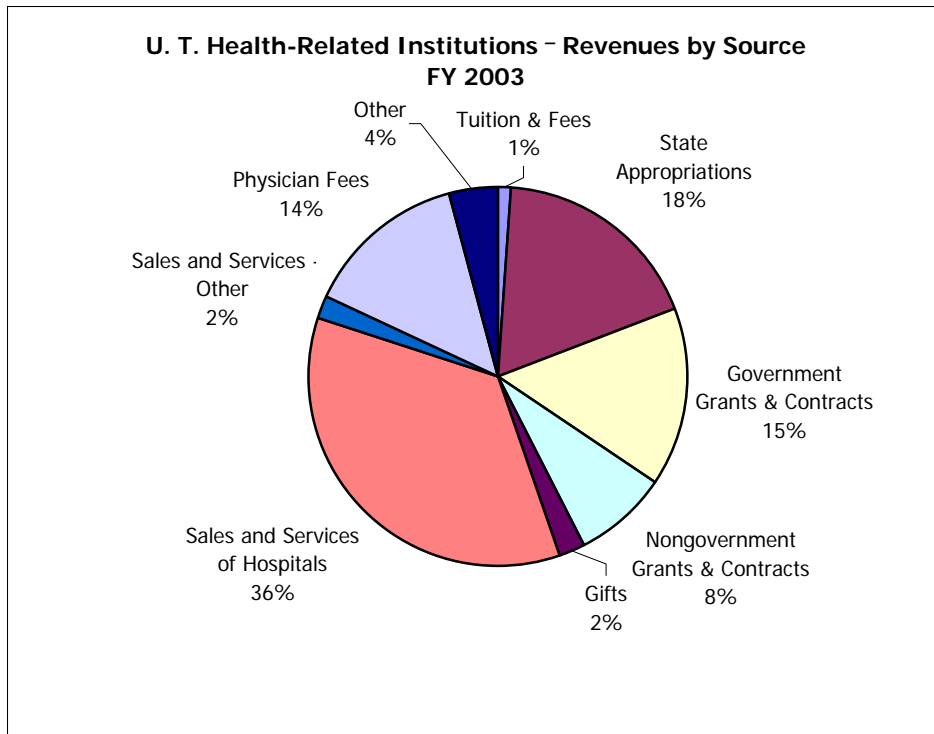
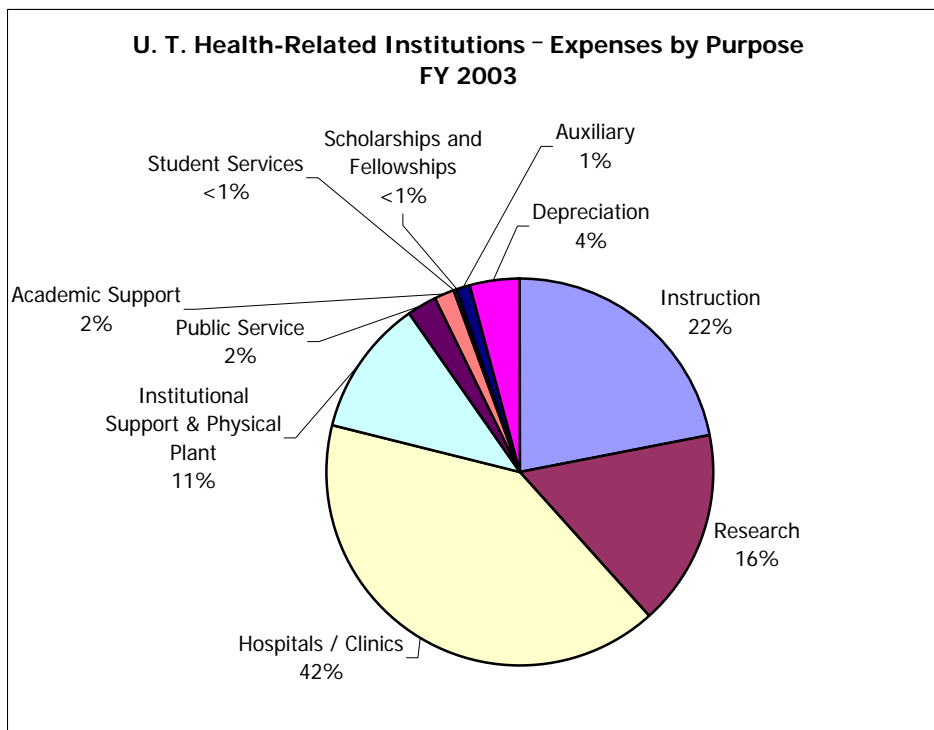


Figure IV-8



**Patient Care: Total U. T. System Patient Care Revenue**

**Table IV-19**

**Total U. T. System Patient Care Revenue – U. T. Health-Related Institutions**  
(\$ in thousands)

	FY 98	FY 99	FY 00	FY 01	FY 02
Total Net Hospital and Clinic Revenue	\$ 745,734	\$ 810,609	\$ 901,380	\$1,028,427	\$1,201,607
MSRDP (Practice Plan) Revenue*	597,792	638,245	699,925	775,727	806,927
<b>Total Patient Care Revenue</b>	<b>\$1,343,526</b>	<b>\$1,448,854</b>	<b>\$1,601,305</b>	<b>\$1,804,154</b>	<b>\$2,008,534</b>

\*Includes Medical Services, Research and Development Programs

Source: U. T. System Key Statistical Reports

- The U. T. System health-related institutions provide a very significant portion of health services to Texans throughout the state.
- Since 1998, total patient care revenue has increased to over \$2 billion, reflecting the growing base of patients and scope of service by U. T. institutions.

## Hospital and Clinic Service in Relation to Hospital General Revenue

Table IV-20

### U. T. Health-Related Institutions

#### General Revenue per Hospital Admission

	FY 99	FY 00	FY 01	FY 02
UTMB	\$3,121	\$3,357	\$3,280	\$3,155
MDACC	4,038	6,268	5,894	4,793
UTHC-T	4,264	4,492	4,691	4,981
HCPC (Harris County Psychiatric Center)	3,639	3,978	3,715	3,544

#### Amount of General Revenue per Patient Day

UTMB	\$596	\$639	\$614	\$592
MDACC	525	832	810	667
HC-T	531	560	601	653
HCPC	360	378	357	336

#### Amount of General Revenue per Hospital Outpatient and Clinic Visit

UTMB	\$122	\$138	\$136	\$130
MDACC	161	242	232	179
HC-T	117	125	114	140

#### Hospital General Revenue as a Percent of Hospital Charity Care Provided

UTMB	49%	57%	61%	47%
MDACC	80	119	119	79
HC-T	127	102	82	101
HCPC	92	99	86	79

*Source: The University of Texas System Annual Hospital Report and institutions' report of General Revenue for hospital operations.*

- These measures compare State support through general revenue to the productivity of clinic and hospital care.
- They provide a base trend line to evaluate changes in future years.



**Endowments – U. T. Health-Related Institutions**

**Table IV-21**

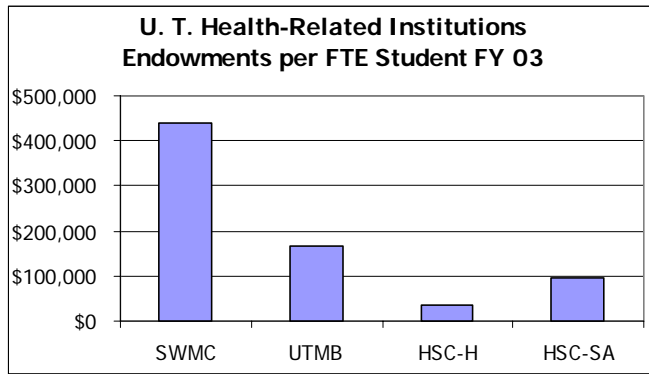
<b>U. T. Health-Related Institutions – Value of Endowments</b>				
	Value** 8/31/99	Value** 8/31/03	% change 99-03	# Endowments 8/31/03
SWMC*	\$ 593,224,000	\$ 656,221,000	11%	591
UTMB*	302,115,000	306,674,000	2	450
HSC-H*	77,088,000	99,139,000	29	264
HSC-SA*	252,852,000	246,573,000	-2	192
MDACC*	256,739,000	205,089,000	-20	265
HC-T*	16,473,000	28,288,000	72	33
<b>Total Health-Related</b>	<b>\$1,498,491,000</b>	<b>\$1,541,984,000</b>	<b>3%</b>	<b>1,795</b>

\*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.

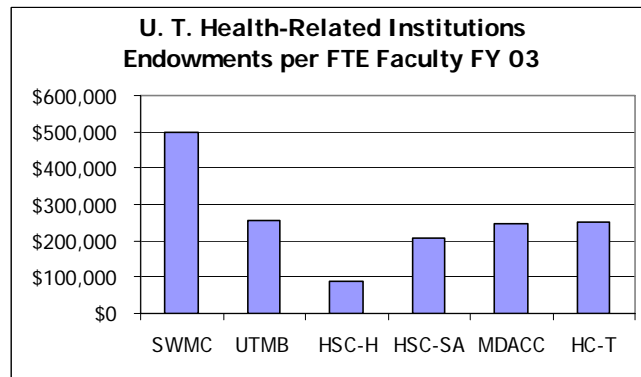
\*\*These totals include endowment funds managed by UTIMCO as well as those held in trust by other entities. (Information offered on endowment funds not managed by UTIMCO is reported by each institution. Due to factors beyond control of the U. T. System administration, amounts reported may represent 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-9**



**Figure IV-10**



## Administrative Costs in Relation to Total Expenses

Table IV-22

Amount Expended for Administrative Costs as a Percent of Expenses U. T. Health-Related Institutions						
		FY 99	FY 00	FY 01	FY 02	FY 03
<b>SWMC</b>	Administrative Costs	\$ 30,487,774	\$ 38,891,201	\$ 44,457,636	\$ 42,205,477	\$ 42,387,679
	Total Expenses	511,504,320	564,415,092	606,861,869	690,232,692	735,989,189
	% Total Expenses	6%	7%	7%	6%	6%
<b>UTMB</b>	Administrative Costs	34,955,273	39,261,855	46,117,165	47,712,199	56,416,463
	Total Expenses	1,098,749,567	1,147,676,717	1,205,128,899	1,250,116,030	1,270,372,660
	% Total Expenses	3%	3%	4%	4%	4%
<b>HSC-H</b>	Administrative Costs	42,699,688	39,582,482	38,128,782	42,586,601	53,784,642
	Total Expenses	427,755,429	465,007,914	481,106,061	529,561,107	556,851,437
	% Total Expenses	10%	9%	8%	8%	10%
<b>HSC-SA</b>	Administrative Costs	20,149,678	22,302,931	26,088,462	29,389,937	21,900,153
	Total Expenses	323,602,030	352,939,690	393,704,929	426,495,884	445,497,569
	% Total Expenses	6%	6%	7%	7%	5%
<b>MDACC</b>	Administrative Costs	69,102,182	84,091,384	83,818,920	115,533,058	132,292,905
	Total Expenses	848,101,228	988,128,382	1,116,711,352	1,337,644,384	1,492,951,108
	% Total Expenses	8%	9%	8%	9%	9%
<b>HC-T</b>	Administrative Costs	5,681,883	5,872,444	5,569,048	5,421,006	8,083,042
	Total Expenses	84,841,599	93,370,352	97,935,722	107,798,331	115,092,220
	% Total Expenses	7%	6%	6%	5%	7%
<b>Overall Average</b>		<b>7%</b>	<b>7%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>

Source: Administrative Cost Measures reported to the Legislative Budget Board by each institution as an annual performance measure. Total expenses defined by the LBB exclude expenses of auxiliary enterprises and service departments. Administrative costs also exclude expenses of service departments.

- For most health-related institutions, administrative expenses comprise between 4 and 8 percent of total expenses. Reflecting efforts to operate more efficiently, these costs have decreased, or increased very little, over the past five years.
- Between 1999 and 2003, administrative expenses as a proportion of total expenses have decreased or remained level at Southwestern Medical Center, the Health Science Center-Houston, Health Science Center-San Antonio, and the Health Center-Tyler.
- Over this period, the ratio has increased by one percentage point at the Medical Branch at Galveston and M. D. Anderson Cancer Center, which both of which own and operate large hospitals.

## Practice Plan and Clinical Revenue Related to Faculty Activity

**Table IV-23**

**Net Operating Margin of Faculty Practice Plans  
U. T. Health-Related Institutions**  
(\$ in thousands)

	FY 99	FY 00	FY 01	FY 02	FY 03
SWMC	\$21,084	\$23,784	\$25,695	\$14,960	\$11,510
UTMB	1,873	4,964	1,318	(1,766)	11,222
HSC-H	(8,377)	5,816	11,714	(5,190)	11,475
HSC-SA	8,852	(11,674)	(1,550)	2,526	14,952
MDACC	9,189	3,134	8,611	2,019	19,651
HC-T	347	(11)	(2,599)	(2,132)	1,762

*Source: 1999 through 2003 Schedule D-6, Schedule of Medical Services, Research and Development Plan, in the Annual Financial Reports. Non-profit healthcare corporations have been included.*

- Practice plan revenue is an important resource for institutions. It supports faculty and other salaries at the health-related institutions and is necessary to operate the clinical enterprise of these institutions.
- The net operating margin of faculty practice plans illustrates the scale and overall productivity of practice plans on an annual basis.

**Table IV-24**

**U. T. Health Institutions  
Gross Clinical Billings per FTE Clinical Faculty\***

	FY 99	FY 00	FY 01	FY 02
SWMC	\$1,562,021	\$2,136,250	\$2,362,895	\$2,570,805
UTMB	876,888	950,372	1,137,756	1,303,391
HSC-H	938,953	1,049,428	1,128,029	1,244,127
HSC-SA	753,996	664,344	980,040	940,779
MDACC	671,697	643,328	712,246	820,155
HC-T	585,313	713,317	469,517	503,005

**Net Collections per Clinical Faculty**

SWMC	\$ 462,213	\$ 614,114	\$ 688,716	\$ 737,131
UTMB	292,677	334,405	363,333	397,010
HSC-H	246,613	330,841	332,052	365,754
HSC-SA	282,437	307,815	490,926	421,341
MDACC	351,241	304,712	303,204	302,252
HC-T	251,524	296,015	149,618	162,769

\*Based on operating budget figures; actual FTEs may change over the course of a year.  
*Source: MSRDP Report and Faculty Salary Report*

- Gross clinical billings 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.

## Professional Development of Faculty and Staff

Table IV-25

Staff and Faculty Professional Development FY 2003 — U. T. Health-Related Institutions				
	Expenditures*	Number Staff Participants*	Number Faculty Participants*	Notes
SWMC	\$215,027	14,138	45,123	Duplicated numbers represent number of total number of registrations, in some cases by the same individuals.
UTMB	\$1,180,882	Total: 19,020		Total includes faculty and staff, and duplicated numbers; some entities do not separate staff and faculty in counting participants. Includes continuing clinical education, compliance, information technology, medical, allied health, nursing, and HR programs.
HSC-H	\$273,829	5,830	1,154	Duplicated numbers. Data reflect activity facilitated through Human Resources, Information Technology, and the schools.
HSC-SA	\$262,860	2,381	527	Duplicated numbers. Include campus-wide teaching development, and employee development and training through HR.
MDACC	\$388,240	318	196	Based on program evaluations
HC-T	\$179,021	7,010	3,332	Duplicated numbers from Medical Education (including Grand Rounds), Nursing Education, and HR programs.
*Records are collected by individual institutions; categories are not comparable among institutions.				
<i>Source: U. T. Health-Related Institutions</i>				

- Each institution develops and manages professional development programs. The range of programs and ways participants are counted vary among institutions.
- Institution investments in staff and faculty professional development are important means to retain valued employees and ensure and improve quality of services.
- This is a new measure. These data provide a baseline upon which future common reports will expand and improve.

## Facilities

- The following measures provide baselines for future reports. Data from the THECB are based on self-reports by institutions.

**Table IV-26**

**Research Space FY 2003 – U. T. Health-Related Institutions**

	Research Expenditures*	Research E&G Sq. Ft.**	Research Expenditures per Research E&G Sq. Ft.
SWMC	\$215,435,988	629,103	\$342.4
UTMB	91,918,879	445,878	206.1
HSC-H	106,265,515	368,535	288.3
HSC-SA	88,949,435	399,232	222.8
MDACC	216,237,983	485,193	445.7
HC-T	8,232,841	39,612	207.8

\*Includes funding for clinical trials

\*\*Excludes research space used for clinical trials.

*Source: THECB Space Projection Model*

## Contextual Measures

**Table IV-27**

**Facilities Condition Index FY 2003 – U. T. Health-Related Institutions**

	Gross Sq. Feet	Campus Replacement Value	Capital Renewal Backlog	Facilities Condition Index
SWMC	6,949,219	\$1,627,881,000	\$ ---	0.00
UTMB	6,251,592	1,754,794,000	92,821,000	0.05
HSC-H	3,084,849	787,825,000	79,136,000	0.10
HSC-SA	2,573,777	721,612,000	58,805,000	0.08
MDACC	5,319,055	1,517,934,000	55,069,000	0.04
HC-T	656,026	208,546,000	5,414,000	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."

Table IV-28

---

**Construction Projected for FY 2004-FY 2009 – U. T. Health-Related Institutions**

Project Type	All Projects		Repair and Renovation		New Construction			
	# Projects	Total Project Cost	# Projects	Total Project Cost	# Projects	Total Project Cost	New Square Footage	
SWMC	Ed/Admin	1	\$ 4,500,000	0	\$ 0	1	\$ 4,500,000	15,000
	Auxiliary	2	20,500,000	0	0	2	20,500,000	117,658
	Research	4	346,200,000	1	25,000,000	3	321,200,000	1,146,958
	Clinical	1	12,000,000	1	12,000,000	0	0	0
	<b>Total</b>	<b>8</b>	<b>\$383,200,000</b>	<b>2</b>	<b>\$37,000,000</b>	<b>6</b>	<b>\$346,200,000</b>	<b>1,279,616</b>
UTMB	Ed/Admin	2	10,900,000	2	10,900,000	0	0	0
	Auxiliary	3	46,880,000	0	0	3	46,880,000	339,318
	Research	5	279,810,000	2	80,180,000	3	199,630,000	213,206
	Clinical	3	23,380,000	3	23,380,000	0	0	0
	<b>Total</b>	<b>13</b>	<b>\$360,970,000</b>	<b>7</b>	<b>\$114,460,000</b>	<b>6</b>	<b>\$246,510,000</b>	<b>552,524</b>
HSC-H	Ed/Admin	9	208,900,000	6	130,200,000	3	78,700,000	200,000
	Auxiliary	3	39,200,000	0	0	3	39,200,000	370,000
	Research	3	204,000,000	0	0	3	204,000,000	341,000
	Clinical	2	42,050,000	0	0	2	42,050,000	187,000
	<b>Total</b>	<b>17</b>	<b>\$494,150,000</b>	<b>6</b>	<b>\$130,200,000</b>	<b>11</b>	<b>\$363,950,000</b>	<b>1,098,000</b>
HSC-SA	Ed/Admin	4	65,100,000	1	9,000,000	3	56,100,000	157,079
	Auxiliary	0	0	0	0	0	0	0
	Research	3	58,000,000	0	0	3	58,000,000	131,200
	Clinical	0	0	0	0	0	0	0
	<b>Total</b>	<b>7</b>	<b>\$123,100,000</b>	<b>1</b>	<b>\$9,000,000</b>	<b>6</b>	<b>\$114,100,000</b>	<b>288,279</b>
MDACC	Ed/Admin	6	113,000,000	2	9,000,000	4	104,000,000	504,000
	Auxiliary	7	187,600,000	1	3,000,000	6	184,600,000	250,000
	Research	22	867,730,000	13	288,500,000	9	579,230,000	1,210,050
	Clinical	4	699,700,000	1	21,500,000	3	678,200,000	2,557,700
	<b>Total</b>	<b>39</b>	<b>\$1,868,030,000</b>	<b>17</b>	<b>\$322,000,000</b>	<b>22</b>	<b>\$1,546,030,000</b>	<b>4,521,750</b>
HC-T	Ed/Admin	0	0	0	0	0	0	0
	Auxiliary	0	0	0	0	0	0	0
	Research	1	11,513,250	0	0	1	11,513,250	30,000
	Clinical	1	2,178,000	1	2,178,000	0	0	0
	<b>Total</b>	<b>2</b>	<b>\$13,691,250</b>	<b>1</b>	<b>\$2,178,000</b>	<b>1</b>	<b>\$11,513,250</b>	<b>30,000</b>

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. S. System Office of Facilities Planning and Construction*

---

- Between August 2000 and August 2003, the CIP for health-related institutions nearly doubled, from \$1.764 billion to \$3.243 billion.

## **Organizational Efficiency and Productivity: Implications for Future Planning and Measures for Future Development**

### **Implications for Future Planning**

- The U. T. System expects to refine the measures and comparative benchmarks it will use in the future to assess the productivity and efficiency of its operations, based on forthcoming recommendations from task forces on efficiency and productivity studies and on capital planning, which were established in late 2003.
- Investment of resources in recruiting, retaining, and developing faculty and staff is and will be a critical success factor for U. T. institutions. This report provides a framework for the future assessment of the effectiveness of these investments.
- The U. T. System will continue to depend 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.
- The description and analysis of U. T. System institutions' endowments deserve additional attention and refinement.
- The U. T. System currently lacks 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, as part of a state-wide agency adjustment to reporting on staffing trends, and deserve additional attention for the future.

### **Measures for Future Development**

- Refine the methodology for collecting and analyzing all faculty and staff (HR) data.
- Develop a methodology to track and analyze internal staff promotion trends.
- Refine space utilization models.
- Develop a measure to track the number of clinical trials (health-related institutions) and relate to space use.
- Consider adding a measure of energy use ratios.

## V. Institution Profiles

### Values

The U. T. System is committed to the continued improvement and excellence of each of its 15 component institutions.

### Goals

- Provide a foundation for the assessment of institutional performance.
- Foster continuous improvement relative to individual institutional goals and in relation to peer institutions.

### Priorities

- Develop expectations of baseline performance.
- Use these trends to establish performance targets for future editions of this accountability report.
- Use information as background for the evaluation of institutional performance.

Index of Institution Profiles	Page
<u>Academic Institutions</u>	
The University of Texas at Arlington	V-25
The University of Texas at Austin	V-29
The University of Texas at Brownsville	V-33
The University of Texas at Dallas	V-43
The University of Texas at El Paso	V-53
The University of Texas-Pan American	V-63
The University of Texas of the Permian Basin	V-71
The University of Texas at San Antonio	V-79
The University of Texas at Tyler	V-83
<u>Health Institutions</u>	
The University of Texas Southwestern Medical Center at Dallas	V-91
The University of Texas Medical Branch at Galveston	V-95
The University of Texas Health Science Center at Houston	V-101
The University of Texas Health Science Center at San Antonio	V-105
The University of Texas M. D. Anderson Cancer Center	V-111
The University of Texas Health Center at Tyler	V-113



## Introduction

- This accountability report provides a foundation for the assessment of institutional performance in the future.
- The information provided in this report is intended to foster continuous improvement, good management, and transparency within the component institution and System functions that contribute to its 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.
- As part of a new endeavor, this section provides the initial step in this ongoing process.
  - 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 will compare 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. health-related institutions, many of these comparisons will be at the school level to ensure that comparisons are made to similar entities.
- Each institution will develop performance targets which will be included in the next 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 will contribute to reviewing institutions and establishing benchmarks and targets for future performance. It will be used by the System to evaluate performance and establish expectations of each institution in conjunction with other documents such as each of the institution's strategic plans, Compact, and each president's Presidential 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–E, below.

### U. T. Academic Institutions — National Institutional Rankings Summary

Table V-1

<b>U. T. System</b>	#2 in FY 2001 federal science and engineering funding	NSF R&D Survey 2003
<b>Doctoral Institutions</b>		
Arlington	4 <sup>th</sup> tier	<i>U.S. News</i> , 2003
Austin	17 <sup>th</sup> among top public universities; 53 <sup>rd</sup> among all universities; In top 25 of all public and private research universities (625 total); in top 15 public research universities (370 ranked);	<i>U.S. News</i> , 2003 Lombardi Center, 2003
Dallas	28 <sup>th</sup> in federal science and engineering funding 3 <sup>rd</sup> tier	NSF 2003 <i>U.S. News</i> , 2003
El Paso	4 <sup>th</sup> tier	<i>U.S. News</i> , 2003
<b>Master’s Institutions</b>		
Brownsville	4 <sup>th</sup> tier, western regional universities	<i>U.S. News</i> , 2003
Pan American	4 <sup>th</sup> tier, western regional universities	<i>U.S. News</i> , 2003
Permian Basin	4 <sup>th</sup> tier, western regional universities	<i>U.S. News</i> , 2003
San Antonio	3 <sup>rd</sup> tier, western regional universities	<i>U.S. News</i> , 2003
Tyler	2 <sup>nd</sup> tier, western regional universities	<i>U.S. News</i> , 2003

The following are examples from the 2003 list of programs of excellence compiled for the Texas Higher Education Coordinating Board from institutional sources.

#### U. T. Arlington

- Online CSE/EE M.A. degree among the best in the nation (*U.S. News & World Report*, 2002).
- Nanotechnology Research and Teaching Facility is one of 20 on university campuses in the U.S.
- School of Nursing selected as a “top ten” location for minority nurses (*Minority Nurse*).
- In the top 10 percent nationally in granting electrical engineering and computer science engineering degrees (American Association of Engineering Societies, 2002).
- 21 fellows of national engineering professional societies (2003).

#### U. T. Austin

- Member of the American Association of Universities since 1929; one of only three AAU members in Texas.
- Second highest level of federal research expenditures in Texas.
- Highest number of National Academies of Science and Engineering members of any institution in Texas (55 in 2003).
- Over 25 programs ranked 20 or higher in 1995 National Research Council ranking of doctoral programs.
- Ranked number 1 in the nation in number of doctoral degrees awarded to Hispanics (*Hispanic Outlook in Higher Education*, 2003).
- Ranked number 1 as best graduate business program for Hispanics (*Hispanic Business*, 2003).
- Ranked number 1 as best law program for Hispanics (*Hispanic Business*, 2003).

#### U. T. Brownsville

- Ranked number 1 nationally in number of Hispanic mathematics baccalaureate degrees (*Hispanic Outlook*, 2003).
- Ranked number 29 nationally in number of baccalaureate degrees awarded to Hispanic students (*Hispanic Outlook*, 2003).
- Center for Biomedical Studies recognized for number of publications in internationally peer-reviewed journals.

#### U. T. Dallas

- Ranked among top 100 best values in public colleges (*Kiplinger's*, 2002 and 2003).
- Audiology program ranked 12 among top programs in the U.S. (*U.S. News & World Report*, 2001).
- Ranked number 4 among Texas public universities in number of National Merit Scholars (Lombardi Program on Measuring University Performance, 2002).
- Tier 2 of Master’s level universities in the West (*U.S. News and World Report*, 2003 and 2004 editions).

#### El Paso

- Ranked number 1 in the U.S. in number of B.S. engineering degrees awarded to Hispanics (*Hispanic Outlook*, 2003; IPEDS Completions, 00-01)
- Ranked number 3 nationally in number of Bachelor’s degrees awarded to Hispanics. (*Hispanic Outlook*, 2003, volume 13 #5, 00-01 data).
- Ranked number 1 nationally in number of B.S. graduates in science and engineering who earn Ph.D.s (IPEDS Completions, 00-01)
- Ranked number 3 among universities granting baccalaureate degrees to Hispanic students in elementary education (IPEDS Completions, 01-02).

#### U. T. Pan American

- Second in Texas for initial educator certificates, fourth in Texas for number of teacher graduates.
- First in the nation in number of bilingual education graduates (SREB).
- Second in the nation in the number of bachelor's degrees and fifth in the number of master's degrees awarded to Hispanics, (*Hispanic Outlook*, 2003).
- Second in the nation in *Hispanic Outlook's* selection of the 100 best U.S. Colleges for Hispanics.
- First in the nation for educating Mexican American students.
- World's largest computerized collection of Mexican American folklore in the University's Rio Grande Valley Folklore Archive.
- Ranked in the top 10 in Bachelor's degrees awarded to Hispanics in many academic programs (*Hispanic Outlook*, 2003): 7 in Biological Sciences; 7 in Business and Marketing; 2 in Chemistry; 10 in Engineering; 3 in English Literature; 6 in Foreign Language; 2 in Health Sciences; 3 in Mathematics; 2 in Multidisciplinary Studies; 7 in Protective Services; 9 in Public Administration.

#### U. T. Permian Basin

- National excellence award for online Master's in Kinesiology (U.S. Distance Learning Association, 2002).
- National excellence award for online business administration program (UT TeleCampus partnership) (U.S. Distance Learning Association, 2001).
- Exemplary bilingual education teacher training program (U.S. Department of Education, 2002).

#### U. T. San Antonio

- Ranked number 1 in number of biological sciences degrees awarded to Hispanic students (*Hispanic Outlook*, 2001).
- Ranked number 4 in number of undergraduate degrees awarded to Hispanic students (*Hispanic Outlook*, 2003).
- Ranked number 3 in number of business and education degrees awarded to Hispanic students (*Hispanic Outlook*, 2002).
- Institute for Economic Development was top performer (U.S. Dept. of Commerce, Economic Development Administration, 2002).

#### U. T. Tyler

- Tier 2 (next to highest ranked group) of Master's level universities in the West (*U.S. News & World Report*, 2003 and 2004 editions).
- MBA Online/UT TeleCampus named best in the nation (U.S. Distance Learning Association, 2001).
- M.S. Kinesiology Online/UT TeleCampus named best in the nation (U.S. Distance Learning Association, 2002).

## U. T. Health-Related Institutions: National Institutional Rankings Summary

Table V-2

SWMC	#44 in FY 2001 federal science and engineering expenditures In top 30 of all public and private research universities (625 ranked)	NSF Survey of R&D, 2003 Lombardi Center, 2003
UTMB	#99 in FY 2001 science and engineering expenditures In top 26-50 of public research universities (370 ranked)	NSF, 2003 Lombardi Center, 2003
HSC-H	#83 in FY 2001 science and engineering expenditures In top 26-50 of public research universities	NSF, 2003 Lombardi Center, 2003
HSC-SA	#89 in FY 2001 science and engineering expenditures In top 26-50 of public research universities	NSF, 2003 Lombardi Center, 2003
MDACC	#1 cancer hospital #47 in FY 2001 science and engineering expenditures In top 26-50 of all public and private research universities	<i>U.S. News</i> , 2003 NSF, 2003 Lombardi Center, 2003

The following are examples from the 2003 list of programs of excellence compiled for the Texas Higher Education Coordinating Board from institutional sources.

### U. T. Southwestern Medical Center

- 4 faculty hold Nobel prizes (2003).
- 14 faculty are members of National Academy of Sciences (top 10 percent of American medical schools, 2003).
- 12 members of the American Academy of Arts and Sciences (top 10 percent of American medical schools, 2003).
- 15 Institute of Medicine members (top 10 percent of American medical schools, 2003).
- In top 20 American institutions in amount of total NIH grants (2002).
- In top 20 institutions in royalty income (\$10.6 million; *Chronicle of Higher Education*, 2001).
- #2 in citations for impact in biology and biochemistry, and molecular biology and genetics (*Science Watch*, 2002).
- #1 in pharmacology graduate studies (*U.S. News and World Report*, 2002).

### U. T. Medical Branch at Galveston

- Top in awarding medical degrees for Hispanic Americans (*Black Issues in Higher Education*, 2003).
- 7 granting medical degrees for Blacks – only Texas university in top 10 (*Black Issues in Higher Education*, 2003).
- Acute care for elders named number 1 in patient satisfaction (Press Ganey Associates, 2002).
- Obstetrics program given best rating (HealthGrade, 2003).
- Telemedicine Hall of Fame Award (Computerworld, Smithsonian, 1999).
- Correctional managed care ranked number 1 in quality; top honors in 5 categories (American Correctional Association; National Commission on Correctional Health Care, 1999).

#### U. T. Health Science Center-Houston

- 4 Institute of Medicine members (2002).
- 1 National Academy of Science member (2002).
- 3 American Academy of Arts and Sciences members (2002).
- School of Public Health in top 12 in nation (*U.S. News and World Report*, 2002).
- School of Nursing – top 10 percent of graduate programs (*U.S. News and World Report*, 2003).
- 1 Nobel Prize winner.

#### U. T. Health Science Center-San Antonio

- Clinical Laboratory Sciences ranked 7 of top 15 programs, 3 in Hispanic graduates (*Clinical Lab Sciences Journal; Hispanic Outlook in Higher Education*, 1999).
- Dental Laboratory Technology ranked 6 (National Board of Certification).
- Physician Assistant Program ranked 14 (*U.S. News and World Report*, 2003).
- Ranked number 29 for respiratory disorders (*U.S. News and World Report*, 2003).
- Dental school ranked 13 (National Institute of Dental Craniofacial Research, 2001).

#### U. T. M. D. Anderson Cancer Center

- Ranked number 1 cancer hospital in the U.S. (*U.S. News and World Report* 2001, 2002, 2003).
- Ranked number 4 in U.S. in gynecology (*U. S. News and World Report*, 2003).
- Ranked number 10 in ear, nose, and throat in U.S. (*U. S. News and World Report*, 2003).
- 130 faculty physicians honored as leading specialists (*Best Doctors in America*, 2002).

#### U. T. Health Center-Tyler

- 1 member of American Academy of Pediatrics.
- 1 member of American Academy of Microbiology (2002).

## B. Ranking Systems Overview

National rankings attract public attention as a kind of “proxy of quality” for higher education institutions. While 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 are many ways to assess institutional quality. The Texas Higher Education Coordinating Board publishes a comprehensive inventory of indicators of institutional quality for public Texas higher education institutions. These listings provide considerable qualitative detail about noteworthy rankings and awards for institutions and individual programs beyond the cursory data in national ranking systems. The THECB study demonstrates U. T. System institutions’ strong contributions to “closing the gaps in excellence and in research” in Texas.\* Examples from the THECB inventory are provided in the narrative on previous pages.

This section summarizes three major rankings systems, recent rankings in these systems for U. T. 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.

## 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. Among the most widely cited are the “best college” rankings from *U.S. News & World Report*, 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.†

***U.S. News & World Report “Best American Colleges” and “Best Graduate Programs” Series.*** Beginning in 1983, *U.S. News and World Report* examined a broad cross-section of institutions, using a combination of statistical and reputation surveys to collect data, looking at graduate programs each spring (most recently in spring 2003), and overall institutions each fall (most recently in fall 2003).

For the college rankings, peer assessment has a 25 percent weighting. Retention rates are weighted 20 percent for national universities and 25 percent for master’s universities. Faculty resources (including class, faculty credentials, and student faculty ratio) are weighted 20 percent. Other components of the rankings include student selectivity (15 percent), financial resources (10 percent), graduation rates (5 percent), and alumni giving (5 percent).

Because the weightings have changed over the years, the changes in rank from one year to another may not be based on objective differences. Still, few significant changes in relative placement occur each year, because most institutions are not able rapidly to change the major drivers of their performance. A shift from “top-tier” to “second-tier” may represent a small change in just one among many factors. A recent study found that “none of the universities under investigation realized a significant change in the U.S. -*NWR* rating.” Moreover, even where performance changed, e.g., reducing the student faculty ratio or increasing graduation rates, “these changes in performance

---

\*The THECB programs of excellence will be posted on the Web. The study of closing the gaps in excellence and research is available at <http://www.theccb.state.tx.us/reports/pdf/0621.pdf>.

† 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.

outcomes were not offset by comparable changes in the ratings.”<sup>‡</sup> For these reasons, critics of this system abound. Yet, very few refuse to participate because it is one of the most frequently cited of the ranking systems and failure to provide institutional information to the *U.S. News* surveyors may lead to use by U.S. News of unreliable data, not verified by the institution, in the rankings.

**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 four years (most recently in December 2003). 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. It is 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. Published rankings are based on data collection from 200 institutions that reported receiving federal research funding between 1999 and 2001. 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 625 institutions that reported receiving any federal research funding between 1990 and 2001.)

Because this is a cluster ranking system with overlapping positions among institutions, TheCenter placed 54 institutions in the “top 25” of all public and private research universities in 2003, based on reaching the absolute top 25 in at least one of the 9 measures, and at least one in the top 26-50.

The minimum level to reach the 25<sup>th</sup> position in each measure in 2003 was:

- \$354,497,000 in annual research expenditures
- \$195,184,000 in annual federal research expenditures
- \$1,414,285,000 in endowment assets
- \$180,616,000 in annual giving
- 37 national academy members (total)
- 20 faculty awards (national fellowships) received in a year
- 390 doctorates awarded in a year
- 467 postdoctoral appointments in a year
- 1520 median SAT score for freshmen

**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, effectiveness in educating graduate students. In the 1995 report, reputation correlated strongly with program size, favoring larger departments. The next study began in fall 2003; the report should be published in 2005. 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 will be a major issue for the next study. The NRC expects to expand to 57 from 41 the number of academic fields that will be ranked. To address the reality that fine differences in rank

---

<sup>‡</sup> 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. See also 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.



ordering are meaningless, the next study may report on quality within a range, rather than a specific rank order.

#### D. Ranking U. T. System Institutions

##### **U.S. News & World Report 2003**

**National Doctoral Universities:** 248 schools were ranked in this group; the top 50 were rank ordered; the rest were grouped in tiers 2 through 4 and listed alphabetically.

##### U. T. Austin

UC Berkeley and the University of Virginia were again tied for the top ranked public doctoral university. With a composite score of 56, U. T. Austin was tied for 17 (53 overall), and missed the "top tier" by a single point. The previous year, U. T. Austin had a composite score of 57, and was ranked 14<sup>th</sup> (50 overall). (Other schools in this range include Pepperdine, UC Santa Barbara, and the University of Washington). Texas A&M University was tied for 27 among public institutions and 67 overall, as it was in the 2002 study.

Between 2002 and 2003, U. T. Austin increased its rating on four points: freshman retention (90 to 91 percent); percentage of classes with 50 or more students (19 to 24 percent); top of average SAT score range (1090 to 1110); and proportion of top 10 percent high school graduates in freshman class (50 to 53 percent). U.T. Austin decreased its rating on two measures: percent of classes with 20 or fewer students (41 to 32 percent), and selectivity (60 to 61 percent). Two measures were unchanged: peer assessment (4.1 on a scale of 5), and alumni giving.

##### U. T. Dallas

U. T. Dallas was rated in the third tier with a peer assessment score of 2.6, compared with 2.7 in 2002. Other public universities with similar scores were Ball State, Bowling Green State, University of Maine-Orono, University of Missouri-Kansas City, University of South Florida, University of Wyoming, Utah State, and Western Michigan. Texas Tech was ranked in the third tier with a peer assessment score of 2.7, the same as the previous year.

U. T. Dallas was predicted to have a 70 percent graduation rate but had a 53 percent graduation rate, a differential of -17 percent. This was the poorest differential in the third tier except for Wayne State, with a predicted rate of 61 percent and an actual rate of 34 percent for a differential of -27 percent. On the other hand, no other third-tier school had an SAT 75<sup>th</sup> percentile as high as U.T. Dallas's 1330, an increase from 1290 last year. University of Maryland Baltimore County was next with 1310. The other third-tier institution from Texas was University of North Texas (peer assessment score of 2.4).

##### U. T. Arlington

U. T. Arlington was rated in the fourth tier, but had the same peer assessment score of 2.6 as U. T. Dallas. It had the same score last year. Only two schools in the fourth tier had peer assessments higher than 2.6. Other fourth-tier schools that also had a 2.6 rating included University of Houston, Kent State, Montana State, University of Louisville, and Southern Illinois-Carbondale. U.T. Arlington is 13 points below its predicted graduation rate of 48 percent. Its acceptance rate of 90 percent (increased from 85 percent in 2002) and its alumni giving rate of 5 percent (up from 4 percent in 2002) are among the lowest in tier four.

##### U. T. El Paso

U. T. El Paso was also rated in the fourth tier, with a peer assessment score of 2.3. Other schools with a similar score were Central Michigan, Florida Atlantic, Louisiana Tech, North Dakota State, South Dakota State, and Texas Women's University. U. T. El Paso's graduation rate of 25 percent

was six points below the predicted rate. Other fourth-tier institutions from Texas were Texas A&M-Commerce, with a peer assessment of 2.1, Texas A&M-Kingsville, with a peer assessment of 2.1, and Texas Southern, with a rating of 1.9.

#### **Regional Masters Universities: Western**

In addition to doctoral universities, *U.S. News and World Report* ranks many other institutions by type in regional groups. "Regional Masters Universities" include four U. T. academic institutions. The ratings and tiers are specific to this regional group, and are not related to the rankings and tiers of doctoral institutions; they range from tier 1 (highest) to tier 4 (lowest).

##### U. T. Brownsville

U. T. Brownsville was ranked in the fourth tier of this regional group, with a peer rating of 2.4, up slightly from its rating last year of 2.3. Other schools in this group include Angelo State University, Tarleton State University, and Western New Mexico State University.

##### U. T. Pan American

U. T. Pan American was ranked in the fourth tier of this group, with a 2.4 peer rating, as it was last year.

##### U. T. Permian Basin

U. T. Permian Basin was ranked in the fourth tier of this group, with a 2.4 peer rating, as it was last year.

##### U. T. San Antonio

U. T. San Antonio was ranked in the third tier of this group with a 3.1 peer rating; down very slightly from its 3.2 rating in 2002. Other schools in this group included Texas A&M International and California State University Northridge.

##### U. T. Tyler

U. T. Tyler was ranked in the second tier (second-highest category) as it was last year, with a 2.6 peer assessment. It has been listed for only two years, and was among the top three Texas public masters universities in this group. Other universities in this group include San Francisco State, the University of Colorado-Colorado Springs, and Texas State University-San Marcos.

***U.S. News and World Report* Ranking Analysis.** This ranking system is biased toward small, highly selective institutions with significant per capita financial resources. Public institutions, particularly large ones, do not fair 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.

U. T. Austin is negatively affected in the rankings because of its size, limited financial resources, and state-mandated admissions (automatic admission for top 10 percent) 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 percent, regardless of SAT scores or other factors, cannot be denied admission. On the positive side, the rising proportion of top 10 percent students helps the ranking. It is not possible from the data given to determine the trade-off between the advantages of more top ten percent graduates and the disadvantages of lower selectivity.

- *U. S. News and World Report's* heading of "doctoral universities" is merely a classification and says nothing about graduate education or research. It is not credible to rank Notre Dame, Tufts, Yeshiva, Boston College, and Wake Forest ahead of U. T. Austin in terms of graduate education and research, which is a possible but erroneous interpretation of the rankings.

**The University of Florida Lombardi Center *Top America Research Universities Report.***

The table below displays the most current (2003) national ranking among all institutions and among public institutions alone, on each of nine measures for all U. T. components included in the University of Florida study. It also includes an additional measure of undergraduate student quality. (Depending on institution mission, not every measure appears for all components ranked; each ranking is higher when only public institutions are compared.)

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. Only the University of California System has more institutions that rank highly on many measures. The U. T. institutions stand out in total R&D research expenditures, as the table below illustrates.

**Highlights from the 2003 Report:**

- The University of Florida survey is so new that longitudinal trends are not meaningful. Looking at year-to-year change shows that between 2002 and 2003, U. T. System institutions increased their ranking in a number of areas:

Arlington	Total research, federal research, faculty awards, median SAT
Austin	National academy members, faculty awards, median SAT
Dallas	Faculty awards, doctorates, postdoctoral appointments
El Paso	Annual giving, faculty awards
Pan American	Total research, federal research, annual giving, faculty awards
San Antonio	Federal research, annual giving, doctorates, postdoctoral appointments
SWMC	Total research, federal research, endowments, annual giving, doctorates
UTMB	Endowments, annual giving, faculty awards, doctorates, postdoctoral appointments
HSC-H	Total research, federal research, endowments, annual giving, faculty awards,
MDACC	Total research, federal research, faculty awards, postdoctoral appointments

**U. T. Austin**

- In 2003, U. T. Austin reached the top 25 in three measures, and the top 26-50 in four others. It was, therefore, ranked in the top 25 of all institutions. Based on the clustering of institutions, it was also among the top 15 public institutions.
- In 2002, U. T. Austin was ranked about the same (top 12 rather than top 15 public), with four rather than three "top 25" rankings, and three rather than four "top 26-50" rankings.
- Texas A&M was ranked in the same cluster as U. T. Austin in 2003.
- The other public universities at the top of the list were: UC Berkeley, UCLA, Michigan, University of North Carolina, University of Wisconsin-Madison, University of Florida, University of Illinois Urbana-Champaign, University of Minnesota Twin Cities, University of Washington, and Ohio State.
- Very small differences separate schools in some categories. For example, U. T. Austin was ranked 26<sup>th</sup> in federal research expenditures (\$195,184,000); the University of Illinois Urbana-Champaign was ranked 25<sup>th</sup> in this category (\$195,316,000). The 24<sup>th</sup> position is held by the University of Arizona (\$199,484,000). These differences are likely to result from variations in cost items, like salaries, in grants.

- 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 2003, it was ranked second among all institutions (between Harvard and Stanford); it was third in 2000 and 2002, and first in 2001.

#### **U. T. Southwestern Medical Center**

- In 2003, U. T. Southwestern Medical Center had five measures in the top 26-50 among all institutions: total R&D expenditures, federal research expenditures, annual giving, national academy members, and postdoctoral appointments.
- Other institutions in this group included Case Western Reserve, University of Iowa, University of Rochester, North Carolina State University, University of Utah, Rutgers, Stony Brook University, University of Alabama-Birmingham.

U. T.'s other health-related components ranked comparatively highly among *public* research institutions in 2003, as they did in 2002. U. T.'s M. D. Anderson Cancer Center, Health Science Center-Houston, Medical Branch at Galveston, and Health Science Center-San Antonio all ranked in the top 25-50 among public institutions because of their comparatively high rankings for postdoctoral appointees, federal research expenditures, and annual giving.

#### **U. T. Medical Branch at Galveston**

- UTMB ranked in the top 26-50 public universities in the 2003 study.
- Among public institutions, it was ranked 47th in federal R&D expenditures and 33rd in numbers of postdoctoral appointments. Other schools in this group include: University of California-Santa Cruz, University of Connecticut-Storrs, University of Hawaii-Manoa, University of Houston-University Park, University of Louisville, and the University of Oklahoma-Norman.

#### **U. T. Health Science Center-Houston**

- The Health Science Center - Houston was ranked in 2003 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 included Clemson University, Medical University of South Carolina, Oregon State, Temple University, University of Alabama-Tuscaloosa, University of California-Riverside, University of Maryland-Baltimore County, University of South Florida, and Utah State University.

#### **U. T. Health Science Center-San Antonio**

- The Health Science Center - San Antonio was ranked in the top 26-50 public institutions for the past three years.
- It ranked 44<sup>th</sup> among public institutions in the number of awards received by faculty.
- Other institutions in this group are the same as for the Health Science Center-Houston.

#### **U. T. M. D. Anderson Cancer Center**

- The M. D. Anderson Cancer Center ranked in the top 26-50 of all public and private institutions on two measures: federal R&D expenditures and postdoctoral appointees.
- Other institutions in this group included Arizona State University, Indiana University-Bloomington, University of Colorado Health Sciences Center, Virginia Polytechnic Institute, Boston College, Brandeis University, and Indiana University-Purdue University-Indianapolis.

**Conclusions.** Over the past four years, relative positions have changed only slightly. The impact of medical schools deserves particular attention in the U. T. 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 argue 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 2003 report, only five institutions in the top 25 do not have medical schools (MIT,

UC Berkeley, Princeton, California Institute of Technology, and U. T. Austin). All of the top 10 institutions in research expenditures have medical schools.<sup>§</sup>

If U. T. Austin had a medical school, it is likely that it would appear much higher in the rankings. To estimate this potential impact, if the indicators for U. T. Austin and U. T. Medical Branch are combined, the institution would achieve top-25 ranking in seven of the nine measures (excluding postdoctoral appointments and SAT scores). This would result in an overall national ranking among the top 10 of all public and private institutions, including Yale, UCLA, Michigan, Minnesota-Twin Cities, University of Washington, University of Wisconsin, and Washington University. Combining values of other health and academic institutions, e.g., in the Metroplex or in San Antonio, would increase their rankings, but not sufficiently for them to move into the top 25 of all research universities.

The comparatively high ranking of U. T. health components 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 fairer assessment of their competitive position among peers.

- The following summary displays data on all U. T. institutions noted in the *Top American Research Universities* report for 2002 and 2003, 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.

---

<sup>§</sup> *The Top American Research Universities*, August 2002, pp. 16, 116. This topic is discussed in more depth in *The Top American Research Universities*, 2001, pp. 29-30.

Table V-3

<b>Top American Research Universities</b>											
<b>University of Texas Institutions – Overview of 2003 and 2002 National Rankings</b>											
	Research Expenditures	Federal Research	Endowment Assets	Annual Giving	National Academy Members	Faculty Awards	Doctorates Granted	Postdoc Appointees	Median SAT	National Merit / Achievement Scholars**	
									*additional institutions ranked		
<i>625 total public and private institutions were ranked in 2002 and 2003. This table displays ranking among all public and private institutions (first number) / ranking among public institutions only (second number).</i>											
<b>U. T. Academic Institutions</b>											
Arlington	03	221 / 160	221 / 159	555 / 184	506 / 198	136 / 82	284 / 175	160 / 100	192 / 134	610 / 160	---
	02	242 / 176	263 / 188	535 / 179	408 / 171	134 / 82	286 / 176	135 / 88	187 / 129	666 / 189	403 / 155
Austin	03	32 / 20	26 / 14	26 / 6	30 / 14	18 / 8	25 / 13	3 / 3	66 / 40	149 / 27	2 / 1
	02	31 / 19	26 / 14	25 / 6	25 / 12	20 / 9	27 / 15	2 / 2	62 / 37	170 / 32	3 / 1
Dallas	03	227 / 165	244 / 174	199 / 74	547 / 210	136 / 82	152 / 96	172 / 107	163 / 113	237 / 49	107 / 49
	02	224 / 162	243 / 175	194 / 72	534 / 207	134 / 82	286 / 176	174 / 108	169 / 117	221 / 46	110 / 51
El Paso	03	204 / 148	182 / 127	306 / 108	193 / 103	---	198 / 123	281 / 160	271 / 181	1,258 / 429	---
	02	202 / 146	174 / 121	306 / 107	234 / 116	---	286 / 176	271 / 156	221 / 152	1,171 / 411	403 / 155
Pan American	03	373 / 264	367 / 265	535 / 176	403 / 171	---	198 / 123	413 / 205	---	1,272 / 434	---
	02	394 / 271	370 / 264	513 / 172	568 / 217	---	286 / 176	410 / 202	---	1,184 / 414	---
San Antonio	03	247 / 177	235 / 168	605 / 202	526 / 205	---	526 / 301	466 / 219	223 / 53	1,002 / 320	---
	02	246 / 178	238 / 171	581 / 199	553 / 214	---	125 / 85	479 / 222	281 / 193	939 / 307	286 / 110
<b>U. T. Health-Related Institutions</b>											
SWMC	03	44 / 29	45 / 25	57 / 18	40 / 22	35 / 18	56 / 33	213 / 128	26 / 13	---	---
	02	50 / 33	49 / 28	69 / 20	51 / 27	34 / 17	37 / 22	215 / 128	20 / 10	---	---
UTMB	03	99 / 70	90 / 58	130 / 47	105 / 62	114 / 70	198 / 123	233 / 137	58 / 33	---	---
	02	96 / 67	87 / 56	135 / 47	123 / 74	114 / 70	201 / 132	260 / 51	61 / 36	---	---
HSC-Houston	03	83 / 56	68 / 42	327 / 113	120 / 72	88 / 53	103 / 66	144 / 92	129 / 88	---	---
	02	84 / 56	69 / 43	331 / 112	181 / 97	96 / 57	105 / 70	156 / 100	65 / 40	---	---
HSC-San Antonio	03	89 / 62	81 / 51	166 / 63	138 / 83	136 / 82	69 / 44	259 / 150	95 / 65	---	---
	02	93 / 64	80 / 50	163 / 59	136 / 83	134 / 82	79 / 51	235 / 138	109 / 73	---	---
M. D. Anderson	03	47 / 31	65 / 40	147 / 54	83 / 49	136 / 82	526 / 301	---	37 / 19	---	---
	02	54 / 36	66 / 40	147 / 51	74 / 41	134 / 82	545 / 306	---	63 / 38	---	---
*U. T. Brownsville, U. T. Tyler, and U. T. Health Center-Tyler are not listed because they did not report federal research funding for the period 1999-2001 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.											
<i>Source: In addition to its <u>Top American Research Universities</u> publication, TheCenter makes available on its Web site a ranking of all institutions reporting any federal research funding to the National Science Foundation during the period 1990 – 2001. The data above come from that listing at <a href="http://TheCenter.ufl.edu/TableIntroUniversitieswithanyFedRes.html">http://TheCenter.ufl.edu/TableIntroUniversitieswithanyFedRes.html</a>.</i>											

## E. Recent Top Programs in National Rankings

Table V-4

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes
<b>Academic Institutions</b>			
	Rank/ # Programs Ranked*		
<b>U. T. Arlington</b>			
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		
Nursing		115	<i>U.S. News, 2004</i>
Physics	117/147		
Psychology	102/185		
Public Affairs Top School		97	<i>U.S. News, 2002</i>
Social Work		39	<i>U.S. News, 2001</i>
<b>U. T. Austin</b>			
Engineering			
Aerospace UG		9	<i>U.S. News, 2002</i>
Aerospace/Astronautical	8/33	8	<i>U.S. News, 2004</i>
Astrophysics/Astronomy	10/33		
Bioengineering/Biomedical	20/38	20	<i>U.S. News, 2004</i>
Chemical Engineering UG		5	<i>U.S. News, 2003</i>
Chemical Engineering	10/93	6	<i>U.S. News, 2004</i>
Civil Engineering UG		4	<i>U.S. News, 2003</i>
Civil Engineering	4/86	3	<i>U.S. News, 2004</i>
Computer Engineering		8	<i>U.S. News, 2004</i>
Electrical/Communications	14/126	9	<i>U.S. News, 2004</i>
Electrical/Electronic UG		11	<i>U.S. News, 2002</i>
Engineering Highest Degree UG		10	<i>U.S. News, 2003</i>
Engineering Top School		9	<i>U.S. News, 2004</i>
Environmental UG		8	<i>U.S. News, 2002</i>
Environmental/Env. Health		6	<i>U.S. News, 2004</i>
Industrial/Manufacturing		16	<i>U.S. News, 2002</i>
Materials UG		17	<i>U.S. News, 2002</i>
Materials Engineering	20/165	21	<i>U.S. News, 2003</i>
Mechanical Eng UG		11	<i>U.S. News, 2002</i>
Mechanical Engineering	15/110	10	<i>U.S. News, 2004</i>
Petroleum Eng UG		2	<i>U.S. News, 2003</i>
Biology			
Petroleum Engineering		1	<i>U.S. News, 2003</i>
Biochemistry & Molecular Biology	33/194		

\* 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.

<b>Program</b> Graduate/Professional level unless otherwise noted.	<b>1995 National Research Council Rank</b>	<b>U.S. News most recent ranking</b>	<b>Notes</b>
<b>Academic Institutions</b>			
Biological Sciences Top School		29	<i>U.S. News</i> , 2003
Cell & Developmental Biology	43/179		
Ecology, Evolution & Behavior	11/129		
Molecular & General Genetics	28/103		
Neurosciences	50/102		
Physiology	34.5		
Chemistry	13/168		
Analytical Chemistry		9	<i>U.S. News</i> , 2003
Chemistry Top School		12	<i>U.S. News</i> , 2003
Inorganic Chemistry		13	<i>U.S. News</i> , 2003
Physical Chemistry		13	<i>U.S. News</i> , 2003
Computer Science	7/108		
Artificial Intelligence		5	<i>U.S. News</i> , 2003
Computer Science Top School		7	<i>U.S. News</i> , 2003
Databases		8	<i>U.S. News</i> , 2000
Hardware		10	<i>U.S. News</i> , 2000
Systems		9	<i>U.S. News</i> , 2003
Theory		11	<i>U.S. News</i> , 2003
Geology (Geosciences)	16/100		
Geology Top School		11	<i>U.S. News</i> , 2000
Hydrogeology		6	<i>U.S. News</i> , 2000
Paleontology		9	<i>U.S. News</i> , 2000
Sedimentology/Stratigraphy		1	<i>U.S. News</i> , 2000
Tectonics/Structure		6	<i>U.S. News</i> , 2000
Mathematics	23/139		
Applied Mathematics		11	<i>U.S. News</i> , 2003
Geometry/Topology		8	<i>U.S. News</i> , 2000
Mathematics Top School		15	<i>U.S. News</i> , 2003
Physics	11/147		
Astrophysics & Space		8	<i>U.S. News</i> , 2000
Atomic/Molecular		8	<i>U.S. News</i> , 2003
Condensed Matter/Low Temp		15	<i>U.S. News</i> , 2003
Elementary Particle/Nuclear		15	<i>U.S. News</i> , 2003
Nonlinear Dynamics/Chaos Theory		1	<i>U.S. News</i> , 2000
Physics Top School		13	<i>U.S. News</i> , 2003
Medicine			
Audiology		13	<i>U.S. News</i> , 2004
Clinical Psychology		28	<i>U.S. News</i> , 2004
Nursing		19	<i>U.S. News</i> , 2004
Nursing Family		21	<i>U.S. News</i> , 2004
Nursing Service Admin		7	<i>U.S. News</i> , 2001
Pharmacology	28/127		
Rehabilitation Counseling		15	<i>U.S. News</i> , 2004
Pharmacy		2	<i>U.S. News</i> , 1999 or prior
Public Affairs Top School		7	<i>U.S. News</i> , 2002
City Management & Urban Policy		14	<i>U.S. News</i> , 2002
Public Finance/Budgeting		19	<i>U.S. News</i> , 2002



<b>Program</b> Graduate/Professional level unless otherwise noted.	<b>1995 National Research Council Rank</b>	<b>U.S. News most recent ranking</b>	<b>Notes</b>
<b>Academic Institutions</b>			
Public Management Admin		19	<i>U.S. News</i> , 2002
Public Policy Analysis		11	<i>U.S. News</i> , 2002
Social Policy		15	<i>U.S. News</i> , 2002
Law			
Dispute Resolution		8	<i>U.S. News</i> , 2003
Intellectual Property Law		15	<i>U.S. News</i> , 2003
International Law		12	<i>U.S. News</i> , 2003
Law Top School		15	<i>U.S. News</i> , 2004
Tax Law		6	<i>U.S. News</i> , 2003
Trial Advocacy		9	<i>U.S. News</i> , 2004
Management			
Accounting (Best Bus UG)		2	<i>U.S. News</i> , 2003
Accounting		4	<i>U.S. News</i> , 2004
Business (Best Bus UG Top School)		7	<i>U.S. News</i> , 2003
Business Top School		17	<i>U.S. News</i> , 2004
E-Commerce (Best Bus UG)		3	<i>U.S. News</i> , 2003
Entrepreneurship (Best Bus UG)		5	<i>U.S. News</i> , 2003
Entrepreneurship		7	<i>U.S. News</i> , 2004
Executive MBA		14	<i>U.S. News</i> , 2004
Finance		16	<i>U.S. News</i> , 2004
General Management		19	<i>U.S. News</i> , 2004
Insur/Risk Mgmt (Best Bus UG)		3	<i>U.S. News</i> , 2002
Intl Business (Best Bus UG)		5	<i>U.S. News</i> , 2002
International Business		16	<i>U.S. News</i> , 2004
Management UG		5	<i>U.S. News</i> , 2003
M.I.S. UG		3	<i>U.S. News</i> , 2003
M.I.S.		3	<i>U.S. News</i> , 2004
Marketing UG		4	<i>U.S. News</i> , 2003
Marketing		10	<i>U.S. News</i> , 2004
Part-time MBA		25	<i>U.S. News</i> , 2002
Production/Operations Mgmt UG		13	<i>U.S. News</i> , 2002
Production/Operations Mgmt		14	<i>U.S. News</i> , 2004
Quantitative Analysis/Method UG		6	<i>U.S. News</i> , 2002
Quantitative Analysis		13	<i>U.S. News</i> , 2003
Supply Chain/Logistics		17	<i>U.S. News</i> , 2004
Education			
Administration/Supervision		8	<i>U.S. News</i> , 2004
Counseling/Personnel Services		19	<i>U.S. News</i> , 2002
Curriculum/Instruction		11	<i>U.S. News</i> , 2004
Education Policy		14	<i>U.S. News</i> , 2003
Educational Psychology		13	<i>U.S. News</i> , 2003
Education Top Schools-Research		13	<i>U.S. News</i> , 2004
Elementary Education		16	<i>U.S. News</i> , 2004
Higher Education Administration		16	<i>U.S. News</i> , 2004
Secondary Education		11	<i>U.S. News</i> , 2004
Special Education		8	<i>U.S. News</i> , 2004
Social Work		10	<i>U.S. News</i> , 2004

<b>Program</b> Graduate/Professional level unless otherwise noted.	<b>1995 National Research Council Rank</b>	<b>U.S. News most recent ranking</b>	<b>Notes</b>
<b>Academic Institutions</b>			
Architecture		10	<i>U.S. News</i> , 1999 or prior
Art History	19/38		
Art Painting and Drawing		17	<i>U.S. News</i> , 1999 or prior
Art Printmaking		6	<i>U.S. News</i> , 2004
Anthropology	12/69		
Classics	8/29		
Drama/Theatre		8	<i>U.S. News</i> , 1999 or prior
Economics	31/107	21	<i>U.S. News</i> , 2003
English	21/127	18	<i>U.S. News</i> , 2002
Comparative Literature	21/44		
Creative Writing		30	<i>U.S. News</i> , 1999 or prior
Medieval/Renaissance Lit		17	<i>U.S. News</i> , 2002
Third World Lit		3	<i>U.S. News</i> , 1999 or prior
Film		7	<i>U.S. News</i> , 1999 or prior
Music	17/65	17	<i>U.S. News</i> , 1999 or prior
Composition		11	<i>U.S. News</i> , 1999 or prior
Conducting		15	<i>U.S. News</i> , 1999 or prior
Jazz		10	<i>U.S. News</i> , 1999 or prior
Opera/Voice		15	<i>U.S. News</i> , 1999 or prior
Piano/Organ/Keyboard		10	<i>U.S. News</i> , 1999 or prior
Fine Arts (Master) Top School		21	<i>U.S. News</i> , 2004
Sculpture		9	<i>U.S. News</i> , 2004
Library Science Archives/Prsrvin		1	<i>U.S. News</i> , 2000
Library Science Top School		10	<i>U.S. News</i> , 2000
French	23/45		
Geography	14/36		
Germanic Studies	13/32		
Spanish and Portuguese	12/54		
History	22/111		
History Top School		22	<i>U.S. News</i> , 2002
Latin American		1	<i>U.S. News</i> , 2002
Linguistics	11/41		
Political Science	19/98	19	<i>U.S. News</i> , 2001
Comparative Politics		18	<i>U.S. News</i> , 2002
Political Science Top School		23	<i>U.S. News</i> , 2002
Philosophy	27/72		
Psychology	17/185	73	<i>U.S. News</i> , 2002
Sociology	16/95	16	<i>U.S. News</i> , 2002
Speech-Lang-Pathology		12	<i>U.S. News</i> , 2004

<b>Program</b> Graduate/Professional level unless otherwise noted.	<b>1995 National Research Council Rank</b>	<b>U.S. News most recent ranking</b>	<b>Notes</b>
<b>Academic Institutions</b>			
<b>U. T. Dallas</b>			
Audiology		12	<i>U.S. News</i> , 2004
Biological Sciences Top School		121	<i>U.S. News</i> , 2003
Biochemistry & Molecular Biology	129.5/194		
Business Top Schools		76	<i>U.S. News</i> , 2004
Chemistry	151/168		
Computer Science	76/108		
Geosciences	67/100		
Mathematics	137/139		
Public Affairs Top School		65	<i>U.S. News</i> , 2002
Speech-Lang Pathlgy		26	<i>U.S. News</i> , 2001
Statistics-Biostatistics	57/65		
<b>U. T. El Paso</b>			
Geosciences	85/100		
Nursing		174	<i>U.S. News</i> , 2004
Nursing Midwifery (w/ Texas Tech)		26	<i>U.S. News</i> , 2004
<b>U. T. Pan American</b>			
Rehabilitation Counseling		39	<i>U.S. News</i> , 2004
<b>U. T. San Antonio</b>			
Music/Fine Art Sculpture		13	<i>U.S. News</i> , 2004
Engineering Highest Degree UG		46	<i>U.S. News</i> , 2003

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes
	Rank/# Programs Ranked*		
<b>Health Institutions</b>			
<b>U. T. Southwestern Medical Center</b>			
Biochemistry		9	<i>U.S. News</i> , 2004
Biochemistry & Molecular Biology	20/194		
Biological Sciences		14	<i>U.S. News</i> , 2004
Biomedical Engineering	28/38		
Cell & Developmental Biology	18/179		
Clinical Psychology		59	<i>U.S. News</i> , 2001
Internal Medicine		9	<i>U.S. News</i> , 2004
Medical Top School: Primary Care		30	<i>U.S. News</i> , 2004
Medical Top School: Research		16	<i>U.S. News</i> , 2004
Molecular Biology		10	<i>U.S. News</i> , 2004
Molecular and General Genetics	18/103		
Neurosciences	36.5/102		
Pharmacology/Toxicology	2/127	6	<i>U.S. News</i> , 2000
Primary Care		30	<i>U.S. News</i> , 2004
Physician Assistant		7	<i>U.S. News</i> , 2004
Physical Therapy		61	<i>U.S. News</i> , 2001
Psychology	89.5/185		
Rehabilitation Counseling		58	<i>U.S. News</i> , 2003
Internal Medicine		9	<i>U.S. News</i> , 2004
Women's Health		9	<i>U.S. News</i> , 2004
<b>U. T. Medical Branch-Galveston</b>			
Biochemistry & Molecular Biology	99/194		
Biological Sciences Top School		75	<i>U.S. News</i> , 2003
Cell & Developmental Biology	111/179		
Community Health		24	<i>U.S. News</i> , 2004
Neurosciences	42/102		
Nursing		58	<i>U.S. News</i> , 2004
Nursing Midwifery		26	<i>U.S. News</i> , 2004
Pharmacology	65/127		
Physical Therapy		43	<i>U.S. News</i> , 2001
Physician Assistant		7	<i>U.S. News</i> , 2004
Physiology	34.5/140		
<b>U. T. Health Science Center-Houston</b>			
Biochemistry & Molecular Biology	42.5/194		
Biological Sciences Top School		60	<i>U.S. News</i> , 2003
Cell & Developmental Biology	38/179		
Medical Top School Research		56	<i>U.S. News</i> , 2004
Molecular & General Genetics	26/103		

\* In its 1995 rankings, the National Research Council ranked individual doctoral programs from a total of 274 institutions. The total number of programs ranked differed considerably among fields.

Program Graduate/Professional level unless otherwise noted.	1995 National Research Council Rank	U.S. News most recent ranking	Notes
	Rank/# Programs Ranked*		
Neurosciences	51/102		
Nursing		29	<i>U.S. News, 2004</i>
Nursing Anesthesia		6	<i>U.S. News, 2004</i>
Nursing Family		17	<i>U.S. News, 2004</i>
Nursing Gerontological/Geriatric		13	<i>U.S. News, 2004</i>
Pharmacology	38/127		
Physiology	23.5/140		
School of Public Health		12	<i>U.S. News, 2004</i>
<b>U. T. Health Science Center-San Antonio</b>			
Biochemistry & Molecular Biology	64/194		
Biological Sciences Top School		68	<i>U.S. News, 2003</i>
Cell & Developmental Biology	57.5/170		
Medical Geriatrics		17	<i>U.S. News, 2004</i>
Nursing		39	<i>U.S. News, 2004</i>
Occupational Therapy		23	<i>U.S. News, 2001</i>
Pharmacology	71/127		
Physician Assistant		14	<i>U.S. News, 2004</i>
Physiology	41.5/140		

**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**

U. T. Arlington received fewer dollars per FTE student in state appropriations and total revenue than eight of its nine peers.

U. T. Arlington also reported lower research expenditures than eight of its nine peers.

U. T. Arlington was most comparable to its peers in terms of percent of the student body who were graduate students and percent who lived in residential housing.

Peers (both current and aspirational) produced higher rates of retention and graduation. U. T. Arlington ranked sixth in SAT scores but 10<sup>th</sup> in retention and graduation.

Table V-5

U. T. Arlington Comparative and Aspirational Peer Institutions and their Comparative Data

University	State Approp. / FTE Student	Total Revenue / FTE Student	Research Expenditures / FTE Faculty	Total Enrollment	% Grad Students	Doctoral Degrees Awarded	% Housing	SAT 25th Percentile Score	SAT 75th Percentile Score	1st Year Retention Rate %	Grad. Rate within 150% of Time
<b>U. T. Arlington Comparative Peer Institutions</b>	<b>\$5,610</b>	<b>\$13,888</b>	<b>\$19,707</b>	<b>21,180</b>	<b>22.9</b>	<b>93</b>	<b>14</b>	<b>950</b>	<b>1160</b>	<b>69.6</b>	<b>31.1</b>
SAN DIEGO STATE UNIV.	6,799	20,464	22,258	34,171	17.9	27	11	920	1140	79.0	36.2
UNIV. OF MEMPHIS	6,356	16,147	28,866	20,332	21.2	92	13	960	1210	71.3	31.4
UNIV. OF WISCONSIN-MILWAUKEE	6,939	16,775	25,656	24,216	17.6	98	13	Not Available	Not Available	72.6	38.8
UNIV. OF NORTH TEXAS	5,592	14,019	18,271	27,858	22.2	159	22	970	1210	74.0	36.8
<b>Aspirational Peers</b>											
ARIZONA STATE UNIV.-MAIN CAMPUS	7,206	19,414	42,329	45,693	21.8	277	18	990	1210	76.4	49.2
UNIV. OF HOUSTON-UNIV. PARK	6,680	17,162	51,712	33,007	18.2	209	9	920	1150	78.0	36.3
GEORGE MASON UNIV.	6,490	18,463	25,815	24,897	33.6	138	19	970	1170	Not Available	47.3
UNIV. OF SOUTH FLORIDA	11,239	25,254	60,992	37,221	21.6	158	13	940	1150	74.5	43.5
UNIV. OF CALIFORNIA-SANTA CRUZ	9,537	26,382	56,598	13,170	8.6	104	44	1030	1270	87.0%	63.2

Data Sources: IPEDS Peer Analysis System Fall 2001, US News FY 2002, Common Data Set FY 2002

Notes:

FTE Student is calculated as all Full-time students + 1/3 Part-time students

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



## **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.

**U. T. Austin**  
**Office of Institutional Research**

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 Urban/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 is the largest in total enrollment. While U. T. Austin ranks 10<sup>th</sup> out of 12 institutions for percentage of enrollment in graduate/professional schools (at 24.1%), it ranks third in the number of doctoral degrees awarded among peer institutions.

Fifty percent of the entering freshmen at U. T. Austin fall into the SAT range of 1110 (at the 25<sup>th</sup> percentile) to 1330 (at the 75<sup>th</sup> percentile). Of the nine institutions for which SAT data are available, four institutions, UCLA, UC Berkeley, Michigan, and North Carolina, have higher SAT ranges.

In terms of retention, U. T. Austin's first year retention rate of 91 percent (2001 cohort) ranks 6 out of 12 institutions. Its six-year retention rate of 71 percent (1996 cohort) ranks seventh out of 11 peer institutions reporting data.

Research expenditures of \$295 million are commendable, especially 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 which contribute substantially to research expenditure totals.

U. T. Austin is next to last in total Educational & General expenditures per FTE student in fiscal year 2001.

U. T. Austin ranks seventh out of 12 in the number of National Academy members for fall 2001, and number one in the number of National Merit Scholars for fall 2001 among its peer institutions.

**Table V-6**  
**U. T. Austin**  
**Office of Institutional Research**  
**National Peer Institutions and Their Comparison Data**

University	Total Enrollment		SAT 25th Percentile		SAT 75th Percentile		1st Year Retention Rate		6 Year Retention Rate		% Graduate/Professional Enrollment		Doctoral Degrees Awarded	Total Research Expenditures		Total E&G Expenditure/ FTE Student	National Academy Members	National Merit Scholars
	Fall 2002		2002		2002		2001 Cohort		1996 Cohort		2002		2001-02	FY 2001 *	FY 2001	Fall 2001	Fall 2001	
Univ. of California at Berkeley	33,145		1180		1440		95%		84%		28.1%		805	\$446,273		42,358	199	233
Univ. of California at Los Angeles	37,599		1140		1390		96%		85%		33.8%		593	\$693,801		50,839	58	86
Univ. of Illinois at Urbana/Champaign	38,253						92%	(2)	78%	(3)	26.2%		602	\$390,863		28,221	54	28
Indiana Univ. at Bloomington	38,903		990		1210		88%		68%	(3)	21.0%		347	\$259,899	(4)	18,807	11	17
Univ. of Michigan at Ann Arbor	38,972		1180		1390		96%		84%		37.2%		610	\$600,523	(4)	42,688	62	72
Michigan State Univ.	44,937		1010		1250		89%				21.7%		428	\$265,946		25,599	6	66
Univ. of Minnesota - Twin Cities	48,677		1090		1330		84%		54%		33.3%		560	\$462,011	(4)	44,377	35	54
Univ. of North Carolina at Chapel Hill	26,028		1180		1370		95%		80%		38.7%		390	\$303,576		48,049	35	160
Ohio State Univ.	48,477	(1)	1060	(1)	1290	(1)	86%	(2)	56%	(3)	25.6%	(1)	617	\$390,652	(4)	31,201	15	115
Univ. of Washington at Seattle	39,246		1060		1290		90%		70%		27.7%		452	\$589,626		43,690	78	41
Univ. of Wisconsin at Madison	40,922	(1)					90%	(2)	77%	(3)	27.0%	(1)	650	\$604,143		37,600	69	26
U. T. Austin	52,261		1110		1330		91%		71%		24.1%		639	\$295,104		22,433	52	236

\*All institutions include an integral medical school, except UC Berkeley, Indiana University, and U. T. Austin;

Total Research Expenditure data in thousands

(1) 2001-02 data

(2) 2000 cohort

(3) 1995 cohort

(4) all campuses

Sources: Common Data Set, National Science Foundation webCASPAR, IPEDS Completions, IPEDS Fall Enrollment, IPEDS Finance



## **The University of Texas at Brownsville Mission Statement**

The mission of The University of Texas at Brownsville and Texas Southmost College is to combine the strengths of an upper-level university and those of a community college to eliminate traditional barriers to higher education. The community university provides quality programs and services through academic, applied technology, and continuing education programs to respond to local and regional needs.

The University advances economic development, enhances the quality of life, provides for personal enrichment, and assures access to higher education opportunities. The community university develops critical thinking, communications, and quantitative skills for lifelong learning through teaching, academic research, and public service.

### **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.



## **U. T. Brownsville and Texas Southmost College (UTB/TSC) Peer Data for Accountability**

This institution is a partnership between the Southmost Union Junior College District and The University of Texas at Brownsville. It is an open-admission institution with offerings ranging from certificates of occupational training to graduate programs (Table V-7).

At the "Official Record Date" for fall 2003, it had 10,604 students enrolled in its regular programs. Table V-8 shows the enrollments for 2002-03 academic year; the trend is for enrollments to grow at about 7 percent per year for a projected doubling time of about 10 years. (In addition, there are several thousand students enrolled in Workforce Training and Continuing Education.)

The institution serves one of the poorest regions in the country (Table V-9). The overwhelming majority of the students are minority-language speakers (Table V-10) from the immediate region (Table V-11). Many of them are non-traditional students, and many work full- or part-time while attending school. Most of them are not prepared for college (Table V-12).

For Fiscal Year 2002, UTB/TSC awarded 1,387 degrees at all levels (Table V-13).

UTB/TSC has a low six-year graduation rate (Table V-14). Part of this may be the result of the nature of its student body; students may attend school on a part-time basis so they can hold jobs; also, family and economic circumstances make many of them "stop-out" and return later to complete their studies. UTB/TSC students typically take longer to graduate than students at other institutions. This has negative implications for the establishment of cohorts and learning communities; it also poses challenges for timely course section scheduling.

Another factor contributing to a low graduation rate is the limitation on the number of programs (Table V-7) - students may transfer to other institutions to complete programs not available here. Another factor is capacity (the lack of availability of class sections at the times and sequence needed for timely completion of programs). Some of this is the result of budget limitations: the institution has the lowest State allocation per student among all the peer institutions (Table V-15).

Because of this budgetary constraint, the institution also has the highest ratio of student to full-time faculty in the peer group (Table V-16), the highest ratio of part-time to full-time faculty in the group (Table V-17) and one of the highest ratios of students-to-staff (Table V-18). (In fall 2004, UTB/TSC will revamp its academic advising program, including implementation of "E-Advisor" to help students select the appropriate number and type of courses.)

The potential for further allocations from the State is limited, particularly in the present fiscal environment. In fact, the institution had to absorb severe cuts on those allocations in the last two years. External funding, particularly in the form of federal grants for research, is one of the few avenues left to leverage State resources (Table V-19). Although the institution is very young, expenditures for research are a higher percentage of the State allocations than all but one of the peer institutions. Nearly all of that research is supported with funds obtained from competitive federal grants. (A UTB/TSC task force has recommended the expansion of the Office of Sponsored Programs and creation of a Vice President for Research to support growth in this area.)

## U. T. Brownsville Comparisons

**Table V-7**

**Total Number of Associates, Bachelors, Masters, and Doctoral Programs by Type**

University	Associates	Bachelors	Masters	Doctoral	Up to 09/23/03 Total Number of Degrees
Texas A&M Commerce	0	97	77	6	180
Stephen F. Austin	0	81	54	2	137
Pan American	1	51	42	2	96
Tyler	0	41	36	0	77
<b>UTB/TSC</b>	<b>16</b>	<b>34</b>	<b>16</b>	<b>0</b>	<b>66</b>
Texas A&M International	0	30	23	0	53
Permian Basin	0	29	18	0	47
Univ. of Houston Downtown	0	35	5	0	40

The total number of programs offered by UTB/TSC at the Bachelors level and above is 50.  
In addition UTB/TSC also offers certificates of proficiency and occupational training certificates.

*Source: Texas Higher Education Coordinating Board, Program Inventory, by Institution, up to September 23, 2003*

**Table V-8**

**Number of Students Served**

University	Fall 2002	Spring 2003	Duplicated Sum of Fall & Spring
Pan American	14,392	14,174	28,566
Stephen F. Austin	11,312	10,744	22,056
Univ. of Houston Downtown	10,528	9,656	20,184
<b>UTB/TSC</b>	<b>9,974</b>	<b>10,005</b>	<b>19,979</b>
Texas A&M Commerce	8,483	8,130	16,613
Tyler	4,254	4,261	8,515
Texas A&M International	3,724	3,736	7,460
Permian Basin	2,672	2,663	5,335

*Source: Texas Higher Education Coordinating Board, PREP On-Line, Total Headcount (Non Duplicate) from Enrollment Data, by Institution, Fall 2002 and Spring 2003*

*Source for UTB/TSC: Data Management and Reporting; Institutional Profile; Headcount, Semester Credit Hours, & Student FTE for TSC, UTB, & UTB/TSC Report, Fall 2002 and Spring 2003*

**Table V-9**

**Income of Region Served**

<b>University</b>	<b>County</b>	<b>Median Income in 1999 Per Household</b>	<b>Median Income in 1999 Per Family</b>
Univ. of Houston Downtown	Harris	\$42,598	\$49,004
Tyler	Smith	37,148	44,534
Texas A&M Commerce	Hunt	36,752	44,388
Permian Basin	Ector	31,152	36,369
Stephen F. Austin	Nacogdoches	28,301	38,347
Texas A&M International	Webb	28,100	29,394
<b>UTB/TSC</b>	<b>Cameron</b>	<b>26,155</b>	<b>27,853</b>
Pan American	Hidalgo	24,863	26,009

*Source for County: Texas Higher Education Coordinating Board, Higher Education Locator Map (HELM)*

*Source for Median Income in 1999: U.S. Census Bureau 2000, Income and Poverty in 1999 Report by County*

**Table V-10**

**Percent of Minority Students**

<b>University</b>	<b>Minority Students</b>	<b>Fall 2002</b>	
		<b>Total Students</b>	<b>Percent</b>
Texas A&M International	3,571	3,724	96
<b>UTB/TSC</b>	<b>9,370</b>	<b>9,974</b>	<b>94</b>
Pan American	12,914	14,392	90
Univ. of Houston Downtown	7,962	10,528	76
Permian Basin	1,021	2,672	38
Texas A&M Commerce	2,605	8,483	31
Stephen F. Austin	2,608	11,312	23
Tyler	727	4,254	17

*Source: Texas Higher Education Coordinating Board, PREP On-Line, Total Headcount by Ethnic Origin from Enrollment Data, by Institution, Fall 2002*

*Source for UTB/TSC: Data Management and Reporting, Institutional Profile, UTB/TSC Profile, Fall 2002*

Table V-11

Demographic Profile of Students				
University	In-State	Out-of-State	Foreign	Totals by Semester
Permian Basin (fall 2002)	2,572	50	50	2,672
Permian Basin (spring 2003)	2,555	48	60	2,663
	<b>5,127</b>	<b>98</b>	<b>110</b>	<b>5,335</b>
Texas A&M International (fall 2002)	3,518	12	194	3,724
Texas A&M International (spring 2003)	3,516	16	204	3,736
	<b>7,034</b>	<b>28</b>	<b>398</b>	<b>7,460</b>
Tyler (fall 2002)	4,085	69	100	4,254
Tyler (spring 2003)	4,087	86	88	4,261
	<b>8,172</b>	<b>155</b>	<b>188</b>	<b>8,515</b>
Texas A&M Commerce (fall 2002)	7,802	217	464	8,483
Texas A&M Commerce (spring 2003)	7,495	203	432	8,130
	<b>15,297</b>	<b>420</b>	<b>896</b>	<b>16,613</b>
U of H Downtown (fall 2002)	10,148	44	336	10,528
U of H Downtown (spring 2003)	9,310	40	306	9,656
	<b>19,458</b>	<b>84</b>	<b>642</b>	<b>20,184</b>
Stephen F. Austin (fall 2002)	11,001	216	95	11,312
Stephen F. Austin (spring 2003)	10,431	219	94	10,744
	<b>21,432</b>	<b>435</b>	<b>189</b>	<b>22,056</b>
<b>UTB/TSC (fall 2002)</b>	<b>10,812</b>	<b>3</b>	<b>520</b>	<b>11,335</b>
<b>UTB/TSC (spring 2003)</b>	<b>11,038</b>	<b>13</b>	<b>518</b>	<b>11,569</b>
	<b>21,850</b>	<b>16</b>	<b>1,038</b>	<b>22,904</b>
Pan American (fall 2002)	13,967	102	323	14,392
Pan American (spring 2003)	13,731	124	319	14,174
	<b>27,698</b>	<b>226</b>	<b>642</b>	<b>28,566</b>

Source: Texas Higher Education Coordinating Board, PREP On-Line, Total Headcount by Geographic Source from Enrollment Data, by Institution, Fall 2002 and Spring 2003 semesters

Table V-12

**Percentage of Students Needing  
Developmental Education**  
(Incoming Students % Requiring Remediation)

University	AY 00-01 %
Pan American	70.0
Univ. of Houston Downtown	64.0
<b>UTB/TSC</b>	<b>52.0</b>
Stephen F. Austin	37.6
Texas A&M Commerce	30.5
Texas A&M International	24.8
Permian Basin	8.2
Tyler	1.6

*Source for all Universities: Texas Higher Education Coordinating Board,  
Texas Public Universities' Data and Performance Report from the College  
Readiness Measures, AY 2000-2001*

*Source for TSC: Texas Higher Education Coordinating Board-2002  
Annual Data Profile-Retention and Remediation Fall 2000 First Time in College  
(FTIC) Cohort to Spring 2001, Institution Summary for TSC*

Table V-13

**Total Number of Degrees Conferred by Level**

University	Certificates	Associates	Bachelors	Masters	Doctoral	FY 2002
Stephen F. Austin	0	0	1872	328	13	2213
Pan American	0	0	1597	430	10	2037
Texas A&M Commerce	0	0	926	684	32	1642
<b>UTB/TSC</b>	<b>178</b>	<b>443</b>	<b>618</b>	<b>148</b>	<b>0</b>	<b>1387</b>
U. of Houston Downtown	0	0	1321	0	0	1321
Tyler	0	0	684	121	0	805
Texas A&M International	0	0	442	153	0	595
Permian Basin	0	0	417	68	0	485

*Source: Texas Higher Education Coordinating Board, PREP On-Line, Total Degrees Awarded by Level, from Degrees  
Awarded Data, by Institution, FY 2002.*

Table V-14

**Six-Year Graduation Rate for First-Time, Full-Time Undergraduate Bachelors  
Enrolled in Fall 1995**

University	Six-Year Graduation Rate %
Tyler	n/a
Stephen F. Austin	37.0
Texas A&M Commerce	36.3
Texas A&M International	28.4
Permian Basin	24.0
Pan American	22.9
Univ. of Houston Downtown	14.3
<b>UTB/TSC</b>	<b>8.0</b>

Source: Texas Higher Education Coordinating Board, Texas Public Universities' Data and Performance Report (May 2003) from the Student Success Measures  
Source for UTB/TSC: Institutional Research and Planning, Campus Information System Files (2003)

An open admission institution, UTB/TSC is a partnership between a community college and a university. Many students are non-traditional and part-time.

Table V-15

**Size of Budget**

University	State Appropriations FY 03	Students Fall 2002	State Appropriations Per Student
Texas A&M International	\$33,874,145	3,724	9,096
UT Tyler	\$25,088,218	4,254	5,898
UT Permian Basin	\$15,334,520	2,672	5,739
Texas A&M Commerce	\$35,713,049	8,483	4,210
Stephen F. Austin	\$47,023,572	11,312	4,157
UT Pan American	\$54,783,757	14,392	3,807
<b>UTB/TSC</b>	<b>\$33,648,710</b>	<b>9,974</b>	<b>3,374</b>
UT Houston Downtown	\$24,184,464	10,528	2,297

Source: Texas Higher Education Coordinating Board.  
State Appropriations for Fiscal Year 2003: Statistical Report. Legislative Appropriations: General Revenue, Agencies of Higher Education.  
Number of Students for Fall 2002 semester: Prep On-Line, Total Headcount (Non-Duplicate) from Enrollment Data, by Institution.

Table V-16

## Ratio of Full-Time Faculty to Students by Semester

University	Full-Time Faculty	Students	Ratio
Tyler (fall 2002)	302	4,254	1:14
Tyler (spring 2003)	297	4,261	1:14
Texas A&M Commerce (fall 2002)	553	8,483	1:15
Texas A&M Commerce (spring 2003)	562	8,130	1:14
Stephen F. Austin (fall 2002)	751	11,312	1:15
Stephen F. Austin (spring 2003)	731	10,744	1:15
Texas A&M International (fall 2002)	229	3,724	1:16
Texas A&M International (spring 2003)	231	3,736	1:16
Permian Basin (fall 2002)	158	2,672	1:17
Permian Basin (spring 2003)	174	2,663	1:15
Univ. of Houston Downtown (fall 2002)	534	10,528	1:20
Univ. of Houston Downtown (spring 2003)	542	9,656	1:18
Pan American (fall 2002)	667	14,392	1:22
Pan American (spring 2003)	678	14,174	1:21
<b>UTB/TSC (fall 2002)</b>	<b>357</b>	<b>9,974</b>	<b>1:28</b>
<b>UTB/TSC (spring 2003)</b>	<b>349</b>	<b>10,005</b>	<b>1:29</b>

Source for Full-Time Faculty: Texas Higher Education Coordinating Board, PREP On-Line, Total Headcount (Non Duplicate) from Faculty Headcount Data, by Institution, Fall 2002 and Spring 2003 semesters

Source for Number of Students: Texas Higher Education Coordinating Board, PREP On-Line, Total Headcount (Non Duplicate) from Enrollment Data, by Institution, Fall 2002 and Spring 2003 semesters

Source for UTB/TSC Number of Students: Data Management and Reporting, Institutional Profile, Semester Credit Hour Summary, Fall 2002 and Spring 2003

**Table V-17**

**Ratio of Full-Time to Part-Time Faculty**

<b>University</b>	<b>Full-Time Faculty</b>	<b>Part-Time Faculty</b>	<b>Fall 2001 Ratio</b>
Stephen F. Austin	632	95	7:1
Pan American	571	108	5:1
Texas A&M International	199	56	4:1
Tyler	279	95	3:1
Permian Basin	139	40	3:1
Univ. of Houston Downtown	500	270	2:1
Texas A&M Commerce	518	218	2:1
<b>UTB/TSC</b>	<b>303</b>	<b>242</b>	<b>1:1</b>

*Source: Texas Higher Education Coordinating Board, Texas Public Universities' Data and Performance Report (May 2003), University Profiles, Fall 2001*

**Table V-18**

**Staff**

(Full-Time, Non-Faculty Personnel)

<b>University</b>	<b>Number of Staff Fall 2001</b>	<b>Number of Students Fall 2001</b>	<b>Ratio</b>
Texas A&M International	269	3,372	1:13
Stephen F. Austin	785	11,525	1:15
Texas A&M Commerce	531	7,934	1:15
Pan American	915	13,640	1:15
Permian Basin	155	2,409	1:16
Tyler	215	3,732	1:17
<b>UTB/TSC</b>	<b>485</b>	<b>9,373</b>	<b>1:19</b>
Univ. of Houston Downtown	338	9,704	1:29

*Source for Number of Staff: Texas Higher Education Coordinating Board, Statistical Report FY 2002. Abstracted from the Full-Time, Non-Faculty Personnel by Gender, Ethnic Origin-Texas Public Universities, Fall 2001, report*

*Staff refers to Executive/Administrative/Managerial, Professional, Secretarial/Clerical, Technical/Paraprofessional, and Service/Skilled Craft personnel*

*Source for Number of Students: Texas Higher Education Coordinating Board, Total Headcount (Non Duplicate) from Enrollment Data, by Institution, Fall 2001.*

*Source for UTB/TSC Number of Students: Data Management and Reporting, Institutional Profile, Semester Credit Hour Summary, Fall 2001*



Table V-19

**Research Effort and Sponsored Programs**

(Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, FY 2002)

University	Total	Funded Research as Percent of State Appropriations %
Stephen F. Austin	\$5,583,051	10.63
<b>UTB/TSC</b>	<b>1,286,638</b>	<b>6.59</b>
Permian Basin	980,905	6.04
Pan American	2,605,758	4.55
Univ. of Houston		
Downtown	1,270,494	4.47
Texas A&M		
International	677,346	2.13
Tyler	375,821	1.78
Texas A&M Commerce	629,496	1.64

*Source: Texas Higher Education Coordinating Board, Research Expenditures (FY 2002)*

*Total Expenditures for Research and Other Research-Related Sponsored Programs by Source of Funds, FY 2002, table*

## **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 majors points of UTD's strategic plan 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 science and technology and in leadership 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; UC Riverside; UC Santa Barbara; UC Santa Cruz; UM Baltimore County; SUNY Albany; UW Milwaukee; SUNY Binghamton; and UNC Greensboro.<sup>1</sup>

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.<sup>2</sup>

Given that amongst the total aspirational and comparison groups, UTD ranks last in State appropriations per student and second to last in total revenue per FTE student, it is surprising how well the university is performing. Based on the most recent published data, UTD's *student quality* places the university fifth overall as measured by the 75<sup>th</sup> percentile SAT of entering freshmen, and sixth overall as measured by the percent of entering students in the top 10percent of their class. The university's retention rate has been rising steadily and this fall is 84 percent. The university's sixth-year graduation rate, as put side-by-side with all aspirational and comparator universities, places UTD sixth overall, which is remarkable given its short history of having lower division students.

In terms of total *research expenditures* and federally financed research per tenure/tenure-track faculty, the university compares quite well with older more established institutions. Using Fiscal Year 2000-01 data, UTD's total research expenditures per tenure/tenure-track faculty (\$42,562) ranks it sixth and in terms of federally financed research (\$60,174 per tenure/tenure-track faculty), it also ranks sixth. The size of the university's tenure/tenure-track faculty is, however, a limiting factor. For the same time period, the average size of the tenure/tenure-track faculty for the nine-comparison/aspirational institutions was 539 as compared to 261 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 — 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 tenure/tenure-track faculty in areas critical to the economic future of Texas.

---

<sup>1</sup> The Universities were chosen using criteria developed by both the Jordan Commission and the Accountability Working Group.

<sup>2</sup> Comparative data on a large number of measures in chart and tabular formats are attached to this summary in Appendix A.

Figure V-1

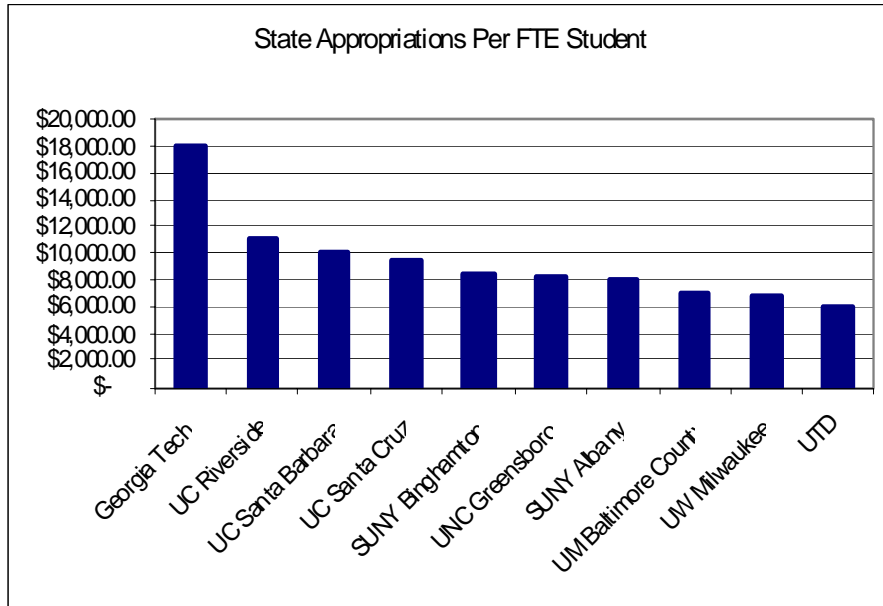


Figure V-2

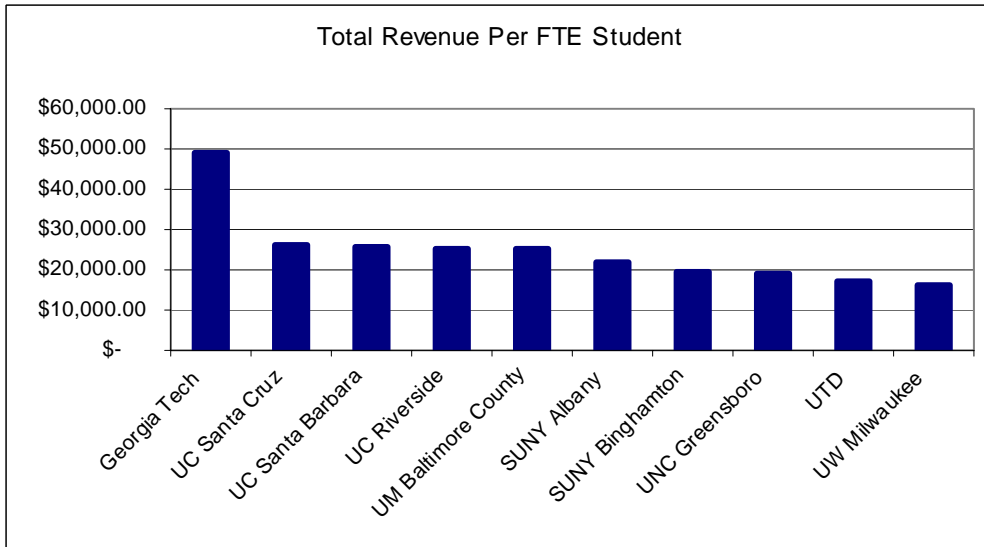


Figure V-3

25<sup>th</sup> and 75<sup>th</sup> SAT Percentiles for UTD and Aspirational and Comparator Universities, 2001.

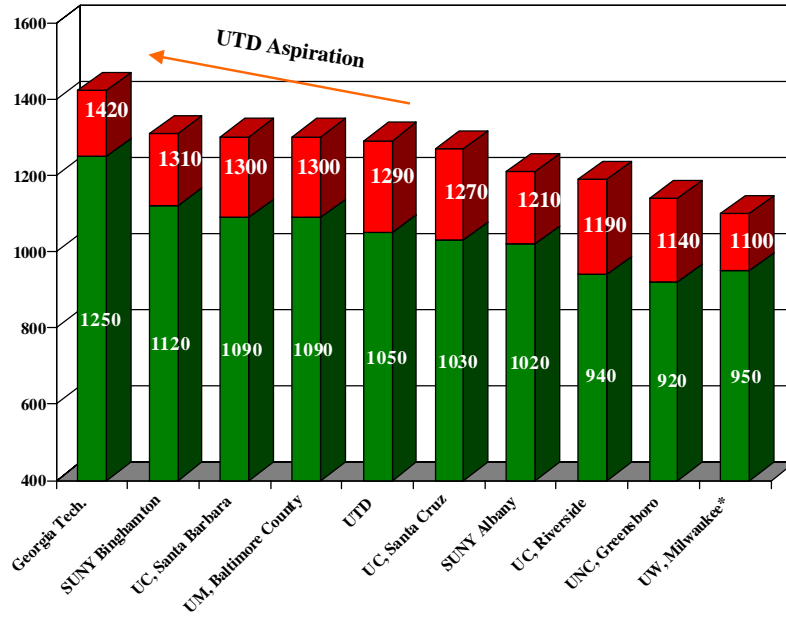


Figure V-4

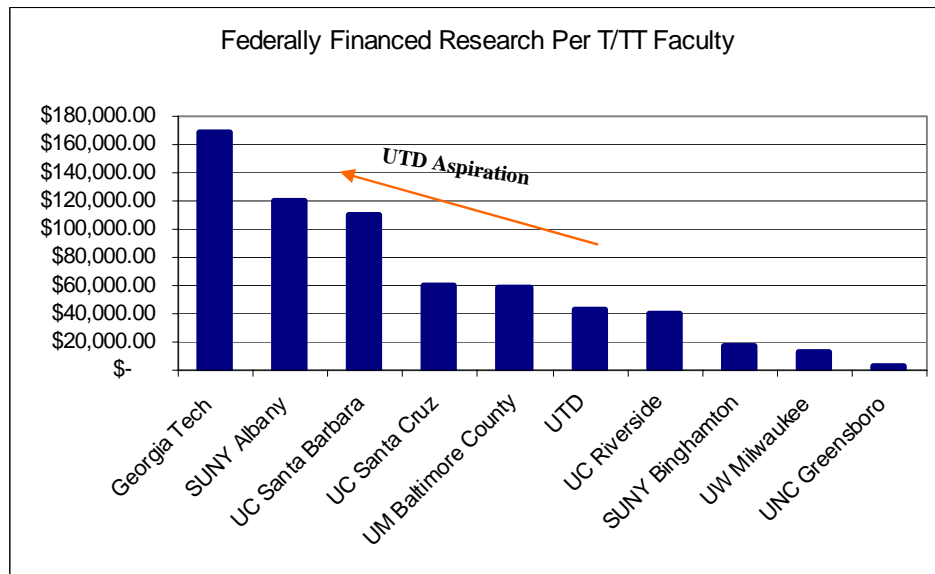


Figure V-5

### Six-year Graduation Rate (2001)

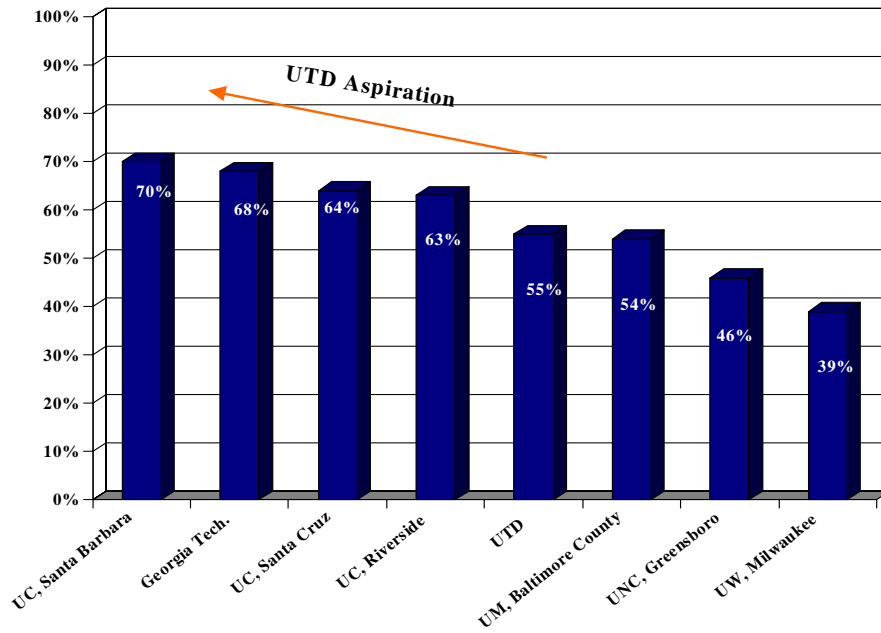


Figure V-6

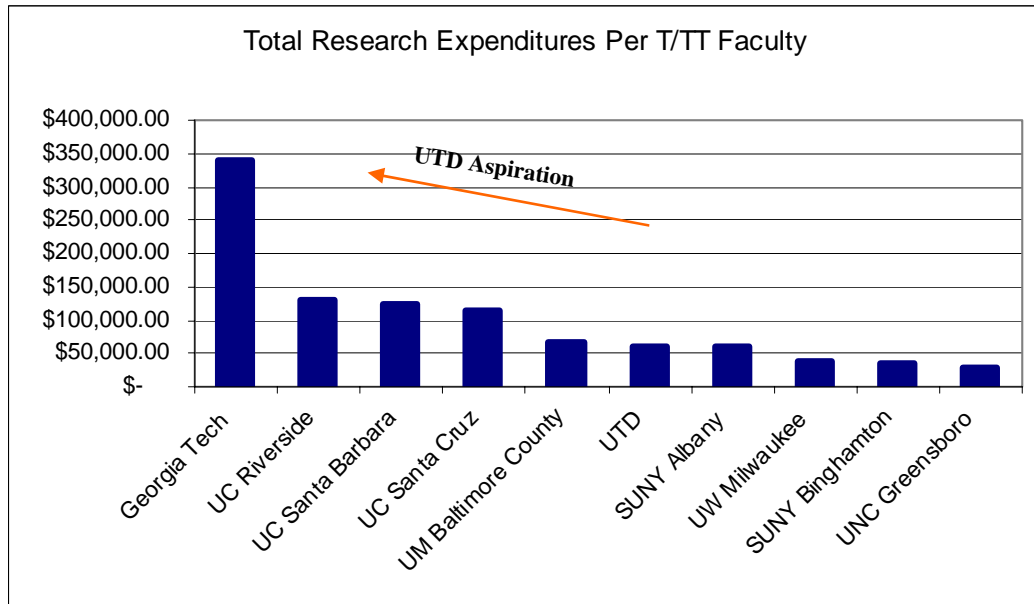


Figure V-7

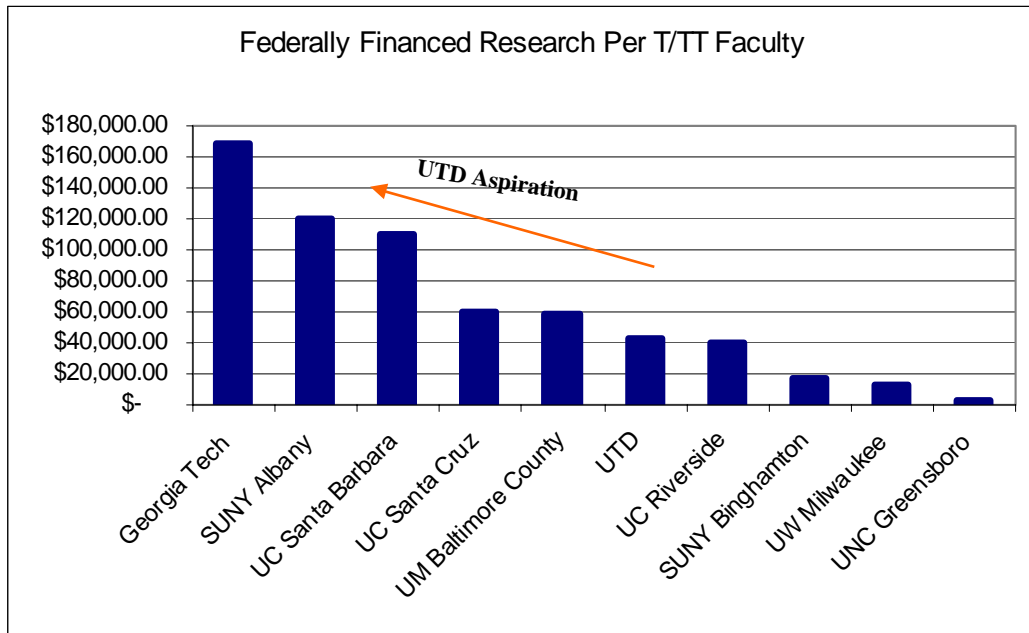


Figure V-8

**UTD and Comparator and Aspirational Universities  
Student Faculty Ratios, 2001**

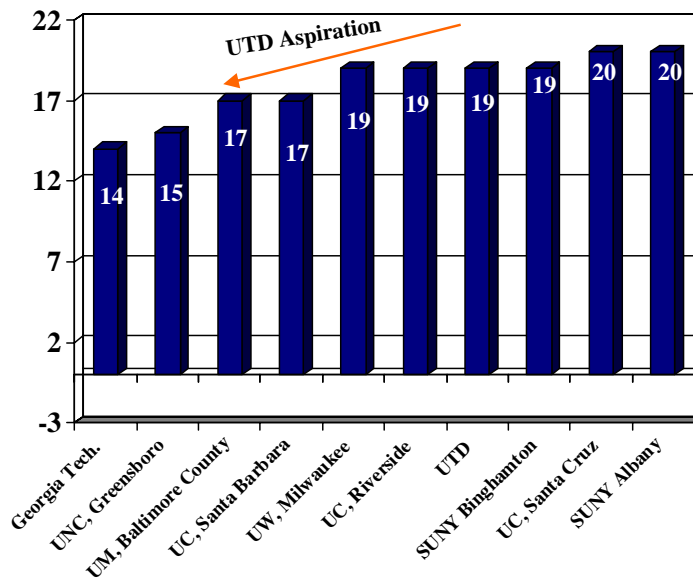


Figure V-9

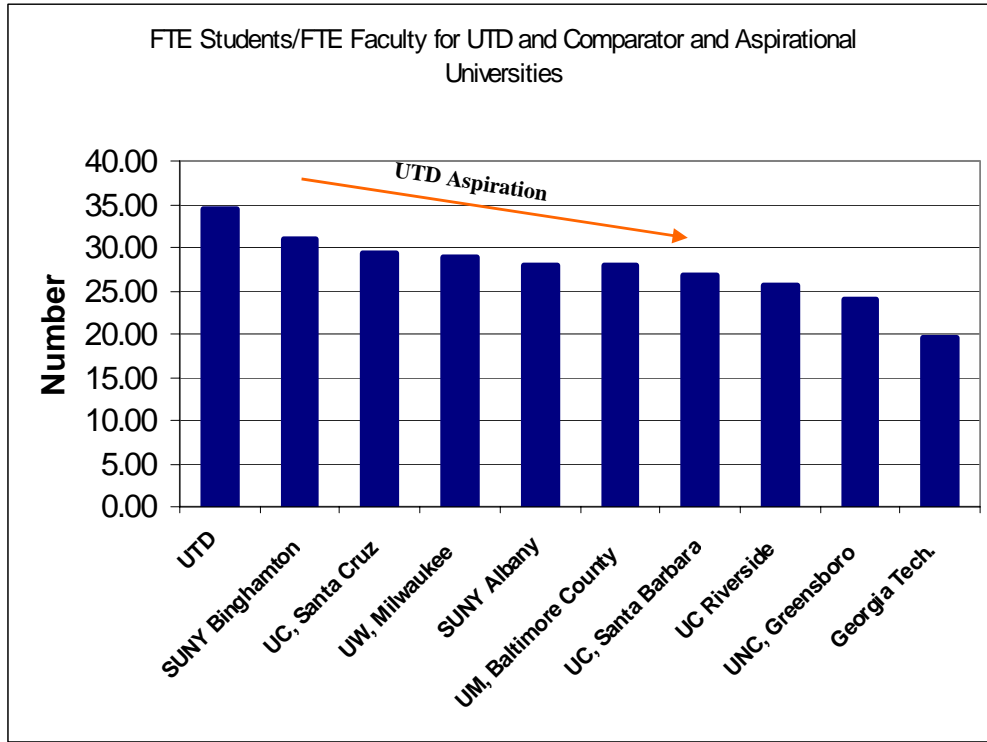


Figure V-10

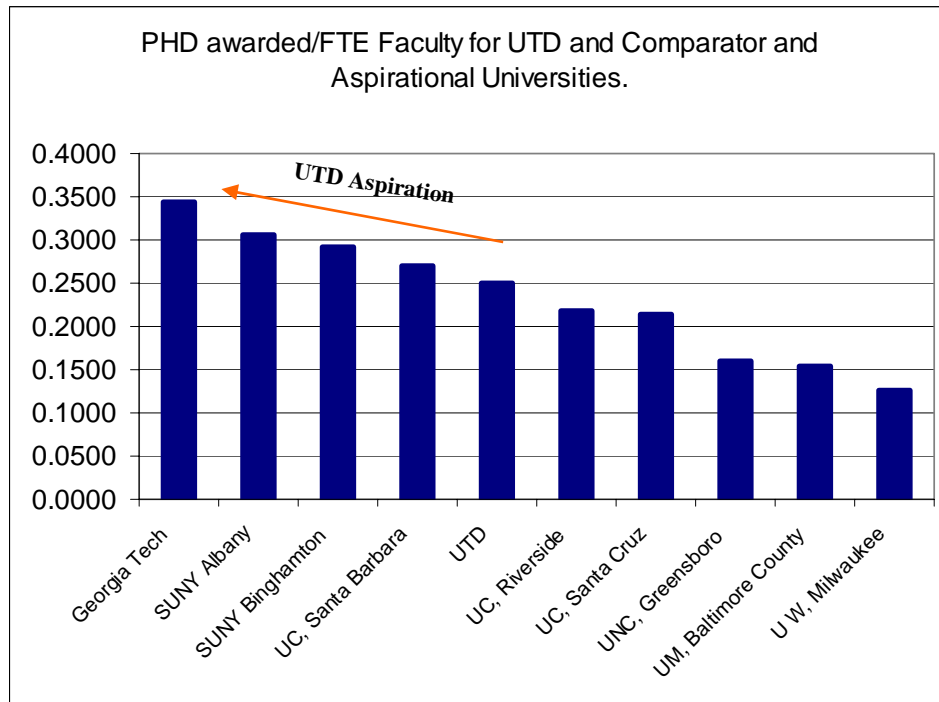




Table V-20

<b>Institution Name</b>	<b>Total Enrollment (Fall 2002)</b>	<b>% of Undergraduates in Residential Housing (2002)</b>	<b>Six-year Graduation Rate (2001)</b>	<b>Acceptance Rate (2001)</b>
The University of Texas at Dallas	12,454	35%	55%	55%
<b>Comparative Institutions</b>				
SUNY Albany	17,204	58%	62%	58%
University of Maryland, Baltimore County	11,237	33%	54%	66%
University of North Carolina, Greensboro	13,775	36%	46%	75%
University of Wisconsin, Milwaukee	24,216	13%	39%	79%
<b>Aspirational Institutions</b>				
Georgia Institute of Technology	15,575	60%	68%	54%
SUNY Binghamton	12,820	57%	80%	45%
University of California, Riverside	14,429	28%	63%	82%
University of California, Santa Barbara	20,373	22%	70%	50%
University of California, Santa Cruz	13,170	?	64%	81%
<b>Institution Name</b>				
	<b>SAT/ ACT 25th Percentile Score (2001)</b>	<b>SAT/ ACT 75th Percentile Score (2001)</b>	<b>Freshman Retention Rate (2001)</b>	<b>Freshmen in Top 10% of High School Class (2001)</b>
The University of Texas at Dallas	1050	1290	76%	31%
<b>Comparative Institutions</b>				
SUNY Albany	1020	1210	84%	15%
University of Maryland, Baltimore County	1090	1300	83%	31%
University of North Carolina, Greensboro	920	1140	74%	13%
University of Wisconsin, Milwaukee	20	24	73%	7%
<b>Aspirational Institutions</b>				
Georgia Institute of Technology	1250	1420	88%	60%
SUNY Binghamton	1120	1310	91%	42%
University of California, Riverside	940	1190	85%	94%
University of California, Santa Barbara	1090	1300	90%	95%
University of California, Santa Cruz	1030	1270	86%	96%
<b>Institution Name</b>				
	<b>Student Faculty Ratio</b>	<b>Doctoral Degrees Awarded (2002)</b>	<b>2001 Graduate Enrollment</b>	<b>2001 Graduate Enrollment (as % of Total)</b>
The University of Texas at Dallas	19/1	65	4964	40%
<b>Comparative Institutions</b>				
SUNY Albany	20/1	159	5320	31%
University of Maryland, Baltimore County	17/1	53	1909	17%
University of North Carolina, Greensboro	15/1	76	3316	24%
University of Wisconsin, Milwaukee	19/1	86	4264	18%
<b>Aspirational Institutions</b>				
Georgia Institute of Technology	14/1	257	4532	29%
SUNY Binghamton	19/1	112	2653	21%
University of California, Riverside	19/1	116	1662	12%
University of California, Santa Barbara	17/1	199	2649	13%
University of California, Santa Cruz	20/1	93	1136	9%
Source: Institutional Common Data Sets, IPEDS Peer Assessment				

Table V-20 (continued)

Institution Name	FTE Enrollment (2001)	State Appropriations FY 2000-01		Total Revenue FY 2000-01	
		Dollars	Per FTE Student	Dollars	Per FTE Student
The University of Texas at Dallas	8,990	\$54,750,084	\$ 6,090.11	\$152,371,243	\$16,948.97
<b>Comparative Institutions</b>					
SUNY Albany	14,528	\$118,696,779	\$ 8,170.21	\$319,602,377	\$21,999.06
University of Maryland, Baltimore County	9,558	\$66,473,513	\$ 6,954.75	\$239,107,612	\$25,016.49
University of North Carolina, Greensboro	11,354	\$94,453,989	\$ 8,319.01	\$213,960,594	\$18,844.51
University of Wisconsin, Milwaukee	19,579	\$132,942,912	\$ 6,790.08	\$321,382,691	\$16,414.66
<b>Aspirational Institutions</b>					
Georgia Institute of Technology	14,528	\$259,936,773	\$ 17,892.12	\$710,910,051	\$48,933.79
SUNY Binghamton	11,849	\$100,317,041	\$ 8,466.29	\$231,262,429	\$19,517.46
University of California, Riverside	13,599	\$151,252,000	\$ 11,122.29	\$344,814,000	\$25,355.83
University of California, Santa Barbara	19,816	\$202,692,000	\$ 10,228.70	\$506,043,000	\$25,537.09
University of California, Santa Cruz	12,740	\$121,062,000	\$ 9,502.51	\$334,838,000	\$26,283.99
Institution Name	FT Tenure/ On-track Faculty (2001)	Federally Financed Research Expenditures FY 2000-01		Total Research Expenditures FY 2000-01	
		Dollars	Per T/TT Faculty	Dollars	Per T/TT Faculty
The University of Texas at Dallas*	261	\$11,108,750	\$42,562.26	\$15,705,321	\$60,173.64
<b>Comparative Institutions</b>					
SUNY Albany	520	<b>\$62,059,000</b>	<b>\$119,344.23</b>	<b>\$31,215,955</b>	<b>\$60,030.68</b>
University of Maryland, Baltimore County	343	\$20,244,000	\$59,020.41	\$22,635,113	\$65,991.58
University of North Carolina, Greensboro	475	\$1,535,000	\$3,231.58	\$13,215,055	\$27,821.17
University of Wisconsin, Milwaukee	679	\$8,425,000	\$12,407.95	\$25,801,843	\$37,999.77
<b>Aspirational Institutions</b>					
Georgia Institute of Technology	746	\$126,164,000	\$169,120.64	\$254,153,212	\$340,687.95
SUNY Binghamton	383	\$6,319,000	\$16,498.69	\$13,096,546	\$34,194.64
University of California, Riverside	532	\$21,085,000	\$39,633.46	\$69,378,000	\$130,409.77
University of California, Santa Barbara	738	\$80,754,000	\$109,422.76	\$91,866,000	\$124,479.67
University of California, Santa Cruz	436	\$25,959,000	\$59,538.99	\$49,524,000	\$113,587.16
Source: IPEDS Peer Assessment					
*Source: UTD Financial Statements FY2001					



## **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 component 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 21<sup>st</sup> 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.

**U. T. El Paso**  
**Accomplishments Based on UTEP's 1988-2003 Strategic Plan**

**Access Dimension of Pre-college Preparation and of Undergraduate Education**

- Recognition of interconnectedness of all educational institutions in this relatively isolated region
  - Acknowledge the closed loop of education involving both UTEP and local school districts
  - Support the El Paso Collaborative for Academic Excellence, the community's partnership for achievement in all public educational settings
  - Raise aspirations of all young people in this region
  - Convince their teachers/counselors/parents and the community at large that talent crosses all boundaries — ethnic, socio-economic, and geographic
  - Convince community leaders that investing in education is in their self-interest and of the importance of moving away from low-wage, low-skill mindset
  - Convince UTEP faculty that contributing to improving the preparation of pre-college youth is in UTEP's and their self-interest
  - Develop strong undergraduate academic support programs, especially for first-year students
  - Seek external investment by foundations and through NSF's systemic initiatives
- Performance outcomes to set as targets and monitor regularly
- Pre-college outcomes compared with other Texas metropolitan areas
  - Test score improvements
  - Higher academic achievement of all ethnic groups
  - Recommended H.S. curriculum for all students
  - Graduation rate improvements
- Undergraduate outcomes
  - Enrollment growth
  - Demographic shift in student population
  - Improved performance and persistence of first-year students

**Quality and Excellence Dimension of Research and Graduate Programs**

- Recognition of the importance of developing research and graduate programs to build institutional quality
- Recruit and retain quality faculty
- Create an exciting climate for students, e.g., undergraduate research opportunities
- Build an institutional image to foster partnership development and leverage resources
- Attract external funding to enhance quality
- Role of minority institution funding—jump start research and graduate program development
- Enhance research capacity (see Table V-21)
- Build faculty confidence in ability to compete
- Obtain specialized equipment
- Performance measures to set targets and monitor regularly
  - Comparison with peer and other state institutions
  - Growth in annual research expenditures
  - Number of proposals written
  - Transition from minority-focused programs to mainstream funding sources
  - Growth in the number of doctoral programs and enrollments

**Other Measures of UTEP's Growing Success**

- Institution capacity-building plan has enabled UTEP to gain recognition at both state and national levels because of changing state and national demographics.
- UTEP at forefront of new models to educate under-represented groups in our society (Table V-22).
- UTEP's history as an engineering/science institution has been a major asset.
- U.S. workforce challenges spotlights UTEP for many major corporations and federal agencies.
- UTEP continues to demonstrate that access and excellence are not contradictory.

**Table V-21: Federal/State Research and Development Expenditure Ranking \*  
Total Expenditure Dollars Generated – All Funds, FY 2002 – Top 10 Academic Public Institutions of  
Higher Education**

INSTITUTION	State Funding	Federal Funding	Total Dollars Generated	Total Dollar Rank	Ratio Federal to State	Ratio Ranking
U. T. Austin	\$52,829,525	235,436,101	\$288,265,626	1	4.46	9
Texas A&M and Services	118,165,730	166,319,718	284,485,448	2	1.41	18
Univ. of Houston	28,539,260	33,239,410	61,778,670	3	1.16	23
Texas Tech Univ.	21,350,097	20,511,493	41,861,590	4	0.96	25
U. T. El Paso	4,255,602	19,796,441	24,052,043	5	4.65	8
U. T. Dallas	8,416,725	11,815,490	20,232,215	6	1.4	19
U. T. Arlington	9,504,934	7,923,657	17,428,591	7	0.83	26
Univ. of North Texas	5136,658	8,827,975	13,964,633	8	1.72	15
Sam Houston State Univ.	1,981,799	11,095,134	13,076,933	9	5.6	7
U. T. San Antonio	3,515,547	7,641,990	11,157,537	0	2.17	13

\* Source: Texas Higher Education Coordinating Board, Research and Expenditures Report, FY2002

**Table V-22: Top 10 Baccalaureate-Origin Institutions of  
Hispanic Science and Engineering Doctorate Recipients: 1997-2001 \***

Baccalaureate-Granting Institutions	Rank	No. of Students
U. T. Austin	1	74
Univ. of California-Berkeley	2	73
Massachusetts Institute of Technology	3	53
Univ. of California-Los Angeles	4	52
Florida International Univ.	5	50
Texas A&M Univ. Main Campus	6	50
Univ. of Florida	7	50
Cornell Univ., All Campuses	8	45
Stanford Univ.	9	42
U. T. El Paso	10	41

2001- Excluding universities in Puerto Rico.

Source: National Science Foundation, Division of Science Resources Statistics, Survey of Doctorate Recipients, 2001.

### **UTEP Findings from Indiana University's National Survey of Student Engagement (NSSE)**

- **Project DEEP:** Documenting Effective Educational Practice Project of NSSE
- UTEP was selected as one of 20 colleges and universities that have higher-than-predicted scores on five clusters or "benchmarks" of effective educational practice and also higher-than-expected graduation rates. The benchmarks are academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.
- **Level of Academic Challenge**
  - More than 60 percent of UTEP first-year students and more than 75% of the seniors reported that they "often" or "very often" worked harder than they thought they could to meet an instructor's expectations.
  - Senior students' scores on this item were significant compared to all other comparison groups, including The University of Texas System consortium, other doctoral-intensive schools, and all other NSSE schools.
  - Moreover, UTEP's first-year and senior students' *actual* scores on the academic challenge benchmark items are higher than the *predicted* scores.

- **Active and Collaborative Learning**
  - Both first-year and senior UTEP students scored significantly higher on several of the active and collaborative learning benchmark items than all other comparison groups (The University of Texas System consortium, other doctoral-intensive schools, and all other NSSE schools).
  - Senior students' scores were higher than all comparison groups, particularly those of other doctoral-intensive institutions.



## U. T. El Paso

### Peer Institutions and Benchmarking Comparisons

#### Current Peer Institutions

<u>In-State</u>	University of North Texas The University of Texas at Arlington The University of Texas at San Antonio
<u>Out-of-State</u>	Florida Atlantic University Northern Arizona University San Diego State University University of Akron University of Nevada-Las Vegas

#### Aspirational Peer Institutions

<u>In-State</u>	University of Houston
<u>Out-of-State</u>	Arizona State University Florida International University State University of New York-Buffalo University of California-Riverside University of Wisconsin-Milwaukee

#### Indicators

1. Carnegie Classification
2. Total Enrollment
3. Percent of Under-represented Minority Student Enrollment (Hispanic, Black and Native American)
4. Percent of Students Living in On-Campus Residential Housing
5. State Appropriations/FTE Student
6. Total Revenue/FTE Student
7. Expenditures/FTE Student
8. Total Fundraising
9. Number of Tenured & Tenure-Track Faculty
10. FTE Faculty/Student
11. One-Year Persistence Rate of First-time, Full-time Freshmen
12. Six-Year Graduation Rate of First-time, Full-time Freshmen
13. Number of Bachelor's Degrees Awarded to Hispanic Students
14. Number of Doctoral Programs
15. Percent of Graduate Students
16. Number of Doctoral Degrees Awarded
17. Federal Research Expenditures
18. Total Research Expenditures
19. Research Expenditures/FTE Faculty

## U. T. El Paso

### Overview of Benchmarking Issues: 2001-02 Current and Aspirational Peer Institutions

Founded in 1913 as the Texas College of Mines, The University of Texas at El Paso (UTEP) has a long history of science and engineering education. During that 90-year period, UTEP changed from a small residential college to a large urban university of primarily first-generation, working, commuter students and a majority Hispanic student body. Because of its mission to ensure access and academic success for underserved students and to attain excellence in research, UTEP faced interesting challenges in identifying peer institutions for benchmarking purposes. Very few minority-serving institutions have strong research infrastructures, and few research institutions have made a successful commitment to access for undergraduate minority students. Thus, UTEP's current status as a Doctoral/Research Intensive university with aspirations for significantly expanded research activity and graduate education, along with its sustained commitment to access, led to the identification of peer institutions that are Doctoral/Research Extensive with significant research funding and/or rank nationally in bachelor's degrees awarded to Hispanic students.

**Current Peers:** To benchmark the attainment of its institutional goals for undergraduate education and faculty research productivity over the last decade, UTEP designated five out-of-state universities as current peer institutions.

Undergraduate Education: UTEP has invested significant planning and resources in its Entering Student Program and is committed to increasing the number of students who succeed academically and earn a degree. Therefore, the one-year persistence rate for first-time, full-time freshmen is an especially important indicator for the University. The rates of San Diego State University and the University of Nevada-Las Vegas are only moderately higher than UTEP's, and those of Florida Atlantic, Northern Arizona and the University of Akron are slightly lower. All five, however, have a higher six-year graduation rate ranging from 9 to 21 percent above UTEP's rate. For the next five years, UTEP will concentrate on investigating factors that influence its students' progress toward the bachelor's degree and on applying those findings to improve the University's institutional policies and practices to enhance student academic achievement and degree completion. UTEP will use benchmarking comparisons of six-year graduation rates, along with other appropriate learning outcomes and process measures, as indicators of its improving institutional effectiveness.

Research and Graduate Education: All five current out-of-state peer institutions have higher State appropriations and higher total revenue per FTE student; a larger number of doctoral degree programs; and much higher numbers of tenured and tenure-track faculty. Three have higher expenditures per FTE student, and four have notably higher total fundraising. Thus, in spite of its comparatively modest resources and commuter student body, UTEP has higher federal and total research expenditures than four of its current peers, exceeded only by San Diego State. The UTEP faculty will continue to develop proposals for new doctoral programs and to compete energetically for federal, corporate and private sector funding to implement innovative research projects. These will provide educational and training opportunities for graduate students, many of whom are Hispanic and/or first-generation college students. Benchmarking against current peer institutions will provide information about the University's progress.

**Aspirational Peers:** To assist in documenting progress of UTEP's long-term initiatives toward excellence in undergraduate education and in increased research achievement, the University identified five out-of-state Doctoral/Research Extensive institutions that have much larger enrollments (except for the University of California-Riverside that has a lower enrollment but impressive research funding). All five receive considerably more state appropriations per FTE student; each has significantly more tenured and tenure-track faculty, doctoral programs, and total research expenditures; and four have larger fundraising totals

than UTEP. In addition, all five have attained notably more positive student one-year persistence rates (4% to 17% higher than UTEP's) and six-year graduation rates (15% to 41% higher). The indicators of UTEP's five aspirational peer institutions, therefore, represent the ambitious targets that the University faculty, staff and administrators have set for UTEP's continued commitment to student access and academic achievement; to quality undergraduate education and outstanding research initiatives; and to community service and internationally recognized faculty attainment. As UTEP continues its initiatives to improve the educational success of freshmen and other undergraduate students and to increase its research awards and faculty achievements, the University will compare its annual progress to the high levels of these institutions, along with those of its current peer institutions.

**Table V-23**

<b>U. T. El Paso Peer Institutions 2001-02 Benchmarking Data</b>									
	Carnegie	Total Enrollment	Comp	Under-represented Minority Student Enrollment %	Comp	Residential Housing <sup>1</sup> %	Comp	State Appropriation/ FTE Student	Comp
<b>CURRENT</b>									
<b>UTEP</b>	D/R-I	16,220		72		2		\$5,450	
<b>Texas</b>									
Univ. of North Texas	D/R-E	27,858	+	18	-	22	+	5,592	+
U. T. Arlington	D/R-E	21,180	+	23	-	19	+	5,610	+
U. T. San Antonio**	M I	19,881	+	51	-	15	+	4,817	-
<b>Out-of-State</b>									
Florida Atlantic Univ.	D/R-I	23,345	+	28	-	5	+	7,756	+
North. Arizona Univ.	D/R-I	19,728	+	20	-	41	+	7,326	+
San Diego State Univ.	D/R-I	34,171	+	25	-	11	+	6,799	+
Univ. of Akron**	D/R-I	22,368	+	15	-	7	+	5,754	+
Univ. Nev-Las Vegas	D/R-I	23,313	+	17	-	8	+	5,535	+
<b>ASPIRATIONAL</b>									
<b>Texas</b>									
Univ. of Houston	D/R-E	33,007	+	31	-	9	+	6,680	+
<b>Out-of-State</b>									
Arizona State Univ.	D/R-E	45,693	+	15	-	16	+	7,206	+
Florida Int. Univ.**	D/R-E	31,727	+	66	-	6	+	7,130	+
SUNY-Buffalo	D/R-E	25,838	+	10	-	21	+	13,201	+
UC-Riverside**	D/R-E	14,429	-	26	-	28	+	11,199	+
Univ. Wisc/Milwaukee	D/R-E	24,216	+	13	-	11	+	6,939	+

**Table V-23 U. T. El Paso Peer Institutions, 2001-02 Benchmarking Data (continued)**

	Total Revenue / FTE Student	Comp	Expenditures / FTE Student	Comp	Total Fundraising <sup>2</sup>	# of Tenured & Tenure-Track Faculty	Comp	FTE Fac/ Stud	Comp
<b>CURRENT</b>									
<b>UTEP</b>	\$16,208		\$16,417		\$19,893,485	408		1:20	
<b>Texas</b>									
Univ. of North Texas	14,019	-	13,950	-	25,195,638	649	+	1:25	+
U. T. Arlington	13,888	-	13,962	-	5,458,966	509	+	1:19	-
U. T. San Antonio**	11,842	-	11,719	-	5,150,087	384	-	1:25	+
<b>Out-of-State</b>									
Florida Atlantic Univ.	17,954	+	17,789	+	28,583,089	591	+	1:20	e
Northern Arizona Univ.	17,166	+	16,943	+	24,091,357	567	+	1:17	-
San Diego State Univ.	20,465	+	19,898	+	52,706,465	840	+	1:21	+
Univ. of Akron**	16,553	+	16,405	-	22,347,403	666	+	1:16	-
Univ. Nev-Las Vegas	15,419	-	15,353	-	17,291,043	628	+	1:18	-
<b>ASPIRATIONAL</b>									
<b>Texas</b>									
Univ. of Houston	17,162	+	17,597	+	not available	756	+	1:26	+
<b>Out-of-State</b>									
Arizona State Univ.	19,414	+	19,097	+	64,366,923	1,327	+	1:21	+
Florida Int. Univ.**	16,621	+	15,913	-	20,026,836	619	+	1:22	+
SUNY - Buffalo	27,182	+	27,599	+	25,501,022	1,053	+	1:14	-
UC - Riverside**	25,530	+	27,205	+	30,331,800	532	+	1:12	-
Univ. Wisc/Milwaukee	16,775	+	16,962	+	not available	679	+	1:19	-

	One-Year Persist. Rate (FTTF) %	Comp	Six-Year Grad. Rate* (FTTF) %	Comp	Bachelor's Degrees to Hispanics	Comp	Rank <sup>3</sup>	Number of Doctoral Programs* **	Comp	Graduate Students %	Comp
<b>CURRENT</b>											
<b>UTEP</b>	69		25		1,186		5	8****		15.9	
<b>Texas</b>											
Univ. of North Texas	74	+	39	+	308	-	61	47	+	22.2	+
U. T. Arlington	67	-	35	+	326	-	58	29	+	22.9	+
U. T. San Antonio**	66	-	26	+	1,261	+	4	1	-	15.2	-
<b>Out-of-State</b>											
Florida Atlantic Univ.	68	-	38	+	397	-	45	17	+	17.3	+
Northern Arizona Univ.	67	-	46	+	296	-	64	10	+	30.4	+
San Diego State Univ.	79	+	38	+	1,083	-	7	9	+	17.9	e
Univ. of Akron**	68	-	34	+	20	-	NR	14	+	15.8	+
Univ. Nev-Las Vegas	72	+	37	+	224	-	82	13	+	18.3	+
<b>ASPIRATIONAL</b>											
<b>Texas</b>											
Univ. of Houston	79	+	39	+	750	-	15	49	+	18.2	+
<b>Out-of-State</b>											
Arizona State Univ.	77	+	52	+	686	-	19	44	+	21.8	+
Florida Int. Univ.**	84	+	48	+	2,389	+	1	24	+	18.1	+
SUNY - Buffalo	86	+	56	+	77	-	NR	54	+	25.6	+
UC - Riverside**	85	+	66	+	473	-	36	27	+	11.5	+
Univ. Wisc/Milwaukee	73	+	40	+	77	-	NR	15	+	17.6	+

**Table V-23**  
**U. T. El Paso Peer Institutions, 2001-2002 Benchmarking Data** (continued)

	Doctoral Degrees Awarded	Comp	Federal Research Expenditures	Comp	Total Research Expenditures	Comp	Research Expenditures / FTE Faculty	Comp
<b>CURRENT</b>								
<b>UTEP</b>	27		\$16,167,000		\$24,779,542		\$38,779	
<b>Texas</b>								
Univ. of North Texas	159	+	2,915,000	-	16,206,375	-	18,271	-
U. T. Arlington	93	+	9,413,000	-	16,593,925	-	19,708	-
U. T. San Antonio**	3	-	8,012,000	-	10,454,134	-	17,110	-
<b>Out-of-State</b>								
Florida Atlantic Univ.	35	+	14,099,000	-	19,953,204	-	26,254	-
Northern Arizona Univ.	42	+	9,616,000	-	14,963,074	-	17,003	-
San Diego State Univ.	27	e	23,621,000	+	29,722,750	+	22,259	-
Univ. of Akron**	121	+	8,672,000	-	16,182,268	-	15,271	-
Univ. of Nev.-Las Vegas	31	+	15,681,000	-	20,538,000	-	22,068	-
<b>ASPIRATIONAL</b>								
<b>Texas</b>								
Univ. of Houston	209	+	21,876,000	+	51,798,697	+	51,713	+
<b>Out-of-State</b>								
Arizona State Univ.	277	+	56,616,000	+	75,474,000	+	42,330	+
Florida Int. Univ.**	69	+	23,940,000	+	56,724,559	+	56,144	+
SUNY-Buffalo	294	+	96,595,000	+	77,173,137	+	47,153	+
UC-Riverside**	94	+	25,713,000	+	69,378,000	+	62,918	+
Univ. of Wisc./Milwaukee	98	+	11,089,000	-	25,801,843	+	25,656	-

**Carnegie Status:**

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

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

**M I** = Master's Colleges and Universities I

**Comp = comparison to UTEP figures:**

+ = higher

- = lower

e = same

**NR** = not ranked in Top 100

**Notes:**

**FTTF** = first-time, full-time freshmen

\*These data were obtained from the Univ. of Oklahoma Center for Institutional Data Exchange and Analysis Report

\*\*Retention and graduation rate data had to be obtained from the respective university.

\*\*\*Number of Doctoral Programs is possibly a conservative estimate based on the CIP Codes of Doctoral Degrees Awarded as reported to IPEDS.

\*\*\*\*Total does not include cooperative doctoral programs with U. T. Health Science Center-Houston in Nursing and U. T. Austin in Pharmacy.

**Data Sources:**

*U.S. News America's Best Colleges 2002 Edition* (AY 00-01)

Center for Institutional Data Exchange and Analysis Report  
<http://www.carnegiefoundation.org/Classification/CIHE2000/PartIIfiles/partII.htm>

CAE Cohort Data - UT System 2002 (Fiscal Year)

<http://www.nsf.gov/sbe/srs/nsf03316/pdf/tab33.pdf> (FY 01)

Integrated Postsecondary Edu. Data System 2001 data set

**Caveats:**

1. *U.S. News America's Best Colleges 2002 Edition*

2. 2000-01 Academic Year data (latest available data)

3. Nationally ranked in top 100 inst. awarding bachelor's degrees to Hispanic students (IPEDS completions)

**FTE Student** is calculated as all full-time students + 1/3 part-time students.

## **The University of Texas-Pan American Institutional Vision**

**The University of Texas-Pan American** will be a first-class doctoral university and the educational leader for South Texas, addressing the expanding needs of a multicultural, metropolitan area by offering a broad spectrum of undergraduate, graduate, and professional degree programs, by maximizing access opportunities for qualified applicants, and by pursuing research and providing professional services that emphasize the economic development, educational advancement, health improvement, environmental protection, and cultural confluence of the international borderland.

### **Institutional Mission and Philosophy**

The University of Texas-Pan American has developed the following statement which combines the traditional elements of institutional mission **and** philosophy:

#### **Mission Statement**

**The University of Texas-Pan American** is a comprehensive general academic component of The University of Texas System established to serve the higher education needs of South Texas. The University is committed to excellence in instruction, student performance, research, scholarly accomplishment, and professional service, and to expansion of international emphasis in all major areas of institutional endeavor.

**The University of Texas-Pan American** is committed to providing an environment of academic freedom in which faculty engage in teaching, research, and service. Students learn from faculty scholars who engage in research and creative activity to promote excellence in teaching, to develop and maintain scholarship, and to extend human knowledge. The results of that research and creativity are shared with the general public through performance, presentation, publication, and public service activities.

**The University of Texas-Pan American** strives to fulfill its responsibilities by providing a variety of quality academic programs in social and behavioral sciences, science and engineering, arts and humanities, health sciences and human services, education, and business administration leading to degrees at the undergraduate and graduate level, and to certification in selected professions. These programs are grounded in the liberal arts and emphasize competency, multicultural understanding, and high ethical standards.

**The University of Texas-Pan American** is committed to maintaining an admissions policy that recognizes the complex educational needs of its students and that provides access to qualified applicants. The University pledges itself to the fullest development of its students by seeking financial assistance, providing appropriate developmental and support services, and offering enriched programs. In addition, the University is committed to providing appropriate and current library, information technology, computer, laboratory, and physical resources to support its academic programs and to evaluating consistently and responsibly the effectiveness of its instructional programs.

**The University of Texas-Pan American** seeks to complement the instructional programs of the institution by:

- reflecting and responding to the international, multicultural, multilingual character of the Pan American community;
- providing a wide range of extracurricular activities and experiences which enhance the region's intellectual, cultural, civic, social, economic, and physical environment;
- maintaining services that accommodate and fulfill personal needs and that enrich the academic and social development of students;
- involving the institution in the community by providing services, programs, continuing education, cultural experiences, educational leadership, and expertise to the community-at-large;
- encouraging the community-at-large to contribute to the effectiveness of their University; and
- cooperating with other institutions, schools, communities, and agencies to maximize educational opportunity and effectiveness through resource sharing and collaborative efforts.

**U. T. Pan American  
Peer/Aspirant Institutions Analysis  
Fall 2002 Data**

**Current Status Peer Institutions**

- In-State**      The University of Texas at San Antonio  
                     Sam Houston State University  
                     Stephen F. Austin University  
                     Texas State University-San Marcos
- 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-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 2002 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.

Compared to all institutions — both the peer and aspirant sets, in-state and out-of-state — 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.

UTPA outranks all the institutions in the peer and aspirant groups in the number of Hispanic baccalaureate and master's degree holders graduated each year, according to the *Hispanic Outlook in Higher Education Magazine*. UTPA's graduate proportion of total enrollment is in the mid-range of that reported by all institutions, peer or aspirant.

First-year retention is at the middle range for in-state current status peers, but is the lowest for out-of-state current status peers. Compared to the aspirant groups, UTPA's first-year retention it is the lowest. Pan Am's six-year graduation rate is the lowest compared to all groups, peer or aspirant, in-state and out-of-state. However, other data show that UTPA's 10-year graduate/persistence rate (here or elsewhere) is over 50 percent. (UTPA's Uniform Recruitment and Retention Plan for 2003 and 2004 addresses these issues, including support for a Writing Center, a College Algebra Program, Learning Communities Freshman Year Experience course, and an "early warning system" to identify students at risk of failure in mid-term and provide additional advising.)

Research dollars per tenured/tenure track faculty at UTPA is the lowest among all the comparison groups. Improving this is a major goal for UTPA as it moves toward a Carnegie Doctoral Research-Intensive classification.

## U. T. Pan American Current Status Peer Institutions

**Table V-24  
Current Status Peers: In-State**

		Carnegie	Fall 2002	%	%	%	%	1st Year	6-Year	Total	Faculty	Research
Institution	State	Class.	Enroll.	Anglo	Hispanic	Other	Graduate	Ret.	Grad.	Research	FTE	Per FFTE
								Rate %	Rate %	Expend. <sup>7</sup>	(TEN/TT)	
UTSA	TX	MA I	22,015	42	46	13	13	66	26	\$9,622,880	n/a	n/a
Southwest Texas State Univ. <sup>5</sup>	TX	MA I	25,049	72	18	10	16	77	45	10,653,365	794	\$13,417
Sam Houston State Univ. <sup>6</sup>	TX	MA I	12,996	75	9	16	10	63	34	n/a	426	n/a
Stephen F. Austin Univ.	TX	MA I	11,356	77	6	17	9	58	39	3,512,684	n/a	n/a
UTPA <sup>1</sup>	TX	MA I	14,392	10	86	4	13	65	25	2,340,341	351	6,668

**Table V-25  
Current Status Peers: Out-of-State**

		Carnegie	Fall 2002	%	%	%	%	1st Year	6-Year	Total	Faculty	Research
Institution	State	Class.	Enroll.	Anglo	Hispanic	Other	Graduate	Ret.	Grad.	Research	FTE	Per FFTE
								Rate %	Rate %	Expend. <sup>7</sup>	(TEN/TT)	
Cal. State - Los Angeles	CA	MA I	21,099	16	53	31	21		32	n/a	n/a	n/a
Cal. State - Northridge	CA	MA I	33,579	43	31	26	11		26	\$1,255,351	n/a	n/a
CUNY - City College	NY	MA I	12,065	14	33	54	28	78	32	20,217,263	451	\$44,867
CUNY - Lehman College <sup>4</sup>	NY	MA I	9,074	31	44	25	20	72	30	3,515,454	300	11,718
San Francisco State	CA	MA I	28,378	31	15	53	17		33	27,548,941	n/a	n/a
UTPA <sup>1</sup>	TX	MA I	14,392	10	86	4	13	65	25	2,340,341	351	6,668

**Table V-26  
Current Status Peers: In-State**

Institution	Undergraduate Degrees FY2002 in:					Hispanic Outlook Top 100 Rank			NCAA
	Science %	Engineering %	Business %	Health Professions %	Education %	B	M	D	
UTSA	9	5	29		4	4	14		I
Southwest Texas State Univ. <sup>5</sup>	4	1	24	6	8	18	54		I
Sam Houston State Univ. <sup>6</sup>	3	1	24	1	8	98			I
Stephen F. Austin Univ.	5		23	2	35				I
UTPA <sup>1</sup>	7	4	17	10	6	2	5		I

**Table V-27  
Current Status Peers: Out-of-State**

Institution	Undergraduate Degrees FY2002 in:					Hispanic Outlook Top 100 Rank			NCAA
	Science %	Engi- neering %	Business %	Health Professions %	Education %	B	M	D	
	Cal. State-Los Angeles	2	3	18	5	17	5	13	
Cal. State-Northridge	4	2	21	4	8	10	68		II
CUNY-City College	7	16		6	5	48	24		III
CUNY-Lehman College <sup>4</sup>	2		1	12		33	37		III
San Francisco State U.	4	1	25	3	6	31	40		II
UTPA <sup>1</sup>	7	4	17	10	6	2	5		I

**Table V-28  
Aspirational Institutions: In-State**

Inst.	State	Carnegie Class.	Fall 2002 Enroll.	%	%	%	%	1st Year	6-Year	Total	Faculty	Research
								Ret.	Grad.	Res.	FTE	Per FTE
				Anglo	Hisp.	Other	Grad.	Rate %	Rate %	Expend. <sup>7</sup>	(TEN/TT)	
UTEP	TX	DRI	17,232	13	71	16	13	69	25	\$25,175,767	590	\$42,671
UTPA <sup>1</sup>	TX	MA I	14,392	10	86	4	13	65	25	2,340,341	351	6,668

**Table V-29  
Aspirational Institutions: Out-of-State**

Inst.	State	Carnegie Class.	Fall 2002 Enroll.	%	%	%	%	1st Year	6-Year	Total	Faculty	Research
								Ret.	Grad.	Research	FTE	Per FTE
				Anglo	Hisp.	Other	Grad.	Rate %	Rate %	Expend. <sup>7</sup>	(TEN/TT)	
Florida Atlantic Univ.	FL	DRI	17,376	60	12	28	13	66	40	\$21,247,759	782	\$27,171
North. Arizona Univ. <sup>2</sup>	AZ	DRI	15,175	78	10	12	9	67	42	16,755,758	698	24,005
San Diego State Univ.	CA	DRI	34,304	54	19	27	14	79	36	177,207	n/a	n/a
Univ. of Colorado-Denver <sup>3</sup>	CO	DRI	11,827	67	8	25	43	67	40	7,226,235	548	13,187
UTPA <sup>1</sup>	TX	MA I	14,392	10	86	4	13	65	25	2,340,341	351	6,668

**FOOTNOTES:**

- <sup>1</sup> In FY2001, UTPA awarded four doctoral degrees to Hispanic students pursued with *Hispanic Outlook Magazine*.
- <sup>2</sup> This is 2001 data for Northern Arizona; Arts and Science are reported together, so Science can't be easily separated.
- <sup>3</sup> Univ. of Colorado-Denver prepares undergraduates for teaching through Arts and Sciences, with licensure coursework. UCD has a thriving Education School at the Master's and Doctoral levels.
- <sup>4</sup> Lehman College, like most Texas institutions, records education undergraduate majors as "interdisciplinary" so the percentage cannot be easily determined.
- <sup>5</sup> SWT has Engineering Technology, and is planning for a School of Engineering.
- <sup>6</sup> 2001 data
- <sup>7</sup> IPEDS online PAS system was used for most schools. In many cases, institutions did not report one or both of these variables.
- <sup>8</sup> Common Data Sets were accessed online for these variables. In many cases, CDS's are difficult to find on the web. UTPA is in the process of joining the CDS Exchange, which will facilitate access to these reports.  
General: Most schools in Texas have undergraduate Education degrees coded with Interdisciplinary Studies. Schools are being surveyed via email for additional information.

**Preference Criteria:**

- Enrollment
- Carnegie
- Graduate % of enrollment
- Hispanic enrollment
- Program mix: Similar program emphases, including Sciences, Engineering, Business, Health Professions and Education
- Geographical variety
- Ranked in Hispanic Outlook
- Instate/Out-of-state
- Athletics

**Data Sources:**

Unless otherwise noted, data are for Fall 2002, or 2001-2002 fiscal year. Internet sources include IPEDS database, THECB database, course catalogues, Fact Books, Common Data Set, etc. Colleges were surveyed for data missing from IPEDS, Common Data Set, etc.



## **The University of Texas of the Permian Basin Mission Statement**

As a component of The University of Texas System, The University of Texas of the Permian Basin provides equal opportunities in higher education for all qualified students. The University serves a multicultural student body of non-traditional commuting and traditional residential students.

Undergraduate programs at the University balance a curriculum in the liberal arts and sciences with preparation for professional specializations. Graduate programs provide regionally appropriate professional and academic studies.

The mission of The University of Texas of the Permian Basin is to provide all students a quality education in a supportive academic environment; to promote excellence in teaching, research, creative production and scholarship; and to serve as a resource for the intellectual, social, economic and technological advancement of the Permian Basin.

The University seeks to achieve its mission as a regional institution by offering to both traditional and nontraditional students an environment of support and collegiality in which to pursue their educational goals. Students at the University will be well prepared for careers or continuing education in business, education, the natural and social sciences, and the humanities and fine arts. They will be expected to develop skills in written and oral communication, and to gain the historical and cultural perspective necessary for critically evaluating and solving problems arising in all areas of the human experience.

The University believes that educated persons are articulate and informed citizens who remain active learners throughout life and are able to assume positions of responsibility in their professions and communities.

## **U. T. Permian Basin Institutional Comparisons**

The University of Texas of the Permian Basin selected ten Master's I, public universities as comparative and aspirational institutions to provide a basis for tracking contextual and performance indicators in pursuit of excellence in student success, research productivity, and public service. The institutions were identified by a best-fit selection of characteristics such as enrollment size, Hispanic-Serving Institution (HSI) designation and percentage of Hispanics enrolled, regional population, student level percentages, program mix, and research expenditures. The institutions for comparison are California State University–San Marcos, Colorado State University at Pueblo (formerly University of Southern Colorado), Eastern New Mexico University, Main Campus, Texas A & M University–Corpus Christi, University of Illinois, Springfield, and those for aspirational targets are Arizona State University, West, California State University–Dominguez Hills, California State University–Stanislaus, Florida Gulf Coast University, and University of Colorado at Colorado Springs.

### **Resources**

Taking the group as a whole, U. T. Permian Basin ranks fifth of 11 in total revenue per full-time-equivalent (FTE) student (FY 01); ties at fourth for percent of faculty that are full time; and ties at fifth for research expenditures as a percentage of total educational and general (E&G) expenditures. Of eight institutions reporting student-faculty ratios, three have higher ratios than U. T. Permian Basin, while five are identical. In terms of resources, then, the selected institutions provide a balance against which to measure efficacy of resource allocation.

### **Students**

U. T. Permian Basin ranks last in enrollment, at three-fourths the size of the next smallest school. It is one of six designated HSIs in the group and has the second highest percentage of Hispanic enrollment. It ties for a ranking of sixth among the 11 in percentage of total enrollment of first-time full-time undergraduates (9 percent) and is seventh of nine in selectivity with an 88 percent acceptance rate; however, it is last of eight in reported six-year graduation rates and last of nine in reported freshman retention rates.

Small size, a short history (30 years), and local factors all impact these two indicators of student progress, as do student educational background and demographic variables. (For example, U. T. Permian Basin has 69 percent first-generation students compared to 45 percent for all Master's universities in the National Survey of Student Engagement (NSSE) survey universe.) It is important to note here that U. T. Permian Basin's six-year graduation rate and freshman retention rate are low in comparison to these selected institutions, but they are comparable to other U. T. System component institutions – Brownsville, El Paso, Pan American, San Antonio, and Tyler. Also comparable to these component institutions, U. T. Permian Basin's rates are within range or higher overall for Hispanic and Black students. (See Table I-8 and Figures I-6 and I-7.)

The discrepancy among success rates in Texas and rates in other states highlights the need for students' aspirations and goals to be aligned realistically with the requirements for successful outcomes, as well as the need for each institution to maximize its programs and services to support students' success. Statewide, a change in public perception and attitudes will help reinforce the value of good academic preparation and cost benefits of timely advancement to the degree. This process of change has begun with initiatives such as the Texas Grants and the *Closing the Gaps* plan and advertising campaign, and with the K-16 education collaborations of U. T. System schools. (For example, UTPB took action to improve advising, resulting in strong positive senior evaluations of advising. Development of a complete student life program, including more student housing, expanded athletic programs, and other student activities, is expected to contribute to increased student success.)

**Research**

In the research measures used for this report, U. T. Permian Basin ranks 10<sup>th</sup> of the 11 selected institutions in dollar amount of research expenditures and eighth in research expenditure amounts per tenured/ tenure track (T/TT) faculty. As there are anomalous variations in the number of T/TT faculty reported by these institutions, research expenditure per FTE student was also calculated for a comparison of research productivity by size of institution. On that measure, U. T. Permian Basin ranked fourth of 11, a strong showing for a small school.

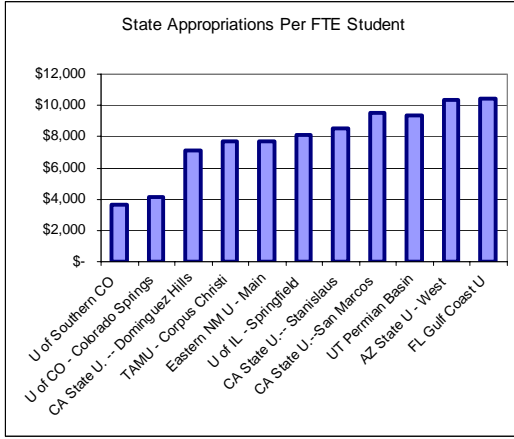
**Performance**

Overall, U. T. Permian Basin is a successful small university, with opportunity for growth and improvement in quality of student success, research productivity, and public service. In general, the most serious challenges it faces are those well-documented as national trends and the most promising opportunities for the near future are those of growth, expansion of academic programs and services to students, increased emphasis on sponsored projects and research grants, and additional partnerships and collaborations in serving students and the public.

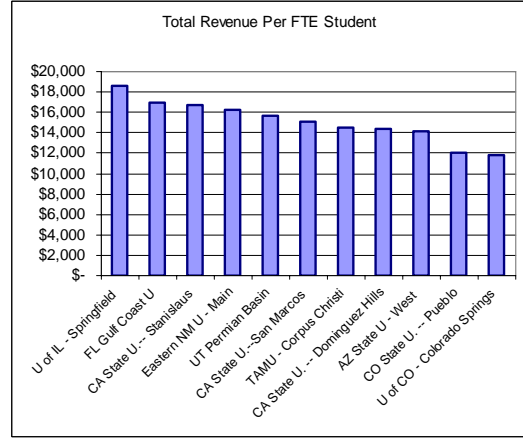


## U. T. Permian Basin Peer Comparisons

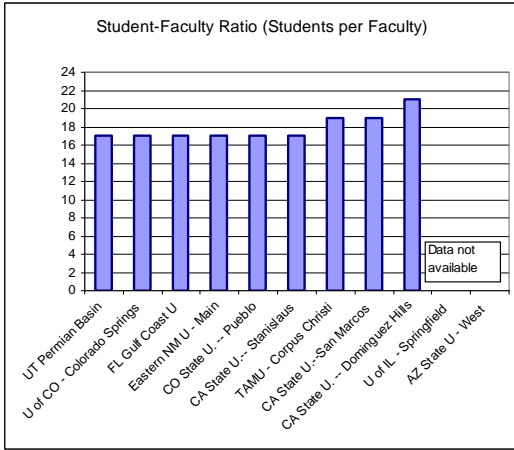
**Figure V-11**



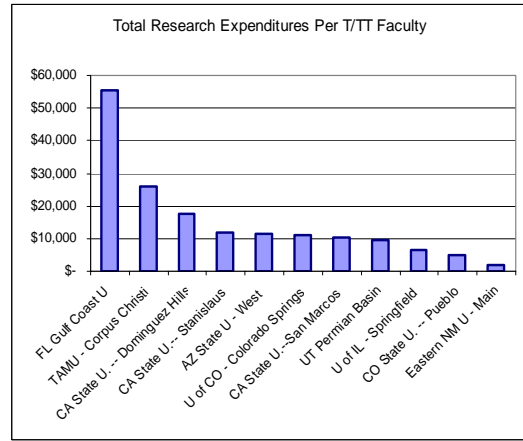
**Figure V-12**



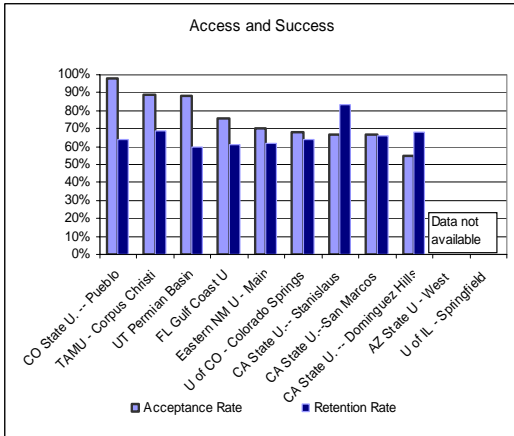
**Figure V-13**



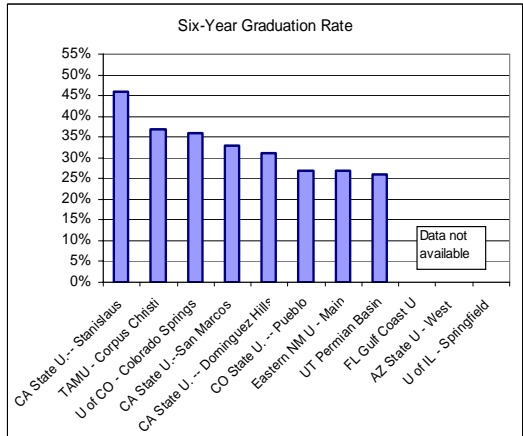
**Figure V-14**



**Figure V-15**



**Figure V-16**



**Table V-30 — Resource Indicators**

Institution Name	FTE Enrollment (2001)	State Appropriations FY 2001		Total Revenue FY 2001		% of Full-Time Faculty	Student Faculty Ratio
		Dollars	Per FTE Student	Dollars	Per FTE Student		
UTPB	1,732	\$16,249,186	\$9,382	\$27,121,738	\$15,659	67%	17/1
<b>ASPIRATIONAL BENCHMARKS (GOAL-DIRECTED BENCHMARK INSTITUTIONS)</b>							
Ariz. State U. West	3,828	39,474,000	10,312	54,150,000	14,146	58	N/A
California State U. Dominguez Hills	8,728	62,024,381	7,106	125,386,576	14,366	41	21/1
California State U. Stanislaus	5,783	49,385,741	8,540	96,679,734	16,718	58	17/1
Florida Gulf Coast U.	3,007	31,234,687	10,387	51,020,367	16,967	96	17/1
U. of Colorado at Colorado Springs	5,710	23,430,597	4,103	67,139,433	11,758	50	17/1
California State U. San Marcos	4,989	47,334,585	9,487	75,123,291	15,058	49	19/1
Col. State U., Pueblo	4,298	15,687,831	3,650	51,988,720	12,096	61	17/1
Eastern New Mexico U. Main Campus	2,978	23,004,800	7,725	48,385,232	16,248	68	17/1
Texas A&M U. Corpus Christi	5,841	45,065,517	7,715	84,842,568	14,525	80	19/1
U. of Illinois Springfield	2,634	21,362,706	8,110	48,847,968	18,545	67	

Source: IPEDS Peer Analysis System (Enrollment Reports, Finance Reports, Staff Reports)

**Table V-31 — Research Indicators**

Institution Name	Federally Financed Research Expenditures FY 01*		Total Research Expenditures FY 01		Total E&G Expenditures FY01	Research as % of Total E&G Expenses	Total Faculty*
	Dollars	Per T/TT Faculty	Dollars	Per T/TT Faculty			
UTPB	n/a	n/a	\$711,172	\$9,610	\$24,775,833	2.9%	125
<b>ASPIRATIONAL BENCHMARKS (GOAL-DIRECTED BENCHMARK INSTITUTIONS)</b>							
Ariz. State U. West	n/a	n/a	1,497,000	11,515	52,500,000	2.9	300
California State U. Dominguez Hills	\$2,578,000	\$10,653	4,216,852	17,425	121,535,498	3.5	738
California State U., Stanislaus	n/a	n/a	2,587,362	11,979	84,733,519	3.1	453
Florida Gulf Coast U.	n/a	n/a	940,528	55,325	48,079,613	2.0	168
U. of Colorado, Colorado Springs	n/a	n/a	1,899,929	11,046	54,088,072	3.5	497
California State U. San Marcos	n/a	n/a	1,811,574	10,411	70,794,602	2.6	398
Col. State U., Pueblo	707,000	4,561	797,703	5,146	44,852,682	1.8	298
Eastern New Mexico U. Main Campus	n/a	n/a	\$173,831	\$1,721	\$43,873,914	0.4%	188
Texas A&M U., Corpus Christi	\$2,357,000	\$17,590	\$3,480,291	\$25,972	\$74,379,240	4.7%	295
U. of Illinois, Springfield	\$126,000	\$818	\$982,191	\$6,378	\$45,787,038	2.1%	250

Source: National Science Foundation, Academic Research and Development Expenditures report, FY 2001 Federally Financed R&D Expenditures at Colleges and Universities (chart B33)

Source: IPEDS Peer Analysis System (Staff Reports)

\*Does not include TA's or RA's

**Table V-32 — Enrollment Distribution**

Institution Name	Total Enrollment (Fall 2002)	Undergrad Enrollment (Fall 2002)	1st Time Freshmen (Fall 2002)	% First-time, full-time undergraduate enrollment	Undergrad Transfers (Fall 2002)	Graduate Enrollment (Fall 2002)	Graduate Enrollment as % of Total
<b>UTPB</b>	2,696	2,013	226	9%	357	683	25%
<b>ASPIRATIONAL BENCHMARKS (GOAL-DIRECTED BENCHMARK INSTITUTIONS)</b>							
Arizona State U. West	6,630	5,035	321	6	1,135	1,595	24
CSU Dominguez Hills	13,504	6,757	672	7	1,251	5,282	39
CSU Stanislaus	7,850	5,927	615	9	961	1,923	24
Florida Gulf Coast Univ.	5,109	4,113	848	14	0	996	19
U. of Colorado Colorado Springs	8,340	5,795	946	15	1,032	2,545	31
<b>COMPARATOR BENCHMARKS (PEER COMPARISON INSTITUTIONS)</b>							
CSU San Marcos	7,678	6,215	837	6	1,204	1,463	19
Col. State U., Pueblo	6,167	5,363	675	16	1,356	804	13
Eastern New Mexico Univ. Main Campus	3,607	3,000	533	19	272	607	17
Texas A&M U. Corpus Christi	7,607	6,098	984	17	5,114	1,509	20
U. of Illinois, Springfield	4,451	2,445	97	5	610	2,006	45

Source: IPEDS Peer Analysis System

**Table V-33 — Access and Success Indicators**

Institution Name	Acceptance Rate	Freshmen in Top 25% of HS Class	SAT/ ACT 25th %tile	SAT/ ACT 75th %tile	Freshmen Retention Rate	6-Yr. Graduation Rate	Degrees Conferred
<b>UTPB</b>	88%	46%	860	1060	60%	26%	499
<b>ASPIRATIONAL BENCHMARKS (GOAL-DIRECTED BENCHMARK INSTITUTIONS)</b>							
Ariz. State U., West	N/A	N/A	N/A	N/A	N/A	N/A	1,521
CSU Dominguez Hills	55	N/A	720	930	68	31	2,566
CSU Stanislaus	67	N/A	840	1090	83	46	1,382
Florida Gulf Coast U.	76	40	910	1120	61	N/A	659
U. of Colorado at Colorado Springs	68	43	20	26	64	36	1,318
<b>COMPARATOR BENCHMARKS (PEER COMPARISON INSTITUTIONS)</b>							
CSU San Marcos	67	N/A	870	1090	66	33	1,242
Col. State U., Pueblo	98	9	18	23	64	27	789
Eastern New Mexico U. Main Campus	70	29	16	21	62	27	488
Texas A&M U. Corpus Christi	89	49	18	23	69	37	1,303
U. of Illinois, Springfield	N/A	N/A	N/A	N/A	N/A	N/A	972

Sources: U.S. News & World Report, 2004 (Common Data Set), IPEDS Peer Analysis System

**Table V-34  
Selection Indicators**

<b>Public Universities, Carnegie Classification Master's I -- Institution Name:</b>	<b>Program Scope</b>	<b>Lib. Arts, Gen.</b>	<b>Teacher Prep.</b>	<b>Professional</b>	<b>Regional Population</b>	<b>% Hispanic Enrollment</b>	<b>HSI</b>
<b>UTPB</b>	B, M	X	X	X	237,132	36.3%	HSI
<b>ASPIRATIONAL BENCHMARKS (GOAL-DIRECTED BENCHMARK INSTITUTIONS)</b>							
Arizona State U. West	B, M	X	X	X	218,812	16.5	
CSU Dominguez Hills	B, M	X	X	X	9,519,338*	33.0	HSI
CSU Stanislaus	B, M	X	X	X	440,454	24.1	HSI
Florida Gulf Coast Univ.	A, B, M	X	X	X	470,002	8.0	
U. of Colorado at Colorado Springs	B, M, D	X	X	X	360,890	7.9	
<b>COMPARATOR BENCHMARKS (PEER COMPARISON INSTITUTIONS)</b>							
CSU San Marcos	B, M	X	X		54,977	18.0	
Colorado State U. at Pueblo	B, M	X	X	X	141,472	25.1	HSI
Eastern New Mexico U. Main Campus	A, B, M	X	X		18,000	29.2	HSI
Texas A&M U. Corpus Christi	B, M, D	X	X	X	380,783	36.6	HSI
U. of Illinois, Springfield	B, M, D	X	X	X	201,437	1.5	

\*Los Angeles MSA - 16,373,645

Sources: Carnegie Foundation, 2003 Higher Education Directory, U. S. Census Bureau, U. S. Department of Education



## The University of Texas at San Antonio Mission Statement

The University of Texas at San Antonio, a comprehensive public metropolitan university, is committed to freedom of inquiry and the creation of an environment in which people can teach, discover, learn and enrich themselves and their community. Through its instructional, research and public service programs, UTSA seeks to create opportunities for excellence in learning and the mastery of many disciplines and interdisciplinary fields of study for all people who are willing to engage in the hard work required for such mastery regardless of their previous experiences. To meet the needs of the multicultural population of San Antonio and the South Texas region, UTSA will emphasize programs that contribute to the technological, economic, and cultural development of the city and region, especially programs related to the life sciences, information and knowledge systems, and multicultural studies.

### Rationale

**The University of Texas at San Antonio is the only comprehensive public university in a region of more than one million people. Therefore, its primary mission is to provide opportunities for a university education to all those in the region who might benefit from it. UTSA must be an inclusive rather than exclusive and comprehensive rather than specialized in order to serve the Greater San Antonio region.**

UTSA's potential for achieving excellence as an institution and for providing opportunities for individual students to achieve excellence as scholars will be significantly enhanced by bringing to the university external funds, especially federal research funds. Recognizing the role of external funding in developing opportunities for excellence, and recognizing that the university will be growing rapidly and hiring many new faculty, the university has targeted three broad areas of scholarship that cut across many standard disciplines and academic departments. These areas are the applied life sciences, information and knowledge systems, and multicultural studies. The university will attempt to recruit faculty in all departments with interest in these broad areas, thereby creating an intellectual climate of mutual interest and collaboration supported by external funding.

More than half of the federal research and development funding for colleges and universities comes from the U.S. Department of Health and Human Services, especially the National Institutes of Health. Thus, by focusing on health-related issues and the applied life sciences, the university will be positioned to apply for contracts and grants from this primary funding agency. Furthermore, much of the funding from the second-largest source, the National Science Foundation is also directed towards the life sciences. A working relationship with UT Health Science Center in San Antonio further enhances the potential for the university to attract federal funds from granting agencies interested in the applied life sciences.

Knowledge and information systems also cut across disciplines and departments. This is a field of particular interest to the U.S. Department of Defense, the number three-ranked agency for federal R&D funding. DOD also has a major presence in San Antonio including units with a particular interest in data and information security and integrity. Thus, the university can develop a long-term working relationship with some of the DOD agencies and can approach the issue of knowledge and information systems in a comprehensive manner that will strengthen scholarship in many departments.

The emphasis upon multicultural studies is directly linked to the multicultural nature of the San Antonio region. Cross-cultural communication is currently a fact of life for San Antonio and an emerging trend in many other parts on the United States. Hence, San Antonio in general and UT San Antonio in particular can serve as a national laboratory for cross-cultural communications. By emphasizing multicultural studies at UTSA, not only can UTSA attract external funding, but it can also provide direct benefits to the community and to individual students.

## U. T. San Antonio Peer Comparison

The attached table provides comparison data for UTSA and its institutional peers. These indicators must be accompanied by a description of the University in order for it to be portrayed in its proper context. In the last five years alone this minority/majority institution has come to personify the objectives of the state's *Closing the Gaps* campaign.

- It has experienced phenomenal enrollment increases and almost 90 percent of this growth has been driven by increases in the number of Hispanics and African-Americans. These enrollment increases are occurring at the undergraduate, master's, and doctoral levels.
- Contrary to the findings of educational research studies, the University raised its acceptance rate to 99 percent five years ago and during this time also raised its retention and graduation rates. Increases in retention are consistently higher for minorities than for non-minority students. These increases confirm that UTSA not only makes higher education accessible but also provides an engaging environment that keeps entering freshmen in college.
- The University also fulfills the *Closing the Gaps* objective of success by producing greater numbers of minority graduates. In the last few years, UTSA has risen from seventh place to fifth and now ranks as the fourth institution nationally conferring the most undergraduate degrees to Hispanic students. It ranks first in the number of biology degrees conferred to Hispanics.
- The trends of increased retention rate and graduation figures described above are remarkable considering the fact that the number of University freshmen living in residential housing has remained constant over this time period and there is a sizeable (but decreasing) percent of undergraduate students who still enroll part-time (27 percent).
- Another indicator of minority access and success at UTSA is that minorities comprise 61 percent of majors in critical fields such as engineering, sciences and business compared with 56 percent of enrollments overall. This percent of minorities in critical fields has continued to rise each year.
- UTSA's service area, which includes South Texas, includes seven of the nine poorest counties in the state and the majority of the University's students and graduates are the first in their family to earn a college degree. The institution provides access at multiple sites – more than 25 percent attend the Downtown Campus – and it maintains coalitions and contracts with various community organizations.
- UTSA immerses these non-traditional college students in a learner-centered and research oriented environment. Record numbers of students are enrolled in the Learning Communities and Supplemental Instruction programs that increase students' GPAs and their survival rates. Future freshmen will be required to participate in the Laptop Initiative. An increasing number of undergraduates go on to graduate school and students' ratings of satisfaction with all aspects of the campus are higher than they were five years ago.
- UTSA's research expenditures have increased dramatically (56 percent) over the last four years alone as the institution hires more faculty who earn grants. Even with decreased funding from the legislature, the University has continued to gather prestigious academic and

research awards and national recognition of excellence. The research dollars per faculty FTE has continued to rise from almost \$23,000 in 1999 to \$32,000 in 2003.

- The amount of restricted research funding to UTSA increased by 73 percent from \$8.4 million in fiscal year 1999 to \$15.9 million in fiscal year 2003. National Institute of Health (NIH) funding of UTSA projects began 28 years ago with a few hundred thousand dollars and has increased dramatically to more than \$8.6 million in fiscal year 2003.
- The University is ranked second among top-ranked Masters and Comprehensive institutions for Federal Obligations for Science and Engineering and also ranked second among these institutions for National Institute of Health awards.

In summary, UTSA stands out from among its peers based on its record of providing a rigorous and challenging research-focused education to underserved populations at relatively low cost (UTSA is ranked last among four year public institutions for E&G Revenues per FTE student). As a model institution, it is meeting and exceeding the educational standards of the *Closing the Gaps* campaign and providing students the skills and learning required for success in the 21<sup>st</sup> century.

**Table V-35 – Institutional Peers**

Institution	Carnegie Class	Enrolled	SMA	Degrees	% UG PT	% <2.0 GPA	% Min.	% Res	Retention Rate *	Grad. Rate %	Research Expend/ FT Faculty	Total Operating Expend.	Dollars per FTE Student
Cleveland State Univ.	DRI	15,748	2.25M	2,796	35	19	28	17	63	24	\$26,851	\$200.68M	\$12,933
Univ. of New Orleans	DRI	17,014	1.34M	2,277	29	-	39	9	68	23	69,726	-	7,213
Univ. of Nev-Las Vegas	DRI	23,618	1.56M	3,536	32	20	20	30	72	37	37,175	284.58M	9,857
Univ of Memphis	DRE	19,986	1.14M	2,958	28	27	32	37	71	35	37,472	253.76M	10,346
Univ. of Wisconsin/ Milwaukee	DRE	23,828	1.69M	3,990	32	-	12	-	73	40	34,250	317.77M	9,967
UTSA	Almost DRI	22,016	1.56M	3,347	32	33	56	10	66	27	28,642	177.03M	8,474

\*UTSA's enrollment for fall 2003 is 24,665 and its Retention Rate for 2003 is 66%.

NOTE: The following institution was first selected as a final peer institution, but it was excluded because the percentage of students in residence was considered to be too high, its service area (SMA) was much larger than that of UTSA, its percentage of UG students attending part-time is smaller than that of UTSA, and Research Expenditures per FT Faculty was rather low.

Northern Illinois Univ.	DRE	23,783	9.17M	4,994	11	23	25	92	77	51	\$14,371	\$364.67M	\$10,903
-------------------------	-----	--------	-------	-------	----	----	----	----	----	----	----------	-----------	----------

Source: Institutional web sites, the 2002-2003 CSRDE Report, Center for Institutional Data Exchange and Analysis at the University of Oklahoma, and the IPEDS Peer Analysis System (definitions are attached)

**DEFINITIONS:**

**Carnegie Class** – The classification of the institution according to the revised 2002 Carnegie Classification System.

DRI = Doctoral Research Intensive (doctoral programs in 3 disciplines with three graduates a year)

DRE= Doctoral Research Extensive (doctoral programs in 15 disciplines with 50 graduates a year)

**Enrolled** – Total enrollment for fall 2002

**SMA** – Size of the Statistical and Metropolitan Area served by the institution as taken from 2002 U.S. Census figures



**Degrees** – Number of degrees conferred in the 01-02 Academic Year

**% UG PT** – Percentage of undergraduate students enrolled part-time in fall 02 (considered to be a variable determining the type of student population)

**% <2.0 GPA** – Percentage of freshmen earning less than a 2.0 GPA in their first term in college (fall 2001)

**% Min.** – Percentage of minority students enrolled (fall 2001)

**% Res.** - Percentage of freshmen living in campus housing (fall 2001)

**Retention Rate** – Percentage of most recent incoming freshman cohort who return to attend for the sophomore year (02)

**Graduation Rate** – Percentage of a past freshman cohort who graduated from the same institution in six or fewer years (02)

**Research Expenditures per FT Faculty** – Total Research Expenditures reported to IPEDS (01-02) per full-time instructional faculty (2002)

**Total Operating Expenditures** – Operating Expenditures as reported to IPEDS (01-02)

**Dollars per FTE Student** – Total sum of Tuition/Fees, State Appropriations and Local Appropriations (01-02) per FTE student. Revenues for U. of New Orleans are based on 00-01.

*UTSA Office of Institutional Effectiveness 9/25/03*

**Table V-35** (continued)

Institution	Carnegie. Class	Enrolled	SMA	Degrees	% UG PT	% <2.0 GPA	% Min.	% Res.	Retention Rate	Grad. Rate	Research Expend/FT Faculty	Total Operating Expend.	Dollars per Student
Arizona State Univ.	DRE	45,693	3.25M	9,196	21	19	15	-	77	52	\$50,150	\$702.91M	\$11,331
Florida Int. Univ.	DRE	31,727	3.88M	5,936	33	-	70	-	91	-	82,798	357.96M	9,568
Georgia State Univ.	DRE	25,745	4.11M	4,471	32	10	33	-	81	35	54,627	376.22M	13,989
Univ. of California at Riverside	DRE	15,934	3.25M	2,596	3	-	71	30	85	66	131,880	367.87M	17,152
Univ. of Central Florida	DRI	36,013	1.64M	7,772	27	14	22	65	81	50	61,571	349.29M	8,367
Florida State Univ.	DRE	35,462	.28 M	7,713	15	-	25	73	85	63	68,378	566.90M	11,112
Univ. of Oregon	DRE	20,300	.32M	3,841	14	-	5	64	84	59	78,826	386.62M	10,807
UTSA	Almost DRI	22,016	1.59M	3,347	32	33	56	10	66	27	28,642	177.03M	8,474

*Institutional web sites and 2002-2003 CSRDE Report, Center for Institutional Data Exchange and Analysis at the University of Oklahoma, and the IPEDS Peer Analysis System 7/01/03*

## **The University of Texas at Tyler Mission Statement**

The University of Texas at Tyler, a coeducational institution of higher education in the University of Texas System, is a comprehensive university offering baccalaureate and graduate programs in five academic colleges – Business and Technology, Education and Psychology, Engineering and Computer Science, Arts and Sciences, and Nursing and Health Sciences. The University, because of its history as an upper-level institution, strives for excellence in meeting the needs of traditional students seeking the highest quality possible in a four-year educational experience.

In all of its educational programs, the University of Texas at Tyler endeavors to provide a setting for free inquiry; encourage excellence in teaching and learning; stimulate productive scholarship and research; and promote community and public service by its faculty, staff and students. The University aspires to develop within its students an analytical ability to solve problems, an appreciation of the arts and understanding of the humanities, a commitment to prepare for a productive and rewarding role in the international community, and a scholarly foundation for continuing, self-directed learning.

For the citizens of East Texas and beyond, the University endeavors to provide a forum for the exchange of ideas, offer exposure to both national and international perspectives, engage in specialized learning opportunities, and access to instructional and research resources. In this effort, the University expects to influence the economic, social, cultural and intellectual development of the greater community.

## U. T. Tyler Peer Analysis Summary

**The University of Texas at Tyler** (established in 1973 as Tyler State College) is unique in that until recently it served only upper-level and graduate students. In 1998 the Texas Legislature authorized U. T. Tyler to accept 50 freshmen. Afterwards, freshman enrollment was capped at a 50-student increase each year until fall 2002, at which time the caps were lifted.

In the span of only four years, U. T. Tyler has evolved incrementally into a full-service, four-year university, expanding downward with lower-level courses and establishing the enhancements that this growth entails: hiring additional high-quality faculty, creating an array of student support services, developing an NCAA sports program, building needed facilities, etc.

This unique situation makes identifying peer institutions challenging as the University is in transition. The University of Illinois-Springfield approximates our situation in that they first admitted freshmen in 2001. They currently admit around 100 first-year students on a highly selective basis, but plan to open freshman enrollment in coming years while transforming the existing freshman program into an honors program. Although they, like all of the identified peer institutions, are classified Carnegie Masters I, they currently support 23 doctoral programs and have a much larger and more developed graduate program.

The other peer institutions identified have well-established programs and enjoy larger enrollments, but have similar student/faculty ratios, freshman retention rates, and freshman ACT/SAT scores. All five peer institutions are similar in that they are part of a university system anchored by a flagship university, they provide important economic development assets for the service area, transfer students are a key source of their new students, and freshman are 10 percent or less of total undergraduate enrollment. They are also situated in similar proximity to larger populated areas, and are Master's-level institutions with emerging doctoral programs. We expect to monitor our progress against these institutions while we increase enrollment, add master's and doctoral programs, increase research, and improve retention.

Specifically to make the transition from where the University is presently positioned relative to its peer institutions, and to be compared favorably with its aspirant group, several key strategies have been identified for U. T. Tyler. Increasing freshman retention and maintaining low faculty-to-student ratios are primary goals. High priorities also include expanding the University's target market for freshman and transfer students and expanding research funding capability and success rates. Concurrently, the University will be adding doctoral programs, constructing additional buildings both classroom and residential, and adding more research capability, particularly projects funded externally.

The U. T. Tyler aspirant institutions are public universities, all in a system anchored by a flagship component. They have significant undergraduate transfer student populations and have areas of excellence compatible with U. T. Tyler's current and future plans. As this university grows and matures, it is expected to be able to measure its performance against these institutions possessing high admissions standards and SAT/ACT scores in the top 30 percent of U.S. universities.

**Table V-36 — The University of Texas at Tyler  
Comparator Institutions**

	Total Enroll	UG Enroll	GR Enroll	1st time FR	New UG TR	FR Ret Rate	Fac/ Stud Ratio	Tot Fac- ulty	Degrees Conferred	FTE Faculty 2001	Federal Research Expend. (IPEDS)	Ratio of Research Expend. to FTE Faculty	6-year Grad. Rate	SAT/ACT Scores	25th percentile	75th percentile	
<b>U. T. Tyler</b>	4,241	3,026	1,215	297	725	59%	12.9	297	B = 684 M = 121	208.67	\$334,074	1,600.99	UT Tyler accepted the first class of first-time, full-time freshmen in Fall 1998. Will report on this cohort beginning with the reporting period of Sept. 2003.	SAT V	480	580	
														SAT M	490	580	
														ACT Comp	20	24	
														ACT Engl	20	25	
														ACT Math	18	24	
<b>Univ. of Illinois Springfield</b>	4,451	2,445	1,983; 23 Doc	97	610		13 (1999)	170	B = 613 M = 359	191.43	\$982,191	5,130.81					
<b>University of West Florida</b>	9,136	6,781	1,314	897	1,131		19	248	B = 1,407 M = 403 D = 16	342.33	\$7,689,701	22,462.61			ACT	21	26
															SAT	1000	1170
<b>Univ. Tennessee at Chattanooga</b>	8,524	7,133	1,391	1,201	617	73%	16	596	B = 1,341 M = 458	430.67	\$3,055,114	7,093.92			ACT Comp	18	24
<b>Univ. of Colorado</b>	8,340	5,795	2,545	946	732	65%	17	453	B = 909	317	\$1,899,929	5,993.47			SAT V	470	590
														SAT M	480	600	
														ACT Comp	20	26	
														ACT Engl	20	25	
														ACT Math	19	25	
<b>CSU Bakersfield</b>	7,741	5,578	2,163	701	135			293	B = 1,086 M = 2,522		n/a	n/a					
<b>Western</b>	13,865	12,487	1,378	2,228	980	81%	20.1	644	B = 2,761	572	\$2,185,053	3,820.02		SAT V	490	610	
														SAT M	500	600	
														ACT Comp	20	26	
														ACT Engl	20	25	

Table V-36 (continued)

	Total Enroll	UG Enroll	GR Enroll	1st time FR	New UG TR	FR Ret Rate	Fac/ Stud Ratio	Tot Fac- ulty	Degrees Conferred	FTE Faculty 2001	Federal Research Expend. (IPEDS)	Ratio of Research Expend. to FTE Faculty	6-year Graduation Rate	SAT/ACT Scores	25th percentile	75th percentile
<b>Univ. of North Carolina Greensboro</b>	13,918	10,751	3,167	2,099	986	74%	15	766 FTE	B = 1,826 M = 725 D = 76	747.33	\$13,215,055	17,682.95		SAT V	460	570
<b>Univ. of North Carolina Charlotte</b>	18,653	15,216	3,437	2,430	1,665	77.7% Fall 2000		<b>727</b>	B = 2,484 M = 639 D = 34	833.98	\$5,919,772	7,098.22		SAT Av. V= 523; Av. M SAT=542		
<b>Portland State Univ.</b>	20,110	15,038	5,072	1,206	2,448	66.4%		1109, 657 FT	B = 2,257 M = 1,184 D = 656	705.52	\$13,880,528	19,674.18		SAT V	450	580
														SAT M	460	570
														ACT Comp	19	24
<b>Northern Arizona Univ.</b>	19,907	13,577	6,330	2,151	1,468	67%	18	<b>1,328</b>	B = 2,942 M = 1,928 D = 38	935	\$14,963,074	16,003.29		SAT V	480	590

**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.



## **Southwestern Medical Center**

### **MISSION STATEMENT**

(continued)

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.

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-37**  
**Southwestern Medical School**  
**Peer Institution Comparisons**

Institution/Medical School	Total Dollar Amount NIH Grants	Total Dollar Amount Of Research Grants	Number of House-staff	Number of M.D. Degrees Conferred	Faculty per Medical Student Ratio	National Academy of Sciences Members	Licensing Income	Top Universities in Biomedical Research 1997 – 2001 Study of Research Impact Science Watch ^^^
	FY 2001*	2000- 2001**	2000- 2001**	2002**	2000- 2001**	2002 ^	2001 ^^	
Southwestern	\$144,649,172	\$149,972,941	1,104	203	1.36	14	\$10,300,522	Top 10 ranking in 4 of 6 fields
Baylor College of Medicine	220,109,790	199,212,353	1,143	167	2.57	3	\$7,754,979	Top 10 ranking in 1 of 6 fields
University of California–Los Angeles	201,097,654	300,480,881	1,407	169	2.92	30	Not Disaggregated from System ***	Top 10 ranking in 0 of 6 fields
University of California–San Diego	163,944,593	162,092,276	676	112	1.40	61	Not Disaggregated from System ***	Top 10 ranking in 4 of 6 fields
University of California–San Francisco	303,214,901	322,068,260	1,366	150	2.28	27	Not Disaggregated from System ***	Top 10 ranking in 5 of 6 fields
University of Michigan	203,254,062	144,842,658	855	163	2.27	6	7,941,000 for entire University	Top 10 ranking in 2 of 6 fields
University Of North Carolina–Chapel Hill	170,782,162	110,310,857	672	155	1.64	10	1,211,285 for entire University	Top 10 ranking in 0 of 6 fields
University of Washington –Seattle	222,507,127	309,395,724	1,996	176	2.18	17	25,027,192 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: \*NIH Website, \*\*AAMC. ^ NAS Website, ^^ Chronicle of Higher Education from Association of University Technology Managers,

^^^ Science Watch, Sept./Oct 2002, study of research impact at the top 100 federally funded universities

Notes: \*\*\* \$66,725,000 reported for University of California System in 2001

\*\*\*\*Washington Research Foundation, U of Washington

**Table V-38**

---

**Southwestern Allied Health Sciences School  
Peer Institution Medical School Comparisons**

<b>Institution</b>	<b>Students</b>	<b>Graduates</b>
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*

---

**The University of Texas Medical Branch at Galveston  
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.

## Medical Branch at Galveston Peer Comparison Analysis

A proposed list of institutions was reviewed by UTMB leadership and input was solicited from the UTMB President's Council (including the Deans) as well as hospital leadership. After all the input was analyzed, ten peer institutions were selected. The table below 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 note is the Medical College of Georgia (MCG), which reported having only 488 full-time faculty members. This is approximately one-third of the number reported for UTMB, even though both reported having approximately the same number of students. This may reflect a difference in interpretation or definitions used when reporting faculty numbers for IPEDS, since the MCG website (<http://www.iris.mcg.edu/mcgfacts/faculty/total.asp>) indicates it has 625 full-time instructional, 66 administrative, 116 part-time, and 1155 volunteer faculty.

Peer data for the clinical measures is sourced from the Action OI 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 an annual measure through June 30, 2003. 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 average; this is reflected in the "Other Payor Discharges" category below. These differences have bearing on the cost and revenue ratios.

<b>Table V-39 — The University of Texas Medical Branch Peers</b>											
	<b>UTMB</b>	Oregon Health & Science University	Medical Univ. of South Carolina	Medical College of Georgia	Univ. of North Carolina at Chapel Hill	Univ. of Alabama Birmi.	Univ. of California San Francisco	Univ. of Wisc. Madison	Univ. of Virginia Health Science Center	Univ. of Iowa	SUNY Health Science Center at Brooklyn
Institution has Hospital	.	.	.	.	.	.	.	.	.	.	.
Free-Standing Academic Health Center	.	.	.	.	.	.	.	.	.	.	.
Public Control of Institution	.	.	.	.	.	.	.	.	.	.	.
Grants a Medical Degree	.	.	.	.	.	.	.	.	.	.	.
<b>Measure</b>											
<b>IPEDS Data<sup>1</sup></b>											
Total Enrollment (all Schools)	<b>1,927</b>	1,976	2,297	1,939	25,494	14,695	3,574	40,922	799 <sup>3</sup>	28,768	1,451
Total Full-time Faculty 2001	<b>1,461</b>	1,041	1,029	488	2,374	1,830	2,473	2,950	789 <sup>3</sup>	2,035	483
2001 Revenues: Federal Grants and Contracts* (\$ in thousands)	<b>\$61,412</b>	\$103,812	\$69,314	\$22,113	\$311,821	\$241,658	\$316,276	\$359,480	\$201,565 <sup>3</sup>	\$191,581	\$30,723
Instruction Expenses 2001 (\$ in thousands)	<b>\$206,117</b>	\$157,719	\$119,694	\$189,443	\$490,447	\$173,492	\$143,599	\$351,903	\$266,506 <sup>3</sup>	\$243,886	\$54,854
<b>Enrollment</b>											
School of Medicine (Source: AAMC MSPS Report - Fall 2002 data)	<b>832</b>	393	560	719	637	694	605	579	563	632	775
Graduate School of Biomedical Sciences (Source: AAMC MSPS Report 2002)	<b>236</b>	243	182	65	680	648	459	488	310	142	82
School of Allied Health (Source: 2002 ASAHP directory of institutional members)	<b>341</b>	Not applicable	739	496	325	827	Not applicable	Not applicable	Not applicable	142	
School of Nursing (Source: AACN -- Fall 2002)	<b>544</b>	681	316	434	516	415	520	438	442	707	287
<b>Graduations</b>											
School of Medicine (Source: AAMC MSPS Report 2002)	<b>177</b>	104	132	171	155	153	150	149	128	181	193

<b>Table V-39 — The University of Texas Medical Branch Peers</b>											
	<b>UTMB</b>	Oregon Health & Science University	Medical Univ. of South Carolina	Medical College of Georgia	Univ. of North Carolina at Chapel Hill	Univ. of Alabama Birmi.	Univ. of California San Francisco	Univ. of Wisc. Madison	Univ. of Virginia Health Science Center	Univ. of Iowa	SUNY Health Science Center at Brooklyn
Graduate School of Biomedical Sciences	<b>58<sup>3</sup></b>	17 <sup>4</sup>	37 <sup>3</sup>			173 <sup>3,5</sup>	61 <sup>6</sup>	Not applicable <sup>7</sup>	63 <sup>3</sup>		
School of Allied Health (Source: 2002 ASAHP directory of institutional members)	<b>247</b>	Not applicable	249	193	240	360	Not applicable	Not applicable	Not applicable	143	
School of Nursing (Source: AACN -- 8/1/2001–7/31/2002)	<b>220</b>	282	193	188	213	199	163	160	170	215	155
<b>Volume and Cost Data<sup>2</sup></b>											
Inpatient Admissions	<b>36,650</b>	25,640	27,360	20,584	29,662	39,674	24,858	19,742	28,090		
Outpatient Visits	<b>827,634</b>			428,992			602,178	539,350			
Adjusted Discharges	<b>64,928</b>	38,387	40,262	34,652	44,404	46,429	34,166	35,258	46,265		
Average Length of Stay	<b>4.95</b>	5.09	6.16	5.76	6.23	6.14	6.53	6.73	5.54		
Cost per CMI (All Patients) Adj Discharge	<b>\$9,050</b>	\$7,480	\$9,591		\$9,110	\$8,332	\$12,352	\$7,412	\$7,476		
Net Operating Revenue/CMI Adj Discharge	<b>\$6,922</b>		\$10,065		\$9,413	\$8,997	\$16,891	\$8,405	\$8,226		
<b>Payor Mix<sup>2</sup></b>											
Medicare Percentage Discharges	<b>19.1%</b>		29.0%	23.7%	26.1%	27.2%	26.8%	29.8%			
Medicaid Percentage Discharges	<b>38.3%</b>		28.3%	27.2%	29.1%	14.6%	20.0%	7.3%			
Commercial Percentage Discharges	<b>3.6%</b>		29.5%	8.3%	34.0%	5.2%	46.4%	11.0%			
Self-pay Percentage Discharges	<b>6.3%</b>		8.2%	8.1%	5.9%	6.0%	0.3%	0.0%			
Other Payor Discharges	<b>32.6%</b>		5.0%	32.6%	4.9%	47.0%	6.5%	51.9%			

\*Note: Public Universities use GASB and Private use FASB

<sup>1</sup> Data Source: National Center for Educational Statistics (NCES) IPEDS

<sup>2</sup> Data Source: Action OI database, representing an annualized quarterly volume or a statistic based on 2003 calendar year Q1 & Q2, where available. Medical College of Georgia reported Q1 data only. University of Wisconsin-Madison reported only Q1 data for net operating revenue and payor mix data. University of Alabama at Birmingham reported only Q2 payor mix data. University of Virginia Health Science Center reported only Q2 net operating revenue data. See note below regarding Action OI.

<sup>3</sup> Data were unavailable from the source listed and had to be obtained via the institution's web site.

<sup>4</sup> Data were unavailable from the source listed and had to be obtained via the institution directly (using their IPEDS Completions data). Institution does not have a separate graduate school of biomedical sciences, but does have some similar courses.

<sup>5</sup> Includes masters and doctoral level "Joint Health Sciences" and "Public Health" degrees.

<sup>6</sup> 2002-2003 PhD graduation information directly from institution.

<sup>7</sup> Information directly from this institution indicates that they do not have anything similar to our "Graduate School of Biomedical Sciences."

Note: UTMB participates in the Action OI database through our membership in the University HealthSystem Consortium (UHC). The former HBSI database was converted to Action OI, with 850+ participating hospitals, including 72 UHC facilities. Some facilities have not yet completed the transition. Additionally, some methodologies are under review, with changes in progress that could cause some of the data referenced above to be revised.

Empty cells reflect institutions for which data were unavailable (Currently working to find alternative data sources for these elements).

AACN: American Association of Colleges of Nursing

AAMC MSPS: Association of American Medical Colleges Medical School Profile Report

ASAHP: Association of Schools of Allied Health Professionals





## **The University of Texas 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.

**HSC-Houston**  
**MISSION STATEMENT**  
(continued)

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.

## Health Science Center-Houston Comparative and Aspirational Peer Institutions

### Brief Analysis

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 against regional and national peer institutions in a series of eight measures: total dollar amount of NIH grants, total dollar amount of research grants, number of house staff, number of M.D. degrees conferred, faculty/student ratio, practice plan revenue, NAS members, and royalty income. The following tables demonstrate where HSC-H stands relative to its comparative and aspirational peer institutions:

**Table V-40  
Comparative Peer Institutions**

	HSC-H	Median	HSC-H as % of Median
'02 NIH grants	\$64,959,800	\$161,590,721	40.2
'01 Total research	\$60,342,107	\$110,310,857	54.7
House staff	725	711	102.0
MD degrees	186	177	105.1
Faculty/student ratio	1:2.72	1:2.15	126.5
Practice plan rev.	\$73,372,039	not available	not available
NAS members	1	10	10.0
'01 Royalty income	\$856,963	\$1,211,285	70.7

**Table V-41  
Aspirational Peer Institutions**

	HSC-H	Median	HSC-H as % of Median
'02 NIH grants	\$64,959,800	\$256,994,895	25.3
'01 Total research	\$60,342,107	\$239,453,633	25.2
House staff	725	1,143	63.4
MD degrees	186	137	135.8
Faculty/student ratio	1:2.72	1:1.85	147.0
Practice plan rev.	\$73,372,039	not available	not available
NAS members	1	38	2.6
'01 Royalty income	\$856,963	\$19,095,852	4.5

For a relatively small (~3,400 enrolled students) and young (31 years) institution, HSC-H fares reasonably well against its comparative peers. In fact, HSC-H is at less than 50 percent of the median on only two of the eight measures, total NIH grants and NAS members. For the aspirational peer set, this jumps to five of the eight measures. A main component of the HSC-H vision is to become a nationally recognized academic health center. To that end, HSC-H has made an initial investment of \$1 million 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, plans to build and equip a clinical outpatient teaching and research facility that brings together all elements of the HSC-H clinical enterprise will have a positive impact on not only practice plan revenues, but also on its ability to educate the next generation of health professionals.

<b>Table V-42 HSC-H Comparative and Aspirational Peer Institutions</b>								
<b>University</b>	<b>FY 2002 Total Dollar Amount of NIH Grants<sup>1</sup></b>	<b>FY 2001 Total Dollar Amount of Research Grants<sup>2</sup></b>	<b>Number of House Staff<sup>3</sup></b>	<b>FY 2001 Number of MD Degrees Conferred<sup>4</sup></b>	<b>Faculty/Student Ratio<sup>5</sup></b>	<b>FY 2001 Practice Plan Revenue<sup>6</sup></b>	<b>NAS Members<sup>7</sup></b>	<b>FY 2001 Royalty Income<sup>8</sup></b>
<b>HSC-H</b>	\$64,959,800	\$60,342,107	725	186	1:2.72	\$73,372,039	1	\$856,963
<b><i>Comparative Peer Institutions</i></b>								
Southwestern Med. Center	161,590,721	149,972,941	1,104	203	1:1.95	not available;	14	10,300,522
Medical Branch – Galveston	73,464,172	52,208,006	559	177	1:2.20	data is kept	0	819,241
HSC-San Antonio	67,496,583	59,141,047	711	198	1:2.15	confidential	0	516,322
University of Michigan	224,089,198	144,842,658	855	160	1:1.16	by the LCME	24	7,941,000
University of North Carolina-Chapel Hill	190,347,057	110,310,857	672	155	1:2.22		10	1,211,285
<i>Median – Comparative peers</i>	<i>161,590,721</i>	<i>110,310,857</i>	<i>711</i>	<i>177</i>	<i>2.15</i>		<i>10</i>	<i>1,211,285</i>
<i>Mean – Comparative peers</i>	<i>143,397,546</i>	<i>103,295,102</i>	<i>780</i>	<i>179</i>	<i>1.94</i>		<i>10</i>	<i>4,157,674</i>
<b><i>Aspirational Peer Institutions</i></b>								
Univ. of Washington Seattle	260,434,828	309,395,724	1,996	176	1:1.96		38	25,027,192
Univ. of California-San Diego	not available	162,092,276	676	137	1:2.14		62	*
Univ. of California-San Francisco	313,335,255	322,068,260	1,366	150	1:1.85		27	*
Univ. of California-Los Angeles	241,869,389	300,480,881	1,407	170	1:1.34		29	*
Johns Hopkins Univ.	382,006,714	220,012,084	1,143	116	1:1.15		16	6,661,971
Stanford Univ.	215,788,730	185,061,522	920	97	1:2.53		120	38,755,000
Harvard Univ.	140,973,261	826,615,841	0	162	1:0.21		152	19,095,852
Yale Univ.	253,554,962	179,007,225	1,234	78	1:1.86		67	not available
Washington University St. Louis	328,381,301	239,453,633	969	122	1:1.42		17	7,594,113
Median – Aspirational peers	\$256,994,895	239,453,633	1,143	137	1.85		38	\$19,095,852
Mean – Aspirational peers	267,043,055	304,909,716	1,079	134	1.61		59	19,426,826

\* The AUTM survey lists activity for the entire University of California System rather than for individual campuses.

Sources: <sup>1</sup> NIH Awards to Medical Schools by Rank <http://grants2.nih.gov/grants/award/rank/medttl02.htm>

<sup>2</sup> AAMC Medical School Profile System: Research grants and contracts as reported in the LCME Part IA for 2000-2001, Schedule B

<sup>3</sup> AAMC Medical School Profile System: Total number of residents and fellows in ACGME approved programs and other clinical fellows for whom faculty had teaching responsibility as

<sup>4</sup> IPEDS

<sup>5</sup> AAMC Medical School Profile System: Total Full-time Faculty – Total number of full-time faculty members for all departments as reported on LCME Part II for 2000-2001, Q.19b.Total

<sup>6</sup> Total revenues from professional fees – Medical Service Plans – as reported on LCME Part IA for 2000-2001, Schedule A.

<sup>7</sup> NAS membership listing by Work Institution [http://www.4nationalacademies.org/nas/naspub.nsf/urllinks/\\$\\$InstitutionA?OpenDocument&Count=50000](http://www.4nationalacademies.org/nas/naspub.nsf/urllinks/$$InstitutionA?OpenDocument&Count=50000)

<sup>8</sup> AUTM Licensing Survey FY 2001. Gross License Income Received.

**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.

**U. T. Health Science Center at San Antonio  
Peer Comparison  
School of Nursing**

**Table V-43  
Total Dollar Amount of NIH Grants  
Total of NIH Extramural Awards as reported on NIH Web-site  
<http://grants2.nih.gov/grants/award/trends>**

HSC-SA	\$1,256,564 (Awarded Dec 2002)
UNC-Chapel Hill	\$7,535,184 (10/01/01-9/30/02)
Ohio State University	No data available
HSC-Houston	\$836,142 (reflects 9/1/01-8/31/02 data)

**Table V-44  
Total Dollar Amount of Research Grants  
Total Expenses (including transfers) for Research Grants & Contracts**

	September 1, 2002 – August 31, 2003
HSC-SA	\$1,033,716 Grant monies received
UNC-Chapel Hill	Expended \$4,736,571; Grant monies received \$10,196,079 (7/1/02-6/30/03)
Ohio State Univ.	No data available
HSC -H	\$828,603

**Table V-45  
Number of Degrees Conferred**

		Fall 2002	Spring 2003	Summer 2003
HSC-SA	BSN	117	120	1
	MSN	11	19	1
	PhD	2	3	0
UNC-Chapel Hill	BSN	10	117	37
	MSN	10	46	0
	PhD	5	1	3
Ohio State Univ.	BSN	No data available	No data available	No data available
	MSN	No data available	No data available	No data available
	PhD	No data available	No data available	No data available
HSC-H	BSN	0	120	7
	MSN	45	56	4
	PhD	0	0	1

**Table V-46  
Faculty/Student Ratio  
Total Full-time Faculty**

	Fall 2002	Spring 2003
HSC-SA	70	74
UNC-Chapel Hill	104 FTEs*	104 FTEs*
Ohio State Univ.	No data available	No data available
HSC H	65	65

\*Includes research and teaching faculty; not all faculty are full time, and not all faculty teach students

**Table V-47  
Total Students**

	Fall 2002	Spring 2003
HSC-SA	657	743
UNC Chapel Hill	542	510
Ohio State Univ.	No data available	No data available
HSC-H	683	641

**Table V-48  
Practice Plan Revenue  
Revenue/Support Dollars for Faculty Practice**

	September 1, 2002 – August 31, 2003
HSC-SA	\$498,398
UNC-Chapel Hill	\$548,509
Ohio State Univ.	No data available
HSC-H	\$1,807,579 Total Billed Amount/ <u>Not</u> Revenues

**Table V-49  
Charity Care Delivered  
Total gross charges for un-sponsored charity care provided by faculty \***

	September 1, 2002 – August 31, 2003
HSC-SA	\$4,227,584
UNC-Chapel Hill	No data available
Ohio State Univ.	No data available
UTHSC Houston	\$15,965,040 (estimate)

\* "Charity care" data for HSC-SA School of Nursing is the amount of "free" clinical care provided by graduate and undergraduate students in clinical care.

**Peer Comparison  
School of Allied Health Sciences**

**Table V-50  
Comparison of Public Data for Comparative Universities,  
Aspirational Universities, and HSC-SA**

Measure	SWMC	UTMB	MUSC	UK	LSU	HSC-SA	Florida	Alabama
NIH Rank 2002	#29 \$148,158	#13 \$450,210	#18 \$311,968	-	-	#24 \$256,835	#1 \$3,873,780	#2 \$3,753,288
FTE Faculty	94	43	88	55	115	70	93	95
FTE Students	390	431	739	1169	500	622	1181	827
# Grads	136	247	249	220	225	283	496	360
Student:Faculty Ratio	4:1	10:1	8:1	21:1	4:1	9:1	12:1	8:1

**Table V-51  
Operating Budget for Allied Health Programs at  
All U.S. Academic Health Centers, and Southern Academic Health Centers  
as Compared to HSC-SA for AY 2002-03**

Program	Mean AHC Budget	Mean Southern AHC	HSC-SA
Clinical Lab Sciences	\$415,912	\$486,780	\$597,092
Dental Hygiene	622,838	594,161	922,259
Emergency Medical Tech	418,384	289,483	518,446
Occupational Therapy	698,166	674,833	519,647
Physical Therapy	1,136,521	1,030,391	742,781
Physician Assistant	765,655	591,585	229,974
Respiratory Care	379,769	417,168	572,986
Total	\$4,437,245	\$4,087,401	\$4,103,185



**Table V-52**  
**Comparison of Federal Grant Dollars Received from All Academic Health Centers, Southern Association of Academic Health Centers, and HSC-SA**

Program	Federal Grants*		
	National Mean	Southern Mean	HSC-SA
Clinical Lab Sciences	\$29,133	\$12,487	\$332,553
Dental Hygiene	6,171	12,487	17,974
EMT	7,349	26,542	26,542
Occupational Therapy	140,084	171,340	0
Physical Therapy	83,907	180,418	0
Physician Assistant	48,715	63,085	106,052
Respiratory Care	1,973	0	0

\*Federal grants received from all federal sources, including NIH.

**Table V-53**  
**Total Extramural Income by Program for All Academic Health Centers, Southern Academic Health Centers, and HSC-SA**

Program	Mean All AHC	Mean SAAHD	HSC-SA
Clinical Lab Sciences	\$97,990	\$93,974	\$632,809
Dental Hygiene	22,661	20,048	79,484
EMT	509,533	389,984	1,281,744
Occupational Therapy	67,765	138,262	171,363
Physical Therapy	81,133	390,079	23,770
Physician Assistant	109,738	80,146	126,052
Respiratory Care	144,335	106,089	223,978

**Table V-54**  
**FTE Faculty Per Allied Health Program for National and Southern Academic Health Centers as Compared to HSC-SA**

Program	National	Southern	HSC-SA
Clinical Lab Sciences	5	5	7
Dental Hygiene	6	6	12
Emergency Med Tech	4	8	7
Occupational Therapy	7	7	6
Physical Therapy	9	10	7
Physician Assistant	5	5	4
Respiratory Care	4	6	7

**Table V-55**  
**Mean Number of Allied Health Students; Mean Percent of Minority Students**  
**Enrolled at All, Southern, and HSC-SA Academic Health Centers**

Program	National		Southern		HSC-SA	
	Mean Number	Minority %	Actual Number	Minority %	Actual Number	Minority %
Clinical Lab Sciences	29	45	49	49	65	64
Dental Hygiene	64	22	80	26	84	40
Emergency Med Tech	61	26	164	41	126	38
Occupational Therapy	71	21	67	49	63	63
Physical Therapy	101	17	84	39	96	38
Physician Assistant	84	19	60	48	63	54
Respiratory Care	29	44	58	79	73	74
<b>Total</b>	<b>439</b>		<b>562</b>		<b>570</b>	

**Table V-56**  
**Average Student to Faculty Ratios By Program for All,**  
**Southern, and HSC-SA Academic Health Centers**

Program	National Mean	Southern Mean	HSC-SA
Clinical Lab Sciences	4:1	5:1	7:1
Dental Hygiene	8:1	6:1	5:1
Emergency Med Tech	13:1	7:1	8:1
Occupational Therapy	8:1	7:1	7:1
Physical Therapy	10:1	10:1	10:1
Physician Assistant	14:1	5:1	<b>15:1</b>
Respiratory Care	6:1	5:1	7:1
<b>Total</b>	<b>9:1</b>	<b>6:1</b>	<b>8:1</b>

**Table V-57**  
**Average Cost Per Allied Health Student for All, Southern**  
**and HSC-SA Academic Health Centers**

Program	National Mean	Southern Mean	HSC-SA
Clinical Laboratory Sciences	\$14,391	\$9,583	\$12,185
Dental Hygiene	9,762	3,366	11,528
Emergency Med Tech	6,881	15,212	3,161
Occupational Therapy	9,805	10,711	7,756
Physical Therapy	11,253	11,709	8,843
Physician Assistant	9,093	7,888	3,832
Respiratory Care	13,186	12,641	9,879

**Table V-58 — HSC-SA Peer Institutions**

	Public/State Assisted*	1st yr Pre Doc enrollment*	Total Pre Doc Enrollment*	Number of Specialty Programs*	National Rank/NIDCR Funding**
<b>HSC-SA</b>	<b>Yes</b>	<b>92</b>	<b>354</b>	<b>9</b>	<b>9</b>
SUNY-Buffalo	Yes	82	334	9	8
U. of Iowa	Yes	74	293	11	10
UCLA	Yes	88	345	10	12
Ohio State	Yes	104	391	8	24
Florida	Yes	80	312	10	6

\* from ADA 2002 Annual Survey

\*\* from NIH/NIDCR 2002 Extramural Grant Report

**Table V-59  
HSC-SA Peer Institutions — Medical School  
(\$ in thousands)**

	HSC-SA	FLA	U of VA	MUSC	HSC-H	Ohio State	SWMC	UC San Diego	Colorado
Total Students (Medical and Graduate)	998	625	800	700	850	1075			
Total Full-time Faculty	800	875	740	900	590	610			
Number of House Staff	690	775	590	450	700	475	1075	650	775
Faculty/Student Ratio	0.75	1.275	0.9	1.15	0.675	0.575	1.325	1.375	
Total Dollar Amount of Research Grants	\$99,000	\$149,000	\$79,975	\$125,000	\$72,000	\$90,000	\$145,000	\$158,000	\$149,000
Total Dollar Amount of NIH Grants, 2001	\$58,000	\$57,000	\$999,000	\$50,000	\$54,000	\$56,000	\$139,000	\$158,000	\$128,000
Practice Plan Revenue	\$114,225		\$108,000						
NAS Members (University-wide)		9	2		1	5	12	58	4
Royalty Income	\$6,000	\$43,000	\$4,500	\$1,000	\$2,000	\$4,250	\$9,975		

**Table V-60  
HSC-SA Peer Institutions  
Graduate School**

Peer Institutions	Data Elements		
	Total Dollar Amount of NIH Grants	Number of Degrees Conferred	Faculty/Student Ratio
<b>GRADUATE SCHOOL (FY 2003)</b>	\$ 78,332,607		
HSC-Houston	79,453,629	66	01:04.8
UT Medical Branch	77,509,123	31	01:08.0
UC Irvine Medical School	96,072,183	44	01:07.2
U of Kentucky Medical School	70,484,020	22	1:09
U North Carolina Medical School	244,446,958	38	1:25
U of Massachusetts Medical School	91,512,834		01:05.3
U of Louisville KY Medical School	42,918,258	31	01:12.4

**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 and allied diseases as significant health problems throughout Texas, the nation, and world, by developing and maintaining integrated programs in patient care, research, education, and cancer prevention.

**Table V-61**  
**M. D. Anderson Cancer Center**  
**Institutional Comparisons**

<b>CITY OF HOPE NATL MEDICAL CTR</b>	1997	1998	1999	2000	2001	2002
% Revenue from Patient Care	73%	75%	71%	67%	71%	67%
Total Revenue	\$183,778,900	\$191,930,455	\$186,313,698	\$204,427,525	\$225,706,929	\$260,057,961
Total Margin %	-2.5%	2.8%	-8.7%	3.4%	5.1%	9.8%
Personnel Expense as a % of Total Expense	48%	50%	43%	45%	44%	44%
<b>DANA - FARBER CANCER INSTITUTE</b>	1997	1998	1999	2000	2001	2002
% Revenue from Patient Care	51%	35%	36%	38%	39%	
Total Revenue	\$121,754,935	\$219,039,454	\$251,481,863	\$298,968,838	\$303,096,606	
Total Margin %	-47.3%	4.3%	3.5%	8.5%	-3.4%	
Personnel Expense as a % of Total Expense	47%	42%	41%	35%	34%	
<b>DUKE UNIVERSITY MEDICAL CENTER</b>	1997	1998	1999	2000	2001	2002
% Revenue from Patient Care	86%	84%	81%	87%		
Total Revenue	\$781,280,356	\$812,176,404	\$848,687,454	\$808,787,084		
Total Margin %	9.2%	10.0%	13.3%	6.0%		
Personnel Expense as a % of Total Expense	62%	65%	71%	63%		
<b>MEMORIAL HOSPITAL FOR CANCER (MSK)</b>	1997	1998	1999	2000	2001	2002
% Revenue from Patient Care	71%	68%	66%	67%	68%	67%
Total Revenue	\$573,041,279	\$625,221,808	\$644,356,405	\$730,638,116	\$799,569,177	\$908,065,187
Total Margin %	2.9%	-3.3%	-16.1%	-4.6%	-5.4%	-1.4%
Personnel Expense as a % of Total Expense	53%	52%	50%	51%	50%	50%

Table V-62

U. T. M. D. Anderson Cancer Center Health Data Benchmarks

Name of Institution	UCSF	COH *	DFCC I	DUMC	FHCR*	JHU	MSKC*	UMRC	UTMDACC*
Clinical Measures FY 2001									
Inpatient	4,493	2,819	969	4,974	181	2,183	18,736	3,868	18,563
Outpatient	53,958	65,819	79,918	46,150	16,832	23,823	367,751	120,933	285,900
Medicaid / Indigent	14.0 / 1.4	19.1 / 1.1	N/A	9.8 / N/A	10.5 / 0	6.7 / 0	**34,134	5.9 / 0	2.3 / 5.9
Research Measures FY 2001									
# Research grants and contracts		86	19***		285		125		
Federal research expenditures ( <i>dollars in thousands</i> )		35,301	94,200		132,667		48,435		
Research faculty only		105	347		228		107		
Total patients on therapeutic protocols		648	2,388		0		2,275		
Global Financial FY 2001									
Total Revenue (all sources) ( <i>dollars in thousands</i> )		313,882	315,710		232,588		959,445	251,961	
Total Margin percent									

\*PPS Exempt Cancer Centers  
 \*\*Provision for Bad Debts & Assessments  
 \*\*\*Does not include core grant

UCSF UC San Francisco  
 COH City of Hope, Los Angeles  
 DFCC Dana Farber Cancer Center (Harvard)  
 DUMC Duke University  
 FHCR Fred Hutchison Cancer Research Center  
 JHU Johns Hopkins  
 UNMC Eppley Cancer Center at the Nebraska Medical Center



**The University of Texas Health Center at Tyler**  
**MISSION STATEMENT**  
**APB: November 13, 2003**

To serve East Texas and Beyond through excellent patient care and community health, comprehensive education, and innovative research.



**Table V-63**

University	Comparative Peer Institutions						Aspirational Peer Institutions			
	HC- Tyler	Broadlawns Medical Center - University of Iowa College of Medicine	Contra Costa Regional Medical Center (Martinez CA) - University of California at Davis	LSUHSC - University Medical Center - Lafayette	LSUHSC - Moss Regional Hospital - Lake Charles	Metropolitan Nashville General Hospital - Meharry Medical College	University Hospital at University of New Mexico Health Science Center - Albuquerque	MetroHealth System, Cleveland, OH - Case Western Reserve University	Harborview Medical Center - University of Washington	Halifax Medical Center - University of South Florida - Tampa
Total FP Residents	20	20	29	21	19	20	42	19	23	24
Licensed Beds	127	200	164	208	108	150	344	680	413	765
Staffed Beds	127	117	124	128	54	127	249	529	349	672
Total Discharges	3,431	5,032	7,899	5,960	2,440	5,638	18,717	23,975	118,778	25,962
Inpatient Days	27,556	21,205	44,069	33,013	13,996	30,454	89,149	135,952	27,556	119,072
Medicare Discharges	1,877	1,016	1,391	544	308	763	2,948	5,794	4,044	12,037
Medicare Percentage Days	55%	20%	18%	9%	13%	14%	16%	18%	24%	46%
Medicaid Discharges	315	795	3,727	1,811	411	3,303	5,822	8,806	6,765	3498
Medicaid Percentage Days	9%	16%	47%	30%	17%	59%	31%	37%	40%	13%
Emergency Department	8,562	34,973	54,804	44,965	41,416	26,053	61,059	68,155	49,468	86,299
Total Revenue	\$75,041,266	\$71,694,916	\$204,690,410	\$58,408,782	\$22,804,856	\$64,084,852	\$254,078,471	\$370,001,000	\$381,262,967	\$282,222,845
Medicare Net Revenue	\$21,816,994	\$10,991,323	25747188	5311870	2,570,950	9,712,442	44,722,292	80,162,000	69,649,030	129,551,002
Medicare Percentage	30%	17%	18%	9%	12%	15%	19%	24%	20%	53%
Medicaid Net Revenue	\$9,351,242	\$6,382,523	\$72,799,219	\$50,630,298	\$18,904,727	\$18,304,359	\$86,357,337	\$139,176,000	\$110,861,060	\$14,708,727
Medicaid Percentage	13%	10%	51%	88%	85%	29%	36%	41%	32%	6%
Medicare DSH Payment	\$3,483,012	\$783,924	\$2,983,448	\$756,701	0	\$2,143,035	\$6,008,032	\$866,1000	\$4,476,775	\$3,291,266
Medicare DSH %	0.35	0.43	0.79	37.07	0	86.7	0.63	59.15%	39.7	23.84
Medicaid DSH Payments	\$5,000,000	0	0	\$41,997,143	\$17,083,776	0	\$8,752,838	0	0	\$13,371
Total Outpatient Visits	135,978	131,038	338,766	185,019	138,950	82,499	401,867	692,849	330,995	398,859
Total Operating Expenses	\$72,186,816	\$82,173,256	\$202,300,288	\$62,152,081	\$29,326,349	\$63,915,530	\$244,603,536	\$351,818,000	\$372,574,452	\$273,716,000
State or Local Appropriation	\$28,341,329	\$29,734,706	\$25,371,173	0	0	\$28,098,418	\$28,949,526	\$23,100,000	\$8,026,092	0
Medicare Direct Med Ed 2001	\$1,506,934	\$556,862	\$459,952	\$344,899	\$19,852	\$598,225	\$2,220,806	\$8,164,000	\$2,469,725	\$1,054,867
Medicare Indirect Med Ed 2001	\$909,532	\$424,234	\$670,959	\$807,918	0	\$601,543	\$6,114,781	\$910,000	\$6,472,177	\$1,385,123

## 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
CB	Texas Higher Education Coordinating Board
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
TASP	Texas Academic Skills Program
TEA	Texas Education Agency
THECB	Texas Higher Education Coordinating Board
T/TT	Tenure/tenure-track

## Academic Institutions

### I. Student Access and Success—Undergraduate Participation and Success

<b>Number and percent increase of first-time, full-time degree-seeking undergraduates, disaggregated by ethnicity and gender</b>	
CBM 001 Student Report CBM 002 Student TASP 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 Student TASP 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.

<b>Ethnic composition of high school graduates in state</b>	
TEA [ <a href="http://www.tea.state.tx.us/adhocrpt/adstg02.html">http://www.tea.state.tx.us/adhocrpt/adstg02.html</a> ]	The number and percentage of high school graduates by ethnicity. Shows progress toward <i>Closing the Gaps</i> goals.

<b>Average ACT/SAT scores of first-time, full-time, degree-seeking undergraduates (contextual measure)</b>	
U. T. academic institutions	The purpose of this measure is to establish a starting point from which student progress can be measured to show "value-added."

<b>Number and percent of first-time, full-time, degree-seeking undergraduate from top 10 percent of their high school class, by ethnicity (contextual measure)</b>	
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.

<b>Number of undergraduate students enrolled on 12<sup>th</sup> class day, by ethnicity, gender, and age</b>	
CBM 001 Student Report	The number of undergraduate students enrolled on the 12 <sup>th</sup> class day each Fall from the CBM 001 Student Report, total, and by ethnicity and gender. Average age data are based on groupings defined by the THECB.

<b>Number and % increase first-time, part-time undergrads; % first-time, part-time degree-seeking undergrads; % part-time undergrads (contextual measure)</b>	
CBM 001 Student Report and CBM 002 Student TASP 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.

<b>Percent TEXAS grant funds allocated (contextual measures)</b>	
<b>Number of full-time undergraduate students receiving financial aid, and amount awarded</b>	
<b>Tuition, required fees, and scholarship aid</b>	
<b>Total financial aid disaggregated by source</b>	
<b>Total financial aid and net tuition and fees</b>	
U. T. Office of Academic Affairs	Measures institutional efforts to enhance affordability.
<b>One-year persistence rate for first-time, full-time, degree-seeking undergraduates enrolled at this University, by ethnicity and gender</b>	
CBM 001 Student Report and CBM 002 Student TASP 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.
<b>Four-, five-, and six-year graduation rates from this University of first-time, full-time freshmen</b>	
CBM 001 Student Report and CBM 002 Student TASP 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.
<b>Four-year graduation rate from this University of transfer/community college students</b>	
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.
<b>Six-year persistence rates of students enrolled at this University, by ethnicity and gender</b>	
<b>Six-year composite graduation and persistence rates from this or another Texas public university, by ethnicity and gender</b>	
CBM 001 Student Report and CBM 002 Student TASP 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 CB'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.
<b>Number of baccalaureate degrees awarded, by ethnicity and gender</b>	
CBM 009 Graduation Report	Number of baccalaureate degrees awarded annually, total and by ethnicity and gender.
<b>Certification exam pass rates of teacher education baccalaureate graduates, by ethnicity and gender</b>	
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. Show U. T. System institutions' productivity in developing teachers for Texas.
<b>Licensure exam pass rates of nursing graduates</b>	
LBB budget estimates from [http://www.lbb.state.tx.us/The_LBB/Access/AppBills_LBEs.htm#LBE77]	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.

<b>Licensure exam pass rates of engineering graduates</b>	
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.

<b>Certification exam pass rates of accounting graduates</b>	
State Board of Accounting exam@tsbpa.state.tx.us	Defined as the percentage of the institution's accounting program graduates attempting the Uniform Certified Public Accountant Examination (UCPAE) licensing exam who pass two, three, four or all parts of the exam.

<b>Student outcomes: satisfaction with teaching</b>	
<b>Student outcomes: satisfaction with advising</b>	
NSSE results from U. T. Office of Academic Affairs	Survey data for AY 02-03, question number five from the basic survey. Satisfaction with advising is defined as the percentage of students surveyed who rate the quality of advising as 'good' or 'excellent'.

<b>Student outcomes: evaluation of overall educational experience</b>	
<b>Student outcomes: likelihood of attending same institution again</b>	
NSSE results from U. T. Office of Academic Affairs	Survey data for AY 01-02 and 02-03, questions number 11 and 12 from the basic survey. 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.

## Graduate and Professional Students

<b>Average GRE scores of entering students</b>	
U. T. 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.

<b>Number of graduate and professional students enrolled on the 12th class day, by ethnicity and gender</b>	
CBM 001 Student Report	Number of graduate and professional students enrolled on the 12 <sup>th</sup> class day by level, ethnicity, and gender.

<b>Number of degrees awarded by level (master's, professional, doctoral), disaggregated by gender and ethnicity</b>	
CBM 009 Graduation Report	The number of degrees awarded annually by level, gender, and ethnicity.

<b>Graduate/professional student certification/licensure exam pass rates for law</b>	
Institution reports to LLB.	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.

<b>Graduate/professional student certification/licensure exam pass rates for pharmacy</b>	
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.

<b>Math, science, and engineering degrees conferred (contextual measure)</b>	
CB 009 Graduation Report	The number of math, science, and engineering degrees conferred in CB defined high-priority fields (technical and health). Uses same CIP codes that CB uses for 'Closing the Gaps by 2015' report on high-priority fields.

<b>Graduate teaching degrees conferred (contextual measure)</b>	
CB 009 Graduation Report	The number of graduate teaching degrees conferred.

<b>Number of graduate and professional programs, by level (contextual measure)</b>	
U. T. academic institutions	The number of graduate and professional programs offered in 2003, self-reported by institutions.

## II. Teaching, Research, and Health Care Excellence

<b>Number and dollar amount of sponsored (externally funded) research expenditures, by funding source (federal, state, private, local)</b>	
Survey of Research Expenditures, THECB	The number and dollar amount of externally funded research projects. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.

<b>State appropriations for research as a percent of sponsored (external) research funds expended</b>	
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.

<b>Number and percent of FTE tenure/tenure-track faculty holding extramural grants</b>	
Grant information from U. T. institutions; and CBM 008 Faculty Report	The number and percent of FTE tenure/tenure-track faculty (principle investigators) holding grants. 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.

<b>Ratio of sponsored research expenditures to FTE tenure/tenure-track faculty</b>	
Sponsored expenditures, above; FTE faculty, above	This measure of faculty research productivity is influenced by size of grants.

<b>Total number of endowed professorships and chairs, number filled, and percent of total budgeted tenure/tenure track faculty</b>	
U. T. institutions	Relates to, but is broader than LBB outcome measure, which looks only at unfilled positions.

<b>Faculty awards</b>	
U. T. institutions	National and international honors, fellowships, academy memberships for most recent academic year.

<b>Number of new invention disclosures Number of patents issued Number of licenses and options executed Net revenue from intellectual property Number of new public start-up companies</b>	
THECB Technology Development and Transfer Survey	This survey is conducted every two years; next update is due in 2004.

<b>Number of faculty and staff, by ethnicity and gender</b>	
U.T. System Office of Human Resources 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) classified staff (positions that do not entail significant instructional or administrative responsibilities) and non-classified staff (administrative and professional, excluding faculty) from HR data, using job class codes. This measure shows institutions' progress in diversifying their faculty and staff.

<b>FTE student/FTE faculty ratio</b>	
CBM enrollment report 001 for FTE students; CBM 008 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 CB definition of full-time students is based on 1 FTE = 15 undergraduate student credit hours (SCH); 1 FTE = 12 master's SCHs; 1 FTE = 9 professional/Ph.D. SCHs.

<b>Percent lower division semester credit hours taught by tenure/tenure track faculty</b>	
<b>Percent lower division semester credit hours taught by professional faculty</b>	
CBM 004 Class Report; CBM 008 Faculty Report	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 and any faculty reported as "non-tenure" with ranks 1-4. Semester credit hour data comes from the CBM 004 Class Report.

<b>Number of postdoctoral fellows</b>	
U. T. institutions	

<b>Examples of externally funded research collaborations</b>	
<b>Examples of educational collaborations</b>	
U. T. 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.

<b>Faculty salaries and trends</b>	
THECB, based on American Association of University Professors Annual Salary Study	Budgeted salaries for given fiscal year.

<b>Post-tenure review data</b>	
U. T. institutions	Post-tenure review provides a periodic review of tenured faculty to assess and enhance continued productivity.

### III. Service to and Collaborations with Communities

<b>Contributions to K-12 education, and collaborations with schools and community colleges</b>	
U. T. 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.

<b>Examples of economic impact (periodic studies)</b>	
U. T. institutions	Reports issued since 2000, based on periodic studies commissioned by individual institutions.

<b>Historically Underutilized Business trends</b>	
U. T. System Office of HUB Development	Categories defined by State-required reporting.

<b>Sources of donor support</b>	
<b>Alumni giving trends</b>	
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.

<b>Examples of collaborations with business, industry, health, public, and community organizations</b>	
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

<b>Key operating revenue sources, disaggregated by source (i.e., State appropriations, tuition, etc.)</b>	
1999 through 2001 Exhibit C of Annual Financial Report (AFR); 2002 & 2003, Exhibit B; 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.

<b>Key operating expenses, disaggregated by purpose</b>	
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).

<b>Adjusted total revenue (tuition, fees, state appropriations) per FTE student and per FTE faculty</b>	
U. T. System Office of Business Affairs; FTE data from THECB	Adjusted total revenue includes tuition, fees, and State appropriations.

<b>Appropriated funds per FTE student and per FTE faculty (contextual measure)</b>	
1999 through 2001 Exhibit C of Annual Financial Report (AFR); 2002 & 2003, Exhibit B; U. T. System Office of Business Affairs	Includes total appropriated State funds.

<b>Total dollar amount of endowment, and ratio per FTE student and per FTE faculty</b>	
U. T. Office of External Relations, CAE annual report; FTE student and faculty data from THECB	Endowment is total value as reported in annual survey to CAE. FTE faculty are all faculty in CBM 008 rank codes 1-5, and appointment codes 01 and 02.

<b>Amount expended for administrative costs as a percent of expenditures</b>	
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.

<b>Assignable space per FTE student</b>	
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.

<b>Space utilization rate of classrooms</b>	
Same as above.	Based on Coordinating Board formula.

<b>Construction projects—total projected cost, number of projects, number of square feet to be added (contextual measure)</b>	
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.

<b>Facility condition index</b>	
U. T. System Office of Facilities Planning and Construction	Index of gross square feet, campus replacement value, capital renewal backlog.

## Health-Related Institutions

### I. Student Access and Success: Health-Related Institutions

<b>Number of undergraduate, graduate, and professional students enrolled by school on the 12th class day, by ethnicity, gender, and level</b>	
CBM 001 Student Report	The number of undergraduate, graduate, and professional students enrolled on the 12 <sup>th</sup> 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.

<b>Licensure/certification rate of allied health students</b>	
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.

<b>National board exam first-time pass rate for dental students</b>	
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.

<b>National board exam first-time pass rate for medical students</b>	
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.

<b>National licensure exam pass rates of graduate level nursing students (R.N., and advanced practice nursing)</b>	
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.

<b>Number of degrees awarded by school, level, ethnicity, and gender</b>	
CBM 009 Graduation Report and U. T. health-related institutions	The number of degrees awarded by school level, ethnicity and gender.

<b>Graduation rates of medical, dental, nursing, allied health, public health, and informatics students</b>	
U. T. health-related institutions and U. T. System Office of Health Affairs	For programs that take x years to complete, what # of full-time students start, what # complete in x years, in x+1, etc.? Students starting a Ph.D. program but switching to a master's were counted in grad rate for Ph.D. program.



## II. Teaching, Research, and Health Care Excellence

### Number and dollar amount of sponsored (externally funded) research expenditures, by funding source (federal, state, private, local)

Survey of Research Expenditures, THECB	The number and dollar amount of externally funded research projects. Like the LBB outcome measure, indirect costs and pass-throughs to the institutions are included.
--	---

### Amount of sponsored (external) research funds as a percent of formula-derived general appropriations revenue

1999 through 2001 Exhibit C of Annual Financial Report (AFR); 2002 & 2003, Exhibit B; 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, sponsored 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. institutions; CBM 008 Faculty Report	The number and percent of FTE tenure/tenure-track faculty (principle investigators) holding 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). FTE non-tenure track research faculty data from institutions, excluding those hired primarily to teach. This measure is defined to be broadly inclusive since faculty with a wide range of responsibilities conduct research at health-related institutions.
--	--

### Ratio of sponsored research expenditures to FTE faculty

Sponsored expenditures, above; FTE faculty, 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	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 Net revenue from intellectual property Number of new public start-up companies

THECB Technology Development and Transfer Survey	This survey is conducted every two years; next update is due in 2004. Excludes non-public start-up companies.
--	---

### Number of faculty and staff, by ethnicity and gender

U.T. System Office of Human Resources 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) classified staff (positions that do not entail significant instructional or administrative responsibilities) and non-classified staff (administrative and professional, excluding faculty) from HR data, using job class codes. This measure shows institutions' progress in diversifying their faculty and staff.
---	--

### 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). CB faculty data only available from FY 01 forward. FTE student data from institutions because of significant variations in the course load for students in different health-profession programs.
---	---

<b>Number of Accreditation Council for Graduate Medical Education-accredited resident programs Number of residents in ACGME-accredited programs</b>	
U. T. health-related institutions	Based on Accreditation Council for Graduate Medical Education (ACGME) report; includes accredited programs only.

<b>State-owned and affiliated hospital admissions by U. T. institution faculty</b>	
U. T. institutions; U. T. System Hospital Report	

<b>State-owned and affiliated hospital days by U. T. institution faculty Clinic visits in state-owned and affiliated facilities treated by U. T. institution faculty Total charges for un-sponsored charity care by faculty in state-owned and affiliated facilities</b>	
LBB performance report	

<b>Patient satisfaction ratings</b>	
U. T. institutions	Each institution designs its own satisfaction surveys, except UTMB, which contracts with Press Ganey Associates, Inc.

<b>Examples of externally funded research collaborations Examples of educational collaborations</b>	
U. T. System institutions	Same as II above.

<b>Faculty salaries and trends</b>	
U. T. System Office of Health Affairs; U. T. institutions	Budgeted salaries for given fiscal year.

<b>Post-tenure review data</b>	
U. T. System Office of Health Affairs; U. T. institutions	Post-tenure review provides a periodic review of tenured faculty to assess and enhance continued productivity.

### III. Service to and Collaborations with Communities

<b>Examples of collaborations with schools</b>	
U. T. institutions	Same as III above.

<b>Examples of economic impact (periodic studies)</b>	
U. T. institutions	Same as III above.

<b>Historically Underutilized Business trends</b>	
U. T. institutions	Same as III A, above.

<b>Sources of donor support Alumni giving trends</b>	
U. T. institutions	Same as III above.

<b>Examples of collaborations with business, health, industry, public, and community organizations</b>	
	Same as III above.

<b>Educational programs for non-U. T. physicians and medical personnel</b>	
U. T. institutions	Same as III above.

#### IV. Organizational Efficiency and Productivity

<b>Key operating revenue sources, disaggregated by source (i.e. State appropriations, tuition, etc.)</b>	
	Same as IV. A, above.
<b>Key operating expenses disaggregated by purpose</b>	
	Same as IV. A, above.
<b>Total System patient care revenue</b>	
U. T. System Key Statistical Report	
<b>Ratio of admissions, charity care, hospital days, and clinic visits to General Revenue for state-owned hospital/clinic operations</b>	
U. T. System Annual Hospital Report and U. T. institutions' report of General Revenue for hospital operations	
<b>Total dollar amount of endowment, and ratio per FTE student and per FTE faculty</b>	
Same as IV. A, above.	
<b>Amount expended for administrative costs as a percent of expenditures</b>	
Same as IV. A, above.	
<b>Net operating margin of faculty practice plans</b>	
1999 through 2003 Schedule D-6, Schedule of Medical Services, Research and Development Plan, in Annual Financial Reports	Non-profit health care corporations are included.
<b>Clinical billings and collection as a ratio per FTE clinical faculty</b>	
MSRDP Report and Faculty Salary Report	Clinical billings illustrate the volume of care that faculty provide.
<b>Expenditures on and number of participants in staff and faculty professional development</b>	
U. T. institutions	Each institution develops, defines participation, and manages professional development programs. In many cases participation reflects duplicated numbers, that is individuals who participate in more than one program in a given year. May include, for example, such in-house programs as continuing medical education, computer or customer training.
<b>Ratio of research expenditures to research E&amp;G sq. ft.</b>	
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.
<b>Construction projects—total projected cost, number of projects, # sq. ft. to be added Facility condition index</b>	
Same as IV. A, above	