

I. Student Access, Success, and Outcomes

Values

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

Goals

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

Priorities

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

System Overview

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

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

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

Trends related to participation, success, and contributions to high-priority fields are derived from the Texas Higher Education Coordinating Board's annual report on *Closing the Gaps*. Additional detail on all topics is available from the source document, *Closing the Gaps by 2015: 2005 Progress Report* (Texas Higher Education Coordinating Board [THECB], July 2005; <http://www.thecb.state.tx.us/reports/pdf/0870.pdf>).

Progress toward Participation

Overall Enrollment

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

Table I-1

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

*Brownsville/TSC enrollment represents unduplicated headcounts

Source: Texas Higher Education Coordinating Board

Figure I-1

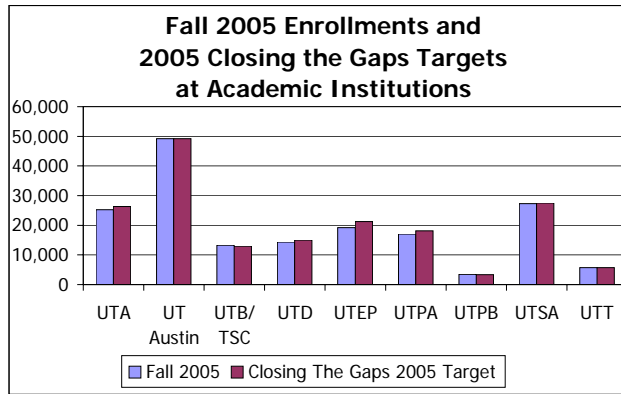
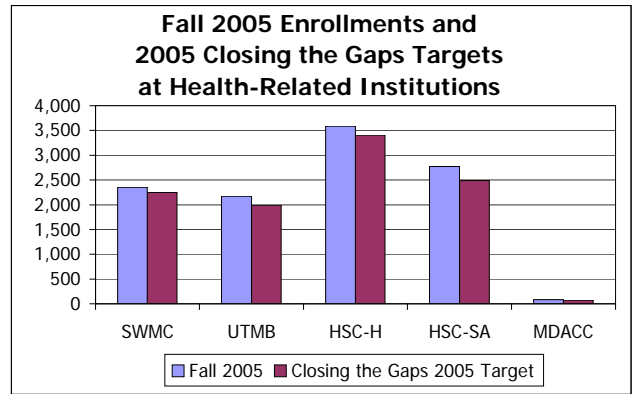


Figure I-2



Closing the Gaps Trends

- The following tables and discussion, pp. I-5 to I-9, relate to trends discussed in more depth in the Texas Higher Education Coordinating Board's July 2005 progress report on *Closing the Gaps*.

Enrollment of Black and Hispanic Students

- Between fall 2000 and 2004, the number of Black students increased at all U. T. System academic institutions except U. T. Pan American – where there was no change – and three of five health-related institutions. The number of Hispanic students increased at 13 of the 14 U. T. System institutions with students.
- In this five-year period, the U. T. System as a whole has increased its contribution to the *Closing the Gaps* overall goals, as the number of Black students grew by 29 percent and the number of Hispanic students grew by 32 percent.
- See pp. I-14 and I-23 for additional detail and analysis.

Table I-2

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

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

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

Source: Texas Higher Education Coordinating Board

Degrees Awarded and Degrees in High-Priority Fields

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

Degrees awarded:

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

Table I-3

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

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

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

Source: Texas Higher Education Coordinating Board

Table I-4

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

*Engineering, Computer Science, Mathematics, Physical Sciences

**Nursing and Allied Health

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

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

Source: Texas Higher Education Coordinating Board

Undergraduate Degrees Awarded in High-Priority Fields

- The Texas Higher Education Coordinating Board defines high-priority technical fields to include engineering, computer science, mathematics, and physical science. High-priority health fields include nursing and allied health professions.
- In 2003-04, U. T. System academic institutions conferred a total of 3,303 baccalaureate degrees and certificates in high-priority technical fields. Since 1999-2000, the number increased at every U. T. System academic institution except U. T. Tyler (where there was a decrease of just two degrees). In some cases, the increases were notably large: nearly 300 additional degrees at U. T. Austin; 80 additional degrees at U. T. Brownsville/TSC; 70 more at U. T. Dallas; and nearly 100 additional degrees at U. T. San Antonio.
- In 2003-04, U. T. System academic institutions also awarded 1,289 baccalaureate degrees and certificates in high-priority health fields, a more modest increase over the number awarded in 1999-2000. The number increased by 73 at U. T. Brownsville/TSC and by 70 at U. T. El Paso.
- Producing larger numbers of science, engineering, and health profession graduates is a challenge for the state and the nation. The progress illustrated here is important. However, despite these noteworthy increases at most institutions, the U. T. System did not meet the THECB targets for technical or health certificates and degrees, which were adjusted upward in 2004.

Graduate-Level Education Degrees

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

Undergraduate Degrees Awarded to Black and Hispanic Students

Table I-5

Undergraduate Degrees and Certificates Awarded to Black and Hispanic Students by U. T. System Institutions 99-00 and 03-04

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

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

Source: Texas Higher Education Coordinating Board

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

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

U. T. Hispanic-Serving Institutions

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

Student Access, Success, and Outcomes

U. T. System Academic Institutions

U. T. System Health-Related Institutions

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

Undergraduate Participation and Success

Table I-6

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

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

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

Source: Texas Higher Education Coordinating Board

- The number of first-time, full-time degree-seeking undergraduates attending U. T. System academic institutions has increased over the past five years — rising 38.6 percent from fall 1999. Enrollments at U. T. Permian Basin more than doubled over the past five years, and increased by nearly 150 percent at U. T. San Antonio. The number rose 123 percent at Tyler due to downward expansion at that institution to enroll freshmen and sophomores.
- The headcount reported here includes those graduating from high school and enrolling in the summer semester.

Table I-7

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

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

Source: Texas Higher Education Coordinating Board

- Fifty-two percent of first-time full-time students were female in 2003. However, females persist in higher proportions than do male students (see Table I-23). Thus, 54 percent of all undergraduates were female in 2003, somewhat lower than the national average of 57 percent (see Table I-14).

Table I-8

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

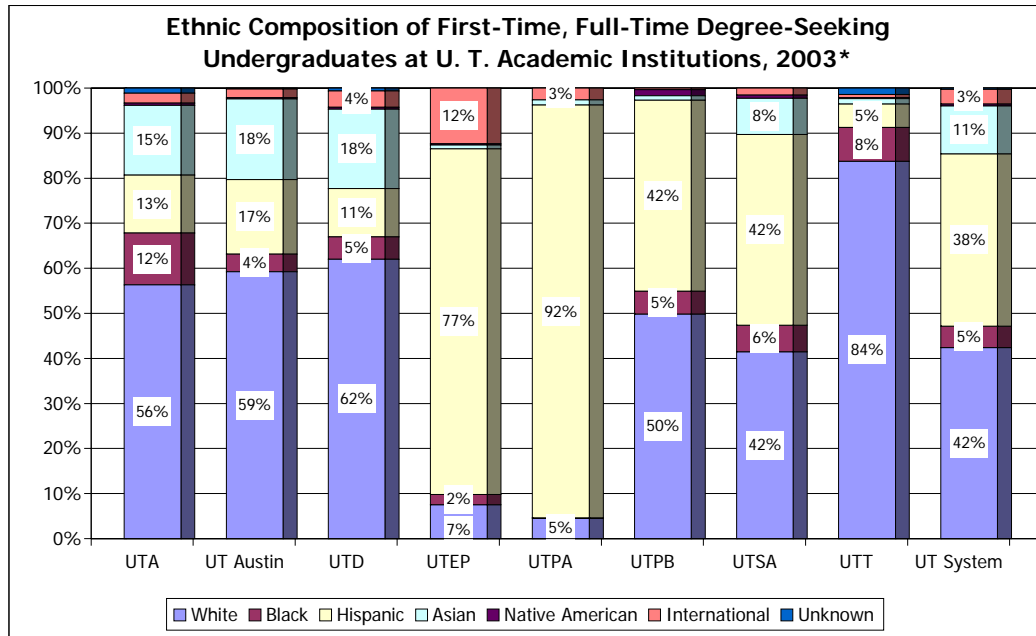
	Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	1999	55.2%	14.4%	13.8%	12.7%	0.6%	3.2%	--
	2003	56.3	11.6	12.8	15.5	0.5	2.2	1.1
Austin	1999	63.1	4.1	13.9	17.3	0.4	1.2	--
	2003	59.2	3.9	16.5	17.9	0.3	1.9	0.2
Dallas	1999	62.6	5.7	6.8	22.6	0.2	2.2	--
	2003	62.0	5.0	10.7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

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

Source: Texas Higher Education Coordinating Board

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

Figure I-3



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

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

Table I-9

**Texas High School Graduates by Ethnicity
2003-2004 Academic Year**

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

Source: Texas Education Agency

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

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

Contextual Measure: Student Preparation

Table I-10

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

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

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

Source: U. T. System Academic Institutions

- Average SAT and ACT scores provide a perspective on student preparation for college, for the subsection of students submitting scores.
- Some institutions include these scores in the matrix of data they use to benchmark their performance against peer institutions (see Institutional Profiles Section V). While institutions may

seek increases in average scores, other issues related to access and preparation weigh in admission decisions.

- Research shows that test scores in combination with high school rank are better predictors of college performance than either factor alone.
- For those students submitting test scores, over the past five academic years, average SAT scores have increased at all campuses except U. T. Tyler. Average ACT scores have held level or declined very slightly at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.
- In fall 2004, average SAT scores increased over averages in fall 2003 at three institutions: U. T. Dallas, U. T. El Paso, and U. T. Tyler. The SAT scores at U. T. San Antonio decreased from 2003 to 2004 because of a change in institutional practices. The large majority of provisional students are now admitted in the fall semester instead of the spring or summer.
- Average ACT scores increased slightly from fall 2003 to fall 2004 at U. T. Dallas, U. T. El Paso, and U. T. Permian Basin.

Table I-11

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

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

Source: Texas Higher Education Coordinating Board

- These data show the numbers of first-time degree-seeking undergraduates who graduated in the top 10 percent of their Texas high school class and who applied, were admitted, and enrolled at a U. T. System academic institution.
- From fall 2000 to fall 2004, the numbers have increased at every U. T. System academic institution.
- However, with fast overall enrollment growth, the proportion has declined at U. T. San Antonio and U. T. Tyler.

Figure I-4

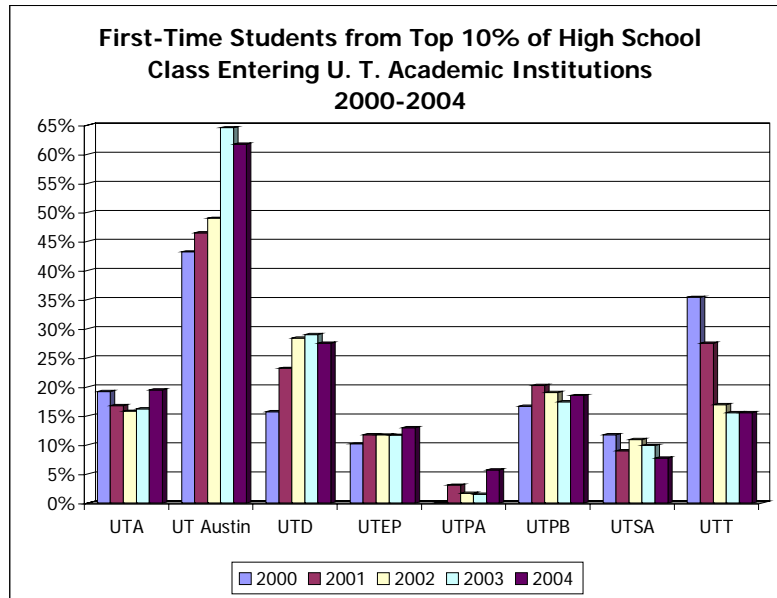


Table I-12

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

		Total	White	Black	Hispanic	Asian	Native American
Arlington	Fall						
	2000	323	18.2%	15.8%	20.7%	29.4%	0.0%
	2001	326	16.9	16.7	20.3	17.1	10.5
	2002	349	13.4	11.6	23.7	25.5	11.1
	2003	405	13.6	15.6	21.5	24.5	8.3
2004	403	17.6	21.0	23.8	24.6	0.0	
Austin	2000	3,319	39.9	52.2	57.9	49.4	28.1
	2001	3,404	44.0	57.0	55.8	50.7	29.4
	2002	3,878	45.2	57.6	60.8	54.5	55.9
	2003	4,219	61.5	72.9	78.6	67.1	78.9
	2004	4,186	58.4	72.5	75.7	62.3	71.4
Dallas	2000	132	16.0	17.9	20.3	15.3	0.0
	2001	239	28.9	19.0	15.5	16.6	20.0
	2002	268	31.1	23.8	38.8	22.1	0.0
	2003	316	32.1	32.1	31.9	22.4	0.0
	2004	321	30.1	28.8	27.2	25.4	0.0
El Paso	2000	228	10.3	0.0	12.2	9.1	0.0
	2001	274	12.4	6.1	13.9	11.8	0.0
	2002	290	11.2	3.1	13.5	25.0	0.0
	2003	303	11.0	6.6	13.5	15.0	0.0
	2004	306	12.8	12.7	14.7	14.3	0.0
Pan American	2000	0	0.0	0.0	0.0	0.0	0.0
	2001	69	1.6	0.0	3.3	4.0	0.0
	2002	38	0.7	--	1.8	0.0	--
	2003	41	1.6	0.0	1.6	0.0	--
	2004	161	7.5	16.7	5.8	0.0	0.0
Permian Basin	2000	25	21.4	0.0	13.7	0.0	0.0
	2001	35	21.5	20.0	19.2	0.0	--
	2002	43	20.2	0.0	19.3	0.0	0.0
	2003	53	23.2	6.3	12.4	0.0	25.0
	2004	49	17.2	9.1	22.3	16.7	0.0
San Antonio	2000	215	8.4	8.1	15.6	10.0	16.7
	2001	182	6.5	8.8	12.1	5.3	0.0
	2002	343	7.8	7.5	15.1	6.0	6.7
	2003	423	8.1	6.9	12.6	9.7	3.4
	2004	342	6.1	5.9	10.5	5.6	3.3
Tyler	2000	63	34.4	66.7	20.0	50.0	25.0
	2001	72	30.1	21.4	18.8	0.0	0.0
	2002	54	17.2	23.5	13.0	0.0	50.0
	2003	68	16.1	12.5	17.4	20.0	0.0
	2004	81	17.0	17.6	0.0	6.7	20.0

Notes:

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

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

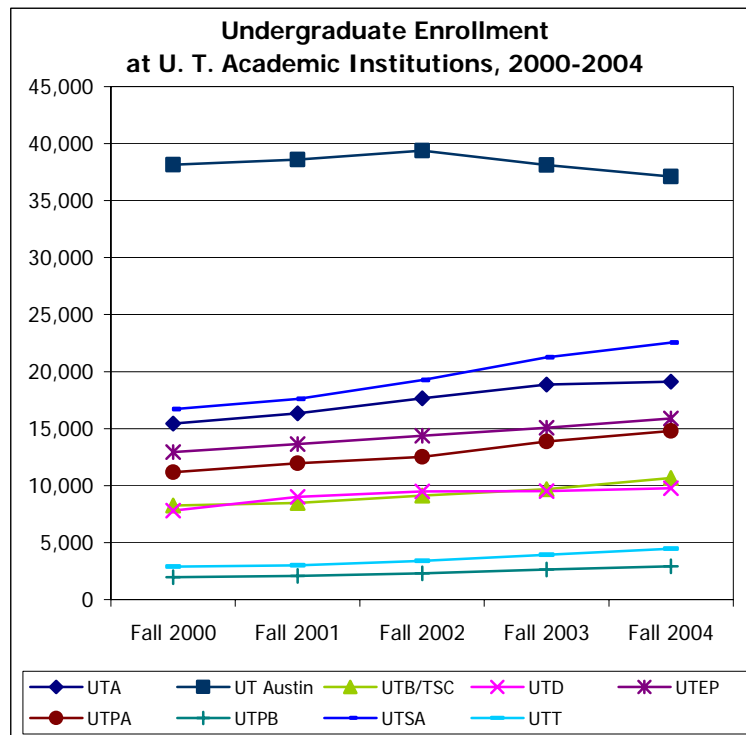
Source: Texas Higher Education Coordinating Board

Table I-13

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

Source: Texas Higher Education Coordinating Board

Figure I-5



- The trend in significant enrollment increases continued for undergraduate enrollment at U. T. System academic institutions, averaging nearly 20 percent from 2000 to 2004.
- The proportion of growth was greatest at U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler, but enrollment increased by 25 percent or more at six institutions and by 24 and 23 percent at U. T. Arlington and U. T. El Paso respectively. U. T. Austin capped enrollment, and enrollment is now decreasing slightly.
- Overall enrollment growth reflects both growth in the college-going population and the overall health of the economy.

Gender

Table I-14

Undergraduate Gender Composition, Percent Female at U. T. Academic Institutions					
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Arlington	53.3%	53.3%	53.3%	52.5%	53.2%
Austin	50.5	50.5	50.5	51.2	51.6
Brownsville/TSC	61.1	61.4	60.7	59.7	59.5
Dallas	48.1	48.2	49.6	48.9	47.8
El Paso	53.9	54.4	54.7	54.2	54.4
Pan American	57.9	58.6	58.3	58.1	57.7
Permian Basin	64.1	66.5	65.5	62.7	62.3
San Antonio	55.5	55.0	55.0	53.9	53.5
Tyler	66.7	65.7	62.8	61.3	60.4
System	53.9%	54.0%	54.1%	53.8%	54.0%

Source: Texas Higher Education Coordinating Board

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

Age

Table I-15

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

Source: Texas Higher Education Coordinating Board

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

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

Race and Ethnicity

Figure I-6

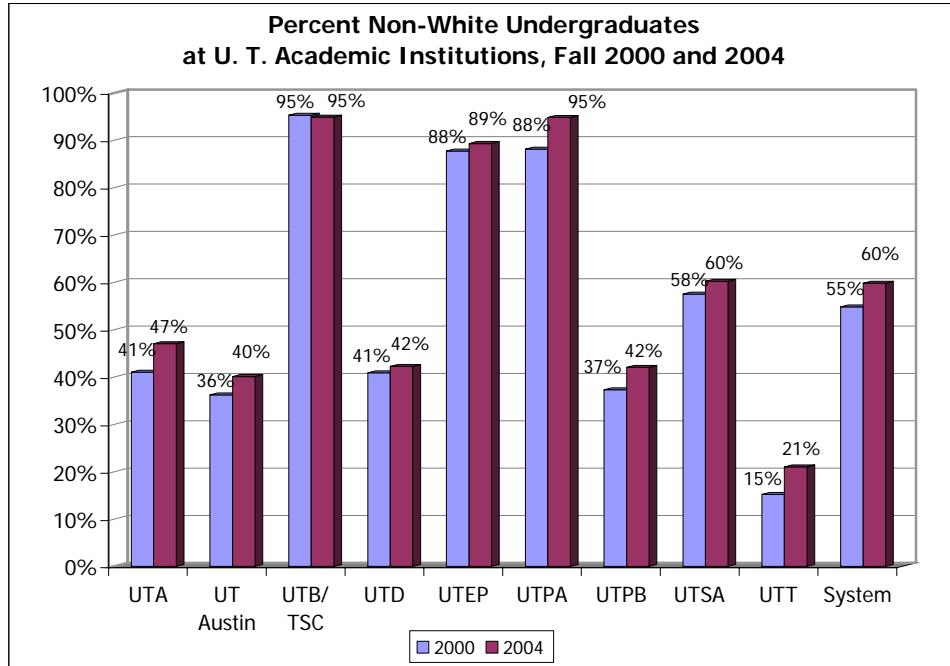
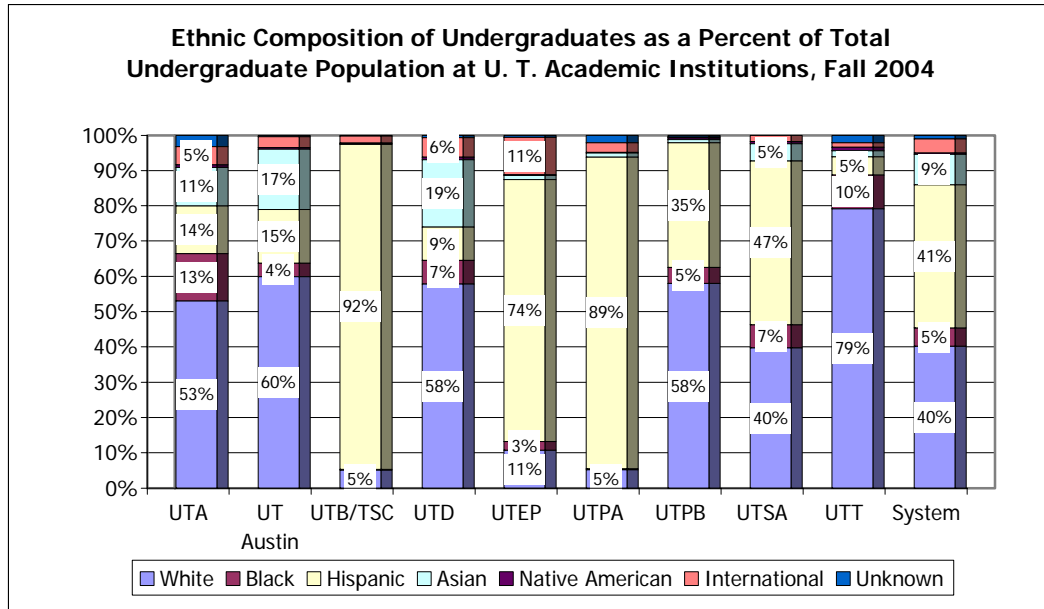


Figure I-7



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

Contextual Measure: Part-time students

- Part-time students continue to comprise a significant portion of undergraduate enrollments at all U. T. System academic institutions, although the overall proportion has decreased slightly over the past five years.
- Nationally, 22 percent of undergraduates were enrolled part-time in public four-year institutions in 2003, according to the National Center for Education Statistics (NCES). NCES reports that in the past 10 years, full-time enrollment has grown three times as fast as part-time enrollment and predicts that over the next 10 years, full-time undergraduate enrollment will continue to increase comparatively faster.
- At all U. T. System academic institutions except U. T. Austin, the overall proportion of part-time students is above the national average. Over the past five years, this proportion has declined at most U. T. academic institutions, held level at UTB/TSC, and increased at U. T. El Paso.

Table I-16

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

Source: Texas Higher Education Coordinating Board

Figure I-8

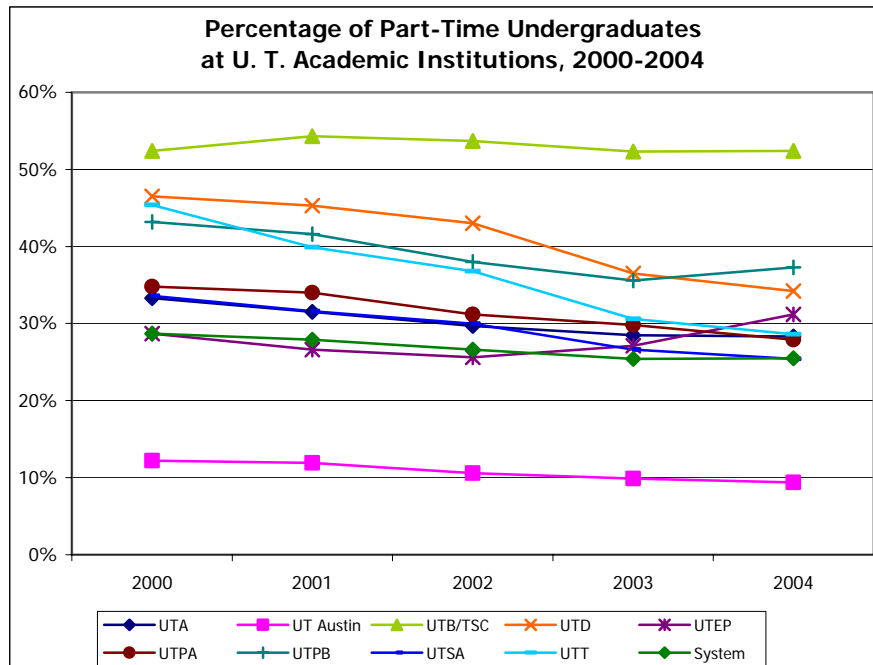


Table I-17

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

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

Source: Texas Higher Education Coordinating Board

- Comparatively few of the U. T. System's first-time degree-seeking undergraduates start out as part-time students. And the proportion has declined from 6 percent to 3.5 percent from fall 1999 to fall 2003.
- The National Center for Education Statistics reported in fall 2003 that 21 percent of the nation's first-time degree-seeking students are enrolled part-time.
- However, as they progress through their undergraduate careers, the proportion of part-time students increases. In fall 2004, 25.5 percent of all undergraduates at U. T. System academic institutions were enrolled part-time (see Table I-16).

Affordability and Undergraduate Student Financial Aid

Overview:

- In fiscal year 2004-05, \$767 million was allocated for 228,587 financial aid awards to U. T. System academic institution students (some students received more than one award, including grants, loans, and work study). (See Table I-20.)
- Forty percent of undergraduate students received some form of need-based aid. Fifty percent received some amount of need-based, merit, or other form of aid.
- Of the scholarships and aid, federal grants made up 42 percent, a decrease of three percentage points from last year; institutional funds increased to 33 percent from 30 percent the previous year; state funds provided another 17 percent, up slightly from 16 percent in 2003-04; and 9 percent came from private sources, as in the previous year.
- By dollar amount, loans comprised 52 percent of total awards, down from 56 percent in 2003-04; grants and scholarships comprised 47 percent, up from 43 percent in 2003-04; and work-study provided one percent of all financial aid, unchanged from the previous year.
- Taken together, these sources of financial aid enhance the accessibility of U. T. System institutions to students from a wide range of economic backgrounds.

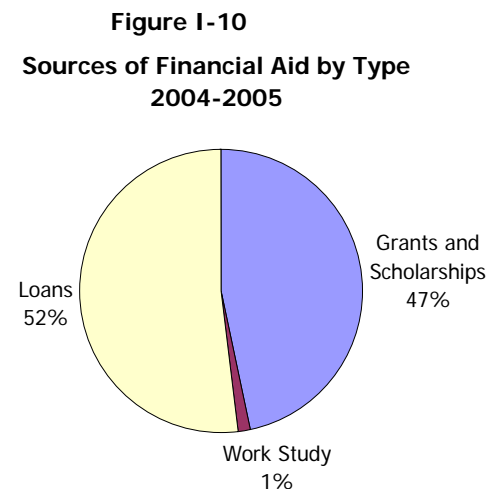
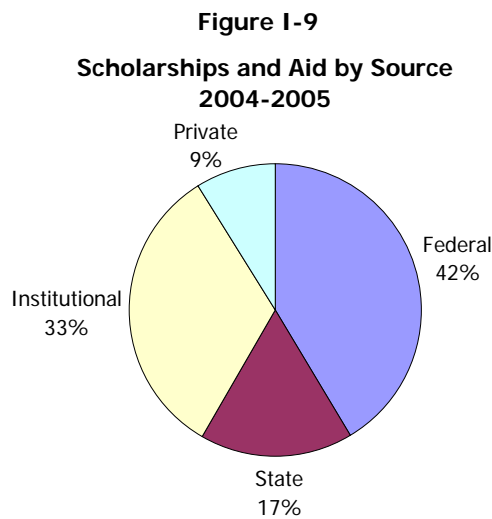


Table I-18

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

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

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

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

Source: Annual Financial Report, Exhibit B and Academic Institutions

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

Table I-19

TEXAS Grants Awarded at U. T. Academic Institutions

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

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

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

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

Table I-20

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

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

Average Net Tuition and Fees

Table I-21

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

¹Includes: Tuition and required fees.

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

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

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

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

Student Success: Persistence and Graduation Rates

Persistence Rates

Table I-22

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

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

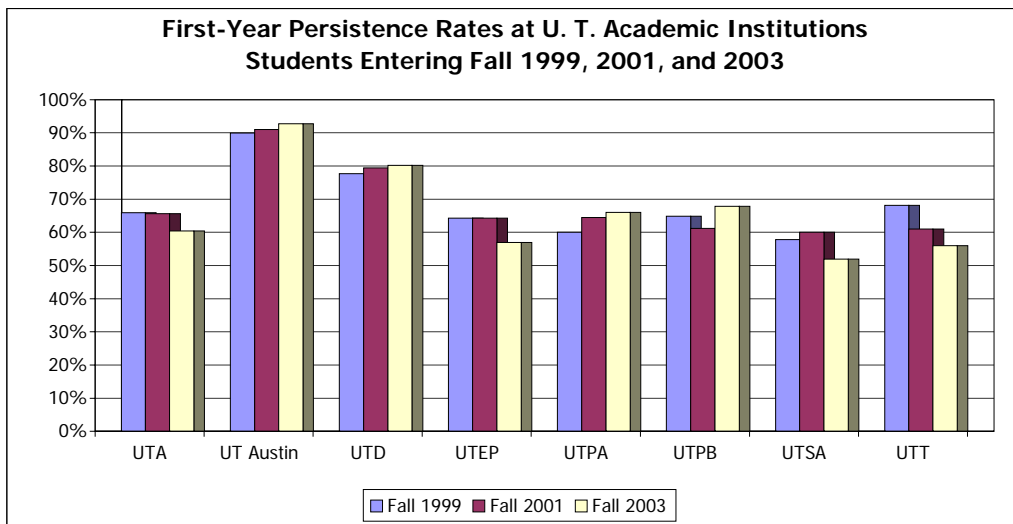
Notes: Most students at Brownsville/TSC matriculate at TSC, so first-year persistence rates cannot accurately be calculated for the campus.

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

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

Source: Texas Higher Education Coordinating Board

Figure I-11



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

Table I-23

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

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

Source: Texas Higher Education Coordinating Board

- At all campuses, females persisted in higher proportions than males, for the class matriculating in fall 2003.
- The increases hold for minority groups: persistence rates of Hispanic students exceeded those of White students at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. And the rates increased over this five-year period among Hispanic students at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin.
- Persistence rates among white students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. Pan American.
- Improving persistence rates is a high priority for institutions and the U. T. System. It is addressed in many institutional Compacts as well, including investments in advising, freshman seminars, and other programs to improve quality of undergraduate experience.

Table I-24

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

	Year of Matriculation Fall	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
Arlington	1999	61.1	68.5	67.2	84.7	33.3	61.4	--
	2000	65.6	71.6	61.8	81.5	75.0	56.1	--
	2001	62.1	73.2	64.8	70.7	55.6	69.8	88.2
	2002	64.2	69.5	69.6	71.2	53.3	62.5	44.4
	2003	57.5	69.2	61.3	63.6	50.0	67.9	51.9
Austin	1999	90.3	91.5	85.0	93.5	85.7	68.8	--
	2000	91.5	92.7	88.5	95.7	81.3	62.6	**
	2001	90.5	93.7	87.5	94.2	87.9	69.5	89.5
	2002	91.4	91.7	89.0	94.3	91.2	79.3	--
	2003	93.3	90.2	89.6	96.5	84.2	72.4	85.7
Dallas	1999	76.1	88.2	48.8	88.2	**	76.9	--
	2000	76.1	80.0	73.2	89.4	**	48.0	--
	2001	77.1	82.5	71.7	87.5	80.0	80.6	80.0
	2002	81.6	85.2	83.1	89.2	**	90.5	75.0
	2003	78.2	76.9	75.9	90.8	75.0	78.9	85.7
El Paso	1999	56.7	69.4	67.7	61.1	25.0	48.0	--
	2000	59.9	59.6	67.5	60.0	**	52.6	--
	2001	58.2	53.1	68.5	65.6	**	46.4	--
	2002	71.2	60.0	69.3	87.5	**	63.5	--
	2003	62.1	41.1	65.3	70.0	57.1	3.3	--
Pan American	1999	55.9	50.0	60.8	84.6	**	50.0	--
	2000	53.7	72.7	62.0	95.0	--	51.3	--
	2001	59.1	71.4	64.5	76.0	**	65.9	--
	2002	64.9	--	66.5	68.2	--	62.9	--
	2003	60.2	**	66.1	86.2	--	63.1	--
Permian Basin	1999	67.7	--	61.8	--	**	--	--
	2000	55.2	40.0	55.7	**	**	--	--
	2001	59.1	60.0	63.8	**	--	--	--
	2002	61.8	71.4	72.1	**	**	--	--
	2003	66.0	46.7	72.0	**	75.0	**	--
San Antonio	1999	55.7	54.8	59.3	64.9	83.3	51.5	--
	2000	62.9	60.0	63.5	57.4	66.7	56.3	--
	2001	55.9	64.6	62.9	58.7	41.7	69.4	--
	2002	54.1	68.4	60.8	55.1	46.7	81.4	--
	2003	46.2	56.4	58.4	44.0	48.3	55.4	--
Tyler	1999	71.1	66.7	71.4	0.0	**	**	--
	2000	58.4	88.9	40.0	**	50.0	**	--
	2001	60.7	50.0	61.5	80.0	**	**	**
	2002	53.3	75.0	60.9	**	**	**	**
	2003	55.3	56.3	50.0	80.0	**	**	83.3

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

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

** Number of students is too small to report.

Source: Texas Higher Education Coordinating Board

Graduation Rates

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

- The percentage of first-time, full-time degree-seeking undergraduates who graduated in four or five years or less from the same institution has improved throughout the U. T. System over the past five years.
- Steady, incremental improvement is an important indicator that the systematic efforts noted above are beginning to make a difference.
- In some cases, proportionately larger change has occurred:
 - The four-year rate increased by nearly six percentage points at U. T. Austin, by four at U. T. Pan American, and by nearly seven at U. T. Permian Basin.
 - The five-year rate increased by 12 points at U. T. Permian Basin, by over 9 percentage points at U. T. Arlington, by 5 points at U. T. Austin, by almost four points at U. T. El Paso, by six points at U. T. Pan American. (It increased by nearly 15 points at U. T. Tyler with just two years of data.)
- Many first-time students at U. T. San Antonio plan to transfer to U. T. Austin after their first year as part of the CAP program. This dilutes the graduation rates at U. T. San Antonio.
- Because students at U. T. Brownsville/Texas Southmost College typically start at TSC, accurate graduation rates cannot be calculated. These data issues will be addressed in future studies.

Table I-25

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

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

Source: Texas Higher Education Coordinating Board

Table I-26

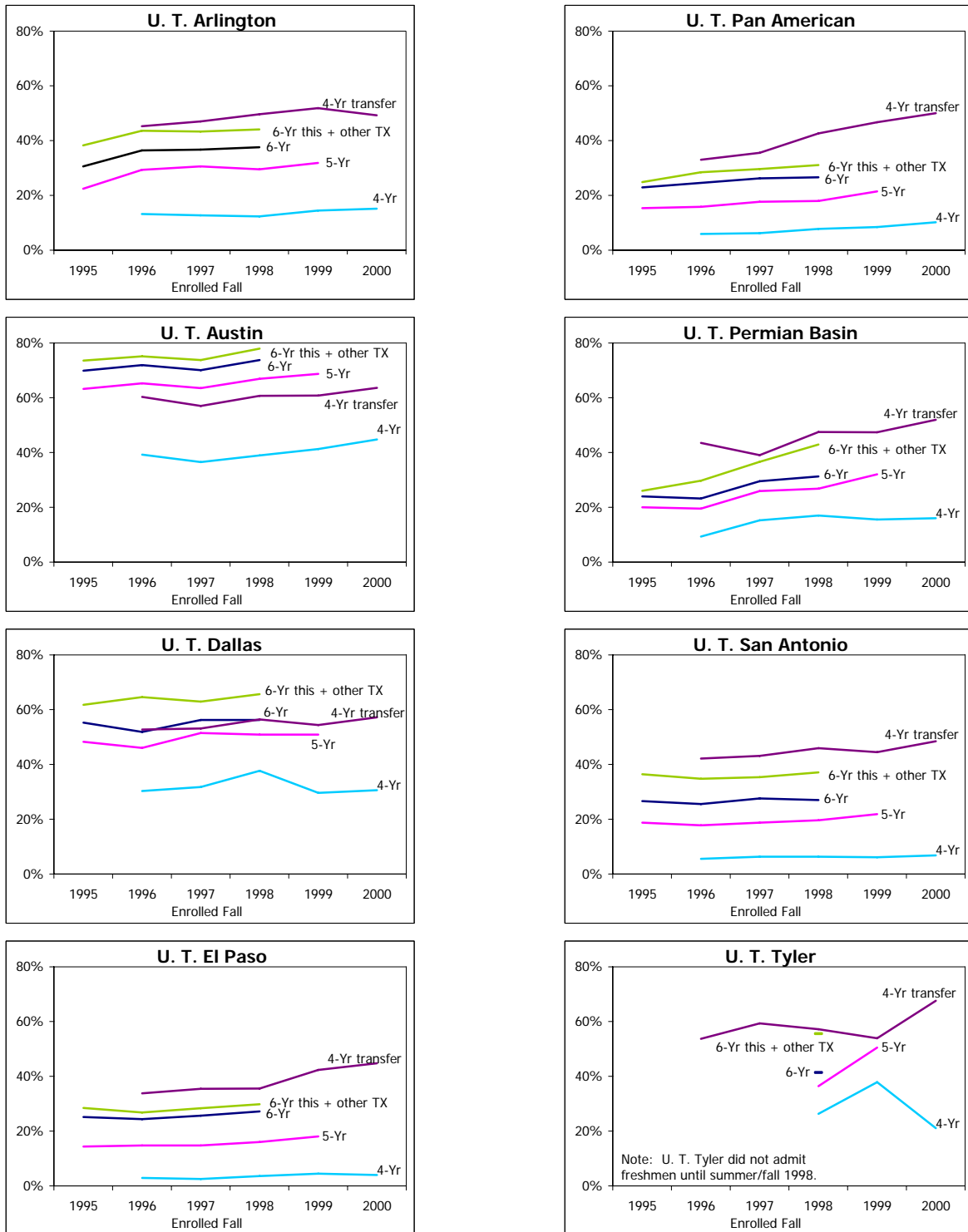
Undergraduates Graduating in Five Years or Less from the Same U. T. Academic Institution, Total						
Enrolled Fall	1995	1996	1997	1998	1999	
Arlington	22.4%	29.3%	30.6%	29.5%	31.8%	
Austin	63.2	65.2	63.5	66.9	68.7	
Dallas	48.3	46.0	51.5	50.9	50.9	
El Paso	14.4	14.8	14.8	16.0	18.1	
Pan American	15.3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

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

Source: Texas Higher Education Coordinating Board

Figure I-12

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



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

- Six-year graduation rates are more commonly used to benchmark student success. According to the National Center for Education Statistics, the six-year graduation rate for those receiving a Bachelor's degree is 52 percent for those students enrolled in 1996.

Table I-27

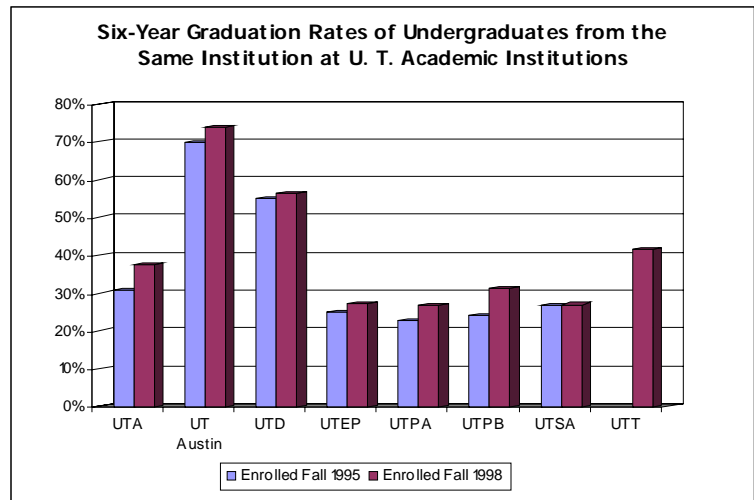
Undergraduates Graduating in Six Years or Less from the Same U. T. Academic Institution, Total				
Enrolled Fall	1995	1996	1997	1998
Arlington	30.6%	36.4%	36.7%	37.6%
Austin	69.9	71.9	70.1	73.8
Dallas	55.2	51.8	56.2	56.2
El Paso	25.1	24.4	25.6	27.2
Pan American	22.9	24.6	26.2	26.6
Permian Basin	24.0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

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

Source: Texas Higher Education Coordinating Board

- While still low, six-year graduation rates have steadily increased at all U. T. System academic institutions between the 1995 and 1998 matriculation year. And, for some U. T. System academic institutions, the change appears to be accelerating. (U. T. Tyler has just one year of data from its first year of freshmen admissions in 1998.)
- The rate has increased between the 1995 and 1998 entering classes by:
 - 7 points at U. T. Arlington
 - 3.9 points at U. T. Austin
 - 1 point at U. T. Dallas
 - 2.1 points at U. T. El Paso
 - 3.7 points at U. T. Pan American
 - 7.3 points at U. T. Permian Basin
 - 0.4 points at U. T. San Antonio

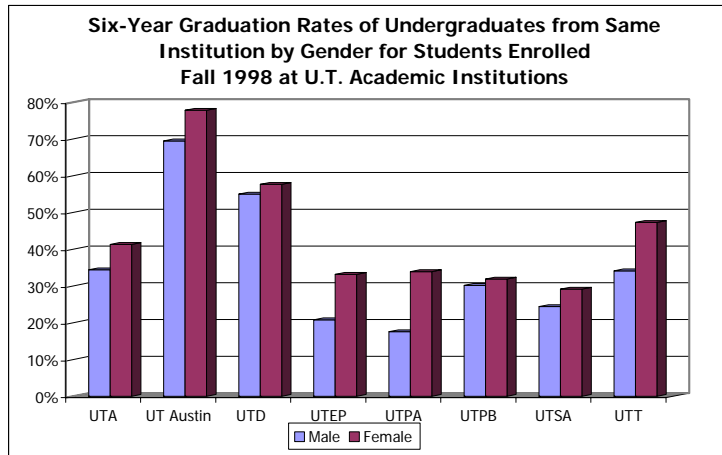
Figure I-13



- As noted, the improvement of six-year graduation rates is a high priority for U. T. System institutions; these upward trends should continue with investment in new and enhanced programs to support student success. For example, U. T. Austin has made improving retention and graduation rates a high priority, setting goals of greater than 50 percent four-year and greater than 75 percent six-year graduation rates. U. T. El Paso states in its institutional compact a goal of achieving a 50 percent six-year graduation rate by 2014.

Female and Male Student Graduation Rates

Figure I-14



- Historically, a higher proportion of female than male students have earned undergraduate degrees in six or fewer years at U. T. System academic institutions. This parallels the national trend.
- This trend continues for students who matriculated in fall 1998.

Graduation Rates by Ethnic and Racial Groupings

- As noted earlier, the overall six-year graduation rates have increased significantly at every U. T. System academic institution.
- This trend applies, with some variation, across ethnic and racial groups.

Table I-28

Six-Year Graduation Rate from Same U. T. Academic Institution, by Ethnicity							
	Enrolled Fall	White	Black	Hispanic	Asian	Native American	International
Arlington	1995	26.3%	31.8%	21.4%	52.6%	33.3%	31.2%
	1996	35.4	23.9	25.6	57.2	44.4	54.9
	1997	33.3	35.8	27.0	56.8	0.0	57.1
	1998	34.0	34.0	40.3	53.8	23.5	60.7
Austin	1995	72.0	59.6	60.7	75.1	66.7	60.8
	1996	73.7	54.4	62.6	78.5	57.1	65.6
	1997	71.3	63.5	63.2	73.1	63.6	52.4
	1998	74.9	68.9	66.2	77.4	63.9	61.7
Dallas	1995	52.3	33.3	50.0	69.2	**	66.6
	1996	48.5	33.4	53.3	65.9	**	63.7
	1997	54.3	43.5	41.4	71.9	**	37.5
	1998	56.4	47.1	46.2	64.4	20.0	66.7
El Paso	1995	23.1	21.7	24.3	47.4	**	31.2
	1996	23.8	14.2	23.3	14.4	**	35.1
	1997	26.5	22.9	24.5	31.6	50.0	31.1
	1998	22.2	27.5	26.7	37.5	20.0	33.0
Pan American	1995	20.6	0.0	23.3	**	25.0	--
	1996	25.0	0.0	24.4	37.5	**	71.5
	1997	27.4	30.0	25.3	46.7	**	50.0
	1998	25.9	13.3	26.1	65.2	**	41.7
Permian Basin	1995	26.8	14.3	22.2	--	**	--
	1996	17.8	**	31.9	**	--	--
	1997	28.8	**	32.6	**	--	**
	1998	24.1	28.6	39.2	--	--	--
San Antonio	1995	26.6	28.4	25.6	31.2	**	33.4
	1996	26.6	26.7	23.5	33.0	**	14.3
	1997	26.9	31.9	27.4	32.9	20.0	22.2
	1998	25.8	23.7	27.9	36.4	0.0	22.2
Tyler	1998	41.9	42.9	40.0	**	--	--

**Number of students too small to report.

Notes:

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

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

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). For example, at U. T. Austin, adjusting for changed SSNs, the graduation rate for international students would be 79%.

Source: Texas Higher Education Coordinating Board

- It is noteworthy that, over the past four years for institutions where six-year rates can be tracked, six-year graduation rates among Hispanic students increased at all institutions except U. T. Dallas.
- At U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio, this rate exceeds that of White students.

Transfer Student Graduation Rates

- National and state trends show that increasing numbers of students attend more than one institution before completing a baccalaureate degree. A U.S. Department of Education study of transcripts found that for students who graduated from high school in 1992 (http://nces.ed.gov/programs/quarterly/vol_5/5_3/4_2.asp#2):
 - 60 percent attended more than one college;
 - 20 percent of those receiving a baccalaureate earned the degree at an institution different from the one at which they matriculated;
 - 10 percent earned their degree in a different state from the one in which they began college.
- It is, therefore, important to track the progress and success of transfer students.

Table I-29

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

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

Source: Texas Higher Education Coordinating Board

- Taking the four-year graduation rate of transfer students as a proxy for a six-year graduation rate, on average, transfer students who enter U. T. System academic institutions with 30 credits are considerably more likely to complete their baccalaureate degrees within the equivalent of six years, than are students who entered these institutions as first-time students.
- For these students transferring between fall 1996 and fall 2000, graduation rates, already comparatively high, have increased at every U. T. System academic institution.

Composite Graduation and Persistence Rates

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

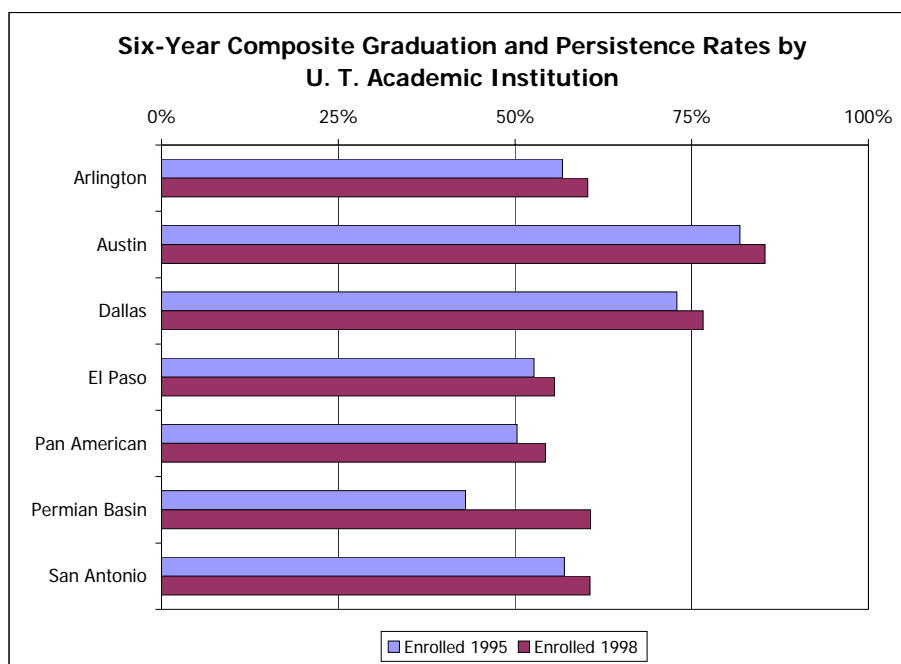
Table I-30

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

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

Source: Texas Higher Education Coordinating Board

Figure I-15



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

Table I-31

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

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

Notes:

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

Tyler did not admit freshmen until Summer/Fall 1998.

Source: Texas Higher Education Coordinating Board

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

Table I-32

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

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

**Number of students too small to report.

Notes:

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

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

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

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

Source: Texas Higher Education Coordinating Board

- For classes matriculating from 1995 through 1998, the composite persistence and graduation rate varied among ethnic and racial groups but, overall, has increased for most groups at U. T. System academic institutions. (The rate was only down very slightly for Hispanic students who matriculated at U. T. Dallas.)
- The increases were comparatively high among Black students at U. T. Dallas (up nearly 23 points), U. T. Pan American (up 19 points), and among Hispanic students at U. T. Permian Basin (up nearly 31 points).

Undergraduate Degrees

Table I-33

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

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

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

Source: Texas Higher Education Coordinating Board

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

Table I-34

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

Source: Texas Higher Education Coordinating Board

- Between 2000 and 2004, a significant majority of the degrees awarded by the academic institutions were conferred to women.
- The proportion of women receiving degrees (57 percent) exceeded the proportion of women enrolled (54 percent).

Table I-35

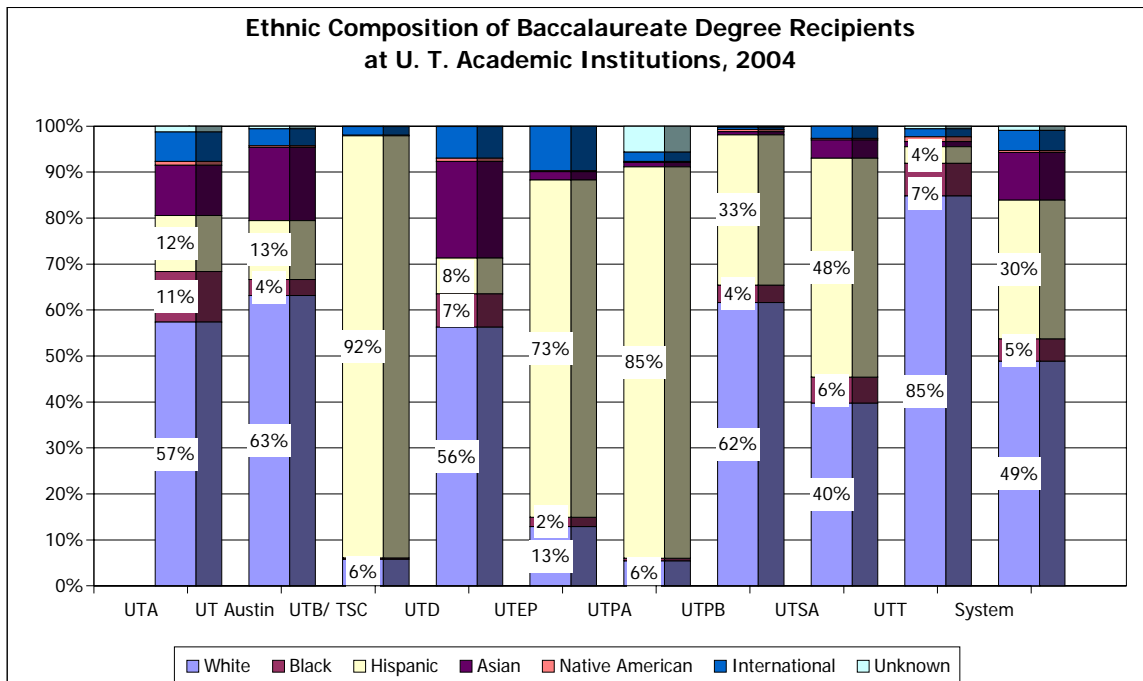
		Baccalaureate Degree Recipients, Percent Ethnicity at U. T. Academic Institutions						
		White	Black	Hispanic	Asian	Native American	International	Unknown
Arlington	AY							
	99-00	63.4%	8.9%	9.8%	14.1%	0.7%	3.0%	--
	03-04	57.3	11.0	12.2	10.9	0.8	6.4	1.3
Austin	99-00	66.3	3.5	13.3	12.7	0.3	3.7	0.1
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

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Black students increased from 2000 to 2004 at U. T. Arlington, U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. Pan American, and U. T. San Antonio.
- The proportion of baccalaureate degrees awarded to Hispanic students increased over this period at U. T. Arlington, U. T. Brownsville/Texas Southmost College, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Although it is small compared with other groups of students, the proportion of international students receiving degrees more than doubled at U. T. Arlington from 2000 to 2004, and increased by over three percentage points at U. T. Dallas.
- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. On average nationally, 6.4 percent of baccalaureate degrees were awarded to Hispanic students in 2003-04, compared with an average of 30.2 percent at U. T. System academic institutions.
- During the 2003-04 academic year, the most recent year for which comparable national institutional data are available, the U. T. System institutions were at the head of the list of the top 100 institutions nationwide granting the bachelor's degree to Hispanic students (*Black Issues in Higher Education*, June 2005).

- Pan American – 2nd
 - El Paso – 3rd
 - San Antonio – 4th
 - Austin – 8th
 - U. T. System institutions also ranked in the top ten in numbers of baccalaureate degrees awarded to Hispanic students in specific disciplines:
 - U. T. Austin – biological and biomedical sciences (7); engineering (3); English language and literature (10); mathematics and statistics (1); physical sciences (2); social sciences (2).
 - U. T. Brownsville/Texas Southmost College – mathematics and statistics (3).
 - U. T. El Paso – biological and biomedical sciences (5); business and management (4); engineering (4); health professions (2); physical sciences (4).
 - U. T. Pan American – biological and biomedical sciences (2); business and management (6); English language and literature (1); health professions (3); mathematics and statistics (4); physical sciences (4).
 - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); engineering (9); English language and literature (7); mathematics and statistics (8); psychology (4).
- [For more detail on these rankings, see Section V, pp. V-37-42.]

Figure I-16



Student Outcomes: Licensure Exams, Student Experience, Learning Outcomes

Using Multiple Measures. The U. T. System has the opportunity to use new and existing tools to create a new model to address the issue of student outcomes. Based on national research and emerging experience, the U. T. System has adopted a multiple-measure framework to assess student outcomes from four different perspectives:¹

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

One or more of these measures are used in the State of Texas accountability system,² by individual institutions, in other states' systems, or in national studies.³ However, it is still somewhat unusual for a public university system to present and analyze data in one place on this group of multiple measures. This is important because each measure alone can only address particular aspects of the student experience; all are needed to provide a fuller accounting of the value added by an educational experience in a U. T. System institution.⁴

Licensure Examination Pass Rates in Critical Fields

The University of Texas System's Contribution to Teacher Preparation

Licensure exams. Teacher preparation is a major responsibility of the U. T. System academic institutions. The quality of teacher and administrator graduates is a key factor in the supply of well-qualified high school graduates. Teacher education programs and success of graduates in passing licensure exams are, thus, a critical lynchpin in the state's K-16 system. Overall exam pass rates for teacher licensing have improved between 2000 and 2004, and tend to be comparatively high in many cases for test takers who graduated from U. T. System institutions.

¹In addition to these measures, each institution assesses outcomes of specific academic programs and submits this information as part of self-studies for regional and specialized accreditation reviews.

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

³ See Margaret A. Miller and Peter T. Ewell, *Measuring Up on College-Level Learning*, The National Center for Public Policy and Higher Education, October 2005, p. 2; full report accessible at: www.highereducation.org/reports/mu-learning/learning.pdf. This report provides a test and model for use of multiple measures of learning outcomes. See also, Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," p. 8; accessible at: <http://www.cae.org/content/pdf/CLA%20Context%200405.pdf>.

⁴"CLA in Context," p. 8.

Table I-36

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

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

Source: State Board for Educator Certification

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

Table I-37

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

Source: State Board for Educator Certification

- From 2000 to 2004, pass rates for females have increased at every campus except U. T. San Antonio. Pass rates for males have also increased at all campuses except U. T. Austin and U. T. San Antonio.
- There is comparatively little difference in pass rates between male and female teaching certification candidates who attended most U. T. System academic institutions.
- For the past two years, U. T. Dallas has had 100 percent initial pass rates for teacher certification exams for males and females of all ethnicities.

Licensure Exam Pass Rates for Nursing and Engineering

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

Table I-38

		99-00	00-01	01-02	02-03	03-04
Licensure Exam Initial Pass Rates for Nursing and Engineering Baccalaureate Graduates at U. T. Academic Institutions						
Nursing	Arlington	85.6%	92.2%	86.7%	83.0%	86.2%
	Austin	90.9	96.0	87.0	89.4	96.1
	El Paso	85.2	94.7	95.8	87.1	86.6
	Pan American	91.8	84.1	88.6	93.4	81.0
	Tyler	95.3	89.8	85.0	93.0	98.9
Engineering	Arlington	79.0	78.0	75.0	71.0	84.0
	Austin	88.5	93.8	91.9	85.8	89.3
	El Paso	82.4	69.8	81.8	83.3	87.5
	San Antonio	55.2	78.8	77.4	77.9	66.7
	Tyler	100.0	100.0	100.0	100.0	100.0

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

Source: *Legislative Budget Board Estimates and Performance Measures Reports*

- Nursing.** Under the Nursing Practice Act, only licensed individuals may practice or offer professional nursing services in the state. In addition to other requirements, individuals must pass the National Council of Licensure Examinations-RN in order to practice in Texas. Pass rates have increased between 1999-00 and 2003-04 for students at each institution except U. T. Pan American. U. T. System institution pass rates have remained in the 80th and 90th percentiles for the past four years. However, rates fluctuate from year to year and from institution to institution.
- Engineering.** Under the Texas Engineering Practice Act, only duly licensed persons may legally perform, or offer to perform, engineering services for the public. The terms "engineer" or "professional engineer" can only be used by persons who are currently licensed. These examination pass rates refer only to those students who have passed the Fundamentals of Engineering Exam within one year after graduation; the examination is administered by the National Council of Examiners for Engineering and Surveying. Upon passing the exam, the successful examinee can apply for an Engineer in Training Certificate. Statewide, average pass rates have approached 80 percent over the past few years. In 2002, the statewide average pass rate was 73 percent; all U. T. System institutions exceeded this rate. From 1999-00 to 2003-04, pass rates at all U. T. System academic institutions increased except at U. T. Tyler where they have been 100 percent every year. In 2003-04, pass rates were in the 80th and 90th percentiles for students from all institutions except U. T. San Antonio.

Student Experience

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

NSSE Outcomes

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

Figure I-17

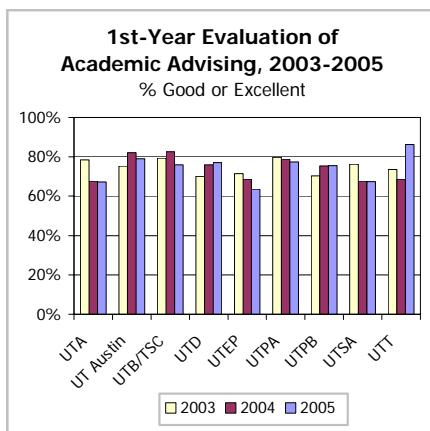


Figure I-18

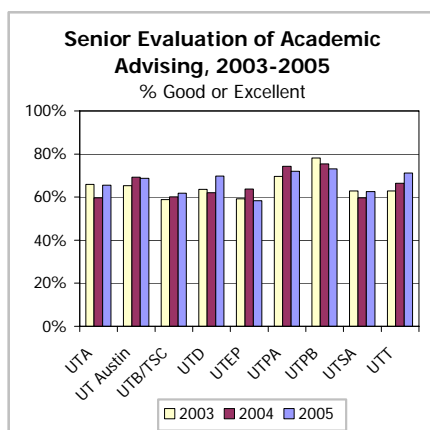


Table I-39

Academic Advising at U. T. Academic Institutions, 2003-2005
How would you rate the quality of the academic advising you have received at this university?

	% Responding "Good or Excellent"		# Respondents	
	1st Year Students	Seniors	1st Year Students	Seniors
UTA 2003	78.5%	66.0%	130	159
2004	67.7	59.7	226	303
2005	67.2	65.6	177	218
UT Austin 2003	75.2	65.3	315	265
2004	82.1	69.3	318	293
2005	79.1	68.8	507	455
UTB/TSC 2003	79.3	58.9	116	107
2004	82.6	60.2	69	98
2005	76.0	61.8	50	76
UTD 2003	70.1	63.6	97	99
2004	76.0	62.1	75	66
2005	77.1	69.8	83	106
UTEP 2003	71.4	59.2	154	370
2004	68.6	63.7	204	375
2005	63.6	58.3	140	151
UTPA 2003	79.8	69.7	203	264
2004	78.8	74.3	198	222
2005	77.3	72.0	233	250
UTPB 2003	70.3	78.2	74	101
2004	75.4	83.2	61	101
2005	75.5	73.2	53	82
UTSA 2003	76.3	62.8	198	266
2004	67.6	59.7	142	176
2005	67.3	62.6	171	262
UTT 2003	73.5	62.8	98	242
2004	68.6	66.4	137	128
2005	86.2	71.2	130	316

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

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

Student Experience

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

Figure I-19

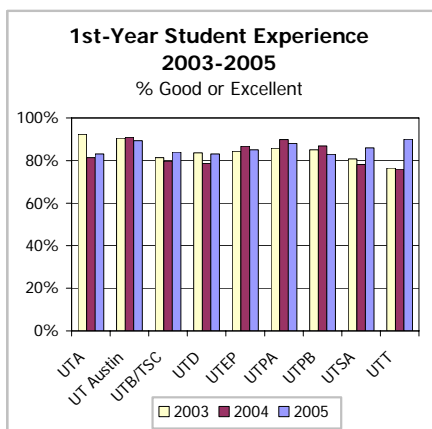


Figure I-20

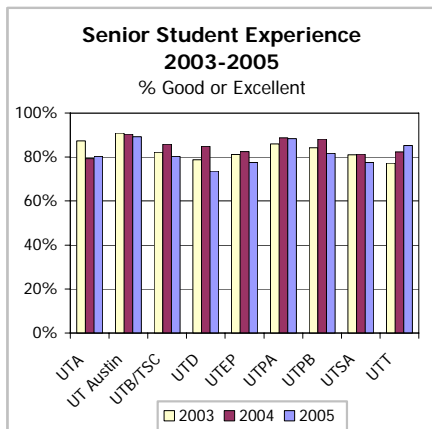


Table I-40

Educational Experience at U. T. Academic Institutions, 2003-2005					
How would you evaluate your entire educational experience at this institution?					
		% Responding "Good or Excellent"		# Respondents	
		1st Year Students	Seniors	1st Year Students	Seniors
UTA	2003	92.3%	87.4%	130	159
	2004	81.4	79.3	226	304
	2005	83.1	80.3	177	218
UT Austin	2003	90.5	90.9	315	265
	2004	90.9	90.4	318	293
	2005	89.3	89.2	507	455
UTB/TSC	2003	81.4	82.2	97	107
	2004	79.7	85.9	69	99
	2005	84.0	80.3	50	76
UTD	2003	83.6	78.8	116	99
	2004	78.7	84.8	75	66
	2005	83.1	73.6	83	106
UTEP	2003	84.4	81.1	154	370
	2004	86.8	82.4	204	375
	2005	85.0	77.5	140	151
UTPA	2003	85.8	86.0	204	264
	2004	89.9	88.7	198	222
	2005	88.1	88.4	235	250
UTPB	2003	85.1	84.2	74	101
	2004	86.9	88.1	61	101
	2005	83.0	81.7	53	82
UTSA	2003	80.8	81.0	198	268
	2004	78.2	81.3	142	176
	2005	86.0	77.5	171	262
UTT	2003	76.5	77.3	98	242
	2004	75.9	82.3	137	130
	2005	90.0	85.2	130	317

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

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

Figure I-21

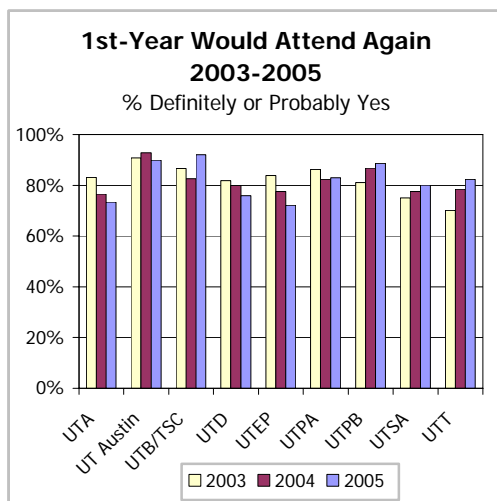


Figure I-22

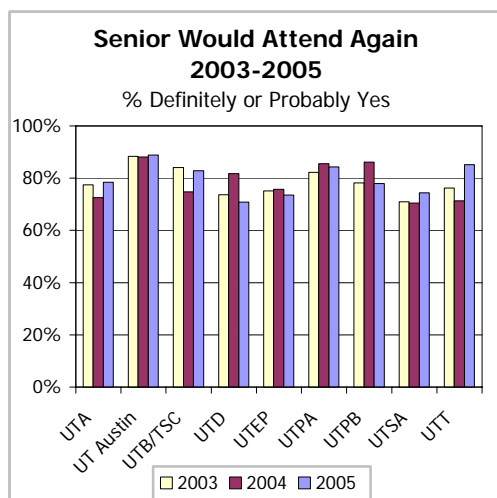


Table I-41

Would You Attend the Same Institution Again? 2003-2005				
If you could start over again, would you go to the same institution you are now attending?				
	% Responding "Definitely or Probably Yes"		# Respondents	
	1st Year Students	Seniors	1st Year Students	Seniors
UTA 2003	83.1%	77.4%	130	159
2004	76.5	72.5	226	305
2005	73.4	78.4	177	218
UT Austin 2003	90.8	88.3	315	265
2004	92.8	88.1	318	293
2005	89.9	88.8	507	455
UTB/TSC 2003	86.6	84.1	97	107
2004	82.6	74.7	69	99
2005	92.0	82.9	50	76
UTD 2003	81.9	73.7	116	99
2004	80.0	81.8	75	66
2005	75.9	70.8	83	106
UTEP 2003	83.8	75.1	154	370
2004	77.5	75.7	204	374
2005	72.1	73.5	140	151
UTPA 2003	86.2	82.2	203	264
2004	82.3	85.6	198	222
2005	83.0	84.3	235	249
UTPB 2003	81.1	78.2	74	101
2004	86.7	86.1	60	101
2005	88.7	78.0	53	82
UTSA 2003	75.0	70.9	196	265
2004	77.5	70.5	142	176
2005	80.1	74.4	171	262
UTT 2003	70.1	76.2	137	130
2004	78.4	71.3	97	240
2005	82.3	85.2	130	317

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

Student Learning Outcomes

In 2004-05, The University of Texas System contracted with the RAND Corporation's Council for Aid to Education to conduct the Collegiate Learning Assessment (CLA) at each academic institution within the U. T. System. The purpose of the assessment is to understand how well students do on critical thinking, problem solving, and writing tasks, not on specific course-related knowledge. Nationwide, a total of 124 institutions participated in the 2004-05 assessment. The 2004-05 test results will help establish a baseline from which future progress can be measured.⁵

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

- How well do the learning outcomes of students enrolled in U. T. System institutions compare to students from other institutions?
- Do students at U. T. System institutions, relative to students from other institutions, perform above, at, or below expected levels on problem solving, critical thinking, and analytic writing tasks?
- Have the institutions added value as indicated by seniors showing levels of critical thinking, writing, and problem solving higher than expected relative to that expected of freshmen?

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

1. **Performance tasks** require students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer open-ended questions about a hypothetical, but authentic problem. A typical question might ask a student to identify and compare strengths and limitations of alternative hypotheses, points of view, courses of action on a particular problem, by looking at a variety of documents and data.
2. **The analytic writing tasks** require students to "make-an-argument," "critique-an-argument," and write analytically. A "Make-an-Argument" question asks students to support or reject a position on a particular issue. A "Critique-an-Argument" question asks students to evaluate the validity of an argument made by someone else. These writing tasks measure a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

What Is the Basis for Comparing Scores? Because institutions enroll freshmen with quite different levels of preparation for college-level work, it is important to ask how much students might be expected to learn based on their entering skills. If students are not well prepared, it will be more difficult for them to achieve a particular level of learning outcome than students who enter well-prepared for college level work. The CLA uses ACT, or ACT-equivalent scores to provide a basis to compare students with similar levels of preparation for college. With this information, test results can reveal the extent to which the institution helps students achieve their expected level of learning – a measure of the added value to the students' learning experience.

⁵ Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," accessible at: <http://www.cae.org/content/pdf/CLA%20Context%200405.pdf>. See also, Richard H. Hersh, "What Does College Teach?" *The Atlantic online*, November 2005, www.theatlantic.com/doc/200511/measuring-college-quality.

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

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

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

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

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

Table I-42

Collegiate Learning Assessment Scores for U. T. Academic Institutions

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

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

Seniors

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

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

Source: U. T. System Office of Academic Affairs

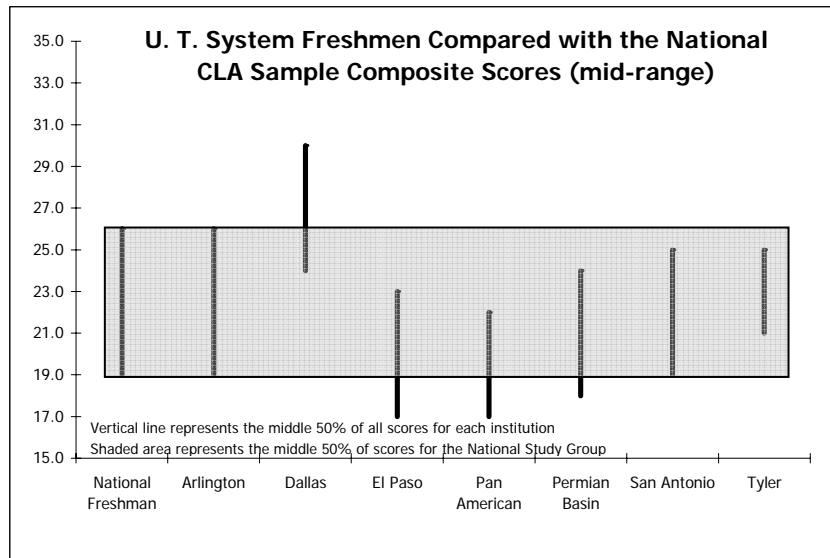
Composite Scores: Comparing U. T. System and National Results.

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

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

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

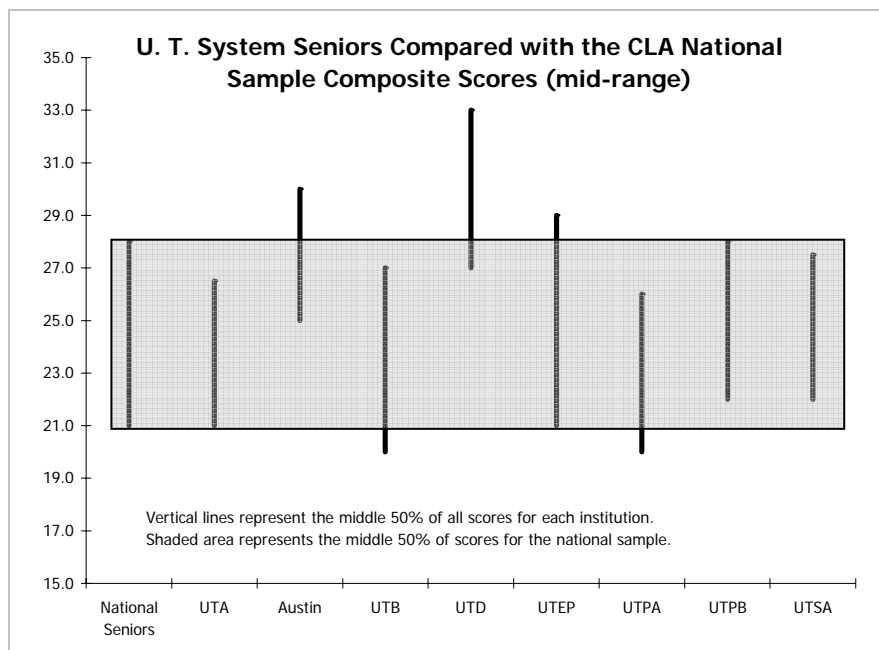
Figure I-23



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

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

Figure I-24



Senior "performance task" (problem solving) scores.

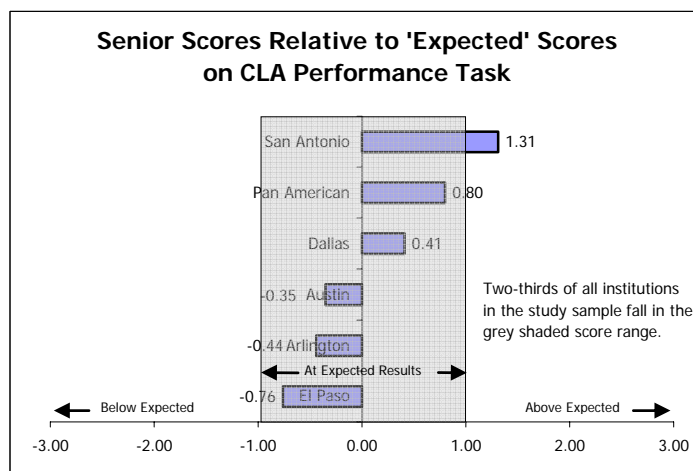
U. T. System institution seniors scored at expected or higher levels, compared with the national sample, on the CLA performance task – problem solving, analytical reasoning, and critical thinking (Figure I-25).

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

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

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

Figure I-25

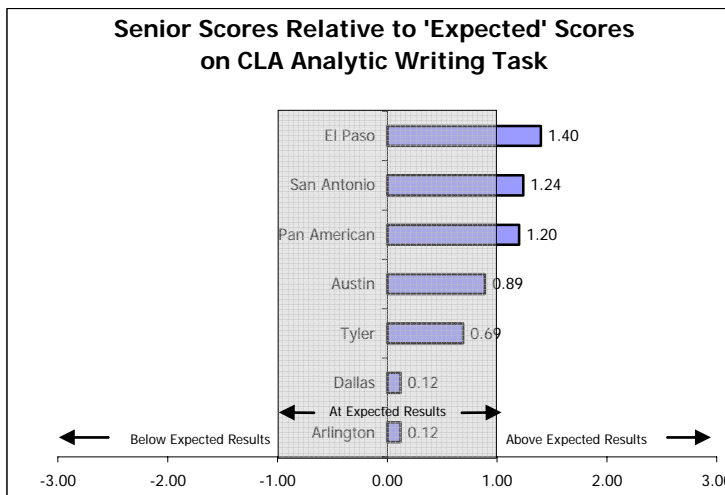


Comparison on the writing tasks.

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

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

Figure I-26

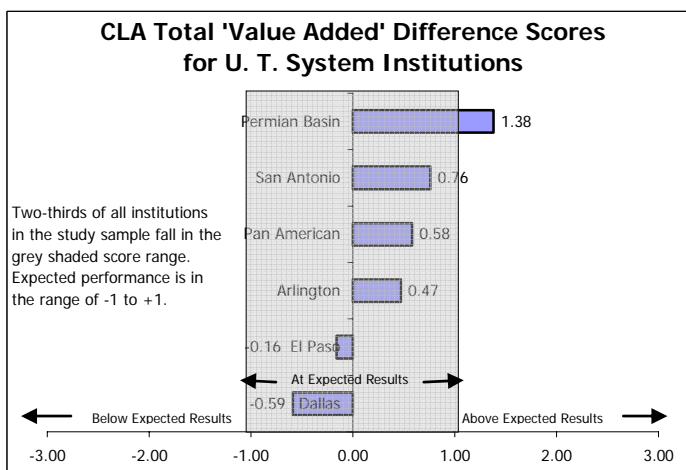


Adding value. The majority of U. T. System institutions add value to student learning at expected or even higher levels. The CLA measures this by comparing the difference between seniors' scores relative to the national group, with the freshmen scores relative to the national sample (Figure I-27).⁶

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

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

Figure I-27



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

Postgraduate Experience

Table I-43

Percent of Baccalaureate Graduates from U. T. Academic Institutions Employed in Texas or Enrolled in a Texas Graduate/Professional School Within One Year				
	% Employed within 1 year	% Enrolled in Grad/Prof Program within 1 year	% Employed and in Grad/Prof Program within 1 year	% Employed and/or Enrolled in Grad/Prof Program within 1 year
Arlington				
FY 2001	72.8%	2.4%	13.5%	88.7%
FY 2002	70.8%	2.2%	14.5%	87.6%
FY 2003	68.0%	3.2%	15.4%	86.5%
FY 2004	67.6%	3.1%	14.3%	85.0%
Austin				
FY 2001	68.3%	2.8%	6.4%	77.5%
FY 2002	66.9%	2.6%	7.0%	76.6%
FY 2003	63.9%	4.1%	9.7%	77.7%
FY 2004	62.5%	4.5%	9.6%	76.6%
Brownsville				
FY 2001	73.1%	1.1%	16.6%	90.7%
FY 2002	72.0%	2.0%	18.6%	92.6%
FY 2003	71.5%	1.5%	16.2%	89.2%
FY 2004	67.2%	2.4%	22.8%	92.4%
Dallas				
FY 2001	64.9%	2.6%	20.4%	87.9%
FY 2002	62.8%	2.8%	22.2%	87.7%
FY 2003	59.2%	5.9%	22.4%	87.5%
FY 2004	60.2%	4.6%	19.4%	84.2%
El Paso				
FY 2001	62.8%	2.5%	17.0%	82.4%
FY 2002	60.8%	3.1%	16.2%	80.1%
FY 2003	55.6%	3.2%	22.9%	81.7%
FY 2004	57.3%	2.7%	21.4%	81.4%
Pan American				
FY 2001	60.5%	2.5%	28.6%	91.6%
FY 2002	63.0%	3.4%	25.7%	92.1%
FY 2003	64.1%	4.0%	25.5%	93.7%
FY 2004	61.1%	3.5%	28.1%	92.7%
Permian Basin				
FY 2001	62.6%	3.9%	25.7%	92.2%
FY 2002	67.6%	1.8%	21.7%	91.1%
FY 2003	64.7%	2.7%	24.3%	91.7%
FY 2004	68.5%	2.9%	21.0%	92.4%
San Antonio				
FY 2001	71.3%	2.0%	12.8%	86.2%
FY 2002	67.6%	2.6%	13.8%	83.9%
FY 2003	65.6%	3.2%	15.6%	84.4%
FY 2004	67.7%	3.0%	14.7%	85.4%
Tyler				
FY 2001	74.4%	2.1%	15.8%	92.2%
FY 2002	70.0%	1.6%	20.1%	91.7%
FY 2003	67.6%	2.6%	20.9%	91.2%
FY 2004	62.7%	2.7%	24.1%	89.5%

Source: Texas Higher Education Coordinating Board

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

U. T. Academic Institutions: Graduate and Professional Students

Graduate Student Preparation

- Average scores for Graduate Record Examinations for law and management provide a perspective on the preparation of students for graduate and professional school.
- These tests are among multiple predictors of success in graduate or professional school and are used by some institutions to benchmark their performance against national peers.

Table I-44

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

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

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

Source: U. T. System Academic Institutions.

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

Graduate Student Enrollment Trends

Table I-45

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

Source: Texas Higher Education Coordinating Board

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

Table I-46

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

Source: Texas Higher Education Coordinating Board

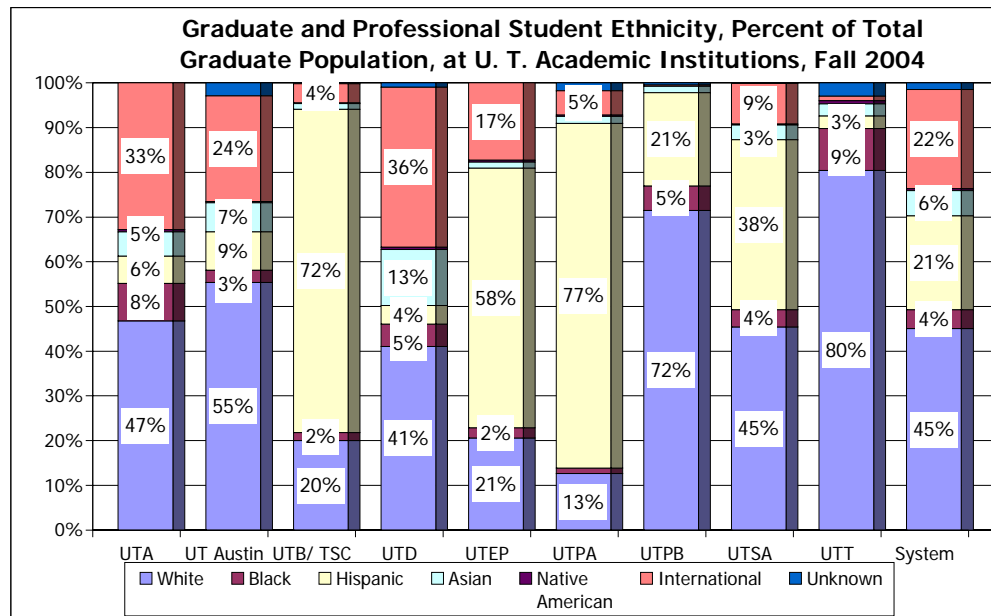
- The gender mix in the graduate and professional student headcount has remained nearly constant at most campuses during the 2000-2004 period.
- Females at U. T. Brownsville/Texas Southmost College, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler account for nearly or more than 60 percent of graduate and first professional students. This is in line with national trends: 58 percent of the graduate and first professional student population in 2003 was female.

- Females at U. T. Arlington, U. T. Austin, and U. T. Dallas were underrepresented when compared to the national population of graduate and first professional students.

Ethnic Composition of Graduate and Professional Students

- From 2000 to 2004, the overall proportion of non-White and international students has increased at U. T. System academic institutions except U. T. Brownsville/Texas Southmost College (see table on next page). In 2000, the overall proportion of non-White students at U. T. System academic institutions was 48.1 percent; it was 53.4 percent in 2004 (excluding students whose ethnicity or race was unknown).
- The proportion of Black graduate and professional students increased on every campus except U. T. Arlington and U. T. Tyler. Although small compared with other ethnic/racial groups, the proportion more than doubled at U. T. Brownsville/Texas Southmost College, U. T. Pan American, and U. T. Permian Basin.
- The proportion of Hispanic graduate and professional students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.

Figure I-28



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

Table I-47

**Ethnic Composition of Graduate and Professional Students
at U. T. Academic Institutions, 2000 and 2004**

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

Source: Texas Higher Education Coordinating Board

Graduate and Professional Education

Table I-48

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

Source: Texas Higher Education Coordinating Board

- The total number of graduate and first professional degrees conferred by U. T. System schools rose by 25.6 percent from 2000 to 2004.
- The numbers increased by over 77 percent at U. T. Arlington, over 24 percent at U. T. Dallas, 57 percent at U. T. El Paso, and nearly 25 percent at U. T. San Antonio.
- The overall decline in number of doctoral degrees conferred at U. T. Arlington, U. T. Austin, and U. T. Dallas over this period parallels the national trend.
- U. T. Arlington conferred 13 and U. T. Austin 15 more doctoral degrees in 2004 than in 2003. This is similar to a shift nationally, where Ph.D. degrees increased slightly in 2003 and 2004, as reported by NSF in November 2005 [<http://www.nsf.gov/statistics/infbrief/nsf06301/>].
- Increases in doctoral degrees conferred at U. T. El Paso, U. T. Pan American, and U. T. San Antonio reflect the growth in numbers of doctoral programs available to graduate students.

Table I-49

Graduate and First Professional Degrees Conferred, Percent Female at U. T. Academic Institutions						
	AY	99-00	00-01	01-02	02-03	03-04
Arlington		49.3%	51.5%	50.5%	46.6%	44.4%
Austin		46.8	47.6	46.9	47.3	47.6
Brownsville/TSC		67.5	67.1	72.3	72.3	66.9
Dallas		44.2	46.2	43.7	45.5	43.5
El Paso		55.5	60.6	57.2	59.9	55.3
Pan American		66.6	67.8	69.3	69.0	69.0
Permian Basin		65.2	62.1	64.7	69.3	75.2
San Antonio		57.4	58.2	60.5	58.1	58.1
Tyler		59.3	67.5	59.5	68.5	56.6
Total Academic Institutions		50.0%	51.3%	50.6%	50.7%	49.6%

Source: Texas Higher Education Coordinating Board

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

Degrees Awarded by Ethnicity

- The overall proportion of graduate and professional degrees awarded to non-White students increased from 2000 to 2004 (see Table I-50). From 2000 to 2004, more non-White students received graduate and professional degrees at each U. T. System academic institution except U. T. Brownsville/TSC, U. T. Permian Basin, and U. T. Tyler.
- As shown on the following pages, U. T. System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees.

Figure I-29

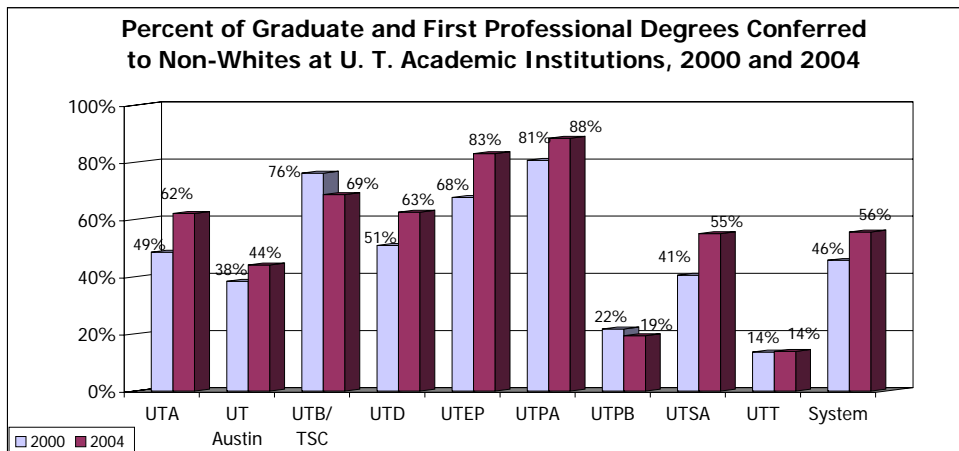
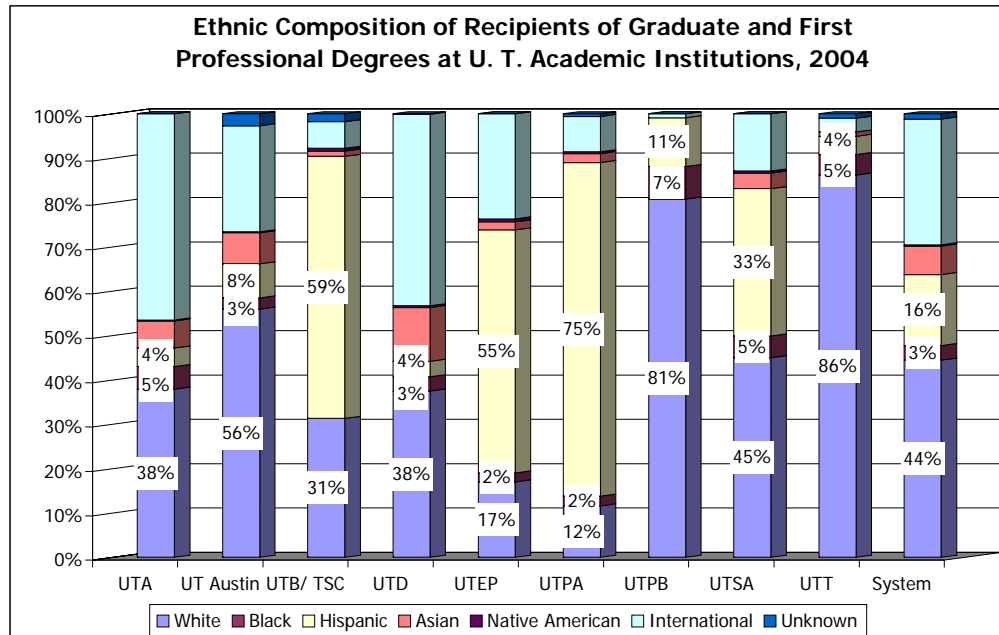


Figure I-30



- Nationally, in 2003, 6.6 percent of all Ph.D.s were awarded to Black students, and 4.9 percent to Hispanic students, according to a 2005 report by the Woodrow Wilson National Fellowship Foundation. These data represent steady, but very small increases over the past two decades, and underscore the persistent underrepresentation of Black and Hispanic doctoral recipients.
- Between 2000 and 2004, the proportion of graduate and professional degrees awarded to White students by U. T. System academic institutions decreased by 10 percentage points to 44 percent, less than half of all degrees conferred, compared with the national average of 59.9 percent in 2003-04.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler. The average for U. T. System academic institutions was 16 percent, compared with 4.6 percent nationally.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. This reverses the trend from previous years, when the overall proportion was declining slightly.
- Over the period 2000 to 2004, the largest increase has been a 6 percentage point rise of international students receiving graduate and first professional degrees.
- At the master's level, six U. T. System academic institutions ranked nationally among the top 100 schools in awarding the master's degrees to Hispanic students during 2003-04 (*Black Issues in Higher Education*, July 2005).
 - U. T. El Paso – 5
 - U. T. Pan American – 9
 - U. T. San Antonio – 17
 - U. T. Austin – 20
 - U. T. Brownsville/Texas Southmost College – 60
 - U. T. Arlington – 72

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

Table I-50

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

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

Source: Texas Higher Education Coordinating Board

Licensure Exam Pass Rates of Law and Pharmacy Graduates

Table I-51

Licensure Exam Pass Rates of Law and Pharmacy U. T. Austin Graduates						
	FY	2000	2001	2002	2003	2004
Law		93.9%	93.4%	91.0%	92.7%	92.6%
Texas Jurisprudence Exam						
Pharmacy		99.1	98.2	100.0	99.0	93.6
North American Pharmacists Licensing Examination (NAPLEX)						

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

Source: Legislative Budget Board

Law

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

Pharmacy

- There is a growing demand for pharmacists in Texas, in surrounding states, and nationally. Competition from the retail sector has made it difficult for hospitals and other medical facilities to find these professionals. The joint Pharmacy degree offered by U. T. Austin in collaboration with U. T. Pan American is intended to help increase the number of pharmacists trained in Texas.
- The pass rate was 99 or 100 percent in 2000, 2002, and 2003. However, in 2004, it declined to 93.6 percent.

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

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

Table I-52

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

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

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

Source: Texas Higher Education Coordinating Board

Technical fields

- In high-priority technical fields, the overall trend has been an increase in total numbers of degrees conferred by academic institutions over the period 2000 to 2004, from a System total of 1,642 to 2,467.
- This overall increase was generated largely in engineering programs at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. San Antonio.
- The number of degrees in computer and information sciences increased at U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. San Antonio, and U. T. Tyler.

Table I-52

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

Source: Texas Higher Education Coordinating Board

Health fields

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

Graduate Degrees Conferred in Education

Table I-53

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

Source: Texas Higher Education Coordinating Board

- The U. T. System plays an important role in building the state's supply of education professionals.
- Over the past five years, the number of students receiving graduate education degrees from U. T. System academic institutions has increased by 20 percent.
- Between 2000 and 2004, very significant proportional increases in numbers of education degrees were achieved at U. T. Arlington (91%) and at U. T. El Paso (84%). Proportional increases of over 20 percent occurred at U. T. Brownsville/TSC, U. T. Dallas, U. T. Pan American, and U. T. San Antonio.

Contextual Measure: Number of Graduate and Professional Programs

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

Table I-54

Number of Graduate and Professional Programs at U. T. Academic Institutions, by Level						
	AY	00-01	01-02	02-03	03-04	04-05
Arlington	Master's	69	69	73	73	76
	Doctoral	30	30	30	34	35
Austin	Master's	108	113	114	117	117
	Doctoral	88	91	91	91	91
	Professional	2	2	2	2	2
Brownsville/TSC	Master's	15	15	16	18	25
Dallas	Master's	40	40	42	46	46
	Doctoral	18	19	22	23	27
El Paso	Master's	72	72	79	77	79
	Doctoral	8	8	9	12	13
Pan American*	Master's	42	42	43	46	45
	Doctoral	2	2	2	2	2
	Professional*	--	1	1	1	1
Permian Basin	Master's	17	17	17	19	19
San Antonio	Master's	34	34	36	37	42
	Doctoral	4	4	10	12	16
Tyler	Master's	23	25	25	25	27
Total Academic Institutions		572	584	612	635	663

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

Source: U. T. System Academic Institutions

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

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

Enrollment at U. T. Health-Related Institutions

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

Table I-55

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

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

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

Source: Texas Higher Education Coordinating Board

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

Table I-56

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

*Includes post-baccalaureate students

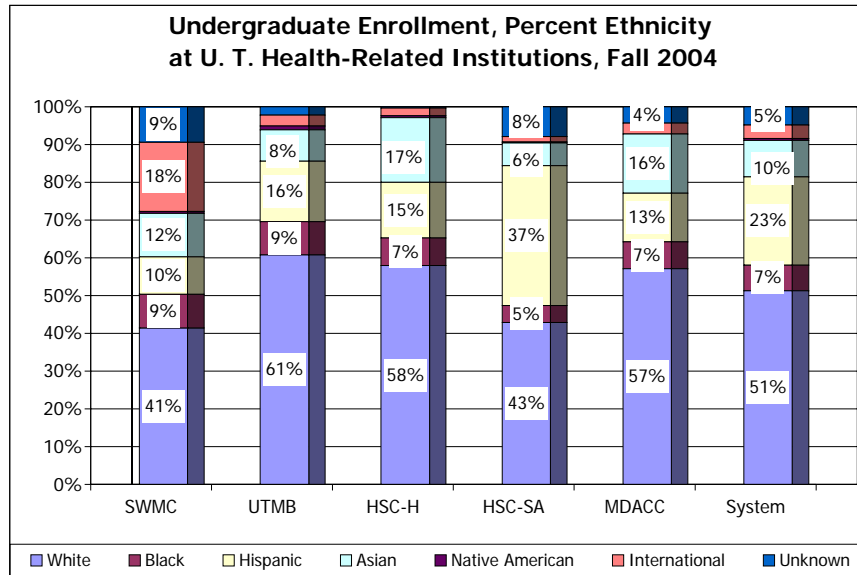
Source: Texas Higher Education Coordinating Board

Table I-57

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

Source: Texas Higher Education Coordinating Board

Figure I-31



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

Graduate and Professional Enrollment

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

Table I-58

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

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

Source: Texas Higher Education Coordinating Board

Table I-59

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

Source: Texas Higher Education Coordinating Board

- Enrollments of female graduate and professional students in health-related fields have increased proportionately at U. T. System health-related institutions from 2000 to 2004 to 57 percent.
- This trend cuts across nearly every health field.

Table I-60

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

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

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

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

Source: Texas Higher Education Coordinating Board

Diversity

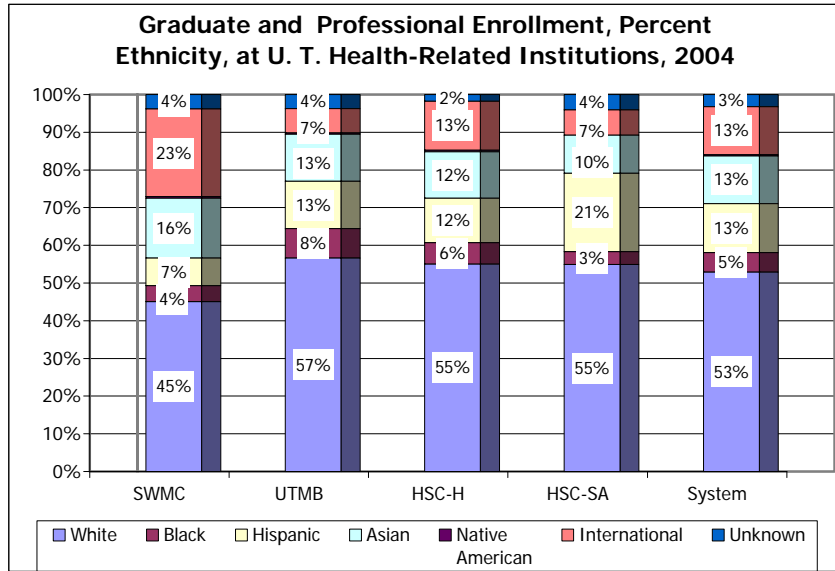
Table I-61

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

Source: Texas Higher Education Coordinating Board

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

Figure I-32



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

Table I-62

Average Licensure Exam Pass Rates of Allied Health, Dentistry, Medicine, and Nursing Graduates at U. T. Health-Related Institutions		FY	2000	2001	2002	2003	2004
		(pass rates for first-time test takers)					
Allied Health	Southwestern		90.1%	85.6%	94.4%	86.0%	91.0%
	Medical Branch		90.0	93.0	91.0	79.1	87.6
	HSC-Houston		97.0	97.4	100.0	100.0	97.3
	HSC-San Antonio		90.0	93.4	94.6	80.4	85.7
	M. D. Anderson		--	--	100.0	100.0	100.0
Dentistry: National Board Dental Examination	HSC-Houston		99.0	96.5	96.7	91.3	94.1
	HSC-San Antonio		94.0	97.0	93.0	90.0	97.0
Medicine (Part 1 or Part 2) United States Medical Licensing Examination	Southwestern		97.9	97.6	98.4	99.7	97.8
	Medical Branch		91.0	87.7	90.0	92.5	94.8
	HSC-Houston		91.0	91.0	91.0	91.0	90.0
	HSC-San Antonio		94.5	92.0	93.0	94.0	94.0
Nursing (BSN) National Council Licensure Exam	Medical Branch		91.0	90.0	87.0	88.8	94.6
	HSC-Houston		91.0	94.0	97.0	94.0	95.0
	HSC-San Antonio		90.0	91.0	86.0	93.3	88.3
Nursing (Advance Practice) Percent of MSN graduates who are certified for Advance Practice Status in Texas two years after completing their degree programs as of August 31 of the current calendar year*	Medical Branch		72.0	86.0	76.0	84.4	90.4
	HSC-Houston		62.0	66.0	73.0	68.0	61.0
	HSC-San Antonio		85.0	85.0	76.0	85.0	100.0

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

Source: Legislative Budget Board

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

Degrees Conferred

Table I-63

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

Source: Texas Higher Education Coordinating Board

- The total number of baccalaureate degrees and certificates awarded by U. T. System health-related institutions has declined from 2000 to 2004.
- It should be noted that there is a compounded national trend toward a decline in numbers of applications to health programs, together with an escalation of health professional degree requirements, for example, in allied health, which now requires master's-level degrees. This trend may lead to increased costs of education to both institutions and students.

Table I-64

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

Source: Texas Higher Education Coordinating Board

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

Table I-65

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

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

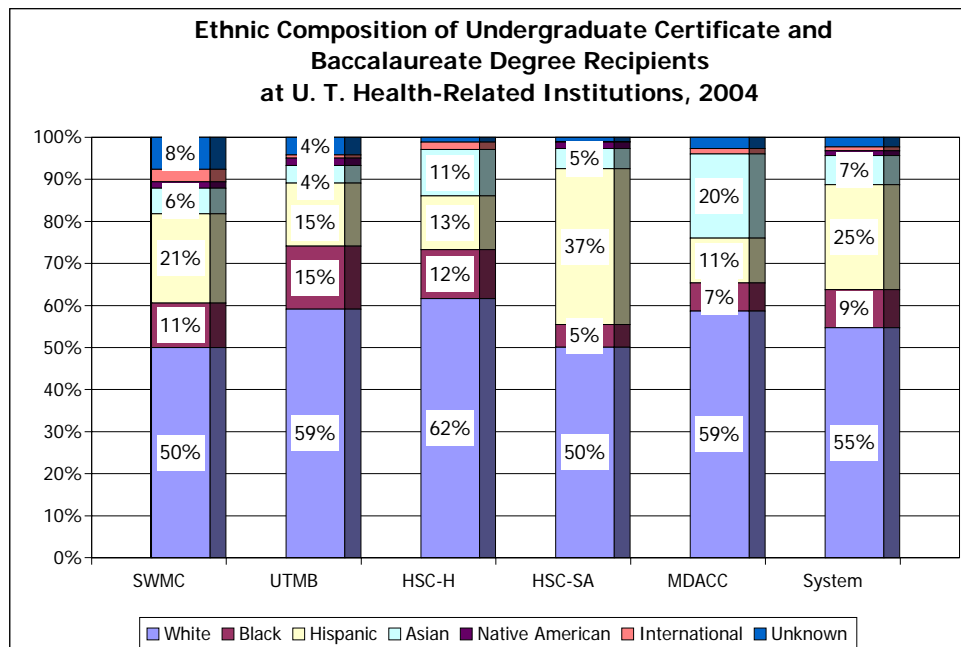
* MDACC was authorized to offer degrees in 1999, first degrees were awarded in 2001

Source: Texas Higher Education Coordinating Board

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

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

Figure I-33



Graduate Certificates and Degrees Awarded

Table I-66

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

- Between 2000 and 2004, the number of graduate and professional degrees awarded by U. T. System health-related institutions increased by 11 percent.
- This trend includes significant proportional increases in degrees awarded in allied health and public health, with more modest proportional increases in biomedical sciences, medicine, and health information systems.
- The number of graduate level nursing degrees increased slightly at U. T. Medical Branch but declined at U. T. Health Science Center-Houston and U. T. Health Science Center-San Antonio.

Table I-67

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

Source: Texas Higher Education Coordinating Board

- The overall proportion of female graduate and professional students receiving degrees from U. T. health-related institutions has increased slightly, from 52 percent to nearly 55 percent, although the proportion varies considerably among programs.
- Graduates in allied health and nursing continue to be predominately female.

Table I-68

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

	AY	99-00	00-01	01-02	02-03	03-04
Master's Certificate						
HSC-H	Dental	35	33	40	20	36
HSC-SA	Dental	17	18	19	17	17
	Total	52	51	59	37	53
Master's						
SWMC	Allied Health	29	33	32	31	66
	Biomedical Sciences	19	24	14	17	18
UTMB	Allied Health	35	36	37	74	61
	Biomedical Sciences	13	19	24	19	19
	Nursing	31	46	21	37	34
HSC-H	Biomedical Sciences	28	25	23	33	24
	Dental	12	16	20	14	17
	Health Information Sciences	3	15	12	8	23
	Medical Academics	--	--	--	1	3
	Nursing	119	132	92	105	108
	Public Health	116	115	123	119	169
HSC-SA	Allied Health	37	33	48	50	51
	Biomedical Sciences	25	18	20	30	27
	Nursing	46	56	46	31	28
	Total	513	568	512	569	648
Doctoral						
SWMC	Biomedical Sciences	54	41	49	42	59
UTMB	Biomedical Sciences	36	32	35	33	38
HSC-H	Biomedical Sciences	46	42	52	53	53
	Health Information Sciences	--	--	--	1	2
	Nursing	3	3	0	1	6
	Public Health	26	32	31	28	44
HSC-SA	Biomedical Sciences	27	37	26	30	34
	Total	192	187	193	188	236
Professional						
SWMC	Medical	184	203	201	189	204
UTMB	Medical	184	183	194	181	190
HSC-H	Dental	64	55	62	59	59
	Medical	201	186	214	185	191
HSC-SA	Dental	90	86	84	95	80
	Medical	196	195	193	194	199
	Total	919	908	948	903	923
Total Health-Related		1,676	1,714	1,712	1,697	1,860

Source: Texas Higher Education Coordinating Board

Table I-69

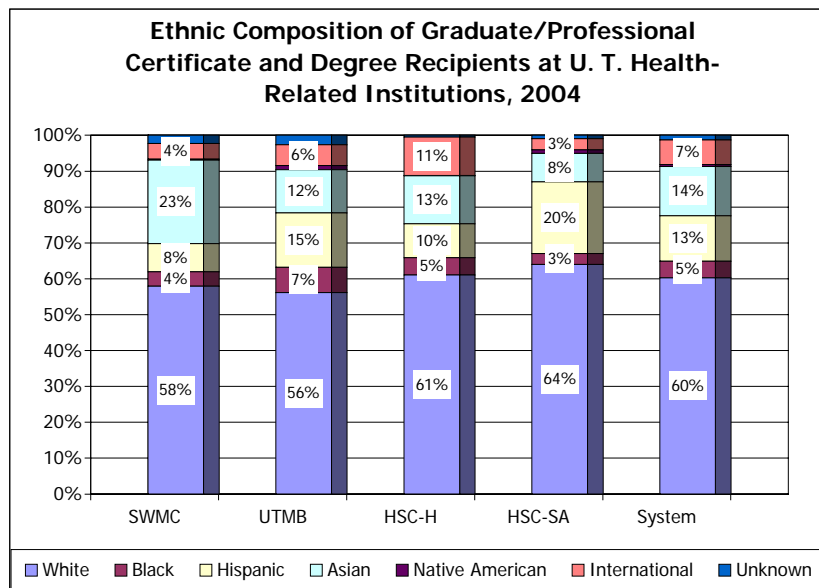
**Ethnic Composition of Graduate and Professional Certificate and Degree Recipients
at U. T. Health-Related Institutions, 1999-00 and 2003-04**

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

Source: Texas Higher Education Coordinating Board

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

Figure I-34



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

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

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

Table I-70

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

¹ Percent earning a master's certificate in five or less years.

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

Source: Texas Higher Education Coordinating Board Accountability System

Student Outcomes: Medical Student Satisfaction

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

Table I-71

Medical Student Satisfaction						
These rating are based on medical school graduates' responses to the following question as part of the AAMC survey.						
"Overall, I am satisfied with the quality of my medical education."						
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Southwestern	2004	58.4	38.2	2.8	0.0	0.6
	2005	48.5	44.1	4.4	2.9	0.0
Medical Branch	2004	26.8	60.8	9.2	3.3	0.0
	2005	30.2	67.9	0.0	1.9	0.0
HSC-Houston	2004	28.5	56.9	9.0	4.9	0.7
	2005	27.7	58.7	5.8	7.1	0.6
HSC-San Antonio	2004	33.0	56.9	3.7	4.6	1.8
	2005	50.0	44.4	1.9	3.7	0.0

Source: U. T. System Health-Related Institutions

- Over 85 percent of graduates agreed or strongly agreed that they were satisfied with their education at U. T. System medical schools in 2004 and 2005. This percentage increased from 2004 to 2005 at three of the four medical schools.
- In 2005, more than 92 percent of graduates from U. T. Southwestern and U. T. Health Science Center-San Antonio – and more than 98 percent from U. T. Medical Branch – agreed or strongly agreed that they were satisfied.
- The 2004 and 2005 data are not strictly comparable. Survey participation was mandatory in 2004 but not in 2005. Therefore, there is the probability of bias among students who self-select to participate in the survey.

Postgraduate Experience

- U. T. System health-related institutions add value for their students by preparing them to begin careers or graduate and professional study.
- Focusing on only those students who remain in Texas (because of data limitations) for employment or further study, the following data establish a baseline to track post-graduation experience.
- These trends will fluctuate, as employment or enrollment in graduate school is determined heavily by the economy.

Table I-72

Percent of Baccalaureate Graduates from U. T. Health-Related Institutions Employed in Texas and/or Enrolled in a Texas Graduate/Professional School Within One Year				
	FY 2001	FY 2002	FY 2003	FY 2004
Southwestern	87.4%	83.0%	82.7%	84.3%
Medical Branch	92.9%	95.5%	93.9%	94.0%
HSC-Houston	94.5%	97.9%	96.6%	95.3%
HSC-San Antonio	89.7%	90.6%	89.3%	85.3%
M. D. Anderson	NA	92.3%	100.0%	85.7%

Source: Texas Higher Education Coordinating Board

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

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

Implications for Future Planning

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

Measures for Future Development

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

