
AFFORDABILITY, TUITION, AND FINANCIAL AID

The UT System Board of Regents has developed strategic initiatives designed to ensure that a college education remains affordable to students. UT System institutions are using innovative tuition policies and financial aid strategies to influence student behavior by encouraging students to enroll in more classes each semester and to complete their degree programs in a timely manner.

Since 2003, the UT System Board of Regents has been able to determine tuition policies and has used that ability to craft tuition policies that provide financial rewards to students who take and complete a full load of courses. Prior to tuition deregulation, tuition policies were under the control of the state legislature and there was no opportunity to use tuition policy to help achieve strategic goals without legislative approval. The legislature made a few tentative forays into this area when it created a tuition rebate plan for students who graduate without extra credit hours and approved a pilot flat rate tuition program at UT Austin. However, it was extremely difficult to modify tuition policies before deregulation as any change to policies required legislative action. Tuition deregulation opened the door to using tuition policies to change student behavior.

FLAT RATE TUITION

The first tuition innovation that UT System institutions implemented under deregulation was flat rate tuition. Flat rate tuition refers to a tuition pricing structure where all full-time students pay the same amount for tuition, regardless of the number of hours taken by an individual student. UT Austin was granted the authority to conduct a pilot flat rate tuition program in 2001 at two of its colleges (Liberal Arts and Natural Sciences) that set the cost for tuition and fees at the rate charged to a student taking 14 semester credit hours. UT Austin expanded its flat rate tuition plan to include all undergraduate students in fall 2005. UT Austin's tuition structure encourages students to take more hours because full-time students pay the same tuition charge no matter how many semester credit hours are taken. In effect, then, a student taking 18 semester credit hours is paying a rate per credit hour that is one-third lower than a student enrolled in the same college who takes only 12 semester credit hours.

Table II-1 AVERAGE UNDERGRADUATE STUDENT CREDIT LOAD

	2001	2002	2003	2004	2005	2006	2007
UTA	11.4	11.6	11.7	11.7	11.6	11.7	11.6
Austin	12.8	13.0	13.1	13.2	13.3	13.3	13.3
UTB	9.8	9.8	9.9	9.7	10.3	10.4	10.3
UTD	10.3	10.6	11.2	11.4	11.5	11.6	11.9
UTEP	11.8	11.9	11.7	11.3	11.4	11.4	11.3
UTPA	11.3	11.5	11.5	11.7	11.8	12.0	12.1
UTPB	10.6	10.8	11.0	10.9	11.2	11.2	11.2
UTSA	11.2	11.3	11.7	11.8	11.7	11.9	11.9
UTT	10.8	10.9	11.5	11.7	11.8	12.0	12.0

As a result of flat rate tuition, UT Austin has experienced a slight increase in average undergraduate courseloads. Courseloads increased from 12.8 in fall 2001 (the year before flat rate for Liberal Arts and Natural Sciences), to 13.3 in fall 2006 (the year after flat rate for all undergraduates). For fall 2007, the average undergraduate courseload remained at 13.3.

Flat rate tuition is also being implemented at UT Arlington; however, because UT Arlington's tuition and fees are flat at 14 SCHs and above, it is more accurately described as a modified flat rate tuition. UT Arlington credits the policy for a modest increase in undergraduate students taking more than 12 credit hours. UT Arlington will expand its flat rate so that it covers all full-time students taking 12 or more SCHs beginning in fall 2008.

Several other UT campuses provide discounts to students who take heavier course loads. At UT Dallas, additional tuition and fees are waived for students who take more than 15 SCHs. Similarly, at UT Brownsville, tuition and fees are capped at 15 SCHs. UT Brownsville credits this policy for a 117 percent

increase in students taking 15 or more credits during fall 2007 compared to fall 2004 (the policy took effect in fall 2005).

UT Pan American caps its designated tuition charges at 14 SCHs to encourage students to take 15 or more hours. The 14-hour designated tuition cap was put in place starting with the fall 2004 semester, and data suggests this program has been effective. Prior to the cap, about 22 percent of undergraduates attempted course loads in excess of 14 hour. Since enactment of the cap, the percentage of undergraduates attempting course loads over 14 hours has increased each year, from 23.5 percent in fall 2004 to 29.6 percent in fall 2007. This trend has contributed to a gradual increase in the average undergraduate course load from 11.3 hours in fall 2001 to 12.1 hours in fall 2007.

TUITION REBATES

Tuition rebates are another incentive used by three UT System academic institutions to encourage students to take a full course load. In fall 2005, UT Arlington offered a rebate of \$200 per year (\$800 maximum) for any student who successfully completed 30 SCH in the combined fall and spring semesters while maintaining at least a 2.25 GPA. In fall 2006, UT Arlington increased the amount of its annual rebate to \$500 and expanded eligibility for its tuition rebates to students completing 28 SCH in two full terms. Over four years students could earn up to \$2,000 in tuition credit. The minimum grade point average required to receive the rebate was raised slightly to 2.5.

UT Arlington also provides a \$3 per SCH designated tuition discount to students who pay their full tuition and fee bill on time. Prior to instituting the discount, only about 25 percent of UT Arlington's students paid in full and on time; with the discount, the on-time payment rate is over 50 percent. Early payment helps UT Arlington finalize its course schedule and faculty assignments at an earlier date, leading to improved use of resources.

UT Permian Basin began its "Cash for College" Program in spring 2004. Students qualify for a \$200 award by maintaining a 2.0 GPA and completing at least 30 SCH each year (September to August). Summer sessions are included, enabling part-time students to qualify by attending year-round. Eligible students also must complete a bachelor's degree with no more than 130 credit hours. As of fall 2006, 722 students have earned more than \$320,000 in tuition rebates through Cash for College. UTPB reports that graduation rates have increased steadily since the program was implemented.

UT Tyler offers a Timely Graduation Contract Program that provides a \$600 rebate to students who complete their undergraduate program in four years. The program began in fall 2007 and is available to incoming freshmen only.

TUITION GUARANTEES

Another tuition incentive is a tuition guarantee plan that locks in the cost for tuition and fees for four years. Two UT System institutions offer tuition guarantee programs: UT Dallas and UT El Paso. In fall 2006, UT El Paso became the first institution in Texas to offer such a plan. The university's voluntary Guaranteed Tuition Rate Plan provides entering freshmen who qualify for and select the program a guaranteed tuition and mandatory fee rate of \$194 per credit hour for four years. The plan requires students to take at least 30 credits each academic year and thus will encourage graduation in as close to four years as degree requirements permit. Entering freshmen in fall 2007 pay \$208 per credit hour for four years.

Beginning in the 2007-2008 academic year, new students entering UT Dallas for the first time were guaranteed fixed tuition and academic fees for four years. The tuition and fee rates for new students in 2007-2008 are 13 percent higher than the 2006-2007 rates, but will remain unchanged for this cohort for four years. The increase is equivalent to an average increase of 5 percent per year if distributed over 4 years.

A unique feature of the UT Dallas tuition guarantee plan is its agreements with local community colleges. Admitted students can enroll at a community college for two years, and then at UT Dallas for their final two years at the UT Dallas tuition rate applicable when they first enrolled at the community college.

FINANCIAL AID

In addition to innovative tuition policies, UT System academic institutions have made a major commitment to student financial aid in order to ensure that a college education is affordable regardless of a student's economic circumstances. All nine of the UT System academic institutions have developed policies to cover all of the tuition and fees with grant aid for a Texas resident whose family income is below a threshold amount. Most institutions require students to earn 30 SCHs each year and limit the guarantee to four years in an effort to encourage timely graduation.

In recent years, the role of institutional aid has grown, demonstrating UT System's commitment to help cover tuition costs for low income students. Between 2002-2003 and 2006-2007, total financial aid funding for undergraduates rose by 45 percent, while institutional funding increased by 97 percent (from \$77.9 million to \$153.4 million). Institutional funds now provide 17 percent of UT System financial aid funding. Among UT System institutions, UT Austin has the largest share of aid from institutional sources, with 31 percent of undergraduate financial aid funded from local funds. Only a little more than 6 percent of UT Austin's financial aid funding comes from the state. At the other end of the spectrum, at UT Brownsville and UT Permian Basin about 4 percent of undergraduate aid is funded from institutional sources. However, because of the mandatory set aside of 20 percent of designated tuition above \$46 per semester credit hour, institutional funds will continue to grow in importance at all UT System institutions and will be even more critical to maintaining access in the future.

The availability of financial aid funding means that the average undergraduate student does not pay the full cost of their tuition and fees. For example, at UT El Paso and UT Pan American in 2006-07, the average net cost of tuition and fees (tuition and fees less need-based grants) for full-time students with need-based grant aid is zero. System-wide, 47.8 percent of undergraduates receive need-based grant aid. This aid reduced the cost of tuition and fees for these students by an average of 77.9 percent, cutting the average cost for 30 semester credit hours to just \$1,454 from the "sticker price" of \$6,573.

UT System institutions are following closely the impact that their financial aid guarantees have on student access and success. Because the guarantee programs are new, it will take several years to ascertain their effectiveness. The guarantee programs differ from one another in that some require enrollment in a full course load and are limited to four years, while others are more open-ended. Evaluating how these different approaches affect student behavior will help institutions to determine the best approach to take on their campus.

A COMPREHENSIVE PROGRAM FOR STUDENT OUTCOMES

I. RATIONALE

Over the years, institutions of higher education have attempted to evaluate quality and success using various criteria, such as entering SAT scores and student-faculty ratios. Previously, the focus of these evaluations has been students and parents researching higher education options. But the way institutions of higher education define and assess quality and success is now in question because that focus has broadened to include concerns about access and affordability, as well as reputation. And, policy makers and taxpayers have added a new dimension to the equation—return on investment for both the government and the student. In recent years, the state and federal government have become extremely interested in documenting the value-added of higher education institutions (Commission on the Future of Higher Education, 2006). Moreover, there has been much discussion and policy implementation focused on accountability—with more to come.

For higher education, return on investment can be assessed in many ways. From the standpoint of the student, the outcomes of obtaining a college education must be determined and tools for evaluation must be identified. Accountability for student outcomes and institutional success in the 21st century should measure the results of students' learning and overall educational experience, not just the traditional indicators like student characteristics and financial ability. Ideally, such outcomes will indicate the value the institution has added to a student in terms of knowledge and skills and, taken together, these trends will be indicative of the overall impact of institutional investments and educational programs.

At the system level, the UT System Board of Regents recently approved *The University of Texas System Strategic Plan 2006-2015*. One of the key strategies in the plan is to develop and maintain a focus on student outcomes. To that end, the UT System has established a set of performance indicators for student outcomes within its accountability reporting framework. These indicators help each institution evaluate graduation rates; student pass-rates on licensure exams; student experience in school; post-graduate experience; and student learning in broad areas such as quantitative reasoning, critical thinking, writing, and computer literacy.

In addition to meeting UT System accountability standards, there is another incentive for each campus to develop student outcome measures because student learning is a critical part of an institution's accreditation. For example, according to the Southern Association of Colleges and Schools, an accredited institution "... identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results" (*Principles of Accreditation*, 22).

The UT System is now beginning to consider the relationships between and impact on student success of investments and initiatives to guarantee financial aid, to improve advising, to increase graduation rates, and student outcomes. Using the UT System model for student outcomes discussed below, this essay highlights these trends and relationships that are emerging.

II. UT SYSTEM STUDENT OUTCOMES MODEL

The model depicted in Figure II-1 displays the key elements in assessing institutional success for UT System academic institutions.

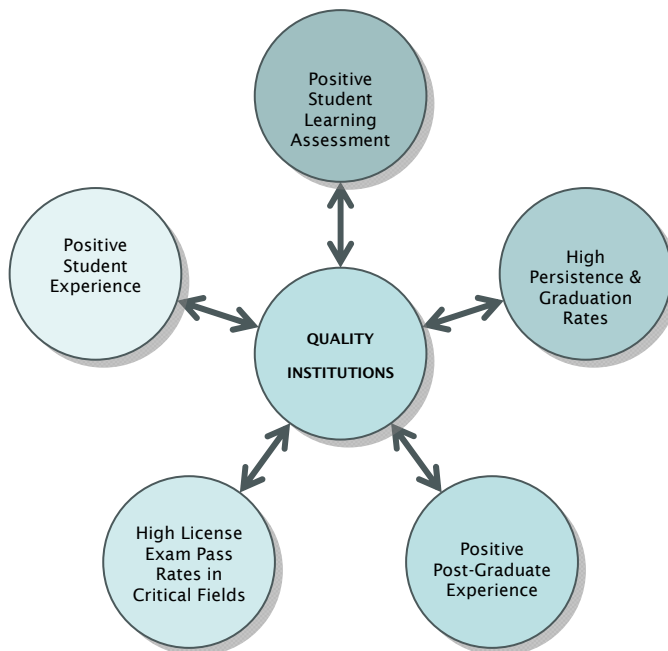
A. Student Learning. The University of Texas System is engaged in a broad-based research project to measure student learning outcomes for all nine universities.

Selection of national test: the Collegiate Learning Assessment (CLA). In 2004-05, the UT System and 123 other colleges and universities across the country began administration of the CLA in partnership with the Council for Aid to Education and the Rand Corporation; by 2007-08, the number of participating institutions increased to 210. This test is unique, carefully designed to provide a means to assess general problem solving and critical and analytic writing abilities of freshmen and seniors – skills that are fundamental to future success in the workplace or in future graduate or professional study.

Because a national cross-section of over 200 institutions of every type participates, the CLA test makes it possible for institutions to benchmark their performance against others with similar student bodies, as well as to compare senior and freshmen performance within an institution.

Figure II-1 UT SYSTEM STUDENT OUTCOMES MODEL

It provides at least a preliminary answer to the questions: "How do the problem solving and critical thinking and writing skills of students at an institution compare with similarly prepared students at other institutions?" and "To what degree do seniors have higher levels of problem solving and critical thinking and writing than freshmen at the same institution?"¹ (See Section I, p. I-15, for the most recent results.)



B. Student educational experience. The second element in this framework is the UT System’s participation annually in the National Survey of Student Engagement (NSSE). All nine UT System academic institutions participate in the NSSE, which surveyed 313,000 freshmen and seniors from 610 institutions in 2006-07. This survey provides the UT System and institutions with national benchmarks against which trends in learning outcomes can be compared and progress can be tracked.² In this accountability report, the UT System extracts summaries of results on satisfaction with advising and overall experience, answering the questions posed to freshmen and seniors: “How would you rate the quality of academic advising you have received at this university?”; “How would you evaluate your entire educational experience at this university?”; and “If you could start over again, would you go to the same institution you are now attending?” Each institution receives detailed results on numerous measures of engagement. (See Section I, p. I-16, for NSSE results.)

C. Persistence and graduation rates. In February 2006, the UT System Board of Regents adopted a resolution for each academic institution to adopt specific targets and pursue specific initiatives to improve persistence and graduation rates. The institutions, working with the Office of Academic Affairs, established targets for improvement over five and ten years, benchmarked to national trends. (See Section I, pp. I-7-9.)

To achieve these goals, each institution has implemented or enhanced ongoing programs to improve student success. These strategies include:

1. Modified tuition structures to incentivize students to take more semester credit hours, accelerating time to graduation.
2. Policy changes that encourage students to re-enroll and finish their coursework.
3. Employment opportunities so that students remain on campus, based on evidence that students employed at the university are more likely to perform better academically.
4. New retention programs that will help keep students in college and thus able to finish coursework on time.
5. Combined academic advising with financial aid advising so that students understand how continuous enrollment, supported by financial aid packages, will accelerate their time-to-graduation.

¹See Council for Aid to Education, *Collegiate Learning Assessment*, http://www.cae.org/content/pro_collegiate.htm

²The NSSE provides a robust set of data on many aspects of the student experience. For history, studies of the survey and more information see <http://nsse.iub.edu/>. Annual survey results attract considerable attention, for example, “Half of Seniors Took Courses Elsewhere before Enrolling at Current College,” *The Chronicle of Higher Education*, November 11, 2005, <http://chronicle.com/weekly/v52/i12/121a03701.htm>.

6. Redesigned courses and added supplemental instruction to ensure student success and to avoid the need to repeat courses to master the material.
7. Strengthened collaborations with community colleges that, in some cases, involve financial aid and curriculum reform.

Ultimately, as students stay enrolled and complete their degrees in less time, these efforts will also have a positive impact on students' experience, learning outcomes, and preparation for ongoing study or employment.

- D. Post-graduation employment or continuing study.** Using data collected by the Texas Higher Education Coordinating Board, the UT System tracks the proportion of students who are employed or enrolled in a graduate/professional program in Texas one year after graduation. These data provide a positive answer to the question, "Are graduates of UT System institutions prepared to join the workforce or for further study?" The data are limited, however, because only students who work or study in Texas can be tracked, so those who find jobs or enter graduate programs in other states cannot be included. (For detail, see Section I, p. 17.)
- E. Pass rates on program or degree-specific licensing examinations.** The fifth tool is focused on program- or discipline-specific success. Licensure exam pass rates help illustrate an institution's success in preparing students for post-graduation employment in particular regulated professions, including production of teachers. These indicators help answer the question, "How well are students prepared for employment in specific professions?" (For specific data and trends, see Section I, p. 14.)

III. UT SYSTEM STUDENT OUTCOMES, 2006-07: TRENDS AND CORRELATIONS

General trends. Overall, the trends lines for these five outcome measures are moving in a positive direction (see Section I).

- More students are persisting and graduating.
 - From 2001 to 2005, first-year persistence rates increased on five campuses.
 - Four-year graduation rates also increased on five campuses; at UT Austin, in 2006, nearly 48 percent of students graduated in four years (up from 39% in 2001).
 - Six-year graduation rates increased and are nearing the targets established by the Board of Regents for 2010 on four campuses (Arlington, Austin, El Paso, Pan American,).
 - The combined proportion of students who graduated or were still enrolled at a UT institution or another institution in Texas within a six-year period has also increased significantly on six campuses to between 55 and 65 percent and reaching over 86 percent at UT Austin.
- Preparation for careers is increasing. Students' knowledge of their fields is assessed through certification, licensure, and national board examinations.
 - These exam pass rates for students at UT System institutions have increased to 90 percent or more in nursing, pharmacy, dentistry, and medicine. The pass rate in 2006 was 100 percent at UT Tyler in engineering and UT Dallas in teaching.
- Student learning.
 - Results of the Collegiate Learning Assessment in 2006-2007 show that seniors obtained higher CLA Total scores, on average, than freshmen at all eight campuses who participated.
 - The absolute level of freshman and senior performance at UT Austin, UT Dallas and UT San Antonio exceeded the national averages while seniors at UT Permian Basin and freshmen at UT Arlington also scored higher than national averages.
 - Relative to other institutions with similar entering students, freshmen at UT El Paso and UT San Antonio performed well above their national comparison group in writing, and at UT Austin they performed above expected. Freshmen at UT Austin, UT El Paso, and UT San Antonio also performed above expected in problem solving.
- Students are satisfied with their college experience.
 - Results of the National Survey of Student Engagement show that on six campuses, more freshmen rated academic advising good or excellent in 2007 than in 2003, as did seniors at five institutions.

- And on seven campuses, more seniors in 2007 than in 2003 said they would be likely to attend the same institution again.
- For freshmen, this trend was reversed: although still generally around 80 percent, compared with 2003, fewer freshmen in 2007 said they would be likely to attend again compared with 2003, except at UT Tyler.
- Graduates are prepared for careers and advanced degrees.
 - Well over 80 percent of baccalaureate graduates in 2006 were employed or attending a graduate or professional school in Texas.
 - Since 2002, the proportion increased at UT Pan American, UT Permian Basin, and UT San Antonio.

Correlations. Table II-2, on the next page, arrays the most recent outcomes data for each UT System academic institution. These data, and those displayed in tables and charts in Section I, provide the basis for an initial analysis of relationships among the trends:

- Positive freshman and senior experiences correlate with high licensure and certification exam pass rates.
 - UT Tyler's freshmen and seniors reported positive advising and educational experiences, and over 97 percent of first-time test takers passed the teaching certification, nursing, and engineering licensing exams.
- Positive senior educational experience correlates with high employment rates after graduation.
 - At UT Permian Basin 90 percent of the seniors surveyed reported an overall positive educational experience. UT Permian Basin also reported that over 93.5 percent of its baccalaureate graduates were employed or enrolled in a graduate or professional program within one year of graduation (increased from 91 percent the previous year).
 - At UT Pan American and UT Tyler 85 percent of seniors reported an overall positive educational experience. Over 90 percent of the baccalaureate graduates at both institutions were employed or enrolled in a graduate or professional program within one year of graduation.
- First-year persistence and graduation rates show a strong correlation.
 - UT Austin and UT Dallas report the highest first-year persistence rates within the UT System, at 92.1 percent and 79.9 percent, respectively.
 - These two institutions also have the highest six-year graduation rates in the UT System, 76.4 percent at UT Austin (up from 75 percent the previous year) and 55.3 percent at UT Dallas.
- Institutions where students scored above the national CLA mean on the Performance Task seem to have higher employment rates and pass rates on professional licensure and certification exams. For example, seniors who took the CLA at UT Dallas scored well above the mean score of 1195 and report high employment rates and exam pass rates.

Table II-X SUMMARY OF STUDENT OUTCOMES

	Persistence	NSSE - Advising Experience		NSSE - Educational Experience		CLA - Performance Task	
		First Year	Seniors	First Year	Seniors	Freshmen	Seniors
UTA	64.1%	70%	66%	78%	82%	1071	1129
Austin	92.1%	80%	75%	89%	91%	1257	**
UTB		77%	63%	88%	82%	--	--
UTD	79.9%	73%	68%	77%	83%	1198	1330
UTEP	67.3%	78%	54%	86%	75%	1019	**
UTPA	72.1%	84%	67%	85%	85%	956	1028
UTPB	57.0%	80%	82%	86%	90%	980	**
UTSA	64.5%	62%	61%	75%	79%	1097	1220
UTT	58.7%	75%	71%	92%	85%	1038	**

	CLA - Writing Task		Licensing/Certification Exam Pass Rates			6-Year Graduation Rate	Postgraduate Experience
	Freshmen	Seniors	Teaching	Nursing	Engineering		
UTA	1125	1220	98.9%	99.3%	63.0%	41.6%	86.8%
Austin	1296	1326	98.5%	96.7%	88.4%	76.4%	75.5%
UTB	--	--	92.6%	--	--	--	90.9%
UTD	1264	1333	99.6%	--	--	55.3%	86.0%
UTEP	1132	**	91.9%	91.0%	32.0%	28.9%	79.9%
UTPA	1035	1144	88.9%	93.2%	--	32.4%	92.6%
UTPB	1037	**	98.2%	--	--	29.2%	93.5%
UTSA	1203	1243	94.2%	--	76.9%	28.1%	85.2%
UTT	1083	**	97.9%	98.1%	100.0%	40.0%	90.2%

Notes:

Persistence: First-year persistence rates for first-time, full-time degree-seeking students entering in fall 2005.

NSSE Advising Experience: % of survey respondents that rated the academic advising "good" or "excellent", 2007.

NSSE Educational Experience: % of survey respondents that evaluated their entire educational experience "good" or "excellent", 2007.

CLA Performance Task: Student results on performance task, Freshmen 2006 and Seniors 2007.

CLA Analytical Writing Task: Student results on analytical writing task, Freshmen 2006 and Seniors 2007.

Pass Rate: % of first-time test takers that passed the exam, 2006.

Graduation Rate: Six-year graduation rate for students first enrolled in fall 2000.

Postgraduate Experience: % of baccalaureate graduates employed and/or enrolled in a graduate or professional program within one year, 2005-06.

For UT Austin: The employment proportions are slightly lower because, in addition to students employed or enrolled in a Texas graduate program, a significant number of graduates are recruited into universities around the country or work for corporations

UT HEALTH INSTITUTIONS' PROGRESS TOWARD PREPARING DIVERSE HEALTH PROFESSIONALS

The University of Texas System Strategic Plan 2006-2015 calls on its health institutions to “prepare a diverse group of high-quality health professionals to adequately service the needs of Texas.” Also, given the current shortages of health professionals in Texas, rapid increases in the Texas population, and relatively high rates of retirement of certain groups of health providers, the health institutions have been asked to significantly increase the number of future health professionals enrolled and graduated.

Over the five-year period from fall 2003 to fall 2007, student enrollment at the University of Texas health-related institutions (UTHRIs) has increased by 15 percent (1,510 additional students). Overall, the level of student diversity at these institutions has increased, but it is not as diverse as the general college-going population or baccalaureate level recipients in Texas. Also, the degree of diversity depends on the program level and the institution.

Depending on the field of study, challenges remain about the ability to expand programs. Beyond the issue of space, competition for faculty and clinical opportunities for students to train will influence the ability to increase enrollment.

A key to student diversity efforts will include not only retaining more of the best underrepresented minorities in Texas but also increasing the universe of historically underrepresented students interested in health careers. Each UTHRI is involved in such pipeline efforts so that the diversity effort is not merely a competition between institutions but an increase in the finite number of qualified students.

The majority of the student increase has occurred at the graduate level, where enrollment has increased by 932 (62% of the total increase and a 24% increase in graduate students). Student enrollment in professional programs (medicine and dentistry) increased by 295 students (20% of the total increase and a 7% increase in professional students). A shift in some undergraduate programs to graduate level programs led to significant declines in undergraduate enrollment for the first few years of this decade. The more recent increase indicated for undergraduate students (283 student increase since 2003) is a result of an enrollment increase in new certificate programs, particularly in public health, which have been classified as undergraduate students in the UT System Accountability Report.

Table II-3 indicates a slight increase in the number of Hispanic students enrolled but a relative decline in their percentage of total student enrollment. This relative decline is attributable to Hispanic undergraduate enrollment declining by 100 students (an 18% decrease). Hispanic enrollment at the graduate level increased by 86 (a 17% increase), but the overall increase in graduate student enrollment resulted in the proportion of Hispanic enrollment declining slightly (from 12.9% in 2003 to 12.2% in 2007). Hispanic enrollment in professional programs increased by 56 students (a 10% increase in Hispanic professional students), enough to increase Hispanic enrollment from 14.4 percent of professional programs in 2003 to 14.7 percent in 2007.

Table II-3 TOTAL STUDENT ENROLLMENT, UT HEALTH INSTITUTIONS

	2003		2007	
White	5,593	55.7%	5,621	48.7%
African-American	550	5.5%	771	6.7%
Hispanic	1,628	16.2%	1,670	14.5%
Asian American	1,217	12.1%	1,581	13.7%
Native American	58	0.6%	66	0.6%
International	685	6.8%	1,402	12.1%
Unknown	311	3.1%	441	3.8%
Total	10,042		11,552	

Also, Table II-3 indicates a 221 student increase (40 percent) for African-American students. Undergraduate African-American students increased by 78 (46% increase) and African-American graduate students increased by 83 (41%). The number of African-American professional students increased by 60 (34% increase). As a percentage of all graduate students, African-Americans went from 5.2 percent in 2003 to 5.9 percent in 2007. Similarly, as a percentage of all professional students, African-Americans went from 4.4 percent in 2003 to 5.5 percent in 2007.

This analysis will focus on the graduate and professional programs and the programs aimed at increasing student diversity.

GRADUATE ENROLLMENT

As noted earlier, a significant amount of growth has occurred at the graduate level (62% of all growth). While a portion of this growth is a reflection of some programs transitioning from the undergraduate to the graduate level, it is also a reflection of health institutions consciously expanding graduate programs.

A closer look at graduate student enrollments from fall 2003 to fall 2007 shows that the largest increase (absolute number and percentage) occurred in the Biomedical Science programs, followed by Allied Health programs. Graduate Nursing programs experienced the third largest increase in students.

Of the 932 additional graduate students, UT Southwestern led the way with an increase of 597 graduate students—nearly doubling its graduate enrollment in five years. UTMB and UTHSCSA increased by 290 and 222 graduate students, respectively—increases of 45 percent and 34 percent. The 9 percent decrease for UTHSCH may largely be attributed to a technical/classification issue. The institution experienced a significant enrollment increase in certificate programs. Prior to fall 2007 the institution reported these students at the level of course work they were taking—usually master’s level. Starting in the fall 2007 the institution began reporting these certificate students as “post baccalaureate” students, which are classified as “undergraduate” students in the UT System Accountability Report. Even with this decrease, UT HSC-Houston continues to enroll the most graduate students (1,742 in fall 2007) of all UT health institutions.

While graduate student enrollment became more diverse between 2003 and 2007, the most dramatic change was seen in the enrollment of International students.

Enrollment of International graduate students grew by 94 percent, from 15.7 percent in fall 2003 to 24.6 percent in fall 2007. While the first years of the decade saw small but steady increases in International students, between fall 2003 and fall 2004 there was a 76 percent enrollment increase, from 613 to 1,077 students. Of this 464 student increase, 432 are attributable to two institutions. UT Southwestern increased International graduate students by 331—a 222 percent increase (a significant portion of this increase is attributable to International postdoctoral fellows enrolled in academic programs in the Biomedical Sciences), and UT HSC-Houston increased International graduate students by 101—a 36 percent increase.

Of the 579 increase in International graduate students between fall 2003 and fall 2007, nearly 84 percent of the increase was in Biomedical Science programs. The Public Health program at UTHSCH accounted for another 15 percent of the increase in International student enrollment.

While the graduate programs in Allied Health and Public Health enrolled the highest combined percentage of African-American and Hispanic students (29.2% and 24.6%, respectively in fall 2003), in fall 2007 Nursing programs surpassed them both to enroll 27.6 percent African-American and Hispanic graduate students (see Table II-5).

Table II-4 GRADUATE STUDENT ENROLLMENT, UT HEALTH INSTITUTIONS

	2003		2007	
White	2,093	53.5%	2,143	44.2%
African-American	203	5.2%	286	5.9%
Hispanic	504	12.9%	590	12.2%
Asian American	346	8.8%	412	8.5%
Native American	23	0.6%	31	0.6%
International	613	15.7%	1,192	24.6%
Unknown	131	3.3%	191	3.9%
Total	3,913		4,845	

Table II-5 NURSING STUDENT ENROLLMENT (MASTERS AND DOCTORAL) UT HEALTH INSTITUTIONS

	2003		2007	
White	511	73.1%	530	60.4%
African-American	48	6.9%	103	11.7%
Hispanic	73	10.4%	139	15.8%
Asian American	45	6.4%	62	7.1%
Native American	6	0.9%	5	0.6%
International	4	0.6%	12	1.4%
Unknown	12	1.7%	27	3.1%
Total	699		878	

PROFESSIONAL (MEDICAL AND DENTAL) ENROLLMENT

The early years of the decade saw minor fluctuations in total enrollment in professional programs. However, a concerted effort to expand medical and dental school enrollment resulted in a 96 student increase in fall 2005, a 151 student increase in the fall 2006, and an additional 66 students in the fall 2007. Of the 295 increase in professional students between fall 2003 and fall 2007, 74 percent (217 students) was in medical schools.

Along with this 7.3 percent increase in enrollment in the professional programs, small strides have been made in increasing the representation of African-American and, to lesser extent, Hispanic students. While the totals remain relatively small for African-American students, the 60 student increase between fall 2003 and fall 2007 represents 33.5 percent growth. The increase of 56 Hispanic students represents a 9.7 percent increase over 2003. Overall, the percentage of African-American and Hispanic students is higher in the four medical schools (20.8% in 2007) than the two dental schools (17.3% in 2007). It is unclear what the significance is of the increase in the number of students self-identified as “Unknown” — 100 of the 295 additional students.

While the increase in Hispanic medical students between 2003 and 2007 was modest, all four University of Texas medical schools were included in HispanicBusiness.com’s “Top Ten Medical Schools for Hispanics.” A closer look at medical school data show that UT Southwestern Medical School had the most significant increase in Hispanic students—27 students, increasing the percentage in its Medical School from 11.1 percent in 2003 to 13.5 percent in 2007. UTMB Medical School had the most significant increase in the number of African-American students—21 students, increasing the percentage from 7.6 percent in 2003 to 9.4 percent in 2007. UTMB Medical School still has the highest combined percentage of African-American and Hispanic students (24.9%). UTHSCSA Medical School has the second highest percentage of African-American and Hispanic students (21.7%).

A closer look at dental school data show that UT HSC-Houston had a significant increase in the number of Hispanic students (from 40 in 2003 to 51 in 2007), which increased the proportion enrolled from 12.3 percent in 2003 to 14.0 percent in 2007. The number of African-American students remained at 12 and their proportion within the Dental School declined to 3.3 percent. The number of Hispanic students at UTHSCSA remained at 63 (declining to 14.8% of dental students), while the relatively small number of African-American students increased from 2 to 11 between 2003 and 2007 (increasing to 2.6% of dental students).

Table II-6 PROFESSIONAL STUDENT ENROLLMENT (MEDICAL AND DENTAL) UT HEALTH INSTITUTIONS

	2003		2007	
White	2,443	60.6%	2,403	55.5%
African-American	179	4.4%	239	5.5%
Hispanic	579	14.4%	635	14.7%
Asian American	705	17.5%	802	18.5%
Native American	16	0.4%	18	0.4%
International	29	0.7%	49	1.1%
Unknown	81	2.0%	181	4.2%
Total	4,032		4,327	

Table II-7 UT HEALTH INSTITUTIONS, TEXAS POPULATION, AND TEXAS HIGH SCHOOL GRADUATES

	UT HRI Enrollment		All Public Academic Institutions			
	2003	2007	Total Enrollment Fall 2007	Baccalaureate	Est. 2006 TX pop.*	High School Grads, 2006**
				Degrees Awarded 2006-07		
White	55.7%	48.7%	51.4%	58.2%	48.3%	47.0%
African-American	5.5%	6.7%	11.4%	8.7%	11.4%	13.4%
Hispanic	16.2%	14.5%	23.7%	22.5%	35.7%	35.5%
Other	22.6%	30.2%	13.4%	10.6%	4.6%	4.1%

* Texas State Data Center **Texas Education Agency Graduate Reports

OUTREACH AND RECRUITMENT EFFORTS

An institution’s public commitment to student diversity, as demonstrated not only by outreach programs but what a student experiences once enrolled, is critical to future success in increasing diversity. Enrolled students can be the greatest ambassadors for an institution when they return to their undergraduate institutions to recruit or

meet with prospective students on campus. At the same time, a bad experience by current students could hamper recruitment efforts at an undergraduate institution for years to come. Financial support for highly sought after students is another way to retain some of the best students in Texas.

As indicated in Table II-7, the progress in student diversity still pales in comparison to the diversity of the general population in Texas and Texas high school graduates. However, the gap is smaller when compared to the diversity of Baccalaureate level graduates and total enrollment at public academic institutions in the state.

It is critically important that outreach and recruitment efforts not merely shift the enrollment of historically underrepresented students from one institution to another, but increase the number of these students enrolled in all programs. Each of the University of Texas health institutions has an array of “pipeline” programs which work with students at the beginning of their college career, and programs which reach into the public schools at the high school (and even elementary school) level. The intent is to increase the number of historically underrepresented students attending and graduating from colleges, particularly in health and science fields, and pursuing health careers.

Two examples of programs targeted at undergraduate students are the state-funded Joint Admissions Medical Program (JAMP) and the early acceptance (medical and dental) program. All eight medical schools in Texas participate in JAMP, which works with qualified economically disadvantaged college students. Participating students receive a scholarship beginning with the spring semester of their sophomore year in college, a stipend to attend summer internships at one of the medical schools, and mentoring and personal assistance while attending college. A student who successfully completes the program is admitted to medical school. A number of medical and dental schools have early acceptance programs where students from a partnering undergraduate institution can apply. If accepted to an early acceptance program, the student is required to take certain undergraduate courses (and maintain a certain grade point average), receive academic advising and mentoring, and achieve a certain score on the Medical College/Dental Admission Test.

UT HSC-San Antonio’s MedEd Program is just one example of a structured program that targets high school students with activities designed to “motivate, educate, and prepare students” for health careers. Students apply at the end of 8th grade. Year-round activities are offered to participate in community service, volunteer programs in local hospitals and healthcare facilities, academic enrichment classes and field trips to UTHSCSA and other institutions.

UTHRIs will continue to review the successes and failures of their outreach and recruitment efforts in the post-Hopwood environment. Early admissions programs, whereby a health science center partners with an undergraduate institution and offers early admission to promising students, have been viewed as successful at diversifying student enrollment.¹

¹ UTMB’s Early Medical School Acceptance Program partners with six institutions: UT Brownsville, UT El Paso, UT Pan American, Prairie View A&M, Texas A&M International, and Texas Southern University. UT HSC-San Antonio’s Facilitated Admissions Program for South Texas Scholars partners with UT Pan American, Texas A&M International, and St. Mary’s University. UT HSC-Houston’s Dental Early Acceptance Programs partners with eight institutions: UT Brownsville, UT El Paso, UT Pan American, Prairie View A&M, Texas A&M Kingsville, Texas A&M Corpus Christi, Texas A&M International, and University of Houston-Downtown. UT HSC-San Antonio’s Dental Early Acceptance Program partners with 19 undergraduate institutions, including UT San Antonio, UT Brownsville, UT Pan American, and Texas State University.

UT HEALTH INSTITUTIONS' PROGRESS TOWARD ANNUAL RESEARCH GROWTH RATE GOALS

The University of Texas System Strategic Plan 2006-2015 calls on its health institutions to “achieve an annual research growth rate of 3 percent or more above the growth rate of NIH funding.” In light of flat or declining federal support for NIH, the goal is best achieved in a two ways: (1) institutions increase their success at receiving limited NIH funding; and (2) further diversify sources of research funding.

At this time it is premature to determine whether UT System health institutions are on track to achieve this goal, but data from recent years does indicate that the institutions are well positioned. From 2002 to 2006 UT health institutions, based on reports to the Texas Higher Education Coordinating Board, have increased research expenditures by nearly 37 percent. During the same period the increase in NIH funding for all institutions of higher education was just over 18 percent (growth in all NIH awards for this period was 22%).

The total growth in research expenditures by UT System health institutions between 2002 and 2006 is impressive and the five year average for each institution (low of 6.55% to a high of 14.46%) has exceeded the five year average growth in NIH funding for all institutions of higher education (6.13%). These increases are promising, but the rates of success vary between institutions and significant challenges remain to see whether investments by UT System and the health institutions will succeed.

The doubling of the NIH budget from FY 1998-2003 led to an expansion of biomedical research across the nation and encouraged investments in research facilities and increases in the number of new faculty members.¹ This expansion of capacity now faces a NIH budget which increased by 3 percent in 2004, 2 percent in 2005 and 0 percent in 2006.² Meanwhile biomedical inflation in 2004 was 5 percent.³ The result nationwide has been increases in the number of applicants and applications for NIH funding and steady declines in the “success rates” (applications selected for funding / applications reviewed).

Because federal sources in general and NIH in particular represent a significant portion of the research expenditures at UT health institutions, federal budget pressures could influence the amount of future research funding available for the institutions. A key to exceeding the NIH growth rate in research expenditures is to capture a larger percentage of NIH funding, particularly as it relates to the NIH emphasis on basic research and technology development, translational research, and to a lesser extent clinical applications.⁴ Diversification of research support is another key to increasing research prowess. Private sector support is more likely for clinical applications and less likely to support basic research.

For FY 2004 nearly 63 percent of all research expenditures by UT health institutions were from federal sources. This percentage has declined slightly in recent years, down to 59 percent in FY 2006 and 57 percent in FY 2007, while the total research expenditures by UT System health institutions continues to increase. This can be viewed as a positive sign that the institutions are diversifying revenue streams without losing ground in federal funding.

¹ Investment in research facilities at U.S. medical schools for 2003-2007 is nearly triple the investment from 1990-1997.

² “NIH at the Crossroads: Strategies for the Future,” Elias A. Zerhouni, M.D., National Institute of Health.

³ Ibid.

⁴ Ibid.

RANKINGS AND COMPARISONS OF QUALITY IN HIGHER EDUCATION

OVERVIEW

The UT System Board of Regents strategic plan calls for investments and actions to increase the quality and (by implication) the rankings of UT System institutions. The change in rankings can be an important indicator of progress and impact of these investments—to recruit top faculty and build state-of-the-art research facilities, to enhance technology transfer, to attract and retain a diverse group of students—even as the ranking themselves should not be a strategic goal.

In Section I of this accountability report, numerous data trends are presented that demonstrate institutional progress on critical indicators. And Section III addresses more detailed rankings for each institution. This essay provides a broader international and national context for the key trends or changes of note in rankings of UT System institutions, focusing on research, technology transfer, quality of students and academic programs, and diversity.

Rankings look retrospectively at inputs and outcomes in previous years. Therefore, the reflection in rankings of UT System Board of Regents strategic investments in capital projects and talent, and initiatives to improve student success, will lag current rankings by several years. Moreover, all institutions are competing for the students, faculty, donations, and research dollars that affect rankings. Therefore, if rankings remain stable, that stability can be interpreted as an indicator of competitive success. Increases in rankings indicate even greater accomplishments against the competition. By establishing a baseline and monitoring changes this accountability framework provides a context that will reflect that impact over time.

In addition to the general trends discussed below, and the detail for each institution in Section III, the UT System prepares and publishes on the Web a number of more in-depth reports on key rankings: *Top American Research Universities*; *America's Best Graduate Programs*; *America's Best Colleges*; and *Diversity of Undergraduate and Graduate/Professional Programs*.

RANKINGS FOCUSED ON RESEARCH PRODUCTIVITY

With nearly \$2 billion in research expenditures in FY 2007, as a whole, the UT System is at the top of national rankings in terms of research. It consistently places number one or two in total research and development and federal research expenditures. Evidence of the UT System's competitiveness is the 7.9% average annual rate of increase in total research expenditures from FY 2002 through FY 2006, which exceeds the 6.13% average annual rate of increase in available NIH funding for research grants and contracts for all institutions of higher education over the same five-year period. The table below summarizes national and international research rankings of particular note for the UT System and individual institutions, followed by more detailed analysis of each ranking system.

Table II-8 INSTITUTIONAL RANKINGS SUMMARY

UT System	1 in R&D expenditures FY 2006 2 in federal research expenditures FY 2006	NSF 2007 NSF 2007
MDACC	28 of 640 in R&D expenditures FY 2006 51 of top public and private research universities; tied for 32 of top public research universities 21 in clinical medicine #1 cancer hospital	NSF 2007 The Center, 2008 Shanghai Jiao Tong 07/08 U.S. News, 2007
Austin	33 of 640 in R&D expenditures FY 2006 Tied for 25 of top public and private research universities; tied for 8 of top public universities 13 among top public universities; 44 among all universities; 38 among top 500 world universities; 6 in engineering/computer science; 19 in social science; 29 in natural sciences/math	NSF 2007 The Center, 2008 U.S. News, 2007 Shanghai Jiao Tong 2007

INSTITUTIONAL RANKINGS SUMMARY *cont.*

UTSWMC	48 of 640 in R&D expenditures FY 2006 39 among top 500 world universities; 6 in life sciences; 7 in clinical medicine Tied for 53 of top public and private research universities; 23 of top public research universities 4 graduate programs in Top 10	NSF 2007 Shanghai Jiao Tong 07/08 The Center, 2008 <i>U.S. News</i> , 2007
UTMB	93 of 640 in R&D expenditures FY 2006 Tied for 62 of top public research universities	NSF 2007 The Center, 2008
HSC-H	97 of 640 in R&D expenditures FY 2006 31 in clinical medicine Tied for 62 of top public research universities 1 graduate program in Top 10	NSF 2007 Shanghai Jiao Tong 07/08 The Center, 2008 <i>U.S. News</i> , 2007
HSC-SA	103 of 640 in R&D expenditures FY 2006 Tied for 76 for top public research universities	NSF 2007 The Center, 2008
UTD	171 of 640 in R&D expenditures FY 2006 3rd tier, national universities	NSF 2007 <i>U.S. News</i> , 2007
UTEP	196 of 640 in R&D expenditures FY 2006 4th tier, national universities	NSF 2007 <i>U.S. News</i> , 2007
UTSA	201 of 640 in R&D expenditures FY 2006 3rd tier, master's universities – West	NSF 2007 <i>U.S. News</i> , 2007
UTA	203 of 640 in total R&D expenditures FY 2006 4th tier, national universities	NSF 2007 <i>U.S. News</i> , 2007
UTPA	327 of 640 in R&D expenditures FY 2006 4th tier, master's universities – West	NSF 2007 <i>U.S. News</i> , 2007
UTT	3rd tier, master's universities – West 519 of 640 in R&D expenditures FY 2006	<i>U.S. News</i> , 2007 NSF 2007
UTPB	4th tier, master's universities – West	<i>U.S. News</i> , 2007
UTB	Unranked, master's universities – West	<i>U.S. News</i> , 2007

Top American Research Universities. The Center for Measuring University Performance has published a ranking of research institutions for eight years. This national report has evolved into one of the most objective and consistent ranking systems because it includes no reputational information. Criteria and definitions have been stable over a number of years and it is the system that best reflects the overall strength of research institutions.

Nine measures, including such indicators as research expenditures, size of endowment, and alumni giving, are used to measure competitiveness of research universities in garnering resources to attract top faculty and support research. The most recent (published in 2008) ranking of the “top research universities” is based on data collection from 196 institutions that reported at least \$20 million in federal research expenditures in FY 2005. Institutions are grouped on the basis of the number of measures they have in the top 25. (In addition to these primary rankings, on its web site The Center also publishes data on these indicators for a total of 640 institutions, including 389 public universities that reported receiving any federal research funding.)

Using this cluster approach, The Center placed 51 institutions, including UT Austin and M. D. Anderson, in the “top 25” of all public and private research universities in 2008, based on reaching the absolute top 25 in at least one of the nine measures. The minimum level to reach the 25th position in each measure in 2008 was as follows. These amounts increase every year:

- \$447,196,000 in total FY 2005 research expenditures. (For the period of this study, the institution ranked 100 in “total research” expended \$139,488,000.)
- \$289,985,000 in total FY 2005 federal research expenditures

- \$2,224,308,000 in endowment assets in FY 2006
- \$201,206,000 in annual giving in FY 2006
- 39 national academy members in 2006
- 25 faculty awards (national fellowships) received in 2006
- 463 doctorates awarded in 2006
- 462 postdoctoral appointments in 2005
- 660-740 verbal and 670-740 quantitative 25th and 75th percentile SAT scores for freshmen entering in 2005

Public and Private Institutions: In the most recent ranking of top public and private research universities, no public institutions had all nine measures in the top 25. Only two—UC-Berkeley and the University of Michigan-Ann Arbor—had eight.

- Over the past five years, UT Austin has raised or sustained its top ranking on four measures. Again in 2008, UT Austin was ranked in the top 25 on four indicators and in the top 26-50 on three indicators. UT Austin ranked in the top 25 in: endowment assets (6), number of national academy members (18), number of faculty awards (19), and number of doctorates granted (1). It ranked in the top 26-50 in: total research expenditures (31), federal research expenditures (30), and annual giving (28). Universities with similar rankings included Pennsylvania State University, University of Florida, and the University of Illinois.
- For 2008, UT M. D. Anderson had one measure ranked in the top 25 (number of postdoctoral appointees, 23) and one in the top 26-50 (total research expenditures, 33). Although not yet reaching this top ranking universally, over the past five years UT M. D. Anderson has steadily risen on nearly all indicators.
- UT Southwestern had five measures in the top 26-50 nationally: total research expenditures (42), federal research expenditures (46), annual giving (36), national academy members (32), and number of postdoctoral appointees (35). Over the past five years, UT Southwestern has steadily raised its position on most indicators.

Public Institutions: The universities ranked in the top 25 among public universities on all nine indicators were: UC Berkeley, UC-Los Angeles, University of Illinois-Urbana-Champaign, University of Michigan-Ann Arbor, University of North Carolina-Chapel Hill, University of Pittsburgh, and University of Wisconsin-Madison. Among public institutions, three UT System institutions had measures in the top 25 and six institutions had measures in the top 26-50.

- UT Austin had eight measures in the top 25 and one measure in the top 26-50. Measures in the top 25 for UT Austin included total research expenditures (19), federal research expenditures (16), endowment assets (1), annual giving (12), National Academy members (8), faculty awards (8), and doctorates granted (1). Among public institutions, UT Austin ranked 43 for number of postdoctoral appointees.
- UT Southwestern had five measures in the top 25 and two in the top 26-50. Among public institutions, UTSWMC ranked 25th in total research expenditures, 26th for federal research expenditures, 17th for endowment assets, 18th for annual giving, 15th for National Academy members, 30th for faculty awards, and 20th for postdoctoral appointees.
- UT M. D. Anderson had two measures in the top in the top 25 (total research expenditures (20) and postdoctoral appointees (14)) and three measures in the top 26-50 (federal research expenditures (33), endowment assets (45), and annual giving (27)).
- UT HSC-Houston and UT Medical Branch both had three measures in the top 26-50 of public institutions. UTHSCH ranked 49th in federal research expenditures, 46th in National Academy members, and 50th in faculty awards. UTMB was ranked in federal research expenditures (48), endowment assets (47), and postdoctoral appointees (29). These institutions have increased their rankings on a number of indicators (four for UT HSC-Houston and six for UT Medical Branch) over the past five years.
- UT HSC-San Antonio had one measure ranked in the top 26-50 of public institutions: faculty awards (46).

International Perspective: Shanghai Jiao Tong Ranking. Among the international rankings systems that attempt to make cross-national comparisons at the institutional level, the *Academic Ranking of World Universities* by Shanghai's Jiao Tong University provides a different set of objective, if selective, data on the top 500 world universities. Begun in 2003, it focuses on successful competition for research influence and recognition measured by highly prestigious awards and publications which result from funded research—alumni and academic staff receiving Nobel prizes and other major awards, publication citations, articles indexed, and proportion of articles published in top sources—all weighted by size of faculty. These criteria emphasize scientific publications and awards. In 2006, a complementary ranking by broad program areas was added.

Eight of the top 10 universities are American: Harvard, Stanford, University of California-Berkeley, Cambridge, MIT, Cal Tech, Columbia, Princeton, University of Chicago, Oxford. Thirty-eight of the top 50 universities were American.

In 2007, UT Austin ranked 38 among these 500 world universities. UT Southwestern Medical Center, UT Health Science Center-Houston, UT M. D. Anderson, UT Medical Branch, UT Health Science Center-San Antonio, and UT Dallas also appear in this elite group.

*Table II-9 SHANGHAI JIAO TONG UNIVERSITY
ACADEMIC RANKING OF WORLD UNIVERSITIES 2007/2008*

	Institution and Programs Rank among 500 World Universities	Institution Rank among 166 American Universities
UT Austin	38	29
Engineering/Technology/Computer Sciences	6	
Natural Sciences and Mathematics	29	
Social Sciences	19	
UT Southwestern Medical Center	39	30
Clinical Medicine and Pharmacy	7	
Life and Agricultural Sciences	6	
UT HSC-Houston	151-202 group	71-88 group
Clinical Medicine and Pharmacy	31	
UT M. D. Anderson Cancer Center	151-202 group	71-88 group
Clinical Medicine and Pharmacy	21	
UTHSC-San Antonio	203-304 group	89-117 group
Clinical Medicine and Pharmacy	52-75 group	
UT Medical Branch	203-304 group	89-117 group
Clinical Medicine and Pharmacy	52-75 group	
UT Dallas	305-402 group	118-140 group

TECHNOLOGY TRANSFER RANKINGS

Another outcome of research is the transfer of discoveries into the marketplace. Nationally, UT system institutions rank comparatively high on a number of measures of technology transfer productivity:

- First in the world in number of biotech patents (Milken Institute 2006)
- Second as a “patent powerhouse” (*The Scientist*, 2006)
- Fourth in U. S. patents issued (U. S. Patent and Trade Office, 2006)
- Five institutions ranked in top 100 on Milken Institute Technology Transfer and Commercialization Index: UT Austin, UT Southwestern, UT Medical Branch, UT Health Science Center-Houston, UT Health Science Center-San Antonio

RANKINGS FOCUSED ON STUDENTS

U.S. News and World Report “America’s Best Colleges”

The USNWR “America’s Best Colleges” series has, over the past twenty-four years, become the most publicized ranking of American colleges and universities, focused on the student perspective. Intended to help students choose a college, this publication excludes research as a criterion. Overall, the *USNWR* listings of top schools do not change radically from year to year. To sustain its position, let alone move up in the rankings, an institution must continue to invest in undergraduate improvement to increase retention, graduation rates, and selectivity; hire larger numbers of faculty to reduce student-faculty ratios and the number of large classes; and increase alumni giving. Peer assessment has a 25% weighting; retention rates are weighted 20% for national universities and 25% for master’s universities; faculty resources (including class size, faculty salaries, student-faculty ratio, proportion of faculty who are full time, and the proportion with the highest degree in their field) are weighted 20%. Other components of the rankings include student selectivity (15%), financial resources (10%), graduation rates (5%), and alumni giving (5%).

Even with incremental improvement in a number of indicators, most UT System academic institutions remained in the same tier as the previous year. Highlights of these changes include:

National universities:

- UT Austin ranked 13 among public universities and increased its rank among national universities from 47 to 44 (with 8 indicators moving up). UT Austin’s engineering program ranked 9 among the best undergraduate engineering programs in the country. Among engineering specialties, five of UT Austin’s engineering programs ranked in the top ten: civil (6), environmental/environmental health (6, tied with John Hopkins University), chemical (9), computer (8, tied with Cornell University), and aerospace/aeronautical/astronomical (9). Its undergraduate business programs have also maintained their high ranking: best program (7, tied with Carnegie Mellon University(PA)); accounting (1); management (5), management information systems (3); and marketing (2).
- UT Dallas remained in the third tier (national universities ranked 131 to 187) even as it improved its rating in the percent of classes of 50 students or more, the SAT scores for the 25th percentile, and the percent of faculty who are full-time. It is noteworthy that UTD’s 75th percentile SAT scores continue to be higher than any other third tier institution and higher even than many of those in the lower half of the top 124 national universities.
- UT Arlington and UT El Paso remained in the fourth tier among national universities.

Master’s universities (west):

- UT San Antonio remained in the third tier of master’s universities (west), and UT Tyler returned to the third tier of master’s universities, with improved ratings in student/faculty ratio and proportion of full-time faculty.
- UT Pan American and UT Permian Basin remained in the fourth tier.
- UT Brownsville was unranked this year because it did not report ACT/SAT data.

U.S. News and World Report “America’s Best Graduate Schools”

Each spring, *USNWR* uses a combination of qualitative and quantitative data to establish its rankings of graduate programs. Data include responses to reputational surveys sent to thousands of academics and professionals (the only criteria for some fields) and statistical indicators such as entrance exam scores, acceptance rates, student/faculty ratios, and research expenditures.

The most common trend in this most recent ranking was for graduate programs to shift by just a point or two. Thirty-one programs moved up compared with earlier rankings: 19 at Austin, 3 at Dallas, 1 each at Arlington, El Paso, and Pan American, and 2 each at Southwestern Medical Center, Medical Branch, and

HSC-Houston. The number of UT System institution programs ranked ten or better is also noteworthy: 41 at Austin, 1 at Dallas, 4 at Southwestern Medical Center, and 1 at HSC-Houston.

Diversity: Undergraduate degrees

- Nationally, UT System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. On average nationally, 7 percent of baccalaureate degrees were awarded to Hispanic students in 2005-06, compared with an average of almost 32 percent at UT System academic institutions. UT System health-related institutions awarded Hispanic students almost 22 percent of baccalaureate degrees.
- During the 2005-06 academic year, the most recent year for which comparable national institutional data are available, UT System institutions ranked near the top in granting the bachelor's degree to Hispanic students (*Diverse Issues in Higher Education [DIHE]*, June 2007).
 - Pan American – 2nd
 - El Paso – 3rd
 - San Antonio – 4th
 - Austin – 10th. Austin was also 6th in bachelor's degrees to all minority students.
- UT System institutions also ranked in the top ten in numbers of baccalaureate degrees awarded to Hispanic students in specific disciplines in 2005:
 - UT Austin – area studies (7); biological and biomedical sciences (4); engineering (5); mathematics (3); physical sciences (4); social sciences (7). UT Austin also ranked 6th in mathematics baccalaureate degrees awarded to Black students.
 - UT Brownsville – mathematics (8).
 - UT El Paso – biological and biomedical sciences (5); business (3); engineering (1); health professions (3); mathematics (6); physical sciences (7).
 - UT Pan American – biological and biomedical sciences (1); business (4); engineering (10); English (1); health professions (2); mathematics (5); physical sciences (2).
 - UT San Antonio – biological and biomedical sciences (2); business (2); engineering (9); English (6); mathematics (2); psychology (7).
 - UT HSC-San Antonio – health professions (5).
- Rankings of note for bachelor's degrees to all minority students:
 - UT Austin – biology (6); engineering (4); mathematics (3); physical sciences (9); social sciences (10).
 - UT Pan American – English (7); health professions (7).

Diversity: Graduate and Professional Degrees

- UT System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees. Nationally in 2005-06, 5.1 percent of all PhDs were awarded to Black students and 3.1 percent to Hispanic students. For master's degrees, 8.9 percent were awarded to Black students and 4.9 percent to Hispanic students. These data represent steady, but very small, increases over the past decade, and underscore the persistent underrepresentation of Black and Hispanic doctoral recipients.
- Between 2001-02 and 2005-06, the proportion of graduate and professional degrees UT System academic institutions awarded to White students decreased by 5.5 percentage points to 44.2 percent, less than half of all degrees conferred, compared with the national average of 59.8 percent in 2005-06.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased by 2.2 percentage points from 2001-02 to 2005-06, with professional degrees showing the largest increase with 6.4 percentage points. The UT System academic institution average was 17.9 percent, compared

with 4.7 percent nationally. UT System health-related institutions awarded 14.0 percent of graduate and first professional degrees to Hispanic students in 2005-06, up from 2001-02.

- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at UT Arlington, UT Austin, UT Dallas, UT Pan American, UT Permian Basin, and UT Tyler. The average for UT System academic institutions was 4.0 percent, continuing a recent upward trend. The national average for 2005-06 is 8.3 percent. UT System health-related institutions awarded 4.4 percent of graduate and first professional degrees to Black students, up slightly from 2001-02.

Rankings for Master's Degrees

- At the master's level, UT System academic institutions ranked nationally among the top schools in awarding the master's degrees to Hispanic students during 2004-05.
 - UT Pan American – 5
 - UT El Paso – 6
 - UT San Antonio – 9
- Among institutions awarding master's to Hispanic students, UT System institutions rank in the top ten in many specific fields:
- UT Austin – engineering (4); mathematics (9); physical sciences (2).
- UT Brownsville – mathematics (6).
- UT El Paso – biology (6); computer science (5); education (5); engineering (2); mathematics (2); physical sciences (2).
- UT Pan American – education (7); health professions (3); mathematics (6).
- UT San Antonio – biology (5); computer science (5); education (10); mathematics (2).

Rankings for Doctoral Degrees

- UT Austin ranked 1 in doctorates awarded to Hispanic students in all disciplines and 6th for doctorates awarded to all minorities in all disciplines.
- Nationally, UT System academic institutions are ranked highly among those conferring doctoral degrees to minority students in specific disciplines:
 - UT Austin: education doctorates to Hispanic students (3); English doctorates to Black students (1); physical science doctorates to Hispanic students (3); social science doctorates to Hispanic students (1).
 - UT El Paso: engineering doctorates to Hispanic students (3).
 - UT Health Science Center-Houston: biology doctorates to Hispanic students (7).

Rankings for First Professional Degrees

- UT System institutions rank highly in degrees conferred to minority professional students in 2006.
 - UT Austin: law degrees awarded to Hispanic students (2) and law degrees awarded to all minority students (5).
 - UT Medical Branch: medical degrees awarded to Hispanic students (5).
 - UT HSC-Houston: dental degrees (4) and medical degrees (5) awarded to Hispanic students.
 - UT HSC-San Antonio: medical degrees (4) and dental degrees (5) awarded to Hispanic students.
 - UT Southwestern: medical degrees for all minority students (6) and for Hispanic students (10).

