

The University of Texas System Accountability and Performance Report 2005-06 Highlights

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Introduction

Background, Purpose, and Audience

- The University of Texas System Board of Regents and Chancellor Mark G. Yudof continue to emphasize the increasingly important role that accountability will play in the U. T. System's future planning and activities. In 2002, they proposed development of an integrated and strategic approach to U. T. System accountability and performance studies and reporting for the Chancellor, the Board, public policy makers, and other internal and external audiences.
- This framework reflects the U. T. System's ongoing commitment to foster and monitor its overall accountability, including institution and System functions that contribute to its academic, health care, and service missions. The report provides information and analysis that demonstrate how U. T. System institutions add value, contribute to state goals, and how they compare with peers. It emphasizes outcomes, results, and implications for future planning to support continued improvement by the System and U. T. System institutions. The data displayed in this report provide a baseline of institutional performance; multi-year information is displayed where available to establish trend lines and will provide the basis for reviewing institutions and establishing benchmarks for future performance. The report is used by the System to establish expectations and evaluate performance of each institution, in conjunction with other documents such as each institution's Compact and each president's work plan.
- Many stakeholders have an interest in U. T. System's accountability. This report serves internal and external accountability purposes and is used as a management tool. It is intended for the U. T. System itself – the Board, System officials, and campus administrators, faculty, staff, and students. It is also intended to be a public document for elected and appointed officials, students, alumni, parents, patients, donors, grantors, and other members of the public interested in U. T. System's plans and performance.

Report Scope and Framework

- As the U. T. System gains responsibility for certain decision-making, it also takes responsibility to be accountable for the results of those decisions and to demonstrate that it is an efficient and responsible steward of public resources in serving Texas.
- While this report is designed to serve U. T. System needs, it also responds to Governor Rick Perry's January 22, 2004, Executive Order RP 31 relating to accountability of higher education systems and institutions, and complements the statewide accountability system developed in 2004.
- The U. T. System accountability framework encompasses all functions within the System and among academic and health-related institutions that support their academic, health care, and service missions.
- This report is organized according to a five-part framework that highlights and tracks U. T. System institutions' impact in areas that are of high importance for the System and that relate to key state goals:
 - I. Student Access, Success, and Outcomes
 - II. Teaching, Research, and Health Care Excellence
 - III. Service to and Collaborations with the Community
 - IV. Organizational Efficiency and Productivity
 - V. Profiles for each U. T. System institution, including:
 - Institutional Rankings
 - Mission Statement
 - Comparisons with Peer Institutions
 - Centers of Excellence

- Within this framework, performance measures are aligned with System values, goals, and priorities in each area. They include:
 - Performance Measures: provide data on activities for which institutions will be held accountable. These measures emphasize outcomes, e.g., graduation rates, but also include some measures of progress, e.g., retention rates that will help address any trends before they become major problems.
 - Contextual Measures: provide important background information on institutional context.
- Implications for the Future and Measures Suggested for Future Development: important topics for which consistent data will not be available within the current study period but that should be pursued in the next edition.
- Data in this report come from System and legislatively mandated reports, including annual data provided to the Texas Higher Education Coordinating Board and the Legislative Budget Board, and from other information gathered from U. T. System institutions. The goal is to integrate and focus the information previously disseminated through several different performance reports.

Related U. T. System Accountability Initiatives and Reports

- Institutional Compacts. In 2003-04, The University of Texas System instituted the development of compacts for each U. T. System institution. The compacts are written agreements between the Chancellor of The University of Texas System and the presidents of each of the System's academic and health institutions that summarize the institution's major goals and priorities, strategic directions, and specific tactics to achieve its goals. These compacts reflect the unique goals and character of each institution, highlighting action plans, progress, and outcomes. Faculty, staff, and students helped to create these compacts, so that a shared plan and vision resulted. The System Administration's commitment of resources and time to support each institution's initiatives is included in every compact. Compacts covering the fiscal years ending 2006 and 2007 were completed in the summer of 2005. They are updated annually. For more information and to view each Compact, visit the U. T. System's institutional planning and accountability Web site, at www.utsystem.edu/ipa/compacts.
- U. T. System Learning Assessment Initiative. In this accountability context, the collection and analysis of data related to students' educational experience and outcomes are vitally important to address the related questions, what is the value added and what are the outcomes of student's educational experiences at U. T. System institutions? Employers want consistent skills, including good verbal and written communication skills, honesty and integrity, teamwork skills, interpersonal skills, and a strong work ethic. The public expects college graduates to possess the ability to learn, take initiative, make decisions; think strategically and flexibility; write, use information technology and qualitative and quantitative analysis skills. Focusing on learning outcomes has been recommended by recent studies of higher education accountability systems, including the Business Higher Education Forum and the National Commission on Accountability in Higher Education, which endorsed use of a common test across the states.
- Using Multiple Measures. The U. T. System has the opportunity to use existing tools to create its new model to address the issue of student outcomes. Based on national research and emerging experience, the U. T. System has adopted a multiple-measure framework to assess student outcomes from four different perspectives. In addition to measures of student engagement and satisfaction, pass rates on licensure exams, and postgraduation experience, for 2005-06, the U. T. System now also displays measures of student learning outcomes from the Collegiate Learning Assessment.

I. Student Access, Success, and Outcomes

Total U. T. System Enrollment

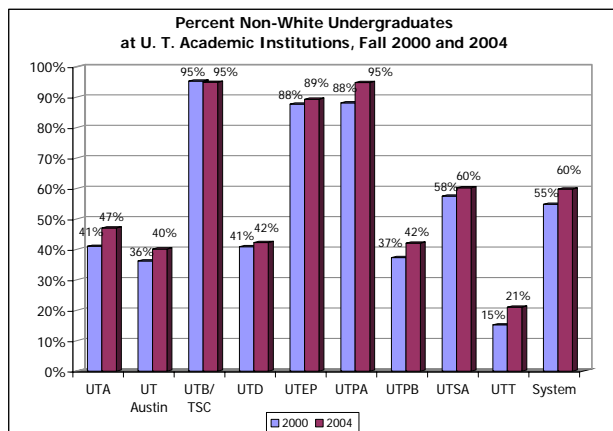
- In fall 2005, enrollments at all U. T. System institutions totaled 185,816, nearly 1.7% higher than fall 2004 enrollments, and were 34% of all public university enrollments in Texas.
- U. T. System academic institutions enrolled 174,846 students in fall 2005, up 1.6% from the previous fall.
- U. T.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

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

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

Undergraduate Enrollments

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



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

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

Financial Aid

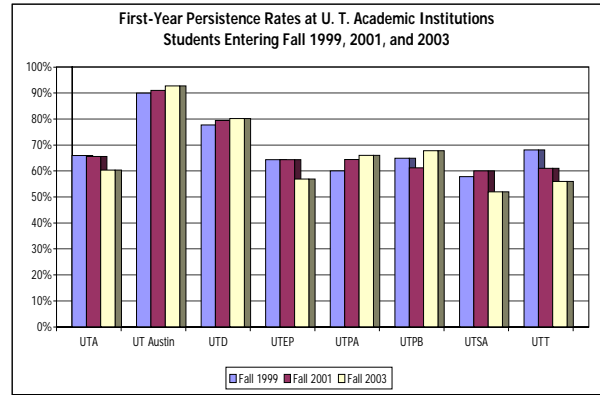
- In FY 2004-05, \$767 million was allocated for 228,587 financial aid awards to U. T. System academic institution students (some students received more than one award, including grants, loans, and work study).
- 40% of undergraduate students received some amount of need-based aid; a total of 50% received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

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

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

Persistence

- Improving persistence rates is a high priority for institutions and the U. T. System. It is addressed in many institutional Compacts as well, including investments in advising, freshman seminars, and other programs to improve quality of undergraduate experience.
- Among students matriculating between fall 1999 and 2003, persistence rates increased at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin, but declined at other institutions. (Data for 2003 may under-represent total persistence due to a change in method of data collection.)
- The increases hold for minority groups: persistence rates of Hispanic students exceeded those of White students at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio. And the rates increased over this five-year period among Hispanic students at U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Permian Basin.



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

Graduation Rates

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

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

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

Source: Texas Higher Education Coordinating Board

- While still lower at most U. T. System campuses than the 51% national average, six-year graduation rates steadily increased between the 1995 and 1998 entering classes by:

- 7 points at U. T. Arlington
- 3.9 points at U. T. Austin
- 1 point at U. T. Dallas
- 2.1 points at U. T. El Paso
- 3.7 points at U. T. Pan American
- 7.3 points at U. T. Permian Basin
- 0.4 points at U. T. San Antonio

- This trend applies, with some variation, across ethnic and racial groups. Graduation rates among Black students increased at most institutions. At U. T. El Paso, and U. T. Permian Basin, this rate exceeds that of White students.
- Graduation rates among Hispanic students also increased at all institutions except U. T. Dallas and U. T. Tyler.

Degrees Conferred

- U. T. System academic institutions conferred 22,469 baccalaureate degrees in 2004. Statewide, the U. T. System produces approximately one-third of the baccalaureate degrees conferred each year in Texas.
- 57% of graduates were females in 2004, and 48.9% were White (down from 53.8% in 2000). The proportion of Black graduates increased slightly, from 4.3 to 4.8%, and the proportion of Hispanic graduates increased from 28.5 to 30.2%.

- Nationally, U. T. System institutions continue to rank highly in numbers of baccalaureate degrees awarded to Hispanic students. During the 2003-04 academic year, the most recent year for which comparable national institutional data are available, U. T. System schools were at the head of the list of the top 100 institutions nation-wide granting the bachelor's degree to Hispanic students: Pan American – 2nd; El Paso – 3rd; San Antonio – 4th; Austin – 8th.

Student Experience

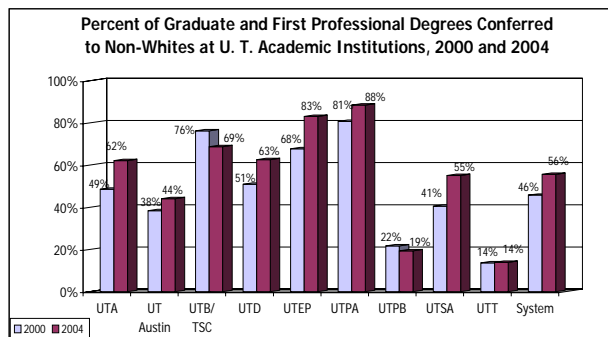
- In the 2005 National Survey of Student Experience, a large majority of students reported their overall educational experience as “good” or “excellent” in 2003, 2004, and 2005.
- Nationally, in 2003, 2004, and 2005, 87% of survey participants reported that their educational experience was “good” or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

Student Learning Outcomes

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

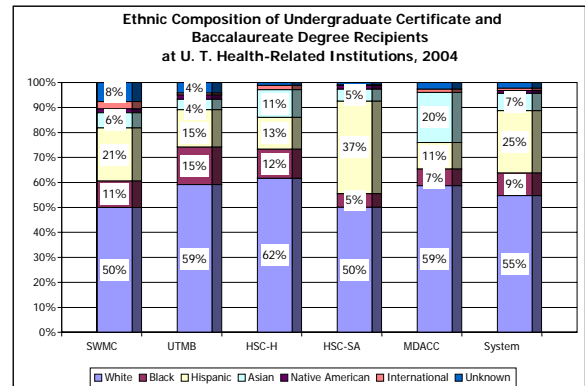
Graduate and Professional Student Enrollment and Graduation Trends – U. T. System Academic Institutions

- From 2000 to 2004, the overall proportion of non-White and international students has increased at U. T. System academic institutions except U. T. Brownsville/Texas Southmost College. In 2000, the overall proportion of non-White students at U. T. System academic institutions was 48.1%; it was 54.4% in 2004 (excluding students whose ethnicity or race was unknown).
- The proportion of Hispanic graduate and professional students increased at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio.
- The proportion of Black graduate and professional students increased on every campus except U. T. Arlington and U. T. Tyler. Although small compared with other ethnic/racial groups, the proportion more than doubled at U. T. Brownsville/TSC, U. T. Pan American, and U. T. Permian Basin.
- The overall proportion of graduate and professional degrees awarded to non-White students increased from 2000 to 2004. From 2000 to 2004, more non-White students received graduate and professional degrees at each U. T. System academic institution except U. T. Brownsville/TSC, U. T. Permian Basin, and U. T. Tyler.



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

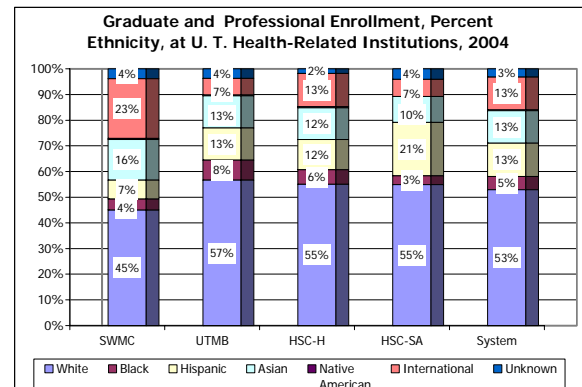
- 2,022 undergraduate students were enrolled at U. T. System health-related institutions in fall 2004, nearly level with the 2,018 enrolled in 2000.
- An increase in undergraduate nursing enrollments from 2000 to 2004 at U. T. Medical Branch, U. T. Health Science Center-Houston, and U. T. Health Science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



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

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

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



Graduate and professional enrollments have become more diverse:

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

Medical Student Satisfaction

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

Implications for Future Planning

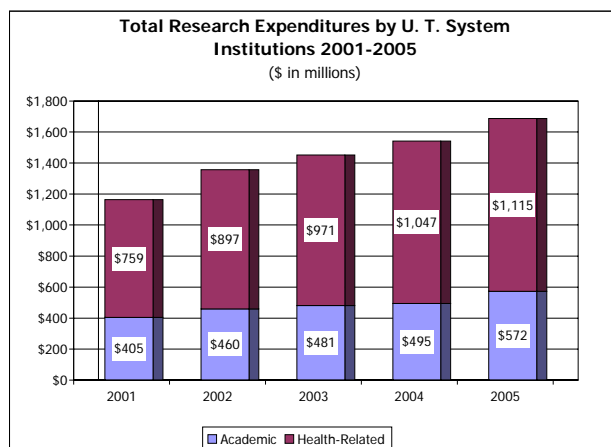
- The U. T. System must continue its commitment to improve the rates of undergraduate student persistence and graduation.
- The System should make it a high priority to continue to address the decline in production of degrees in high-priority health fields.
- Addressing the relationship between ethnicity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

Measures for Future Development

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

II. Teaching, Research, and Health Care Excellence

Research Funding Trends



- In FY 2005, U. T. System health-related and academic institutions together generated research and research-related expenditures totaling almost \$1.7 billion. In the period from FY 2001 to FY 2005, this total has increased by 45%, and reflects an average annual increase of 10%.
- By comparison, national academic R&D increased by 10.9% from FY 2001 to FY 2002, and by 10.2% from FY 2002 to FY 2003 (the most recent years for which national data are available).
- Health-related institutions generate approximately two-thirds of total U. T. System research and research-related expenditures. (Nationally, medical sciences and biological sciences accounted for one-half of total R&D expenditures in FY 2003.)

Academic Institutions

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

comprised almost 19% of the total of Texas public institution research and research-related expenditures in 2004 of \$2.253 billion.

- Over the past five years, at all nine U. T. System academic institutions there has been a gradual increase in the number of grants received, the number of faculty receiving grants, and/or the proportion of tenure/tenure track faculty who hold grants.
- The ratio of research expenditures to FTE faculty is a general indicator of the research productivity of the faculty and the mission of each campus. Over the past five years, this ratio has increased at all academic institutions, reflecting targeted investments in new faculty positions, research infrastructure, and support of grant proposal submissions.

Health-Related Institutions

- In FY 2005, U. T. System health-related institution research and research-related expenditures totaled \$1.115 billion, a 6.5% increase over the previous year. From 2001 to 2005, research and research-related expenditures have increased 47%, an average of nearly 12% per year.
- Among Texas health-related institutions, U. T. System health-related institutions ranked first in research and development expenditures in FY 2004. These expenditures comprised more than 49% of the \$2.253 billion total in Texas public university and health-related institution research and research-related expenditures in 2004.
- Five U. T. System health-related institutions are among the top 10 Texas public institutions in

research expenditures: U. T. Southwestern Medical Center (3), U. T. M. D. Anderson Cancer Center (4), U. T. Health Science Center-Houston (5), U. T. Medical Branch (6), and U. T. Health Science Center-San Antonio (7).

- Research expenditures per tenured/tenure-track faculty have increased at each institution. In FY 2005, the average was \$867,000 at U. T. Southwestern Medical Center; \$586,000 at U. T. M. D. Anderson Cancer Center; \$354,000 at U. T. Health Science Center-Houston; \$304,000 at U. T. Medical Branch; \$252,000 at U. T. Health Science Center-San Antonio; and \$116,553 at U. T. Health Center-Tyler.

Institutional Rankings

- U. T. System institutions rank highly in terms of total research and development expenditures. The most recent ranking, based on an annual National Science Foundation Survey, covered the period through FY 2003, and included 617 public and private research universities.
- For the period in FY 2002 and 2003, the total R&D expenditures of three U. T. System institutions (U. T. Austin, U. T. Southwestern Medical Center, and U. T. M. D. Anderson Cancer Center) have been in the top 50 public and private universities.
- Three U. T. System institutions have been in the top 51 to 100 (U. T. Health Science Center-Houston, U. T. Medical Branch, and U. T. Health Science Center-San Antonio).
- Numerous programs at U. T. System institutions are ranked in the top 10 nationally.

Endowed Faculty Positions

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

Awards and Honors

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

Source: U. T. System Academic Institutions

| Cumulative Honors at U. T. Health-Related Institutions | | | | | | |
|--|-------|------|------|-------|--------|-------|
| | Total | SWMC | UTMB | HSC-H | HSC-SA | MDACC |
| Nobel Prize | 5 | 4 | | 1 | | |
| National Academy of Sciences | 16 | 15 | | 1 | | |
| American Academy of Arts and Sciences | 15 | 13 | | 2 | | |
| American Academy of Nursing | 31 | | 6 | 14 | 11 | |
| Howard Hughes Medical Institute | 15 | 15 | | | | |
| Investigators Institute of Medicine International | 26 | 17 | 2 | 4 | 2 | 1 |
| Association for Dental Research | 39 | | | 35 | 4 | |

Source: U. T. System Health-Related Institutions

Technology Transfer

- From 2001 to 2004, technology transfer activities increased modestly among most U. T. System health-related institutions. From 2001 to 2004, the number of new invention disclosures decreased at U. T. Southwestern and U. T. Medical Branch. The number increased at U. T. Health Science Center-Houston, U. T. Health Science Center-San Antonio, U. T. M. D. Anderson, and U. T. Health Center-Tyler. From 2003 to 2004, however, the total declined, although the number increased at U. T. Medical Branch.
- The number of patents issued increased by more than 12% from 2001 to 2004.
- From 2001 to 2004, most institutions achieved an increase in the number of licenses and options executed; they more than doubled at U. T. Health Science Center-Houston and more than tripled at U. T. M. D. Anderson Cancer Center.
- In the most recent licensing survey by the Association of University Technology Managers, for FY 2004, U. T. Southwestern Medical Center was 19th nationally, with \$11.5 million in licensing income. New York University was first, with \$109 million.

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

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

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

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

Graduate Medical Education

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

Clinical Care

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

Student/Faculty Ratios

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

Implications for Future Planning

- The U. T. System will continue to emphasize the priority of research collaborations between academic and health-related institutions. These will be reflected in new patterns of joint grants.
- Private support for endowed faculty positions should be a System priority.
- The organization, support, goals, and pace of technology transfer require attention and further development and are connected to the economic impact that U. T. System institutions make on their communities.
- Efforts to bolster support for faculty research development should be reflected in increases over time in the number of grants received and the proportion of faculty receiving grants.

Measures for Future Development

- Measures of faculty teaching excellence should be developed with academic and health-related institutions.
- Measures of technology transfer productivity should be refined.
- Measures of information technology resources to support teaching and research should be developed.
- Faculty salary trend data for health-related institutions should be developed.

III. Service to and Collaborations with Communities

Contributions to Teacher Preparation

- Over the past decade, the U. T. System has been the largest producer of teachers in Texas when compared to all other state higher education institution systems. After a ten-year high in 2003, teacher production fell in 2004 and again in 2005, when it dipped below 1995 levels. In 2005, U. T. System academic institutions produced 3,279 certified teachers, over 14 percent of the teachers trained in Texas that year.
- While the System's contribution to the number of teachers remains the largest in the state, the System is currently producing a slightly lower percentage of teachers proportionately than it has in past years due to the increase in numbers of new non-university providers of teacher certification programs.
- Despite and overall decline, several U. T. System academic institutions have increased the numbers of teachers they are producing by significant proportions from 1995 to 2005: U. T. Dallas by 58 percent; U. T. El Paso by 7.3 percent; and U. T. San Antonio by 32 percent.
- A number of factors contribute to the fluctuations: changes in certification practices; increase in alternative certifications; and, for U. T. Austin, overall enrollment that has limited the number of students admitted to the College of Education.

Economic Impact

- Overall economic impact. In its host regions, U. T. System adds \$4 billion in personal income with a total impact of \$12.8 billion. The combined employment impact of all 15 U. T. System institutions on their host regions was 216,000 jobs. For every on-campus job, an additional 1.5 jobs are added.
- In addition, the state's \$1.6 billion direct investment brings in a total economic impact of \$2.3 billion from out-of-state resources.

The U. T. System Annual Impact by Institution on Regional Economies

| Institutions | Initial Direct Spending | Output Impact (Initial+Recirculated) | Personal Income Impact* | Employment Impact* |
|--|-------------------------|--------------------------------------|-------------------------|--------------------|
| Arlington | \$402,122,707 | \$616,820,092 | \$197,600,558 | 10,797 |
| Austin | 1,774,833,463 | 2,436,290,297 | 704,168,283 | 49,123 |
| Brownsville/TSC | 109,797,458 | 148,297,156 | 44,084,169 | 3,937 |
| Dallas | 232,526,742 | 348,245,145 | 110,695,673 | 6,274 |
| El Paso | 323,960,651 | 463,002,277 | 140,191,363 | 9,886 |
| Pan American | 187,555,647 | 250,788,908 | 72,154,543 | 6,581 |
| Permian Basin | 51,414,276 | 71,945,468 | 21,648,298 | 1,551 |
| San Antonio | 380,531,198 | 599,698,899 | 195,559,659 | 10,862 |
| Tyler | 80,307,464 | 118,714,998 | 36,484,207 | 2,369 |
| Total Academic Institutions | \$3,543,049,606 | \$5,053,803,240 | \$1,522,586,753 | 101,380 |
| Southwestern | \$834,055,306 | \$1,249,974,844 | \$404,592,062 | 16,730 |
| Medical Branch | 1,205,094,634 | 1,786,422,917 | 551,032,439 | 27,672 |
| HSC-Houston | 546,199,309 | 809,401,442 | 249,100,955 | 11,801 |
| HSC-San Antonio | 458,100,969 | 679,922,073 | 201,861,094 | 12,337 |
| M. D. Anderson | 1,936,397,455 | 2,969,900,423 | 1,004,858,050 | 40,114 |
| HC-Tyler | 126,848,375 | 179,954,448 | 51,444,332 | 3,517 |
| Total Health-Related Institutions | \$5,106,696,048 | \$7,675,576,147 | \$2,462,888,932 | 112,171 |

* Direct employment by the U. T. System institutions included in the operations impact. Employment includes full and part-time jobs. Personal income impact is included in the output impact.

Source: U. T. System Economic Study, March 2005

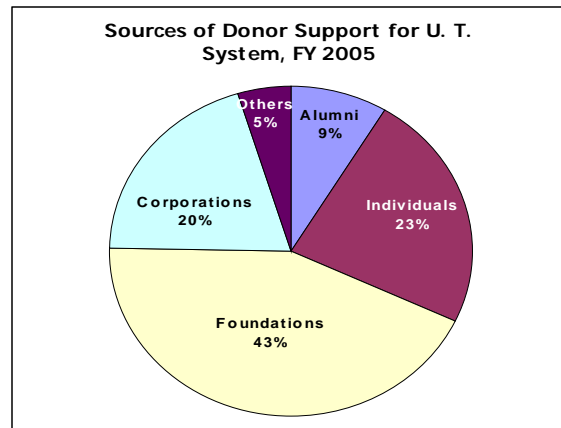
Historically Underutilized Business Expenditures

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

Private Support

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

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



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

Distance Education Trends

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

Implications for Future Planning

- The U. T. System continues to make a strong and positive impact on the communities in which its institutions reside, their surrounding regions, the state as a whole, and the nation.
- The U. T. System will continue its commitment to help improve K-16 education, including documentation of specific outputs in terms of increasing the number of teachers produced and retained in the field. The System will engage in further study of specific approaches to improve K-12 student preparation and success and teacher development.
- As the U. T. System pursues specific collaborative initiatives, such as the San Antonio Life Sciences Institute, Project Emmitt, and the partnership with Texas Instruments and International SEMATECH, it should track the impact of these investments by tracking grant and contract funding leveraged, patent applications and awards, and new start-up companies and jobs created.

Measures for Future Development

- Refine the methodology to assess the U. T. System's impact on K-12 education.
- Expand on economic impact of specific initiatives and investments.
- Working across the System, and with the Texas Higher Education Coordinating Board, refine measures to track and assess distance education trends.
- Develop measures of citizen awareness and satisfaction of U. T. as a system.
- Measure the impact of U. T. System strategic communications.

IV. Organizational Efficiency and Productivity

Revenues and Expenditures – Academic Institutions

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

Revenues and Expenditures – Health-Related Institutions

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

Patient Care

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

Bond Rating

- The U. T. System is one of only two public institutions of higher education to receive the highest possible credit ratings from all three major rating agencies. Revenue Financing System and Permanent University Fund debt is currently rated Aaa/AAA/AAA by Moody's, Standard and Poor's, and Fitch, respectively.
- The U. T. System has a large and growing appetite for debt financing to support its capital investment needs. As a result, the System is steadily using up its RFS debt capacity at the AAA credit level. A reduction in the RFS bond rating from AAA to AA would add \$1 million to \$2 million per year in debt service, based on historical interest rate spreads and the projected amount of debt to be issued in the FY 2006– FY 2011 Capital Improvement Program.

Administrative Expenses

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

Endowments

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

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

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

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

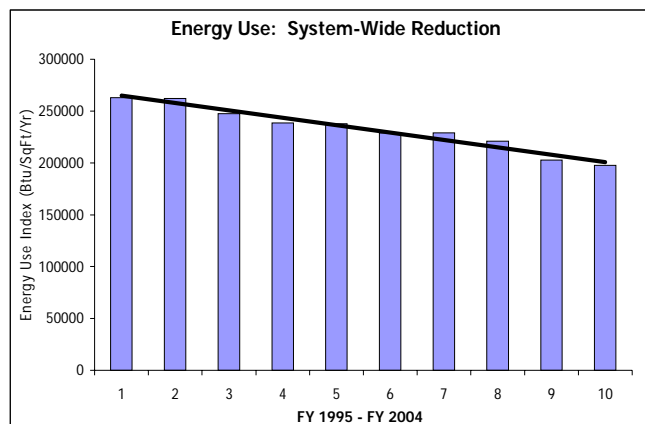
- The number of small classes is small in proportion to all classes offered at U. T. System academic institutions and is decreasing on most campuses.
- In 2005, on average, only 5.2% of all classes were small. (Small classes are defined as those courses with fewer than ten students at the undergraduate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

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

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

Energy Use

- Energy expenses comprise approximately 68% of academic institutions total operation and infrastructure support costs, and 50% at health-related institutions.
- In 2001, the U. T. System set a goal to reduce energy consumption by 10 to 15% by 2011.
- From 1994 to 2004, U. T. System institutions have, on average, reduced energy use by 27% per gross square foot, during a period when total gross square footage increased by over 40%.
- These savings have been achieved through the construction of more energy-efficient buildings, campus-based initiatives to monitor daily use, and programs to manage energy more efficiently.



Implications for Future Planning

- *Financial resources.* The U. T. System will depend increasingly on a combination of tuition, tuition revenue bonds, appropriations, private donations, and patient care revenues to obtain resources necessary to achieve its goals in teaching, research, health care, and service. Using these funds most efficiently will present an increasingly important challenge as demands to serve students and patients continue to grow. This report summarizes much more detailed information that helps assess the impact of shifts in this complex resource base.
- *Private giving and endowments.* Private sources of support will become increasingly important; this report should, in future years, illustrate the impact of these investments and the benchmarking and

development of operation enhancements at U. T. System institutions.

- *Productivity and efficiency studies.* The U. T. System has begun an analysis of the measures and comparative benchmarks it will use in the future to assess the productivity and efficiency of its operations. Results and recommendations are expected in 2006.
- *Human resource data and trends.* The U. T. System continues to lack a consistent, centralized process for analyzing staff trends including trends in salaries, FTEs, and professional development for employees in various classes. These issues are being addressed by the U. T. System Administration. Recommendations are expected in 2006.

- *Human resource development.* Investment of resources in recruiting, retaining, and developing faculty and staff is and will be a critical success

factor for U. T. System institutions. This report provides a framework for the future assessment of the effectiveness of these investments

Measures for Future Development

- Define measures of productivity based on task force recommendations.
- Refine the methodology for collecting and analyzing all faculty and staff (human resources) data.

V. Institutional Profiles

- Institutional ranking highlights. The full accountability report includes an extensive discussion of rankings and individual institutional profiles compared with peer institutions. Highlights of rankings are provided here.
- There is no single accepted overall ranking of research universities, in part because institutions differ significantly in the variety of programs offered and in the different roles they play in each

state's higher education infrastructure. Rankings depend on what a particular study wishes to emphasize. The various national ranking systems are intended to serve differing purposes: some focus on institutions as a whole, some on the research quality of individual graduate programs, and others on the undergraduate experience. For these reasons, the lists of top schools are not identical across the rankings systems.

U. T. Academic Institutions

Ranking and honors highlights:

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

U. T. Arlington

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

U. T. Austin

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

U. T. Dallas

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

U. T. El Paso

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

U. T. Pan American

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

U. T. Permian Basin

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

U. T. San Antonio

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

U. T. Tyler

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

U. T. Health-Related Institutions

Ranking and honors highlights:

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

U. T. Southwestern Medical Center

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

U. T. Medical Branch at Galveston

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

U. T. Health Science Center-Houston

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

U. T. Health Science Center-San Antonio

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

U. T. M. D. Anderson Cancer Center

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