

I. Student Access, Success, and Outcomes

Values

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

Goals

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

Priorities

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

System Overview

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

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

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

Trends related to participation, success, and contributions to high-priority fields are derived from the Texas Higher Education Coordinating Board's annual report on *Closing the Gaps*. Additional detail on all topics is available from the source document, *Closing the Gaps by 2015: 2006 Progress Report* (Texas Higher Education Coordinating Board, July 2006; www.theccb.state.tx.us/reports/PDF/1219.PDF.)

Progress toward Participation

Overall Enrollment

- As the table and graphs on the next page illustrate, 190,903 students were enrolled at U. T. System institutions in fall 2006. This represents 35.5 percent of all public university enrollments in the state.
- Between fall 2005 and fall 2006, overall enrollment at U. T. System institutions increased by 2.7 percent. Although small, this growth rate is more than double the statewide trend where, overall, enrollments increased 1.3 percent over this period.
- Enrollment in fall 2006 increased at every U. T. System academic institution except U. T. Arlington. Total enrollments in the academic institutions already meet 93 percent of the 2010 *Closing the Gap* enrollment targets.
- Total fall 2006 enrollment of 11,235 in the U. T. System health-related institutions increased by 2.4 percent over fall 2005 and already meets 94 percent of the 2010 *Closing the Gaps* enrollment targets.

Table I-1

Total U.T. System Enrollment
Fall 2005 and Fall 2006 Compared with 2010 Closing the Gaps Target

	Fall 2005	Fall 2006	% Change from Previous Year	Closing the Gaps 2010 Target
Academic				
Arlington	25,216	24,825	-1.6%	26,865
Austin	49,233	49,697	0.9	48,000
Brownsville*	13,250	15,677	18.3	16,000
Dallas	14,399	14,523	0.9	17,620
El Paso	19,257	19,842	3.0	22,332
Pan American	17,048	17,337	1.7	20,000
Permian Basin	3,406	3,462	1.6	4,045
San Antonio	27,291	28,379	4.0	32,000
Tyler	5,746	5,926	3.1	6,750
Total Academic Institutions	174,846	179,668	2.8%	193,612
Health-Related				
SWMC-Dallas	2,350	2,396	2.0%	2,454
UTMB Galveston	2,172	2,255	3.8	2,146
HSC-Houston	3,587	3,651	1.8	4,175
HSC-San Antonio	2,775	2,825	1.8	2,800
M. D. Anderson Cancer Center	86	108	25.6	336
Total Health-Related	10,970	11,235	2.4%	11,911
Total U.T. System	185,816	190,903	2.7%	205,523

*Brownsville enrollment represents unduplicated headcounts

Source: Texas Higher Education Coordinating Board

Figure I-1

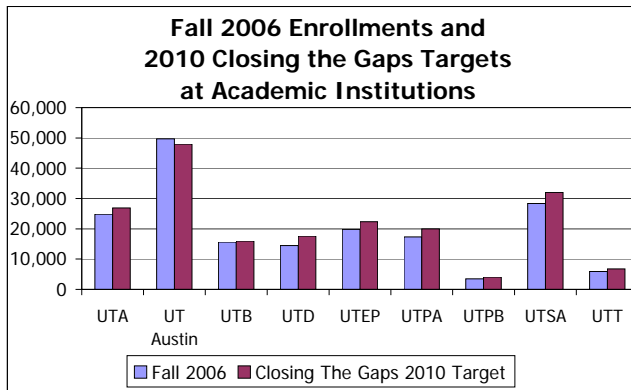
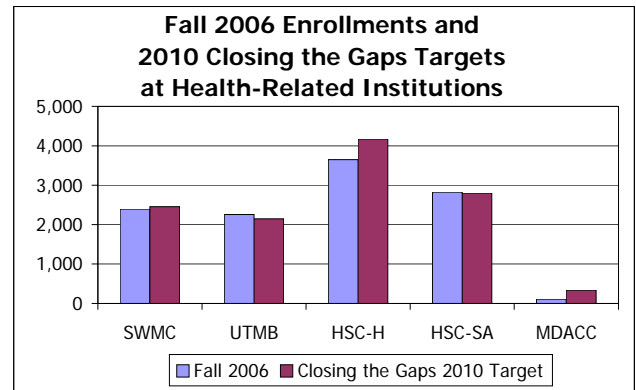


Figure I-2



Closing the Gaps Trends

- The following tables and discussion, pp. I-5 to I-9, relate to trends discussed in more depth in the Texas Higher Education Coordinating Board's July 2006 progress report on *Closing the Gaps*.

Enrollment of Black and Hispanic Students

- Between fall 2000 and 2005, the number of Black students increased at all U. T. System academic and health-related institutions. The number of Hispanic students increased at 13 of the 14 U. T. System institutions with students.
- In this five-year period, the U. T. System as a whole has increased its contribution to the *Closing the Gaps* overall goals, as the number of Black students grew by 39 percent and the number of Hispanic students grew by 38 percent.
- See pp. I-14 and I-22 for additional detail and analysis.

Table I-2

Student Ethnicity at The University of Texas System Fall 2005 Enrollments Compared with 2000

	Black Students			Hispanic Students		
	Fall 2000	Fall 2005	% Change From Fall 2000	Fall 2000	Fall 2005	% Change from Fall 2000
Academic						
Arlington	2,469	3,304	33.8%	2,212	3,234	46.2%
Austin	1,582	1,823	15.2	5,920	7,074	19.5
Brownsville	23	32	39.1	8,248	12,051	46.1
Dallas	697	925	32.7	701	1,129	61.1
El Paso	370	477	28.9	10,588	13,945	31.7
Pan American	64	73	14.1	10,695	14,771	38.1
Permian Basin	81	143	76.5	675	1,171	73.5
San Antonio	948	1,816	91.6	8,498	12,323	45.0
Tyler	332	552	66.3	118	321	172.0
Total Academic Institutions	6,566	9,145	39.3%	47,655	66,019	38.5%
Health-Related						
SWMC-Dallas	70	95	35.7%	111	188	69.4%
UTMB-Galveston	178	202	13.5	313	278	-11.2
HSC-Houston	173	230	32.9	322	447	38.8
HSC-San Antonio	83	126	51.8	562	667	18.7
M. D. Anderson Cancer Center	6	11	83.3	5	15	200.0
Total Health-Related Institutions	510	664	30.2%	1,313	1,595	21.5%
Total U. T. System	7,076	9,809	38.6%	48,968	67,614	38.1%

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

Source: Texas Higher Education Coordinating Board

Degrees Awarded and Degrees in High-Priority Fields

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

- Together, U. T. System institutions conferred 19,922 baccalaureate degrees in 2000 and 24,020 in 2005. In 2005, total degrees awarded by U. T. System institutions represented more than a quarter – 28 percent – of the statewide total of 85,174 baccalaureate degrees awarded.
- Between 2000 and 2005, production of doctoral degrees by U. T. System institutions grew from 1,065 to 1,243 and was 47 percent of the state total. Statewide, the number of doctoral degrees awarded was relatively stable; 2,639 degrees in 2004-05 and 2,629 degrees in 1999-00.

Table I-3

	Progress Toward Degrees				
	AY	Baccalaureate		Doctoral	
		99-00	04-05	99-00	04-05
Academic					
Arlington		2,813	3,316	78	83
Austin		7,803	8,705	703	755
Brownsville		475	681	--	--
Dallas		1,303	2,020	64	117
El Paso		1,695	1,957	17	28
Pan American		1,340	1,987	7	12
Permian Basin		334	437	--	--
San Antonio		2,487	3,272	4	13
Tyler		731	792	--	--
Total Academic		18,981	23,167	873	1,008
Health-Related					
SWMC-Dallas ¹		103	50	54	63
UTMB-Galveston ¹		368	223	36	36
HSC-Houston		91	180	75	110
HSC-San Antonio ¹		379	357	27	26
M. D. Anderson*		--	43	--	--
Total Health-Related		941	853	192	235
Total U. T. System		19,922	24,020	1,065	1,243

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

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

Source: Texas Higher Education Coordinating Board

Undergraduate Degrees Awarded in High-Priority Fields

- The Texas Higher Education Coordinating Board defines high-priority technical fields to include engineering, computer science, mathematics, and physical science. High-priority health fields include nursing and allied health professions.
- In 2004-05, U. T. System academic institutions conferred a total of 3,136 baccalaureate degrees and certificates in high-priority technical fields. Since 1999-2000, the number increased at every U. T. System academic institution. In some cases, the increases were notably large: by 140 additional degrees at U. T. Austin; by 104 at U. T. El Paso, by 85 at U. T. San Antonio, and by 62 at U. T. Brownsville.

- In 2004-05, U. T. System academic institutions also awarded 1,251 baccalaureate degrees and certificates in high-priority health fields, a more modest increase over the number awarded in 1999-2000. The number increased by 77 at U. T. Brownsville and by 76 at U. T. Pan American.
- While the net gain in health certificates and baccalaureate degrees awarded by U. T. System health-related institutions was modest, an increase of 29 degrees, the Health Science Center at Houston and the Health Science Center at San Antonio increased the number of degrees awarded by 70 and 92 respectively.
- The decline in the number of health certificates and baccalaureate degrees awarded by U. T. Southwestern Medical Center and U. T. Medical Branch was a consequence of converting baccalaureate programs to Master's programs.
- Producing larger numbers of science, engineering, and health profession graduates is a challenge for the state and the nation. The progress illustrated here is important. However, despite these noteworthy increases at most institutions, the U. T. System did not meet the THECB targets for technical or health certificates and baccalaureate degrees, which were adjusted upward in 2004. In addition, the THECB targets for the health-related baccalaureate degrees have not been adjusted to reflect the conversion of some baccalaureate programs to master's programs.

Table I-4

Progress Toward High-Priority Undergraduate Degrees						
U. T. System Institutions						
	2005 Closing			2005 Closing		
	Technical Certificates and Baccalaureate Degrees*		the Gaps	Health Certificates and Baccalaureate Degrees**		the Gaps
AY	99-00	04-05	Target	99-00	04-05	Target
Academic						
Arlington ¹	281	322	349	282	298	304
Austin	1,321	1,461	1,375	239	191	215
Brownsville	45	107	84	119	196	172
Dallas	366	381	909	40	55	0
El Paso	200	304	740	137	155	257
Pan American	107	141	159	145	221	171
Permian Basin	34	41	58	--	--	--
San Antonio	203	288	684	33	--	0
Tyler	83	91	101	163	135	211
Total Academic	2,640	3,136	4,459	1,158	1,251	1,330
Health-Related						
SWMC-Dallas ²				96	54	69
UTMB Galveston ²				368	223	380
HSC-Houston				126	196	208
HSC-San Antonio ²				434	526	341
M. D. Anderson				--	54	69
Total Health-Related				1,024	1,053	1,067
Total U. T. System	2,640	3,136	4,459	2,182	2,304	2,397

*Engineering, Computer Science, Mathematics, Physical Sciences

**Nursing and Allied Health

¹ In 04-05, U. T. Arlington also awarded 157 baccalaureate degrees in Information Systems, a field closely related to Computer Science.

² Decline in Allied Health baccalaureate degrees was result of conversion of programs to Master's status.

Source: Texas Higher Education Coordinating Board

Graduate-Level Education Degrees

- Between 2001 and 2005, U. T. System institutions collectively have increased the number of graduate-level education degrees from 1,324 to 1,709.
- See data on numbers of education degrees on page I-74.

Undergraduate Degrees Awarded to Black and Hispanic Students

Table I-5
Undergraduate Degrees and Certificates Awarded to Black and Hispanic Students by U. T. System Institutions 99-00 and 04-05

AY	Black			Hispanic		
	99-00	04-05	% Change From 99-00	99-00	04-05	% Change From 99-00
Academic						
Arlington	250	362	44.8%	276	424	53.6%
Austin	274	276	0.7	1,041	1,157	11.1
Brownsville	3	2	-33.3	992	1,591	60.4
Dallas	68	129	89.7	93	191	105.4
El Paso	47	35	-25.5	1,179	1,465	24.3
Pan American	4	12	200.0	1,222	1,713	40.2
Permian Basin	15	14	-6.7	77	160	107.8
San Antonio	98	205	109.2	1,088	1,528	40.4
Tyler	64	58	-9.4	15	38	153.3
Total Academic	823	1,093	32.8%	5,983	8,267	38.2%
Health-Related						
SWMC-Dallas ¹	14	6	-57.1	8	7	-12.5
UTMB Galveston ¹	41	19	-53.7	49	43	-12.2
HSC-Houston	12	15	25.0	12	31	158.3
HSC-San Antonio ¹	21	21	0.0	119	175	47.1
M. D. Anderson*	0	5	N/A	0	8	N/A
Total Health-Related	88	66	-25.0%	188	264	40.4%
Total U. T. System	911	1,159	27.2%	6,171	8,531	38.2%

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

¹ Allied Health baccalaureate programs transitioned to Master's status.

Source: Texas Higher Education Coordinating Board

- From 1999-2000 to 2004-05, the number of baccalaureate degrees and certificates awarded at U. T. System academic institutions increased by 33 percent for Black students and by 38 percent for Hispanic students.
- Over this period at U. T. Arlington, the number of degrees awarded to Black students increased by 45 percent and the number awarded to Hispanic students increased by 54 percent.
- U. T. Brownsville increased the number of degrees awarded to Hispanic students by 60 percent.
- At U. T. El Paso, the number of degrees awarded to Hispanic students increased by 24 percent.

- At U. T. Dallas, the number of degrees awarded to Black students nearly doubled, from 68 to 129, and degrees awarded to Hispanic students more than doubled, increasing by 105 percent.
- At U. T. Pan American, the number of degrees awarded to Black students, although small, increased by 200 percent; degrees to Hispanic students by 40 percent.
- U. T. Permian Basin more than doubled the number of degrees awarded to Hispanic students, increasing by 108 percent.
- U. T. San Antonio also more than doubled the number of degrees and certificates award to Black students, and the number of degrees awarded to Hispanic students increased by 40 percent.
- At U. T. Tyler, the number of Hispanic students who received degrees increased from 15 in 1999-2000 to 38 in 2004-05, a 153 percent increase.
- U. T. System health-related institutions enroll many fewer undergraduates. Overall, between 1999-2000 and 2004-05, undergraduate awards decreased by 25 percent for Black students but increased by 40 percent for Hispanic students.
- U. T. Health Science Center – San Antonio increased the number of degrees and certificates to Hispanic students from 119 in 1999-2000 to 175 in 2004-05, an increase of 47 percent. The U. T. Health Science Center – Houston increased the number of degrees and certificates award to Hispanics by 158 percent, but the numbers are relatively small (12 to 31).

U. T. System Hispanic-Serving Institutions

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

Student Access, Success, and Outcomes

U. T. System Academic Institutions

U. T. System Health-Related Institutions

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

Undergraduate Participation and Success

Table I-6

Enrollment of First-Time, Full-Time Degree-Seeking Undergraduates* at U. T. Academic Institutions							
	Fall	2001	2002	2003	2004	2005	% change Fall 01-05
Arlington		1,833	2,114	2,414	1,714	1,781	-2.8%
Austin		7,197	7,832	6,480	6,741	6,789	-5.7
Dallas		984	905	1,048	1,134	1,064	8.1
El Paso		2,156	2,310	2,428	2,137	2,181	1.2
Pan American		1,945	2,082	2,485	2,620	2,279	17.2
Permian Basin		165	218	295	260	302	83.0
San Antonio		1,911	3,002	4,132	4,246	3,455	80.8
Tyler		243	293	425	508	576	137.0
Total		16,434	18,756	19,707	19,360	18,427	12.1

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

Notes: Due to data collection changes at the Texas Higher Education Coordinating Board, the fall 2003 cohort is based on both non-degree-seeking and degree-seeking students. In previous and subsequent years, non-degree-seeking students are excluded.

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

Source: Texas Higher Education Coordinating Board

- The number of first-time, full-time degree-seeking undergraduates attending U. T. System academic institutions increased 12.1 percent from fall 2001 to fall 2005. Enrollments at U. T. Tyler more than doubled over that time period due to expansion at that institution to enroll freshmen and sophomores. Enrollment increased by more than 80 percent at U. T. Permian Basin and U. T. San Antonio.
- However, total enrollment declined from fall 2003 to fall 2004, and again in fall 2005. Possible reasons for this decline include enrollment caps at U. T. Austin, more rigorous admission criteria at some institutions and a general decline in the number of students graduating from Texas public high schools, nearly a 2 percent decline from 2004 to 2005.

Table I-7

First Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions, Percent Female						
	Fall	2001	2002	2003	2004	2005
Arlington		49.6%	50.5%	48.7%	54.3%	52.2%
Austin		52.0	52.4	54.6	54.7	53.5
Dallas		40.9	44.6	40.1	38.1	37.9
El Paso		53.6	52.3	51.3	52.2	50.0
Pan American		57.8	54.7	54.6	54.1	56.6
Permian Basin		63.0	57.8	54.6	53.1	57.6
San Antonio		51.1	54.0	50.2	50.4	51.1
Tyler		56.8	56.3	56.2	51.6	52.6
System		52.0%	52.5%	51.8%	52.3%	52.0%

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

Source: Texas Higher Education Coordinating Board

- As found for the previous four years, fifty-two percent of first-time full-time students were female in 2005. Also, females persist in higher proportions than do male students (see Table I-22). Thus, 54 percent of all undergraduates were female in 2005, somewhat lower than the national average of 57 percent (see Table I-14).

Table I-8

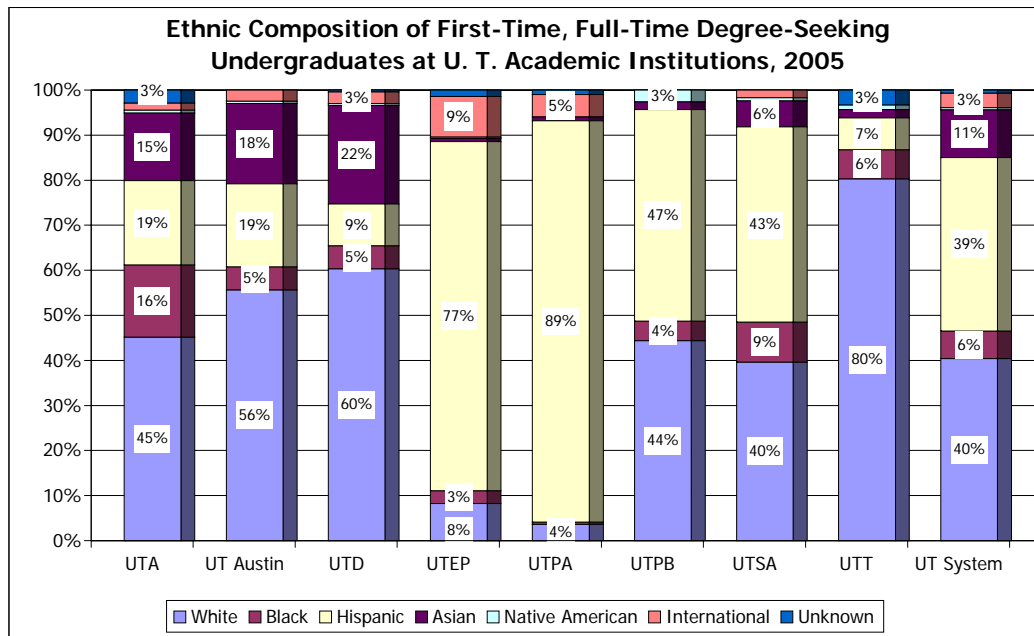
Ethnic Composition of First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions								
	Fall	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	2001	53.6%	13.9%	14.0%	13.2%	1.0%	3.4%	0.9%
	2005	45.2	16.0	18.8	15.0	0.6	1.6	2.9
Austin	2001	60.8	3.3	13.9	19.2	0.5	1.8	0.5
	2005	55.6	5.1	18.5	17.8	0.5	2.5	0.0
Dallas	2001	57.2	5.8	10.1	22.8	0.5	3.2	0.5
	2005	60.3	5.1	9.3	21.9	0.4	2.6	0.4
El Paso	2001	9.6	2.3	73.6	1.5	0.1	13.0	--
	2005	8.2	2.9	77.4	0.7	0.3	9.0	1.4
Pan American	2001	5.7	0.4	90.4	1.3	0.1	2.3	--
	2005	3.6	0.5	89.2	0.8	--	5.0	1.0
Permian Basin	2001	53.3	3.0	41.8	1.8	0.0	--	--
	2005	44.4	4.3	47.0	1.7	2.6	--	--
San Antonio	2001	39.3	6.8	45.7	5.7	0.6	1.9	--
	2005	39.6	8.9	43.3	5.8	0.7	1.7	--
Tyler	2001	84.8	4.9	5.3	2.1	1.2	1.2	0.4
	2005	80.2	6.4	7.1	1.9	1.0	--	3.3
Total Academic Institutions	2001	44.3%	4.6%	34.4%	12.3%	0.4%	3.6%	0.4%
	2005	40.4%	6.1%	38.5%	10.6%	0.5%	3.2%	0.7%

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

Source: Texas Higher Education Coordinating Board

- At U. T. Arlington, U. T. Austin, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler, the proportion of non-White first-time, full-time degree-seeking undergraduates increased between fall 2001 and fall 2005.
- In 2005, Hispanic students comprised over 38 percent of all first-time, full-time, degree-seeking undergraduates at U. T. System academic institutions. This was up from 34 percent in 2001, and was approaching the overall proportion – 42 percent – of college-age Hispanics in Texas.
- Between 2001 and 2005, the proportion of Black students enrolled in U. T. System academic institutions increased from 4.6 percent to 6.1 percent. The proportion of Black students has increased at every academic institution except U. T. Dallas.

Figure I-3



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

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

Table I-9

Texas High School Graduates by Ethnicity									
AY	2001	2002	2003	2004	2005	AY 2001 to 2005		Percent Distribution	
						Change	% Change	2001	2005
Total	215,316	225,167	238,109	244,165	239,716	24,400	11.3%		
White	109,634	112,386	116,817	116,497	113,212	3,578	3.3	50.9%	47.2%
Black	28,295	30,030	31,801	33,213	32,811	4,516	16.0	13.1	13.7
Hispanic	69,595	74,466	80,776	85,412	84,566	14,971	21.5	32.3	35.3
Asian-Pacific Islander	7,218	7,707	8,045	8,304	8,363	1,145	15.9	3.4	3.5
Native American	574	578	670	739	764	190	33.1	0.3	0.3

Source: TEA Graduate Reports

- The ethnic composition of the Texas high school graduating class of 2004-05 was split, with less than half (47 percent) White students.
- Hispanic students comprised just over one-third of the 2005 high school graduating class.
- U. T. System academic institutions together matriculated a smaller proportion of White students (40 percent) and a larger proportion of Hispanic students (39 percent) than the proportions among 2005 high school graduates in Texas.

- However the proportion of new Black students (6 percent) at U. T. System academic institutions has been and continues to be lower than the proportion among the high school graduates (14 percent).
- Furthermore, at U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, Hispanic students are the significant majority of the population – reflecting the general population of the counties that supply students to those respective universities.

Student Preparation

Table I-10

		Average ACT/SAT Scores of First-Time, Full-Time Degree-Seeking Undergraduates at U. T. Academic Institutions				
		Fall 01	Fall 02	Fall 03	Fall 04	Fall 05
Arlington	ACT	21	21	22	22	22
	SAT	1051	1046	1067	1066	1066
Austin	ACT	25	26	26	26	26
	SAT	1217	1222	1230	1230	1242
Dallas*	ACT	25	25	25	27	26
	SAT	1179	1209	1225	1239	1245
El Paso	ACT	19	18	18	19	18
	SAT	927	902	920	924	920
Pan American	ACT	18	18	18	18	19
	SAT	926	914	928	922	949
Permian Basin	ACT	21	20	21	22	21
	SAT	987	993	993	991	988
San Antonio	ACT	20	20	21	20	20
	SAT	971	983	993	980	996
Tyler	ACT	23	22	23	23	23
	SAT	1089	1071	1042	1068	1079

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

Source: U. T. System Academic Institutions

- Average SAT and ACT scores provide a perspective on student preparation for college for the subsection of students submitting scores.
- Some institutions include these scores in the matrix of data they use to benchmark their performance against peer institutions (see Institutional Profiles Section V). While institutions may seek increases in average scores, other issues related to access and preparation weigh in admission decisions.
- Research shows that test scores in combination with high school rank are better predictors of college performance than either factor alone.
- For those students submitting test scores, over the past five academic years, average SAT scores have increased at all campuses except U. T. El Paso and U. T. Tyler. Average ACT scores have remained stable or increased very slightly at all institutions except U. T. El Paso where the ACT average declined by a single point.

- In fall 2005, average SAT scores increased over averages in fall 2004 at five institutions: U. T. Austin, U. T. Dallas, U. T. Pan American, U. T. San Antonio and U. T. Tyler.
- Average ACT scores increased slightly from fall 2004 to fall 2005 at U. T. Pan American.

Table I-11

	Fall	2001	2002	2003	2004	2005
Arlington		326	349	405	403	406
Austin		3,404	3,878	4,219	4,186	4,305
Dallas		239	268	316	321	302
El Paso		274	290	303	306	321
Pan American		69	38	41	161	135
Permian Basin		35	43	53	49	62
San Antonio		182	343	423	342	101
Tyler		72	54	68	81	114

Notes:

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

Due to a reporting error, the data for U. T. San Antonio in 2005 are not correct.

Source: Texas Higher Education Coordinating Board

- These data show the numbers of first-time degree-seeking undergraduates who graduated in the top 10 percent of their Texas high school class and who applied, were admitted, and enrolled at a U. T. System academic institution.
- From fall 2001 to fall 2005, the numbers have increased at every U. T. System academic institution. The apparent decline at U. T. San Antonio in 2005 is due to a data coding error in which almost 300 Top 10% students were omitted. This also affects data in Table I-12.
- After a four-fold increase in 2004, U. T. Pan American showed a slight decline in 2005.
- As a result of fast overall enrollment growth, the proportion of Top 10% students has declined at U. T. Tyler (Figure I-4).
- At U. T. Arlington and U. T. Austin, a larger proportion of Black, Hispanic, and Asian students than White students graduated in the top 10 percent of their high school class. At U. T. Pan American, U. T. Permian Basin, and U. T. Tyler, the largest proportion of students graduating in the top 10 percent are Asian students (Table I-12).

Figure I-4

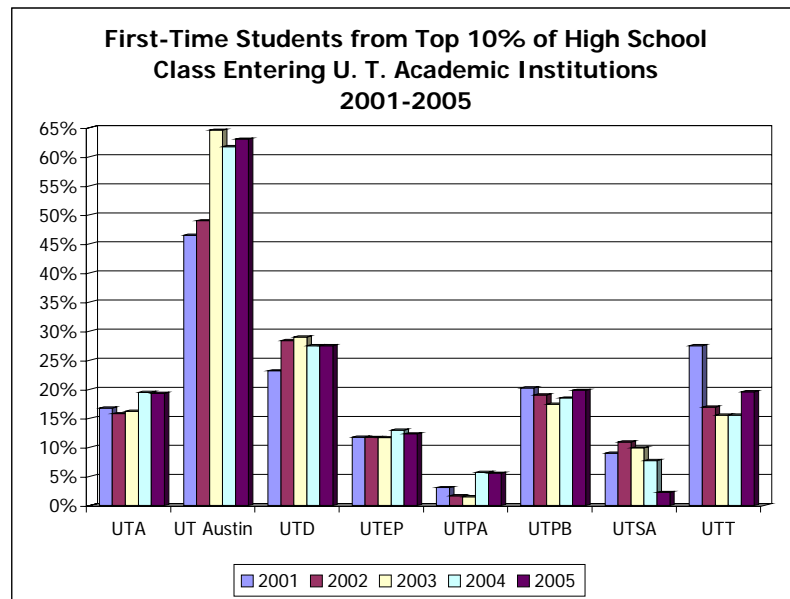


Table I-12

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

	Fall	Total	White	Black	Hispanic	Asian	Native American
Arlington	2001	326	16.9%	16.7%	20.3%	17.1%	10.5%
	2002	349	13.4	11.6	23.7	25.5	11.1
	2003	405	13.6	15.6	21.5	24.5	8.3
	2004	403	17.6	21.0	23.8	24.6	0.0
	2005	406	15.8	16.3	28.2	22.8	36.4
Austin	2001	3,404	44.0	57.0	55.8	50.7	29.4
	2002	3,878	45.2	57.6	60.8	54.5	55.9
	2003	4,219	61.5	72.9	78.6	67.1	78.9
	2004	4,186	58.4	72.5	75.7	62.3	71.4
	2005	4,305	60.3	72.1	76.4	64.3	54.5
Dallas	2001	239	28.9	19.0	15.5	16.6	20.0
	2002	268	31.1	23.8	38.8	22.1	0.0
	2003	316	32.1	32.1	31.9	22.4	0.0
	2004	321	30.1	28.8	27.2	25.4	0.0
	2005	302	28.9	27.3	29.8	26.0	20.0
El Paso	2001	274	12.4	6.1	13.9	11.8	0.0
	2002	290	11.2	3.1	13.5	25.0	0.0
	2003	303	11.0	6.6	13.5	15.0	0.0
	2004	306	12.8	12.7	14.7	14.3	0.0
	2005	321	14.2	5.0	13.7	15.0	0.0
Pan American	2001	69	1.6	0.0	3.3	4.0	0.0
	2002	38	0.7	--	1.8	0.0	--
	2003	41	1.6	0.0	1.6	0.0	--
	2004	161	7.5	16.7	5.8	0.0	0.0
	2005	135	8.5	0.0	5.8	11.1	0.0
Permian Basin	2001	35	21.5	20.0	19.2	0.0	--
	2002	43	20.2	0.0	19.3	0.0	0.0
	2003	53	23.2	6.3	12.4	0.0	25.0
	2004	49	17.2	9.1	22.3	16.7	0.0
	2005	62	23.0	6.7	18.1	42.9	0.0
San Antonio	2001	182	6.5	8.8	12.1	5.3	0.0
	2002	343	7.8	7.5	15.1	6.0	6.7
	2003	423	8.1	6.9	12.6	9.7	3.4
	2004	342	6.1	5.9	10.5	5.6	3.3
	2005	101	1.5	2.5	3.2	1.7	0.0
Tyler	2001	72	30.1	21.4	18.8	0.0	0.0
	2002	54	17.2	23.5	13.0	0.0	50.0
	2003	68	16.1	12.5	17.4	20.0	0.0
	2004	81	17.0	17.6	0.0	6.7	20.0
	2005	114	21.2	13.5	11.6	27.3	16.7

Notes:

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

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

Due to a reporting error, the data for U. T. San Antonio in 2005 are not correct.

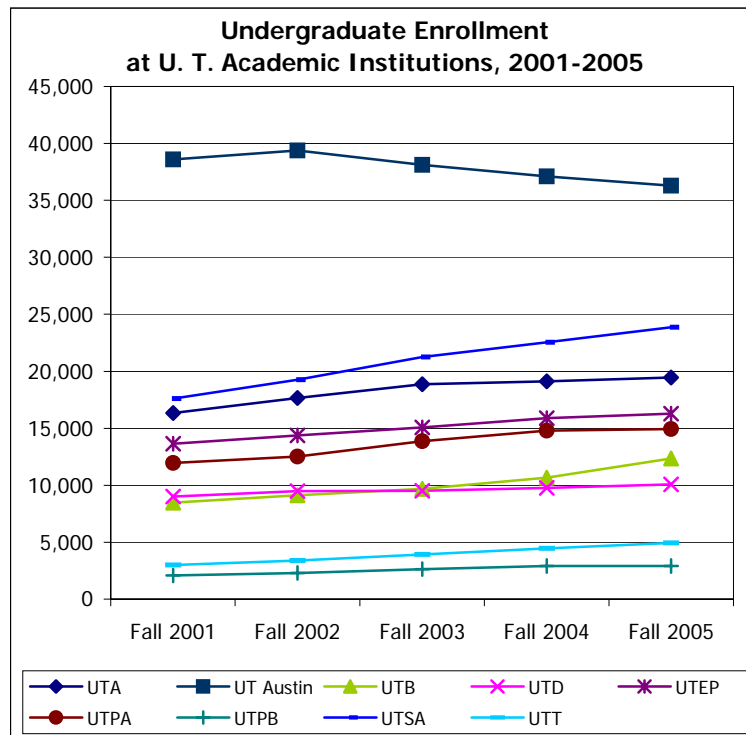
Source: Texas Higher Education Coordinating Board

Table I-13

Total Fall Undergraduate Headcount at U. T. Academic Institutions						
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change Fall 01-05
Arlington	16,330	17,649	18,867	19,114	19,448	19.1%
Austin	38,609	39,391	38,112	37,101	36,291	-6.0
Brownsville	8,470	9,131	9,699	10,656	12,357	45.9
Dallas	9,009	9,482	9,523	9,782	10,074	11.8
El Paso	13,642	14,384	15,085	15,901	16,296	19.5
Pan American	11,971	12,509	13,870	14,788	14,942	24.8
Permian Basin	2,077	2,292	2,638	2,923	2,933	41.2
San Antonio	17,599	19,244	21,242	22,537	23,863	35.6
Tyler	3,004	3,409	3,922	4,466	4,930	64.1
Total Academic Institutions	120,711	127,491	132,958	137,268	141,134	16.9%

Source: Texas Higher Education Coordinating Board

Figure I-5



- The trend in significant enrollment increases continued for undergraduate enrollment at U. T. System academic institutions, averaging nearly 17 percent from 2001 to 2005.
- The largest percentage growth occurred at U. T. Tyler, U. T. Brownsville, U. T. Permian Basin, and U. T. San Antonio, but enrollment also increased by nearly 25 percent at U. T. Pan American. Enrollment growth at U. T. Arlington and U. T. El Paso was less than 20 percent and was less than 12 percent at U. T. Dallas. U. T. Austin capped enrollment, and so enrollment continues to decrease slightly.
- While the total number of undergraduates enrolled in U. T. System academic institutions increased from 2001 to 2005, the rate of growth has slowed in each of the last four years.
- Overall, enrollment growth reflects both growth in the college-going population and the overall health of the economy.

Gender

Table I-14

Undergraduate Gender Composition, Percent Female at U. T. Academic Institutions					
	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Arlington	53.3%	53.3%	52.5%	53.2%	53.4%
Austin	50.5	50.5	51.2	51.6	51.9
Brownsville	61.4	60.7	59.7	59.5	60.2
Dallas	48.2	49.6	48.9	47.8	46.7
El Paso	54.4	54.7	54.2	54.4	54.9
Pan American	58.6	58.3	58.1	57.7	58.2
Permian Basin	66.5	65.5	62.7	62.3	61.8
San Antonio	55.0	55.0	53.9	53.5	53.0
Tyler	65.7	62.8	61.3	60.4	59.5
System	54.0%	54.1%	53.8%	54.0%	54.1%

Source: Texas Higher Education Coordinating Board

- The gender composition at U. T. System academic institutions has remained generally constant over the last five years.
- Female students represent over half, and often significantly more than half, of the undergraduate students on all campuses except U. T. Dallas. This parallels national enrollment patterns, where 57.2 percent of college students are female.
- At U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler, the proportion of female students declined between 2001 and 2005, but females still outnumbered male students by about three to two.
- The proportion of female students increased slightly from 2001 to 2005 at U. T. Arlington, U. T. Austin, and U. T. El Paso.

Age

Table I-15

Average Undergraduate Age at U. T. Academic Institutions						
	Fall	2001	2002	2003	2004	2005
Arlington		24	24	24	24	24
Austin		21	21	21	21	21
Brownsville		25	25	25	25	24
Dallas		26	25	25	25	24
El Paso		24	23	23	24	24
Pan American		23	23	23	23	23
Permian Basin		28	28	27	27	27
San Antonio		25	24	24	23	23
Tyler		27	27	26	26	25

Source: Texas Higher Education Coordinating Board

- Between 2001 and 2005, the average undergraduate age decreased slightly at U. T. Brownsville, U. T. Dallas, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler. Except for U. T. Brownsville, these decreases parallel the decrease in proportion of part-time undergraduate students at these institutions (Table I-16).

Race and Ethnicity

Figure I-6

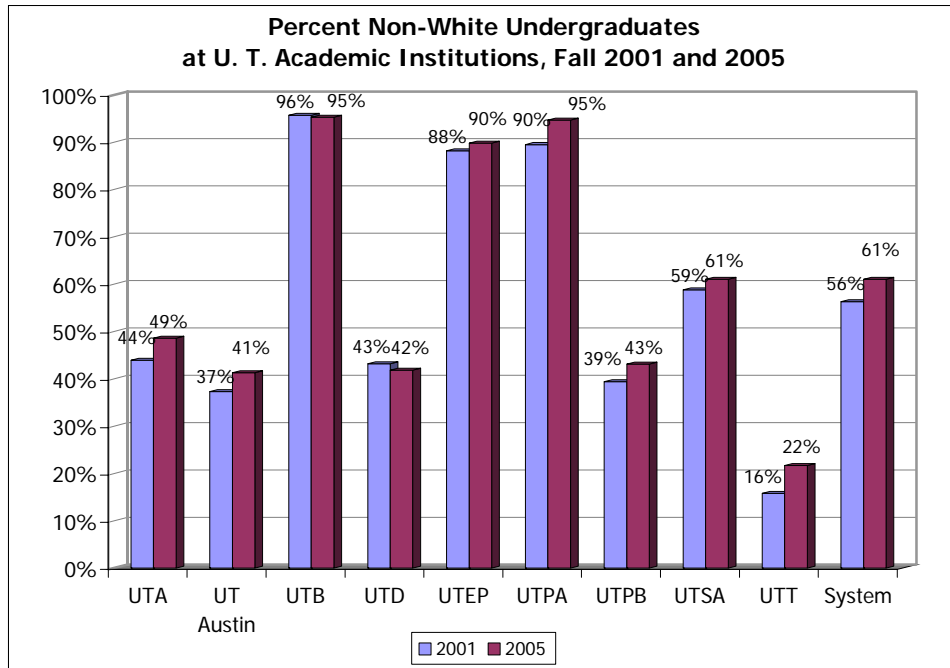
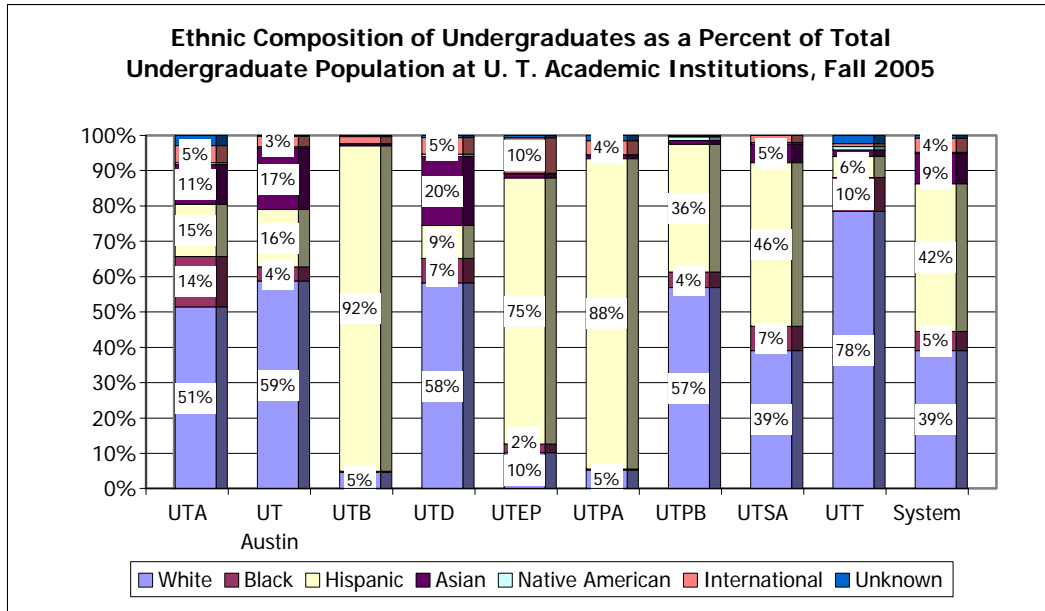


Figure I-7



- As the numbers of non-White undergraduate students have increased from 2001 to 2005, the proportion of white students enrolled has dropped from 44 percent to 39 percent.
- The proportion of black students increased slightly from 4.9 percent in 2001 to 5.4 percent in 2005.
- The proportion of Hispanic students increased from 38 percent in 2001 to 42 percent in 2005.
- U. T. Brownsville, U. T. El Paso, and U. T. Pan American enroll the largest proportion of Hispanic students; more than one-third of the students enrolled at U. T. Permian Basin and almost one-half of the students at U. T. San Antonio also were Hispanic students.
- U. T. Arlington, U. T. Dallas, U. T. San Antonio and U. T. Tyler serve comparatively large proportions of Black students.

Part-time students

- With the exception of U. T. Austin, more than 25 percent of the students at the academic U. T. System institutions are enrolled part-time. At U. T. Brownsville, more than 50 percent of the students are enrolled part-time.
- Nationally, 21 percent of undergraduates were enrolled part-time in public four-year institutions in 2004, according to the National Center for Education Statistics (NCES). NCES reports that in the past 10 years, full-time enrollment has grown three times as fast as part-time enrollment and predicts that over the next 10 years, full-time undergraduate enrollment will continue to increase comparatively faster.
- At all U. T. System academic institutions except U. T. Austin, the overall proportion of part-time students is above the national average. Between 2001 and 2005, this proportion declined at most U. T. System academic institutions, increased slightly at U. T. Brownsville, and increased by six percent at U. T. El Paso.

Table I-16

Part-Time Undergraduates, Percent of Total at U. T. Academic Institutions						
Fall	2001	2002	2003	2004	2005	
Arlington	31.5%	29.7%	28.5%	28.3%	28.8%	
Austin	11.9	10.6	9.9	9.4	8.7	
Brownsville	54.3	53.7	52.3	51.7	55.3	
Dallas	45.3	43.0	36.5	34.2	34.4	
El Paso	26.6	25.6	27.1	31.2	32.6	
Pan American	34.0	31.2	29.8	27.9	28.9	
Permian Basin	41.6	38.0	35.6	37.3	34.7	
San Antonio	31.6	30.0	26.6	25.4	26.3	
Tyler	39.9	36.8	30.6	28.6	27.1	
Total Academic Institutions	27.9%	26.6%	25.4%	25.4%	26.4%	

Source: Texas Higher Education Coordinating Board

- If U. T. Austin is excluded, the average percent enrollment of part-time undergraduates was 35.5 percent in 2001 and 32.6 percent in 2005.

Figure I-8

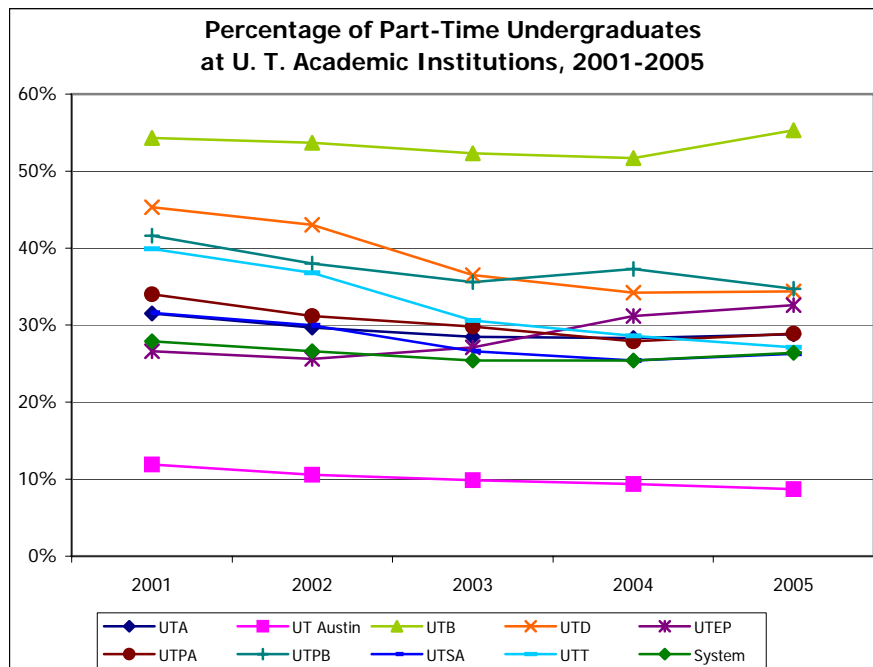


Table I-17

Part-Time, First-Time Degree-Seeking Undergraduates at U. T. Academic Institutions, Percent of Total						
	Fall	2001	2002	2003	2004	2005
Arlington		5.6%	4.3%	3.4%	3.8%	2.8%
Austin		1.7	1.1	0.9	0.6	0.6
Dallas		4.6	4.2	3.9	2.8	3.2
El Paso		7.5	6.4	6.4	8.8	9.3
Pan American		12.9	8.0	7.1	7.2	6.0
Permian Basin		4.6	3.1	3.0	1.9	1.3
San Antonio		5.6	4.4	3.2	4.0	3.1
Tyler		0.8	2.3	2.7	2.3	1.0
Total Academic Institutions		5.1%	3.7%	3.5%	3.7%	3.3%

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

Source: Texas Higher Education Coordinating Board

- Comparatively few of the U. T. System's first-time degree-seeking undergraduates start out as part-time students. And the proportion has declined from 5.1 percent to 3.3 percent from fall 2001 to fall 2005.
- However, as they progress through their undergraduate careers, the proportion of part-time students increases. In fall 2005, 26.4 percent of all undergraduates at U. T. System academic institutions were enrolled part-time (see Table I-16).

Affordability and Undergraduate Student Financial Aid

Overview:

- In fiscal year 2005-06, \$927 million was allocated for 254,270 financial aid awards to U. T. System academic institution students. Some students received more than one award including grants, loans, and work study (Table I-19).
- Forty-six percent of undergraduate students received some form of need-based aid. This need-based aid covers nearly 80 percent of total academic costs (Table I-20).
- Of the scholarships and aid, federal grants made up 39 percent, a decrease of three percentage points from last year; institutional funds increased to 35 percent from 33 percent the previous year; state funds provided another 18 percent, up slightly from 17 percent in 2004-05; and 8 percent came from private sources, as in the previous year.
- By dollar amount, loans comprised 56 percent of total awards, up from 52 percent in 2004-05; grants and scholarships comprised 43 percent, up from 47 percent in 2004-05; and work-study provided one percent of all financial aid, unchanged from the previous year.
- Taken together, these sources of financial aid enhance the accessibility of U. T. System institutions to students from a wide range of economic backgrounds.

Figure I-9

**Scholarships and Aid by Source
2005-2006**

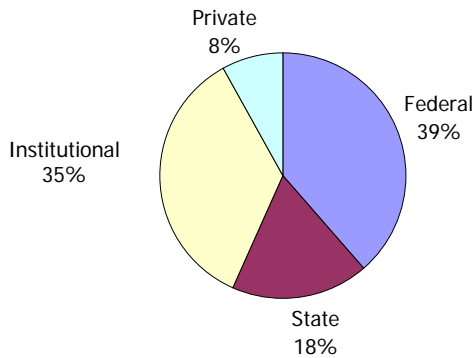


Figure I-10

**Sources of Financial Aid by Type
2005-2006**

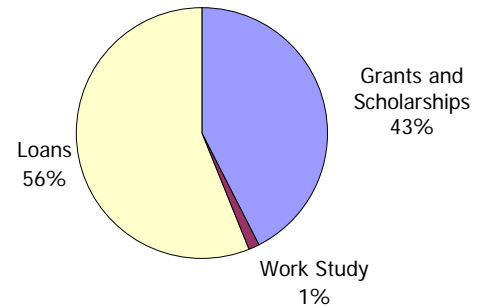


Table I-18

TEXAS Grants Awarded at U. T. Academic Institutions

FY	2003	2004	2005	2006
Arlington	\$4,012,144	\$3,708,576	\$4,360,018	\$3,944,422
Austin	13,637,543	14,604,089	16,260,790	18,787,894
Brownsville/TSC	2,942,484	2,210,645	2,381,213	3,390,789
Dallas	2,003,223	2,007,510	2,195,916	2,408,777
El Paso	6,235,178	6,003,680	6,996,910	10,278,390
Pan American	13,516,077	10,472,596	15,268,692	17,113,777
Permian Basin	455,286	500,779	425,462	372,506
San Antonio	6,198,221	5,724,220	5,647,070	8,121,505
Tyler	714,316	688,036	568,711	653,917

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

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

**Undergraduate Financial Aid Awards and Recipients at
U. T. System Academic Institutions 2005-06**

Table I-19

Undergraduate Financial Aid Awards and Recipients			Undergraduate Financial Aid Awards and Recipients		
Source of Funding	Number of Awards	Amount Awarded	Source of Funding	Number of Awards	Amount Awarded
Arlington			Pan American		
Federal	6,874	\$16,163,344	Federal	9,965	\$27,079,124
State	1,141	4,179,464	State	5,658	21,880,311
Institutional	10,373	14,344,014	Institutional	5,258	7,413,280
Private	1,395	3,326,296	Private	826	1,453,655
Work Study	947	1,348,828	Work Study	1,077	2,288,958
Loans	9,912	58,546,440	Loans	5,661	24,360,041
TOTAL	30,642	\$97,908,386	TOTAL	28,445	\$84,475,370
Austin			Permian Basin		
Federal	8,830	\$23,291,344	Federal	1,435	\$3,248,643
State	5,220	18,997,410	State	127	372,506
Institutional	33,800	93,117,726	Institutional	442	511,866
Private	4,763	12,473,353	Private	256	437,706
Work Study	1,696	2,786,864	Work Study	96	125,997
Loans	21,090	223,451,112	Loans	1,947	8,879,499
TOTAL	75,399	\$374,117,809	TOTAL	4,303	\$13,576,217
Brownsville			San Antonio		
Federal	8,912	\$21,018,615	Federal	11,148	\$25,749,407
State	2,184	3,840,495	State	2,187	8,208,620
Institutional	2,560	2,482,451	Institutional	8,213	7,936,893
Private	423	505,871	Private	3,337	7,707,727
Work Study	541	804,939	Work Study	1,109	1,787,322
Loans	5,048	21,076,062	Loans	16,701	102,145,469
TOTAL	19,668	\$49,728,433	TOTAL	42,695	\$153,535,438
Dallas			Tyler		
Federal	2,559	\$6,100,245	Federal	1,811	\$4,232,619
State	694	2,481,152	State	176	653,917
Institutional	2,099	1,802,126	Institutional*	1,609	2,019,176
Private	592	1,083,392	Private	1,288	1,876,321
Work Study	157	487,448	Work Study	123	204,633
Loans	6,704	30,546,554	Loans	2,321	13,615,351
TOTAL	12,805	\$42,500,917	TOTAL	7,328	\$22,602,017
El Paso			* Includes institutional work-study program.		
Federal	9,572	\$25,149,990			
State	3,082	11,262,485			
Institutional	6,790	9,141,667			
Private	1,741	3,005,501			
Work Study	573	1,190,459			
Loans	11,227	38,409,415			
TOTAL	32,985	\$88,159,517	GRAND TOTAL	254,270	\$926,604,104

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

Average Net Tuition and Fees

Table I-20

	Average Net Academic Cost and Average Percent Discount for Full-Time Undergraduate Students Fall 2005 and Spring 2006 Combined						
	Average in-state total academic cost ¹	Full-time Students with Need-Based Grant Aid			All Full-time Students		
		Percent receiving need-based grant aid	Average need-based grant aid	Average net academic cost	Average percent discount	Average net academic cost ²	Average percent discount
Arlington	\$5,910	37.0%	\$4,229	\$1,681	71.6%	\$4,346	26.5%
Austin	7,288	46.8	5,890	1,398	80.8	4,534	37.8
Brownsville	3,709	57.9	2,416	1,293	65.1	2,310	37.7
Dallas	6,838	30.3	4,208	2,630	61.5	5,564	18.6
El Paso ³	4,984	47.4	4,984	0	100.0	2,621	47.4
Pan American ³	3,605	65.5	3,605	0	100.0	1,243	65.5
Permian Basin	4,282	36.3	2,327	1,955	54.3	3,437	19.7
San Antonio	6,016	47.0	3,868	2,148	64.3	4,200	30.2
Tyler	4,671	42.0	4,160	511	89.1	2,924	37.4
System Average	\$5,903	46.7%	\$4,540	\$1,363	76.9%	\$3,785	35.9%

¹ Total academic costs represent the sum of all statutory tuition, designated tuition, and board-authorized tuition (where applicable), along with mandatory fees which now include college and course fees. Academic cost information is derived from actual fee bills for resident undergraduate students enrolled for 15 semester credit hours in the fall and spring semesters. Therefore, these figures represent costs for a total of 30 semester credit hours.

² The average net cost for all full-time students is derived by subtracting the total need-based grant aid from the total academic costs of all students and dividing by the total number of students.

³ In 2005-06, students at U. T. El Paso received an average need-based grant of \$5,201 and students at U. T. Pan American received an average need-based grant of \$8,252. Because the average need-based grant was larger than the average academic cost at these two institutions, only those grant funds used to cover the academic costs were included in this analysis.

Source: Common Data Set information submitted by individual institutions for 2005-06.

- In 2005-06, nearly half of the full-time undergraduate students (47%) enrolled at U. T. System academic institutions received need-based aid. Of those who did, the financial aid covered nearly 77 percent of their total academic costs.
- When need-based-aid is averaged across all full-time undergraduate students, the average percent discount is nearly 36 percent.

Student Success: Persistence and Graduation Rates

Persistence Rates

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 the quality of undergraduate experience.

Table I-21

	Year of Matriculation					
	Fall	2000	2001	2002	2003	2004
Arlington		68.0%	65.6%	66.4%	60.4%	68.9%
Austin		91.0	90.5	91.4	92.7	92.7
Dallas		78.0	79.4	83.8	80.2	82.5
El Paso		64.6	64.3	68.7	56.9	67.6
Pan American		61.0	64.4	66.3	66.0	67.3
Permian Basin		55.6	61.2	65.6	67.8	57.3
San Antonio		62.8	60.0	58.6	51.9	57.5
Tyler		60.0	60.5	54.3	56.0	60.4

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

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

Source: Texas Higher Education Coordinating Board

Figure I-11

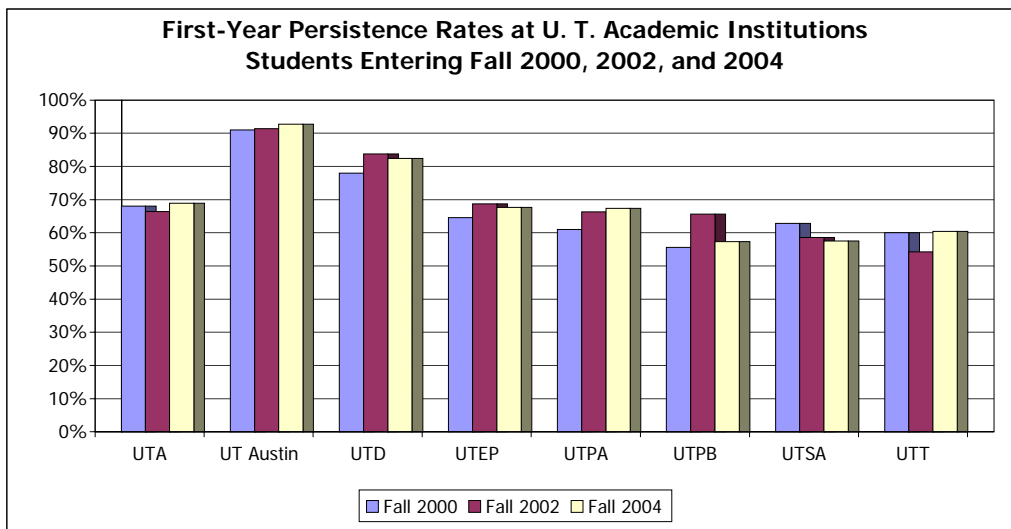


Table I-22

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

		Year of Matriculation				
		Fall 2000	2001	2002	2003	2004
Arlington	Female	69.3%	70.0%	67.8%	62.7%	70.2%
	Male	66.6	61.2	65.0	58.3	67.3
Austin	Female	92.5	91.8	92.0	93.0	93.6
	Male	89.5	89.0	90.7	92.3	91.7
Dallas	Female	80.9	80.3	83.9	81.2	81.0
	Male	76.3	78.7	83.6	79.5	83.3
El Paso	Female	68.0	67.3	70.6	59.6	71.9
	Male	60.9	60.8	66.7	54.1	63.0
Pan American	Female	64.7	65.8	68.6	69.8	70.2
	Male	56.1	62.6	63.6	61.5	63.9
Permian Basin	Female	57.0	63.5	66.7	68.3	63.8
	Male	53.4	57.4	64.1	67.2	50.0
San Antonio	Female	65.1	59.2	59.8	54.2	58.9
	Male	60.2	60.9	57.1	49.6	56.1
Tyler	Female	59.6	60.1	50.9	58.2	61.8
	Male	60.7	61.0	58.6	53.2	58.9

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

Source: Texas Higher Education Coordinating Board

For students matriculating between fall 2000 and fall 2004, the following first-year persistence trends were noted:

- Persistence rates increased at all institutions except U. T. San Antonio, which did increase 5.6 points in 2004 over the previous year's five-year low.
- Females persisted in higher proportions than males, except for the class entering in fall 2004 at U. T. Dallas.
- Persistence rates increased for Hispanic students at U. T. Arlington, U. T. Austin, U. T. El Paso, U. T. Pan American, U. T. Permian Basin and U. T. Tyler.
- Persistence rates for Black students increased at U. T. Dallas, U. T. Permian Basin, and U. T. San Antonio.
- Persistence rates among White students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. Pan American, and U. T. Tyler.

For the entering 2004 cohort, these first-year persistence trends were noted:

- Persistence rates of Hispanic students exceeded those of White students at U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Persistence rates of Black students exceeded those of White students at U. T. Arlington, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.

Table I-23

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

	Year of Matriculation Fall	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
Arlington	2000	65.6	71.6	61.8	81.5	75.0	56.1	--
	2001	62.1	73.2	64.8	70.7	55.6	69.8	88.2
	2002	64.2	69.5	69.6	71.2	53.3	62.5	44.4
	2003	57.5	69.2	61.3	63.6	50.0	67.9	51.9
	2004	66.2	67.4	65.8	82.2	71.4	82.1	68.2
Austin	2000	91.5	92.7	88.5	95.7	81.3	62.6	**
	2001	90.5	93.7	87.5	94.2	87.9	69.5	89.5
	2002	91.4	91.7	89.0	94.3	91.2	79.3	--
	2003	93.3	90.2	89.6	96.5	84.2	72.4	85.7
	2004	93.4	89.6	89.6	95.8	92.9	78.9	94.1
Dallas	2000	76.1	80.0	73.2	89.4	**	48.0	--
	2001	77.1	82.5	71.7	87.5	80.0	80.6	80.0
	2002	81.6	85.2	83.1	89.2	**	90.5	75.0
	2003	78.2	76.9	75.9	90.8	75.0	78.9	85.7
	2004	82.1	87.5	72.5	85.7	85.7	88.1	66.7
El Paso	2000	59.9	59.6	67.5	60.0	**	52.6	--
	2001	58.2	53.1	68.5	65.6	**	46.4	--
	2002	71.2	60.0	69.3	87.5	**	63.5	--
	2003	62.1	41.1	65.3	70.0	57.1	3.3	--
	2004	58.2	57.9	68.1	71.4	**	75.2	60.0
Pan American	2000	53.7	72.7	62.0	95.0	--	51.3	--
	2001	59.1	71.4	64.5	76.0	**	65.9	--
	2002	64.9	--	66.5	68.2	--	62.9	--
	2003	60.2	**	66.1	86.2	--	63.1	--
	2004	66.3	66.7	67.1	85.3	**	67.2	**
Permian Basin	2000	55.2	40.0	55.7	**	**	--	--
	2001	59.1	60.0	63.8	**	--	--	--
	2002	61.8	71.4	72.1	**	**	--	--
	2003	66.0	46.7	72.0	**	75.0	**	--
	2004	55.4	63.6	58.7	83.3	**	**	--
San Antonio	2000	62.9	60.0	63.5	57.4	66.7	56.3	--
	2001	55.9	64.6	62.9	58.7	41.7	69.4	--
	2002	54.1	68.4	60.8	55.1	46.7	81.4	--
	2003	46.2	56.4	58.4	44.0	48.3	55.4	--
	2004	52.4	69.6	62.3	44.9	50.0	67.7	--
Tyler	2000	58.4	88.9	40.0	**	50.0	**	--
	2001	60.7	50.0	61.5	80.0	**	**	**
	2002	53.3	75.0	60.9	**	**	**	**
	2003	55.3	56.3	50.0	80.0	**	**	83.3
	2004	61.4	62.5	65.2	53.3	44.4	**	27.3

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

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

** Number of students is too small to report.

Source: Texas Higher Education Coordinating Board

Graduation Rates

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

- The percentage of first-time, full-time degree-seeking undergraduates who graduated in four or five years or less from the same institution improved at most institutions throughout the U. T. System over the past five years.
- Steady, incremental improvement is an important indicator that the systematic efforts noted above are beginning to make a difference.
- In some cases, proportionately larger change has occurred:
 - The four-year rate increased by almost 10 percentage points at U. T. Austin and by more than 6 points at U. T. Permian Basin.
 - The five-year rate increased by more than 7 percentage points at U. T. Pan American, by 6 points at U. T. Permian Basin, by 5 points at U. T. Austin, and by almost 4 points at U. T. Dallas and U. T. Arlington.
- Many first-time students at U. T. San Antonio plan to transfer to U. T. Austin after their first year as part of the CAP program. This dilutes the graduation rates at U. T. San Antonio.
- Because students at U. T. Brownsville typically start at Texas Southmost College, accurate graduation rates cannot be calculated. These data issues will be addressed in future studies.

Table I-24

Undergraduates Graduating in Four Years or Less from the Same U. T. Academic Institution, Total						
Enrolled Fall	1997	1998	1999	2000	2001	
Arlington	12.7%	12.3%	14.5%	15.1%	14.5%	
Austin	36.5	38.9	41.3	44.8	46.4	
Dallas	31.7	37.7	29.6	30.6	30.7	
El Paso	2.5	3.6	4.5	4.0	3.9	
Pan American	6.2	7.8	8.4	10.2	9.6	
Permian Basin	15.2	17.0	15.5	16.0	21.8	
San Antonio	6.3	6.3	6.1	6.8	6.8	
Tyler*	--	26.3	37.9	21.1	16.9	

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

Source: Texas Higher Education Coordinating Board

Table I-25

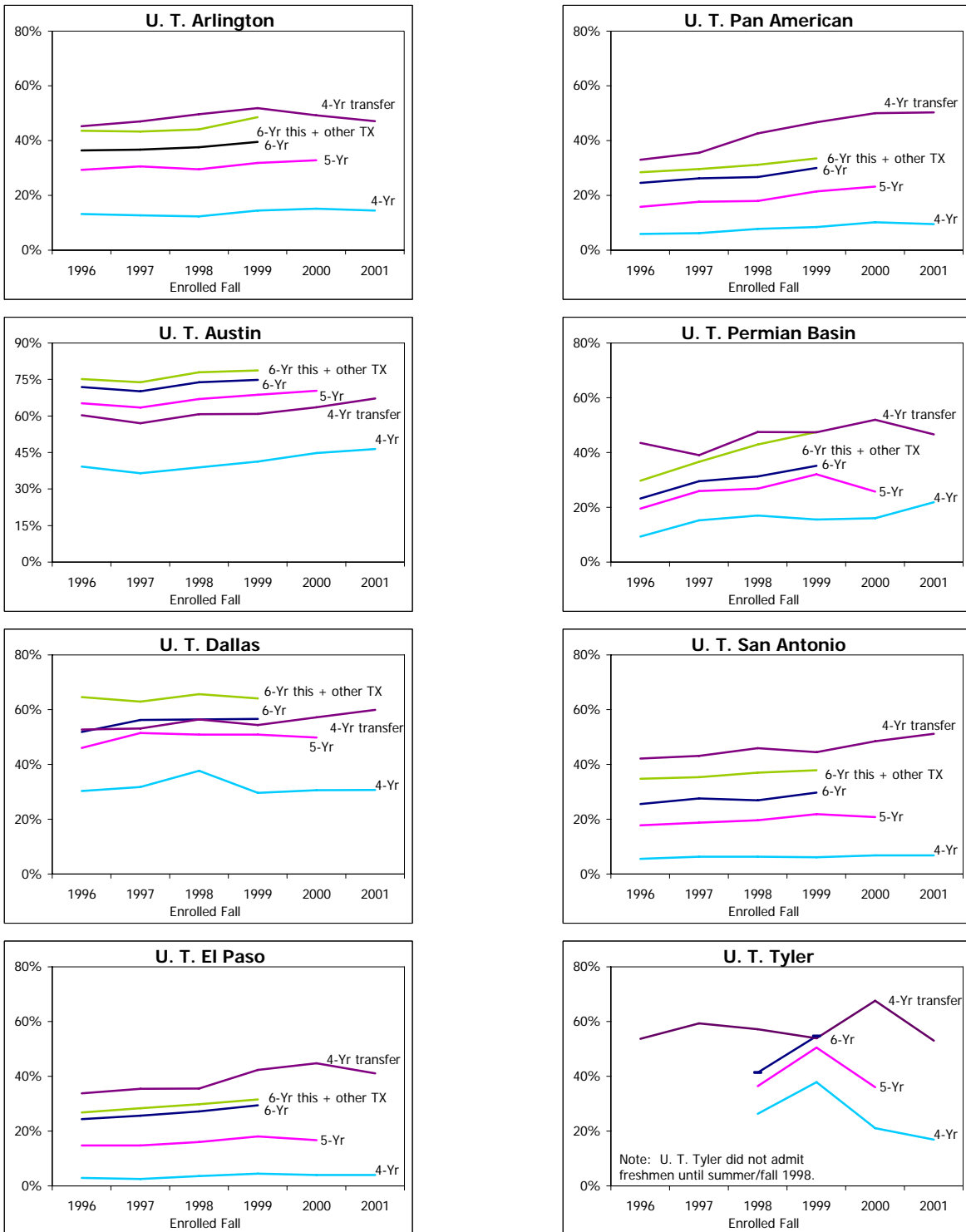
Undergraduates Graduating in Five Years or Less from the Same U. T. Academic Institution, Total						
Enrolled Fall	1996	1997	1998	1999	2000	
Arlington	29.3%	30.6%	29.5%	31.8%	32.8%	
Austin	65.2	63.5	66.9	68.7	70.4	
Dallas	46.0	51.5	50.9	50.9	49.8	
El Paso	14.8	14.8	16.0	18.1	16.7	
Pan American	15.8	17.7	18.0	21.5	23.2	
Permian Basin	19.5	25.9	26.8	32.0	25.7	
San Antonio	17.8	18.7	19.6	21.8	20.8	
Tyler*	--	--	36.4	50.5	36.0	

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

Source: Texas Higher Education Coordinating Board

Figure I-12

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



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

- Six-year graduation rates are more commonly used to benchmark student success. According to the National Center for Education Statistics, the six-year graduation rate for those receiving a Bachelor's degree is 53 percent for those students enrolled in 1997.

Table I-26

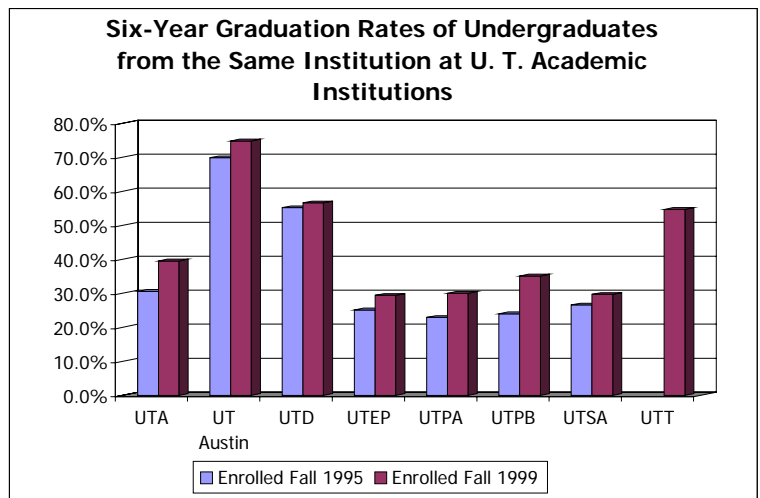
Undergraduates Graduating in Six Years or Less from the Same U. T. Academic Institution, Total						
Enrolled Fall	1995	1996	1997	1998	1999	
Arlington	30.6%	36.4%	36.7%	37.6%	39.5%	
Austin	69.9	71.9	70.1	73.8	74.8	
Dallas	55.2	51.8	56.2	56.4	56.6	
El Paso	25.1	24.4	25.6	27.2	29.4	
Pan American	22.9	24.6	26.2	26.7	30.0	
Permian Basin	24.0	23.2	29.5	31.3	35.1	
San Antonio	26.6	25.5	27.6	26.9	29.7	
Tyler*	--	--	--	41.4	54.7	

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

Source: Texas Higher Education Coordinating Board

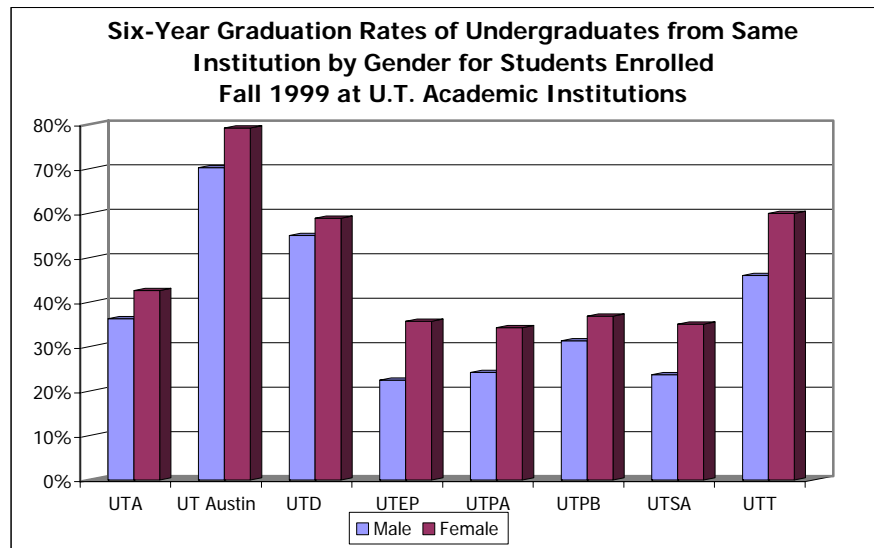
- While still low, six-year graduation rates have steadily increased at all U. T. System academic institutions between the 1995 and 1998 matriculation year. And, for some U. T. System academic institutions, the change appears to be accelerating. (U. T. Tyler has just two years of data from its first year of freshmen admissions in 1998.)
- The rate has increased between the 1995 and 1999 entering classes by:
 - 8.9 points at U. T. Arlington
 - 4.9 points at U. T. Austin
 - 1.4 point at U. T. Dallas
 - 4.3 points at U. T. El Paso
 - 7.1 points at U. T. Pan American
 - 11.1 points at U. T. Permian Basin
 - 3.1 points at U. T. San Antonio
 - 13.3 points at U. T. Tyler
- As noted, the improvement of six-year graduation rates is a high priority for U. T. System institutions; these upward trends should continue with investment in new and enhanced programs to support student success. For example, U. T. Austin has made improving retention and graduation rates a high priority, setting goals of 60 percent four-year and 85 percent six-year graduation rates. U. T. El Paso has set a goal of achieving a 53 percent six-year graduation rate by 2015.

Figure I-13



Female and Male Student Graduation Rates

Figure I-14



- Historically, a higher proportion of female than male students have earned undergraduate degrees in six or fewer years at U. T. System academic institutions. This parallels the national trend.
- This trend continues for students who matriculated in fall 1999.

Graduation Rates by Ethnic and Racial Groupings

- As noted earlier, the overall six-year graduation rates have increased significantly at every U. T. System academic institution. This trend applies, with some variation, across ethnic and racial groups.
- It is noteworthy that, over the past four years for institutions where six-year rates can be tracked, six-year graduation rates among Hispanic students increased at all institutions except U. T. Dallas.
- At U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. San Antonio, this rate exceeds that of White students for at least the 1998 and 1999 cohorts.
- Six-year graduation rates for Black students improved by 22.6 points over the past four years at U. T. Dallas and by almost 10 points at U. T. Austin.

Table I-27

Six-Year Graduation Rate from the Same U. T. Academic Institution, by Ethnicity

	Enrolled Fall	White	Black	Hispanic	Asian	Native American	International
Arlington	1995	26.3%	31.8%	21.4%	52.6%	33.3%	31.2%
	1996	35.4	23.9	25.6	57.2	44.4	54.9
	1997	33.3	35.8	27.0	56.8	0.0	57.1
	1998	34.0	34.0	40.3	53.8	23.5	60.7
	1999	35.5	36.0	40.6	54.8	22.2	61.4
Austin	1995	72.0	59.6	60.7	75.1	66.7	60.8
	1996	73.7	54.4	62.6	78.5	57.1	65.6
	1997	71.3	63.5	63.2	73.1	63.6	52.4
	1998	74.9	68.9	66.2	77.4	63.9	61.7
	1999	76.2	69.1	66.3	78.1	75.0	68.8
Dallas	1995	52.3	33.3	50.0	69.2	**	66.6
	1996	48.5	33.4	53.3	65.9	**	63.7
	1997	54.3	43.5	41.4	71.9	**	37.5
	1998	56.4	47.1	46.2	64.4	20.0	66.7
	1999	52.9	55.9	36.6	70.6	**	76.9
El Paso	1995	23.1	21.7	24.3	47.4	**	31.2
	1996	23.8	14.2	23.3	14.4	**	35.1
	1997	26.5	22.9	24.5	31.6	50.0	31.1
	1998	22.2	27.5	26.7	37.5	20.0	33.0
	1999	24.2	28.6	28.8	33.3	25.0	39.8
Pan American	1995	20.6	0.0	23.3	**	25.0	--
	1996	25.0	0.0	24.4	37.5	**	71.5
	1997	27.4	30.0	25.3	46.7	**	50.0
	1998	25.9	13.3	26.1	65.2	**	41.7
	1999	25.8	50.0	30.2	46.2	**	41.2
Permian Basin	1995	26.8	14.3	22.2	--	**	--
	1996	17.8	**	31.9	**	--	--
	1997	28.8	**	32.6	**	--	**
	1998	24.1	28.6	39.2	--	--	--
	1999	35.5	--	35.3	--	**	--
San Antonio	1995	26.6	28.4	25.6	31.2	**	33.4
	1996	26.6	26.7	23.5	33.0	**	14.3
	1997	26.9	31.9	27.4	32.9	20.0	22.2
	1998	25.8	23.7	27.9	36.4	0.0	22.2
	1999	27.3	31.0	31.3	33.8	66.7	15.2
Tyler	1998	41.9	42.9	40.0	**	--	--
	1999	58.1	**	**	**	**	--

**Number of students too small to report.

Notes:

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

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

Persistence rates for international students are inconsistent because of variability in social security numbers (SSNs). For example, at U. T. Austin, adjusting for changed SSNs, the graduation rate for international students would be 84.2% for the 1999 cohort.

Source: Texas Higher Education Coordinating Board

Transfer Student Graduation Rates

- National and state trends show that increasing numbers of students attend more than one institution before completing a baccalaureate degree. A U.S. Department of Education study of transcripts¹ found that for students who graduated from high school in 1992:
 - 60 percent attended more than one college;
 - 20 percent of those receiving a baccalaureate earned the degree at an institution different from the one at which they matriculated;
 - 10 percent earned their degree in a different state from the one in which they began college.
- It is, therefore, important to track the progress and success of transfer students.

Table I-28

Four-Year Graduation Rates of Undergraduate Transfer Students* at U. T. Academic Institutions						
Enrolled Fall	1997	1998	1999	2000	2001	
Arlington	47.0%	49.6%	51.8%	49.2%	47.1%	
Austin	57.0	60.7	60.8	63.6	67.2	
Dallas	53.1	56.4	54.4	57.2	59.9	
El Paso	35.4	35.5	42.3	44.8	41.1	
Pan American	35.5	42.6	46.7	50.0	50.3	
Permian Basin	39.0	47.5	47.4	51.9	46.6	
San Antonio	43.1	45.9	44.5	48.4	51.2	
Tyler	59.3	57.2	53.9	67.6	53.0	

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

Source: Texas Higher Education Coordinating Board

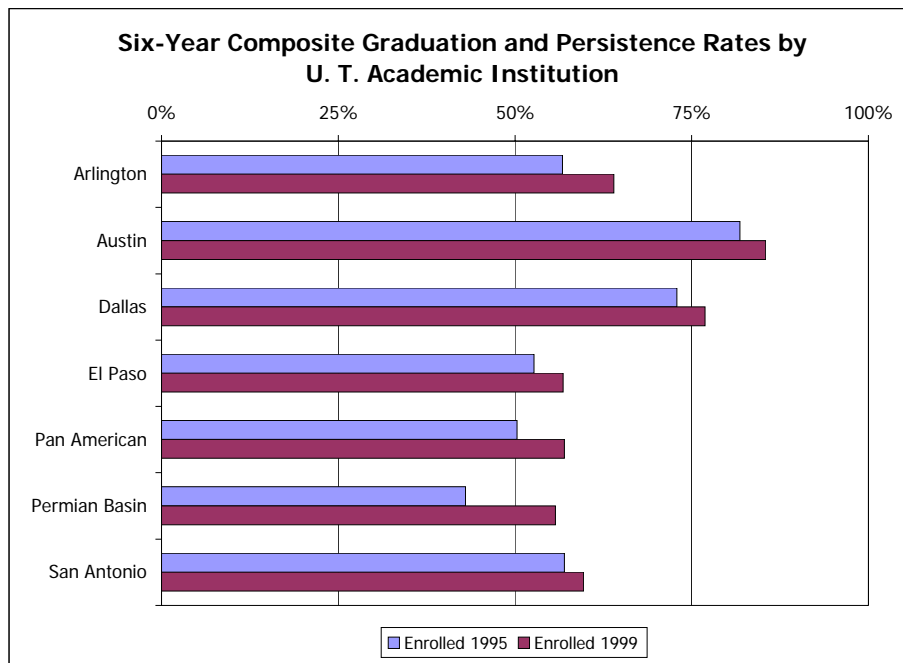
- Taking the four-year graduation rate of transfer students as a proxy for a six-year graduation rate, generally transfer students who enter U. T. System academic institutions with 30 credits or more are considerably more likely to complete their baccalaureate degrees within the equivalent of six years, than are students who entered these institutions as first-time students, except at U. T. Austin and U. T. Dallas.
- For these students transferring between fall 1997 and fall 2001, graduation rates, already comparatively high, increased at every U. T. System academic institution except U. T. Tyler and increased only slightly at U. T. Arlington.
- Over this five year period, increases of more than 10 percentage points in the transfer student graduation rates occurred at U. T. Austin and U. T. Pan American.

¹ Adelman, Clifford, Bruce Daniel, and Ilona Berkovits. "Postsecondary Attainment, Attendance, Curriculum, and Performance." *Education Statistics Quarterly* 5.3, 27 Nov. 2006 <http://nces.ed.gov/programs/quarterly/vol_5/5_3/4_2.asp>.

Composite Graduation and Persistence Rates

- Looking at composite persistence and graduation rates focuses on the success of students who remain in college, but change schools at some point before graduating. Reports on composite rates are required by the Texas legislature.
- However, these data are difficult to track outside of Texas and outside of public higher education. In July 2005, over 40 governors and 12 national organizations signed an agreement to produce graduation rates that would more completely illustrate, across states, students' progress to degree completion
- These data show that for those students who started at one public campus in Texas, and then shifted to another Texas public institution (or private institution for the 1999 cohort), graduation rates are from 2 to 14 points higher than if the same-institution rates are considered alone.

Figure I-15



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

Table I-29

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

	Enrolled Fall	Graduating from Same University	Graduating from Another Texas Institution*	Persisting at Same Institution	Persisting at Another Texas Institution*	Composite Graduation and Persistence Rate*
Arlington	1995	30.6%	7.7%	8.6%	9.8%	56.7%
	1996	36.4	7.2	8.7	9.3	61.6
	1997	36.7	6.6	8.1	10.6	62.0
	1998	37.6	6.5	6.7	9.5	60.3
	1999	39.5	9.0	7.0	8.6	64.0
Austin	1995	69.9	3.7	3.9	4.3	81.8
	1996	71.9	3.2	3.2	3.8	82.1
	1997	70.1	3.8	3.7	4.3	81.8
	1998	73.8	4.2	3.3	4.1	85.4
	1999	74.8	3.9	2.8	4.0	85.5
Dallas	1995	55.2	6.5	4.3	6.9	72.9
	1996	51.8	12.8	5.2	5.8	75.6
	1997	56.2	6.7	5.6	4.3	72.8
	1998	56.4	9.2	3.7	7.3	76.6
	1999	56.6	7.5	6.0	6.8	76.9
El Paso	1995	25.1	3.3	14.1	10.2	52.7
	1996	24.4	2.4	16.0	8.9	51.7
	1997	25.6	2.8	14.5	8.8	51.7
	1998	27.2	2.6	18.2	7.7	55.6
	1999	29.4	2.2	17.7	7.5	56.8
Pan American	1995	22.9	2.0	13.3	12.1	50.3
	1996	24.6	3.8	13.1	11.1	52.6
	1997	26.2	3.4	12.5	11.0	53.0
	1998	26.7	4.5	13.3	9.8	54.3
	1999	30.0	3.5	12.5	11.0	57.0
Permian Basin	1995	24.0	2.0	10.0	7.0	43.0
	1996	23.2	6.5	2.8	15.7	48.2
	1997	29.5	7.1	8.9	11.6	57.1
	1998	31.3	11.6	10.7	7.1	60.7
	1999	35.1	12.4	4.1	4.1	55.7
San Antonio	1995	26.6	9.8	8.4	12.2	57.0
	1996	25.5	9.3	9.1	12.4	56.3
	1997	27.6	7.8	9.4	11.7	56.5
	1998	26.9	10.1	10.4	13.1	60.6
	1999	29.7	8.2	9.8	12.0	59.7
Tyler	1998	41.4	14.1	5.1	6.1	66.7
	1999	54.7	NA	5.3	NA	NA

* Beginning in 1998, the composite graduation and persistence rates include students enrolled or graduating from private institutions. Prior years' rates only track students enrolled or graduating from public institutions in Texas. Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler. Six-year composite rates on the revised cohort are not available.

Source: Texas Higher Education Coordinating Board

- For classes matriculating from 1995 through 1999, the composite persistence and graduation rate varied among ethnic and racial groups but, overall, has increased for most groups at U. T. System academic institutions. (The rate was down more consistently for Native American students, dropped for Asian students at U. T. Pan American and declined very slightly for Hispanic students who matriculated at U. T. Dallas.)
- The increases were comparatively high among Black students at U. T. Arlington (up almost 11 points), U. T. Dallas (up nearly 20 points), U. T. El Paso (up nearly 23 points), and U. T. Pan American (up almost 36 points) and among Hispanic students at U. T. Permian Basin (up nearly 20 points) and U. T. Arlington (up nearly 13 points).

Table I-30

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

	Male					Female				
	1995	1996	1997	1998	1999	1995	1996	1997	1998	1999
Arlington	53.1%	58.8%	61.0%	56.0%	60.5%	60.3%	64.3%	63.1%	65.4%	67.4%
Austin	78.2	77.9	77.8	82.8	82.3	85.7	86.4	85.3	87.8	88.7
Dallas	67.8	73.8	71.9	71.9	73.9	79.1	78.3	73.9	82.6	81.3
El Paso	49.5	45.8	49.6	49.0	49.9	54.9	57.3	53.3	61.9	63.0
Pan American	42.9	45.2	46.4	44.7	53.3	55.6	58.1	59.0	62.1	59.6
Permian Basin	41.1	48.0	53.8	58.1	46.9	44.3	48.1	60.1	62.3	60.0
San Antonio	51.7	49.0	52.6	55.2	54.8	61.6	63.2	59.7	65.4	64.0
Tyler	--	--	--	56.8	NA	--	--	--	74.5	NA

Notes:

Beginning in 1998, the composite graduation and persistence rates include students enrolled or graduating from private institutions. Prior years' rates only track students enrolled or graduating from public institutions in Texas. Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler. Six-year composite rates on the revised cohort are not available.

Source: *Texas Higher Education Coordinating Board*

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

Table I-31

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

	Enrolled Fall	White	Black	Hispanic	Asian	Native American	Inter- national
Arlington	1995	54.3%	48.1%	53.9%	74.6%	66.6%	50.0%
	1996	62.3	46.4	52.0	79.2	66.6	71.0
	1997	62.5	52.9	55.4	76.0	33.0	57.1
	1998	58.0	57.4	60.4	75.5	47.1	64.3
	1999	61.3	59.0	66.7	78.5	22.2	72.7
Austin	1995	83.3	73.4	76.6	85.9	83.5	60.8
	1996	83.4	67.5	74.9	88.4	82.2	66.7
	1997	82.1	73.1	77.8	88.0	82.0	57.2
	1998	85.7	80.6	81.7	89.6	72.2	66.7
	1999	86.2	80.5	81.4	88.5	78.6	72.5
Dallas	1995	72.3	47.7	63.3	83.3	**	77.7
	1996	72.7	61.3	83.3	88.6	**	63.7
	1997	71.4	56.4	65.5	89.0	**	37.5
	1998	76.5	70.6	61.5	88.1	40.0	66.7
	1999	75.3	67.6	61.0	87.5	**	84.6
El Paso	1995	47.7	32.6	53.2	58.0	**	58.4
	1996	45.5	26.2	53.0	62.0	**	54.9
	1997	50.0	39.6	52.6	63.0	50.0	50.0
	1998	48.7	45.0	56.7	62.5	20.0	57.0
	1999	52.1	55.1	57.3	61.1	25.0	59.1
Pan American	1995	47.4	14.3	50.8	**	25.0	--
	1996	56.0	18.2	52.2	75.0	**	71.5
	1997	54.8	70.0	52.4	73.0	**	57.1
	1998	56.4	33.3	53.8	78.3	**	54.2
	1999	47.7	50.0	58.8	69.2	**	47.1
Permian Basin	1995	48.2	42.9	36.1	--	**	--
	1996	50.0	**	51.1	**	--	--
	1997	51.5	**	67.5	**	--	**
	1998	55.6	57.1	66.7	--	--	--
	1999	56.5	--	55.9	--	**	--
San Antonio	1995	56.0	53.4	58.2	63.7	**	41.7
	1996	57.5	49.2	55.8	60.3	**	21.4
	1997	55.3	62.7	56.6	64.0	40.0	22.2
	1998	59.2	56.1	62.7	68.2	33.3	27.8
	1999	59.6	56.3	61.2	64.9	83.3	21.2
Tyler	1998	66.3	71.4	80.0	**	--	--
	1999	NA	NA	NA	NA	NA	NA

**Number of students too small to report.

Notes:

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

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

Tyler did not admit freshmen until Summer/Fall 1998. The graduation rate for the Fall 1999 cohort was corrected by U. T. Tyler. Six-year composite rates on the revised cohort are not available.

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

Source: Texas Higher Education Coordinating Board

Undergraduate Degrees

Table I-32

Baccalaureate Degrees Awarded at U. T. Academic Institutions						
	AY	00-01	01-02	02-03	03-04	04-05
Arlington		2,798	2,892	3,150	3,280	3,316
Austin		7,624	8,005	8,463	8,959	8,705
Brownsville*		543	618	613	684	681
Dallas		1,386	1,537	1,605	1,823	2,020
El Paso		1,651	1,692	1,798	1,754	1,957
Pan American		1,431	1,597	1,634	1,894	1,987
Permian Basin		329	417	345	443	437
San Antonio		2,590	2,637	2,873	2,912	3,272
Tyler		702	684	619	720	792
Total Academic Institutions		19,054	20,079	21,100	22,469	23,167

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

AY	00-01	459
	01-02	443
	02-03	642
	03-04	775
	04-05	766

Source: Texas Higher Education Coordinating Board

- The number of degrees awarded increased from 2001 to 2005 at all U. T. System academic institutions.
- As student retention and graduation rates increase, the number of degrees should continue to increase as well.

Table I-33

Baccalaureate Degrees Conferred, Percent Female at U. T. Academic Institutions						
	AY	00-01	01-02	02-03	03-04	04-05
Arlington		58%	58%	57%	58%	59%
Austin		53	54	52	53	53
Brownsville		68	68	69	65	66
Dallas		52	51	55	55	55
El Paso		60	59	63	62	60
Pan American		62	64	65	66	66
Permian Basin		68	66	70	67	66
San Antonio		57	58	58	55	58
Tyler		70	70	67	68	65
Academic Institution Average		57%	57%	57%	57%	57%

- Between 2001 and 2005, a significant majority of the degrees awarded by the academic institutions were conferred to women.
- The proportion of women receiving degrees (57 percent) exceeded the proportion of women enrolled (54 percent).

Source: Texas Higher Education Coordinating Board

Table I-34

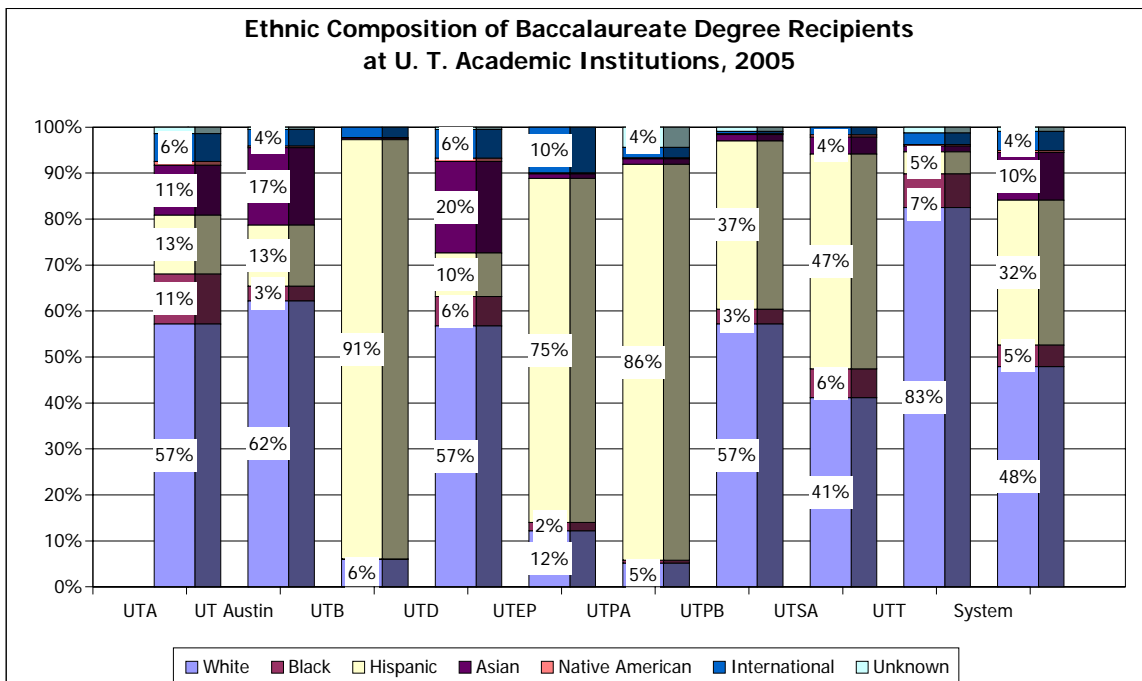
		Baccalaureate Degree Recipients, Percent Ethnicity at U. T. Academic Institutions						
		White	Black	Hispanic	Asian	Native American	International	Unknown
Arlington	AY							
	00-01	61.5%	9.7%	10.6%	12.0%	0.5%	3.9%	1.7%
	04-05	57.2	10.9	12.8	10.9	0.8	6.1	1.4
Austin	00-01	66.7	2.4	13.8	13.0	0.5	3.5	0.2
	04-05	62.2	3.2	13.3	16.8	0.4	3.6	0.5
Brownsville	00-01	6.1	0.2	92.4	0.7	0.2	0.4	--
	04-05	6.0	0.1	91.0	0.3	0.1	2.3	--
Dallas	00-01	59.7	5.8	6.5	22.3	0.8	4.8	--
	04-05	56.8	6.4	9.5	19.9	0.7	6.3	0.5
El Paso	00-01	15.0	1.9	71.6	1.4	0.3	9.8	--
	04-05	12.2	1.8	74.9	1.0	0.2	10.0	--
Pan American	00-01	8.3	0.8	86.5	1.2	0.1	1.4	1.7
	04-05	5.2	0.6	86.2	1.2	0.2	2.3	4.4
Permian Basin	00-01	65.0	4.3	28.3	0.9	0.9	0.6	--
	04-05	57.2	3.2	36.6	1.4	0.2	0.5	0.9
San Antonio	00-01	45.3	4.2	44.3	3.1	0.7	2.4	--
	04-05	41.2	6.3	46.7	3.7	0.5	1.7	--
Tyler	00-01	86.3	8.7	2.0	1.3	1.1	0.6	--
	04-05	82.6	7.3	4.8	1.3	0.3	2.5	1.3
Total Academic Institutions								
	00-01	52.6%	4.0%	29.5%	9.3%	0.5%	3.6%	0.5%
	04-05	47.9%	4.7%	31.5%	10.4%	0.4%	4.2%	0.9%

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Black students increased from 2001 to 2005 at U. T. Arlington, U. T. Austin, U. T. Dallas, and U. T. San Antonio.
- The proportion of baccalaureate degrees awarded to Hispanic students increased over this period at U. T. Arlington, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Although it is small compared with other groups of students, the proportion of international students receiving degrees increased at six of the academic institutions, remained unchanged at two and declined at only one. Overall, the proportion of international student degree recipients increased slightly from 3.6 percent to 4.2 percent.
- Nationally, U. T. 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 2004-05, compared with an average of 31.5 percent at U. T. System academic institutions.

- During the 2003-04 academic year, the most recent year for which comparable national institutional data are available, the U. T. System institutions were at the head of the list of the top 100 institutions nationwide granting the bachelor's degree to Hispanic students (*Diverse Issues in Higher Education*, June 2006).
 - Pan American – 2nd; San Antonio – 3rd; Austin – 7th; El Paso – 8th
 - U. T. System institutions also ranked in the top ten in numbers of baccalaureate degrees awarded to Hispanic students in specific disciplines:
 - U. T. Austin – area studies (5); biological and biomedical sciences (4); engineering (4); mathematics and statistics (3); social sciences (2).
 - U. T. Brownsville/Texas Southmost College – mathematics and statistics (2).
 - U. T. El Paso – biological and biomedical sciences (6); engineering (3); health professions (3).
 - U. T. Pan American – biological and biomedical sciences (2); business and management (3); engineering (9); English language and literature (1); health professions (2).
 - U. T. San Antonio – biological and biomedical sciences (1); business and management (2); English language and literature (8); mathematics and statistics (6); psychology (5).
- [For more detail on these rankings, see Section V, pp. V-35-40.]

Figure I-16



Student Outcomes: Licensure Exams, Student Experience, Learning Outcomes

Using Multiple Measures. The U. T. System has the opportunity to use new and existing tools to create a new model to address the issue of student outcomes. Based on national research and emerging experience, the U. T. System has adopted a multiple-measure framework to assess student outcomes from four different perspectives:²

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

One or more of these measures are used in the State of Texas accountability system,³ by individual institutions, in other states' systems, or in national studies.⁴ However, it is still somewhat unusual for a public university system to present and analyze data in one place on this group of multiple measures. This is important because each measure alone can only address particular aspects of the student experience; all are needed to provide a fuller accounting of the value added by an educational experience in a U. T. System institution.⁵

Licensure Examination Pass Rates in Critical Fields

Teacher Preparation

Teacher preparation is a major responsibility of the U. T. System academic institutions. The quality of teacher and administrator graduates is a key factor in the supply of well-qualified high school graduates. Teacher education programs and success of graduates in passing licensure exams are, thus, a critical lynchpin in the state's K-16 system. Overall exam pass rates for teacher licensing have increased between 2001 and 2005, and tend to be comparatively high - over 95 percent in many cases - for test takers who graduated from U. T. System institutions. The Texas state-wide pass rate was 97 percent.

²In addition to these measures, each institution assesses outcomes of specific academic programs and submits this information as part of self-studies for regional and specialized accreditation reviews.

³ <http://www.theccb.state.tx.us/InteractiveTools/Accountability/>.

⁴ See Margaret A. Miller and Peter T. Ewell, *Measuring Up on College-Level Learning*, The National Center for Public Policy and Higher Education, October 2005, p. 2; full report accessible at: www.highereducation.org/reports/mu-learning/learning.pdf. This report provides a test and model for use of multiple measures of learning outcomes. See also, Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," p. 8; accessible at: <http://www.cae.org/content/pdf/CLA%20Context%200405.pdf>.

⁵"CLA in Context," p. 8.

Table I-35

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

	Ethnicity	2001	2002	2003	2004	2005
Arlington	White	96.7%	99.7%	99.8%	98.7%	99.4%
	Black	88.3	98.2	94.9	96.8	85.7
	Hispanic	93.8	100.0	97.8	95.8	95.9
	Other	87.0	100.0	100.0	96.8	97.6
	All	95.1	99.6	99.0	97.8	97.3
Austin	White	99.3	100.0	98.8	98.9	99.2
	Black	100.0	100.0	100.0	97.0	94.3
	Hispanic	92.5	100.0	96.1	97.4	97.4
	Other	87.9	100.0	98.2	97.3	95.6
	All	97.3	100.0	98.4	98.4	98.2
Brownsville	White	91.6	100.0	100.0	97.1	92.3
	Black	100.0	--	--	100.0	--
	Hispanic	79.4	90.7	89.0	93.3	94.1
	Other	75.0	94.0	90.0	100.0	--
	All	81.6	91.7	89.8	93.6	93.9
Dallas	White	100.0	99.5	100.0	100.0	100.0
	Black	100.0	93.9	100.0	100.0	100.0
	Hispanic	71.0	86.0	100.0	100.0	100.0
	Other	88.0	100.0	100.0	100.0	100.0
	All	98.4	98.5	100.0	100.0	100.0
El Paso	White	91.7	94.1	94.0	97.9	98.5
	Black	86.4	92.0	88.0	100.0	96.8
	Hispanic	76.7	85.0	90.9	87.8	93.5
	Other	75.0	78.0	97.7	87.5	92.2
	All	79.2	86.6	91.5	89.2	94.1
Pan American	White	95.2	95.7	94.0	89.7	92.9
	Black	100.0	--	86.0	100.0	100.0
	Hispanic	82.4	83.0	82.5	88.7	87.3
	Other	82.0	73.0	75.0	85.2	92.2
	All	83.8	83.8	83.3	88.6	88.0
Permian Basin	White	95.2	96.7	98.2	99.0	98.6
	Black	63.0	80.0	94.4	100.0	100.0
	Hispanic	81.6	84.8	96.3	95.9	98.7
	Other	100.0	--	100.0	100.0	100.0
	All	90.1	93.3	97.4	98.2	98.7
San Antonio	White	98.4	98.2	94.5	97.5	97.9
	Black	95.5	91.7	89.2	96.6	88.0
	Hispanic	88.0	96.5	88.1	90.6	96.0
	Other	96.4	100.0	93.3	96.6	93.5
	All	93.7	97.2	90.9	94.0	96.3
Tyler	White	93.3	96.7	97.5	98.5	98.0
	Black	72.0	80.0	85.2	96.6	91.3
	Hispanic	70.0	58.0	100.0	100.0	94.0
	Other	100.0	100.0	100.0	100.0	100.0
	All	91.8	94.8	96.9	98.4	97.5

Source: State Board for Educator Certification

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

Table I-36

**Teacher Certification Initial Pass Rates by Gender
at U. T. Academic Institutions, 2001-2005**

		2001	2002	2003	2004	2005
Arlington	Male	94.7%	100.0%	98.1%	94.7%	95.3%
	Female	95.6	99.5	99.2	98.7	97.7
Austin	Male	93.4	100.0	97.6	96.9	98.4
	Female	98.5	100.0	98.6	98.6	98.3
Brownsville	Male	81.2	93.1	84.0	92.4	89.2
	Female	81.4	91.1	90.7	93.9	94.9
Dallas	Male	98.4	100.0	100.0	100.0	100.0
	Female	98.4	97.9	100.0	100.0	100.0
El Paso	Male	71.8	83.4	90.3	86.1	93.9
	Female	81.1	87.4	91.7	89.7	94.1
Pan American	Male	78.4	81.6	77.7	86.5	83.6
	Female	85.7	84.2	85.1	89.3	89.0
Permian Basin	Male	90.3	87.8	97.1	98.0	97.7
	Female	90.0	94.2	97.4	98.2	99.0
San Antonio	Male	89.1	96.5	88.0	91.4	95.6
	Female	94.7	97.4	91.6	95.1	96.5
Tyler	Male	85.4	94.9	94.6	98.7	91.5
	Female	93.2	94.7	97.7	98.3	98.5

Source: State Board for Educator Certification

- From 2001 to 2005, pass rates for females have increased at every campus except U. T. Austin where they decreased slightly. Pass rates for males have increased at all campuses.
- There is comparatively little difference in pass rates between male and female teaching certification candidates who attended most U. T. System academic institutions.
- For the past three years, U. T. Dallas has had 100 percent initial pass rates for teacher certification exams for males and females of all ethnicities.

Nursing and Engineering

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

Table I-37

		00-01	01-02	02-03	03-04	04-05
Licensure Exam Initial Pass Rates for Nursing and Engineering Baccalaureate Graduates at U. T. Academic Institutions						
Nursing	Arlington	92.2%	86.7%	83.0%	86.2%	90.7%
	Austin	96.0	87.0	89.4	96.1	97.0
	El Paso	94.7	95.8	87.1	86.6	82.7
	Pan American	84.1	88.6	93.4	81.0	90.3
	Tyler	89.8	85.0	93.0	98.9	97.4
Engineering	Arlington	78.0	75.0	71.0	84.0	67.0
	Austin	93.8	91.9	85.8	89.3	90.2
	El Paso	69.8	81.8	83.3	87.5	63.5
	San Antonio	78.8	77.4	77.9	66.7	60.3
	Tyler	100.0	100.0	100.0	100.0	100.0

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

Source: Legislative Budget Board Estimates and Performance Measures Reports

- *Nursing.* Under the Nursing Practice Act, only licensed individuals may practice or offer professional nursing services in the state. In addition to other requirements, individuals must pass the National Council of Licensure Examinations-RN in order to practice in Texas. Pass rates have increased between 2000-01 and 2004-05 for students at U. T. Austin, U. T. Pan American, and U. T. Tyler but declined for U. T. Arlington and U. T. El Paso. U. T. System institution pass rates have remained in the 80th and 90th percentiles for the past four years. However, rates fluctuate from year to year and from institution to institution. The state-wide average pass rate for 2004-05 was 90 percent.
- *Engineering.* Under the Texas Engineering Practice Act, only duly licensed persons may legally perform, or offer to perform, engineering services for the public. The terms "engineer" or "professional engineer" can only be used by persons who are currently licensed. These examination pass rates refer only to those students who have passed the Fundamentals of Engineering Exam within one year after graduation; the examination is administered by the National Council of Examiners for Engineering and Surveying. Upon passing the exam, the successful examinee can apply for an Engineer in Training Certificate. For 2004-05 academic year, the statewide average pass rate was 68 percent; U. T. Austin exceeded the state rate and a 100 percent of U. T. Tyler students passed every year.

Student Experience

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

NSSE Outcomes

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

Academic Advising

Figure I-17

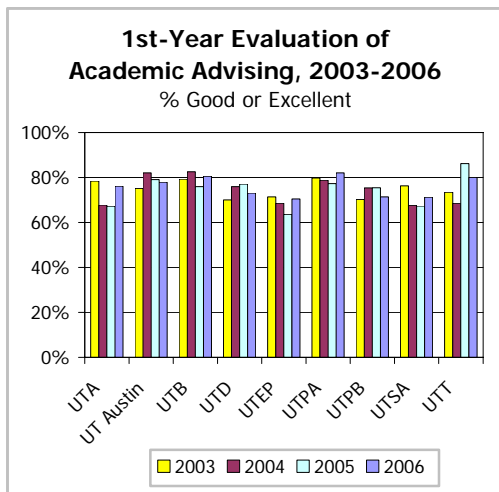
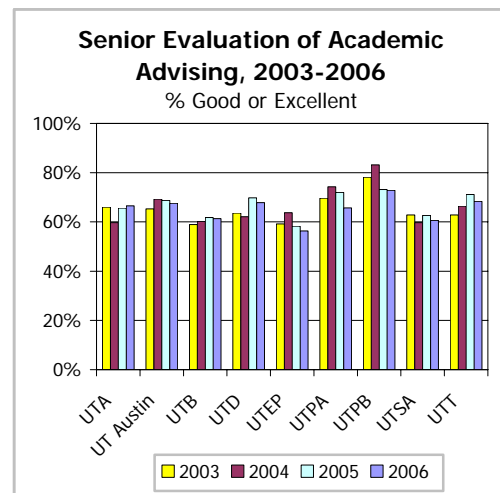


Figure I-18



- Evaluation by first-year students of academic advising as “good” or “excellent” increased from 2003 to 2006 at U. T. Austin, U. T. Brownsville, U. T. Dallas, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.
- Over the same period, seniors increasingly evaluated academic advising as “good” or “excellent” at U. T. Arlington, U. T. Austin, U. T. Brownsville, U. T. Dallas, and U. T. Tyler.
- Increasing emphasis on and investments in advising by U. T. System institutions are intended to improve student satisfaction and success.
- Nationally, based on all higher education institutions participating in the 2006 NSSE, 74 percent of the first year students and 67 percent of the seniors rated the academic advising at their institutions as “good or excellent”.

Table I-38

**Academic Advising
at U. T. Academic Institutions, 2003-2006**

How would you rate the quality of the academic advising you have received at this university?

	% Responding "Good or Excellent"		# Respondents		
			1st Year		
	1st Year Students	Seniors	Students	Seniors	
UTA 2003	78.5%	66.0%	130	159	
	2004	67.7	59.7	226	303
	2005	67.2	65.6	177	218
	2006	76.2	66.5	193	313
UT Austin 2003	75.2	65.3	315	265	
	2004	82.1	69.3	318	293
	2005	79.1	68.8	507	455
	2006	78.0	67.6	464	553
UTB 2003	79.3	58.9	116	107	
	2004	82.6	60.2	69	98
	2005	76.0	61.8	50	76
	2006	80.6	61.3	67	111
UTD 2003	70.1	63.6	97	99	
	2004	76.0	62.1	75	66
	2005	77.1	69.8	83	106
	2006	73.1	67.9	193	212
UTEP 2003	71.4	59.2	154	370	
	2004	68.6	63.7	204	375
	2005	63.6	58.3	140	151
	2006	70.5	56.3	278	343
UTPA 2003	79.8	69.7	203	264	
	2004	78.8	74.3	198	222
	2005	77.3	72.0	233	250
	2006	82.1	65.7	157	265
UTPB 2003	70.3	78.2	74	101	
	2004	75.4	83.2	61	101
	2005	75.5	73.2	53	82
	2006	71.4	72.9	42	70
UTSA 2003	76.3	62.8	198	266	
	2004	67.6	59.7	142	176
	2005	67.3	62.6	171	262
	2006	71.3	60.6	164	353
UTT 2003	73.5	62.8	98	242	
	2004	68.6	66.4	137	128
	2005	86.2	71.2	130	316
	2006	80.1	68.4	171	342

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

Student Experience

- A large majority of students reported their overall educational experience as "good" or "excellent" each year from 2003 to 2006.
- Nationally, in 2006, 85 percent of survey participants reported that their educational experience was "good" or "excellent."

- Between 2003 and 2006, an increased proportion of first-year students participating in this survey reported being satisfied with their experience at U. T. Austin, U. T. Brownsville, U. T. Dallas U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. Tyler.
- Over the same period, the proportion of seniors rating their experience "good" or "excellent" increased at U. T. Brownsville, U. T. Dallas, U. T. Permian Basin and U. T. Tyler.

Figure I-19

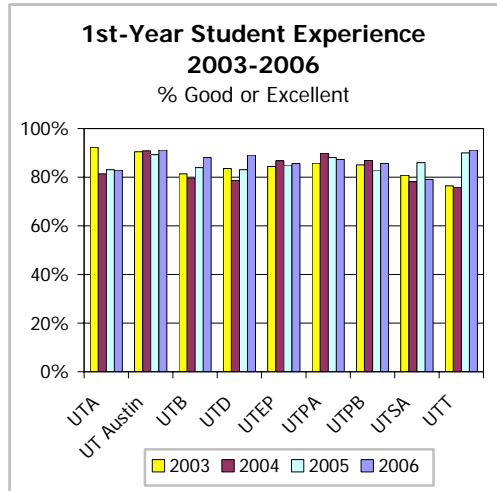


Figure I-20

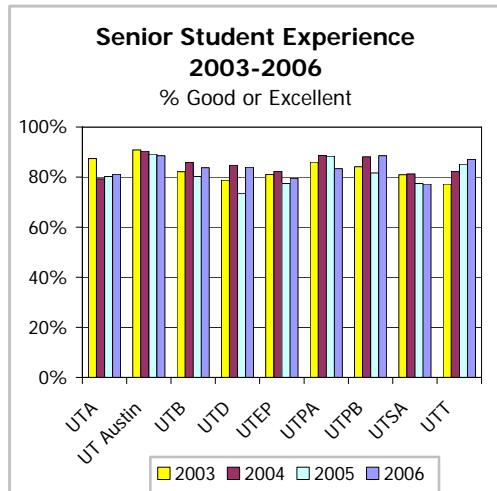


Table I-39

Educational Experience at U. T. Academic Institutions, 2003-2006				
How would you evaluate your entire educational experience at this institution?				
	% Responding "Good or Excellent"		# Respondents	
	1st Year Students	Seniors	1st Year Students	Seniors
UTA 2003	92.3%	87.4%	130	159
2004	81.4	79.3	226	304
2005	83.1	80.3	177	218
2006	82.9	81.2	193	313
UT Austin 2003	90.5	90.9	315	265
2004	90.9	90.4	318	293
2005	89.3	89.2	507	455
2006	91.2	88.6	464	553
UTB 2003	81.4	82.2	97	107
2004	79.7	85.9	69	99
2005	84.0	80.3	50	76
2006	88.1	83.8	67	111
UTD 2003	83.6	78.8	116	99
2004	78.7	84.8	75	66
2005	83.1	73.6	83	106
2006	89.1	84.0	193	212
UTEP 2003	84.4	81.1	154	370
2004	86.8	82.4	204	375
2005	85.0	77.5	140	151
2006	85.6	79.6	278	343
UTPA 2003	85.8	86.0	204	264
2004	89.9	88.7	198	222
2005	88.1	88.4	235	250
2006	87.3	83.4	157	265
UTPB 2003	85.1	84.2	74	101
2004	86.9	88.1	61	101
2005	83.0	81.7	53	82
2006	85.7	88.6	42	70
UTSA 2003	80.8	81.0	198	268
2004	78.2	81.3	142	176
2005	86.0	77.5	171	262
2006	79.1	77.3	163	353
UTT 2003	76.5	77.3	98	242
2004	75.9	82.3	137	130
2005	90.0	85.2	130	317
2006	91.2	87.1	171	342

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

Attending the Same Institution

- Overall, a large proportion of students at all institutions (ranging around 80 percent) indicate that they would attend the same institution again. This proportion is smaller than the educational experience rating. This parallels the national trend, which averaged 82 percent in 2003, 2004, 2005, and 2006.
- Between 2003 and 2006, the percentage of first-year students indicating that they would attend the same institution again increased at U. T. Austin, U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler. U. T. Pan American was at about the same level in 2003 and 2006.
- Over the same period, seniors increasingly said they would attend the same institution again at U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- Ratings exceeded the national average among freshmen at U. T. Austin, U. T. Brownsville, U. T. Pan American, and U. T. Permian Basin.
- Ratings among seniors also exceeded the national average at U. T. Austin and U. T. Tyler.

Figure I-21

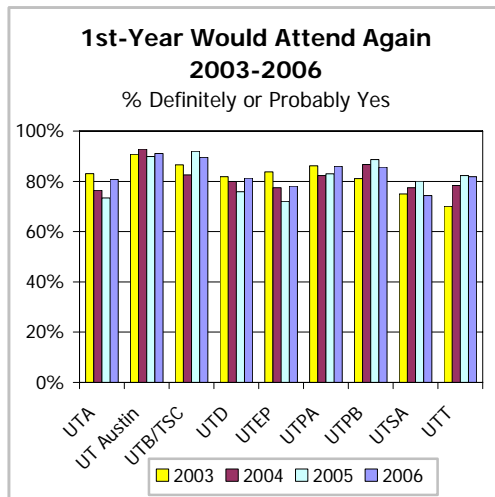


Figure I-22

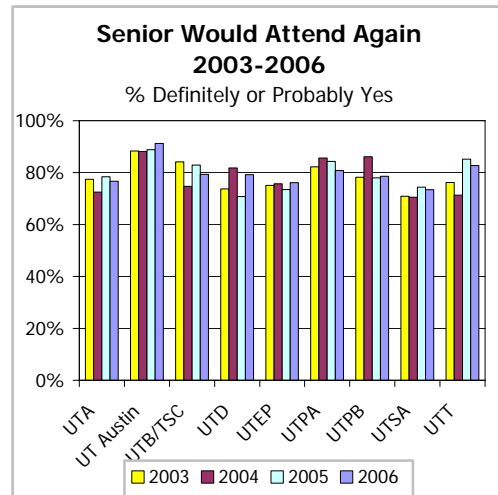


Table I-40

**Would You Attend the Same
Institution Again? 2003-2006**
If you could start over again, would you go to the same
institution you are now attending?

	% Responding "Definitely or Probably Yes"		# Respondents		
			1st Year		
	1st Year Students	Seniors	Students	Seniors	
UTA	2003	83.1%	77.4%	130	159
	2004	76.5	72.5	226	305
	2005	73.4	78.4	177	218
	2006	80.8	76.7	193	313
UT Austin	2003	90.8	88.3	315	265
	2004	92.8	88.1	318	293
	2005	89.9	88.8	507	455
	2006	91.1	91.2	463	554
UTB	2003	86.6	84.1	97	107
	2004	82.6	74.7	69	99
	2005	92.0	82.9	50	76
	2006	89.6	79.3	67	111
UTD	2003	81.9	73.7	116	99
	2004	80.0	81.8	75	66
	2005	75.9	70.8	83	106
	2006	81.3	79.2	193	212
UTEP	2003	83.8	75.1	154	370
	2004	77.5	75.7	204	374
	2005	72.1	73.5	140	151
	2006	78.1	76.1	278	343
UTPA	2003	86.2	82.2	203	264
	2004	82.3	85.6	198	222
	2005	83.0	84.3	235	249
	2006	86.0	80.8	157	265
UTPB	2003	81.1	78.2	74	101
	2004	86.7	86.1	60	101
	2005	88.7	78.0	53	82
	2006	85.7	78.6	42	70
UTSA	2003	75.0	70.9	196	265
	2004	77.5	70.5	142	176
	2005	80.1	74.4	171	262
	2006	74.4	73.4	164	353
UTT	2003	70.1	76.2	137	130
	2004	78.4	71.3	97	240
	2005	82.3	85.2	130	317
	2006	81.9	82.7	171	342

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

Student Learning Outcomes

In 2004-05, The University of Texas System contracted with the RAND Corporation's Council for Aid to Education to conduct the Collegiate Learning Assessment (CLA) at each academic institution within the U. T. System. The purpose of the assessment is to understand how well students do on critical thinking, problem solving, and writing tasks, not on specific course-related knowledge. Nationwide, 113 institutions participated in the 2005-06 assessment. The results from the 2005-06 assessment will help establish a baseline from which future progress can be measured.⁶

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

- How well do the learning outcomes of students enrolled in U. T. System institutions compare to students from other institutions?
- Do students at U. T. System institutions, relative to students from other institutions, perform above, at, or below expected levels on problem solving, critical thinking, and analytic writing tasks?

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

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

What Is the Basis for Comparing Scores? There are two ways to determine how well students at U. T. System institutions perform on the CLA measures. First, the range of scores on the two primary measures – the Performance Task and the Analytic Writing Task – can be compared with the range of scores of the national comparison sample, called the National Study Group. These score ranges inform us how similar or different our students are from students who attend other institutions participating in the CLA project. Second, because institutions enroll freshmen with quite different levels of preparation for college-level work, it is important to ask how much students might be expected to learn based on their entering skills. If students are not well prepared, it will be more difficult for them to achieve a particular level of learning outcome than students who enter well-prepared for college level work. By comparing their actual performance with their expected levels of performance, we can better understand the extent to which institutions have helped them learn after taking into consideration their initial levels of preparation.

⁶ Council for Aid to Education, *Collegiate Learning Assessment*, "CLA in Context 2004-2005," accessible at: <http://www.cae.org/content/pdf/CLA%20Context%200405.pdf>. See also, Richard H. Hersh, "What Does College Teach?" *The Atlantic online*, November 2005, www.theatlantic.com/doc/200511/measuring-college-quality.

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

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

Results Are Positive. Results from this second phase of assessment show that for all campuses that had sufficient sample size, overall performance was at or above expected performance based on national norms. The current sample shows that freshmen scored as well as seniors on problem solving tasks. On the analytic writing task, seniors scored higher than freshmen.

Summary of Results. Freshmen and seniors at U. T. System academic institutions scored as well or better than the national sample on the performance task. Seniors from U. T. Austin, U. T. Dallas, and U. T. Tyler did particularly well compared with the national sample. U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, and U. T. San Antonio did as expected when compared with the national sample. Freshmen followed the same pattern as seniors in their performance against the national sample.

On the analytic writing task, seniors from U. T. Austin and U. T. Dallas exceeded the national sample scores. U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler performed as expected. Overall, freshmen and seniors scored as well or better than the national sample on the analytic writing task.

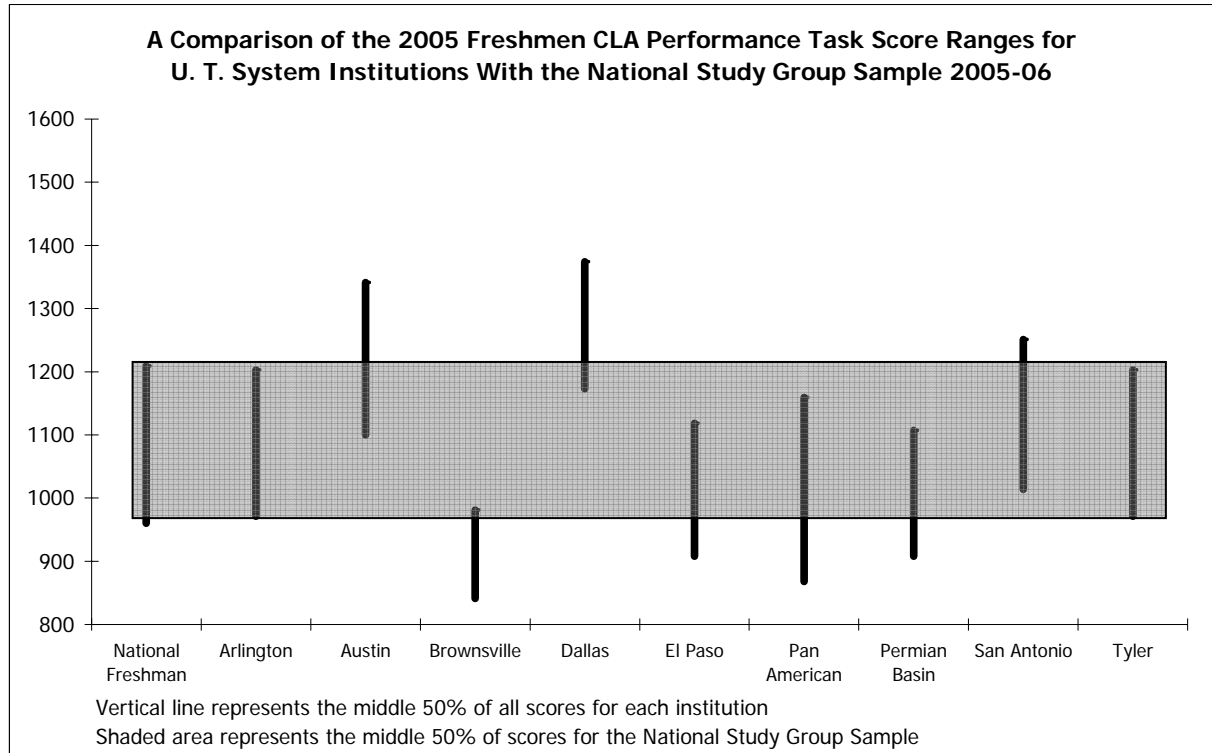
Comparing U. T. System and National Results.

- On both the performance task and the analytic writing task, U. T. System academic institutions scored as well or better than students at other institutions around the nation.
- Freshmen from U. T. Austin, U. T. Dallas, and U. T. San Antonio scored significantly higher than the national sample on the performance task.
- Seniors from U. T. Austin, U. T. Dallas, and U. T. Tyler scored much higher on the performance task than the national sample.
- Freshmen from U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. San Antonio, and U. T. Tyler scored significantly higher than the national sample on the analytic writing task.
- Seniors from U. T. Austin and U. T. Dallas scored higher than the national sample on the analytic writing task.

Freshmen CLA Scores

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

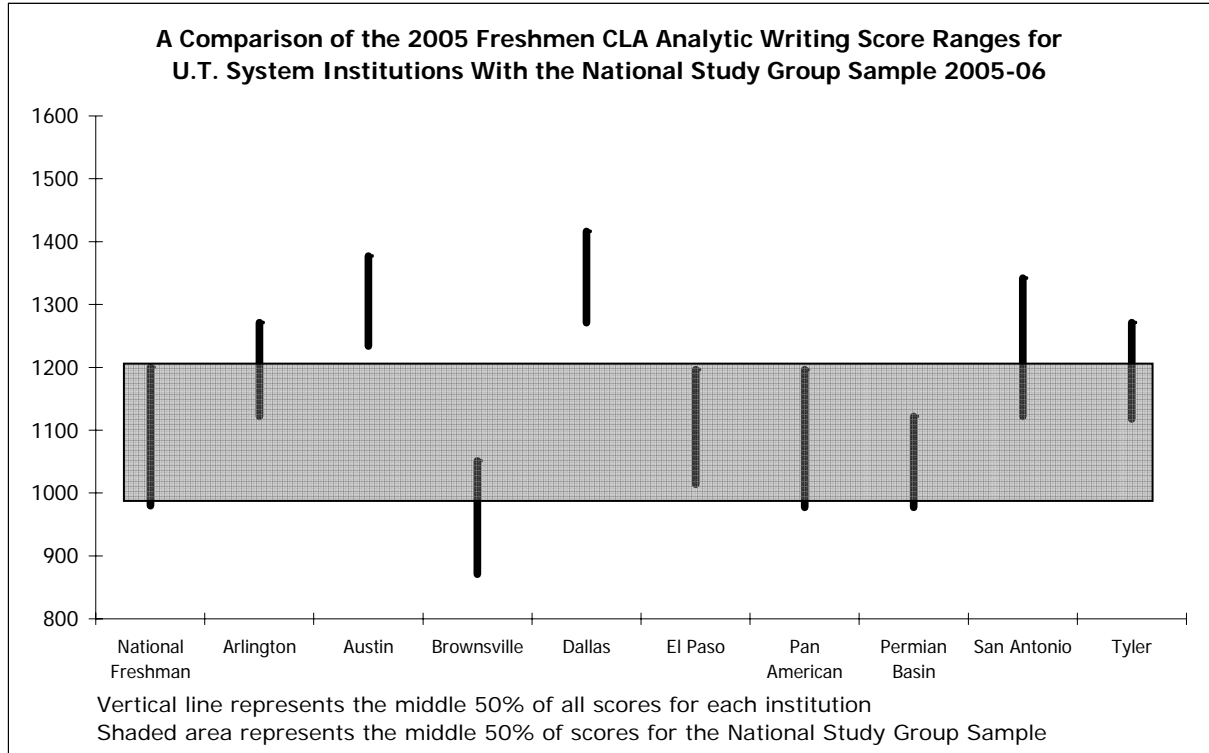
Figure I-23



- On measures of problem solving (the CLA Performance Task test) U. T. Dallas and U. T. Austin freshmen scored well above the national sample.
- Students at U. T. Tyler obtained the same range of scores as the national sample and U. T. San Antonio and U. T. Arlington were nearly the same as the national sample, though U. T. San Antonio had a small proportion of their students who scored slightly higher than the national sample.
- Many U. T. El Paso, U. T. Pan American, and U. T. Permian Basin students were within the middle 50 percent of the national norm group, though the lower end of their ranges were below the national sample.
- A majority of the U. T. Brownsville students obtained lower scores than the national sample.

Figure I-24 compares the middle 50 percent of the CLA Analytic Writing scores of freshman students attending U. T. System institutions with the national sample.

Figure I-24

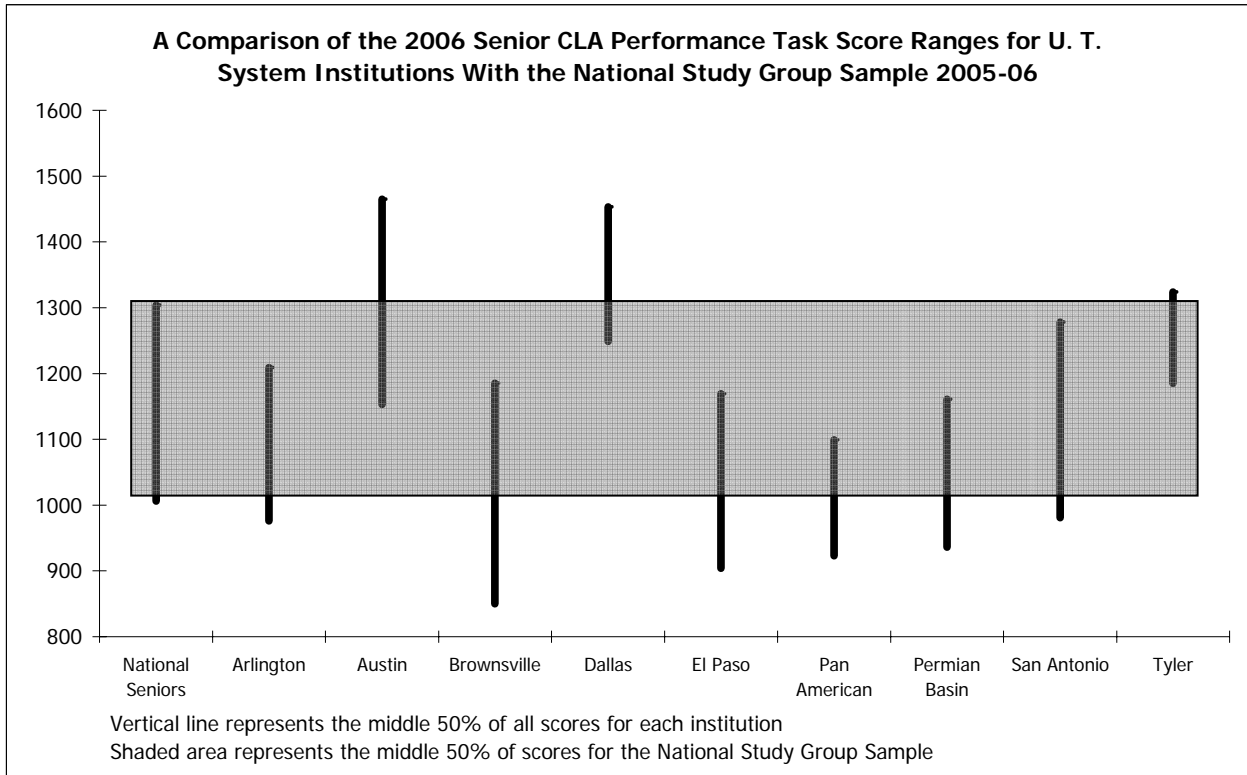


- Most of the U. T. Austin and U. T. Dallas freshmen scored much higher than the national comparison on the Analytical Writing measure.
- Many of the U. T. Arlington, U. T. San Antonio, and U. T. Tyler students also scored higher than the national sample, and U. T. El Paso, U. T. Pan American, and U. T. Permian Basin obtained about the same range of scores as the national sample
- Many of the freshmen at U. T. Brownsville scored below the national sample.

Senior CLA Scores

Figure I-25 compares the mid-range performance, or problem-solving, scores (middle 50% of all scores) for the combined sample of seniors at U. T. System institutions with the mid-range scores of all national test-takers on the Performance Task measure.

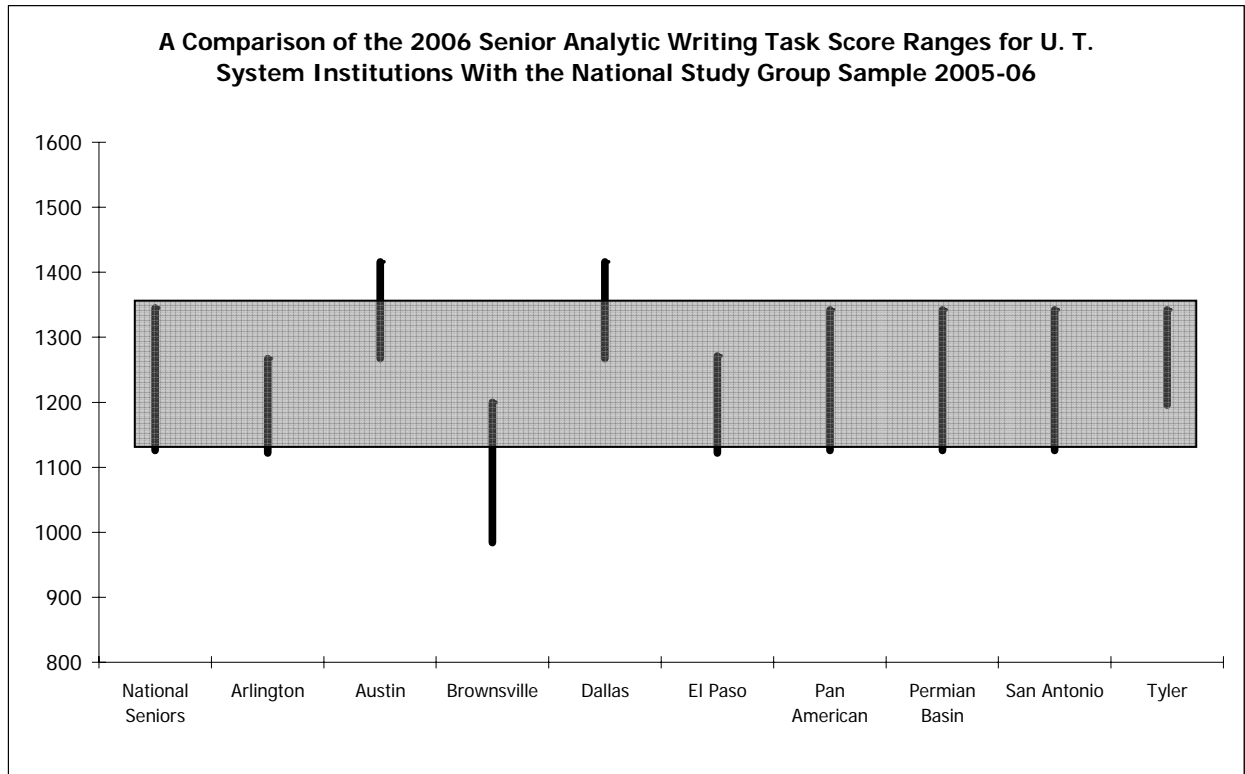
Figure I-25



- Most of the seniors at U. T. Dallas and many of the seniors at U. T. Austin scored higher on the CLA Performance Task than students in the national sample.
- Nearly all of the seniors at U. T. Arlington, U. T. San Antonio, and U. T. Tyler obtained scores in about the same range as the national sample.
- The majority of the seniors at U. T. Brownsville, U. T. El Paso, U. T. Pan American, and U. T. Permian Basin scored within the middle 50 percent range of the national sample, but were lower at the bottom end of the range.

Figure I-26 compares the middle 50 percent of the CLA Analytic Writing scores of senior students attending U. T. System institutions with the national sample.

Figure I-26



- Many of the U. T. Austin and U. T. Dallas seniors scored above the national sample on the CLA Analytic Writing measure.
- The mid-range of scores at U. T. Arlington, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler fell almost entirely within the mid-range of national scores.
- Many of U. T. Brownsville seniors were within the mid-range of national scores, but a majority was at the bottom end of the score range.

CLA and Deviation Scores

In 2005-06 the CLA converted the CLA scores to the SAT score range (400-1600). The deviation scores shown in Table I-42 summarize how well freshman and senior students performed on these tests relative to the expected performance derived from their SAT scores obtained during the admission process. This information is presented graphically for seniors in Figures I-27 and I-28. With this information, test results can reveal the extent to which the institution helps students achieve their expected level of learning.

Table I-41

**Freshman-Level CLA and Deviation Scores by Institution
Freshmen 2005**

Institution	Measure	Average National Score¹	Expected Institution Score	Actual Institution Score	Actual Freshman Performance Relative to Expected Performance	National Comparison
Arlington	Performance Task	1069	1063	1071	0.2	As expected
	Analytic Writing Task	1116	1087	1176	1.3	Above expected
Austin	Performance Task	1069	1214	1222	0.2	As expected
	Analytic Writing Task	1116	1202	1292	1.3	Above expected
Dallas	Performance Task	1069	1257	1267	0.2	As expected
	Analytic Writing Task	1116	1246	1357	1.6	Above expected
El Paso	Performance Task	1069	957	1033	1.8	Above expected
	Analytic Writing Task	1116	1030	1144	1.6	Above expected
Pan American	Performance Task	1069	966	1004	0.9	As expected
	Analytic Writing Task	1116	1053	1124	1.0	Above expected
Permian Basin	Performance Task	1069	1019	1024	0.1	As expected
	Analytic Writing Task	1116	1047	1024	-0.3	As expected
San Antonio	Performance Task	1069	1056	1128	1.8	Above expected
	Analytic Writing Task	1116	1104	1234	1.8	Above expected
Tyler	Performance Task	1069	1095	1086	-0.2	As expected
	Analytic Writing Task	1116	1109	1184	1.1	As expected

U. T. System Office of Academic Affairs

Freshmen results

- Based on their SAT scores, freshmen at all U. T. System academic institutions performed as expected or higher than expected on the CLA Performance Task and on the Analytic Writing measures.
- Freshmen at U. T. El Paso and U. T. San Antonio performed above expected on the performance task scores.
- U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. San Antonio freshmen performed above expected on the analytic writing task.

Table I-42

**Senior-Level CLA and Deviation Scores by Institution
Seniors 2006**

Institution	Measure	Average National Score	Institutional Expected Score	Institutional Actual CLA Score	Actual Senior Performance Relative to Expected Performance	National Comparison
Arlington	Performance Task	1170	1090	1085	-0.1	As expected
	Analytic Writing Task	1263	1242	1201	-0.8	As expected
Austin	Performance Task	1170	1307	1291	-0.3	As expected
	Analytic Writing Task	1263	1366	1346	-0.4	As expected
Dallas	Performance Task	1170	1329	1313	-0.3	As expected
	Analytic Writing Task	1263	1378	1307	-1.5	Below expected
El Paso	Performance Task	1170	1001	1057	1.2	Sample N Too Small
	Analytic Writing Task	1263	1183	1259	1.6	Above expected
Pan American	Performance Task	1170	1050	1026	-0.5	As expected
	Analytic Writing Task	1263	1177	1244	1.4	Above expected
Permian Basin	Performance Task	1170	1065	1132	1.4	Sample N Too Small
	Analytic Writing Task	1263	1216	1260	0.9	Sample N Too Small
San Antonio	Performance Task	1170	1100	1135	0.7	As expected
	Analytic Writing Task	1263	1247	1229	-0.4	As expected
Tyler	Performance Task	1170	1214	1272	1.2	Above expected
	Analytic Writing Task	1263	1287	1260	-0.6	Sample N Too Small

U. T. System Office of Academic Affairs

Senior results

- Where sample sizes were sufficiently large, seniors at all U. T. System academic institutions performed as expected or higher on the CLA Performance Task.
- Seniors at U. T. Permian Basin, U. T. Tyler and U. T. El Paso scored higher than expected on the CLA Performance Task.
- On the CLA Analytic Writing task, seniors at all U. T. System academic institutions, except U. T. Dallas, scored as expected or higher based on their SAT scores.
- U. T. Dallas seniors had high SAT scores but performed below expected on the Analytic Writing task though senior CLA scores were 1307 on this subscale.

Figure I-27

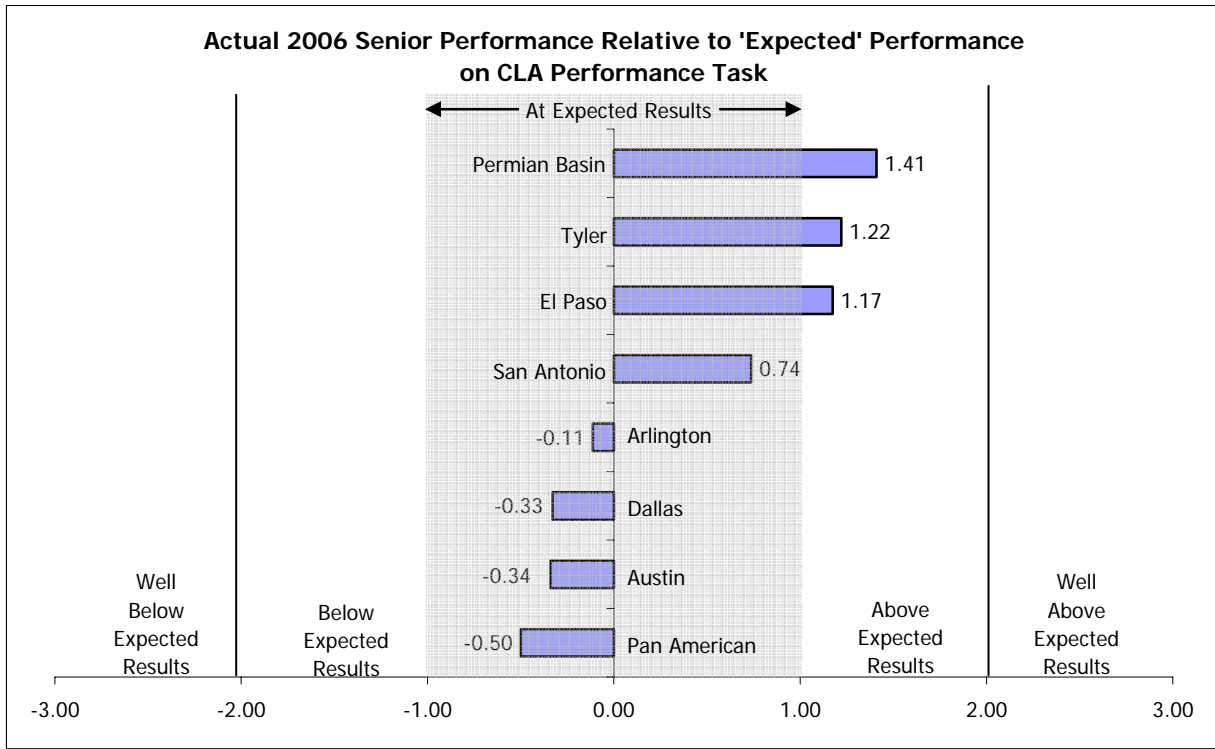
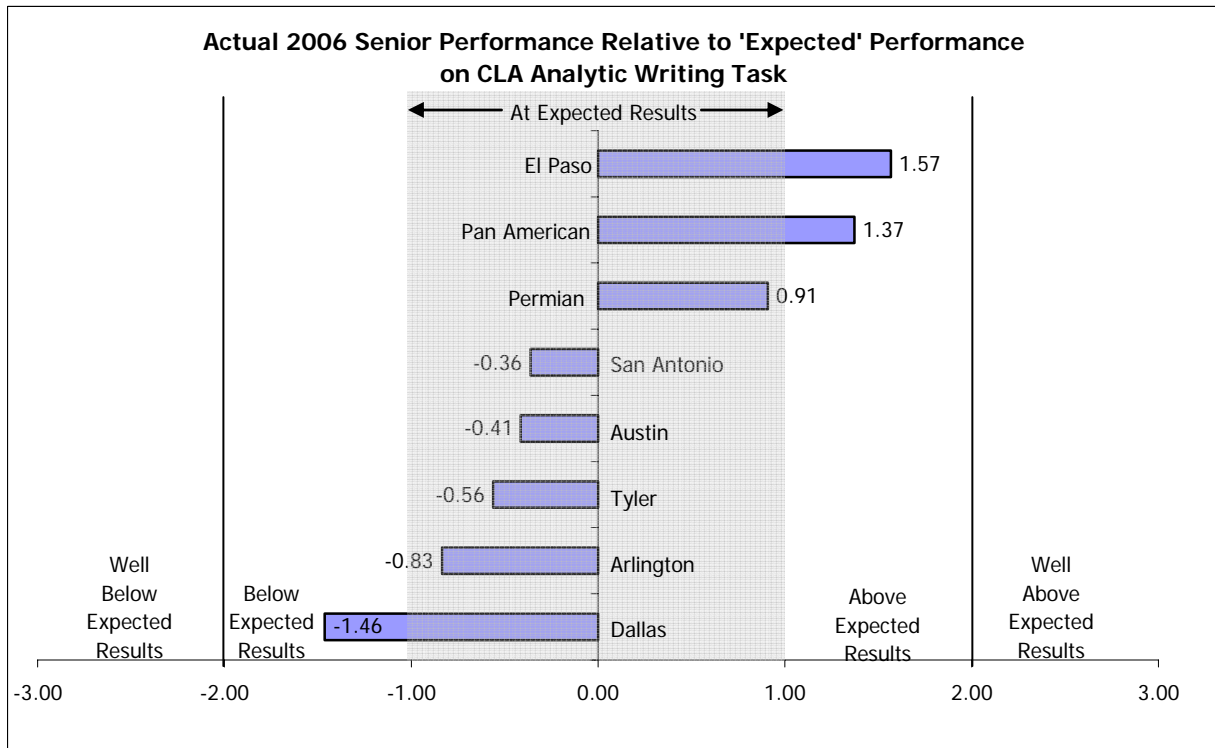


Figure I-28



Postgraduate Experience

Table I-43

Percent of Baccalaureate Graduates from U. T. Academic Institutions Employed in Texas or Enrolled in a Texas Graduate/Professional School Within One Year					
		% Employed within 1 year	% Enrolled in Grad/Prof Program within 1 year	% Employed and in Grad/Prof Program within 1 year	% Employed and/or Enrolled in Grad/Prof Program within 1 year
Arlington	FY 2001	72.8%	2.4%	13.5%	88.7%
	FY 2002	70.8%	2.2%	14.5%	87.6%
	FY 2003	68.0%	3.2%	15.4%	86.5%
	FY 2004	67.6%	3.1%	14.3%	85.0%
	FY 2005	70.2%	2.7%	13.1%	86.0%
Austin	FY 2001	68.3%	2.8%	6.4%	77.5%
	FY 2002	66.9%	2.6%	7.0%	76.6%
	FY 2003	63.9%	4.1%	9.7%	77.7%
	FY 2004	62.5%	4.5%	9.6%	76.6%
	FY 2005	63.9%	4.7%	8.5%	77.1%
Brownsville	FY 2001	73.1%	1.1%	16.6%	90.7%
	FY 2002	72.0%	2.0%	18.6%	92.6%
	FY 2003	71.5%	1.5%	16.2%	89.2%
	FY 2004	67.2%	2.4%	22.8%	92.4%
	FY 2005	71.0%	2.8%	18.9%	92.7%
Dallas	FY 2001	64.9%	2.6%	20.4%	87.9%
	FY 2002	62.8%	2.8%	22.2%	87.7%
	FY 2003	59.2%	5.9%	22.4%	87.5%
	FY 2004	60.2%	4.6%	19.4%	84.2%
	FY 2005	63.3%	4.8%	17.4%	85.5%
El Paso	FY 2001	62.8%	2.5%	17.0%	82.4%
	FY 2002	60.8%	3.1%	16.2%	80.1%
	FY 2003	55.6%	3.2%	22.9%	81.7%
	FY 2004	57.3%	2.7%	21.4%	81.4%
	FY 2005	60.0%	2.9%	18.0%	80.9%
Pan American	FY 2001	60.5%	2.5%	28.6%	91.6%
	FY 2002	63.0%	3.4%	25.7%	92.1%
	FY 2003	64.1%	4.0%	25.5%	93.7%
	FY 2004	61.1%	3.5%	28.1%	92.7%
	FY 2005	63.6%	3.0%	24.7%	91.3%
Permian Basin	FY 2001	62.6%	3.9%	25.7%	92.2%
	FY 2002	67.6%	1.8%	21.7%	91.1%
	FY 2003	64.7%	2.7%	24.3%	91.7%
	FY 2004	68.5%	2.9%	21.0%	92.4%
	FY 2005	63.6%	3.0%	24.5%	91.1%
San Antonio	FY 2001	71.3%	2.0%	12.8%	86.2%
	FY 2002	67.6%	2.6%	13.8%	83.9%
	FY 2003	65.6%	3.2%	15.6%	84.4%
	FY 2004	67.7%	3.0%	14.7%	85.4%
	FY 2005	69.1%	3.2%	13.2%	85.5%
Tyler	FY 2001	74.4%	2.1%	15.8%	92.2%
	FY 2002	70.0%	1.6%	20.1%	91.7%
	FY 2003	67.6%	2.6%	20.9%	91.2%
	FY 2004	62.7%	2.7%	24.1%	89.5%
	FY 2005	64.1%	2.9%	26.2%	93.2%

Source: Texas Higher Education Coordinating Board

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

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

Graduate Student Preparation

- Average scores for Graduate Record Examinations for law and management provide a perspective on the preparation of students for graduate and professional school.
- These tests are among multiple predictors of success in graduate or professional school and are used by some institutions to benchmark their performance against national peers.
- The quality of graduate students also plays a key role in campuses' ability to recruit and retain top faculty.

Table I-44

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

GRE	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Arlington	1116	1136	1121	1100	1080
Austin	1199	1200	1207	1213	1209
Brownsville	779	803	835	813	822
Dallas	1166	1181	1163	1163	1162
El Paso	947	937	943	965	963
Pan American	888	817	811	834	832
Permian Basin	880	929	913	825	846
San Antonio	1017	1043	1042	1011	1054
Tyler	NA	968	925	952	1027
LSAT*	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Austin	162	164	165	165	166
GMAT	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Arlington	545	538	539	529	544
Austin	645	645	645	649	647
Dallas	537	537	540	543	564
El Paso	452	443	431	448	444
Pan American	543	474	500	445	452
Permian Basin	509	468	465	471	460
San Antonio	522	508	525	500	529
Tyler					516

* Median LSAT scores for fall entering class.

Source: U. T. System Academic Institutions.

- Over the past five years, GRE scores have increased at U. T. Austin, U. T. Brownsville, U. T. El Paso, and U. T. San Antonio. Between 2004-05 and 2005-06, average scores increased at U. T. Brownsville, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler.
- It is important to note that many programs do not require GRE exam scores for admission.
- With the only law school in the U. T. System, U. T. Austin's average LSAT scores have increased slightly over the past five years from 162 to 166.
- Average GMAT scores for 2005-06 were higher than they were in 2001-02 for U. T. Austin, U. T. Dallas, and U. T. San Antonio. The 2005-06 scores were higher than the previous year at U. T. Arlington, U. T. Dallas, U. T. Pan American, and U. T. San Antonio. U. T. Tyler reported GMAT scores for the first time in 2005-06.

Graduate Student Enrollment Trends

Table I-45

Graduate and Professional Headcount at U. T. Academic Institutions						
	Fall	2001	2002	2003	2004	2005
Arlington		4,850	6,172	6,112	6,183	5,768
Austin		12,007	12,870	13,314	13,276	12,942
Brownsville		834	822	893	890	893
Dallas		3,446	3,747	4,195	4,310	4,325
El Paso		2,578	2,848	3,457	3,017	2,961
Pan American		1,669	1,883	2,045	2,242	2,106
Permian Basin		332	380	390	368	473
San Antonio		2,284	2,772	3,423	3,638	3,428
Tyler		728	845	847	860	816
Total						
Academic Institutions		28,728	32,339	34,676	34,784	33,712

Source: Texas Higher Education Coordinating Board

- Graduate and professional enrollment at U. T. System academic institutions has increased by 17 percent from 2001 to 2005.
- Proportionately, the greatest percentage change occurred at U. T. Permian Basin (43%), and U. T. San Antonio (50%).
- But, from 2004 to 2005, enrollments decreased slightly.

Table I-46

Graduate and Professional Students, Percent Female at U. T. Academic Institutions						
	Fall	2001	2002	2003	2004	2005
Arlington		49.9%	51.6%	48.3%	50.2%	52.7%
Austin		47.1	47.7	48.5	48.4	48.2
Brownsville		63.1	64.5	65.1	62.4	62.2
Dallas		42.4	42.0	42.9	45.3	44.2
El Paso		57.0	54.8	57.4	59.2	57.8
Pan American		63.5	63.5	64.4	64.7	66.3
Permian Basin		60.8	63.4	60.3	61.7	61.7
San Antonio		57.8	57.5	58.1	59.8	58.5
Tyler		65.4	65.2	65.3	65.8	63.0
Academic Institution						
Average		50.8%	51.2%	51.5%	52.5%	52.4%

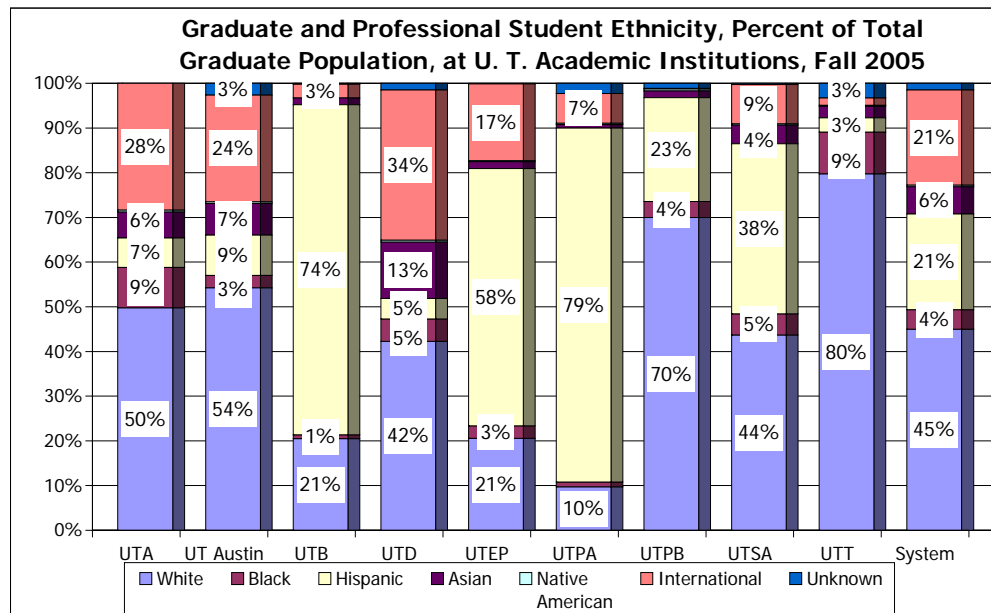
Source: Texas Higher Education Coordinating Board

- The gender mix in the graduate and professional student headcount has become slightly more female at most campuses during the 2001-2005 period, changing by only one or two percent during this time period.
- Females at U. T. Brownsville, U. T. El Paso, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio and U. T. Tyler account for nearly or more than 60 percent of graduate and first professional students. This is in line with national trends: 59 percent of the graduate and first professional student population in 2004 was female.
- Females at U. T. Arlington, U. T. Austin, and U. T. Dallas were underrepresented when compared to the national population of graduate and first professional students.

Ethnic Composition of Graduate and Professional Students

- From 2001 to 2005, the overall proportion of non-White students increased at U. T. System academic institutions, except U. T. Tyler while the proportion of international students declined at all institutions except U. T. Pan American.
- In 2001, the overall proportion of non-White students and international students at U. T. System academic institutions was 51.0 percent; it was 53.6 percent in 2005.
- The proportion of Black graduate and professional students increased on every campus except U. T. Tyler which declined slightly. Overall, their proportional enrollment increased from 3.3 percent to 4.4 percent in 2005.
- The proportion of Hispanic graduate and professional students increased at every U. T. System academic institution except U. T. Tyler which declined slightly. At all U. T. System academic institutions, Hispanic representation increased from 18.3 percent to 21.4 percent over this same time period.
- The proportion of international students decreased from 24.3 percent to 21.3 percent.

Figure I-29



- Nationally, the proportion of Black students increased from 8.7 percent in 2001 to 9.9 percent in 2004, and the proportion of Hispanic graduate students increased from 5.2 percent to 5.7 percent.
- Nationally, the proportion of international students decreased from 11.7 percent in 2001 to 11.1 in 2004.

Table I-47

**Ethnic Composition of Graduate and Professional Students
at U. T. Academic Institutions, 2001 and 2005**

	Fall	White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
Arlington	2001	51.3%	7.3%	5.2%	4.9%	0.4%	30.9%	0.0%
	2005	49.8	9.0	6.6	5.8	0.4	28.4	--
Austin	2001	57.0	2.3	7.1	4.8	0.3	26.2	2.3
	2005	54.2	2.8	9.0	7.1	0.4	23.9	2.6
Brownsville	2001	24.2	0.4	70.4	0.7	0.4	3.8	0.1
	2005	20.5	0.9	73.8	1.5	--	3.1	0.2
Dallas	2001	38.7	2.9	3.0	10.7	0.3	44.1	0.3
	2005	42.2	5.0	4.6	12.6	0.4	33.6	1.5
El Paso	2001	25.8	2.4	52.3	1.9	0.3	17.4	--
	2005	20.6	2.8	57.5	1.6	0.2	17.2	0.1
Pan American	2001	14.9	0.8	76.4	1.8	0.4	5.8	--
	2005	9.7	1.1	79.2	0.8	0.3	6.6	2.3
Permian Basin	2001	78.3	3.3	16.3	1.5	--	0.6	--
	2005	70.0	3.6	23.3	1.5	0.4	0.2	1.1
San Antonio	2001	51.4	3.1	32.5	2.4	0.7	10.0	--
	2005	43.8	4.7	38.2	4.1	0.3	8.8	0.3
Tyler	2001	81.2	9.6	4.0	1.9	1.0	2.2	0.1
	2005	79.7	9.4	3.2	2.6	0.2	1.6	3.3
Total Academic Institutions	2001	48.1%	3.3%	18.3%	4.7%	0.4%	24.3%	1.0%
	2005	45.0%	4.4%	21.4%	6.1%	0.4%	21.3%	1.5%

Source: Texas Higher Education Coordinating Board

Graduate and Professional Education

Table I-48

		Graduate and First Professional Certificates and Degrees Conferred at U. T. Academic Institutions, by Level						% Change 01-05
		AY	00-01	01-02	02-03	03-04	04-05	
Arlington	Master's		1,087	1,069	1,366	1,796	1,883	73.2%
	Grad-Level Certificate		--	--	--	--	55	--
	Doctorate		87	72	62	75	83	-4.6
	Total		1,174	1,141	1,428	1,871	2,021	72.1
Austin	Master's		2,567	2,644	2,650	2,835	2,884	12.3
	Doctorate		720	644	668	683	755	4.9
	First Professional		577	586	596	588	688	19.2
	Total		3,864	3,874	3,914	4,106	4,327	12.0
Brownsville	Master's		146	148	155	166	189	29.5
	Total		146	148	155	166	189	29.5
Dallas	Master's		1,129	1,172	1,299	1,363	1,352	19.8
	Doctorate		69	58	70	50	117	69.6
	First Professional		--	--	--	4	9	--
	Total		1,198	1,230	1,369	1,417	1,478	23.4
El Paso	Master's		449	466	578	660	772	71.9
	Doctorate		28	27	30	24	28	0.0
	Total		477	493	608	684	800	67.7
Pan American	Master's		359	430	379	489	525	46.2
	Doctorate		8	10	8	11	12	50.0
	Total		367	440	387	500	537	46.3
Permian Basin	Master's		87	68	101	109	127	46.0
	Total		87	68	101	109	127	46.0
San Antonio	Master's		570	683	641	769	895	57.0
	Grad-Level Certificate		--	--	--	--	1	--
	Doctorate		4	5	6	5	13	225.0
	Total		574	688	647	774	909	58.4
Tyler	Master's		163	121	184	196	223	36.8
	Total		163	121	184	196	223	36.8
Total Academic Institutions			8,050	8,203	8,793	9,823	10,611	31.8%

Source: Texas Higher Education Coordinating Board

- The total number of graduate and first professional degrees conferred by U. T. System schools increased at every institution and rose by 31.8 percent from 2001 to 2005 for the U. T. System as a whole.
- The numbers increased by over 72 percent at U. T. Arlington, almost 68 percent at U. T. El Paso, over 46 percent at U. T. Pan America, 46 percent at U. T. Permian Basin, and over 58 percent at U. T. San Antonio.
- Every institution offering doctoral degrees granted more awards in 2004-05 than the previous year. This is similar to the slight increase in doctorates (3.4%) at the national level, as reported by NSF in September 2006 [www.nsf.gov/statistics/nsf06038/pdf/tab1.pdf/].
- Increases in doctoral degrees conferred at U. T. El Paso, U. T. Pan American, and U. T. San Antonio reflect the growth in numbers of doctoral programs available to graduate students.

Table I-49

Graduate and First Professional Certificates and Degrees Conferred, Percent Female at U. T. Academic Institutions						
	AY	00-01	01-02	02-03	03-04	04-05
Arlington		51.5%	50.5%	46.6%	44.4%	48.7%
Austin		47.6	46.9	47.3	47.6	48.5
Brownsville/TSC		67.1	72.3	72.3	66.9	69.8
Dallas		46.2	43.7	45.5	43.5	46.1
El Paso		60.6	57.2	59.9	55.3	57.6
Pan American		67.8	69.3	69.0	69.0	68.7
Permian Basin		62.1	64.7	69.3	75.2	65.4
San Antonio		58.2	60.5	58.1	58.1	61.6
Tyler		67.5	59.5	68.5	56.6	64.6
Total Academic Institutions		51.3%	50.6%	50.7%	49.6%	52.0%

Source: Texas Higher Education Coordinating Board

- Nationally, almost 59 percent of those students enrolled in graduate and first professional programs at public institutions were female in 2004. At U. T. Brownsville, U. T. Pan American, U. T. Permian Basin, U. T. San Antonio, and U. T. Tyler, the proportion of female students earning graduate degrees was significantly higher, between 62 and 70 percent.

Degrees Awarded by Ethnicity

- The overall proportion of graduate and professional degrees awarded to non-White students increased from 2001 to 2005 (see Table I-50). From 2001 to 2005, more non-White students received graduate and professional degrees at each U. T. System academic institution except U. T. Brownsville, U. T. Permian Basin, and U. T. Tyler.
- As shown on the following pages, U. T. System institutions are noted nationally for the numbers of minority students receiving graduate and professional degrees.

Figure I-30

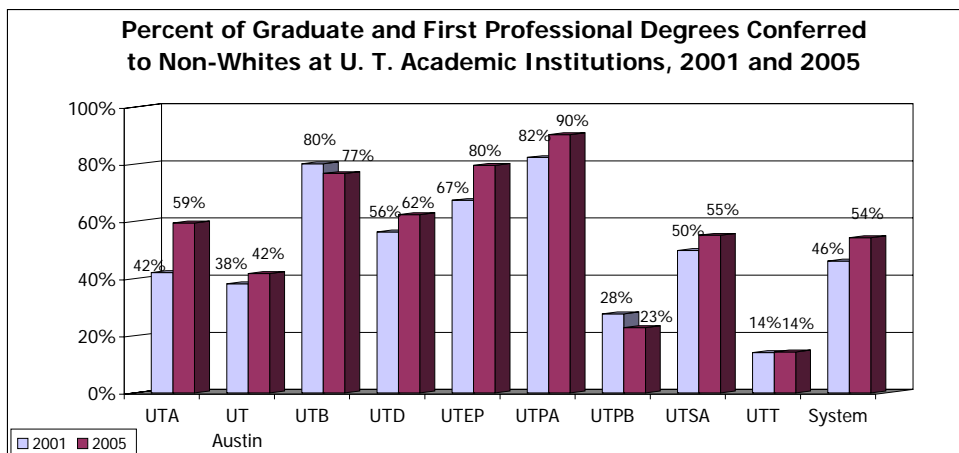
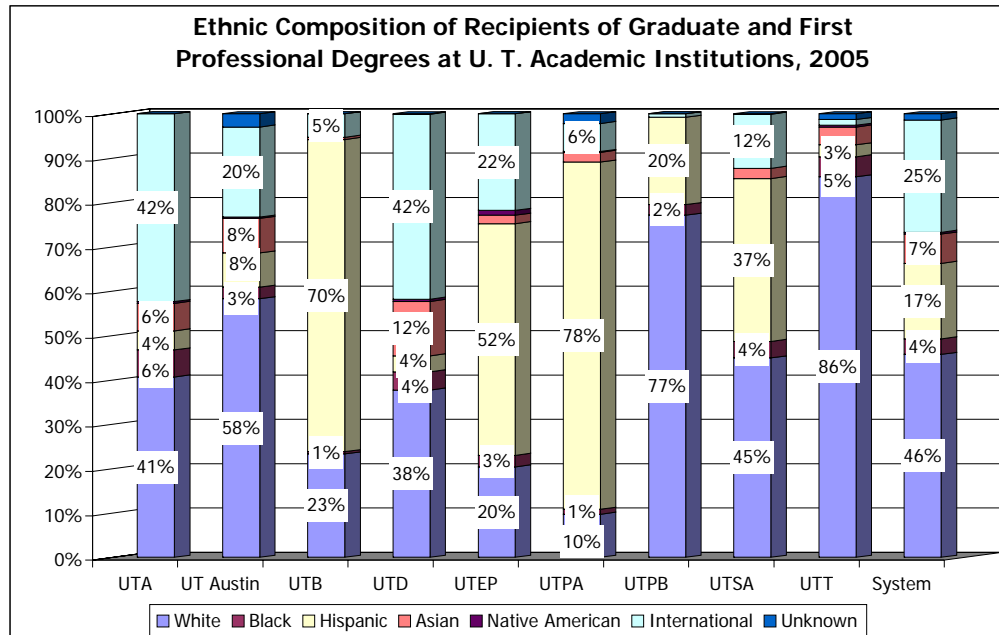


Figure I-31



- Nationally in 2004-05, 5.7 percent of all PhDs were awarded to Black students and 3.4 percent to Hispanic students. For master's degrees, 9.3 percent were awarded to Black students and 5.4 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 (*Diverse Issues in Higher Education*, July 2006).
- Between 2001 and 2005, the proportion of graduate and professional degrees awarded to White students by U. T. System academic institutions decreased by 8 percentage points to 46 percent, less than half of all degrees conferred, compared with the national average of 79 percent (includes Foreign students) in 2004-05.
- The proportion of graduate and first professional degrees awarded to Hispanic students increased at every academic institution except U. T. Tyler. The 2005 average for U. T. System academic institutions was 17 percent, compared with 3.4 percent (doctorate) and 5.4 percent (professional) nationally.
- During the same period, the percent of graduate and first professional degrees awarded to Black students increased at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, U. T. Pan American, and U. T. Tyler.
- Over the period 2001 to 2005, the largest increase has been a 3.5 percentage point rise of international students receiving graduate and first professional degrees.
- At the master's level, six U. T. System academic institutions ranked nationally among the top 100 schools in awarding the master's degrees to Hispanic students during 2004-05 (*Diverse Issues in Higher Education*, July 2006).
 - U. T. Pan American – 5
 - U. T. El Paso – 6
 - U. T. San Antonio – 11
 - U. T. Austin – 21
 - U. T. Brownsville/Texas Southmost College – 48
 - U. T. Arlington – 92

- Among institutions awarding master's and first professional degrees to Hispanic students, U. T. System academic institutions rank in the top ten in many specific fields:
 - U. T. Austin – engineering (4); law (4).
 - U. T. Brownsville – English language and literature (10).
 - U. T. Dallas – Physical Sciences (9).
 - U. T. El Paso – business (6); education (8); engineering (4); mathematics (1); physical sciences (9).
 - U. T. Pan American – education (4); health professions (2); psychology (10).
 - U. T. San Antonio – biology (1); education (9); mathematics (5).
- Nationally, U. T. System academic institutions are ranked highly among those conferring doctoral degrees to Hispanic students.
 - U. T. Austin ranked 7th in doctoral degrees in all fields to all minority students, 10th to African-American students, and 2nd to Hispanic students; 4th in education doctorates to all minority students, 9th to African-American students, and 3rd to Hispanic students; and 3rd in social science doctorates to all minority students, 3rd to African-American students, and 1st to Hispanic students.
 - U. T. Dallas tied for 4th in doctoral degrees in mathematics awarded to all minority students.
 - U. T. Pan American ranked 1st in business doctorates for Hispanic students.

Table I-50

Percent of Graduate and First Professional Certificates and Degrees Conferred by Ethnicity at U. T. Academic Institutions, 2001 and 2005								
	AY	White	Black	Hispanic	Asian	Native American	Inter-national	Unknown
Arlington	00-01	57.9%	5.2%	3.7%	4.3%	0.8%	28.1%	--
	04-05	40.6	6.1	4.3	6.2	0.4	42.3	--
Austin	00-01	61.9	2.5	5.8	5.8	0.5	21.3	2.1
	04-05	58.3	2.6	7.7	7.8	0.3	20.3	3.0
Brownsville	00-01	19.9	0.7	69.9	2.7	--	6.8	--
	04-05	23.3	0.5	70.4	0.5	--	5.3	--
Dallas	00-01	43.7	3.6	1.9	13.9	0.2	36.6	0.1
	04-05	37.7	4.1	3.6	12.3	0.5	41.7	0.1
El Paso	00-01	32.7	1.9	47.6	0.8	--	17.0	--
	04-05	20.4	2.6	52.3	1.9	1.1	21.8	--
Pan American	00-01	17.7	0.8	73.0	2.7	--	5.7	--
	04-05	9.7	1.1	78.2	2.2	0.2	6.3	2.2
Permian Basin	00-01	72.4	4.6	18.4	4.6	--	--	--
	04-05	77.2	2.4	19.7	--	--	0.8	--
San Antonio	00-01	50.2	4.4	33.6	3.1	0.3	8.4	--
	04-05	44.9	3.7	36.7	2.3	--	12.2	0.1
Tyler	00-01	85.9	4.3	3.1	3.1	1.2	2.5	--
	04-05	85.7	4.5	2.7	4.0	0.4	1.3	1.3
Total Academic Institutions	00-01	53.9%	3.1%	13.7%	6.0%	0.4%	21.8%	1.0%
	04-05	45.7%	3.5%	17.0%	6.6%	0.4%	25.3%	1.4%

Source: Texas Higher Education Coordinating Board

Licensure Exam Pass Rates of Law and Pharmacy Graduates

Table I-51

Licensure Exam Pass Rates of Law and Pharmacy U. T. Austin Graduates						
	FY	2001	2002	2003	2004	2005
Law		93.4%	91.0%	92.7%	92.6%	91.6%
Texas Jurisprudence Exam						
Pharmacy		98.2	100.0	99.0	93.6	94.6
North American Pharmacists Licensing Examination (NAPLEX)						

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

Source: Legislative Budget Board

Law

- From 2001 to 2005, the pass rate of U. T. Austin law students has decreased slightly from 93.4 to 91.6 percent.
- *Hispanic Business* ranked U. T. Austin's law school in the top three in the nation for Hispanic students in 2003 through 2006.

Pharmacy

- There is a growing demand for pharmacists in Texas, in surrounding states, and nationally. Competition from the retail sector has made it difficult for hospitals and other medical facilities to find these professionals. The joint Pharmacy degree offered by U. T. Austin in collaboration with U. T. Pan American is intended to help increase the number of pharmacists trained in Texas.
- The pass rate was 98 percent or higher in 2001 through 2003. In 2004, it declined to 93.6 percent but rebounded slightly in 2005 to 94.6%.

Graduate and Professional Degrees in High-Priority Fields

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

Table I-52

Graduate and Professional Certificates and Degrees Conferred in High-Priority Fields at U. T. Academic Institutions							
Technical Fields		AY	2001	2002	2003	2004	2005
Biological and Physical Sciences	Arlington*		N/A	N/A	11	17	18
	Austin		5	5	2	5	11
	Dallas		7	8	5	8	8
Computer and Information Sciences	Arlington**		31	22	29	60	85
	Austin		57	72	49	53	49
	Dallas		262	284	275	224	177
	El Paso		10	12	32	43	31
	Pan American		7	15	10	22	18
	San Antonio		19	33	34	45	43
	Tyler		5	3	7	9	2
Engineering	Arlington		242	294	473	595	632
	Austin		528	576	551	656	577
	Dallas		72	81	180	233	210
	El Paso		64	69	100	111	107
	Pan American		10	8	14	9	21
	San Antonio		22	18	28	51	60
	Tyler		1	1	1	5	3
Engineering-Related Technologies	Tyler		6	9	7	5	7
Mathematics	Arlington		11	7	14	15	24
	Austin		30	46	46	35	56
	Dallas		6	13	16	13	27
	El Paso		7	5	7	12	27
	Pan American		1	3	3	1	0
	San Antonio		4	3	4	15	11
	Tyler		0	0	1	1	3
Physical Sciences	Arlington		14	15	26	20	18
	Austin		111	109	131	148	115
	Brownsville		0	0	0	1	4
	Dallas		36	35	28	29	52
	El Paso		21	22	26	18	32
	Permian Basin		2	0	2	1	2
	San Antonio		4	5	5	7	8
Total Academic Institutions			1,595	1,773	2,117	2,467	2,438

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

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

Source: Texas Higher Education Coordinating Board

Technical fields

- In high-priority technical fields, the overall trend has been an increase in total numbers of degrees conferred by academic institutions over the period 2001 to 2005, from a System total of 1,595 to 2,438, representing a 53 percent increase.
- This overall increase was generated largely in engineering programs at U. T. Arlington, U. T. Austin, U. T. Dallas, U. T. El Paso, and U. T. San Antonio.
- The number of degrees in computer and information sciences increased at U. T. Arlington, U. T. El Paso, U. T. Pan American, and U. T. San Antonio.

Table I-52

Graduate and Professional Certificates and Degrees Conferred in High-Priority Fields		2001	2002	2003	2004	2005
Health Fields						
(continued)						
Communication Disorders	Austin	36	30	28	32	28
Sciences and Services	Dallas	81	77	102	78	88
	El Paso	14	14	10	8	17
	Pan American	15	14	17	31	51
Nursing	Arlington	56	44	52	53	80
	Austin	64	55	47	51	59
	Brownsville	0	12	3	4	2
	El Paso	28	21	26	16	16
	Pan American	7	15	16	10	13
	Tyler	4	1	8	13	15
Rehabilitation/Therapeutic Services	El Paso	22	15	14	18	13
	Pan American	10	19	11	17	16
Total Academic Institutions		337	317	334	331	398

Source: Texas Higher Education Coordinating Board

Health fields

- The total numbers of degrees conferred by academic institutions in high-priority health fields increased from 337 in 2001 to 398 in 2005, reversing a relatively stable number in previous years.
- From 2001 to 2005, the number of graduate-level communication disorders degrees conferred at U. T. Pan American increased from 15 to 51, representing a 240 percent increase.
- The number of nursing degrees increased at U. T. Arlington (by 43%), U. T. Pan American, and U. T. Tyler.
- The number of rehabilitation/therapeutic services degrees conferred by U. T. Pan American also increased from 10 to 16 during this period.

Graduate Degrees Conferred in Education

Table I-53

Graduate Education Degrees Conferred at U. T. Academic Institutions, 2001-2005						
AY	00-01	01-02	02-03	03-04	04-05	
Arlington	145	139	110	130	186	
Austin	318	308	298	240	305	
Brownsville	112	101	122	129	139	
Dallas	8	7	7	5	4	
El Paso	188	154	231	238	284	
Pan American	198	223	189	272	243	
Permian Basin	46	35	63	72	71	
San Antonio	230	312	264	297	380	
Tyler	79	48	62	70	97	
Total Academic Institutions	1,324	1,327	1,346	1,453	1,709	

Source: Texas Higher Education Coordinating Board

- The U. T. System plays an important role in building the state's supply of education professionals.
- Over the past four years, the number of students receiving graduate education degrees from U. T. System academic institutions has increased by 29 percent.
- Between 2001 and 2005, U. T. El Paso (51%), U. T. Permian Basin (54%), and U. T. San Antonio (65%) significantly increased the number of graduate education degrees awarded. Increases of more than 20 percent occurred at U. T. Arlington, U. T. Brownsville, U. T. Pan American, and U. T. Tyler.

Number of Graduate and Professional Programs

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

Table I-54

Number of Graduate and Professional Programs at U. T. Academic Institutions, by Level						
	AY	01-02	02-03	03-04	04-05	05-06
Arlington	Master's	69	73	73	76	73
	Doctoral	30	30	34	35	35
Austin	Master's	113	114	117	117	120
	Doctoral	91	91	91	91	92
	Professional	2	2	2	2	2
Brownsville/TSC	Master's	15	16	18	25	25
Dallas	Master's	40	42	46	46	47
	Doctoral	19	22	23	27	28
El Paso	Master's	72	79	77	79	80
	Doctoral	8	9	12	13	13
Pan American*	Master's	42	43	46	45	50
	Doctoral	2	2	2	2	2
	Professional*	1	1	1	1	1
Permian Basin	Master's	17	17	19	19	20
San Antonio	Master's	34	36	37	42	43
	Doctoral	4	10	12	16	19
Tyler	Master's	25	25	25	27	30
Total Academic Institutions		584	612	635	663	680

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

Source: U. T. System Academic Institutions

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

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

Enrollment at U. T. System Health-Related Institutions

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

Table I-55

		Fall	2001	2002	2003	2004	2005
Total Undergraduate Enrollment at U. T. Health-Related Institutions, by School							
SWMC	Allied Health*		215	169	146	134	121
	Biomedical Sciences		6	24	38	57	77
UTMB	Allied Health*		165	136	134	111	129
	Biomedical Sciences**		27	38	47	38	21
	Nursing**		430	450	417	432	397
HSC-H	Dental		74	78	74	76	86
	Nursing		258	281	272	305	317
HSC-SA	Allied Health*		418	379	347	328	285
	Nursing		485	528	547	471	392
MDACC	Health Sciences		48	59	75	70	86
Total Health-Related			2,126	2,142	2,097	2,022	1,911

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

** Includes post-baccalaureate students.

Source: Texas Higher Education Coordinating Board

- Overall, undergraduate enrollments in 2005 were lower than in 2001, primarily due to the conversion of some undergraduate programs to Master's programs.
- The increase in undergraduate nursing enrollments from 2001 to 2005 at U. T. Health Science Center-Houston counters the statewide trend of overall reductions in nursing enrollments. Nursing enrollments at U. T. Medical Branch and U. T. Health Science Center-San Antonio declined compared with 2004.
- As Table I-56 shows, 79 percent of undergraduates in health-related programs are female, a slight decline from the previous three years.

Table I-56

		Fall	2001	2002	2003	2004	2005
SWMC	Allied Health		73.0%	74.0%	74.0%	74.6%	66.9%
	Biomedical Sciences		16.7	29.2	39.5	45.6	36.4
UTMB	Allied Health*		77.6	78.7	76.1	73.9	64.3
	Biomedical Sciences*		66.7	55.3	63.8	63.2	71.4
	Nursing*		87.9	87.8	87.3	86.6	83.1
HSC-H	Dental		98.6	100.0	100.0	98.7	98.8
	Nursing		87.6	87.5	83.8	85.2	87.7
HSC-SA	Allied Health		56.2	66.5	68.3	70.1	73.3
	Nursing		81.0	84.1	86.3	85.4	84.7
MDACC	Health Sciences		62.5	74.6	65.3	65.7	70.9
Overall Health-Related			77.1%	80.3%	80.1%	80.1%	78.6%

*Includes post-baccalaureate students

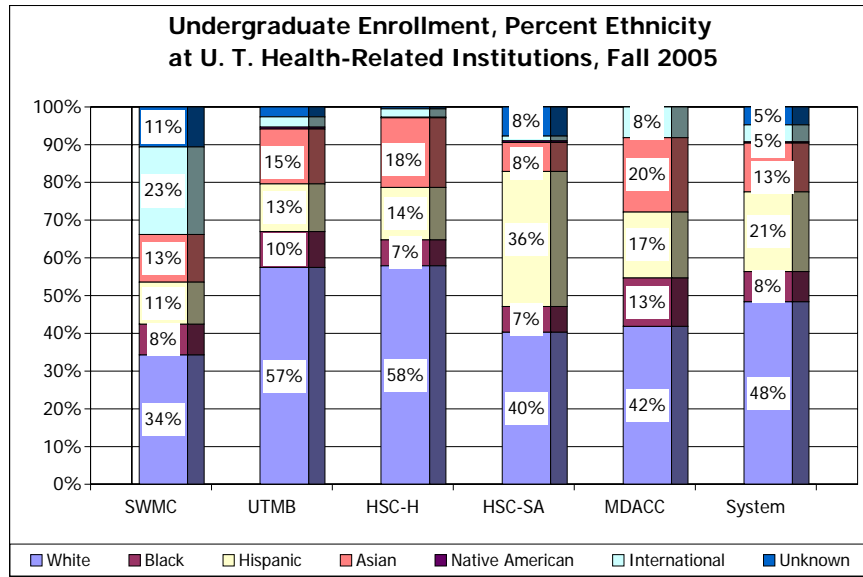
Source: Texas Higher Education Coordinating Board

Table I-57

			White	Black	Hispanic	Asian	Native American	Inter-national	Unknown	
SWMC	Allied Health	Fall								
		2001	56.7%	12.6%	10.2%	5.6%	1.4%	2.8%	10.7%	
		2005	39.7	11.6	14.9	14.0	--	10.7	9.1	
	Biomedical Sciences	2001	16.7	16.7	--	--	--	66.7	--	
		2005	26.0	2.6	5.2	10.4	--	42.9	13.0	
	UTMB	Allied Health*	2001	58.2	12.1	17.6	7.9	--	1.8	2.4
2005			45.0	10.1	15.5	20.9	--	6.2	2.3	
Biomedical Sciences*		2001	85.2	3.7	11.1	--	--	--	--	
		2005	66.7	9.5	4.8	4.8	--	9.5	4.8	
Nursing*		2001	63.5	12.1	13.7	6.3	0.7	0.2	3.5	
		2005	61.0	9.3	12.1	13.1	0.8	1.3	2.5	
HSC-H	Dental	2001	74.3	2.7	14.9	6.8	--	1.4	--	
		2005	54.7	3.5	17.4	22.1	--	1.2	1.2	
	Nursing	2001	56.6	17.1	12.0	13.6	--	0.8	--	
		2005	58.7	7.9	12.9	17.4	0.3	2.5	0.3	
	HSC-SA	Allied Health	2001	51.0	3.3	38.3	5.0	0.5	1.0	1.0
			2005	36.1	5.6	42.5	7.7	0.4	1.4	6.3
Nursing		2001	44.9	9.1	36.7	3.5	0.4	0.6	4.7	
		2005	43.4	7.7	30.9	7.7	0.5	1.3	8.7	
MDACC	Health Sciences	2001	64.6	6.3	2.1	20.8	2.1	2.1	2.1	
		2005	41.9	12.8	17.4	19.8	--	8.1	--	
Overall Health-Related		2001	55.4%	9.8%	23.2%	6.6%	0.5%	1.2%	3.3%	
		2005	48.4%	8.0%	21.1%	13.0%	0.4%	4.5%	4.7%	

*Includes post-baccalaureate students

Figure I-32



- On average, between 2001 and 2005, enrollments of White undergraduate students at U. T. System health-related institutions declined to 48.4 percent.
- Overall, enrollments of Black students decreased by nearly two percentage points. However, the proportion of Black students more than doubled at U. T. Medical Branch in biomedical sciences and at M. D. Anderson Cancer Center in health sciences.
- While the overall proportion of Hispanic students declined slightly, the proportion enrolled in health sciences at M.D. Anderson Cancer Center increased dramatically from 2 percent to 17 percent. The proportion of Hispanic students also increased in allied health programs at both U. T. Southwestern Medical Center and at U. T. Health Science Center-Houston.
- The proportion of Hispanic dental students increased slightly at U. T. Health Science Center-Houston.

Graduate and Professional Enrollment

- Between 2001 and 2005, overall enrollments in graduate and professional programs have increased by 23 percent at U. T. System health-related institutions.
- Graduate enrollments increased dramatically in allied health, biomedical sciences, and nursing primarily as a result of converting baccalaureate programs to the master's level in allied health and the creation of graduate certificate programs in the biomedical sciences.
- Graduate level nursing enrollments increased by 127 percent at U. T. Medical Branch, by 27 percent at U. T. Health Science Center-Houston, and by 46 percent at U. T. Health Science Center-San Antonio.
- Professional level enrollment increased by 2 percent, and doctoral level enrollment increased by 28 percent.

Table I-58

		Fall	2001	2002	2003	2004	2005
Graduate and Professional Headcount at U. T. Health-Related Institutions							
SWMC*	Allied Health		100	134	173	185	186
	Biomedical Sciences		420	472	525	1,049	1,067
	Medical		813	838	867	848	899
	Total		1,333	1,444	1,565	2,082	2,152
UTMB	Allied Health		154	198	222	258	299
	Biomedical Sciences		234	256	274	321	283
	Medical		823	813	820	824	830
	Nursing		94	114	145	137	213
	Total		1,305	1,381	1,461	1,540	1,625
HSC-H	Biomedical Sciences		443	465	490	514	539
	Dental		340	335	324	301	304
	Health Information Sciences		64	62	74	64	55
	Medical		829	825	837	847	869
	Nursing		388	402	426	455	492
	Public Health		890	886	908	837	925
	Total		2,954	2,975	3,059	3,018	3,184
HSC-SA	Allied Health		109	146	205	241	278
	Biomedical Sciences		277	320	314	318	371
	Dental		396	404	397	395	402
	Medical		829	822	816	816	827
	Nursing		151	129	128	268	220
	Total		1,762	1,821	1,860	2,038	2,098
Total Health-Related			7,354	7,621	7,945	8,678	9,059

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

Source: Texas Higher Education Coordinating Board

Table I-59

		Fall	2001	2002	2003	2004	2005
Graduate and Professional Headcount, Percent Female at U. T. Health-Related Institutions, by School							
SWMC	Allied Health		79.0%	75.4%	79.2%	82.2%	80.6%
	Biomedical Sciences		48.3	50.6	54.7	46.1	45.7
	Medical		39.9	41.1	43.6	44.1	43.5
	Total		45.5	47.4	51.2	48.5	47.8
UTMB	Allied Health		76.6	79.3	81.1	78.7	78.9
	Biomedical Sciences		50.9	50.8	50.7	56.1	52.7
	Medical		46.1	44.5	47.6	49.2	49.5
	Nursing		84.0	86.0	88.3	88.3	88.3
	Total		53.3	54.1	57.3	59.0	60.6
HSC-H	Biomedical Sciences		51.2	51.6	55.3	56.8	57.5
	Dental		47.4	46.6	49.4	50.8	50.0
	Health Information Sciences		51.6	53.2	45.9	53.1	43.6
	Medical		42.3	46.3	48.0	47.5	48.1
	Nursing		69.8	69.7	71.1	74.5	75.4
	Public Health		69.6	69.6	69.2	70.5	69.7
	Total		56.3	57.4	58.8	60.0	60.3
HSC-SA	Allied Health		77.1	78.1	79.0	78.4	82.0
	Biomedical Sciences		48.4	47.8	49.4	48.1	49.6
	Dental		44.2	46.3	44.3	45.8	43.8
	Medical		50.9	51.8	53.3	56.0	57.8
	Nursing		85.4	82.9	86.7	88.1	88.6
	Total		53.6	54.2	55.9	59.7	60.1
Overall Health-Related			53.1%	54.1%	56.3%	57.0%	57.3%

Source: Texas Higher Education Coordinating Board

- Enrollments of female graduate and professional students in health-related fields have increased proportionately at U. T. System health-related institutions from 2001 to 2005 to 57 percent, but have been relatively stable for the last three years.
- The proportion of female graduate and professional students has remained stable or increased for nearly all programs at each institution.

Table I-60

**Graduate and Professional Student Headcount
at U. T. Health-Related Institutions, by School and by Program Level**

		Fall	2001	2002	2003	2004	2005
Master's Level							
Southwestern	Allied Health**		100	134	173	185	186
	Biomedical Sciences*		46	48	50	477	518
Medical Branch	Allied Health**		154	198	222	258	299
	Biomedical Sciences		47	37	43	48	41
	Nursing		67	93	116	135	176
HSC-Houston	Biomedical Sciences		70	64	71	83	89
	Health Information Sciences		58	57	68	55	38
	Clinical Research		--	15	21	17	21
	Nursing		360	368	388	411	450
	Public Health		660	665	675	601	697
HSC-San Antonio	Allied Health**		109	146	205	241	278
	Biomedical Sciences		89	105	95	75	124
	Dental School/Academics		--	--	8	--	--
	Nursing		124	98	96	244	192
Master's Total		1,884	2,028	2,231	2,830	3,109	
Professional Level							
Southwestern	Medical		813	838	867	848	899
Medical Branch	Medical		823	813	820	824	830
HSC-Houston	Dental Academics		86	82	66	45	46
	Dental School		254	253	258	256	258
	Medical		829	810	816	830	848
HSC-San Antonio	Dental School		354	356	348	353	352
	Dental School/Academics		42	48	41	42	50
	Medical		829	822	816	816	827
Professional Total		4,030	4,022	4,032	4,014	4,110	
Doctoral Level							
Southwestern	Biomedical Sciences		374	424	475	572	549
Medical Branch	Biomedical Sciences		187	219	231	236	242
	Nursing		27	21	29	39	37
HSC-Houston	Biomedical Sciences		373	401	419	431	450
	Health Information Sciences		6	5	6	9	17
	Nursing		28	34	38	44	42
	Public Health		230	221	233	236	228
HSC-San Antonio	Biomedical Sciences		188	215	219	243	247
	Nursing		27	31	32	24	28
Doctoral Total		1,440	1,571	1,682	1,834	1,840	
Total Health-Related		7,354	7,621	7,945	8,678	9,059	

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

* At U. T. Southwestern, the increase in enrollment in Biomedical Sciences is the result of reporting post-doctoral students enrolled in graduate certificate programs.

** Increase for Allied Health result of conversion of baccalaureate programs to master's programs.

Source: Texas Higher Education Coordinating Board

Diversity

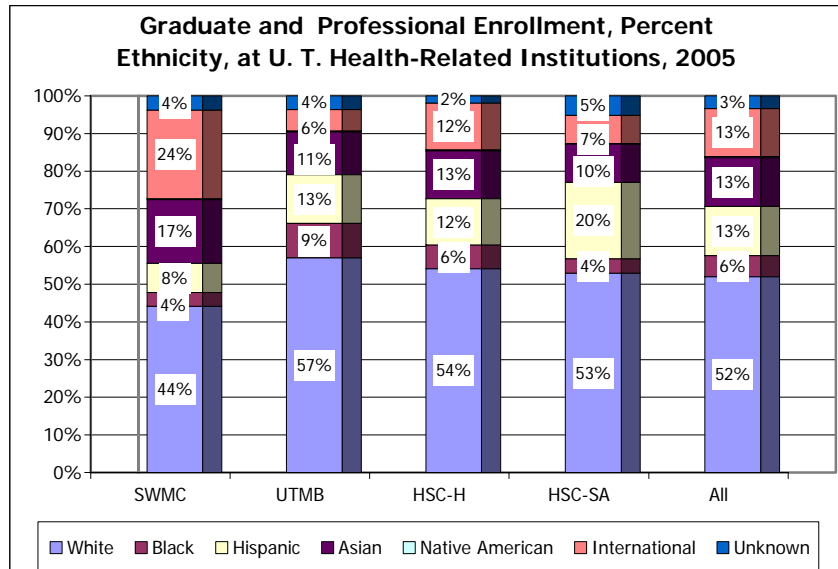
Table I-61

			Graduate and Professional Students, Percent Ethnicity at U. T. Health-Related Institutions, Fall 2001 and Fall 2005, by School						
			White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
SWMC	Allied Health	2001	82.0%	3.0%	2.0%	8.0%	1.0%	--	4.0%
		2005	72.6	3.2	9.7	9.1	0.5	1.1	3.8
	Biomedical Sciences	2001	56.0	1.0	5.7	7.6	0.5	25.2	4.0
		2005	32.7	1.9	4.9	10.0	0.3	46.6	3.7
	Medical	2001	53.1	5.4	10.1	28.2	0.1	0.7	2.3
		2005	51.8	5.9	10.7	26.6	0.3	0.7	4.0
UTMB	Allied Health	2001	72.1	3.9	14.3	7.1	--	0.6	1.9
		2005	61.9	12.7	13.4	7.4	0.3	1.3	3.0
	Biomedical Sciences	2001	47.9	3.0	7.7	8.1	1.7	30.3	1.3
		2005	53.7	3.5	8.1	3.5	--	28.6	2.5
	Medical	2001	49.1	9.4	20.2	18.7	0.4	0.2	2.1
		2005	51.3	9.5	15.4	17.5	0.5	0.7	5.1
Nursing	2001	86.2	4.3	5.3	1.1	1.1	2.1	--	
	2005	76.1	10.8	8.5	3.3	--	0.9	0.5	
HSC-H	Biomedical Sciences	2001	50.3	2.9	7.0	10.4	0.5	28.0	0.9
		2005	42.5	3.9	9.6	8.9	0.4	33.4	1.3
	Dental	2001	56.5	3.8	7.6	25.0	0.3	6.2	0.6
		2005	54.3	3.3	13.5	26.0	--	1.6	1.3
	Health Information Sciences	2001	42.2	3.1	7.8	14.1	1.6	29.7	1.6
		2005	34.5	5.5	--	20.0	1.8	38.2	--
Medical	2001	71.3	3.1	11.9	12.4	0.6	--	0.6	
	2005	69.2	3.0	12.7	11.7	0.2	0.8	2.4	
Nursing	2001	73.2	8.5	8.8	8.0	1.0	0.5	--	
	2005	67.5	10.2	6.9	10.4	0.6	2.4	2.0	
Public Health	2001	48.3	8.7	16.1	13.0	0.4	12.0	1.5	
	2005	40.5	9.9	16.6	12.3	0.2	18.5	1.8	
HSC-SA	Allied Health	2001	69.7	1.8	21.1	6.4	--	0.9	--
		2005	50.7	3.6	37.4	2.9	0.7	0.4	4.3
	Biomedical Sciences	2001	42.6	1.4	15.5	2.9	--	31.4	6.1
		2005	32.3	1.9	13.7	4.9	0.5	39.4	7.3
	Dental	2001	66.4	1.3	17.7	10.4	0.5	1.5	2.3
		2005	63.2	1.2	16.9	10.7	--	2.2	5.7
Medical	2001	68.0	1.8	16.9	12.4	0.5	0.1	0.2	
	2005	56.7	4.4	18.5	16.7	--	--	3.7	
Nursing	2001	68.9	8.6	15.2	2.0	0.7	--	4.6	
	2005	56.8	10.0	22.3	3.2	0.5	--	7.3	
Total Health-Related		2001	58.9%	4.7%	13.0%	13.7%	0.5%	7.6%	1.7%
		2005	51.9%	5.6%	13.1%	12.9%	0.3%	12.7%	3.4%

Source: Texas Higher Education Coordinating Board

- From 2001 to 2005, the proportion of graduate and professional White students at U. T. System health-related institutions decreased from 59 to 52 percent.
- The proportion of Black students increased slightly, from 4.7 to 5.6 percent.
- The proportion of Hispanic students remained relatively unchanged at 13.1 percent.

Figure I-33



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

Table I-62

Average Licensure Exam Pass Rates of Allied Health, Dentistry, Medicine, and Nursing Graduates at U. T. Health-Related Institutions		FY	2001	2002	2003	2004	2005
		(pass rates for first-time test takers)					
Allied Health	Southwestern		85.6%	94.4%	86.0%	91.0%	90.0%
	Medical Branch		93.0	91.0	79.1	87.6	83.8
	HSC-Houston		97.4	100.0	100.0	97.3	86.5
	HSC-San Antonio		93.4	94.6	80.4	85.7	85.2
	M. D. Anderson		--	100.0	100.0	100.0	100.0
Dentistry: National Board Dental Examination	HSC-Houston		96.5	96.7	91.3	94.1	96.8
	HSC-San Antonio		97.0	93.0	90.0	97.0	94.0
Medicine (Part 1 or Part 2) United States Medical Licensing Examination	Southwestern		97.6	98.4	99.7	97.8	96.7
	Medical Branch		87.7	90.0	92.5	94.8	97.1
	HSC-Houston		91.0	91.0	91.0	90.0	94.0
	HSC-San Antonio		92.0	93.0	94.0	94.0	92.0
Nursing (BSN) National Council Licensure Exam	Medical Branch		90.0	87.0	88.8	94.6	93.8
	HSC-Houston		94.0	97.0	94.0	95.0	90.3
	HSC-San Antonio		91.0	86.0	93.3	88.3	83.8
Nursing (Advance Practice) Percent of MSN graduates who are certified for Advance Practice Status in Texas two years after completing their degree programs as of August 31 of the current calendar year*	Medical Branch		86.0	76.0	84.4	90.4	91.2
	HSC-Houston		66.0	73.0	68.0	61.0	72.0
	HSC-San Antonio		85.0	76.0	85.0	100.0	100.0

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

Source: Legislative Budget Board

- Licensure examination pass rates indicate the effectiveness of the institution's instructional program in preparing graduates for credentialing in certain professional fields that require licensing to practice in the state. Reports on these pass rates are required by the Legislative Budget Board.
- The rates reported here reflect the percent of students who passed the given examination on the first attempt.
- In most fields, these pass rates are over, and in many cases, significantly higher, than 85 percent.
- Allied health exam pass rates were 100 percent in 2002-2005 for students at U. T. M. D. Anderson Cancer Center.
- In 2004 and 2005, the nursing advance practice certification rate was 100 percent for students at U. T. Health Science Center-San Antonio.

Degrees Conferred

Table I-63

		AY	00-01	01-02	02-03	03-04	04-05
Total Degrees and Certificates Conferred to Undergraduates at U. T. Health-Related Institutions							
Certificates							
SWMC	Allied Health		9	5	0	5	4
HSC-H	Dental		39	34	39	27	16
HSC-SA	Allied Health		157	213	212	155	170
MDACC	Health Sciences		26	34	32	45	21
	Total		231	286	283	232	211
Baccalaureate Awards							
SWMC	Allied Health		106	104	70	61	50
UTMB	Allied Health		141	95	38	53	39
	Nursing		171	201	163	187	184
HSC-H	Dental		0	0	0	10	22
	Nursing		97	116	127	135	158
HSC-SA	Allied Health		131	42	64	70	92
	Nursing		168	220	238	253	265
MDACC	Health Sciences		13	10	20	30	43
	Total		827	788	720	799	853
Total Health-Related			1,058	1,074	1,003	1,031	1,064

Source: Texas Higher Education Coordinating Board

- The total number of certificates awarded by U. T. System health-related institutions declined between 2001 and 2004, and the number of baccalaureate awards granted in 2004-05 increased slightly over the 2000-01 level after lower levels in 2001-02 through 2003-04.
- It should be noted that there is a compounded national trend toward a decline in numbers of applications to health programs, together with an escalation of health professional degree requirements, for example, in allied health, which now requires master's-level degrees. This trend may lead to increased costs of education to both institutions and students.

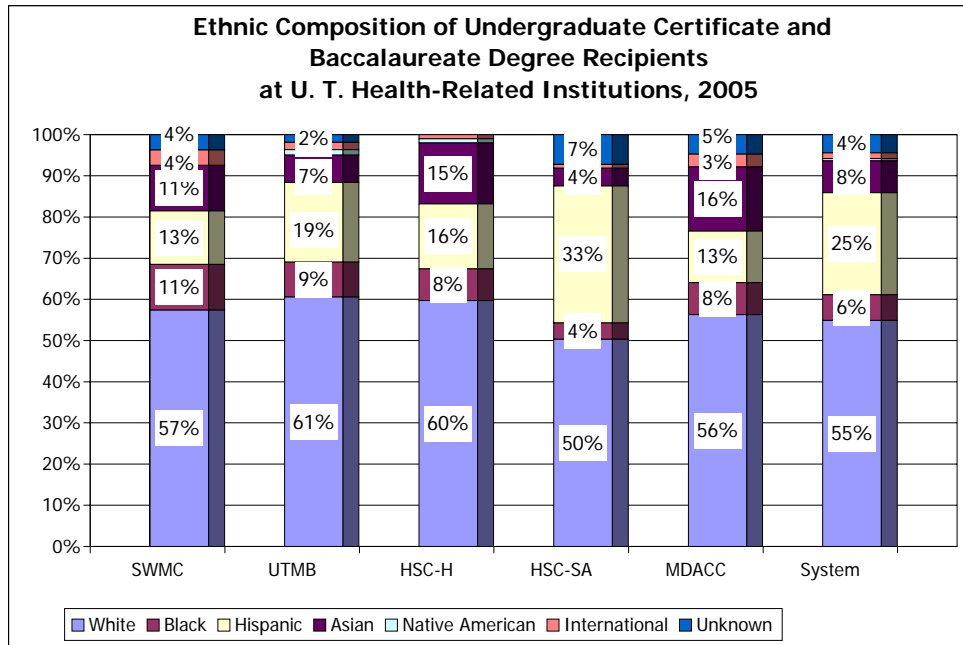
Table I-64

		AY	00-01	01-02	02-03	03-04	04-05
Total Undergraduate Certificates and Degrees Conferred, Percent Female at U. T. Health-Related Institutions							
Certificates							
SWMC	Allied Health		77.8%	60.0%	--	60.0%	75.0%
HSC-H	Dental		97.4	97.1	100.0	100.0	100.0
HSC-SA	Allied Health		33.1	31.5	31.1	38.1	26.5
MDACC	Health Sciences		61.5	61.8	68.8	66.7	66.7
Baccalaureate Awards							
SWMC	Allied Health		81.1	70.2	77.1	68.9	80.0
UTMB	Allied Health		77.3	75.8	81.6	79.2	82.1
	Nursing		87.1	90.0	92.6	85.0	89.1
HSC-H	Dental		--	--	--	100.0	100.0
	Nursing		90.7	87.1	89.0	85.9	85.4
HSC-SA	Allied Health		65.6	64.3	68.8	72.9	78.3
	Nursing		81.5	80.5	82.8	86.2	85.7
MDACC	Health Sciences		69.2	60.0	80.0	66.7	69.8
Total Health-Related			73.4%	70.9%	73.1%	75.4%	75.2%

Source: Texas Higher Education Coordinating Board

- Since 2001, the proportion of health-related undergraduate degrees earned by women exceeded 70 percent and increased to 75 percent in 2004 and 2005.

Figure I-34



- From 2001 to 2005, the proportion of White undergraduates receiving degrees from U. T. System health-related institutions declined from 58 to 55 percent.
- Over this period, health-related degrees awarded to Black students also declined from 10 percent to 6 percent.
- However, the proportion of Black students receiving allied health degrees almost doubled at U. T. Medical Branch.
- Health-related degrees awarded to Hispanic students increased to 25 percent for the U. T. System as a whole.
- The proportion of Hispanic certificate recipients nearly doubled from 8 to 14 percent in health services at M. D. Anderson Cancer Center.

Table I-65

**Undergraduate Certificates and Degrees Conferred, Percent Ethnicity
at U. T. Health-Related Institutions, 2000-01 and 2004-05, by School**

			White	Black	Hispanic	Asian	Native American	Inter- national	Unknown
			Certificates						
			AY						
SWMC	Allied Health	00-01	55.6%	22.2%	--	11.1%	--	11.1%	--
		04-05	100.0	--	--	--	--	--	--
HSC-H	Dental	00-01	61.5	2.6	25.6	10.3	--	--	--
		04-05	62.5	--	25.0	12.5	--	--	--
HSC-SA	Allied Health	00-01	51.0	4.5	40.1	3.2	1.3	--	--
		04-05	56.5	2.9	27.6	2.9	--	0.6	9.4
MDACC	Health Sciences	00-01	57.7	19.2	7.7	7.7	--	3.8	3.8
		04-05	42.9	19.0	14.3	9.5	--	4.8	9.5
			Baccalaureate Awards						
SWMC	Allied Health	00-01	67.9	16.0	6.6	7.5	0.9	--	0.9
		04-05	54.0	12.0	14.0	12.0	--	4.0	4.0
UTMB	Allied Health	00-01	56.0	5.7	24.1	11.3	--	0.7	2.1
		04-05	25.6	10.3	41.0	15.4	--	5.1	2.6
	Nursing	00-01	56.7	20.5	12.3	7.0	--	1.2	2.3
		04-05	67.9	8.2	14.7	4.9	1.6	1.1	1.6
HSC-H	Dental	04-05	63.6	--	18.2	13.6	4.5	--	--
	Nursing	00-01	62.9	13.4	11.3	10.3	1.0	1.0	--
		04-05	58.9	9.5	14.6	15.2	0.6	1.3	--
HSC-SA	Allied Health	00-01	49.6	3.8	37.4	6.9	0.8	1.5	--
		04-05	41.3	3.3	40.2	9.8	--	1.1	4.3
	Nursing	00-01	61.9	7.7	28.0	1.8	--	--	0.6
		04-05	49.4	4.9	34.3	3.4	--	1.1	6.8
MDACC	Health Science	00-01	61.5	15.4	23.1	--	--	--	--
		04-05	62.8	2.3	11.6	18.6	--	2.3	2.3
Total Health-Related		00-01	57.7%	10.2%	23.3%	6.6%	0.5%	0.8%	0.9%
		04-05	54.9%	6.2%	24.8%	7.8%	0.5%	1.4%	4.4%

Source: Texas Higher Education Coordinating Board

- The proportion of baccalaureate degrees awarded to Hispanic students increased at six of the seven programs offered by U. T. System health-related institutions for which we have trend data. In 2004-05 more than 40% of the baccalaureate degrees in allied health at U. T. Medical Branch and U. T. Health Science Center-San Antonio were awarded to Hispanic students. More than one-third of the nursing baccalaureate degrees at U. T. Health Science Center-San Antonio also were awarded to Hispanic students. At U. T. Southwestern Medical Center the proportion of Hispanic baccalaureate degrees more than doubled from 2000-01 to 2004-05.
- According to the national ranking in *Diverse Issues in Higher Education* (June 2006), U. T. HSC-San Antonio ranked 4th in health professions and clinical sciences degrees awarded to Hispanic students and 9th for total minority students.

Graduate Certificates and Degrees Awarded

Table I-66

		AY	00-01	01-02	02-03	03-04	04-05
Total Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, AY 2001-2005							
SWMC	Allied Health		33	32	31	66	68
	Biomedical Sciences		65	63	59	77	93
	Medical		203	201	189	204	211
	Total		301	296	279	347	372
UTMB	Allied Health		36	37	74	61	81
	Biomedical Sciences		51	59	52	57	52
	Medical		183	194	181	190	201
	Nursing		46	21	37	34	45
	Total		316	311	344	342	379
HSC-H	Biomedical Sciences		67	75	86	77	84
	Dental		104	122	93	112	127
	Health Information Sciences		15	12	9	25	18
	Medical		186	214	186	194	188
	Nursing		135	92	106	114	133
	Public Health		147	154	147	213	200
	Total		654	669	627	735	750
HSC-SA	Allied Health		33	48	50	51	59
	Biomedical Sciences		55	46	60	61	49
	Dental		104	103	112	97	102
	Medical		195	193	194	199	194
	Nursing		56	46	31	28	43
	Total		443	436	447	436	447
Total Health-Related			1,714	1,712	1,697	1,860	1,948

Source: Texas Higher Education Coordinating Board

- Between 2001 and 2005, the number of graduate and professional degrees awarded by U. T. System health-related institutions increased by 14 percent.
- This trend includes significant percentage increases in degrees awarded in allied health and public health, with more modest proportional increases in biomedical sciences, medicine, and health information systems.
- The number of graduate level nursing degrees increased from 2003-04 to 2004-05 at U. T. Medical Branch, U. T. Health Science Center-Houston, and U. T. Health Science Center-San Antonio but are still slightly below the number awarded in 2000-01.

Table I-67

Total Graduate and Professional Certificates and Degrees Awarded, Percent Female at U. T. Health-Related Institutions		AY	00-01	01-02	02-03	03-04	04-05
SWMC	Allied Health		84.8%	81.3%	77.4%	71.2%	82.4%
	Biomedical Sciences		52.3	42.9	45.8	55.8	68.8
	Medical		24.6	38.3	39.7	42.2	41.2
UTMB	Allied Health		72.2	64.9	81.1	85.2	75.3
	Biomedical Sciences		43.1	52.5	46.2	47.4	48.1
	Medical		44.8	52.1	41.4	40.0	49.8
	Nursing		95.7	85.7	86.5	85.3	84.4
HSC-H	Biomedical Sciences		53.7	57.3	54.7	45.5	47.6
	Dental		49.0	54.1	44.1	49.1	44.9
	Health Information Sciences		53.3	50.0	88.9	52.0	50.0
	Medical		38.2	36.9	40.3	46.9	45.2
	Nursing		75.6	70.7	63.2	64.9	73.7
	Public Health		74.1	69.5	63.3	66.2	70.5
HSC-SA	Allied Health		75.8	70.8	84.0	86.3	72.9
	Biomedical Sciences		52.7	47.8	46.7	54.1	46.9
	Dental		41.3	41.7	42.9	47.4	45.1
	Medical		47.2	52.8	51.0	52.8	43.8
	Nursing		83.9	91.3	77.4	71.4	88.4
Total Health-Related			52.5%	53.3%	52.4%	54.7%	56.3%

Source: Texas Higher Education Coordinating Board

- The overall proportion of female graduate and professional students receiving degrees from U. T. System health-related institutions has increased slightly, from almost 53 percent to more than 56 percent, although the proportion varies considerably among programs.
- Graduates in allied health, public health, and nursing continue to be predominately female.

Table I-68

		AY	00-01	01-02	02-03	03-04	04-05
Graduate and Professional Certificates and Degrees Awarded at U. T. Health-Related Institutions, by Level and School							
Master's Certificate							
HSC-H	Dental		33	40	20	36	40
HSC-SA	Dental		18	19	17	17	17
	Total		51	59	37	53	57
Master's							
SWMC	Allied Health		33	32	31	66	68
	Biomedical Sciences		24	14	17	18	30
UTMB	Allied Health		36	37	74	61	81
	Biomedical Sciences		19	24	19	19	16
	Nursing		46	21	37	34	45
HSC-H	Biomedical Sciences		25	23	33	24	25
	Dental		16	20	14	17	22
	Health Information Sciences		15	12	8	23	18
	Medical Academics		--	--	1	3	3
	Nursing		132	92	105	108	124
	Public Health		115	123	119	169	158
HSC-SA	Allied Health		33	48	50	51	59
	Biomedical Sciences		18	20	30	27	24
	Nursing		56	46	31	28	42
	Total		568	512	569	648	715
Doctoral							
SWMC	Biomedical Sciences		41	49	42	59	63
UTMB	Biomedical Sciences		32	35	33	38	36
HSC-H	Biomedical Sciences		42	52	53	53	59
	Health Information Sciences		--	--	1	2	--
	Nursing		3	0	1	6	9
	Public Health		32	31	28	44	42
HSC-SA	Biomedical Sciences		37	26	30	34	25
	Nursing		--	--	--	--	1
	Total		187	193	188	236	235
Professional							
SWMC	Medical		203	201	189	204	211
UTMB	Medical		183	194	181	190	201
HSC-H	Dental		55	62	59	59	65
	Medical		186	214	185	191	185
HSC-SA	Dental		86	84	95	80	85
	Medical		195	193	194	199	194
	Total		908	948	903	923	941
Total Health-Related			1,714	1,712	1,697	1,860	1,948

Source: Texas Higher Education Coordinating Board

Table I-69

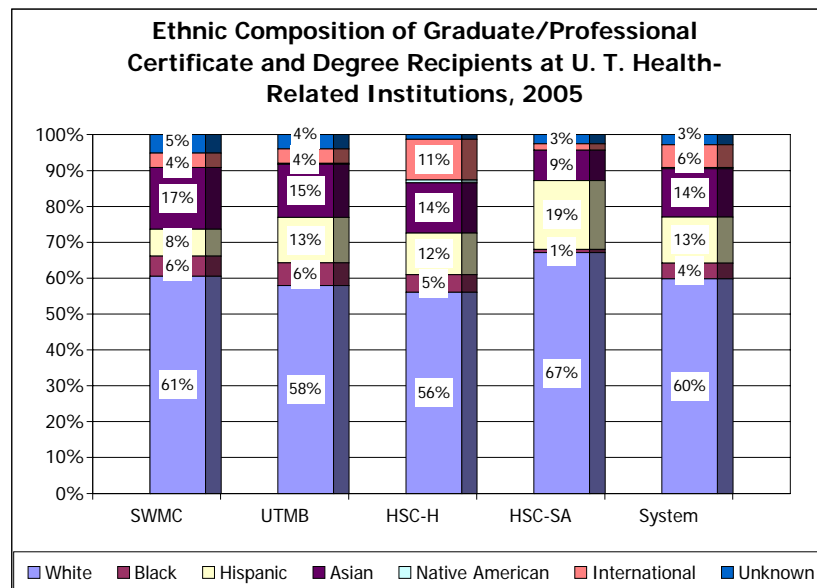
**Ethnic Composition of Graduate and Professional Certificate and Degree Recipients
at U. T. Health-Related Institutions, 2000-01 and 2004-05**

			White	Black	Hispanic	Asian	Native American	Inter- national	Unknown	
SWMC	Allied Health	AY								
		00-01	87.9%	--	3.0%	3.0%	--	6.1%	--	
			04-05	75.0	7.4	5.9	4.4	--	1.5	5.9
	Biomedical Sciences	00-01	63.1	6.2	3.1	7.7	--	20.0	--	
		04-05	63.4	2.2	3.2	10.8	--	12.9	7.5	
	Medical	00-01	70.9	--	7.9	21.2	--	--	--	
04-05		54.5	6.6	10.0	24.2	--	0.9	3.8		
UTMB	Allied Health	00-01	72.2	--	11.1	16.7	--	--	--	
		04-05	49.4	8.6	21.0	14.8	--	--	6.2	
	Biomedical Sciences	00-01	52.9	2.0	7.8	2.0	2.0	33.3	--	
		04-05	53.8	5.8	1.9	9.6	--	28.8	--	
	Medical	00-01	52.5	6.6	19.1	21.9	--	--	--	
		04-05	59.2	4.5	13.9	17.4	0.5	--	4.5	
Nursing	00-01	93.5	2.2	--	--	--	2.2	2.2		
	04-05	73.3	11.1	4.4	8.9	--	--	2.2		
HSC-H	Biomedical Sciences	00-01	61.2	--	4.5	14.9	--	19.4	--	
		04-05	51.2	1.2	6.0	13.1	--	28.6	--	
	Dental	00-01	53.8	1.0	5.8	26.9	1.0	11.5	--	
		04-05	50.4	1.6	13.4	25.2	0.8	7.9	0.8	
	Health Information Sciences	00-01	40.0	6.7	6.7	40.0	--	6.7	--	
		04-05	27.8	11.1	--	11.1	5.6	44.4	--	
Medical	00-01	66.1	3.2	16.7	12.4	1.1	0.5	--		
	04-05	70.2	4.8	13.8	7.4	1.1	0.5	2.1		
Nursing	00-01	79.3	8.1	4.4	7.4	0.7	--	--		
	04-05	74.4	5.3	7.5	9.0	0.8	3.0	--		
Public Health	00-01	51.0	9.5	6.1	20.4	--	12.2	0.7		
	04-05	38.5	8.0	14.5	17.0	0.5	19.0	2.5		
HSC-SA	Allied Health	00-01	87.9	--	9.1	--	--	3.0	--	
		04-05	45.8	3.4	40.7	8.5	--	--	1.7	
	Biomedical Sciences	00-01	60.0	--	7.3	3.6	1.8	27.3	--	
		04-05	61.2	--	8.2	4.1	--	14.3	12.2	
	Dental	00-01	66.3	1.9	7.7	17.3	1.0	3.8	1.9	
		04-05	68.6	--	17.6	10.8	--	1.0	2.0	
Medical	00-01	67.2	2.1	8.7	21.5	--	0.5	--		
	04-05	73.2	1.0	15.5	10.3	--	--	--		
Nursing	00-01	83.9	5.4	10.7	--	--	--	--		
	04-05	72.1	--	23.3	--	--	--	4.7		
Total Health-Related		00-01	65.5%	3.5%	9.1%	15.5%	0.4%	5.8%	0.2%	
		04-05	59.8%	4.4%	12.8%	13.5%	0.4%	6.3%	2.8%	

Source: Texas Higher Education Coordinating Board

- According to the national ranking in *Diverse Issues in Higher Education* (July 2006), U. T. HSC-Houston ranked 4th in biology and 15th in health professions and clinical sciences master's degrees to Hispanic students. U. T. HSC-San Antonio ranked 11th in health professional and clinical sciences master's degrees awarded to Hispanic students.
- U. T. System health-related institutions also rank highly in degrees conferred to minority professional and doctoral students.
 - U. T. Medical Branch ranked 4th in medical degrees awarded to Hispanic students.
 - U. T. HSC-Houston ranked 5th in medical and 6th in dental professional degrees awarded to Hispanic students.
 - U. T. HSC-San Antonio ranked 2nd in medical degrees and 2nd in dental degrees awarded to Hispanic students in 2004.
 - U. T. Southwestern ranked 7th in medical degrees for total minority students and for Hispanic students.

Figure I-35



- The ethnic composition of graduate and professional degree recipients has changed somewhat from 2001 to 2005, with the proportion of White students declining from 66 to 60 percent.
- In 2005, 4.4 percent of graduates were Black (3.5% in 2001), 13 percent were Hispanic (9 percent in 2001), and 14 percent were Asian (16% in 2001).
- The proportion of Black students awarded degrees (4.4%) is slightly lower than the proportion enrolled (5.6 percent), but the gap is smaller for Hispanic (12.8% vs. 13.1%) and Asian (13.5% vs. 12.9%) students.

U. T. System Health-Related Institution Graduation Rates

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

Table I-70

Master's and Doctoral Graduation Rates at U. T. Health-Related Institutions						
Master's Graduation Rates ¹	Fall 1997 Cohort	Fall 1998 Cohort	Fall 1999 Cohort	Fall 2000 Cohort	Fall 2001 Cohort	Percent/Point Change Fall 1997 to Fall 2001
Southwestern Medical Center						
First-time entering cohort	13	21	19	15	10	-23.1%
Percent Master's or Above	62%	48%	68%	67%	60%	-2.0%
Medical Branch*						
First-time entering cohort	111	71	34	27	29	-73.9%
Percent Master's or Above	89%	87%	77%	89%	83%	-6.2%
*Excludes students who transferred from other institutions or students who matriculated in semesters other than Fall; methodology underrepresents this in cohorts.						
HSC-Houston						
First-time entering cohort	235	263	265	247	273	16.2%
Percent Master's or Above	59%	52%	53%	58%	55%	-4.4%
HSC-San Antonio						
First-time entering cohort	73	47	155	81	79	8.2%
Percent Master's or Above	75%	70%	70%	73%	54%	-20.6%
Doctoral Graduation Rates ²	Fall 1991 Cohort	Fall 1992 Cohort	Fall 1993 Cohort	Fall 1994 Cohort	Fall 1995 Cohort	Percent/Point Change Fall 1991 to Fall 1995
Southwestern Medical Center						
First-time entering cohort	82	81	70	85	65	-20.7%
Percent Master's Received	6%	5%	13%	8%	14%	7.8%
Percent Ph.D. Received	65%	70%	59%	62%	55%	-9.6%
Medical Branch*						
First-time entering cohort	40	40	46	45	50	25.0%
Percent Master's Received	3%	10%	15%	7%	14%	11.0%
Percent Ph.D. Received	60%	75%	59%	51%	62%	2.0%
*Excludes students who transferred from other institutions or students who matriculated in semesters other than Fall; methodology underrepresents this in cohorts.						
HSC-Houston						
First-time entering cohort	117	128	98	105	81	-30.8%
Percent Master's Received	7%	2%	5%	13%	11%	4.1%
Percent Ph.D. Received	61%	54%	58%	54%	62%	0.7%
HSC-San Antonio						
First-time entering cohort	46	31	50	50	44	-4.3%
Percent Master's Received	9%	7%	12%	6%	7%	-2.2%
Percent Ph.D. Received	54%	42%	56%	62%	50%	-4.0%

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

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

Student Outcomes: Medical Student Satisfaction

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

Table I-71

Medical Student Satisfaction

These ratings are based on medical school graduates' responses to the following question as part of the AAMC survey.

"Overall, I am satisfied with the quality of my medical education."

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
UT Southwestern	2004	58.4	38.2	2.8	0.0	0.6
	2005	48.5	44.1	4.4	2.9	0.0
	2006	49.4	42.4	3.5	2.6	2.2
UT Medical Branch	2004	26.8	60.8	9.2	3.3	0.0
	2005	30.2	67.9	0.0	1.9	0.0
	2006	43.2	51.4	0.0	2.7	2.7
UTHSC-Houston	2004	28.5	56.9	9.0	4.9	0.7
	2005	27.7	58.7	5.8	7.1	0.6
	2006	14.0	67.0	6.0	10.0	3.0
UTHSC-San Antonio	2004	33.0	56.9	3.7	4.6	1.8
	2005	50.0	44.4	1.9	3.7	0.0
	2006	44.3	50.0	2.9	1.4	1.4
All U.S. Schools	2004	38.6	50.7	6.4	3.5	0.8
	2005	39.3	50.7	5.1	3.9	1.0
	2006	39.8	50.4	5.0	3.9	0.9

Source: U. T. System Health-Related Institutions; Association of American Medical Colleges, "2006 Medical School Graduation Questionnaire"

- Over 81 percent of graduates agreed or strongly agreed that they were satisfied with their education at U. T. System medical schools in 2004 through 2006. This percentage increased from 2004 to 2006 at two of the four medical schools.
- In 2006, almost 92 percent of graduates from U. T. Southwestern and more than 94 percent of graduates from U. T. Medical Branch and U. T. Health Science Center-San Antonio agreed or strongly agreed that they were satisfied. This was higher than the 90 percent for all U.S. schools. Only U. T. Health Science Center-Houston was below national levels.
- Generally high levels of satisfaction are offset by an increase in the percent of graduates who disagreed or strongly disagreed that they were satisfied. This percentage increased by more than four points at U. T. Southwestern, two points at U. T. Medical Branch, and seven points at U. T. Health Science Center-Houston. 2006 levels at U. T. Southwestern reflect trends for all U.S. schools, and U. T. Medical Branch is only slightly higher than national levels. However, U. T. Health Science Center-Houston is more than eight points higher than national levels. For U. T. Health Science Center-San Antonio, this percentage decreased by more than three points.
- The data are not strictly comparable. Survey participation was mandatory in 2004 but not in 2005 or 2006. Therefore, there is the probability of bias among students who self-select to participate in the survey.

Postgraduate Experience

- U. T. System health-related institutions add value for their students by preparing them to begin careers or graduate and professional study.
- Focusing on only those students who remain in Texas (because of data limitations) for employment or further study, the following data establish a baseline to track post-graduation experience for students who enter programs in the fall semester. These trends represent a 'partial' picture because students who enter programs in the spring or summer are not included.
- These trends will fluctuate, as employment or enrollment in graduate school is determined heavily by the economy.

Table I-72

Percent of Baccalaureate Graduates from U. T. Health-Related Institutions Employed in Texas and/or Enrolled in a Texas Graduate/Professional School Within One Year					
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Southwestern	87.4%	83.0%	82.7%	84.3%	82.0%
Medical Branch	92.9%	95.5%	93.9%	94.0%	97.1%
HSC-Houston	94.5%	97.9%	96.6%	95.3%	95.2%
HSC-San Antonio	89.7%	90.6%	89.3%	85.3%	86.1%
M. D. Anderson	NA	92.3%	100.0%	85.7%	86.7%

Source: Texas Higher Education Coordinating Board

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

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

Implications for Future Planning

- The U. T. System must continue its commitment to improve the rates of undergraduate student persistence and graduation.
- Expand alignment with and document increases in community college transfers.
- 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.
- Refine measures of science, technology, engineering, and mathematics enrollments and degree production.
- 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.

