

# The University of Texas at Austin

## Accountability Report

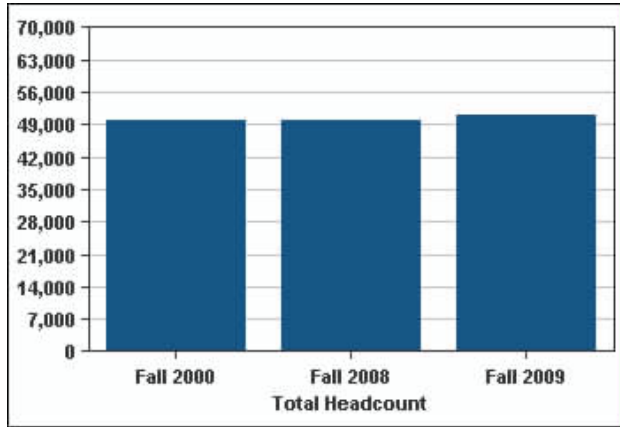
January 2010

**Participation - Key Measures**

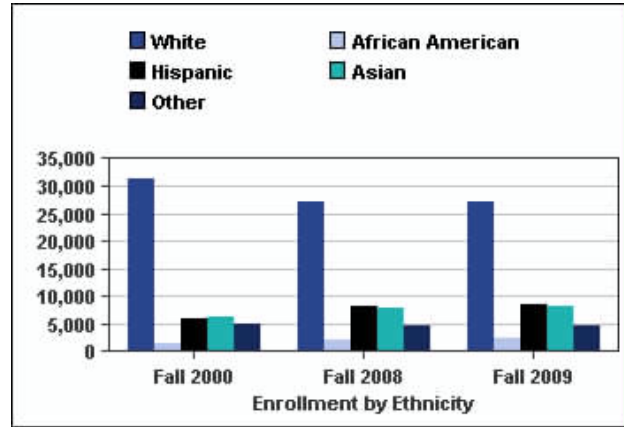
**Enrollment**

1. Fall headcount (unduplicated)							
	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009	Institutional Closing the Gaps Target-Fall 2010*	Closing the Gaps Completion	
<b>Total</b>	<b>49,996</b>	<b>49,984</b>	<b>50,995</b>	<b>2.0%</b>	<b>48,000</b>	<b>106%</b>	
White	31,368 (62.7%)	27,240 (54.5%)	27,273 (53.5%)	- 13.1%	26,159	104%	
African American	1,582 (3.2%)	2,199 (4.4%)	2,284 (4.5%)	44.4%	2,112	108%	
Hispanic	5,920 (11.8%)	8,148 (16.3%)	8,512 (16.7%)	43.8%	7,825	109%	
Asian	6,236 (12.5%)	7,797 (15.6%)	8,213 (16.1%)	31.7%			
Other	4,890 (9.8%)	4,600 (9.2%)	4,713 (9.2%)	- 3.6%			

\* Estimated by the Coordinating Board



Source: Coordinating Board Management (CBM) Report 001



Source: Coordinating Board Management (CBM) Report 001

Multiple studies in recent years have recommended that the University's overall headcount enrollment be reduced to 48,000 students over time so that a high quality educational experience can be provided to our students to prepare them for productive lives in society and the workforce of the State. Hence, the Closing the Gaps Target Fall 2010 reflects this. While no specific targets for ethnic group enrollments after 2004 are given due to principles laid out in the Supreme Court's Grutter v. Bollinger decision and race being used as one of many factors in admissions (any "Closing the Gaps" ethnic enrollment targets shown above were established before this decision and are no longer valid), we strive to increase the number of underrepresented students and the rate at which they graduate.

**Full-Time Equivalent Enrollment**

2. Fall semester credit hours (SCH) includes undergraduate(15), master's(12), doctoral(9), special-professional(12), and optometry(17).				
	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
<b>Total</b>	<b>43,035</b>	<b>44,556</b>	<b>45,369</b>	<b>5.4%</b>
White	26,893 (62.5%)	24,075 (54.0%)	24,119 (53.2%)	- 10.3%
African American	1,352 (3.1%)	1,971 (4.4%)	2,033 (4.5%)	50.4%
Hispanic	4,985 (11.6%)	7,195 (16.1%)	7,469 (16.5%)	49.9%
Asian	5,424 (12.6%)	7,158 (16.1%)	7,496 (16.5%)	38.2%
Other	4,382 (10.2%)	4,158 (9.3%)	4,252 (9.4%)	- 3.0%

NOTE: The percentage change is based on the actual FTE numbers and may vary slightly from the calculation produced by the rounded numbers. Post-baccalaureate students are counted separately from master's for headcount enrollment and are counted with master's for FTE enrollment calculations.

The rationale for the Closing the Gaps Target Fall 2010 headcount enrollment of 48,000 and no specific targets for ethnic group enrollments applies to Full-Time Equivalent Enrollment as well.

**Participation - Contextual Measures**

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
3. First-time undergraduates from Texas top 10%	43.2%	69.9%	71.8%	28.6
4. First-time entering applicants accepted	89.5%	50.3%	50.3%	- 39.2
5. First-time accepted, enrolled	49.5%	52.2%	51.1%	1.6

	FY 2000	FY 2007	FY 2008	Point Change FY 2000 to FY 2008
6. Racial and Ethnic composition of Texas public high school graduates				
White	51.5%	47.2%	47.0%	-4.5
African American	12.9%	13.7%	13.4%	0.5
Hispanic	32.1%	35.3%	35.5%	3.4
Asian	3.2%	3.5%	3.8%	0.6
Other	0.3%	0.3%	0.3%	0.0

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
7. Transfers from Texas 2-year colleges with at least 30 semester credit hours	4,486 (11.8%)	4,046 (10.8%)	4,292 (11.2%)	- 4.3%
8. Semester Credit Hours				
Total undergraduate semester credit hours	485,648	498,343	506,942	4.4%
Total graduate semester credit hours	116,441	122,738	124,970	7.3%
Percentage graduate SCH to total SCH	19.3 %	19.8 %	19.8%	0.5

Freshman applications have shown a steady upward trend over the past decade and exceeded 31,000 in 2009. While the number of undergraduate applicants has soared, the number of students offered undergraduate admission has been relatively flat resulting in a decline in acceptance rates. The percent of accepted undergraduate students who have enrolled has shown remarkable stability. Transfer and graduate applications have remained strong. The Fall 2000 "First-time entering applicants accepted" percentage (89.5%) is unusually high because of the large number of applicants admitted to the summer provisional program in its last year. Subsequent acceptance rates reflect the University's plan to manage enrollment.

**Participation - Optional Measures - Institutional Input**

Five year enrollment trends on proportional representation by ethnicity and gender

Total Enrollment by Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
White	58.6%	57.4%	56.6%	55.1%	54.5%
American Indian	0.4%	0.4%	0.5%	0.4%	0.4%
African American	3.5%	3.7%	3.9%	4.2%	4.4%
Asian American	14.3%	14.3%	14.4%	15.0%	15.1%
Hispanic	13.4%	14.1%	15.0%	15.6%	15.9%
Foreign	8.8%	8.9%	8.9%	9.1%	9.1%
Unknown	1.1%	1.1%	0.7%	0.7%	0.7%

Total Enrollment by Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Male	49.3%	49.1%	48.9%	49.0%	48.9%
Female	50.7%	50.9%	51.1%	51.0%	51.1%

Total enrollments by ethnicity are showing the desired trends noted above, i.e., we strive to increase the number of underrepresented students and the rate at which they graduate. African American and Hispanic enrollments show consistent trends upward. Compared to the five peer institutions, UT Austin has 91% of the average enrollment composition of African Americans and almost four times the enrollment composition of Hispanics. The gradual long-term shift from male to female is also evident.

**Participation - Out-of-State Peers**

The University of Texas at Austin	Research Group Out-of-State Peers				
	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES
<b>Headcount Enrollment</b>					
Total	49,984	53,715	35,396	43,246	51,140
White	27,227	40,044	11,994	25,991	36,169
African American	2,192	3,372	1,217	2,606	2,072
Hispanic	7,930	1,389	3,566	2,558	1,089
Asian	7,535	2,799	12,229	4,904	4,128
Other	5,100	6,111	6,390	7,187	7,682
<b>Full-Time Equivalent Enrollment</b>					

<b>Total</b>	47,289	48,889	34,304	40,951	39,307	41,993
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Source: IPEDS Fall 2008

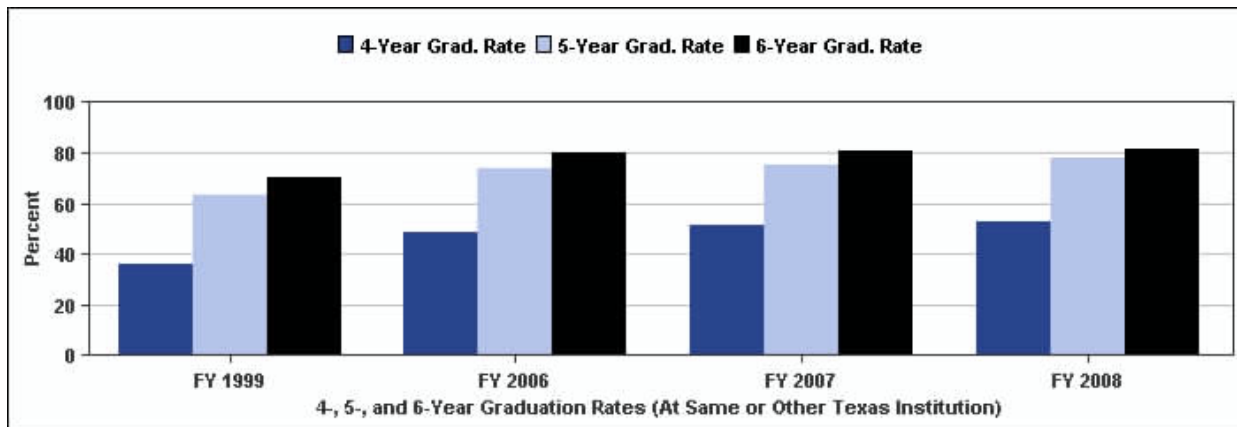
Total enrollments by ethnicity are showing the desired trends over recent years as noted above, i.e., we strive to increase the number of underrepresented students and the rate at which they graduate. Hispanic enrollments continue to show marked trends upward. Compare to the five peer institutions, UT Austin's African American enrollment composition is 94% of the peer average and Hispanic enrollments are nearly four times that of the peer average.

**Success - Key Measures**

**Graduation Rate: 4-, 5-, and 6-Year**

9. First-time, full-time entering, degree-seeking, students enrolled in a minimum of 12 SCH their first fall semester who have graduated from the same institution or another Texas public or independent institution.

	FY 1999			FY 2006			FY 2007			FY 2008			Point Change FY 1999 to FY 2008
	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	Entering Fall Cohort	Num	Rate	
4-Year graduation rate	1995	5,819	36.2%	2002	7,832	48.7%	2003	6,480	51.6%	2004	6,741	52.9%	16.7
Same institution			35.4%			47.7%			50.5%			52.1%	16.7
Other institutions			0.9%			1.0%			1.1%			0.8%	- 0.1
5-Year graduation rate	1994	5,700	63.3%	2001	7,197	74.1%	2002	7,832	75.0%	2003	6,480	78.1%	14.8
Same institution			61.0%			71.7%			72.4%			75.5%	14.5
Other institutions			2.3%			2.4%			2.6%			2.6%	0.3
6-Year graduation rate	1993	5,490	70.0%	2000	7,558	79.8%	2001	7,197	80.5%	2002	7,815	81.3%	11.3
Same institution			65.5%			76.4%			76.9%			77.5%	12.0
Other institutions			4.4%			3.4%			3.5%			3.8%	- 0.6

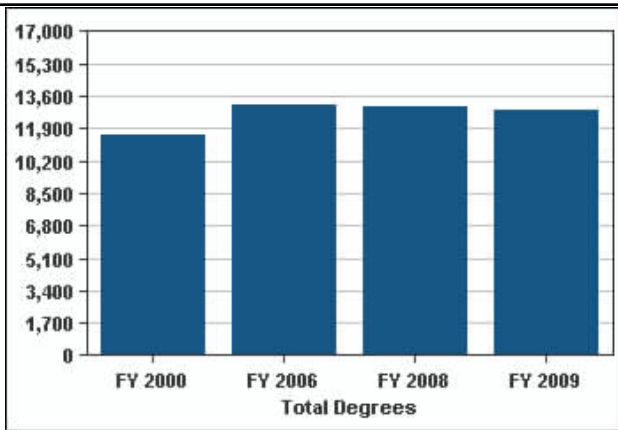


Source: CBM001, CBM002 and CBM009

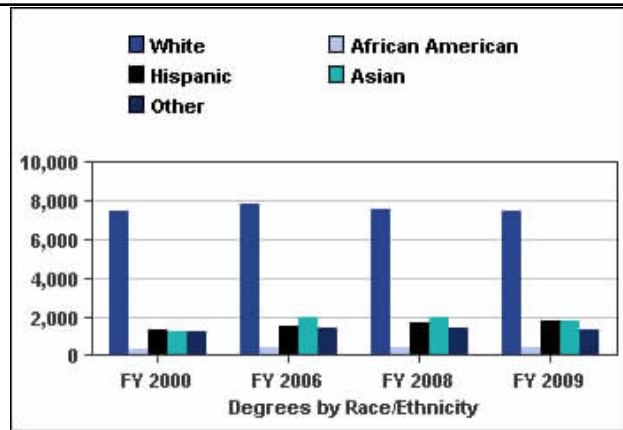
The 4-, 5-, and 6-year graduation rates have risen steadily in recent years and well-exceed the state averages and group targets. These increased rates are in response to specific initiatives to improve retention and the undergraduate experience. President Powers has set 2010 goals of 55% 4-yr and 80% 6-yr graduation rates (same institution). Flat-rate tuition is a strong initiative of the University to give students financial incentives to graduate on time.

Degrees Awarded

10. Number of degrees awarded.						
	FY 2000	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010	Closing the Gaps Completion
<b>Total Degrees</b>	11,572	13,087	12,858	11.1%		
White	7,494	7,541	7,470	- 0.3%		
African American	354	458	408	15.3%		
Hispanic	1,311	1,725	1,821	38.9%		
Asian	1,218	1,927	1,828	50.1%		
Other	1,195	1,436	1,331	11.4%		
<b>Level</b>						
Associates	N/A	N/A	N/A	N/A	0	N/A
Baccalaureate	7,803	8,617	8,609	10.3%	8600	100%
Master's	2,540	3,006	2,913	14.7%		
Doctoral	703	890	776	10.4%	775	100%
Professional	526	574	560	6.5%		
<b>Gender</b>						
Male	5,646	6,360	6,117	8.3%		
Female	5,926	6,727	6,741	13.8%		



Source: CBM009



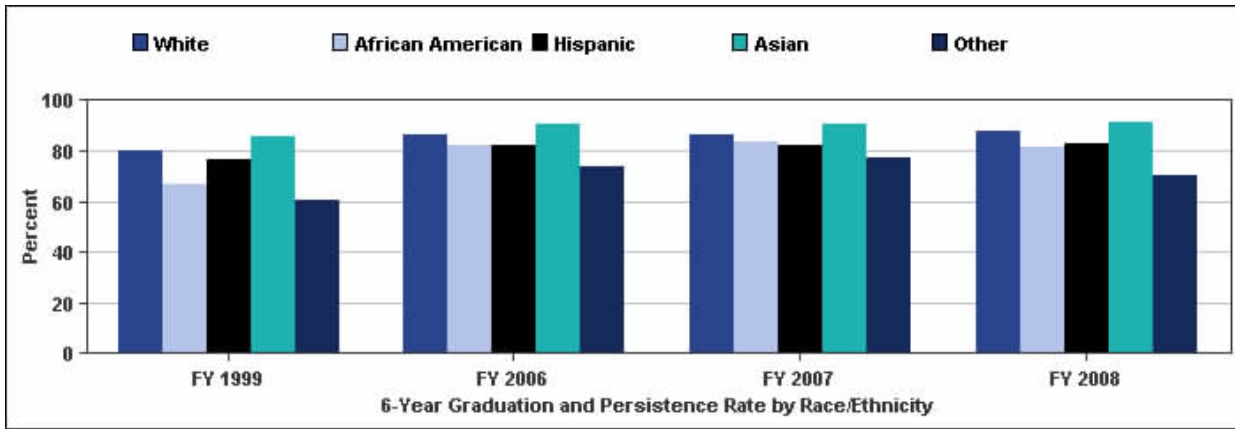
Source: CBM009

Trends in degrees awarded by ethnic groups continue to move in the right direction overall, with significant increases in the number of degrees attained by African American and Hispanic populations over the past three years.

Graduation and Persistence Rate: 6-Year

11. First-time, full-time students enrolled in a minimum of 12 SCH their first fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

	FY 1999			FY 2006			FY 2007			FY 2008			Point Change FY 1999 to FY 2008
	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	Entering Fall Cohort	Cohort	Rate	
<b>Total</b>	1993	5,490	79.2%	2000	7,558	86.2%	2001	7,197	86.4%	2002	7,815	87.3%	8.1
<b>Same institution</b>			69.6%			79.4%			79.3%				10.8
<b>Other institutions</b>			9.7%			6.8%			7.1%				-2.8
<b>White</b>	1993	3,489	80.1%	2000	4,730	86.7%	2001	4,379	86.7%	2002	4,818	88.1%	8.0
Same institution			71.6%			80.1%			79.7%				10.3
Other institutions			8.5%			6.6%			7.1%				-2.3
<b>African American</b>	1993	304	67.1%	2000	286	82.5%	2001	237	83.5%	2002	264	81.4%	14.3
Same institution			56.6%			75.9%			76.4%				13.9
Other institutions			10.5%			6.6%			7.2%				0.5
<b>Hispanic</b>	1993	882	76.3%	2000	982	82.1%	2001	998	82.2%	2002	1,118	83.1%	6.8
Same institution			61.2%			73.7%			73.0%				13.3
Other institutions			15.1%			8.4%			9.1%				-6.5
<b>Asian</b>	1993	722	86.0%	2000	1,311	90.5%	2001	1,381	90.4%	2002	1,460	91.0%	5.0
Same institution			77.1%			83.4%			84.1%				6.3
Other institutions			8.9%			7.0%			6.4%				-1.3
<b>Other</b>	1993	93	60.2%	2000	249	73.5%	2001	202	77.2%	2002	155	70.3%	10.1
Same institution			55.9%			70.7%			73.8%				9.3
Other institutions			4.3%			2.8%			3.5%				0.9



Source: CBM001, CBM001, and CBM009

6-year graduation and persistence rates continue to rise for all race/ethnic categories, with a notable 14.3% increase since FY 1999 in for African American students and 6.8% for Hispanic students. All trends are in the right direction and reflect the improvements both in the undergraduate experience and in the academic quality of the student body.

Closing the Gaps Critical Fields

12. Degrees awarded in STEM fields.

	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-Fall 2010*	Closing the Gaps Completion*
Computer Science*	265	164	150	149	-43.8%	160	93%
Engineering*	788	941	951	952	20.8%	950	100%
Math*	132	176	141	166	25.8%	200	83%
Physical Science*	136	183	174	163	19.9%	170	96%
<b>Level</b>							
Associates	0	0	0	0	N/A		
Baccalaureate	1,321	1,464	1,416	1,430	8.3%	1,480	97%
Master's	519	545	626	580	11.8%		
Doctoral	248	316	365	293	18.1%		

\* Includes baccalaureate and associate degrees.

UT Austin production of graduates in the four key fields remains strong, representing nearly 20% of all STEM degrees produced statewide. Computer Science graduation production, however, has softened because the demand for these graduates in the workforce is not as strong now as in previous years. Engineering and Physical Science degree production have increased sharply and appear to have leveled for now, with Math degree production fluctuating somewhat since 2000.

Nursing and Allied Health

13. Degrees and certificates awarded in nursing.							
	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-FY 2010*	Closing the Gaps Completion*
<b>Total Nursing Degrees</b>	154	183	228	221	43.5%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	98	114	158	160	63.3%	200	80%
Master's	49	60	62	59	20.4%		
Doctoral	7	9	8	2	- 71.4%		
Professional	0	0	0	0	N/A		

\* Includes baccalaureate and associate degrees and certificates.

Production of Nursing and Allied Health baccalaureate, master's, and doctoral degrees has been steady in recent years with a notable increase at the baccalaureate level since FY 2000. We remain optimistic that the 2015 CTG target of 240 degrees remains within reach.

14. Degrees and certificates awarded in allied health.							
<a href="#">Out-Of-State Peers</a>	FY 2000	FY 2007	FY 2008	FY 2009	% Change FY 2000 to FY 2009	Institutional Closing the Gaps Target-FY 2010*	Closing the Gaps Completion*
<b>Total Allied Health Degrees</b>	143	113	100	115	- 19.6%		
Certificate	0	0	0	0	N/A		
Associates	0	0	0	0	N/A		
Baccalaureate	105	81	81	91	- 13.3%	80	114%
Master's	34	26	18	17	- 50.0%		
Doctoral	4	3	0	1	- 75.0%		
Professional	0	3	1	6	N/A		

\* Includes baccalaureate and associate degrees and certificates.

Teacher Production and Certification

15. Students taking and passing the certification exams for teacher education.				
	FY 2006	FY 2007	FY 2008	
<b>Total number taking exam</b>	206	145	407	
<b>Race/Ethnicity</b>				
White	142	100	257	
African American	*		11	
Hispanic	39	26	92	
Other	21	16	47	
<b>Gender</b>				
Male	36	19	57	
Female	170	126	350	
<b>Total percent passing exam</b>	98.5%	100.0%	100%	
<b>Race/Ethnicity</b>				
White	98.5%	100.0%	100%	
African American	100.0%	100.0%	100%	
Hispanic	97.6%	100.0%	99%	
Other	100.0%	100.0%	100%	
<b>Gender</b>				
Male	97.1%	100.0%	98%	
Female	98.8%	100.0%	100%	

Note: The data for teacher production and certification was provided by SBEC. In some cases, the sum of the categories does not add up to the total. Numbers less than 10 in a category are suppressed.

UT Austin had a marked increase in teacher production this fiscal year. Pass rates on the TeXes certification exam are extremely high, and we expect to continue to keep these rates above 95% going forward, and above 98% to the extent possible.

**Success - Contextual Measures**

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
16. Enrollment: Percent of first-time students 19 and under	99.5%	99.7%	99.6%	0.1

	FY 2000	FY 2007	FY 2008	Point Change Fall 2000 to Fall 2008
17. Financial Aid: Percent of students receiving Pell Grants	16.1%	21.2%	21.1%	5.0

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
18. Part-time first-time, degree seeking, undergraduates	1.6%	0.5%	0.6%	- 1.0

	Entering Cohort Fall 2000		Entering Cohort Fall 2007		Entering Cohort Fall 2008		Point Change Fall 2000 to Fall 2008
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
19. Persistence rate of first-time, degree-seeking undergraduates: One-Year							
<b>Total</b>	<b>7,558</b>	<b>94.5%</b>	<b>7,378</b>	<b>95.6%</b>	<b>6,663</b>	<b>96.3%</b>	<b>1.8</b>
Same institution		91.0%		90.4%		92.0%	1.0
Other institutions		3.5%		5.1%		4.3%	0.8
<b>White</b>	<b>4,730</b>	<b>95.3%</b>	<b>3,800</b>	<b>96.2%</b>	<b>3,488</b>	<b>96.8%</b>	<b>1.5</b>
Same institution		91.5%		92.1%		93.3%	1.8
Other institutions		3.8%		4.1%		3.5%	- 0.3
<b>African American</b>	<b>286</b>	<b>95.8%</b>	<b>421</b>	<b>96.0%</b>	<b>375</b>	<b>93.6%</b>	<b>- 2.2</b>
Same institution		92.7%		90.3%		86.7%	- 6.0
Other institutions		3.1%		5.7%		6.9%	3.8
<b>Hispanic</b>	<b>982</b>	<b>93.6%</b>	<b>1,495</b>	<b>92.3%</b>	<b>1,376</b>	<b>94.3%</b>	<b>0.7</b>
Same institution		88.5%		82.7%		87.6%	- 0.9
Other institutions		5.1%		9.6%		6.7%	1.6
<b>Asian</b>	<b>1,311</b>	<b>97.2%</b>	<b>1,527</b>	<b>97.3%</b>	<b>1,292</b>	<b>98.3%</b>	<b>1.1</b>
Same institution		95.7%		93.9%		95.0%	- 0.7
Other institutions		1.5%		3.4%		3.3%	1.8
<b>Other</b>	<b>249</b>	<b>67.5%</b>	<b>135</b>	<b>91.9%</b>	<b>132</b>	<b>91.7%</b>	<b>24.2</b>
Same institution		65.1%		88.9%		90.2%	25.1
Other institutions		2.4%		3.0%		1.5%	- 0.9

	Entering Cohort Fall 2000		Entering Cohort Fall 2006		Entering Cohort Fall 2007		Point Change Fall 2000 to Fall 2007
	Cohort	Rate	Cohort	Rate	Cohort	Rate	
20. Persistence rate of first-time, degree-seeking undergraduates: Two-Year							
<b>Total</b>	<b>7,558</b>	<b>90.9%</b>	<b>7,364</b>	<b>92.0%</b>	<b>7,378</b>	<b>91.9%</b>	<b>1.0</b>
Same institution		84.7%		84.8%		85.1%	0.4
Other institutions		6.2%		7.2%		6.7%	0.5
<b>White</b>	<b>4,730</b>	<b>91.2%</b>	<b>4,003</b>	<b>92.2%</b>	<b>3,800</b>	<b>92.4%</b>	<b>1.2</b>
Same institution		84.8%		85.7%		87.1%	2.3
Other institutions		6.4%		6.5%		5.3%	- 1.1
<b>African American</b>	<b>286</b>	<b>94.8%</b>	<b>385</b>	<b>91.2%</b>	<b>421</b>	<b>93.6%</b>	<b>- 1.2</b>
Same institution		89.2%		83.4%		85.0%	- 4.2
Other institutions		5.6%		7.8%		8.6%	3.0
<b>Hispanic</b>	<b>982</b>	<b>92.1%</b>	<b>1,422</b>	<b>91.6%</b>	<b>1,495</b>	<b>90.2%</b>	<b>- 1.9</b>
Same institution		83.0%		80.6%		77.9%	- 5.1
Other institutions		9.1%		11.0%		12.2%	3.1
<b>Asian</b>	<b>1,311</b>	<b>93.7%</b>	<b>1,382</b>	<b>93.0%</b>	<b>1,527</b>	<b>92.7%</b>	<b>- 1.0</b>
Same institution		89.4%		87.4%		88.0%	- 1.4
Other institutions		4.3%		5.6%		4.7%	0.4
<b>Other</b>	<b>249</b>	<b>61.8%</b>	<b>172</b>	<b>85.5%</b>	<b>135</b>	<b>82.2%</b>	<b>20.4</b>
Same institution		59.8%		83.1%		79.3%	19.5
Other institutions		2.0%		2.3%		3.0%	1.0

**Developmental Education**

	Fall 2005 Cohort						
	Total	Received Credit pre-matriculation	Number attempting college level course	Percent attempting college level course	College level course completion (grade A, B, or C)	College level course completion (grade A, B, C) (percent of those attempting college level)	College level course completion(grade A, B,C) or pre-matriculation credit (percent of total)
<b>21. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Under-prepared students are given 3 years.</b>							
<b>Number of FTIC students</b>	<b>6,559</b>						
<b>Met state standards in all areas</b>							
Math	6,173	108	2,183	35.4%	1,860	85.2%	30.1%
Reading	6,173	167	3,909	63.3%	3,712	95%	60.1%
Writing	6,173	300	1,633	26.5%	1,526	93.4%	24.7%
<b>All students below state standard</b>							
Math	165	N/A	107	64.8%	77	72%	46.7%
Reading	90	N/A	76	84.4%	71	93.4%	78.9%
Writing	70	N/A	57	81.4%	56	98.2%	80%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	19	N/A	10	52.6%	5	50%	26.3%
Reading	19	N/A	18	94.7%	17	94.4%	89.5%
Writing	19	N/A	12	63.2%	12	100%	63.2%
<b>Math</b>							
Not requiring developmental education	54	0	33	61.1%	28	84.8%	51.9%
Requiring developmental education	146	N/A	97	66.4%	72	74.2%	49.3%
Unknown / Not tested	167	N/A	99	59.3%	80	80.8%	47.9%
<b>Reading</b>							
Not requiring developmental education	164	3	110	67.1%	97	88.2%	59.1%
Requiring developmental education	71	N/A	58	81.7%	54	93.1%	76.1%
Unknown / Not tested	132	N/A	105	79.5%	93	88.6%	70.5%
<b>Writing</b>							
Not requiring developmental education	186	4	119	64%	105	88.2%	56.5%
Requiring developmental education	51	N/A	45	88.2%	44	97.8%	86.3%
Unknown / Not tested	130	N/A	102	78.5%	92	90.2%	70.8%

	Fall 2005 Cohort						
	Total	Number attempting developmental education	Percent attempting developmental education	TSI obligations met (of those attempting developmental education)	TSI obligations met (of total)	TSI obligations met (percent of those attempting developmental education)	TSI obligations met (percent of total)
<b>22. Underprepared students who satisfied TSI obligation within 2 years.</b>							
<b>Number of FTIC students</b>	<b>6,559</b>						
<b>Met state standards in all areas</b>							
Math	6,173	215	3.5%	N/A	N/A	N/A	N/A
Reading	6,173	1	0%	N/A	N/A	N/A	N/A
Writing	6,173	3	0%	N/A	N/A	N/A	N/A
<b>All students below state standard</b>							
Math	165	148	89.7%	84	93	56.8%	56.4%
Reading	90	1	1.1%	1	66	100%	73.3%
Writing	70	0	0%	0	52	0%	74.3%
<b>Not met state standards:</b>							
<b>In all three areas</b>							
Math	19	16	84.2%	12	12	75%	63.2%
Reading	19	0	0%	0	14	0%	73.7%
Writing	19	0	0%	0	11	0%	57.9%
<b>Math</b>							
Not requiring developmental education	54	27	50%	N/A	N/A	N/A	N/A
Requiring developmental education	146	132	90.4%	72	81	54.5%	55.5%
Unknown / Not tested	167	89	53.3%	37	56	41.6%	33.5%
<b>Reading</b>							
Not requiring developmental education	164	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	71	1	1.4%	1	52	100%	73.2%
Unknown / Not tested	132	0	0%	0	49	0%	37.1%
<b>Writing</b>							
Not requiring developmental education	186	0	0%	N/A	N/A	N/A	N/A
Requiring developmental education	51	0	0%	0	41	0%	80.4%
Unknown / Not tested	130	0	0%	0	44	0%	33.8%

23. Percent of students who return the following fall.	Fall 2005 Cohort		
	Total	Number returning (Fall 2006)	Percent returning (Fall 2006)
Number of FTIC students	6,559		
Met state standards in all areas	6,173	5,948	96.4%
Not met state standards:			
In all three areas	19	19	100%
Math			
Not requiring developmental education	54	49	90.7%
Requiring developmental education	146	132	90.4%
Unknown / Not tested	167	151	90.4%
Reading			
Not requiring developmental education	164	148	90.2%
Requiring developmental education	71	65	91.5%
Unknown / Not tested	132	119	90.2%
Writing			
Not requiring developmental education	186	170	91.4%
Requiring developmental education	51	45	88.2%
Unknown / Not tested	130	117	90%

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
24. Graduation of two-year college students completing at least 30 SCH	669 (60.3%)	263 (68%)	319 (68.6%)	8.3
25. Baccalaureate graduates completing at least 30 SCH	16.2%	11.5%	13.3%	- 2.9

	Cohort	Rate	Cohort	Rate	Cohort	Rate
26. Graduation Rates						
Master's	Fall 1995	74.5%	Fall 2003	72.3%	Fall 2004	70.9%
Doctoral	FY 1991	58.5%	FY 1999	38.9%	FY 2000	66.2%

Baccalaureate Graduate Success	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
27. Percent of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school	68.6%	69.3%	68.9%	0.3

Baccalaureate Graduates Employment/Enrollment Status	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
28. Employed in 4th quarter in which program year ends	57.9%	58.3%	57.8%	- 0.1
29. In graduate or professional school in Texas in fall of the next FY	6.4%	7.2%	7.2%	0.8
30. Employed in Texas and enrolled in a graduate or professional school in Texas	4.3%	3.7%	3.9%	- 0.4

In addition to students being employed or enrolled in a Texas graduate program, a number of our graduates are recruited into graduate programs at prestigious universities around the country or work for multinational corporations who employ them outside the State or the U.S.

31. Course Completion Rate for Undergraduate State Funded Credit Hours	Fall 2000	Fall 2007	Fall 2008	%/Point Change Fall 2000 to Fall 2008
Beginning semester credit hours	487,197	496,481	495,587	1.7%
Ending semester credit hours	466,865	477,805	477,489	2.3%
Completion rate	95.8%	96.2%	96.3%	0.5

The demographics of our student body reflect that we are a very traditional residential university enrolling mostly full-time students. There is a shift upward in the number of first generation low-income students being served as reflected in the higher percent who qualify for Pell Grants and other need-based aid. First-year freshman retention rate at UT Austin is at 92% (the goal is 94%) overall, 4-, 5-, and 6-year graduation rates are at or just below the median for the peer institutions, and master's and doctoral graduation rates are thought to be very comparable to the national averages.

**Success - Out-of-State Peers**

The University of Texas at Austin	Research Group Out-of-State Peers					
	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES	
<b>Graduation Rate</b>						
4-Year Rate	48%	42%	64%	64%	70%	41%
5-Year Rate	73%	68%	87%	80%	85%	61%
6-Year Rate	78%	73%	90%	82%	88%	66%
<b>Degrees Awarded</b>						
<b>Total Degrees</b>	13,083	12,908	10,231	11,036	11,077	11,401
White	7,579	9,670	3,670	6,993	6,701	8,587
African American	459	761	283	555	645	370
Hispanic	1,743	276	897	537	436	203
Asian	1,925	672	3,393	1,168	1,296	851
Other	1,377	1,529	1,988	1,783	1,999	1,390
<b>Level</b>						
Associates	0	0	0	0	0	0
Bachelors	8,669	8,721	6,960	7,314	6,258	6,650
Master's	2,975	2,576	2,053	2,655	3,336	3,188
Doctoral	N/A	N/A	873	759	N/A	775
Professional	N/A	N/A	345	308	N/A	788
<b>Gender</b>						
Male	6,305	6,335	5,004	5,706	5,625	5,230
Female	6,778	6,573	5,227	5,330	5,452	6,171
<b>Graduation Rate</b>						
<b>Total</b>	78%	73%	90%	82%	88%	66%
White	80%	74%	90%	85%	91%	68%
African American	67%	60%	77%	65%	70%	44%
Hispanic	69%	67%	82%	72%	78%	58%
Asian	81%	78%	93%	85%	91%	61%
American Indian or Alaska Native	63%	65%	79%	47%	80%	27%
Unknown	N/A%	68%	88%	86%	93%	54%
Nonresident Alien	81%	78%	90%	81%	85%	73%
<b>Graduates in Key Fields</b>						
Computer Science	251	187	172	258	218	186
Engineering	1,572	1,018	1,312	1,518	2,087	1,093
Math	205	141	242	211	196	167
Physical Science	334	193	383	265	226	280
<b>Nursing and Allied-Health Graduates</b>						
<b>Total Degrees</b>	330	810	3	122	391	574
Certificate	0	2	0	0	0	12
Associates	0	0	0	0	0	0
Bachelors	235	577	0	99	227	235
Master's	80	196	0	19	161	250
Doctoral	0	0	3	4	0	77

Source: IPEDS Fall 2008

**Excellence - Key Measures**

**Faculty Teaching**

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2006 to Fall 2009
32. Tenured/tenure-track faculty teaching lower division SCH	47.4%	40.2%	40.8%	- 4.5

Since 1996, the University has had in place a system to make the most effective use of faculty resources to meet the University's teaching mission by increasing the percent of undergraduate courses (and hence SCH) taught by tenured/tenure-track faculty. The goal is to have at least 60% of all undergraduate courses (both lower and upper division) taught by tenured/tenure track faculty. While lower-division SCH taught by these faculty has flattened in recent years, there is continued emphasis by the Administration to achieve this percentage while simultaneously decreasing the student/faculty ratio.

**Student/Faculty Ratio**

**33. Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty.**

	Fall 2000			Fall 2006			Fall 2008			Fall 2009			% Change Fall 2006 to Fall 2009
	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	FTSE	FTE	Ratio	
FTSE/FTE Ratio	42,901	2,010	21:1	44,181	2,285	19:1	44,456	2,405	19:1	45,279	2,487	18:1	- 5.7%

Through the reduction in headcount enrollment and the increase in number of faculty, we are making a concerted effort to reduce the student to faculty ratio to 16:1, a level consistent with the nation's top public universities headcount ratio. This effort is evidenced in a ratio that has improved steadily from 21 to 1 in Fall 2000 to 18 to 1 in Fall 2009.

**State and National Exams Success**

**34. Certification and licensure rates**

	FY 2007	FY 2008	FY 2009	Point Change FY 2007 to FY 2009
Law	89.4%	88.6%	89.72%	0.3
Pharmacy	98.5%	96.4%	100.00%	1.5
Nursing	95.33%	92.13%	93.17%	- 2.2
Engineering	87.06%	88.7%	89.41%	2.3

While the pass rate of the professional examinations in Law, Pharmacy, Nursing, and Engineering are excellent compared to peer institutions, we strive to keep these rates above 90% and to move them above 95% wherever possible.

**Tenured/Tenure-Track FTE Faculty**

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
35. Percent of FTE teaching faculty who are tenure/tenure-track	74%	71.7%	72.8%	- 1.2

UT Austin remains committed to providing full-time permanent faculty support for an excellent educational experience at the undergraduate and graduate levels. Other teaching faculty are Lecturers, Specialists, and Visiting/ Adjunct/ Clinical/ Research faculty, and they also contribute to this excellent educational experience. Those in the latter category bring their academic experience from other institutions and/or their corporate professional experience to the classroom significantly enriching the educational experience for our students.

**Excellence - Contextual Measures**

	Fall 2000	Fall 2008	Fall 2009	Point Change Fall 2000 to Fall 2009
<b>36. FTE tenured/tenure-track faculty demographics</b>				
<b>Ethnicity</b>				
White	74.4%	71%	71.9%	- 2.5
African American	82.6%	86%	87.4%	4.8
Hispanic	74.9%	68.4%	69.3%	- 5.6
Asian	80.1%	80.1%	81.7%	1.6
Other	57.2%	65%	67.5%	10.3
<b>Gender</b>				
Male	81.9%	80.4%	81.1%	- 0.8
Female	57%	56.8%	58.5%	1.5

	Teaching Assistants	Other Faculty	Instructor	Assistant Professor	Associate Professor	Professor
<b>37. Faculty Rank (Fall 2009)</b>						
<b>Teaching Faculty Ethnicity</b>						
White	313	1,059	0	284	395	853
African American	10	28	0	33	34	24
Hispanic	54	82	1	28	39	41
Asian	13	74	0	55	53	68
Other	95	78	1	91	11	12
<b>Teaching Faculty Gender</b>						
Male	227	642	0	288	328	802
Female	258	679	2	203	204	196

	FY 2003	FY 2009	FY 2010	% Change FY 2003 to FY 2010	National Average (FY 2009)	% National Average
<b>38. Faculty Salary Comparisons</b>						
Professor	\$98,838	\$127,263	\$133,799	35.4%	\$106,271	126%
Associate Professor	\$63,502	\$81,338	\$85,565	34.7%	\$76,236	112%
Assistant Professor	\$59,919	\$77,860	\$81,995	36.8%	\$64,280	128%
Instructor	\$45,807	\$75,667	\$65,000	41.9%	\$44,463	146%

	Fall 2000	Fall 2008	Fall 2009	%/Point Change Fall 2000 to Fall 2009
<b>39. Endowed Professorships and Chairs</b>	715	796	809	13.1%
Percent unfilled	24.5%	21.6%	22.0%	- 2.5
Percent of total tenured/tenure-track faculty	41.1%	44.6%	41.4%	0.3
<b>40. Nobel Prize Winners and National Academies</b>	99	119	115	16.2%

We strive to provide an educational experience on our campus that prepares students for the society in which they will live and work. We also strive to have highly qualified, talented, diverse, and adequately compensated and rewarded faculty providing that educational experience. While faculty salaries are above the national average, they are significantly lower than our national comparison group average at the professor and assistant professor levels, in particular. Class size trends are influenced by enrollments, faculty numbers, and curricular changes. While baccalaureate graduates are well prepared for the workforce, their employment or enrollment in graduate school is determined heavily by the economy.

**Excellence - Out-of-State Peers**

The University of Texas at Austin	Research Group Out-of-State Peers					
	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES	
Percent of Tenured/Tenure-Track faculty	77%	82%	86%	81%	47%	81%

\* The previous year survey was used for these institutions.

Source: IPEDS Fall 2008

**Research - Key Measures**

**Federal and Private Research**

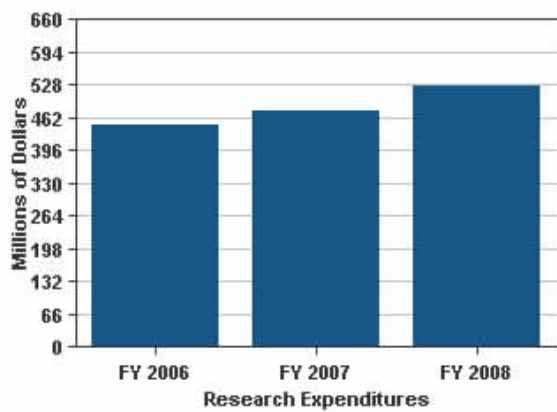
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
41. Research expenditures per FTE faculty	\$211,052	\$223,419	\$249,536	18.2%

**Research Expenditures**

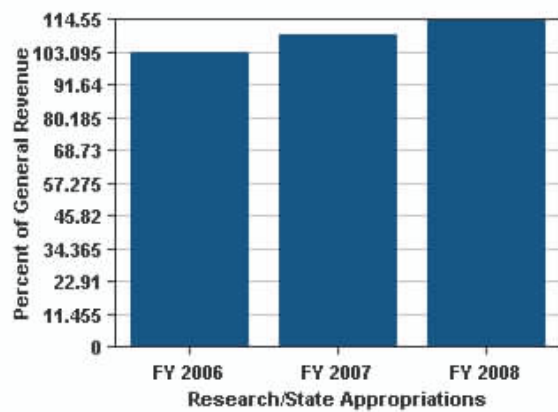
	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008	Institutional Closing the Gaps Target- Fall 2010	Closing the Gaps Completion
42. Research expenditures (\$ Million)	\$ 446.687	\$ 476.282	\$ 527.141	18.0%	\$ 520.000	101.4%

**Sponsored Research Funds**

	FY 2006	FY 2007	FY 2008	Point Change FY 2006 to FY 2008
43. Federal and private (sponsored) research funds per appropriations.	103.03%	109.33%	114.55%	11.5



Source: THECB Annual Research Expenditures Report and Sources & Uses



Source: THECB Annual Research Expenditures Report and Sources & Uses

Research is one of the missions of the University, and the trends in research expenditures, expenditures per FTE faculty, and percent of state appropriations demonstrate the substantial research productivity of the faculty and the significant contribution of the University to the economic development of the State.

**Research - Contextual Measures**

	FY 2006	FY 2007	FY 2008	% Change FY 2006 to FY 2008
<b>44. Research Expenditures by Source (\$ Millions)</b>	<b>\$446.687</b>	<b>\$476.282</b>	<b>\$527.141</b>	<b>18.0%</b>
Federal	\$294.832	\$314.131	\$351.537	19.2%
State	\$51.658	\$55.411	\$54.660	5.8%
Private	\$62.977	\$68.946	\$78.317	24.4%
Institutional	\$37.220	\$37.794	\$42.627	14.5%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
<b>45. Faculty holding extramural research grants</b>					
Number	773	690	738	821	6.2%
Percent	45%	39.1%	41%	42.04%	- 3.0

	FY 2001	FY 2007	FY 2008	FY 2009	% Change FY 2001 to FY 2009
<b>Patents</b>					
Number of patents	20	28	25	26	30.0%
Number of new patent applications	80	95	132	101	21.0

External research funding is forecasted to continue to rise as faculty attract more federal funds. Private funding is expected to rise as well.

**Research - Optional Measures - Institutional Input**

Examples of high-priority externally funded research collaborations

**UTeachEngineering**

The University of Texas at Austin's Cockrell School of Engineering, College of Natural Sciences and College of Education have been awarded \$12.5 million by the National Science Foundation (NSF) to prepare educators to teach engineering to Texas high-school students. With this grant, the NSF is building on the university's successful UTeach program to create a model for preparing high school engineering educators. Texas is one of just a few states aggressively pursuing year-long high school engineering courses, and the effort here will help define how other states approach engineering education in high school.

The UTeachEngineering program targets future and current teachers, providing multiple avenues to prepare them to teach high school engineering. University faculty will use half of the five-year grant funding for course development, lab development and salaries. The other half of the grant will provide stipends, scholarships and fellowships to students and teachers working toward engineering teaching certification.

The Austin Independent School District is partnering with the university in developing and evaluating UTeachEngineering, which will commence summer 2009.

Collaboration with Engineering is an important step forward for UTeach that will not only help address the shortage of engineering teachers, but also the shortage in the critical areas of physics and chemistry.

**College of Natural Sciences - Renewable Energy Initiative:** The Center for Electrochemistry (CEC) received a \$5 million grant from the Houston-based Welch Foundation to start the Renewable Energy Initiative (REI), a multi-disciplinary, collaborative effort to promote advances in renewable energy technologies. The initiative has three central research thrusts. One project is devoted to developing new kinds of photovoltaic and photoelectrochemical materials that could eventually make solar power competitive with fossil fuels. Another project will deal with the challenges of creating better batteries that can store energy over long periods of time. Such storage is needed to maximize the utility of renewable energy sources, such as wind farms and solar panels that intermittently generate electricity. The last project will explore the fundamental chemistry of electrocatalysts, with an eye toward developing better catalysts for fuel cells and water electrolysis.

"These are three pivotal problems in electrochemical science and engineering," says Bard, the Norman Hackerman-Welch Regents Chair in Chemistry. "Advances in any one of these areas could produce significant benefit to society." With funding from the three-year grant the CEC will be able to fund graduate and post-doctoral fellows, equip new facilities with the latest electrochemical instrumentation, bring world-renowned scholars to campus, organize conferences and award seed grants to faculty who are doing potentially paradigm-shifting research in electrochemical science.

The Welch Foundation grant is part of a larger, longer-term vision to establish an Institute for Green Chemistry and Sustainability at The University of Texas at Austin. The institute would help push the university to the forefront of electrochemical research into the development of technologies such as fuel cells, solar energy and electrical energy storage.

**College of Natural Sciences - Fighting Bird Flu, Influenza Epidemics:** Collaborative research by University of Texas at Austin professor and chair of molecular genetics and microbiology, Robert M. Krug, and Rutgers University professor, Gaetano T. Montelione, has led to a discovery that could help scientists develop drugs to fight avian flu and other virulent strains of influenza. The researchers have determined the three-dimensional structure of a site on an influenza "A" virus protein that binds to one of the human protein targets, thereby suppressing a person's natural defenses to the infection and paving the way for the virus to replicate efficiently. This so-called NS1 virus protein is shared by all influenza A viruses isolated from humans, including avian influenza, or bird flu, and the 1918 pandemic influenza virus.

About 10 years ago, Krug discovered that the NS1 protein binds a human protein known as CPSF30, which is important for protecting human cells from flu infection. Once bound to NS1, the human protein can no longer generate molecules needed to suppress flu virus replication. Now, researchers led by Krug and Montelione have identified the specific NS1 binding pocket that grasps the human CPSF30 protein.

"Our work uncovers an Achilles heel of influenza A viruses that cause human epidemics and high mortality pandemics," said Montelione, professor of molecular biology and biochemistry at Rutgers. "We have identified the structure of a key target site for drugs that could be developed to effectively combat this disease."

The University of Texas at Austin research was supported by a long-standing grant from the NIH Institute of Allergy and Infectious Disease (NIAID). In addition, NIAID has recently awarded a grant to The University of Texas at Austin and Rutgers to develop antiviral drugs directed against the NS1 binding pocket.

**Cockrell School of Engineering - Nerve Repair Mechanism:** Adela Ben-Yakar, assistant professor of mechanical engineering at The University of Texas at Austin, has received \$2.1 million to discover genes that affect nerve regeneration in a simple organism that shares many genetic traits with humans and other higher organisms. Ben-Yakar previously demonstrated in her research, with collaboration from the University of Michigan, that ultrashort laser pulses can precisely cut an individual nerve in the roundworm *C. elegans*. The laser "scalpel" cuts extensions of nerve cells called axons that carry nerve signals to muscles or to other cells. With one of the two grants recently received from the National Institutes of Health, she will use this femtosecond laser nanosurgery technique to hunt for genes that control nerve regrowth after injury. The ultimate goal of this genetic analysis is to understand general nerve regeneration steps to aid rehabilitative efforts in humans who suffer nerve injuries.

To streamline this analysis, Ben-Yakar received another grant to optimize the process she uses to evaluate nerve regeneration in roundworms. This high-throughput evaluation involves temporarily immobilizing the microscopic roundworms within individual plastic channels using pressurized air. The air bends the upper, thin wall of each channel, forcing the worm within it to lie still for laser surgery. She then uses fluid to nudge the 1 millimeter-long worms into a recovery chamber where she monitors their nerve regeneration. Performing many surgeries this way should permit key nerve regeneration genes to be identified faster, while eliminating the need for anesthesia. Anesthesia interferes with normal regeneration processes in the roundworm, and lengthens surgery times.

**Research - Out-of-State Peers**

	The University of Texas at Austin	Research Group Out-of-State Peers				
		OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES
<b>Research Expenditures (\$ million)</b>	\$396,372,388	\$390,639,320	\$422,942,000	\$326,772,532	\$651,243,000	\$547,581,941
<b>Federal Research Funds (\$ millions)</b>	\$369,534,199	\$275,200,132	\$303,538,000	\$328,047,157	\$684,318,000	\$421,813,275

Source: IPEDS Fall 2008

**Institutional Efficiency and Effectiveness - Key Measures**

**Administrative Cost**

	FY 2000	FY 2008	FY 2009	Point Change FY 2006 to FY 2009
<b>47. Administrative costs as a percent of operating budget</b>	5.7%	5.1%	5.5%	- 0.6

UT Austin continues to demonstrate efficient stewardship of resources by minimizing administrative costs wherever possible. Our goal is to remain well below the FY2004 to FY2007 Group target of <6%.

**Space Usage Efficiency (SUE)**

**48. Space usage efficiency measure of the effectiveness and efficiency of existing teaching space utilization. Classroom and lab passing score is 75 and overall passing score is 150.**

	Fall 2009
Classroom space use efficiency	75
Lab space use efficiency	84
Overall space use efficiency	159

Our goal is to consistently exceed the Texas Higher Education Coordinating Board standards for classrooms and laboratories.

**Appropriated Funds per FTE Faculty and FTE Student**

**49. State appropriations divided by full-time equivalent students and annual full-time equivalent teaching faculty.**

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
Appropriated funds per FTE student	\$7,612	\$8,105	\$8,353	9.7%
Appropriated funds per FTE faculty	\$68,142	\$71,572	\$72,071	5.8%

**Historically Underutilized Business (HUB)**

	FY 2000	FY 2008	FY 2009	%/Point Change FY 2000 to FY 2009
<b>50. HUB Expenditures without construction (Millions)</b>	<b>\$ 22.230</b>	<b>\$ 35.648</b>	<b>\$ 41.065</b>	<b>84.7%</b>
Percent of total expenditures	12.8%	10.8%	11.6%	- 1.2
<b>HUB Expenditures with construction (Millions)</b>	<b>\$ 25.066</b>	<b>\$ 55.038</b>	<b>\$ 54.512</b>	<b>117.5%</b>
Percent of total expenditures	14.4%	16.7%	15.4%	1.0

**Operating Expenses per FTE Student**

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
<b>51. Operating expenses per FTE student</b>	<b>\$32,613</b>	<b>\$35,111</b>	<b>\$37,374</b>	<b>14.6%</b>

**Total Revenue per FTE Student and FTE teaching Faculty**

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
<b>52. Total revenue</b>				
Per FTE student	\$33,800	\$37,767	\$35,408	4.8%
Per FTE faculty	\$302,577	\$333,515	\$305,505	1.0%

**Institutional Efficiency and Effectiveness - Contextual Measures**

	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
<b>Class Size</b>				
53. Average lower-division class size	49	53	52	6.1%
54. Undergraduate classes with less than 20 students	34.8%	44.2%	44.8%	10.0
55. Undergraduate classes with more than 50 students	20.8%	19.9%	19.5%	- 1.3

With a reduction in headcount enrollment, it may be possible to lower slightly the average size of lower-division classes, but we expect continued pressure on this measure.

	FY 2000	FY 2009	FY 2010	% Change FY 2000 to FY 2010
<b>56. Average cost of resident undergraduate tuition and fees for 30 SCH.</b>	\$4,385	\$8,438	\$8,842	101.6%

	Fall 2000	Fall 2008	Fall 2009	% Change Fall 2000 to Fall 2009
<b>57. E&amp;GSquare footage</b>				
E&G classroom per FTE student	10.78	10.39	10.28	- 4.6%
E&G lab per FTE student	5.12	4.24	4.21	- 17.8%

	FY 2006	FY 2007	FY 2008	FY 2009	% Change FY 2006 to FY 2009
<b>58. True and Term Endowment (\$ millions)</b>	N/A	N/A	N/A	\$5656.55	
<b>59. Quasi Endowment (\$ millions)</b>	N/A	N/A	N/A	\$141.78	
<b>60. Total Endowment (\$ millions)</b>	\$6268.4	\$7190.1	\$6895	\$5798.33	- 7.5%
<b>61. Total Endowment - Per FTE student</b>	\$137,221	\$156,198	\$148,920	\$125,721	N/A

	FY 2007	FY 2008	FY 2009	% Change FY 2007 to FY 2009
<b>62. Total Revenue</b>	<b>\$1,555,913,604</b>	<b>\$1,748,592,961</b>	<b>\$1,633,042,468</b>	<b>5.0%</b>
Tuition and fees	\$341,492,508	\$351,597,610	\$373,376,151	9.3%
State appropriations (General Revenue)	\$350,400,049	\$375,247,526	\$385,246,973	9.9%
Federal funds	\$348,542,834	\$395,021,394	\$391,726,581	12.4%
Institutional funds	\$515,478,213	\$626,726,431	\$482,692,763	- 6.4%

**Institutional Efficiency and Effectiveness - Optional Measures - Institutional Input**

Examples of high-priority collaborations with business, industry, health, public, and community organizations

**School of Architecture - International Collaboration with Tsinghua University:** School of Architecture faculty and students at The University of Texas at Austin are working in collaboration with renowned Tsinghua University to bring green space into a neighborhood outside the densely populated city. The international partnership brings together faculty and students from both universities to explore an interdisciplinary approach to designing green retreats (pocket parks) in a large, complex urban area between Tsinghua University and the Forbidden City in central Beijing. The goal of the project is to propose a network of small, inner city parks that can exist within new developments and mature urban conditions. The area includes residential, commercial and institutional functions, bounded by transportation arteries. The parks will include elements such as covered spaces, pavilions, water elements, walkways, seating and lighting. An environmental impact analysis will be conducted to review varying modes of transportation to and from the parks, occupancy rate in the parks and evaporative cooling provided by the addition of a tree canopy.

From 1991-2005, Beijing's population grew to 14 million, a 40.6 percent increase. According to Ming Zhang, assistant professor of community and regional planning in the School of Architecture, foreign eyes often offer fresh views on many "old" urban problems, and with UT students working in Beijing in the summer and Tsinghua students visiting Austin this fall, the collaboration represents a truly international approach to the global problem of rapid urbanization. "We are interested in seeing if a network of pocket parks can improve the urban design, enhance public space and improve the micro-climate," said Wilfried Wang, professor in the School of Architecture. "While the urban studio is tailored to Beijing, such pocket park networks could just as easily find application in other cities, including Austin."

**IC2 -Austin Technology Incubator (ATI):** ATI is a not-for-profit division of The University of Texas at Austin that works with early stage technology companies to increase their odds of success and decrease their time to capital and markets. Since its founding in 1989, ATI has worked with over 150 teams of entrepreneurs, who collectively have raised over \$725 million dollars in investor capital while at ATI. ATI's mission is to create jobs and wealth in Central Texas through technology entrepreneurship and to provide unparalleled opportunities for the University of Texas community.

In partnership with the City of Austin, ATI launched ATI Bioscience to support early-stage companies that are based on life sciences technologies and/or are focused on the healthcare market. Students and faculty at The University of Texas at Austin, the professional staff at ATI, and an extensive network of industry advisors and investors provide the guidance and mentoring that help bioscience start-ups navigate the complex and highly regulated bioscience landscape. ATI Bioscience works closely with other members of the Central Texas bioscience ecosystem, including the Texas Life Sciences Center, the Austin Life Science Entrepreneurs, the Greater Austin BioCouncil, City of Austin and others.

The ATI Clean Energy Incubator (CEI) gives young clean energy companies the resources they need to succeed and grow into self-sustaining entities that contribute jobs to Austin and intellectual capital to the world. Located in Austin, Texas, CEI provides the resources and facilities necessary for start-ups to attract funding, aggressively compete in the free market, and turn ideas into reality. The ATI Clean Energy Incubator is generously supported by the Texas State Energy Conservation Office (SECO) and has previously received funding from the U.S. Department of Energy (DOE). In 2006, CEI secured funding from a collaborative effort with the City of Austin and Austin Energy. The partnership not only explores opportunities in clean energy but supports the annual production of our national Clean Energy Venture Summit.

**School of Nursing - Children's Wellness Center (CWC):** The CWC is a school-based health clinic created in partnership between the Del Valle Independent School District and the University of Texas at Austin School of Nursing, in affiliation with People's Community Clinic. The CWC is the only provider of pediatric health care services in the Del Valle area. There are approximately 10,000 children between the ages of 0-21 years living in the DVISD. The Children and families served by the clinic are predominately Hispanic, low-income, and medically underserved. In addition to care for the illnesses and injuries common to childhood and adolescence, the CWC has several special programs. A medical Social Worker assists families with authorizations, behavioral intervention, parenting issues, advocacy and case management. Asthma and Obesity have been identified as problems in this community, and the CWC has active programs addressing each. The CWC is integral to the health and well-being of the children in this district. The CWC works with more than 160 students from the University of Texas each year, in various departments. Besides nursing students at all levels, there are students in social work, human development, educational psychology, accounting, and Plan II.

**School of Architecture - Design/Build:** UT "SolarD" is a design/build collaborative project based at the University of Texas School of Architecture. The UT team competed in the 2005 national competition coming in 5th place, and was subsequently invited to participate in the 2007 competition. Work on this latest project began in the Fall 2006. A design for the house and energy systems was recently completed. The interdisciplinary team of students, faculty and industry partners are dedicated to a synthesis of process between design, analysis, construction, testing and public demonstration of market-ready dwellings that integrate human, natural and technological systems, are adaptable by design, and entirely powered by the sun. Partners include the U.S. Department of Energy National Renewable Energy Laboratory, and industry partners predominantly in the photovoltaics and building materials industries.

**McCombs School of Business - Jump Start Program:** The Jump Start Program is an innovative, long-term strategy between seven world-class companies and one world-class MBA program designed to increase diversity in management. Undergraduate seniors who are academically qualified for the McCombs MBA program but lack the required work experience have an opportunity to apply for one of the identified Jump Start jobs with a partner company. Once offered a full-time job, they apply to the MBA program and are given strong consideration for deferred admission based on their GMAT scores, application and essays. The applicant must also fulfill a successful three-year work commitment with the partner company. As corporations strive to increase diversity at the most senior level, the Jump Start program provides a ground-breaking solution. For additional information, please visit <http://mba.mcombs.utexas.edu/jumpstart>. The University of Texas at Austin's McCombs School of Business, AT&T, BMC Software, Deloitte Consulting, Frito-Lay North America, JP Morgan Chase, TXU, and Wells Fargo are participants.

**Institutional Efficiency and Effectiveness - Out-of-State Peers**

	Research Group Out-of-State Peers					
	The University of Texas at Austin	OHIO STATE UNIVERSITY - MAIN CAMPUS	UNIVERSITY OF CALIFORNIA - BERKELEY	UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN	UNIVERSITY OF MICHIGAN - ANN ARBOR	UNIVERSITY OF MINNESOTA - TWIN CITIES
Administrative costs as a percent of operating budget	5%	4%	7%	2%	3%	7%
Appropriations per FTE student	\$7,127	\$7,657	\$14,311	\$6,524	\$9,415	\$14,579
Instruction expenses per FTE student	\$11,646	\$13,505	\$14,850	\$7,805	\$18,935	\$13,200
Tuition and Fee Revenue per FTE student	\$8,372	\$9,992	\$9,025	\$9,603	\$18,397	\$10,080

Source: IPEDS Fall 2008