

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

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### **Introduction**

#### Background, Purpose, and Audience

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

#### Report Scope and Framework

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

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

#### Related U. T. System Accountability Initiatives and Reports

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