

# University of Texas – Arlington Statistical Handbook CB Data

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## CB Data Definitions

*\*Terms and definitions will continue to be updated until breadth of handbook is covered.*

### ENROLLMENT

- THECB reported certified Fall enrollments only. Unduplicated student headcount for students enrolled in courses as of Census Date.
- Source: THECB Accountability site
- Cohort Types
  - First Time in College (FTIC): An entering student who has never attended any college. Fall cohorts include both fall starting and summer starting. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Students who have not completed their high school work are not included. (Career: UGRD; Program: UGRD; Admit Type: New Freshman Student)
  - New Undergraduate Transfer: A student entering the reporting institution for the first time but who is known to have previously attended another postsecondary institution at the same level. This includes Post-Baccalaureate students seeking additional undergraduate degree, unless otherwise noted. (Career: UGRD; Program: UGRD, UGRD2; Admit Type: New Transfer Student)
- Race/Ethnicity
  - Standard race/ethnicity categories as used by THECB Accountability system: African-American, Asian, Hispanic, International, Other, and White

### RETENTION

- Retention reports provide number/percentage of students from a defined cohort group by college and their persistence at UTA from one year to the succeeding year. They are tracked at University wide level and not “major specific”. Cohort counts include Summer and Fall new students.

## GRADUATION

- Undergraduate:
  - They are cumulative University-wide graduation rates and are calculated by determining if the students receive a degree at the same cohort level at UTA, regardless of area of study at entrance, during or before subsequent fall sessions.
  - First Time in College (FTIC): An entering student who has never attended any college. Fall cohorts include both fall starting and summer starting. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Students who have not completed their high school work are not included. (Career: UGRD; Program: UGRD; Admit Type: New Freshman Student)
  - New Undergraduate Transfer: A student entering the reporting institution for the first time but who is known to have previously attended another postsecondary institution at the same level. This includes Post-Baccalaureate students seeking additional undergraduate degree, unless otherwise noted. (Career: UGRD; Program: UGRD, UGRD2; Admit Type: New Transfer Student)
- Graduate:
  - New Master's students: students after earning a baccalaureate degree is enrolled in a course of student leading to a graduate degree.
  - New Doctoral/Doctoral-Bound students: a student admitted to an approved doctoral degree program at the institution. Such a student is one who a) has been officially admitted to a doctoral program, and b) has completed a master's degree which the institution recognizes as the equivalent of one year's work toward the doctoral degree on which the student is working or at least 30 semester credit hours of work toward the proposed degree.
- Full-Time or Part-Time: an undergraduate student enrolled in 12 or more semester credit hours in a long semester is considered full-time. An academic graduate student (master's, doctoral, or first-professional) enrolled for 9 or more semester credit hours in a long term or students involved in thesis or dissertation preparation are considered full-time by the institution.

## DEGREES AWARDED

- Degree Academic Year: the 12-month period of time extending from September to August
- CIP Code: the Texas CIP Codes are used to identify degree and certificate programs, courses, and declared majors on the reports and inventories of the Texas Higher Education Coordinating Board. Texas adds a 2-digit suffix to the federal 6-digit code to identify instructional program specialties and a second two digits to identify the funding area.
- Degree Level: level of the academic program/plan of the degree that was awarded. Includes Bachelor, Master, Doctoral.

## **DEGREE PRODUCTION RATIO**

- Degree Production Ratio: it is defined as the distinct count of the academic year global degree students divided by the sum of THECB FTE students at the same level from four academic years prior (e.g. AY 2017-18 degrees divided by AY 2014-15 THECB FTE UGRD student count). It is currently calculated at the undergraduate level. Non-degree seeking students are not included in total FTE.

## THECB Accountability System: Measures and Definitions

*\*Efforts are ongoing to align measures and definitions between old and new Accountability systems. Some discrepancies currently exist.*

### PARTICIPATION -- KEY MEASURES

#### 1. Enrollment

**Definition:** Unduplicated institutional fall headcount enrollment by race and ethnicity. Post-baccalaureate students are in a separate category. Dual credit students are included in the enrollment counts. Flex entry students are not included.

**Source:** CBM001 fall semester report.

#### 2. Full-Time Equivalent Enrollment

Fall semester credit hours (SCH) includes undergraduate(15), master's(12), and doctoral(9)

**Definition:** Fall semester credit hours (SCH), includes (funded and non-state-funded) calculated by dividing undergraduate/15, master's/12, and doctoral/9

**Source:** CBM004

### PARTICIPATION -- CONTEXTUAL MEASURES

#### 3. First-time undergraduates from Texas top 10%

**Definition:** Percent of first-time undergraduates entering summer/fall class who ranked in the top 10 percent of their Texas public high school classes.

**Source:** CBM001 and CBM00B

#### 4. First-time entering applicants accepted

**Definition:** Percent of first-time summer/fall applicants accepted by the institution. The numbers match the application report produced annually.

**Source:** CBM001 and CBM00B



**5. First-time accepted, enrolled**

**Definition:** Percent of accepted first-time summer/fall applicants who enrolled. The numbers match the application report produced annually.

**Source:** CBM001 and CBM00B

**6. Racial and ethnic composition of Texas public high school graduates - OMITTED**

**Definition:** Percent of Texas public high school graduates, statewide, by race and ethnicity. This allows for a comparison of the high school graduation percentages to the institutions' enrollments.

**Source:** Texas Education Agency

**7. UG Students by SCH taken at 2-year colleges**

**Definition:** Number and percent of fall undergraduate enrollees who took SCH at Texas public two-year colleges by ranges of SCH attempted (funded and unfunded) over the past six years. Excludes SCH earned in developmental education.

**Source:** CBM001

**8. Semester credit hours**

**Definition:** Total semester credit hours (state-funded and both non-state funded and state-funded) generated by undergraduate and graduate level courses and students. Flex entry students are included.

**Source:** CBM004

**SUCCESS -- KEY MEASURES**

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

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.

**Definition:** First-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same institution or another Texas public or independent institution after four, five, and six academic years. This metric includes Social Security Number (SSN) changes submitted on the CBM00N. First-time determined by the 'first-time student flag' on the CBM001.

**Source:** CBM001, CBM002, CBM009, and CBM00N.

#### **10. Degrees awarded**

**Definition:** Number of degrees awarded by race/ethnicity, level and gender. Certificates are not included.

**Source:** CBM009.

#### **11. Undergraduate degrees to economically disadvantaged students (60x30TX metric)**

**Definition:** Economically disadvantaged undergraduates receiving a Certificate, Associate Degree, or Bachelor's Degree. College students are identified as economically disadvantaged if they received Pell Grants at any time while earning their degree.

**Source:** CBM001, CBM009, FADS

#### **12. Degrees awarded in STEM fields.**

**Definition:** Includes students in the same CIP codes as the Closing the Gaps STEM fields: science, technology, engineering, and math(CIP 11, 14, 15, 27, 40 and 30.01). The total number includes associate's or bachelor's degree.

**Source:** CBM009.

#### **13. Nursing**

**Definition:** Number of degrees and certificates awarded in nursing. The CIP codes for nursing are 51.16 (2000 CIP Codes) and 51.38 and 51.39 (2010 Codes).

**Source:** CBM009.

#### **14. Allied Health**

Degrees and certificates awarded in allied health.

**Definition:** Number of degrees and certificates awarded in allied health. The allied health CIP codes, as in Closing the Gaps, are 51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, 51.99.

**Source:** CBM009.

#### **15. Teacher Production and Certification**

Students taking and passing the certification exams for teacher education.

**Definition:** Students taking and passing the certification exams for teacher education. Initial certification pass rate of a cohort of teacher education program completers. The initial pass rate is the percent of tests passed by a completer cohort through December 31 following the academic year of completion. The pass rate is based only on the tests

required to obtain certification in the field(s) in which the person completed a program during the academic year. The rate reflects a candidate's success on the last attempt made on the test by December 31 following the year of completion.

**Formula:** The number of successful (i.e., passing) last attempts made by the cohort divided by the total number of last attempts made by the cohort. A program completer is an individual who has completed all educator preparation program requirements including: coursework, field work, program assessments, and degree requirements. A completer cohort is a group of candidates who complete an educator preparation program during an academic year (September 1 to August 31).

**Source:** State Board for Educator Certification (SBEC), Accountability System for Educator Preparation (ASEP) data.

#### **16. Graduation and Persistence Rate: 6-Year**

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.

**Definition:** First-time full-time, degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester and have graduated from the same or another Texas public independent university or are still enrolled at the same institution or another Texas public institution after six academic years by race/ethnicity. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

**Source:** CBM001, CBM002 and CBM009, CBN00N

### **SUCCESS -- CONTEXTUAL MEASURES**

#### **17. Enrollment: Percent of first-time students 19 and under (augmented with standard age buckets)**

**Definition:** Percentage of first-time undergraduates who were 19 years old or younger as of September 1 for the fall semester.

**Source:** CBM001.

#### **18. Financial Aid: Percent of students receiving Pell Grants**

**Definition:** Percentage of undergraduate students who receive any amount of Pell Grant as reported on the financial aid database. Matches the fall undergraduate enrollment by Federal Interagency Committee on Education (FICE) Code and valid SSN to the Financial Aid Database and pulls all students who received Pell Grants. The percentage of

the number of Pell grant students to the fall undergraduate enrollment is then calculated. This file does not arrive until January of the following year.

**Source:** CBM001 and FADS.

**19. Part-time first-time, degree seeking, undergraduates**

**Definition:** Percent of first-time entering degree-seeking undergraduate students who are enrolled for less than 12 semester credit hours. Degree-seeking status became available in spring 2004 so all university students are considered degree-seeking in the fall 2003 and earlier semesters.

**Source:** CBM001.

**20. Persistence rate of first-time, degree-seeking undergraduates: One-Year**

**Definition:** Percent of first-time entering, degree-seeking undergraduates enrolled in at least 12 SCH in the fall semester who still enrolled at the same or another institution the following fall. Degree seeking is not available for fall 2003. All public and independent institutions are included in the persistence rate. This metric includes Social Security Number (SSN) changes submitted on the CBM00N.

**Source:** CBM001 AND CBM00N.

**21. Persistence rate of first-time, degree-seeking undergraduates: Two-Year**

**Definition:** Percent of first-time entering, degree-seeking undergraduates enrolled in at least 12 SCH in the fall semester who are still enrolled at the same or another institution two academic fall semesters later or who have completed a baccalaureate degree. Students who are not enrolled after the first academic year, but reenroll the second academic year are included.

**Source:** CBM001 AND CBM00N.

**22. Students who successfully complete a college-level course in math, reading and writing. Prepared students are given 1 year. Underprepared students are given 3 years.**

**Definition:** First-time summer/fall entering (non-flex entry) degree seeking undergraduates are tracked to determine whether they successfully complete a college-level course in each subject area (math, reading, writing). Students who were prepared (passed the TSI or were exempted), and who have not already received college credit in a subject area, are given 1 year to successfully complete a college-level course. Under-prepared students (who were not TSI exempted and took and failed the initial TSI test) are given 3 years to successfully complete a college-level course in

each subject area. Students recorded as entering college with subject-area college credit are reported as matriculating with college credit; however, if they are also reported as not TSI ready, attending developmental education, or attending or passing a college level course, they are reported in those categories as well. This is true for all developmental education accountability measures. To 'successfully complete' the first college level course the student must earn an A, B, or C in a related general education, core curriculum course. The students who were deficient in all three areas are assessed as a separate group using the standards mentioned above. The undergraduates who could not be classified into any of the above categories were grouped separately as 'unknown/not tested.'

**Source:** CBM001 and CBM002.

### **23. Underprepared students who satisfied TSI obligation within 2 years.**

**Definition:** Of the first-time summer/fall entering (non-flex entry) degree seeking undergraduates who took and failed the initial TSI test (math, reading, writing) and who were not TSI exempted, the percent who satisfied TSI requirements in 2 years are shown. The numbers of students enrolled in developmental education are presented for students who met TSI requirements and for those who did not. The undergraduates who were not found in the above categories, in addition to the students who had a waiver status of '2' in a subject area, were grouped separately as 'unknown/not tested' in that subject area. The students who were deficient in all three areas are assessed as a separate group.

**Source:** CBM001 and CBM002.

### **24. Percent of students who return the following fall.**

**Definition:** Of the first-time summer/fall entering (non-flex entry) undergraduates, the percent who return the following fall to any public institution in the state differentiated by TSI status.

**Source:** CBM001.

### **25. Graduation rate of two-year college students**

**Definition:** Number and percentage of undergraduates who were first-time transfer students from Texas two-year colleges (in two groups: those with less than 30 SCH. and those with 30 or more SCH) in the six years prior to transferring and who graduated from the same Texas public university within four years.

**Source:** CBM001 and CBM009.

## **26. Percentage of baccalaureate graduates who completed SCHs at two-year colleges**

**Definition:** Percent of baccalaureate graduates in two groups: those who completed 1 to 29 SCH and those who completed 30 or more SCH at Texas public two-year colleges.

**Source:** CBM001 and CBM009.

## **27. Graduation Rates for Graduate Programs**

**Definition:** The cohort was developed by pulling all the students coded on the CBM001 at a specific level in the fall semester and then checking the five prior years to determine if they had been coded at that level in those prior years. If students were coded at that level in the prior years, they were dropped from the cohort. The doctoral cohort was tracked for 10 years. The master's cohort was tracked for 5 years. The master's cohort do not include students who received a master's level certificate or were classified as a doctorate student within the next 5 years (and did not earn a master's degree).

**Source:** CBM001 and CBM009.

## **28. Baccalaureate graduate success**

% of baccalaureate graduates who are employed or enrolled in a Texas graduate program or professional school

**Definition:** Percent of baccalaureate graduates who are employed or placed in military service in the fourth quarter of the calendar year in which the program (fiscal) year ends or enrolled in a Texas graduate program or professional school in the fall semester of the next fiscal year. Public and independent institutions data are included. Students who are self employed or leave the state to work or continue their education are not found.

**Source:** CBM001, CBM009, UI (Unemployment Insurance) wage records, FEDES (Federal Employment Database Exchange Service) which includes records from USPS (United States Postal Services) and OPM (Office of Personnel Management).

## **29. Baccalaureate Graduates Employment/Enrollment Status**

Employed in 4th quarter in which program year ends

**Definition:** Percent of graduates employed in the fourth quarter of the calendar year in which the program (fiscal) year ends. This report runs one year late. The percentage does not include graduates who are employed and enrolled.

**Source:** CBM009, Unemployment Insurance (UI) wage records, Federal Employment Database Exchange Service (FEDES) which includes records from United States Postal Services (USPS) and Office of Personnel Management (OPM).

**30. Baccalaureate graduates enrollment status: enrolled in graduate school**

In graduate or professional school in Texas in fall of the next FY

**Definition:** Percent of graduates enrolled in a Texas graduate program following the fall semester after graduation.

**Source:** CBM001, CBM009, Unemployment Insurance (UI) wage records, Federal Employment Database Exchange Service (FEDES) which includes records from United States Postal Services (USPS) and Office of Personnel Management (OPM).

**31. Baccalaureate graduates enrollment status employed and enrolled in a graduate school**

Employed in Texas and enrolled in a graduate or professional school in Texas

**Definition:** Percent of graduates employed in the fourth quarter of the calendar year following the graduation school year and enrolled in a Texas graduate program following the fall semester after graduation.

**Source:** CBM001, CBM009, Unemployment Insurance (UI) wage records, Federal Employment Database Exchange Service (FEDES) which includes records from United States Postal Services (USPS) and Office of Personnel Management (OPM).

**32. Undergraduate efficiency ratio**

Ratio of Undergraduate FTSE to Undergraduate Baccalaureate Degrees Awarded

**Definition:** Undergraduate full-time student equivalents (FTSE) in fall of fiscal year divided by undergraduate associate's and bachelor's degrees awarded in the fiscal year. FTSE are derived from taking the total(funded and unfunded)fall semester credit hours divided by 15.

**Source:** CBM001 and CBM009

**EXCELLENCE -- KEY MEASURES**

**33. Faculty Teaching**

Tenured/tenure-track faculty teaching lower-division SCH

**Definition:** Percent of freshman and sophomore (lower division) semester credit hours taught by tenured/tenure track faculty. CBM008 Faculty Report ranks 1-6 and tenure/tenure-track faculty; semester credit hour data comes from the CBM004 Class Report. SCH are for lower level SCH generated in lower-division courses. This is for a fall semester only.

**Source:** CBM003, CBM004, and CBM008.

#### **34. Student/Faculty Ratio**

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

**Definition:** Full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty. Undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours; master's, pharmacy, law, and other special profession FTSE's are calculated on 12 semester credit hours; optometry is calculated on 17 semester credit hours; and doctoral FTSE's are calculated on 9 semester credit hours. All semester credit hours, not just state-funded hours, are included. FTE (full-time equivalent) faculty are instructional faculty with rank codes 1-5 and appointment codes 01 and 02. Faculty must be teaching a course reported on the CBM004. Only the percent time in appointment codes 01 and 02 are counted. Faculty members without a salary are included. Teaching assistants are not included to match LBB measure.

**Source:** CBM004 and CBM008.

#### **35. State and National Exams Success**

Certification and licensure rates

**Definition:** Certification or licensure rate on state or national exams in law, pharmacy, nursing and engineering.

**Source:** Legislative Budget Board.

#### **36. Tenured/Tenure-Track FTE Faculty**

Percent of FTE teaching faculty who are tenured/tenure-track

**Definition:** Percent of all FTE faculty with teaching responsibility who are tenured or tenure-track. Faculty of all FTE faculty, rank codes 1 through 5, with teaching responsibility (appointment codes 01 and 02 and are reported during the fall semester as the teacher of record on the CBM004) who are tenured or tenure-track. Teaching assistants are not included, to match LBB measure.

**Source:** CBM004 and CBM008.

#### **37. Quality Enhancement Plan**

**Definition:** Quality Enhancement Plan Text Box: Summarize your institution's current QEP (or proposed Plan if one has never been approved) for SACS accreditation. The QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning. The QEP is required to be embedded within the institution's ongoing integrated institution-wide planning and evaluation process.

**Source:** Institutions



### **38. Excellent Programs**

**Definition:** A brief description of two excellent programs at the institution with links to additional information about the programs.

**Source:** Institutions

## **EXCELLENCE -- CONTEXTUAL MEASURES**

### **39. FTE tenured/tenure-track faculty demographics**

**Definition:** Percent of all FTE faculty with teaching responsibility who are tenured or tenure-track. Faculty of all FTE faculty, rank codes 1 through 5, with teaching responsibility (appointment codes 01 and 02 and are reported during the fall semester as the teacher of record on the CBM004) who are tenured or tenure-track. Teaching assistants are not included, to match LBB measure.

**Source:** CBM004 and CBM008.

### **40. Faculty Rank**

**Definition:** Number of faculty by rank, race/ethnicity and gender. Faculty report is using rank codes 1-4 (professor, associate professor, assistant professor and instructor) and those with code 5 or 6 (non-tenured/non-tenure track and teaching assistants).

**Source:** CBM008.

## Statistical Handbook - CB Data Caveats and Errata

- **Question 1d**
  - Due to rounding, internal sums of percentages may not exactly match
- **Question 2**
  - Due to rounding during FTE calculations, internal sums may not exactly match
- **Question 3**
  - Discrepancy in Fall 2015 data between old and new Accountability System. New Accountability Systems percentages are shown.
- **Question 4**
  - Fall 2017 data not yet published to Accountability System and are generated internally.
- **Question 5**
  - Fall 2017 data not yet published to Accountability System and are generated internally.
- **Question 7**
  - Metric discontinued in new Accountability system
  - Requires external data (e.g. National Student Clearinghouse) to populate Fall 2016, Fall 2017 columns
- **Question 9b**
  - AY 2017-2018 not yet published to Accountability System and are generated internally using preliminary Fall 2017 and Spring 2018 data only
  - Slight disagreement in institutional rate as compared to Q9a due to THECB attempting to match SSN

- **Question 10**
  - AY 2013-2014 total degrees do not exactly match Accountability system
  - AY 2017-2018 not yet published to Accountability System and are generated internally using preliminary Fall 2017 and Spring 2018 data only
  
- **Question 11a**
  - Metric discontinued in new Accountability System
  
- **Question 11b**
  - Metric not available in old Accountability System, thus no data for AY 2013-2014
  
- **Questions 12 - 14**
  - AY 2017-2018 not yet published to Accountability System and are generated internally using preliminary Fall 2017 and Spring 2018 data only
  
- **Question 15**
  - AY 2017-2018 data not yet published to Accountability System
  - Requires data external to UTA
  
- **Question 18**
  - Fall 2017 data not yet published to Accountability System
  - Internal data sources not aligning with historical THECB published data preventing Fall 2017 updated data
  
- **Questions 22 - 23**
  - Fall 2017 data not yet published to Accountability System
  
- **Question 26**
  - AY 2017-2018 data not yet published to Accountability System
  - Dependent upon data external to UTA (i.e. other institution's historical enrollment records)

- **Question 27**
  - AY 2017-2018 data not yet published to Accountability System
  - Internal data sources not aligning with historical THECB published data due to issues with doctoral-bound student service indicator
  
- **Questions 28-31**
  - Fall 2017 data not yet published to Accountability System
  - Discrepancy in Fall 2013 data between old and new Accountability System. New Accountability System data are shown.
  
- **Question 32a**
  - Fall 2017 data not yet published to Accountability System and are generated internally using preliminary Fall 2017 and Spring 2018 data only.
  - Splits by college not available in Accountability reports and are a product of only in-house efforts.
  
- **Question 32b**
  - AY 2017-2018 not yet published and are generated internally using preliminary Fall 2017 and Spring 2018 data only
  
- **Question 33**
  - Fall 2017 data not yet published to Accountability System
  - Internal data sources not aligning with historical THECB published data
  
- **Question 34**
  - Due to rounding during FTE calculations, internal sums may not exactly match
  
- **Question 35**
  - AY 2016-2017, AY 2017-2018 data not yet available and is currently being pursued.

### Total Enrollment by Academic Career

UNIT	CAREER / PROG	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*
<b>Grand Total</b>		<b>34,868</b>	<b>37,008</b>	<b>39,706</b>	<b>41,712</b>	<b>42,496</b>
	UGRD	24,476	25,168	26,545	27,640	28,329
	GRAD	10,392	11,840	13,161	14,072	14,167
<b>Business</b>	<b>Total</b>	<b>5,851</b>	<b>5,551</b>	<b>6,027</b>	<b>6,333</b>	<b>6,319</b>
	UGRD	4,265	4,123	4,493	4,704	4,734
	GRAD	1,586	1,428	1,534	1,629	1,585
<b>CAPPA</b>	<b>Total</b>	<b>978</b>	<b>975</b>	<b>987</b>	<b>1,004</b>	<b>1,058</b>
	UGRD	496	494	491	525	574
	GRAD	482	481	496	479	484
<b>Education</b>	<b>Total</b>	<b>1,947</b>	<b>2,041</b>	<b>2,013</b>	<b>1,854</b>	<b>1,651</b>
	UGRD	671	605	546	530	585
	GRAD	1,276	1,436	1,467	1,324	1,066
<b>Engineering</b>	<b>Total</b>	<b>6,025</b>	<b>7,037</b>	<b>7,238</b>	<b>7,094</b>	<b>7,256</b>
	UGRD	3,239	3,583	3,858	4,163	4,518
	GRAD	2,786	3,454	3,380	2,931	2,738
<b>Liberal Arts</b>	<b>Total</b>	<b>4,529</b>	<b>4,424</b>	<b>4,458</b>	<b>4,512</b>	<b>4,361</b>
	UGRD	3,977	3,869	3,946	4,046	3,909
	GRAD	552	555	512	466	452
<b>Nursing and Health Innovation</b>	<b>Total</b>	<b>7,913</b>	<b>9,216</b>	<b>11,290</b>	<b>13,185</b>	<b>14,113</b>
	UGRD	5,971	6,571	7,520	8,093	8,356
	GRAD	1,942	2,645	3,770	5,092	5,757
<b>Science</b>	<b>Total</b>	<b>3,816</b>	<b>3,751</b>	<b>3,795</b>	<b>3,881</b>	<b>3,861</b>
	UGRD	3,199	3,153	3,195	3,282	3,302
	GRAD	617	598	600	599	559
<b>Social Work</b>	<b>Total</b>	<b>1,807</b>	<b>1,888</b>	<b>2,014</b>	<b>2,192</b>	<b>2,181</b>
	UGRD	699	680	654	668	686
	GRAD	1,108	1,208	1,360	1,524	1,495
<b>Graduate College</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	UGRD	0	0	0	0	0
	GRAD	0	0	0	0	0
<b>University College</b>	<b>Total</b>	<b>2,002</b>	<b>2,125</b>	<b>1,884</b>	<b>1,657</b>	<b>1,645</b>
	UGRD	1,959	2,090	1,842	1,629	1,615
	GRAD	43	35	42	28	30
<b>Honors College</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>51</b>
	UGRD	0	0	0	0	50
	GRAD	0	0	0	0	1

<i>*Source: Performance Metrics</i>					
<i>*Post-Bacc included in GRAD</i>					
<i>*Tallies include both AO and non-AO enrollment</i>					
<i>*Fall 2018 are preliminary numbers</i>					

Total Enrollment by Academic Program						
UNIT	CAREER / PROG	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*
<b>Grand Total</b>		<b>34,868</b>	<b>37,008</b>	<b>39,706</b>	<b>41,712</b>	<b>42,496</b>
	Baccalaureate	24,476	25,168	26,545	27,640	28,329
	Post-Bacc	1,261	1,377	1,665	1,908	1,982
	Master's	8,032	9,388	10,478	11,147	11,004
	Doctoral	1,099	1,075	1,018	1,017	1,181
<b>Business</b>	<b>Total</b>	<b>5,851</b>	<b>5,551</b>	<b>6,027</b>	<b>6,333</b>	<b>6,319</b>
	Baccalaureate	4,265	4,123	4,493	4,704	4,734
	Post-Bacc	60	53	66	66	56
	Master's	1,449	1,291	1,385	1,486	1,454
	Doctoral	77	84	83	77	75
<b>CAPPA</b>	<b>Total</b>	<b>978</b>	<b>975</b>	<b>987</b>	<b>1,004</b>	<b>1,058</b>
	Baccalaureate	496	494	491	525	574
	Post-Bacc	5	4	3	4	3
	Master's	371	368	398	388	396
	Doctoral	106	109	95	87	85
<b>Education</b>	<b>Total</b>	<b>1,947</b>	<b>2,041</b>	<b>2,013</b>	<b>1,854</b>	<b>1,651</b>
	Baccalaureate	671	605	546	530	585
	Post-Bacc	2	2	2	0	1
	Master's	1,188	1,358	1,393	1,265	1,004
	Doctoral	86	76	72	59	61
<b>Engineering</b>	<b>Total</b>	<b>6,025</b>	<b>7,037</b>	<b>7,238</b>	<b>7,094</b>	<b>7,256</b>
	Baccalaureate	3,239	3,583	3,858	4,163	4,518
	Post-Bacc	122	117	121	122	132
	Master's	2,252	2,923	2,859	2,369	2,146
	Doctoral	412	414	400	440	460
<b>Liberal Arts</b>	<b>Total</b>	<b>4,529</b>	<b>4,424</b>	<b>4,458</b>	<b>4,512</b>	<b>4,361</b>
	Baccalaureate	3,977	3,869	3,946	4,046	3,909
	Post-Bacc	79	87	87	66	62
	Master's	387	386	354	330	321
	Doctoral	86	82	71	70	69
<b>Nursing and Health Innovation</b>	<b>Total</b>	<b>7,913</b>	<b>9,216</b>	<b>11,290</b>	<b>13,185</b>	<b>14,113</b>
	Baccalaureate	5,971	6,571	7,520	8,093	8,356
	Post-Bacc	819	960	1,215	1,503	1,595
	Master's	1,046	1,608	2,476	3,528	4,001
	Doctoral	77	77	79	61	161
<b>Science</b>	<b>Total</b>	<b>3,816</b>	<b>3,751</b>	<b>3,795</b>	<b>3,881</b>	<b>3,861</b>
	Baccalaureate	3,199	3,153	3,195	3,282	3,302
	Post-Bacc	120	108	113	95	80





AO Enrollment						
UNIT	CAREER	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*
<b>Grand Total</b>		<b>5,219</b>	<b>6,661</b>	<b>8,589</b>	<b>10,180</b>	<b>10,771</b>
	Baccalaureate	3,194	3,686	4,462	4,776	4,782
	Post-Bacc	685	832	1,087	1,357	1,424
	Master's	1,340	2,143	3,040	4,047	4,455
	Doctoral	0	0	0	0	110
<b>BUSA</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>
	Baccalaureate	0	0	0	0	0
	Post-Bacc	0	0	0	0	0
	Master's	0	0	0	0	31
	Doctoral	0	0	0	0	0
<b>CAPPA</b>	<b>Total</b>	<b>77</b>	<b>115</b>	<b>132</b>	<b>147</b>	<b>149</b>
	Baccalaureate	0	0	0	0	0
	Post-Bacc	0	0	0	0	0
	Master's	77	115	132	147	149
	Doctoral	0	0	0	0	0
<b>Education</b>	<b>Total</b>	<b>917</b>	<b>1,106</b>	<b>1,206</b>	<b>1,081</b>	<b>855</b>
	Baccalaureate	2	10	9	0	0
	Post-Bacc	0	0	0	0	0
	Master's	915	1,096	1,197	1,081	855
	Doctoral	0	0	0	0	0
<b>Nursing and Health Innovation</b>	<b>Total</b>	<b>4,221</b>	<b>5,440</b>	<b>7,251</b>	<b>8,952</b>	<b>9,734</b>
	Baccalaureate	3,188	3,676	4,453	4,776	4,781
	Post-Bacc	685	832	1,087	1,357	1,423
	Master's	348	932	1,711	2,819	3,420
	Doctoral	0	0	0	0	110
<b>University College</b>	<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
	Baccalaureate	4	0	0	0	1
	Post-Bacc	0	0	0	0	1
	Master's	0	0	0	0	0
	Doctoral	0	0	0	0	0
<i>*Source: Performance Metrics</i>						
<i>*Fall 2018 are preliminary numbers</i>						

UGRD Enrollment by Ethnicity											
UNIT	ETHNICITY	FALL 2014		FALL 2015		FALL 2016		FALL 2017		FALL 2018*	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Grand Total</b>		<b>24,476</b>	<b>100.0%</b>	<b>25,168</b>	<b>100.0%</b>	<b>26,545</b>	<b>100.0%</b>	<b>27,640</b>	<b>100.0%</b>	<b>28,329</b>	<b>100.0%</b>
	African-American	3,862	15.8%	3,873	15.4%	4,114	15.5%	4,300	15.6%	4,310	15.2%
	Asian	2,910	11.9%	3,193	12.7%	3,277	12.3%	3,405	12.3%	3,537	12.5%
	Hispanic	6,750	27.6%	7,266	28.9%	8,086	30.5%	8,717	31.5%	9,245	32.6%
	International	914	3.7%	933	3.7%	1,010	3.8%	1,193	4.3%	1,363	4.8%
	Other	739	3.0%	755	3.0%	732	2.8%	779	2.8%	796	2.8%
	White	9,301	38.0%	9,148	36.3%	9,326	35.1%	9,246	33.5%	9,078	32.0%
<b>Business</b>	<b>Total</b>	<b>4,265</b>	<b>100.0%</b>	<b>4,123</b>	<b>100.0%</b>	<b>4,493</b>	<b>100.0%</b>	<b>4,704</b>	<b>100.0%</b>	<b>4,734</b>	<b>100.0%</b>
	African-American	544	12.8%	541	13.1%	570	12.7%	624	13.3%	622	13.1%
	Asian	638	15.0%	668	16.2%	733	16.3%	769	16.3%	799	16.9%
	Hispanic	1,305	30.6%	1,301	31.6%	1,491	33.2%	1,589	33.8%	1,614	34.1%
	International	243	5.7%	214	5.2%	235	5.2%	284	6.0%	312	6.6%
	Other	109	2.6%	106	2.6%	108	2.4%	128	2.7%	133	2.8%
	White	1,426	33.4%	1,293	31.4%	1,356	30.2%	1,310	27.8%	1,254	26.5%
<b>CAPPA</b>	<b>Total</b>	<b>496</b>	<b>100.0%</b>	<b>494</b>	<b>100.0%</b>	<b>491</b>	<b>100.0%</b>	<b>525</b>	<b>100.0%</b>	<b>574</b>	<b>100.0%</b>
	African-American	36	7.3%	32	6.5%	39	7.9%	40	7.6%	47	8.2%
	Asian	52	10.5%	39	7.9%	39	7.9%	40	7.6%	43	7.5%
	Hispanic	211	42.5%	216	43.7%	216	44.0%	257	49.0%	285	49.7%
	International	28	5.6%	33	6.7%	35	7.1%	29	5.5%	26	4.5%
	Other	19	3.8%	18	3.6%	7	1.4%	9	1.7%	17	3.0%
	White	150	30.2%	156	31.6%	155	31.6%	150	28.6%	156	27.2%
<b>Education</b>	<b>Total</b>	<b>671</b>	<b>100.0%</b>	<b>605</b>	<b>100.0%</b>	<b>546</b>	<b>100.0%</b>	<b>530</b>	<b>100.0%</b>	<b>585</b>	<b>100.0%</b>
	African-American	79	11.8%	76	12.6%	50	9.2%	55	10.4%	50	8.5%
	Asian	37	5.5%	35	5.8%	34	6.2%	39	7.4%	41	7.0%
	Hispanic	260	38.7%	252	41.7%	250	45.8%	249	47.0%	294	50.3%
	International	4	0.6%	2	0.3%	4	0.7%	3	0.6%	3	0.5%
	Other	12	1.8%	15	2.5%	11	2.0%	11	2.1%	9	1.5%
	White	279	41.6%	225	37.2%	197	36.1%	173	32.6%	188	32.1%
<b>Engineering</b>	<b>Total</b>	<b>3,239</b>	<b>100.0%</b>	<b>3,583</b>	<b>100.0%</b>	<b>3,858</b>	<b>100.0%</b>	<b>4,163</b>	<b>100.0%</b>	<b>4,518</b>	<b>100.0%</b>
	African-American	267	8.2%	288	8.0%	349	9.0%	373	9.0%	386	8.5%
	Asian	483	14.9%	537	15.0%	570	14.8%	627	15.1%	652	14.4%
	Hispanic	820	25.3%	980	27.4%	1,058	27.4%	1,159	27.8%	1,296	28.7%
	International	390	12.0%	394	11.0%	470	12.2%	579	13.9%	670	14.8%
	Other	119	3.7%	133	3.7%	146	3.8%	138	3.3%	138	3.1%
	White	1,160	35.8%	1,251	34.9%	1,265	32.8%	1,287	30.9%	1,376	30.5%
<b>Liberal Arts</b>	<b>Total</b>	<b>3,977</b>	<b>100.0%</b>	<b>3,869</b>	<b>100.0%</b>	<b>3,946</b>	<b>100.0%</b>	<b>4,046</b>	<b>100.0%</b>	<b>3,909</b>	<b>100.0%</b>
	African-American	663	16.7%	636	16.4%	641	16.2%	650	16.1%	649	16.6%
	Asian	189	4.8%	227	5.9%	229	5.8%	222	5.5%	235	6.0%

	Hispanic	1,284	32.3%	1,326	34.3%	1,440	36.5%	1,516	37.5%	1,476	37.8%
	International	45	1.1%	47	1.2%	62	1.6%	52	1.3%	48	1.2%
	Other	118	3.0%	108	2.8%	91	2.3%	116	2.9%	97	2.5%
	White	1,678	42.2%	1,525	39.4%	1,483	37.6%	1,490	36.8%	1,404	35.9%
<b>Nursing and Health Innovation</b>	<b>Total</b>	<b>5,970</b>	<b>100.0%</b>	<b>6,571</b>	<b>100.0%</b>	<b>7,520</b>	<b>100.0%</b>	<b>8,093</b>	<b>100.0%</b>	<b>8,356</b>	<b>100.0%</b>
	African-American	1,164	19.5%	1,214	18.5%	1,373	18.3%	1,566	19.4%	1,593	19.1%
	Asian	600	10.1%	705	10.7%	719	9.6%	783	9.7%	816	9.8%
	Hispanic	1,357	22.7%	1,659	25.2%	2,007	26.7%	2,308	28.5%	2,534	30.3%
	International	59	1.0%	57	0.9%	68	0.9%	90	1.1%	123	1.5%
	Other	183	3.1%	188	2.9%	207	2.8%	217	2.7%	233	2.8%
	White	2,607	43.7%	2,748	41.8%	3,146	41.8%	3,129	38.7%	3,057	36.6%
<b>Science</b>	<b>Total</b>	<b>3,199</b>	<b>100.0%</b>	<b>3,153</b>	<b>100.0%</b>	<b>3,195</b>	<b>100.0%</b>	<b>3,282</b>	<b>100.0%</b>	<b>3,302</b>	<b>100.0%</b>
	African-American	441	13.8%	451	14.3%	475	14.9%	475	14.5%	462	14.0%
	Asian	651	20.4%	662	21.0%	700	21.9%	671	20.4%	701	21.2%
	Hispanic	786	24.6%	776	24.6%	852	26.7%	918	28.0%	954	28.9%
	International	119	3.7%	117	3.7%	118	3.7%	135	4.1%	151	4.6%
	Other	118	3.7%	115	3.6%	97	3.0%	110	3.4%	98	3.0%
	White	1,084	33.9%	1,032	32.7%	953	29.8%	973	29.6%	936	28.3%
<b>Social Work</b>	<b>Total</b>	<b>699</b>	<b>100.0%</b>	<b>680</b>	<b>100.0%</b>	<b>654</b>	<b>100.0%</b>	<b>668</b>	<b>100.0%</b>	<b>686</b>	<b>100.0%</b>
	African-American	254	36.3%	244	35.9%	226	34.6%	216	32.3%	193	28.1%
	Asian	19	2.7%	24	3.5%	30	4.6%	28	4.2%	22	3.2%
	Hispanic	220	31.5%	231	34.0%	244	37.3%	267	40.0%	274	39.9%
	International	3	0.4%	3	0.4%	2	0.3%	4	0.6%	6	0.9%
	Other	13	1.9%	9	1.3%	9	1.4%	8	1.2%	14	2.0%
	White	190	27.2%	169	24.9%	143	21.9%	145	21.7%	177	25.8%
<b>University College</b>	<b>Total</b>	<b>1,959</b>	<b>100.0%</b>	<b>2,090</b>	<b>100.0%</b>	<b>1,842</b>	<b>100.0%</b>	<b>1,629</b>	<b>100.0%</b>	<b>1,615</b>	<b>100.0%</b>
	African-American	414	21.1%	391	18.7%	391	21.2%	301	18.5%	301	18.6%
	Asian	241	12.3%	296	14.2%	223	12.1%	226	13.9%	225	13.9%
	Hispanic	507	25.9%	525	25.1%	528	28.7%	454	27.9%	501	31.0%
	International	23	1.2%	66	3.2%	16	0.9%	17	1.0%	24	1.5%
	Other	48	2.5%	63	3.0%	56	3.0%	42	2.6%	54	3.3%
	White	726	37.1%	749	35.8%	628	34.1%	589	36.2%	510	31.6%
<b>Honors College</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>50</b>	<b>100.0%</b>
	African-American	0	0	0	0	0	0	0	0.0%	7	14.0%
	Asian	0	0	0	0	0	0	0	0.0%	3	6.0%
	Hispanic	0	0	0	0	0	0	0	0.0%	17	34.0%
	International	0	0	0	0	0	0	0	0.0%	0	0.0%
	Other	0	0	0	0	0	0	0	0.0%	3	6.0%
	White	0	0	0	0	0	0	0	0.0%	20	40.0%
*Post-Baccs are not included											
*Source: Internally generated from CBM001											

<i>*Due to rounding, sums may not exactly match.</i>										
<i>*Asian includes Native Hawaiian or Other Pacific Islander ethnicities</i>										
<i>*Other includes American Indian or Alaskan Native, Multiple, and Unknown or Not Reported ethnicities</i>										
<i>*Fall 2018 are preliminary numbers</i>										

Post-Baccalaureate Enrollment by Ethnicity											
UNIT	ETHNICITY	FALL 2014		FALL 2015		FALL 2016		FALL 2017		FALL 2018*	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Grand Total</b>		<b>1,261</b>	<b>100.0%</b>	<b>1,377</b>	<b>100.0%</b>	<b>1,665</b>	<b>100.0%</b>	<b>1,908</b>	<b>100.0%</b>	<b>1,982</b>	<b>100.0%</b>
	African-American	249	19.7%	299	21.7%	410	24.6%	477	25.0%	463	23.4%
	Asian	120	9.5%	131	9.5%	165	9.9%	166	8.7%	201	10.1%
	Hispanic	180	14.3%	193	14.0%	252	15.1%	328	17.2%	359	18.1%
	International	16	1.3%	16	1.2%	24	1.4%	28	1.5%	16	0.8%
	Other	37	2.9%	48	3.5%	52	3.1%	64	3.4%	63	3.2%
	White	659	52.3%	690	50.1%	762	45.8%	845	44.3%	880	44.4%
<b>Business</b>	<b>Total</b>	<b>60</b>	<b>100.0%</b>	<b>53</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>	<b>56</b>	<b>100.0%</b>
	African-American	10	16.7%	9	17.0%	11	16.7%	6	9.1%	10	17.9%
	Asian	11	18.3%	7	13.2%	9	13.6%	11	16.7%	11	19.6%
	Hispanic	11	18.3%	11	20.8%	19	28.8%	15	22.7%	14	25.0%
	International	5	8.3%	4	7.5%	3	4.5%	4	6.1%	3	5.4%
	Other	1	1.7%	2	3.8%	3	4.5%	1	1.5%	2	3.6%
	White	22	36.7%	20	37.7%	21	31.8%	29	43.9%	16	28.6%
<b>CAPPA</b>	<b>Total</b>	<b>5</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>
	African-American	3	60.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	1	25.0%	1	33.3%	2	50.0%	2	66.7%
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	2	40.0%	2	50.0%	2	66.7%	2	50.0%	1	33.3%
<b>Education</b>	<b>Total</b>	<b>2</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>	<b>2</b>	<b>100.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>100.0%</b>
	African-American	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	2	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	100.0%
<b>Engineering</b>	<b>Total</b>	<b>122</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>	<b>121</b>	<b>100.0%</b>	<b>122</b>	<b>100.0%</b>	<b>132</b>	<b>100.0%</b>
	African-American	10	8.2%	12	10.3%	10	8.3%	15	12.3%	13	9.8%
	Asian	8	6.6%	12	10.3%	16	13.2%	17	13.9%	23	17.4%
	Hispanic	24	19.7%	18	15.4%	23	19.0%	22	18.0%	19	14.4%
	International	1	0.8%	1	0.9%	3	2.5%	2	1.6%	2	1.5%
	Other	4	3.3%	6	5.1%	5	4.1%	7	5.7%	7	5.3%
	White	75	61.5%	68	58.1%	64	52.9%	59	48.4%	68	51.5%
<b>Liberal Arts</b>	<b>Total</b>	<b>79</b>	<b>100.0%</b>	<b>87</b>	<b>100.0%</b>	<b>87</b>	<b>100.0%</b>	<b>66</b>	<b>100.0%</b>	<b>62</b>	<b>100.0%</b>
	African-American	15	19.0%	18	20.7%	17	19.5%	14	21.2%	9	14.5%
	Asian	4	5.1%	7	8.0%	7	8.0%	5	7.6%	7	11.3%

	Hispanic	17	21.5%	19	21.8%	15	17.2%	14	21.2%	8	12.9%
	International	3	3.8%	3	3.4%	2	2.3%	2	3.0%	1	1.6%
	Other	2	2.5%	6	6.9%	8	9.2%	4	6.1%	2	3.2%
	White	38	48.1%	34	39.1%	38	43.7%	27	40.9%	35	56.5%
<b>Nursing</b>	<b>Total</b>	<b>819</b>	<b>100.0%</b>	<b>960</b>	<b>100.0%</b>	<b>1,215</b>	<b>100.0%</b>	<b>1,503</b>	<b>100.0%</b>	<b>1,595</b>	<b>100.0%</b>
	African-American	172	21.0%	219	22.8%	326	26.8%	394	26.2%	397	24.9%
	Asian	73	8.9%	88	9.2%	104	8.6%	112	7.5%	148	9.3%
	Hispanic	102	12.5%	120	12.5%	170	14.0%	252	16.8%	292	18.3%
	International	4	0.5%	4	0.4%	11	0.9%	15	1.0%	8	0.5%
	Other	24	2.9%	26	2.7%	32	2.6%	47	3.1%	46	2.9%
	White	444	54.2%	503	52.4%	572	47.1%	683	45.4%	704	44.1%
<b>Science</b>	<b>Total</b>	<b>120</b>	<b>100.0%</b>	<b>108</b>	<b>100.0%</b>	<b>113</b>	<b>100.0%</b>	<b>95</b>	<b>100.0%</b>	<b>80</b>	<b>100.0%</b>
	African-American	22	18.3%	25	23.1%	23	20.4%	25	26.3%	18	22.5%
	Asian	17	14.2%	9	8.3%	17	15.0%	17	17.9%	7	8.8%
	Hispanic	15	12.5%	18	16.7%	16	14.2%	18	18.9%	14	17.5%
	International	3	2.5%	3	2.8%	3	2.7%	5	5.3%	2	2.5%
	Other	5	4.2%	6	5.6%	4	3.5%	2	2.1%	2	2.5%
	White	58	48.3%	47	43.5%	50	44.2%	28	29.5%	37	46.3%
<b>Social Work</b>	<b>Total</b>	<b>11</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>16</b>	<b>100.0%</b>	<b>22</b>	<b>100.0%</b>	<b>22</b>	<b>100.0%</b>
	African-American	7	63.6%	7	63.6%	10	62.5%	14	63.6%	11	50.0%
	Asian	1	9.1%	1	9.1%	1	6.3%	0	0.0%	0	0.0%
	Hispanic	1	9.1%		0.0%	1	6.3%	1	4.5%	3	13.6%
	International	0	0.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	9.1%
	White	2	18.2%	3	27.3%	3	18.8%	7	31.8%	6	27.3%
<b>University College</b>	<b>Total</b>	<b>43</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>42</b>	<b>100.0%</b>	<b>28</b>	<b>100.0%</b>	<b>30</b>	<b>100.0%</b>
	African-American	10	23.3%	8	22.9%	12	28.6%	9	32.1%	5	16.7%
	Asian	6	14.0%	7	20.0%	11	26.2%	4	14.3%	5	16.7%
	Hispanic	8	18.6%	5	14.3%	6	14.3%	4	14.3%	7	23.3%
	International	0	0.0%	1	2.9%	1	2.4%	0	0.0%	0	0.0%
	Other	1	2.3%	2	5.7%	0	0.0%	1	3.6%	2	6.7%
	White	18	41.9%	12	34.3%	12	28.6%	10	35.7%	11	36.7%
<b>Honors College</b>	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100.0%</b>
	African-American	0	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0	0
	International	0	0	0	0	0	0	0	0	0	0
	Other	0	0	0	0	0	0	0	0	0	0
	White	0	0	0	0	0	0	0	0	1	100.0%
*Source: Internally generated from CBM001											
*Due to rounding, sums may not exactly match.											

<i>*Asian includes Native Hawaiian or Other Pacific Islander ethnicities</i>									
<i>*Other includes American Indian or Alaskan Native, Multiple, and Unknown or Not Reported ethnicities</i>									
<i>*Fall 2018 are preliminary numbers</i>									

GRAD Enrollment by Ethnicity											
UNIT	ETHNICITY	FALL 2014		FALL 2015		FALL 2016		FALL 2017		FALL 2018*	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Grand Total</b>		<b>9,131</b>	<b>100.0%</b>	<b>10,463</b>	<b>100.0%</b>	<b>11,496</b>	<b>100.0%</b>	<b>12,164</b>	<b>100.0%</b>	<b>12,185</b>	<b>100.0%</b>
	African-American	1,065	11.7%	1,278	12.2%	1,456	12.7%	1,658	13.6%	1,684	13.8%
	Asian	452	5.0%	530	5.1%	656	5.7%	763	6.3%	795	6.5%
	Hispanic	961	10.5%	1,166	11.1%	1,466	12.8%	1,773	14.6%	2,011	16.5%
	International	3,210	35.2%	3,762	36.0%	3,854	33.5%	3,434	28.2%	3,088	25.3%
	Other	252	2.8%	302	2.9%	325	2.8%	323	2.7%	334	2.7%
	White	3,191	34.9%	3,425	32.7%	3,739	32.5%	4,213	34.6%	4,273	35.1%
<b>Business</b>	<b>Total</b>	<b>1,526</b>	<b>100.0%</b>	<b>1,375</b>	<b>100.0%</b>	<b>1,468</b>	<b>100.0%</b>	<b>1,563</b>	<b>100.0%</b>	<b>1,529</b>	<b>100.0%</b>
	African-American	102	6.7%	91	6.6%	94	6.4%	98	6.3%	109	7.1%
	Asian	131	8.6%	144	10.5%	134	9.1%	134	8.6%	137	9.0%
	Hispanic	120	7.9%	112	8.1%	97	6.6%	110	7.0%	139	9.1%
	International	698	45.7%	603	43.9%	740	50.4%	871	55.7%	784	51.3%
	Other	59	3.9%	47	3.4%	57	3.9%	54	3.5%	46	3.0%
	White	416	27.3%	378	27.5%	346	23.6%	296	18.9%	314	20.5%
<b>CAPPA</b>	<b>Total</b>	<b>477</b>	<b>100.0%</b>	<b>477</b>	<b>100.0%</b>	<b>493</b>	<b>100.0%</b>	<b>475</b>	<b>100.0%</b>	<b>481</b>	<b>100.0%</b>
	African-American	102	21.4%	109	22.9%	106	21.5%	89	18.7%	88	18.3%
	Asian	15	3.1%	11	2.3%	20	4.1%	15	3.2%	18	3.7%
	Hispanic	98	20.5%	99	20.8%	102	20.7%	115	24.2%	133	27.7%
	International	58	12.2%	61	12.8%	74	15.0%	57	12.0%	44	9.1%
	Other	15	3.1%	18	3.8%	21	4.3%	17	3.6%	17	3.5%
	White	189	39.6%	179	37.5%	170	34.5%	182	38.3%	181	37.6%
<b>Education</b>	<b>Total</b>	<b>1,274</b>	<b>100.0%</b>	<b>1,434</b>	<b>100.0%</b>	<b>1,465</b>	<b>100.0%</b>	<b>1,324</b>	<b>100.0%</b>	<b>1,065</b>	<b>100.0%</b>
	African-American	186	14.6%	237	16.5%	249	17.0%	221	16.7%	190	17.8%
	Asian	37	2.9%	31	2.2%	43	2.9%	42	3.2%	28	2.6%
	Hispanic	268	21.0%	322	22.5%	364	24.8%	358	27.0%	318	29.9%
	International	18	1.4%	16	1.1%	19	1.3%	13	1.0%	6	0.6%
	Other	63	4.9%	92	6.4%	72	4.9%	40	3.0%	33	3.1%
	White	702	55.1%	736	51.3%	718	49.0%	650	49.1%	490	46.0%
<b>Engineering</b>	<b>Total</b>	<b>2,664</b>	<b>100.0%</b>	<b>3,337</b>	<b>100.0%</b>	<b>3,259</b>	<b>100.0%</b>	<b>2,809</b>	<b>100.0%</b>	<b>2,606</b>	<b>100.0%</b>
	African-American	44	1.7%	52	1.6%	46	1.4%	48	1.7%	55	2.1%
	Asian	77	2.9%	95	2.8%	91	2.8%	116	4.1%	123	4.7%
	Hispanic	49	1.8%	45	1.3%	67	2.1%	91	3.2%	110	4.2%
	International	2,196	82.4%	2,821	84.5%	2,761	84.7%	2,259	80.4%	2,031	77.9%
	Other	25	0.9%	36	1.1%	34	1.0%	32	1.1%	27	1.0%
	White	273	10.2%	288	8.6%	260	8.0%	263	9.4%	260	10.0%
<b>Liberal Arts</b>	<b>Total</b>	<b>473</b>	<b>100.0%</b>	<b>468</b>	<b>100.0%</b>	<b>425</b>	<b>100.0%</b>	<b>400</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
	African-American	61	12.9%	67	14.3%	58	13.6%	56	14.0%	66	16.9%
	Asian	18	3.8%	13	2.8%	13	3.1%	12	3.0%	11	2.8%





<i>*Source: Internally generated from CBM001</i>										
<i>*Due to rounding, sums may not exactly match.</i>										
<i>*Asian includes Native Hawaiian or Other Pacific Islander ethnicities</i>										
<i>*Other includes American Indian or Alaskan Native, Multiple, and Unknown or Not Reported ethnicities</i>										
<i>*Fall 2018 are preliminary numbers</i>										

Master's Enrollment by Ethnicity											
UNIT	ETHNICITY	FALL 2014		FALL 2015		FALL 2016		FALL 2017		FALL 2018*	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Grand Total</b>		<b>8,032</b>	<b>100.0%</b>	<b>9,388</b>	<b>100.0%</b>	<b>10,478</b>	<b>100.0%</b>	<b>11,147</b>	<b>100.0%</b>	<b>11,004</b>	<b>100.0%</b>
	African-American	945	11.8%	1,163	12.4%	1,346	12.8%	1,564	14.0%	1,557	14.1%
	Asian	399	5.0%	474	5.0%	606	5.8%	715	6.4%	744	6.8%
	Hispanic	905	11.3%	1,116	11.9%	1,417	13.5%	1,714	15.4%	1,933	17.6%
	International	2,705	33.7%	3,244	34.6%	3,326	31.7%	2,893	26.0%	2,520	22.9%
	Other	226	2.8%	279	3.0%	295	2.8%	289	2.6%	287	2.6%
	White	2,852	35.5%	3,112	33.1%	3,488	33.3%	3,972	35.6%	3,963	36.0%
<b>Business</b>	<b>Total</b>	<b>1,449</b>	<b>100.0%</b>	<b>1,291</b>	<b>100.0%</b>	<b>1,385</b>	<b>100.0%</b>	<b>1,486</b>	<b>100.0%</b>	<b>1,454</b>	<b>100.0%</b>
	African-American	98	6.8%	87	6.7%	90	6.5%	95	6.4%	106	7.3%
	Asian	123	8.5%	135	10.5%	128	9.2%	131	8.8%	134	9.2%
	Hispanic	119	8.2%	111	8.6%	97	7.0%	109	7.3%	138	9.5%
	International	658	45.4%	556	43.1%	685	49.5%	817	55.0%	732	50.3%
	Other	57	3.9%	43	3.3%	52	3.8%	49	3.3%	40	2.8%
	White	394	27.2%	359	27.8%	333	24.0%	285	19.2%	304	20.9%
<b>CAPPA</b>	<b>Total</b>	<b>371</b>	<b>100.0%</b>	<b>368</b>	<b>100.0%</b>	<b>398</b>	<b>100.0%</b>	<b>388</b>	<b>100.0%</b>	<b>396</b>	<b>100.0%</b>
	African-American	67	18.1%	73	19.8%	73	18.3%	64	16.5%	65	16.4%
	Asian	12	3.2%	7	1.9%	16	4.0%	12	3.1%	15	3.8%
	Hispanic	91	24.5%	88	23.9%	93	23.4%	105	27.1%	120	30.3%
	International	30	8.1%	35	9.5%	48	12.1%	34	8.8%	25	6.3%
	Other	12	3.2%	16	4.3%	18	4.5%	14	3.6%	13	3.3%
	White	159	42.9%	149	40.5%	150	37.7%	159	41.0%	158	39.9%
<b>Education</b>	<b>Total</b>	<b>1,188</b>	<b>100.0%</b>	<b>1,358</b>	<b>100.0%</b>	<b>1,393</b>	<b>100.0%</b>	<b>1,265</b>	<b>100.0%</b>	<b>1,004</b>	<b>100.0%</b>
	African-American	163	13.7%	216	15.9%	231	16.6%	203	16.0%	168	16.7%
	Asian	36	3.0%	31	2.3%	42	3.0%	41	3.2%	27	2.7%
	Hispanic	250	21.0%	309	22.8%	352	25.3%	346	27.4%	305	30.4%
	International	15	1.3%	15	1.1%	17	1.2%	11	0.9%	5	0.5%
	Other	60	5.1%	91	6.7%	70	5.0%	37	2.9%	28	2.8%
	White	664	55.9%	696	51.3%	681	48.9%	627	49.6%	471	46.9%
<b>Engineering</b>	<b>Total</b>	<b>2,252</b>	<b>100.0%</b>	<b>2,923</b>	<b>100.0%</b>	<b>2,859</b>	<b>100.0%</b>	<b>2,369</b>	<b>100.0%</b>	<b>2,146</b>	<b>100.0%</b>
	African-American	35	1.6%	39	1.3%	34	1.2%	35	1.5%	41	1.9%
	Asian	59	2.6%	76	2.6%	72	2.5%	94	4.0%	105	4.9%
	Hispanic	42	1.9%	40	1.4%	62	2.2%	80	3.4%	101	4.7%
	International	1884	83.7%	2504	85.7%	2447	85.6%	1920	81.0%	1,681	78.3%
	Other	21	0.9%	27	0.9%	23	0.8%	21	0.9%	16	0.7%
	White	211	9.4%	237	8.1%	221	7.7%	219	9.2%	202	9.4%
<b>Liberal Arts</b>	<b>Total</b>	<b>387</b>	<b>100.0%</b>	<b>386</b>	<b>100.0%</b>	<b>354</b>	<b>100.0%</b>	<b>330</b>	<b>100.0%</b>	<b>321</b>	<b>100.0%</b>
	African-American	58	15.0%	63	16.3%	51	14.4%	52	15.8%	62	19.3%

	Asian	15	3.9%	10	2.6%	11	3.1%	10	3.0%	9	2.8%
	Hispanic	72	18.6%	90	23.3%	102	28.8%	94	28.5%	81	25.2%
	International	17	4.4%	24	6.2%	24	6.8%	24	7.3%	22	6.9%
	Other	20	5.2%	20	5.2%	12	3.4%	10	3.0%	7	2.2%
	White	205	53.0%	179	46.4%	154	43.5%	140	42.4%	140	43.6%
<b>Nursing</b>	<b>Total</b>	<b>1,046</b>	<b>100.0%</b>	<b>1,608</b>	<b>100.0%</b>	<b>2,476</b>	<b>100.0%</b>	<b>3,528</b>	<b>100.0%</b>	<b>4,001</b>	<b>100.0%</b>
	African-American	226	21.6%	325	20.2%	433	17.5%	627	17.8%	648	16.2%
	Asian	114	10.9%	172	10.7%	280	11.3%	362	10.3%	396	9.9%
	Hispanic	98	9.4%	190	11.8%	382	15.4%	614	17.4%	797	19.9%
	International	28	2.7%	31	1.9%	27	1.1%	18	0.5%	13	0.3%
	Other	27	2.6%	53	3.3%	80	3.2%	109	3.1%	133	3.3%
	White	553	52.9%	837	52.1%	1274	51.5%	1798	51.0%	2,014	50.3%
<b>Science</b>	<b>Total</b>	<b>277</b>	<b>100.0%</b>	<b>292</b>	<b>100.0%</b>	<b>306</b>	<b>100.0%</b>	<b>308</b>	<b>100.0%</b>	<b>231</b>	<b>100.0%</b>
	African-American	8	2.9%	16	5.5%	17	5.6%	23	7.5%	13	5.6%
	Asian	17	6.1%	18	6.2%	22	7.2%	22	7.1%	26	11.3%
	Hispanic	32	11.6%	37	12.7%	50	16.3%	45	14.6%	37	16.0%
	International	60	21.7%	65	22.3%	64	20.9%	56	18.2%	32	13.9%
	Other	11	4.0%	13	4.5%	16	5.2%	16	5.2%	11	4.8%
	White	149	53.8%	143	49.0%	137	44.8%	146	47.4%	112	48.5%
<b>Social Work</b>	<b>Total</b>	<b>1,062</b>	<b>100.0%</b>	<b>1,162</b>	<b>100.0%</b>	<b>1,307</b>	<b>100.0%</b>	<b>1,473</b>	<b>100.0%</b>	<b>1,451</b>	<b>100.0%</b>
	African-American	290	27.3%	344	29.6%	417	31.9%	465	31.6%	454	31.3%
	Asian	23	2.2%	25	2.2%	35	2.7%	43	2.9%	32	2.2%
	Hispanic	201	18.9%	251	21.6%	279	21.3%	321	21.8%	354	24.4%
	International	13	1.2%	14	1.2%	14	1.1%	13	0.9%	10	0.7%
	Other	18	1.7%	16	1.4%	24	1.8%	33	2.2%	39	2.7%
	White	517	48.7%	512	44.1%	538	41.2%	598	40.6%	562	38.7%
<b>Graduate College</b>	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
	African-American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>University College</b>	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
	African-American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

<i>*Source: Internally generated from CBM001</i>										
<i>*Due to rounding, sums may not exactly match.</i>										
<i>*Asian includes Native Hawaiian or Other Pacific Islander ethnicities</i>										
<i>*Other includes American Indian or Alaskan Native, Multiple, and Unknown or Not Reported ethnicities</i>										
<i>*Fall 2018 are preliminary numbers</i>										

Doctoral Enrollment by Ethnicity											
UNIT	ETHNICITY	FALL 2014		FALL 2015		FALL 2016		FALL 2017		FALL 2018*	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Grand Total</b>		<b>1,099</b>	<b>100.0%</b>	<b>1,075</b>	<b>100.0%</b>	<b>1,018</b>	<b>100.0%</b>	<b>1,017</b>	<b>100.0%</b>	<b>1,181</b>	<b>100.0%</b>
	African-American	120	10.9%	115	10.7%	110	10.8%	94	9.2%	127	10.8%
	Asian	53	4.8%	56	5.2%	50	4.9%	48	4.7%	51	4.3%
	Hispanic	56	5.1%	50	4.7%	49	4.8%	59	5.8%	78	6.6%
	International	505	46.0%	518	48.2%	528	51.9%	541	53.2%	568	48.1%
	Other	26	2.4%	23	2.1%	30	2.9%	34	3.3%	47	4.0%
	White	339	30.8%	313	29.1%	251	24.7%	241	23.7%	310	26.2%
<b>Business</b>	<b>Total</b>	<b>77</b>	<b>100.0%</b>	<b>84</b>	<b>100.0%</b>	<b>83</b>	<b>100.0%</b>	<b>77</b>	<b>100.0%</b>	<b>75</b>	<b>100.0%</b>
	African-American	4	5.2%	4	4.8%	4	4.8%	3	3.9%	3	4.0%
	Asian	8	10.4%	9	10.7%	6	7.2%	3	3.9%	3	4.0%
	Hispanic	1	1.3%	1	1.2%	0	0.0%	1	1.3%	1	1.3%
	International	40	51.9%	47	56.0%	55	66.3%	54	70.1%	52	69.3%
	Other	2	2.6%	4	4.8%	5	6.0%	5	6.5%	6	8.0%
	White	22	28.6%	19	22.6%	13	15.7%	11	14.3%	10	13.3%
<b>CAPPA</b>	<b>Total</b>	<b>106</b>	<b>100.0%</b>	<b>109</b>	<b>100.0%</b>	<b>95</b>	<b>100.0%</b>	<b>87</b>	<b>100.0%</b>	<b>85</b>	<b>100.0%</b>
	African-American	35	33.0%	36	33.0%	33	34.7%	25	28.7%	23	27.1%
	Asian	3	2.8%	4	3.7%	4	4.2%	3	3.4%	3	3.5%
	Hispanic	7	6.6%	11	10.1%	9	9.5%	10	11.5%	13	15.3%
	International	28	26.4%	26	23.9%	26	27.4%	23	26.4%	19	22.4%
	Other	3	2.8%	2	1.8%	3	3.2%	3	3.4%	4	4.7%
	White	30	28.3%	30	27.5%	20	21.1%	23	26.4%	23	27.1%
<b>Education</b>	<b>Total</b>	<b>86</b>	<b>100.0%</b>	<b>76</b>	<b>100.0%</b>	<b>72</b>	<b>100.0%</b>	<b>59</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>
	African-American	23	26.7%	21	27.6%	18	25.0%	18	30.5%	22	36.1%
	Asian	1	1.2%	0	0.0%	1	1.4%	1	1.7%	1	1.6%
	Hispanic	18	20.9%	13	17.1%	12	16.7%	12	20.3%	13	21.3%
	International	3	3.5%	1	1.3%	2	2.8%	2	3.4%	1	1.6%
	Other	3	3.5%	1	1.3%	2	2.8%	3	5.1%	5	8.2%
	White	38	44.2%	40	52.6%	37	51.4%	23	39.0%	19	31.1%
<b>Engineering</b>	<b>Total</b>	<b>412</b>	<b>100.0%</b>	<b>414</b>	<b>100.0%</b>	<b>400</b>	<b>100.0%</b>	<b>440</b>	<b>100.0%</b>	<b>460</b>	<b>100.0%</b>
	African-American	9	2.2%	13	3.1%	12	3.0%	13	3.0%	14	3.0%
	Asian	18	4.4%	19	4.6%	19	4.8%	22	5.0%	18	3.9%
	Hispanic	7	1.7%	5	1.2%	5	1.3%	11	2.5%	9	2.0%
	International	312	75.7%	317	76.6%	314	78.5%	339	77.0%	350	76.1%
	Other	4	1.0%	9	2.2%	11	2.8%	11	2.5%	11	2.4%
	White	62	15.0%	51	12.3%	39	9.8%	44	10.0%	58	12.6%
<b>Liberal Arts</b>	<b>Total</b>	<b>86</b>	<b>100.0%</b>	<b>82</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>	<b>70</b>	<b>100.0%</b>	<b>69</b>	<b>100.0%</b>
	African-American	3	3.5%	4	4.9%	7	9.9%	4	5.7%	4	5.8%

	Asian	3	3.5%	3	3.7%	2	2.8%	2	2.9%	2	2.9%
	Hispanic	8	9.3%	7	8.5%	7	9.9%	5	7.1%	5	7.2%
	International	7	8.1%	7	8.5%	10	14.1%	8	11.4%	10	14.5%
	Other	6	7.0%	4	4.9%	2	2.8%	2	2.9%	2	2.9%
	White	59	68.6%	57	69.5%	43	60.6%	49	70.0%	46	66.7%
<b>Nursing</b>	<b>Total</b>	<b>77</b>	<b>100.0%</b>	<b>77</b>	<b>100.0%</b>	<b>79</b>	<b>100.0%</b>	<b>61</b>	<b>100.0%</b>	<b>161</b>	<b>100.0%</b>
	African-American	26	33.8%	22	28.6%	18	22.8%	15	24.6%	41	25.5%
	Asian	6	7.8%	9	11.7%	8	10.1%	8	13.1%	14	8.7%
	Hispanic	3	3.9%	3	3.9%	4	5.1%	2	3.3%	15	9.3%
	International	1	1.3%	4	5.2%	8	10.1%	9	14.8%	8	5.0%
	Other	3	3.9%	1	1.3%	4	5.1%	2	3.3%	7	4.3%
	White	38	49.4%	38	49.4%	37	46.8%	25	41.0%	76	47.2%
<b>Science</b>	<b>Total</b>	<b>220</b>	<b>100.0%</b>	<b>198</b>	<b>100.0%</b>	<b>181</b>	<b>100.0%</b>	<b>196</b>	<b>100.0%</b>	<b>248</b>	<b>100.0%</b>
	African-American	11	5.0%	6	3.0%	7	3.9%	10	5.1%	16	6.5%
	Asian	11	5.0%	10	5.1%	8	4.4%	8	4.1%	10	4.0%
	Hispanic	10	4.5%	9	4.5%	9	5.0%	17	8.7%	22	8.9%
	International	108	49.1%	106	53.5%	106	58.6%	98	50.0%	121	48.8%
	Other	4	1.8%	3	1.5%	2	1.1%	7	3.6%	11	4.4%
	White	76	34.5%	64	32.3%	49	27.1%	56	28.6%	68	27.4%
<b>Social Work</b>	<b>Total</b>	<b>35</b>	<b>100.0%</b>	<b>35</b>	<b>100.0%</b>	<b>37</b>	<b>100.0%</b>	<b>27</b>	<b>100.0%</b>	<b>22</b>	<b>100.0%</b>
	African-American	9	25.7%	9	25.7%	11	29.7%	6	22.2%	4	18.2%
	Asian	3	8.6%	2	5.7%	2	5.4%	1	3.7%	0	0.0%
	Hispanic	2	5.7%	1	2.9%	3	8.1%	1	3.7%	0	0.0%
	International	6	17.1%	10	28.6%	7	18.9%	8	29.6%	7	31.8%
	Other	1	2.9%	0	0.0%	2	5.4%	1	3.7%	1	4.5%
	White	14	40.0%	13	37.1%	12	32.4%	10	37.0%	10	45.5%
<b>University College</b>	<b>Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
	African-American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Asian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	White	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
*Source: Internally generated from CBM001											
*Due to rounding, sums may not exactly match.											
*Asian includes Native Hawaiian or Other Pacific Islander ethnicities											
*Other includes American Indian or Alaskan Native, Multiple, and Unknown or Not Reported ethnicities											
*Fall 2018 are preliminary numbers											

Enrollment by Gender						
CAREER	GENDER	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*
<b>Grand Total</b>		<b>34,868</b>	<b>37,008</b>	<b>39,706</b>	<b>41,712</b>	<b>42,496</b>
	Male	15,472	16,299	16,715	16,965	17,047
	Female	19,396	20,709	22,991	24,747	25,449
<b>UGRD</b>	<b>Total</b>	<b>24,476</b>	<b>25,168</b>	<b>26,545</b>	<b>27,640</b>	<b>28,329</b>
<i>*Post-Baccs not included</i>	Male	10,892	11,161	11,471	11,863	12,118
	Female	13,584	14,007	15,074	15,777	16,211
<b>Post-Bacc</b>	<b>Total</b>	<b>1,261</b>	<b>1,377</b>	<b>1,665</b>	<b>1,908</b>	<b>1,982</b>
	Male	377	420	464	545	522
	Female	884	957	1,201	1,363	1,460
<b>Master's</b>	<b>Total</b>	<b>8,032</b>	<b>9,388</b>	<b>10,478</b>	<b>11,147</b>	<b>11,004</b>
	Male	3,565	4,078	4,184	3,935	3,749
	Female	4,467	5,310	6,294	7,212	7,255
<b>Doctoral</b>	<b>Total</b>	<b>1,099</b>	<b>1,075</b>	<b>1,018</b>	<b>1,017</b>	<b>1,181</b>
	Male	638	640	596	622	658
	Female	461	435	422	395	523
<i>*Source: THECB Accountability system</i>						
<i>*Fall 2018 are preliminary numbers</i>						





<i>*Doctoral FTE: Divide by 9 SCH</i>					
<i>*Fall 2018 are preliminary numbers</i>					

FTE AO Enrollment						
UNIT	CAREER	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*
<b>Grand Total</b>	<b>Bacc/ Post-Bacc</b>	<b>1,340</b>	<b>1,409</b>	<b>1,785</b>	<b>2,070</b>	<b>2,046</b>
	<b>Masters</b>	<b>338</b>	<b>553</b>	<b>806</b>	<b>1,216</b>	<b>1,293</b>
	<b>Doctoral</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>
BUSA	Bacc/ Post-Bacc	0	0	0	0	0
	Masters	0	0	0	0	8
	Doctoral	0	0	0	0	0
CAPPA	Bacc/ Post-Bacc	0	0	0	0	0
	Masters	20	31	38	42	41
	Doctoral	0	0	0	0	0
Education	Bacc/ Post-Bacc	0	4	4	0	0
	Masters	231	279	302	412	336
	Doctoral	0	0	0	0	0
Liberal Arts	Bacc/ Post-Bacc	220	262	352	355	305
	Masters	0	0	0	0	0
	Doctoral	0	0	0	0	0
Nursing and Health Innovation	Bacc/ Post-Bacc	902	935	1,163	1,363	1,393
	Masters	87	243	466	762	908
	Doctoral	0	0	0	0	31
Science	Bacc/ Post-Bacc	218	208	266	352	348
	Masters	0	0	0	0	0
	Doctoral	0	0	0	0	0
<i>*Source: Performance Metrics SCH</i>						
<i>*Due to rounding, sums may not exactly match.</i>						
<i>*Bacc/Post-Bacc FTE: Divide by 15 SCH</i>						
<i>*Masters FTE: Divide by 12 SCH</i>						
<i>*Doctoral FTE: Divide by 9 SCH</i>						
<i>*Fall 2018 are preliminary numbers</i>						

**Percent of FTIC Undergraduates from Texas Top 10%, 11%-25%**

<b>TX HS Class</b>	<b>FALL 2013</b>	<b>FALL 2014</b>	<b>FALL 2015</b>	<b>FALL 2016</b>	<b>FALL 2017</b>
Texas Top 10%	24.4%	23.7%	25.5%	25.7%	26.4%
Texas 11%-25%	37.8%	34.8%	37.0%	37.3%	38.6%
<i>*Source: THECB Accountability system</i>					
<i>*Discrepancy in Fall 2015 between old and new Accountability System. New Accountability System percentages shown.</i>					

Percent of FTIC Undergraduate Applicants Accepted						
	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017**	
Percent FTIC Accepted	64.5%	66.1%	66.4%	69.8%	71.1%	
<i>*Source: THECB Accountability system</i>						
<i>**Internally generated</i>						

**Percent of Accepted FTIC Undergraduates Who Enrolled**

	<b>FALL 2013</b>	<b>FALL 2014</b>	<b>FALL 2015</b>	<b>FALL 2016</b>	<b>FALL 2017**</b>
Percent FTIC Enrolled	39.4%	38.8%	39.4%	34.9%	38.1%
<i>*Source: THECB Accountability system</i>					
<i>**Internally generated</i>					

### Undergraduate Students by SCH Taken at 2-Yr Colleges

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
UGRD Cohort Total	24,481	100.0%	24,476	100.0%	25,168	100.0%	26,545	100.00%	27,640	100.00%
0-12 Hours	4,041	16.5%	4,163	17.0%	4,136	16.4%	*	*	*	*
13-24 Hours	2,488	10.2%	2,479	10.1%	2,503	9.9%	*	*	*	*
25-29 Hours	731	3.0%	766	3.1%	760	3.0%	*	*	*	*
30-42 Hours	1,519	6.2%	1,596	6.5%	1,645	6.5%	*	*	*	*
43-59 Hours	2,195	9.0%	2,204	9.0%	2,411	9.6%	*	*	*	*
60-66 Hours	1,226	5.0%	1,179	4.8%	1,245	4.9%	*	*	*	*
67+ Hours	4,626	18.9%	4,672	19.1%	4,752	18.9%	*	*	*	*
All Students with SCH at TX 2-Yr college	16,826	68.7%	17,059	69.7%	17,452	69.3%	*	*	*	*
Awarded Core	793	3.2%	696	2.8%	695	2.8%	*	*	*	*
Associate Degree	4,606	18.8%	4,991	20.4%	5,419	21.5%	*	*	*	*
<i>*Source: THECB Accountability system, CB reports</i>										
<i>*SCH from Texas public 2-year colleges only; funded and unfunded included; developmental education SCH excluded</i>										
<i>*Data from six years prior to fall term potentially from National Student Clearinghouse</i>										
<i>*Metric discontinued in new THECB Accountability System</i>										

Total SCH							
UNIT	CAREER	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*	
<b>Grand Total</b>	<b>Bacc/ Post-Bacc</b>	<b>282,100</b>	<b>283,971</b>	<b>299,351</b>	<b>318,652</b>	<b>329,541</b>	
	<b>Masters</b>	<b>52,049</b>	<b>60,988</b>	<b>65,472</b>	<b>66,931</b>	<b>64,125</b>	
	<b>Doctoral</b>	<b>6,557</b>	<b>6,510</b>	<b>6,353</b>	<b>6,558</b>	<b>6,931</b>	
Business	Bacc/ Post-Bacc	43,445	43,241	46,972	52,246	52,524	
	Masters	7,761	8,194	8,648	8,533	7,306	
	Doctoral	553	583	615	576	579	
CAPPA	Bacc/ Post-Bacc	5,358	4,517	4,457	4,722	5,546	
	Masters	2,970	2,811	2,921	2,816	3,007	
	Doctoral	530	549	558	453	450	
Education	Bacc/ Post-Bacc	5,270	4,461	3,890	4,763	5,376	
	Masters	4,302	4,792	4,739	6,025	4,938	
	Doctoral	477	437	452	359	348	
Engineering	Bacc/ Post-Bacc	22,194	25,992	28,056	31,940	36,597	
	Masters	18,481	23,600	22,780	17,777	16,629	
	Doctoral	2,418	2,547	2,472	2,867	2,792	
Liberal Arts	Bacc/ Post-Bacc	95,539	92,922	95,260	96,664	94,868	
	Masters	2,597	2,578	2,416	2,415	2,437	
	Doctoral	470	431	376	419	347	
Nursing and Health Innovation	Bacc/ Post-Bacc	30,768	33,128	37,521	41,690	43,575	
	Masters	4,973	6,771	9,828	13,061	14,065	
	Doctoral	338	378	383	318	588	
Science	Bacc/ Post-Bacc	74,305	73,712	76,311	78,461	82,384	
	Masters	2,349	2,499	2,495	2,507	2,085	
	Doctoral	1,529	1,339	1,219	1,353	1,656	
Social Work	Bacc/ Post-Bacc	4,727	4,711	5,989	6,762	7,263	
	Masters	8,616	9,743	11,645	13,797	13,658	
	Doctoral	242	246	278	213	171	
University College	Bacc/ Post-Bacc	494	1,287	895	1,404	1,339	
Honors College	Bacc/ Post-Bacc	0	0	0	0	69	
<i>*Source: Performance Metrics</i>							
<i>*Tallies include both non-state funded and state funded SCH as well as AO and non-AO SCH.</i>							
<i>*Reported SCH is the result of both course-level and student-level data</i>							
<i>*Fall 2018 are preliminary numbers</i>							



Total AO SCH						
UNIT	CAREER	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018*
<b>Grand Total</b>	<b>Bacc/ Post-Bacc</b>	<b>20,101</b>	<b>21,136</b>	<b>26,787</b>	<b>31,065</b>	<b>30,695</b>
	<b>Masters</b>	<b>4,050</b>	<b>6,636</b>	<b>9,658</b>	<b>14,583</b>	<b>15,520</b>
	<b>Doctoral</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>282</b>
BUSA	Bacc/ Post-Bacc	0	0	0	0	0
	Masters	0	0	0	0	96
	Doctoral	0	0	0	0	0
CAPPA	Bacc/ Post-Bacc	0	0	0	0	0
	Masters	240	372	450	498	492
	Doctoral	0	0	0	0	0
Education	Bacc/ Post-Bacc	0	60	54	0	0
	Masters	2,766	3,349	3,620	4,942	4,032
	Doctoral	0	0	0	0	0
Liberal Arts	Bacc/ Post-Bacc	3,300	3,930	5,286	5,331	4,578
	Masters	0	0	0	0	0
	Doctoral	0	0	0	0	0
Nursing and Health Innovation	Bacc/ Post-Bacc	13,531	14,024	17,450	20,450	20,895
	Masters	1,044	2,915	5,588	9,143	10,900
	Doctoral	0	0	0	0	282
Science	Bacc/ Post-Bacc	3,270	3,122	3,997	5,284	5,222
	Masters	0	0	0	0	0
	Doctoral	0	0	0	0	0
<i>*Source: Performance Metrics</i>						
<i>*Tallies include both non-state funded and state funded SCH.</i>						
<i>*Reported SCH is the result of both course-level and student-level data</i>						
<i>*AP Nursing doctoral students enroll in non-AP courses, hence the respective reported SCH tallies of 0</i>						
<i>*Fall 2018 are preliminary numbers</i>						

**Full-Time FTIC 4-, 5-, 6-Year Graduation Rate**

	AY 2012-2013			AY 2013-2014			AY 2014-2015			AY 2015-2016			AY 2016-2017		
	Fall	Cohort	Rate	Fall	Cohort	Rate	Fall	Cohort	Rate	Fall	Cohort	Rate	Fall	Cohort	Rate
4-Year Grad Rate	2009	2,435	23.9%	2010	2,587	24.0%	2011	2,401	26.3%	2012	2,551	27.2%	2013	2,624	31.8%
- Same Institution			20.4%			20.6%			21.9%			22.5%			26.4%
- Other TX Institution			3.5%			3.4%			4.5%			4.8%			5.4%
5-Year Grad Rate	2008	2,254	42.7%	2009	2,435	47.3%	2010	2,587	46.8%	2011	2,401	49.9%	2012	2,551	53.1%
- Same Institution			34.2%			38.6%			39.2%			40.9%			42.9%
- Other TX Institution			8.5%			8.7%			7.7%			9.0%			10.2%
6-Year Grad Rate	2007	2,096	52.2%	2008	2,254	52.7%	2009	2,435	57.0%	2010	2,587	56.8%	2011	2,401	61.2%
- Same Institution			40.4%			41.5%			45.7%			46.5%			49.9%
- Other TX Institution			11.8%			11.2%			11.3%			10.3%			11.2%
<i>*Source: THECB Accountability system</i>															

**Full-Time FTIC 4-, 6-Year Graduation Rate**

Unit	Rate	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
<i>Starting Cohort</i>		4 Yr: 2009	4 Yr: 2010	4 Yr: 2011	4 Yr: 2012	4 Yr: 2013
		6 Yr: 2007	6 Yr: 2008	6 Yr: 2009	6 Yr: 2010	6 Yr: 2011
UTA Overall	4-Year	20.6%	21.3%	22.5%	23.0%	26.4%
	6-Year	41.5%	41.9%	46.3%	48.0%	50.0%
Business	4-Year	24.0%	27.2%	28.5%	25.8%	31.3%
	6-Year	41.2%	46.4%	47.3%	51.5%	57.3%
CAPPA	4-Year	22.1%	24.8%	26.3%	27.4%	30.0%
	6-Year	52.3%	45.8%	51.4%	51.3%	52.5%
Education	4-Year	32.7%	32.1%	34.0%	37.2%	42.2%
	6-Year	51.4%	24.4%	52.7%	54.7%	49.1%
Engineering	4-Year	17.8%	18.4%	15.5%	20.2%	23.6%
	6-Year	45.3%	49.8%	49.2%	51.2%	52.5%
Liberal Arts	4-Year	24.0%	19.7%	28.1%	31.4%	32.4%
	6-Year	45.9%	44.4%	49.5%	47.9%	51.9%
Nursing and	4-Year	18.3%	18.0%	22.4%	19.6%	25.8%
Health Innovation	6-Year	41.7%	47.8%	46.0%	45.4%	49.6%
Science	4-Year	24.1%	27.4%	27.8%	31.8%	31.5%
	6-Year	50.7%	57.3%	52.1%	54.7%	58.7%
Social Work	4-Year	19.1%	17.4%	28.0%	26.1%	39.5%
	6-Year	50.0%	53.3%	42.9%	52.2%	60.0%
University College	4-Year	15.1%	15.6%	13.9%	10.2%	12.1%
	6-Year	32.9%	29.2%	34.1%	35.3%	32.0%
*Source: Performance Metrics						
*Small variances in results from Q9a due to using internal UTA data sources						

### Degrees Awarded by College and Level

Unit	Degree Level	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018**
<b>Grand Total</b>		<b>9,471</b>	<b>10,585</b>	<b>11,526</b>	<b>12,747</b>	<b>13,727</b>
UTA Overall	Undergraduate	6,740	7,197	7,444	8,157	8,619
	Master's	2,506	3,172	3,877	4,369	4,894
	Doctoral	225	216	205	221	214
Business	Undergraduate	933	1,045	1,000	1,141	1,464
	Master's	636	782	588	596	738
	Doctoral	21	9	17	19	13
CAPPA	Undergraduate	62	100	70	69	68
	Master's	114	113	110	140	140
	Doctoral	5	7	8	8	7
Education	Undergraduate	176	155	136	128	108
	Master's	575	669	919	907	974
	Doctoral	18	20	7	17	9
Engineering	Undergraduate	395	435	470	534	547
	Master's	391	662	1,226	1,367	1,153
	Doctoral	99	82	98	79	100
Liberal Arts	Undergraduate	1,082	1,092	1,005	1,030	1,143
	Master's	115	112	125	101	111
	Doctoral	9	12	14	8	9
Nursing and Health Innovation	Undergraduate	2,701	3,039	3,435	3,889	4,036
	Master's	306	319	409	650	1065
	Doctoral	15	20	10	24	17
Science	Undergraduate	646	639	616	667	664
	Master's	68	80	90	63	56
	Doctoral	49	59	44	55	52
Social Work	Undergraduate	158	199	203	210	201
	Master's	301	435	410	545	657
	Doctoral	9	7	7	11	7
University College	Undergraduate	587	493	509	489	388
-includes Honors College	Master's	0	0	0	0	0
	Doctoral	0	0	0	0	0
*Source: Performance Metrics						
*AY 2013-2014 Grand Total degree counts do not exactly match Accountability site degrees for the same year. All other years match.						
*KINE department in College of Nursing and Health Innovation due to respective years reported						
**Fall 2018 are preliminary numbers						

Degrees Awarded by Level and Ethnicity						
Degree Level	Race/Ethnicity	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018**
<b>Grand Total</b>		<b>9,465</b>	<b>10,585</b>	<b>11,526</b>	<b>12,747</b>	<b>13,727</b>
UTA Overall	African American	1,325	1,507	1,424	1,778	1,748
	Asian	905	863	986	1,132	1,245
	Hispanic	1,670	1,944	2,174	2,595	2,990
	International	941	1,402	1,804	1,884	1,915
	Other	315	288	353	393	508
	White	4,309	4,581	4,785	4,965	5,321
Undergraduate	African American	1,022	1,139	1,030	1,257	1,136
	Asian	734	722	808	902	972
	Hispanic	1,389	1,593	1,745	2,075	2,313
	International	274	248	230	213	258
	Other	225	188	237	247	358
	White	3,094	3,307	3,394	3,463	3,582
Master's	African American	290	344	383	505	598
	Asian	153	131	166	209	260
	Hispanic	273	338	419	510	669
	International	558	1,062	1,476	1,573	1,542
	Other	83	96	113	138	145
	White	1,145	1,201	1,320	1,434	1,680
Doctoral	African American	13	24	11	16	14
	Asian	18	10	12	21	13
	Hispanic	8	13	10	10	8
	International	109	92	98	98	115
	Other	7	4	3	8	5
	White	70	73	71	68	59
<i>*Source: Performance Metrics</i>						
<i>*Asian includes Native Hawaiian or Other Pacific Islander ethnicities</i>						
<i>*Other includes American Indian or Alaskan Native, Multiple, and Unknown or Not Reported ethnicities</i>						
<i>**Fall 2018 are preliminary numbers</i>						

### Degrees Awarded by Level and Gender

Degree Level	Race/Ethnicity	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018**
<b>Grand Total</b>		<b>9,465</b>	<b>10,585</b>	<b>11,526</b>	<b>12,747</b>	<b>11,169</b>
UTA Overall	Female	6,046	6,694	7,165	8,126	7,104
	Male	3,419	3,891	4,361	4,621	4,065
Undergraduate	Female	*	4,780	4,917	5,533	4,902
	Male	*	2,417	2,527	2,624	2,461
Master's	Female	*	1,819	2,182	2,496	2,154
	Male	*	1,353	1,695	1,873	1,528
Doctoral	Female	*	95	66	97	48
	Male	*	121	139	124	76
<i>*Source: THECB Accountability system</i>						
<i>*Degree breakdown by gender not available in old THECB Accountability system</i>						
<i>**Preliminary Fall and Spring Degrees Only</i>						

<b>Undergraduate Degrees to At-Risk Students</b>					
	<b>AY 2012-2013</b>	<b>AY 2013-2014</b>	<b>AY 2014-2015</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>
Degree Count	3,783	3,938	4,124	*	*
<i>*Source: THECB Accountability system, TEA GED records</i>					
<i>*Metric discontinued in new THECB Accountability system and requires large amounts of data external to UTA for completion</i>					

**Degrees and Certificates Awarded - Economically Disadvantaged\***

	<b>AY 2012-2013**</b>	<b>AY 2013-2014</b>	<b>AY 2014-2015</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>
Undergraduates Receiving an Award*	**	3,488	3,779	3,892	4,288
<i>*Source: THECB Accountability system</i>					
<i>* Economically disadvantaged undergraduates receiving a Certificate, Associate Degree or Bachelor's Degree.</i>					
<i>* Economically disadvantaged: College students are identified as economically disadvantaged if they receive Pell Grants at any time while earning their degree.</i>					
<i>**Metric not available in old THECB Accountability System, thus no data for AY 2012-2013</i>					



**Closing the Gaps Critical Fields: STEM Baccalaureate Degree Count**

	<b>AY 2013-2014</b>	<b>AY 2014-2015</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>	<b>AY 2017-2018**</b>
<b>Total</b>	<b>600</b>	<b>640</b>	<b>683</b>	<b>779</b>	<b>698</b>
Computer Science	130	144	171	188	204
Engineering	370	391	411	456	393
Mathematics	36	40	39	53	44
Physical Science	64	65	62	82	57
<i>*Source: THECB Accountability system</i>					
<i>*Applicable CIP codes: 11, 14, 15, 27, 40, and 30.01</i>					
<i>**Preliminary Fall and Spring Degrees Only</i>					

<b>Nursing Degree and Certificate Count</b>					
	<b>AY 2013-2014</b>	<b>AY 2014-2015</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>	<b>AY 2017-2018**</b>
<b>Total</b>	<b>2,931</b>	<b>3,210</b>	<b>3,707</b>	<b>4,357</b>	<b>3,800</b>
Baccalaureate	2,503	2,842	3,200	3,648	3,069
Certificate	117	53	110	53	52
Master's	296	295	387	632	666
Doctor's Research/Scholarship	15	20	10	24	13
<i>*Source: THECB Accountability system</i>					
<i>*Applicable CIP codes: 51.16 (2000 CIP Codes) and 51.38 and 51.39 (2010 CIP Codes)</i>					
<i>**Preliminary Fall and Spring Degrees Only</i>					

### Allied Health Degree and Certificate Count

	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018**
<b>Total</b>	<b>96</b>	<b>73</b>	<b>75</b>	<b>95</b>	<b>57</b>
Baccalaureate	28	19	21	5	4
Certificate	0	0	1	2	0
Master's	68	54	53	88	53
<i>*Source: THECB Accountability system</i>					
<i>*Applicable CIP codes: 51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, and 51.99</i>					
<i>**Preliminary Fall and Spring Degrees Only</i>					

### Teacher Production and Certification

	AY 2013-2014		AY 2014-2015		AY 2015-2016		AY 2016-2017		AY 2017-2018	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Number Taking the Exam	472	100%	534	100%	516	100%	488	100%	*	*
- Male	123	26%	132	25%	138	27%	110	23%	*	*
- Female	349	74%	402	75%	378	73%	378	77%	*	*
Total Number Passing the Exam	448	95%	510	96%	482	93%	451	92%	*	*
- Male	117	95%	124	94%	127	92%	96	87%	*	*
- Female	332	95%	386	96%	355	94%	355	94%	*	*
*Source: THECB Accountability system, State Board for Educator Certification (SBEC), Accountability System for Educator Preparation (ASEP)										
*AY 2017-2018 data not yet available										

### Graduation and Persistence Rate: Full-Time FTIC, 6-Year

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
Entering Fall Cohort	2007	2008	2009	2010	2011
<b>Total</b>	<b>66.4%</b>	<b>68.0%</b>	<b>69.9%</b>	<b>68.2%</b>	<b>73.1%</b>
- UTA	45.2%	47.5%	51.0%	51.7%	54.7%
- Other Texas Institution	21.1%	20.5%	18.8%	16.5%	18.4%
Still Persisting at UTA as of Spring 2018**	1.0%	2.3%	2.1%	2.8%	4.3%
<i>*Source: THECB Accountability system</i>					
<i>*Other Institution: All public and independent Texas institutions included in the persistence rate.</i>					
<i>*Percentages indicate students of each respective cohort either having already graduated or continuing to persist as of the accompanying Fall semester.</i>					
<i>**UTA internal data</i>					

### Age Distribution of FTIC Undergraduates

Unit	Age Range	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>UTA Overall</b>	<b>Total</b>	<b>2,713</b>	<b>100.0%</b>	<b>2,736</b>	<b>100.0%</b>	<b>2,825</b>	<b>100.0%</b>	<b>3,061</b>	<b>100.0%</b>	<b>3,375</b>	<b>100.0%</b>
	Under 18	225	8.3%	239	8.7%	179	6.3%	210	6.9%	233	6.9%
	18-21	2,472	91.1%	2,479	90.6%	2,624	92.9%	2,821	92.2%	3,106	92.0%
	22-24	4	0.1%	5	0.2%	10	0.4%	14	0.5%	9	0.3%
	25-29	7	0.3%	9	0.3%	7	0.2%	5	0.2%	12	0.4%
	30-34	3	0.1%	2	0.1%	1	0.0%	4	0.1%	10	0.3%
	35-49	2	0.1%	1	0.0%	3	0.1%	7	0.2%	4	0.1%
	50 and older	0	0.0%	1	0.0%	1	0.0%	0	0.0%	1	0.0%
<b>Business</b>	<b>Total</b>	<b>293</b>	<b>100.0%</b>	<b>318</b>	<b>100.0%</b>	<b>266</b>	<b>100.0%</b>	<b>321</b>	<b>100.0%</b>	<b>348</b>	<b>100.0%</b>
	Under 18	23	7.8%	33	10.4%	23	8.6%	15	4.7%	30	8.6%
	18-21	270	92.2%	283	89.0%	241	90.6%	302	94.1%	314	90.2%
	22-24	0	0.0%	1	0.3%	1	0.4%	3	0.9%	0	0.0%
	25-29	0	0.0%	0	0.0%	1	0.4%	0	0.0%	1	0.3%
	30-34	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.3%
	35-49	0	0.0%	1	0.3%	0	0.0%	1	0.3%	2	0.6%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>CAPPA</b>	<b>Total</b>	<b>96</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>90</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>	<b>117</b>	<b>100.0%</b>
	Under 18	2	2.1%	7	10.9%	2	2.2%	0	0.0%	5	4.3%
	18-21	94	97.9%	57	89.1%	86	95.6%	88	100.0%	111	94.9%
	22-24	0	0.0%	0	0.0%	2	2.2%	0	0.0%	1	0.9%
	25-29	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	30-34	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	35-49	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Education</b>	<b>Total</b>	<b>47</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>34</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>54</b>	<b>100.0%</b>
	Under 18	3	6.4%	5	7.7%	1	2.9%	5	7.8%	1	1.9%
	18-21	44	93.6%	59	90.8%	33	97.1%	59	92.2%	53	98.1%
	22-24	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	25-29	0	0.0%	1	1.5%	0	0.0%	0	0.0%	0	0.0%
	30-34	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	35-49	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Engineering</b>	<b>Total</b>	<b>628</b>	<b>100.0%</b>	<b>628</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>	<b>813</b>	<b>100.0%</b>	<b>903</b>	<b>100.0%</b>
	Under 18	59	9.4%	59	9.4%	51	7.3%	73	9.0%	73	8.1%
	18-21	562	89.5%	565	90.0%	648	92.2%	733	90.2%	820	90.8%
	22-24	3	0.5%	1	0.2%	3	0.4%	4	0.5%	3	0.3%
	25-29	3	0.5%	3	0.5%	1	0.1%	2	0.2%	6	0.7%

	30-34	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	35-49	1	0.2%	0	0.0%	0	0.0%	1	0.1%	1	0.1%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Liberal Arts</b>	<b>Total</b>	<b>267</b>	<b>100.0%</b>	<b>311</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>301</b>	<b>100.0%</b>	<b>375</b>	<b>100.0%</b>
	Under 18	20	7.5%	19	6.1%	13	5.1%	18	6.0%	12	3.2%
	18-21	246	92.1%	289	92.9%	239	94.1%	278	92.4%	362	96.5%
	22-24	0	0.0%	1	0.3%	1	0.4%	3	1.0%	0	0.0%
	25-29	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
	30-34	1	0.4%	0	0.0%	1	0.4%	1	0.3%	1	0.3%
	35-49	0	0.0%	0	0.0%	0	0.0%	1	0.3%	0	0.0%
	50 and older	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%
<b>Nursing and Health Innovation</b>	<b>Total</b>	<b>522</b>	<b>100.0%</b>	<b>510</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>510</b>	<b>100.0%</b>	<b>647</b>	<b>100.0%</b>
	Under 18	42	8.0%	36	7.1%	25	5.1%	30	5.9%	37	5.7%
	18-21	476	91.2%	470	92.2%	458	93.9%	473	92.7%	597	92.3%
	22-24	0	0.0%	1	0.2%	1	0.2%	2	0.4%	1	0.2%
	25-29	2	0.4%	1	0.2%	2	0.4%	2	0.4%	3	0.5%
	30-34	1	0.2%	2	0.4%	0	0.0%	1	0.2%	7	1.1%
	35-49	1	0.2%	0	0.0%	2	0.4%	2	0.4%	1	0.2%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
<b>Science</b>	<b>Total</b>	<b>472</b>	<b>100.0%</b>	<b>450</b>	<b>100.0%</b>	<b>429</b>	<b>100.0%</b>	<b>462</b>	<b>100.0%</b>	<b>556</b>	<b>100.0%</b>
	Under 18	40	8.5%	48	10.7%	42	9.8%	41	8.9%	52	9.4%
	18-21	428	90.7%	399	88.7%	384	89.5%	417	90.3%	497	89.4%
	22-24	1	0.2%	0	0.0%	1	0.2%	1	0.2%	4	0.7%
	25-29	2	0.4%	3	0.7%	2	0.5%	1	0.2%	2	0.4%
	30-34	1	0.2%	0	0.0%	0	0.0%	0	0.0%	1	0.2%
	35-49	0	0.0%	0	0.0%	0	0.0%	2	0.4%	0	0.0%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Social Work</b>	<b>Total</b>	<b>38</b>	<b>100.0%</b>	<b>29</b>	<b>100.0%</b>	<b>23</b>	<b>100.0%</b>	<b>17</b>	<b>100.0%</b>	<b>22</b>	<b>100.0%</b>
	Under 18	2	5.3%	2	6.9%	0	0.0%	1	5.9%	0	0.0%
	18-21	36	94.7%	27	93.1%	23	100.0%	16	94.1%	22	100.0%
	22-24	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	25-29	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	30-34	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	35-49	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	50 and older	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>University College</b>	<b>Total</b>	<b>350</b>	<b>100.0%</b>	<b>361</b>	<b>100.0%</b>	<b>538</b>	<b>100.0%</b>	<b>485</b>	<b>100.0%</b>	<b>353</b>	<b>100.0%</b>
	Under 18	34	9.7%	30	8.3%	22	4.1%	27	5.6%	23	6.5%
	18-21	316	90.3%	330	91.4%	512	95.2%	455	93.8%	330	93.5%
	22-24	0	0.0%	1	0.3%	1	0.2%	1	0.2%	0	0.0%
	25-29	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%
	30-34	0	0.0%	0	0.0%	0	0.0%	2	0.4%	0	0.0%

	35-49	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%
	50 and older	0	0.0%	0	0.0%	1	0.2%	0	0.0%	0	0.0%
<i>*Source: CB reports</i>											



### Undergraduates with Pell Grants

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total UGRD	24,481	100.0%	24,476	100.0%	25,168	100.0%	26,545	100.0%	*	*
Pell	10,307	42.1%	10,564	43.2%	10,155	40.3%	10,669	40.2%	*	*
No Pell	14,174	57.9%	13,912	56.8%	15,013	59.7%	15,876	59.8%	*	*
*Source: THECB Accountability system										
*Fall 2017 data not yet available										

**Percent of Part-Time FTIC Degree-Seeking Undergraduates**

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Percent of FTIC	90	3.3%	52	1.9%	113	4.0%	162	5.3%	212	6.3%
<i>*Source: THECB Accountability system</i>										

### 1-Year Persistence Rate of Full-Time FTIC Undergraduates

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
Entering Fall Cohort	2012	2013	2014	2015	2016
Total	87.2%	85.6%	86.5%	87.6%	86.4%
- UTA	70.2%	68.0%	70.2%	69.1%	70.5%
- Other Institution**	17.0%	17.5%	16.3%	18.5%	15.9%
*Source: THECB Accountability system					
**Other Texas Institution: Texas public or private (independent) institution					

### 2-Year Persistence Rate of Full-Time FTIC Undergraduates

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
Entering Fall Cohort	2011	2012	2013	2014	2015
Total	81.2%	79.1%	80.5%	82.2%	81.8%
- UTA	62.0%	59.1%	59.6%	62.0%	60.1%
- Other Institution**	19.1%	19.9%	20.9%	20.2%	21.7%
*Source: THECB Accountability system					
**Other Texas Institution: Texas public or private (independent) institution					

### Underprepared Students Who Completed a College-Level Course in Two Years

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Fall 2011 Cohort		Fall 2012 Cohort		Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Math	18	100.0%	8	100.0%	1	100.0%	34	100.0%	*	*
- Completed	1	5.6%	1	12.5%	0	0.0%	8	23.5%	*	*
- Did Not Complete	17	94.4%	7	87.5%	1	100.0%	26	76.5%	*	*
Reading	26	100.0%	28	100.0%	17	100.0%	16	100.0%	*	*
- Completed	22	84.6%	20	71.4%	11	64.7%	5	31.3%	*	*
- Did Not Complete	4	15.4%	8	28.6%	6	35.3%	11	68.8%	*	*
Writing	29	100.0%	30	100.0%	13	100.0%	14	100.0%	*	*
- Completed	16	55.2%	13	43.3%	9	69.2%	5	35.7%	*	*
- Did Not Complete	13	44.8%	17	56.7%	4	30.8%	9	64.3%	*	*
*Source: THECB Accountability system										
*Fall 2017 data not yet available										
Underprepared Students: Under-prepared students are first-time summer/fall entering (non-flex entry) degree seeking undergraduates who are not TSI exempted and took and										

### Underprepared Students Who Satisfied TSI in Two Years

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Fall 2011 Cohort		Fall 2012 Cohort		Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Math	18	100.0%	8	100.0%	1	100.0%	34	100.0%	*	*
- Satisfied	4	22.2%	3	37.5%	0	0.0%	12	35.3%	*	*
- Did Not Satisfy	14	77.8%	5	62.5%	1	100.0%	22	64.7%	*	*
Reading	26	100.0%	28	100.0%	17	100.0%	16	100.0%	*	*
- Satisfied	18	69.2%	15	53.6%	11	64.7%	4	25.0%	*	*
- Did Not Satisfy	8	30.8%	13	46.4%	6	35.3%	12	75.0%	*	*
Writing	29	100.0%	30	100.0%	13	100.0%	14	100.0%	*	*
- Satisfied	19	65.5%	20	66.7%	9	69.2%	2	14.3%	*	*
- Did Not Satisfy	10	34.5%	10	33.3%	4	30.8%	12	85.7%	*	*
*Source: THECB Accountability system										
*Fall 2017 data not yet available										
Underprepared Students: Under-prepared students are first-time summer/fall entering (non-flex entry) degree seeking undergraduates who are not TSI exempted and took and										

### Full-Time FTIC Undergraduate Fall-to-Fall Retention Rate

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
Entering Fall Cohort	2012	2013	2014	2015	2016
<b>UTA Overall</b>	<b>70.2%</b>	<b>69.3%</b>	<b>71.0%</b>	<b>69.1%</b>	<b>70.7%</b>
Business	75.4%	73.6%	75.3%	74.9%	78.5%
CAPPA	79.0%	80.0%	69.8%	78.4%	79.8%
Education	65.1%	68.9%	67.2%	78.1%	82.0%
Engineering	73.4%	76.2%	76.9%	76.6%	74.6%
Liberal Arts	70.5%	81.9%	75.4%	75.9%	81.1%
Nursing and Health Innovation	77.9%	67.7%	75.5%	77.9%	74.1%
Science	75.8%	77.2%	79.4%	76.4%	77.8%
Social Work	60.9%	63.2%	72.4%	59.1%	68.8%
University College	46.0%	33.8%	38.0%	37.5%	38.3%
<i>*Source: Performance Metrics</i>					
<i>*Retention by College measures the percentage of first-time, full-time undergraduate students who initially enrolled to a college and returned to the University the following fall semester</i>					
<i>*Low retention rate in University College due to high CAP student enrollment</i>					

### Graduation Rate of 2-Year College Transfers

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Less than 30 SCH	*	100.0%	791	100.0%	723	100.0%	717	100.0%	617	100.0%
- Graduation Rate	*	47.5%	377	47.7%	327	45.2%	365	50.9%	295	47.8%
- Not Found Graduated	*	52.5%	414	52.3%	396	54.8%	352	49.1%	322	52.2%
30 or More SCH	*	100.0%	2,966	100.0%	3,018	100.0%	2,975	100.0%	2,761	100.0%
- Graduation Rate	*	51.4%	1,492	50.3%	1,550	51.4%	1,553	52.2%	1,404	50.9%
- Not Found Graduated	*	48.6%	1,474	49.7%	1,468	48.6%	1,422	47.8%	1,357	49.1%
*Source: THECB Accountability system										
*Headcount not available in old THECB Accountability system										
6 years prior to transferring and who graduated from the same Texas public university within 4 years.										



### New Full-Time Undergraduate Transfer Student - Graduation Rate

Unit	Rate	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017**
<i>Starting Cohort</i>		2-Year:2011	2-Year:2012	2-Year:2013	2-Year:2014	2-Year:2015
		4-Year:2009	4-Year:2010	4-Year:2011	4-Year:2012	4-Year:2013
UTA Overall	2-Year	18.0%	17.8%	15.0%	14.7%	14.4%
	4-Year	53.7%	51.2%	52.7%	54.8%	51.8%
Business	2-Year	22.2%	21.2%	17.1%	19.2%	17.9%
	4-Year	58.3%	56.7%	58.9%	61.5%	60.0%
CAPPA	2-Year	20.6%	13.3%	17.7%	0.0%	0.0%
	4-Year	54.6%	43.0%	43.3%	41.9%	53.2%
Education	2-Year	34.3%	38.1%	32.6%	26.4%	20.7%
	4-Year	70.8%	68.2%	70.5%	63.8%	62.8%
Engineering	2-Year	3.2%	1.0%	1.2%	1.7%	2.4%
	4-Year	40.3%	46.9%	47.1%	52.4%	45.4%
Liberal Arts	2-Year	20.4%	21.1%	16.8%	17.4%	21.7%
	4-Year	56.9%	53.8%	56.8%	57.4%	58.1%
Nursing and Health Innovation	2-Year	14.6%	19.1%	14.2%	13.5%	9.0%
	4-Year	53.9%	41.1%	47.8%	51.1%	40.6%
Science	2-Year	17.4%	13.4%	13.1%	11.4%	12.2%
	4-Year	48.4%	50.1%	51.4%	48.4%	47.0%
Social Work	2-Year	25.0%	23.7%	30.9%	32.9%	35.1%
	4-Year	55.7%	54.5%	49.2%	65.0%	55.9%
University College	2-Year	16.1%	30.6%	13.8%	21.9%	26.9%
	4-Year	39.0%	42.3%	37.9%	43.1%	44.8%
<i>*Source: Performance Metrics</i>						
<i>*Post-bacc students not included in cohorts</i>						
<i>** Preliminary internally generated</i>						

**Percent of Baccalaureate Graduates by SCH Completed at 2-Year Colleges**

	<b>AY 2013-2014</b>	<b>AY 2014-2015</b>	<b>AY 2015-2016</b>	<b>AY 2016-2017</b>	<b>AY 2017-2018</b>
Graduate with less than 30 SCH	31.0%	32.2%	30.9%	31.4%	*
Graduate with greater than 30 SCH	38.8%	36.4%	35.2%	35.0%	*
Graduate without 2-year college SCH	30.2%	31.4%	33.9%	33.6%	*
<i>*Source: THECB Accountability system</i>					
<i>*SCH completed at any public Texas 2-Year College at any time</i>					
<i>*AY 2017-2018 data not yet available</i>					

### Overall Graduation Rates for Graduate Programs

DEGREE	AY 2013-2014		AY 2014-2015		AY 2015-2016		AY 2016-2017		AY 2017-2018	
	Fall Cohort	Percent	Fall Cohort	Percent	Fall Cohort	Percent	Fall Cohort	Percent	Fall Cohort	Percent
Master's	2009	72.6%	2010	67.9%	2011	69.9%	2012	75.6%	2013	*
Doctoral	2004	54.0%	2005	53.7%	2006	42.5%	2007	59.6%	2008	*
<i>*Source: THECB Accountability system</i>										
<i>*AY 2017-2018 data not yet available</i>										
<i>*Master's: 5-year graduation rate</i>										
<i>*Doctoral: 10-year graduation rate</i>										

### Detailed Graduation Rates for Graduate Programs

Degree	AY 2013-2014			AY 2014-2015			AY 2015-2016			AY 2016-2017			AY 2017-2018		
	Fall	Cohort	Rate	Fall	Cohort	Rate	Fall	Cohort	Rate	Fall	Cohort	Rate	Fall	Cohort	Rate
Master's	2009	1,692	100.0%	2010	1,593	100.0%	2011	1,586	100.0%	2012	1,547	100.0%	2013	*	*
- Grad with Master's		1,228	72.6%		1,082	67.9%		1,109	69.9%		1,169	75.6%		*	*
- Did not graduate		464	27.4%		511	32.1%		477	30.1%		378	24.4%		*	*
Doctoral	2004	150	100.0%	2005	164	100.0%	2006	127	100.0%	2007	136	100.0%	2008	*	*
- Grad with Doctoral		81	54.0%		88	53.7%		54	42.5%		81	59.6%		*	*
- Did not graduate		69	46.0%		76	46.3%		73	57.5%		55	40.4%		*	*
*Source: THECB Accountability system															
*AY 2017-2018 data not yet available															
*Master's: 5-year graduation rate															
*Doctoral: 10-year graduation rate															

**Students Working or Enrolled in Texas within One Year after Award**

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	8,836	100.0%	8,905	100.0%	9,562	100.0%	10,323	100.0%	*	*
Working, Enrolled, or both	6,820	77.2%	6,752	75.8%	7,180	75.1%	7,587	73.5%	*	*
<i>*Source: THECB Accountability system</i>										
<i>*Discrepancy in Fall 2013 between old and new Accountability system. New Accountability system data shown.</i>										
<i>*Fall 2017 data not yet available</i>										

### Students Working in Texas within One Year after Award

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	8,836	100.0%	8,905	100.0%	9,562	100.0%	10,323	100.0%	*	*
Working Only	5,916	67.0%	5,871	65.9%	6,229	65.1%	6,600	63.9%	*	*
*Source: THECB Accountability system										
*Discrepancy in Fall 2013 between old and new Accountability system. New Accountability system data shown.										
*Fall 2017 data not yet available										

### Students Enrolled in Texas within One Year after Award

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	8,836	100.0%	8,905	100.0%	9,562	100.0%	10,323	100.0%	*	*
Enrolled Only	265	3.0%	273	3.1%	283	3.0%	264	2.6%	*	*
*Source: THECB Accountability system										
*Discrepancy in Fall 2013 between old and new Accountability system. New Accountability system data shown.										
*Fall 2017 data not yet available										

### Students Working and Enrolled in Texas within One Year after Award

	FALL 2013		FALL 2014		FALL 2015		FALL 2016		FALL 2017	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total	8,836	100.0%	8,905	100.0%	9,562	100.0%	10,323	100.0%	*	*
Working and Enrolled	639	7.2%	608	6.8%	668	7.0%	723	7.0%	*	*
<i>*Source: THECB Accountability system</i>										
<i>*Discrepancy in Fall 2013 between old and new Accountability system. New Accountability system data shown.</i>										
<i>*Fall 2017 data not yet available</i>										



### Undergraduate Efficiency Ratio

UNIT	Fall 2013 UG FTSE/ FY 2014 UG Degrees	Fall 2014 UG FTSE/ FY 2015 UG Degrees	Fall 2015 UG FTSE/ FY 2016 UG Degrees	Fall 2016 UG FTSE/ FY 2017 UG Degrees	Fall 2017 UG FTSE/ FY 2018 UG Degrees**
<b>UTA Overall</b>	<b>2.77</b>	<b>2.61</b>	<b>2.54</b>	<b>2.45</b>	<b>2.89</b>
Business	3.10	2.77	2.88	2.74	2.72
CAPPA	6.11	3.57	4.30	4.30	4.85
Education	2.09	2.26	2.18	2.02	2.94
Engineering	3.45	3.40	3.69	3.50	4.43
Liberal Arts	5.86	5.83	6.16	6.17	6.14
Nursing and Health Innovation	0.71	0.67	0.64	0.64	0.84
Science	7.87	7.75	7.98	7.63	8.85
Social Work	1.86	1.58	1.55	1.90	2.73
University College	0.06	0.07	0.17	0.12	0.29
<i>*Source: THECB Accountability system, Performance Metrics</i>					
<i>*Undergraduate Efficiency Ratio = fall semester UGRD FTSE divided by total UGRD degrees of respective academic year</i>					
<i>*Degrees tally those awarded by each respective college whereas FTSE tallies those student/courses served by each respective college.</i>					
<i>**Preliminary Fall and Spring Degrees Only</i>					

Degree Production Ratio					
	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018**
UTA Overall	31.4	32.8	34.0	34.9	30.3
*Source: IPEDS					
<i>*Degree Production Ratio defined as the ratio of baccalaureate degrees awarded per 100 FTE undergraduates enrolled four years earlier</i>					
<i>**Preliminary Fall and Spring Degrees Only</i>					

**Percent of Lower-Division SCH Taught by Tenure/Tenure-Track Faculty**

	<b>FALL 2013</b>	<b>FALL 2014</b>	<b>FALL 2015</b>	<b>FALL 2016</b>	<b>FALL 2017</b>
UTA Overall	20.5%	17.2%	18.1%	17.6%	*
<i>*Source: THECB Accountability system</i>					
<i>*Fall 2017 data not yet available</i>					

FTE Student/Faculty Ratio						
UNIT	CATEGORY	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017
<b>UTA Overall</b>	<b>Ratio</b>	<b>22:1</b>	<b>24:1</b>	<b>24:1</b>	<b>23:1</b>	<b>26:1</b>
	FTSE	22,955	23,873	24,737	26,119	27,550
	FTFE	1,047	989	1,046	1,129	1,067
<b>Business</b>	<b>Ratio</b>	<b>33:1</b>	<b>32:1</b>	<b>31:1</b>	<b>32:1</b>	<b>39:1</b>
	FTSE	3,631	3,604	3,631	3,920	4,258
	FTFE	111	112	119	123	109
<b>CAPPA</b>	<b>Ratio</b>	<b>12:1</b>	<b>13:1</b>	<b>12:1</b>	<b>13:1</b>	<b>14:1</b>
	FTSE	677	664	596	603	600
	FTFE	57	51	48	48	42
<b>Education</b>	<b>Ratio</b>	<b>14:1</b>	<b>21:1</b>	<b>20:1</b>	<b>16:1</b>	<b>23:1</b>
	FTSE	709	763	745	704	860
	FTFE	50	37	38	43	37
<b>Engineering</b>	<b>Ratio</b>	<b>16:1</b>	<b>20:1</b>	<b>20:1</b>	<b>20:1</b>	<b>20:1</b>
	FTSE	2,540	3,289	3,983	4,043	3,929
	FTFE	155	167	197	202	196
<b>Liberal Arts</b>	<b>Ratio</b>	<b>21:1</b>	<b>21:1</b>	<b>20:1</b>	<b>18:1</b>	<b>20:1</b>
	FTSE	6,628	6,637	6,458	6,594	6,692
	FTFE	311	317	323	358	327
<b>Nursing and Health Innovation</b>	<b>Ratio</b>	<b>14:1</b>	<b>21:1</b>	<b>21:1</b>	<b>23:1</b>	<b>27:1</b>
	FTSE	2,319	2,503	2,815	3,363	3,903
	FTFE	171	122	133	149	143
<b>Science</b>	<b>Ratio</b>	<b>37:1</b>	<b>38:1</b>	<b>36:1</b>	<b>37:1</b>	<b>37:1</b>
	FTSE	5,457	5,320	5,271	5,430	5,590
	FTFE	147	140	148	148	153
<b>Social Work</b>	<b>Ratio</b>	<b>23:1</b>	<b>26:1</b>	<b>31:1</b>	<b>26:1</b>	<b>29:1</b>
	FTSE	960	1,060	1,153	1,400	1,625
	FTFE	42	41	37	54	57
<b>University College</b>	<b>Ratio</b>	<b>7:1</b>	<b>11:1</b>	<b>43:1</b>	<b>15:1</b>	<b>31:1</b>
	FTSE	33	33	86	60	94
	FTFE	5	3	2	4	3
*Source: THECB Accountability system, Performance Metrics, and CB reports						
*College FTFE calculated from THECB Accountability system and CB reports						
*College FTSE comprised of UGRD FTE and GRAD FTE; see Question 2						
*Due to rounding, sums may not exactly match.						

### Certification and Licensure Pass Rates

Area of Discipline	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017	AY 2017-2018
Engineering	69.3%	77.1%	77.1%		*
Nursing	94.3%	87.0%	88.2%	88.6%	*
*Source: THECB Accountability system					
*AY 2017-2018 data will be available January 2019					

## Quality Enhancement Plan (QEP)

The University of Texas at Arlington's (UTA) Quality Enhancement Plan (QEP), Collaborate UTA, provides undergraduate students with a competitive edge by assessing and enhancing a key skill that employers desire: teamwork.

Texas Core objectives and employer surveys all show that the ability to work in teams is one of the most important marketable, or career and life, skills students can acquire in college, and bring to an internship or a job. Collaboration is one of UTA's core values as stated in UT Arlington's Strategic Plan, *2020 Bold Solutions, Global Impact*.

Professional Learning Communities (PLC) will be the vehicle for implementing the QEP. The first PLC will begin in the College of Liberal Arts in fall 2017.

[Full UTA QEP Document](#)

\*Source: UTA website

## Excellent Programs

### College of Engineering

UTA's College of Engineering is the most comprehensive engineering program in North Texas and nationally-ranked. It offers 11 baccalaureate, 22 master's, and nine doctoral degree programs, and its programs are ranked by U.S. News and World Report as among the best in the nation. With more than 8,000 students and nearly 30,000 alumni, the College of Engineering is the third-largest in Texas, and providing the local, regional, and national workforce with motivated and highly skilled graduates. For more information, please visit: <https://www.uta.edu/engineering/>

### College of Nursing and Health Innovation

College of Nursing and Health Innovation produced more than 4,500 nurses (largest producer in Texas). For more information, please visit: <https://www.uta.edu/conhi/>

### The University of Texas at Arlington

In Academic Year 2016-2017 UTA awarded 12,747 degrees: - 2,777 degrees in STEM fields - 1,980 of the STEM degrees from nationally ranked College of Engineering. UTA is on pace to graduate over 13,000 workforce ready. For more information, please visit: <https://www.uta.edu/uta/>

*\*Source: THECB Accountability system*