



**The Number of Texas High Schools Represented in the Entering Freshman Classes of
The University of Texas at Austin
1996-2004**

Background

This is the result of a March 23, 2005 request from the Texas Senate Higher Education Subcommittee for the number of “feeder” schools sending students to UT’s entering freshmen classes from 1996 through 2005. The Subcommittee requested an update using the most current data and consistent definitions of “school” and “enrolled student” across all years. It was not possible to apply a uniform definition of “admitted” student.

Dynamic Data and the Changing Admissions Environment and Policy (1996-2004)

At UT Austin, data are constantly updated to reflect changes initiated by students and/or staff. It is not uncommon for students to make mistakes like miscoding their high school or even incorrectly identifying their race or gender on the Texas Common Application. As a result, specific numbers in admissions bulletins and reports may depend on when the data was captured.

Admissions policies and business processes are dynamic as well. As a result, interpreting trend data is often problematic.

Defining “Admitted Student”

The definition of an “admit” is a good example of a changing admissions business practice. In this report, for 1996 an “admit” includes applicants with an admission decision of admit, conditional admit, or offer of summer admission. For 1997 an “admit” includes those with decisions of admit, conditional admit, an offer of summer admission, and a rescind with a deposit switch of “Rescind.” For 1998, an “admit” includes the number of students with an admissions decision of “admit,” an offer for a summer admit, and a rescind after an “admit” decision. Beginning with 1999, the count of “admitted” students is considered the sum of applications with an admissions decision of “admit,” plus those who rescinded after a decision of “admit.” During some years from 1996 through 2004 UT admitted some students “provisionally” with summer GPA requirements. Today, some are offered admission during the summer with no conditions. As a result of this changing environment, caution should be exercised when interpreting Table 2.

Defining “Enrolled Student”

In this study an enrolled student is one who enrolled in classes during the fall semester of each year, or enrolled during the summer and re-enrolled in the fall. Students who were offered provisional and summer admissions are included in this report. (Some prior studies and reports limited data to fall semesters only.)

Defining “School”

During the 2005 Regular Session of the Texas Legislature, the Senate Subcommittee on Higher Education made a number of requests for data that required in the development of datasets for each admitted and entering freshman class from 1996 through 2004. The datasets were configured from information provided by the Texas Education Agency (TEA), the Research Division of the Texas Legislative Council (TLC), and the UT Office of Admissions. TEA’s AI code and campus names were cross-checked with UT’s school database. In this study, a school is defined as:

1. a secondary educational institution that has an AI (College Board) code in the TEA dataset; or
2. a new secondary educational institution that has been assigned a temporary code by UT Austin; and
3. the state in the school’s mailing address is Texas.

TEA data included only public schools. Schools not on the TEA datasets, but in the UT database were considered non-public schools. In order to be counted these non-public schools had to have a College Board code or temporarily assigned UT school code, and Texas as a mailing address.

At UT Austin, home schooled applicants are assigned code 1077023. The code 1077023 was not counted as a school. However, home school associations and charter schools, regardless of condition or affiliation, are counted as a school if the conditions described above for non-public schools are met.

Results for Enrolled Students

Using the definitions of “enrolled” and “school” as described above to construct cohorts, the numbers of Texas high schools feeding the entering freshman classes are illustrated in Table 1. When interpreting data, the size of the cohorts should be taken into consideration because the cohort size has an effect on the number of feeder schools. The student cohorts below show a range in size from 5519 in 1996 to 7188 in 2002.

Another consideration is the dramatic drop in feeders from 2002 to 2003. Because of serious enrollment pressures in 2002, the entire entering class was reduced by almost 18% in 2003; this cohort shows a 16% drop. This certainly resulted in a reduction in the number of feeder schools (from 804 in 2002 to 788 in 2003).

Table 1
Number of Texas Schools Represented in the Entering Freshman Class
1996-2004

	Number of Students in the Cohort	Number of Texas High Schools
1996	5519	616
1997	6230	659
1998	6014	655
1999	6513	699
2000	7040	759
2001	6641	764
2002	7188	804
2003	6046	788
2004	6356	815

Results for Admitted Students

Using the definition of “admit” described above, and the same research methodology, Table 2 illustrates the same information as Table 1, except for the admitted class. Again, because of the evolving definition of “admit,” caution should be used when interpreting this data.

Table 2
Number of Texas Schools Represented in the Admitted Freshman Class
1996-2004

	Number of Students in the Cohort	Number of Texas High Schools
1996	11644	795
1997	10462	771
1998	11607	792
1999	10639	802
2000	11510	872
2001	10791	878
2002	11358	919
2003	10043	893
2004	10541	943