



TEXAS HIGHER EDUCATION COORDINATING BOARD

2012 Regional Plan for Texas Higher Education

October 2012



Texas Higher Education Coordinating Board

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Raymund A. Paredes, COMMISSIONER OF HIGHER EDUCATION

Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to help Texas meet the goals of the state's higher education plan, Closing the Gaps by 2015, and thereby provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy of the Coordinating Board

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education. The agency will avoid efforts that do not add value or that are duplicated by other entities.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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Executive Summary

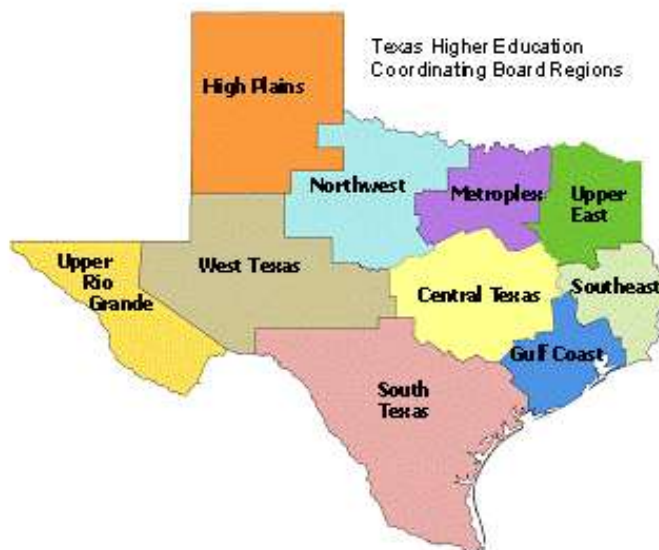
The coordination of planning efforts is vital for meeting Texas' higher education goals and objectives, including those outlined in the *Closing the Gaps by 2015* plan for Texas higher education. A collaborative approach to aligning statewide planning activities with institutional and regional efforts ensures that stakeholders have the information, data, and tools necessary for integrating statewide and regional goals. Regional involvement can help Texas be more efficient and effective as it works toward its vision to increase the participation and success of its students, achieve excellence in its higher education programs and institutions, and be a national leader in research.

The *Regional Plan for Higher Education* promotes alignment between statewide goals and regional initiatives by emphasizing regional aspects and applications of:

- the state's *Closing the Gaps by 2015* plan;
- the *Accelerated Plan for Closing the Gaps by 2015 (Accelerated Plan)*; and
- *The Agency Strategic Plan for Texas Higher Education*

The *Regional Plan* embraces the *Accelerated Plan* and *Strategic Plan* recommendations to increase the accessibility of data and to use data strategically to instigate change. In 2010, in conjunction with the publication of the 2010 regional plan, a regional data portal was

introduced on the Texas Higher Education Coordinating Board website to augment the *Regional Plan*. The data in the portal, which have been updated for 2012, are organized by both higher education topic area and by each of the Board's 10 higher education regions.



Much of the regional data and many of the recommendations highlighted in the *Regional Plan* focus on state-level planning priorities identified in the *Accelerated Plan*, including: improving African American male and Hispanic participation;

supporting clearer pathways for student success, including success for African American and Hispanic students, students in STEM fields, and underprepared students; and fostering alignment between workforce and educational needs. Monitoring progress on the accelerated plan was a key focus point in the *Agency Strategic Plan for 2013-2017*. Other recommendations from the Agency Strategic Plan which have regional applications are also addressed in the report and affiliated data, such as strengthening collaboration, expanding efforts to develop statewide transfer compacts, strengthening community and technical colleges, understanding and analyzing state versus local higher education perspectives when

framing and implementing long-term planning goals, aligning adult basic education with postsecondary training programs, and maintaining momentum for the college and career readiness standards.

The data and topics in the regional plan include:

- demographic/population projections based on Census data;
- educational attainment;
- student flow including enrollment, seventh grade cohort data, and *Closing the Gaps* (CTG) projections and targets;
- higher education enrollment and outcomes by region of residence, including six-year and ten-year degree completion rates;
- the high school to college transition;
- student persistence and success;
- analysis by program, including high demand, low producing, and critical field areas;
- occupational data and workforce projections; and
- higher education institutions and regional facilities planning

Some regions of the state are growing rapidly, and the growth in student enrollments in these regions is outpacing population growth. While current opportunities for study at the certificate, associate's, bachelor's, and graduate levels are plentiful, effective and efficient means to meet current demand and accommodate future growth must be a priority. Other regions are more sparsely populated and growing less quickly. There are less extensive postsecondary opportunities in these regions, but most programs identified as high demand are offered. In addition, the growing number of distance education programs available statewide provides new options for satisfying student demand in lower growth regions.

When population growth and projections are disaggregated by ethnicity, the importance of efforts to enroll and graduate more traditionally underrepresented students becomes clear. But regional data also highlight the progress that has been made toward participation and success goals for African American and Hispanic students, progress that has accelerated in several categories. For example, African American students now make up seven percent of the overall African American population, well over the 5.7 percent Closing the Gaps goal, and Hispanic students are, for the first time since 2007, on target to meet CTG completion goals for degrees and certificates awarded by the 2015 deadline.

The gaps between male and female students, which are emphasized in the accelerated plan and are most notable in the African American student data, continue to be of concern. Although African American males have made progress (for example, six-year undergraduate degree completion for African American males increased from 29.7 percent for students who entered in 1999 to 36.7 percent for those who entered in 2005), African American females still outpace their male counterparts. Finally, white students have now, for the first time since the introduction of the Closing the Gaps plan, dropped to well-below the participation target for their group; both white male and white female participation percentages dropped from 2010 to 2011.

Institutional and regional planners and other stakeholders should carefully examine regional trends related to participation and success, making use of the data in the regional

highlights section (Appendix A) and regional data workbooks in the regional portal. These resources can help illuminate how statewide trends and developments have or might impact local and regional data.

Students who are at risk of not succeeding in college because of economic challenges, being underprepared academically, and other factors are not equally distributed across the state. The *Regional Plan* provides comparisons of student populations by several factors to highlight differences in students' backgrounds and progress. The differences in student preparation, participation, and success that occur *within* a higher education region also merit the attention of regional planners. Providing well-designed academic and support programs for at-risk students in all regions, and allocating resources in accordance with regional and institutional circumstances, will help accelerate progress towards *Closing the Gaps* goals. Ensuring ease of transfer for the many students who begin higher education in community colleges, whether at-risk or not, is also a critical issue with a regional component.

The following recommendations are made in the *Regional Plan* based on an analysis of the regional data and consideration of state goals. As the *Accelerated Plan* strongly suggests, the Coordinating Board, higher education institutions, the K-12 community, business and community leaders, and other stakeholders must work together to ensure continued progress.

- Regional needs must be evaluated when adopting strategies designed to increase student participation and success, including the participation and success of Hispanics and African American males and students in STEM fields.
- The fastest growing areas of the state (the Metroplex, Gulf Coast, South Texas, and Central Texas) must creatively meet increased student demand for education services through innovative use of facilities, hybrid classes and distance education opportunities, effective student advising and support practices, policies supporting on-time degree attainment, and efficient financial aid packaging.
- Regions should evaluate the needs of economically disadvantaged, first-generation, and/or underprepared college students, and gather community, as well as institutional, resources to help these students prepare for, pay for, and succeed in college.
- To foster alignment between regional postsecondary education and workforce needs, planners must review workforce projections, higher education program availability, and high school-to-college readiness and success data as an integrated whole to ensure that workforce and student needs are identified and met.
- Staff from institutions with low-producing programs should review data affiliated with those programs, including state trends and regional activities in the same or related program areas, to aid informed decision-making about program viability.
- Outreach activities related to CTG goals should be balanced between community colleges and four-year institutions across the state; regional collaborations should be encouraged for cost savings and to improve program effectiveness.
- Higher education institutions in a region must prioritize transfer success by providing aligned programs and clear pathways for both traditional and non-traditional students; participation in voluntary transfer compacts is encouraged.
- The higher education sector should collaborate with workforce development councils, institutional and other researchers, and business and community leaders to identify research opportunities within a region; collaborative efforts that could attract research funding should also be identified.

Because each higher education institution in Texas has its own mission and goals and is responsible for meeting the needs of its students and broader community, coordinating state and institutional goals can be challenging. Regional planning can serve to bridge local planning efforts and state-level priorities by providing a scale that is neither so large that local considerations are lost nor so narrow that common goals are overlooked.

Regional higher education planning is also important for reaching state and national economic and societal goals. When the colleges and universities in a region work together and collaborate with other key community partners to develop a coherent vision – a vision that fosters growth, innovation, and the balanced use of resources – they send a clear message to policy makers and others who can advance regional progress.

Introduction

The coordination of planning efforts continues to be vital to the success of the *Closing the Gaps by 2015* plan for Texas higher education. Integrating statewide planning activities with institutional and regional efforts must remain a priority as the state enters the final years of the plan. Economic, societal, and environmental changes necessitate that the state's higher education institutions look carefully at their missions, goals, and priorities to ensure that the needs of the state and its students are met through deliberate and sustainable efforts. Providing stakeholders with the information, data, and tools they need to incorporate statewide goals and actions into regional planning contexts is an important Coordinating Board function. Thinking regionally can help Texas achieve its vision of increased participation and success for the next generation of Texas students. That generation of successful Texans is an essential element if Texas is to compete on an increasingly global stage and, at the same time, sustain a high quality of life for its residents.

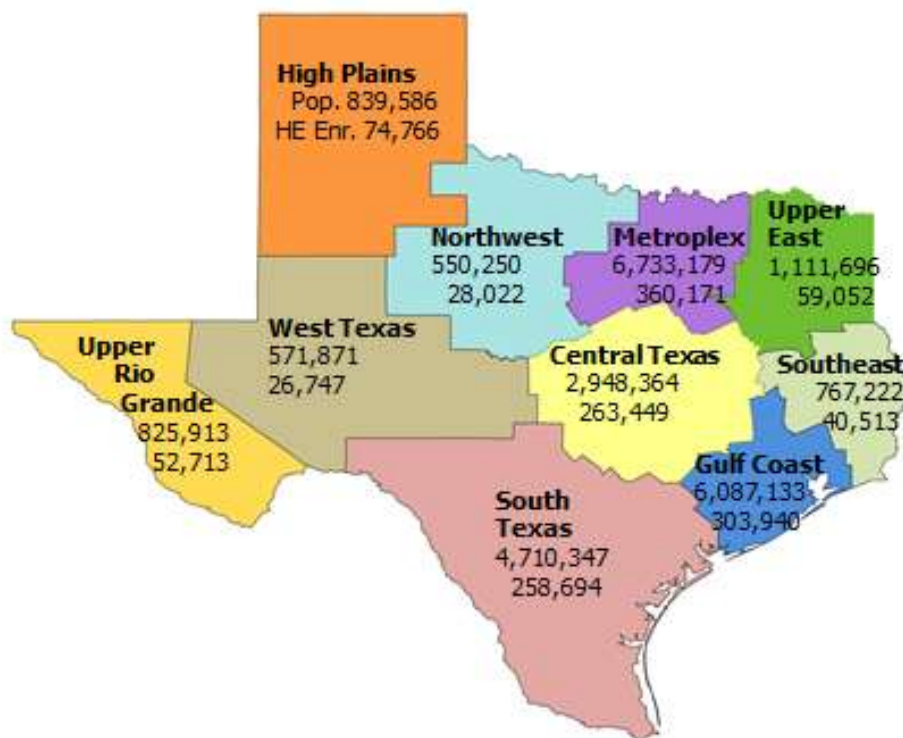
This plan is part of a continuing effort to encourage and support regional approaches to higher education planning. It is designed to assist not only those who are directly involved with regional planning efforts, but all levels of planners and policymakers who might benefit from a regional perspective. By emphasizing regional applications of the state *Closing the Gaps (CTG)* plan, *Accelerated Plan for Closing the Gaps by 2015 (Accelerated Plan)*, and the *Agency Strategic Plan for 2013-2017*, the *Regional Plan* promotes alignment between statewide goals and regional activities.

To facilitate planning efforts, the regional data web portal on the Texas Higher Education Data website was introduced in fall 2010. The [Regional Portal](#) has been updated with current region-specific data. Those recent data, along with regionally-focused longitudinal trend data, support the analysis in this plan. The portal allows stakeholders to target specific regions or topics for analysis, and provides an efficient means to make comparisons across areas.

Background

Texas is divided into 10 higher education regions which vary considerably in size and population. Just as it is important to understand the similarities and differences among the many types of higher education institutions in the state, it is also important to understand regional differences and commonalities. Figure 1 outlines and names each of the higher education regions. The regional colors are consistent throughout the report and regional web portal to allow for easy identification. The population and higher education fall 2011 enrollments for each region are included, with the population figures derived from the 2010 Census.

Figure 1 2010 Population and Fall 2011 Enrollments by Higher Education Region



Why Regional Planning is Important

Texas is a large and diverse state with over 140 public and private institutions of higher education. The *Closing the Gaps (CTG)* plan for Texas higher education outlines participation, success, excellence, and research goals for the state and tracks institutional performance related to these areas. Coordinating Board members and staff work with legislators, institutional leaders, and a variety of other stakeholder to develop strategies that support CTG and other agency goals. However, individual institutions and systems have considerable responsibility for ensuring that the state's goals are prioritized on their campuses. Because each institution has its own mission and goals, and must meet the needs of its students and broader community, coordinating state and institutional goals can be challenging.

The tensions between state and local higher education stakeholders was highlighted in the Coordinating Board's Agency Strategic Plan, with a stated goal of finding means to diffuse those tensions. Regional planning can serve to bridge local planning efforts and state-level priorities by providing a scale that is neither so large that local considerations are lost nor so narrow that common goals are overlooked.

Regional higher education planning is also important for reaching state and national economic goals. In its January 2009 Report, the Commission on Higher Education and Global Competitiveness stressed the importance of emphasizing regional as well as statewide solutions and recommended ways to reinforce the idea that institutions have a responsibility to promote

the economic and societal well-being of the regions in which they are located. When the colleges and universities in a region work together and collaborate with other key community partners to develop a coherent vision – a vision that fosters growth, innovation, and the balanced use of resources – they send a clear message to policymakers and others who can advance regional progress.

Finally, in every Texas higher education region, students are more likely to stay within their region of origin for higher education than enroll in another region. This fact alone is a strong argument for institutions and other stakeholders to think regionally when planning for higher education.

How the *Regional Plan* is Organized

The *Regional Plan* and the regional higher education data web portal are designed to work in conjunction. The plan presents information, analysis, and recommendations from a regional point of view. Following a discussion of statewide planning that focuses on regional implications of the *Closing the Gaps* plan, the *Accelerated Plan*, and the recommendations in the *Agency Strategic Plan*, the plan covers the following key topics that cross regional boundaries, but that can and should be considered from a regional scope:

- Using Demographic and Educational Attainment Data to Understand Regional Needs
- Tracking Student Flow and Student Participation and Success
- Supporting Student Participation and Success (Actions for Success)
- Promoting Student Success through Institutional Success
- Overcoming Barriers to Success
- A Regional Look at Critical Fields, High Demand, and Low-Producing Programs
- Using Workforce and Occupational Data to Assess Regional Education Needs

The regional portal section comes next and provides an overview of the data available online. Throughout the *Regional Plan*, interactive links to the data in the Higher Education Regions Portal provide readers the option to access more extensive data, most of which are spreadsheet-based to allow users the capacity to manipulate the contents.

Following the portal description is a regional highlights section which uses a *Closing the Gaps* context applied to regional data. For each region, a few highlights from the regional data and recommendations for regional emphasis are included. This section might be seen as a starting point for regional and institutional planners as they bring their own perspectives and unique regional understandings to the process of planning for the future.

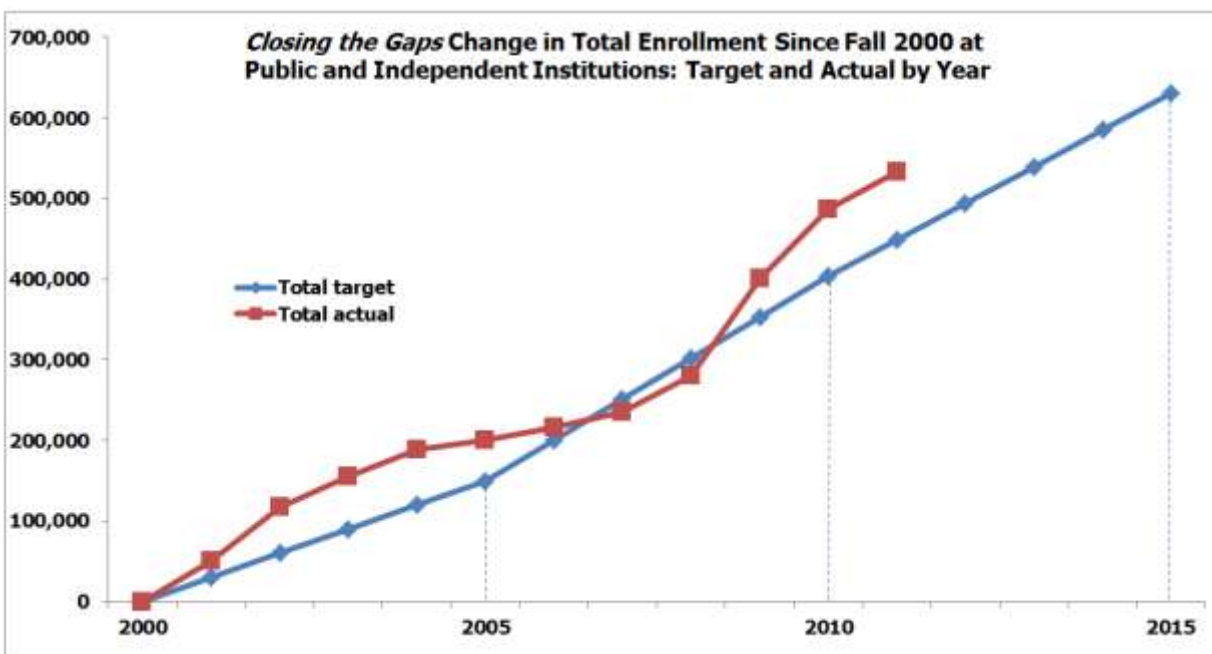
***Closing the Gaps*: Statewide Planning for Higher Education in Texas**

The *Closing the Gaps* plan has been the foundation of statewide planning and action in Texas higher education since its adoption in October 2000. The goal of the plan is to close educational gaps within Texas and between Texas and other leading states by focusing on the critical areas of participation, success, excellence, and research. The Coordinating Board tracks yearly statewide progress on the plan. A primary way that the agency evaluates the success of

current efforts and the potential value of future activities is by measuring how institutions have contributed – or will contribute – to reaching *Closing the Gaps* goals.

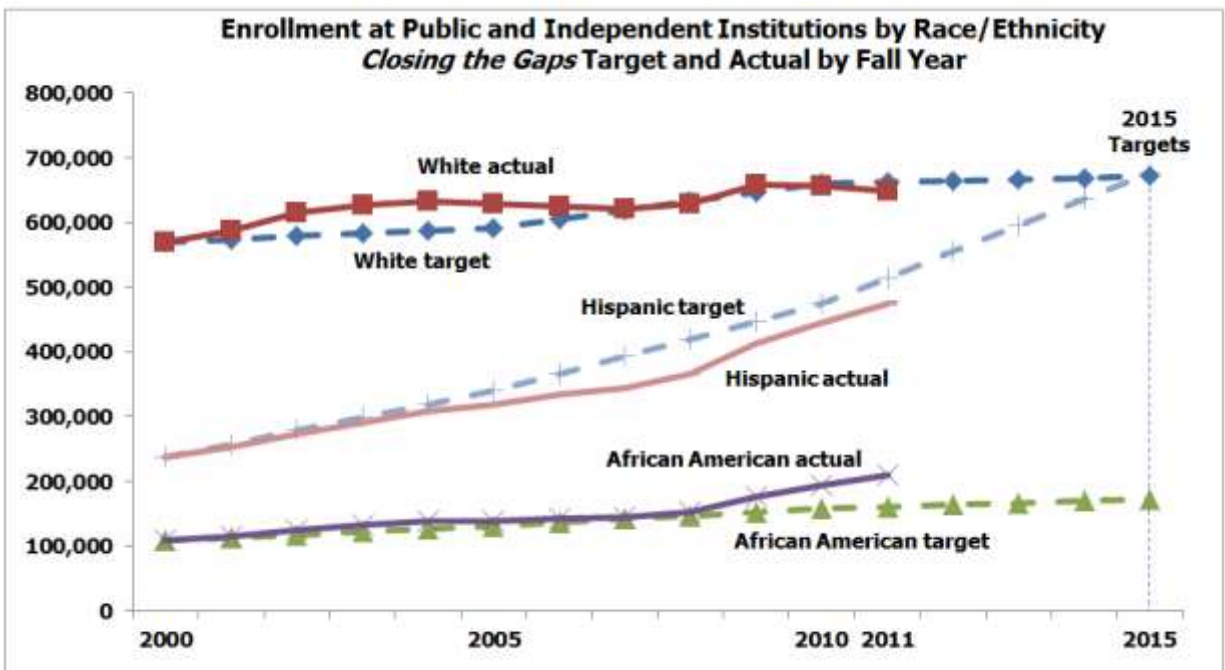
Over the last 11 years, significant progress has been achieved toward many of the goals and targets in the *Closing the Gaps* plan. In 2009 and 2010, enrollment increases were much higher than the average since *Closing the Gaps* began (see Figure 2). The enrollment increase from fall 2010 to fall 2011 of almost 47,000 students was about average, but it placed the state just 98,000 students away from achieving its 2015 participation goal, with about 24,000 more students needed each year until then.

Figure 2 *Closing the Gaps* – Change in Enrollment Since Fall 2000



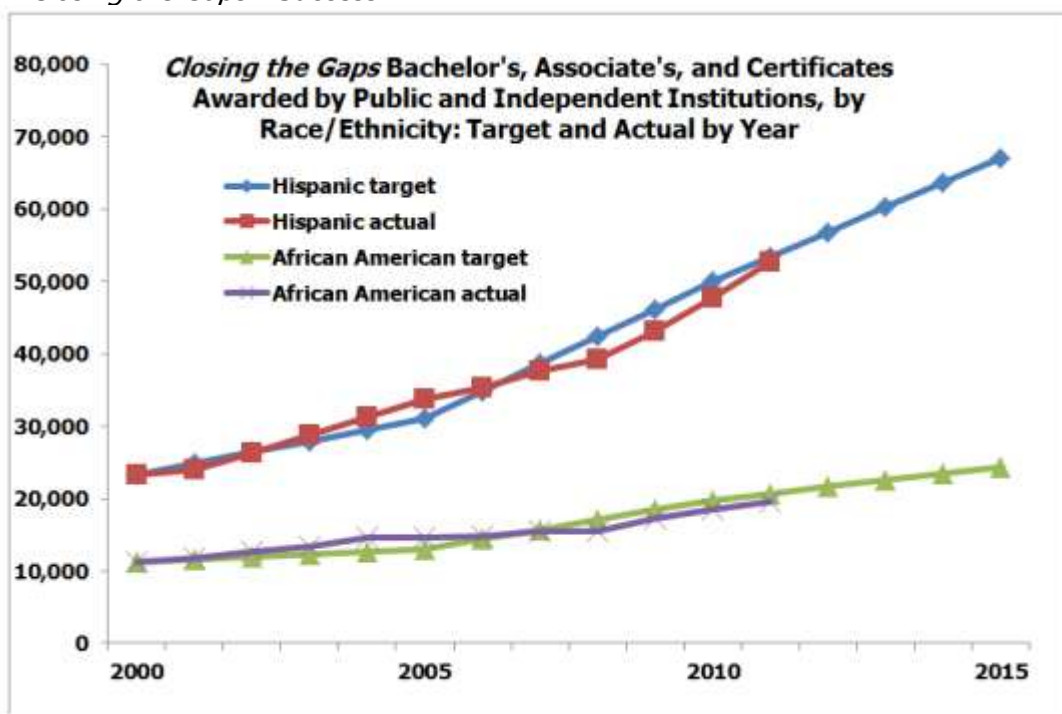
A key goal of the *Closing the Gaps* plan is to increase participation in higher education to 5.7 percent of the population by 2015, statewide and for white, African American, and Hispanic Texans. White participation dropped from a peak of 5.8 percent in 2009 to 5.7 percent in 2010 and 5.6 percent in 2011. African American participation grew to 7.0 percent in 2011, up from 6.2 percent in 2009. Hispanics participated at a 4.6 percent rate in 2011, one percentage point higher than in 2000 but still well short of reaching their participation target. Figure 3 shows trends in overall enrollment for African American, Hispanic, and white students. Note that African American students are above the CTG target participation line, Hispanic students are below the line but enrollments are increasing, and white students have dropped below the target line for their group.

Figure 3 Closing the Gaps - Enrollment



Progress in degrees awarded has also kept pace with plan targets for many groups and award types. Notably, in FY 2011, Hispanic undergraduate awards were on target for the first time since 2006 (see Figure 4). However, African American awards were still somewhat below target.

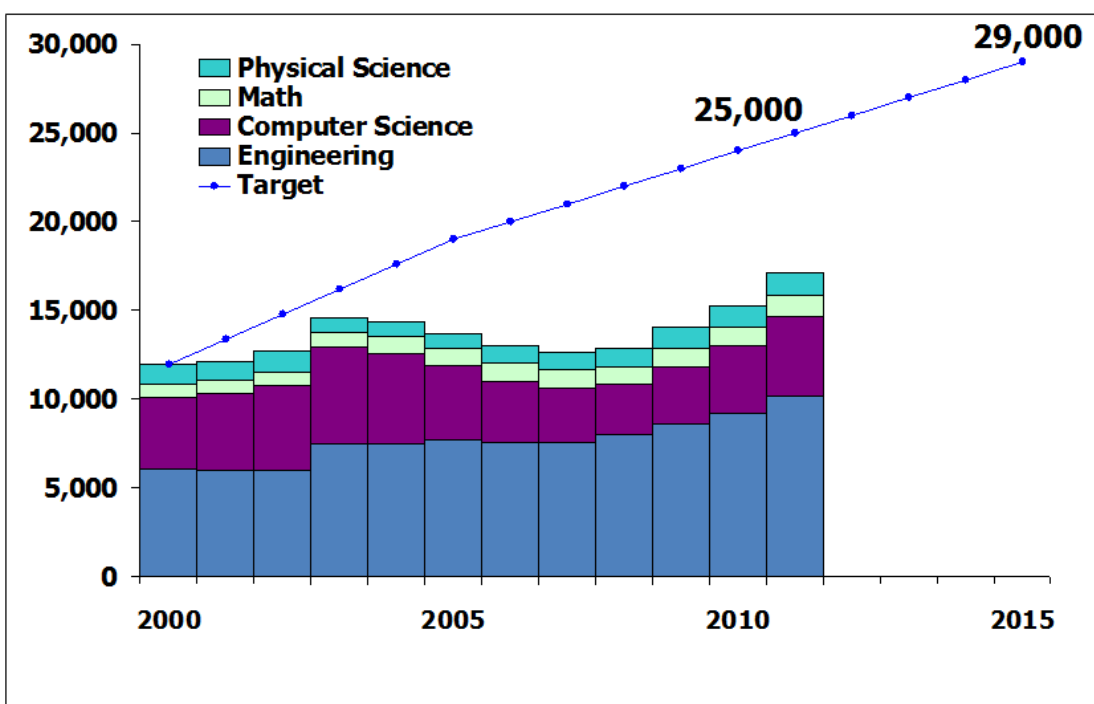
Figure 4 Closing the Gaps - Success



Progress in some key *Closing the Gaps* areas, such as undergraduate awards in science, technology, engineering, and mathematics (STEM) fields, is lagging significantly behind goals. After a downward trend from 2003 to 2007, small increases were seen in 2008, 2009, and 2010 for bachelor's and associate's degrees and certificates (see Figure 5). Although it is encouraging that the largest numeric increase in STEM fields since the plan's inception occurred in 2011, awards in these critical areas are still well below what is needed to reach 2015 goals.

Figure 5 *Closing the Gaps* – STEM Awards

Closing the Gaps Bachelor's, Associate's and Certificates in STEM Fields Awarded by Public Institutions: Target and Actual by Year



Accelerated Plan for Closing the Gaps by 2015

The Coordinating Board developed the *Accelerated Plan for Closing the Gaps by 2015* in 2010 to identify avenues of action that would help the state accelerate its efforts to reach the critical *Closing the Gaps* goals for which the state is lagging. To address the very real concerns of African American male and Hispanic participation, Hispanic and African American success, and lack of progress in graduating students in STEM and other critical fields within the five years remaining in the *Closing the Gaps* plan, the *Accelerated Plan* advocated increased emphasis on student success. The *Accelerated Plan* highlighted the fact that while enrollments for both current high school graduates and older students continued to grow, many students who enrolled did not successfully advance to completion.

Encouraging increases in Hispanic bachelor's, associates, and certificates (BAC) completion in the years since the *Accelerated Plan* was adopted point to improved state and institutional efforts to promote success. However, there is much work still to be done. Large numbers of students are underprepared for college when they arrive or do not receive the financial and other support they need to be successful; many students need to be more actively engaged in the learning process if they wish to excel in school and beyond as many fields become increasingly more complex. In addition, Texas is losing too many students in or after their first year of college. Continued and intensified efforts to help at-risk students persist will be important in the remaining years of CTG and beyond.

Many of the strategies in the *Accelerated Plan* can be applied from a regional perspective. Understanding regional data and the regional context are important for evaluating the effectiveness of targeted efforts.

A number of the strategies and approaches outlined in the *Accelerated Plan* are still very relevant for regional and local planners. Many have been or are in the process of being implemented, and may account for some of the progress made toward reaching closing the gaps goals in the two years since the accelerated plan was introduced. They include:

- Improve participation of Hispanics and African American males and success of Hispanic and African American students, and accelerate the implementation of comprehensive student support systems in institutions with high Hispanic and African American enrollment.
- Improve the effectiveness of developmental education and explore best/promising practices in Adult Basic Education.
- Place a strong emphasis on community colleges.
- Advocate for and fund opportunities for undergraduates to engage in applied learning experiences.
- Disseminate and promote best/promising practices in teacher education.
- Heighten collaboration with workforce by supporting dialogue between institutions of higher education and the business community to foster alignment between postsecondary education and workforce needs as defined by state and regional economic development groups.
- Engage institutions in collaboratively developing legislative recommendations and present a unified voice.
- Engage institutions in pursuing strategies that increase alignment among institutions and support *Closing the Gaps* goals (e.g., transfer agreements).
- Increase the impact of the accountability framework and the accessibility of data, and use data strategically to instigate change.

This *Regional Plan* addresses some of the *Accelerated Plan* strategies and suggestions for action and provides information about new efforts and strategies which, as a result of new research and collaborative local and national efforts, have emerged since that time. The *Regional Plan* and accompanying regional data portal are a means to increase the accessibility of data to a range of stakeholders and to help ensure that regional planning efforts, both on the part of the Coordinating Board and others, are supported by evidence. Institutions, policy makers, and other community supporters who are provided access to regional data are more

likely to keep regional concerns and regional common goals in mind as they plan for the future of Texas higher education.

Many of the goals of the *Accelerated Plan* are driven by data – or, more precisely, by the story that data tell. When demographic and other student data are disaggregated into subgroups, and trends and projections are incorporated into the analysis, patterns emerge that provide a fuller picture of the educational progress that has been made and the challenges that are ahead. The *Regional Plan* adds another layer to the data by highlighting regional differences and similarities. To highlight the gaps in participation and success for African Americans and Hispanics that are prioritized in the *Accelerated Plan*, and the progress made since that plan was adopted, much of the data included in this report are disaggregated by ethnicity and gender. To support the critical need for improved developmental education and Adult Basic Education programs, data about student preparedness are discussed. Regional workforce data, which can augment the collaborations with higher education and the business community suggested in the *Accelerated Plan*, are presented with an emphasis on the growing fields where degrees are needed and the much less promising employment data of students who leave high school before earning a degree.

Data can be an excellent way to determine if an institution is improving on previous performance. If a culture of evidence is developed, institutions can learn a great deal about what is successful and what is not. A willingness to share knowledge and resources related to successful programs with regional counterparts can help accelerate progress for all students in an area.

Providing the data needed to understand the regional context is the first step toward change. The next step is to tie those data to action. Activities that have regional components or the potential for regional applications are discussed throughout this report.

Agency Strategic Plan for Texas Higher Education

Plans must be adaptable to environmental changes, and planners must be flexible in facing those changes. This is especially true during challenging economic times. In the THECB Agency Strategic Plan published in July 2012, the agency followed a state-prescribed development process that included an analysis of the agency's strengths, weaknesses, opportunities, and challenges. By design, planners addressed agency-specific as well as broader state higher education elements in this analysis. Several of the focus points and goals which emerged from this analysis have components with regional applications. Those components include:

- Increasing demand for data driven policies;
- Developing statewide transfer compacts;
- Monitoring progress on Accelerated Action Plan objectives;
- Maintaining momentum for Texas College and Career Readiness Standards;
- Addressing local vs. state perspectives on higher education when framing and implementing long-range plans for Texas higher education;
- Aligning adult basic education with postsecondary training programs;
- Strengthening collaboration; and
- Strengthening community and technical colleges.

There are several components to the Coordinating Board's mission. Understanding the important role that local and regional institutions and stakeholders have in achieving statewide priorities is a critical piece of the agency's planning processes. Ensuring that regional needs and differences are respected, but also balanced with statewide objectives and required agency functions, can be a challenging task. Texas has a very large, complex, and diverse network of higher education institutions. Although one of Texas higher education's greatest challenges is the diversity of the state and its institutions, this diversity is also one of its largest strengths. A key belief that emerged in the development of the agency strategic plan and that, in fact, emerges in all other agency planning processes, is the conviction that working together provides the greatest opportunity for success.

Using Demographic and Educational Attainment Data to Understand Regional Needs

Texas is the second most populous state in the nation and one of the fastest growing. Most of that growth is occurring in the state's largest metropolitan areas, with other portions of the state growing at a slower pace. Regional planning for higher education, by necessity, must include analysis of population demographics to inform future demand for facilities and services.

Population Estimates and Projections

Table 1 shows population estimates and projections by Texas higher education region for 2000, 2010, and 2015. The 2000 and 2010 figures were derived from Census decennial data. Population projections for 2015 are based on the 2000 Census; the Texas State Data Center has not yet updated projections to incorporate 2010 Census data. When the 2010-based projections become available, affected data in the regional portal will be updated. It is expected that the TSDC will adjust its 2015 projection of the Hispanic population downward, because the 2010 Census figure for Hispanics is 387,000 (3.9 percent) less than the 2000-based projection. In contrast, the 2010 Census numbers for African Americans and whites are greater than the projections, by 77,000 (2.6 percent) and 121,000 (1.1 percent), respectively.

Table 1 Regional Population Estimates and Projections

Regional Population Estimates and Projections 2000, 2010, 2015								
Region	All Ages				Ages 18 Through 35			
	2000	2010	2015	% Change 2010-2015	2000	2010	2015	% Change 2010-2015
High Plains	780,733	839,586	852,645	1.6%	205,169	227,633	237,904	4.5%
Northwest	549,267	550,250	556,808	1.2%	133,891	136,118	147,158	8.1%
Metroplex	5,487,477	6,733,179	7,882,976	17.1%	1,557,980	1,726,448	2,062,604	19.5%
Upper East	1,015,648	1,111,696	1,162,656	4.6%	232,320	248,554	279,591	12.5%
Southeast	740,952	767,222	796,098	3.8%	177,772	181,546	206,325	13.6%
Gulf Coast	4,854,454	6,087,133	6,701,700	10.1%	1,333,149	1,596,176	1,829,660	14.6%
Central Texas	2,309,972	2,948,364	3,131,677	6.2%	735,635	879,069	886,530	0.8%
South Texas	3,884,115	4,710,347	5,083,463	7.9%	1,008,785	1,182,659	1,392,284	17.7%
West Texas	524,884	571,871	566,921	-0.9%	124,896	146,566	148,101	1.0%
Upper Rio Grande	704,318	825,913	846,216	2.5%	186,093	211,750	245,801	16.1%
Statewide	20,851,820	25,145,561	27,581,160	9.7%	5,695,690	6,536,519	7,435,958	13.8%

Figures for 2015 are TSDC projections based on the 2000 decennial.

Source: TSDC, THECB and Institutional Data

The vast majority of the growth between 2000 and 2010 occurred in four of the 10 higher education regions. Overall, 95 percent of the total projected growth from 2010 to 2015 is anticipated to occur in the Metroplex, Gulf Coast, Central Texas, and South Texas. While growth is projected for every ethnicity in these four regions, the Hispanic population will experience the highest increase. And while some ethnicities in the 18 to 35 age group are projected to decline in the slower growth regions, rapid growth in the 18 to 35 year-old Hispanic population is projected in all 10 regions.

The web portal includes a table that shows changes in enrollment from 2000 to 2011 by ethnicity and region of residence ([RP 2012: Res Enroll](#))¹. The increase in the number and percentage of Hispanic students enrolled is notable for many regions. For example, Hispanic residents of the High Plains region showed an 89 percent increase in enrollment at two-year institutions from 2000 to 2011. During this same period, enrollment by Hispanic residents of Central Texas at Texas universities grew from 3,979 to 9,947 students, a 150 percent increase in 11 years.

Regional population estimates by ethnicity available through the regional data portal are given for 2000, 2011, 2015, and 2020. Figures for 2011 and later are TSDC projections based on the 2000 Census, but will be revised when population projections are updated by the Data Center in late 2012. Data comparing all regions are located at ([RP 2012: Population](#)) and population flow charts with regional highlights are included in each regional workbook.

Texas Educational Attainment

Educational attainment varies widely across the state. The Central Texas region led the state in educational attainment based on the 2006-2010 American Community Survey (ACS) with 31.9 percent of all residents age 25 and over holding a bachelor's degree or higher, 38.8 percent holding an associate's degree or higher, and 85.5 percent with a high school diploma (or equivalent) or higher (see Table 2). The high rates of educational attainment in this region may correlate with the high degree completion rates at Central Texas universities and the many employment opportunities in the area that require a higher education degree. In addition, the strong economy in Texas attracts individuals with degrees from other parts of the country and world to Central Texas and the other metropolitan areas in the state.

As seen in Table 2, the Metroplex and Gulf Coast regions had the next highest percentages of residents age 25 and over with a baccalaureate or higher, and West Texas and the Southeast had the lowest percentages. The statewide percentage of Texans age 25 and over with a high school diploma (or equivalent) or higher increased substantially from 2000 to 2006-2010, from 75.7 percent to 80.1 percent. The increase was greatest in South Texas, with a 6.1 percentage point increase to 74.1 percent. Some regions, such as the Southeast and Upper East, had a relatively high percentage of the population with a high school credential but a relatively low percentage for higher education credentials.

¹Hyperlinks to related data workbooks in the regional data portal are included in this document so that users who are accessing the report online can directly link to supplementary data.

Table 2 Educational Attainment by Region

Texas Educational Attainment in 2000 and 2006-2010 Composite by Region									
Region		Population 25 Years and Over		Percent H.S. Diploma (or GED) or Higher		Percent Associate's Degree or Higher		Percent Baccalaureate Degree or Higher	
		2000	2006-2010	2000	2006-2010	2000	2006-2010	2000	2006-2010
	High Plains	607,037	503,733	75.0%	79.8%	24.1%	27.2%	18.8%	21.2%
	Northwest	350,250	355,092	76.1%	80.8%	21.4%	24.1%	16.7%	18.3%
	Metroplex	3,416,273	4,085,360	79.8%	82.9%	33.4%	36.8%	27.8%	30.3%
	Upper East	665,553	724,288	75.1%	80.8%	20.8%	24.0%	15.3%	17.1%
	Southeast	476,816	497,449	75.2%	80.6%	18.4%	21.6%	13.9%	15.4%
	Gulf Coast	2,972,716	3,640,208	76.2%	80.0%	31.1%	34.1%	26.1%	28.1%
	Central Texas	1,274,317	1,747,464	82.1%	85.5%	35.2%	38.8%	29.6%	31.9%
	South Texas	2,304,306	2,748,540	68.0%	74.1%	22.7%	26.4%	17.8%	20.2%
	West Texas	317,012	347,317	71.2%	75.1%	21.3%	22.8%	16.4%	16.9%
	Upper Rio Grande	406,613	466,920	65.6%	70.8%	21.7%	25.5%	16.7%	19.4%
Statewide		12,790,893	15,116,371	75.7%	80.1%	28.5%	32.1%	23.2%	25.8%

Source: U.S. Census Bureau, 2000 Decennial and 2006-2010 American Community Survey

Based on the 2006-2010 ACS estimates, Texas ranked number 50 among the 50 states, the District of Columbia, and Puerto Rico in the percent of residents age 25 and over with a high school diploma (or equivalent) or higher, just below California. The state did much better for attainment of an associate's degree or higher, ranked number 39, just below South Carolina. Texas did even better in the percentage of baccalaureate or higher holders, tied for number 31 with Wisconsin, below number 30 Florida. The number one and number two areas for baccalaureate or higher attainment were the District of Columbia and Massachusetts, respectively.

Additional ACS estimates, broken down within regions into more categories of educational attainment and by gender, are available in the data portal. ([RP 2012: Population](#)) These estimates show, for example, that the percentage of adults age 25 and over with an associate's degree was higher for females than for males in nine of the 10 regions. The situation was reversed for attainment of a graduate or professional degree: in nine regions, a higher percentage of males had an award, and in the remaining region the percentages were the same for males and females. With the traditional patterns of degree attainment by gender changing at all levels, including professional degrees, this statistic may alter over time.

Tracking Student Flow and Student Participation and Success

The Coordinating Board is committed to increasing student success in Texas. In the first portion of this section, secondary and postsecondary enrollment, persistence, and graduation data are presented from a regional perspective to highlight regional differences in student movement through the educational pipeline. Identifying both where the leaks in the pipeline occur, and in what areas students are successfully navigating through the system, are important components of regional planning. The second portion of this section provides an overview of Coordinating Board programs and activities designed to increase student success and for which there is a regional component or potential for regional application.

Leaks in the Pipeline: The Seventh Grade Cohort

Although the majority of Coordinating Board student flow analyses track students from high school graduation to and through higher education, the Coordinating Board has tracked four cohorts of seventh grade students through higher education to try to understand more about the pathways student take. In these analyses, students enrolled in the seventh grade at a Texas public school are tracked through important educational milestones: enrollment in ninth grade, graduation from high school, enrollment in higher education, and completion of a higher education degree or certificate. Each cohort is tracked for a total of 12 years.

Table 3 Seventh Grade Cohort by Region

FY 2000 7th Grade Cohort Tracked through FY 2011 Higher Education, by Region¹						
Region	Cohort Size FY 2000	Enrolled in 9th Grade FY 2002	H.S. Grad FY 2004- 2006²	H.S. Grad, Enrolled in Higher Ed	Higher Ed Degree or Certificate in Texas³	
High Plains	11,535	90.5%	71.9%	51.8%	19.5%	
Northwest	7,935	89.7%	72.0%	51.6%	21.6%	
Metroplex	78,055	86.4%	67.1%	52.1%	18.4%	
Upper East	14,106	89.5%	71.0%	52.7%	19.7%	
Southeast	10,497	89.2%	70.3%	49.1%	17.6%	
Gulf Coast	71,857	87.5%	67.2%	52.6%	19.7%	
Central Texas	30,593	87.1%	69.3%	53.3%	19.9%	
South Texas	61,454	88.2%	66.5%	50.8%	16.9%	
West Texas	8,529	89.2%	67.3%	45.3%	17.2%	
Upper Rio Grande	11,815	88.1%	66.9%	54.4%	14.9%	
Statewide	306,376	87.7%	67.8%	51.9%	18.5%	

Source: THECB, TEA, and NSC (National Student Clearinghouse), 06/12/2012

Out-of-state graduate total not shown, because current NSC data collection extends only into 2006.

¹Students are reflected throughout the tracking process as a member of their original region although they may have resided in more than one region.

²It is not known how many students may have left Texas, or graduated from a private or home high

³Education services provided near Mexico and/or other states may be affected by student of the region.

Source: THECB, TEA, and NSC (National Student Clearinghouse), 06/12/2012

The statewide data for the 2000 cohort reveal that 67.8 percent of the cohort's students graduated from a Texas public high school (see Table 3). Although low, this is two tenths of a percentage point higher than for the 1998 cohort, of which 67.6 percent of the students graduated. Of the high school graduates, approximately three-quarters enrolled in higher education, but fewer than half of them completed a degree or certificate program by 2009. This means that 12 years after entering seventh grade only 18.5 percent of the original cohort had completed a degree or certificate. Although this percentage indicates a need for continued efforts to improve the P-16 pipeline, this is an improvement of 0.6 percentage points since the 1998 cohort of seventh graders was tracked.

Other statewide findings show that approximately 62 percent of the seventh graders who eventually entered higher education (94,149 of the 151,292 college enrollees) matriculated at public two-year colleges. Differences in achievement by ethnicity and gender are also notable. Asian students graduated from high school and enrolled in higher education at the highest rates, with about 38.7 percent completing a degree or certificate within 12 years of seventh grade enrollment. Of the other demographic groups followed, 26.5 percent of white students, 11.1 percent of Hispanic students, and 10.3 percent of African American students completed a degree or certificate in 12 years.

Males outnumbered females in the initial seventh grade cohort with 51.6 percent of the total population. Although more females than males from the cohort graduated from high school, the gender differences were small (50.6 percent of the high school graduates were female). However, the gender differences were more distinct when comparing college certificate and degree attainment: 58.3 percent of those who earned an award within 12 years of enrollment in grade 7 were female. Encouragingly, for the 1998 seventh grade cohort, 14.4 percent of the males who started earned a degree or certificate within twelve years and 21.6 percent of the females. For the 2000 cohort, those numbers grew to 15.0 percent of males and 22.3 percent of females.

Regional differences emerge when studying the seventh grade cohort data. For example, Central Texas lost the highest percentage of students by grade 9 of all the regions, but had the fifth highest high school graduation rate of the 10 regions. Possible explanations for this could be a higher percentage of students who leave public education for private education alternatives, or differences in performance in the group that remained enrolled compared to other regions. The Metroplex had the lowest high school graduation rate and the fourth highest college enrollment rate. West Texas had the lowest college enrollment rate at 45.3 percent. This is almost three percentage points higher than 1998 cohort enrollment rates for West Texas seventh graders, but still below the state average.

The greatest discrepancy between higher education enrollment levels and completion rates is seen in the Upper Rio Grande, with the highest percentage of cohort enrollment of all regions (54.4%) but the lowest completion rate (14.9%). Statewide enrollment and completion data from the seventh grade cohort and other sources highlight the fact that in all 10 regions there is a disconnect between enrollment and completion rates. While, as statewide trend data show, a higher percentage of high school graduates are enrolling in higher education, it is critical for regions to focus on how to provide students the support they need to be successful, once enrolled. It is also worth emphasizing that the source of seventh grade cohort data is

primarily Texas secondary and postsecondary institutions. Most students who attend and/or graduate from out-of-state institutions are not included in this analysis.

Disaggregating seventh grade cohort data by gender and ethnicity can further inform regions about which students are least likely to navigate through the system successfully. For example, Table 4 shows data on African American and Hispanic male progress through the pipeline for the 2000 cohort. The completion rates for these groups were considerably lower than for the total cohort and for African American and Hispanic females. Additional regional data for the seventh grade cohort, including data by ethnicity and gender, are available via the regional portal at ([RP 2012: HS to College](#)).

Table 4 Seventh Grade Cohort by Region, African American and Hispanic Males

FY 2000 7th Grade Cohort Tracked through FY 2011 Higher Education, by Region						
African American and Hispanic Males						
Region	Cohort Size FY 2000	Enrolled in 9th Grade FY 2002	H.S. Grad FY 2004- 2006	H.S. Grad, Enrolled in Higher Ed	Higher Ed Degree or Certificate in Texas	
African American Males						
High Plains	376	90.7%	62.0%	34.0%	4.8%	
Northwest	283	83.0%	62.9%	38.9%	4.9%	
Metroplex	7,385	82.5%	56.9%	42.5%	6.9%	
Upper East	1,586	89.7%	66.5%	42.8%	7.8%	
Southeast	1,404	90.5%	63.5%	38.0%	6.7%	
Gulf Coast	7,507	85.5%	58.8%	41.1%	7.8%	
Central Texas	2,518	83.2%	58.4%	43.9%	6.9%	
South Texas	1,285	83.1%	58.0%	44.0%	7.4%	
West Texas	235	86.4%	59.1%	30.2%	5.1%	
Upper Rio Grande	192	74.5%	52.1%	41.7%	9.4%	
Total	22,771	84.7%	59.0%	41.7%	7.2%	
Hispanic Males						
High Plains	2,397	89.1%	61.5%	31.8%	7.9%	
Northwest	852	87.3%	62.3%	33.2%	7.9%	
Metroplex	9,521	79.6%	50.8%	27.3%	5.3%	
Upper East	726	85.3%	60.7%	28.4%	7.0%	
Southeast	453	84.5%	55.2%	28.7%	10.6%	
Gulf Coast	12,256	83.8%	54.8%	32.6%	7.5%	
Central Texas	4,302	83.8%	57.6%	31.8%	6.7%	
South Texas	22,900	87.7%	61.1%	42.6%	10.5%	
West Texas	2,063	86.4%	57.1%	29.0%	6.5%	
Upper Rio Grande	5,161	88.9%	65.4%	49.4%	10.4%	
Total	60,631	85.4%	58.2%	36.7%	8.5%	

Source: TEA, THECB, and NSC Data

Higher Education Enrollment

The *Closing the Gaps* plan calls for postsecondary enrollments to increase by about 630,000 students between 2000 and 2015. Analyzing enrollment data in the context of demographic, environmental, and other factors is an important component of institutional, regional, and statewide efforts to achieve that goal. In fall 2011, Texas experienced an average increase in higher education enrollments. This followed two years of much higher than normal increases. Approximately 24,000 more students must be added in each of the four final plan years to reach participation goals.

Table 5 summarizes fall 2011 enrollment by ethnicity at institutions by region and highlights differences in the student populations across regions. As a percentage of statewide enrollments at public and independent higher education institutions, white enrollment accounted for 42.8 percent of all enrollments, a 4.5 percent decrease since fall 2009. Between fall 2009 and fall 2011, African American enrollment increased from 12.1 to 13.2 percent and Hispanic enrollment increased from 29.0 to 31.1 percent. Students identified as Asian and other accounted for 13.0 percent of enrollments in 2011 versus 11.6 percent in 2009.

Regionally, the Metroplex had the largest student enrollment in the state, and West Texas the smallest. The largest percentage of African American students (24.8 percent) was in the Southeast region, but the largest overall number of African American students was in the Gulf Coast region. Comparable tables for enrollment by institution type are available at the web portal ([RP 2012: Inst Enroll](#)). These data indicate that the majority of Hispanic (60 percent) and African American (55.5 percent) students in Texas were enrolled at two-year colleges, while a higher percentage of white students (53.0 percent) were enrolled at four-year colleges. However, there was significant variation across region by institution type. For example, in the Northwest, a large majority of the African Americans attending college in the region were enrolled at four-year public and independent colleges (64 percent), while in the Metroplex nearby, 65 percent of the African American enrollees attended two-year institutions. These differences may be attributable to the low number of community colleges in the Northwest.

Table 5 Enrollment by Race/Ethnicity, All Institutions

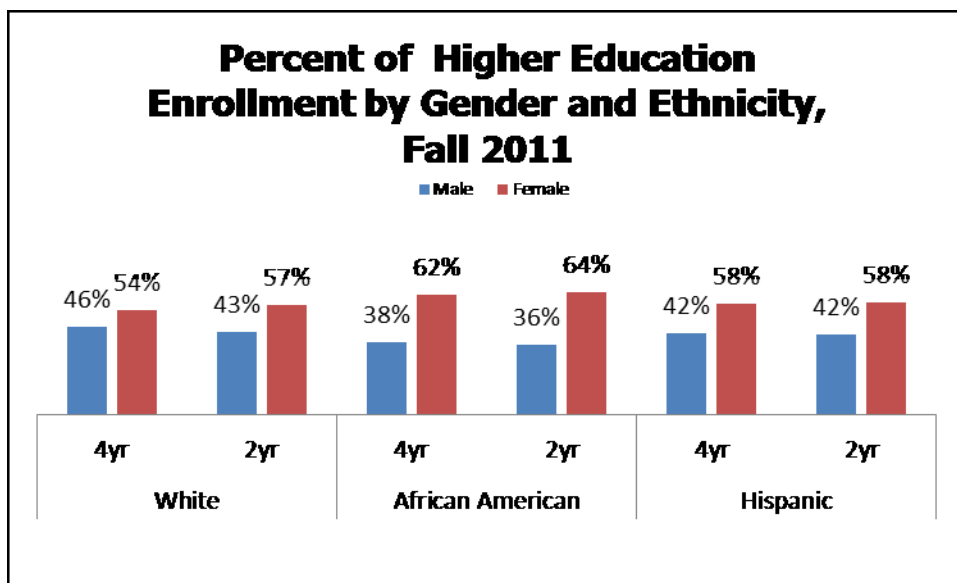
Higher Education Enrollment by Ethnicity, All Institutions*							
Fall 2011							
Region	All	White	Percent of All	African American	Percent of All	Hispanic	Percent of All
High Plains	74,766	44,618	59.7%	4,427	5.9%	16,235	21.7%
Northwest	28,022	18,281	65.2%	2,485	8.9%	4,636	16.5%
Metroplex	360,171	176,065	48.9%	61,115	17.0%	70,127	19.5%
Upper East	59,052	36,363	61.6%	12,705	21.5%	6,160	10.4%
Southeast	40,513	23,023	56.8%	10,063	24.8%	4,169	10.3%
Gulf Coast	303,940	104,076	34.2%	65,385	21.5%	81,387	26.8%
Central Texas	263,449	149,675	56.8%	22,252	8.4%	53,519	20.3%
South Texas	258,694	57,779	22.3%	12,188	4.7%	168,134	65.0%
West Texas	26,747	12,648	47.3%	1,514	5.7%	10,267	38.4%
Upper Rio Grande	52,713	5,212	9.9%	1,403	2.7%	42,296	80.2%
Statewide	1,468,067	627,740	42.8%	193,537	13.2%	456,930	31.1%

*Excludes for-profit and career schools and Amberton University.

Source: THECB and Institutional Data

Gender differences are an important consideration when studying enrollment data in Texas. Increasing the participation rates of male undergraduate students is a potential means to accelerate progress toward *Closing the Gaps* participation goals, one that should not be overlooked. While the *Accelerated Plan* calls for an elevated focus on African American males, in all major ethnic categories male participation rates trail female rates. Figure 6 shows participation rates by gender and ethnicity for two-year and four-year institutions in Texas. The gap for African American students is of most concern, as male participation rates lagged female rates by 28 and 26 percentage points at two-year and four-year institutions, respectively. These differences are very similar to the differences in fall 2009, prior to the adoption of the accelerated plan.

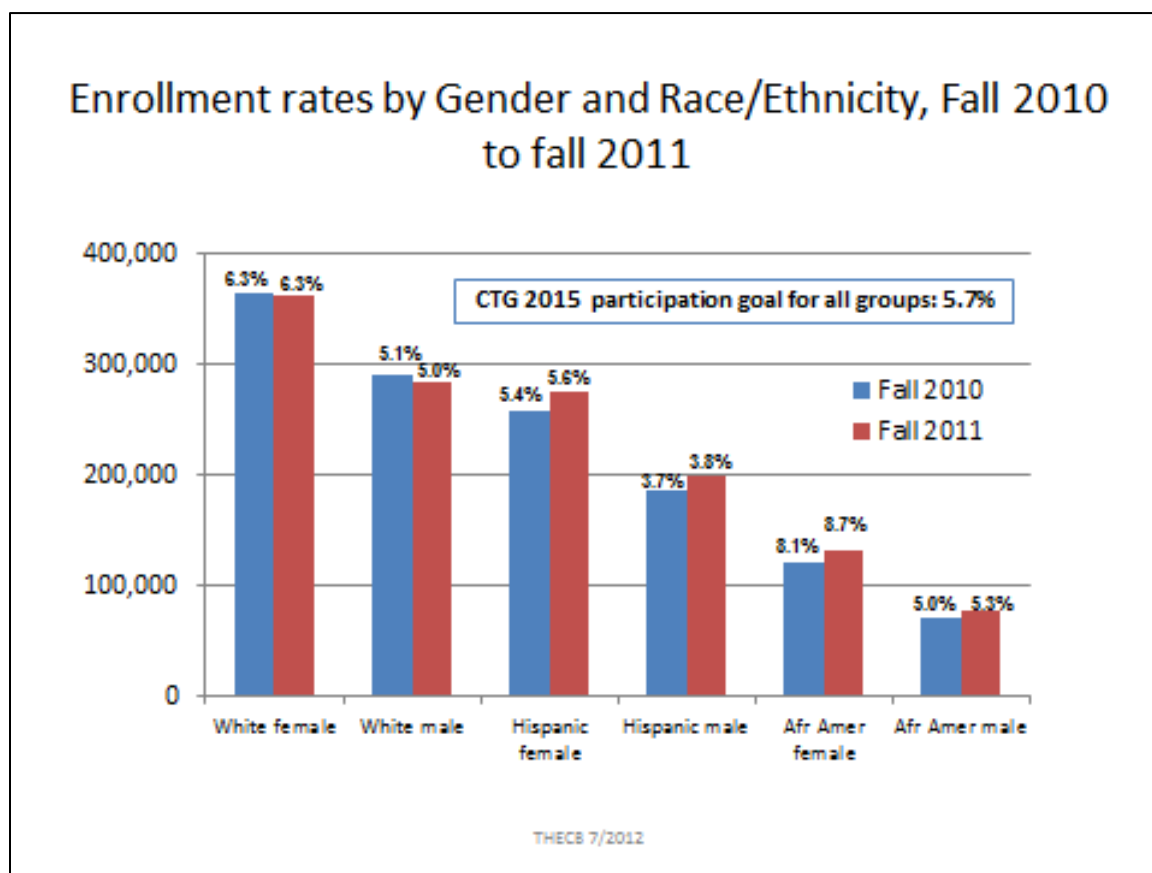
Figure 6 Percent of Enrollment by Gender and Race/Ethnicity



Notably, the overall percentage of white males participating in higher education, out of the total number of white males in the population, dropped in 2010 and 2011. As can be seen in figure 7, the participation rate for white males dropped in 2011 and the rate for white females, although it dropped slightly, was relatively constant. The participation rate for African American males increased 0.3 percentage points and the participation rate for African American females jumped an impressive 0.6 percentage points in one year.

In terms of actual enrollment increases, Hispanic male enrollment increased from 186,295 students to 199,284 students from 2010 to 2011, a 7.0 percent increase. This rate of increase was second only to African American females, whose enrollment increased by 8.8 percent.

Figure 7 Enrollment Rates by Gender and Race/Ethnicity



The fall 2011 data for gender and ethnicity vary considerably by region. For example, the High Plains had a more gender-balanced university population than most other regions. However, in the Metroplex more than two-thirds of the African American population attending universities was female. In the Gulf Coast, which had the highest African American enrollment in the state, two-thirds of the African Americans at community and technical colleges were female. The gender gap at two-year colleges between Hispanic males and females was the smallest in Central Texas where Hispanic male enrollees made up almost 44 percent of all Hispanic enrollees. The gap was largest in West and Southeast Texas where Hispanic males accounted for about 38 percent of Hispanic two-year college enrollments. Percentages by gender and region are shown in Tables 6 and 7 on the following page; enrollment counts, by gender and region, are available through the web portal ([RP 2012: Inst Enroll](#)).

Table 6 Enrollment by Race/Ethnicity and Gender, Public Universities

Higher Education Enrollment by Ethnicity and Gender Public Universities Fall 2011							
Region		White		African American		Hispanic	
		M	F	M	F	M	F
	High Plains	49.7%	50.3%	53.5%	46.5%	49.3%	50.7%
	Northwest	39.7%	60.3%	43.9%	56.1%	42.3%	57.7%
	Metrolplex	41.8%	58.2%	31.3%	68.7%	39.7%	60.3%
	Upper East	39.7%	60.3%	27.9%	72.1%	40.5%	59.5%
	Southeast	38.4%	61.6%	33.3%	66.7%	38.8%	61.2%
	Gulf Coast	46.3%	53.7%	37.3%	62.7%	41.7%	58.3%
	Central Texas	49.1%	50.9%	41.4%	58.6%	46.2%	53.8%
	South Texas	46.9%	53.1%	42.9%	57.1%	42.2%	57.8%
	West Texas	41.7%	58.3%	49.5%	50.5%	41.1%	58.9%
	Upper Rio Grande	47.1%	52.9%	56.5%	43.5%	44.3%	55.7%
	Statewide	45.6%	54.4%	37.1%	62.9%	43.0%	57.0%

Table 7 Enrollment by Race/Ethnicity and Gender, Public CTCs

Higher Education Enrollment by Ethnicity and Gender Public Community and Technical Colleges Fall 2011							
Region		White		African		Hispanic	
		M	F	M	F	M	F
	High Plains	43.0%	57.0%	42.0%	58.0%	39.4%	60.6%
	Northwest	40.0%	60.0%	50.6%	49.4%	42.1%	57.9%
	Metrolplex	41.7%	58.3%	34.3%	65.7%	40.6%	59.4%
	Upper East	38.5%	61.5%	37.8%	62.2%	40.9%	59.1%
	Southeast	38.6%	61.4%	33.3%	66.7%	37.7%	62.3%
	Gulf Coast	43.0%	57.0%	33.7%	66.3%	41.2%	58.8%
	Central Texas	45.0%	55.0%	39.8%	60.2%	43.6%	56.4%
	South Texas	42.3%	57.7%	41.2%	58.8%	42.1%	57.9%
	West Texas	40.5%	59.5%	40.7%	59.3%	37.7%	62.3%
	Upper Rio Grande	43.1%	56.9%	45.6%	54.4%	41.9%	58.1%
	Statewide	42.2%	57.8%	35.6%	64.4%	41.6%	58.4%

Although the data by gender and ethnicity confirm the continued need for institutions to heed *Accelerated Plan* suggestions for improving minority male enrollment, improvements in overall enrollments, including increases for African American and Hispanic males, are encouraging and suggest that accelerated efforts are producing results.

Regional *Closing the Gaps* Participation Targets and Allocations

The *Closing the Gaps* plan requires a continued commitment on the part of all Texas higher education institutions to strive to enroll and support students so that the state can achieve higher education enrollments that are on par with other states. Each public institution is asked to submit targets for closing the gaps for participation. The Coordinating Board has also developed enrollment allocations for these institutions – based on population projections (which are based on 2000 Census data) from the Texas State Data Center (TSDC) and enrollment patterns – to meet statewide *Closing the Gaps* participation goals. These allocations assume that the *Closing the Gaps* participation goals will be met in 2015.

The 2015 public institutional targets and the Coordinating Board’s allocations, tabulated by region and race/ethnicity, are shown in Table 8. Including other race/ethnicities, the statewide institutional target for public institutions (1,533,753) was nearly 43,000 students above the statewide allocation (1,490,999). Hispanic institutional targets fell far below *Closing the Gaps* allocations in every region except the Upper Rio Grande. In contrast, institutional targets were higher than allocations at the statewide level and for every region for white and African American students, except in the Metroplex where the white target was about 3,000 students less than the allocation.

Table 8 *Closing the Gaps* Enrollment Allocations and Institutional Targets

<i>Closing the Gaps</i> Enrollment Allocations and Institutional Targets for Fall 2015							
All Public Institutions, by Region							
Region	White		African American		Hispanic		
	Allocation	Institutional Target	Allocation	Institutional Target	Allocation	Institutional Target	
High Plains	44,645	45,968	2,897	4,468	23,813	19,850	
Northwest	13,552	14,832	2,170	2,422	6,703	5,028	
Metroplex	174,609	171,988	51,322	69,553	118,683	86,949	
Upper East	35,087	40,302	7,636	10,240	8,874	6,235	
Southeast	25,548	27,470	8,344	10,815	7,133	4,727	
Gulf Coast	100,553	109,268	53,721	65,509	132,338	93,773	
Central Texas	137,297	145,351	17,733	22,993	77,106	57,638	
South Texas	38,508	61,046	6,708	11,694	209,078	177,043	
West Texas	11,627	16,266	1,178	1,677	15,454	12,051	
Upper Rio Grande	3,067	5,892	825	1,949	43,577	55,810	
Statewide	584,492	638,383	152,534	201,320	642,760	519,104	

Source: TSDC, THECB and Institutional Data

Higher Education Enrollment Within/Outside of Region

In Texas, higher education institutions come in all shapes and sizes. The two flagship campuses, The University of Texas at Austin and Texas A&M University, are located in the Central Texas region but attract students from around the state. The state’s Top 10 Percent program, which guarantees admission to any public university to top performing students, has served to attract students from a broader base and encourages students to think beyond local options for higher education.

As these two large research universities reach capacity, several emerging research institutions have been intensifying their efforts to become major research universities and develop the top quality programs, faculty, and reputations that will attract the best students from around the state. Some four-year institutions, such as Texas State University-San Marcos, have robust undergraduate programs and enroll a large percentage of out-of-region students. Others, like Midwestern State University, which adopted a strong undergraduate liberal arts teaching focus, have concentrated their efforts on a unique focus or population. Finally, there are many four-year institutions in Texas that primarily attract students from a more localized area. These regional institutions are an important part of the educational options available to students, particularly those who have begun their postsecondary work at community colleges and wish to pursue a baccalaureate degree in their home region due to work or family commitments.

Regional planning for Texas higher education must incorporate an understanding of student movement within and across regions. Ensuring that there are viable opportunities for students with different needs and abilities in all regions is critical if Texas is to close the gaps.

Table 9 illustrates student enrollments by region and type of institution. The percentage of students from a region attending in and out of their home region, the total number of students in a region, and the educational opportunities available regionally are important factors to consider in planning. For example, while over two-thirds of students from the Northwest region who enroll at universities attend institutions outside that region (as a percentage that has increased since 2009), the Upper Rio Grande and High Plains regions have fewer students who leave to attend universities outside their region than any other areas. For community and technical colleges, students in the Southeast are most likely to attend in another region (20 percent leave) and students in the Upper Rio Grande Valley are most likely to stay in-region (98 percent stay).

To help regional planners better understand student flow within and across regions, the regional data portal includes a list of enrollments within that region by institution for each region. Both public and independent institutions are included ([RP 2012: Res Enroll](#)). The portal also includes counts of students who enroll outside of their home region, by region, to show where students who leave the region enroll. These are sorted by frequency and show, for example, that for five of the Coordinating Board regions, the most common out-of-region destination for public higher education is Central Texas. Central Texas students are most likely to go to the Metroplex region if they leave the area, as are students from the Upper East and Northwest regions. Southeast students enroll out-of-region most frequently in the Gulf Coast region, and the majority of West Texas students who go out-of-region enroll in the High Plains. Overall, in every region, students are most likely to stay within their region of origin for higher education, although Northwest and Upper East students who attend public universities are more likely to leave their region.

Table 9 Public Higher Education Participation In- or Out-of-Region

Texas Public Higher Education Participation In- or Out-of-Region, Fall 2011												
Region	Universities				Two-year Institutions				Total			
	In Region	Out of Region		Total	In Region	Out of Region		Total	In Region	Out of Region		Total
		Number	Percent of Total			Number	Percent of Total			Number	Percent of Total	
High Plains	12,489	2,978	19.3%	15,467	21,776	779	3.5%	22,555	34,265	3,757	9.9%	38,022
Northwest	2,865	5,889	67.3%	8,754	10,061	1,925	16.1%	11,986	12,926	7,814	37.7%	20,740
Metroplex	87,896	45,355	34.0%	133,251	179,739	14,777	7.6%	194,516	267,635	60,132	18.3%	327,767
Upper East	5,627	9,422	62.6%	15,049	32,026	1,492	4.5%	33,518	37,653	10,914	22.5%	48,567
Southeast	10,654	5,821	35.3%	16,475	12,604	3,457	21.5%	16,061	23,258	9,278	28.5%	32,536
Gulf Coast	73,793	60,275	45.0%	134,068	171,152	10,613	5.8%	181,765	244,945	70,888	22.4%	315,833
Central Texas	34,513	21,065	37.9%	55,578	69,160	4,088	5.6%	73,248	103,673	25,153	19.5%	128,826
South Texas	70,048	31,285	30.9%	101,333	140,350	4,609	3.2%	144,959	210,398	35,894	14.6%	246,292
West Texas	6,156	4,616	42.9%	10,772	13,789	1,153	7.7%	14,942	19,945	5,769	22.4%	25,714
Upper Rio Grande	19,910	3,619	15.4%	23,529	26,389	535	2.0%	26,924	46,299	4,154	8.2%	50,453
Total Texas Residents	323,951	190,325	37.0%	514,276	677,046	43,428	6.0%	720,474	1,000,997	233,753	18.9%	1,234,750
Total Non-Texas Residents	0	54,662	100.0%	54,662	0	32,514	100.0%	32,514	0	87,176	100.0%	87,176
Total Enrollment	323,951	244,987	43.1%	568,938	677,046	75,942	10.1%	752,988	1,000,997	320,929	24.3%	1,321,926

*In/out-of-region data is based on individual student enrollment patterns instead of headcount enrollment figures reported by institutions.

Health-related institution enrollment is not included in this analysis.

High School to College Data

High school students who enroll in higher education immediately after graduation tend to be more prepared for the rigors and challenges of college-level work than those students who enroll later. Encouraging high school students to pursue higher education, and ensuring that they have the skills and knowledge needed to be successful, are critical functions of the K-12 educational system, but the larger community, including the higher education community, must also be involved. Exploring enrollment and success data for students coming directly from high school can help inform K-12 partners and other community groups about how the pipeline is functioning. Looking at the data regionally, as well as at the school district or county level, provides a broader picture of the overall “health” of the educational systems in a region.

Table 10 provides a 2000 and 2011 summary of all high school graduates and illustrates the great variability of growth in this population across regions. Two regions (Southeast and West Texas) show declining populations of high school graduates, while five regions show large increases. By order of largest to smallest percentage increase in the number of high school graduates since 2000, these five regions are: Metroplex, Gulf Coast, Central Texas, South Texas, and Upper Rio Grande. Planning activities must consider not only overall population projections, but projections for high school graduates. However, regional seventh grade cohort data and local information about factors like the level of private and home school enrollments should also be examined.

Table 10 HS Graduates Enrolled in Public Higher Education the Following Fall

Texas Public High School Graduates, FY 2000 and 2011 Percent Enrolling in Public Higher Education the Following Fall									
Region		High School Graduates		Percent University		Percent Two-Year		Percent All	
		2000	2011	2000	2011	2000	2011	2000	2011
	High Plains	9,311	9,383	20.6%	18.5%	23.9%	28.3%	44.4%	46.9%
	Northwest	6,424	7,016	22.9%	18.2%	18.6%	23.4%	41.5%	41.7%
	Metroplex	49,049	76,023	20.7%	20.8%	25.5%	29.4%	46.3%	50.1%
	Upper East	10,915	12,021	12.2%	12.4%	32.3%	35.7%	44.4%	48.0%
	Southeast	8,253	8,213	23.7%	24.4%	20.9%	26.2%	44.5%	50.7%
	Gulf Coast	47,905	70,111	25.6%	24.0%	25.7%	30.3%	51.3%	54.3%
	Central Texas	21,408	29,921	19.8%	23.0%	25.2%	26.9%	45.0%	49.9%
	South Texas	44,156	59,475	20.2%	22.4%	24.8%	28.0%	45.0%	50.4%
	West Texas	6,721	6,399	21.8%	19.9%	23.8%	27.3%	45.6%	47.1%
	Upper Rio Grande	8,783	12,019	22.9%	25.4%	18.9%	27.7%	41.8%	53.1%
Statewide		212,925	290,581	21.4%	21.9%	24.9%	28.9%	46.4%	50.8%

Source: THECB and Institutional Data

Statewide, the number of high school graduates increased considerably from 264,275 in 2009, when the regional plan was last developed, to 290,581 in 2011. Although the percentage of graduates enrolling in public higher education dropped slightly during the period (from 51.7 to 50.8 percent), the overall number of higher education enrollees increased and the

percentage of students in the seventh grade cohort who enrolled in higher education also increased.

Much information about the higher education pathways of Texas public high school students is available on the Texas Higher Education Data website and can be useful for regional planning purposes. As a result of the introduction of the enhanced statewide longitudinal data system in 2011, information about student-in-class performance (such as the information found on student transcripts) will soon become available for analysis by region.

In addition to the general enrollment percentages found in Table 10, the regional portal includes summary and institution-specific data grouped in three-year cohorts (2003-2005) that show high school graduates by the type of institution at which they enrolled and the number of students who enrolled and subsequently earned certificates, associate's degrees, and bachelor's degrees. The degree and award completion rates for students who did not start immediately are also provided, but students are only tracked for six years so this analysis may not present a full picture of students who delay entry. The percent of students who earned a bachelor's degree, by institution type and region, is included. It shows, for example, that 64.3 percent of high school graduates from Central Texas who started at a four-year institution earned a bachelor's degree in six years or less, an improvement of 2.3 percent over the 2001-2003 cohort and a better rate than students from any other region. Students from the Upper Rio Grande who enrolled at a four-year institution were least likely to graduate in six years, with a 42.2 percent graduation rate; this is an improvement of approximately 5 percentage points since the 2001-2003 graduation percentage was calculated, an encouraging development for that region ([RP 2012: HS to College](#)).

More detailed data in the portal show the institutions from which high school graduates in the region earned a certificate or degree. These data can be used in conjunction with the in- and out-of-region data which show where students choose to attend by highlighting student success at these institutions. They are made available yearly to P-16 Council members to provide insight on long-term pipeline results. Student performance-in-college data (freshman year GPA), by school district, are available on the Coordinating Board website and might be useful in informing regional discussions about the effectiveness of the high school-to-college pipeline.

<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>.

Dual Credit Programs

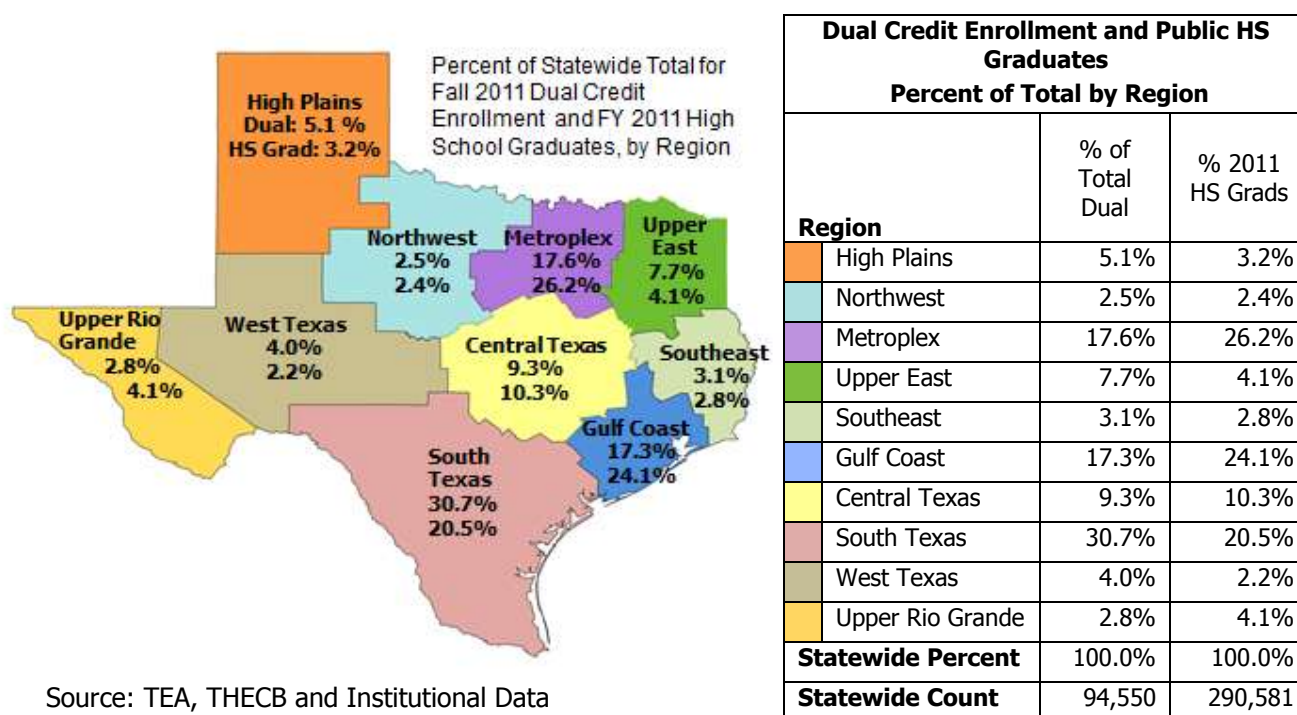
Dual credit, the opportunity for high school students to earn both high school and college credit for completing college coursework, is a growing program that provides a concrete avenue for putting P-16 thinking into practice. Dual credit enrollments have grown substantially over the past 12 years, from approximately 12,000 in fall 1999 to over 94,000 in fall 2011. The Coordinating Board's *Accelerated Plan* calls for the K-12 community and higher education institutions to work in partnership to ensure consistent rigor across dual credit courses, provide access to high quality dual credit courses, and develop appropriately aligned crosswalks to high school courses. Since dual credit programs clearly cross institutional and system-level boundaries, stakeholders must work together, rather than in competition, to make sure student and institutional needs and standards are met.

Participation in dual credit programs is not equal across regions. Figure 7 shows the percent of students taking dual credit by region for fall 2011 (with all 10 regions adding up to 100 percent). To provide some context, it also shows the percent of 2011 high school graduates by region. The data show, for example, that in many of the less populated regions of the state, the dual credit participation percentages were higher than the regions' percentage of the state's high school graduates. Traditionally, dual credit opportunities have allowed rural students better access to rigorous coursework than might have been available in these more sparsely populated areas.

The largest growth in dual credit enrollments, by region, has occurred in the Metroplex. In 2009, only 14.2 percent of the dual credit students in the state were located in this highly populated region. By 2011, 17.6 percent of all dual credit enrollments were in the Metroplex. Comparatively, enrollments in South Texas now represent a slightly lower percentage of statewide dual credit enrollments at 30.7 percent.

Figure 8 Dual Credit Enrollments

Dual Credit Students in Fall 2011 and 2010-2011 High School Graduates: Percent of Total, by Region



Higher Education Persistence and Success

Improving student persistence and success is the cornerstone of the Coordinating Board's *Accelerated Plan*. Analyzing persistence and success data by region is, therefore, a critical component of regional planning efforts. While some success data track students by region of residence, other data track them by region of enrollment. The success of students

enrolled at regional institutions can inform decisions about what efforts need to be strengthened or reconsidered. Most of the measures shown here by region are also available by institution in the Texas Higher Education Accountability System under the success tab <http://www.txhighereddata.org/Interactive/Accountability/>.

One-year persistence data, sorted by ethnicity, gender, and type of institution, are provided through the regional data portal ([RP 2012: Success](#)). Statewide, 85.0 percent of male and 88.7 percent of female first-time, full-time, degree-seeking students who entered in fall 2010 at universities were still enrolled after one year. This is a slight drop from the persistence rates of the 2008 cohort. Texas needs to work to ensure that as participation rates increase, students are provided the support they need to persist and be successful.

The rates by ethnicity for the fall 2010 cohort persisting through fall 2011 ranged from 76.3 percent of African American males to 94.8 percent of Asian females. Not unexpectedly, given Central Texas' flagship institutions, students enrolled in Central Texas had the highest persistence rates for university students. The exception was Asian females in the Metroplex and Gulf Coast who had higher persistence rates (97.6 and 95.5 percent, respectively) than in Central Texas, where their rates were lower than for whites (95.7 percent) and African Americans (94.2 percent), and equal to those of Hispanic females (93.7 percent).

For the comparable statewide first-time, full-time community college cohort, 61.1 percent of males and 66.5 percent of females persisted one year. Asian males and females had the highest persistence rates at community colleges. Hispanic males had a higher persistence rate than white males (62.2 percent and 61.9 percent, respectively), and the data also show Hispanic females persisting at a slightly higher rate than white females (67.1 and 68.0 percent respectively). This is a slight shift from the 2008 cohort, where whites were persisting slightly better than Hispanics. The similarity in the rates for these groups indicates that community colleges are making progress toward closing gaps in persistence rates.

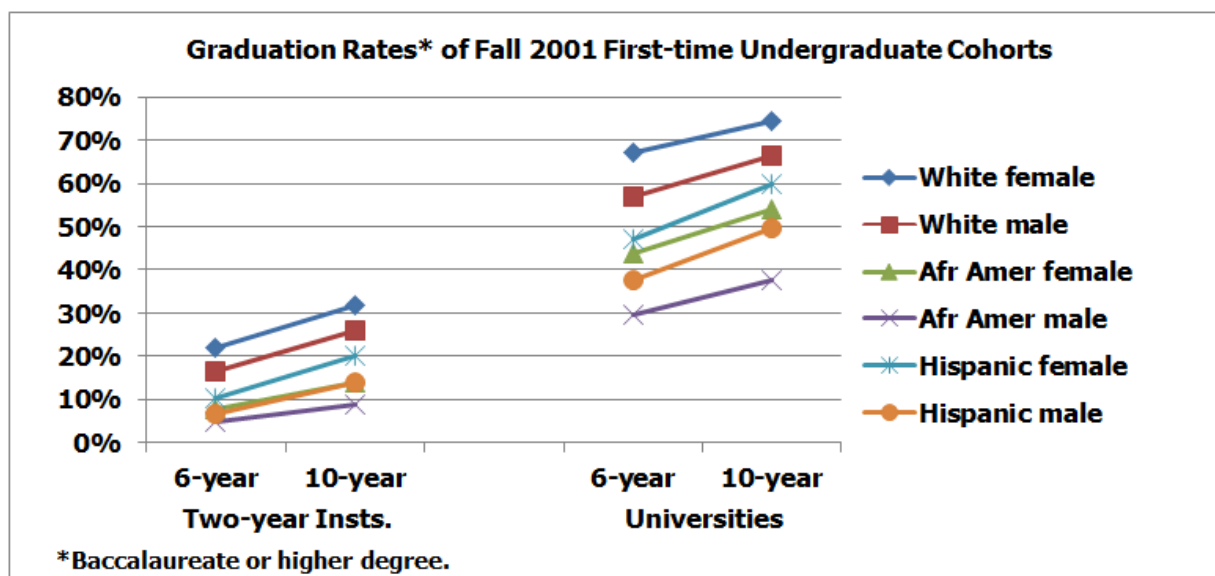
For success measures, earlier cohorts must be studied. Of fall 2005 university first-time, full-time students, 58.4 percent earned a bachelor's degree in six years or less (see Table 9). This is a notable increase from the 2003 cohort, which had a 55.9 percent 6-year degree rate. The regional spread for this measure ranged from a low of 37.4 percent in the Upper Rio Grande (up from 34.4 percent) to a high of 80.2 percent in Central Texas (down from 80.5 percent). The Gulf Coast, which had the second lowest six-year bachelor's degree completion rate when the regional plan was last produced, jumped from a 36.4 percent six-year graduation rate to a 43.2 percent six-year graduation rate in two years. Central Texas, where the state's two flagship universities are located, had 16,563 students in the 2005 university enrollee cohort (almost twice as many as the next highest region), and although the graduation rate dropped slightly for Central Texas university enrollees, it was still, by far, the highest in the state. Table 11 also shows graduation rates for this cohort by ethnicity. Not surprisingly, these rates vary considerably by region.

Table 11 University Enrollees who Earned a Bachelor's Degree in 6 Years or Less

Percent of Fall 2005 University Enrollees who Earned a Bachelor's Degree in Six Years or Less														
Region	All		White		Afr Amer		Hispanic		Other		Male		Female	
	Cohort Total	% Earned Bacc.	Cohort Total	% Earned Bacc.	Cohort Total	% Earned Bacc.	Cohort Total	% Earned Bacc.	Cohort Total	% Earned Bacc.	Cohort Total	% Earned Bacc.	Cohort Total	% Earned Bacc.
High Plains	4,511	68.8%	3,552	71.7%	166	55.4%	571	56.9%	222	63.5%	2,273	62.7%	2,238	75.1%
Northwest	827	44.3%	551	47.4%	155	35.5%	72	40.3%	49	42.9%	380	35.5%	447	51.7%
Metroplex	8,665	54.9%	5,428	56.9%	1,166	46.0%	1,139	50.3%	932	59.8%	3,792	50.1%	4,873	58.6%
Upper East	576	53.3%	462	55.2%	37	48.6%	41	41.5%	36	47.2%	273	52.0%	303	54.5%
Southeast	3,623	45.5%	2,126	52.6%	994	32.8%	316	44.6%	187	34.2%	1,450	39.1%	2,173	49.8%
Gulf Coast	9,458	44.3%	2,948	59.0%	3,940	29.4%	1,471	43.6%	1,099	59.1%	4,296	40.2%	5,162	47.7%
Central Texas	16,563	80.2%	11,050	83.0%	734	64.2%	2,894	72.3%	1,885	82.3%	7,739	76.0%	8,824	83.9%
South Texas	7,992	43.8%	2,243	47.5%	414	35.7%	4,817	42.4%	518	46.5%	3,714	37.7%	4,278	49.0%
West Texas	1,118	43.2%	686	46.8%	82	28.0%	318	39.3%	32	43.8%	533	36.4%	585	49.4%
Upper Rio Grande	2,441	37.4%	286	39.2%	87	25.3%	1,812	36.6%	256	45.3%	1,262	31.5%	1,179	43.9%
Statewide	55,774	58.4%	29,332	67.1%	7,775	36.7%	13,451	49.4%	5,216	64.6%	25,712	53.5%	30,062	62.5%

A statewide analysis of baccalaureate degree graduation rates for fall 2001 cohorts of higher education enrollees (Texas residents only) who started at two-year and four-year public institutions, and were tracked through 2007 and 2011, is shown in Figure 9. The graphs plot the percentage of Hispanic, African American, and white males and females in the cohorts who earned a bachelor's degree or higher within six or 10 years. Both full and part-time students were included. These graphs illustrate some variability in the success rates by gender and ethnicity over time. For example, note the steeper increase from six to 10 years for university Hispanic female and male success rates relative to other gender and ethnic groups.

Figure 9 Six- and Ten-Year Graduation Rates of Fall 2001 First-Time Undergraduate Cohorts



Source: THECB and Institutional Data

Tables showing comparisons of six and 10-year graduation rates by region for regional residents are available via the web portal in the 10 regional workbooks. Of the six major ethnic/gender groups who began at two-year public institutions, white females had the highest six and 10-year graduation rates in every region. White males had the second-highest six and 10-year rates except in South Texas and the Upper Rio Grande, where Hispanic females had higher 10-year graduation rates. African American males had the lowest six and 10-year graduation rates in seven regions.

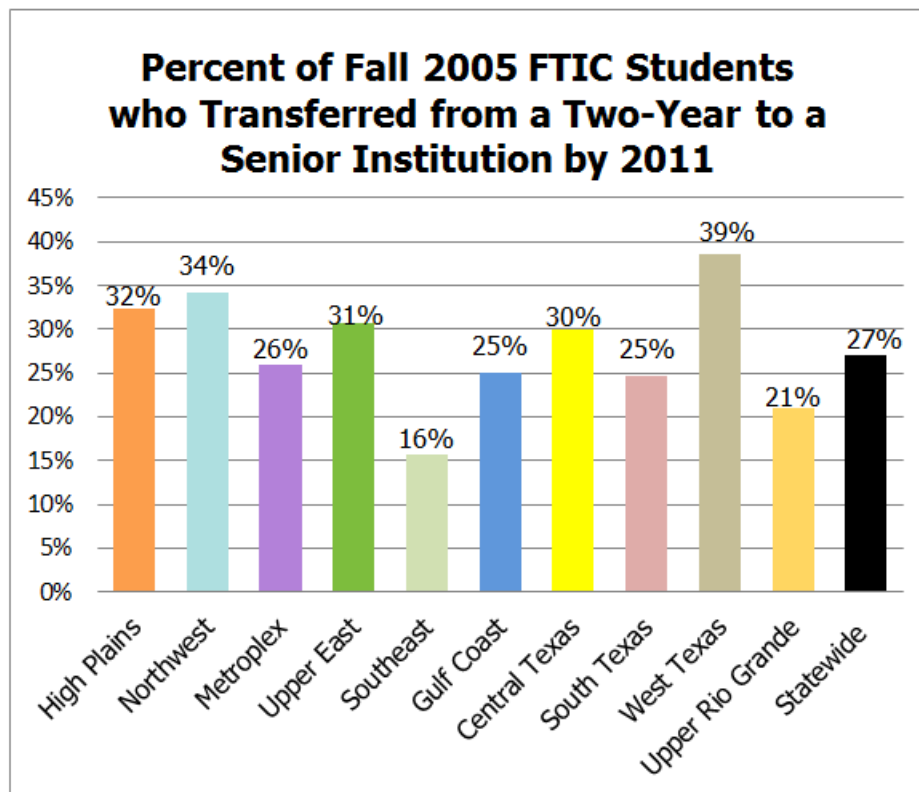
White females also led the way in graduation rates for university cohorts in all regions, with white males in second place in most regions. Hispanic male rates were usually near the bottom, but they exceeded their statewide rates in the Metroplex, Upper East, Gulf Coast, Central Texas, and South Texas.

Transfer Success

Creating effective transfer pathways for Texas undergraduates should be a priority in all regions, but particularly in areas with large community college populations. The Northwest and

West Texas had the highest percentage of first-time-in-college students who transferred within six years, with the Southeast and Upper Rio Grande showing the lowest percentages. However, while the Southeast had the lowest percentage of transfers in a fall 2005 cohort of first-time-in-college students who transferred by 2011 (see Figure 10), they also had the highest percentage of students who earned an award at the community college level (16.6 percent). This could be related to employment opportunities requiring associate's degrees or certificates that are available in the region. It may also be related to the presence of the Lamar two-year state colleges.

Figure 10 Transfer Success



Source: THECB and Institutional Data

Actions for Success: A Regional Perspective

Several current Coordinating Board initiatives are focused on improving student participation and success. Many have a regional component or focus. Programs with a regional component or the potential for regional application are listed below. All of these programs contribute to *Accelerated Plan* goals for *Closing the Gaps by 2015*.

The Texas Pathways Project

The Texas Pathways project is a partnership between secondary and post-secondary institutions designed to improve secondary to postsecondary transition and postsecondary success through data-informed activities and decision-making. There are currently five Pathways projects, which are located in the Gulf Coast (two projects in the greater Houston area), South Texas (a Lower Rio Grande Valley project and a San Antonio project) and Upper Rio Grande (one project) regions. Although the projects do not encompass the large regional areas that comprise the Coordinating Board higher education regions; while they are local projects, each involves several school districts, community college campuses, and at least one four-year institution.

Voluntary Transfer Compacts

The Voluntary Mechanical Engineering Transfer Compact is a voluntary agreement among institutions of higher education within the state. Its purpose is to foster enhanced transfer processes for students pursuing a bachelor's degree in mechanical engineering, and to increase the number and preparedness of students matriculating from a two-year pre-mechanical engineering program at community colleges into a baccalaureate mechanical engineering program at four-year universities. The intention of this transfer compact is not to change the curriculum of a four-year institution, but rather to provide guidance to students with respect to what courses offer the best mechanism for obtaining a Bachelor of Science in Mechanical Engineering degree.

The voluntary transfer compact concept is expanding beyond mechanical engineering. As of summer 2012, the chancellors or presidents of 17 universities and 62 community and technical colleges had agreed to participate in one or more of Voluntary Engineering Transfer Compacts for Civil, Electrical, Industrial, and Civil Engineering, eliminating the need for potentially hundreds of institution-to-institution articulation agreements among these signatory institutions. These voluntary statewide transfer agreements were developed in 2009 and 2010 by the Coordinating Board with grant support from Lumina Foundation for Education and the work of voluntary advisory committees made up of engineering faculty from across Texas. The Coordinating Board supports efforts to establish broad-based voluntary transfer compacts in other fields, along with other promising means for improving transfer transitions.

2010 Tuning Oversight Council for Engineering and 2011 Tuning Oversight Council for Engineering and Science

The 2010 Tuning Oversight Council for Engineering (2010 TOCE) is the voluntary faculty advisory council that has assisted the Board in integrating the "Tuning" process into the course-level alignment work that was piloted in 2009 through the efforts of the Voluntary Mechanical

Engineering Transfer Compact Committee. Tuning is a faculty-led process designed to provide an indication of the knowledge, skills, and abilities students should achieve prior to graduation at different degree levels. The 2010 TOCE has completed final Tuning packages for Civil, Electrical, Industrial, and Mechanical Engineering. They also have completed their “Fine-Tuning” (course alignment) work for these disciplines. Final course descriptions and course learning outcomes for those additional lower-division courses to be included in the Voluntary Transfer Agreement Pertaining to Bachelor of Science Degrees in Civil, Electrical, Industrial, and Mechanical Engineering were adopted by the Academic Course Guide Manual (ACGM) Committee on October 5, 2011, after a statewide 30-day comment period. The Tuning Oversight Council for Engineering and Science (2011 TOCES) has completed their final Tuning packages for Biomedical Engineering, Chemical Engineering, Biology, and Chemistry. Key lower-division courses that undergraduate students should take to be successful in upper-division courses in each of these four disciplines have been identified. Final Tuning packages for these disciplines are expected to be released in fall 2012.

Regional Higher Education Roundtables and Town Hall Meetings

The Coordinating Board held regional education roundtables and town hall meetings in seven locations throughout the state in the summer and early fall of 2012 with grant support from Lumina Foundation for Education. The roundtable luncheons, which were convened for business, community, and elected leaders, were focused on higher education’s critical role in regional, state, and national economic development. The town hall meetings were developed for regional higher education faculty and administrators and provided the opportunity to share regional and state progress towards 2015 *Closing the Gaps* goals, discuss fiscal challenges, and outline legislative priorities for Texas higher education. The roundtables and town hall meetings included a presentation by the Commissioner of Higher Education and allowed community and educational leaders time to ask questions, discuss issues, and explore ideas for how to, moving forward together, improve educational outcomes, and consequently, workforce and community outcomes.

AVID Postsecondary Project

The Coordinating Board has partnered with the Advancement Via Individual Determination (AVID) Center to conduct a four-year AVID Postsecondary Pilot Program which incorporates many of the researched-based components that made AVID successful in public schools across the country. The project, which began in 2010, provides funding to AVID: (1) for the development of AVID Postsecondary Project components; (2) for the development of criteria for piloting the AVID Project at nineteen Texas community colleges and four-year institutions; (3) to assist in the selection of pilot campuses; and (4) to collaborate with the THECB on developmental research studies that determine the impact of AVID services on developmental and low-performing students. By the conclusion of the project, it is anticipated that no fewer than 10,000 students will be involved in the AVID developed Freshman Experiences.

Comprehensive Student Success Programs

The purpose of the Comprehensive Student Success Programs (CSSP) is to improve student success in postsecondary institutions by providing a comprehensive program of interventions that increase completion of either a diploma or certificate. The target student populations are first-generation college students, with an emphasis on under-represented student groups such as African American and Hispanic or economically disadvantaged students. CSSP major activities include provision of academic services, access to child care, early warning systems, counseling services, and financial aid packaging. The CSSP is a part of the THECB College Access Challenge Grant (CACG), funded by the United States Department of Education, which supports institutions in identifying entry-level courses with high rates of non-completion and using data to design and implement systems for early alert and successful intervention.

Eight institutions were recently announced as FY 2012-2013 Comprehensive Student Success Program (CSSP) awardees, and in June of 2012 more than 40 community college and university faculty, staff, and administrators from eight institutions participated in a CSSP technical assistance workshop. The workshop was the second in an ongoing series that leveraged national expertise in data and research design and analysis to provide project-specific technical assistance to grantees.

Regional College Readiness Special Advisors

Regional College Readiness Special Advisors (RCRSAs) are executive staff from institutions of higher education and educational service centers that liaise with the THECB, their college readiness colleagues at other institutions in their region, ESC representatives, P-16 Councils, school districts, and other education stakeholders to coordinate and collaborate on strategies to strengthen P-16 alignment and the successful implementation of the College and Career Readiness Standards. Currently there are ten Advisors - eight from institutions of higher education and two from educational service centers.

RCRSAs assist individual stakeholders, but also help coordinate activities, increasing the use of best practices and improving cost efficiencies by avoiding redundancies. RCRSAs convene monthly with THECB staff through face-to-face meetings, teleconference calls or webinar meetings to share information on local and regional initiatives, and provide feedback on statewide initiatives. The advisors build partnerships across institutions and among regional secondary educators and stakeholders, coordinate regional P-16 work with state initiatives, and articulate and support a vision specific to the region's needs. Projects vary by region, from initiating Pathways Projects to coordinating the work of multiple P-16 Councils.

P-16 Regional Councils

P-16 Regional Councils are civic structures that exist to meet the goal of the state's higher education plan, *Closing the Gaps by 2015*. Membership in each Council includes leaders from regional education service centers, public school districts, community colleges, and at least one public or private four-year institution of higher education; community business representatives who are members of local workforce boards or chambers of commerce; and representatives from civic and/or community organizations. Councils are formed to address the following goals:

- Advance regional efforts to target, design and implement systemic actions to establish college-going habits and traditions in middle and high schools, particularly to increase Hispanic college participation and completion rates;
- Improve parental outreach;
- Increase awareness of College and Career Readiness Standards;
- Ensure the work will be carefully managed and monitored;
- Engage systems, institutions, civic and business leaders and build region-wide ownership; and
- Communicate with its various partners in clear and regular ways so as to remain focused on the work.

Statewide P-16 Institute hosted by the Coordinating Board

The Division of P-16 Initiatives hosted a P-16 Institute in June 2012 at the DoubleTree Hotel in Austin. This was the second P-16 Institute of the 2011-12 year designed to bring P-16 regional teams of local secondary, post-secondary, and community and business partners together to assist in *Closing the Gaps by 2015*. During the institute, the THECB offered a series of sessions on educational initiatives, college readiness programs in school districts, partnerships, sustainability, and collaborative professional development. Twenty-nine P-16 Councils sent representatives, which totaled 96 public and higher education administrators, workforce, community, and business leaders.

Advise TX

AdviseTX College Advising Corps, launched during summer 2010 in 15 high schools via federal College Access Challenge Grant (CACG) funding from THECB. The model, based on near-peer advising, places recent college graduates in high needs high schools and provide a whole school approach to advising. Last year the program grew to 120 high-need high schools being served. Year three will continue to focus on the program growth and continued development. Texas A&M University, Texas Christian University, The University of Texas at Austin, Trinity University, and Texas State University will serve as partners to implement the Advise TX program across the state.

Generation Texas

The Generation Texas (Gen TX) public awareness campaign has been developed to encourage college access and success by stimulating a grassroots movement of support for underrepresented students and their families. In order to stimulate this "movement," GenTX employs media, online outreach, local events with schools and partners, and the provision of printed materials and community toolkits. This year the effort will involve statewide coordination facilitated by a selected vendor and local implementation being conducted by selected Regional P-16 Councils.

Regional P-16 Councils and Generation Texas Initiatives

In June 2012, representatives from 14 P-16 Councils attended a GenTX Training in Austin. P-16 Councils received training on the Rock Your Future promotion and were provided a

kit focused on assisting P-16 Councils and campaign partners in planning Rock Your Future events and promotions during the back-to-school months of August through November. The nine currently funded P-16 Councils also presented their GenTX sustainability plans.

This year the GenTX public awareness campaign will focus on local grassroots implementation by engaging Regional P-16 Councils/Partnerships to carry out specific activities to facilitate the development of a college-going and completion culture in their local communities. Of the nine Regional P-16 Councils previously funded, staff will make the determination as to whether those efforts will continue to receive support based on past performance and future impact. Also, new areas of the state will compete for funding to expand GenTX across Texas at the community level.

College and Career Readiness Initiative Faculty Collaboratives

The Coordinating Board established the College and Career Readiness Faculty Collaborative Initiative to provide faculty of institutions of higher education who prepare pre-service teachers with the latest information and resources regarding the College and Career Readiness Standards. The activities of the Faculty Collaboratives will help ensure that prospective teachers receive preparation that is closely aligned with the CCRS. New teachers will be better able to prepare their students to be college-ready in the four content areas and in the cross disciplinary standards included in the CCRS. Additionally, a website was launched in November 2009, with a basic structure to allow for the dissemination of pertinent information and access to resources. Content will be added continuously, especially in the form of professional development tools.

Adult Degree Completion

The purpose of GradTX is to provide a mechanism to help adults reenter college and finish their bachelor's degrees. Offered by eight Texas universities, Grad TX targets the over 40,000 adults in Texas who "stopped out" of college with 90 or more credit hours, but have not finished the 120 credit hour requirement to receive a bachelor's degree. The program's website www.GradTX.org features an online transfer tool that allows returning students to enter completed coursework and preview how their credits would count toward a bachelor's degree at a participating university. The website also connects returning students to counselors at each university who specialize in meeting the unique needs of returning students, such as determining how work experience could count toward a bachelor's degree and helping returning students graduate faster. Grad TX includes information about paying for college and financial aid, as well as a section addressing the needs of Veterans.

Promoting Access and Success in Critical Allied Health Fields

Math, Science, and Technology Teacher Preparation (MSTTP) Academies

The purpose of the state funded "Mathematics, Science & Technology Teacher Preparation (MSTTP) Academies" is to improve the instructional skills of certified teachers and to train students enrolled in undergraduate and master's degree teacher preparation programs

to perform at the highest levels in mathematics, science, and technology. Awarded institutions of higher education (IHEs) host a MSTTP Academy on their campus and develop appropriate programming, and coordinate the provision of tuition support for qualifying coursework to support pre-service and in-service teachers in mathematics, science, and technology. Twenty one academies involving teachers committed to serving high-needs school districts have been funded over various cycles of competitive program review from 2008-2011. The effectiveness and efficiency of this program is evidenced by the growing and collaborating network of academies, school district partners, and pre-service and in-service teacher cohorts that have been established at the sponsoring universities.

Teacher Quality Grants Program

The federally funded Teacher Quality Grants Program provides long-term professional development to improve the content knowledge and instructional skills of in-service math and science teachers in high-need schools. Faculty at 28 public and independent higher education institutions plan intensive summer sessions with a focus on implementing high-yield instructional strategies. The project will work with approximately 1,000 teachers in 2012 and 2013.

Family Practice Residency Program

The Family Practice Residency Program (FPRP) was established in 1977 by the Texas Legislature to increase the numbers of physicians selecting family practice as their medical specialty and to encourage those physicians to establish their practices in rural and underserved communities in Texas. The program improves the distribution of family physicians throughout the state and provides increased medical care to patients in underserved areas. The FPRP provides grants to Texas' 29 nationally-accredited family practice residency programs located in every region of the state and provides strong support for Texas' health care education and delivery network.

Hospital-Based Nursing Education Partnership Grant Program

The Hospital-Based Nursing Education Partnership Grant Program is a peer-reviewed grant competition that supports educational initiatives using innovative instruction and the existing expertise and facilities of hospital-based nursing education partnerships. The purpose of the program is to address the state's need for registered nurses by fostering collaboration among hospital and academic partners, with the resulting partnerships leading to an increase in the number of students enrolled in and graduating from professional nursing education degree programs. Many of the selected projects will provide new outreach efforts and help educate RNs in underserved regions of the state.

Promoting Student Success through Institutional Success

Facilities Planning

The extent of classroom-based educational opportunities available for students in a region is tied to the number and location of higher education institutions and off-site teaching locations in that region. Some Coordinating Board regions have two-year and four-year institutions scattered throughout; others have only a few. In general, more densely populated areas tend to have more facilities and a larger range of program opportunities, but there may not be a direct correlation between the number of potential students in a region and the facilities needed to accommodate them.

The state furnishes and maintains the facilities used by public universities, health-related institutions, and state/technical colleges. Community college facilities are the responsibility of local community college districts. Details about the extent and condition of community college campuses and buildings are not reported to the state.

As student enrollments increase, institutions will need to use their facilities more efficiently to keep pace with demand. This may include scheduling changes and greater use of online resources to offer entire courses or parts of hybrid classes. The fastest growing areas of the state (the Metroplex, Gulf Coast, South Texas, and Central Texas regions) must creatively meet increased student demand for education services through innovative use of facilities, hybrid classes and distance education opportunities, effective student advising and support practices, policies supporting on-time degree attainment, and efficient financial aid packaging.

The Report of the Texas Higher Education Coordinating Board on Higher Education Cost Efficiencies (HECE) published in fall 2010 recommends the Coordinating Board develop a strategic growth plan for meeting student demand. The strategic planners should, according to the HECE, consider several options, including increasing productivity and capacity of existing institutions and creating new types of institutions, such as online only institutions, competency-based institutions, and no-frills instructional institutions. Regional considerations should be part of a strategic plan to accommodate growth, and those considerations should include facilities issues.

The section below concerns state facilities, but the same topics and issues apply to community college facilities.

State Facilities Overview

Overall, state higher education institutions have exceptional facilities, with a condition value of \$33.6 billion and an average age of 35 years. The High Plains region's facilities have the oldest average age of 46 years, while the Upper East regions have the youngest at 16 years. Considering the many changes that have taken place in the realm of higher education, the suitability of older structures to house contemporary instructional activity, while maximizing efficiency, may be questionable. There is a need to reinvest in existing facilities both for reasons of deferred maintenance and to retool buildings to accommodate the current learning/classroom styles (adaptive renovation).

Generally, the efficiency and use of classrooms and class laboratories is considered the bellwether of overall efficient use of facilities. Therefore, the Coordinating Board calculates a Space Usage Efficiency Model (SUE) index score, composed of a demand measure and a utilization measure, to assess the efficient use of space at universities.

Over the next five years, public higher education institutions plan to construct over 33 million gross square feet, in addition to the 210.8 million gross square feet they currently occupy. This would increase the educational and general (E&G) square footage by 10.4 million square feet, to 74.1 million E&G square feet, with a total price tag estimated at \$16.1 billion. This is an ambitious plan, considering the space deficit as of fall 2011 was 14.1 million E&G square feet, statewide.

Faculty Projections by Region

The success of individual students depends heavily on the faculty members who teach and guide them throughout their higher education experience. Providing adequate faculty to efficiently and effectively meet student needs is an important component of institutional planning. Analyzing student growth patterns from the perspective of regional higher education resources can be done in the context of larger state needs and can help inform individual institutional decisions about faculty size and distribution.

The Coordinating Board derived projections of faculty size for fall 2015 at public universities and two-year institutions, by region, using the following method. The Board computed the fall 2010 student (undergraduate and graduate) to faculty ratio for each region, and divided it into the region's 2015 institutional enrollment target to yield the projected faculty count for fall 2015. It was assumed that the regional student to faculty ratio will not change by fall 2015. The results are shown in Table 12. The increases from 2010 to 2015 are new positions and do not include replacements for departing faculty, which can provide significant additional faculty opportunities. Consequently, these projects do not adjust for any change in delivery methods.

Based on this analysis, 4,239 (11 percent) more faculty will be needed at public universities in fall 2015. The lowest rate of increase is projected to be in the Central Texas region, home to The University of Texas at Austin (UT-Austin) and Texas A&M University (TAMU), with just four percent growth. That is because UT-Austin is the only public university in Texas with a 2015 target that is less than its 2010 enrollment, and TAMU's targeted growth by 2015 is the slowest (1.8 percent) of any public university besides UT-Austin. The largest increase will be in the Metroplex, with 1,448 new faculty positions, but the fastest growth (29 percent) will be in the Upper East.

Public two-year institutions are projected to add faculty at a higher rate (19 percent, or 6,326 positions) than universities. The slowest growth should be in the High Plains. As with universities, the greatest growth is projected to be in the Metroplex (1,817 new positions), but the fastest growth (41 percent) will be in the Upper Rio Grande.

Table 12 Projected Faculty Needs

Projected Faculty Needs Based on Current Student to Faculty Ratios and Institutional <i>Closing the Gaps</i> Enrollment Targets							
Region	Fall 2010			Fall 2015			
	Enrollment	Faculty	Student: Faculty Ratio	Institutional Enrollment Target	Projected Faculty	Faculty Change from 2010	
						Number	Percent
Public Universities*							
High Plains	39,426	3,041	13.0	44,450	3,429	388	13%
Northwest	6,133	363	16.9	6,700	397	34	9%
Metroplex	121,882	7,877	15.5	144,283	9,325	1,448	18%
Upper East	8,249	530	15.6	10,600	681	151	29%
Southeast	26,798	1,427	18.8	30,722	1,636	209	15%
Gulf Coast	97,192	7,086	13.7	105,679	7,705	619	9%
Central Texas	135,213	9,938	13.6	140,741	10,344	406	4%
South Texas	87,636	4,919	17.8	99,142	5,565	646	13%
West Texas	10,923	596	18.3	12,500	682	86	14%
Upper Rio Grande	24,098	1,424	16.9	28,389	1,678	254	18%
Total University	557,550	37,201	15.0	623,206	41,440	4,239	11%
Public Two-Year Institutions							
High Plains	24,484	1,005	24.4	26,587	1,091	86	9%
Northwest	13,127	632	20.8	17,139	825	193	31%
Metroplex	187,804	7,762	24.2	231,768	9,579	1,817	23%
Upper East	42,688	1,981	21.5	47,204	2,191	210	11%
Southeast	14,170	771	18.4	15,610	849	78	10%
Gulf Coast	175,854	7,888	22.3	210,868	9,459	1,571	20%
Central Texas	97,357	4,540	21.4	114,741	5,351	811	18%
South Texas	144,191	6,078	23.7	166,647	7,025	947	16%
West Texas	16,240	789	20.6	18,519	900	111	14%
Upper Rio Grande	27,337	1,225	22.3	38,563	1,728	503	41%
Total Two-year	743,252	32,671	22.7	887,646	38,997	6,326	19%
*Excludes health-related institutions.							

*Excludes health-related institutions.

Source: THECB and Institutional Data

Institutional Success through Research

Scientific research conducted at higher education institutions is vital for identifying and developing new knowledge; knowledge that can lead to groundbreaking innovations, drive the economy, and improve the quality of life for Texas citizens. High-quality research efforts require the appropriate level of funding, particularly from the federal government, the major source of research funds.

Federal funding supported 51 percent of all research expenditures in fiscal year 2011 at Texas institutions of higher education. The majority of the support comes from four sources: the National Institutes of Health, the Department of Defense, the National Science Foundation, and the National Aeronautics and Space Administration. Biological science, medical science, and engineering receive the most federal financial research support.

Texas colleges and universities also benefit from a range of other funding targeted toward research. State, corporate, and private funds help support a range of research efforts. The Texas Research Incentive Program (TRIP), funded by the Texas Legislature in 2009, has committed \$35.6 million in matching funds for the 2012-2013 biennium to help emerging research universities strive to become nationally recognized. The Norm Hackerman Advanced Research Program, Texas Emerging Technology Fund, Competitive Knowledge Fund, Cancer

Prevention and Research Institute, and Research Development Fund are all state sponsored programs that provide significant support of research efforts.

Institutions must be creative when they vie for research funds. One means to do so is by working collaboratively. Partnerships that extend beyond institutional walls to the community beyond can provide fertile ground for innovation, parlaying unique regional needs, expertise, and resources into research opportunities.

Research expenditures are concentrated in those regions with high populations and large institutions. Health-related institutions (HRIs) produce about half of all research spending. Regions without HRIs or large universities have low levels of research expenditures.

Barriers to Student Success

Many Texas students face challenges, and some have significant obstacles to overcome as they move through the educational pipeline. Some of these challenges may be physical; some may be economic; and others may be academic, social, or cultural. With lower than average educational attainment rates compared to other states, Texas has many students whose parents did not attend college. In addition, almost 60 percent of public school students in Texas qualify for economic assistance (free or reduced lunch), and a high percentage are lacking in the academic preparation and skills necessary for college success. These factors can put students at risk as they progress through the K-12 education system and, for those who make it, into college.

Students who are economically, academically, or otherwise at risk are not equally distributed through Texas higher education regions, and any analysis of regional data must recognize this. It is also important to recognize that there can be vast population differences within regions. Texas' large metropolitan areas have both affluent suburbs with highly educated populations and urban areas with large low-income populations. Regional data provide a more specific look than a statewide picture can provide, but planners and others using these data must always remain cognizant of the differences inherent within as well as across regions.

Student, institutional, and regional outcome data cannot be studied without an understanding of how risk factors influence student outcomes. However, it is vital that planners and other stakeholders understand that while students with certain types of risk factors may not, on average, progress through higher education at the success levels of students who are not at risk, there is great variation in success rates for at-risk students. Striving to help these students achieve success should be a top priority for institutions, regions, and the state. Without extra efforts in this area, *Closing the Gaps* goals cannot be realized.

In Texas, a large percentage of students who enroll in college are found to not be ready to succeed at college-level work. The Texas Success Initiative (TSI) provides a statewide measure of student preparation for college. Standards for minimum test scores or performance in the areas of mathematics, writing, and reading provide a baseline for gauging students' readiness to enroll in freshman-level academic coursework. State accountability measures track student performance, as measured by the state standard at initial enrollment and during a student's first years in college, to determine how long it takes underprepared students to complete TSI requirements and, subsequently, succeed in entry-level college courses.

Readiness for enrollment based on the TSI standard is tracked for all Texas higher education enrollees and for a subset of this group: public high school graduates who enroll immediately in higher education. Disaggregated student TSI performance data for recent high school graduates which include results by student economic status provide information about possible risk factors related to success in college. These data are available at ([RP 2012: HS to College](#)).

Table 13 shows information about 2009-2010 public high school graduates who enrolled in Texas public higher education in fall 2010, by region. TSI status as of the end of the fall 2010

semester is shown. The highest percentage of 2010 high school graduates who enrolled immediately in a higher education institution came from the Gulf Coast region (51.3 percent). Students from Central Texas were the most prepared of the cohort, followed by the Gulf Coast and the Metroplex regions. South Texas students were, by a large margin, the least prepared of the high school graduates. Of the three skills areas assessed, student preparedness levels were lowest in mathematics for every region. The percentage of students prepared in reading and writing were quite similar for most regions, with the greatest difference seen in the High Plains region.

Table 13 TSI Initiative

Achievement Relative to Texas Success Initiative (TSI) Standards Of Public High School Graduates in 2009-2010 Who Enrolled in Higher Education in Fall 2010						
Region	HS Grads	Percent Enrolled in Higher Ed	Percent Enrolled in Higher Ed & Met TSI Standards			
			All Areas	Math	Writing	Reading
High Plains	9,299	48.6%	70.2%	78.8%	82.0%	85.1%
Northwest	6,982	41.7%	69.4%	75.6%	82.8%	83.9%
Metroplex	72,359	47.8%	70.7%	77.1%	86.4%	85.9%
Upper East	11,922	46.2%	64.6%	72.2%	79.7%	80.0%
Southeast	8,051	49.7%	66.4%	73.9%	82.1%	80.0%
Gulf Coast	67,653	51.3%	72.6%	78.0%	89.0%	87.4%
Central Texas	29,069	47.1%	73.2%	78.3%	86.7%	86.6%
South Texas	57,267	49.5%	55.0%	62.6%	68.8%	68.6%
West Texas	6,273	48.3%	66.9%	72.2%	82.7%	83.2%
Upper Rio Grande	11,645	49.7%	57.7%	72.5%	79.4%	74.7%
Statewide	280,520	48.9%	67.1%	73.9%	82.4%	81.8%

Source: THECB and Institutional Data

Students who enter college underprepared are less likely to persist and graduate than those who are ready to begin college-level work upon arrival. Statewide, 48.2 percent of public university students who did not meet statewide readiness standards graduated or were still enrolled six years after entry (fall 2005 cohort data). In contrast, a full 77.6 percent of students in the cohort who met state readiness standards had graduated or were still persisting after the same time had elapsed. For community colleges, three-year graduation or persistence data show that for the most recent cohort available (students entering in fall 2008), 39.4 percent of the students requiring developmental education had earned a certificate or an associate's degree or were still persisting, and 59.1 percent of students who did not require developmental education had the same result: an almost 20 percentage point difference between the two groups. The data show that the more areas in which a student does not meet the TSI standard, the more likely the student will not persist.

Institutional persistence and success data for students taking and not taking developmental education are available at <http://www.txhighereddata.org/reports/performance/deved/>.

Students Receiving Pell Assistance by Region

The percentage of students receiving federal Pell awards also differs by higher education region. A population with a high percent of economically disadvantaged students may require different strategies for success on the part of institutions; attention to financial aid and how assistance is packaged may be more critical for these areas.

Table 14 Pell Assistance by Region, University Undergraduates

Undergraduate Students Receiving Pell Assistance, FY 2011						
Four-Year Public Universities						
Region	Total Student	Percent of Students Receiving Pell				
		All	White	African Am.	Hispanic	
High Plains	28,105	30.3%	22.5%	61.8%	51.8%	
Northwest	4,173	41.8%	36.4%	71.5%	57.3%	
Metroplex	61,662	40.9%	32.1%	66.2%	55.3%	
Upper East	4,463	41.7%	37.9%	70.9%	54.9%	
Southeast	16,450	47.7%	33.9%	73.5%	56.3%	
Gulf Coast	56,238	49.2%	28.8%	70.3%	54.1%	
Central Texas	93,710	27.5%	17.6%	57.3%	50.0%	
South Texas	51,197	55.8%	33.0%	62.0%	67.6%	
West Texas	6,774	47.2%	37.4%	68.8%	61.1%	
Upper Rio Grande	13,118	65.2%	48.4%	69.8%	73.9%	
Statewide	335,890	41.4%	26.0%	67.6%	60.4%	

Table 15 Pell Assistance by Region, Two-Year Colleges

Students Receiving Pell Assistance, FY 2011						
Two-Year Community Colleges						
Region	Total Student	Percent of Students Receiving Pell				
		All	White	African Am.	Hispanic	
High Plains	10,030	55.4%	46.1%	79.1%	68.7%	
Northwest	4,859	60.2%	55.3%	75.7%	69.6%	
Metroplex	49,371	43.7%	36.0%	72.3%	48.0%	
Upper East	20,192	59.2%	52.8%	80.0%	60.7%	
Southeast	6,448	61.7%	52.9%	79.1%	61.3%	
Gulf Coast	41,801	40.1%	27.8%	69.1%	47.3%	
Central Texas	34,682	47.7%	38.8%	76.3%	57.8%	
South Texas	47,212	67.3%	48.6%	68.2%	73.9%	
West Texas	5,418	50.8%	41.6%	65.0%	60.0%	
Upper Rio Grande	10,193	71.5%	53.0%	56.0%	76.3%	
Statewide	230,206	52.6%	40.7%	73.5%	64.2%	

* The "All" category includes white, African American, Hispanic, Asian American, Native American, and international students, as well as those classified as other.

Source: THECB and Institutional Data

The data in Tables 14 and 15 on the previous page show the percentage of white, African American, and Hispanic populations of full-time undergraduate students who received Pell Assistance in FY 2011. In two regions, South Texas and the Upper Rio Grande, a higher percentage of Hispanic students received Pell than any other ethnic group at both community colleges and four-year institutions. In the other eight regions, African American students had the largest percentage of Pell recipients.

Table 16 shows Pell award amounts for each region in FY 2011 by the region of the student's residence. South Texas Students who attended college in Texas received the most awards, with 138,962 students receiving \$536,260,873. The average award amounts are similar across the state, with Upper Rio Grande residents awarded the most aid per students and West Texas residents the least.

Table 16 Pell Assistance by Region of Residence

Students Receiving Pell Assistance, FY 2011 By Region of Residence			Average Award Per Student
Region	Total Students	All	
High Plains	17,845	\$63,705,552	\$3,570
Northwest	11,001	\$41,213,730	\$3,746
Metropolitan	119,843	\$448,952,337	\$3,746
Upper East	25,443	\$97,014,875	\$3,813
Southeast	16,219	\$59,959,524	\$3,697
Gulf Coast	123,984	\$465,333,336	\$3,753
Central Texas	57,526	\$207,901,935	\$3,614
South Texas	138,962	\$536,260,873	\$3,859
West Texas	10,129	\$35,964,835	\$3,551
Upper Rio Grande	30,382	\$125,846,515	\$4,142
Statewide	551,334	\$2,082,153,512	\$3,777
Out-of State*	22,675	\$82,864,636	\$3,654

*Out-of-State includes students who are from Texas but attend college elsewhere.

Debt Load Study

To better gauge how college-loan debt impacts college students, a study was done to analyze student loan debt. First-time, full-time university students in fall 2003 were followed for six years to better understand the relationship between financial aid and student outcomes. The average loan per student for those who did not graduate and were not found in fall 2009 is shown in Table 17 by ethnicity and region.

Table 17 Average Loan of Non-Graduates

First-Time, Full-Time Entering Undergraduates, Fall 2003 Average Loan of Students who Did Not Graduate and Were Not Found Enrolled in Fall 2009						
Region	All	White	African American	Hispanic	Asian	Other
High Plains	\$13,912	\$14,609	\$13,695	\$11,510	\$15,916	\$8,440
Northwest	\$11,681	\$11,559	\$15,530	\$7,376	\$6,777	\$4,570
Metroplex	\$11,964	\$11,301	\$13,774	\$12,270	\$11,812	\$11,462
Upper East	\$6,753	\$6,344	\$9,282	\$4,394	N/A	\$1,273
Southeast	\$10,343	\$9,659	\$11,532	\$10,754	\$3,580	\$6,478
Gulf Coast	\$9,955	\$9,838	\$10,404	\$7,311	\$6,723	\$9,133
Central Texas	\$15,963	\$15,120	\$19,254	\$15,711	\$19,878	\$19,455
South Texas	\$8,763	\$9,568	\$10,378	\$8,016	\$12,624	\$12,608
West Texas	\$7,860	\$7,723	\$7,914	\$7,703	\$7,899	\$28,656
Upper Rio Grande	\$5,950	\$4,991	\$5,433	\$6,129	\$5,304	\$13,693
Statewide	\$10,802	\$11,544	\$11,158	\$9,082	\$11,989	\$11,509

Source: THECB and Institutional Data

With more than 60 percent of African American and Hispanic undergraduates in Texas receiving Pell awards, as well as more than 30 percent of white students, many of our students face economic challenges. Incurring substantial debt without the higher salary affiliated with degree completion can lead to economic hardships for non-completers. Lack of sufficient educated workers can negatively impact the regional economy as well. More comprehensive regional data on Pell assistance and loan debt are available through the web portal ([RP 2012: Inst Enroll](#)).

Action Areas to Remove Barriers to Success

The Coordinating Board believes that improving student readiness for college-level work requires the cooperation of many stakeholders. The programs described next are major Coordinating Board sponsored efforts to help underprepared students achieve college success. Improving the delivery and effectiveness of developmental education programs in Texas can substantially accelerate progress toward *Closing the Gaps* and help students overcome barriers to success.

Higher Education Intensive and Bridging Programs

The Coordinating Board directly administers appropriated funding for the purpose of establishing Higher Education Intensive and Bridging Programs. The goal of the Intensive and Bridging Programs is to decrease the need for developmental education and increase student persistence and success. Eligible student participants receive rigorous academic instruction in the subject areas of English/language arts, mathematics, and/or science during the summer,

weekends, or before- or after-school timeframes. Selected programs address at least one of four programmatic components:

Developmental Education Demonstration Project (DEDP)

The objective of the DEDP is to develop a comprehensive model of developmental education for use in Texas. Currently, institutions around the state are implementing small-scale pilots using various innovative strategies to improve student outcomes and accelerate students through the developmental education sequence. The project implements the most effective components from successful small-scale pilot projects that already exist in programs across the state, by funding large-scale initiatives that bring all of the key program elements together on one campus. The THECB will be evaluating the progress and outcomes of the DEDPs and will recommend scalable and sustainable best practices as policy recommendations to the 83rd Texas Legislature in January 2013.

Accelerated Developmental Education Project

The objective of the Accelerated Developmental Education Project is to improve and enhance the developmental education program by identifying effective modular curricula that will reduce the time a student spends in the developmental education sequence. Awarded institutions of higher education (IHEs) develop an accelerated program curriculum for developmental education students in at one of the following areas: math, or reading. After developing the curriculum, awarded IHEs pilot the curriculum on their campus and collect data to evaluate the effectiveness, scalability, and replicability of the curriculum.

Center for Mathematics Readiness

The objective of the Center for Mathematics Readiness is to provide collaborative professional development and technical assistance related to the delivery of developmental mathematics. The project is included within the DEDP structure to support the implementation efforts of the community colleges. The project will enable the respective developmental education faculty to increase the number and percentage of developmental mathematics students who successfully complete college-level mathematics courses in 24 months or less.

Complete College America

In 2011 Texas received \$1 million from Complete College America to pilot mathematics remediation as a co-requisite to existing College Algebra (MATH 1314 or 1414) or Elementary Statistical Methods (MATH 1342 or 1442) courses. The proposed model, known as the Texas State FOCUS Program (Fundamentals of Conceptual Understanding & Success), is based on a THECB-funded, Intensive Summer Bridge pilot program implemented in the Texas State University-San Marcos Department of Mathematics in summer 2008 and 2010. Specific program sites were chosen based on institution size (medium to very large), institutional interest in implementing co-requisite model for remedial math, and institutional data indicating: high remedial mathematics enrollment; low remedial mathematics success; and high Hispanic and/or African American enrollment.

Adult Basic Education Innovation Grants (ABEIGs)

The ABEIG pilot programs are designed to establish career pathways for adult basic education (ABE) students who score at the high intermediate ESL level (literacy/reading) or low intermediate basic education level (reading). The ABEIGs directly target adults who have left high school prior to graduation, who have not yet earned a GED, but who are interested in a technical or career field but are underprepared academically to succeed. It also affects underprepared adults who may have graduated from high school three or more years prior to enrollment in the program but who test into basic skills levels (below 7.5 grade level). Under the program, adult education students take career/technical training courses concurrently with adult basic education support classes which are contextualized to the training course (e.g. Math for CNC machinists). The support classes are taught by adult basic education faculty, by developmental education faculty, or by the certificate instructor AND an ABE or DE faculty member.

Intensive Programs for Adult Education Students (IPAES)

The purpose of an IP-AES project is to determine if short-term and accelerated academic instruction and support can positively affect transition to college, college persistence, and success for students who are underrepresented in college enrollment rates and at-risk of dropping out in college. A successful IPAES will provide academically at-risk students opportunities to gain skills associated with college persistence and success in first and second-year college courses.

An Examination of Programs by Region

High Demand Certificate and Degree Programs

The *Regional Plan* statute calls for the Coordinating Board to identify regions with unmet needs for services and programs and provide recommendations for how those needs can be met efficiently. Careful analysis of program availability, enrollments, and degrees earned can help regions and institutions be more responsive to workforce and student demands. However, program planning must also utilize a range of additional resources such as environmental scans, reviews of workforce projections and other data, an inquiry process to identify nascent or transforming fields, and feedback from the business community and other stakeholder groups.

The Report of the Texas Higher Education Coordinating Board on Higher Education Cost Efficiencies emphasized that student demand can be met through efficiencies and innovation in such areas as program delivery and creating clear pathways for success. Collaborative solutions can emerge when the focus extends beyond institutional walls and the need (or lack thereof) for programs is considered from multiple perspectives.

While the ability to adapt program offerings to local and regional needs is more commonly viewed as a goal for community colleges, universities must also be nimble in meeting student, workforce, and societal needs. Thinking regionally can help advance broader goals even for the state's large universities. Conversely, community colleges must look not just within their own boundaries but far beyond them as they plan for the future. As the 2009 Commission on Higher Education and Global Competitiveness' report stressed, regional and statewide solutions are needed to meet global demands.

As part of the development of the 2012 *Regional Plan*, three analyses were conducted that provide insight into program availability, enrollments, and overlap by region. The first is an analysis of FY 2011 awards and degrees conferred by program (also called fields or majors), degree level, and region that highlights awards in high-demand areas. In addition, a state-level analysis of degrees awarded from 2007-2011 by two-digit program CIP code illustrates trends over time and provides a broader context for regional CIP code analyses. Finally, low producing program data has been organized by region for this report. All of these program area analysis reports are available through the regional portal at ([RP 2012: Programs](#)).

High-Demand Program Analysis

In 2011, 87.3 percent of degrees and certificates awarded by Texas public colleges and universities were in areas identified as high demand, as determined by the number of degrees and certificates awarded per program area. This is an increase from the analysis conducted with 2009 data which showed 85.5 percent of all awards falling into high demand categories. Since enrollments have increased since that time and high demand award levels have remained constant, this change may not represent a trend toward a larger percentage of students choosing to major in high demand areas. In 2009, awards were given at the certificate level and the associate's, bachelor's, and master's degree levels in 1,131 program areas; in 2011, these degrees were awarded in 1,148 areas. Overall, in 2011, 304 areas out of 1,354 (22.5 percent) were identified as high demand; therefore, approximately 87 percent of the degrees

earned were awarded in 23 percent of the available majors. Note that double majors are not counted in this analysis.

Table 18 Summary of High-Demand Award Areas

Summary of 2011 High-Demand Award Areas by Award Level							
Type	Total Awards	Total Awards in High Demand Majors	Percent High-Demand Awards	High-Demand Definition ^A	Total Majors with One or More Awards	Total High-Demand Majors	Percent High Demand Majors
Certificate ^B	29,131	25,319	86.9%	>=100	204	54	26.5%
Associate's	51,938	48,491	93.4%	>=100	295	60	20.3%
Bachelor's	86,204	72,756	84.4%	>=200	311	67	21.5%
Master's	33,227	29,606	89.1%	>=50	338	96	28.4%
Doctorate	3,432	1,818	53.0%	>=30	206	27	13.1%
Total	203,932	177,990	87.3%		1,354	304	22.5%
^A The total statewide awards in a major/program exceed or are equal to the number listed.							
^B Certificate programs reviewed in this report refer to Level 1, Level 2 and Technology Certificates which consist of programs requiring between 15 and 42 semester credit hours (Level 1), between 43 and 59 semester credit hours (Level 2), and those that lead to technology certificates.							

Source: THECB and Institutional Data

While many certificate and degree programs with small enrollments make an important contribution to the state, and a number of emerging new fields show real potential for growth, weighing program benefits and costs should be a priority for institutions. Reviewing both the data about high-demand programs, which may influence where funding is concentrated, and information about the low-producing programs can help add clarity to that process.

When the first *Regional Plan* was published in December 2002, there were many gaps in high-demand program availability in the five high-growth areas of the state. In the 2004 *Regional Plan*, those gaps were shown to have lessened considerably, with few remaining at the time the 2006 Plan was published. At the time of the 2008 analysis, there were still a few high-demand deficiencies identified, but the growth of distance education opportunities, included for the first time in the analysis, anticipated the changes to come. The growth of online opportunities, tracked in the total and high demand analysis report for the 2010 plan, indicates that students from around the state have access to many more options for meeting their instructional needs than in the past. For example, more than 350 online programs were identified under 66 two-digit Classification of Instructional Programs (CIP) code areas in the high-demand analysis (CIP counts are duplicated by degree level).

While it is important to review regional data about program availability and demand when considering institutional changes to program offerings, it is also important to consider local context. A lack or low number of programs in a region should not be assumed to represent unmet need. A program with high enrollments in one area of the state may be popular because

of area industries and workforce needs, or because of unique regional characteristics, such as proximity to the coast or ranch land.

Specific program considerations must also be taken into account when assessing need. For example, doctoral programs can be expensive to offer and tend to produce graduates who are mobile in the job market. For some technical or professional programs, the expense of facilities or equipment might outweigh other considerations, especially if the program is already available within a reasonable geographic range. The *Regional Plan* analysis only addresses degree attainment in programs at public higher education institutions due to limited availability of program-level data about degrees earned at Texas private colleges and universities and for-profit institutions.

Finally, the high-demand program data illustrate that there are differences in how programs are structured. Scanning the information in the high-demand analysis, taking careful note of both observed deficiencies and regional and statewide degree patterns in those identified fields, can serve as one means for institutions to identify demand.

Low-Producing Programs

The Coordinating Board annually reviews the number of graduates produced by degree program to determine which are producing low numbers of completers. In April 2010,

- the program completion thresholds were raised for productive programs,
- consequences were established for low-producing programs,
- the program review cycle was changed from three to five years,
- notification of low-producing programs at the third and fourth year was incorporated, and
- the exemption and consequence process was clarified.

The new thresholds for low-producing programs are a minimum of 25 associate or baccalaureate degree completers, 15 master's degree completers, and 10 doctorate program completers over a five-year period.

The regional portal includes information from the low-producing degree analysis. Organized by region, six-digit CIP code, institution, and degree awarded, the data includes degree and award counts for two overlapping five-year spans (FY 2006 to FY 2010 and FY 2007 to FY2011). Those programs that the Coordinating Board, in a separate study, has identified as low producing are highlighted in yellow; the action taken related to the low-performing program (phased out by institution, temporary exemption approved, temporary exemption denied, and consolidation) is included. Showing this data by region allows institutions and regional stakeholders to more readily make regional comparisons and better understand regional program availability and enrollment patterns for similar programs.

Five-Year Trend Analysis of Degrees Awarded

In the analysis of five-year trends (2007-2011), the number of certificates, associate's degrees, and bachelor's degrees awarded shows variability from year to year for some program areas and consistent upward or downward trends for others. Regional trends in growth must be

viewed in light of the overall statewide change in the number of degrees awarded; a flat trend line at the regional level paired with stagnant statewide growth could suggest declining interest in a field ([RP 2012: Programs](#)).

The five-year trend analysis shows that some science, technology, engineering, and mathematics (STEM) fields have increased awards, while other fields have been more stagnant. Awards in the physical sciences show a steady growth trend since 2007; mathematics and statistics degrees have fluctuated somewhat in recent years but reached a 5 year high in 2011, and engineering degrees have increased considerably in the last two years (adding 424 more degrees awarded in 2011 than in 2010 – more than double the average increases for the previous 3 years). Engineering technologies awards, which showed a decrease from 2005 to 2007, increased steadily from in 2007 to 2011, adding almost one third more degrees and certificates earned during that five-year span. Two other workforce award areas, precision production and mechanic and repair technologies, showed notable growth during the five-year period studied. Finally, health professions and related programs, the area with the largest number of awards, also added the most awards of any at the two-digit CIP level.

As with undergraduate degrees, regional considerations are important when analyzing program availability and future needs related to professional degrees. The high expense of offering these programs and their significance to the health and well-being of the state, are good arguments for a close examination of enrollment and degree trends over time.

The majority of professional degrees in the state are awarded in five regions: Central Texas, Gulf Coast, Metroplex, South Texas, and High Plains. Table 19 and Figure 11 illustrate five-year trends in professional degrees. As shown, the number of law degrees awarded has been on a generally downward trend over the last 5 years. For 2011 enrollments, the exception was the Gulf Coast with 443 graduates in 2011, higher than the 425 graduates in 2010, but considerably lower than in 2007 when 529 degrees were awarded.

Applications to law schools dropped 13 percent in Texas from 2004-2008. According to the THECB's October 2008 report to the Legislature, *Projecting the Need for Legal Education*, "there is no conclusive evidence to suggest that Texas is in immediate need of more lawyers now or in the near future. Texas appears to be producing or importing enough lawyers to meet the state's current employment demands, and over the next seven years the number of lawyers is projected to grow at a faster rate than the increase in population." The tapering degree completion data suggest a drop in demand for legal education. The report notes that "when the number of law school students is compared to the total population of a given region, the Gulf Coast region has the highest ratios and the South Texas region has the lowest," and emphasizes the need to encourage more Hispanic students to enter the profession. Should it be determined that a new law school is needed, careful consideration of its placement is recommended.

For health-related professional degrees, the five-year trend data indicate that dentistry degrees have been on an upward trend since 2007, and the number of medical degrees awarded is increasing slowly. This growth in medical degrees is consistent with recommendations in THECB's October 2008 *Projecting the Need for Medical Education Report*. The report recommended that Texas medical schools should continue to increase first-year entering enrollments through 2015 and noted that the Coordinating Board should assess

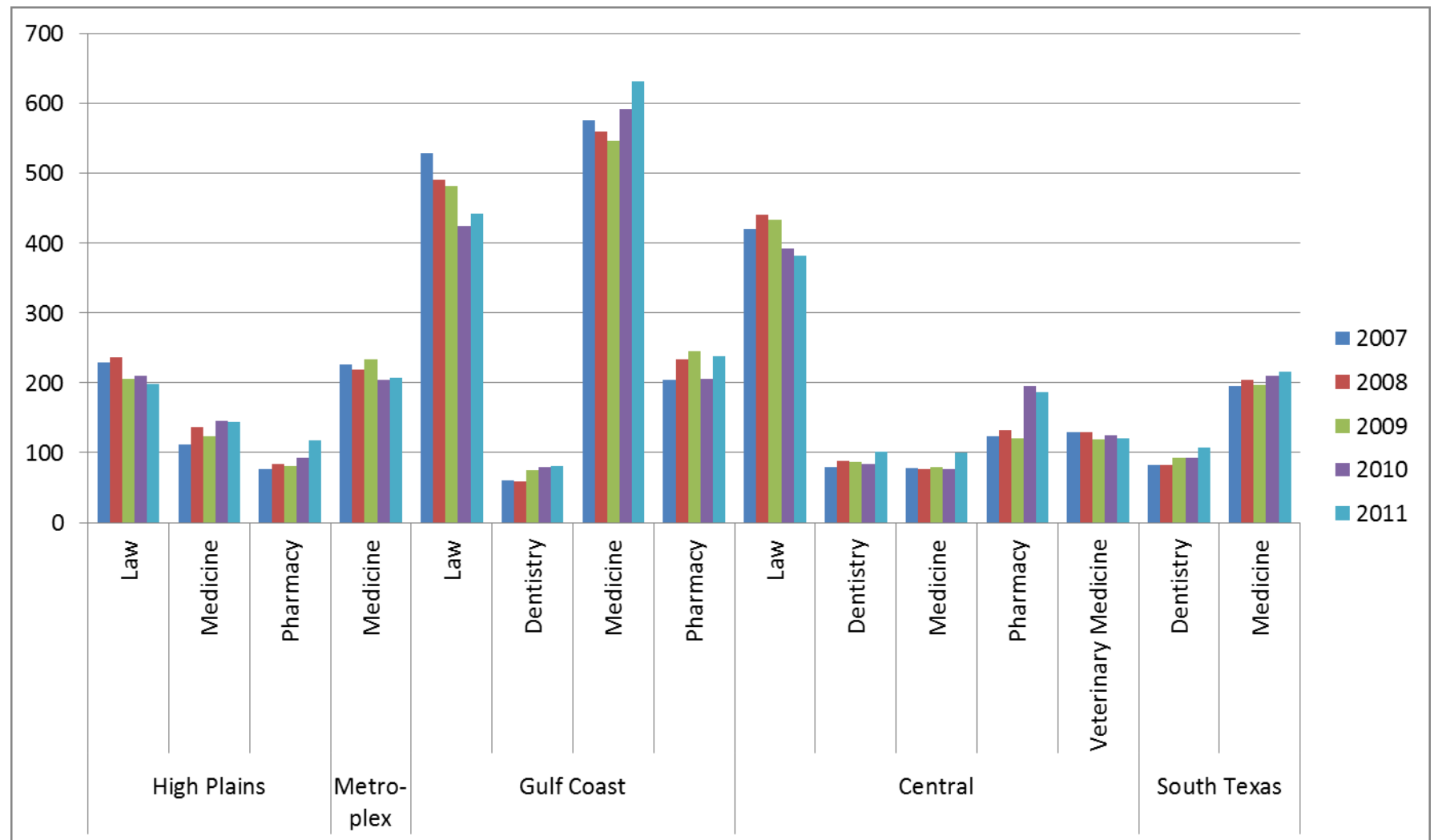
whether additional enrollment increases are necessary and that time. The report also stressed that, "If the Legislature is able to fully support the existing commitments in the state and decides to establish an additional medical school in Texas, the South Texas region remains a feasible location."

Table 19 Professional Degrees Awarded by Region (Public Institutions), 2007-2011

Region	Program Name	2007	2008	2009	2010	2011
High Plains	Law	230	237	206	210	199
	Communication Sciences and Disorders, General				7	6
	Audiology/Audiologist	4	11	8		
	Medicine	112	137	124	145	144
	Pharmacy	76	84	81	92	117
	Physical Therapy/Therapist		45	66	51	78
	Nursing Practice				19	
Metroplex	Audiology/Audiologist	15	15	14	19	13
	Medicine	226	219	233	204	207
	Osteopathic Medicine/Osteopathy	126	128	128	151	159
	Physical Therapy/Therapist			12	164	154
Southeast	Audiology/Audiologist	4	4	7	2	1
Gulf Coast	Law	529	491	482	425	443
	Dentistry	60	59	75	79	81
	Medicine	576	560	546	592	632
	Optometry	91	100	87	98	102
	Pharmacy	204	234	245	206	238
	Physical Therapy/Therapist			21	38	53
Central Texas	Law	420	441	433	392	382
	Audiology/Audiologist and Speech-Language Pathology/Pathologist	3	1	6	8	9
	Dentistry	79	88	87	84	101
	Medicine	78	76	79	76	100
	Pharmacy	123	132	121	195	186
	Physical Therapy/Therapist					39
	Veterinary Medicine	129	129	119	125	121
South Texas	Dentistry	82	82	92	92	107
	Medicine	196	204	197	210	216
	Physical Therapy/Therapist			40	38	40
Upper Rio Grande	Physical Therapy/Therapist					14

Source: CBM009

Figure 11 Enrollment by Region in Professional Degrees in Selected Fields at Public Institutions, 2007-2011



Source: CBM009

Critical Fields

An examination of growth in all fields identified as critical in the *Closing the Gaps* plan shows that while STEM awards increased from 15,486 in 2000 to 23,437 in 2011, STEM awards as a percentage of all awards dropped from 12.6 percent in 2000 to 10.5 percent in 2009 and then trended upward to 11.3 percent in 2011. Nursing and allied health awards increased in both number and percentage of total awards (see Table 20).

Table 20 STEM and Allied Health Degrees and Certificates

Degrees and Certificates Awarded in All, STEM, and Nursing & Allied Health Fields, FY 2000 and 2011											
Region		Total in All Fields		STEM Fields				Nursing & Allied Health Fields			
				Number		Percent of Total		Number		Percent of Total	
		2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
	High Plains	8,120	12,525	889	1,375	10.9%	11.0%	929	2,000	11.4%	16.0%
	Northwest	2,294	3,155	190	302	8.3%	9.6%	618	1,015	26.9%	32.2%
	Metroplex	24,777	47,317	2,744	4,057	11.1%	8.6%	2,851	5,956	11.5%	12.6%
	Upper East	5,564	9,321	703	1,125	12.6%	12.1%	1,282	2,128	23.0%	22.8%
	Southeast	4,886	8,214	542	826	11.1%	10.1%	772	1,323	15.8%	16.1%
	Gulf Coast	23,136	40,747	2,686	4,042	11.6%	9.9%	2,545	4,856	11.0%	11.9%
	Central Texas	30,719	42,139	5,737	7,169	18.7%	17.0%	1,759	2,647	5.7%	6.3%
	South Texas	17,016	32,717	1,419	3,530	8.3%	10.8%	2,913	4,899	17.1%	15.0%
	West Texas	2,764	3,669	181	288	6.5%	7.8%	436	761	15.8%	20.7%
	Upper Rio Grande	3,713	8,265	395	723	10.6%	8.7%	533	856	14.4%	10.4%
Statewide		122,989	208,069	15,486	23,437	12.6%	11.3%	14,638	26,441	11.9%	12.7%

Source: THECB and Institutional Data

Data specific to awards by level and region for critical field areas are available on the regional data web portal ([RP 2012: Programs](#)) and included in the regional highlights section of the *Regional Plan*.

Using Workforce and Occupational Data to Assess Regional Education Needs

Employment Projections

Local economies vary, and the pace of growth and change within each can fluctuate. Incorporating workforce data, and being sensitive to the local business community and its needs, are important components of regional planning for higher education.

The Texas Workforce Commission (TWC), in conjunction with the U.S. Bureau of Labor Statistics (BLS), generates 10-year employment projections every two years for Texas, by industry and occupation. These projections are made at the state level and for each of the 28 TWC workforce development areas (WDAs). The most recent projections cover the period from 2008 to 2018. For the *Regional Plan*, the Coordinating Board aggregated WDA-level occupation data to the regional level (each region is comprised of one or more WDAs). Employment projections are included in the regional workbooks available through the regional portal at ([RP 2012: Workforce](#)). State-level projections are located in the topic area section in the workforce workbook. For all projections, only the top occupations' data are displayed: those adding the most new jobs or growing the fastest. The portal also includes employment data for high school seniors who did or did not graduate ([RP 2012: Workforce](#)).

The TWC and BLS make the following assumptions about the 10-year projection period: broad social and educational trends will continue; new major armed conflicts will not develop; there will be no major natural disasters; the U.S. economy will emerge from the recent recession and return to the long-run trend growth path by 2018, at approximately "full" employment; and existing laws and policies with significant impacts on economic trends will hold throughout the projections period. These projections indicate faster growth rates and more openings in several industries than might have been expected had employment not fallen in 2008 due to the recession.

The TWC projects that statewide employment will grow by nearly 2.0 million new jobs (17 percent) from 2008 to 2018. Another 2.6 million replacement jobs (those held by individuals who will exit their occupations by 2018) will bring the total job openings between 2008 and 2018 to about 4.6 million. A bachelor's degree or higher is typically needed for seven of the top 10 fastest growing occupations (with 2,500 or more employment in 2008). These occupations include network systems and data communications analysts, petroleum engineers, medical scientists, special education and other K-12 teachers, and physician assistants. They typically pay much higher wages than fast-growing occupations for which on-the-job training, with no postsecondary education, is typically needed, such as home health aides, personal and home care aides, and physical therapy aides.

The Regional Highlights section of this Plan lists occupations for which an associate's degree or higher is typically needed. Each region's table lists the top five occupations projected to add the most new jobs and the top five projected to grow the fastest. As with statewide data, some occupations fall into both lists. Only occupations with 500 or more jobs in 2008 are displayed, so some occupations that lead in growth rate statewide but have a relatively small number of workers may not make a regional list. Some key findings from the regional workforce data for occupations typically needing an associate's degree or higher include:

- Four occupations are among the top five adding the most new jobs in *every* region: registered nurses and elementary, middle, and secondary school teachers. Not surprisingly, these well-dispersed occupations are also leaders in adding new jobs at the statewide level.
- Accountants and auditors are in the top five of occupations adding the most new jobs in every region except the Southeast and West Texas.
- Elementary school teachers are among the fastest growing occupations in seven regions. Registered nurses are in the top five fastest growing occupations in five regions.
- Other fast-growing occupations include middle school teachers, network systems and data communications analysts, and special education teachers.

The TWC projects that the Gulf Coast will add the most new jobs (564,220) of any region by 2018, followed by the Metroplex (551,560 new jobs). The Gulf Coast and South Texas should have the fastest regional growth, with both projected to have 19 percent more jobs by 2018. The fastest-growing occupations (typically needing an associate's degree or higher) in these two fast-growing regions are mostly in education, medical services, and network systems and data communications.

Regional Planning Data Portal

In recent years, the capability to gather, store, and manipulate higher education data has improved, and the volume of data available has increased substantially. With improved data resources, the focus on data-based and evidence-based decision making has intensified at the local, regional, and state levels. The ability to assess, interpret, and convey data in ways that effectively inform decision making is a critical skill for policy makers, planners, and others who are striving to understand the higher education landscape and improve educational outcomes.

In the past, regional data had been compiled for the *Regional Plan* and other projects. To allow for better access to more comprehensive regional data, the Coordinating Board developed a regional data portal which was introduced at the time the 2010 Regional Plan was published. ([Regional Portal](#))

The Coordinating Board's regional higher education data portal includes primarily data collected as part of the agency's standard data collection system through regularly scheduled institutional reports. Much of the data that are available through the portal have been presented in a different format in other Coordinating Board reports or through the interactive data systems. However, data from other sources, such as TWC, are also provided in the portal, as well as some reports developed from available Coordinating Board data specifically for this report.

How the Portal Data are Organized

Regional data in the portal can be accessed through the Texas higher education data home page (www.txhighereddata.org) or directly through the regional portal ([Regional Portal](#)). The data are grouped in two ways: by topic area and by region. There is an Excel workbook for each of the 10 regions in the state and seven workbooks that contain data related to the higher education topic area links on the home page. The home page of the portal also includes a link to the current and prior *Regional Plans* as well as a "Tools for Regional Planning" section that includes an index to the data available through the portal.

The higher education topic area includes data organized under the following seven headings:

- Population and Educational Attainment
- Higher Education Locations; Institutional Enrollment and Financial Aid Data
- Residents' Enrollment In and Out of Region
- Seventh Grade Cohort and High School to College Data
- Student Success – Persistence, Transfer, and Graduation
- Degrees Awarded by Program Area/High Demand, Low Demand, Critical Fields
- Occupational Data and Workforce Projections

The tools section of the portal provides an index to all of the data reports in in the workbooks and a new addition to the portal includes archived workbooks published previously in the portal.

Conclusion and Recommendations

The *2012 Regional Plan for Texas Higher Education* promotes alignment between state planning efforts and regional planning activities. Regional applications of the *Closing the Gaps Plan*, the *Accelerated Plan for Closing the Gaps by 2015*, and *Agency Strategic plan for 2013-2017* are emphasized. The *Regional Plan* is linked to a regional data portal on the Texas Higher Education Data website to encourage the strategic use of data.

Projections in the *Regional Plan* show ongoing changes in the size and demographic distribution of the Texas population. The number of Hispanic residents is predicated to grow at a slower pace than earlier projections indicated, yet overall population growth in some regions will still be substantial. The *Regional Plan* and portal provide data disaggregated by ethnicity, gender, economic background, and other factors to highlight differences within and across regions. Regional conditions and needs can and should inform strategies for improving student access, persistence, and success.

Data about program demand, program availability, and program productivity across regions is included in the *Regional Plan* to illustrate the need for creative solutions to provide students with the education and skills they need in a manner that uses state resources both effectively and efficiently. Low science, technology, engineering, and math (STEM) degree attainment rates seen in many regions call for cooperative action to accelerate growth in these critical fields. Analysis of regional occupational data, considered in conjunction with program demand and availability data, allows for integration of workforce needs into regional program planning efforts.

Recommendations for region-focused planning and action are interspersed through the report and listed below. Higher education stakeholders – at the institutional, regional, and state levels – are encouraged to use the *Regional Plan*, regional data portal and other regional resources as they strive to meet state *Closing the Gaps* goals and prepare Texas and its students for a bright future.

Recommendations:

- Regional needs must be evaluated when adopting strategies designed to increase student participation and success, including the participation and success of Hispanics and African American males and students in STEM fields.
- The fastest growing areas of the state (the Metroplex, Gulf Coast, South Texas, and Central Texas) must creatively meet increased student demand for education services through innovative use of facilities, hybrid classes and distance education opportunities, effective student advising and support practices, policies supporting on-time degree attainment, and efficient financial aid packaging.
- Regions should evaluate the needs of economically disadvantaged, first-generation, and/or underprepared college students, and gather community, as well as institutional, resources to help these students prepare for, pay for, and succeed in college.
- To foster alignment between regional postsecondary education and workforce needs, planners must review workforce projections, higher education program availability, and

high school-to-college readiness and success data as an integrated whole to ensure that workforce and student needs are identified and met.

- Staff from institutions with low-producing programs should review data affiliated with those programs, including state trends and regional activities in the same or related program areas, to aid informed decision-making about program viability.
- Outreach activities related to CTG goals should be balanced between community colleges and four-year institutions across the state; regional collaborations should be encouraged for cost savings and to improve program effectiveness.
- Higher education institutions in a region must prioritize transfer success by providing aligned programs and clear pathways for both traditional and non-traditional students; participation in voluntary transfer compacts is encouraged.
- The higher education sector should collaborate with workforce development councils, institutional and other researchers, and business and community leaders to identify research opportunities within a region; collaborative efforts that could attract research funding should also be identified.

Appendix A

Regional Summaries

This section of the *Regional Plan* includes a summary for each of the 10 Higher Education Coordinating Board regions. Each summary contains a regional narrative followed by a selection of tables and graphs. The data and information presented in the narratives are not intended to be comprehensive, nor are they consistent across regions. Instead, the narratives are designed to give a regional overview and serve as examples of the types of regional data and analysis possible using the regional data portal, *Regional Plan*, and other Coordinating Board resources. The tables and graphs included in the summaries are the same for every region for comparison purposes. While attempts were made to select data that would illustrate the value of regional analysis, not every chart is discussed in the narratives. In fact, one intent of the summaries is to encourage readers to explore the data in the regional portal for themselves and make their own strategic connections across sources.

PLEASE NOTE: Population projections and affiliated analysis in the Regional Plan and Regional Plan Appendix are based on the 2000 Census. As of the plan publication date, the Texas State Data Center had not yet updated projections to incorporate 2010 Census data. When the 2010-based projections become available, affected data in the regional portal will be updated.

High Plains



The High Plains is home to Texas Tech University (TTU), the state's fifth largest higher education institution, West Texas A&M University, and the Texas Tech University Health Sciences Center (TTUHSC). These institutions provide undergraduate and graduate educational opportunities for residents of the region and for students throughout the state. The High Plains is also home to several community colleges, including Amarillo College, Clarendon College, Frank Phillips College, and South Plains College, all of which provide academic and technical

programs primarily to regional residents.

The High Plains is projected to be the third slowest growing region in the state, with a 4.5 percent change in the 18-35 year-old population from 2010 to 2015. While the white population in this age category is projected to decrease by more than 600, the Hispanic population is projected to grow by over 12 percent during the same period. Hispanic enrollment in higher education grew by more than 88 percent for regional residents from fall 2000 to fall 2011. For students enrolling in the region, two-year colleges had a higher percentage of Hispanic students (32 percent) than universities (15.7 percent) in fall 2011.

The High Plains was the only region with more males (51 percent) enrolled at public universities than females in fall 2011. It and the Upper Rio Grande were the only regions with more African American males than females. However, as in every other region, females had higher six-year graduation rates from public universities for the fall 2005 cohort, 75 percent compared with 63 percent for males.

Enrollment at four-year institutions in the High Plains will need to increase 14 percent from fall 2011, and at two-year institutions it will need to increase 9 percent, to achieve *Closing the Gaps* institutional targets for 2015. Four-year institutions will need to increase enrollment for whites by 26 percent, African Americans by 25 percent, and Hispanics by 42 percent to reach *Closing the Gaps* institutional targets. Two-year institutions will need to increase white enrollment by 16 percent, African American enrollment by 9 percent, and Hispanic enrollment by 3 percent to reach targets.

While degrees and certificates awarded in the STEM fields by High Plains institutions increased from 2000 to 2011, they still represented approximately the same percentage of total awards. Nursing degrees and certificates increased from 11 percent to 16 percent of total awards over the same period.

Data for the FY 2000 seventh grade cohort show that the High Plains had the highest percentages of students who were still in the system in ninth grade (90.5 percent) and who

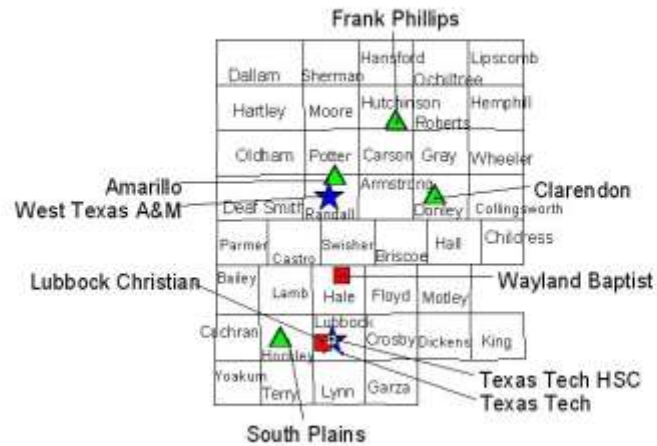
graduated from high school (72 percent). The region was fifth of all regions for percentage of seventh graders who completed a college degree or certificate within 12 years.

Occupational projections data show a 13 percent increase in jobs expected for the High Plains between 2008 and 2018. The fastest growing occupation typically needing an associate's degree or higher is projected to be registered nurses (31 percent growth), followed, in the top five, by elementary school teachers, accountants and auditors, and middle school and secondary school teachers.

Lubbock is the center of research activities in the High Plains; TTU and TTUHSC receive a substantial amount of state and federal research funds. TTU received more than \$13.5 million from the Texas Research Incentive Program funds for FY 2011 to FY 2012.

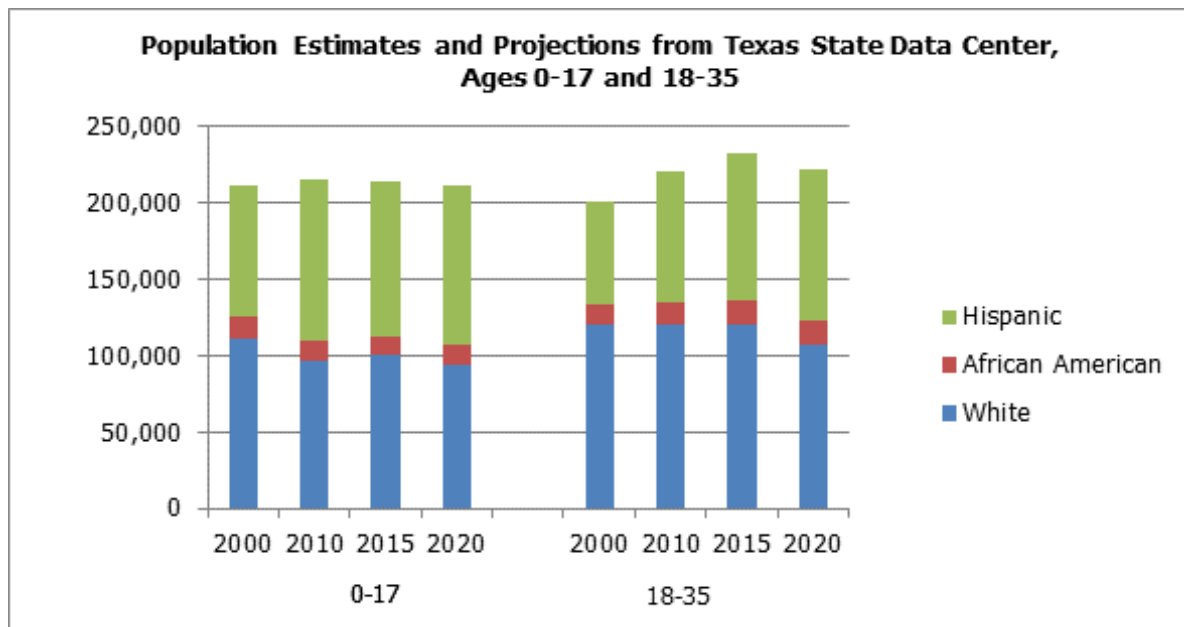
High Plains institutions are involved in several Texas Higher Education Coordinating Board initiatives designed to improve student achievement. Amarillo College is participating in the Developmental Education Demonstration Project. This project is designed to implement research-based developmental education strategies in order to improve student achievement. Texas Tech University and Amarillo College are participating in the Advancement Via Individual Determination program that specifically targets first generation high school students, who are academically in the middle of their class, with proven college preparatory instruction. Amarillo College is participating in the Adult Basic Education Innovation Grants program. This program is designed to target a subset of students requiring adult basic education and provide career/technical training courses, aligned with developmental education curriculum, along with traditional adult basic education courses.

High Plains: Regional Map



- ★ **Public Universities**
- ▲ **Public Community & Technical Colleges**
- **Independent Universities**
- ⚕ **Health-related Institutions**
- 🏛 **University System Center or Multi-institution Teaching Center**

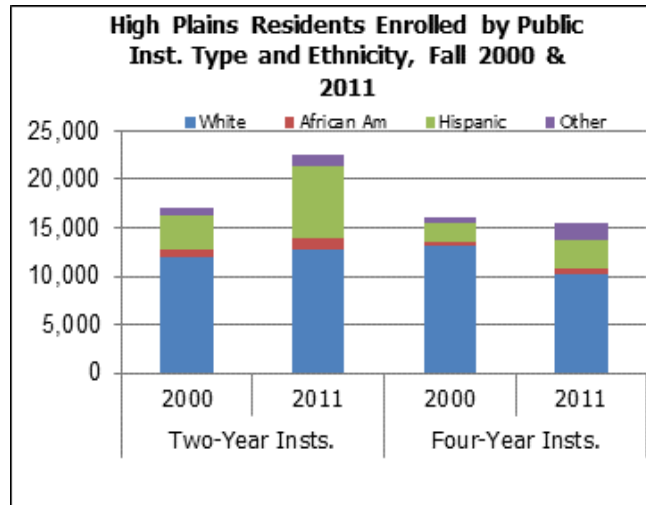
High Plains: Population Projections by Age and Ethnicity



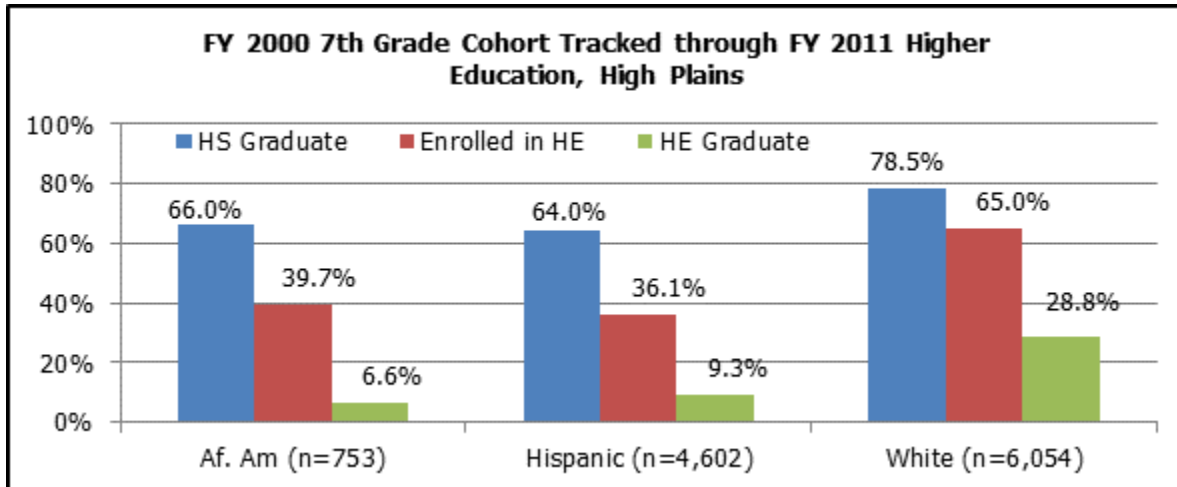
High Plains: Regional Residents' Enrollments in Higher Education

High Plains Students Attending In-Region	
High Plains	
<i>Two-Year Public Colleges</i>	
AMARILLO COLLEGE	11,140
SOUTH PLAINS COLLEGE	8,553
CLARENDON COLLEGE	1,150
FRANK PHILLIPS COLLEGE	933
<i>Four-Year Public Institutions</i>	
TEXAS TECH UNIVERSITY	7,127
WEST TEXAS A&M UNIVERSITY	5,362
<i>Independent Institutions</i>	
WAYLAND BAPTIST UNIVERSITY	1,660
LUBBOCK CHRISTIAN UNIVERSITY	1,332
Total In Region Enrollment	37,257

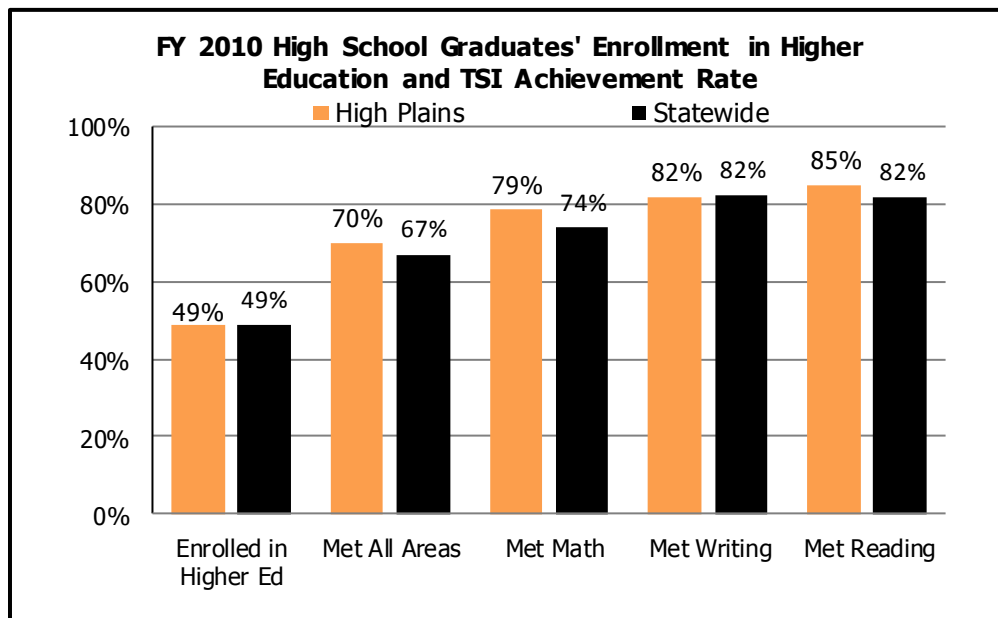
High Plains Students Attending Out-of-Region		
High Plains to:	Public	Private
Central	1,448	204
Metroplex	875	225
West	481	0
Northwest	278	352
South Texas	222	53
Gulf Coast	192	31
Southeast	112	0
Upper Rio Grande	94	0
Upper East	55	19
Total	3,757	884



High Plains: Pipeline Data



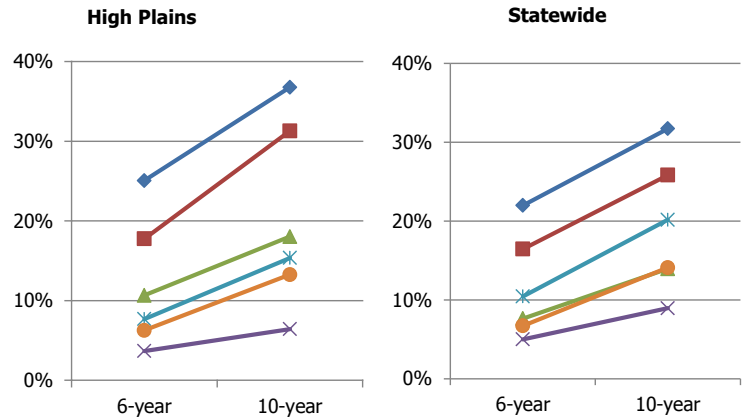
High Plains: Student Preparedness



High Plains: Student Success by Ethnicity and Gender

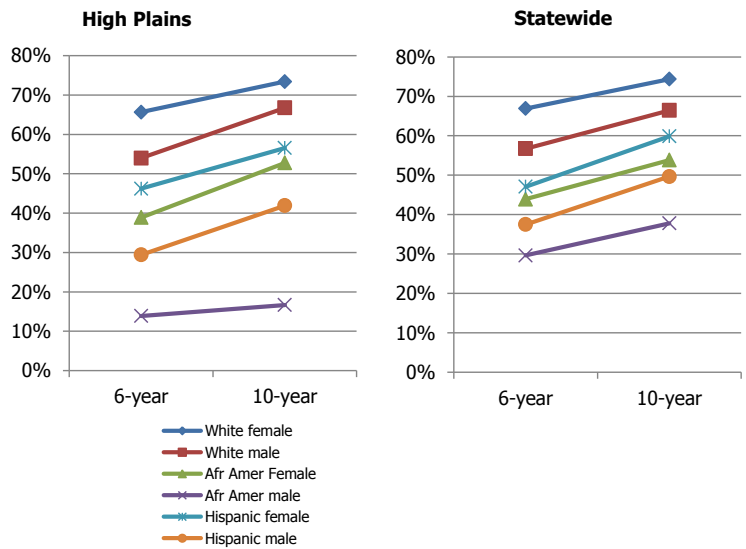
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
High Plains	White	F	1,947	25.1%	36.8%
	White	M	1,796	17.8%	31.3%
	Afr Amer	F	122	10.7%	18.0%
	Afr Amer	M	109	3.7%	6.4%
	Hispanic	F	690	7.7%	15.4%
	Hispanic	M	543	6.3%	13.3%



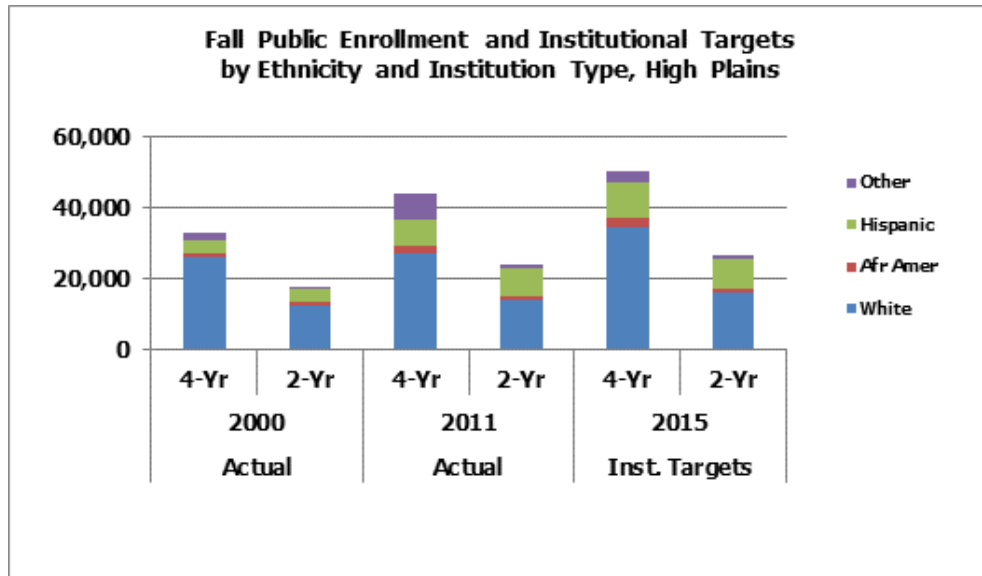
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
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	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
High Plains	White	F	824	65.7%	73.4%
	White	M	704	54.0%	66.8%
	Afr Amer	F	36	38.9%	52.8%
	Afr Amer	M	36	13.9%	16.7%
	Hispanic	F	145	46.2%	56.6%
	Hispanic	M	136	29.4%	41.9%

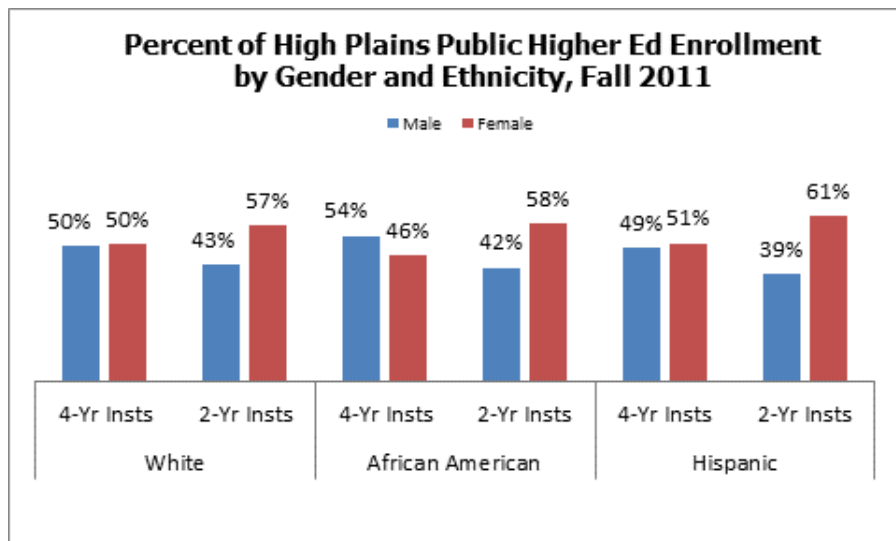


Source: THECB and Institutional Data

High Plains: Institutional Enrollments



Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	32,693	26,301	952	3,287	2,153
		2-Yr	17,767	12,572	736	3,723	736
Actual	2011	4-Yr	43,982	27,202	2,257	6,927	7,596
		2-Yr	24,208	13,816	1,201	7,763	1,428
Inst. Targets	2015	4-Yr	50,121	34,297	2,822	9,860	3,142
		2-Yr	26,452	16,047	1,309	8,020	1,076



High Plains: Degrees Awarded in Critical Fields

Degrees Awarded in the High Plains Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	699	1,356	120	134	17.2%	9.9%	252	324	36.1%	23.9%
Associate's	1,048	1,794	127	164	12.1%	9.1%	294	410	28.1%	22.9%
Bachelor's	4,679	6,579	427	723	9.1%	11.0%	256	817	5.5%	12.4%
Graduate	1,694	2,796	215	354	12.7%	12.7%	127	449	7.5%	16.1%
Total	8,120	12,525	889	1,375	10.9%	11.0%	929	2,000	11.4%	16.0%

High Plains: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, High Plains						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			419,830	474,190	54,360	13%
Leading occupations typically needing an associate's degree or higher*						
Registered Nurses	✓	✓	7,340	9,620	2,280	31%
Elementary School Teachers, Except Special Education	✓	✓	5,190	6,390	1,200	23%
Accountants & Auditors	✓		2,720	3,330	610	22%
Middle School Teachers, Except Special & Vocational	✓		2,580	3,160	580	22%
Secondary School Teachers, Except Special &	✓		3,350	3,870	520	16%
Radiologic Technologists & Technicians		✓	620	780	160	26%
Public Relations Specialists		✓	710	890	180	25%
Medical Records & Health Information Technicians		✓	520	640	120	23%
*Occupations with 500 or more jobs in 2008.						

Northwest



The Northwest was the least populous region in Texas in the 2010 census with 550,250 residents, and it is projected to grow by just 1.2 percent from 2010 to 2015. The 18-35 year-old population (the age of most postsecondary students) is expected to increase by a more robust 8.1 percent. In that age group, Hispanics are projected to have the fastest growth, 18.1 percent, among the three major racial/ethnic groups, followed by African Americans (14.5 percent) and whites (3.1 percent).

Enrollment at the one public university in the region, Midwestern State University, decreased by one student between fall 2000 and fall 2011, to 5,811. Two-thirds of Northwest residents who enrolled in a Texas public university were enrolled outside the region, the largest proportion of any region. Enrollment at the five two-year public institutions in the Northwest increased from 8,320 to 12,627 from 2000 to 2011, a 4,307 (51.8 percent) increase. Only 16.1 percent of two-year public enrollees went out-of-region, but that was the second-highest percentage in the state. The Metroplex was the leading destination for Northwest residents who went out-of-region in fall 2011 to attend a public four-year or two-year institution.

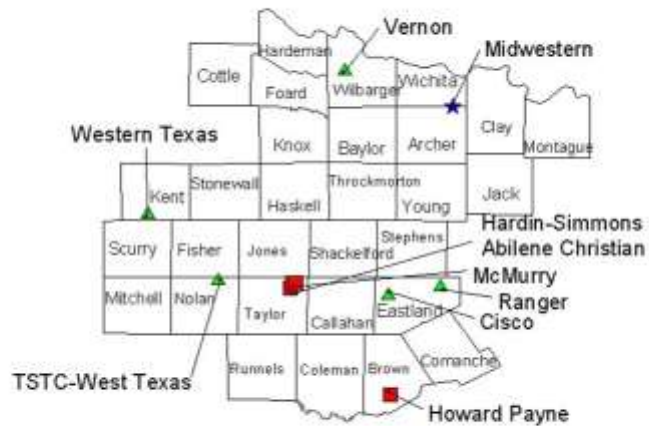
Of 5,929 students who graduated from public high schools in the Northwest in 2003-2005 and went directly to a university, including those who attended a university outside of the region, 56.9 percent earned a bachelor's degree within six years. The Northwest had the highest regional percent of students in the FY 2000 seventh grade cohort who graduated by FY 2006 from high school (72.0 percent) and who earned a higher education degree or certificate by FY 2011 (21.6 percent). The region had the second highest six-year transfer rate (34.2 percent) from a community college to a four-year institution for a fall 2005 cohort of first-time-in-college students.

Public institutions in the Northwest awarded 3,155 undergraduate and graduate degrees and certificates in FY 2011, the smallest total of any region. Of this total, 302 awards (9.6 percent) were in STEM fields, up from 8.3 percent in FY 2000.

The region is projected to add 33,200 new jobs between 2008 and 2018, a 13 percent increase and the smallest gain except for West Texas. The top five occupations adding the most new jobs, and typically needing an associate's degree or higher, are expected to be in nursing, K-12 education, and accounting and auditing. Nursing and K-12 education are also in the top five of the fastest growing occupations (typically needing an associate's degree or higher), as well as construction management and medical & health services management.

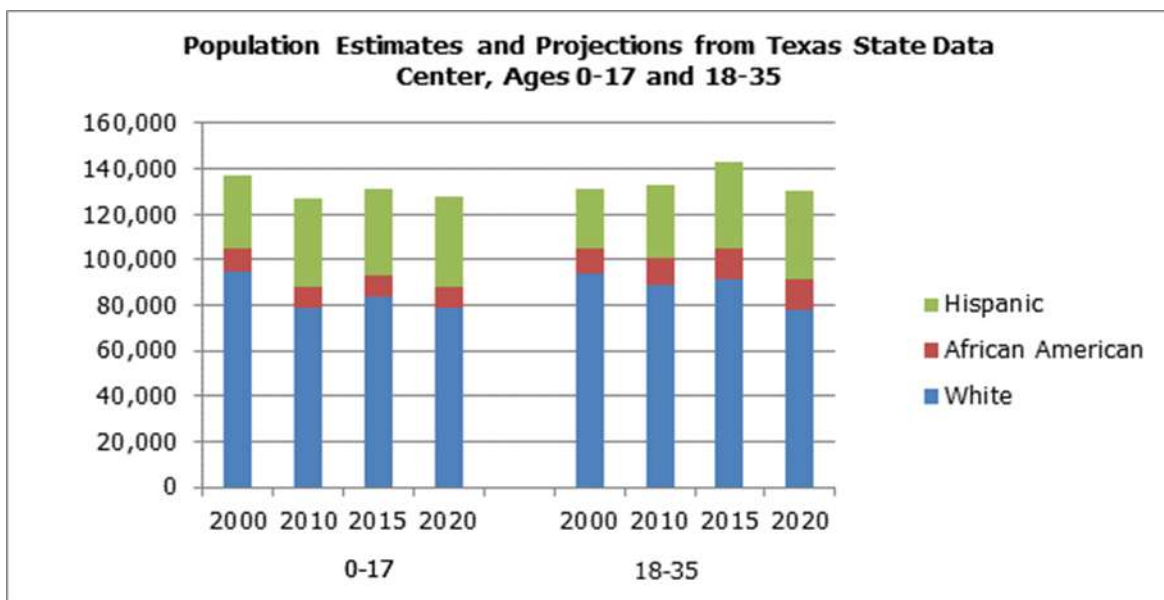
Midwestern State University is one of eight Texas universities that are using the Coordinating Board's GradTX program to facilitate the completion of a bachelor's degree by students who "stopped out" when they were within 30 or fewer credit hours of graduating.

Northwest: Regional Map



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⚕ Health-related Institutions
- ⌘ University System Center or Multi-institution Teaching Center

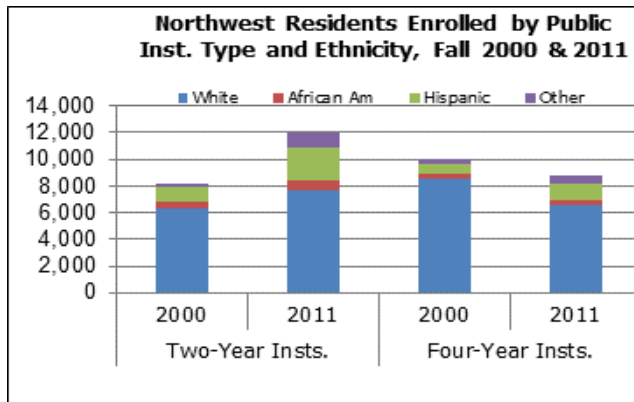
Northwest: Population Projections by Age and Ethnicity



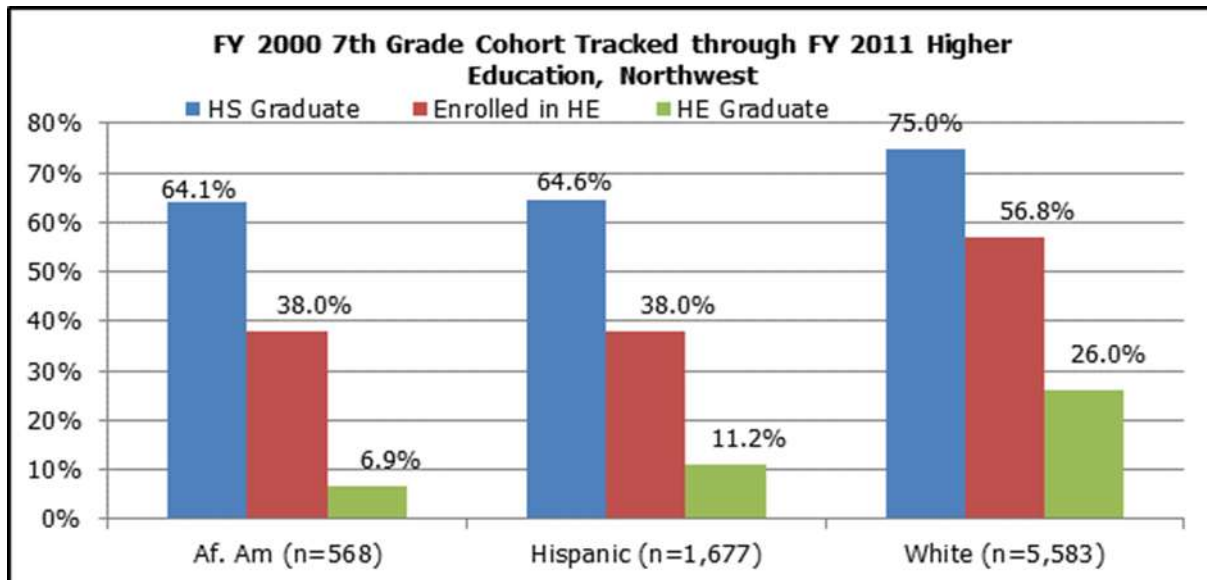
Northwest: Regional Residents' Enrollments in Higher Education

Enrollment in Region	
Northwest	
<i>Two-Year Public Colleges</i>	
CISCO COLLEGE	3,837
VERNON COLLEGE	2,968
WESTERN TEXAS COLLEGE	1,535
RANGER COLLEGE	887
TEXAS STATE T. C. WEST TEXAS	834
<i>Four-Year Public Institutions</i>	
MIDWESTERN STATE UNIVERSITY	2,865
<i>Independent Institutions</i>	
HARDIN-SIMMONS UNIVERSITY	1,042
ABILENE CHRISTIAN UNIVERSITY	864
MCMURRY UNIVERSITY	763
HOWARD PAYNE UNIVERSITY	450
Total In Region Enrollment	16,045

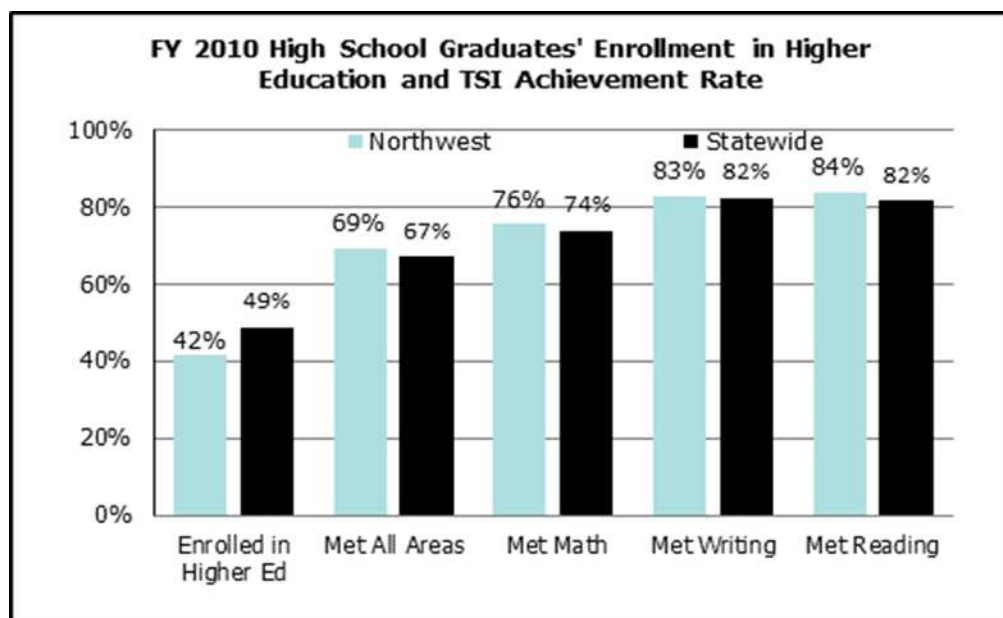
Enrollment out of Region		
Northwest to:	Public	Private
Metroplex	2,814	236
High Plains	1,889	392
Central	1,357	236
West	1,117	0
South Texas	224	67
Gulf Coast	156	15
Southeast	115	0
Upper Rio Grande	74	0
Upper East	68	32
Total	7,814	978



Northwest: Pipeline Data



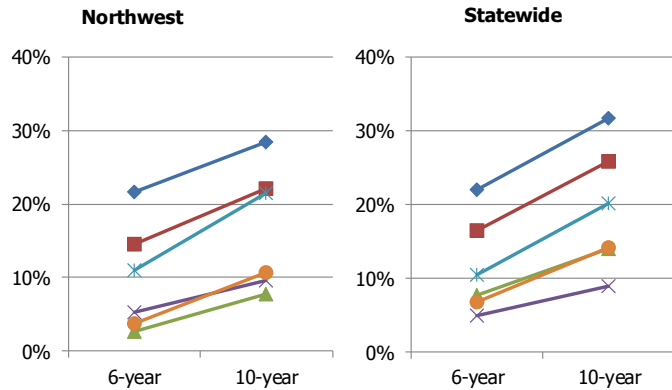
Northwest: Student Preparedness



Northwest: Student Success by Ethnicity and Gender

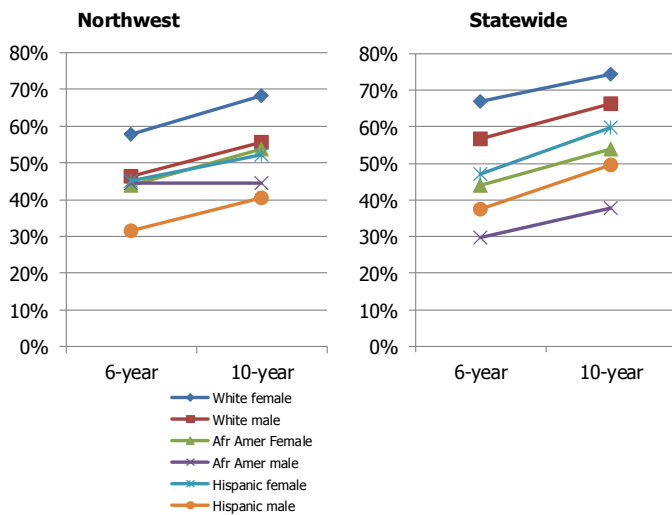
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	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
Northwest	White	F	1,187	21.6%	28.4%
	White	M	1,061	14.6%	22.1%
	Afr Amer	F	77	2.6%	7.8%
	Afr Amer	M	94	5.3%	9.6%
	Hispanic	F	228	11.0%	21.5%
	Hispanic	M	243	3.7%	10.7%



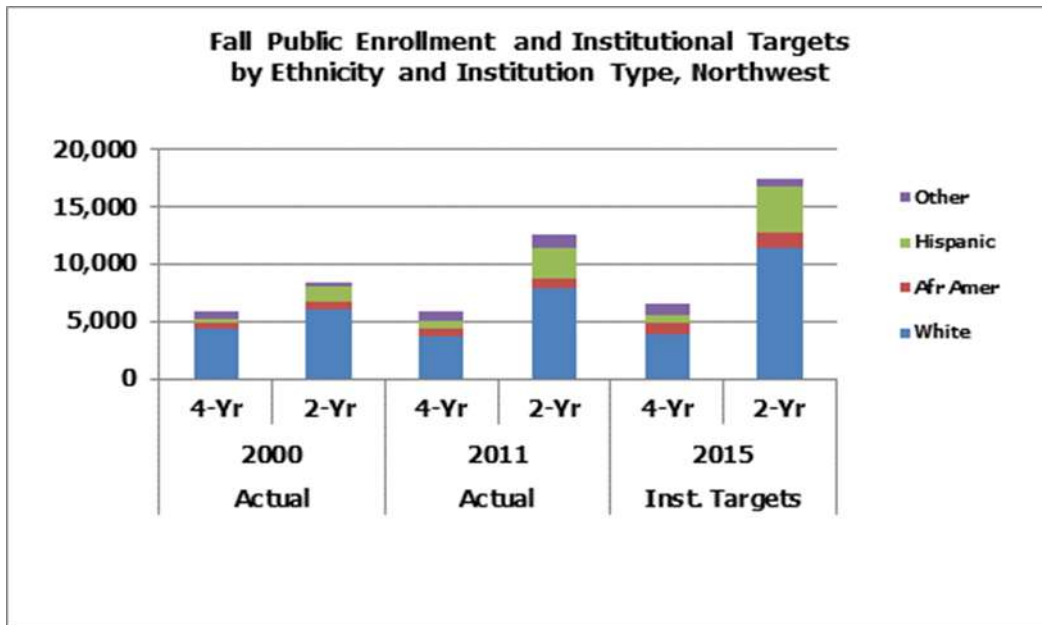
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	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
Northwest	White	F	730	57.7%	68.2%
	White	M	609	46.3%	55.7%
	Afr Amer	F	41	43.9%	53.7%
	Afr Amer	M	27	44.4%	44.4%
	Hispanic	F	71	45.1%	52.1%
	Hispanic	M	57	31.6%	40.4%



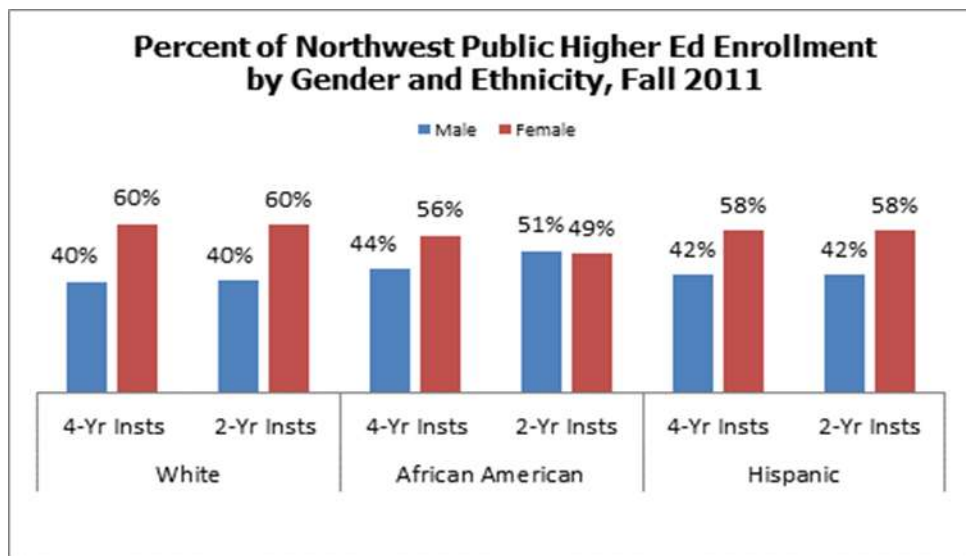
Source: THECB and Institutional Data

Northwest: Institutional Enrollments



Note: 4-yr includes health-related institutions.

Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	5,812	4,385	437	433	557
		2-Yr	8,320	6,051	741	1,309	219
Actual	2011	4-Yr	5,811	3,708	704	712	687
		2-Yr	12,627	7,855	896	2,712	1,164
Inst. Targets	2015	4-Yr	6,537	3,838	971	705	1,023
		2-Yr	17,380	11,333	1,429	3,912	706



Northwest: Degrees Awarded in Critical Fields

Degrees Awarded in the Northwest Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	814	948	69	97	8.5%	10.2%	369	378	45.3%	39.9%
Associate's	654	976	80	151	12.2%	15.5%	118	291	18.0%	29.8%
Bachelor's	704	1,027	33	43	4.7%	4.2%	121	297	17.2%	28.9%
Graduate	122	204	8	11	6.6%	5.4%	10	49	8.2%	24.0%
Total	2,294	3,155	190	302	8.3%	9.6%	618	1,015	26.9%	32.2%

Northwest: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Northwest						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			259,240	292,440	33,200	13%
Leading occupations typically needing an associate's degree or higher*						
Registered Nurses	✓	✓	4,580	5,930	1,350	29%
Elementary School Teachers, Except Special Education	✓	✓	3,610	4,420	810	22%
Middle School Teachers, Except Special & Vocational	✓	✓	1,800	2,190	390	22%
Secondary School Teachers, Except Special & Vocational	✓		2,330	2,690	360	15%
Accountants & Auditors	✓		1,550	1,850	300	19%
Construction Managers		✓	1,080	1,360	280	26%
Medical & Health Services Managers		✓	550	670	120	22%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

Metroplex



The Metroplex, the most populous region in the state, is projected to grow at the most rapid pace over the next few years, with a 14.1 percent increase in population expected between 2010 and 2015. During this time, however, the African American population is projected to decrease 4.8 percent. The number of Hispanics is projected to increase 45 percent by 2015, compared with 7.3 percent for whites; the demographic make-up of the region will therefore see a considerable shift.

Community and technical college enrollment in the Metroplex grew from 101,533 in 2000 to 193,427 in 2011. With continued population growth projected, regional community colleges will be under pressure to accommodate many additional students, as will four-year institutions. Faculty projections for the region, for both two-year and four-year public institutions, anticipate a need for more than 3,200 new faculty positions by 2015, nearly a 21 percent increase over 2010 staffing.

Approximately 66 percent of the students from the Metroplex who attended Texas universities in fall 2011 stayed within their home region. The University of North Texas (UNT) enrolled the most Metroplex students (25,703), followed closely by The University of Texas at Arlington (25,032 students).

To reach regional institutional targets for 2015 enrollment, four-year institutions will need to increase their enrollment by 4 percent from fall 2011, and enrollment at two-year institutions will need to increase 20 percent. Four-year institutions in the Metroplex will need to increase white enrollment 4 percent, African American enrollment 6 percent, and Hispanic enrollment 8 percent. Metroplex two-year institutions will need to increase white enrollment 20 percent, African American enrollment 1 percent, and Hispanic enrollment 30 percent.

Success data for the Metroplex indicate that of the 2003-2005 high school graduates in the region who entered universities immediately after graduation, 62.8 percent earned a bachelor's degree within six years. Seventh grade cohort data indicate that approximately 18 percent of the FY 2000 cohort completed a degree or certificate 12 years later, about the same as the statewide percentage. Almost 71 percent of students who graduated from high school in the region in FY 2010, and enrolled immediately in higher education in the fall, met TSI standards for preparedness in math, reading, and writing. This was 3.6 percentage points higher than the statewide figure.

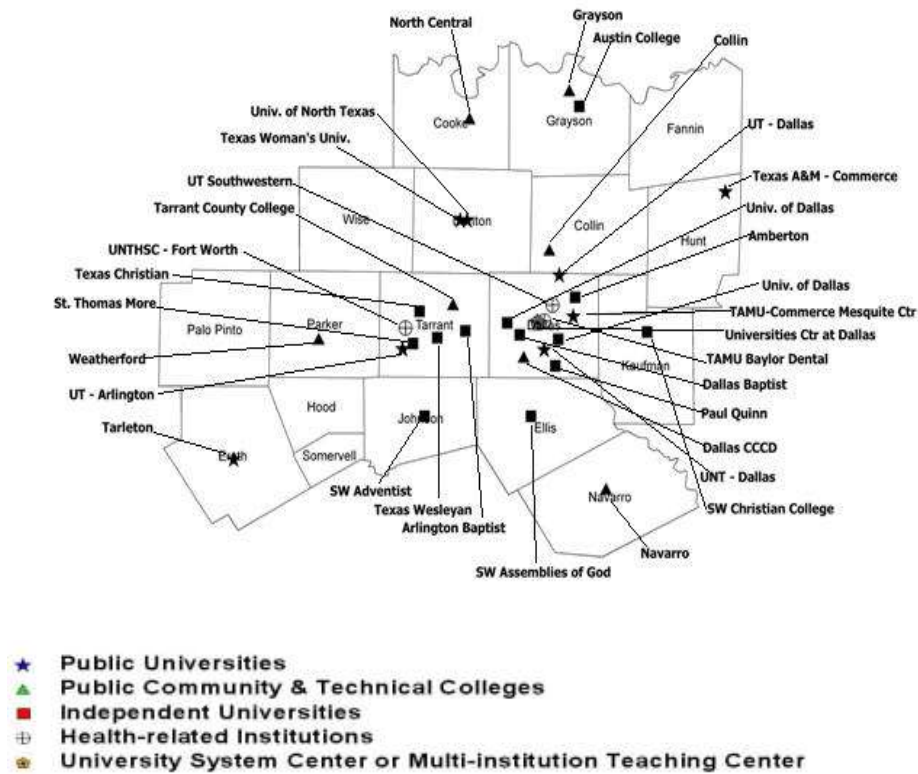
Although the number of degrees and certificates awarded by Metroplex institutions in all fields increased from about 25,000 to over 47,000 between 2000 and 2011, the share of STEM

awards decreased from 11.1 percent to 8.6 percent. The share of nursing awards increased from 11.5 percent to 12.6 percent in the same time period.

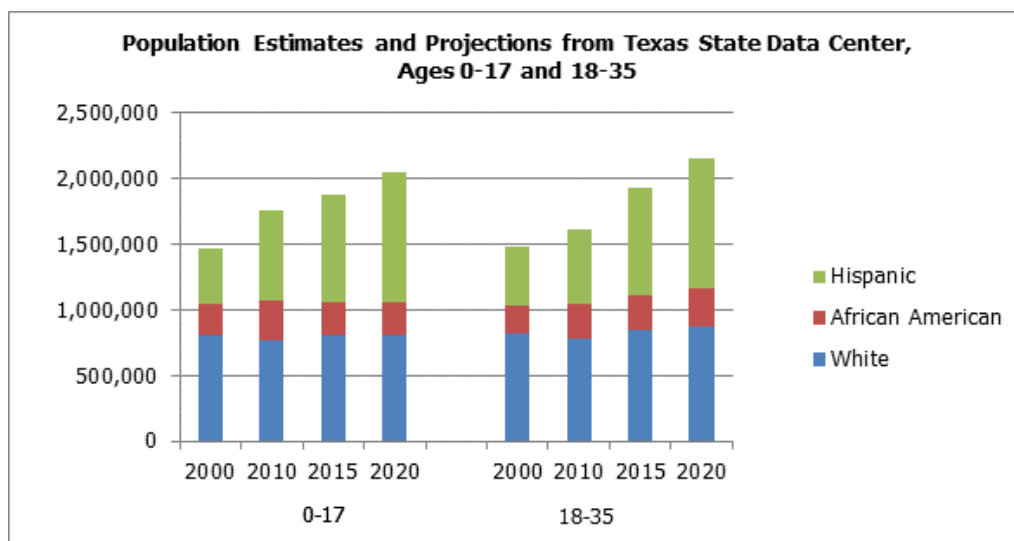
Network systems and data communications analysts and petroleum engineers are projected to be the two fastest growing occupations between 2008 and 2018 in the Metroplex that typically need an associate's degree or higher. The next fastest growing occupations are financial examiners and medical scientists (except epidemiologists).

Institutions in the Metroplex are involved in several Coordinating Board initiatives designed to improve student achievement. Tarrant County College District is participating in the Developmental Education Demonstration Project. This project is designed to implement research-based developmental education strategies to improve student achievement. Tarrant County College-South Campus is participating in the Advancement Via Individual Determination program that targets first generation high school students, who are academically in the middle of their class, with proven college preparatory instruction. Tarrant County College District is a recipient of a Complete College America grant. The \$1 million in grant funds will be used to pilot a mathematics remediation program to be used in conjunction with Algebra and Elementary Statistical Methods courses. Dallas County Community College District and Tarrant County College-South Campus are participating in the Adult Basic Education Innovation Grants program. This program is designed to target a subset of students requiring adult basic education and provide career/technical training courses, aligned with developmental education curriculum, along with traditional adult basic education courses. The University of North Texas is participating in Vertical (Curriculum) Alignment Training, a program designed to integrate secondary and postsecondary curriculum.

Metroplex: Regional Map



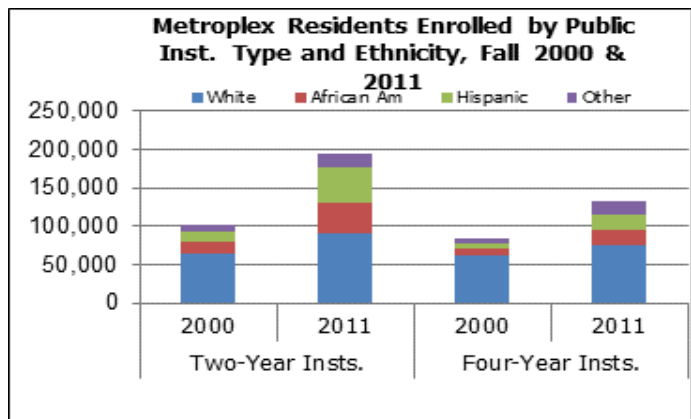
Metroplex: Population Projections by Age and Ethnicity



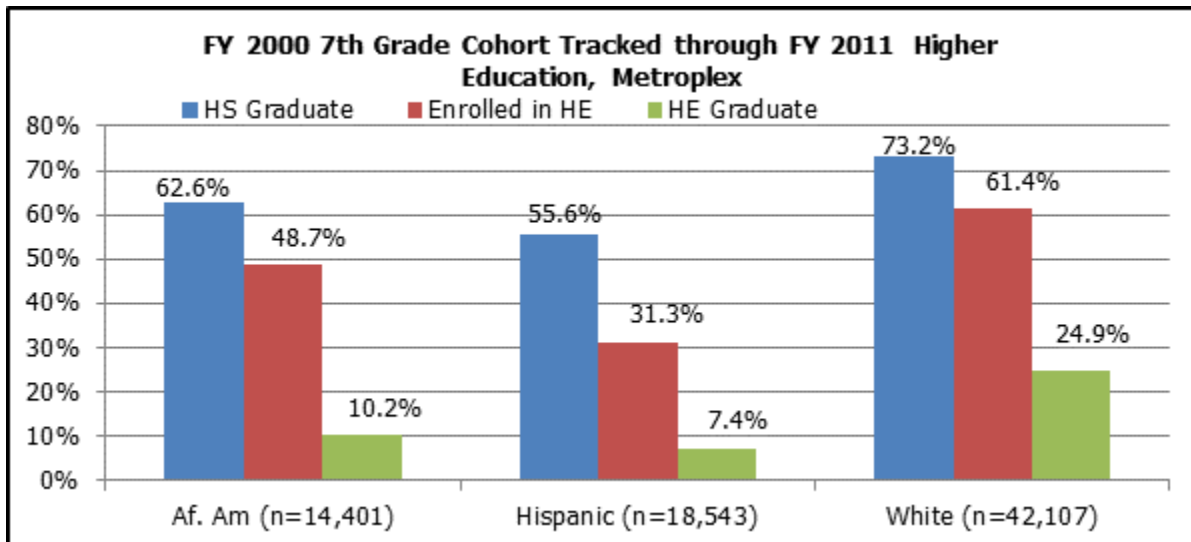
Metroplex: Regional Residents' Enrollment in Higher Education

Enrollment in Region	
Metroplex	
Two-Year Public Colleges	
COLLIN CO COMM COLL DISTRICT	24,933
DCCCD RICHLAND COLLEGE	15,994
TARRANT CO NORTHEAST CAMPUS	14,268
TARRANT CO SOUTHEAST CAMPUS	13,120
DCCCD EASTFIELD COLLEGE	12,387
TARRANT CO NORTHWEST CAMPUS	11,383
DCCCD EL CENTRO COLLEGE	10,812
TARRANT CO SOUTH CAMPUS	10,479
DCCCD BROOKHAVEN COLLEGE	10,052
DCCCD NORTH LAKE COLLEGE	9,959
NORTH CENTRAL TEXAS COLLEGE	8,793
DCCCD MOUNTAIN VIEW COLLEGE	8,089
NAVARRO COLLEGE	7,907
DCCCD CEDAR VALLEY COLLEGE	6,119
TARRANT CO TRINITY RIVR CAMPUS	5,503
WEATHERFORD COLLEGE	5,122
GRAYSON COUNTY COLLEGE	4,819
Four-Year Public Institutions	
UNIVERSITY OF NORTH TEXAS	25,703
U. OF TEXAS AT ARLINGTON	25,032
U. OF TEXAS AT DALLAS	12,129
TEXAS WOMAN'S UNIVERSITY	10,431
TEXAS A&M UNIVERSITY-COMMERCE	7,506
TARLETON STATE UNIVERSITY	5,148
UNIV. OF NORTH TEXAS AT DALLAS	1,947
Independent Institutions	
SOUTHERN METHODIST UNIVERSITY	5,865
TEXAS CHRISTIAN UNIVERSITY	4,346
DALLAS BAPTIST UNIVERSITY	4,040
TEXAS WESLEYAN UNIVERSITY	2,516
UNIVERSITY OF DALLAS	1,255
AUSTIN COLLEGE	812
SOUTHWESTERN ASSEM OF GOD UNIV	774
SOUTHWESTERN ADVENTIST UNIV	478
PARKER UNIVERSITY	314
PAUL QUINN COLLEGE	132
SOUTHWESTERN CHRISTIAN COLLEGE	100
COLLEGE OF ST. THOMAS MORE	3
Total In Region Enrollment	288,270

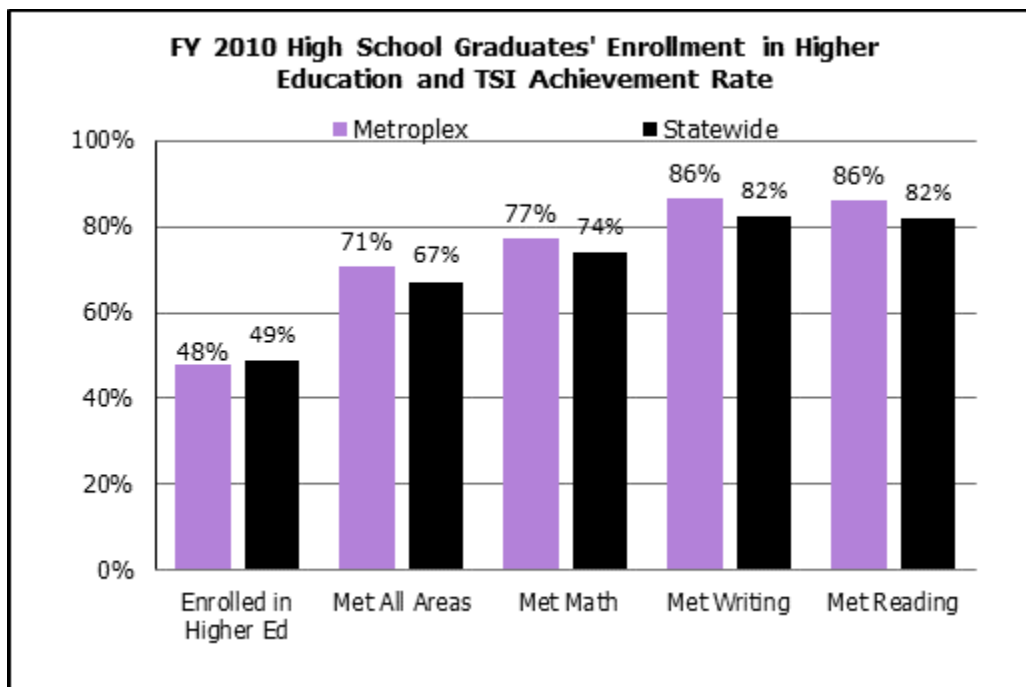
Enrollment out of Region		
Metroplex to:	Public	Private
Central	28,360	5,057
High Plains	9,126	313
Upper East	7,153	1,725
Gulf Coast	5,480	579
Southeast	4,343	0
Northwest	2,416	2,178
South Texas	1,954	823
West	1,031	0
Upper Rio Grande	269	0
Total	60,132	10,675



Metroplex: Pipeline



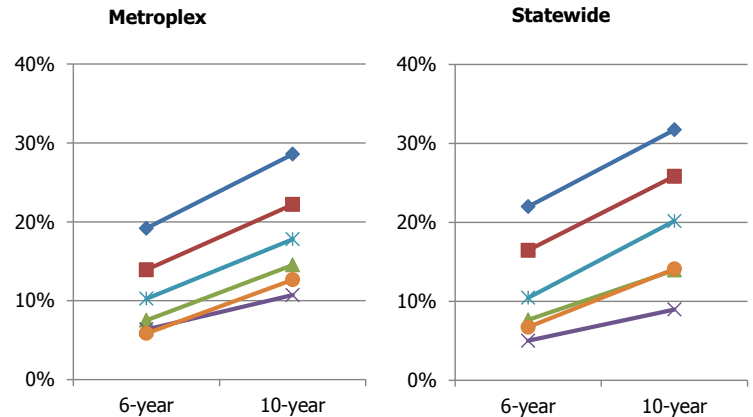
Metroplex: Student Preparedness



Metroplex: Student Success by Ethnicity and Gender

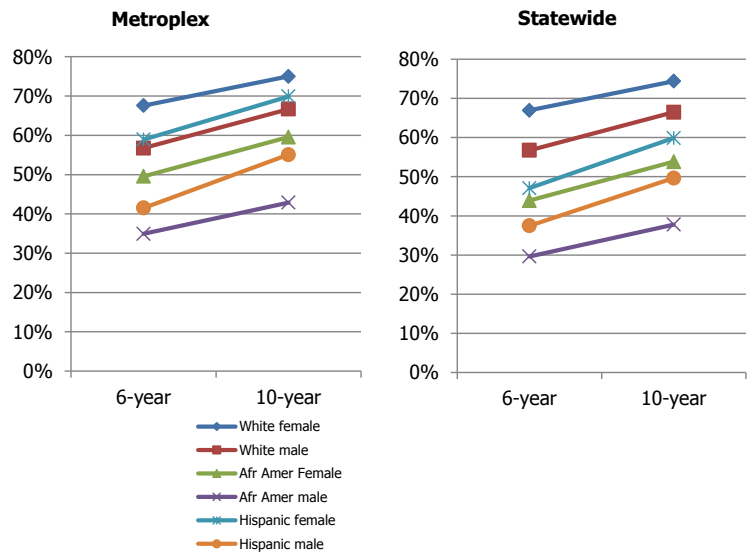
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

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	Hispanic	F	17,986	10.4%	20.2%
Metroplex	Hispanic	M	13,994	6.7%	14.1%
	White	F	9,064	19.2%	28.6%
	White	M	7,935	13.9%	22.2%
	Afr Amer	F	2,407	7.5%	14.5%
	Afr Amer	M	1,744	6.4%	10.7%
	Hispanic	F	2,466	10.3%	17.8%
	Hispanic	M	1,911	5.9%	12.7%



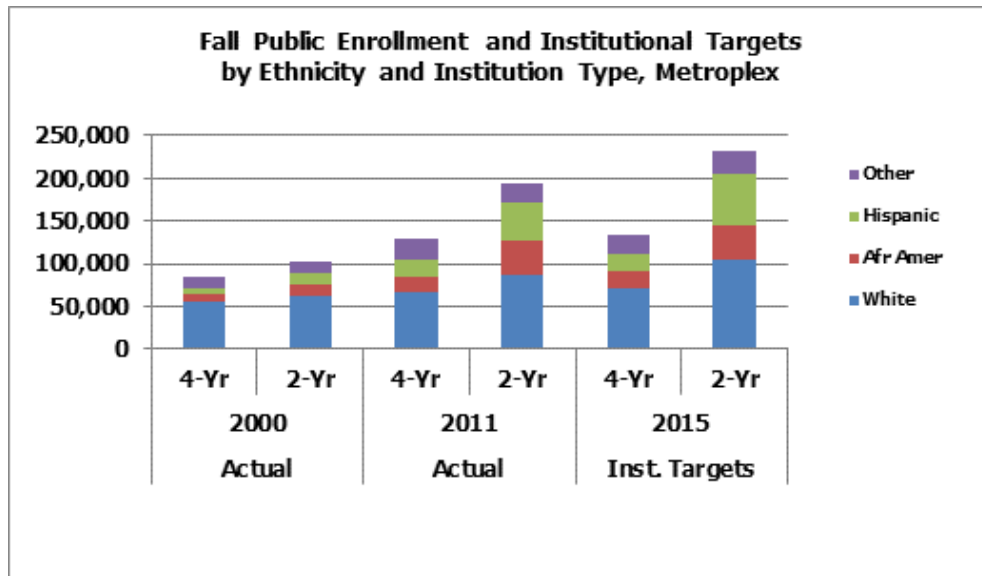
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Metroplex	Hispanic	M	5,286	37.5%	49.7%
	White	F	4,238	67.6%	75.0%
	White	M	3,675	56.8%	66.7%
	Afr Amer	F	940	49.6%	59.6%
	Afr Amer	M	564	34.9%	42.9%
	Hispanic	F	482	58.9%	69.9%
	Hispanic	M	354	41.5%	55.1%



Source: THECB and Institutional Data

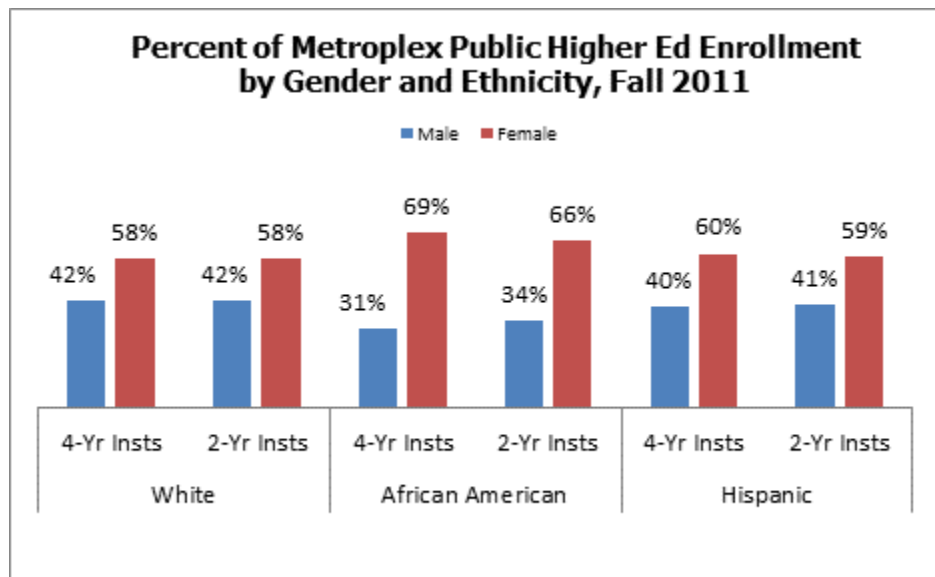
Metroplex: Institutional Enrollments



Source: THECB and Institutional Data

Fall Public Enrollment and Institutional Targets by Ethnicity and Institution Type

Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	84,075	55,684	8,715	6,942	12,734
		2-Yr	101,533	61,892	14,671	13,200	11,770
Actual	2011	4-Yr	129,360	66,179	17,663	19,938	25,580
		2-Yr	193,427	86,347	39,637	45,897	21,546
Inst. Targets	2015	4-Yr	134,860	72,292	18,709	21,490	22,369
		2-Yr	231,817	104,391	40,066	59,824	27,536



Metroplex: Degrees Awarded in Critical Fields

Degrees Awarded in the Metroplex Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	2,415	5,587	391	856	16.2%	15.3%	431	1,117	17.8%	20.0%
Associate's	5,577	12,162	425	350	7.6%	2.9%	821	1,638	14.7%	13.5%
Bachelor's	11,048	18,584	951	1,211	8.6%	6.5%	1,015	1,985	9.2%	10.7%
Graduate	5,737	10,984	977	1,640	17.0%	14.9%	584	1,216	10.2%	11.1%
Total	24,777	47,317	2,744	4,057	11.1%	8.6%	2,851	5,956	11.5%	12.6%

Metroplex: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Metroplex						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			3,420,890	3,972,450	551,560	16%
Leading occupations typically needing an associate's degree or higher*						
Elementary School Teachers, Except Special Education	✓		39,860	55,680	15,820	40%
Registered Nurses	✓		43,770	57,930	14,160	32%
Accountants & Auditors	✓		31,860	39,980	8,120	25%
Secondary School Teachers, Except Special & Vocational	✓		25,740	33,810	8,070	31%
Middle School Teachers, Except Special & Vocational	✓		19,700	27,470	7,770	39%
Network Systems & Data Communications Analysts		✓	7,390	11,230	3,840	52%
Petroleum Engineers		✓	2,490	3,720	1,230	49%
Financial Examiners		✓	880	1,280	400	45%
Medical Scientists, Except Epidemiologists		✓	880	1,280	400	45%
Special Education Teachers, Middle School		✓	1,770	2,520	750	42%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

Upper East



The Upper East was the fifth most populous of the state's 10 higher education regions in 2010, with just over 1.1 million residents. The region's 18-35 year-old age group is projected to grow by 12 percent from 2010 to 2015. For Hispanics in that age group, growth of approximately 36 percent is projected, compared with 19 percent for African Americans and 4 percent for whites.

Of the 12,021 graduates of Upper East high schools in FY 2011, 48 percent enrolled directly in higher education institutions in the fall. This was below the state figure of 50.8 percent. Just 12.4 percent of the graduates enrolled in universities directly from high school, the lowest percentage in the state. However, nearly 36 percent enrolled directly in two-year institutions, the highest percentage for any region. Hispanic enrollment at Upper East two-year colleges nearly quadrupled from 2000 to 2011 (1,187 to 4,705), while African American enrollment at these colleges increased by nearly 75 percent (4,558 to 7,956). The region's *Closing the Gaps* 2015 institutional targets for Hispanic enrollment at both two-year and four-year institutions were already reached in fall 2011. Two-year institutions also exceeded their target for African American enrollment, but four-year institutions needed to increase their African American enrollment by more than 50 percent above the fall 2011 level.

Of the 48,567 Upper East residents who enrolled in Texas public colleges and universities in fall 2011, 22.5 percent left the region to attend Texas public institutions (62.6 percent of university enrollees went out of the region, while only 4.5 percent two-year institution enrollees went out of the region). The greatest enrollment out of the region was at public institutions in the Metroplex (4,155 students), followed by Central Texas (3,018).

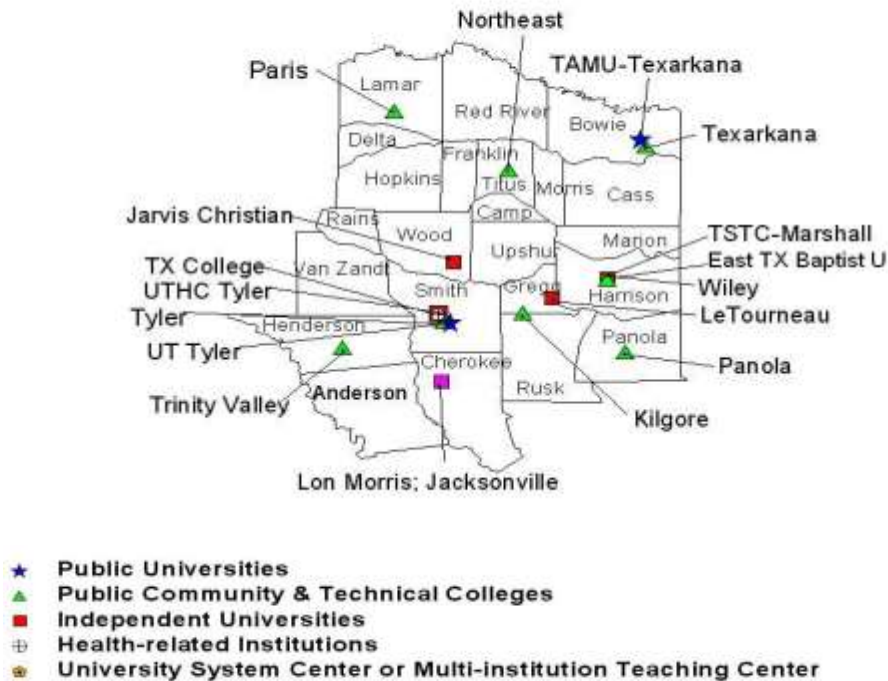
Students who first entered Upper East universities in fall 2010 persisted to the next fall at an 83.9 percent rate, less than the state rate of 87 percent. The fall 2005 cohort of 576 enrollees in Upper East universities had a 53.3 percent six-year baccalaureate graduation rate, compared with 58.4 percent statewide.

Upper East institutions awarded 1,125 degrees and certificates in STEM fields in FY 2011, 60 percent more than in FY 2000. However, the STEM share of all awards fell from 12.6 percent to 12.1 percent. The nursing share of all awards also fell, from 23.0 to 22.8 percent. Despite the decline in shares of total awards, both shares were second highest of all regions.

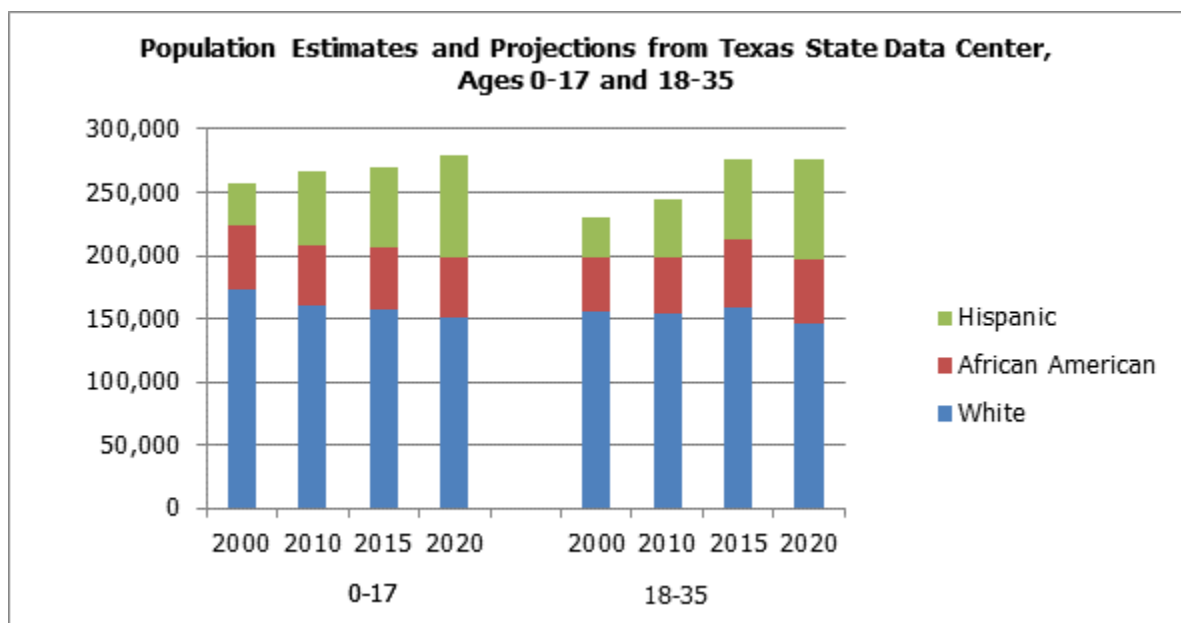
The Texas Workforce Commission projects that the fastest growing occupations (typically needing an associate's degree or higher) in the Upper East, from 2008 to 2018, will be special education teachers (kindergarten, elementary, and preschool), registered nurses, physical therapists, public relations specialists, and elementary school teachers.

Tyler Junior College is a recipient of a Complete College America grant. The \$1 million in grant funds will be used to pilot a mathematics remediation program to be used in conjunction with Algebra and Elementary Statistical Methods courses.

Upper East: Regional Map



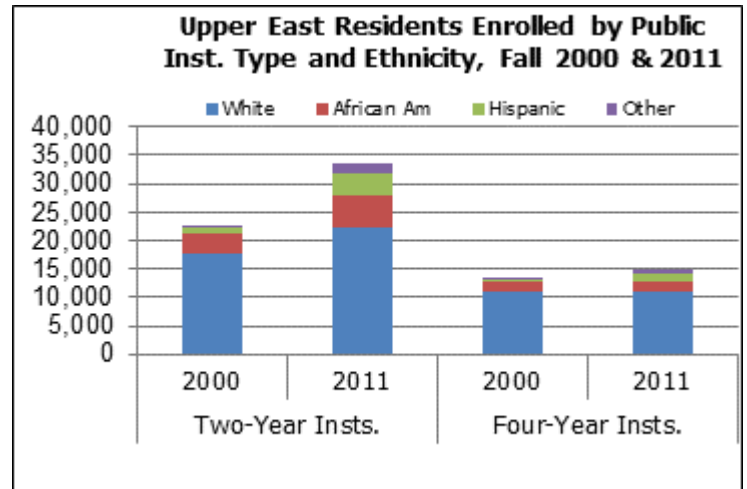
Upper East: Population Projections by Age and Ethnicity



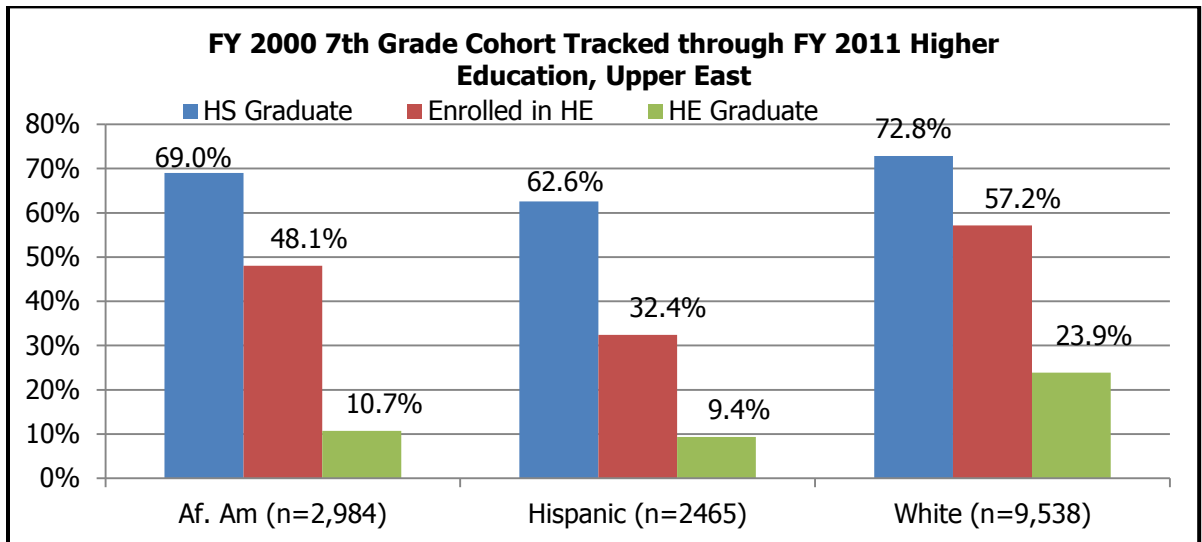
Upper East: Regional Residents' Enrollments in Higher Education

Enrollment In Region	
Upper East	
<i>Two-Year Public Colleges</i>	
TYLER JUNIOR COLLEGE	9,648
KILGORE COLLEGE	5,804
TRINITY VALLEY COMM COLLEGE	4,377
TEXARKANA COLLEGE	3,482
PARIS JUNIOR COLLEGE	3,310
NORTHEAST TEXAS COMM COLLEGE	3,161
PANOLA COLLEGE	1,486
TEXAS STATE T. C. MARSHALL	758
<i>Four-Year Public Institutions</i>	
U. OF TEXAS AT TYLER	4,290
TEXAS A&M UNIVERSITY-TEXARKANA	1,337
<i>Independent Institutions</i>	
LETOURNEAU UNIVERSITY	882
EAST TEXAS BAPTIST UNIVERSITY	530
JACKSONVILLE COLLEGE	374
WILEY COLLEGE	260
TEXAS COLLEGE	246
LON MORRIS COLLEGE	230
JARVIS CHRISTIAN COLLEGE	48
Total In Region Enrollment	40,223

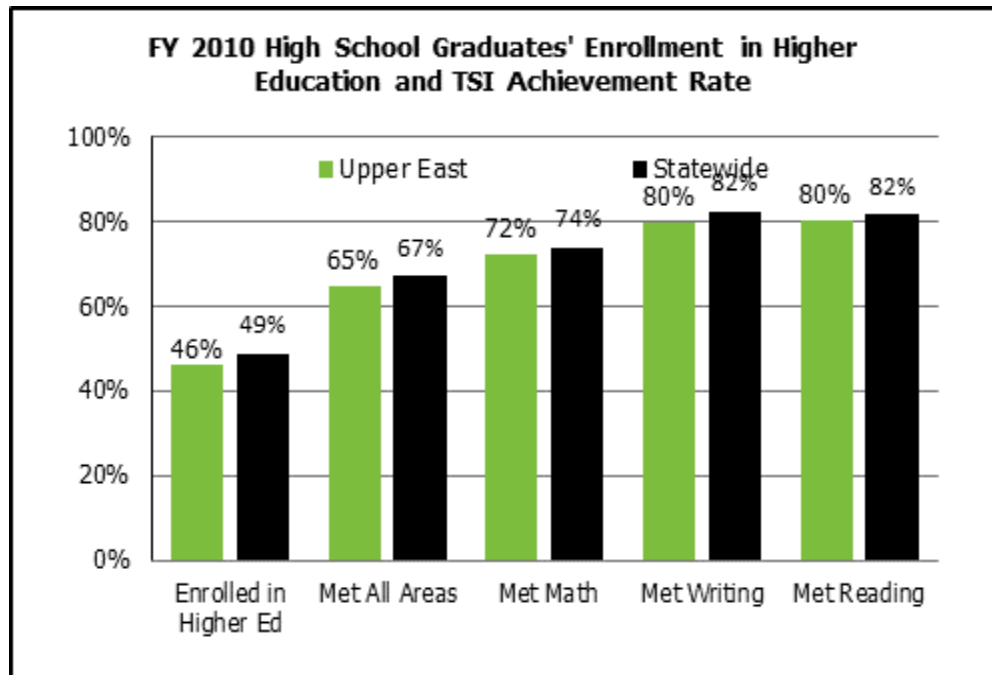
Enrollment Out of Region		
Upper East To:	Public	Private
Metroplex	4,155	577
Central	3,018	580
Southeast	1,732	0
Gulf Coast	795	69
High Plains	773	23
South Texas	194	128
Northwest	113	162
West	104	0
Upper Rio Grande	30	0
Total	10,914	1,539



Upper East: Pipeline Data



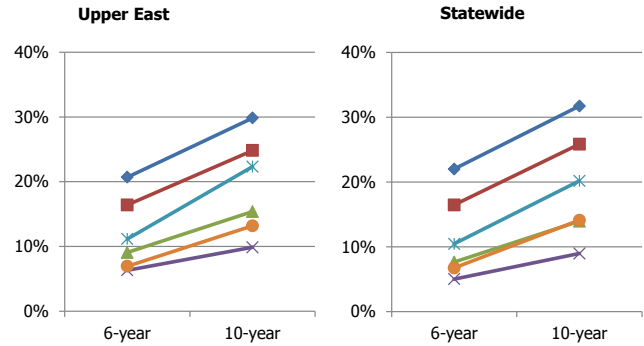
Upper East: Student Preparedness



Upper East: Student Success by Ethnicity and Gender

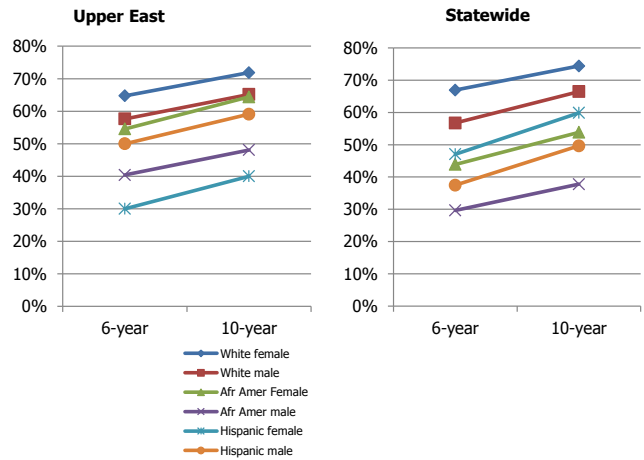
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
Upper East	White	F	3,154	20.7%	29.8%
	White	M	2,437	16.4%	24.8%
	Afr Amer	F	650	9.1%	15.4%
	Afr Amer	M	395	6.3%	9.9%
	Hispanic	F	197	11.2%	22.3%
	Hispanic	M	144	6.9%	13.2%



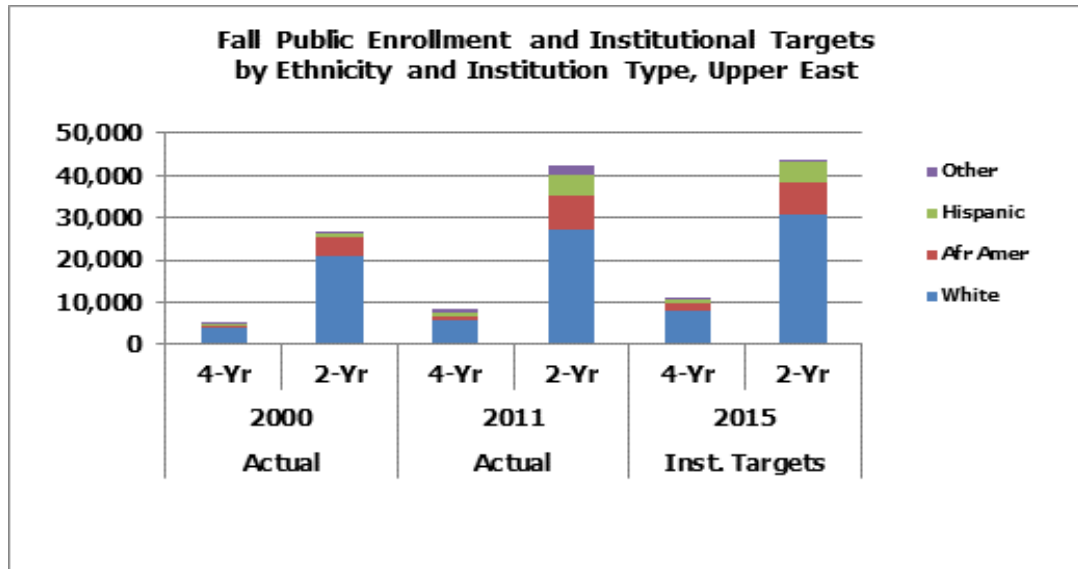
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
Upper East	White	F	590	64.7%	71.9%
	White	M	491	57.6%	65.2%
	Afr Amer	F	132	54.5%	64.4%
	Afr Amer	M	104	40.4%	48.1%
	Hispanic	F	20	30.0%	40.0%
	Hispanic	M	22	50.0%	59.1%



Source: THECB and Institutional Data

Upper East: Institutional Enrollments

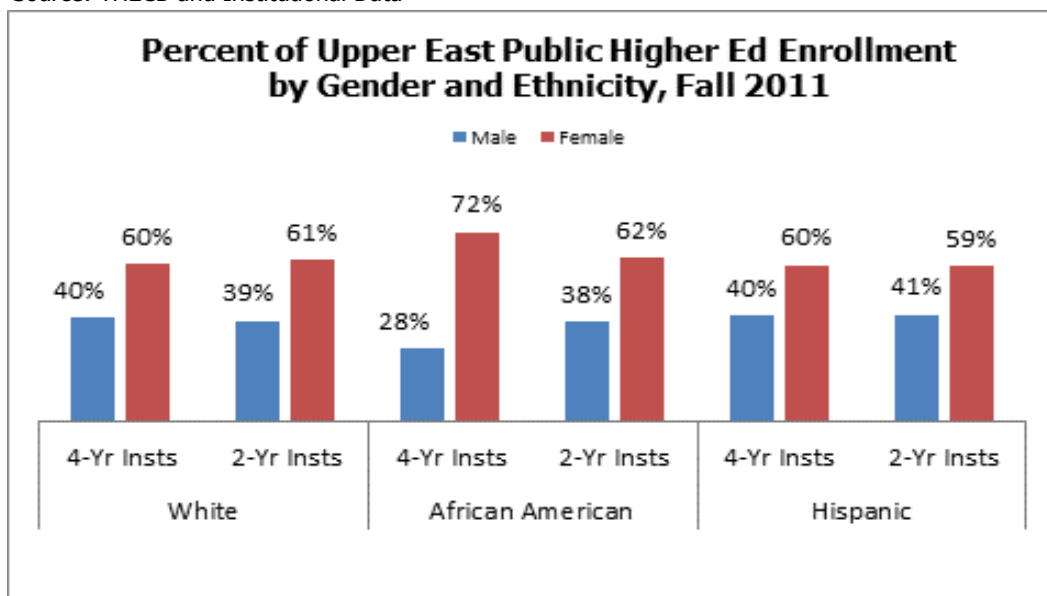


Note: 4 yr includes health-related institutions.

Fall Public Enrollment and Institutional Targets by Ethnicity and Institution Type

Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	4,787	4,060	456	141	130
		2-Yr	26,953	20,726	4,558	1,187	482
Actual	2011	4-Yr	8,535	5,812	1,034	828	861
		2-Yr	42,502	27,385	7,956	4,705	2,456
Inst. Targets	2015	4-Yr	10,600	8,149	1,569	799	83
		2-Yr	43,606	30,789	7,698	4,650	469

Source: THECB and Institutional Data



Upper East: Degrees Awarded in Critical Fields

Degrees Awarded in the Upper East Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	2,135	3,402	354	473	16.6%	13.9%	577	896	27.0%	26.3%
Associate's	2,250	3,780	253	444	11.2%	11.7%	543	934	24.1%	24.7%
Bachelor's	974	1,523	84	175	8.6%	11.5%	155	239	15.9%	15.7%
Graduate	205	616	12	33	5.9%	5.4%	7	59	3.4%	9.6%
Total	5,564	9,321	703	1,125	12.6%	12.1%	1,282	2,128	23.0%	22.8%

Upper East: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Upper East						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			494,070	562,760	68,690	14%
Leading occupations typically needing an associate's degree or higher*						
Registered Nurses	✓	✓	8,230	10,800	2,570	31%
Elementary School Teachers, Except Special Education	✓	✓	6,990	8,990	2,000	29%
Middle School Teachers, Except Special & Vocational	✓		3,490	4,460	970	28%
Secondary School Teachers, Except Special & Vocational	✓		4,530	5,470	940	21%
Accountants & Auditors	✓		2,870	3,560	690	24%
Special Education Teachers, Preschool, Kindergarten, Elem		✓	630	830	200	32%
Physical Therapists		✓	580	760	180	31%
Public Relations Specialists		✓	600	780	180	30%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

Southeast



The Southeast is the third least populous region in the state. Approximately 39,500 students attended the region's four-year institutions (Lamar University and Stephen F. Austin State University) or two-year institutions (Lamar-Orange, Lamar-Port Arthur, Lamar Institute of Technology, and Angelina College) in fall 2011. More than 20 percent of the students who resided in the region attended a community or technical college out of the region, the highest percentage of out-of-region enrollment in the state for students attending two-year institutions.

The Southeast had the largest percentage of female students of any region in the state in fall 2011: 62.2 percent, compared with 56.9 percent statewide. The Southeast is one of six regions projected to have a decline in the white 18-35 year-old population between 2010 and 2015. The Hispanic age 18-35 population is projected to grow 30.4 percent, followed by African Americans at 24.2 percent. African American enrollment was more than twice the Hispanic enrollment in fall 2011, and the Southeast had the highest percentage of African American students in the state (24.8 percent). Southeast two-year institutions had surpassed the *Closing the Gaps by 2015* institutional target for Hispanics in fall 2011 and needed just 11 more students to reach the African American target. Four-year institutions needed to increase enrollment of Hispanics over 22 percent and enrollment of African American students 8.7 percent to meet *Closing the Gaps* institutional targets for 2015.

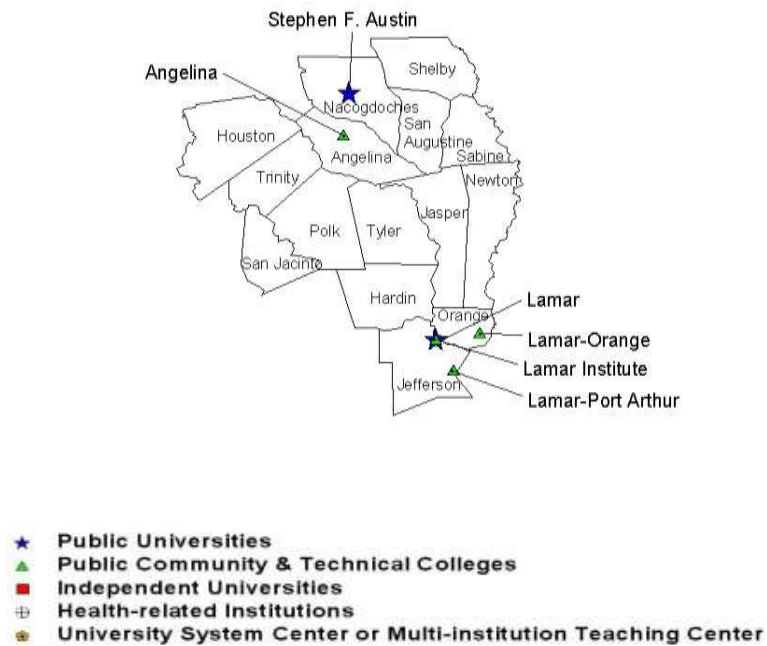
Approximately one-half of the region's 2003, 2004, and 2005 high school graduates went immediately on to college. Of those students, 9 percent who started at a two-year college earned a bachelor's degree in six years or less as did 48 percent of those who started at a university. Overall, almost 16 percent of the high school graduates earned a bachelor's degree from those cohorts. With the lowest six-year rate of transfer from a community or technical college to a four-year university (15.8 percent for a 2005 cohort tracked to 2011), the Southeast needs to explore opportunities for improving transfer success.

There is a focus on success for high school students interested in science, technology, engineering, and math (STEM) fields at the Math, Science, and Technology Teacher Preparation Academy at Stephen F. Austin State University, which is overseen by the Coordinating Board and funded by a state grant. While there were almost 300 more degrees and certificates awarded to Southeast students in STEM fields in 2011 than in 2000, the share of all awards in STEM fields fell from 11 to 10 percent.

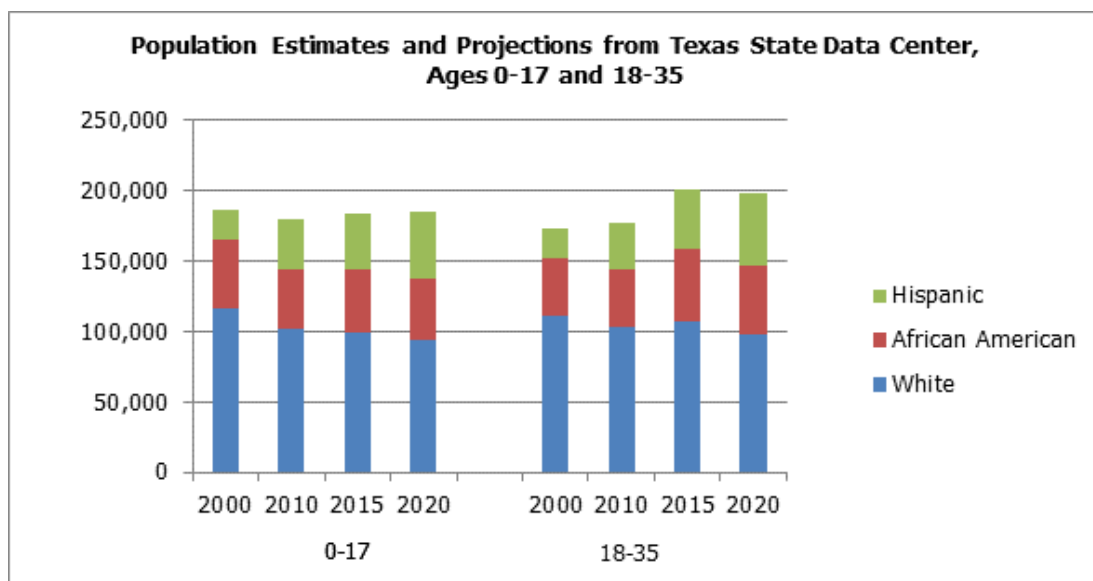
From 2008 to 2018, in the Southeast, three occupations are projected to be the fastest growing, and adding the most new jobs, among all occupations typically needing an associate's degree or higher: registered nurses; elementary school teachers; and middle school teachers.

Several institutions in the Southeast are participating in programs funded by the Texas Higher Education Coordinating Board. Lamar University is a participant in GradTX, an adult degree completion program designed to help adults reentering college in order to finish bachelor's degrees. Stephen F. Austin State University is participating in the Math, Science & Technology Teacher Preparation Academies (MSTTP). Among other functions, this program is designed to help teachers complete a master's program while employed as a teacher. The focus of this program is on advanced courses in math, science and technology and integrating these courses with instructional methodology and curriculum.

Southeast: Regional Map



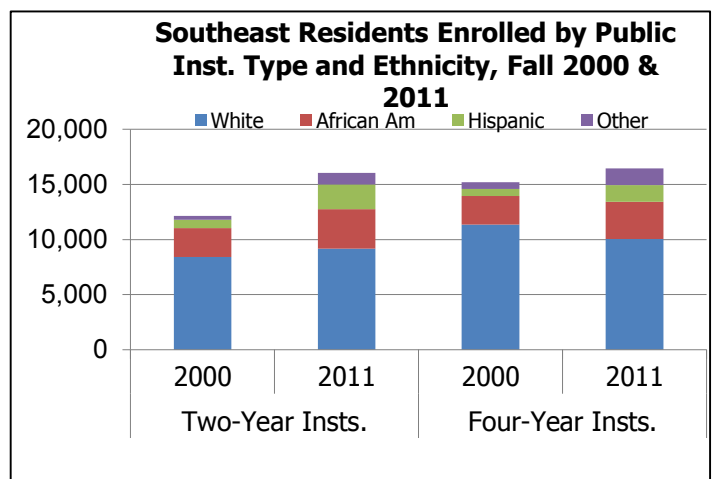
Southeast: Population Projections by Age and Ethnicity



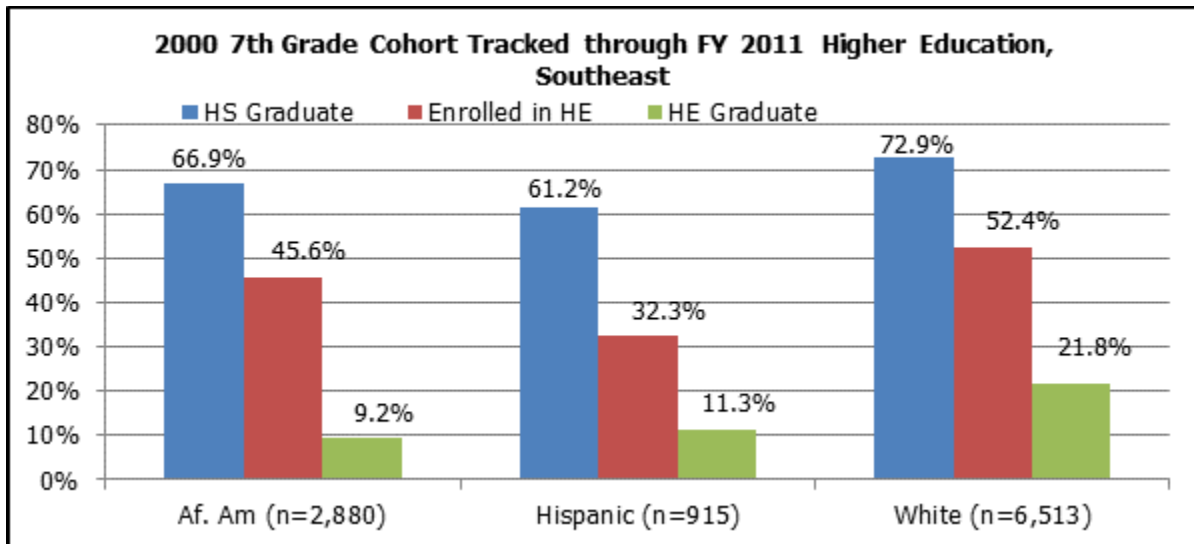
Southeast: Regional Residents' Enrollments in Higher Education

Enrollment in Region	
Southeast	
<i>Two-Year Public Colleges</i>	
ANGELINA COLLEGE	5,421
LAMAR INSTITUTE OF TECHNOLOGY	2,777
LAMAR STATE COLL-ORANGE	2,347
LAMAR STATE COLL-PORT ARTHUR	2,059
<i>Four-Year Public Institutions</i>	
LAMAR UNIVERSITY	7,552
STEPHEN F. AUSTIN STATE UNIV	3,102
Total In Region Enrollment	23,258

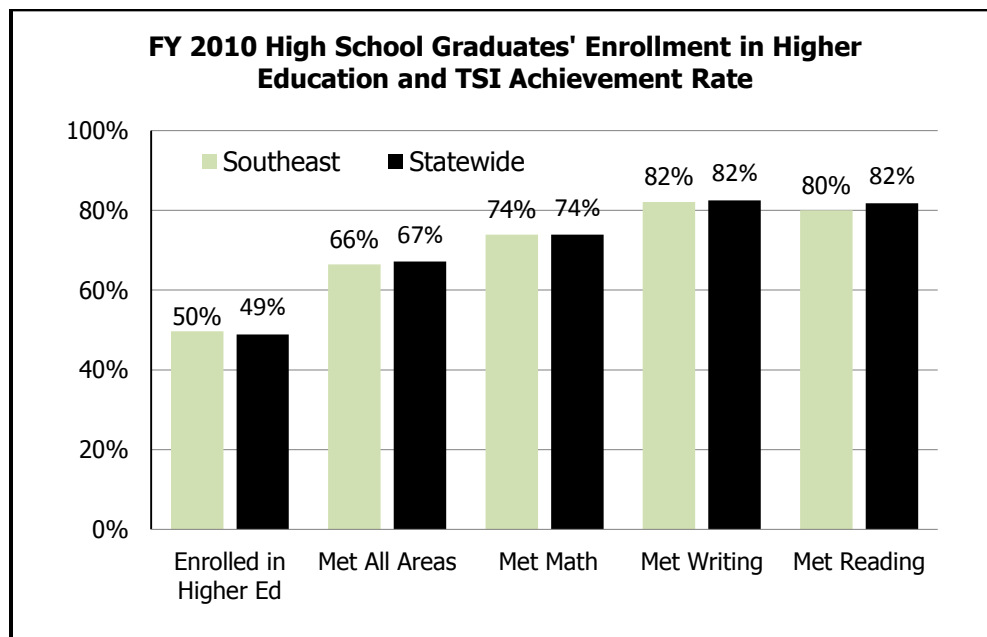
Enrollment out of Region		
Southeast To:	Public	Private
Gulf Coast	3,670	134
Central	2,812	281
Upper East	1,379	309
Metroplex	752	162
South Texas	333	65
High Plains	200	8
Northwest	54	43
West	52	0
Upper Rio Grande	26	0
Total	9,278	1,002



Southeast: Pipeline Data



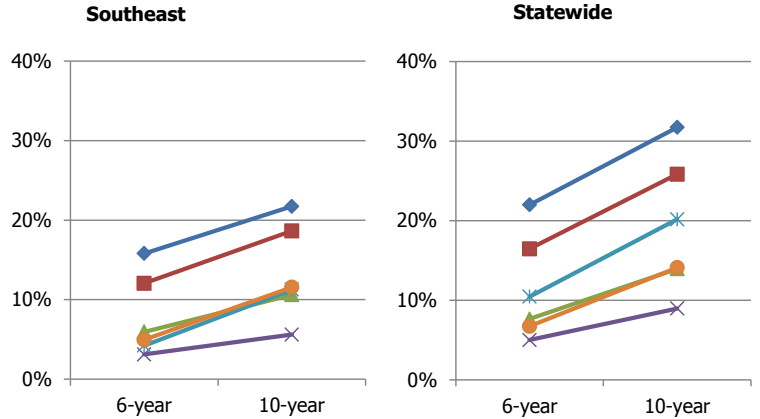
Southeast: Student Preparedness



Southeast: Student Success by Ethnicity and Gender

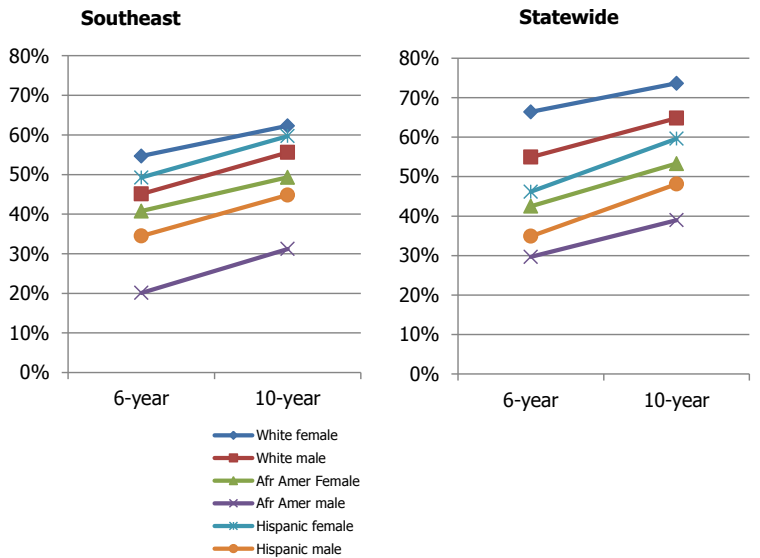
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
Southeast	White	F	1,284	15.8%	21.7%
	White	M	1,078	12.1%	18.6%
	Afr Amer	F	386	6.0%	10.6%
	Afr Amer	M	321	3.1%	5.6%
	Hispanic	F	142	4.2%	11.3%
	Hispanic	M	121	5.0%	11.6%



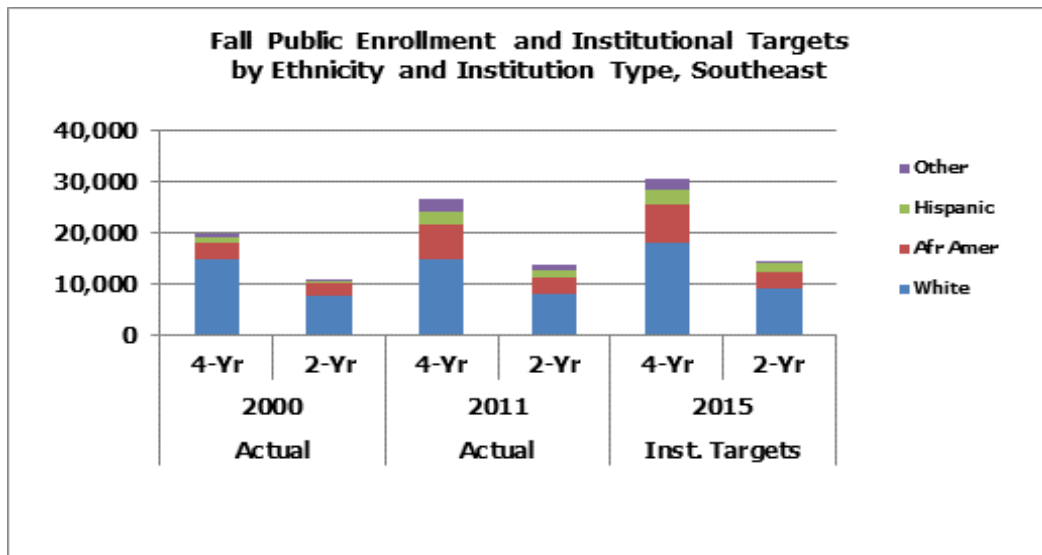
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
Southeast	White	F	995	54.7%	62.3%
	White	M	865	45.1%	55.6%
	Afr Amer	F	282	40.8%	49.3%
	Afr Amer	M	189	20.1%	31.2%
	Hispanic	F	67	49.3%	59.7%
	Hispanic	M	58	34.5%	44.8%



Source: THECB and Institutional Data

Southeast: Institutional Enrollments

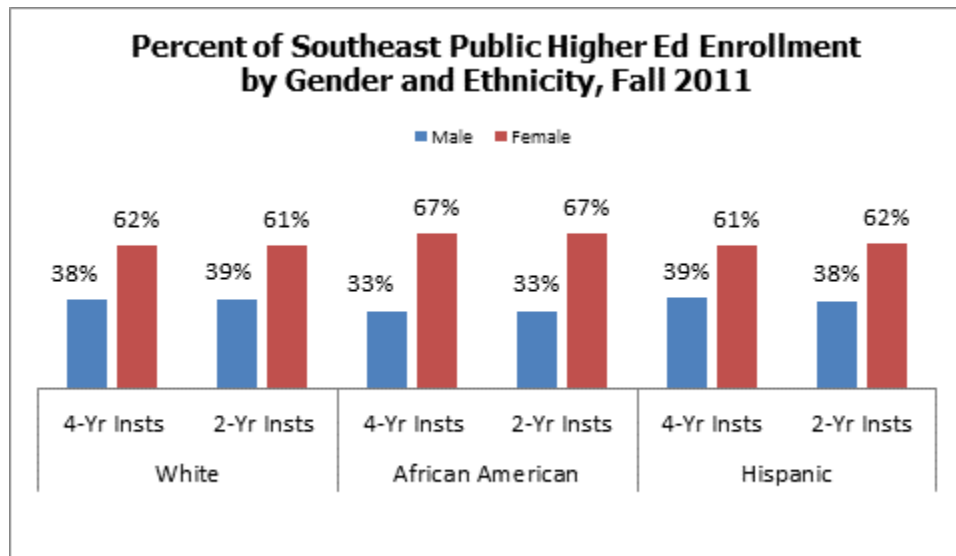


Note: 4-yr includes health-related institutions.

Fall Public Enrollment and Institutional Targets by Ethnicity and Institution Type

Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	20,021	15,055	3,026	1,056	884
		2-Yr	11,172	7,699	2,447	686	340
Actual	2011	4-Yr	26,723	14,984	6,793	2,500	2,446
		2-Yr	13,790	8,039	3,270	1,669	812
Inst. Targets	2015	4-Yr	30,640	18,146	7,387	3,054	2,053
		2-Yr	14,521	9,362	3,281	1,496	382

Source: THECB and Institutional Data



Southeast: Degrees Awarded in Critical Fields

Degrees Awarded in the Southeast Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	509	1,031	68	94	13.4%	9.1%	219	457	43.0%	44.3%
Associate's	1,002	1,212	221	186	22.1%	15.3%	294	467	29.3%	38.5%
Bachelor's	2,707	3,178	154	216	5.7%	6.8%	200	341	7.4%	10.7%
Graduate	668	2,793	99	330	14.8%	11.8%	59	58	8.8%	2.1%
Total	4,886	8,214	542	826	11.1%	10.1%	772	1,323	15.8%	16.1%

Southeast: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Southeast						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			316,630	354,520	37,890	12%
Leading occupations typically needing an associate's degree or higher*						
Registered Nurses	✓	✓	4,630	5,780	1,150	25%
Elementary School Teachers, Except Special Education	✓	✓	4,360	5,500	1,140	26%
Middle School Teachers, Except Special & Vocational	✓	✓	2,500	3,130	630	25%
Secondary School Teachers, Except Special & Vocational	✓		3,030	3,590	560	18%
Construction Managers	✓		2,780	3,320	540	19%
Teachers & Instructors, All Other		✓	1,150	1,390	240	21%
Accountants & Auditors		✓	1,660	1,990	330	20%
*Occupations with 500 or more jobs in 2008.						

Source: Texas Workforce Commission

Gulf Coast



The Gulf Coast had the second largest population of any region in the state in 2010. With more than 6 million residents and projected population growth of more than 10 percent between 2010 and 2015, the region's many higher education institutions need to be prepared to accommodate increased demand.

The Gulf Coast had the second highest public higher education enrollment in fall 2011 (the Metroplex had the highest); the region's two-year and four-year public institutions had 288,613 students. Gulf Coast higher education institutions enrolled the highest number of African American students in the state in fall 2011. The state's two historically black public universities, Prairie View A&M University and Texas Southern University, are located in the region. About 35 percent of African American students were males at public higher education institutions in the Gulf Coast, just under the statewide figure of 36 percent.

In fall 2011, the Gulf Coast was only 945 students short of reaching its 2015 *Closing the Gaps* institutional target for African American enrollment. To meet institutional targets for Hispanic students by 2015, the Gulf Coast must increase the number of Hispanics enrolled in higher education by 12 percent over the fall 2011 level. White enrollment will need to increase by 13 percent at Gulf Coast four-year institutions and 10 percent at two-year institutions to reach *Closing the Gaps* institutional targets.

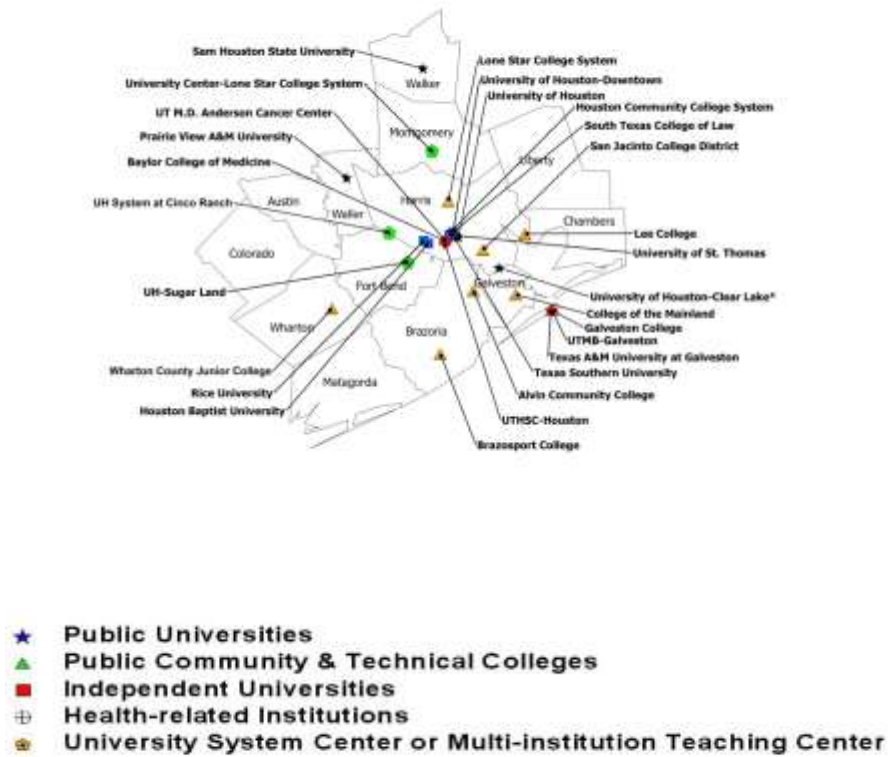
The Gulf Coast boasted the highest percentage of public high school graduates in FY 2011 who enrolled immediately in higher education (54.3 percent). The Gulf Coast had a large percentage of students attending a four-year university in fall 2011 who enrolled out-of-region (45 percent), with the majority of those students (40,518) enrolling in Central Texas public and private universities.

The region had the second highest percentage of FY 2010 high school graduates who went directly to higher education and were TSI ready in math, reading and writing. However, the region had a lower six-year baccalaureate graduation rate (44.3 percent) for the fall 2005 cohort of university enrollees than the state level (58.4 percent). Given this finding, improving the long-term persistence and success of Gulf Coast students should be a common goal of institutions and their community partners.

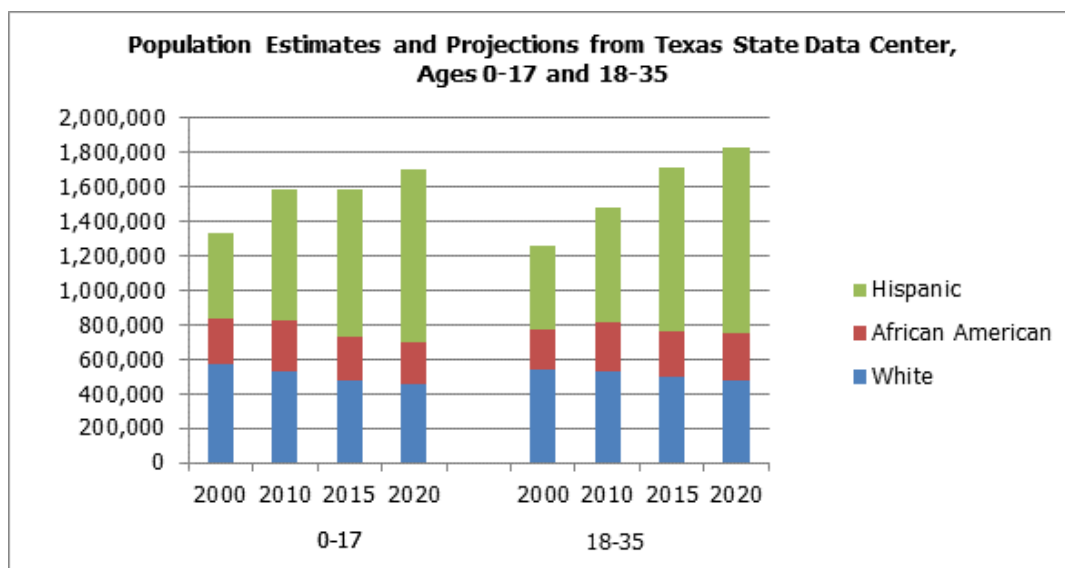
The Gulf Coast has the most projected occupational growth (for occupations needing any level of education and training) from 2008 to 2018: 564,220 new jobs during that time period. The fastest growing occupations in the region, typically needing an associate's degree or higher, are projected to be elementary school teachers, network systems and data communications analysts, petroleum engineers, and special education teachers.

There are several institutions in the Gulf Coast involved in Texas Higher Education Coordinating Board initiatives. Texas Southern University is participating in the Higher Education Bridging Program, which is designed to provide intensive instructional and academic support to help students succeed in college. The Houston Community College System, Lone Star College-Montgomery, San Jacinto College-North, and Wharton College are taking part in the Adult Basic Education Innovation Grants program. This program is designed to target a subset of students requiring adult basic education and provide career/technical training courses, aligned with developmental education curriculum, along with traditional adult basic education courses. San Jacinto College is also a member of the Developmental Education Demonstration Project. This project is designed to implement research-based developmental education strategies to improve student outcomes. Texas Southern University and University of Houston-Downtown are participating in the Advancement Via Individual Determination program that specifically targets first generation high school students, who are academically in the middle of their class, with proven college preparatory instruction. Houston Community College System received a 2011 Star Award for its In-House Online Tutoring Program. The college was also a Star Award finalist for establishing the Houston Community College's Centers for Entrepreneurship.

Gulf Coast: Regional Map



Gulf Coast: Population Projections by Age and Ethnicity

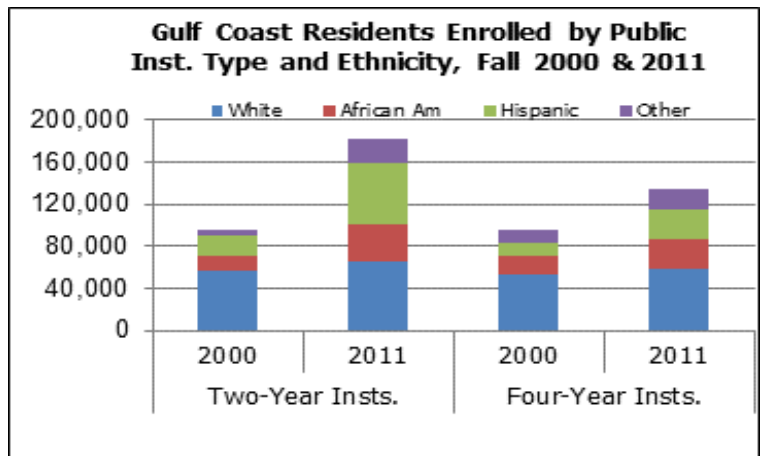


Gulf Coast: Regional Residents' Enrollments in Higher Education

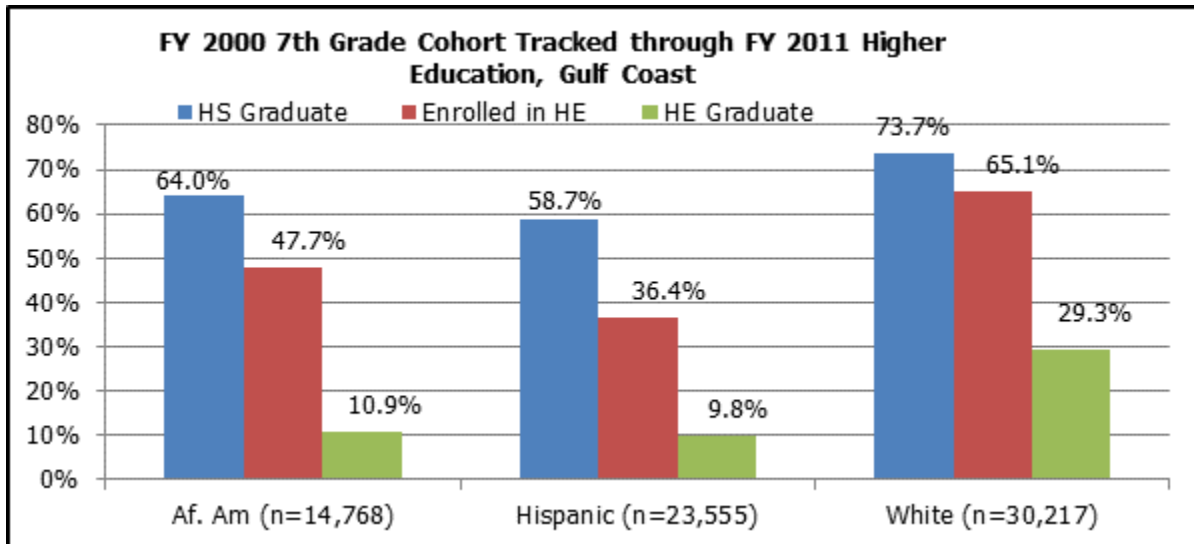
Gulf Coast	
Two-Year Public Colleges	
HOUSTON COMMUNITY COLLEGE	46,617
LONE STAR COLLEGE - CY-FAIR	17,016
LONE STAR COLLEGE - N. HARRIS	15,563
SAN JACINTO COLLEGE CEN CAMPUS	14,612
LONE STAR COLLEGE - MONTGOMERY	11,172
LONE STAR COLLEGE - TOMBALL	10,841
SAN JACINTO COLLEGE S CAMPUS	10,389
LONE STAR COLLEGE - KINGWOOD	10,021
WHARTON COUNTY JUNIOR COLLEGE	6,773
SAN JACINTO COLLEGE N CAMPUS	6,739
LEE COLLEGE	6,123
ALVIN COMMUNITY COLLEGE	5,051
BRAZOSPORT COLLEGE	4,156
COLLEGE OF THE MAINLAND COMMUN	4,144
GALVESTON COLLEGE	1,935
Four-Year Public Institutions	
UNIVERSITY OF HOUSTON	31,248
U. OF HOUSTON-DOWNTOWN	12,161
SAM HOUSTON STATE UNIVERSITY	10,988
U. OF HOUSTON-CLEAR LAKE	6,814
TEXAS SOUTHERN UNIVERSITY	6,793
PRAIRIE VIEW A&M UNIVERSITY	4,829
TEXAS A&M UNIV AT GALVESTON	960
Independent Institutions	
UNIVERSITY OF ST THOMAS	3,208
HOUSTON BAPTIST UNIVERSITY	2,105
RICE UNIVERSITY	1,787
SOUTH TEXAS COLLEGE OF LAW	869
TEXAS CHIROPRACTIC COLLEGE	132
Total In Region Enrollment	253,046

Source: THECB and Institutional Data

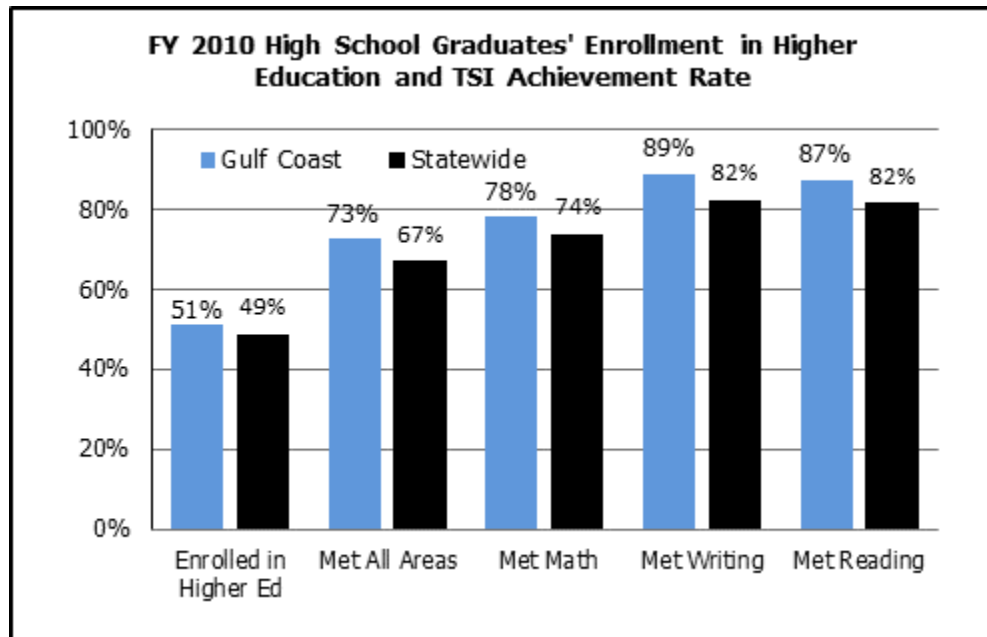
Gulf Coast		
Gulf Coast To:	Public	Private
Central	40,518	4,718
South Texas	9,422	1,755
Metroplex	7,704	2,075
Southeast	7,004	0
High Plains	4,052	110
Upper East	961	1,223
West	528	0
Northwest	448	600
Upper Rio Grande	251	0
Total	70,888	10,481



Gulf Coast: Pipeline Data



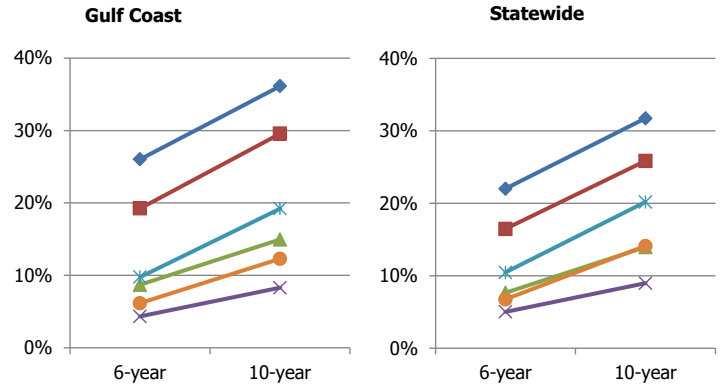
Gulf Coast: Student Preparedness



Gulf Coast: Student Success by Ethnicity and Gender

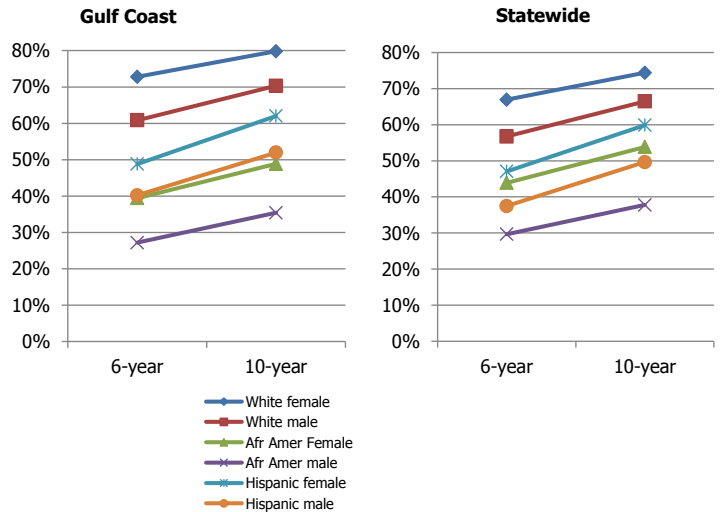
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
Gulf Coast	White	F	7,689	26.0%	36.1%
	White	M	7,056	19.2%	29.6%
	Afr Amer	F	1,758	8.7%	15.0%
	Afr Amer	M	1,410	4.3%	8.3%
	Hispanic	F	2,836	9.8%	19.2%
	Hispanic	M	2,287	6.2%	12.3%



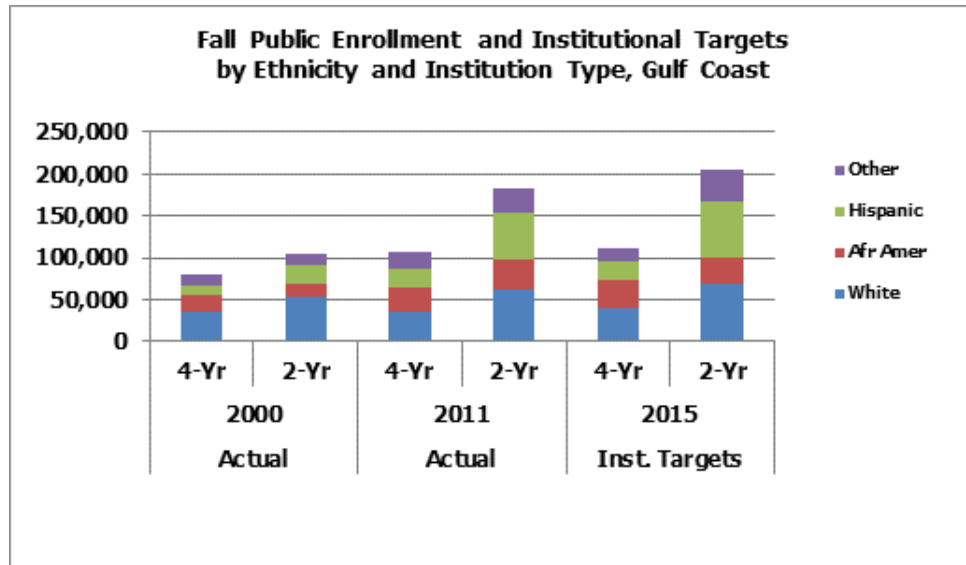
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
Gulf Coast	White	F	3,711	72.8%	79.8%
	White	M	3,369	60.8%	70.3%
	Afr Amer	F	1,869	39.4%	48.9%
	Afr Amer	M	1,353	27.2%	35.4%
	Hispanic	F	1,188	48.8%	62.0%
	Hispanic	M	945	40.2%	52.0%



Source: THECB and Institutional Data

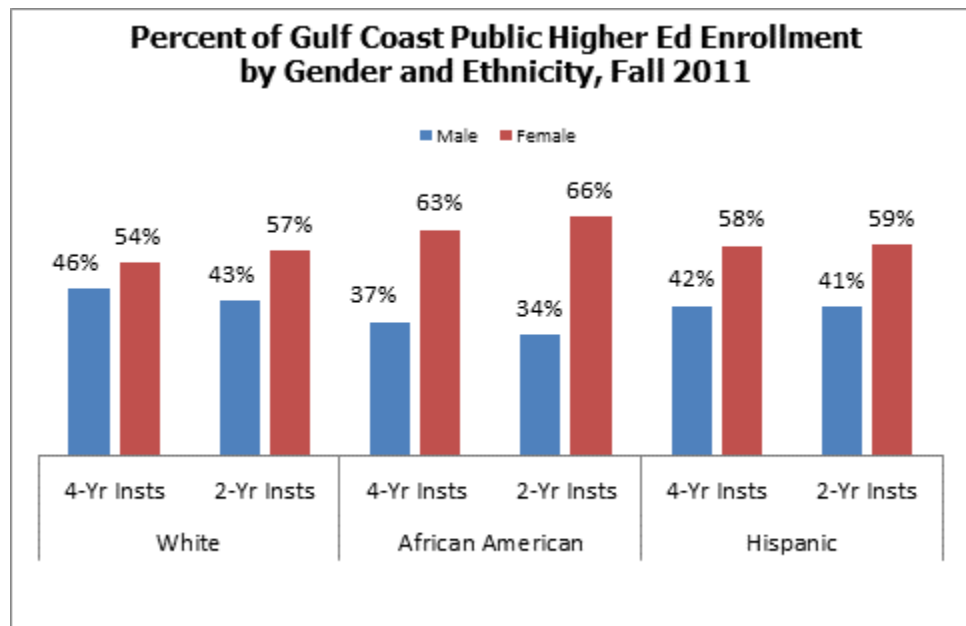
Gulf Coast: Institutional Enrollments



Note: 4-yr includes health-related institutions.

Fall Public Enrollment and Institutional Targets by Ethnicity and Institution Type

Actual	2000	4-Yr	80,971	34,868	21,311	11,428	13,364
		2-Yr	103,935	53,768	15,460	22,324	12,383
Actual	2011	4-Yr	106,381	35,979	28,554	21,431	20,417
		2-Yr	182,232	61,800	35,318	57,144	27,970
Inst. Targets	2015	4-Yr	112,114	40,565	32,809	21,540	17,200
		2-Yr	204,453	67,897	32,008	66,442	38,106



Gulf Coast: Degrees Awarded in Critical Fields

Degrees Awarded in the Gulf Coast Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	4,069	6,961	762	1,056	18.7%	15.2%	768	1,412	18.9%	20.3%
Associate's	4,516	12,065	430	810	9.5%	6.7%	886	1,901	19.6%	15.8%
Bachelor's	9,648	14,409	1,052	1,304	10.9%	9.0%	641	1,034	6.6%	7.2%
Graduate	4,903	7,312	442	872	9.0%	11.9%	250	509	5.1%	7.0%
Total	23,136	40,747	2,686	4,042	11.6%	9.9%	2,545	4,856	11.0%	11.9%

Gulf Coast: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Gulf Coast						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			2,910,920	3,475,140	564,220	19%
Leading occupations typically needing an associate's degree or higher*						
Elementary School Teachers, Except Special Education	✓	✓	36,800	54,880	18,080	49%
Registered Nurses	✓		39,510	53,500	13,990	35%
Secondary School Teachers, Except Special & Vocational	✓		23,780	33,360	9,580	40%
Middle School Teachers, Except Special & Vocational	✓		18,240	27,150	8,910	49%
Accountants & Auditors	✓		26,030	32,910	6,880	26%
Network Systems & Data Communications Analysts		✓	4,640	7,170	2,530	55%
Petroleum Engineers		✓	6,400	9,870	3,470	54%
Special Education Teachers, Middle School		✓	1,640	2,500	860	52%
Special Education Teachers, Preschool, Kindergarten, Elem		✓	3,390	5,130	1,740	51%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

Central Texas



Central Texas was the fastest growing region in Texas between 2000 and 2010 for all ages, increasing its population by 27.6 percent. It was the second fastest growing region for 18 to 35 year-olds, growing 19.5 percent, just behind the Gulf Coast's 19.7 percent growth. However, the 18 to 35 year-old population in Central Texas is projected to grow by less than 1 percent from 2010 to 2015, the lowest rate of any region. That includes an expected drop of over 40,000 white residents in that age group, the biggest loss of age 18 to 35 whites in any region.

As home to the state's two flagship universities, The University of Texas at Austin (UT-Austin) and Texas A&M University (TAMU), Central Texas had the largest enrollment at public four-year institutions (including health-related institutions) of any region in fall 2011. Although enrollment at public four-year institutions grew by 18.6 percent since fall 2000, that was the lowest rate of increase except for the Northwest. About 38 percent of the region's residents who enrolled in a Texas public university in fall 2011 (excluding health-related institutions) were enrolled outside the region. Enrollment at two-year public institutions in the region grew by a more robust rate of 59.4 percent from 2000 to 2011, but that was below the statewide growth rate of 68.1 percent. Just 5.6 percent of two-year public students went outside the region to enroll. The Metroplex attracted the most residents from Central Texas who went out-of-region to attend a public institution – 9,161 – followed by the Gulf Coast, where 5,122 Central Texas residents enrolled in public institutions.

A total of 19,930 graduates of Central Texas public high schools (classes of 2003, 2004, and 2005) went directly to a university, and 64.8 percent of those students earned a bachelor's degree within six years, the highest success rate of any region. Although the region's FY 2000 seventh grade cohort had the second worst enrollment rate in ninth grade (87.1 percent), it recovered to have the second best rate of high school graduates who enrolled in higher education (53.3 percent of the cohort). It also had the second highest rate of students earning a higher education degree or certificate in higher education in Texas (19.9 percent of the cohort).

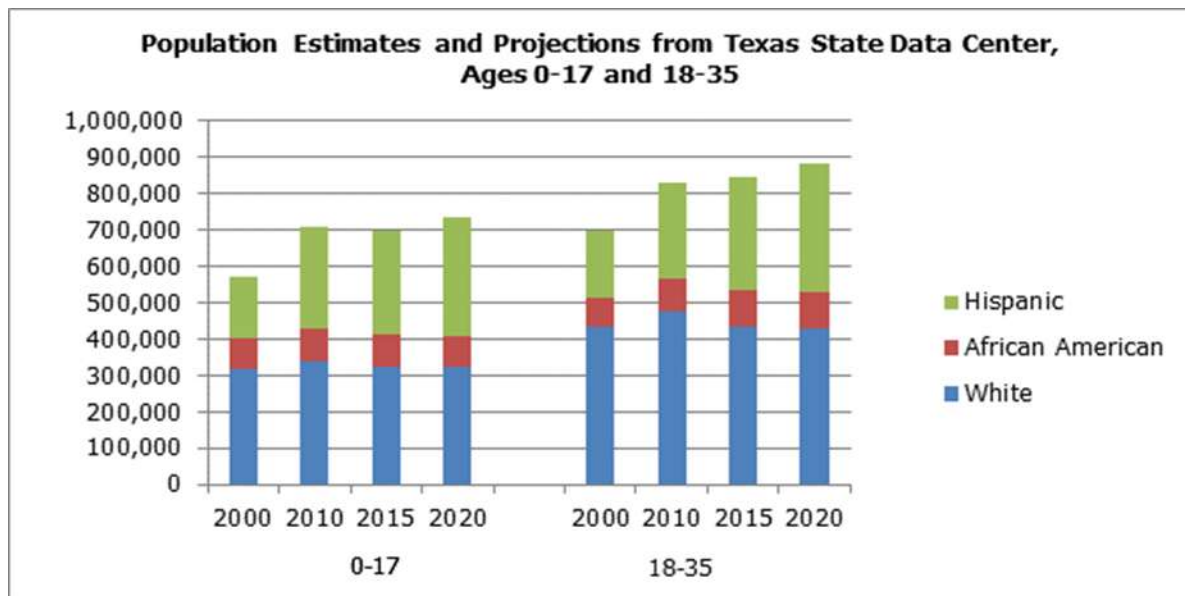
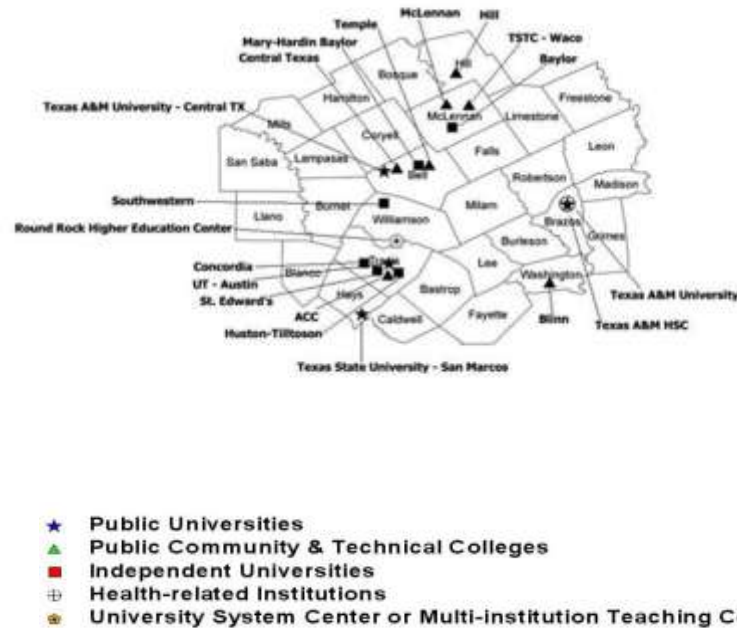
Central Texas public higher education institutions awarded 42,139 degrees and certificates in FY 2011, 37.2 percent more than in FY 2000. Seventeen percent of 2011's awards were in STEM fields. Public universities in the region had by far the highest success rate (earning a bachelor's degree within six years) for first-time, full-time students who entered in fall 2005: 80.2 percent. High Plains universities came in next with 68.8 percent.

The Texas Workforce Commission projects that 242,720 new jobs will be added in Central Texas between 2008 and 2018, an 18 percent increase. That would be just below the 19 percent rate for the leading regions, the Gulf Coast and South Texas. Among occupations

that typically need an associate's degree or higher, the five expected to add the most new jobs in Central Texas are K-12 teachers (elementary, middle, and secondary schools), registered nurses, and accountants and auditors. The top five fastest-growing jobs (typically needing an associate's degree or higher) are network systems and communications analysts, petroleum engineers, medical scientists (except epidemiologists), and special education teachers (preschool through elementary school and middle school).

In June 2012, the U.S. Department of Health and Human Services (HHS) announced that TAMU had been awarded a contract to develop one of three HHS Centers for Innovation in Advanced Development and Manufacturing. The \$285.6 million contract, for up to 25 years, includes an initial \$176.6 million from the U.S. government, with the remainder to come from commercial and academic partners. The Center is expected to be a catalyst for the state's rapidly growing biopharmaceutical sector, and it should bring significant economic opportunity to the Central Texas region and the state.

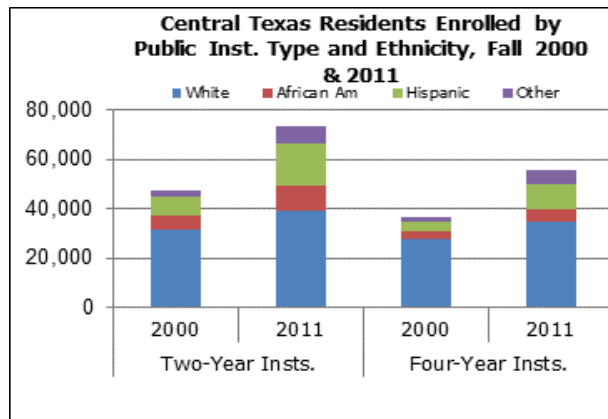
The following is a sampling of activities that the Coordinating Board is conducting in Central Texas to improve student outcomes. Central Texas College and Texas A&M University-Central Texas are participants in the Advancement Via Individual Determination (AVID) project, which is studying whether the AVID program, which has been used successfully in secondary education for 30 years, can be successfully applied to higher education. The Comprehensive Student Success Program, which works with first-generation, underrepresented, and economically disadvantaged students to improve engagement and academic progress, is being used at Austin Community College and Central Texas College. Texas State University-San Marcos and UT-Austin are participants in the Developmental Education Demonstration Project, which seeks to improve the delivery of developmental education by implementing research-based practices. The Educator Preparation Demonstration Project focuses on improving teacher preparation programs, and TAMU is one of the institutions working on this project.



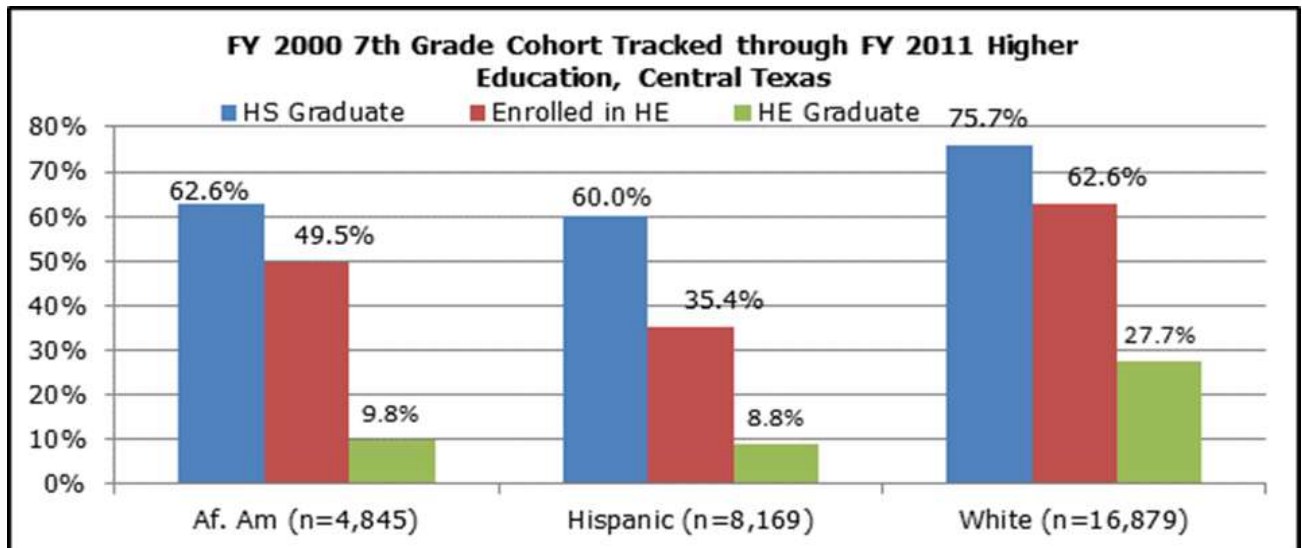
Central Texas: Regional Residents' Enrollments in Higher Education

Enrollment in Region	
Central Texas	
<i>Two-Year Public Colleges</i>	
AUSTIN COMMUNITY COLLEGE	32,573
MCLENNAN COMMUNITY COLLEGE	9,688
BLINN COLLEGE	8,925
CENTRAL TEXAS COLLEGE	8,152
TEMPLE COLLEGE	5,479
TEXAS STATE T. C. WACO	3,350
HILL COLLEGE	993
<i>Four-Year Public Institutions</i>	
TEXAS STATE UNIV - SAN MARCOS	13,686
U. OF TEXAS AT AUSTIN	10,983
TEXAS A&M UNIVERSITY	8,100
TEXAS A&M UNIV-CENTRAL TEXAS	1,744
<i>Independent Institutions</i>	
BAYLOR UNIVERSITY	3,230
ST. EDWARD'S UNIVERSITY	2,657
UNIV OF MARY HARDIN-BAYLOR	1,873
CONCORDIA UNIVERSITY TEXAS	1,462
HUSTON-TILLOTSON UNIVERSITY	456
SOUTHWESTERN UNIVERSITY	373
Total In Region Enrollment	113,724

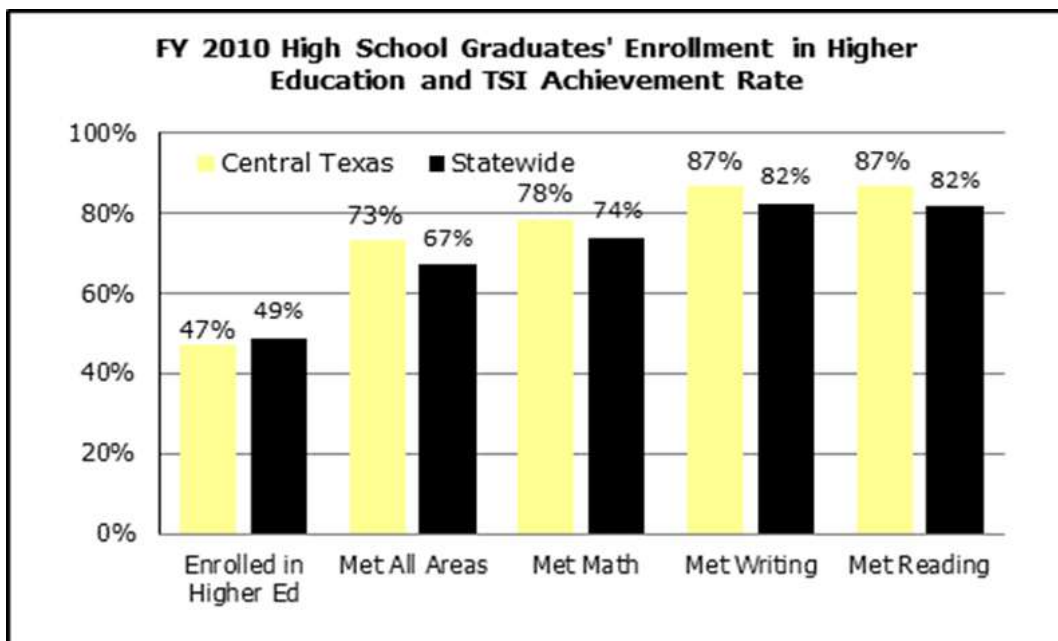
Enrollment out of Region		
Central To:	Public	Private
Metroplex	9,161	1340
Gulf Coast	5,122	434
South Texas	4,163	1139
High Plains	2,920	407
Southeast	1,247	0
West	1,115	0
Upper East	651	308
Northwest	516	805
Upper Rio Grande	258	0
Total	25,153	4,433



Central Texas: Pipeline Data



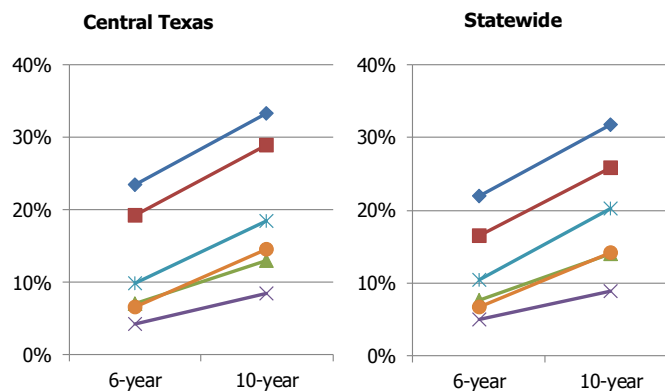
Central Texas: Student Preparedness



Central Texas: Student Success by Ethnicity and Gender

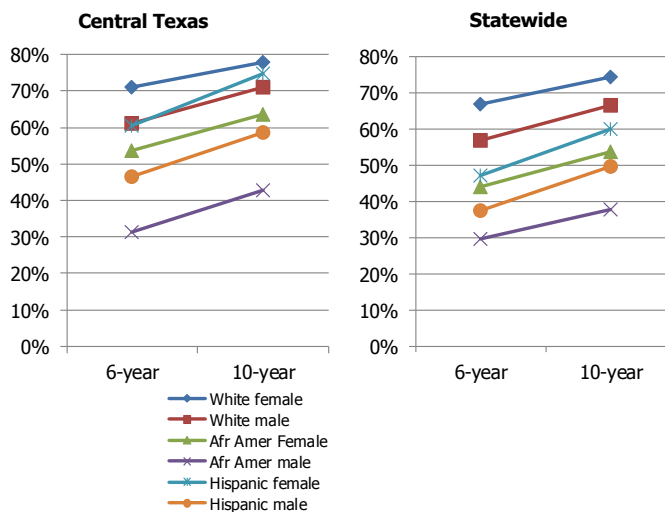
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate 6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
Central	White	F	4,614	23.4%	33.3%
	White	M	4,264	19.2%	28.9%
	Afr Amer	F	940	7.1%	13.0%
	Afr Amer	M	694	4.3%	8.5%
	Hispanic	F	1,383	9.9%	18.5%
	Hispanic	M	1,006	6.7%	14.6%



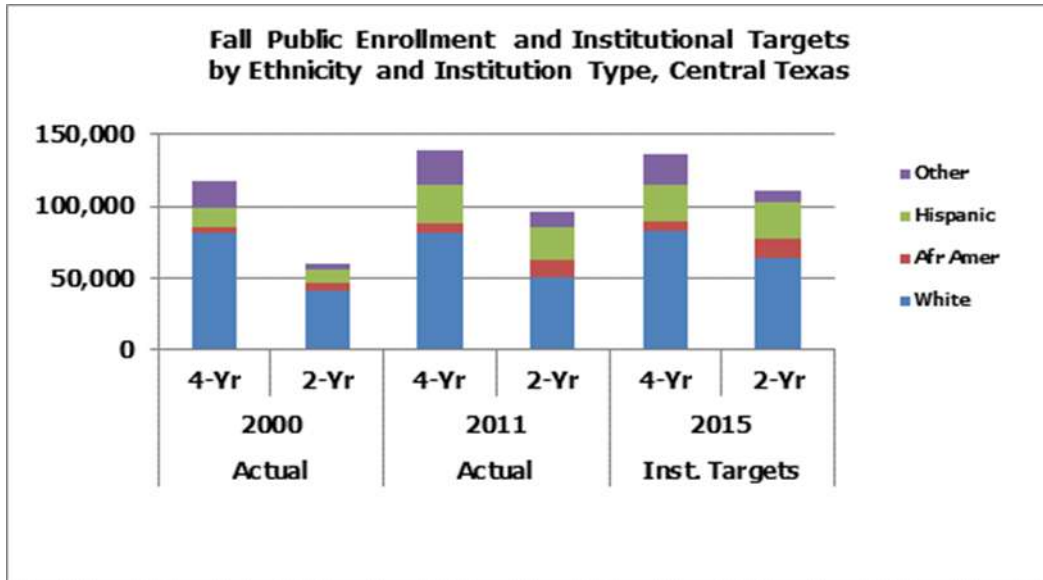
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate 6-year	10-year
Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
Central	White	F	1,874	71.0%	78.0%
	White	M	1,650	61.2%	70.9%
	Afr Amer	F	271	53.5%	63.5%
	Afr Amer	M	178	31.5%	42.7%
	Hispanic	F	268	60.4%	74.6%
	Hispanic	M	232	46.6%	58.6%



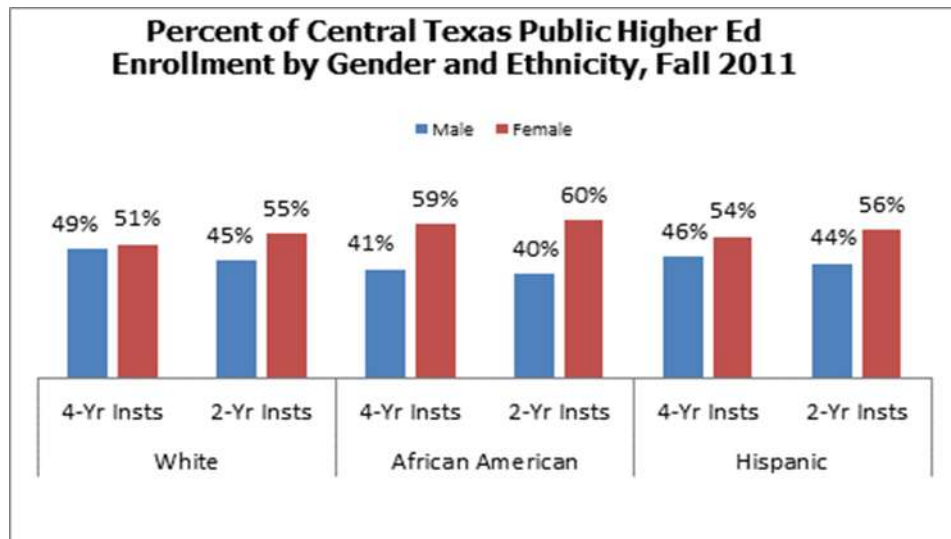
Source: THECB and Institutional Data

Central Texas: Institutional Enrollments



Note: 4-yr includes health-related institutions.

Actual or Target	Year	Inst. Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	117,459	81,632	3,834	13,797	18,196
		2-Yr	60,064	40,852	6,307	9,332	3,573
Actual	2011	4-Yr	139,278	81,207	7,027	26,577	24,467
		2-Yr	95,731	51,322	12,079	22,103	10,227
Inst. Targets	2015	4-Yr	136,606	82,984	6,736	25,613	21,274
		2-Yr	110,945	64,021	13,386	25,236	8,302



Central Texas: Degrees Awarded in Critical Fields

Degrees Awarded in the Central Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	1,739	3,119	188	400	10.8%	12.8%	560	823	32.2%	26.4%
Associate's	3,487	5,991	733	828	21.0%	13.8%	613	1,047	17.6%	17.5%
Bachelor's	18,759	23,694	3,319	3,708	17.7%	15.6%	403	550	2.1%	2.3%
Graduate	6,734	9,335	1,497	2,233	22.2%	23.9%	183	227	2.7%	2.4%
Total	30,719	42,139	5,737	7,169	18.7%	17.0%	1,759	2,647	5.7%	6.3%

Central Texas: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Central Texas						
Occupation Title	High Growth in:		Jobs		Change	Percent
	Jobs	Percent	2008	2018	(New Jobs)	Change
Total, All Occupations			1,382,550	1,625,270	242,720	18%
Leading occupations typically needing an associate's degree or higher*						
Elementary School Teachers, Except Special Education	✓		17,340	24,940	7,600	44%
Registered Nurses	✓		17,770	23,490	5,720	32%
Secondary School Teachers, Except Special & Vocational	✓		11,300	15,250	3,950	35%
Middle School Teachers, Except Special & Vocational	✓		8,570	12,300	3,730	44%
Accountants & Auditors	✓		12,560	15,590	3,030	24%
Network Systems & Data Communications Analysts		✓	2,750	4,300	1,550	56%
Petroleum Engineers		✓	700	1,040	340	49%
Medical Scientists, Except Epidemiologists		✓	710	1,050	340	48%
Special Education Teachers, Preschool, Kindergarten, Elem		✓	1,550	2,280	730	47%
Special Education Teachers, Middle School		✓	770	1,130	360	47%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

South Texas



South Texas covers a large geographic area and includes several major urban centers as well as many rural communities. The highest density of higher education institutions in the region is in San Antonio. Texas A&M University - San Antonio, located in the southern portion of that city, was established as a stand-alone campus in May 2009 and adds to the educational opportunities available for South Texas students.

The population of South Texas is predominantly Hispanic. In 2010, of the 1,182,659 residents in the 18 to 35 age bracket, 71 percent were Hispanic. In 2015, the 18 to 35-year old population is projected to be 75 percent Hispanic, 4 percent African American, and 19 percent white.

Of 59,475 South Texas high school graduates in FY 2011, 50.4 percent went directly into public higher education in Texas in the fall, slightly below the statewide rate of 50.8 percent. Data show that 43.8 percent of the students who enrolled in a university in South Texas in fall 2005 earned a bachelor's degree in six years or less. This was much lower than the statewide average of 58.4 percent; one reason may be the low level of preparedness for higher education of entering freshmen. Just 55 percent of South Texas students who graduated from high school in FY 2010, and went directly to higher education in the fall, were TSI ready in all of the subject areas (math, writing, and reading). This was the lowest level in the state and well below the statewide figure of 67.1 percent. Hopefully progress seen in enrollment in the region will translate to higher success rates at the secondary and higher education levels.

South Texas institutions will need to increase their enrollment further to reach the *Closing the Gaps* institutional targets for 2015. The four-year public enrollment will need to increase by 3.7 percent and the two-year public enrollment will need to increase by 13 percent by 2015. While already exceeding institutional targets for African American enrollment at four-year institutions, South Texas will need to increase enrollment of two-year institution whites (22.9 percent), four-year institution whites (17.7 percent), two-year institution Hispanics (13 percent), four-year institution Hispanics (1.6 percent) and two-year institution African Americans (3.7 percent). South Texas will need to increase total enrollment by 22,111 students in order to achieve its *Closing the Gaps* institutional target by 2015.

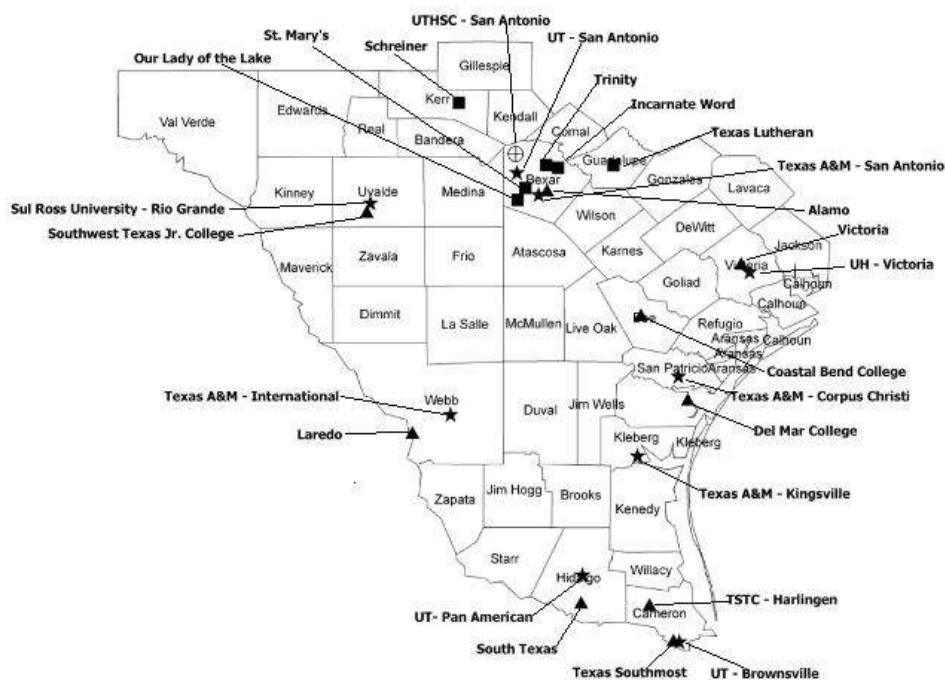
South Texas had the largest increase from 2000 to 2011 in the percentage of STEM degrees and certificates awarded by public institutions. However, the 10.8 percent share of all awards in 2011 was below the state-level figure of 11.3 percent. Nursing degrees and certificates decreased 2.1 percentage points to 15 percent of all awards between 2000 and 2011. The percentage of awards in the nursing field in 2011 was higher than the statewide figure of 12.7 percent.

South Texas is projected to have the second highest percentage (after the Gulf Coast) of job growth from 2008 to 2018. Among occupations typically needing an associate's degree or higher, network systems and data communications analysts are projected to have the fastest growth rate (58 percent) over this time period, followed by medical scientists (except epidemiologists), physician assistants, physical therapist assistants, and physical therapists.

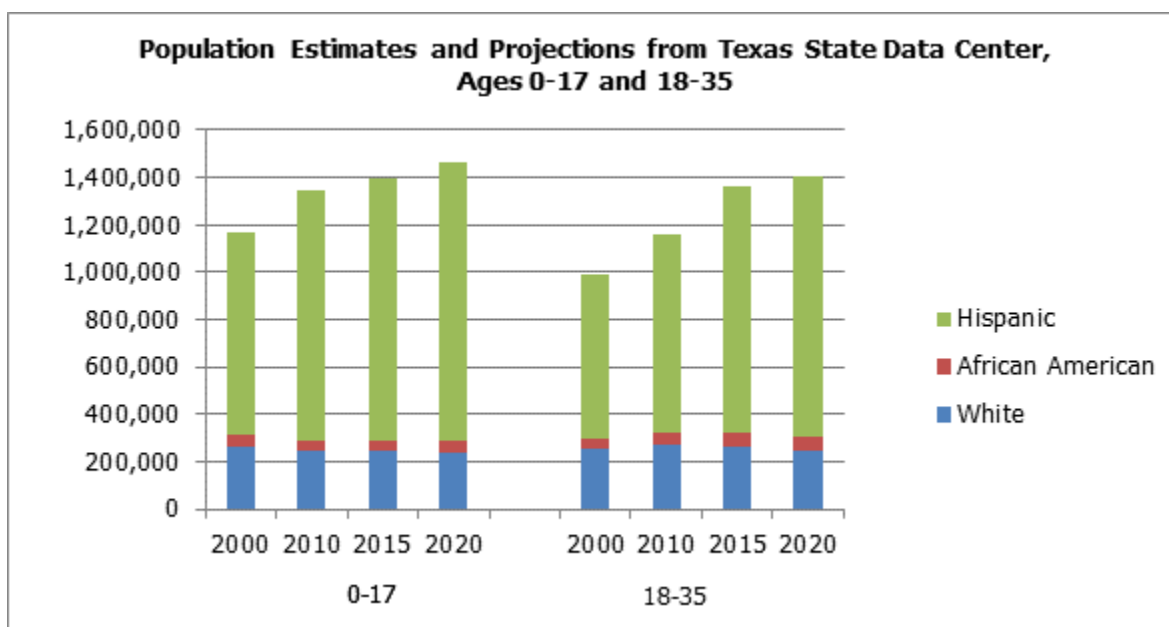
Institutions in South Texas are involved in several Coordinating Board initiatives designed to improve student achievement. A new Pathways project was launched in the Rio Grande valley during the 2011-2012 academic year. Pathways is a state, regional, and local initiative in which public secondary and postsecondary institutions partner to collaborate on alignment issues and share data about the students they serve. Texas A&M International University is participating in the Higher Education Bridging Program, a program designed to provide intensive instructional and academic support to help students succeed in college. University of Texas-Pan American is a member of the Developmental Education Demonstration Project. This project is designed to implement research-based developmental education strategies to improve student achievement.

Southwest Texas Junior College, Texas A&M University-Corpus Christi, Texas A&M University-Kingsville, Texas State Technical College-Harlingen, and The University of Texas-Pan American are participating in the Advancement Via Individual Determination program that targets first generation high school students, who are academically in the middle of their class. The Alamo Colleges, Texas Southmost College, and South Texas College are recipients of the Complete College America grant. The \$1 million in grant funds will be used to pilot a mathematics remediation program to be used in conjunction with algebra and elementary statistical methods courses. South Texas College and Texas State Technical College-Harlingen are participating in the Adult Basic Education Innovation Grants program. This program is designed to target a subset of students requiring adult basic education and provide career/technical training courses, aligned with developmental education curriculum and traditional adult basic education courses.

South Texas: Regional Map



South Texas: Population Projections by Age and Ethnicity

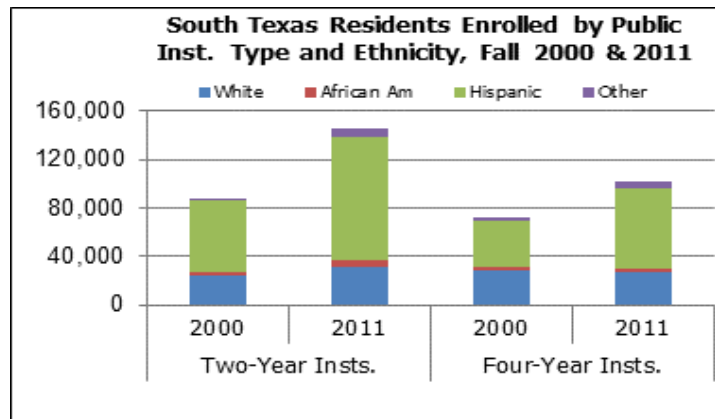


South Texas: Regional Residents' Enrollments in Higher Education

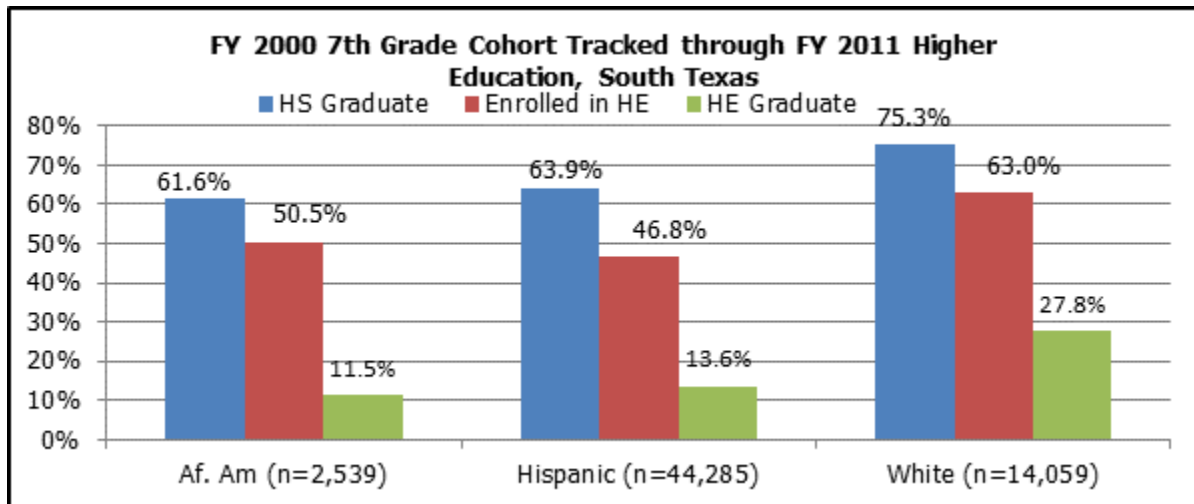
Enrollment in Region	
South Texas	
<i>Two-Year Public Colleges</i>	
SOUTH TEXAS COLLEGE	29,407
ALAMO CCD SAN ANTONIO COLLEGE	24,502
ALAMO CCD NW VISTA COLLEGE	15,458
DEL MAR COLLEGE	11,632
ALAMO CCD ST. PHILIPS COLLEGE	10,281
LAREDO COMMUNITY COLLEGE	9,720
ALAMO CCD PALO ALTO COLLEGE	9,014
TEXAS STATE T. C. HARLINGEN	5,720
SOUTHWEST TEXAS JUNIOR COLLEGE	5,557
VICTORIA COLLEGE, THE	4,199
COASTAL BEND COLLEGE	3,807
ALAMO CCD NE LAKEVIEW COLLEGE	988
SUL ROSS RIO GRANDE COLLEGE	950
<i>Four-Year Public Institutions</i>	
U. OF TEXAS AT SAN ANTONIO	19,474
U. OF TEXAS-PAN AMERICAN	18,092
TEXAS SOUTHMOST COLLEGE	10,065
U. OF TEXAS AT BROWNSVILLE	7,963
TEXAS A&M UNIV-CORPUS CHRISTI	6,972
TEXAS A&M INTERNATIONAL UNIV	6,664
TEXAS A&M UNIV-KINGSVILLE	5,399
TEXAS A&M UNIV-SAN ANTONIO	3,482
U. OF HOUSTON-VICTORIA	1,052
<i>Independent Institutions</i>	
UNIV OF THE INCARNATE WORD	5,976
ST. MARY'S UNIVERSITY	2,620
OUR LADY OF THE LAKE UNIV/SA	1,896
TEXAS LUTHERAN UNIVERSITY	818
SCHREINER UNIVERSITY	719
TRINITY UNIVERSITY	504
Total In Region Enrollment	222,931

Source: THECB and Institutional Data

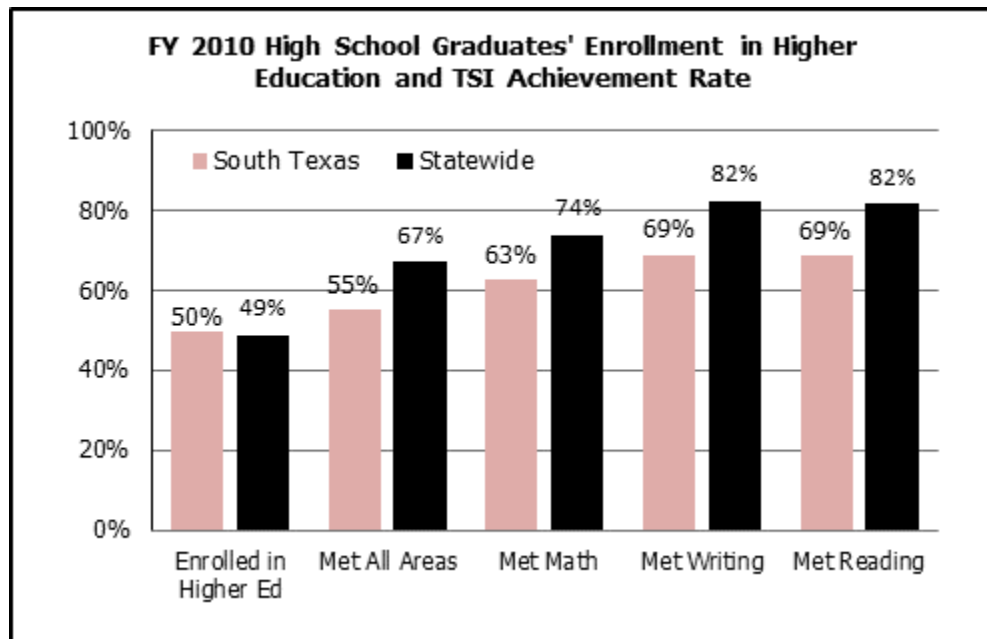
Enrollment out of Region		
South Texas To:	Public	Private
Central	24,545	2,644
Metroplex	3,242	1,085
High Plains	2,683	1,625
Gulf Coast	2,610	480
West	1,120	0
Southeast	760	0
Upper Rio Grande	462	0
Northwest	263	631
Upper East	209	161
Total	35,894	6,626



South Texas: Pipeline Data



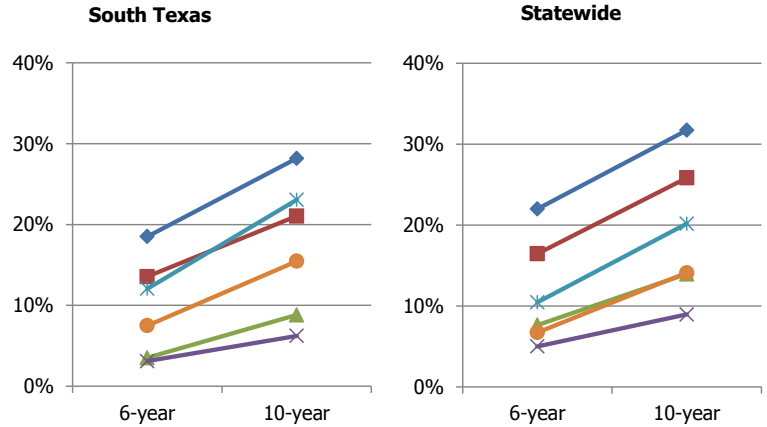
South Texas: Student Preparedness



South Texas: Student Success by Ethnicity and Gender

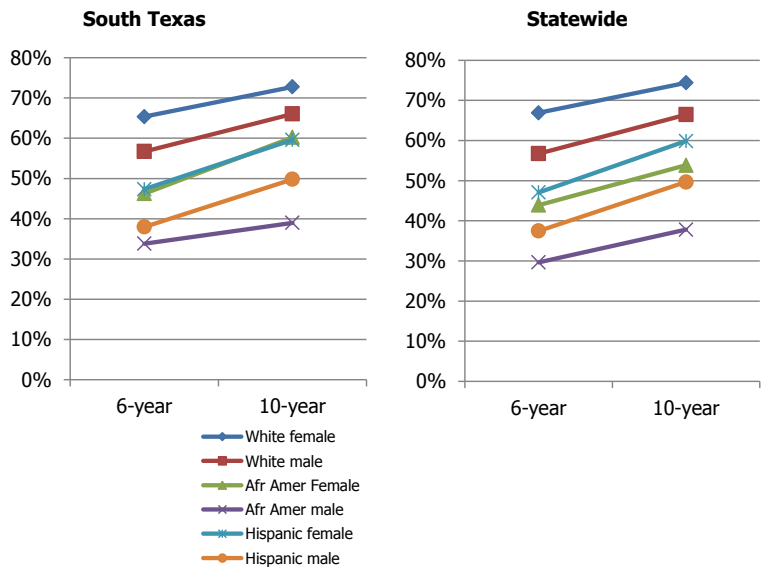
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
South	White	F	2,619	18.5%	28.2%
	White	M	2,566	13.6%	21.0%
	Afr Amer	F	340	3.5%	8.8%
	Afr Amer	M	289	3.1%	6.2%
	Hispanic	F	7,738	12.1%	23.1%
	Hispanic	M	6,102	7.5%	15.5%



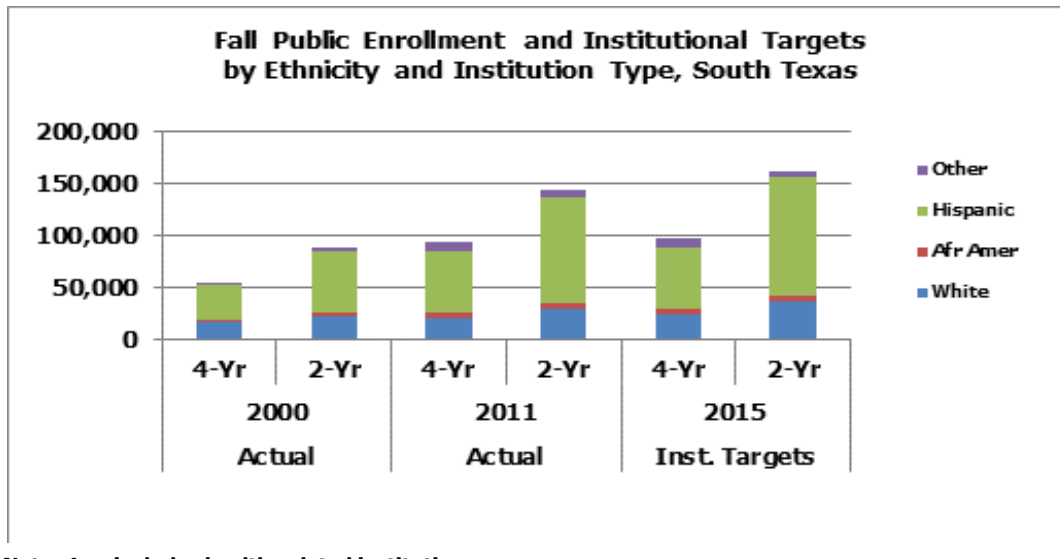
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
South	White	F	2,006	65.4%	72.8%
	White	M	1,788	56.7%	66.1%
	Afr Amer	F	186	46.2%	60.2%
	Afr Amer	M	136	33.8%	39.0%
	Hispanic	F	2,919	47.3%	59.6%
	Hispanic	M	2,473	38.0%	49.8%



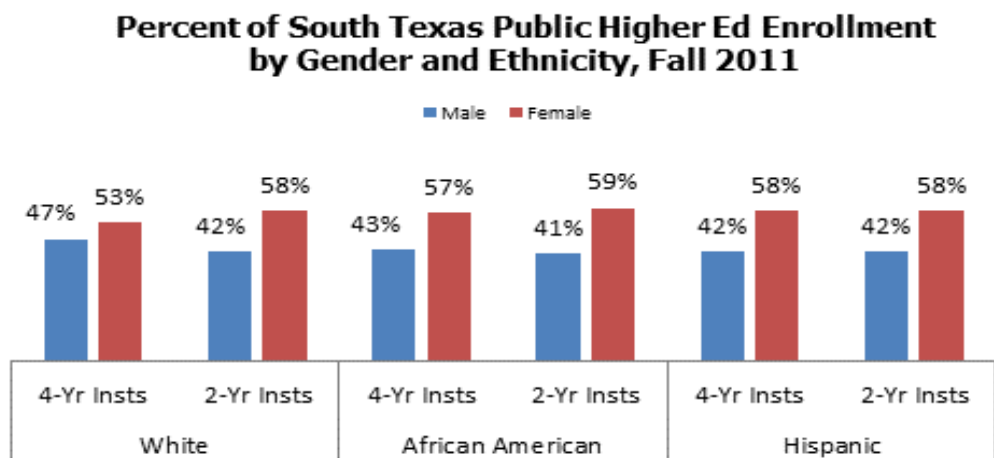
Source: THECB and Institutional Data

South Texas: Institutional Enrollments



Fall Public Enrollment and Institutional Targets by Ethnicity and Institution Type

Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	55,619	18,435	1,801	32,423	2,960
		2-Yr	88,626	23,810	3,486	58,990	2,340
Actual	2011	4-Yr	94,706	21,303	5,240	58,232	9,931
		2-Yr	144,486	29,925	5,699	101,203	7,659
Inst. Targets	2015	4-Yr	98,199	25,078	5,062	59,162	8,896
		2-Yr	163,104	36,791	5,908	114,400	6,006



Source: THECB and Institutional Data

South Texas: Degrees Awarded in Critical Fields

Degrees Awarded in the South Texas Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	2,598	5,294	205	1,096	7.9%	20.7%	1,092	1,527	42.0%	28.8%
Associate's	4,642	10,112	484	770	10.4%	7.6%	1,041	1,701	22.4%	16.8%
Bachelor's	7,051	12,648	581	1,042	8.2%	8.2%	633	1,190	9.0%	9.4%
Graduate	2,725	4,663	149	622	5.5%	13.3%	147	481	5.4%	10.3%
Total	17,016	32,717	1,419	3,530	8.3%	10.8%	2,913	4,899	17.1%	15.0%

South Texas: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, South Texas						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			1,917,540	2,278,640	361,100	19%
Leading occupations typically needing an associate's degree or higher*						
Elementary School Teachers, Except Special Education	✓		33,010	44,630	11,620	35%
Registered Nurses	✓		32,100	42,240	10,140	32%
Secondary School Teachers, Except Special & Vocational	✓		21,360	27,130	5,770	27%
Middle School Teachers, Except Special & Vocational	✓		16,410	22,100	5,690	35%
Accountants & Auditors	✓		12,540	15,940	3,400	27%
Network Systems & Data Communications Analysts		✓	2,170	3,430	1,260	58%
Medical Scientists, Except Epidemiologists		✓	550	790	240	44%
Physician Assistants		✓	700	1,000	300	43%
Physical Therapist Assistants		✓	830	1,170	340	41%
Physical Therapists		✓	2,530	3,530	1,000	40%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

West Texas



The population of West Texas was 571,871 in 2010, according to the decennial census. Only the Northwest had a smaller population. West Texas is the only region whose population is projected to decline (by about 5,000) between 2010 and 2015. Increased numbers of Hispanics and African Americans are projected to be offset by a loss of nearly 30,000 whites. The region's 18-35 year-old population (the age of most postsecondary students) is projected to grow from 2010 to 2015, but by just 1 percent; only Central Texas is expected to have slower growth for this segment of the population.

Community college opportunities are available in West Texas at Howard College, Midland College, and Odessa College. Midland College is one of just three community colleges in the state approved to grant Bachelor of Applied Technology degrees. Angelo State University and The University of Texas of the Permian Basin offer area residents the opportunity to earn bachelor's and graduate degrees in several fields, including many that have been identified as high demand for the state.

The high school graduation rate in West Texas (67.3 percent) was just below the state level (67.8 percent) for the cohort of students who entered seventh grade in FY 2000, but the percentage of students in this cohort who enrolled in higher education (45.3 percent) was the lowest of any region.

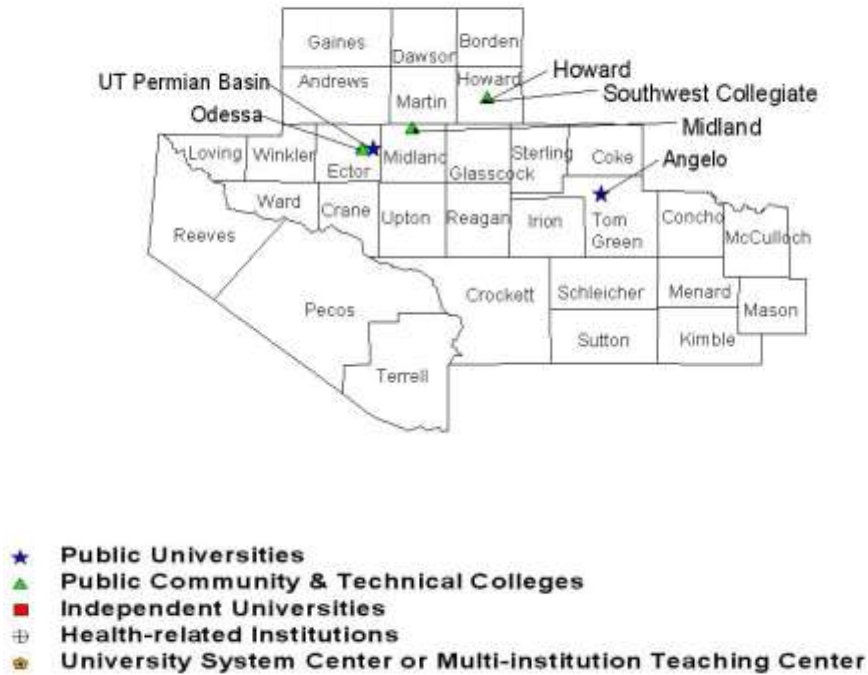
As with most regions in the state, West Texas residents who attend four-year institutions are most likely to attend within the region. However, a relatively large portion – 42.9 percent - of residents, who were public university enrollees, attended institutions outside the region in fall 2011. Of the 6,705 students who enrolled out-of-region in fall 2011 at public and independent institutions, about 37 percent attended institutions in the High Plains and about 27 percent attended in Central Texas.

West Texas institutions had the highest percentage of students who enrolled in a community college in fall 2005 and transferred to a four-year institution by FY 2011 (38.6 percent). Of 1,118 students who started at a university in the region in fall 2005, 43.2 percent earned a bachelor's degree in six years or less; only Upper Rio Grande students had a lower success rate (37.4 percent). The six-year bachelor's degree rates by ethnicity for West Texas were: white, 46.8 percent; Hispanic, 39.3 percent; and African American, 28 percent.

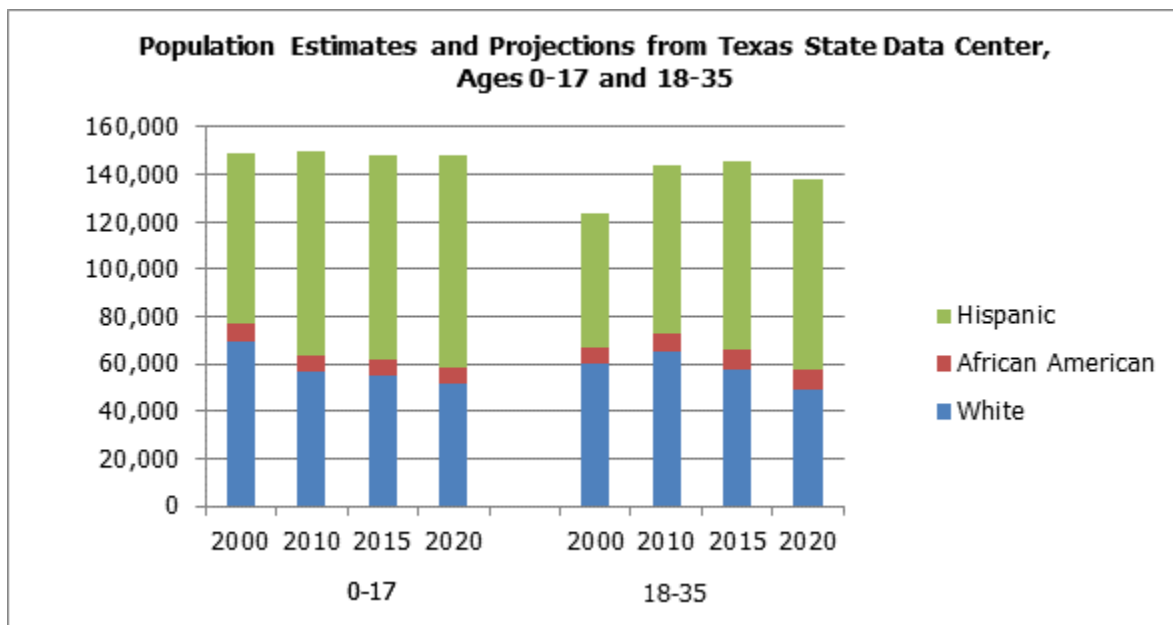
The Texas Workforce Commission projects that petroleum engineers will have the fastest growth in new jobs in the region between 2008 and 2018 – 51 percent – among occupations that typically need an associate's degree or higher. Rounding out the top five fastest growing occupations (with projected growth) are: elementary school teachers, 33 percent; middle school teachers, 31 percent; registered nurses, 27 percent; and geoscientists, 25 percent.

Several institutions in West Texas are working with the Coordinating Board on programs designed to improve student outcomes. Midland and Howard colleges are participating in the Intensive Programs for Adult Education Students (IPAES). IPAES is a project to determine if short-term and accelerated academic instruction can positively affect college success for at-risk students. The University of Texas-Permian Basin is participating in the Adult Degree Completion program (GradTX), designed to help adults reentering college finish their bachelor's degrees.

West Texas: Regional Map

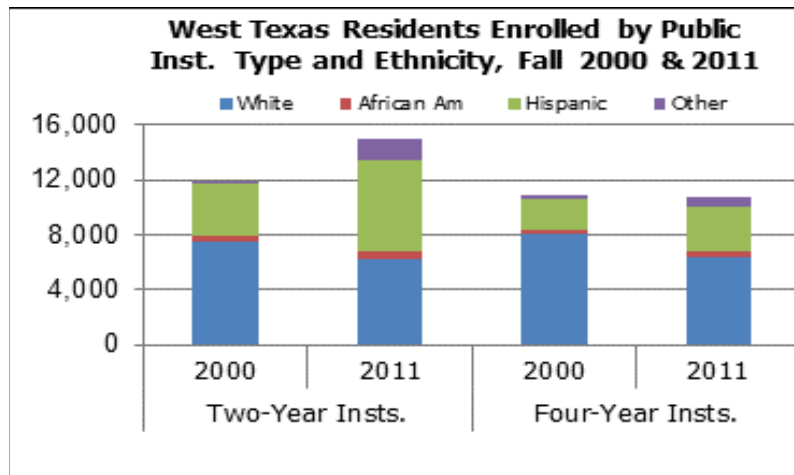


West Texas: Population Projections by Age and Ethnicity

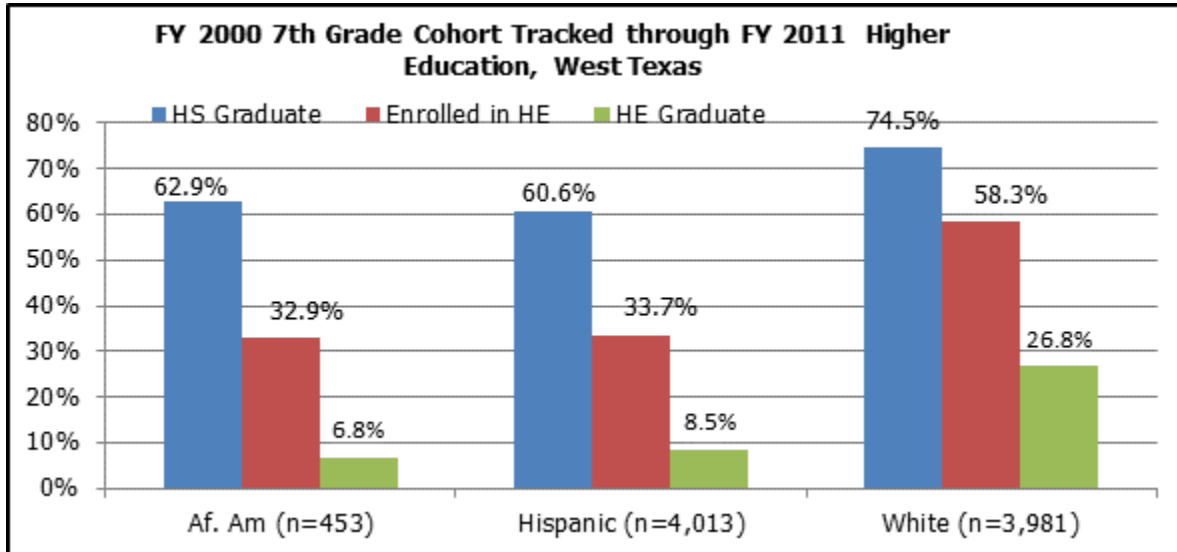


West Texas: Regional Residents' Enrollments in Higher Education

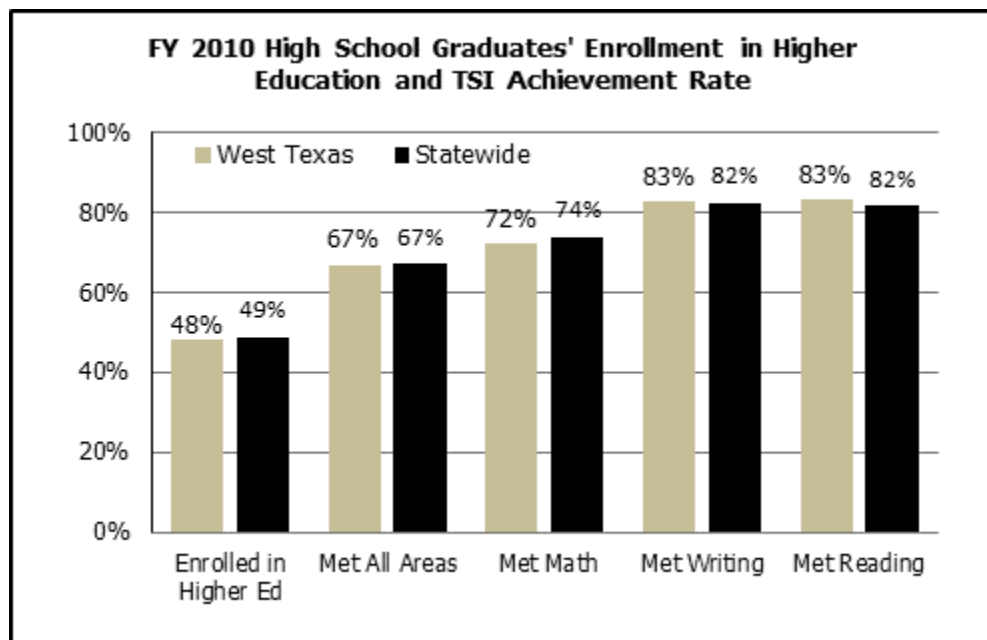
West Texas Students Attending In-Region		West Texas Students Attending Out-of-Region		
West Texas		West Texas To:	Public	Private
<i>Two-Year Public Colleges</i>		High Plains	2,306	170
MIDLAND COLLEGE	5,049	Central	1,606	179
ODESSA COLLEGE	4,670	Metroplex	649	169
HOWARD COLLEGE	4,010	South Texas	394	87
SOUTHWEST COLLEGIATE INSTITUTE	60	Upper Rio Grande	304	0
		Northwest	240	299
<i>Four-Year Public Institutions</i>		Gulf Coast	141	21
ANGELO STATE UNIVERSITY	3,261	Southeast	87	0
U. OF TEXAS-PERMIAN BASIN	2,895	Upper East	42	11
Total In Region Enrollment	19,945	Total	5,769	936



West Texas: Pipeline Data



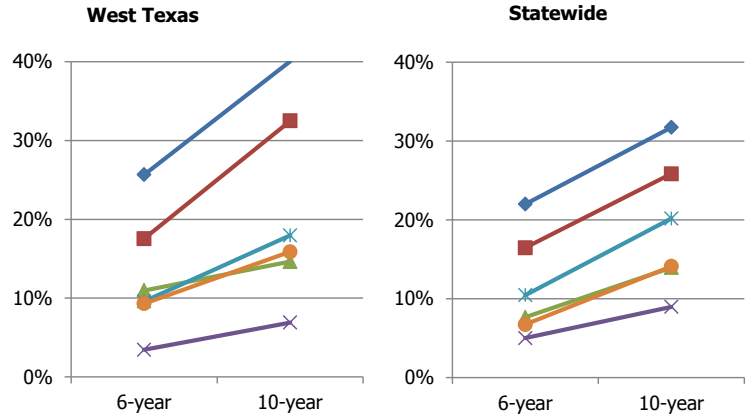
West Texas: Student Preparedness



West Texas: Student Success by Ethnicity and Gender

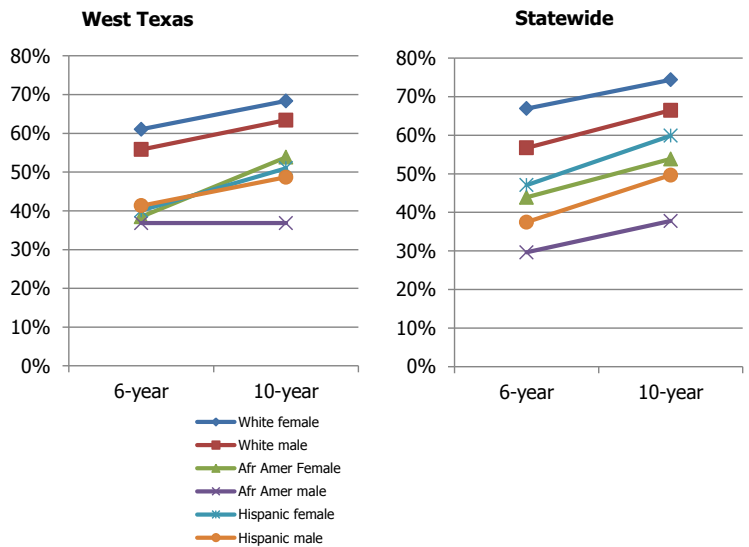
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
West	White	F	1,340	25.7%	40.1%
	White	M	1,163	17.5%	32.5%
	Afr Amer	F	82	11.0%	14.6%
	Afr Amer	M	58	3.4%	6.9%
	Hispanic	F	657	9.6%	18.0%
	Hispanic	M	516	9.3%	15.9%



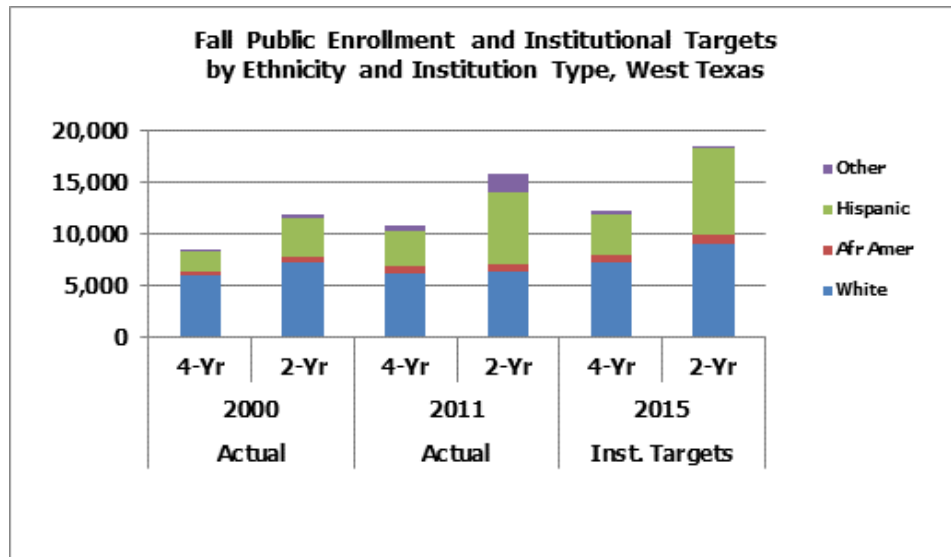
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
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Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
West	White	F	629	61.0%	68.4%
	White	M	541	55.8%	63.4%
	Afr Amer	F	26	38.5%	53.8%
	Afr Amer	M	19	36.8%	36.8%
	Hispanic	F	202	40.1%	51.0%
	Hispanic	M	150	41.3%	48.7%

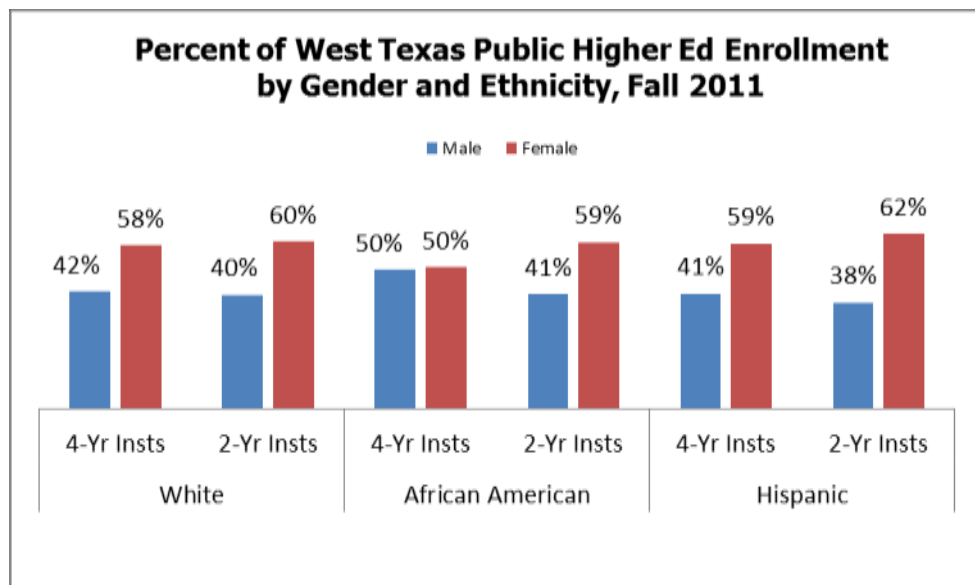


Source: THECB and Institutional Data

West Texas: Institutional Enrollments



Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	8,562	6,095	398	1,864	205
		2-Yr	11,881	7,268	584	3,738	291
Actual	2011	4-Yr	10,908	6,159	866	3,356	527
		2-Yr	15,839	6,489	648	6,911	1,791
Inst. Targets	2015	4-Yr	12,350	7,262	795	3,825	468
		2-Yr	18,492	9,137	876	8,383	96



West Texas: Degrees Awarded in Critical Fields

Degrees Awarded in the West Texas Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	615	717	32	115	5.2%	16.0%	152	235	24.7%	32.8%
Associate's	814	1,247	64	102	7.9%	8.2%	255	438	31.3%	35.1%
Bachelor's	1,120	1,367	80	65	7.1%	4.8%	24	62	2.1%	4.5%
Graduate	215	338	5	6	2.3%	1.8%	5	26	2.3%	7.7%
Total	2,764	3,669	181	288	6.5%	7.8%	436	761	15.8%	20.7%

West Texas: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, West Texas						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			278,300	311,170	32,870	12%
Leading occupations typically needing an associate's degree or higher*						
Elementary School Teachers, Except Special Education	✓	✓	3,630	4,810	1,180	33%
Registered Nurses	✓	✓	3,970	5,030	1,060	27%
Middle School Teachers, Except Special & Vocational	✓	✓	1,810	2,380	570	31%
Secondary School Teachers, Except Special & Vocational	✓		2,350	2,920	570	24%
Petroleum Engineers	✓	✓	1,080	1,630	550	51%
Geoscientists, Except Hydrologists & Geographers		✓	690	860	170	25%

*Occupations with 500 or more jobs in 2008.

Source: Texas Workforce Commission

Upper Rio Grande



The City of El Paso anchors the Upper Rio Grande region. Students who reside in the area are more likely to stay in the region for higher education than students anywhere else in the state. This is probably a function of the geographic location of the city and surrounding areas, which are located a substantial distance from other urban centers. In fall 2011, only 15.4 percent of Upper Rio Grande students enrolled in Texas public universities were enrolled outside of the region, and 2 percent of the area's public two-year students were enrolled in out-of-region community colleges.

Most student residents of the Upper Rio Grande enrolled at El Paso Community College District campuses (26,389 students) and The University of Texas at El Paso (19,017 students) in fall 2011. Sul Ross State University, located in the eastern part of the region, enrolled 893 regional students in fall 2011.

Regional enrollment at four-year institutions will need to increase 15 percent, and enrollment at two-year institutions will need to increase 55 percent, from fall 2011 levels, to achieve 2015 *Closing the Gaps* institutional targets. Regional four-year institutions will need to increase enrollment of whites 5 percent, African Americans 30 percent, and Hispanics 12 percent, to achieve *Closing the Gaps* targets. Two-year institutions will need to increase white enrollment 54 percent, African American enrollment 83 percent, and Hispanic enrollment 57 percent.

Data on student preparedness based on Texas Success Initiative (TSI) results show that students who graduated from Upper Rio Grande public high schools in FY 2010 tended to be less prepared in reading, math, and writing than students from other regions of the state, with 72.5 percent meeting statewide math standards by the end of the first semester of college enrollment, 74.7 percent meeting reading, and 79.4 percent meeting writing standards during this time frame (state rates for these measures were 73.9 percent, 81.8 percent, and 82.4 percent, respectively).

Federal Pell grant award rates for students attending a two-year college and four-year university in the Upper Rio Grande were the highest of any higher education region. Pell recipients comprised 71.5 percent of students at two-year institutions and 65.2 percent of students at four-year universities. The comparable figures for the state were 52.6 and 41.4 percent, respectively.

High school graduates from the Upper Rio Grande are enrolling in college at increasingly higher rates. The region led the state between FY 2000 and FY 2011 for the increase in the percent of high school graduates who enrolled directly in higher education, going from 41.8 percent (the second lowest of any region in 2000) to 53.1 percent (the second highest in 2011). Regional stakeholders have emphasized developing a college-going culture in this area.

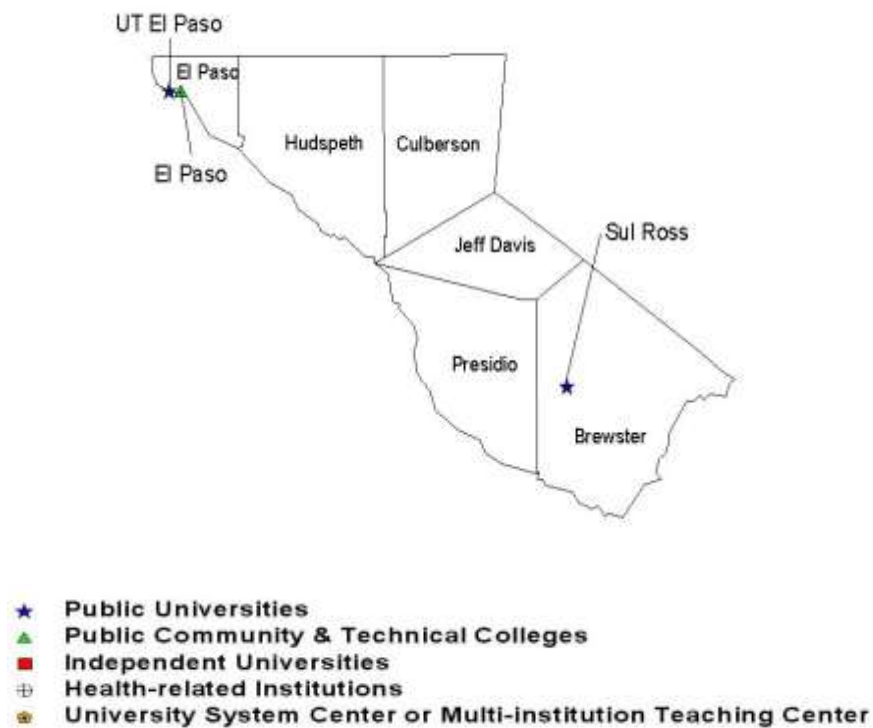
Unfortunately, success measures in the Upper Rio Grande lag behind those seen in most other regions. For example, the percent of university enrollees in the region who earn a bachelor's degree in six years or less was the lowest in the state for the fall 2005 cohort, with only 37.4 percent of the cohort graduating versus 58.4 percent statewide. Of 4,511 students at Upper Rio Grande community colleges for the first time in fall 2005, just 21 percent transferred to a four-year institution within six years. Only the Southeast had a lower transfer rate.

The percentage of degrees and certificates awarded in critical fields decreased between FY 2000 and FY 2011, with a decline in the share of STEM awards, from 10.6 percent of all awards to 8.7 percent. The share of nursing awards dropped from 14.4 percent of all awards to 10.4 percent.

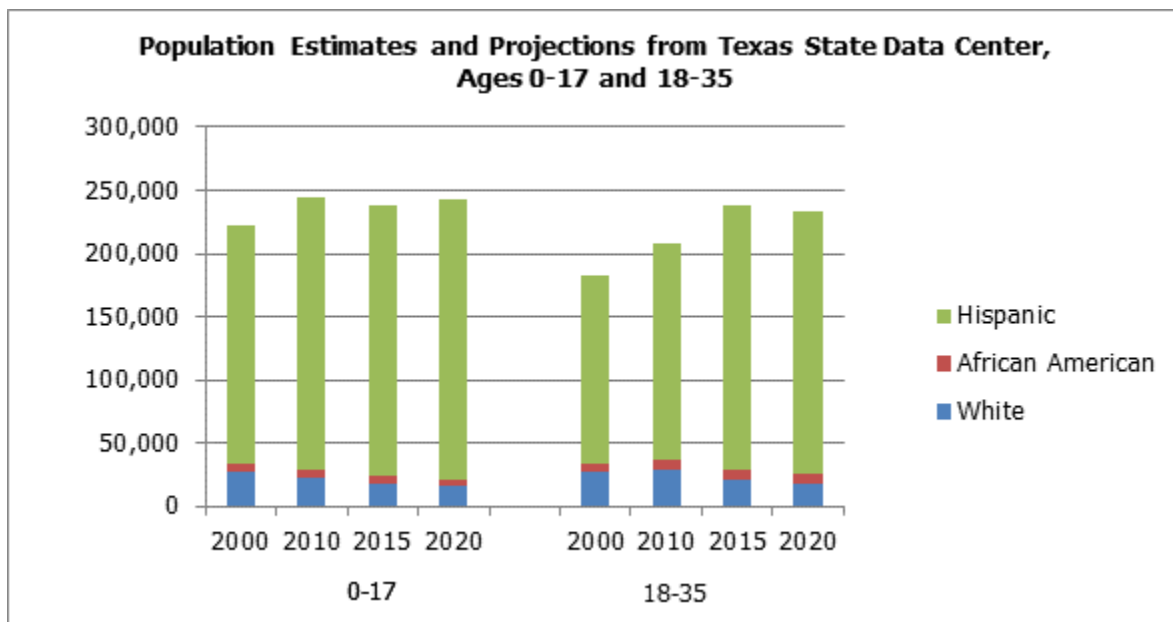
The fastest growing occupations (typically needing an associate's degree or higher) between 2008 and 2018 for the region are projected to be special education teachers (preschool through elementary), elementary school teachers, registered nurses, public relations specialists, and middle school teachers.

There are several institutions in the Upper Rio Grande involved in Coordinating Board initiatives designed to improve student achievement. The University of Texas at El Paso is participating in the Higher Education Bridging Program, a program designed to provide intensive instructional and academic support to aid students in succeeding in college. El Paso Community College is participating in the Adult Basic Education Innovation Grants program. This program is designed to target a subset of students requiring adult basic education and provide career/technical training courses, aligned with developmental education curriculum, along with traditional adult basic education courses. El Paso Community College is also a member of the Developmental Education Demonstration Project. This project is designed to implement research-based developmental education strategies to improve student outcomes. El Paso Community College is also a recipient of the Complete College America grant. The \$1 million in grant funds will be used to pilot a mathematics remediation program to be used in conjunction with Algebra and Elementary Statistical Methods courses.

Upper Rio Grande: Regional Map



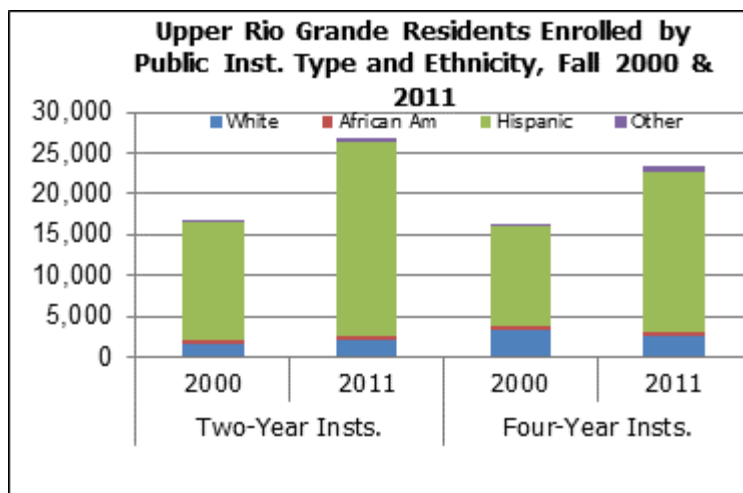
Upper Rio Grande: Population Projections by Age and Ethnicity



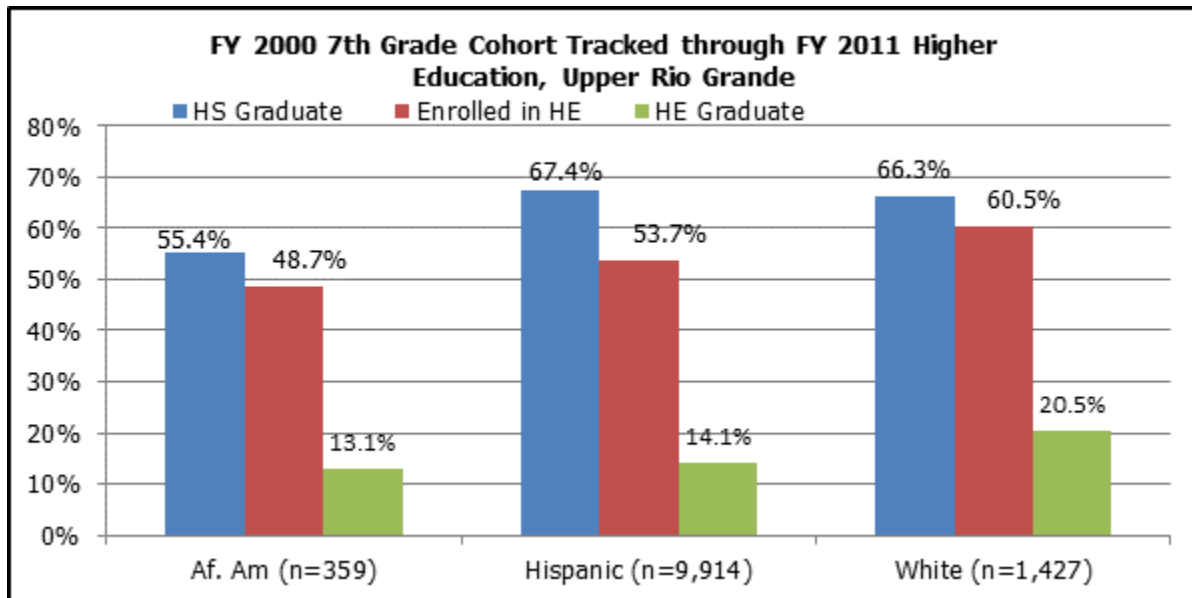
Upper Rio Grande: Regional Residents' Enrollments in Higher Education

Upper Rio Grande		
<i>Two-Year Public Colleges</i>		
EL PASO COMMUNITY COLLEGE DIST	26,389	
<i>Four-Year Public Institutions</i>		
U. OF TEXAS AT EL PASO	19,017	
SUL ROSS STATE UNIVERSITY	893	
Total In Region Enrollment	46,299	

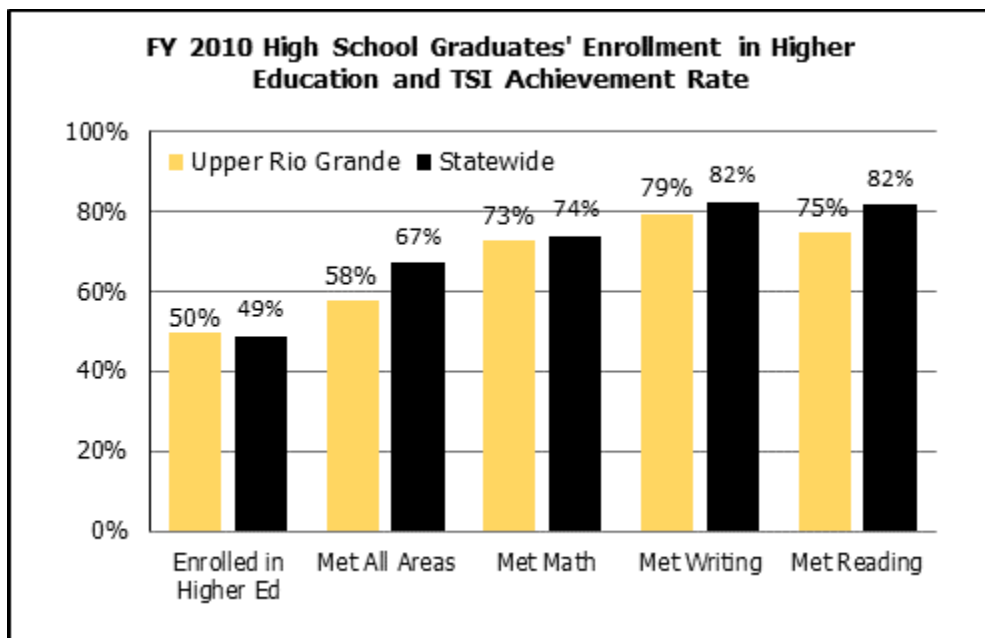
Upper Rio Grande		
Upper Rio Grande To:	Public	Private
Central	1,648	209
High Plains	784	49
South Texas	575	493
Metroplex	508	149
West	348	0
Gulf Coast	172	45
Northwest	49	124
Southeast	43	0
Upper East	27	17
Total	4,154	1,086



Upper Rio Grande: Pipeline Data



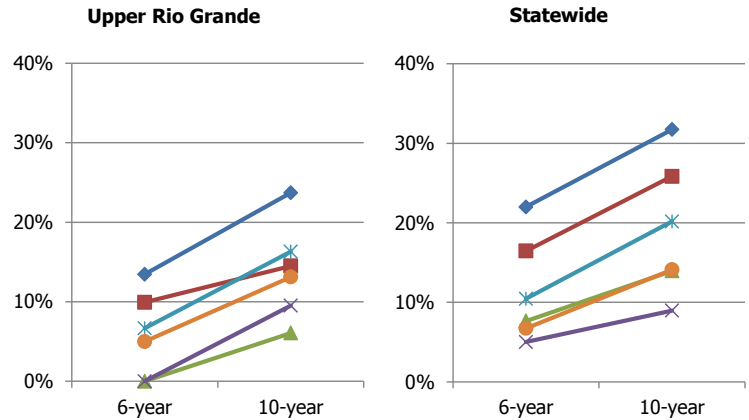
Upper Rio Grande: Student Preparedness



Upper Rio Grande: Student Success by Ethnicity and Gender

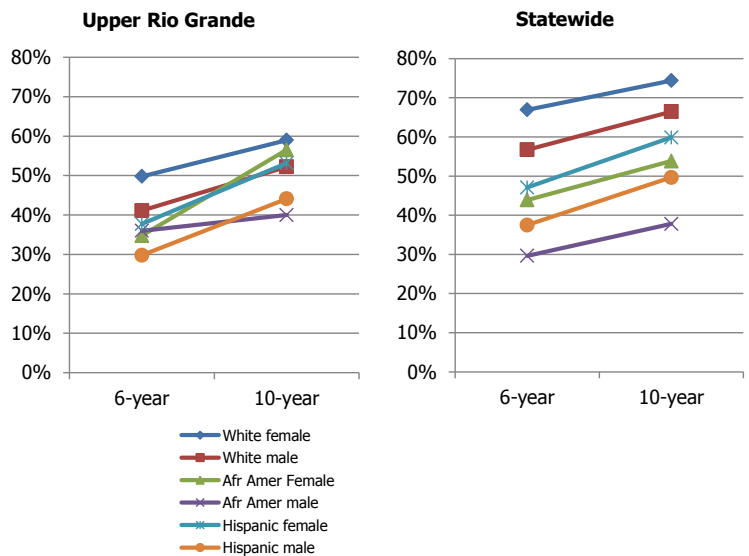
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public CTCs

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	33,054	22.0%	31.7%
	White	M	29,487	16.5%	25.8%
	Afr Amer	F	6,795	7.6%	14.0%
	Afr Amer	M	5,135	5.0%	9.0%
	Hispanic	F	17,986	10.4%	20.2%
	Hispanic	M	13,994	6.7%	14.1%
Upper Rio Grande	White	F	156	13.5%	23.7%
	White	M	131	9.9%	14.5%
	Afr Amer	F	33	0.0%	6.1%
	Afr Amer	M	21	0.0%	9.5%
	Hispanic	F	1,649	6.7%	16.3%
	Hispanic	M	1,121	5.0%	13.1%



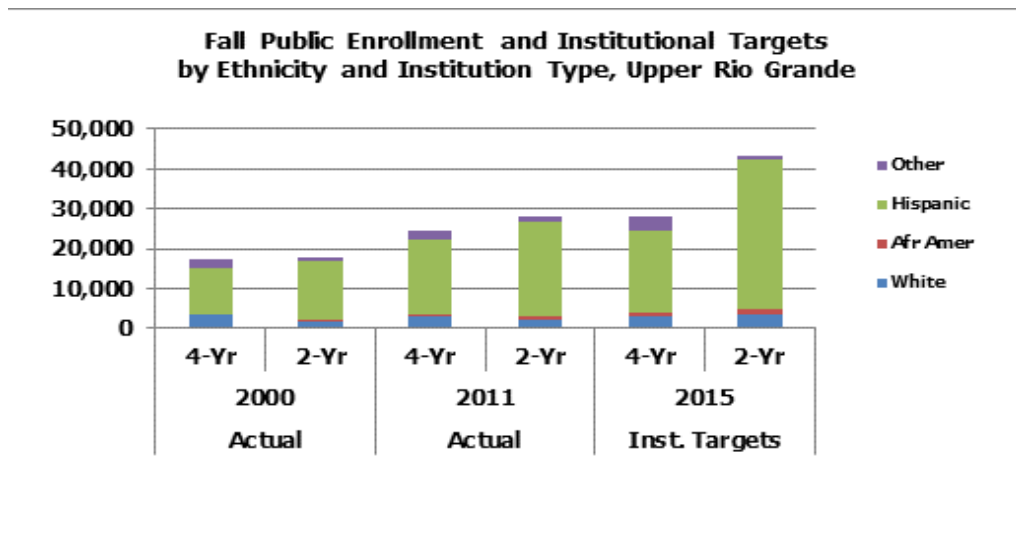
Regional Residents' Graduation Rates (Bacc+) of Fall 2001 FTUG Cohorts at Public Universities

Region	Ethnicity	Gender	Cohort Size	Graduation Rate	
				6-year	10-year
Statewide	White	F	15,836	66.9%	74.4%
	White	M	13,872	56.7%	66.5%
	Afr Amer	F	3,806	43.9%	53.8%
	Afr Amer	M	2,631	29.6%	37.8%
	Hispanic	F	6,459	47.1%	59.9%
	Hispanic	M	5,286	37.5%	49.7%
Upper Rio Grande	White	F	239	49.8%	59.0%
	White	M	180	41.1%	52.2%
	Afr Amer	F	23	34.8%	56.5%
	Afr Amer	M	25	36.0%	40.0%
	Hispanic	F	1,097	37.7%	53.1%
	Hispanic	M	859	29.8%	44.1%



Source: THECB and Institutional Data

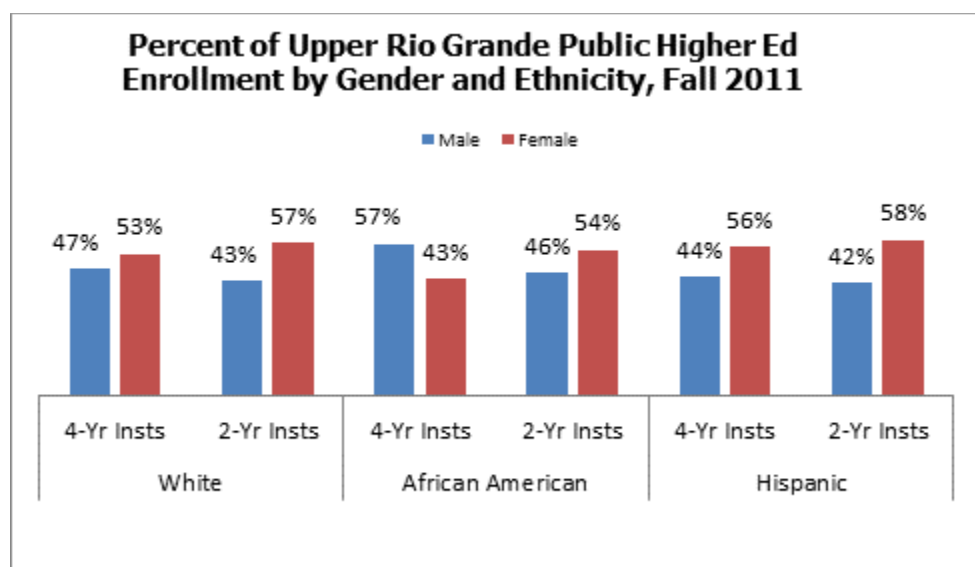
Upper Rio Grande: Institutional Enrollments



Note: 4-yr includes health-related institutions

Fall Public Enrollment and Institutional Targets by Ethnicity and Institution Type

Actual or Target	Year	Inst Type	Total	White	Afr Amer	Hispanic	Other
Actual	2000	4-Yr	17,234	3,301	441	11,444	2,048
		2-Yr	17,747	1,791	424	14,819	713
Actual	2011	4-Yr	24,567	2,902	807	18,396	2,462
		2-Yr	28,146	2,310	596	23,900	1,340
Inst. Targets	2015	4-Yr	28,289	3,054	1,049	20,593	3,593
		2-Yr	43,501	3,553	1,088	37,628	1,232



Upper Rio Grande: Degrees Awarded in Critical Fields

Degrees Awarded in the Upper Rio Grande Region 2000 and 2011 Total, STEM Fields, and Allied Health & Nursing Fields										
Degree Level	Total Degrees		STEM		% STEM		Allied Health & Nursing		% Allied Health & Nursing	
	2000	2011	2000	2011	2000	2011	2000	2011	2000	2011
Certificate	247	716	12	49	4.9%	6.8%	102	242	41.3%	33.8%
Associate's	967	3,032	66	70	6.8%	2.3%	235	261	24.3%	8.6%
Bachelor's	1,884	3,195	214	377	11.4%	11.8%	137	247	7.3%	7.7%
Graduate	615	1,322	103	227	16.7%	17.2%	59	106	9.6%	8.0%
Total	3,713	8,265	395	723	10.6%	8.7%	533	856	14.4%	10.4%

Upper Rio Grande: Occupational Growth

Occupations Adding the Most New Jobs or Growing the Fastest, 2008-2018, Upper Rio Grande						
Occupation Title	High Growth in:		Jobs		Change (New Jobs)	Percent Change
	Jobs	Percent	2008	2018		
Total, All Occupations			311,250	360,670	49,420	16%
Leading occupations typically needing an associate's degree or higher*						
Elementary School Teachers, Except Special Education	✓	✓	5,920	7,560	1,640	28%
Registered Nurses	✓	✓	4,590	5,850	1,260	27%
Middle School Teachers, Except Special & Vocational	✓	✓	2,950	3,750	800	27%
Secondary School Teachers, Except Special & Vocational	✓		3,850	4,610	760	20%
Accountants & Auditors	✓		2,000	2,480	480	24%
Special Education Teachers, Preschool, Kindergarten, Elem		✓	550	710	160	29%
Public Relations Specialists		✓	550	700	150	27%
*Occupations with 500 or more jobs in 2008.						

Source: Texas Workforce Commission



This document is available on the Texas Higher Education Coordinating Board Website: <http://www.thecb.state.tx.us>

For more information contact:

Julie Eklund, Director of Planning
Planning and Accountability
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
(512) 427-6533 FAX (512) 427-6147
Julie.Eklund@thecb.state.tx.us