Closing the Gaps Revision

Many *Closing the Gaps* targets and two of the goals were achieved in FY 2004 or earlier. The staff recommended and the Planning Committee members concurred that the exceeded targets and goals should be revised to better reflect the challenges to higher education in Texas in the future.

- The formal adoption of revised *Closing the Gaps* targets will officially incorporate the enrollments and achievements of independent institutions' students. In the *2004 Closing the Gaps Progress Report,* the original targets were restated to include independent institutions' data. These restated targets appear as the current targets in this document's tables.
- Targets for 2005 have not been revised since formal adoption of adjusted targets will not occur until after institutions' report Fall 2005 or FY 2005 data.

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Closing the Gaps in Participation

Current Goal: By 2015, close the gaps in participation rates to add 500,000 more students.

Revised Goal: By 2015, close the gaps in participation rates to add 630,000 more students.

Current Actual Targets:

- Increase the overall Texas higher education participation rate from 5.0 percent to 5.2 percent (150,000 students) by 2005, to 5.5 percent (175,000 students) by 2010 and to 5.7 percent (180,000 students) by 2015.
- Increase the higher education participation rate for the African American population of Texas from 4.6 percent to 5.1 percent (22,000 students) by 2005, to 5.4 percent (15,000 students) by 2010, and to 5.7 percent (19,300 students) by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7 percent in 2000 to 4.4 percent (101,600 students) by 2005, to 5.1 percent (120,000 students) by 2010, and to 5.7 percent (120,000 students) by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1 percent to 5.2 percent (24,100 students) by 2005, to 5.4 percent (35,000 students) by 2010, and to 5.7 percent (35,000 students) by 2015.

Revised Targets (The table on page 3 indicates recommended revisions to the Participation targets described below)**:**

- Increase the overall Texas higher education participation rate from 5.0 percent in 2000 to **5.6 percent** by 2010 and to 5.7 percent by 2015.
- Increase the higher education participation rate for the African-American population of Texas from 4.6 percent in 2000 to **5.6** percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the Hispanic population of Texas from 3.7 percent in 2000 to **4.8** percent by 2010, and to 5.7 percent by 2015.
- Increase the higher education participation rate for the White population of Texas from 5.1 percent in 2000 to **5.7 percent** by 2010, and to 5.7 percent by 2015.

Notes on Recommended Goal and Targets:

- The increase in the goal reflects the number of students needed to achieve an overall participation rate of 5.7 percent. The revision is based on updated demographic information.

- The 630,000 increase over the 2000 participation includes maintaining the 2004 level of enrollment for the Other (Asian, American-Indian, etc. ethnic categories).

- The 5.7 percent target participation rate for the state as a whole and for Whites, African-Americans, and Hispanics is retained to keep uniform objectives since the participation expectations are identical for the state and all three largest racial/ethnic groups. Enrollment equity is desired as well. The targets represent minimum expectations, not barriers to higher participation rates.

- Although stating the targets in terms of the number of students expected may require that the targets be revised when new population data becomes available from the Texas State Data Center (TSDC), staff recommends continuing to express the goal in numerical terms. A goal that could change every two years would be more confusing, and it would make it less likely that the state would achieve the goal. Staff suggests that the goal be re-evaluated on a five-year cycle, in 2010.

- Application of the current percentage targets to updated population projections from TSDC indicates Texas' Hispanic population is growing faster than previous estimates indicated. This growth necessitates even greater focus on increasing Hispanic enrollment because this group's participation rate was only 3.9 percent of its population in 2004. The 2005 intermediate target of 4.4 percent will not be achieved unless enrollments rise substantially.

- The 2005 target for African-Americans and the 2010 target for Whites have been surpassed. Staff recommends revisions to raise the 2010 intermediate participation target.

- The Hispanic 2010 target percentage target was reduced because of the larger than expected increase in the Hispanic population. However, the 2015 target of 5.7 percent remained the same.

	Current/ Actual Participation Goal and Targets	Current Actual/ Target UG Participation	Revised Participation Goal and Targets	Participation Using New Population Projections and Revised Targets	Change from 2004 Actual
Overall					
Actual 2000	5.0%	1,019,517			
Actual 2004	5.3%	1,207,881			
2005	5.2%	1,169,000			
2010	5.5%	1,324,000	5.6%	1,423,000	215,119
2015	5.7%	1,501,000	5.7%*	1,650,000	442,119
African-American					
Actual 2000	4.6%	108,463			
Actual 2004	5.2%	138,254			
2005	5.1%	132,000			
2010	5.4%	148,000	5.6%	158,300	20,046
2015	5.7%	163,000	5.7%	172,700	34,446
Hispanic					
Actual 2000	3.7%	237,394			
Actual 2004	3.9%	309,339			
2005	4.4%	340,000			
2010	5.1%	455,000	4.8%	474,000	164,661
2015	5.7%	584,000	5.7%	676,100	366,761
White					
Actual 2000	5.1%	570,042			
Actual 2004	5.6%	630,807			
2005	5.2%	591,000			
2010	5.4%	625,000	5.7%	660,500	29,693
2015	5.7%	658,000	5.7%	671,300	40,493

* 5.7% and maintains "Other" at the current level.

- The participation rates are expressed as a percentage of the entire population, not as a percentage of the primary age groups attending higher education. The 5.7 percent target for Whites will become harder to achieve as the 15-34 age group becomes a smaller segment of the total White population.

- Participation rates in other states are higher now than they were when the *Closing the Gaps* plan was developed, but Texas' participation rate has increased as well.

Additional or Revised Participation Background Information

- The *Closing the Gaps* base 2000 participation data came from the U.S. Department of Education's (DOE) IPEDS enrollment survey. For consistency, that same source is now being used for subsequent years' enrollments, rather than data received from each of the 10 most populous states as reported in April. As a result, the participation rate for some other states has been reduced considerably and makes the 5.7 percent 2015 goal for Texas reasonable. In 2003, Texas had a participation rate of 5.4 percent as determined by U.S. DOE survey figures. California, with a participation rate of 6.6 percent, had the highest rate among the 10 states. Although California is only 1.2 percentage points ahead, an additional 276,000 students would have to enroll in Texas to reach that level.

Percent of Total Population Enrolled in Higher Education				
	2000	**2001**	**2002**	**2003**
California	6.6%	6.9%	7.1%	6.6%
Illinois	6.0%	6.0%	6.2%	6.3%
Michigan	5.7%	5.9%	6.0%	6.1%
New York	5.5%	5.6%	5.8%	5.9%
Pennsylvania	5.0%	5.1%	5.3%	5.5%
Texas	**4.9%**	**5.0%**	**5.3%**	**5.4%**
Ohio	4.8%	5.0%	5.2%	5.3%
Florida	4.4%	4.6%	4.7%	4.9%
Georgia	4.2%	4.5%	4.7%	4.7%
New Jersey	4.0%	4.1%	4.2%	4.3%
Nation	5.4%	5.6%	5.8%	5.8%
Source: NCES – IPEDS Enrollment Survey from HigherEdInfo.org, US Census Bureau				

- Texas' participation percentage grew 0.5 percent between 2000 and 2003, as did the rate of four other states. California's rate, which had increased in 2001 and 2002, fell back to its 2000 level in 2003.

- The difference in higher education participation rates begins before college with high school graduation rates. Approximately 62.5 percent of Texas ninth graders in 1999 earned high school diplomas within four years, compared to 70 percent or more in five of the 10 most populous states.

Public High School Graduation Rates
High School Graduates As Percentage of Ninth Graders Four Years Earlier

	1990	1998	2002
New Jersey	79.8%	78.2%	90.6%
Michigan	70.1%	72.2%	78.7%
Pennsylvania	79.1%	75.3%	77.9%
Illinois	76.6%	77.0%	72.7%
Ohio	74.0%	73.2%	71.4%
California	67.8%	67.3%	69.7%
Texas	**64.1%**	**61.0%**	**62.5%**
New York	65.1%	61.0%	58.4%
Florida	61.1%	57.0%	56.0%
Georgia	62.7%	51.3%	53.2%
Nation	71.2%	67.8%	68.2%

Source: NCES, IPEDS on HigherEdInfo.org

- The percentage of students who enter college immediately after high school graduation greatly affects participation rates for a population. Among the 10 most populous states, only Florida reported increases in these high school-to-college rates for the study periods of 1992 to 1998 and 1998 to 2002. Texas and Ohio were the only other states reporting increases from 1998 to 2002. Despite the increase in Texas, only 53.4 percent of the state's high school graduates went directly to college in 2002 – ahead of only California and Michigan among the 10 states. In comparison, Georgia, New Jersey, New York, and Pennsylvania reported figures above 59 percent. New York's low high school graduation rate of 58.4 percent may contribute to its impressive college-going rate of 68.7 percent.

Percent of First-Time Freshmen Enrolled Anywhere in the US Directly from High School

	1992	1998	2002
New York	66.9%	71.3%	68.7%
New Jersey	60.9%	68.8%	62.7%
Pennsylvania	53.8%	62.3%	59.8%
Georgia	55.1%	60.4%	59.4%
Ohio	50.3%	55.1%	57.5%
Illinois	62.1%	62.7%	57.4%
Florida	45.4%	49.5%	55.4%
Texas	**52.5%**	**51.2%**	**53.4%**
California	51.4%	51.3%	51.1%
Michigan	57.5%	57.9%	51.1%
Nation	54.3%	57.2%	56.6%

Source: NCES, IPEDS on HigherEdInfo.org

- Student persistence in higher education improves participation rates as well. Texas' 74.3 percent persistence rate for first-time, full-time freshmen at four-year institutions in 2002 is nearly 10 percent lower than that reported for California and Pennsylvania. Texas' 44.5 percent rate for two-year institutions is the lowest reported for the 10 most populous states.

Percent of First-Time, Full-Time Freshmen Returning the Following Fall Semester

	Four-Year Institutions		Two-Year Institutions	
	1999	**2002**	**1999**	**2002**
California	83.0%	83.7%	48.4%	47.7%
Florida	80.3%	77.3%	61.2%	70.2%
Georgia	74.3%	78.8%	53.2%	54.1%
Illinois	77.9%	79.2%	52.7%	53.3%
Michigan	77.0%	78.9%	49.9%	46.7%
New Jersey	83.5%	81.8%	58.0%	61.0%
New York	77.5%	80.9%	62.3%	60.7%
Ohio	76.1%	75.4%	59.0%	55.1%
Pennsylvania	81.7%	82.3%	68.3%	57.9%
Texas	**72.5%**	**74.3%**	**41.2%**	**44.5%**
Nation	74.1%	73.6%	55.1%	54.8%

Source: ACT Questionnaire to Institutions as reported on HigherEdInfo.org

- The U.S. DOE's National Center for Education Statistics (NCES) projects that the 2015 Texas public high school graduating class will be 14.7 percent larger than the 2004 class. The 2015 graduating class is expected to be 44.9 percent Hispanic; 36.7 percent White, and 12.4 percent African-American, compared with 34.8 percent, 48.1 percent and 13.3 percent respectively for 2004.

Estimated High School Graduates

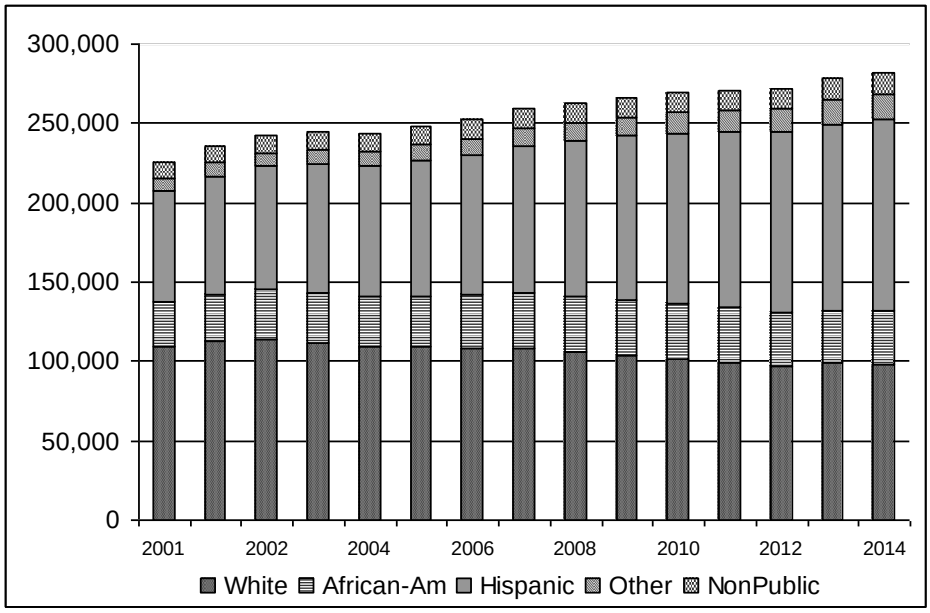
High School Graduates		**Public***				**Non-Public**	**State**
Graduation Year		**African-American**	**Hispanic**	**White**	**Total**	**Total**	**Total**
2004	Number	31,011	81,126	112,161	233,608	11,567	245,176
	Percent	13.3%	34.8%	48.1%	100.0%		
Projected 2015	Number	33,342	120,607	98,568	268,118	13,050	281,168
	Percent	12.4%	44.9%	36.7%	100.0%		
2004 to 2015 Change		7.5%	48.7%	-12.1%	14.8%	12.8%	14.7%

*Public race/ethnicity figures do not add to the public total because the graduates for each race/ethnicity were projected separately from total graduates.

Source: Western Interstate Cooperative for Higher Education, *Knocking on the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity*, December 2003. Produced for the National Center on Education Statistics (NCES).

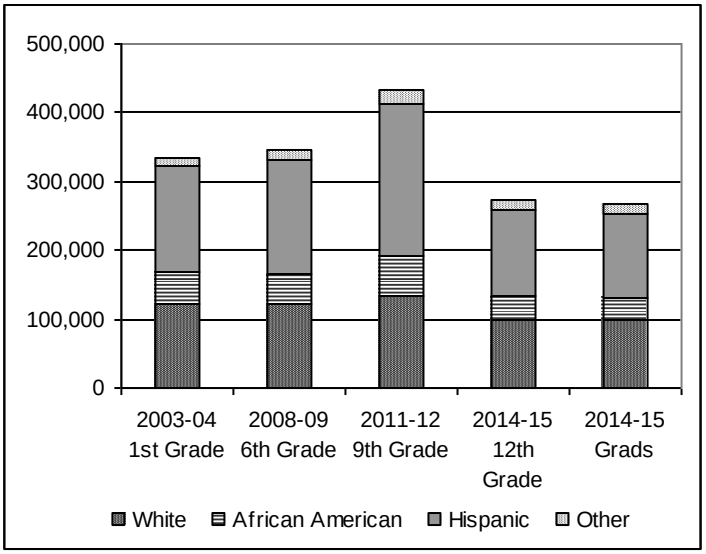
- The NCES estimates that 4.6 percent to 4.7 percent of high school graduates will come from private high schools between 1998 and 2018. The DOE's Private School Universe Survey determined that about 10,500 students graduated from private high schools in Texas in 2001, or 4.6 percent of the 225,890 total graduates. The Texas State Data Center says that private school data is insufficient to estimate its effect on future enrollments and graduates. Estimates on home schooled students are not available.

Texas High School Graduates



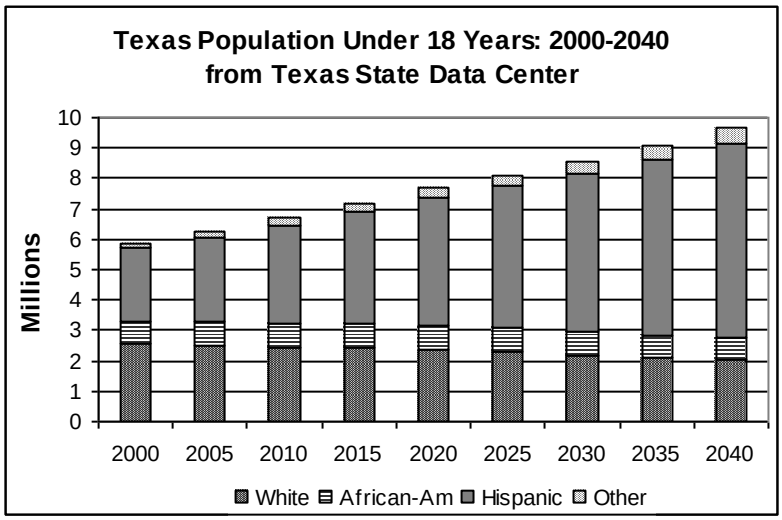
- The NCES report also indicates that the number of Texas high school graduates in 2015 will be 20 percent smaller than the number of students who entered the first grade 12 years earlier, despite the expectation that new students will move to the state.

Projection of 2003-04 Cohort's Class Size by Ethnicity

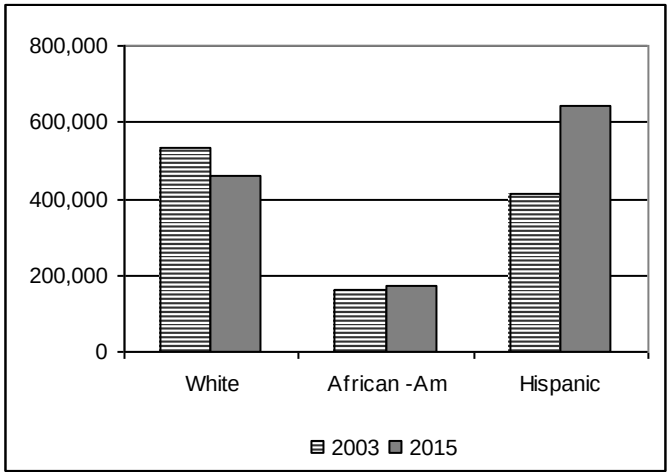


Source: Western Interstate Cooperative for Higher Education, *Knocking on the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity*, December 2003. Produced for the National Center on Education Statistics (NCES).

- Texas is one of the few states with projected growth in its younger-than-18 population between 2005 and 2015. Most of this growth may be attributed to the state's increasing Hispanic population. In the 18-24 age group, White numbers will peak in 2009 and African-Americans in 2013.



9th to 12th Grade Public Enrollment in 2003 and 2015



Source: WICHE for NCES, Knocking on the Door, 2003

- Among the 10 most populous states, Texas ranks third behind California and Florida in the rate of projected population growth between 2000 and 2015. Between 2000 and 2030, the U.S. Census Bureau estimates that California, Texas, and Florida will account for 46 percent of all U.S. growth.

Top 10 States' Projected Population and Growth Rate
(in thousands)

	2000	2005	2015	Projected Growth 2000-2015
California	32,521	34,441	41,373	27.2%
Florida	15,233	16,279	18,497	21.4%
Texas	**20,119**	**21,487**	**24,280**	**20.7%**
Georgia	7,875	8,413	9,200	16.8%
New Jersey	8,178	8,392	8,924	9.1%
Illinois	12,051	12,266	12,808	6.3%
New York	18,146	18,250	18,916	4.2%
Michigan	9,679	9,763	9,917	2.5%
Ohio	11,319	11,428	11,588	2.4%
Pennsylvania	12,202	12,281	12,449	2.0%
U.S. Total	**274,635**	**285,980**	**310,133**	**12.9%**

Source: U.S. Census Bureau, State Population Projections.

- Financial aid awarded to Texas students increased by over 400 percent between FY 1999 and FY 2003. During the same period, none of the other most populous states reported similar growth in financial aid awards. However, despite Texas' dramatic increase, undergraduate financial aid per FTE student in FY 2003 was third lowest among the 10 most populous states.

Annual Financial Aid Awarded (in millions)

	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	Growth FY 1999 to FY 2003	Estimated UG Grant Dollars/UG FTE
Georgia	$221.35	$360.18	$310.99	$362.20	$397.27	79.5%	$1,453.74
New York	$634.19	$616.14	$664.34	$704.14	$760.38	19.9%	$1,032.55
New Jersey	$176.84	$189.29	$197.62	$212.20	$218.72	23.7%	$886.97
Illinois	$338.13	$240.46	$385.24	$410.40	$373.24	10.4%	$793.52
Pennsylvania	$270.63	$280.40	$325.23	$337.01	$348.92	28.9%	$737.75
Florida	$170.54	$225.81	$303.28	$321.86	$293.40	72.0%	$546.00
Ohio	$144.94	$164.30	$174.18	$204.36	$210.45	45.2%	$478.36
Texas	**$66.56**	**$100.57**	**$116.27**	**$212.49**	**$341.70**	**413.4%**	**$434.05**
California	$332.69	$370.13	$462.03	$514.37	$545.23	63.9%	$367.43
Michigan	$96.41	$94.87	$106.10	$110.04	$218.19	126.3%	$255.39

*Financial Aid per total IPEDS higher education enrollment.
Source: 30th through 34th Annual NASSGAP Surveys (www.nassgap.org)

Closing the Gaps in Success: Level and Race/Ethnicity

Current Goal: By 2015, increase by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs.

Revised Goal: By 2015, **award 210,000 undergraduate** degrees, certificates and other identifiable student successes from high quality programs.

Current Actual Targets:

- Increase the number of students completing bachelor's degrees, associate's degrees and certificates to 134,000 by 2005; to 152,000 by 2010; and to 170,000 by 2015.
- Increase the number of students completing associate's degrees to 28,000 by 2005; to 33,200 by 2010; and to 38,400 by 2015.
- Increase the number of Black students completing bachelor's degrees, associate's degrees and certificates to 13,000 by 2005; to 16,000 by 2010; and to 18,000 by 2015.
- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees and certificates to 31,000 by 2005; to 44,500 by 2010; and to 55,000 by 2015.

Revised Targets (The table on page 12 indicates recommended revisions to the success targets described below)**:**

- Increase the overall number of students completing bachelor's degrees, associate's degrees and certificates to **171,000** by 2010; and to **210,000** by 2015.
- Increase the number of students completing associate's degrees to **43,400** by 2010; and to **55,500** by 2015.
- Increase the number of African-American students completing bachelor's degrees, associate's degrees and certificates to **19,800** by 2010; and to **24,300** by 2015.
- Increase the number of Hispanic students completing bachelor's degrees, associate's degrees and certificates; to **50,000** by 2010; and to **67,000** by 2015.

Notes on Recommended Goal and Targets:

- The number of baccalaureate and associate degrees and certificates awarded to Texas undergraduate students increased from 116,249 in 2000 to 139,524 in 2004, or 20 percent. To maintain an ambitious objective, the success goal should be increased from the previously established 50 percent increase in academic awards (compared to the 2000 levels) to 210,000 undergraduate awards (which represents a more than 70 percent increase over 2000).

- By converting the goal from a percentage (50%) to a number (210,000), staff believes that the expectation will be clearer.

Undergraduate (UG) Awards' Success Goal

	UG Awards: Actual /Targets	Change from 2004	Revised UG Awards Projections	Change from 2004
2000 Actual	116,249			
2004 Actual	139,524			
2005	134,000			
2010	152,000	15,477	171,000	31,476
2015	170,000	34,877	200,000	60,476

Bachelor's, Associate's and Certificates			
	Actual Successes & Current Target with Independents	**Revised Target: 85% of Forecast for Associate's, 100% of Forecast for Certificates, & Current Bachelor's Target**	**Change from 2004**
2000 Actual	116,249		
2004 Actual	139,524		
2005	134,000		
2010	152,000	171,000	31,476
2015	170,000	210,000	70,476

Associate's			
	Actual Successes & Current Target with Independents	**Revised Target: 85% of Forecast Model**	**Change from 2004**
2000 Actual	25,505		
2004 Actual	33,618		
2005	28,000		
2010	33,200	43,400	9,627
2015	38,400	55,500	22,627

African-Americans Bachelor's, Associate's and Certificates*			
	Actual Successes & Current Target with Independents	**Revised Target: Forecast Model**	**Change from 2004**
2000 Actual	11,192		
2004 Actual	14,500		
2005	13,000		
2010	16,000	19,800	5,300
2015	18,000	24,300	9,800

Hispanics Bachelor's, Associate's and Certificates*			
	Actual Successes & Current Target with Independents	**Revised Target: Forecast Model**	**Change from 2004**
2000 Actual	23,502		
2004 Actual	31,419		
2005	31,000		
2010	44,500	50,000	18,581
2015	55,000	67,000	35,581

***** Independent institutions' successes for African-Americans and Hispanics are estimated.

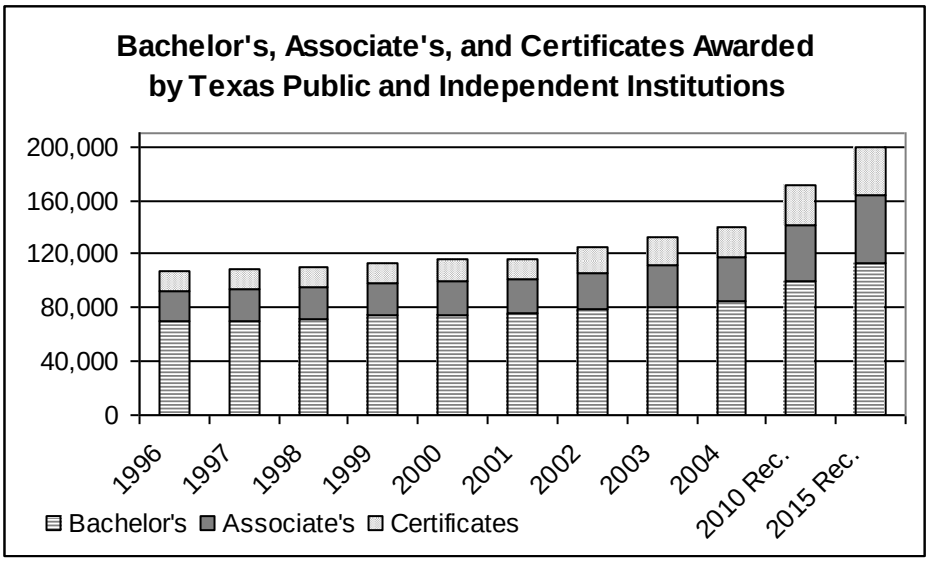
- The 2005 target of 28,000 associate degrees awarded was surpassed in 2004. The rapid growth in associate awards was a key factor in reaching and surpassing the 2005 target for all types of undergraduate awards as well. The awarding of associate degrees to students who previously completed degree requirements but did not apply for formal degree confirmation contributed to the high rate of increase. As this trend diminishes, the current rate of growth will decline, prompting recommendation of 85 percent of the forecast model as the proposed associate degree target.

- **NEW: Hispanic students received 31,677 undergraduate awards in 2004, which exceeds the 2005 intermediate target of 31,000. Hispanic successes are projected to mirror the targeted percent of growth in Hispanic participation from 2000 to 2015 of 185%.**

- The recommended statewide targets for 2010 and 2015 are the sum of 85 percent of the associate degree forecast, the forecast increase for certificates, and the current bachelor's degree targets, with a further adjustment for increased Hispanic successes.

- The 2005 intermediate targets for undergraduate degrees and certificates awarded to African-Americans was also exceeded. The forecast model is suggested to set the standard for future targets.

Undergraduate (UG) Awards' Success Target



Additional or Revised Background Information

- The percentage of bachelor's degrees awarded to students transferring from community, technical, and state colleges with 30 semester credit hours or more has been increasing slightly from 29.3 percent in FY 1997 to 31.2 percent in FY 2004.

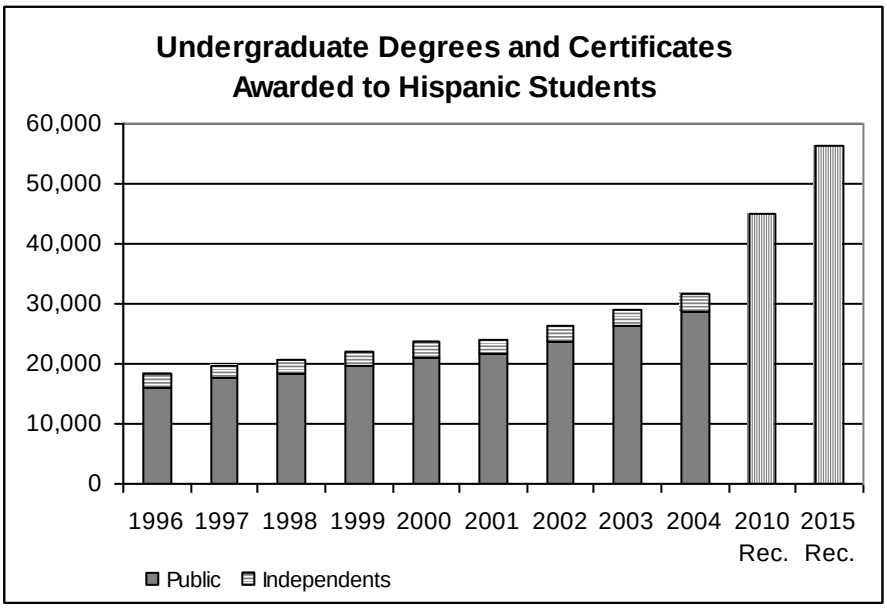
Bachelor's Degrees Awarded to Community/Technical College Transfers*								
	FY 1997	**FY 1998**	**FY 1999**	**FY 2000**	**FY 2001**	**FY 2002**	**FY 2003**	**FY 2004**
Number	15,815	16,320	17,002	17,246	17,583	18,678	19,176	20,269
Percent	29.3%	29.8%	29.7%	30.0%	30.4%	30.8%	30.7%	31.2%

*Students who have enrolled in 30 semester credit hours or more in the past six years at a public community, technical, or state college.

- Associate degrees awarded as a percentage of enrollment at community colleges has increased with the growing number of degrees conferred. Degrees awarded per number of students enrolled was 5.5 percent in 1998, 2000, and 2003. In 2004, the ratio jumped to 5.9 percent.

- Between FY 2000 and FY 2004, the annual increase in undergraduate awards varied between 0.5 percent in FY 2001 and 6.7 percent in FY 2002. An average yearly gain of 3.1 percent is needed to achieve the current *Closing the Gaps* success goal. The recommended goal of 200,000 awards equates to an annual rise of 4.7 percent, or a four-year increase of 20 percent, which was recorded between 2000 and 2004.

- Degrees and certificates awarded to Hispanics increased at a higher rate than for African-Americans or Whites. The number of undergraduate degrees and certificates awarded to Hispanics in 2004 was 33.7 percent higher than in 2000, compared to 29.6 percent for African-Americans and 11.9 percent for Whites.



*Independent institutions' awards are estimated for years prior to 2003.

- The success targets are based on increases over actual undergraduate successes. The recommended Hispanic success target equates to a lower percentage of participants than the success goal for African-Americans.

	Recommended UG Success Target	Recommended Participation Targets	Ratio UG Success to Participants
African-Americans			
2010	19,800	158,300	12.5%
2015	24,300	172,700	14.1%
Hispanics			
2010	44,900	503,700	8.9%
2015	56,300	676,100	8.3%

Closing the Gaps in Success: Allied Health and Nursing

Current Target: Increase the number of students completing allied health and nursing bachelor's and associate's degrees and certificates from 10,500 to 13,500 by 2005; to 16,700 by 2010; and to 20,000 by 2015.

Revised target: Increase the number of students completing allied health and nursing bachelor's and associate's degrees and certificates to **20,300** by 2010; and to **26,100** by 2015.

Notes on Recommended Targets:

- The degree and certificate programs identified as "allied health" have been expanded to encompass more health-related fields, making the original targets obsolete. The revised targets use a broader definition of allied health and count independent institutions' estimated nursing and allied health awards toward the target.

- The 2005 *Closing the Gaps* target, aimed at halting the downward slide in allied health and nursing graduates by maintaining 13,500 undergraduate awards annually, was achieved. The revised targets are based on an accelerated increase model, which reflects the larger number of students completing these programs.

Allied Health and Nursing			
	Current Target with Independents	**Revised Target**	**Change from 2004**
2000 Actual	13,964		
2004 Actual	15,423		
2005	13,500		
2010	16,700	20,300	4,877
2015	20,000	26,100	10,677
Nursing Total			
	Actual Awards	**Projection**	**Change from 2004**
2000 Actual	7,806		
2004 Actual	9,134		
2010		13,000	3,866
2015		17,500	8,366
Allied Health			
	Actual Awards	**Projection**	**Change from 2004**
2000 Actual	6,158		
2004 Actual	6,289		
2010		7,300	1,411
2015		8,600	3,311

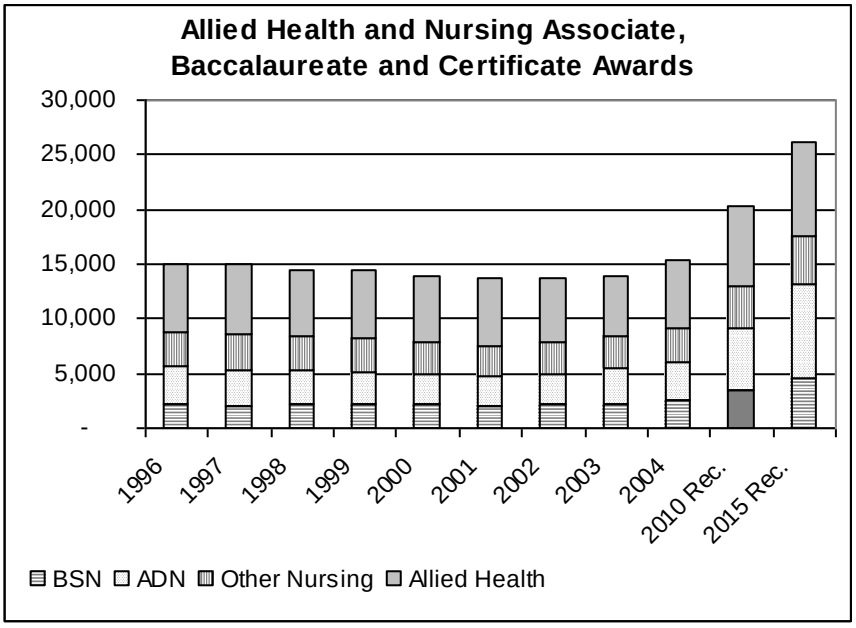
Supplemental Special Interest Topics

- The significance to health care services in Texas of registered nurse program completers generally, and Bachelor of Science in Nursing graduates specifically, warrants separate attention.

- Subordinate objectives for bachelor's-level nursing degrees and for associate-level nursing degrees and certificates could be established to encourage an improved success rates in these critical health care delivery areas and to track whether funds appropriated for expansion of nursing programs have increase the number of registered nurse graduates.

Bachelor of Science in Nursing (BSN)			
	Awards	**Special Topic Projection**	**Change from 2004 Awards**
2000 Actual	2,137		
2004 Actual	2,500		
2010		3,500	1,000
2015		4,500	2,000
Associate Degree in Nursing (ADN)			
	Awards	**Projection**	**Change from 2004 Awards**
2000 Actual	2,768		
2004 Actual	3,512		
2010		5,700	2,188
2015		8,600	5,088
All Other Nursing-Related Undergraduate Successes*			
	Awards	**Projection**	**Change from 2004 Awards**
2000 Actual	2,902		
2004 Actual	3,122		
2010		3,800	678
2015		4,400	1,478

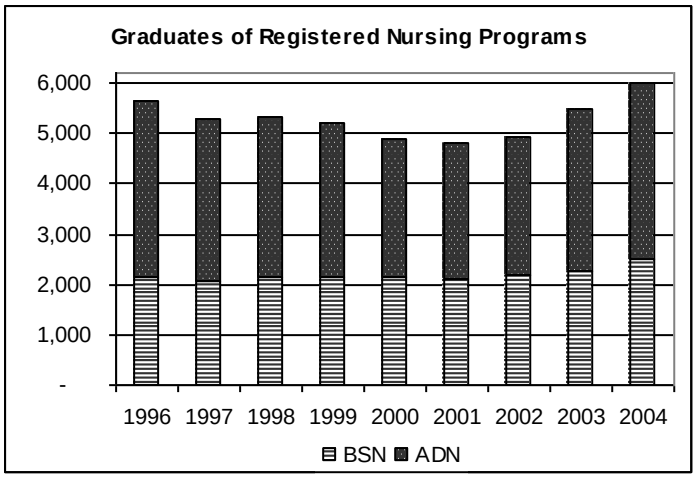
*These successes include awards for Licensed Professional Nurses, Nurse Aids, and nursing certificates.



Additional or Revised Background Information

- First-year enrollments in RN programs increased from 4,087 in FY 1999 to 9,494 in FY 2004, or 87 percent. First-year entering enrollments at BSN programs increased 131 percent; ADN and diploma programs rose by 66 percent. As these increasing numbers of students move through their degree programs, they will ensure progress toward the recommended *Closing the Gaps* target revision for allied health and nursing degrees.

- The number of RN graduates reported for 2004 in the April Planning Committee packet was incorrect. The number is 6,012, rather than 8,899, which included all types of nursing successes. Other nursing successes include awards for Licensed Professional Nurses, nurse aids, and nursing certificates.



- According the Coordinating Board's 2004 study *Increasing Capacity and Efficiency in Programs Leading to Initial RN Licensure in Texas*, the number of practicing RNs is projected to rise with the state's population. Trends suggest that the percentage increase in practicing RNs will continue to outpace the percentage increase in RN graduates, meaning that the state will continue to import RNs.

- In 2003, 58 percent of newly licensed nurses in Texas took the national licensure exam in Texas, suggesting that 42 percent of new licensees came from outside Texas.

- The Legislature is funding efforts to strengthen and enlarge nursing programs. In addition to formula funding, lawmakers have appropriated the amounts noted in the table below.

Professional Nursing Initiatives, Biennia 2002-03 through 2006-07

	Expenditures	Expenditures	Appropriated
	BY 2002/03	BY 2004/05	BY 2006/07
Enrollment Growth Funding	$10,951,706	$5,280,384	
Professional Nursing Shortage Reduction Program			$6,000,000
Nursing Innovation Grant Program	$3,000,000	$4,050,000	$4,050,000
Financial Aid for Professional Nursing Students	$811,786	$522,000	$1,837,130
Total	**$14,763,492**	**$9,852,384**	**$11,887,130**

Closing the Gaps in Success: Teacher Education

Current Targets:

- Increase the number of teachers certified through higher education programs annually from 13,000 to 19,000 by 2005; to 25,000 by 2010; and to 30,000 by 2015.
- Increase the number of math and science teachers certified through higher education programs from less than 1,000 to 3,000 by 2015.

Revised targets for All Teacher Certification Routes:

- Increase the number of teachers initially certified through **all teacher certification routes** to **34,600** by 2010; and to **44,700** by 2015.
- Increase the number of math and science teachers certified through **all teacher certification routes** to **6,500** by 2015.

Notes on Recommended Targets:

- The original target was based on students completing traditional and post-baccalaureate university programs as identified by the State Board for Educator Certification (SBEC), but not alternative certification programs. However, alternative certification is becoming a more common avenue for earning teacher certification than traditional programs. The aim of the target is to provide enough certified teachers for Texas schools, so teachers certified through alternative certification programs should be included.

- Although the primary targets have been changed to incorporate all routes to achieve teacher certification, traditional university programs deserve continued attention because they produce teachers who tend to stay in the teaching field longer than those receiving credentials through other routes, according to the State Board for Educator Certification. Traditional programs have reported a 20.7 percent growth in graduates between 2000 and 2004.

- The number of initially certified teachers counts individuals, whereas the critical fields' targets count the number of **certificates** issued. For a specific teaching field, the number of certificates issued is the number of individuals receiving certificates in that field, but for a combined measure, like math and science, an individual certified separately in math and in science would be counted twice – once for each certificate.

- The number of math and science certificates issued to traditional program students continues to decline. Since the *Closing the Gaps* targets reflect intent, a decrease in a success target is not acceptable. A modest increase in students receiving math or science training from traditional programs is projected along with more robust growth assumed for those certificated through other routes.

All Teacher Certifications			
INDIVIDUALS	**Actual Certifications/ Current Target**	**Revised Target**	**Change from 2004**
2000 Actual	11,763		
2003 Actual	21,453		
2005	19,000		
2010	25,000	34,600	13,147
2015	30,000	44,700	23,247
Initial Teacher Certifications: Traditional University-based Route			
INDIVIDUALS	**Certifications**	**Proposed Objective**	**Change from 2004**
2000 Actual	8,143		
2003 Actual	9,831		
2010		12,000	2,169
2015		14,000	4,169
Initial Teacher Certifications: Other Routes			
INDIVIDUALS	**Certifications**	**Proposed Objective**	**Change from 2004**
2000 Actual	3,622		
2003 Actual	11,622		
2010		22,600	10,978
2015		30,700	19,078

Math and Science	**Certificates**				
CERTIFICATES	**Traditional**	**Other Routes**	**Total**	**Revised Target**	**Change from 2004**
2000 Actual	1,619	947	2,566		
2003 Actual	1,414	2,669	4,083		
2010				5,400	1,317
2015	3,000			6,500	2,417

Additional Background Information and Supplemental Critical Field Topics

- Certifications issued to completers of post-baccalaureate and alternative certification programs remained nearly level between 1995 and 2001. Their numbers more than doubled from 2001 to 2003, and preliminary figures show further growth for FY 2004.

- Teaching certifications issued to graduates of traditional university education programs fluctuated but have been generally stagnant since 1993. Including people enrolled in non-traditional programs (primarily post-baccalaureate and alternative certification) in the composite teacher certification target masks the lack of success toward increasing the number of graduates from traditional programs.

Bilingual	Certificates Awarded				
CERTIFICATES	**Traditional**	**Other Routes**	**Total**	**Proposed Objective**	**Change from 2004**
2000 Actual	478	578	1,056		
2003 Actual	785	1,696	2,481		
2010				4,100	1,619
2015				5,300	2,819
Special Education	**Certificates Awarded**				
CERTIFICATES	**Traditional**	**Other Routes**	**Total**	**Proposed Objective**	**Change from 2004**
2000 Actual	534	1,301	1,835		
2003 Actual	608	2,418	3,026		
2010				4,400	1,374
2015				5,600	2,574

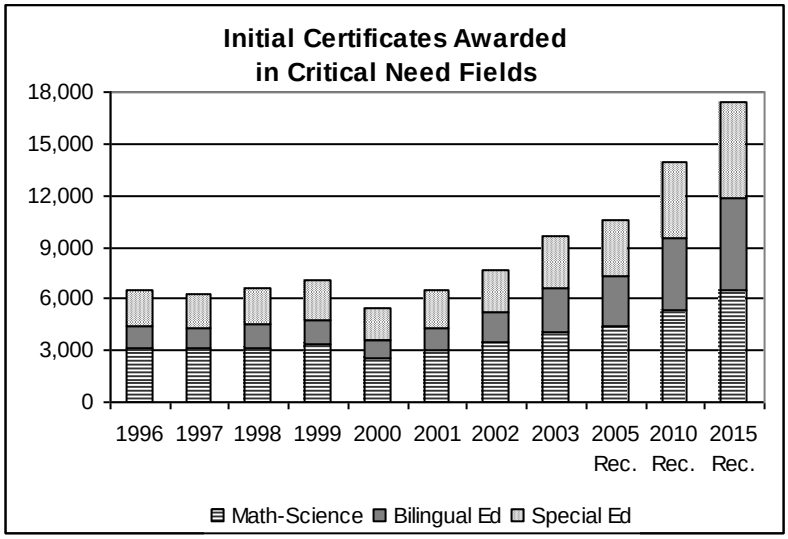
- Special education and bilingual education are critical need teaching fields that could be tracked separately to highlight their significance.

- Math and science certificates issued to graduates of traditional university programs continue to trend downward. Year-to-year fluctuations in these awards makes it difficult to discern a trend, but the 2003 figure of just over 1,400 marks a new low, whereas between1996 to 2002, certificates issued hovered around the 1,700 level. Conversely, the number of certificates earned through other routes totaled 2,669 in 2003, at least 1,000 higher than any of the previous seven years.

- Special education certificates issued to traditional university programs' students have numbered approximately 600 since the mid 1990s. Certificates issued to students from other routes averaged around 1,500 in the late 1990s, but have increased appreciably in the past few years to a preliminary 2004 count of over 2,500.

- The critical teaching field with the most promising picture is bilingual education. Certificates awarded to traditional programs' graduates have increased slightly, from approximately 500 in the late 1990s to 785 in 2003. Bilingual certificates earned through other routes tripled in the past four years to a preliminary total of over 2,200 in 2004.

- The State Board for Educator Certification reports that final 2004 certificate and certification figures have been delayed because finger print checks must be completed before awards are final.


Initial Certificates Awarded
in Critical Need Fields
18,000
15,000
12,000
9,000
6,000
3,000
0
1996
1997
1998
1999
2000
2001
2002
2003
2005 Rec.
2010 Rec.
2015 Rec.
Math-Science
Bilingual Ed
Special Ed

Closing the Gaps in Research

Current Goal and Target: By 2015, increase the level of federal science and engineering research funding to Texas institutions by 50 percent to $1.3 billion (constant dollars).

Increase federal research and development funding to Texas universities and health-related institutions from $845 million to $1 billion by 2007 and $1.3 billion (constant dollars) by 2015.

Revised Goal and Target: By 2015, increase the level of federal science and engineering research and development obligations to Texas institutions to **6.5** percent of obligations to higher education institutions across the nation.

Increase federal science and engineering obligations to Texas universities and health-related institutions from 5.6 percent of the obligations in 2000 (or $1.1 billion in 1998 constant dollars) to **6.2** percent in 2010, and to **6.5** percent of obligations to higher education by 2015.

Notes on Recommended Goal and Targets:

- Expressing the research goal as a higher percentage of federal obligations for science and engineering than Texas institutions received in 2000 keeps the goal meaningful regardless of the increase or decrease of federal obligations. It also indicates whether Texas has increased its share of federal research obligations relative to other states.

- The recommended research goal of 6.5 percent of federal obligations by 2015 was developed as a meaningful improvement over the 6.1 percent level achieved in 2001.

Closing the Gaps Target for Federal Research Obligations
(in thousands of 1998 dollars)

	Current Actual or Target (1998 $)	% of Federal Obligations to Higher Education	Revised Target % of Federal Obligations to Higher Education	Revised Target Federal Obligations to Higher Education (assuming 2002 constant $ level)
2000	$1,078,907	5.6%		
2002*	$1,295,102	5.9%		
2007	$1,000,000			
2010			6.2%	$1,367,369
2015	$1,300,000		6.5%	$1,433,532

*The most recent state level data available is for FY 2002.

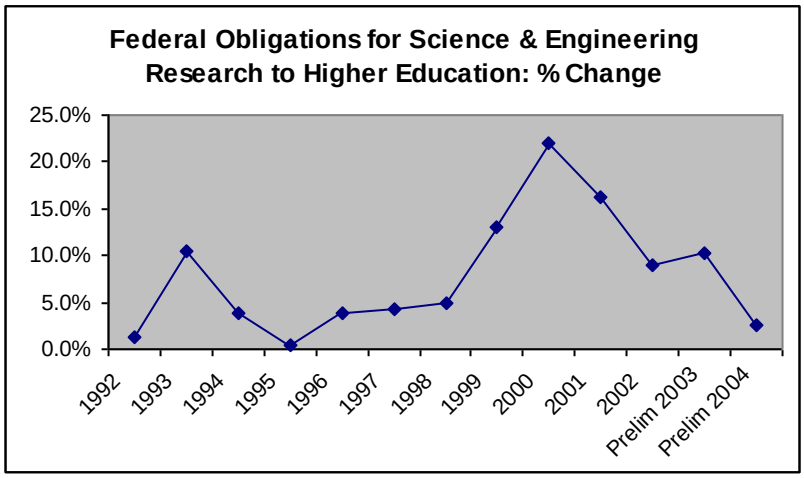
Additional or Revised Background Information

- An increase of 0.1 percent in federal research and development obligations for science and engineering would have required receipt of an additional $24 million in FY 2002.

- The original 2000 *Closing the Gaps* projection was based on 1998 data. Federal obligations for science and engineering to Texas institutions had increased from $846 million in 1998 to a 2002 total of $1.4 billion, or $1.3 billion in 1998 constant dollars, which is the current *Closing the Gaps* goal for 2015.

- State funding for the Advanced Research Program was eliminated in the 2004-2005 biennial appropriation but reinstated with $8.3 million for the 2006-2007 biennium. The Advanced Technology Program received an appropriation of $19.5 million in the 2004-2005 biennium, but its funding was eliminated in the 2006-2007 biennium.

- Preliminary federal **research** obligations to higher education are estimated at $23.5 billion for 2003 and $23.8 billion for 2004. Research funds account for the vast majority of all science and engineering funding to higher education, so they are a good proxy for increases in all science and engineering obligations. The large increases in research funding from 1999 to 2001 have not been sustained.



- Year-to-year improvement in the percentage of federal science and engineering obligations received by a state's institutions is hard to achieve without new high dollar projects, and is especially difficult when federal funding is stable or decreasing.

- National Institutes of Health (NIH) funding fueled the dramatic growth in federal support of research and development over recent years. NIH appropriations are predicted to stabilize and perhaps decline in the near future.