Closing the Gaps by 2015: 2004 Progress Report

Texas Higher Education Coordinating Board
July 2004

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July 2004
(Revised October 18, 2004)

The Texas Higher Education Coordinating Board

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Dr. Hector de J. Ruiz PhD	1999-2005	Austin
Mr. Terdema L. Ussery II	1999-2005	Dallas

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 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.

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***This report is available at the Texas Higher Education Coordinating Board's web site:**
www.thecb.state.tx.usreports/pdf/0740.pdf

Overview

Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board with strong support of the state's educational, business, and political communities. The plan, which is directed at closing educational gaps within Texas, as well as between Texas and other states, has four goals: to close the gaps in student participation, student success, excellence, and research. Each goal in the plan includes strategies, as well as intermediate targets (Appendix A) for assessing progress toward the goals.

This report is the third annual summary of the state's progress – from 2000 through 2003 -- toward meeting the targets established for 2005, on the way toward meeting the plan's goals for 2015.

In addition to the targets established in the plan, the state's higher education institutions were asked to submit their own performance targets. These institutional targets were used to determine regional targets for the state. In May 2004, all public institutions were invited to review and revise their targets. Those revisions are included in this report. Some institutions elected not to revise their targets, however.

Recognizing the close ties between higher education and secondary education, data regarding recent high school graduates and their participation in higher education is included in this report (Appendix B).

Data for independent colleges and universities and career schools and colleges is not reported individually, but those institutions play a significant role in helping the state achieve the goals of the plan.

Many of the strategies to help the state reach the *Closing the Gaps by 2015* goals were developed or implemented only recently, and their potential has not yet been met. For example, new degree programs approved in recent years have not produced their first graduates. These programs will produce graduates later in the life of the plan.

Progress through 2003 is summarized as follows:

Participation: In 2003, student enrollment exceeded the plan's 2005 intermediate targets for total enrollment, as well as for Black and White enrollment. Hispanic enrollment is increasing, but below the rate needed to meet its 2005 target.

Success: The number of degrees and certificates awarded is on track to meet 2005 targets.

Excellence: All public institutions have identified at least one targeted area of excellence and most have provided at least one type of current national recognition. Many institutions across the nation are increasing their efforts to secure top national rankings, making it difficult for Texas institutions to move ahead of them. Texas institutions must enhance efforts to achieve this goal.

Research: Texas institutions have made significant progress in obtaining federal funds and have surpassed the plan's intermediate target, which was set for 2007 for this goal.

Goal 1. Close the Gaps in Participation – By 2015, close the gaps in participation rates across Texas to add 500,000 more students.

Progress Toward 2005 Participation Targets

Annual Enrollment (Public and Independent Institutions)	Fall 2000	Fall 2003	Increase from 2000 to 2003	Increase to Reach 2005 Targets[1] (Target less Fall 2000)	2005 Target	Percent of Targeted Increase for 2005 Achieved
Total	1,019,879	1,176,937	157,058	149,121	1,169,000[1]	105.3%
Black	108,463	132,211	23,748	23,537	132,000[1]	100.9%
Hispanic	237,394	291,959	54,565	102,606	340,000[1]	53.2%
White	570,042	626,201	56,159	20,958	591,000[1]	268%

[1] The plan's original 2005 targets were updated to reflect more recent demographic projections by the State Data Center. The original targets called for increasing total enrollment by 150,000 students over fall 2000 levels, while increasing Black enrollment by 22,200 students, Hispanic enrollment by 101,600 students, and White enrollment by 24,100 students.

Analysis:

- The 157,058-student growth in enrollment from fall 2000 to fall 2003 represents the largest three-year enrollment increase in the history of Texas higher education.

- The percentage of high school graduates who immediately enter college remains relatively unchanged (Appendix B). (The increase in the number of students entering college immediately after college is a result of the increasing number of high school graduates.) The Recommended High School Program (RHSP), a college-preparatory curriculum, becomes effective for all public high school students in fall 2004. Many public schools converted to the RHSP in advance of the statutorily established deadline.

- White and Black student participation targets for 2005 have been met. White participation increased dramatically, a trend which helps the state achieve the overall participation rate, but masks the shortfall in Hispanic enrollment growth.

- Hispanic enrollment from fall 2000 to fall 2003 increased by 54,565 students, averaging 18,188 more Hispanic students annually. However, an average annual increase of 23,520 Hispanic students is needed to meet the 2005 enrollment target for that group.

Progress toward the 2005 participation target – Conclusion:

Although 2005 targets have been reached for total enrollment and for Black and White enrollment, Hispanic enrollment is not yet on track. Texas must increase Hispanic college enrollment by an additional 48,041 students to reach the 2005 target for that group.

In addition, the percentage of recent high school graduates who enter college is not increasing, suggesting a need to enhance efforts to encourage them to prepare for and succeed in college.

Goal 2. Close the Gaps in Success – By 2015, increase by 50 percent the number of degrees, certificates, and other identifiable student successes from high quality programs.

Progress Toward 2005 Success Targets

Type of Success[1] (Public Institutions)	FY 2000	FY 2003	Increase from 2000 to 2003	Increase to Reach 2005 Targets (Target less Fall 2000)	2005 Target	Percent of Targeted Increase for 2005 Achieved
Certificates, Associate's and Bachelor's Degrees[2]	116,253	132,221	15,968	17,747	134,000	90%
Associate's Degrees[2]	25,509	30,492	4,983	2,491	28,000	200%
Bachelor's Degrees[2]	74,920	81,134	6,214	12,580	87,500	49.4%
Doctoral Degrees[2]	2,621	2,577	(44)	179	2,800	(0.25)%
Certificates, Associate's and Bachelor's Degrees (Blacks)[2]	11,217	13,425	2,208	1,783	13,000	123.8%
Certificates, Associate's and Bachelor's Degrees (Hispanics)[2]	23,369	28,794	5,425	7,631	31,000	71.1%
Technology-Related Degrees	12,411	14,577	2,166	6,589	19,000	32.9%
Allied Health and Nursing Degrees[3]	13,644	13,734	90	NA	13,500	102%
Teachers Certified[4, 5]	11,529	20,528	8,999	7,471	19,000	120.5%

[1]Identifiable successes other than with degrees and certificates are summarized in the Success Appendix with a summary of workforce education performance.
[2] The plan's originally published success targets have been updated to include data from independent institutions.
[3] The 2005 target called for maintaining 2000 levels to reverse a long-term decline in these degrees.
[4] Annual figures include data for all new teacher certificates, including those obtained through alternative certification.
[5]Math and science teachers are also targeted in the plan; unfortunately data is not available at this time.

Analysis:

- The number of academic credentials (certificates, associate's and bachelor's degrees) awarded increased by 7,389 between FY 2002 and FY 2003, a significant change from the first year-to-year period (FY 2000 to FY 2001), when the number increased by only 396 awards. However, the most recent annual increase is not as high the 8,187-award increase from FY 2001 to 2002.The state should exceed this *Closing the Gaps* success target for 2005.

- Bachelor's degrees account for 38.9 percent of the increase in awards (bachelor's and associate's degrees and certificates) from FY 2000 to 2003.

- Texas has exceeded the 2005 target for associate's degrees. The number of associate's degrees awarded increased by 2,797 from FY 2002 to FY 2003, well beyond the 158-associate's degree increase from FY 2000 to FY 2001, the first year of the plan.

- The number of certificates and undergraduate degrees awarded to Blacks and Hispanics increased significantly and has exceeded (awards to Blacks) or is on track to meet (awards to Hispanics) the 2005 target.

- Texas higher education institutions expect to award 139,040 degrees and certificates annually by 2005, based on the institutional targets that each institution established. If achieved, the state would exceed the 2005 intermediate target for this measure – 134,000 awards – by 104 percent.

- The number of doctoral degrees awarded increased slightly each year after falling from a high in 2000. The increases may not be enough to meet the 2005 target.

- Technology-related awards have increased by 2,166 awards from 2000 to 2003, a trend which continued would not satisfy the 2005 intermediate target.

- Health-related awards in 2003 exceeded the 2005 target. A large portion of these awards were earned by two-year college students.

Progress toward the 2005 success target – Conclusion:

The state continues to award more degrees and certificates to Black and Hispanic students.

Six-year graduation rates for university students slowly increased over the past decade, but remain relatively low, at 52 percent statewide. Although not specifically identified in the Plan, the time that students take to earn degrees should be reduced, particularly among Black and Hispanic students, who tend to take much more time to earn a degree.

Goal 3. Close the Gaps in Excellence – By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.

Progress Toward 2005 Excellence Targets

Increase the number of….	2000	2003	2010[1]
Research institutions ranked in the top 10	0	0	1
Public research universities in the top 10	0	0	2
Public liberal arts universities ranked in the top 30	0	0	2
Health Science Centers ranked among the top 10	0	0	1

[1]*Closing the Gaps by 2015* identifies only one intermediate excellence target – for 2010.

Analysis:

- All Texas public higher education institutions have identified at least one program to develop for national recognition (Appendix E). All but six public institutions have also identified at least one type of national recognition that they have received recently (available at http://www.thecb.state.tx.us/ClosingTheGaps/). The list of recognitions continues to increase, with notable awards to faculty and for institutional accomplishments.

- Texas Southern University and Prairie View A&M University continue satisfactory progress related to benchmarks established in *The Priority Plan to Strengthen Education* at those institutions.

- In the absence of a national ranking system for community and technical colleges, the Coordinating Board will work with the colleges to develop guidelines to assist them in meeting the intent of the excellence goal.

Progress toward the 2005 excellence target – Conclusion:

Texas public and independent higher education institutions are home to approximately 100 programs identified among the "Top 10" in various categories of the *U.S. News & World Report* national rankings. In addition, the state's public and independent institutions consistently appear in a variety of education-related rankings, and their faculty are recognized as recipients of the National Science Foundation's Medal of Science and Medal of Technology. Increased competition across the nation for top-ranked standings in the various comparison ranking systems will require Texas' institutions to diligently pursue improvement in this target area. Achieving excellence requires continued, sustained effort in areas targeted for excellence. Progress toward the 2010 and 2015 targets identified in *Closing the Gaps* is difficult to measure this early in the 15-year life of the plan.

Goal 4. Close the Gaps in Research -- By 2015, increase the level of federal science and engineering research funding to Texas institutions by 50 percent to $1.3 billion.

Progress Toward 2005 Research Targets
Federal Research and Development Dollars

Increase funding to Texas universities and health-related institutions[1]	FY 1998	FY 2002 (constant 1998 dollars)	Increase from FY 1998 to FY 2002	Increase to Reach 2007 Targets (Target less FY 1998)	2007 Target[2]	Percent of Targeted Increase for 2007 Achieved
In federal research and development dollars	$846 million	$1.3 billion	$454 million	$154 million	$1 billion	295%

[1]Figures are provided by the National Science Foundation.
[2]*Closing the Gaps by 2015* provides only an intermediate target for 2007.

Progress Toward 2005 Research Targets
Research Expenditures

Increase funding to Texas universities and health-related institutions[1]	FY 1999	FY 2003	Increase from FY 1999 to FY 2003	Increase to Reach 2007 Targets (Target less FY 1999)	2007 Target[2]	Percent of Targeted Increase for 2007 Achieved
Total research and development dollars	$1.45 billion	$2.17 billion	$72 million	$75 million	$2.2 billion	96%

[1]Figures are provided by the National Science Foundation.
[2]*Closing the Gaps by 2015* provides only an intermediate target for 2007. The target represents an increase of 5 percent per year

Analysis:

- Texas institutions of higher education ranked 5th (a drop from 3rd) in federal obligations for science and engineering after California, New York, Pennsylvania and Maryland. In federal obligations for research and development in science and engineering after California, New York, Pennsylvania and Maryland. (Pennsylvania and Maryland both moved ahead of Texas.)

- Federal science and engineering obligations in Texas increased by 1.2 percent between Fiscal Year 2001 and 2002, as compared to 3.9 percent in California, 7.4 percent in Pennsylvania and 10.1 percent in Maryland (in 1998 constant dollars).

- Total reported research expenditures increased 6 percent over Fiscal Year 2002. Research expenditures in Fiscal Year 2003 were $2,174,191,894, in Fiscal Year 2002, the total was $2,050,239,839. Total research expenditures increased by 91.3 percent since Fiscal Year 1993.

- The federal government provided 56.1 percent of the research funds expended, an increase from 55.7 percent in Fiscal Year 2002.

- The National Institute of Health provides 59 percent of the federal research support for science and engineering to Texas higher education institutions.

Progress toward the 2005 research target – Conclusion:

Texas institutions have made significant progress in obtaining federal funds and are well positioned to surpass the plan's 2007 intermediate target. Because of the delay in the availability of research funding data from the federal government, the Coordinating Board did not have current data when *Closing the Gaps by 2015* was developed in 2000. Data for that period is now available, and it indicates that more federal research dollars were flowing to Texas at that time.