Closing the Gaps by 2015:

2006 Progress Report

Texas Higher Education Coordinating Board
July 2006

The Texas Higher Education Coordinating Board

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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.

Table of Contents

Overview……..... 1
Goal 1: Close the Gaps in Participation 4
Goal 2: Close the Gaps in Success 6
Goal 3: Close the Gaps in Excellence 9
Goal 4: Close the Gaps in Research 11

List of Tables

Table 1. 2005 and 2010 Participation Targets' Analyses 4
Table 2. 2005 and 2010 Success Targets' Analyses 6
Table 3. Progress Toward 2010 Excellence Targets 9
Table 4. Progress Toward 2010 Research Targets 11
Table 5. Progress Toward 2010 Research Targets, Research Expenditures 11

Appendices

Appendix A: Applicant Changes at Texas Public Universities……..... 13
Appendix B: Six-Year Graduation Rate of Public University First-Time, Full-Time Undergraduates, Fall 1999 Cohort by Financial Aid Receipt…… 16
Appendix C: Coordinating Board's *Closing the Gaps* Goals and Targets Compared with Institutional Targets …… 18

***This report is available at the Texas Higher Education Coordinating Board's web site:**
http://www.thecb.state.tx.us/ClosingTheGaps/

Overview

Closing the Gaps by 2015: The Texas Higher Education Plan 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 is directed at closing educational gaps within Texas and between Texas and other states. Efforts are organized under four major goals: to close the gaps in participation, student success, excellence, and research. Each goal includes strategies for attainment, as well as intermediate targets for assessing progress at regular intervals.

Closing the Gaps was designed to be implemented through a dynamic process, allowing for changes to incorporate new data and findings as appropriate. As a result, the Coordinating Board in October 2005 adopted some revised goals and targets in response to student achievements, new population projections, and the need for clarifications. For example, the participation goal was increased to reflect the state's rapid population growth, especially among Hispanics. The success goal was increased to track the higher participation goal. The research goal was reworded to better express the plan's intent. The new goals and targets also formally incorporated the contributions of independent higher education institutions towards *Closing the Gaps*. More information on the revised goals and targets is available on the Coordinating Board's website at http://www.thecb.state.tx.us/ClosingtheGaps/.

The plan's current goals, which are measured against the 2000 baseline, include:

- Closing the gaps in participation by adding 630,000 more students;
- Closing the gaps in success by awarding a total of 210,000 undergraduate degrees, certificates, and other identifiable student successes from high quality programs;
- Closing the gaps in excellence by substantially increasing the number of nationally recognized programs or services at colleges and universities in Texas; and
- *Closing the gaps* in research by increasing 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.

Progress toward the *Closing the Gaps* goals will produce significant public and private benefits for Texas and its citizens. Increased cooperation between public and higher education will ensure that students are better prepared for collegiate work and more aware of opportunities to pursue education beyond high school. More students will enroll in higher education and persist in their studies until they reach their academic or technical objectives, thereby increasing their personal economic potential and strengthening the state's economic base. Increasing the level of excellence in education programs will bring enhanced stature to the state, help attract businesses and innovative faculty, and generate research funding. The positive personal, social, and economic consequences of achieving *Closing the Gaps* goals will greatly enhance the overall quality of life for both current and subsequent generations of Texans.

2006 Progress Report

This report is the fifth annual summary of the state's progress – from 2000 through 2005 – toward meeting the state's goals for 2015.

The name and goals of the *Closing the Gap*s campaign are now recognized across the state by legislators, educational professionals, business leaders, students of various levels, and parents. Many *Closing the Gaps* goals and targets have been achieved. In addition, some of the plan's supporting data, such as the state's population projections, have been updated. As a consequence, the Board has adopted revised 2010 and 2015 goals and targets for targets that have already been exceeded; targets that were not reached have not been changed. The revisions also officially incorporate the enrollments and achievements of independent institutions' students. A summary of the changes is included later in this report.

Following the 2005 revision of statewide targets, Texas public higher education institutions were asked to revise the targets set to measure their individual contributions to *Closing the Gaps* goals.

Achievements

Notable achievements between 2000 and 2005 include:

Participation: By fall 2003, overall student enrollment exceeded the plan's 2005 intermediate targets for total enrollment.

- Since fall 2000, enrollment in Texas higher education (both public and independent institutions) has increased by 200,970 students – or just over 21 percent. Enrollment totaled approximately 1.22 million students in fall 2005.

- The 2005 participation target for African-American enrollment was achieved in fall 2004. In fall 2005, 30,000 more African-American students enrolled than in fall 2000.

- Students from the state's rapidly growing Hispanic population accounted for 58 percent of the state's higher education enrollment growth from fall 2004 to fall 2005.

Success: The number of undergraduate degrees and certificates awarded met 2005 targets in 2004.

- In 2005, nearly 29,000 more undergraduate degrees and certificates were awarded than in 2000. African-Americans received 3,600 of these awards, and Hispanic students accounted for over 10,000.

- The 2,979 doctoral degrees awarded in Fiscal Year 2005 exceeded the 2005 target of 2,800.

- Nursing and allied health degrees awarded also surpassed the target for 2005, which was set to stop many years of decline in the number of degrees and certificates awarded.

Excellence: In response to goals incorporated into the state's new accountability system, all public institutions have identified at least one targeted area of excellence.

- Most institutions have reported national recognition in targeted or other areas.

Research: Texas institutions have made significant progress in obtaining federal funds and some progress in increasing the state's percentage of total federal research and development obligations.

- Research expenditures at Texas public higher education institutions totaled $2.1 billion in constant dollars in Fiscal Year 2005, an increase of 6.9 percent over the previous year. Between Fiscal Year 2000 and Fiscal Year 2005, research expenditures rose 36.2 percent.

- Federal obligation for science and engineering earned by Texas institutions increased by more than $130 million in constant dollars. The increase promoted Texas' share of federal obligations from 5.8 percent in Fiscal Year 2002 to 6.1 percent in Fiscal Year 2003.

Texas Must Do More

Closing the Gaps has led to the positive outcomes cited above and more, but Texas higher education cannot afford to rest on its accomplishments. Reaching future targets will be more difficult.

- ✓ Together, African-Americans and Hispanics represent about 55 percent of Texas' 15-to-34 population, but only approximately 36 percent of the students in Texas higher education.

- ✓ More than 80,000 additional Hispanic students enrolled in the fall 2005 semester than in 2000, but that is still 20,500 students below the level needed to reach the 2005 target.

- ✓ Although fall 2005 enrollment at Texas higher education institutions increased by 11,225 students when compared to the previous fall, this is the smallest enrollment increase since the inception of the *Closing the Gaps* plan. The state is not on track to meet the participation goal of the state's *Closing the Gaps by 2015* higher education plan.

- ✓ Bachelor's degrees awarded fell below the five-year goal by 500 degrees. Bachelor's awards to both African-Americans and Hispanics failed to reach their targets by at least 300 degrees.

- ✓ The state only increased the number of awards in the technology areas of engineering, math, physical science, and computer science by approximately 1,500 when the target for 2005 was an increase of around 6,500 awards.

- ✓ Many institutions across the nation are increasing their efforts to secure top national rankings, making it more difficult for Texas institutions to improve the comparative stature of their programs.

- ✓ Texas institutions' undergraduate programs need strengthening.

A Closer Look

Individual consideration of each *Closing the Gaps* goal illustrates the progress that has been made and the challenges ahead.

Goal 1. Close the Gaps in Participation – By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

Goal and Target Revision:

The participation goal and targets were revised to reflect the updated demographic projections by the Texas State Data Center. The participation rate goal remains at the original 5.7 percent for the state as a whole and for Whites, African-Americans, and Hispanics. The targets represent minimum expectations, not barriers to higher participation rates.

2005 and 2010 Participation Targets' Analyses

Enrollment Public and Independent Institutions	Actual Fall 2000	Actual Fall 2005[1]	Percentage Change 2000-2005	2005 Targets	2010 Target	Growth to Reach 2010 Target	2015 Target
Statewide	1,019,517	1,220,487	19.7%	1,169,000	1,423,000	16.6%	1,650,000
African-American	108,463	139,734	28.8%	132,000	158,300	13.3%	172,700
Hispanic	237,394	319,459	34.6%	340,000	474,000	48.4%	676,100
White	570,042	629,211	10.4%	591,000	660,500	5.0%	671,300

[1] Fall 2005 data for Central Texas College has not been certified.

Analysis:

- With enrollment growth of 19.7 percent, or more than 200,000 students, from fall 2000 to fall 2005, the state has exceeded its *Closing the Gaps* statewide enrollment target for 2005. An additional 16.6 percent growth is needed to reach the fall 2010 target.

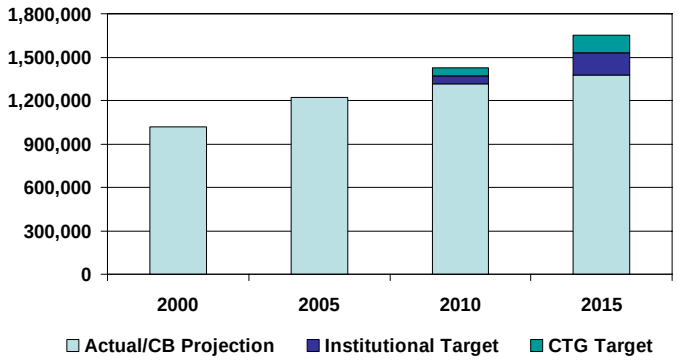
- African-American and White student participation targets for 2005 were exceeded. African-American enrollment rose by 28.8 percent between fall 2000 and fall 2005, and White participation increased 10.4 percent. Despite the comparatively low percentage increase among Whites, their increasing number significantly boosted overall enrollment.

- From fall 2000 to fall 2005, Hispanic enrollment increased by 34.6 percent, or over 81,000 additional students. Despite its magnitude, this growth was not sufficient to reach the 2005 Hispanic enrollment target. An increase of 43.2 percent was needed.

- Examination of only the 2000 and 2005 data provides some disturbing trends. The percentage of enrollment growth peaked from fall 2001 to fall 2002 statewide and for most ethnic/racial groups, but has been falling since. In fact, fewer White students were enrolled in fall 2005 than in fall 2004.

- Institutional targets offer additional concern. Even with revisions, they fall short of the state's 2010 participation target by approximately 50,000 students and, even more dramatically, for Hispanic students by 100,000.

Institutional Enrollment Targets Are Not Enough



- Between FY 2001 and FY 2005, unduplicated first-time undergraduate enrollment grew by only 3.5 percent. The increase at universities (10.7 percent) outpaced that at community and technical colleges (1.3 percent). The number of White first-time enrollees actually dropped by 5.2 percent, whereas Hispanic enrollments were up 21 percent and African-American enrollments by 10.4 percent.

- First-time undergraduate enrollment dropped at public universities and at community/technical colleges between fall 2004 and fall 2005. Equally concerning is that drops were experienced in all ethnic and racial categories. The number of White first-timers decreased the most (down 6.3 percent), but Hispanics (down 3.3 percent) and African-American enrollees (down 2.6 percent) fell as well. For additional information on university enrollments and applicants, see Appendix A.

Conclusion:

The 2005 *Closing the Gaps* targets for total enrollment and for African-American and White enrollment were achieved; but the target for Hispanic enrollment was not met. Although Hispanics accounted for the most enrollment growth from 2000 to 2005, revised enrollment targets adopted because of tremendous Hispanic population growth will make the 2010 target of about 475,000 students even harder to achieve. Hispanic participation must increase by 50 percent in the next five years to reach the 2010 target.

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

The state must be willing to fund programs designed to help attract and retain students, especially those that have been historically underserved. At the same time, institutions must be willing to commit to the state and students, to provide a quality education and help those students who are not prepared academically and/or financially.

Goal 2. Close the Gaps in Success – By 2015, award 210,000 undergraduate degrees, certificates and other identifiable successes from high quality programs.

Success Target Revision: Level and Race/Ethnicity

The original success goal was to increase by 50 percent the number of undergraduate degrees, certificates and other identifiable student successes from high quality programs. The revised goal changed the undergraduate award objective to 210,000 degrees and certificates awarded in 2015, nearly an 80 percent increase.

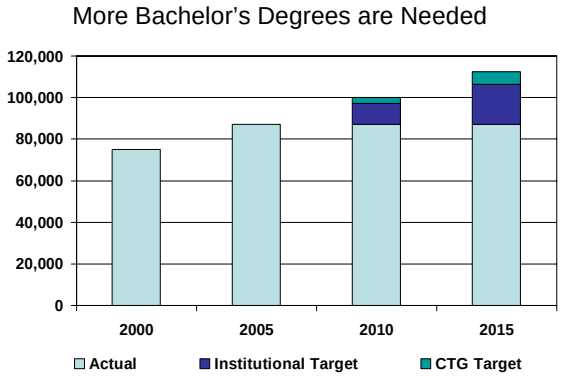
2005 and 2010 Success Targets' Analyses

Type of Success (Public and Independent Institutions)	FY 2000	FY 2005	Percentage Change 2000-2005	2005 Targets	2010 Target	Growth to Reach 2010 Target	2015 Target
Certificates, Associate's and Bachelor's Degrees	116,249	145,212	24.9%	134,000	171,000	17.8%	210,000
Associate's Degrees	25,586	35,999	40.7%	28,000	43,400	20.6%	55,500
Bachelor's Degrees	74,906	86,952	16.1%	87,500	100,000	15.0%	112,500
Doctoral Degrees	2,629	2,979	13.3%	2,800	3,350	12.5%	3,900
African-American Certificates, Associate's and Bachelor's Degrees	11,217	14,811	32.0%	13,000	19,800	33.7%	24,300
Hispanic Certificates, Associate's and Bachelor's Degrees	23,369	33,708	44.2%	31,000	50,000	48.3%	67,000
Technology-Related Degrees	12,411	14,102	13.6%	19,000	24,000	70.2%	29,000
Allied Health and Nursing Degrees	13,644	16,054	17.7%	13,500	20,300	26.4%	26,100
Teachers Certified	11,763	23,059	96.0%	19,000	34,600	50.0%	44,700
Math & Science Teacher Certificates	2,566	2,520	-1.8%				6,500

Analysis:

- In FY 2001, the number of credentials awarded to undergraduates (certificates, associate's and bachelor's degrees) increased by only 526 awards over FY 2000. During the following four years, the number of academic awards increased by more than 5,000 annually. These increases moved the state past the 2005 *Closing the Gaps* success target of 134,000 awards, as institutions awarded 145,212 undergraduate degrees and certificates in FY 2005 – more than 8 percent over the *Closing the Gaps* target. During the next five years, growth of 17.8 percent is required to achieve the 2010 target.

- The 2010 success target and 2015 goal were raised to mirror the higher *Closing the Gaps* participation measures associated with updated population projections. With the higher success targets set by the Coordinating Board, the revised institutional targets fall short of the statewide targets. New strategies are needed to help institutions further increase the number of awards they make.



- Bachelor's degrees accounted for only 41.6 percent of the increase in undergraduate awards from FY 2000 to FY 2005, accounting for nearly 87,000 diplomas awarded in 2005. Baccalaureate awards must maintain a 15 percent increase to achieve the 2010 target of 100,000 degrees.

- Increases in bachelor's awards were not distributed evenly across racial and ethnic groups. The number of African-American and Hispanic students receiving bachelor's must increase by 27 percent and 31 percent, respectively, to meet the 2010 institutional targets.

- The emphasis on undergraduate awards has encouraged two-year institutions to award associate degrees to students who have completed their degree requirements but did not apply to receive the award. The high 40 percent growth rate for associate degrees between FY 2000 and FY 2005 might not be maintained, but a growth of only 20 percent is required to meet the 2010 target.

- The number of certificates and undergraduate degrees awarded to African-Americans has increased significantly, and the 2005 target of 13,000 awards was exceeded in FY 2003. By 2005, the five-year growth rate reached 32 percent, but the rate of increase must be exceeded slightly to match the 2010 target of 19,800 awards.

- The number of certificates and undergraduate degrees awarded to Hispanics increased by over 2,000 awards annually from FY 2002 to FY 2005, for a five-year rate of 44.2 percent. The 2005 intermediate target of 31,000 was surpassed in FY 2004, and 33,708 degrees and certificates were conferred in FY 2005. Reaching the 2010 target of 50,000 awards will require a 48.3 percent increase.

- The number of doctoral degrees awarded during the five-year window began with two years of increases totaling less than 50 per year and another with a 132-degree decrease in awards. Achievement of the 2005 target seemed unlikely despite an increase of 150 degrees from FY 2003 and FY 2004. But in FY 2005, 2,979 degrees were awarded, an increase of 250 over the prior year, and the 2005 target of 2,800 was surpassed.

- Six-year graduation rates for first-time, full-time university students slowly increased over the past five years from 49.2 percent to 55.5 percent statewide, a positive sign but still a relatively low rate compared with other states. Although not specifically identified in *Closing the Gaps*, the time that students take to earn degrees should be reduced to improve graduation rates, reduce costs for students and parents, and better utilize enrollment capacity at institutions. The four-year graduation rate also increased modestly from 19.9 percent in FY 2000 to 24.3 percent in FY 2005.

- Of students receiving financial aid, those with work/study graduate in six years at a higher rate than those receiving other types of financial aid. Appendix B provides information on the six-year graduation rates for the fall 1999 cohort based on the type of financial aid received.

Success Target Revision: Programmatic Fields

The target for the number of students completing allied health and nursing bachelor's and associate's degrees and certificates was raised from 16,700 to 20,300 by 2010; and from 20,000 to 26,100 by 2015. The target related to new teachers certified was reframed from counting only students graduating from university programs to new certifications from all routes, including alternative certification programs. The target for the critical teaching fields of math and science was also changed from certifications from university programs to teachers certified through all types of routes.

Analysis of Programmatic Fields

- Technology awards are important for the state's business climate. Unfortunately, undergraduate degrees and certificates in computer science, engineering, engineering technology, and physical science programs have been stagnant. The five-year rate of increase was only 14 percent to 14,102, far short of the 2005 target of 19,000. Meeting the 2010 target of 24,000 will require a five-year growth rate of 70 percent.

- Allied health and nursing undergraduate awards exceeded the 2005 target of 13,500, which was set to stop a steady drop in awards. The awards increased by 18 percent over the five years to a total of 16,054 in FY 2005. A large portion of these awards were earned by two-year college students. This promising turn-around for a field that had experienced many years of decline may be the result of support provided by the Legislature, such as the Nursing Enrollment Growth Funding and Professional Nursing Shortage Reduction Program. Achievement of the 2010 target will require even more robust growth of 26 percent.

- Teacher preparation has changed tremendously since *Closing the Gaps* was adopted in 2000. According to the State Board of Educator Certification, 70 percent of newly certified teachers in 2000 were prepared in traditional university undergraduate programs. By 2005, traditionally prepared teachers represented 40 percent of new certifications, alternative certification programs accounted for 44 percent, and post-baccalaureate programs were responsible for 16 percent.

Conclusion:

Progress toward some success targets is encouraging. The state continues to award more degrees and certificates to African-American and Hispanic students. Doctoral degrees, allied health and nursing, and teacher education certifications have all passed their 2005 intermediate targets. The multiple legislative actions taken to encourage the production of additional nurses has succeeded.

Technology awards remain a cause for concern. The number of awards increased by about 2,000 between FY 2000 and FY 2005, far short of the 6,500 additional awards needed to meet the *Closing the Gaps* target.

New strategies must be developed and implemented to encourage students to not only enroll, but complete awards to receive the full benefit of education.

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

The excellence goal and targets were not revised.

Progress Toward 2010 Excellence Targets

Increase the number of….	2000	2005	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. All but six public institutions have also identified at least one type of national recognition that they have received recently (accessible 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 (TSU) and Prairie View A&M University are making progress related to the benchmarks established in *The Priority Plan to Strengthen Education* at those institutions. Some areas continue to need attention. Prairie View A&M University has received approval for all academic programs in the Priority Plan and is continuing to pursue expansion of its enrollment. Degrees in eight of 13 program areas listed for TSU in the Priority Plan have been approved. TSU has submitted proposals for two of the other degree programs.

- 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.

- Richland College of the Dallas County Community College District is the first educational institution in the nation to receive the prestigious Baldrige Award, the highest Presidential honor for quality and organizational performance excellence.

- Texas institutions reported that two additional faculty members were inducted into the Academy of Science in 2006; two more into the Academy of Engineering, with one current Academy of Engineering member expected to relocate to Texas next year; and two new inductees into the Institute of Medicine.

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 some faculty members are honored recipients of the National Science Foundation's Medal of Science and Medal of Technology.

Increased competition across the nation for top faculty and top standings in the various comparison ranking systems will require Texas' institutions to diligently pursue improvement. Achieving excellence requires sustained effort on the part of departments, schools, colleges and whole institutions. Progress toward the 2010 and 2015 targets identified in *Closing the Gaps* is difficult to gauge at this point 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 and development obligations to Texas institutions to 6.5 percent of obligations to higher education institutions across the nation.

Goal and Target Revision:

The research goal was restated from increasing the level of federal science and engineering research funding to Texas institutions by 50 percent – $1.3 billion (in constant dollars) to increasing 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. This revision neutralizes fluctuations in the amount of federal research funding nationwide, and focuses on the intent of the measure: to improve funding to Texas institutions relative to other states.

Progress Toward 2010 Research Targets
Federal Science and Engineering Obligations, and
Federal Science and Engineering Research and Development Obligations[1]
(in millions)

	Federal Science & Engineering Research & Development Obligations		
	Current $	1998 $	% of Federal
1998	$730.0	$719.3	5.3%
1999	$834.6	$822.3	5.4%
2000	$958.2	$884.4	5.5%
2001	$1,147.8	$1,065.2	5.9%
2002	$1,222.3	$1,103.4	5.8%
2003	$1,385.2	$1,233.7	6.1%
2010			6.2%

[1]Source: National Science Foundation.

Progress Toward 2010 Research Targets
Research Expenditures

Funding by Texas public universities and health-related institutions[1]	FY 2000	FY 2005	Increase from FY 2000 to FY 2005	2007 Target[2]
Actual Research and Development Expenditures	$1.60 billion	$2.47 billion	$870 million	
Constant 1998 $ Research and Development Expenditures	$1.54 billion	$2.10 billion	$557 million	$2.2 billion

[1]Source: Texas Higher Education Coordinating Board's *Research Expenditures* annual reports.
[2]*Closing the Gaps by 2015* provides only an intermediate target for 2007. The target represents an increase of 5 percent per year.

Analysis:

- In FY 2003 (the most recent data available), Texas institutions of higher education ranked fourth in federal obligations for science and engineering research and development. Texas with $1,385.2 million followed California ($3,193.4 million), New York ($1,857.6 million), and Pennsylvania ($1,417.3 million).

- Federal science and engineering research and development obligations garnered by Texas higher education institutions increased by 13.5 percent between FY 2002 and FY 2003, compared to 8.3 percent in California and 2.8 percent in Pennsylvania.

- Despite the increase in federal R&D obligations to Texas institutions, California with 14 percent and New York with 8.1 percent of total obligations remain firmly ahead of Texas and Pennsylvania, which have just over 6 percent of the obligations.

- In FY 2005, research expenditures reported by public Texas institutions to the Coordinating Board totaled $2.47 million, an increase of 9.6 percent over FY 2004. Public universities and health-related institutions' research expenditures grew $133.1 million (12 percent) and $82.7 million (7.2 percent), respectively, compared to FY 2004.

- In FY 2005, the federal government provided 60.3 percent of the research funds expended -- an increase from 58.1 percent of funds in FY 2004.

- The National Institutes of Health provided Texas higher education institutions with 64 percent of the federal research support for science and engineering received in both FY 2002 and FY 2003. National Institutes of Health funding is not expected to increase significantly.

Progress toward the 2005 research target – Conclusion:

Texas institutions have made significant progress in obtaining federal funds and are better positioned to sustain the higher percentage of federal obligations for science and engineering. Despite this progress, the research funding gap between California and New York and Texas remains essentially unchanged.

Appendix A

Applicant Changes at Texas Public Universities

Texas Public Universities	2000				2005			
Summer/Fall	White	African-American	Hispanic	Total	White	African-American	Hispanic	Total
Total Applicants	48,550	11,787	18,581	88,170	52,849	19,638	27,819	112,881
Total Accepted	43,221	10,344	16,948	78,604	46,388	17,317	25,317	99,068
Total Accepted Top 10%	9,410	1,038	2,992	15,063	11,364	1,505	4,652	20,002
Total Accepted All Other Offers	33,811	9,306	13,956	63,541	35,024	15,812	20,665	79,066
Total Enrolled*	29,179	5,431	10,247	49,352	30,792	7,923	13,919	58,326
Total Enrolled Top 10%	7,476	756	2,144	11,747	8,112	1,030	3,133	13,885
Total Enrolled All Other Offers	21,703	4,675	8,103	37,605	22,680	6,893	10,786	44,441
As % of Applicants by Ethnicity/Race								
Total Accepted	89.0%	87.8%	91.2%	89.2%	87.8%	88.2%	91.0%	87.8%
As % of Accepted by Ethnicity/Race								
Total Accepted Top 10%	21.8%	10.0%	17.7%	19.2%	24.5%	8.7%	18.4%	20.2%
Total Accepted All Other Offers	78.2%	90.0%	82.3%	80.8%	75.5%	91.3%	81.6%	79.8%
Total Enrolled	70.1%	60.7%	65.9%	67.0%	67.5%	48.5%	59.2%	61.1%
As % of Enrolled by Ethnicity/Race								
Total Enrolled Top 10%	24.7%	12.0%	19.2%	22.3%	25.9%	12.3%	20.9%	22.9%
Total Enrolled All Other Offers	71.6%	74.5%	72.5%	71.4%	72.5%	82.1%	71.9%	73.4%
As % of Applicants for Year								
Total Applicants	55.1%	13.4%	21.1%	100.0%	46.8%	17.4%	24.6%	100.0%
Total Accepted	55.0%	13.2%	21.6%	100.0%	46.8%	17.5%	25.6%	100.0%
Total Accepted Top 10%	62.5%	6.9%	19.9%	100.0%	56.8%	7.5%	23.3%	100.0%
Total Accepted All Other Offers	53.2%	14.6%	22.0%	100.0%	44.3%	20.0%	26.1%	100.0%
Total Enrolled	57.5%	11.9%	21.2%	100.0%	51.7%	13.9%	24.8%	100.0%
Total Enrolled Top 10%	63.6%	6.4%	18.3%	100.0%	58.4%	7.4%	22.6%	100.0%
Total Enrolled All Other Offers	57.7%	12.4%	21.5%	100.0%	51.0%	15.5%	24.3%	100.0%

*Enrollees who withdrew or submitted not application are excluded.

- From fall 2000 to fall 2005, unduplicated applicants to Texas public universities rose by 28 percent from 88,170 to 112,881. African-American applicants, accounted for the largest percentage increase, from 11,787 to 19,638 (66.6 percent). They were followed by Hispanic applicants, who were up 49.7 percent from 18,581 to 27,819. White applicants are still the numerically largest group, with the number of applicants growing from 48,550 in 2000 to 52,849 in 2005 for an 8.9 percent increase.

- As a percent of all applicants, African-Americans increased from 13.4 percent to 17.4 percent, and Hispanics from 21.1 percent to 24.6 percent. The White applicant proportion decreased from 55.1 percent to 46.8 percent. About 90 percent of all unduplicated applicants were accepted at some public university in summer/fall 2000; the percentage dropped slightly to 87.8 percent in 2005. By ethnicity, the percent of applicants accepted clumped into a narrow range with Hispanics having the highest acceptance rate in 2000 (91.2 percent) and 2005 (91 percent). The “Other” group’s acceptance rate dropped sharply from 87.5 percent to 79.9 percent.

- Top 10 Percent students accounted for 19.2 percent of acceptances in 2000, increasing slightly to 20.2 percent in 2005. In 2000, Whites accounted for 62.5 percent of Top 10 Percent student acceptances compared to 56.8 percent in 2005. African-Americans Top 10 Percent acceptances were up 0.6 percent from 6.9 percent to 7.5 percent of the total. Hispanic Top 10 Percent grew from 19.9 percent to 23.3 percent of the total.

- First-time undergraduate enrollments were flat in 2005. Of African-Americans accepted at universities in 2000, 60.7 percent enrolled at a university; in 2005, only 48.5 percent of those accepted did so. A higher percentage of accepted White students enrolled (70.1 percent in 2000 and 67.5 percent in 2005). The percentage of Hispanic accepted at universities and who enrolled fall between that of African-Americans and Whites, but the 65.9 percent who enrolled in 2000 dropped to 59.2 percent in 2005.

- Even the state's most selective universities, The University of Texas at Austin and Texas A&M University, accepted a high percentage of applicants (together 78 percent in 2000 and 64.3 percent in 2005). The number of White applicants at these institutions was flat between summer/fall 2000 and summer/fall 2005. The number of applicants from all other ethnic and racial groups increased: African-Americans up from 1,438 to 1,969; and Hispanics from 4,470 to 6,357. Of those accepted, a substantially higher percent were in the Top 10 Percent of their high school graduating classes in 2005 than in 2000 (33.2 percent versus 56.1 percent). Of accepted students, 54 percent enrolled in 2000 and 56.4 percent in 2005; 46.2 percent of those who enrolled were in the Top 10 Percent in 2000 and 57 percent in 2005.

- In the table below, Texas public university applicants are tracked by whether they enrolled in higher education, and if so, where. The percentage of applicants and enrollees by ethnicity matches fairly closely. Whites account for a slightly higher percentage of enrollees than applicants. The reverse is true for African-Americans.

- Nearly 60 percent of both Hispanic and Whites who applied enrolled in public or independent higher education in Texas, whereas only 44.3 percent of African-Americans who applied enrolled.

All Applicants by Enrollment Status, 2005	**White**	**African-American**	**Hispanic**	**Other**	**Total**
Enrolled Texas public university	30,792	7,923	13,919	5,692	58,326
Enrolled Texas public CTC	2,952	1,142	4,258	547	8,899
Enrolled Texas independent college or university	3,411	575	1,597	581	6,164
Not Enrolled	25,209	12,133	14,136	6,261	57,739
Total	62,364	21,773	33,910	13,081	131,128
% of Applicants	47.6%	16.6%	25.9%	10.0%	100.0%
% of Enrollees in Higher Education	50.6%	13.1%	26.9%	9.3%	100.0%
Percent of Applicants by Ethnicity					**Percent of Applicants by Sector**
Texas public university	49.4%	36.4%	41.0%	43.5%	44.5%
Texas public CTC	4.7%	5.2%	12.6%	4.2%	6.8%
Texas independent college or university	5.5%	2.6%	4.7%	4.4%	4.7%
Enrolled in Higher Education	59.6%	44.3%	58.3%	52.1%	**56.0%**
Not Enrolled	40.4%	55.7%	41.7%	47.9%	**44.0%**

- Overall, 56 percent of applicants enrolled in higher education in Texas. Hispanics who applied to a university enrolled at a public community college (12.6 percent) more often than applicants of other ethnicities (6.8 percent for all applicants).

Appendix B

Six-Year Graduation Rate of Public University First-Time, Full-Time Undergraduates, Fall 1999 Cohort by Financial Aid Receipt

Financial Aid Type	Ethnicity	No Baccalaureate		Baccalaureate and Above		Total	
		Number	%	Number	%	Number	%
Grant Only	White	731	48.2%	787	51.8%	1,518	3.3%
	African-Am	518	70.5%	217	29.5%	735	1.6%
	Hispanic	1,447	67.3%	704	32.7%	2,151	4.7%
	Asian	115	38.9%	181	61.1%	296	0.6%
	Other	16	57.1%	12	42.9%	28	0.1%
	All	2,827	59.8%	1,901	40.2%	4,728	10.3%
Loan Only	White	1,014	46.7%	1,157	53.3%	2,171	4.7%
	African-Am	278	57.7%	204	42.3%	482	1.1%
	Hispanic	314	57.0%	237	43.0%	551	1.2%
	Asian	49	31.0%	109	69.0%	158	0.3%
	Other	7	46.7%	8	53.3%	15	0.0%
	All	1,662	49.2%	1,715	50.8%	3,377	7.4%
Work Study Only or Work Study Combo	White	275	37.0%	468	63.0%	743	1.6%
	African-Am	367	56.5%	282	43.5%	649	1.4%
	Hispanic	406	46.2%	473	53.8%	879	1.9%
	Asian	35	21.6%	127	78.4%	162	0.4%
	Other	12	63.2%	7	36.8%	19	0.0%
	All	1,095	44.7%	1,357	55.3%	2,452	5.3%
Other Combination of Aid	White	2,095	45.7%	2,485	54.3%	4,580	10.0%
	African-Am	1,403	63.5%	806	36.5%	2,209	4.8%
	Hispanic	1,449	55.8%	1,149	44.2%	2,598	5.7%
	Asian	185	29.5%	443	70.5%	628	1.4%
	Other	25	34.7%	47	65.3%	72	0.2%
	All	5,157	51.1%	4,930	48.9%	10,087	22.0%
Receiving Financial Aid	White	4,115	45.7%	4,897	54.3%	9,012	19.6%
	African-Am	2,566	63.0%	1,509	37.0%	4,075	8.9%
	Hispanic	3,616	58.5%	2,563	41.5%	6,179	13.5%
	Asian	384	30.9%	860	69.1%	1,244	2.7%
	Other	60	44.8%	74	55.2%	134	0.3%
	All	10,741	52.0%	9,903	48.0%	20,644	45.0%
Not Receiving Financial Aid	White	6,129	32.9%	12,484	67.1%	18,613	40.5%
	African-Am	706	56.7%	540	43.3%	1,246	2.7%
	Hispanic	1,486	52.5%	1,345	47.5%	2,831	6.2%
	Asian	457	28.2%	1,162	71.8%	1,619	3.5%
	Other	590	62.2%	359	37.8%	949	2.1%
	All	9,368	37.1%	15,890	62.9%	25,258	55.0%
Statewide	Total	20,109	43.8%	25,793	56.2%	45,902	100.0%

- An examination of the fall 1999 first-time, full-time undergraduate cohort at public universities shows that 45 percent of the students received financial aid; more than 10 percent received grants only; over 7 percent took loans only, 5 percent got work/study and

some other need-based financial aid, and 22 percent received a combination of aid that did not include work/study.

- Of the fall 1999 full-time entering cohort, 56.2 percent graduated with a bachelor's or above within six years. The rate for students who did not receive financial aid was 62.9 percent, compared with 48.5 percent for those who got financial aid.

- For those students receiving financial aid, the small group who received work/study had the highest six-year graduation rate (55.4 percent), followed by students who got loans only (50.8 percent), and then by students who received combinations of aid that did not include work/study (48.9 percent). Those receiving grants only had the lowest graduation rate – 40.2 percent.

- White students in the cohort were the least likely to receive financial aid; only one-third of them received aid. The opposite is true for both African-Americans and Hispanics. Over three-fourths of African-American in the cohort received financial aid as did over two-thirds of Hispanics.

Ethnicity/Race	Financial Aid Status	Total for Financial Aid Status and Ethnicity/Race		Total for Ethnicity/Race
		No Baccalaureate	Baccalaureate or Above	
White	No Financial Aid	32.9%	67.1%	67.4%
	Financial Aid	45.7%	54.3%	32.6%
	Total	**37.1%**	**62.9%**	**100.0%**
African-American	No Financial Aid	56.7%	43.3%	23.4%
	Financial Aid	63.0%	37.0%	76.6%
	Total	**61.5%**	**38.5%**	**100.0%**
Hispanic	No Financial Aid	52.5%	47.5%	31.4%
	Financial Aid	58.5%	41.5%	68.6%
	Total	**56.6%**	**43.4%**	**100.0%**
Asian	No Financial Aid	28.2%	71.8%	56.5%
	Financial Aid	30.9%	69.1%	43.5%
	Total	**29.4%**	**70.6%**	**100.0%**
Other	No Financial Aid	62.2%	37.8%	87.6%
	Financial Aid	44.8%	55.2%	12.4%
	Total	**60.0%**	**40.0%**	**100.0%**
All	No Financial Aid	37.1%	62.9%	55.0%
	Financial Aid	52.0%	48.0%	45.0%
	Total	**43.8%**	**56.2%**	**100.0%**

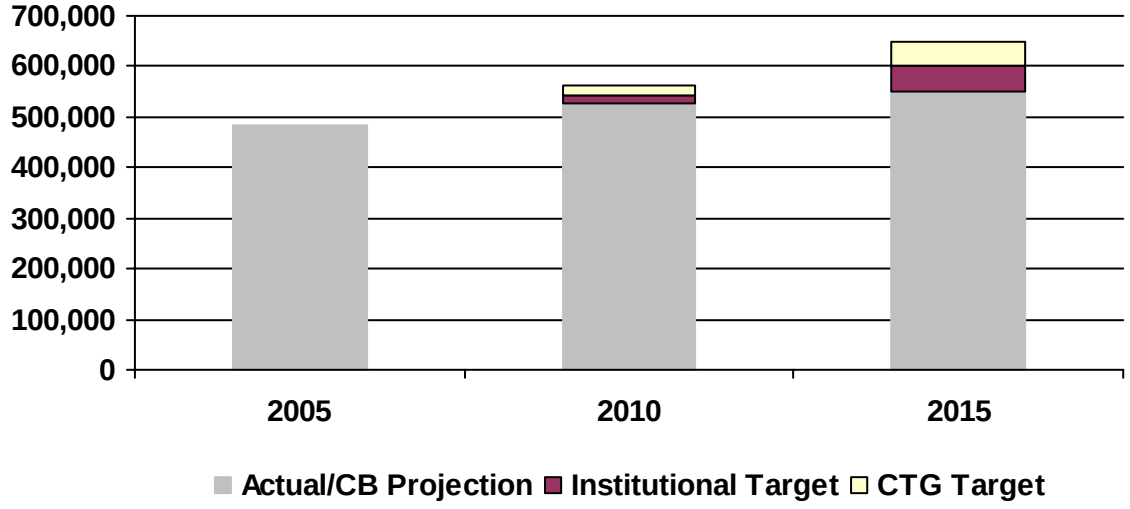
- Asian students graduated at the same rate of about 70 percent whether or not they received financial aid. Of White students, 62.9 percent of the cohort graduates, but only 43.4 percent of Hispanics and 38.5 percent of African-Americans did.

Only students categorized as "Other", which includes American Indian, Pacific Islanders, International, and Unknown, had higher graduation rates for those receiving financial aid than for those who did not.

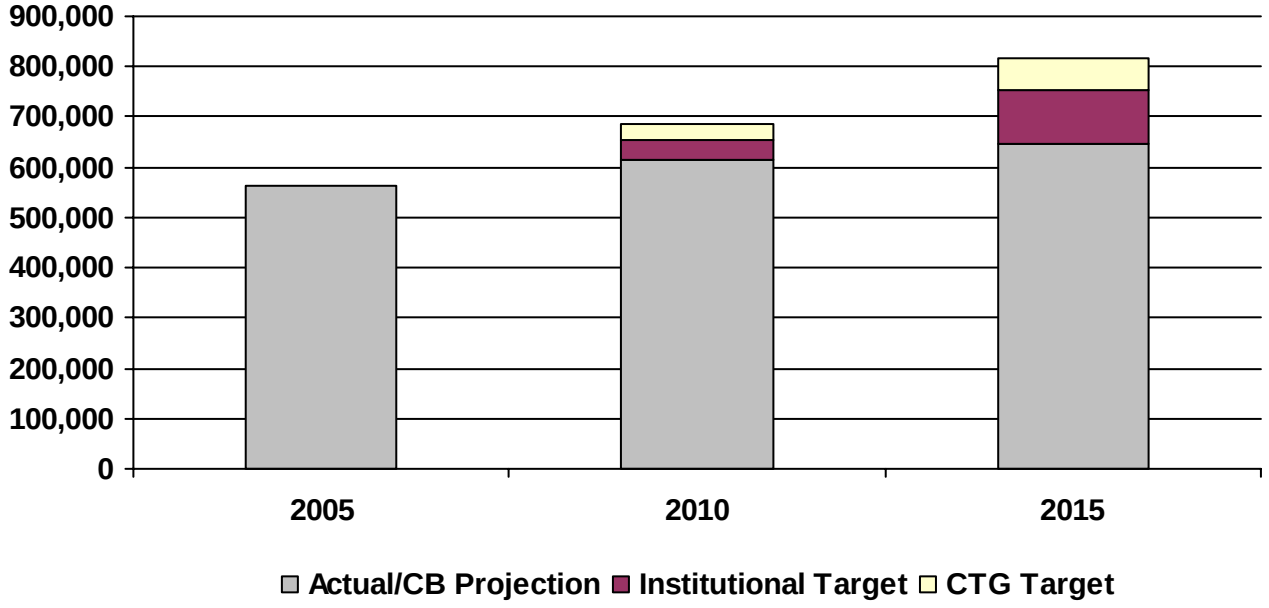
Appendix C

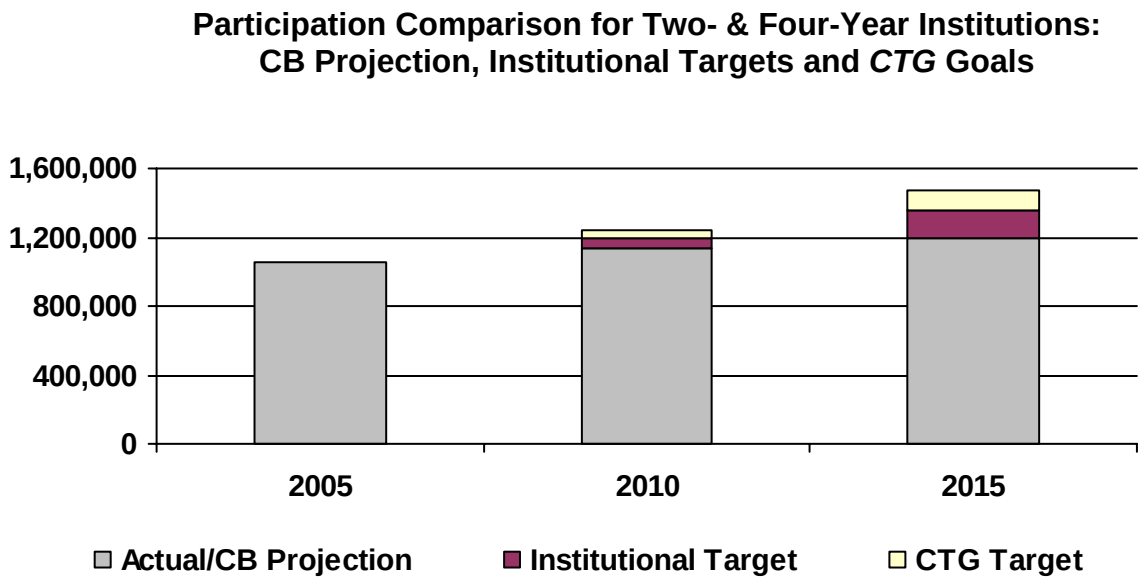
Coordinating Board's *Closing the Gaps* Goals and Targets Compared with Institutional Targets

Participation Comparison for Universities:
CB Projection, Institutional Targets and *CTG* Goals



Participation Comparison for Two-Year Colleges:
CB Projection, Institutional Targets and *CTG* Goals




Participation Comparison for Two- & Four-Year Institutions:
CB Projection, Institutional Targets and *CTG* Goals
1,600,000
1,200,000
800,000
400,000
0
2005
2010
2015
Actual/CB Projection
Institutional Target
CTG Target