Closing the Gaps by 2015:

2007 Progress Report

Texas Higher Education Coordinating Board
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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.

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Introduction

In October 2000, the Texas Higher Education Coordinating Board adopted *Closing the Gaps by 2015: The Texas Higher Education Plan*. The goal of the Plan is to close educational gaps within Texas and between Texas and other leading states by focusing on the critical areas of participation, success, excellence, and research. When introduced, *Closing the Gaps* was greeted by strong support from educational, business, and political communities. The plan has maintained a high level of visibility and support from these and other entities because of its potential to strengthen Texas' economic base, help attract businesses and innovative faculty, generate research funding, improve quality of life, and enhance the overall stature of the state.

At the plan's inception, a primary goal and a number of supporting objectives were adopted for each *Closing the Gaps* goal. Target values for 2015 were set relative to 2000 benchmarks. To assess progress toward meeting the goals, intermediate targets for 2005 and 2010 were identified for most goals. Some targets were modified in 2005 in response to new population projections and accelerated progress towards the goals. Adjustments were also made to incorporate the contributions of independent higher education institutions toward *Closing the Gaps*.

Every summer, the Coordinating Board issues an update on the progress made toward achieving the goals of *Closing the Gaps*. This 2007 progress report presents a summary of findings and data on meeting the major goals and supporting objectives.

Closing the Gaps' current status can be broadly summarized as follows:

- The state has made substantial progress toward meeting several objectives and is close to the 2006 projected value for many others. Limited progress has been made towards a few of the targets.

- Targets for 2010 are challenging. However, based on progress to date, those targets are reachable if the state continues its commitment and drive toward substantial annual progress in every *Closing the Gaps* goal and objective.

Closing the Gaps 2007 Progress Summary

There are 19 measurable goals and targets associated with *Closing the Gaps by 2015*.

As of July 2007, Texas higher education has made the following progress toward *Closing the Gaps* goals and targets:

4 are considered "above target" 8 are considered "on target"
3 are considered "slightly below target" 2 are considered "below target"
1 is considered "well below target" 1 is still under evaluation

Participation

Statewide participation goal	On Target but slowing
African-American participation	On Target
Hispanic participation	Below Target
White participation	Above Target but Declining

Success

Statewide bachelor's and associate's degrees, and certificates success goal	On Target but slowing
Bachelor's Degrees	On Target
Associate's Degrees	Above Target
Doctoral Degrees	Above Target
African-American bachelor's and associate's degrees, and certificates success goal	On Target but Flattening
Hispanic bachelor's and associate's degrees, and certificates success goal	On Target
Technology bachelor's and associate's degrees, and certificates	Below Target
Allied health and nursing bachelor's and associate's degrees, and certificates	Above Target but Declining
Teachers initially certified through all teacher certification routes	Slightly Below Target
Math and science teachers certified through all teacher certification routes	Slightly Below Target

Excellence

National Rankings	Below Target
Program Recognition	On Target
Priority Plan Benchmarks	TBD (Report due in October 2007)

Research

Federal science and engineering research and development obligations	Slightly Below Target
Public institutions' research expenditures	On Target

Summary of Findings

Statewide Goal for Participation: By 2015, increase enrollment at public and independent institutions by 630,000 students. The 630,000 more students would bring Texas public and independent higher education enrollment to 1,650,000 students. The target enrollment for 2010 is 1,432,000 students.

- Enrollment has increased every year since 2000 at public and independent institutions. By fall 2006, about 217,000 more students were enrolled, about one-third of the 630,000 additional students needed by 2015.

- Despite substantial early growth, statewide enrollment began slowing down around fall 2003, reflecting limited growth for each of the three major ethnic groups in Texas: White, Hispanic, and African-American.

- The African-American participation rate increased substantially since *Closing the Gaps* started and is now nearly equal to the White participation rate.

- To reach the 2010 target for Hispanic students, the growth rate in the next four years must match the 40 percent rate during the first six years of *Closing the Gaps*.

- Public and private institutions need to reverse the recent two-year decline in White enrollment.

Statewide Goal for Success: By 2015, increase the number of bachelor's and associate's degrees and certificates (BACs) to 210,000 at public and independent institutions. By 2010, increase the number of BACs to 171,000. The 2010 target is 54,700 additional BACs; to achieve the 2015 goal would require awarding 93,700 more BACs than in 2000.

- Awards of BACs have increased every year since 2000 at public and independent institutions. The total increase through FY 2006 of about 31,000 awards is approximately one-third of the increase needed by 2015.

- As with enrollment, growth of BAC awards has slowed in recent years or, in the case of African-Americans, virtually leveled off. Awards need to increase for all ethnic groups – statewide – to meet 2010 and 2015 targets, but particularly for Hispanics.

- As a group, undergraduate degrees and certificates in technology (computer science, engineering, math, and physical science) have steadily declined since FY 2003. The increase in math and engineering awards has been outweighed by the decline in computer science and physical science awards. More awards are needed in all technology fields to meet the 2010 target.

- Institutions are well on the way to meeting the 2010 target for doctoral degrees.

Statewide Goal for Excellence: By 2015, substantially increase the number of nationally recognized programs or services at colleges and universities.

- UT-Austin, Texas A&M, Baylor College of Medicine, Rice University, UT Southwestern Medical Center, and UT M.D. Anderson Cancer Center were ranked in the top group of American research universities in the 2006 annual report issued by The Center for Measuring University Performance.

- UT-Austin improved its ranking to a tie for 13th place among national public universities in *U.S. News & World Report's* 2007 ratings guide.

- All public higher education institutions in Texas have identified at least one program to develop for national recognition, and virtually all have already received recognition in one or more areas.

Statewide Goal for Research: By 2015, increase the Texas share of federal obligations for science and engineering research and development (R&D) to 6.5 percent of the national total at public and independent institutions. By 2010, increase the share to 6.2 percent.

- Texas was the only state among the top 10 to show a decrease (3.1 percent) in federal obligations for science and engineering research and development from FY 2003 to FY 2004 (the most recent year for which data were available). This dropped the state's share of national obligations to 5.7 percent. In the prior years, Texas' R&D funding increased faster than most of the other top 10 states.

- Texas appears to be on track to meet the 2007 intermediate target for total expenditures (not just federally-supported research) for research and development at public universities and health-related institutions.

A Closer Look

The next section of this report highlights each *Closing the Gaps* goal, detailing the progress that has been made and the challenges that are ahead.

Progress toward the participation goal and targets is generally cited as the change from 2000 when *Closing the Gaps* started. In contrast, the success goals and targets, like the wording in *Closing the Gaps,* concern the total number of awards made, not just the growth in awards given.

Target evaluation is based on the fall 2006 or FY 2006 levels compared to the trend line to reach the 2010 targets. Participation data are for the fall semester, while success data are given for fiscal years.

Detailed data are in the Appendices.

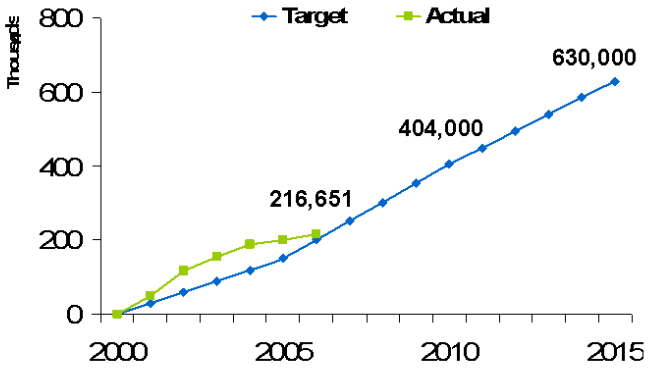
Closing the Gaps in Participation Goal: By 2015, close the gaps in participation rates across Texas to add 630,000 more students.

Participation Target: Increase the overall Texas higher education participation rate from 5 percent in 2000 to 5.6 percent by 2010 and to 5.7 percent by 2015.

On Target But Slowing

Statewide, about 1,019,000 students enrolled in public and independent higher education institutions in 2000. From 2000 to 2006, enrollment grew by another 216,651, or 21.3 percent. Statewide that means enrollment was 5.3 percent of Texas' 2006 population, up from 5.0 percent in 2000. The 2010 state target is 5.6 percent, which means enrollment must increase another 15.1 percent or 187,000 more students between 2006 and 2010.

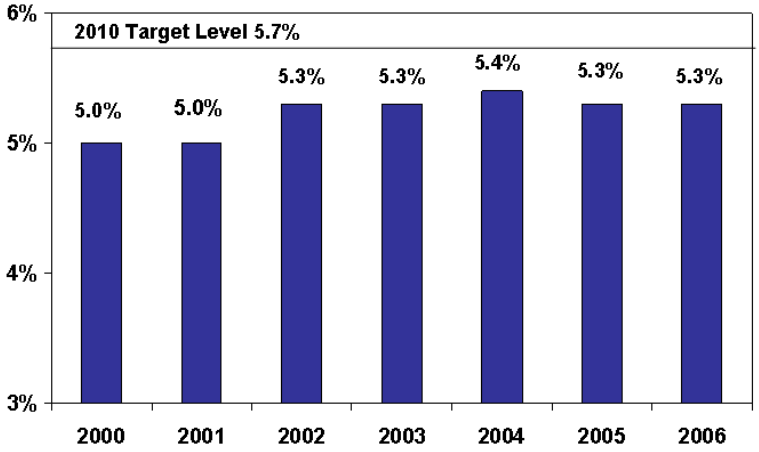
Change in Public and Independent Higher Education Institutions' Enrollment from Fall 2000



Examining only the 2000 and 2006 starting and ending points for this report's progress period hides shorter term trends. Enrollment escalated at the brisk pace of 15.2 percent in the first three years of *Closing the Gaps.* In the following three years, year-to-year growth has been minimal, only 5.2 percent from 2003 to 2006.

All charts on participation data show changes since 2000 to match the *Closing the Gaps* goal.

Percent of Population Attending Public and Independent Higher Education Institutions



Some of the slowing in growth is attributable to lower enrollment rates for first-time undergraduates. Between fall 2004 and fall 2005, first-time enrollment dropped at both public universities and community-technical colleges and for all ethnic and racial categories. Fortunately, this decline was not followed by a further decline in first-time undergraduates between fall 2005 and fall 2006. But the number of new students was still less than those who began higher education in fall 2003 and fall 2004.

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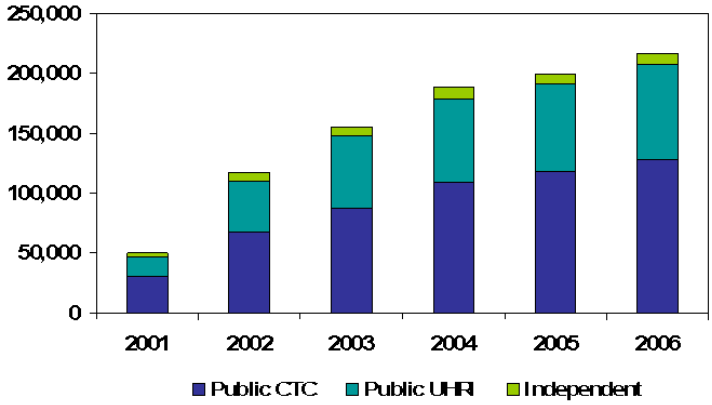
Freshman Percentage of Enrollment

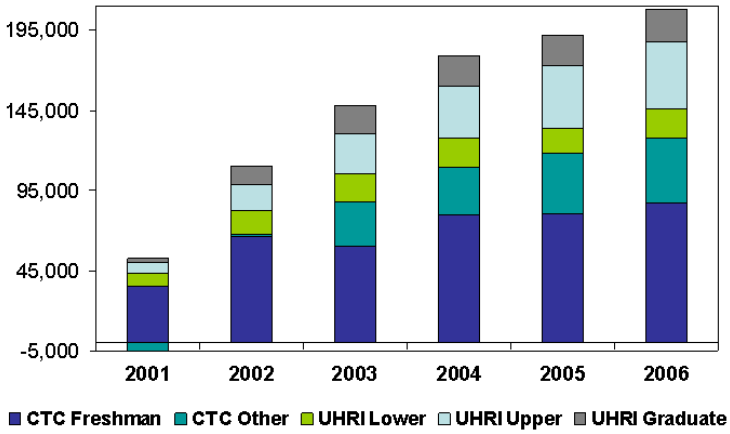
First-time enrollees are not the only higher education freshmen. In addition to the nearly 180,000 first-time students in fall 2006, another 284,000 enrollees were returning freshmen.

Freshmen represent a huge percentage of students at public higher education institutions. They account for over 40 percent of students for all ethnic/racial groups except Asians and Others. The percentage of African-American and Hispanic students who are freshmen remained basically unchanged from 2000 to 2006 at about 47 percent. (See Appendix A-3.)

Change in Public and Independent Higher Education Enrollment from 2000 Levels



Change in Public Enrollment by Classification of Students from 2000



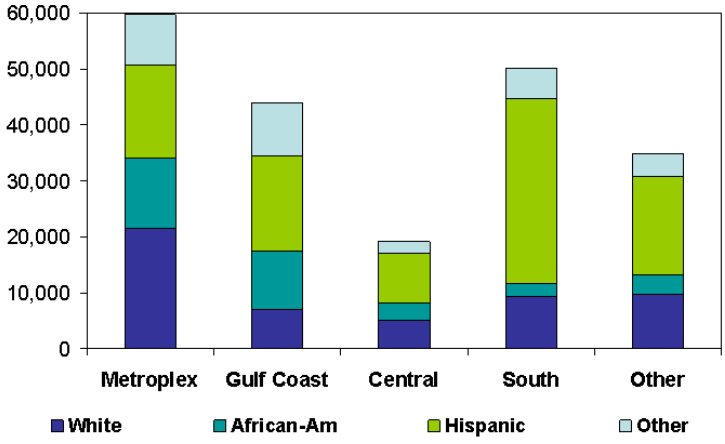
As a group, lower-division students (freshmen and sophomores) accounted for approximately 63 percent of all higher education enrollments from 2000 to 2006.

Persistence of freshmen and sophomores is integral to achieving the participation goal of *Closing the Gaps*. Their persistence also increases the likelihood of improving undergraduate awards and achievement of the *Closing the Gaps* success goal.

Regional Enrollment Progress

The change in enrollment from fall 2000 to fall 2006 was greatest in the Metroplex area followed by the South Texas and Gulf Coast regions.

Change in Public Higher Education Enrollment by Region of Institutions, Fall 2000 to Fall 2006



Participation Target: 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.

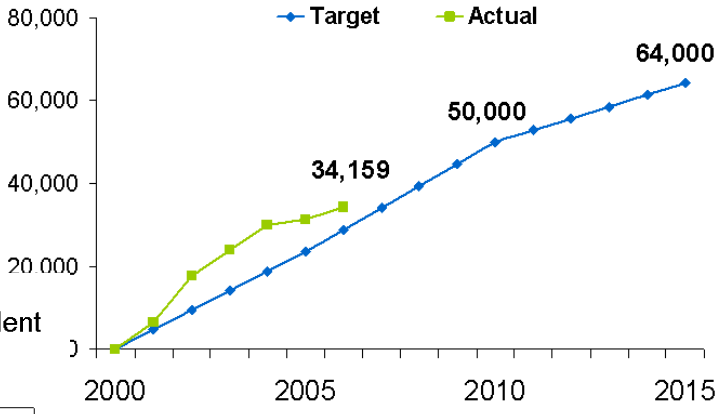
On Target

The 2010 *Closing the Gaps* target for African-Americans of 5.6 percent of the population equals a total of 158,300 students or nearly 50,000 more than enrolled in fall 2000.

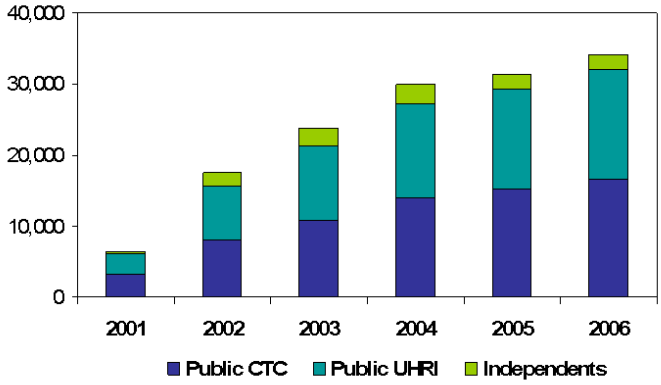
Enrollment of African-Americans was 142,622 in fall 2006 or 31.5 percent higher than it was six fall semesters earlier in 2000, and it only needs to increase an additional 11.0 percent in the next four fall semesters to meet the 2010 target.

The fall 2006 enrollment is equivalent to a participation rate of 5.4 percent of the estimated population. In 2000, the African-American participation rate was 4.6 percent.

Change in African-American Public and Independent Higher Education Enrollment



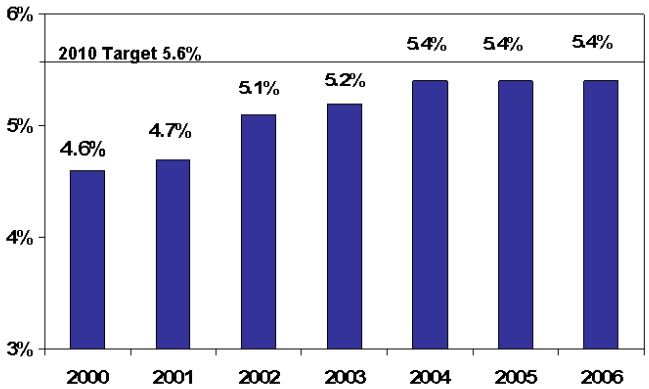
Change in African-American Public and Independent Higher Education Enrollment from 2000



The rapid improvement in this participation rate is one of the most important accomplishments since the start of *Closing the Gaps.*

Public two-year and four-year institutions each contributed 47 percent of the increase in African-American enrollment. Independent institutions contributed the remaining 6 percent.

Percent of African-American Population Attending Public and Independent Higher Education Institutions



African-American males increased their enrollment in public institutions by 10,277 (30.6 percent) from 2000 to 2006, but their share relative to African-American females dropped from 37.0 to 35.7 percent. Male enrollment at public two-year institutions grew by only 27.2 percent versus an increase of 37.1 percent for African-American females.

Participation Target: 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.

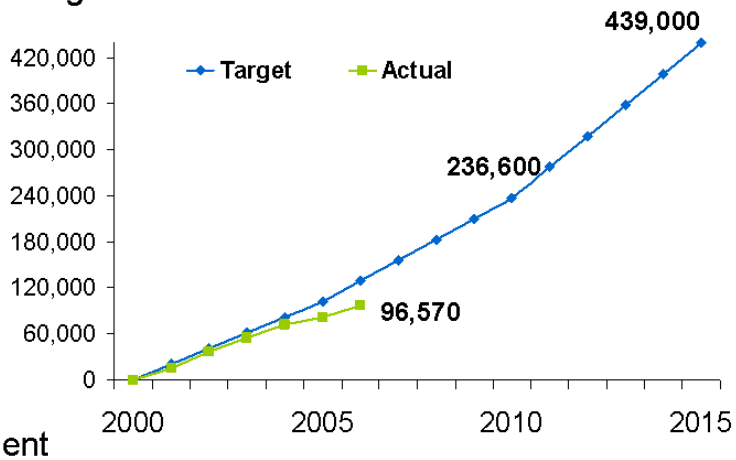
Below Target

Hispanic enrollment grew 40.7 percent from fall 2000 to fall 2006, the fastest rate of any racial/ethnic group. Public community and technical colleges were responsible for 62 percent of the enrollment increase, and public universities for another 34 percent.

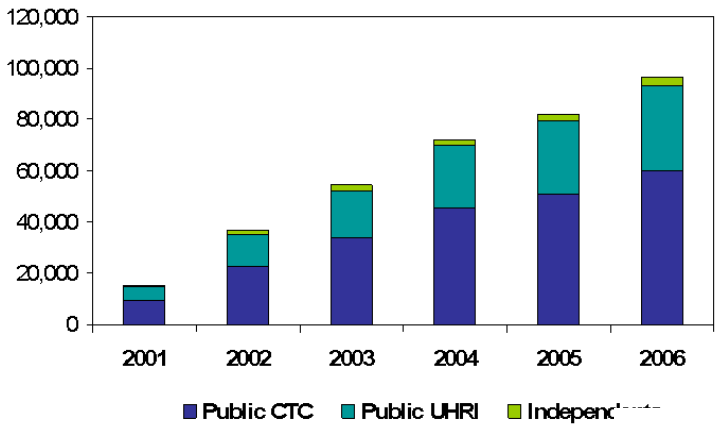
In spite of the tremendous increase, higher education participation by Hispanics is still lower than for Whites, African-Americans, and Other groups. In fall 2000, only 3.7 percent of Hispanics attended public and independent institutions, compared with the statewide rate for all racial/ethnic groups of 5.0 percent. Although Hispanic enrollment in higher education has increased substantially in the past six years, the participation rate has grown to only 3.9 percent of the population. Hispanic males' share of enrollment at public institutions relative to Hispanic females fell from 42.0 percent to 40.8 percent between 2000 and 2006.

The Hispanic population in Texas is projected to grow by 47 percent from 2000 to 2010. The 2010 target is to enroll 4.8 percent (or 1.1 percentage points more) of the Hispanic population. Therefore, Hispanic participation must increase by another 41.9 percent, the largest percentage of any racial/ethnic group, in order to reach the 2010 target.

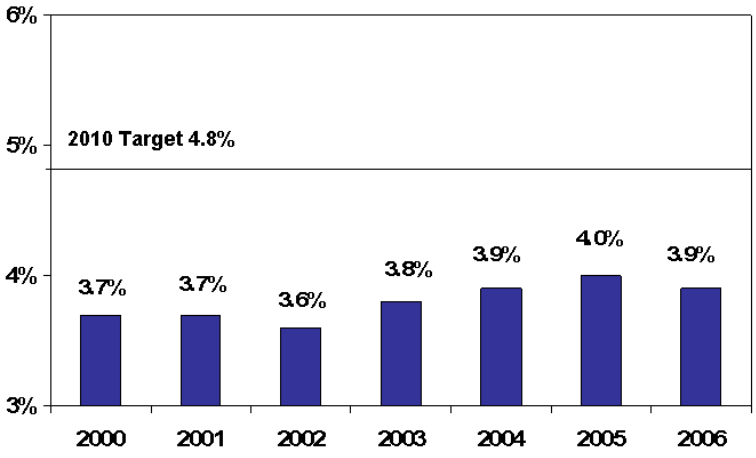
Change in Hispanic Public and Independent Higher Education Enrollment from Fall 2000



Change in Hispanic Public and Independent Higher Education Enrollment from 2000



Percent of Hispanic Population Attending Public and Independent Higher Education Institutions

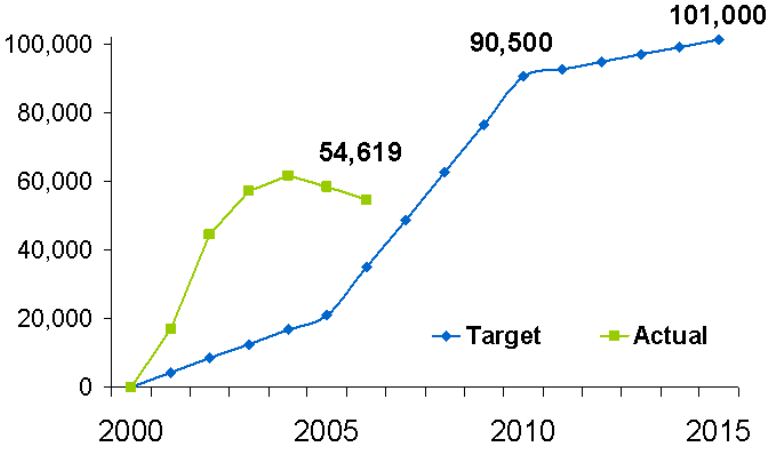


Participation Target: Increase the higher education participation rate for the White population of Texas from 5.1 percent in 2000 to 5.7 percent by 2010 and to 5.7 percent by 2015.

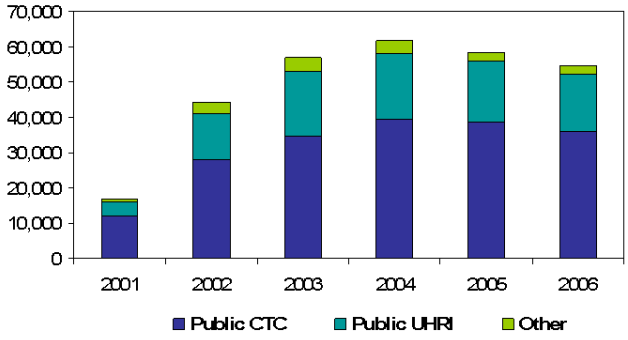
Above Target But Declining

Enrollment of White students has exceeded that of African-Americans and Hispanics in both absolute number and in the percentage of the population participating. But recent enrollment trends show that White participation cannot be taken for granted.

Change in White Public and Independent Higher Education Enrollment from Fall 2000

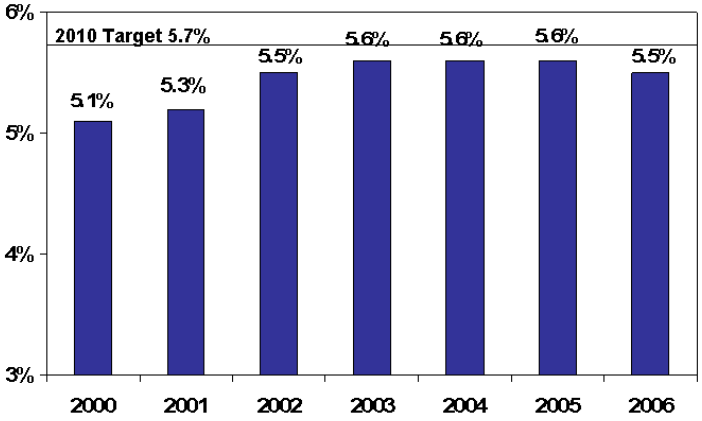


Change in White Public and Independent Higher Education Enrollment from 2000



White enrollment dipped, not just between 2004 and 2005 when other racial and ethnic groups saw slower growth, but also in 2006. The drop in White participation decreased the percentage of the population attending higher education from 5.6 percent in 2003, 2004, and 2005, to 5.5 percent in 2006. Even so, the rate represented a real improvement over the 5.1 percent noted when *Closing the Gaps* started in 2000.

Percent of White Population Attending Public and Independent Higher Education Institutions



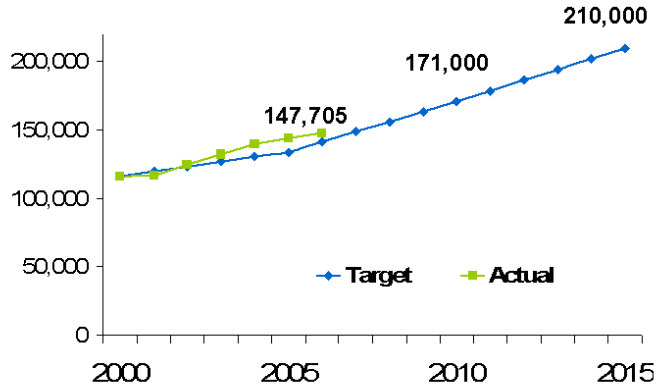
White males had 43.7 percent of the fall 2006 White enrollment at public institutions, higher than the rate for African-American and Hispanic males. However, White males also saw a decline in share from 2000, when they had 44.4 percent of the public enrollment.

***Closing the Gaps* in Success Goal: By 2015, award 210,000 undergraduate degrees, certificates, and other identifiable student successes from high quality programs.**

Success Target: 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.

On Target But Slowing

Public and Independent Institutions' Bachelor's, Associate's, and Certificates

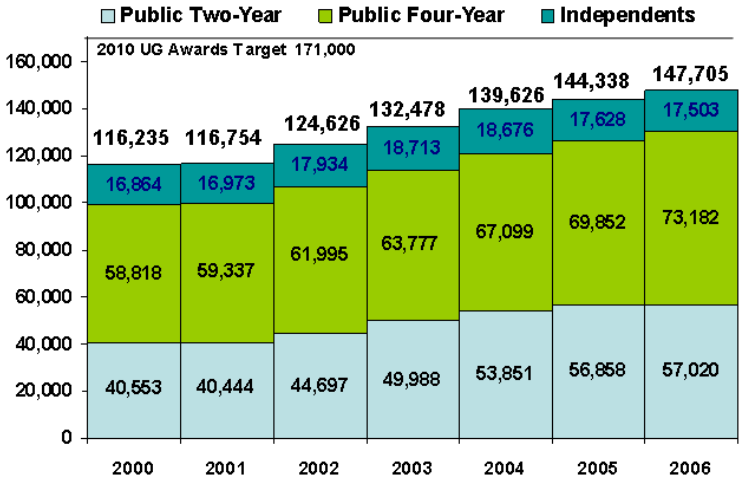


Bachelor's and associate's degrees, and certificates (BACs) increased by 27.1 percent at public and independent institutions between FY 2000 and FY 2006. This was sufficient progress to place awards just above the target trend line.

The annual increase in awards for 2002, 2003, and 2004 was more than 7,000 per year. The rate of growth dropped in 2005, and in 2006, only 3,367 more BACs were given – half the earlier years' levels. To reach the 2010 CTG target, these awards must increase another 15.8 percent.

Unlike the participation charts, all charts showing success data reflect the total number of awards given to match the *Closing the Gaps* goal.

Public and Independent Higher Education Institutions' Number of BAC Awards, 2000-2006

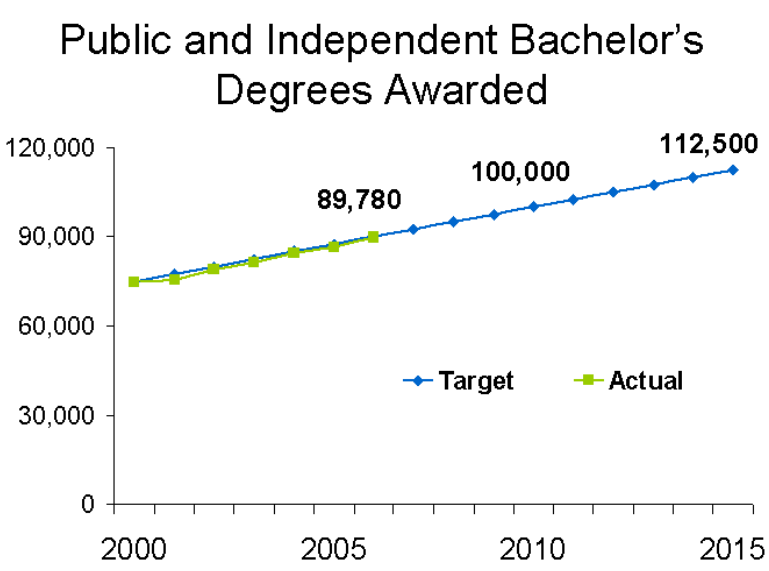


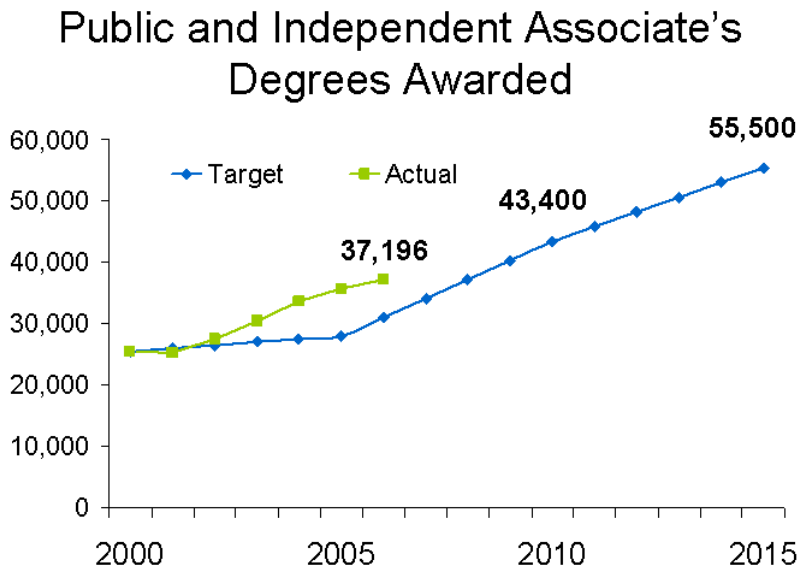
Success Targets: Increase the number of students completing bachelor's degrees to 100,000 by 2010 and to 112,500 by 2015.

Increase the number of students completing associate's degrees to 43,400 by 2010 and to 55,500 by 2015.

Bachelor's: On Target; Associate's: Above Target

In 2000, higher education institutions awarded 74,906 bachelor's degrees. By 2006, institutions awarded an additional 14,874 (20 percent more), raising the total to 89,780. The increase accounted for 47.3 percent of the increase in undergraduate awards. Bachelor's degrees have been tracking the 2015 trend line exactly. To continue to track the trend line, institutions must award 10,220 (11.4 percent) more bachelor's degrees in 2010 to meet the CTG target of 100,000 degrees.





Public and independent institutions awarded 37,196 associate's degrees in FY 2006, 45.4 percent more than in FY 2000. They must award 43,400 of these degrees in 2010 to reach the CTG target, a 16.7 percent increase.

The growth in associate's degrees prompted an adjustment to the 2010 and 2015 targets, altering the slope of the trend line. Associate's awards remained substantially above the revised 2006 projected level, but showed a slowing trend.

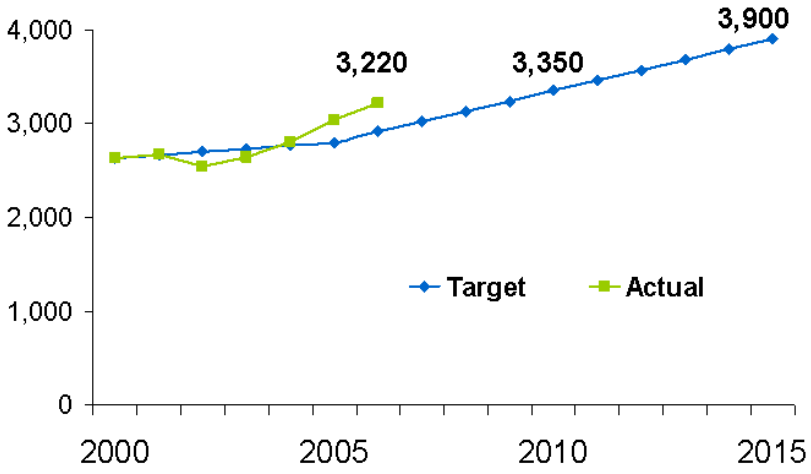
Success Target: Increase the number of students completing doctoral degrees to 3,350 by 2010 and to 3,900 by 2015.

Above Target

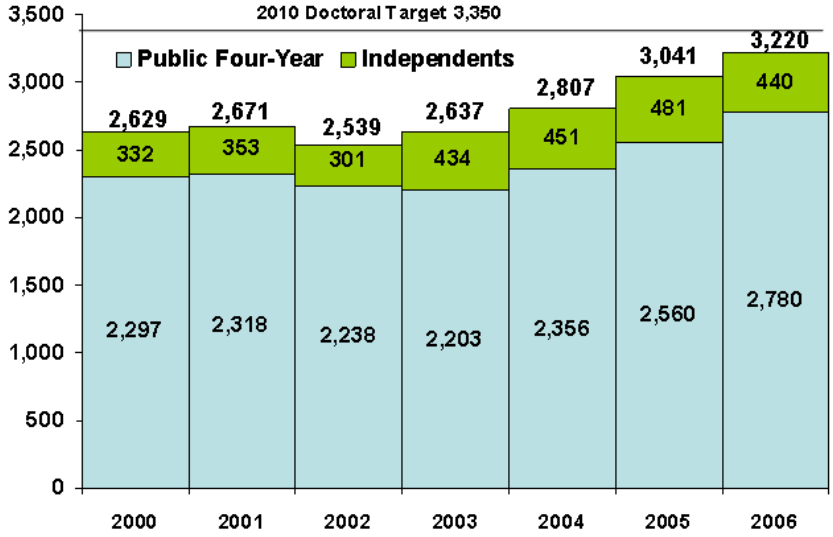
Awards of doctoral degrees were basically flat from 2000 until 2003. Then in 2004, the number started to increase. In both 2005 and 2006, doctoral degrees escalated by over 200 awards each year, which raised doctoral awards above the target line.

Doctoral degrees bestowed in 2006 are only 130 awards below the 2010 CTG target of 3,350.

Public and Independent Higher Education Institutions' Doctoral Degrees Awarded



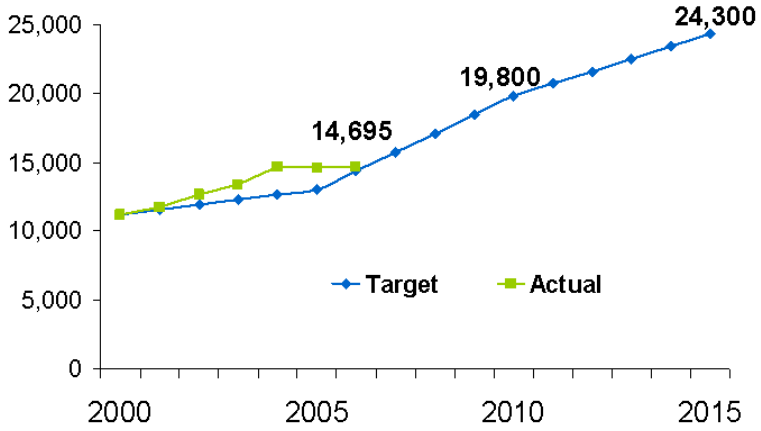
Public and Independent Higher Education Institutions' Number of Doctoral Degrees Awarded



Success Target: 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.

On Target But Flattening

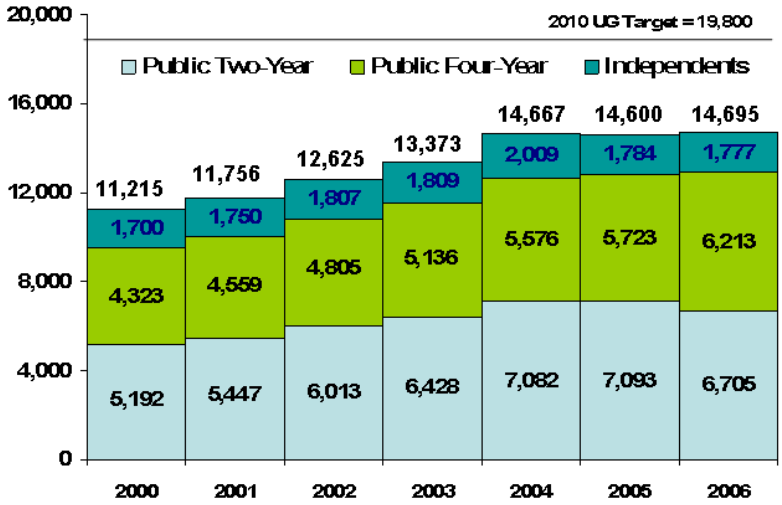
African-American Public and Independent Institutions' Bachelor's, Associate's, and Certificates



Undergraduate degrees and certificates earned by African-American students increased by over 5,000 awards between FY 2000 and FY 2006. This was a 31 percent increase. Four-year public institutions gave 1,890 more awards, and two-year institutions, 1,513 more.

Despite significant progress made from 2000 to 2004, there has been no growth in undergraduate awards to African-Americans in the past two years. Instead of exceeding the trend line, African-American awards are now only at the target line. Without better performance in FY 2007, the state will be below its target for these awards for the first time.

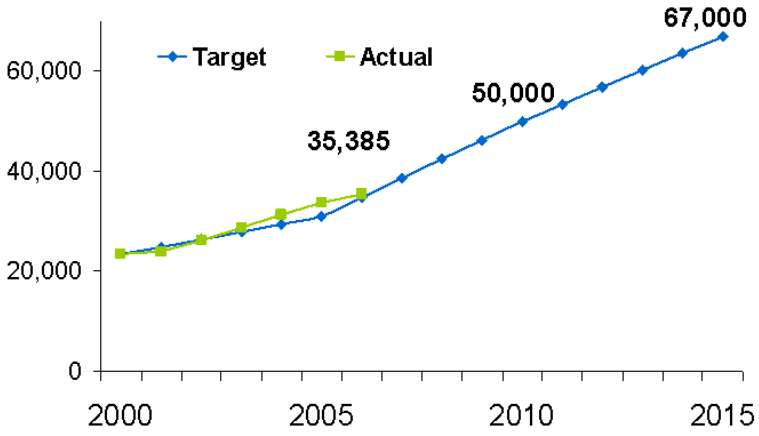
Public and Independent Higher Education Institutions' BAC Awards to African-Americans



Success Target: 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.

On Target

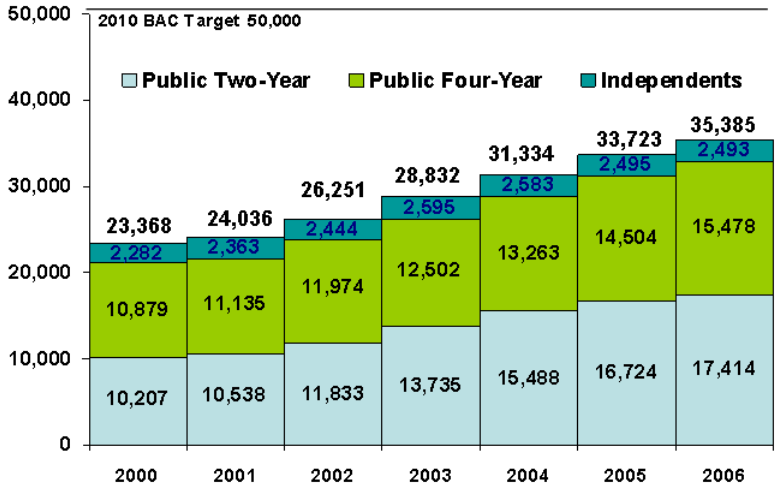
Hispanic Public and Independent Institutions' Bachelor's, Associate's, and Certificates



BACs conferred on Hispanics grew by a substantial 51.4 percent from FY 2000 to FY 2006, more than 20 percent more than BAC awards overall.

Despite this impressive growth, the increase in the Hispanic population means that even more progress must be made. The 35,385 awards given in 2006 only matches the trend line value. In fact, the target line is much steeper than the actual awards trend line for the last two or three years. To reach the 2010 target of 50,000, another 15,000 BACs must be conferred, which amounts to a 41.3 percent increase over 2006 awards.

Public and Independent Higher Education Institutions' BAC Awards to Hispanics

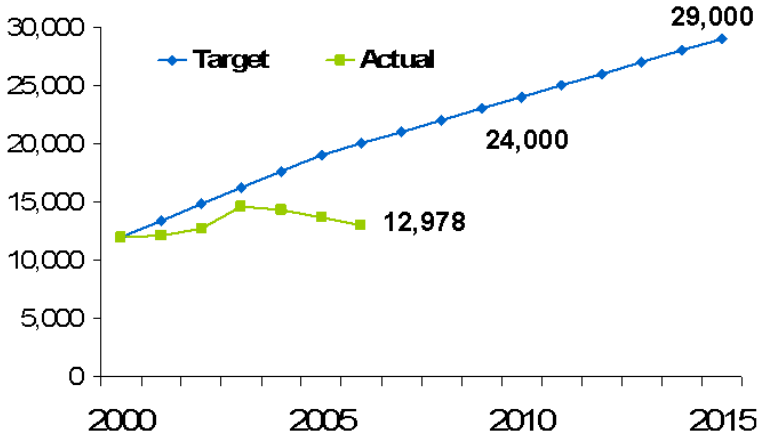


Success Target: Increase the number of students completing engineering, computer science, math, and physical science bachelor's and associate's degrees, and certificates from 12,000 in 2000 to 24,000 by 2010 and to 29,000 by 2015.

Well Below Target

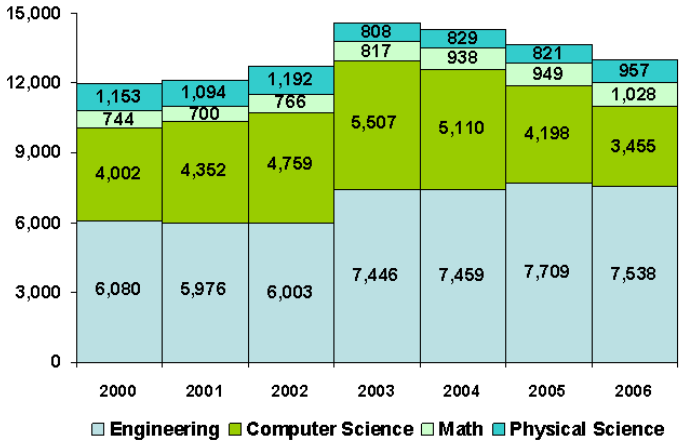
Undergraduate degrees and certificates in technology (computer science, engineering, math, and physical science) from public institutions have steadily declined from a peak level of 14,578 in FY 2003 to 12,978 in FY 2006 (an amount only 8.3 percent higher than in FY 2000). Institutions must award 84.9 percent more technology degrees and certificates in 2010 to close the 11,000-award gap with the CTG target of 24,000.

Public Higher Education Institutions' Bachelor's, Associate's, and Certificates in Technology Awarded

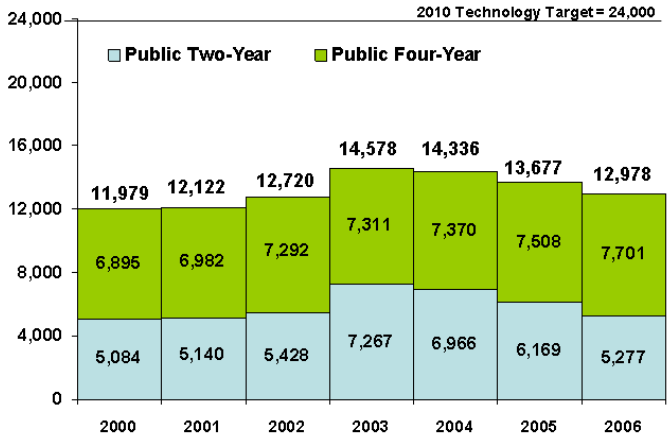


Engineering and math awards have improved slightly since 2000, while computer science and physical science awards have declined.

Public Higher Education Institutions' Technology Degrees Awarded by Field



Public Higher Education Institutions' Technology Degrees Awarded



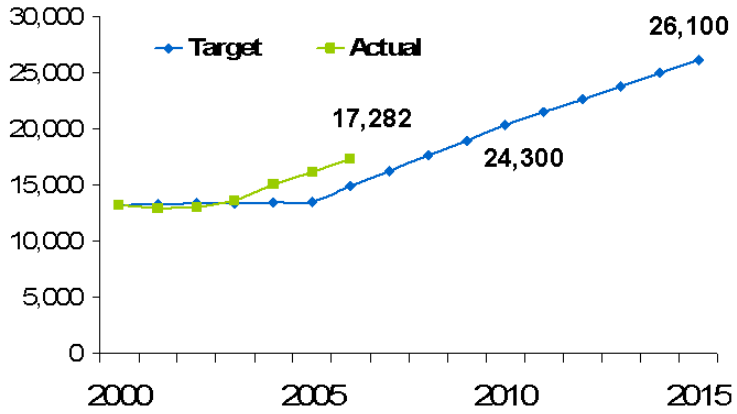
Success Target: Increase the number of students completing allied health and nursing bachelor's and associate's degrees, and certificates to 20,300 by 2010 and to 26,100 by 2015.

Above Target

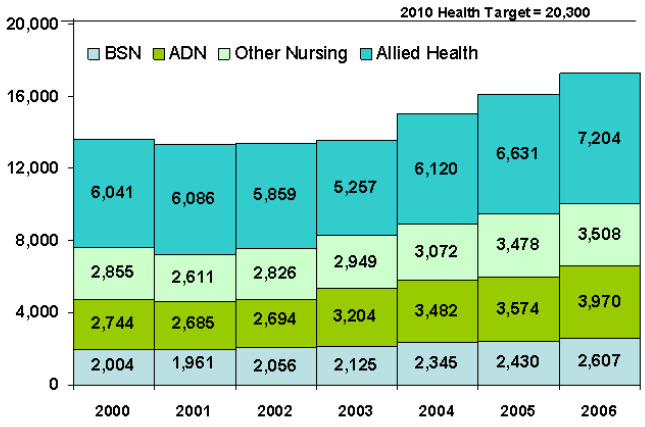
Unlike technology awards, health and nursing degrees and certificates from public institutions have steadily increased since a modest decline between 2000 and 2001. The growth from 2000 to 2006 was 30.9 percent, and further growth of 17.5 percent is needed to meet the 2010 CTG target.

The need for nursing and allied health professionals prompted the Texas Legislature to implement programs to encourage and support efforts to increase the number of graduates. Perhaps as a result of the incentive funding, undergraduate awards in these fields began increasing.

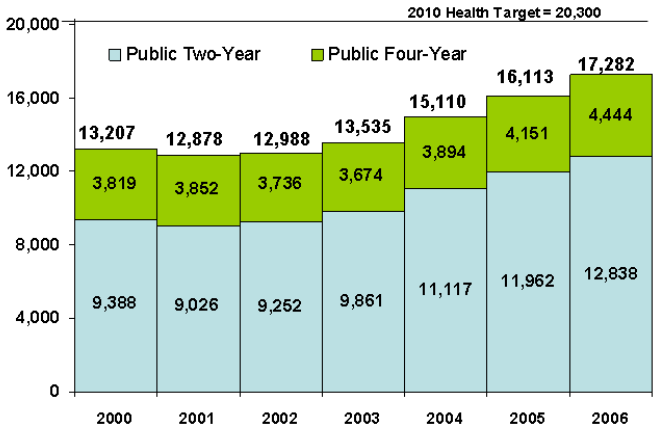
Public Higher Education Institutions' Bachelor's, Associate's, and Certificates in Allied Health & Nursing



Public Higher Education's BAC Awards in Allied Health and Nursing Fields



Public Higher Education's BAC Awards in Allied Health and Nursing by Sector



Success Targets: Increase the number of teachers initially certified through all teacher certification routes to 34,600 by 2010 and to 44,700 by 2015.

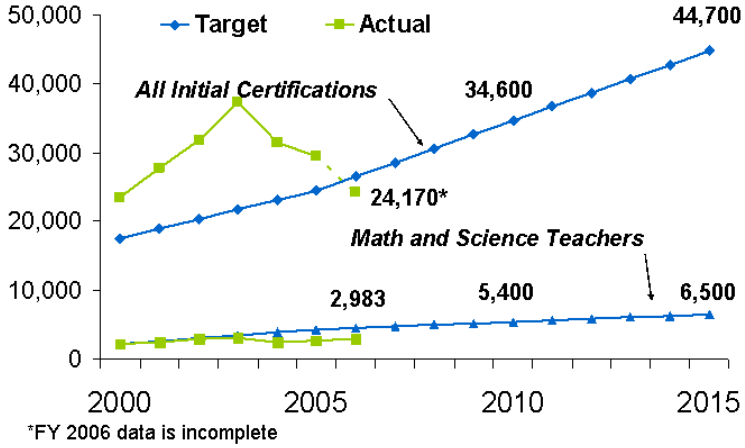
Increase the number of math and science teachers certified through all teacher certification routes to 6,500 by 2015.

All Certifications: Slightly Below Target; Math/Science Certifications: Slightly Below Target

Initial teacher certifications for FY 2006 may not be complete, as the background checking process can delay the actual certification of individuals who are in that cohort.

FY 2005 certifications from traditional teacher education programs at universities and from all other routes are above the target line.

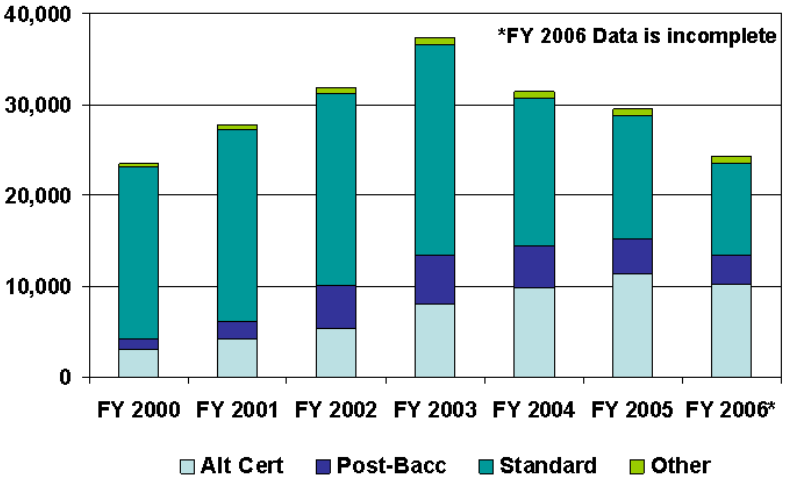
Teacher Education Initial Certificates All Routes Total and Math/Science



Since 2000, certifications showed a pronounced spike in FY 2003. The spike is likely the result of changes in certification procedures that prompted many prospective teachers to apply for certification prior to FY 2004.

Initial certifications for math and science teachers are the bottom two lines on the chart above. Qualified teachers are critical to help adequately prepare students to pursue technology degrees and certificates in higher education, but the number of initial certifications in math and science has not grown appreciably since the start of *Closing the Gaps*. The state is not on track to meet its 2010 target.

Initial Teacher Certifications by Program Route



In FY 2000, 78 percent of math/science teachers graduated from traditional university programs. By FY 2006, the traditional university programs' share had declined to 40 percent and alternative certification programs had risen to 44 percent of initial certifications.

Closing the Gaps in Excellence Goal: to substantially increase the number of nationally recognized programs/services.

Excellence Targets: Increase the number of research institutions ranked in the top 10 among all research institutions from zero to one, and two additional research universities ranked in the top 30 by 2010; increase the number of public research universities ranked in the top 10 among all public research universities from zero to two, and four ranked among the top 30 by 2015.

Increase the number of public liberal arts universities ranked in the top 30 among all public liberal arts institutions from zero to two by 2010, and four by 2015.

Increase the number of health science centers ranked among the top 10 medical institutions from zero to one by 2010, and two by 2015.

Below Target

U.S. News & World Report (U.S. News)

U.S. News publishes the best-known national rankings of higher education institutions annually. The 2007 rankings placed UT-Austin in a tie for number 13 and Texas A&M in a tie for number 21 among national public universities. The table below shows the rankings for selected years. It indicates that UT-Austin has gradually moved up, while Texas A&M has improved recently following a loss of rank.

Rankings of National Public Universities by *U.S. News*

Institution	1999	2002	2003	2007
Texas A&M	15	15	24	21 (tie)
UT-Austin	17	15	14	13 (tie)

UT-Austin ranked in the *U.S. News* 2007 top 10 public schools in business and engineering, education, and law. It also had highly ranked graduate programs in a number of other areas. It was the number four public "best value" for undergraduate programs. Texas A&M's rankings among the top 10 public schools in engineering and was the number three "best value" for public undergraduate programs. UT-Southwestern Medical Center, Texas Woman's University, and UT-Dallas also had highly ranked programs in specialty areas.

Few Texas public institutions are classified by *U.S. News* as liberal arts; most are considered comprehensive or master's institutions. Top ranked Texas liberal arts institutions were: Southwestern University at number 57 and Austin College at number 74. Though the ranking

methodology utilized by *U.S. News* has been questioned, it appears clear that no Texas public liberal arts university is near to meeting the *Closing the Gaps* goal.

U.S. News ranks research and primary care medical programs separately. Texas primary care programs in the top 53 institutions are Baylor College of Medicine (COM) (tied at number 11), UT Southwestern Medical Center (tied at number 18), and University of North Texas Health Science Center (tied at number 34 – and only osteopathic program ranked). Texas also has two institutions in the top 51 of medical research programs: Baylor COM (tied at number 10) and UT-Southwestern Medical Center (number 19).

The Center for Measuring University Performance

The Center for Measuring University Performance ranked six Texas public and private universities in its top group of American research universities for its 2006 annual report, as shown in the table below. The Center ranked institutions on the basis of nine measures, including research expenditures, endowments, National Academy members, doctorates granted, and SAT/ACT ranges.

Rankings of Research Universities by The Center, 2006 Annual Report

Institution	Rank Public & Private	Rank Public	Rank Private
UT-Austin	29 (tie)	12 (tie)	-
Texas A&M	32	18	-
Baylor College of Medicine	40 (tie)	-	26
Rice University	42	-	30
UT Southwestern Medical Center	43	19 (tie)	-
UT M.D. Anderson Cancer Center	51	32 (tie)	-

Seven of UT-Austin's measures ranked in the top 25 of all public universities, ranging from doctorates granted in 2005 (number three) to total research dollars in 2004 (number 21). Texas A&M ranked number two in endowment assets in 2005 among public universities.

Excellence Targets: Each college and university will have identified by 2002 at least one program to achieve nationally recognized excellence.

Community and technical colleges and universities will have at least one program or service nationally recognized: 75 percent of the institutions by 2010 and 100 percent by 2015.

On Target

Past progress reports on *Closing the Gaps* noted that all Texas public higher education institutions had identified at least one program to develop for national recognition, and that all received national recognition of some type in one or more programs.

As mentioned in the 2006 progress report, Richland College received the 2005 Baldrige Award in April 2006 for quality and organizational excellence. It was the first and only community college in the nation to receive this very prestigious award. The Alamo Community College District's Northwest Vista College recently was given a Texas Quality Award, which usually is preliminary to applying for the national Baldrige Award.

Eight community colleges and systems in Texas participated in the 2006 National Community College Benchmark Project. In this project, the institutions reported outcome and effectiveness data and received reports of benchmarks and aggregated comparative data from other institutions. Richland College was one of the participants.

Excellence Target: Meet all benchmarks of the Priority Plan to Strengthen Education at Texas Southern University and Prairie View A&M University.

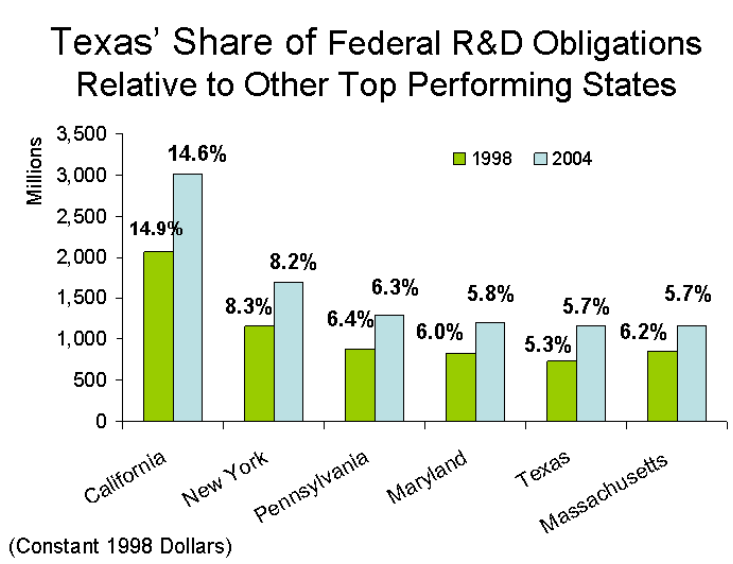
Report Will Be Issued Fall 2007

An updated report on the Priority Plan will be prepared for the October 2007 Coordinating Board meeting.

***Closing the Gaps* in Research Goal: 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, from 5.5 percent in FY 2000. Increase to 6.2 percent by 2010.**

Slightly Below Target

Texas' public and independent higher education institutions received federal research and development (R&D) obligations for science and engineering of $1.34 billion in FY 2004. This amount represented a decline of $42.3 million or 3.1 percent from FY 2003 obligations of $1.39 billion.



From FY 2003 to FY 2004, national R&D obligations increased 4.4 percent, but Texas' share of national R&D obligations dropped from 6.1 percent in FY 2003 to 5.7 percent in FY 2004. Nonetheless, the upward movement of Texas' share of obligations since FY 2000 puts it slightly below the level needed to stay on target for 2010.

The decline was the result of reduced federal R&D obligations at a broad range of institutions: UT Southwestern Medical Center, Rice University, the University of Houston, Texas Tech University, UT-Austin, the UT System, and Texas A&M institutions and system.

Texas was the only state among the top 10 to show a decrease in federal obligations in FY 2004. The other nine states increased their obligations collectively by an additional 6.2 percent of the national total. The top five states were California ($3.46 billion), New York ($1.95 billion), Pennsylvania ($1.49 billion), Maryland ($1.38 billion), and Texas ($1.34 billion).

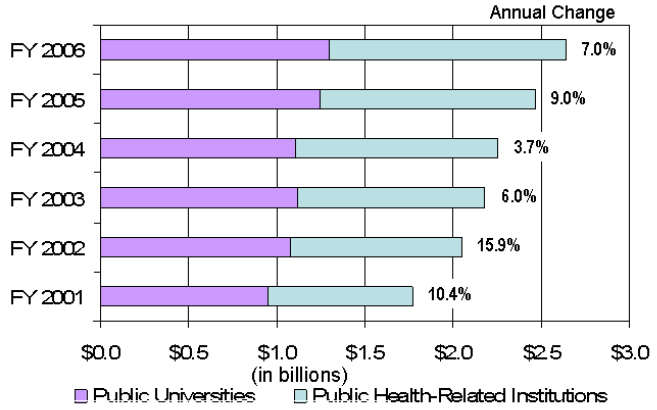
Research Target: Increase research expenditures by Texas public universities and health-related institutions from $1.45 billion in FY 1999 to $3 billion by 2015 (approximate 5 percent increase per year). Increase expenditures to $2.2 billion in constant (1998 base) dollars by 2007.

On Target

Research and development expenditures at Texas public institutions totaled $2.64 billion in FY 2006, up $173.5 million (7.0 percent) from FY 2005. The 2006 figure was $1.19 billion (82.0 percent) more than in FY 1999.

Public health-related institutions' expenditures grew at a faster rate (9.6 percent) than at public universities (4.5 percent) from 2005 to 2006.

Research Expenditures for R&D at Public Universities and Health-Related Institutions



In constant (1998 base) dollars, the 2006 total was $2.14 billion, 49.8 percent above the 1999 figure of $1.43 billion. The amount only needs to increase another 2.7 percent to reach the 2007 target of $2.2 billion.

The growth of research and development expenditures slowed in 2004, but not because of a drop in federal dollars as reflected in the national obligations for Research & Development for Science and Engineering. The growth was lower because of a 4.8 percent decline in state expenditures. The good news is that FY 2005 and FY 2006 show renewed growth.

Change in R&D Expenditures at Public Institutions by Source of Funds

Source	1999	2000	2001	2002	2003	2004	2005	2006
Federal	5.9%	11.4%	10.5%	16.5%	6.9%	7.2%	10.1%	4.4%
State	5.2%	12.1%	8.7%	20.9%	5.1%	-4.8%	9.5%	12.7%
Institution	-17.2%	8.3%	7.2%	13.2%	7.9%	8.4%	18.0%	15.7%
Private	13.7%	6.5%	13.2%	9.8%	3.9%	0.1%	4.5%	6.2%
All	5.1%	10.4%	10.4%	15.9%	6.0%	3.6%	9.6%	7.0%

The federal government was the largest provider of funds for public expenditures in FY 2006, with a 56.9 percent share, down from 58.3 percent in FY 2005. State government provided the next largest share (19.4 percent) in appropriations, contracts, and grants, up from 18.4 percent in FY 2005.

Appendices

Appendix A-1

Actual Public and Independent Higher Education Enrollment 2000-2006 and *Closing the Gaps* Targets

	Actual Enrollment							CTG Goals/Targets		Change	Growth to Reach 2010 Target
	2000	2001	2002	2003	2004	2005	2006	2010	2015	2000-2006	2006-2010
Total enrollment	1,019,517	1,069,838	1,137,276	1,174,687	1,207,881	1,219,145	1,236,168	1,423,000	1,650,000	21.3%	15.1%
Public Two-Year	447,998	478,313	515,771	536,005	557,373	566,071	575,712	708,770	867,670	28.5%	23.1%
Public Four-Year	427,233	443,870	469,514	487,061	497,213	500,535	507,243	558,603	623,264	18.7%	10.1%
Independent	144,286	147,655	151,991	151,621	153,295	152,539	153,213	155,627	159,066	6.2%	1.6%
African-American enrollment	108,463	114,950	125,985	132,334	138,400	139,773	142,622	158,300	172,700	31.5%	11.0%
Public Two-Year	49,414	52,730	57,465	60,277	63,446	64,665	65,971	77,439	87,368	33.5%	17.4%
Public Four-Year	41,371	44,193	49,005	51,833	54,566	55,438	56,851	60,639	64,681	37.4%	6.7%
Independent	17,678	18,027	19,515	20,224	20,388	19,670	19,800	20,222	20,651	12.0%	2.1%
Hispanic enrollment	237,394	252,824	273,945	292,071	309,457	319,495	333,964	474,000	676,100	40.7%	41.9%
Public Two-Year	129,308	138,718	152,149	162,994	174,844	180,323	189,474	286,854	426,202	46.5%	51.4%
Public Four-Year	82,815	87,923	94,981	101,612	107,004	111,181	115,952	154,555	211,289	40.0%	33.3%
Independent	25,271	26,183	26,815	27,465	27,609	27,991	28,538	32,591	38,609	12.9%	14.2%
White enrollment	570,052	586,942	614,412	627,086	631,767	628,429	624,671	660,500	671,300	9.6%	5.7%
Public Two-Year	236,429	248,620	264,350	271,190	275,863	275,146	272,612	297,259	304,706	15.3%	9.0%
Public Four-Year	249,816	253,906	262,805	268,216	268,319	267,113	266,016	276,116	279,148	6.5%	3.8%
Independent	83,807	84,416	87,257	87,680	87,585	86,170	86,043	87,125	87,446	2.7%	1.3%

Appendix A-2

Participation Trend Line Data Points from Fall 2000 to Meet *Closing the Gaps* Targets

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Enrollment	29,897	59,793	89,690	119,586	149,483	200,283	251,083	301,883	352,683	403,483	448,883	494,283	539,683	585,083	630,483
African-American Enrollment	4,707	9,415	14,122	18,830	23,537	28,797	34,057	39,317	44,577	49,837	52,717	55,597	58,477	61,357	64,237
Hispanic Enrollment	20,521	41,042	61,564	82,085	102,606	129,406	156,206	183,006	209,806	236,606	277,026	317,446	357,866	398,286	438,706
White Enrollment	4,190	8,379	12,569	16,758	20,948	34,848	48,748	62,648	76,548	90,448	92,608	94,768	96,928	99,088	101,248

Appendix A-3

Freshmen as a Percentage of All Students by Institution Type and Ethnicity, Fall 2000 and Fall 2006

Fall 2000	White	African-American	Hispanic	Asian	Other	Total
Two-Year	64.4%	61.9%	61.7%	53.1%	57.2%	62.7%
Four-Year	19.1%	29.2%	23.8%	20.1%	10.5%	20.5%
Total	41.1%	47.0%	46.9%	33.6%	27.0%	42.1%
Fall 2006	White	African-American	Hispanic	Asian	Other	Total
Two-Year	65.2%	62.7%	63.3%	57.7%	61.3%	63.8%
Four-Year	16.9%	26.1%	21.5%	18.0%	8.8%	18.5%
Total	41.4%	45.8%	47.4%	34.3%	30.3%	42.6%

Appendix A-4

Public Higher Education Enrollment by Region of Institutions and Ethnicity of Students, Fall 2000 and Fall 2006

		Fall 2000						Fall 2006					
Region Number	Region Name	White	African-Am	Hispanic	Asian	Other	Total	White	African-Am	Hispanic	Asian	Other	Total
1	High Plains	38,873	1,688	7,010	1,095	1,794	50,460	42,933	2,278	10,051	1,446	2,709	59,417
2	Northwest	10,436	1,178	1,742	243	533	14,132	11,502	1,717	2,358	338	710	16,625
3	Metroplex	117,576	23,386	20,142	12,168	12,336	185,608	139,003	36,040	36,823	16,520	16,859	245,245
4	Upper East	24,786	5,014	1,328	226	386	31,740	30,234	5,681	2,902	370	973	40,160
5	Southeast	22,754	5,473	1,742	633	591	31,193	21,697	6,698	2,608	655	1,307	32,965
6	Gulf Coast	88,636	36,771	33,752	15,095	10,652	184,906	95,576	47,250	50,808	19,156	16,088	228,878
7	Central	122,484	10,141	23,129	10,370	11,399	177,523	127,434	13,332	32,026	12,166	11,705	196,663
8	South Texas	42,245	5,287	91,413	2,578	2,722	144,245	51,555	7,562	124,538	4,495	6,193	194,343
9	West	13,363	982	5,602	222	274	20,443	13,697	1,124	7,679	309	378	23,187
10	Upper Rio Grande	5,092	865	26,263	334	2,427	34,981	4,997	1,140	35,633	445	3,257	45,472

	Fall 2000						Fall 2006					
	White	African-Am	Hispanic	Asian	Other	Total	White	African-Am	Hispanic	Asian	Other	Total
University	242,024	40,763	81,180	23,626	27,033	414,626	257,469	55,848	113,774	30,744	33,305	491,140
Community College	227,366	46,871	125,223	17,363	15,118	431,941	263,968	63,228	183,953	22,700	24,319	558,168
Technical and State Colleges	9,063	2,543	4,085	282	84	16,057	8,644	2,743	5,521	322	314	17,544
Health Related Institutions	7,792	608	1,635	1,693	879	12,607	8,547	1,003	2,178	2,134	2,241	16,103
Statewide Total	486,245	90,785	212,123	42,964	43,114	875,231	538,628	122,822	305,426	55,900	60,179	1,082,955

Appendix B-1

Closing the Gaps' Success Targets and Actual Awards

		Degrees and Certificates Awarded							CTG Goals/Targets	
		2000	2001	2002	2003	2004	2005	2006	2010	2015
Bachelor's, Associate's & Certificates (BAC)	**Total**	116,235	116,754	124,626	132,478	139,626	144,338	147,705	171,000	210,000
	Public Two-Year	40,553	40,444	44,697	49,988	53,851	56,858	57,020		
	Public Four-Year	58,818	59,337	61,995	63,777	67,099	69,852	73,182		
	Independents	16,864	16,973	17,934	18,713	18,676	17,628	17,503		
Bachelor's	**Total**	74,906	75,286	78,919	81,141	84,595	86,473	89,780	100,000	112,500
	Public Two-Year	0	0	0	0	0	0	0		
	Public Four-Year	58,574	58,988	61,611	63,356	66,742	69,505	72,837		
	Independents	16,332	16,298	17,308	17,785	17,853	16,968	16,943		
Associate's	**Total**	25,505	25,363	27,512	30,482	33,608	35,796	37,196	43,400	55,500
	Public Two-Year	24,810	24,549	26,765	29,599	32,688	35,070	36,559		
	Public Four-Year	163	139	121	144	177	166	177		
	Independents	532	675	626	739	743	560	460		
Doctorates	**Total**	2,629	2,671	2,539	2,637	2,807	3,041	3,220	3,350	3,900
	Public Two-Year									
	Public Four-Year	2,297	2,318	2,238	2,203	2,356	2,560	2,780		
	Independents	332	353	301	434	451	481	440		
African-American BAC	**Total**	11,215	11,756	12,625	13,373	14,667	14,600	14,695	19,800	24,300
	Public Two-Year	5,192	5,447	6,013	6,428	7,082	7,093	6,705		
	Public Four-Year	4,323	4,559	4,805	5,136	5,576	5,723	6,213		
	Independents	1,700	1,750	1,807	1,809	2,009	1,784	1,777		
Hispanic BAC	**Total**	23,368	24,036	26,251	28,832	31,334	33,723	35,385	50,000	67,000
	Public Two-Year	10,207	10,538	11,833	13,735	15,488	16,724	17,414		
	Public Four-Year	10,879	11,135	11,974	12,502	13,263	14,504	15,478		
	Independents	2,282	2,363	2,444	2,595	2,583	2,495	2,493		
Technology	**Total**	11,979	12,122	12,720	14,578	14,336	13,677	12,978	24,000	29,000
	Public Two-Year	5,084	5,140	5,428	7,267	6,966	6,169	5,277		
	Public Four-Year	6,895	6,982	7,292	7,311	7,370	7,508	7,701		
	Computer Science	4,002	4,352	4,759	5,507	5,110	4,198	3,455		
	Math	744	700	766	817	938	949	1,028		
	Physical Science	1,153	1,094	1,192	808	829	821	957		
	Engineering	6,080	5,976	6,003	7,446	7,459	7,709	7,538		
Allied Health & Nursing	**Total**	13,207	12,878	12,988	13,535	15,011	16,113	17,282	20,300	26,100
	Public Two-Year	9,388	9,026	9,252	9,861	11,117	11,962	12,838		
	Public Four-Year	3,819	3,852	3,736	3,674	3,894	4,151	4,444		
	BSN	2,004	1,961	2,056	2,125	2,345	2,430	2,607		
	A DN	2,744	2,685	2,694	3,204	3,482	3,574	3,970		
	Other Nursing	2,855	2,611	2,826	2,949	3,072	3,478	3,508		
	Allied Health	6,041	6,086	5,859	5,257	6,120	6,631	7,204		
All Teachers Initial Certified Math & Science	**All Routes**	23,428	27,744	31,796	37,308	31,361	29,462	24,170	34,600	44,700
Teachers	**All Routes**	2,156	2,473	2,972	3,061	2,498	2,737	2,983	5,400	6,500

Appendix B-2

Success Trend Line Data Points from Fall 2000 to Meet *Closing the Gaps* Targets

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Bachelor's, Associate's & Certificates (BAC)	119,788	123,341	126,894	130,447	134,000	141,400	148,800	156,200	163,600	171,000	178,800	186,600	194,400	202,200	210,000
Bachelor's	77,425	79,944	82,462	84,981	87,500	90,000	92,500	95,000	97,500	100,000	102,500	105,000	107,500	110,000	112,500
Associate's	26,004	26,503	27,002	27,501	28,000	31,080	34,160	37,240	40,320	43,400	45,820	48,240	50,660	53,080	55,500
Doctorates	2,663	2,697	2,732	2,766	2,800	2,910	3,020	3,130	3,240	3,350	3,460	3,570	3,680	3,790	3,900
African-American BAC	11,572	11,929	12,286	12,643	13,000	14,360	15,720	17,080	18,440	19,800	20,700	21,600	22,500	23,400	24,300
Hispanic BAC	24,894	26,421	27,947	29,474	31,000	34,800	38,600	42,400	46,200	50,000	53,400	56,800	60,200	63,600	67,000
Technology	13,383	14,787	16,192	17,596	19,000	20,000	21,000	22,000	23,000	24,000	25,000	26,000	27,000	28,000	29,000
Allied Health & Nursing	13,266	13,324	13,383	13,441	13,500	14,860	16,220	17,580	18,940	20,300	21,460	22,620	23,780	24,940	26,100
All Teachers Initial Certifications	23,642	23,857	24,071	24,286	24,500	26,520	28,540	30,560	32,580	34,600	36,620	38,640	40,660	42,680	44,700
Math & Science Teacher Certifications	2,585	3,014	3,442	3,871	4,300	4,520	4,740	4,960	5,180	5,400	5,620	5,840	6,060	6,280	6,500

Appendix C-1

Federal Science and Engineering Obligations for Research and Development

Year	1999	2000	2001	2002	2003	2004
National Total	$15,522,420	$17,238,671	$19,332,150	$21,090,940	$22,740,298	$23,735,423
California	$2,247,783	$2,517,086	$2,697,229	$2,951,472	$3,193,421	$3,458,540
% of Nat. Total	14.5%	14.6%	14.0%	14.0%	14.0%	14.6%
New York	$1,269,773	$1,410,518	$1,580,912	$1,682,187	$1,857,646	$1,948,714
% of Nat. Total	8.2%	8.2%	8.2%	8.0%	8.2%	8.2%
Pennsylvania	$990,736	$1,082,830	$1,239,294	$1,378,756	$1,417,348	$1,489,570
% of Nat. Total	6.4%	6.3%	6.4%	6.5%	6.2%	6.3%
Maryland	$1,004,165	$1,051,387	$1,122,508	$1,296,852	$1,294,617	$1,382,909
% of Nat. Total	6.5%	6.1%	5.8%	6.1%	5.7%	5.8%
Texas	$834,577	$958,185	$1,147,752	$1,222,324	$1,385,229	$1,342,911
% of Nat. Total	5.4%	5.6%	5.9%	5.8%	6.1%	5.7%
Massachusetts	$937,608	$998,935	$1,072,847	$1,147,940	$1,220,700	$1,342,045
% of Nat. Total	6.0%	5.8%	5.5%	5.4%	5.4%	5.7%
North Carolina	$573,092	$636,881	$766,285	$841,951	$938,818	$948,086
% of Nat. Total	3.7%	3.7%	4.0%	4.0%	4.1%	4.0%

Appendix C-2

Sources of Funds for Research and Development Expenditures at Texas Four-Year Institutions

Universities	1999	2000	2001	2002	2003	2004	2005	2006
Federal	$ 429,468,890	$ 466,342,097	$ 501,648,859	$ 564,550,413	$ 581,313,811	$ 598,223,237	$ 687,231,060	$ 715,511,880
State Appropriated	$ 113,107,209	$ 146,240,572	$ 154,226,713	$ 181,170,297	$ 192,545,081	$ 164,060,466	$ 178,457,426	$ 188,607,425
State Grants and Contracts	$ 80,161,727	$ 70,325,581	$ 80,609,493	$ 96,572,082	$ 98,791,981	$ 89,478,366	$ 99,234,886	$ 98,128,695
Institutional	$ 88,517,933	$ 80,511,921	$ 77,158,322	$ 92,735,327	$ 102,689,590	$ 109,589,358	$ 129,826,117	$ 139,172,540
Private-Profit	$ 29,204,623	$ 53,545,799	$ 63,346,610	$ 64,765,233	$ 61,670,381	$ 62,315,236	$ 71,010,748	$ 79,412,711
Private-Non-Profic	$ 88,733,333	$ 64,304,585	$ 71,233,319	$ 76,995,984	$ 81,401,342	$ 85,934,918	$ 76,930,264	$ 77,919,691
Total	$ 829,193,715	$ 881,270,555	$ 948,223,316	$ 1,076,789,336	$ 1,118,412,186	$ 1,109,601,581	$ 1,242,690,501	$ 1,298,752,942
Health-Related Institutions								
Federal	$ 367,176,245	$ 421,089,885	$ 479,224,320	$ 577,718,247	$ 639,417,162	$ 709,811,366	$ 752,991,078	$ 787,660,775
State Appropriated	$ 83,801,061	$ 90,655,175	$ 94,141,323	$ 119,859,163	$ 133,768,430	$ 149,560,559	$ 164,506,979	$ 205,870,794
State Grants and Contracts	$ 4,113,546	$ 8,082,427	$ 13,790,135	$ 16,843,282	$ 10,413,532	$ 11,525,340	$ 11,621,269	$ 18,809,931
Institutional	$ 11,366,652	$ 27,623,547	$ 38,792,662	$ 38,501,268	$ 38,962,467	$ 43,950,813	$ 51,282,931	$ 70,290,520
Private-Profit	$ 60,195,582	$ 57,761,725	$ 63,031,923	$ 78,841,164	$ 79,164,370	$ 67,521,973	$ 78,454,499	$ 82,280,891
Private-Non-Profic	$ 95,875,299	$ 116,071,624	$ 132,456,755	$ 141,687,379	$ 154,053,747	$ 160,926,355	$ 167,099,656	$ 178,449,784
Total	$ 622,528,385	$ 721,284,383	$ 821,437,118	$ 973,450,503	$ 1,055,779,708	$ 1,143,296,406	$ 1,225,956,412	$ 1,343,362,695
All Public Universities and Health-Related Institutions								
Federal	$ 796,645,135	$ 887,431,982	$ 980,873,179	$ 1,142,268,660	$ 1,220,730,973	$ 1,308,034,603	$ 1,440,222,138	$ 1,503,172,655
State Appropriated	$ 196,908,270	$ 236,895,747	$ 248,368,036	$ 301,029,460	$ 326,313,511	$ 313,621,025	$ 342,964,405	$ 394,478,219
State Grants and Contracts	$ 84,275,273	$ 78,408,008	$ 94,399,628	$ 113,415,364	$ 109,205,513	$ 101,003,706	$ 110,856,155	$ 116,938,626
Institutional	$ 99,884,585	$ 108,135,468	$ 115,950,984	$ 131,236,595	$ 141,652,057	$ 153,540,171	$ 181,109,048	$ 209,463,060
Private-Profit	$ 89,400,205	$ 111,307,524	$ 126,378,533	$ 143,606,397	$ 140,834,751	$ 129,837,209	$ 149,465,247	$ 161,693,602
Private-Non-Profic	$ 184,608,632	$ 180,376,209	$ 203,690,074	$ 218,683,363	$ 235,455,089	$ 246,861,273	$ 244,029,920	$ 256,369,475
Total	$1,451,722,100	$1,602,554,938	$1,769,660,434	$ 2,050,239,839	$ 2,174,191,894	$ 2,252,897,987	$ 2,468,646,913	$ 2,642,115,637