

Closing the Gaps by 2015: 2005 Progress Report

Texas Higher Education Coordinating Board
July 2005

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**Texas Higher Education Coordinating Board
July 2005**

The Texas Higher Education Coordinating Board

Board Member	Term	Hometown
Mr. Jerry Farrington, <i>Chairman</i>	2001-2007	Dallas
Mr. Robert W. Shepard, <i>Vice Chairman</i>	1997-2009	Harlingen
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Mr. Neal W. Adams	2001-2007	Bedford
Ms. Laurie Bricker	2004-2009	Houston
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Mr. Paul Foster	2004-2009	El Paso
Mr. Gerry Griffin	1999-2005	Hunt
Mr. Carey Hobbs	1999-2005	Waco
Mr. George McWilliams	2004-2007	Texarkana
Ms. Nancy Neal	2004-2007	Lubbock
Ms. Lorraine Perryman	2001-2007	Odessa
Mr. Curtis E. Ransom	2001-2007	Dallas
Mr. A. W. "Whit" Riter	2004-2005	Tyler
Mr. Terdema L. Ussery II	1999-2005	Dallas

Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy of the Coordinating Board

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

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

Overview

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

This report is the fourth annual summary of the state's progress – from 2000 through 2004 – toward meeting the targets established for 2005, on the way toward meeting the state's goals for 2015.

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

Some of the strategies to help the state reach the *Closing the Gaps by 2015* goals were developed or implemented only recently, and their potential has not yet been fully met. For example, new degree programs approved in recent years may only be producing their first graduates. These programs improve completion rates later in the life of the plan.

Progress through 2004 is summarized as follows:

Participation: In 2003 and 2004, overall student enrollment exceeded the plan's 2005 intermediate targets for total enrollment, as well as for African-American and White enrollment. Hispanic enrollment is increasing, but below the rate needed to meet its 2005 target.

Success: The number of undergraduate degrees and certificates awarded met 2005 targets in 2004. The 2004 targets for associate degrees and for degrees and certificates awarded to African-American, and Hispanic students were also achieved. Bachelor's degrees are on track to reach the 2005 intermediate target, but doctoral degrees awarded will fall short of the target unless the number of these degrees surges in the coming academic year.

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

Research: By 2004, Texas institutions had made significant progress in obtaining federal funds and had surpassed the plan's 2015 target.

In July 2005, the Coordinating Board will consider recommending revisions to the *Closing the Gaps*' goals and targets that have been achieved. The proposed target revisions are not included in this report, but will be covered in an addendum if they are adopted by the Board.

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

Progress Toward 2005 Participation Targets

Annual Enrollment (Public and Independent Institutions)	Fall 2000	Fall 2004	Change from 2000 to 2004: Number/Percent	2004 (Under) Over 2005 Target	2005 Target	Percentage of Targeted Increase for 2005 Achieved
Total	1,019,879	1,207,881	188,002 18.5%	38,881	1,169,000 ¹	126.0%
African-American	108,463	138,254	29,791 27.5%	6,254	132,000 ¹	126.6%
Hispanic	237,394	309,339	71,945 30.3%	(30,661)	340,000 ¹	70.1%
White	570,042	630,807	60,765 10.7%	39,807	591,000 ¹	289.9%

¹ The plan's 2005 targets were updated to reflect independent institutions' enrollments. The first targets adopted in 2000 called for increasing total enrollment by 150,000 students over fall 2000 levels, while increasing African-American enrollment by 22,200 students, Hispanic enrollment by 101,600 students, and White enrollment by 24,100 students.

Analysis:

- The 188,294 growth in student enrollment from fall 2000 to fall 2004 represents the largest four-year enrollment increase in the history of Texas higher education.
- The college-preparatory Recommended High School Program became the default curriculum for students entering public high schools in fall 2004. More students have been taking the Recommended curriculum. Even before this change, about 68 percent of 2004 graduates completed more than the minimum high school program, up from 40 percent in 2000. The number of high school graduates increased by 14.7 percent between 2000 and 2004. The percentage of high school graduates who immediately enter college, however, remains relatively unchanged.
- White and African-American student participation targets for 2005 have been met. Although the large number of White students has significantly increased total enrollment, the percentage increase for Whites was only 10.7 percent between fall 2000 and fall 2004. African-American participation during the same period rose by a healthy 27.5 percent.
- Hispanic enrollment from fall 2000 to fall 2004 increased by about 72,000 students (30.3 percent), averaging nearly 18,000 more Hispanic students annually. Because of the magnitude of growth needed to reach Hispanic participation targets, this impressive increase is not sufficient to reach the 2005 enrollment target. An average annual increase of 23,520 Hispanic students is needed.

Progress toward the 2005 participation target – Conclusion:

Although 2005 targets have been reached for total enrollment and for African-American and White enrollment, Hispanic enrollment is not yet on track To meet its target. Texas must increase Hispanic college enrollment by an additional 30,600 students next fall to reach the 2005 target for that group.

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

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

Progress Toward 2005 Success Targets

Type of Success (Public and Independent Institutions)	FY 2000	FY 2004	Change from 2000 to 2004	2004 (Under) Over 2005 Target	2005 Target	Percentage of Targeted Increase for 2005 Achieved
Certificates, Associate's and Bachelor's Degrees¹	116,249	139,524	23,275	5,524	134,000	131.1%
Associate's Degrees¹	25,505	33,618	8,113	5,618	28,000	325.2%
Bachelor's Degrees¹	74,920	84,573	9,653	(2,927)	87,500	76.7%
Doctoral Degrees¹	2,629	2,729	100	(71)	2,800	58.5%
African-American Certificates, Associate's and Bachelor's Degrees¹	11,192	14,500	3,308	1,500	13,000	183.0%
Hispanics Earning Certificates, Associate's and Bachelor's Degrees¹	23,502	31,419	7,917	419	31,000	105.6%
Technology-Related Degrees	12,575	14,867	2,292	(4,133)	19,000	35.7%
Allied Health and Nursing Degrees²	13,948	15,404	1,457	1,904	13,500	100.0% ²
Teachers Certified³	11,763	21,431	9,668	2,431	19,000	133.6%
Math & Science TeacherCertificates³	2,566	4,083	1,517	1,083	3,000 by 2015	NA

¹The plan's originally published success targets have been updated to include data from independent institutions.

² The 2005 target called for maintaining 2000 levels to reverse a long-term decline in these degrees. This has been achieved. The percentage increase could not be calculated since the target was lower than the 2000 level. A figure of 100% is used to show that the target of stopping the decline has been achieved.

³Annual figures include data for all new teacher certifications, including those obtained through alternative certification.

Analysis:

- In 2001, the number of academic credentials (certificates, associate's and bachelor's degrees) awarded increased by only 526 awards over 2000. During the following three years, however, the number of academic awards increased by more than 7,000 annually –7,874, 7,548, and 7,327. These increases moved the state past the original 2005 *Closing the Gaps* success target. Texas higher education institutions awarded a total of 139,040 undergraduate degrees and certificates in 2004.
- Bachelor's degrees account for 44.2 percent of the increase in undergraduate awards (bachelor's and associate's degrees and certificates) from FY 2000 to FY 2004.
- The 2005 target for associate's degrees was reached in FY 2004. After dropping by 142 degrees from FY 2000 to FY 2001, the first year of the plan, three consecutive years of 2,000 plus growth have been achieved. At least part of the increase stems from community colleges awarding associate degrees to students who have completed the degree requirements in the past but did not apply for the award. The high growth rate for associate degrees may not be maintained.
- The number of certificates and undergraduate degrees awarded to African-Americans has increased significantly, and the 2005 target was exceeded in FY 2003. The past year's growth was an impressive 9.9 percent, or 1,330 more awards.
- The number of certificates and undergraduate degrees awarded to Hispanics increased by about 9.5 percent for three consecutive years, to 31,419 in FY 2004. The 2005 intermediate target of 31,000 has been surpassed.
- The number of doctoral degrees awarded increased slightly in FY 2003 after falling to a low of 2,539 in FY 2002. The growth in FY 2004 was more robust at 5.9 percent or 152 degrees to 2,729. Over the four-year period, the increase in doctoral graduates averages out to at less than 1 percent per year. If the 2005 *Closing the Gaps* target is to be achieved, the growth rates should be over 3 percent annually. The 2005 intermediate target will not be achieved if the current trend persists.
- The computer science, engineering, engineering technology, and physical science programs included in the technology category have been revised to match federal changes. In 2004, these awards totaled 14,867, far short of the 2005 target of 19,000. The target likely will not be met since the number awards has increased by only 2,293 since FY 2000.
- Allied health and nursing undergraduate awards exceeded the 2005 target in FY 2004. A large portion of these awards were earned by two-year college students. This is a promising turn-around for a field that had experienced many years of decline that may be the result of additional support provided by the Legislature.
- Teacher preparation has changed tremendously since *Closing the Gaps* originated. According to the State Board of Educator Certification, 70 percent of newly certified teachers in 2000 were prepared in traditional university undergraduate programs. By 2003, traditionally prepared teachers represented 46 percent of new certifications, alternative certification programs accounted for 34 percent, and post-baccalaureate programs were responsible for 20 percent.

Progress toward the 2005 success targets – Conclusion:

Progress toward some success targets is encouraging. The state continues to award more degrees and certificates to African-American and Hispanic students. Allied health and nursing and teacher education awards have passed their 2005 intermediate targets.

The number of doctoral and technology awards remain causes for concern.

Six-year graduation rates for university students slowly increased over the past decade, but remain relatively low, at 52 percent statewide. Although not specifically identified in *Closing the Gaps*, the time that students take to earn degrees should be reduced to improve graduation rates and better utilize enrollment capacity at institutions.

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

Progress Toward 2005 Excellence Targets

Increase the number of....	2000	2004	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 and Prairie View A&M University are making significant progress related to the benchmarks established in *The Priority Plan to Strengthen Education* at those Institutions. Some areas continue to need attention.
- In the absence of a national ranking system for community and technical colleges, the Coordinating Board will work with the colleges to develop guidelines to assist them in meeting the intent of the excellence goal.

Progress toward the 2005 excellence target – Conclusion:

Texas public and independent higher education institutions are home to approximately 100 programs identified among the “Top 10” in various categories of the *U.S. News & World Report* national rankings. In addition, the state’s public and independent institutions consistently appear in a variety of education-related rankings, and some faculty are recognized as recipients of the National Science Foundation’s Medal of Science and Medal of Technology. Increased competition across the nation for top-ranked standings in the various comparison ranking systems will require Texas’ institutions to diligently pursue improvement in this target area. Achieving excellence requires sustained effort in areas targeted for excellence. Progress toward the 2010 and 2015 targets identified in *Closing the Gaps* is difficult to measure 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 funding to Texas institutions by 50 percent to \$1.3 billion.

**Progress Toward 2005 Research Targets
Federal Science and Engineering Obligations**
(in millions)

Funding to Texas universities and health-related institutions	Actual Obligations (Current \$) ¹	Actual Obligations (Constant 1998 \$)	Obligations to % of Federal Higher Education
1998	\$846.0	\$845.9	5.3%
1999	\$972.9	\$958.6	5.4%
2000	\$1,107.3	\$1,063.1	5.6%
2001	\$1,364.9	\$1,226.7	6.1%
2002	\$1,438.1	\$1,300.2	5.9%

¹Figures are provided by the National Science Foundation.

Federal Science and Engineering Targets	Target Obligations (Constant 1998 \$)	Constant 2002 as % of Target
2007 ²	\$1,000	130.0%
2015	\$1,300	99.6%

²*Closing the Gaps by 2015* provides an intermediate target only for 2007.

**Progress Toward 2005 Research Targets
Research Expenditures**

Funding to Texas universities and health-related institutions ¹	FY 2000	FY 2004	Increase from FY 2000 to FY 2004	2007 Target ²	Percent of 2007 Target Achieved
Actual Research and Development Expenditures	\$1.60 billion	\$2.25 billion	\$650 million		102.3%
Constant 1998 \$ Research and Development Expenditures	\$1.51 billion	\$1.94 billion	\$431 million	\$2.2 billion	88.0%

¹Source: 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 2002 (the most recent data available), Texas institutions of higher education ranked 5th (a drop from 3rd) after California, New York, Pennsylvania, and Maryland in federal obligations for science and engineering.
- Federal science and engineering obligations in Texas increased by 1.2 percent between FY 2001 and FY 2002, compared to 3.9 percent in California, 7.4 percent in Pennsylvania, and 10.1 percent in Maryland (in 1998 constant dollars).
- In FY 2004, research expenditures reported by Texas institutions to the Coordinating Board totaled \$2,252.9 million, an increase of 3.6 percent over FY 2003. The growth occurred at health-related institutions, which reported an increase of \$87.5 million (8.3 percent). At universities, research expenditures decreased \$8.8 million (-0.8 percent) when compared to FY 2003.
- In FY 2004, the federal government provided 58.1 percent of the research funds expended an increase from 56.1 percent in FY 2003.
- The National Institutes of Health provided 64 percent of the federal research support for science and engineering to Texas higher education institutions in FY 2004, compared to 59 percent in 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 well positioned to sustain the higher percentage of federal obligations for science and engineering.