South Texas Regional Overview

Prepared for:

February 2011
Executive Summary – South Texas

- South Texas is a large region with a number of subregions at considerable distances from each other, including the Lower Rio Grande Valley, San Antonio, Corpus Christi, and Laredo. All border regions have a significantly higher Hispanic student population than the more centrally-located San Antonio, which also benefits from a higher income than border regions (28% higher).

- The Hispanic student population is set to grow 25% in the next 20 years. The region is on par with state averages for high school graduation and postsecondary enrollment but lags slightly in degree completion. These regional levels of student achievement are remarkable when compared to those of similar sociodemographic groups.

- The different subregions in South Texas have varying degrees of challenges with respect to demographics and education attainment. San Antonio’s education outcomes do not reflect its more favorable demographic and economic situation and it lags behind the border region on most education outcomes.

- The Border region provides limited opportunities for collaboration across metro areas and has an underdeveloped college-going culture. The region also has limited resources available for student financial support and funding for college readiness and success programs.

- South Texas boasts committed leadership, state and philanthropic investment, and a high level of community-wide collaboration. A public-private partnership can play a critical role in leveraging the region’s assets to further improve persistence and completion.
South Texas Is an Extensive Region With a Predominantly Hispanic Population

South Texas is the largest geographic region in Texas and contains 19% of the total Texas population.

The Lower Rio Grande has a much larger Hispanic population than San Antonio.

Notes: *South Texas is a THECB-defined region which we adopted for ease of data analysis. This presentation also examines selected sub-regions within the THECB-defined region. South Texas data is for all of South Texas. San Antonio data is for Bexar County. Lower Rio Grande Valley includes the following counties: Cameron, Hidalgo, Starr and Willacy Counties; Source: 2008 U.S. Census Bureau, Texas State Department Populations Projection data.
Hispanic Students, Who Already Make Up the Majority of the Student Population, Will Drive Most of the Region’s Student Body Growth

The student population in South Texas reflects that of the total population

97% of student population growth in the next 20 years will be fueled by Hispanics

Notes: South Texas data is for all of South Texas. San Antonio data is for Bexar County. Lower Rio Grande Valley includes the following counties: Cameron, Hidalgo, Starr and Willacy Counties
Source: 2008 U.S. Census Bureau, Texas State Department Populations Projection data
Regional Context

South Texas Is a Low Income Region with a Median Household Income 14% Lower than Texas Average

Median Household Incomes by Ethnicity (in thousands), 2008¹,²

- **Texas**
  - White: $61
  - Hispanic: $37
  - African-American: $35

- **South**
  - White: $57
  - Hispanic: $33
  - African-American: $36

Notes: (1) Median Household Income by Ethnicity calculated using the median household income per county and weighting by 2008 county population, (2) Federal poverty level for a 3 person household was $17,600 for 2008

Source: 2008 American Community Survey; FSG analysis
South Texas Has Benefited from Strong Economic Growth Primarily Through Occupations That Require a Postsecondary Degree or Credential

South Texas Region Industrial Employment Indices, 2002-2012

Note: The Industry Employment Indices Graph above only includes the 28 counties, closest to the border: including the cities of Corpus Christi, Brownsville, Laredo, Del Rio, McAllen, Eagle Pass and Harlingen, but DOES NOT include San Antonio and counties bordering Central Texas and Gulfcoast regions.


Note: Data after September 2009 are projected.
Sources: Economic Modeling Specialists Inc. and Texas Comptroller of Public Accounts.
By 2016, the Fastest Growing Occupations Will Require a Postsecondary Degree and Their Demand for Graduates Will Grow by 35%

Job Growth in Fastest-growing Occupations in South Texas, 2006-2016 (thousands)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2006 Existing Jobs</th>
<th>2016 Additional Jobs Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten &amp; Elementary Teachers</td>
<td>33.8</td>
<td>47.2</td>
</tr>
<tr>
<td>Middle &amp; Secondary Teachers</td>
<td>36.2</td>
<td>47.9</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>30.7</td>
<td>41.9</td>
</tr>
<tr>
<td>Accountants &amp; Auditors</td>
<td>12.3</td>
<td>15.3</td>
</tr>
<tr>
<td>Business Operations Specialists, All Other</td>
<td>10.2</td>
<td>13.4</td>
</tr>
<tr>
<td>Other</td>
<td>5.8</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Source: Texas Workforce Commission as reported in the THECB's 2010 Regional Plan for Texas Higher Education
South Texas Is Outperforming Texas Averages for Educational Attainment Across All Demographics

South Texas performs at the state level for postsecondary enrollment but below for completion

All demographics outperform state averages for that specific demographic, but because the Hispanic population is large, the region as a whole underperforms

The much smaller proportion of White students in the region (half of the Texas average) drives the slight overall underperformance of the region

Note: ‘n’ refers to the starting number of students in 7th grade cohort for that specific year
Students Have Limited Postsecondary Choices Because of Large Distances Between Metro Areas and Limited Number of Institutions in Each Metro

Postsecondary Landscape

- Seven community colleges | 67% of postsecondary enrollment
- Nine four-year universities | 33% of postsecondary enrollment
- Four private universities
- 71% of South Texas students who enroll in postsecondary education remain in the region compared to a 64% Texas average; 58% remain within their home county

Total Student Enrollment by Type of Institution, Fall 2009¹

<table>
<thead>
<tr>
<th></th>
<th>4 year</th>
<th>2 year</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Texas</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>South Texas</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Most metro areas in South Texas are served by one community college and one four-year public university

Notes: (1) Total enrollment provided for public institutions only, (2) Number includes the individual campuses of Alamo Community College System
Source: THECB; FSG analysis
South Texas's Four-Year Universities Underperform State Average Graduation Rate While Half of the Region’s Two-Year Colleges Exceed It

<table>
<thead>
<tr>
<th>Four-year Institutions</th>
<th>% Hispanic</th>
<th>Fall '09 Total UG Enroll.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Average</td>
<td>56%</td>
<td>-</td>
</tr>
<tr>
<td>Texas A&amp;M U.-Corpus Christi</td>
<td>41%</td>
<td>7,372</td>
</tr>
<tr>
<td>UT San Antonio</td>
<td>44%</td>
<td>25,006</td>
</tr>
<tr>
<td>Texas A&amp;M International U.</td>
<td>93%</td>
<td>5,315</td>
</tr>
<tr>
<td>Regional Average</td>
<td>64%</td>
<td>67,789</td>
</tr>
<tr>
<td>UT Pan American</td>
<td>89%</td>
<td>15,574</td>
</tr>
<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>65%</td>
<td>4,491</td>
</tr>
<tr>
<td>Sul Ross State University R. Grande College*</td>
<td>88%</td>
<td>744</td>
</tr>
<tr>
<td>UT Brownsville†</td>
<td>88%</td>
<td>5,765</td>
</tr>
<tr>
<td>University of Houston-Victoria*</td>
<td>65%</td>
<td>1,740</td>
</tr>
<tr>
<td>Texas A&amp;M U. -San Antonio‡</td>
<td>21%</td>
<td>1,782</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year Institutions</th>
<th>% Hispanic</th>
<th>Fall '09 Total UG Enroll.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Victoria College</td>
<td>39%</td>
<td>4,032</td>
</tr>
<tr>
<td>Laredo Community College</td>
<td>36%</td>
<td>9,227</td>
</tr>
<tr>
<td>Coastal Bend College</td>
<td>35%</td>
<td>4,162</td>
</tr>
<tr>
<td>Texas Southmost College District</td>
<td>33%</td>
<td>13,195</td>
</tr>
<tr>
<td>Southwest Texas Junior College</td>
<td>31%</td>
<td>5,767</td>
</tr>
<tr>
<td>Texas Average</td>
<td>30%</td>
<td>-</td>
</tr>
<tr>
<td>South Texas College</td>
<td>27%</td>
<td>26,334</td>
</tr>
<tr>
<td>Texas State Technical College-Harlingen</td>
<td>27%</td>
<td>5,988</td>
</tr>
<tr>
<td>Del Mar College</td>
<td>25%</td>
<td>12,007</td>
</tr>
<tr>
<td>Regional Average</td>
<td>25%</td>
<td>139,350</td>
</tr>
<tr>
<td>Alamo Community College District</td>
<td>20%</td>
<td>58,638</td>
</tr>
</tbody>
</table>

16 out of 17 Public PSEs in South Texas are Minority-Serving Institutions

Notes: Data from THECB for Fall enrollment – credit students, Minority Serving Institution is defined as having 25% or higher Hispanic enrollment or being designated as a Historically Black University; *Rates for satellite campuses (Sul Ross, U of H – Victoria) are represented by rates for the main campus; †UT Brownsville graduation rate not available from THECB, source is 2009 IPEDS 6-year graduation rate for full-time, first-time students; ‡N/A indicates 6-year graduation rate data is not available because cohort not yet graduated from new PSE (Texas A&M San Antonio)

Source: THECB, FSG analysis
Postsecondary Enrollment in South Texas Institutions Has Grown 58% in the Past 10 Years

Two-Year College Enrollment by Ethnicity¹

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Hispanic</th>
<th>African American</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>24</td>
<td>59</td>
<td>3</td>
<td>5</td>
<td>88</td>
</tr>
<tr>
<td>2009</td>
<td>138</td>
<td>95</td>
<td>5</td>
<td>1</td>
<td>243</td>
</tr>
</tbody>
</table>

Four-Year College Enrollment by Ethnicity¹

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Hispanic</th>
<th>African American</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>43</td>
<td>27</td>
<td>1</td>
<td>6</td>
<td>77</td>
</tr>
<tr>
<td>2009</td>
<td>16</td>
<td>43</td>
<td>3</td>
<td>5</td>
<td>68</td>
</tr>
</tbody>
</table>

CAGR

Two-year institutions’ share of postsecondary enrollment has remained constant at 67%

Note: (1) Enrollment for South Texas residents
Source: THECB and Institutional Data
A Large Percentage (47%) of Postsecondary Students Do Not Enroll in Postsecondary Education Immediately After Graduating From High School

**Status of Postsecondary Enrollment After Graduating High School¹**

<table>
<thead>
<tr>
<th>Did Not Enroll Immediately</th>
<th>(n=64,829)</th>
<th>47%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Immediately</td>
<td>(n=73,291)</td>
<td>53%</td>
</tr>
</tbody>
</table>

**Probability of Completing Postsecondary Education in 6 Years**

<table>
<thead>
<tr>
<th>Did Not Enroll Immediately</th>
<th>1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled Immediately</td>
<td>26%</td>
</tr>
</tbody>
</table>

Note: (1) 'n' refers to total number of students for that status of enrollment after graduating from high school

Source: THECB data on public high school graduates who earned a degree or certificate in a two-year or four-year institution within six years of high school graduation, for FY 2001, 2002, & 2003

*Students enrolling in postsecondary immediately after graduating high school are 26 times more likely to complete a degree than those who did not*
45% of Enrolling Postsecondary Students Require Developmental Education

Two-Year Institutions

Percent of Students Who Take Dev Ed Fall 2003 Cohort

<table>
<thead>
<tr>
<th></th>
<th>With Dev Ed</th>
<th>No Dev Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>10,664</td>
<td>31%</td>
</tr>
<tr>
<td>Probability of achieving a postsecondary degree within 6 years</td>
<td>69%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Four-Year Institutions

Percent of Students Who Take Dev Ed Fall 2003 Cohort

<table>
<thead>
<tr>
<th></th>
<th>With Dev Ed</th>
<th>No Dev Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>9,049</td>
<td>68%</td>
</tr>
<tr>
<td>Probability of achieving a postsecondary degree within 6 years</td>
<td>32%</td>
<td>51%</td>
</tr>
</tbody>
</table>

“*We have a large number of students who come unprepared, without college readiness skills. 1 out of 4 students came needing one or more dev ed courses…that is a tremendous burden.*” – Four-Year Institution

*Most students who need developmental education start in community colleges, but their graduation rate is half that of college-ready students*

Source: THECB and Institutional Data, FSG analysis
While San Antonio Has Better Four-Year Graduation Rates, the Lower Rio Grande Valley Is More Effective at Graduating Students from Community College

**Graduation Rate by Area and Type of School, 2003 Freshman Cohort**

<table>
<thead>
<tr>
<th></th>
<th>2 Year Cohort Enrollment</th>
<th>4 Year Cohort Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Antonio</td>
<td>4,469</td>
<td>3,474</td>
</tr>
<tr>
<td>Lower Rio Grande Valley</td>
<td>3,474</td>
<td>4,132</td>
</tr>
</tbody>
</table>

**Students in the Lower Rio Grande Valley have different priorities than those in San Antonio**

“The difference between UT San Antonio and UT Brownsville students is that they have different priorities. When asked to rank priorities UTSA students ranked in the following order: (1) school (2) work (3) family, while UT Brownsville ranked the opposite: (1) family (2) work (3) school.” – Four-Year Institution

San Antonio’s only community college system is the 3rd largest system in the state but has the lowest achievement rates of all major systems

“We have so many inefficiencies in academic structures. This is multiplied because we have different college campuses and they are all accredited separately; they have to do separate things that add cost” – Two-Year Institution

Note: Lower Rio Grande Valley is defined as: Willacy, Cameron, Hidalgo and Starr Counties; San Antonio is defined as Bexar County
Border Areas Face a Number of Challenges Including Low HH Income, Language Issues and Limited Opportunities for IHE Collaboration

### Challenges

- **Limited collaborative efforts** between cities on the border because of the large distances between each community.
- **Low income** plays a role in dropout rates at postsecondary institutions in the region, as most **students must work a full time job** to pay for their education.
- Large number of Lower Rio Grande Valley / Laredo students are **English learners**.
- Students often have **limited access to transportation** to school.

### Implications

- **Students** living within each metro area **only have access to one to two postsecondary institutions** that may not offer courses for their specific interests or needs.
- Need to work and lack of access to transportation **limits credit hours** students can take and reduces **engagement**, which effect completion.

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“**There is a lack of multi-generational college-going culture. While some students can ‘get permission’ from family, the reality is that it creates stress on the family**” – Four-Year Institution

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Note: Lower Rio Grande Valley is defined as: Willacy, Cameron, Hidalgo and Starr Counties

South Texas Faces Substantial Cultural, Financial and Geographical Obstacles to Improving Completion Rates

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Description</th>
</tr>
</thead>
</table>
| Limited opportunities for regional collaboration | • Because South Texas subregions (Lower Rio Grande Valley, San Antonio) are so distant from one another, it is difficult for IHEs in different subregions to collaborate or specialize  
• Students in each subregion tend to enroll in the local postsecondary institution. |
| Lack of student related financial support | • Most students are first-generation, low-income students who must work full time jobs limiting their engagement on campus  
• South Texas students, especially Lower Rio Grande Valley students, have limited financial support, a major reason why they drop out without completing |
| Lack of college-going culture | • Because most students are first-generation, they and their parents often do not understand the rigor and time commitment demanded by postsecondary studies  
• Students who do enroll in postsecondary education often face resistance from family members |
| Lack of college readiness      | • South Texas has the 2nd highest dev ed requirement rate in the state (52% of students enroll in developmental education)                                                                                     |

Source: THECB and Institutional Data, FSG analysis and interviews
South Texas Can Address Completion With the Same Assets It Has Employed In Increasing Access

**Key Regional Assets**

- Long-term national and state focus on providing Hispanics along the U.S./Mexico Border with access to postsecondary education
  - Over the past 10 years enrollment has grown by over 60% in the region.
- Because South Texas looks like the future of both Texas and the US, it is an excellent environment in which to develop and pilot initiatives that can be scaled up both at the state and national level. This, as well as strong results and a commitment to change have attracted a high level of philanthropic investment.

- Leaders at all levels, in the Lower Rio Grande Valley as well as San Antonio, have been committed to improving educational outcomes.
- Postsecondary institution leadership in the Lower Rio Grande Valley is aligning systems to create a seamless pipeline between high school, two-year and four-year education.

- South Texas has seven P-16 Councils – more than any other region
- Two-year schools have collaborated closely with local ISDs through early college high school models and “college-going culture” campaigns
- UTB/TSC has begun to develop a collective impact approach to education reform along with ISDs, the business community and community leaders through a Gates Foundation “Partners for Postsecondary Success” grant

Source: FSG analysis and interviews
Regional Assets and Opportunities

Major Initiatives and Reform Efforts Have Spurred High Levels of Growth in Student Enrollment and Institutions in the South Texas Region

LULAC vs. Richards
• MALDEF argues current education funding system discriminates against the South Texas border
• The Texas Supreme Court did not find the State guilty of discrimination
• However, lawsuit highlighted the State’s failure to establish a “first-class” college system in a region with a large concentration of Hispanic students
• Created an awareness of needs in South Texas which would spur the state to action

Over the past twenty years, leadership in the region has focused on providing greatly increased access to postsecondary education, e.g., opening a new two-year community college, South Texas College in 1993.

Philanthropic Involvement
South Texas College joins Achieving the Dream – as a joint effort with UT Pan American and the local high schools, a day was scheduled for all high school seniors to convene in the gym. All seniors completed an application for admission to both institutions and the FAFSA financial aid application

Congressman Albert Bustamante (D-TX) introduces H.R. 1561 to authorize a capacity-building program for “Hispanic-Serving Institutions”; the South Texas/Border Initiative is authorized by the Texas legislature

As of August 31, 2001, 8 South Texas/Border universities collectively have a total of 675 bachelor’s, master’s, and doctoral degree programs. Represents a net increase of 105 programs since 1990.

Reform efforts should transition from access to persistence and success as those are the areas in which the region now lags behind


• Overall, regional postsecondary enrollment has increased 60% in the past 10 years
Committed Leadership Both In San Antonio and the Border Region Has Had a Great Impact on Reform Efforts

- The former mayor of San Antonio, Henry Cisneros, has established a foundation focusing on providing college access. Education has also been a priority for Julian Castro, the current mayor.
- The San Antonio Chamber of Commerce supports initiatives linking education to workforce needs.
- “Café College” just opened up in San Antonio, a project of the mayor that is designed to help build a college-going culture in the city.
- The Higher Education Council of San Antonio has been involved in education reform since 1974.

- Two-year and four-year college presidents have increased collaboration over the past few years and invested in creating better alignment between their institutions.
- In Hidalgo, Dr. Daniel King, superintendent at the time, worked with the Gates Foundation to innovate a pioneering Early College High School model which provided the opportunity to work towards a high school diploma and an associate’s degree simultaneously to 100% of the district’s students.

“We began talking with Gates and CFT about the ECHS model. I decided to challenge the model that used the lottery system. I proposed we open up 2 ECHSs here in Hidalgo with 400 students each, giving all 800 of my students the ECHS opportunity!” - ISD
Community Wide Collaboration Has Brought Forth Numerous Initiatives and Needs to be Further Leveraged in Future Reform

**Postsecondary Innovation**
- **UTeach**: Increases number of highly qualified STEM teachers
- **UTB/TSC development of more rigorous and time-delimited entry pathway for different types of students**
  - All students will be required to finish developmental requirements within one academic year
- **Widespread adoption of early college high school model**
  - Early results for ECHSs include improved attendance and higher average math and reading scores
- **PSJA, STC, Community Partnership**: Collaboration between ISDs and South Texas College
  - 1,500 high school students enrolled in college courses; helped 650 dropouts return to high school, earn a diploma and enroll in South Texas College
- **South Texas College and Alamo Community College visit high schools in local ISDs** and help seniors fill out college applications and FAFSA

**Innovation and Reform with ISDs**
- **South Texas has seven P-16 Councils**: more than other regions
- **UTB/STC working across sectors** (ISDs, 2 and 4-year schools, business community) to create unified community effort to improve students success, through Gates-funded “Partners for Postsecondary Success”
- **The UT Brownsville Nursing program** gives an orientation to the entire family where a discussion centers around the rigor of the program, how much time will be spent on studies and what implications for the family will be.

A Public Private Partnership Could Help South Texas Better Direct Its Existing Assets to Address Critical Gaps

**Preliminary Opportunities for the Region**

**Scale up and share lessons from successful innovations**

- Scale up college readiness programs that have proven to be most successful for students in the region
- Share learnings from innovative models across the region
- Invest more resources in programs that aim to transform the “part-time” student culture to a full-time one such as:
  - Programs that engage students on campus through on campus jobs or research with faculty
  - Financial and non-financial support for students

**Focus on removing policy barriers**

- Focus on the removing policy barriers that stand in the way of scaling or replicating successful programs (e.g., financial aid policies that hinder progress of ECHS graduates)
- Address counterproductive state policies (e.g., Texas encouragement of students transferring from a two to a four-year program as soon as possible instead of after completing a two-year degree)

**Continue to invest in regional infrastructure**

- Projected student population growth in the region will require investment in increasing both postsecondary education capacity and quality

Source: FSG analysis and interviews
FSG Interviewed Five Stakeholders in South Texas

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviews with IHEs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Juliet Garcia</td>
<td>President</td>
<td>UT Brownsville/Texas Southmost College</td>
<td>2 Year / 4 Year</td>
</tr>
<tr>
<td>Dr. Shirley Reed</td>
<td>President</td>
<td>South Texas College</td>
<td>2 Year</td>
</tr>
<tr>
<td>Dr. Robert S. Nelsen</td>
<td>President</td>
<td>UT Pan American</td>
<td>4 Year</td>
</tr>
<tr>
<td>Dr. Bruce H. Leslie</td>
<td>Chancellor</td>
<td>Alamo Community College System</td>
<td>2 Year</td>
</tr>
<tr>
<td><strong>Interviews with Other Stakeholders</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Daniel King</td>
<td>Superintendent</td>
<td>Pharr San Juan Alamo ISD</td>
<td>ISD</td>
</tr>
</tbody>
</table>

**Site Visits in South Texas**

- FSG made site visits in Brownsville and McAllen, TX in October 2010
  - Spoke with education leadership at both the secondary and postsecondary levels
  - Attended student panel at UT Brownsville
  - Toured UT Brownsville and local “colonias” and met with UT Brownsville faculty members